



SEAQIL

SEAMEO QITEP IN LANGUAGE

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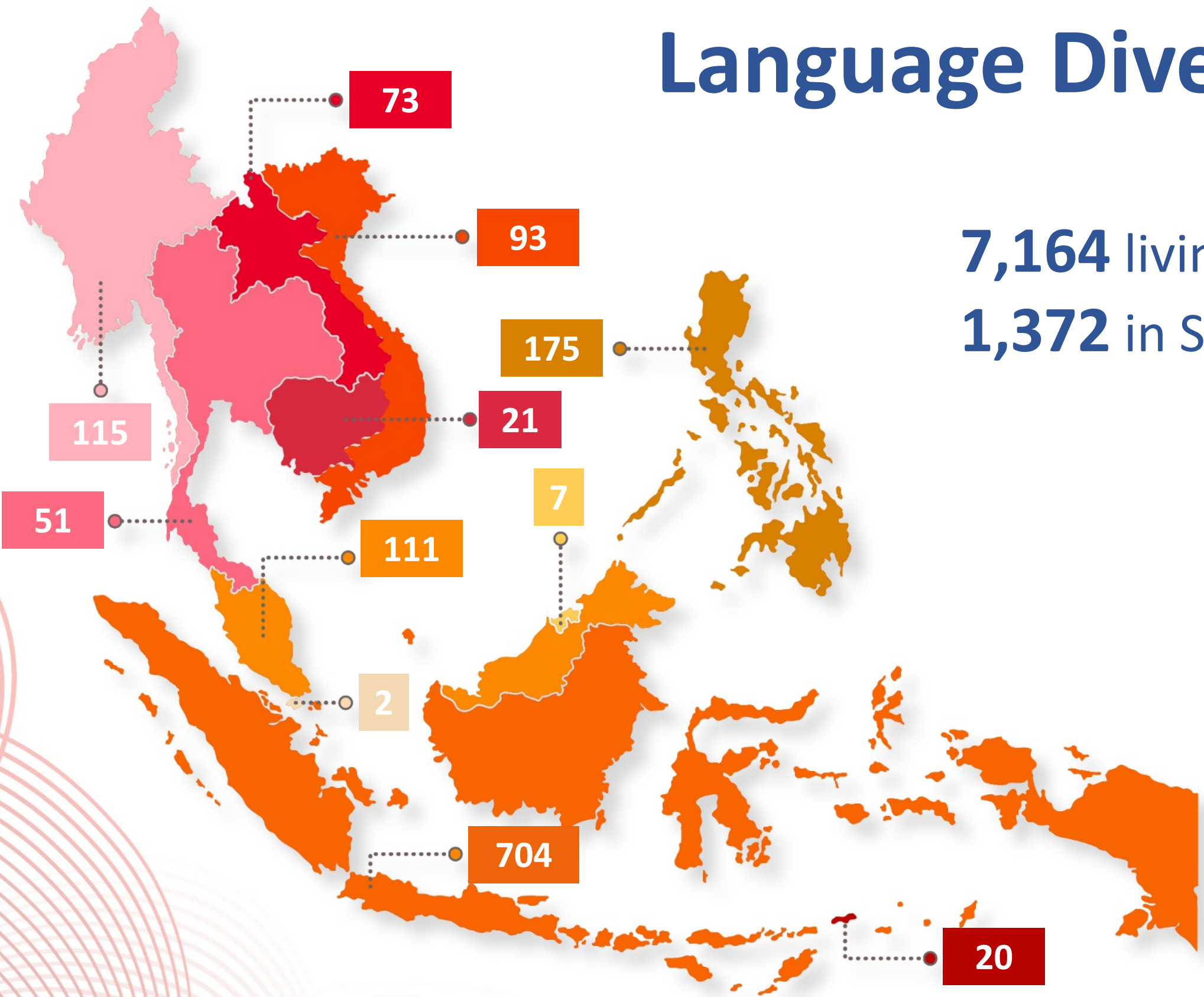
**Southeast Asian Roadmap on
Multilingual Education:
Embracing Language Diversity
as an Opportunity**





Language Diversity in Southeast Asia

7,164 living languages spoken worldwide
1,372 in Southeast Asia!



