



1/XIII/November 2025–February 2026

SEAQILNEWS

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SEAMEO QITEP in Language

Message from Editorial Board

Advancing Language Education Through Strategic Collaboration

Dear valued readers,

In this edition, we present our activities from November 2025 to February 2026. Over the past four months, SEAMEO QITEP in Language (SEAQIL) has expanded its programmes and broadened its partnerships with various institutions across Asia, aiming to improve the competencies of teachers and education personnel while responding to their needs through relevant and impactful initiatives.

This edition highlights the official visit of the President of the SEAMEO Council to Indonesia, reaffirming our shared commitment to strengthening SEAMEO Centres across the region. We also feature our continued support for Indonesian Language for Foreign Learners (ILFL) teachers through the Training on Indonesian Language Proficiency Development, reflecting SEAQIL’s dedication to enhancing professional competence and contributing to the advancement of language education in Southeast Asia. In December, SEAQIL initiated collaboration with four institutions in People’s Republic of China (PRC). We discussed the opportunities for collaboration in education, language, and capacity-building for language teachers and education personnel.

We invite you to explore our initiatives and upcoming programmes by visiting our website and following our social media channels.



Source: Freepik

Editorial Board

Dr. Brian Arieska Pranata (Advisor/Penanggung Jawab) | Dr. Misbah Fikrianto, M.M., M.Si. (Editor-in-Chief/Pemimpin Redaktur) | Dr. Limala Ratni Sri Kharismawati, M.Pd. (Deputy Editor/Wakil Pemimpin Redaktur) | M. Masrur Ridwan, S.Pd., Qisty Meisya Nugraha, S.Pd., Shofiyah Sajidah, S.Hum. (Editor/Redaktur) | Patricia Febby Valerie, S.Ds. (Graphic Designer/Penata Letak)

Important Update: Office Relocation Notice

Notice

NEW OFFICE ADDRESS



SEAMEO QITEP in Language (SEAQIL)

Effective 2 January 2026, SEAQIL's operational activities are conducted at the new office.



Former Address:

Jalan Gardu Nomor 31, RT.10/RW.2
Srengseng Sawah, Kec. Jagakarsa
Jakarta Selatan 12640
Indonesia

New Address:

Gedung Wijaya Kusuma, Lantai 3
Kompleks BPMP Provinsi DKI Jakarta
Jalan Nangka 1 Nomor 60, Tanjung Barat
Jagakarsa, Jakarta Selatan 12530
Indonesia

Strengthening the Direction of Education in Southeast Asia: SEAQIL Welcomes the President of the SEAMEO Council



SEAQIL, together with SEAMEO BIOTROP, SEAMEO RECFON, SEAMEO SEAMOLEC, and the Professional Development Centre for Teachers and Education Personnel (Balai Guru dan Tenaga Kependidikan/BGTK) of Jakarta Province, welcomed the visit of Her Excellency Datin Seri Setia Dr Hajah Romaizah binti Haji Mohd Salleh, Minister of Education of Brunei Darussalam and President of the SEAMEO Council on Friday, 5 December 2025.

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The visit was accompanied by the Secretary-General of the Ministry of Primary and Secondary Education of Indonesia, Ir Suharti, MA, PhD, as well as the Deputy Director for Administration and Communication of the SEAMEO Secretariat, Ms Pintip Iamnirath.

The visit marked an important moment of regional engagement, reaffirming the role of SEAMEO Centres in supporting quality and inclusive education across Southeast Asia.

Regional Leadership and Shared Commitment

During the meeting, the President of the SEAMEO Council expressed appreciation for the contributions of four SEAMEO Centres in Indonesia, which served as hosts for the visit in Jakarta to enhance the quality of education, particularly in line with their

respective areas of specialisation. Her Excellency also conveyed her hope that the innovations undertaken by each Centre would continue to be strengthened and further developed.

“I wish to congratulate the important work of each of your Centres. It is my sincere hope that efforts will continue and cooperation will continuously strengthen. I look forward to working together towards advancing education,” Her Excellency said.

