



SEAMEO QITEP in Language

# Annual Report

2018/2019

[www.qiteplanguage.org](http://www.qiteplanguage.org)

## Prioritizing Languages, Advancing Education



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## Prioritizing Languages, Advancing Education





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## Message from the Director

Greetings from SEAMEO QITEP in Language!

SEAMEO QITEP in Language (the Centre) offers a number of programmes designed toward improving quality of language teachers and education personnel. Our dedicated staff are very keen to contribute to the development of education. As a SEAMEO Centre, we are privileged to be able to set foot in two territories; Indonesia and Southeast Asian countries.

This Annual Report covers programmes and activities conducted by the Centre from July 2018 to June 2019. Fiscal year 2018/2019 is a year full of growth and accomplishments. In one year, we were able to develop learning modules for teachers of primary and secondary school levels. We worked hand in hand to further strengthen our commitment and extend our networks for the advancement of language education in the region.

To end this, we wish to extend our heartiest gratitude for the support and assistance to our Centre from Ministry of Education and Culture of the Republic of Indonesia, SEAMEO Secretariat, other SEAMEO Centres and our valued partner institutions. May we all have a productive year ahead!

Bambang Indriyanto  
Director



# List of Abbreviation

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AISOFOLL	Annual International Symposium for Foreign Language Learning
CAR	Classroom Action Research
CDM	Centre Directors Meeting
CPD	Continuous Professional Development
ECCE	Early Childhood Care and Education
FGD	Focus Group Discussion
GBM	Governing Board Meeting
HOM	High Officials Meeting
HOTS	Higher Order Thinking Skills
Integrated-TLM	Thematic Learning Models
ICT	Information and Communication Technology
ILFL	Indonesian Language for Foreign Learners
Jabodetabek areas	Jakarta, Bogor, Depok, Tangerang, Bekasi areas
M&E	Monitoring and Evaluation
MoEC	Ministry of Education and Culture
MoU	Memorandum of Understanding
Pustekkom	Pusat Teknologi Informasi dan Komunikasi (The Centre for ICT of MoEC)
RNPK	Rembuk Nasional Pendidikan dan Kebudayaan (National Conferences on Education and Culture)
SEAMEO	Southeast Asian Ministers of Education Organization
SEAQIL	SEAMEO QITEP in Language
SGTS	SEAQIL Goes to Schools
SLM	School Literacy Movement



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# Vision, Mission, Goals, Values

## Vision

An innovative Centre of professional excellence in multi-lingual and multi-literacy education for language teachers and education personnel within the framework of sustainable development

## Mission

To provide quality multi-lingual and multi-literacy programmes of professional excellence for language teachers and education personnel through innovative ways of resource sharing, research and development and networking

## Goals

1. To improve the quality of language teachers and education personnel through capacity building, resource sharing, as well as research and development
2. To maintain and strengthen extensive networks among SEAMEO Countries focused on multi-lingual and multi-literacy education

## Values

- Innovative spirit
- Commitment towards quality
- Cooperation
- Customer satisfaction





# Executive Summary

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The complexity of globalisation era creates a disruption in human life, especially in accessing and utilising a big data of information, communication and technology as well as in assimilating culture. Teachers are required to prepare their students with 21<sup>st</sup> century skills, namely creativity, critical thinking, communication and collaboration, to succeed in their future lives and professional career development. It is not an easy task for teachers. They are expected to not only have a deep and broad understanding of the subjects, but also to adequately prepare their students with 21<sup>st</sup> century skills. Teachers are required to continuously enhance their knowledge and teaching skills to improve learning activities in the classroom.

In respond to this challenges, we attempt to accelerate language teachers' competence in fostering students' skill to think critically toward unlimited source of information. Also, to improve learning activities which provide learners to enhance HOTS, teachers can conduct CAR. By conducting CAR, teachers will be able to focus on one aspect of their practice which need to be improved and change the classroom practices.

In 2018, we initiated the abovementioned programmes to equip teachers with professional development learning events, particularly related to HOTS and CAR. In Fiscal Year 2018/2019, there were 1160 individuals who participated in our programmes and activities ranging from language teachers, to education personnel, to lecturers, to students.

Since early 2018, we had been working on our first HOTS-based modules based on three learning model, i.e., discovery, project-based and text-based, intended for higher secondary school teachers. This year, we finally finished the three modules and also developed two videos based on the modules. You are welcome to download our modules and videos in our website.

Starting 2019, we plan to develop similar modules for primary and lower secondary school teachers. We are also in the process of developing 16 language learning videos which hopefully could be finished by the end of this year.

With many programme goals, we realise that we need to collaborate to fasten the process of achieving the goals. Also, by collaborating, we could also broaden and increased our target participants. Thus, in early 2019, we signed MoU with four offices of education for provinces in Indonesia (DI Yogyakarta, North Sumatra, West Kalimantan and West Sumatra). We are committed to enhance the quality for language teachers and education personnel in the said provinces for at least three years.

All in all, we spent USD 594,702 in Fiscal Year 2018/2019 for our programmes and activities. We expect that our existence could empower the development of language education in Southeast Asia region.

## Fiscal Year 2018/2019's Highlight

### Capacity Building

Enhanced the competence of

#### 318 language teachers

in implementing 3 HOTS-based learning models (Discovery, Project-based and Text-based)

- HOTS-based Training
- Visualisation of Learning Models (Screenplay Writing)

#### Enhanced 94 language teachers'

knowledge and understanding on Good Practices of HOTS-based LTM

- The importance of HOTS in language teaching process
- How to develop a lesson plan based on three learning models

A total of

# 1160

individuals participated in our programmes and activities.

### 5 Modules

- 3 HOTS-based Training Modules for Upper Secondary School Level (Completed)
- 1 HOTS-based Self-learning Module for Lower Secondary School Level (Under Development)
- 1 Thematic Learning Module for Primary School Level (Under Development)

### SGTS in 2 Countries:



Malaysia



Vietnam

## International Conference

### 37 papers presented:

- 13 papers (35.1%) focus on ICT utilised in developing multiliteracies
- 10 papers (27%) on methods and strategies in the implementation of multiliteracies
- 4 papers (10.8%) on literacy in language teaching
- 4 papers (10.8%) on multiliteracies to enhance learners critical thinking
- 2 papers (5.4%) on students' reflection and experiences on multiliteracies
- 1 paper (2.7%) on multiliteracies to build learners character
- 1 paper (2.7%) on assessment in multiliteracies
- 1 paper (2.7%) on the impact of multiliteracies to students' competence
- 1 paper (2.7%) on perceptions towards to language teaching



6 Keynote Speakers

31 Presenters

(Australia, Brunei Darussalam, Indonesia, The Philippines and Singapore)

103 Participants



## — Initiate Partnership —

with 5 national/international education institutions

- International Education Institutions:  
Goethe Institut, Japan Foundation, Institut Français Indonesia and Confusius Institute
- Indonesian MoEC:  
The Center for Language Strategy and Diplomacy Development (PPSDK); and Indonesian Offices of Education for 4 provinces: DI Yogyakarta, North Sumatra, West Kalimantan and West Sumatra.

## — Information Dissemination —

### 3 Publications



## — Research and Development —

### 2 Learning Videos Development

(In collaboration with Pustekkom)

- Project-based learning model video for German language teaching
- Text-based learning model video for ILFL language teaching



### Funded 49 research

in pursuing research and good practices of HOTS-based language teaching in:

- Arabic (4)
- English (33)
- French (1)
- German (1)
- Indonesian (9)
- Japanese (1)



## — Collaboration Activities —

### 4 MoU Signed

with Indonesian Offices of Education for 4 provinces (DI Yogyakarta, North Sumatra, West Kalimantan and West Sumatra) on 4 focus areas

- Good practices in Language Teaching
- Classroom Action Research
- Visualization of Language Teaching Model
- Literacy School and/or Literacy Village Model

### 5 Collaboration Activities

(with Ministries of Education and local governments)

- MoE of Malaysia
- MoET of Vietnam
- Pustekkom
- Office of Education for Aceh Jaya Regency, Indonesia
- Cihideung Ilir Village, West Java, Indonesia

## — Social Media Analytics —



(Facebook, Instagram and Twitter)  
3.829 New Followers  
5.653 User Interaction on Facebook  
2.135 User Interaction on Instagram  
102.564 Impressions on Twitter





KRA I  
Regional  
Leadership

# Research and Development

In Fiscal Year 2018/2019, research and development became the Centre’s core activity. SEAQIL REGRANTS is still the Centre’s leading programme in terms of research. Moreover, programmes and activities related to HOTS were still the Centre’s focal point. This is including module development for language teachers in primary and lower secondary school, language teaching video development as well as language techniques practices compiling from Southeast Asian teachers.

