



ANNUAL REPORT 2017/2018

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PRIORITIZING LANGUAGE, ADVANCING EDUCATION



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Message from the Director

Dear colleagues,

The year of 2017/2018 was a solid growth for SEAQIL. It was full of changes and progress. We welcomed new staff and board members, rearranging our staff structure as well as improving our work system. In terms of academic matter, we have been going through a major transformation over the year and I would not say that it is easy. This transformation will, in the end, be the strength of our Centre. We pushed ourselves past our limits and do better.

We are proud to be working with dedicated individuals and institutions. Together with these people, we will continue to make great progress and, thus, we are confident that we will improve the quality of language education in Southeast Asia.

To end this, I would like to thank all parties who have supported SEAQIL throughout the year. This is including the Ministry of Education and Culture of the Republic of Indonesia, SEAMEO Secretariat, other SEAMEO Centres, our partner institutions as well as stakeholders. We would also like to thank our staff for their commitment, dedication and passionate drive for the betterment of SEAQIL.

Bambang Indriyanto
Director

List of Abbreviations

AISOFOLL	Annual International Symposium for Foreign Language Learning
ASEAN	Association of Southeast Asian Nations
CAR	Classroom Action Research
CDM	Centre Directors Meeting
CPD	Continuous Professional Development
DVV International	Deutscher Volkshochschul-Verband International
ECCE	Early Childhood Care and Education
FGD	Focus Group Discussion
GBM	Governing Board Meeting
HOTS	Higher Order Thinking Skills
ICT	Information and Communication Technology
ICCM	Inter Centre Collaboration Meeting
IHT	In-House Training
ILFL	Indonesian Language for Foreign Learners
Integrated-TLM	Integrated-Thematic Learning Model
M&E	Monitoring and Evaluation
MEXT	Ministry of Education, Culture, Sport, Science and Technology
MoEC	Ministry of Education and Culture
MoU	Memorandum of Understanding
PR China	People's Republic of China
SEAMEO	Southeast Asian Ministers of Education Organization
SEAQIL	SEAMEO QITEP in Language
SGTS	SEAQIL Goes to Schools
SLM	School Literacy Movement
STAR Village	Sustainable, Technology-equipped, Ability-rich and Responsible Village
TVET	Technical and Vocational Education and Training

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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



Executive Summary

What are the skills needed by students to face the challenges in the 21st century? Generally speaking, HOTS, which includes critical thinking and problem solving is one of the 21st century skills needed by students to succeed in work and life, as well as the support systems necessary for 21st century learning outcomes. Considering its importance, HOTS should be developed through teaching and learning. Thus, teachers' knowledge about HOTS and their teaching and learning strategies used in the classroom is undoubtedly becoming an important key to successful education in the 21st century.

To fulfil the Centre's mandate in improving the quality of teachers and to respond to the 21st century skills, the Centre conduct various programmes and activities related to HOTS, language research methodology, literacy and other topics concerning 21st century education in Fiscal Year 2017/2018.

Research and Development Path

The Centre conducted needs analysis for HOTS programme development through FGD with teachers in 12 provinces in Indonesia. The FGD was intended to get information on teachers' knowledge about HOTS and its implementation in the language teaching and learning process. The results indicate that their ability to implement HOTS in their teaching process, improve students' HOTS, solve HOTS-based problems, and assess students' HOTS need to be improved. There are facts, however, that teachers already understand the importance of HOTS

and teaching it by using various innovative learning models.

Following the results of FGD, this year, the Centre developed HOTS-based syllabus and training materials for three learning models, i.e., text-based learning, discovery learning and project-based learning. These syllabus and teaching materials will be used by the Centre in training on HOTS-based teaching methodology in the upcoming years.

Further Continuous Professional Development

The AISOFOLL conducted in this fiscal year also had chosen critical thinking as the theme of the symposium. Related to HOTS, in collaboration with MEXT Japan, the Centre organised workshop on the use of ICT to promote HOTS in language teaching.

In Fiscal Year 2017/2018, the Centre has conduct-

ed training on research methodology in three cities in Indonesia: Jakarta, Yogyakarta and Banjarmasin.

To enhance teachers in developing literacy for students during learning process as well as supporting school literacy movement in Indonesia, the Centre held two activities in this fiscal year.

Those activities were designed for teachers of early childhood care and education as well as teachers from primary and secondary school levels.

The Centre continues to fulfil its mandate in improving the quality of teachers through CPD programmes and activities. In this fiscal year, the Centre conducted activities such as workshop and training to enhance German teachers' teaching methodology, improve English and Indonesian language teachers' competence, increase teachers' competence on Indonesian 2013 Curriculum, compile teaching techniques through SEAQIL Goes to Schools (SGTS) programme and develop Classroom Language posters.

This year, the Centre also participated in exhibitions which give an opportunity to promote the Centre's programmes and activities as well as to strengthen linkages with other institutions.

All in all, there were a total of 1599 individuals comprising participants and resource persons who participated in the Centre programmes and activities in Fiscal Year 2017/2018.

Financial Summary

In Fiscal Year 2017/2018, to support the programmes and activities, the Centre spent budget from the MoEC amounted to USD 615,070 for the Centre's CPD programme and activities as well as its operational expenditures.

Many things has been achieved throughout Fiscal Year 2017/2018. In the upcoming years, the Centre determines to design and conduct more innovative programmes and activities related to continuous professional development for language teachers and education personnel.

KRA I
Regional
Leadership

In Fiscal Year 2017/2018, the Centre attempted to develop HOTS-based programmes. To realise it, the Centre went to several provinces in Indonesia to gather information on teaching and learning process. In addition, the Centre developed Classroom Language Posters aimed to encourage both teachers and students to use target language in the classrooms. Also, the Centre still worked on its prominent programmes, SEAQIL Goes to Schools and STAR Village.

1. HOTS Programme Development

In the 21st century education, teachers are expected to improve students' thinking skills to foster high achievement. For this reason, in Fiscal Year 2017/2018, the Centre focused its programmes and activities in advancing language education based on HOTS. This is in line with one of SEAMEO 7 Priority Areas, i.e., Adopting 21st Century Curriculum.

In 2017, the Centre began to develop its HOTS-based language teaching methodology programme. As a starting point, the Centre conducted needs analysis through a series of focus group discussion (FGD). The needs analysis aimed to gather information on strategy implemented by teachers during their teaching (planning, implementation, evaluation). In total, there were 228 respondents participated in the needs analysis. They were teachers from primary schools, lower secondary schools (Indonesian, English), and upper secondary schools (Arabic, English, French, German, Indonesian, Japanese, Mandarin). The activities were carried out in 12 provinces, namely West Sumatra, South Sumatra, Riau, Bangka Belitung, Banten, DKI Jakarta, West Java, DI Yogyakarta, East Java, West Kalimantan, North Sulawesi and South Sulawesi. These provinces were selected for their high number of foreign language teachers in Indonesia.

From the activities, the Centre found that:

1. There is only 8.3% of teaching and learning process done by teachers in 12 provinces use HOTS. The Frequency Distribution of Blooms Taxonomy Level for HOTS in 12 Provinces can be seen in Table 1.