- Brunei Darussalam
- Cambodia
- Indonesia
- Lao PDR
- Malaysia
- Myanmar
- Singapore
- Thailand
- The Philippines
- Timor-Leste
- Viet Nam

Source: [Ethnologue](#), 2024



INDONESIA

Sabang

More than 700
Local Language

Merauke

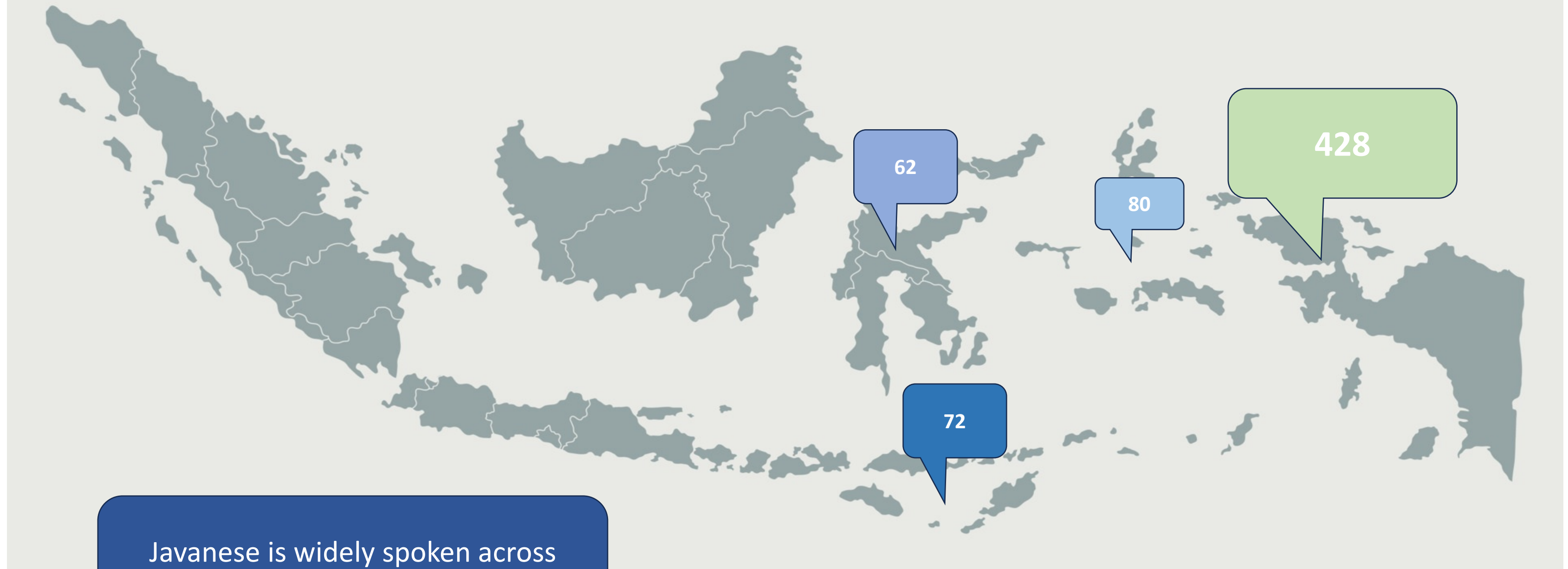
Total Land Area:
1,892 million **Km²**

17,001 Islands

Known as the Emerald
of the Equator



INDONESIA



Javanese is widely spoken across Indonesia.

Local Languages of Papua: Bahasa Aabinomin, Bahasa Abun, Bahasa Auye, Bahasa Demisa, Bahasa Duvle, Bahasa Yove, Bahasa Yanggom, Bahasa Yuafeta, and others.