## 1. SEAQIL REGRANTS 2018

Aiming to support teachers to conduct research, the Centre offers research grants for teachers in secondary school level from SEAMEO Member Countries through a programme, namely SEAMEO QITEP in Language Research Grants (SEAQIL REGRANTS). This is a biennial programme run by the Centre since 2011.

This year alone, the Centre received a total of 136 research proposals which consisted of 111 CAR proposals and 25 good practices in language teaching and learning. The proposals were coming from language teachers in Indonesia, Malaysia and the Philippines.

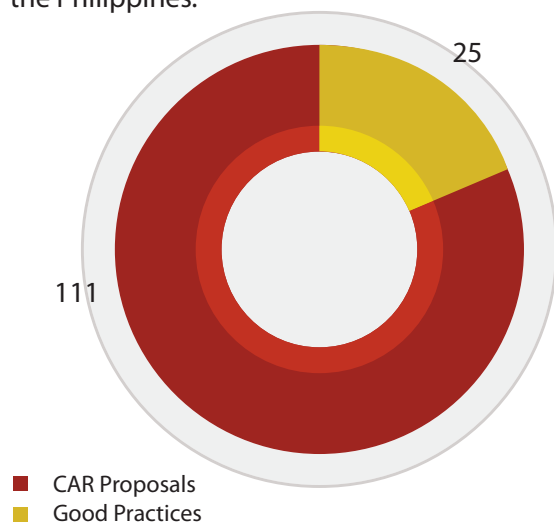


Figure 1. Submitted Research Proposals for SEAQIL Re grants

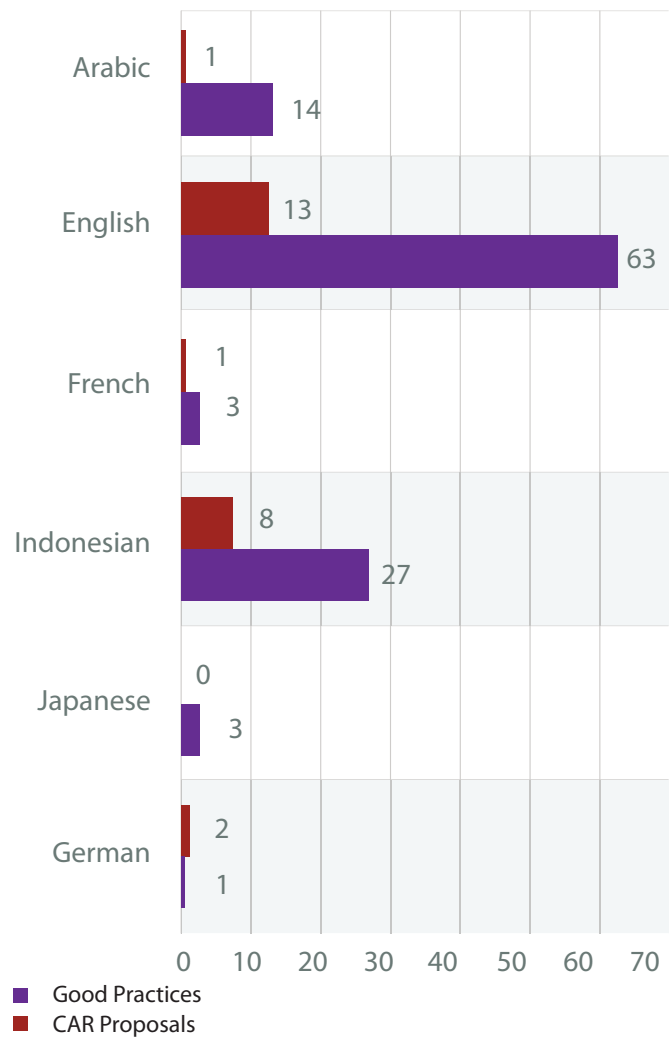
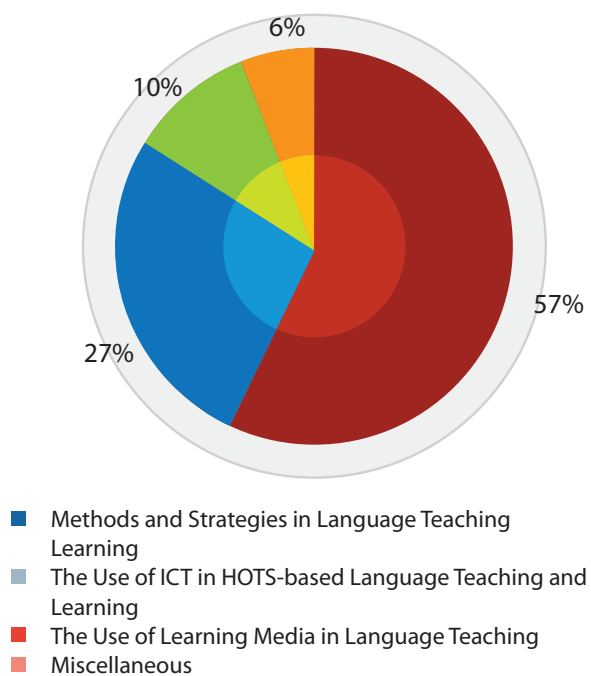


Figure 2. Submitted Research Proposal based on Language

As shown in Figure 2, English language led as object of research with 76 submitted proposals. It was followed by Indonesian (35 proposals) and Arabic language (15 proposals). Meanwhile, proposals for French, German and Japanese languages merely reached 10 proposals in total.

After careful selection process and consideration by language and research experts, 49 research were selected to be awarded with SEAQIL REGRANTS 2018. There were four big themes of the 49 research grantees shown in **Figure 3**.



**Figure 3.** Theme of Research Proposal of SEAQIL REGRANTS 2018



■ Mr Hananto and Mr Dadang Yudhistira, the reviewers of SEAQIL REGRANTS Batch IV, assess the participants' reports on Classroom Action Research (CAR)

Through this programme, the Centre shows its commitment to support teachers to do high quality and innovative research for their professional development which affect to the quality of education.

In addition, by analysing all of the submitted proposals, the Centre gained the information on the implementation of HOTS-based language teaching which will be used as a basis in designing the programmes and activities in the upcoming years.

## 2. HOTS-based Module Development Upper Secondary School Level

Referring to SEAMEO 7 Priority Areas, the Centre's work is under the realisation of priority area number 5 (Revitalizing Teachers Education) and number 7 (Adapting 21<sup>st</sup> Century Curriculum). Referring to the priority areas, the Centre targets to deliver the up-to-date teacher training by developing HOTS-based training modules as its principle guidance.

The initial development of the modules began in early 2018. The Centre's staff developed modules comprised of skills, character and literacy development which is integrated in Indonesian

education system through three learning models: discovery, project-based and text-based. The finalisation of the modules was undertaken through material's revision, validation and trial. These series of activity involved a total of 79 language teachers of Arabic, English, German, Indonesian, Japanese and Mandarin from five provinces in Indonesia (Banten, Central Java, DKI Jakarta, North Sumatra and West Java).

The material revision aimed at revising the draft for HOTS-based teaching methodology training



previously developed by the Centre’s team. The Centre conducted a total of forty-hour training included some key agendas, such as, introduction to HOTS, principles of training material development, learning models, Taxonomy table, and illustration development based on Indonesian 2013 Curriculum and so on. In the next phase, the teachers were gathered to validate the draft of training materials. To achieve this goal, a series of validation instruments were given to the teachers to check the materials’ readability, usefulness and illustration (involving teachers’ feedback) as well as to develop a lesson plan.

To check the materials’ readability, the Centre’s instrument focused on both presentation and content aspects. Meanwhile, the instruments of

material usefulness focused on the way teachers generate indicators of competence achievement and Bloom Taxonomy material as well as develop learning activity (involving three learning models) and learning assessment. Then, the last session was to give inputs on the illustration of the modules as well as to develop a brief lesson plan based on their language specialisation. The teachers were grouped to discuss the outline significant issues in the modules, especially in formulating indicators of competence achievement as well as making steps of learning and delivering assessment, especially for Arabic, German, Indonesian and Japanese languages.

For the next stage, the material’s trial phase, the Centre went to North Sumatra and Central Java. The activity aimed to measure the compatibility of the material towards the training objectives as well as to evaluate the material readability. Language teachers, as the future end-user of the module, were involved in this process. During the activity, the teachers delivered their recommendation for improvement of the training material.