Table 1
The Frequency Distribution of Blooms
Taxonomy for LOTS and HOTS in
12 Provinces in Indonesia

Province	Percentage
DI Yogyakarta	17%
West Java	15%
North Sulawesi	10%
East Java	10%
West Sumatra	9%
West Kalimantan	8%
Riau	7%
DKI Jakarta	7%
South Sulawesi	6%
Bangka Belitung	5%
South Sumatra	3%
Banten	3%

2. The teachers who implement HOTS in their teaching process were mostly of Indonesian and English compared to teachers of other foreign languages. The full result is detailed in table 2.

Table 2
The Frequency Distribution of Blooms Taxonomy for LOTS and HOTS based on Language

Language	Percentage
Indonesian	59 %
English	36 %
Japanese	2 %
Arabic	0.7 %
Chinese	0.7 %
German	0.7 %
French	0.66 %

With reference to the needs analysis results, the Centre initially developed syllabus for HOTS-based training on language teaching methodology. Thoroughly, the syllabus development emphasises three language teaching methodologies (1) project-based learning, (2) text-based learning and

(3) discovery learning. Including in its development phases are designing and validating the draft syllabus. In the early stage, the Centre invited language teachers to give feedbacks toward the first draft syllabus. The Centre then involved lecturers, teacher trainers and academic staff to validate the final draft syllabus.

Above all, the Centre designs the syllabus in various learning models to help teachers enhancing students' critical thinking and use high-level thinking skills in problem-solving. Onwards, the syllabus will be used as a guideline for HOTS-based training on language teaching methodology. In addition, the Centre works toward programmes that will assist teachers in preparing students to be competitive to then enhancing their 21st century skills, namely critical thinking, communication, collaboration and creativity.

The Centre expects that by developing programmes that will assist teachers in preparing students to compete in the 21st century, it will contribute to the fostering of students' enhancement in the 21st century skills, namely critical thinking, communication, collaboration and creativity. In addition, the Centre also believes that, as a part of SEAMEO, it will eventually (1) improve the quality of foreign language teachers in Southeast Asia and (2) contribute to facilitate the task of teachers in the habituation of students to think critically and use their HOTS.

2. Classroom Language

Language teachers and students need to enhance their ability in using the target language in a variety of classroom activities. One way to achieve this is by using simple classroom language, such as greetings or giving instructions. Significantly, the use of classroom language could (1) motivate students to communicate in the target language actively and spontaneously, (2) minimise the use of mother tongue and (3) establish the culture of the target language.

For this reason, the Centre developed classroom language posters of Arabic, French, German, ILFL, Japanese and Mandarin. For each language, the posters were developed for teachers and students.



German group discuss classroom language with resource persons

The classroom language for teachers includes the following expressions.

a. Opening

1. Greetings
2. Asking and responding about one's condition
3. Socialising
4. Congratulating
5. Checking the attendance

b. Main Utterances

1. Reviewing previous lesson
2. Saying and answering thank you
3. Apologizing and responding to apology
4. Asking and giving opinions
5. Expressing a request
6. Expressing agreement and disagreement
7. Complimenting
8. Motivating
9. Warning
10. Giving suggestions

c. Closing

1. Summarizing
2. Saying goodbye
3. Reminding the task

Details of classroom language for students are as follows:

- a. Greetings
- b. Socialising
- c. Apologizing
- d. Congratulating
- e. Asking questions
- f. Asking permission
- g. Expressing comprehension and incomprehension
- h. Asking how to pronounce a word

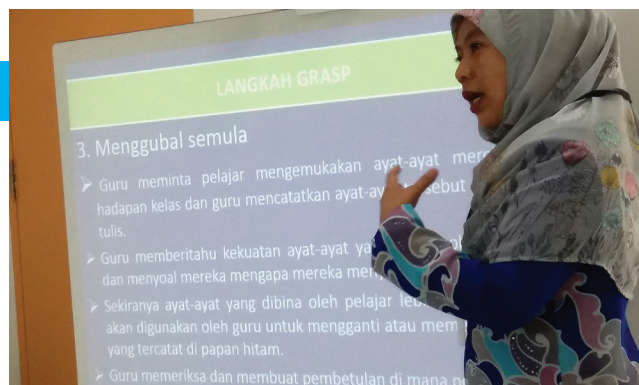
As the final result, the Centre produced 1500 printed posters both for teachers and students, respectively 250 for each language. Included in the set is a poster guideline. The Centre distributed the posters to language teachers through a giveaway programme and exhibitions. In addition, the Centre also provided the digital version of the posters, which is available for free download, in its official website.

3. SEAQIL Goes to Schools: Southeast Asia

SGTS is one of the Centre's continuous programmes. The programme has been designed and conducted through a series of workshop since 2014. The workshops were conducted on the premise that shared language teaching techniques and strategies will enrich teachers' knowledge. Thus, it is consistent with the Centre's goals to improve the quality of language teachers and education personnel as well as to strengthen extensive networks among SEAMEO countries focused on multi-lingual and multi-literacy education.

In the beginning of the programme, the workshops were conducted in several provinces in Indonesia and resulted a publication entitled *Language Teaching Techniques: Good Practices from Indonesia*.

Following the success of the previous SGTS in Indonesia, the Centre attempted to expand the programme in Southeast Asia. The Centre expects to publish a book entitled *Language Teaching Techniques in Southeast Asia* as the end product.



One of participants presents her good practices on language teaching



Dr Keuk Chan Narith from Royal University of Phnom Penh explains about good practices to participants

The Centre designed the programme as shown in the following scheme.

Table 3
The New Grand Design of SEAQIL Goes to Schools

2014 2015	<ul style="list-style-type: none"> ● Bandung ● Yogyakarta ● Semarang ● Malang
2016	Publication: Language Teaching Techniques: Good Practices from Indonesia
2017	<ul style="list-style-type: none"> ● Cambodia
2018	<ul style="list-style-type: none"> ● Brunei Darussalam ● Malaysia ● Philippines
2019	<ul style="list-style-type: none"> ● Lao PDR ● Singapore ● Vietnam
2020	<ul style="list-style-type: none"> ● Myanmar ● Thailand ● Timor Leste
2021	Publication: Language Teaching Techniques in Southeast Asia

In Fiscal Year 2017/2018, SGTS was organised in three SEAMEO Member Countries, i.e., Brunei Darussalam, Cambodia and the Philippines. The workshops required language teachers to write; individually, in pairs or in small groups; the techniques they practised in the teaching and learning process.

- **SGTS in Cambodia**

The workshop was conducted in collaboration with the Ministry of Education, Youth and Sports of Cambodia. Teachers with various language background, such as English, French, Japanese, Korean, Mandarin and Thai languages, took part as the workshop participants.

The workshop resulted in 32 drafts of good prac-

tices on foreign language teaching. They can be delineated as in the following :

1. 19 drafts of good practices on English
2. 5 drafts of good practices on Thai
3. 4 drafts of good practices on French
4. 2 drafts of good practices on Korean
5. 1 draft of good practices on Japanese
6. 1 draft of good practices on Mandarin

- **Workshop on SGTS in Brunei Darussalam**

With the support of the Ministry of Education of Brunei Darussalam, the workshop was held in Bandar Seri Begawan and participated by teachers of Arabic, Malay and Mandarin languages.