Impact on Education in Southeast Asia (1/3)



SEAMEOSecretariat

December 2, 2021 · 🌐

SEAMEO and UNICEF initiated the Southeast Asia Primary Learning Metrics (SEA-PLM) in 2012. This year, SEA-PLM win the Gold In the UNICEF Research Award 2021

#seameo #seaplm #unicefapro #UNICEF #organizationaldevelopment #asia #regional #southeastasia #unicefchallenge



EAPRO

Southeast Asia Primary Learning
Metrics 2019 Main Regional Report:
Children's Learning in 6 Southeast
Asian Countries



BEST OF
UNICEF
RESEARCH
2021



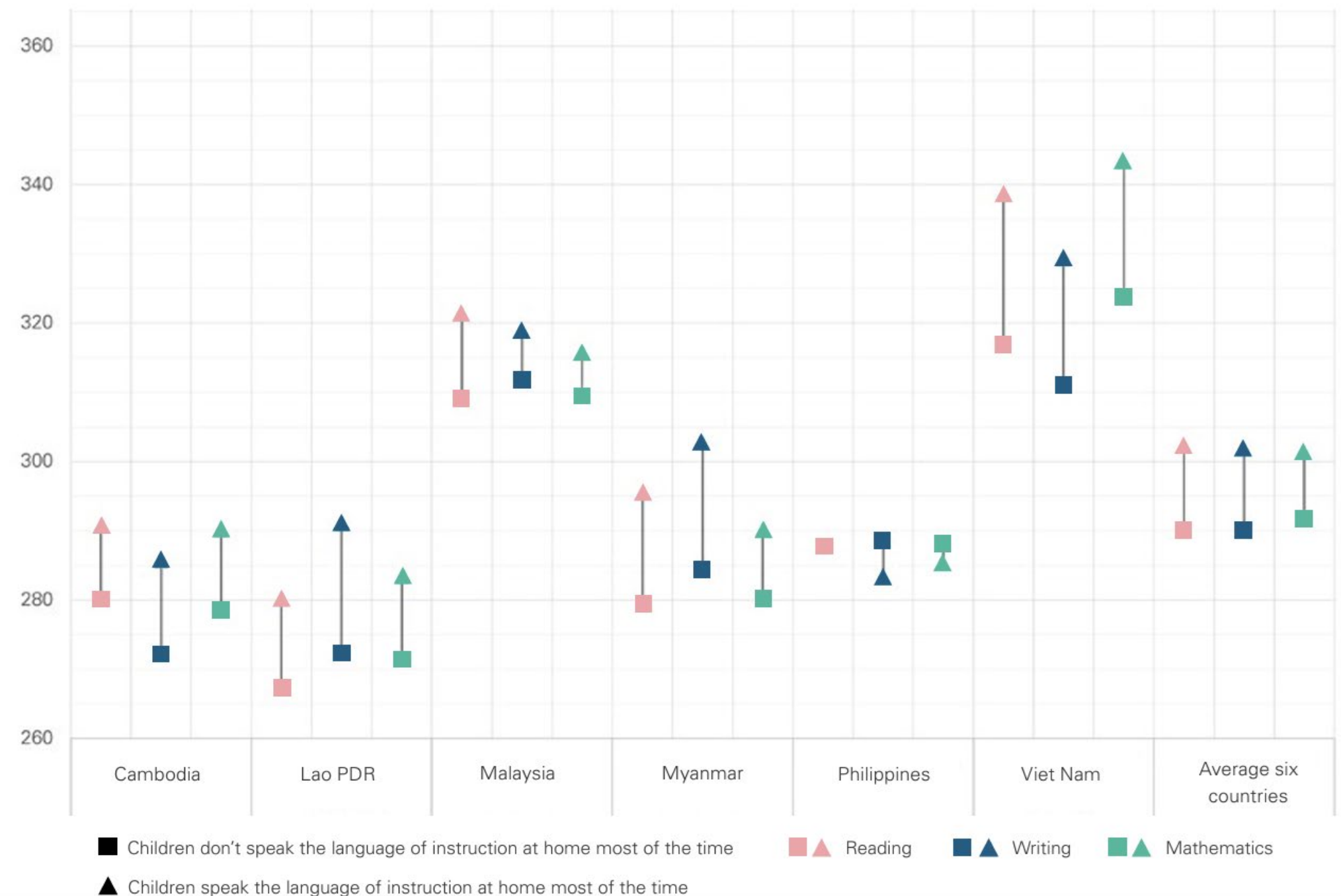
SEA-PLM 2019:
Language of instruction impacts
learning