The Secretary-General of Indonesia’s Ministry of Primary and Secondary Education, Ir Suharti, also expressed her gratitude for the appointment of Her Excellency Datin Seri Setia Dr Hajah Romaizah as President of the SEAMEO Council for the 2025–2027 term. She further conveyed her pride that Indonesia had become the first country visited following the appointment. In her remarks, Suharti reaffirmed Indonesia’s commitment to the vision of Quality Education for All, guided by the spirit of Inclusive Participation.

“Quality Education for All, guided by the spirit of Universal Participation reflects our commitment, not only to maximize our own resources but also to actively engage various stakeholders in enhancing learning in Indonesia,” she said.

Mr Erfan Agus Munif, Head of BGTK of DKI Jakarta Province, added that BGTK of DKI Jakarta Province is mandated to strengthen the competencies of language teachers and education personnel.

“We are proud to share that our institution also focuses on developing and empowering language teachers through continuing professional development and upgrading teachers’ language skills. We remain committed to supporting educators in enhancing their language competencies, classroom strategies, and professional development,” said Erfan.

Looking Ahead: Green Education and Regional Impact

Dr Brian Arieska Pranata, Director of SEAQIL, expressed his appreciation for the visit of the SEAMEO Council President, marking the first visit since SEAQIL’s establishment in 2009. He also conveyed SEAQIL’s optimism regarding the leadership of the SEAMEO Council President.

“We are confident that under your leadership,

SEAMEO will continue to grow stronger and more impactful across the region,” he emphasised.

He added that SEAQIL looks forward to the guidance of the President of the SEAMEO Council over the next two years, particularly in relation to green education.

“We at SEAQIL look forward to your guidance and wisdom throughout the next two years especially in connection with green education,” Brian added.

The meeting continued with presentations of flagship programmes from each Centre to the SEAMEO Council President. Following the presentation session, the SEAMEO Council President visited exhibitions showcasing programme achievements and innovations. At the exhibition, SEAQIL presented various works, products, and publications reflecting its contribution to the development of language education in Southeast Asia.



SEAQIL Takes Part in Two Strategic SEAMEO Workshops in Bangkok

SEAQIL participated in two SEAMEO regional workshops held on 9–10 February 2026 in Bangkok, Thailand. The meetings brought together representatives from 26 SEAMEO Centres and networks to strengthen institutional capacity and enhance evidence-based contributions across the region.

SEAQIL took part in the 5th SEAMEO Monitoring, Evaluation, and Learning (MEL) Strategic Workshop and the 3rd SEAMEO Policy Research Capacity Building Workshop: Developing Policy Briefs Anchored on Research and Evidence. Both workshops were supported by the ASEAN-UK Supporting the Advancement of Girls’ Education (SAGE) Programme.

SEAQIL's Deputy Director for Administration, Dr Misbah Fikrianto, and Deputy Director for Programme, Dr Limala Ratni Sri Kharismawati, actively engaged in the strategic discussions. Their participation underscored SEAQIL's continued commitment to strengthening results-based governance and organisational accountability.

SEAQIL also reinforced its efforts to translate research findings and programme evidence into concise, policy-oriented documents through its participation in the policy research workshop. This step is essential to ensuring that SEAQIL's research outputs and MEL results contribute more directly to informed education policy dialogue across Southeast Asia.



Capacity Building

SEAQIL and the Indonesian Agency for Language Development and Cultivation Strengthen the Competence of ILFL Teachers from 11 Countries

SEAQIL, in collaboration with the Indonesian Agency of Language Development and Cultivation, conducted the Training on Indonesian Language Proficiency Development on 25–28 November 2025 in Jakarta. The programme brought together 60 teachers of Indonesian Language for Foreign Learners (ILFL) from 11 countries, selected from 151 applicants, reflecting growing international interest in Indonesian language education.

Participants came from Egypt, Indonesia, Malawi, Pakistan, Papua New Guinea, People's Republic of China (PRC), the Philippines, Russia, South Korea, Syria, and Thailand.