The participants' active responses and enthusiasm in sharing their good practices brought success to the workshop. The outputs of the workshop were 61 drafts of good practices in language teaching. They are

1. 29 drafts of good practices on Arabic
2. 21 drafts of good practices on Malay
3. 11 drafts of good practices on Mandarin

- **Workshop on SGTS in the Philippines**

In collaboration with Department of Education of the Philippines, the workshop was carried out in Manila, the Philippines. Thirty language teachers of English, Filipino, French, German, Japanese, Korean, Mandarin and Spanish joined the workshop.

Different from the two previous workshops, the participants were asked to fill in questionnaire that digs deep into their language teaching practices. They then shared their teaching practices with their fellow participants and resource persons. From the workshop, the Centre received the following good teaching practices.

1. 6 drafts of good practices on French
2. 6 drafts of good practices on German
3. 5 drafts of good practices on Mandarin
4. 5 drafts of good practices on Japanese
5. 4 drafts of good practices on English
6. 2 drafts of good practices on Korean
7. 2 drafts of good practices on Spanish
8. 1 draft of good practices on Filipino

All drafts of language teaching techniques from Cambodia, Brunei Darussalam and the Philippines are going to be reviewed and edited prior to the compilation. The final compilation is expected to be accomplished in 2021.

4. STAR Village Programme

STAR Village, launched in 2015, is a joint programme under the concern of six SEAMEO Centres in Indonesia. The programme was intentionally to develop Cihideung Ilir village, Bogor, West Java as a Sustainable, Technology-equipped, Ability-rich and Responsible (STAR) village.

Since 2015, the Centre has conducted a series of activities to support the implementation of STAR Village programme. The Centre designed the activities in line with the policy of the MoEC regarding CPD as well as with SEAMEO 7 Priority Areas number five, i.e., Revitalising Teacher Education. Such activities included survey on needs analysis and training on Integrated-TLM for primary school teachers.

Continuing the previous training, the Centre still focused on the topic of Integrated-TLM for primary school teachers this year. During the training, the teachers were encouraged to upskill their competence in applying Integrated-TLM appropriate for students' needs. The teachers determined Basic Competence for each subject in a particular theme. They, then, wrote indicators to find out/define students' learning achievement. They also developed learning materials and assessment instrument. At the end of the training, they developed lessons

plans and presented them in front of the resource persons and fellow participants.

Moreover, the Centre conducted a Monitoring and Evaluation (M&E) to ensure the level of achievement and impact on the overall STAR Village programme. In the implementation of the M&E, the Centre did classroom observation and distributed questionnaires to collect data. The M&E involved three types of respondents, i.e., participant-teachers, their colleagues and head teachers.

In the M&E, the Centre discovered that after participating in the training:

- a. Teachers had more understanding on 2013 Curriculum, particularly related to Integrated-TLM. This statement was supported by the teachers' school principal and fellow teachers.
- b. Students showed a significant active participation when teachers apply the skills acquired in the training.
- c. Teachers motivated their fellow teachers to apply Integrated-TLM in their classroom.

The M&E also found that the participant-teachers still had some difficulties in designing the model and conducting assessment. This finding will be the basis for the conduct of the upcoming training.

Capacity Building

For its capacity building programmes, the Centre conducted numerous learning events for language teachers, such as training, workshop and symposium. These learning events took various current issues in language education as the themes, particularly in relation to the 21st Century Curriculum. Some of them were on critical thinking, HOTS in language teaching, language teaching and research methodology as well as literacy.

1. Promoting Critical Thinking in Foreign Language Teaching

Guiding students to be critical thinkers is recognised as a major goal in the 21st century education. Teachers are challenged to teach their students to analyse and process knowledge rather than simply memorise facts. Being critical thinkers, students will have the capability in analysing new situations related to facts and concepts; and use the capability to solve problems in their lives. All subject areas, includ-

ing language teaching, should accordingly enhance students' thinking. By virtue of these facts, the Centre decided to have "*Supporting the Enhancement of Critical Thinking Skills through Language Teaching*" as the theme of its 8th AISOFOLL.

As an annual programme, AISOFOLL aims to provide a forum for language teachers, education pro-

professionals, and researchers to share their insights, views, best practices and research findings, especially with interest in Arabic, English, French, German, ILFL, Japanese and Mandarin. Specifically, the 8th AISOFOLL aimed to enlighten the participants on the importance of critical thinking skills in the process of teaching and learning.

Four keynote speakers provided a current overview on critical thinking in language teaching and their good practices to the symposium participants. In addition to the keynote presentations, there were 28 papers presented in the symposium. Thirteen of them were from the research results funded by the Centre through SEAQIL Research Grants 2016. From all of the papers presented, the sub-theme distribution can be delineated as follows:

Table 4
Sub-Theme Distribution of 8th AISOFOLL

No	Sub-theme	Percentage
1	Learning Models	30 %
2	Critical Thinking	27 %
3	Assessment and Evaluation	10 %
4	HOTS and Bloom's Taxonomy	10 %
5	Literacy	10 %
6	Development of Teaching Material	10 %
7	Learner's Motivation	3 %



One of speakers presents her paper



Participant asks question during parallel session

The 8th AISOFOLL highlighted the importance of critical thinking as the ability to collect, evaluate and make use of information effectively and appropriately to solve problems. For teachers, it is a natural call for their professionalism to prepare students with the critical thinking. Teachers must take a directive role in initiating and guiding students to think critically. Teachers should embed activities where students have the opportunity to share, discuss, analyse and evaluate their ideas or opinions for confirming or taking a stand on something. Discussing various types of text and eliciting HOTS-based questions could encourage such activities. Teachers could use SOLO (Structure of Observed Learning Outcomes) or Bloom taxonomy to assist them in engaging students to practice thinking from the simple to complex levels.

2. HOTS in Language Teaching

HOTS is one of the essential skills for students of the 21st century. Teachers play an important role to prepare students in acquiring the said skills. Thus, teachers should master how to integrate HOTS into their teaching and learning process.

The Centre conducted two workshops to assist teachers in mastering HOTS. One focused on enhancing teachers' understanding of HOTS concept to nurture critical thinking skills. The other one emphasised

on improving teacher's skills in using ICT to support HOTS.

The two workshops resulted 26 lesson plans. The first workshop produced 13 lesson plans aimed to advance secondary high school students' critical thinking skills. To achieve the aim, teachers use fables as teaching media in the developed lesson plans. The other 13 lesson plans were designed by participants of the second workshop. They focused on the integration of ICT in language teaching.

3. Language Teaching Methodology

The main objectives of training and workshops conducted by the Centre are to update and enhance participants' knowledge and skills in foreign language teaching and learning. As one of the Centre's flagship programmes, training on teaching methodology for Arabic, German, ILFL, Japanese and Mandarin are designed based on the needs of teachers in SEAMEO Member Countries.

Related to German language, the Centre has conducted teaching methodology training for the said language three times, i.e., in 2009, 2010 and 2014. In 2017, the Centre organised a training to respond to

the needs of German language teachers in in the East Nusa Tenggara.