After finalisation, the Centre expects to publish the modules and disseminate them to various parts in Indonesia and to other Southeast Asian countries as well. The modules will assist teachers in designing their lesson plan with the concept of HOTS-based learning models to better their teaching experiences.



■ The participants discuss content of the module for upper secondary school level

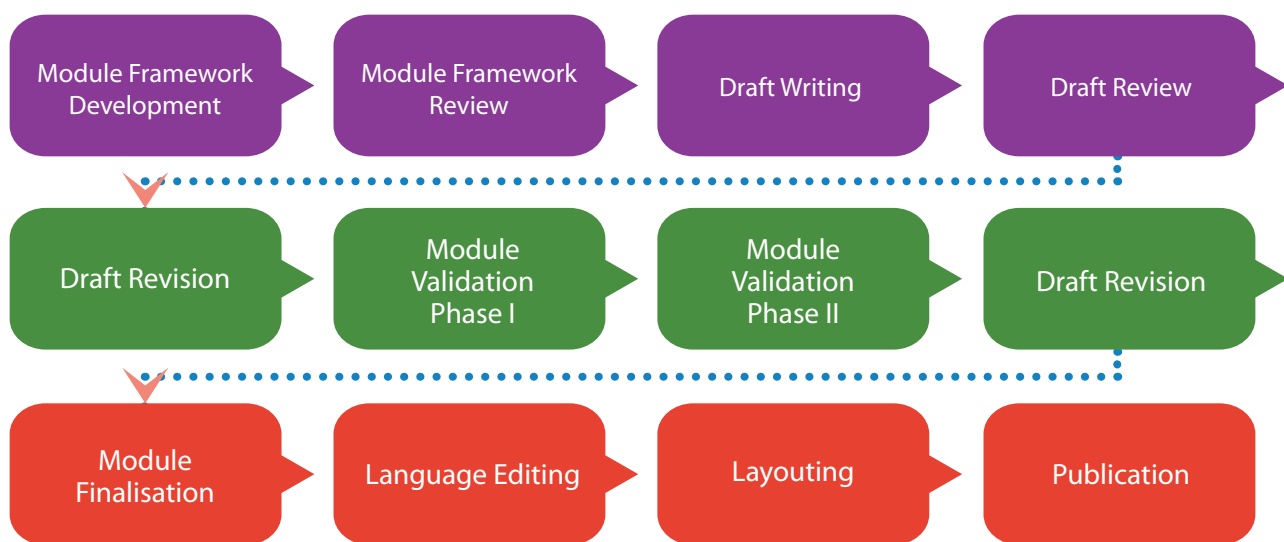


Figure 4. Module Development Scheme

### 3. Modules Development for Primary and Lower Secondary School Levels

After developing language learning modules for teachers of upper secondary school level, the Centre plans to design self-learning modules for teachers of primary and lower secondary school levels. The module for primary school will particularly emphasized on a more customized approach on



■ The Centre's team works on the initial frameworks for the modules

Integrated-TLM. Meanwhile, the module for teachers of lower secondary school level will be focused on the implementation of HOTS in language teaching.

As starting point, established teams from the Centre developed initial frameworks for the modules. Afterwards, the Centre conducted a series of activities which concern on module structure development, material development, module validation and module finalization.

#### a. Integrated-Thematic Teaching Modules for Primary School

Since primary schools in Indonesia implemented an Integrated-TLM in Indonesian 2013 Curriculum, primary school teachers should be able to select various themes close to students' routines as well as to apply particular theme to be integrated in their classroom activity. To respond this circumstances, the Centre develops an integrated-thematic teaching modules for primary school teachers.

After the initial frameworks had been developed

by the Centre's team, the Centre invited education experts to have thorough discussion on integrated-thematic teaching in Indonesian 2013 Curriculum and module content as well as to give feedback on the team's work. The key experts invited were Ms Dyah Tri Palupi (Office of Youth, Education and Sport for DI Yogyakarta); Sofie Dewayani, PhD (Litara Foundation); Dr Sri Sumarni (Jakarta State University); and Dr Bambang Indriyanto (SEAMEO QITEP in Language).

To follow up the beneficial feedbacks, the Centre then had another FGD after working with a draft module development. On purpose, the Centre aimed at getting significant feedback on the draft of the module.

Onwards, the Centre will continue the module development stages (materials' validation), which is involving primary teachers from Bogor and DKI Jakarta. Once the all phases are completed, the Centre will disseminate the module nationwide.

#### b. Self-Learning Module for Lower Secondary School Levels

Similar to the module for higher secondary school level, the module for lower secondary school level will be centred in HOTS perspective. It stresses on scientific approach, HOTS in the perspective of revised Bloom's Taxonomy, HOTS-based questioning strategy as well as a concept and implementation of three learning models that are discovery, project-based and text-based learning models. The module are targeted for Indonesian and English language teachers in lower secondary school level.

The Centre started the year of 2019 by inviting experts to join an FGD in to obtain information, get knowledge and valuable suggestions for module development. The invited experts who shared their expertise on module development were Prof. Emi Emilia, PhD (Centre for Language Strategy and Diplomacy Development, Indonesian MoEC); Dr E. Kosasih (Indonesia University of Education); Ms Neneng Kadariyah and Mr Yusri Saad (Curriculum and Books Centre, Indonesian MoEC) and Dr Bambang Indriyanto (SEAMEO QITEP in Language).

As a follow-up action, the Centre's module team started to develop material in accordance with the structure suggested by the experts.

The next step in the module development is to validate the draft of module. Language teachers of lower secondary school as the user of the module were involved in this validation process.

By developing a module for language teachers of lower secondary school level, the Centre expects that it will assist Indonesian and English teachers in acquiring skills in implementing teaching strategies as well as to enhance teachers' skills in implementing HOTS in language teaching.



■ Experts join together to develop modules

#### 4. Development of Language Learning Videos



■ The Centre Director gives introduction and direction in the beginning of workshops



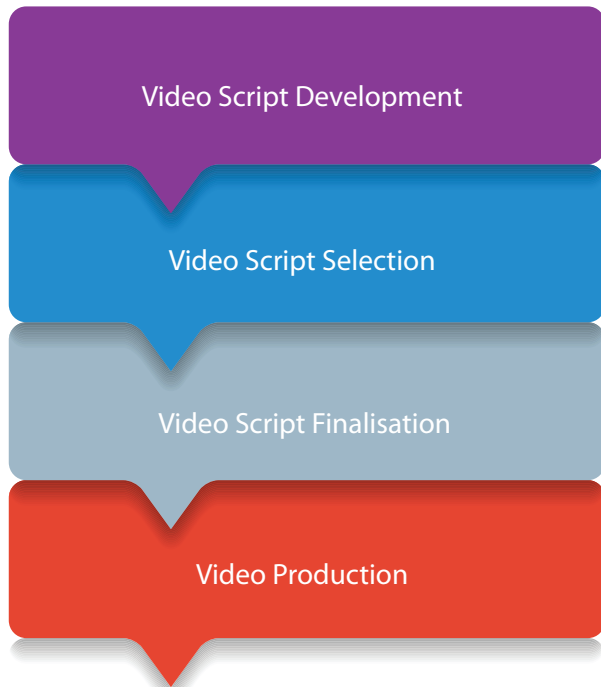
■ The Centre's experts assist participants to develop script for learning video

To add more value and to vary teacher's materials, the Centre also developed videos for the three language learning models (discovery, project-

based and text-based). Video, as a visual medium, offers unparalleled advantages to teachers. Some of the advantages are videos can provide models and implementation guidance for procedures and processes of teaching and learning. In addition, videos are expected to give new ideas and motivation to teachers.

At the end of 2018, the Centre and Pustekkom collaborated in making videos, i.e., text-based Learning for Indonesian Language and project-based Learning for German Language. By having this experience, the Centre realises that planning and preparing for a video production project is a lot more work than people realise. For this reason, the Centre expects to provide an effective video script that outlines the purpose, materials and process for this learning model video project.

As a first step to video production and publication, the Centre conducted a series of workshop to prepare video scripts for the three language learning models. The workshops on video scripts developments were conducted in two provinces, namely DKI Jakarta and DI Yogyakarta. The workshops aimed to enhance teachers' knowledge on the concept of the three HOTS-based language learning models and to improve their skills in writing video scripts for language learning as well.



**Figure 5.** Video Production Plan



- Participants discuss their work.