Capacity Building

This initiative was not merely a professional development activity. It formed part of a broader long-term strategy to strengthen the global standing of the Indonesian language. The programme was designed to enhance participants' reading and listening skills, as well as their understanding of Indonesian Language Proficiency Test (*Uji Kemahiran Berbahasa Indonesia* (UKBI)).

The Head of Center for Language and Literature Cultivation, Indonesian Agency of Development and Cultivation, Dr Iwa Lukmana, MA, emphasised the importance of strengthening teachers' professional competence. He noted that the agency continues to expand its collaborations to promote the role of Indonesian as an international language in a gradual and systematic manner.

"This joint training with SEAQIL forms an important part of improving the quality of prospective ILFL teachers, particularly in their mastery of teaching materials," he said.

Echoing this view, the Director of SEAQIL, Dr Brian Arieska Pranata, reaffirmed SEAQIL's commitment to supporting the internationalisation of the Indonesian language.

"To ensure our training programmes maintain high quality standards for all participants, we have continued and will continue to collaborate with the Agency for Language Development and Cultivation of the Ministry of Primary and Secondary Education," Brian stated.

He further emphasised that strengthening teachers remains the fundamental foundation for the global development of ILFL.

In this training, UKBI served as a central instrument, as it provides an objective and standardised measure of language proficiency, including in international contexts. The Head of the Centre for Language and Literature Development and Empowerment, Iwa Lukmana, PhD, underscored the importance of strengthening the professional dimension of teachers' competence.

"Thus far, teacher training has tended to place greater emphasis on pedagogical aspects. However, professional competence, particularly in the teaching



of foreign languages such as ILFL, requires stronger reinforcement,” he explained.

He expressed hope that the collaboration would continue, while also introducing various products of the agency that support ILFL teachers, including the Bincang BIPA service as a platform for sharing good practices.

Positive responses were also shared by participants. Ms Therese Maria Agail, from the Philippines, noted that the training strengthened her Indonesian language proficiency through UKBI while deepening her understanding of designing assessments aligned with learners’ proficiency levels. She expressed hope that more Filipinos would be encouraged to study Indonesian and other Southeast Asian languages.

Similarly, Ms Sundas Ejaz from Pakistan, shared that she joined the programme to further develop her Indonesian language skills and to learn directly from experts in the field.

“I also wanted to meet other participants from different countries and learn from their experiences,” she said.

She expressed hope that the training would help her become more confident in formal settings and deepen her understanding of the UKBI, with the aim of achieving her target score.

During the literacy strengthening session, trainer Ms Puteri Asmarini emphasised the importance of reading competence as the foundation of language proficiency. She explained that reading represents the highest level of comprehension within literacy. Regular reading habits shape the ability to understand texts, strengthen concentration, and enhance critical thinking. The wider the range of reading materials explored, the deeper the level of understanding, particularly for ILFL teachers who serve as primary references for international learners.

This training marked a strategic milestone

in strengthening the professionalism of ILFL teachers at both regional and global levels. Through sustained collaboration, the effective utilisation of UKBI standards, and continuous improvement in the quality of instruction, the Indonesian language is increasingly well-positioned to expand its role on the international presence.

Collaboration

SEAQIL Explores Collaboration with Partners in PRC Towards Sustainable Education Partnerships

SEAQIL continues to broaden its international engagement. From 2 to 6 December 2025, SEAQIL undertook an official visit to People’s Republic of China (PRC) to opening up opportunities for collaboration in education, language, capacity-building for teachers, and education personnel.

This initiative forms part of SEAQIL’s long-term commitment to building cross-border partnerships while reinforcing its role as a centre for educator capacity building across Southeast Asia.

The delegation was led by the Deputy for Administration, Dr Misbah Fikrianto, MM, MSi, accompanied by the Head of the Division of Partnership and Public Relations (PPR), Mr M Masrur Ridwan, and a staff member from PPR, Ms Estiningsih Suprandini. During the visit, the team met with several institutions: UNESCO Teacher Education Center (UNESCO-TEC) in Shanghai; the Embassy of the Republic of Indonesia in Beijing; the ASEAN-China Centre in Beijing; and the Chinese Language Education Center (CLEC) in Beijing.