During the training, the participants learnt various learning media, cross-cultural understanding, assessment techniques and other related teaching subjects. By the end of the training, the participants were grouped into five to develop lesson plans. They then simulated their lesson plans in front of their fellow participants. Afterwards, they received feedback and suggestions on their performances from the resource persons.

4. Language Research Methodology

To impart knowledge and skills to students, a teacher must comprehend the objectives and standards of curriculum. A teacher must also possess teaching skills and a passion for learning new teaching methods or strategies. A teacher's competence in creating effective and meaningful teaching and learning affects the quality of education. As a professional one, a teacher is expected to keep expanding knowledge and improving skills through CPD. Conducting CAR is one form of CPD. Through CAR, teachers are able to evaluate their teaching-learning process or make self-reflection towards the material delivery as well as to find the effective way to improve students' learning.

Some of the challenges to conduct CAR are the lack of time and research knowledge. On account of the given fact, the Centre conducted a series of learning events on Research Methodology for Language

Teaching focusing on CAR in three cities, namely Jakarta, Yogyakarta and Banjarmasin. The learning events are in line with SEAMEO 7 Priority Areas on Revitalizing Teacher Education.

Through the training, the participants gained a wide-range of information related to CAR, ranging from the concept and methodology of CAR to report writing. The knowledge and skills they gained during the training, specifically on how to develop research proposal, had encouraged participants to conduct CAR.

By the end of the training, the participants made drafts of CAR proposals. From the three cities, the Centre received 92 draft of proposals, i.e., 29 from Jakarta, 33 from Yogyakarta and 30 from Banjarmasin. The drafts showed that teachers faced various challenges in their classroom. This can be

Table 5
Details of Topic Proposals

Topic	City			Total
	Jakarta	Yogyakarta	Banjarmasin	
Writing	7	18	8	33
Speaking	8	11	6	25
Reading	5	1	5	11
Literature	2	-	6	8
Vocabulary	2	1	2	5
Grammar	1	1	1	3
Listening	2	-	1	3
Students Attitude	1	1	-	2
Academic Achievement	-	-	1	1
Translation	1	-	-	1
Total	29	33	30	92

5. Literacy



Mr Wien Muldian (MoEC) explains School Literacy Movement

seen by the variation of topics chosen by the participants.

The Centre commits to support the MoEC's SLM programme. In 2016, the Centre attempted to enhance the knowledge of teachers and education practitioners to develop students' literacy competence. The literacy competence means that students have the ability to understand the message embodied in various forms of text (oral, written and visual). Students with literacy competence are able to identify, understand, interpret, calculate materi-

als as well as create something new and communicate it in various contexts.

In 2017, the Centre continued to enhance teachers' competence in developing literacy for students of various school levels during teaching and learning process and literacy activities. As other means to promote the SLM, the Centre conducted two literacy programmes. One programme is to develop students' literacy competence. In this programme, the participants were encouraged to build their literacy skills through practising a short story writing. They also gained some tips for writing namely COIN RELAY. The tips were an acronym from: make yourself COMfortable, write something that took your INTERest, I READ therefore I know and pLAY with your imagination.

Another programme was specialised for ECCE teachers to enhance their competence in developing literacy for children and creating literacy environment at school. For this programme, the Centre and the teachers attained to develop lesson plans which incorporated literacy in learning process. The teachers, afterward, were expected to design learning activities which encourage early childhood literacy development.

6. Other Competence Improvement Programmes

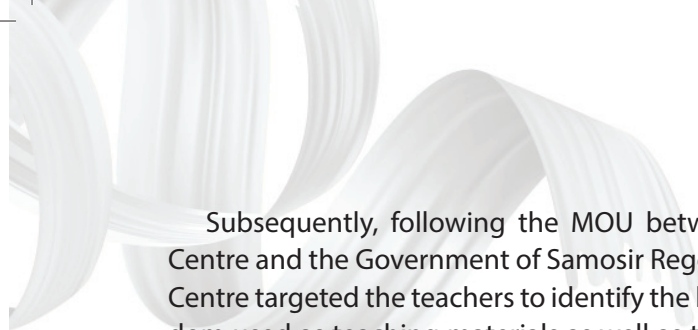
The Centre continuously updates with the current issues of language education. Aside from its flagship or main programmes, the Centre also conducts various competence improvement programmes for teachers. In 2017, the Centre worked towards the improvement of primary and lower-secondary school teachers' competence in Aceh Jaya Regency and Samosir Regency. This is to ensure that the Centre meets the needs of language teachers wherever they are.

In the third year of collaboration commitment with Office of Education for Aceh Jaya Regency, the Centre continuously support the CPD programmes, particularly in mastering Indonesian 2013 Curriculum. During the training, the participants were engaged in discussion, group work and presentation to master the 2013 Curriculum, especially in administering step-by-step of scientific approach and dealing with authentic assessment. At the end, the participants worked in groups to develop drafts of lesson

plan based on the frameworks of the 2013 Curriculum. The drafts, then, would be used by the Office for Education Aceh Jaya Regency as the sources in producing a learning video.



Participants work in group to develop lesson plan



Subsequently, following the MOU between the Centre and the Government of Samosir Regency, the Centre targeted the teachers to identify the local wisdom used as teaching materials as well as to master teaching programme through contextual and textual approaches. Not only supporting tourism development through learning, the given materials also covered the development of English Day Programme by

making a follow up and action plan. The participants then supposed to establish the programme in their respective schools.

Above all, the Centre expects to continuously support sub-urban teachers to master the 2013 Curriculum as well as to unlock the potentials of local wisdom used as learning materials.

Recognition and Benchmarking

The Centre is by design a unit under SEAMEO and the Secretariat General of MoEC Indonesia administratively. Thus, the Centre's programmes and activities must be in line with the goals, policies and agenda of both parties. Accordingly, all of its conducts and operation shall be reported to SEAMEO and MoEC Indonesia.

In relation to the MoEC Indonesia, every year, the Centre participates in a national level coordination meeting held by the ministry to gather and discuss the future agendas.

National Meeting on Education and Culture 2018

The Centre Director, Dr Bambang Indriyanto, represented the Centre in *Rembuk Nasional Pendidikan dan Kebudayaan* (RNPK) 2018–National Meeting on Education and Culture 2018. The Meeting was held on 5-8 February 2018 in West Java, Indonesia.

The Meeting resulted policy recommendations on the following areas.

- a. The Availability, Professionalism Enhancement and Protection as well as Appreciation for Teachers
- b. The Budget Allocation for Education and Culture from Local Government

- c. The Policy on Revitalisation for Vocational Education and National Economy Development
- d. The Development of Education and Culture from Suburbs
- e. The Development of Character Education: Schools as Cultural Environment Model

Some of the recommendations from the Meeting dealt with the quality improvement for teachers. This opened up an opportunity for the Centre to be more involved and take part in the education enhancement in Indonesia. All in all, the Meeting results focused the Centre in achieving its vision.

KRA II
Regional
Visibility

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

The Centre, as stated in its mission, provides 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. The mission statement thus recommends that the Centre strengthens its linkages and develops partnerships with groups of common interests.