- One of the participant in Jakarta presents her script draft



- The Centre's Deputy Director for Programmes informs the guidelines in how to make learning video scripts



- Language teachers focus themselves in making video script

The workshops in the two provinces resulted 63 video script drafts; 23 drafts from DKI Jakarta and 40 drafts from DI Yogyakarta. The Centre then did a selection process for all of the scripts and selected 16 video scripts to be finalised. The video scripts were selected based on criteria such as writing technique, pedagogical aspects, cultural and aesthetic elements. In the workshop on finalisation of video scripts, teachers who wrote video scripts received guidance, inputs and suggestions from resource persons.

The Centre then recommended three out of sixteen video scripts to be prioritised for production this year. For the video production itself, the Centre plans to collaborate with other institutions: three prioritised videos with Pustekkom; two videos with DI Yogyakarta, two videos with West Kalimantan and two videos with West Sumatra. The rest of video will be produced by the Centre in the upcoming year.

The Centre expects that the learning videos will assist language teachers to implement appropriate teaching strategies which create joyful learning environment in the classroom. Further, learning videos produced by the Centre can serve as archived professional learning sources for teachers to achieve good performance in language teaching.

## 5. SEAQIL Goes to Schools: Southeast Asia



- Participants listen to resource person during the sharing session

SEAQIL Goes to Schools (SGTS) is the Centre's programme designed to compile good practices and teaching effectiveness applied by language teachers in Southeast Asia. Piloting in 2014, the programme focuses on the practical teaching methods, strategies as well as techniques for upper-secondary which coverages eight languages teaching: Arabic, Chinese, English, French, German, Indonesian, ILFL and Japanese. Significantly, this effort is also the Centre's intention to build up a strong network among SEAMEO Member Countries, especially in elevating language teachers' excellence.

Initially, in 2016, the Centre published *Language Teaching Techniques: Good Practices from Indonesia* after completing the programme in four provinces in Indonesia. For the next publication which involves language teacher in Southeast Asia region, the Centre has currently received 124 drafts of good practices in Brunei Darussalam, Cambodia and Philippines.

In Fiscal Year 2018/2019, the Centre has fulfilled its responsibility to conduct SGTS programme in Malaysia and Vietnam. Compare to the previous SGTS, this year activity mainly focused on three agendas, i.e., material presentation on trends of language learning, writing on language learning techniques (based on teachers' experience) and discussion on the future of language learning techniques.

Following previous year's activities, the Centre

handed out instruments to collect data on teacher's teaching practices, understanding on HOTS as well as the way they deliver cultural values through learning process.

### SGTS Malaysia

SGTS in Malaysia was successfully held with the assistance of Ministry of Education Malaysia and Attaché of Education and Culture of Indonesian Embassy in Kuala Lumpur. The activity resulted 30 drafts of good practices.

1. 7 drafts for Mandarin language
2. 6 drafts for Arabic language
3. 6 drafts for French language
4. 6 drafts for Japanese language
5. 5 drafts for German language

### SGTS Vietnam

SGTS in Vietnam was held with the cooperation of Ministry of Education and Training of Vietnam. The activity also involved University of Languages and International Studies, Vietnam National University and Hanoi University. The output of the activity was 36 drafts of good practices. They are

1. 28 drafts for English language
2. 3 drafts for French language
3. 3 drafts for Russian language
4. 2 drafts for Japanese language

Following these two activities in Malaysia and Vietnam, the Centre will visit Singapore in 2019 and Lao PDR, Myanmar and Timor Leste in 2020.

# Capacity Building

Capacity building programme has been the Centre's main activity since the beginning of its existence. In Fiscal Year 2018/2019, the Centre dealt with its annual symposium and HOTS-related learning events and STAR Village programme.

## 1. Promoting Multi-literacies in Language Teaching



- Junji KATAGIRI, PhD delivers his presentation on “Using Thinking Tools for Enhancing Critical Thinking Skills: An Attempt of the Japanese-Language Speakers’ Forum in Indonesia”

Proliferation of technology has changed the way people communicate. In other words, the demands of the 21<sup>st</sup> century require people to be able to identify, interpret, create and communicate meaning, messages and information through various media of communication, i.e., oral, audio, visual, spatial and gesture. This ability to identify and communicate meaning through various media of communication or multi-literacies is undeniably needed by students to acquire 21<sup>st</sup> century skills, such as critical thinking, problem solving, creativity, collaboration and communication. Furthermore,

students would be more adaptable and reliable to learn and solve their problems in learning activities through multi-literacies.

Thus, teaching multi-literacies to prepare students to cope the realities of this world is so much needed in the classroom. However, teachers are not yet prepared to bridge the gap between traditional literacy and multi-literacies. Acknowledging the importance of teaching multi-literacies to shape future learning practices, the Centre took “*Bringing Multi-literacies to Language Teaching*” as a theme of its annual symposium, 9<sup>th</sup> AISOFOLL.

To provide a talk and presentation on related topic and also to share their knowledge and expertise to 103 participants, the Centre invited six keynote speakers namely, (1) Dr Andrew Miller (School of Humanities and Creative Arts Flinders University, Australia), (2) Prof. Dr Dadang Sunendar (*Badan Pengembangan Bahasa dan Perbukuan-Board of Language Development and Books*), (3) Junji KATAGIRI, PhD (Japan Foundation, Indonesia), (4) Libo GOU, PhD (Nanyang Technological University, Singapore), (5) Dr Raimond Selke (Goethe Institut Jakarta, Indonesia) and (6) Dr Bambang Indriyanto (SEAMEO QITEP in Language, Indonesia). In addition, there were 31 paper presenters consisting of teachers and lecturers coming from Brunei Darussalam, the Philippines and various provinces in Indonesia, who shared their research results and best practices in language teaching and learning.

The symposium can be highlighted as following.

1. The rapid development in ICT and the increased access to information and the emergence of global communities, have impacted the shift of the teachers' pedagogy from the traditional literacy skills to 21<sup>st</sup> century multi-literacies.
2. From 37 papers presented, 13 papers (35.1%) focus on ICT utilised in developing multi-literacies, 10 papers (27%) on methods and strategies in the implementation of multi-literacies, 4 papers (10.8%) on literacy in language teaching, 4 papers (10.8%) on multi-literacies to enhance learners critical thinking, 2 papers (5.4%) on students' reflection and experiences on multi-literacies, 1 paper (2.7%) on multi-literacies to build learners character, 1 paper (2.7%) on assessment in multi-literacies, 1 paper (2.7%) on the impact of multi-literacies to students' competence and 1 paper (2.7%) on perceptions towards to language teaching.

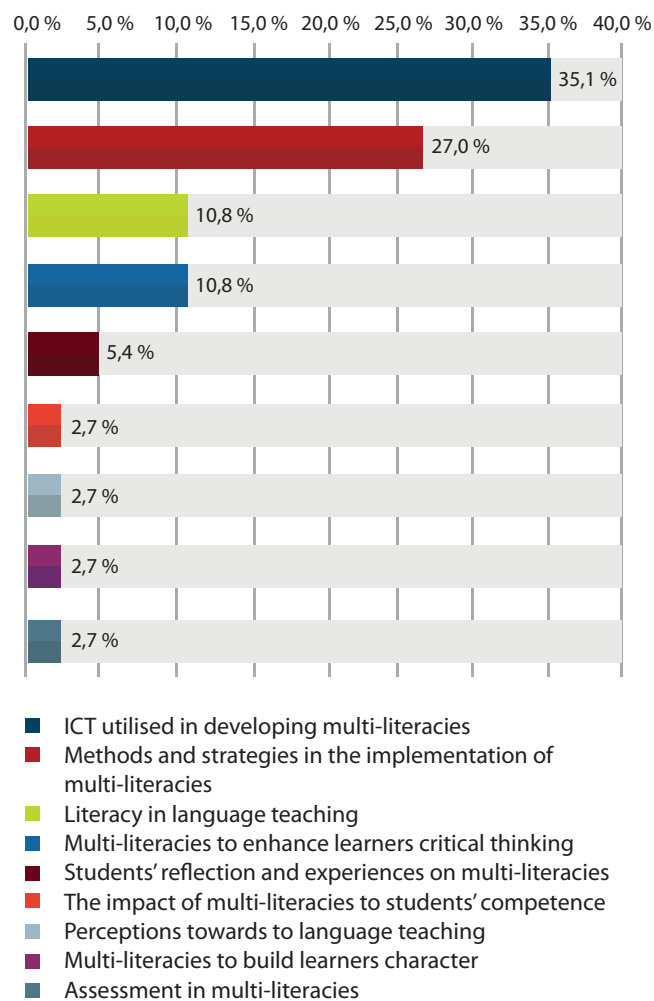


Figure 6. Topics of Papers Presented in 9<sup>th</sup> AISOFOLL

3. The point of multi-literacies is to build the phases of knowledge processes of experiencing, conceptualizing, analysing and applying.
4. Multimodal texts are the combination of two or more communication modes (e.g. print, photos, video, music, etc.) or semiotic systems (e.g. visual, audio, spatial, etc.) to transform the meaning of a text.
5. Through multi-literacies, students become the effective learners which have flexibility, autonomy and able to work with cultural and linguistic diversity.