In 5 out of 6 countries,
**children who spoke
the language of
instruction at home
outperformed their
peers who spoke a
different language**

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Figure 3.9: Differences in average reading, writing and mathematics scores by whether the language of instruction is spoken at home



Impact on Education in Southeast Asia (3/3)

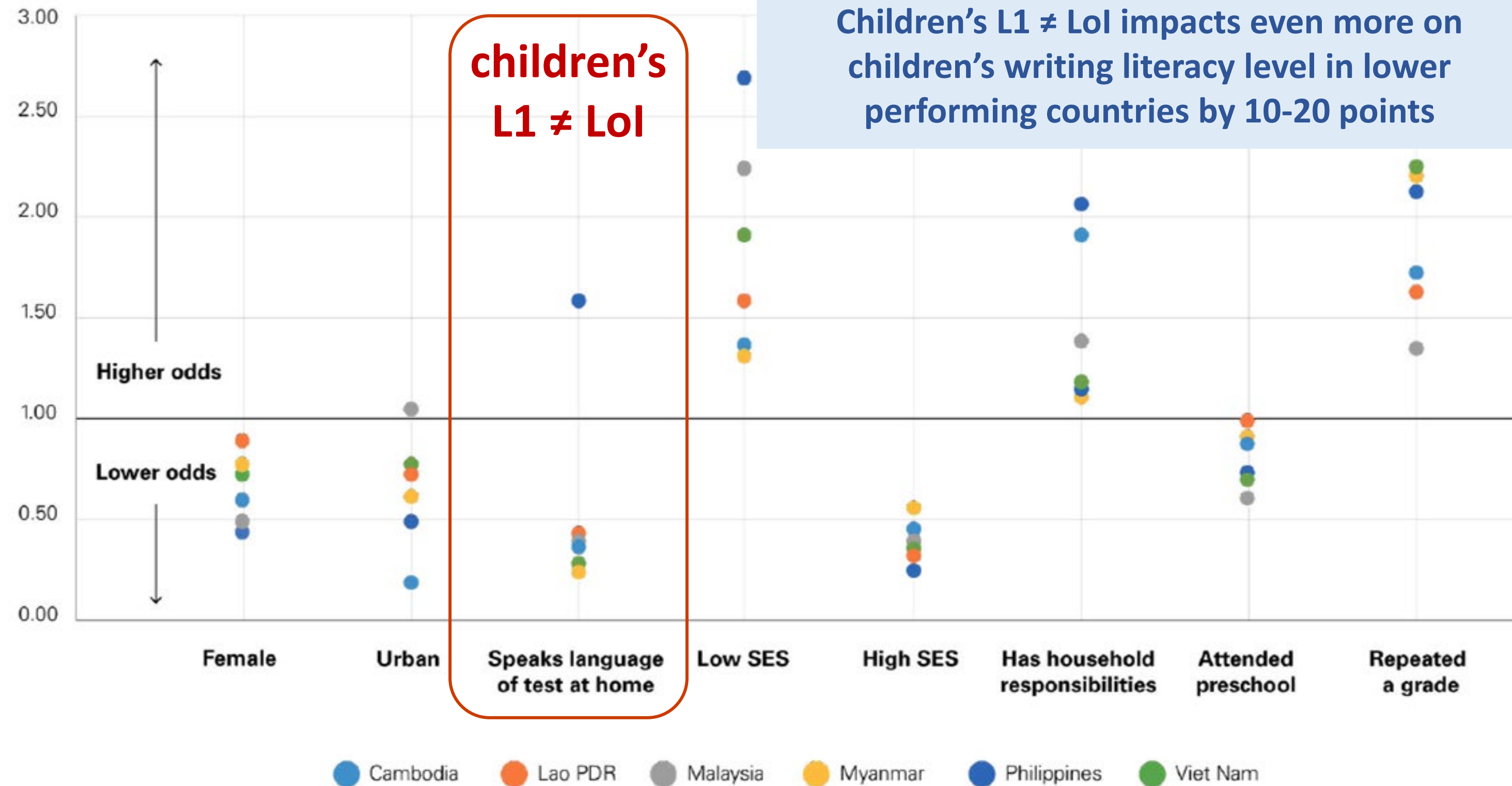


SEA-PLM 2019 Findings: Characteristics of Low-Performing Readers

Students with **higher**
risk of being low
performer

Students with **lower**
risk of being low
performer

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“The use of a child's mother tongue in early childhood plays a significant role in shaping cognitive development, supports emotional growth by enabling clearer expression of thoughts and feelings, and also lays a strong foundation for the development of second language skills”.