1. Initiation of Collaboration

Along with its mission, one of the Centre's goals is to maintain and strengthen extensive networks among SEAMEO Member Countries focused on multi-lingual and multi-literacy education. As a concrete action towards this goal, in Fiscal Year 2017/2018, the Centre initiated and expanded linkages with Jakarta-based international language and culture institutions. The institutions were Confucius Institute, Goethe Institut, Institut Français d'Indonésie and Japan Foundation.

The Centre and the four institutions discussed the possibilities of having collaboration activities in the near future. The collaboration activities include research, resource sharing and innovation programme involving teachers not only from Indonesia, but also from Southeast Asia region as the main partakers. The innovation programme is set to launch in 2020. Prior to the launching, these institutions will have follow-up meetings starting in early 2019.



Representatives of Goethe Institut and IFI Jakarta have brief conversation with Deputy Director for Programme



Representative of IFI Jakarta delivers his idea during the meeting

2. Sharing Experience

Aside from teaming up with groups of common interests, the Centre shared its experience, information and expertise with other institutions. In Fiscal Year 2017/2018, the Centre opened its door to two institutions wanting to learn about ILFL and video learning material. The two institutions were *Sekolah Bahasa Polisi Republik Indonesia*–Indonesian Police Language School and *Balai Bahasa Jawa Barat*–Language Office of West Java Province.

The Centre realised that by sharing its experience on the two subject matters, language learners will be benefitted as they will have more varied learning materials. It will enable learners to choose from the wide-range of learning materials which is more suitable for the learners. The Centre's innovative spirit as well as cooperation create the Centre's believe that each institution will concentrate on areas of its own concern.

Increase Means for Stakeholders to Access SEAMEO Programmes

As a way to update the stakeholders on its programmes and activities, the Centre deliberately produces various kinds of publication and promotional materials. The Centre, then, reaches its stakeholders by participating in exhibition, utilising social media and website as well as doing other promotional activities. In addition, the Centre also encourages its staff to participate and present papers in national or international conferences. This is to extend the Centre's networks within and beyond the region.

1. Promotional Activities

For Fiscal Year 2017/2018, the Centre developed and produced various publications and other materials. They were Annual Report 2016/2017, seaqilNews July-December 2017, seaqilNews January-June 2018 and Classroom Language Posters. The Centre also published promotional products, such as brochures and leaflets.

Early 2018, the Centre participated in an exhibition held by SEAMEO BIOTROP as one of the celebration activities for its 50th anniversary. During the three-day exhibition, the Centre was able to attract more than 150 teachers, students and other education personnel as well as public to visit its exhibition booth. In the exhibition, the Centre not only showcased its publication and other materials, but also held a giveaway contests and quizzes to promote its programmes and activities.

Social media also becomes one of the main tool to engage with the Centre's stakeholders. Through social media and website, the Centre could reach more stakeholders and expand its service to wider scope. Currently, the Centre manages three social media accounts, i.e., Facebook, Instagram and Twitter. By means of these social media accounts, the Centre promotes its programmes and activities to its stakeholders and public.

In addition, the Centre also does promotional activities by circulating its publication, such as annual report and newsletters, to its partner institutions and alumni as well as policy makers. By so doing, the Centre expects to maintain its visibility and prominence in the region.



Example of SEAQIL's publications in Fiscal Year 2017/2018

2. SEAQIL Representations

Every year, some of the Centre staff develop their professional skills by presenting their papers in various education fora. Details of staff participation in education fora is reported in the following table.

Table 6
Staff Participation in Education Fora in Fiscal Year 2017/2018

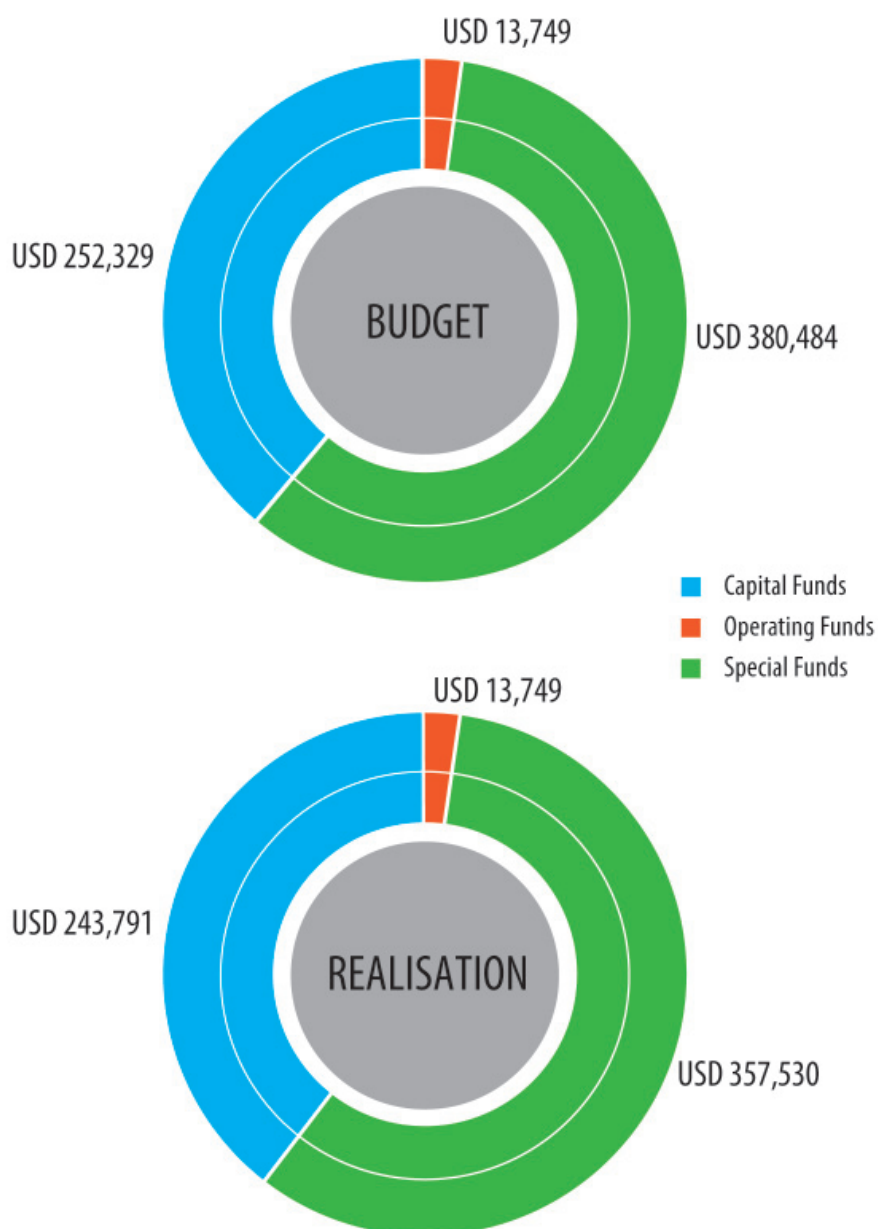
No	Activity	Delegate	Paper Presentation	Funding
1	The 2 nd Asia-Pacific Research in Social Sciences and Humanities (APRISH 2017) (27-29 September 2017)	Risma Angga Puspita	The Use of Lexical Cohesive Devices in Narrative Production in Indonesia by School-Age Children in Pati	University of Indonesia
2	The International Forum on Education for Rural Transformation (IFERT) Bangkok, Thailand (12-16 November 2017)	Susi Fauziah	The Importance of Improving the Quality of Teachers to Support Rural Transformation	MoEC Indonesia
3	SEAMEO-The University of Tsukuba Symposium VI (11 February 2018)	Dr Bambang Indriyanto	The Mission of Language Teaching: Human Character Foundation	SEAQIL

KRA III
Solid Resource
Base

Most of the Centre's programmes, activities and operation for Fiscal Year 2017/2018 were fully funded by the Government of the Republic of Indonesia, with the exception of the activities conducted with Office of Education for Aceh Jaya Regency and MEXT Japan.