The results obtained from the 9<sup>th</sup> AISOFOLL is very important for the Centre since it can be used as a reference to design innovative programmes and activities particularly to promote multi-literacies in language teaching.



- The participants actively ask questions to the presenters during AISOFOLL.

## 2. HOTS-based Language Teaching Seminar



- Ms Shanty Lady Sianipar, one of the presenter, share her good practices in HOTS-based language teaching

Underlining the utilization of HOTS-based learning models in Indonesian secondary school level, the Centre initiated to disseminate best practices implemented in three learning models, i.e., discovery, project-based and text-based learning. To achieve more comprehensive content, the Centre also invited language and education experts as well as inspiring teachers who already implemented the learning models.

The agenda aim at enhancing teachers' knowledge toward 21<sup>st</sup> century learning and innovation skills, i.e., critical thinking, communication, collaboration and creativity. Indeed, teachers need to be assisted to create a learning environment which encourages students to develop the aforementioned skills. A total of ninety four language teachers (Arabic, English, French, German, Indonesian, Japanese, Mandarin and Sundanese) participated in both plenary and parallel session of the seminar.

In the plenary session, Dr Bambang Indriyanto, the Centre Director, elaborated the topic of HOTS-based language learning with focus on policy context, learning perspective, language learning paradigm and tendency of empirical study. One of his key topics highlighted the need of literacy competence

in achieving the target of 21<sup>st</sup> century learning. To successfully implement HOTS in language learning, the Centre believes that teachers should be able to develop students' intelligence (intellectual, social and personal); explain the target of national curriculum in the context of 21<sup>st</sup> century learning as well as develop learning and evaluation process based on the principle of HOTS. At this point, teachers were supposed to not only have pedagogical mission, but also cultural mission to achieve harmonious life.

Next was a sharing session from inspiring teachers from five schools Jakarta and Bandung areas. The Centre invited Ms Aini Ummu Syukriya (SMA Islam P.B. Soedirman 1 Bekasi), Ms Irmayanti (SMAS Annumaniyah), Ms Shanty Lady Sianipar (Sekolah Menengah Cikal-Amri), Ms Yanti Rostianti (SMAN 1 Leuwiliang) and Mr Yulizar Komarawan (Darul Hikam Integrated School Lembang). These inspiring teachers pointed out different targets and strategies based on the three learning models, such as using new media in implementing HOTS, critical and multimodal literacy in various learning models. Since the teachers have different background and teaching environment, they shared various context of teaching and learning approach—international curriculum for private and national curriculum for public school; in which both implement different strategy in implementing text-based learning models.

In the parallel session, the Centre provided three different courses respectively based on the three learning models. In the session, the Centre's team demonstrated the course on HOTS-based learning models in details. At the end of the activity, the teachers were guided to develop a lesson plan based on the given learning models.

All in all, the seminar concluded that many teachers unconsciously implemented HOTS in their teaching-learning process. However, a more comprehensive session could perfect their experience. Significantly, the activity has a potential to accommodate teachers in broadening their perspectives on HOTS implementation by involving expertise teachers.



### 3. Implementing HOTS in Language Teaching and Learning Process



■ The participants involve in various activities during training in DKI Jakarta, West Kalimantan and DI Yogyakarta

Thinking critically and solving problems are important skills for successful life and career in the 21<sup>st</sup> century. Teachers need to provide appropriate teaching strategies and learning environment that facilitate growth in students' critical thinking skills. To develop HOTS, teachers should provide their students learning activities that focus on these 21<sup>st</sup> century skills. In other words, teachers should be able to encourage their students to actualize their own thinking. Therefore, teaching students to have the 21<sup>st</sup> century skills is a challenge for teachers.

To this point, teachers are expected to engage in some professional development activities to broaden their knowledge and to develop their skill on HOTS-based teaching methodology. These professional development activities can be done through training or workshops. By joining training/workshop, teachers are expected to enhance their competence on HOTS-based teaching methodology for better learning outcomes.

Recognising the teachers' need for professional development, in Fiscal Year 2018/2019, the Centre conducted training on HOTS-based language teaching methodology in DKI Jakarta (for two times), Pontianak-West Kalimantan and DI Yogyakarta. The training aims to enhance language teachers' competence on HOTS-based teaching methodology.

Further, the training is to improve teachers' skills in adopting HOTS-based three learning models, i.e., discovery, project-based and text-based, in language teaching and learning process in the classroom.

The materials included in the training were, among others, the paradigm of the 21<sup>st</sup> Century learning, concept of HOTS in language teaching, how to design lesson plan based on the three learning models given and, certainly, the implementation of three learning models in language teaching and learning. During the training, the participants also were also provided with hands-on exercises to manage the nature activities in the classroom, including microteaching to show how their lesson plan being implemented in the classroom.

The training were only one of many programmes conducted by the Centre to enhance teachers' competence on HOTS-based language teaching methodology. Above all, to ensure that the knowledge and skills gained during the training are translated into changes in teacher's teaching practices, the Centre encouraged the participants to join the Centre's other programmes, such as research grants, seminar or symposium which will provide them opportunities to share their good practices in implementing HOTS on language teaching and learning practices.

## 4. STAR Village: Final Year



- The resource persons closely explain the material to the participants

In 2018, STAR Village entered its last year of the programme. This multi-stakeholder programme, which was started in 2015 and undertaken by six SEAMEO Centres in Indonesia (SEAMEO BIOTROP, SEAMEO QITEP in Language, SEAMEO QITEP in Mathematics, SEAMEO QITEP in Science, SEAMEO SEAMOLEC, SEAMOLEC RECFON), aspired to support SEAMEO agenda on sustainable action for rural community-based development. Thus, the agenda was significantly concentrating on building the capacity of language, mathematics and science teachers, developing digital learning for school teachers, earning livelihood for farmers as well as fostering public awareness on food and nutrition in Cihideung Ilir Village, Bogor, West Java, Indonesia.

The Centre which pledged its contribution to encourage teachers' competency has targeted primary school teachers' capacity building on TLM during the three years. TLM was integrated to primary school curriculum owing to Indonesian Education System. In advanced, the result of the Centre's M&E on STAR Village which was conducted

in 2017 emphasized on teachers' challenges to differentiate and select appropriate assessment techniques.

Hence, in this final year of STAR Village, the Centre persisted to elevate the teachers' knowledge on how to deal with effective assessment utilised in Indonesian 2013 Curriculum. In particular, the assessment focuses on three dimensions of knowledge, i.e., cognitive, affective and psychomotor. To succeed this goals, the Centre prepared 32-hour training divided into four core-courses, namely, the assessment concept of 2013 Curriculum, assessment techniques, instrument development and assessment result tabulation.

In delivering the assessment concept applied by the 2013 Curriculum, the Centre focused on three key areas, i.e., curriculum, learning and assessment. A total of 25 primary teachers and two education personnel was guided to recall their understanding on curriculum as the masterplan and regulation includes learning objectives, content and materials. At this point, teachers theoretically acknowledged on how learning material applies in integrated-TLM— a thematic knowledge based on students' daily activities. Different with secondary school levels, this TLM could administer a more complex assessment. Therefore, primary school teachers need to prepare a well-planned and systematic assessment process.



- One of the participants presents her group work

Referring to the abovementioned process, the teachers were encourage to do assessment based on learning objectives and indicator. It is important for the teachers to orderly apply the following stages: defining learning objectives, learning indicators and learning aspect (cognitive, affective and psychomotor) as well as selecting an effective technique to assess the students.



■ Participants discuss their work together

In developing instrument, the teachers was led to develop instruments to asses students based on their lesson plan. The teachers mastered the way to measure students' competence in various levels of thinking as well as to encourage students in applying their knowledge into various context. Then, during the assessment result tabulation course, the teachers focused on how to get benefits from the students evaluation result as well as to prepare a specific follow-up activity.