Kesmi Veronica Simanjuntak, et al.: The Effect of Using Mother Tongue on the Development of Cognitive Abilities and Second Language in Early Childhood (2024)

“It was also found that the better children understand their first language (L1), the easier it is for them to learn a second language (L2). Therefore, early childhood teachers should be trained not only to teach L2, but also to keep using and supporting L1 in the classroom.”

Pooja Gandhi & Dr Namita Bhatt: Mother Tongue and the Other Tongue in the Early Childhood Curriculum: Insights from a MTB-MLE Program for 5—6 Years Old Children (2021)

“Using a mother tongue in early childhood classroom was effective in fostering children’s learning abilities.”

Anna V. Awopetu: Impact of mother Tongue on Children’s Learning Abilities in early childhood Classroom (2016)



Indonesia:



Since 2021, INOVASI and Sulinama have supported early grade teaching in children's mother tongues in Nagekeo through the *KKG* (Teacher Working Group) program. The program trains kindergarten and early grade teachers to develop interactive learning materials and locally relevant curriculum. In 2022, the District Government of Nagekeo adopted and scaled up the KKG, reaching four out of seven subdistricts. **A survey in Boawae subdistrict showed a 30–70% improvement in students' early literacy and numeracy skills.** Since 2024, the district has also developed its first trilingual folktale, *The Legend of Ebu Egu*, to be distributed to schools in 2025.





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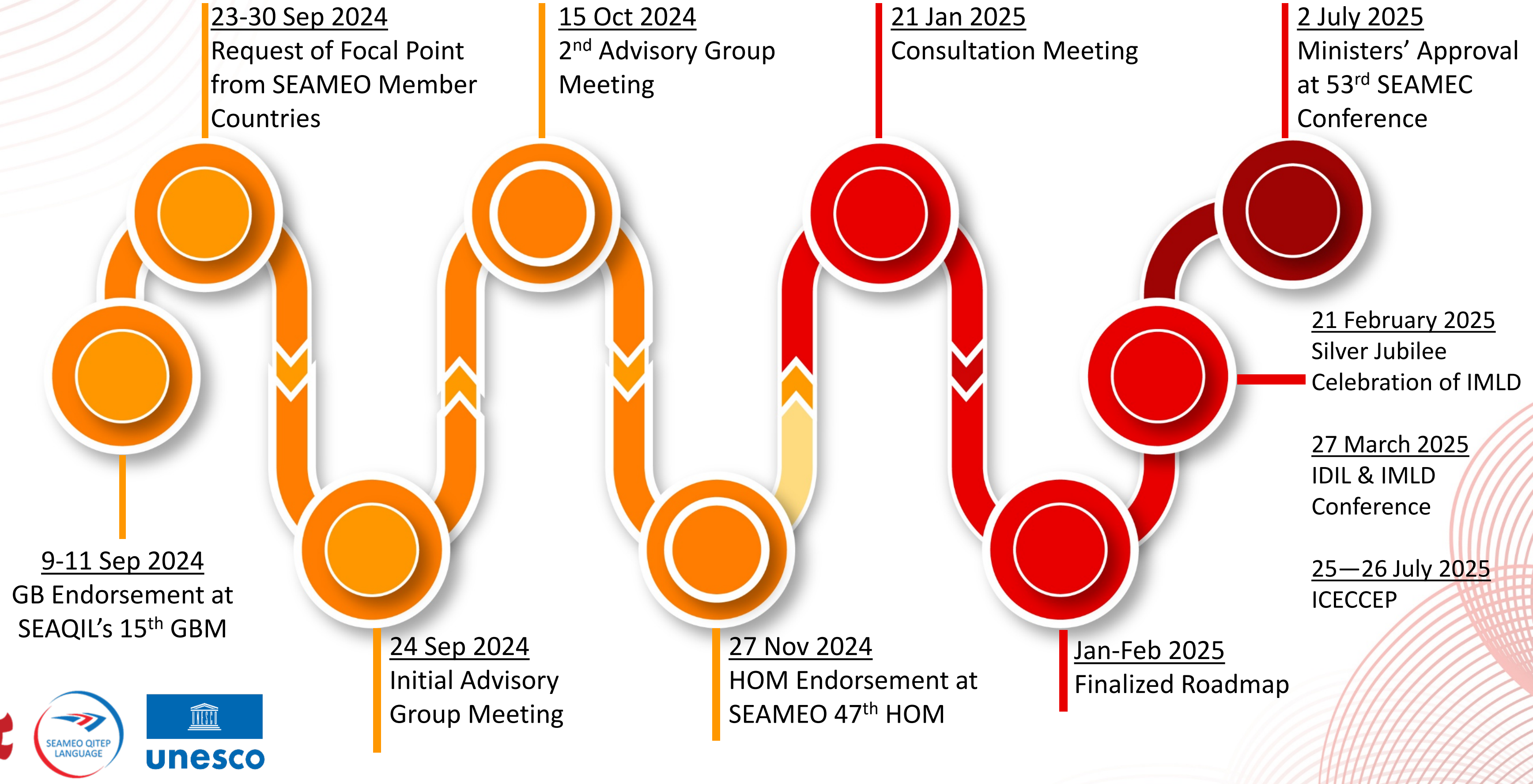
Southeast Asian
Roadmap on
Multilingual Education