In Fiscal Year 2017/2018, the Centre received a budget amounted to USD 646,561. By the end of the fiscal year, the Centre was able to expend 95.13% of the budget, which was amounted to USD 615,070.

Table 7
The Centre's Budget and Expenditure for Fiscal Year 2017/2018



Efficiency and productivity are pivotal to any organisation. To achieve the two items, coordination is required since it helps to avoid overlapping and duplication of work. SEAMEO conducts several coordination meetings to keep its Centres' works in line with the Organization's vision, mission and priority areas. Each Centre should coordinate its work and operational with its governing board through a meeting (GBM). In addition, the seven SEAMEO Centres in Indonesia meet once in every several months in Inter-Centre Collaboration Meeting. The meeting aims to harmonise and synchronise their work relationships. This will enhance their effectiveness and stability of the Organization.

In Fiscal Year 2017/2018, the Centre participated in all of the abovementioned coordination meetings, including 49th SEAMEO Council Conference, 40th High Officials Meeting, Centre Directors Meeting 2017, 8th Governing Board Meeting and Inter-Centre Collaboration Meeting.

1. 49th SEAMEO Council Conference



High-level officials from SEAMEO Member Countries take picture during opening ceremony

SEAMEO Council Conference is the summit of all SEAMEO coordination meetings. It is where the SEAMEO Council sets directions of programmes and projects of SEAMEO. The 49th SEAMEO Council Conference was hosted by Ministry of Education and Culture of the Republic of Indonesia. The biennial Conference was participated by approximately 200 participants, which included ministers of education, high-level officials from the MoE as well as representatives from SEAMEO Associate Members, Affiliate Members, and partners, such as ASEAN Secretariat, DAAD, GIZ, UNESCO, UNICEF and UN-HABITAT.

The highlight of the Conference was that the Minister of Education and Culture of the Republic of Indonesia, HE Prof. Dr Muhadjir Effendy, MAP, was appointed as the SEAMEO Council President for the period of 2017-2019. The Conference also witnessed

the official establishment of three new SEAMEO Centres, namely SEAMEO Regional Centre for Technical Education Development (SEAMEO TED), SEAMEO Regional Centre for Early Childhood Care Education and Parenting (SEAMEO CECCEP) and SEAMEO Regional Centre for Community Education Development (SEAMEO CED). Another highlight was that the Conference was held back-to-back with Strategic Dialogue for Education Ministers (SDEM) on Education Agenda.

The 49th SEAMEO Council Conference adopted the Jakarta Framework for Action for SEAMEO Education Agenda: Towards Achieving Sustainable Development Goals. The Conference was concluded with directives from the Ministers of Education for SEAMEO to pursue relevant actions on SEAMEO Education Agenda and 7 Priority Areas.

2. Centre Directors Meeting 2017

Initially, SEAMEO Secretariat held CDM to seek counsel and advice from the Centre Directors to carry out the directives of the SEAMEO Council. The Meeting now serves as a forum to exchange ideas and viewpoints of new policy directions, to discuss SEAMEO's development programmes as well as to share achievements and experiences.

CDM 2017 engaged the attendees in discussions of the Centres' accomplishments in 2016/2017, new project proposals under the SEAMEO Education Agenda, TVET collaboration and the institutionalization of

the Centres Policy Research Network. In the Meeting, the Centre reported its accomplishments for Fiscal Year 2016/2017 by means of audio-visual presentation.

The Meeting was attended by 81 participants comprising representatives from SEAMEO Centres/Network, SEAMEO Secretariat, SEAMEO Associate Members, SEAMEO Affiliate Members, as well as partners, including ASEAN Secretariat from Indonesia, Association of China ASEAN Education and Training Centers from PR China, and DVV International South and Southeast Asia from Lao PDR.

3. Inter-Centre Collaboration Meeting

ICCM is a meeting for SEAMEO Centres in Indonesia to synchronise its programmes and operational towards achieving not only SEAMEO 7 Priority Areas, but also the MoEC's agendas. The Meeting is conducted once in every several months and hosted by the Indonesian Centres in rotation basis.

In Fiscal Year 2017/2018, the Centre hosted the ICCM twice. The meetings particularly discussed collaboration between the Centres and other parties, such as the Government of Samosir Regency as well

as Office of Education for Aceh Jaya Regency. The discussion, then, led to signing of Memorandum of Agreements between (1) the three QITEPs and CEC-CEP and the Government of Samosir Regency as well as (2) CECCEP and SEAMOLEC and the Office of Education for Aceh Jaya Regency. The signing served as a mark to officiate their collaboration programmes.

Another important agenda discussed in the meeting was the joint conduct of an international seminar to be held in Bali this year.

4. 8th Governing Board Meeting



Annually, the Centre holds GBM to report its operational and conduct to its Governing Board Members from eleven SEAMEO Member Countries. In Fiscal Year 2017/2018, the Meeting was attended by Governing Board Members for Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Myanmar, Singapore and Vietnam, as well as representatives of Governing Board Members for Malaysia and Thailand.

The Meeting highlighted discussion on the Centre's programmes and activities conducted in Fiscal Year 2016/2017. Another emphasis was on the proposed initiative programme of the development of HOTS-based literacy competence through language teaching. This programme was set to be developed for Fiscal Year 2017/2018-2018/2019. Different from previous GBM, each GB Member presented the latest trends on language education in their respected countries. The presentations brought new insights and information to all attendees.

At the end of the Meeting, the GB Members visited two schools in Yogyakarta to observe the schools facilities and learning process. The visit also aimed to have discussion with the school officials in charge regarding the schools' programmes and curriculum. The visited schools were SMA Negeri 3 Yogyakarta and SMK Negeri 1 Kasihan Bantul (SMKI Yogyakarta).

5. 40th High Officials Meeting



Meeting participants pay close attention to presentations

The High Officials Meeting serves as a forum for discussion on education priority issues in Southeast Asia. It is where the education vice ministers, permanent secretaries, director generals and other high-level education officials of the SEAMEO Member Countries met and discussed important issues in relation to SEAMEO 7 Priority Areas.

Representing the Centre was the Centre Board of Directors, namely Dr Bambang Indriyanto, Ms E Nilla Pramowardhanny and Dr Indrani Dewi Anggraini. During the Meeting, they also witnessed the awarding ceremony for the SEAMEO-Japan Education for Sustainable Development (ESD) Award 2017.