The Centre believes the works toward TLM socialisation and implementation will succeed the objective of accelerating the 2013 Curriculum conducted in primary school, especially to address primary school teachers' barriers on how to utilise effective assessment techniques.

In summary, STAR Village programme comprised capacity building activities which had full support from local government, school executives and teachers as well as the community of Cihideung Ilir Village. SEAMEO Regional Centres in Indonesia are so grateful to include them in creating this educational opportunity. Significantly, these community development programmes are accomplishing great things, especially on competence development to adapt to the challenge of industry 4.0. Indeed, great things happen when we collaborate.

# Recognition and Benchmarking

In this Fiscal Year 2018/2019, the Centre started to explore the possibility of having partnership with Indonesian office of education. Also, the Centre keep maintaining its partnership Indonesian MoEC and all of its units.

## 1. Synergizing with Indonesia MoEC



- One of resource persons of RNPk delivers remarks during opening session

SEAMEO Centres in Indonesia participated in RNPk 2019 by the Indonesian MoEC. The activity which was held from 11 to 14 February 2019 in Depok, West Java, highlighted the theme: "Strengthening Education, Promoting Culture". This annual event covered five strategic issues on education in Indonesia: (1) Teacher Management and Appointment; (2) Vocational Education Revitalisation; (3) Education Zoning System; (4) Culture Promotion; (5) System Strengthening for Books and Literacy.

Through the conferences, the Centre is pledge to support the notion on strengthening literacy

competence in Indonesia as guided by Dr Muhadjir Efendy, MAP, Minister of Education and Culture and SEAMEO Council President (2017-2019). In particular, Dr Muhadjir emphasized that all units in the MoEC should actively participate on the movement as well as raising the children to love reading. To note, this intention is inline with the Centre's intention to establish Literacy Village in collaboration with four Offices of Education in Indonesia in the upcoming fiscal years. In addition, the Centre also joined the exhibition to promote its programmes and activities to policy makers and education practitioners from all around Indonesia.

## 2. HOTS-based Language Teaching Methodology: Dissemination

As the Centre's goal to developed HOTS-based module for upper secondary school level has been accomplished, the Centre needs to further plan its action in actively contributing to the education related parties in Indonesia and Southeast Asia. Significantly, as a pilot project, the Centre promotes its HOTS-based language teaching methodology for teachers in Indonesia. The Centre strives for strategic partnerships with local government of Indonesia to disseminate the module in frame of teaching effectiveness competences. Thus, the Centre visited the office of education for five provinces, i.e., Banten, DI Yogyakarta, North Sumatra, West Kalimantan and West Sumatra.

By partnering with the office of education, the Centre gains the opportunity to assist the office of education to implement educational strategy in line with education trends of the 21<sup>st</sup> century. In particular, the proposed agenda is to enhance language teachers' competences in their teaching effectiveness. The Centre's proposal is elaborated in four key programme areas: (1) effective language teaching practice, (2) classroom action research, (3) literacy village model and (4) visualisation of language teaching models.

In the aspect of effective language teaching practice, the Centre proposed to the target partners a training on HOTS-based language teaching methodology by involving several schools as pilot. Further, the Centre also proposed a training on classroom action research. For this activity, the Centre not only expects teachers to be able to conduct a classroom action research, but also to publish anthology based on their research results.

To create more sustainable collaborations and impacts, the Centre proposed literacy village model. It focuses on various school level, from ECCE to secondary. The teaching of the literacy learning applied through extracurricular will involve students and communities.

In support of teaching effectiveness, the Centre offers the visualisation of its language teaching model which cover one of the learning stages in Indonesian 2013 Curriculum target. The visualisation contains a real classroom teaching as modelling for language teaching and subject teachers.

Overall, the activity resulted the signing of MoU between the Centre and four offices of education for DI Yogyakarta, North Sumatra, West Kalimantan and West Sumatra.



■ Padang



■ Medan



■ Pontianak



■ Banten



■ DI Yogyakarta



KRA II  
Regional  
Visibility

# Strengthening Linkages with Inter-Centre, National, Regional and International Institutions



- (left-right) Dr Bambang Indriyanto signs MoU with Office of Education for West Sumatra, West Kalimantan , North Sumatra and Special Region of Yogyakarta.

It has been proven over time that having partners not only open new opportunities, but also helping us in reaching the unreachable. This is one of the reasons that the Centre is very eager to make new partnership with other institutions with similar interest.

In 2019, the Centre focused on developing new partnerships with Offices of Education for provinces in Indonesia (DI Yogyakarta, West Kalimantan, West Sumatra and North Sumatra). The establishing partnership with other institutions is one of the Centre strategic efforts to implement one of SEAMEO 7 Priority Areas, namely Revitalising Teacher Education. Furthermore, by strengthening a linkages with national institutions, the Centre supports to Indonesian Government to enhance professional development of teachers for improving Indonesian education outcomes.

To officiate the new partnerships, the institutions signed MoU. The MoU highlights the agreement to cooperate on enhancing the quality of language teachers and education personnel through various joint-programmes and activities. The MoU also includes work arrangement and roles of each party in conducting programme or activities within a certain period of time. As stated in the MoU, the main focus for cooperation was on four significant areas, i.e., effective language teaching practice, classroom action research, literacy village model and visualisation of language teaching models.

The Centre expects that the cooperation and collaboration between the Centre and education offices would become effective means for contributing to quality improvement of language teachers, specifically in the four provinces.

# Increase Means for Stakeholders to Access SEAMEO Programmes

To make people know that the Centre exists, the Centre first have to find essential ways to stand out. Doing promotional activities and creating content quality content for social media are some of the ways that the Centre do to increase its visibility—because offering high quality products and excellent services are useless if people do not know SEAMEO QITEP in Language.

## 1. Promotional Activities: Publication and Exhibition

For Fiscal Year 2018/2019, the Centre developed several publications. They were Annual Report 2018/2019, seaqilNews July–December 2018, seaqilNews January–June 2019 and other promotional materials, such as leaflets and brochures.

To promote its programmes and activities, the Centre participated in two exhibitions. First, the Centre joined the RNPk exhibitions conducted by the Indonesian MOEC. The RNPk exhibitions is one of the way to connect with policy makers and

education practitioners from all around Indonesia. Next, the Centre participated in an education exhibition conducted by PPPPTK Bahasa—Centre for Development and Empowerment of Language Teachers and Education Personnel, to celebrate Indonesian National Education Day. During the exhibition, the Centre met with many language teachers and students from Jabodetabek areas. All in all, exhibitions are great to meet face-to-face with the Centre's stakeholders, develop networking and build database for the Centre's benefit.





## 2. Social Media: Reaching the Unreachable

Response to the growing communication globally through digital platform, the Centre attempts to maximize its corporate communication through three varying social media: Facebook, Instagram and Twitter. At this point, the Centre is on purpose to have more personal engagement to public/audiences. To be specific, the platforms is a mean to disseminate the Centre's information, including #SEAQILNews (post-activity updates), programme updates and special shout-out.

new followers and now is connected to a total of 6.352 social media users in total. Generally, they show high engagement with the Centre's related activity updates.

Overall, the Centre's platforms engagement reach on Facebook and Instagram is respectively 5.653 and 2.135 user interaction. Meanwhile Twitter has reached 102.564 impressions. The following graphs depict a further interaction details of the Centre's social media platforms in Fiscal Year 2018/2019.