The visit commenced at UNESCO-TEC on 3 December 2025. The SEAQIL delegation was received by the Director of UNESCO-TEC, Prof Zhang Minxuan and his team. Discussions were conducted in a warm and constructive atmosphere, covering the development of digital learning, the application of artificial intelligence (AI) in education, and the strengthening of teachers’ competencies. The meeting identified potential training cooperation for 2026, covering innovative teaching methods, AI, Social and Emotional Learning (SEL), and Global Citizenship Education (GCED). The parties also explored further synergy with Universitas Negeri Yogyakarta (UNY), which has previously

established a partnership with UNESCO-TEC.

The following day, the delegation proceeded to the Indonesian Embassy in Beijing and met with the Education and Cultural Attaché, Mr Yudhil Chatim. The meeting served as a forum to align Indonesia–China educational collaboration plans, including prospective partnerships with educational institutions in PRC. The Embassy expressed its support for the initiative and its readiness to facilitate further communication, in line with Indonesia’s national policies.



On 5 December 2025, the SEAQIL delegation met Dr Hadi Tjahjono, Director of the ASEAN–China Centre. Discussions centred on regional cooperation opportunities, ranging from student and teacher exchanges to the organisation of joint education forums. A key outcome was the plan to convene the ASEAN–China Education Forum 2026 in Indonesia, which is expected to involve ASEAN member countries.

On the same day, a meeting with representatives of the Chinese Language Education Center highlighted efforts to strengthen the capacity of Indonesian foreign language teachers, particularly in Mandarin language teaching. CLEC provided information on training programmes available to Indonesian teachers, as well as collaboration schemes that enable direct collaboration between teachers in PRC and Indonesia.

The series of meetings is expected to serve as an initial step towards building more concrete and sustainable partnerships. SEAQIL hopes that these initiatives will develop into tangible programmes that have a direct impact on improving the quality of educators, enriching learning practices, and strengthening SEAQIL’s position within regional and global education networks.

Opening Opportunities for Collaboration in ILFL and Mandarin Language Education: SEAQIL Welcomes the Visit of Go Study and IF Language Centre

SEAQIL welcomed the visit of Go Study Global Education and IF Language Centre on Wednesday, 8 January 2026, at its office in Jakarta. The meeting served as a forum to discuss potential collaboration in language education, with a focus on Indonesian Language for Foreign Learners (ILFL), Mandarin language education, and customised teacher training initiatives.

The programme began with an institutional presentation delivered by Dr Brian Arieska Pranata, Director of SEAQIL. In his opening remarks, he emphasised the institution’s strong commitment to strengthening language education across the region.

“Our motto is prioritising language, advancing education,” he said as he officially opened the meeting.

He outlined several of SEAQIL’s flagship programmes, including teacher training initiatives, research and development activities, and the AISOFOLL international symposium, which SEAQIL has organised consistently for 16 years. He also explained SEAQIL’s mandate and core focus as a regional centre operating under the coordination of the Ministry of Primary and Secondary Education (Kemendikdasmen). He emphasised that SEAQIL concentrates not only on foreign languages such as Arabic, Mandarin, Japanese, and German, but also on ILFL and Mother Tongue–Based Multilingual Education.



“We believe that using the mother tongue in the early stages of education helps children acquire both the national language and

foreign languages more effectively,” he explained.

Representing IF Language Centre, Ms Rina presented the institution’s profile and programmes. Established in 2012, IF Language Centre focuses on ILFL instruction, particularly for learners from People’s Republic of China (PRC).

“Our focus is on teaching the Indonesian language while also introducing Indonesian culture,” she explained.

IF Language Centre offers tiered learning programmes ranging from beginner and basic to intermediate levels. The institution designs its curriculum based on ILFL standards and develops it independently to ensure that learners can easily understand the material. In addition, IF Language Centre provides Mandarin and English language courses as well as overseas study consultancy services.