Human Resource Management

The Centre manages its human resource effectively and efficiently to gain the staff's maximum potential in doing their responsibilities as well as improving their competence. In Fiscal Year 2017/2018, the Centre organised staff development programmes concerning on the implementation of Indonesian 2013 Curriculum and other relevant topics. The programmes provided opportunities for the staff to enhance their professionalism.

Also in the fiscal year, the Centre had an organizational changes of Deputy Directors and staff.

1. Staffing

The Centre bid farewell to its Deputy Directors, Ms E. Nilla Pramowardhanny and Dr Indrani Dewi Anggraini. Since the beginning of its establishment, Ms E. Nilla Pramowardhanny, as the Deputy Director for Programme, had strived to make the Centre as a pioneer in language education. Dr Indrani Dewi Anggraini, as the Deputy Director for Administration, had poured her best efforts for the Centre for five years.

Currently, the positions are held by Ms Ersi Nelvi Manutur Siagian (Deputy Director for Programme) and Dr Sumharmoko (Deputy Director for Administration). The Centre believes that under their leadership, the Centre will strive to achieve more accomplishments.

Beside the changes for Deputy Directors, structurally, the Centre made section transfer for seven staff in early 2018. This transfer was to ensure the effectiveness of the staff work. This was done by classifying the staff into two functions; academic and administrative.



For the turnover rate, in Fiscal Year 2017/2018, the Centre accepted resignation from three staff, i.e., Ms Maya Oviasari (Division of Training and Development of Teachers and Education Personnel), Mr Hananta (Division of Partnerships and Public Relations) and Mr Fauzi Herman Sulistianto (Division of ICT and Network). To fill Mr Hananta's position, the Centre welcomed newly employed staff (Mr M Masrur Ridwan) who had the same qualification. As for the other positions, they are still vacant.

2. Staff Development Programme

To increase the staff competence as well as enhance their capacity and ability, the Centre encouraged them to join and participate in capacity development programmes. The programmes were either funded by the Centre or scholarships by the host institutions.

a. IHT Programme

In Fiscal Year 2017/2018, the Centre held IHT for its academic staff on the implementation of 2013 Curriculum for primary school level emphasising on integrative thematic learning. During the training, the staff worked on an in-depth analysis of the implementation of Graduate Passing Grade, Core Competence and Basic Competence, learning approach and technique, and assessment.

By elevating its academic staff with the knowledge and mastery of 2013 Curriculum, the Centre is indeed generating its potential and professionalism. Onwards, the Centre expects to customize its programmes to meet the Indonesian teachers' professional needs, particularly in relation to the policy of MoEC.

b. Other Staff Development Programmes

Aside from conducting its own IHT programme, the Centre also delegated its staff to participate in other competence improvement programmes. The subject skills were varied since the programmes were meant for academic and non-academic staff. The following are details of the programmes.

- Training on Indonesian 2013 Curriculum held by SEAMEO QITEP in Science
- Training on Procurement conducted by General Bureau, MoEC
- Study visit on social media to Bureau of Planning and International Cooperation, MoEC
- Training on Social Media held by Bureau of Planning and International Cooperation, MoEC (Fully funded by MoEC)
- Training on Protocol held by Bureau of Planning and International Cooperation (Fully funded by MoEC)



Resource person involves participants during learning session

Appendices

Board of Directors and Head of Division



Ms Esra Nelvi M Siagian
Deputy Director for Programme



Dr Bambang Indriyanto
Director



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



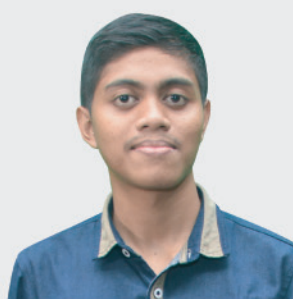
Mr Rahadian Adetya
*Head of Division of Human Resource
and General Affairs*

Staff for Programme

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

Division of Research and Development Programme



Ms Hasanatul Hamidah



Ms Limala Ratni
Sri Kharismawati



Ms Reni Anggraeni



Ms Rina Dwiyan

Division of ICT and Network



Mr Bayu Andri Subekti



Ms Hana Alfianthi



Mr Wendy Nur Falaq

Staff for Administration

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



Ms Triasuci Putri
Ramadhanty



Mr Yanmar

Division of Partnership and Public Relations



Ms Estiningsih
Suprandini



Mr Erry Novriansyah



Mr M Masrur Ridwan



Ms Nanda Pramuchtia

Division of Finance



Mr Gibran Ramadhani



Ms Jurianti Sri Rahmayanti



Mr Kurnia Yulianto



Ms Novita Dewitri



Mr Yurisman Mapala

List of Activities

Research and Development

No	Scope	Activity	Participants	Resource Persons
1	HOTS Programme Development	Needs Analysis through Focus Group Discussion ----- November-December 2017 12 Provinces in Indonesia	Respondents: 228 Primary and Secondary School Teachers	-
		Workshop on Syllabus Development for HOTS-based Training on Language Teaching Methodology Phase I ----- 2-6 April 2018 Centre for Development and Empowerment of Physical Education and Counseling Teachers and Education Personnel, Depok	20 Language Teachers and Centre Staff	1. Prof. Emi Emilia, PhD (PPSDK- MoEC of Republic of Indonesia) 2. Prof. Suwarsih Madya, PhD (Yogyakarta State University) 3. Dr Sri Setyarini (Indonesian Education University) 4. Dr Tri Wiratno (Sebelas Maret University) 5. Dr Bambang Indriyanto (SEAMEO QITEP in Language)
		Workshop on Syllabus Development for HOTS-based Training on Language Teaching Methodology Phase II ----- 16-20 April 2018 Centre for Development and Empowerment of Physical Education and Counseling Teachers and Education Personnel, Depok	20 Teacher Trainers, Lecturers and Centre Staff	1. Prof. Emi Emilia, PhD (PPSDK- MoEC of Republic of Indonesia) 2. Prof. Dr Nurul Murtadho (Malang State University) 3. Dr Sri Setyarini (Indonesian Education University) 4. Dr Tri Wiratno (Sebelas Maret University) 5. Dr Bambang Indriyanto (SEAMEO QITEP in Language) 6. Ms Esra Nelvi Manutur Siagian (SEAMEO QITEP in Language)
2	Classroom Language	Work-meeting and Workshop ----- 24-26 October 2017 SEAMEO BIOTROP, Bogor	18 Upper-Secondary School Level Teachers 2 Teacher Trainers 2 ILFL Teachers 8 Centre Academic Staff	1. Dr Bambang Indriyanto (SEAMEO QITEP in Language) 2. Ms E. Nilla Pramowardhanny (SEAMEO QITEP in Language) 3. Ms Dien Rovita (University of Indonesia) 4. Mr Feri Ansori (Al Azhar Indonesia University) 5. Mr Hendrawanto (Jakarta State University) 6. Ms Lidia Puspita (PT Kings Vista) 7. Dr Nia Setiawati (Jakarta State University) 8. Dr Raimond Selke (Goethe Institut) 9. Dr Sri Harini Ekowati (Jakarta State University)