In Fiscal Year 2018/2019, the Centre has added 3.829

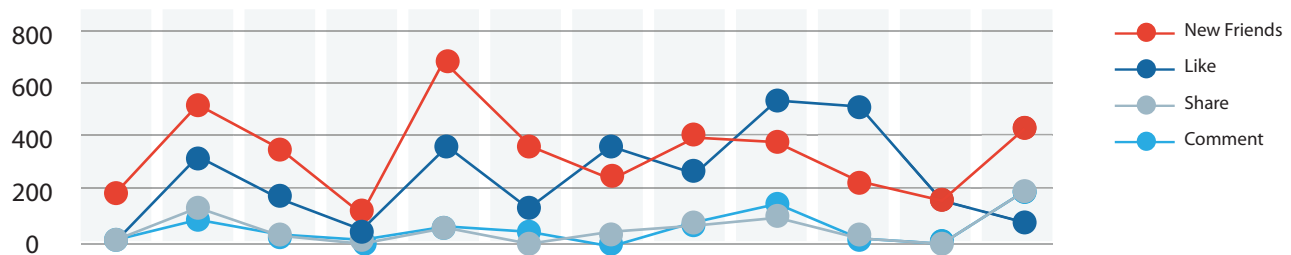


Figure 1. Facebook Analytics of FY 2018/2019

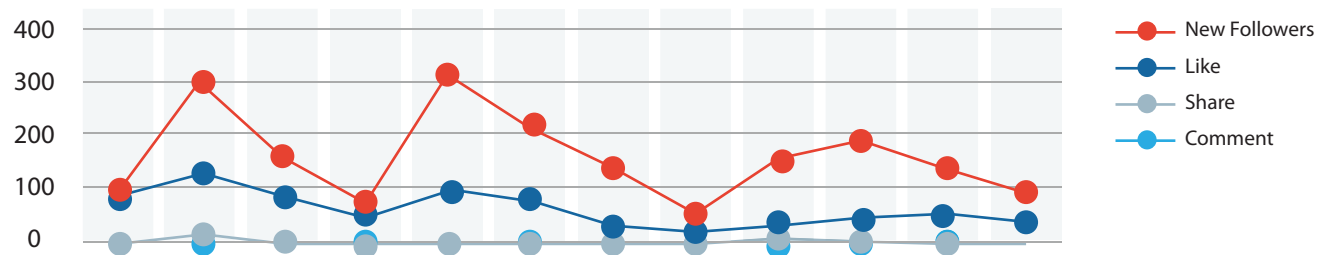


Figure 2. Instagram Analytics of FY 2018/2019

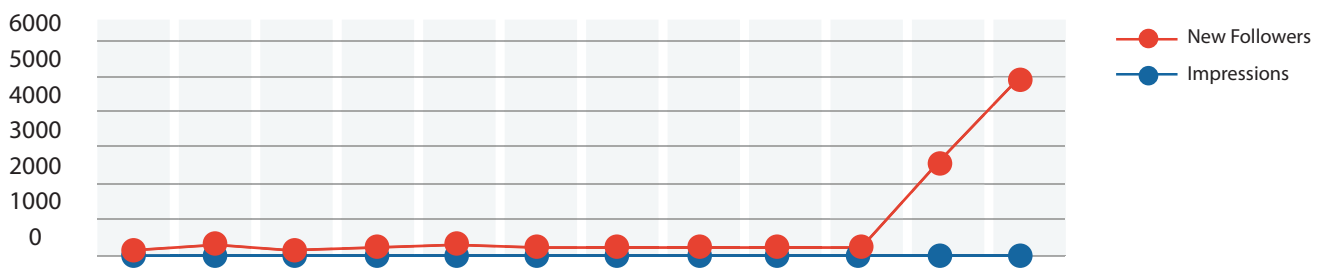


Figure 3. Twitter Analytics of FY 2018/2019

### 3. Staff Participation in Education Fora and Activities

In Fiscal Year 2018/2019, the Centre participated in several education fora and/or activities, be it as presenter or as participant/observer. Details of participation in education fora and/or activities is reported in the following table.

No	Activity	Delegate	Presentation/Theme	Funding
1.	EDUKA International Conference (31 October 2018)	Dr Bambang Indriyanto	Theme: Collaborative Learning towards Learning Community	SEAQIL
2.	Core Teachers Provision on HOTS-based Learning Competency Improvement Programme (16–21 November 2018)	Dr Bambang Indriyanto	(As observer)	Indonesian MoEC
3.	Module Trial (10–12 December 2019)	Ms Itra Safitri	Theme: ECCE under Post-Disaster Recovery Strengthening	SEAMEO RECFON
4.	SEAMEO-Tsukuba International Symposium VII (11 February 2019)	Dr Bambang Indriyanto	Theme: Reform and Development in Teacher Education for the Digital Economy 2019	SEAQIL & University of Tsukuba
5.	HOTS-based Mathematics Learning and Assesment: Opportunity, Challenge and Obstacle (20 February 2019)	Dr Bambang Indriyanto	HOTS Assesment in the Pedagogical Perspective and Programmae Evaluation	PPPPTK Matematika
6.	Technical Guidance for Public Policy Analysis (25–28 February 2019)	Dr Bambang Indriyanto	The Development of Research Agenda and Methodology	PP Paud & Dikmas
7.	Pre-Departure: Technical Guidance for Teachers and Education Personnel Out-country Training (28 February 2019)	Dr Bambang Indriyanto	HOTS Implementation in Mathematics Learning and Assesment	PPPPTK Matematika
8.	SEAMEO Programmes Acceleration for Schools in Palangkaraya (27 Maret 2019)	Dr Bambang Indriyanto	SEAMEO Programme and Initiative in Area of Language for Quality Improvement of Learning in Schools	Indonesian MoEC
9.	SEAMEO Programmes Acceleration for Schools in Jambi (28 Mei 2019)	Ms Esra Nelvi M Siagian	SEAQIL on the Development and Implementation of HOTS and STEM for Language Learning in Schools	Indonesian MoEC





KRA III  
Solid  
Resource Base

# Financial Viability

In Fiscal Year 2018/2019, the Centre's received fund amounted to USD 609,301 from the Government of the Republic of Indonesia execute its programmes and to finance the operational activities. Some of the activities were funded in cost-sharing system with

1. Ministry of Education Malaysia
2. Ministry of Education and Training of Vietnam
3. Office of Education, Youth and Sports for DI Yogyakarta
4. Office of Education for Aceh Jaya Regency
5. Office of Education for North Sumatra
6. Office of Education for West Sumatra
7. Office of Education and Culture for West Kalimantan

By the end of the fiscal year, the Centre was able to expend 97.60% of the budget, which was amounted to USD 594,702. The detail of the expenditure can be seen in the following figures.

**The Centre's Budget Fiscal Year 2018/2019**



# Management Efficiency

Every year, the Centre participated in Centre Directors Meeting and High Official Meeting conducted by SEAMEO Secretariat. During the meetings, the Centre coordinates and synergizes with SEAMEO Secretariat, other SEAMEO Centres and other related parties. Also, the Centre coordinate its work and operational with its governing board through a meeting, i.e., Governing Board Meeting. These meetings are essential to ensure the Centre's work efficiency and productivity.

## 1. Centre Directors Meeting 2019

SEAMEO Centre Director Meeting (CDM) is an annual meeting where SEAMEO Secretariat (SEAMES), Centre Directors and professional personnel review past activities and propose new programmes for endorsement. It is also a forum to discuss new collaborative projects among Centres and partners that assist them to fulfill SEAMEO mission and to realise its vision as a leading organisation for enhancing regional understanding and cooperation in education, science and culture for a better quality of life in Southeast Asia

In 2018, SEAMES organised CDM from 17 to 19 July 2018 in Bangkok, Thailand. A total of 92 participants from 26 SEAMEO Centres and SEAMES reviewed the activities accomplished in Fiscal Year 2017/2018. The agenda of the meeting was arranged in several sessions. The special session forum provided for SEAMES and SEAMEO Centres/Networks only. In the special session, SEAMEO Secretariat Director proposed new initiatives to support the SEAMEO Agenda and updated the progression of current programmes in Fiscal Year 2017/2018, and other collaboration programmes.

The CDM provided an opportunity for SEAMEO Centres to present and share their achievements and highlighted programmes and activities in Fiscal Year 2017/2018. During the meeting, the participants

brought in a considerable ideas and valuable suggestions to enhance feasibility and success of the programmes and activities. In addition, there was also a networking session where each Centre had opportunities to expand their networks by synergising their regional programmes visibility to other SEAMEO Centres and with affiliate members and partners as well.

Further, proposals and project updates from the SEAMEO Centres were discussed and considered in the forum. The proposals from SEAMEO Centres are submitted in accordance with their efforts to accomplish the SEAMEO seven priority areas.

Enhancing quality of education and promoting Global Citizenship Education (GCED) to facing the 21<sup>st</sup> century challenges were important issues arising from the discussion of the CDM of 2018.



- All of participants take official pictures.

## 2. Governing Board Meeting 2018



The Centre held its 9<sup>th</sup> Governing Board Meeting from 16–21 September 2019 in The Patra Bali Resort and Villas, Bali, Indonesia. The agenda aimed to review the Centre’s activity during Fiscal Year 2017/2018 as well as to propose the Centre’s initiative agendas for the upcoming fiscal year.