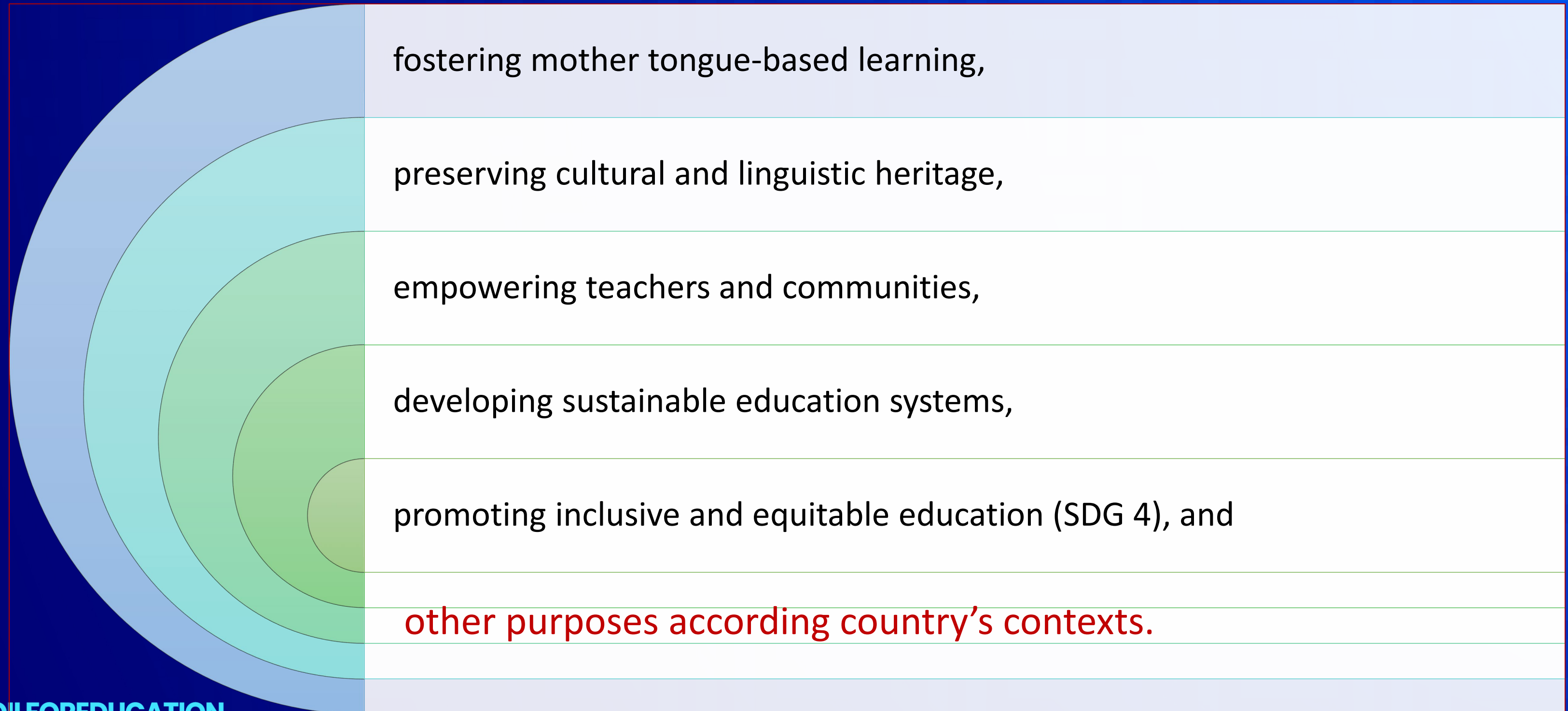


Southeast Asian
Ministers of Education
Organization

Road to Approval



The Roadmap provides guidance for...



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Six Tracks of the Roadmap



Develop a robust monitoring and evaluation framework to integrate data-driven decision-making for language in education



Community



Foster strong connections with local communities, families and partner organizations to build support for MLE

Use evidence from successful MLE pilots to develop policies integrating language inclusion and MLE into the national framework

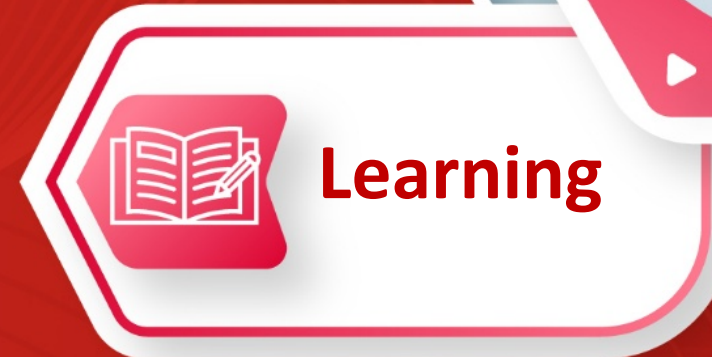


Access



Improve access to MLE, focusing on marginalized learners from ethnic minorities, migrants, and refugees at high risk of DO

Create culturally and linguistically relevant curricula, assessments, and materials in learners' mother tongues and multiple languages



Teachers



Recruit, train, and support teachers proficient in MLE and learners' mother tongues, as well as the language of instruction

6 TRACKS

SEAQIL Captures Language Teaching Practices (CALTECs) in Thailand and Cambodia

Purpose of SEAQIL CALTECs:

- Collect information on Mother Tongue-Based Multilingual Education (MTB-MLE) & relevant national policies
- Gather good practices of MTB-MLE implementation in each country
- Use findings as a reference for a publication: to inspire innovative, fun, and meaningful learning
- Support teachers across Southeast Asia in designing effective MTB-MLE strategies

SEAQIL CALTECs in Thailand, 13—14 November 2024

- SEAQIL CALTECs in Thailand
 - 13—14 November 2024
- In Collaboration with the Ministry of Education of Thailand and Foundation of Applied Linguistics (FAL)
 - Discussion: MTB-MLE Experts and Teachers
 - Visit: Ban Khun Tae School and Ban Pui School, Chiang Mai, Thailand



Experience Story and Small Book

SEAQIL CALTECs in Cambodia, 4—7 August 2025

- In Collaboration with the Ministry of Education, Youth and Sport of Cambodia
 - Discussion: MTB-MLE Experts and Teachers
 - Visit: Chaet Primary School and La Ork 2 Primary School, Ratanakiri Province



MTB-MLE Class in Cambodia



TERIMA KASIH

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Prioritising Language, Advancing Education

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