3	SEAQIL Goes to Schools: Southeast Asia	SGTS: Cambodia ----- 4-9 September 2017 Institute of Foreign Language - Royal University of Phnom Penh, Phnom Penh	28 Language Teachers	Ministry of Education, Youth and Sport (MoEYS) of the Kingdom of Cambodia: 1. Dr Neau Vira Royal University of Phnom Penh, Cambodia: 2. Dr Keuk Chan Narith 3. Mr Tith Mab 4. Ms Monh Sarina SEAMEO QITEP in Language 5. Dr Bambang Indriyanto 6. Ms E. Nilla Pramowardhanny
		SGTS: Brunei Darussalam ----- 23-29 April 2018 Conference Hall of the Ministry of Education of Brunei Darussalam, Bandar Seri Begawan, Brunei Darussalam	45 Language Teachers	MoE Brunei Darussalam 1. Dr Hajah Suraya Binti Haji Tarasat 2. Ms Rosnani Binti Haji Mohd Bakir 3. Mr Ahmad Busyra Bin Haji Matzain Sekolah Ugama Arab Menengah Perempuan Raja Isteri Pengiran Anak Damit 4. Mr Mohd Idres Bin Awg Metussin Maktab Sains Paduka Seri Begawan Sultan Middle School 5. Mr Kenny Lim Chin Aik Chung Hwa Middle School 6. Ms Kwan Fui San Police Language Centre 7. Ms Shantie Srie Widowatie SEAMEO QITEP in Language 8. Ms Esra Nelvi Siagian 9. Ms E. Nilla Pramowardhanny 10. Ms Hasanatul Hamidah
		SGTS: The Philippines ----- 25-30 June 2018 SEAMEO Innotech, Manila	33 Language Teachers	University of the Philippines 1. Dr Milagros Laurel 2. Dr Elsie Marie Or Tarlac National High School 3. Dr Yolanda Gonzales SEAMEO QITEP in Language 4. Dr Bambang Indriyanto 5. Dr Sumharmoko 6. Ms Limala Ratni Sri Kharismawati
4.	STAR Village Programme	Training on Thematic Learning Models for Primary School Teachers ----- 7-10 August 2018 Cihideung Ilir Village, Bogor	30 Primary School Teachers	1. Dr Sri Sumarni (Jakarta State University) 2. Dr Indrani Dewi Anggraini (SEAMEO QITEP in Language)

Capacity Building

No	Scope	Activity	Participants	Resource Persons
1.	Promoting Critical Thinking in Foreign Language Teaching	The 8 th AISOFOLL “Supporting the Enhancement of Critical Thinking Skills through Language Teaching” ----- 18-19 October 2017 Ciputra Hotel	88 Language Teachers, Lecturers And Education Practitioners	Keynote Speakers: 1. Ms Kamariah Samsuddin (English Language Teaching Centre, Ministry of Education Malaysia) 2. Dr Tran Huu Phuc (University of Foreign Language Studies, the University of Da Nang, Vietnam) 3. Ms Tan Geok Hoon (Singapore Centre for Chinese Language, Singapore) 4. Dr Raimond Selke (Goethe Institut, Jakarta)
2.	HOTS in Language Teaching	Workshop on the Development of Higher-Order Thinking Skills (HOTS) through Language ----- 10–16 September 2017 LPMP DKI Jakarta	28 Language Teachers	MoE Malaysia 1. Ms Eileen Jessie Ah Guan (English Unit, Curriculum Development Division, MoE Malaysia) SEAMEO QITEP in Language: 2. Dr Bambang Indriyanto 3. Ms E. Nilla Pramowardhanny 4. Ms Talitha Ardelia Syifa R
3.	Language Teaching Methodology	Training on Teaching Methodology for German Language Teachers ----- 4-10 September 2017 Kupang, East Nusa Tenggara Province	24 German Language Teachers	1. Dr Irene Risakotta (Surabaya State University) 2. Ms M. Sally H. L. Pattinasarany (University of Indonesia) 3. Ms Limala Ratni Sri Kharismawati (SEAMEO QITEP in Language) 4. Ms Talitha Ardelia Syifa Rabbani (SEAMEO QITEP in Language)
4.	Language Research Methodology	Workshop on Research Methodology for Language Teaching ----- September-November 2017 DKI Jakarta, DI Yogyakarta and South Kalimantan	97 Teachers	1. Dr Sri Sulastini (Jakarta State University) SEAMEO QITEP in Language: 2. Dr Bambang Indriyanto 3. Dr Indrani Dewi Anggraini 4. Ms Itra Safitri

5.	Literacy	<p>Workshop on Literacy Development of Early Childhood Education</p> <p>Seminar on Implementation of Literacy Movement and the Workshop on Literacy Product</p> <p>-----</p> <p>14-15 November 2017 and 4-5 December 2017</p> <p>HB Jassin Building, Centre for Development and Empowerment of Language Teachers and Education Personnel</p>	<p>61 Early Childhood Education Teachers</p> <p>128 Teachers of Primary to Higher Education Programme</p>	<ol style="list-style-type: none"> 1. Dr Bambang Indriyanto (SEAMEO QITEP in Language) 2. Prof. Dr Triyanta (SEAMEO QITEP in Science) 3. Dr Wahyudi (SEAMEO QITEP in Mathematics) 4. Mr Yudi Komarudin (Directorate General of Teachers and Education Personnel, MoEC) 5. Dr Mareta Wahyuni (Directorate of Early Childhood Development, Directorate General of Early Childhood Education Non Formal and Informal (PAUDNI) and Community Education, MoEC) 6. Dr Fairul Zabaldi (National Agency for Language Development and Cultivation) 7. Mr Wien Wuldian (Task Force of School Literacy Movement for MoEC) 8. Ms Emilia Nazir (Indonesia Section of International Board on Books for Young People, Jakarta) 9. Mr Taat Budiono (Jendela Dunia Reading Studio) 10. Dr Nurbiana (Jakarta State University) 11. Dr Felicia Nuradi Utorodewo (University of Indonesia) 12. Ms Ni Komang Ariani (University of Pamulang) 13. Dr Eko Djuniarto (Centre for Development and Empowerment of Language Teachers and Education Personnel (PPPPTK Bahasa)) 14. Ms Mutia Fadhila Khairunnisa (SMA Labschool Jakarta)
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6.	Other Competence Improvement Programmes	Training on English and Indonesian Language Teacher ----- 21-25 August 2017 Calang, Aceh Jaya Regency, Aceh Province	28 English Teachers 37 Indonesian Language Teachers	SEAMEO QITEP in Language: 1. Ms Endang Nilla Pramowardanny 2. Ms Itra Safitri 3. Ms Susi Fauziah 4. Ms Rizma Angga Puspita
		Workshop on Teachers' Empowerment through Culture and Language ----- 9-13 October 2017 Samosir Regency	11 Teachers of Lower-Secondary School Level 29 Teachers of Primary School	SEAMEO QITEP in Language: 1. Dr Bambang Indriyanto 2. Dr Indrani Dewi Anggraini 3. Ms Itra Safitri

Human Resource Management

No	Scope	Activity	Participants	Resource Person
1.	Staff Development Programme	IHT Programme 16 Agustus 2017 SEAMEO QITEP Language, Jakarta	20 SEAMEO Centre Staff	Ms Dyah Tri Palupi (MoEC)



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

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www.qiteplanguage.org

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