During the activity, the Centre extended a warm welcome and hospitality to nine Governing Board Members and Representatives, namely Mr Tith Mab (GB Member for Cambodia); Prof. Emi Emilia, PhD (Representative of GB Member for Indonesia); Mr Ketkeo Phanthanivong (GB Member for Lao PDR); Dr Nagalingam Karuppiah (GB Member for Malaysia); Dr Aung Swe Htun (Representative of GB Member

for Myanmar); Mr Cedric Kai Wah Leong (GB Member for Singapore); Assistant Prof. Nirada Chitrakara (Representative of GB Member for Thailand); Dr Caetano Oliveira de Jesus (GB Member for Timor Leste); and Ms Tran Thi Phuong (GB Member for Vietnam). Also, the Centre was honored to have Dr Pattama Punthawangkul, the representatives from SEAMEO Secretariat.

The two-day meeting was chaired by Dr Nagalingam Karuppiah and assisted by Ms Tran Thi Phuong as vice chairperson and Assistant Prof. Nirada Chitrakara as rapporteur. There were two main agendas run for the activity, i.e., the meeting agenda including the presentation of GB Members and Representatives; as well as educational and cultural visits. There were ten working papers to be discussed on the meeting, including the one presented by SEAMEO Secretariat. Referring to the previous year’s agenda, this year’s meeting began with the Centre’s Governing Board Member’s presentation under the topics: (1) The internationalisation of education in each country, (2) Report on the high impact language programmes, (3) International cooperation in language teaching and research, (4) Impact of ASEAN integration on language education and (5) The involvement of the private sector in language education. The meeting was then continued with Review and Adoption of the Proceeding of Working Papers. The meeting resulted inputs and approval on the proposed working papers to then be acknowledged by the Centre and the GB Members.



- Dr Nagalingam Karuppiah and Dr Sumharmoko listen to information about the environment in SMA N 4 Denpasar delivered by the student.



■ Asst. Prof. Nirada Chitrakara presents her material during presentation session

Following the meeting, the Centre was then visited SMA Negeri 4 Denpasar, Bali, with intention to conduct a comparative education observation. The Centre aimed to introduce Indonesian Education System and teaching/learning process in secondary school. The GB Members also enjoyed traditional dance and ceremonies, represent Balinese culture and heritage, during the visits. After the education visit, the GB Members were encouraged to experience Balinese Culture by visiting Secret Garden, Pura Taman Ayun and Tanah Lot.

### 3. HIGH OFFICIALS MEETING 2018



■ SEAMEO Centre Directors take picture after the opening session.

As an annual meeting, SEAMEO HOM brings together senior officials from the SEAMEO Member Countries, representatives from SEAMEO Associate and Affiliate Members, Directors and Officers from 26 SEAMEO Regional Centres to report, discuss, plan and review the programmes, activities and the operations under the organization. In 2018, the 41<sup>st</sup> SEAMEO HOM was conducted for three days (27-29 October 2018) in Bangkok, Thailand.

During the meeting, each SEAMEO Member Countries had an opportunity to present their programmes that were in progress or had been achieved in the previous year. The meeting also a forum for SEAMEO Unit to propose new programmes within their specialised scope of work and serving their mission in respond to SEAMEO 7 Priority Areas and involved collaboration on a regional level. The meeting was concluded with the overall adoption and review of the 41<sup>st</sup> HOM proceedings and set the dates for the next meeting.



# Human Resource Management

## 1. Staffing

In Fiscal Year 2018/2019, there were management changes including section transfer and staff resignation. Having the objective to improve efficiency and productivity as well as to promote flexibility, employee's engagement and retention through its capital resources, the Centre has changed the designation of its two staff. Ms Triasuci Putri Ramadhanty was transferred from Division of Human Resources and General Affairs (HRGA) to Division of Training and Development of Teacher and Education Personnel (TDTEP). Her previous position as Secretary for Board of Directors, then, filled by Mr Dwi Efririadi from Division of HRGA. In addition, the Centre also accepted the resignation from Ms Nanda Pramuchtia from Division of Partnership and Public Relations (PPR) who had been working for the Centre since 2014.

Currently, the Centre has 34 staff and 3 board of directors.

## 2. Elevating Human Capital on Written Communication

It is the Centre's endeavour to intentionally elevate its employees' capacity. As human capital, the Centre's staff are expected to acquire both academic and soft skills to drive corporate affairs. For this reason, the Centre must pay attention to the needs of both staff and the Centre itself.

Realising the abovementioned circumstances, the Centre decided to conduct an in-house training for its staff on Indonesian official written communication. To note, the Centre uses Indonesian language for its nationwide mailing and activity report. Thus, the aim was to encourage better writing since writing dominates the Centre's corporate communication. Specifically, the Centre aimed at utilizing standard Indonesian language to deal with all correspondence with the Centre's Indonesian business associates.

In this regards, the Centre believes the activity was truly an opportunity for its staff to have better skills on standard writing of Indonesian language

for academic and administrative purposes. In other words, the Centre attempted to address the competency gap among the staff in utilizing standard of Indonesian language. Onwards, the Centre expected to have a long-term benefit on better written correspondence for corporate business. To succeed this agenda, Agency of Language Development and Books supported the Centre by sending its two language specialists from, namely, Ms Ovi Soviati Rifai and Ms Endah Nur Fatimah.

Overall, the Centre's staff involved in the two-day activity significantly learnt how to appropriately deal with linguistic rules, including writing sentences and paragraphs as well as writing academic report based on standard of Indonesian language. To ensure the staff have mastered the course comprehensively, the staff took pre- and post-tests as well as editing and proofreading activity.

# Board of Directors and Head of Division



**Dr Bambang Indriyanto**  
*Director*



**Ms Esra Nelvi M Siagian**  
*Deputy Director for Programme*



**Dr Sumharmoko**  
*Deputy Director for Administration*



**Ms Susi Fauziah**  
*Head of Division of Training and  
Development of Teachers and  
Education Personnel*



**Ms Auberta Farica**  
*Head of Division of Partnership  
and Public Relations*



**Ms Itra Safitri**  
*Head of Division of Research and  
Development Programme*



**Ms Elfa Daniar**  
*Head of Division of Finance*



**Mr Abdul Hadi**  
*Head of Division of  
ICT and Network*



**Mr Rahadian Adetya**  
*Head of Division of Human Resource  
and General Affairs*

## Division of Training and Development of Teachers and Education Personnel



**Mr Nirwansyah**



**Mr Reski Alam  
Gasalba**



**Ms Rizma Angga  
Puspita**



**Ms Talitha Ardelia  
Syifa Rabbani**



**Ms Triasuci Putri  
Ramadhanty**

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## Division of Research and Development Programme



**Ms Hasanatul  
Hamidah**



**Ms Limala Ratni  
Sri Kharismawati**



**Ms Reni Anggraeni**



**Ms Rina Dwiwana**

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## Division of ICT and Network



**Mr Bayu  
Andri Subekti**



**Ms Hana Alfiyanti**



**Mr Wendy Nur Falaq**

## Division of Human Resource and General Affairs



**Ms Annisa Nuria  
Herayanti**



**Mr Dwi Efririadi**



**Mr Eko Wahyu**



**Mr Hasanapi**



**Mr Iin Sodikin**



**Ms Nia Kurniasih**



**Mr Rizki Rachman**



**Mr Yanmar**

## Division of Partnership and Public Relations



**Ms Estiningsih  
Suprandini**



**Mr Erry Novriansyah**



**Mr M Masrur Ridwan**

## Division of Finance



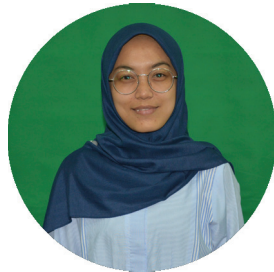
**Mr Gibran  
Ramadhani**



**Ms Jurianti Sri  
Rahmayanti**



**Mr Kurnia Yulianto**



**Ms Novita Dewitri**



**Mr Yurisman Mapala**



Southeast Asian Ministers of Education Organization  
Regional Centre for Quality Improvement of Teachers  
and Education Personnel (QITEP) in Language (SEAQIL)

## VISION

An innovative Centre of professional excellence in multi-lingual and multi-literacy education for language teachers and education personnel within the framework of sustainable development

## MISSION

To provide quality multi-lingual and multi-literacy programmes of professional excellence for language teachers and education personnel through innovative ways of resource sharing, research and development and networking

## GOALS

To improve the quality of language teachers and education personnel through capacity building, resource sharing, as well as research and development

To maintain and strengthen extensive networks among SEAMEO countries focused on multi-lingual and multi-literacy education

## CORE VALUES

Innovative spirit  
Commitment towards quality  
Cooperation  
Customer satisfaction

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