During the visit, the parties discussed concrete collaboration opportunities between SEAQIL, IF Language Centre (represented by Ms Yu Xuehui (Ayu) and team), and Go Study Global Education (represented by Ms QIN Ziyang (Echo Qin)). The discussion covered IF Language Centre’s learner grouping system, SEAQIL’s UKBI simulation programmes, and the possibility of organising specialised training for ILFL instructors. Ms Ayu conveyed the institution’s need for advanced training for its teachers.

“Going forward, we may wish to propose specialised training for around 30 Indonesian language teachers,” she said.

The Director reaffirmed that ILFL and UKBI remain among SEAQIL’s key mandates.

“We see very broad opportunities for collaboration, especially in supporting the internationalisation of the Indonesian language,” he stated.

He further emphasised that SEAQIL prioritises strategic planning and tangible outcomes in inter-institutional cooperation, rather than focusing solely on participant numbers. SEAQIL remains open to involving educators and experts from partner institutions in future training programmes, reinforcing its commitment to sustainable and impact-oriented collaboration.

SEAQIL Initiates Collaboration with the Faculty of Liberal Arts, Mahidol University to Promote Southeast Asian Language Education Collaboration

SEAQIL welcomed the delegation from Faculty of Liberal Arts, Mahidol University, Thailand, on Tuesday 13 January 2026, at its office in Jakarta. The meeting marked the initial step in exploring collaboration between the two institutions, particularly in language education across Southeast Asia.

The Faculty was represented by the Dean of the Faculty of Liberal Arts, Asst. Prof. Dr Aphiwit Liang-Itsara, and Dr Waret Ruttanawisanon. Discussions focused on potential cooperation in teacher training, academic exchange, and strengthening language education networks in the region.

The Director of SEAQIL, Dr Brian Arieska Pranata, said that SEAQIL had become acquainted with Mahidol University through multilingual education networks in the Asia-Pacific region. He added that this relationship opens up opportunities to develop broader cooperation in the future.

“We are already familiar with Mahidol University and would like to further explore potential collaboration opportunities,” he said.

Meanwhile, Dr Aphiwit explained that the Faculty of Liberal Arts actively builds networks and academic alliances with various universities and professional associations to support the development of language education and teacher training.

He expressed hopes that the collaboration with SEAQIL can contribute to the creation of a better language teaching environment in Southeast Asia.

“We really hope that we can collaborate in strategic aspects for a better language teaching environment in the region,” said Aphiwit.

Both institutions agreed to continue exploring collaborative initiatives. It is expected to open opportunities for language teachers to participate in training programmes,

including those held in Thailand, as well as to develop other forms of cooperation in the future.



SEAQIL Welcomes Visit from Quippy, an AI-Based Foreign Language Learning Platform

SEAQIL welcomed Hong Kong-based company Quippy on 30 January 2026. Quippy is an AI-driven foreign language learning platform offering support across multiple languages, including English.

The meeting was attended by SEAQIL's management and staff, as well as representatives from Quippy, including Chief Executive Officer Jerry Yiu and Chief Operating Officer Lim.

During the visit, SEAQIL and Quippy explored potential collaboration in developing foreign language proficiency among teachers and students, particularly at the primary and

secondary education levels.

In his opening remarks, the Director of SEAQIL, Dr Brian Arieska Pranata, expressed his optimism about the potential of Quippy.

"We are optimistic about the potential of Quippy. I am constantly considering the training programmes. This AI will effectively support us in generating post-tests for our training programmes, so I am very enthusiastic," he added.

Jerry Yiu emphasised that the platform offers broad accessibility as it can be used across various electronic devices, making it easier for teachers to integrate it into classroom activities. The team also demonstrated AI-supported features, including proficiency-based content adaptation, detailed progress feedback, and digital assessment tools.

"Quippy is actually best for primary and secondary students," Lim explained.

This view aligns with SEAQIL's mandate to enhance the pedagogical and professional competencies of teachers and education personnel in the field of languages. These efforts are carried out through training, the development of modules and guidelines, as well as regional policies. In this context, the use of Quippy in learning, particularly by teachers, is seen as having the potential to strengthen their confidence in using technology to support students' language development.

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Submission deadline:

12th Edition (April): 17 March 2026

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