

EDUCATION COOPERATION POLICY DEVELOPMENT FRENCH LANGUAGE COUNTRIES INDONESIA AND ALGERIA THE ROLE OF QUALITY EDUCATION AND ECONOMY PROGRAM SDGS

*DESENVOLVIMENTO DE POLÍTICAS DE COOPERAÇÃO EDUCACIONAL PAÍSES
DE LÍNGUA FRANCESA INDONÉSIA E ARGÉLIA O PAPEL DO PROGRAMA DE
EDUCAÇÃO E ECONOMIA DE QUALIDADE ODS*

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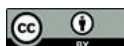
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Abstract

The cooperation aligns with Sustainable Development Goal 4 (Quality Education) and contributes to broader economic development objectives by strengthening human capital, promoting innovation, and supporting South–South collaboration. French language education serves as both a cultural bridge and a practical tool for accessing global academic networks, particularly in scientific and technical disciplines. The paper argues that integrating language policy with SDG-aligned education strategies can accelerate institutional capacity building and economic resilience in both countries. Ultimately, this trilateral framework—anchored in quality education, linguistic diplomacy, and shared development goals—offers a replicable model for international cooperation in the Global South.

Keywords: Diplomacy Education. SDGs. Exchange. Economy. Policy.

Resumo

A cooperação está alinhada ao Objetivo de Desenvolvimento Sustentável 4 (Educação de Qualidade) e contribui para objetivos mais amplos de desenvolvimento econômico, fortalecendo o capital humano, promovendo a inovação e apoiando a colaboração Sul-Sul. O ensino da língua francesa serve como uma ponte cultural e uma ferramenta prática para acessar redes acadêmicas globais, particularmente em disciplinas científicas e técnicas. O artigo argumenta que a integração da política linguística com estratégias educacionais alinhadas aos ODS pode acelerar a capacitação institucional e a resiliência econômica em ambos os países. Em última análise, essa estrutura trilateral – ancorada em educação de qualidade, diplomacia linguística e objetivos de desenvolvimento compartilhados – oferece um modelo replicável para a cooperação internacional no Sul Global.

Palavras-chave: Educação em Diplomacia. ODS. Intercâmbio. Economia. Política.

1 INTRODUCTION

President Prabowo Subianto issued Presidential Regulation Number 12 of 2025 on the National Medium-Term Development Plan (RPJMN) 2025-2029 on 10 February 2025. The RPJMN 2025-2029 is the implementation of the first phase of the National Long-Term Development Plan (RPJPN) 2025-2045 as well as the initial foundation to realise the vision of a Golden Indonesia 2045 (Sekretariat Negara Republik Indonesia, 2025) The Ministry of Higher Education, Science and Technology (Kemdiktisaintek) has a policy to encourage international research collaboration. This policy aims to improve the quality of research and innovation in Indonesia through collaboration with universities and research institutions abroad (Kementerian Pendidikan Tinggi, Sains, dan Teknologi Republik Indonesia, 2024).

A total of IDR 1.47 trillion was officially disbursed to support the implementation of research and community service programmes in higher education in Fiscal Year 2025 (Kementerian Pendidikan Tinggi, Sains, dan Teknologi Republik Indonesia, 2025). This step is an important part of the national strategy in realising the vision of the Asta Cita of the President and Vice President, as well as accelerating the achievement towards the Golden Indonesia 2045. The commitment was affirmed during the signing of the Contract for the Implementation of Research and Community Service Programmes and scholarships.

Ensuring all children get a good start: Indonesia can make two years of quality early childhood education compulsory and accessible to all so that children come to school ready to learn. It can strengthen the coverage and quality of early childhood education by allocating sufficient funding both at central and district levels, and developing a roadmap to achieve two years of universal early childhood enrollment by 2030 (World Bank Group, 2020).

According to Eminue (2009), public policy implementation is the process of transforming human and material inputs, including information, technical resources, human resources, demand, and support, into outputs in the form of goods and services. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has

begun to realise efforts to escalate the quality of human resources through the Merdeka Belajar – Kampus Merdeka (MBKM) policy since 2020. This policy scheme is designed in accordance with the Minister of Education and Culture Regulation (Permendikbud) Number 3 of 2020 concerning National Higher Education Standards, especially in articles 15 and 18. Furthermore, the MBKM policy design was implemented to answer the challenges of underdevelopment and unpreparedness of the quality of labour skills in Indonesia.

The use of educational and cultural components also speaks to the realisation of the concept of soft power and public diplomacy which has a long-term impact. In the context of foreign policy and international relations, educational and cultural exchange relationships are the "human side" because they contribute in the form of communication, and focus attention on people, their ideas, values, understandings, attitudes, skills, and knowledge (Bennett, 1965: 762; Yun, 2015: 711). Joseph Nye (2008: 102) states that the third dimension of public diplomacy is the development of lasting relationships with key individuals over the years through Cooperative Research and Community Service Program, scholarships, student exchange training, seminars, conferences, and access to Indonesia and Algeria.

The study of soft power components and public diplomacy in relation to educational diplomacy and cultural diplomacy has been widely discussed by International Relations academics. One of them took the cooperation of Cooperative Research and Community Service Programme of Universitas Negeri Jakarta, and Faculte des Langues Etrangères Université d'Oran. The use of the concept of soft power in foreign policy was popularised by Joseph Nye, an academic in International Relations. While soft power is one source of influence, the concept is also about persuasion and the ability to charm (Nye, 2008: 95).

Public diplomacy is an instrument used by governments to mobilize resources to communicate and engage the public of other countries, not just their own government (Nye, 2008: 95). Essentially, a country's soft power rests on three resources: culture, political values, and foreign policy (Nye, 2008: 96). This is done to foster understanding of the nation's ideas, ideals, culture, national goals, and current policies. Diplomacy is a method of discussion and communication between countries used to peacefully resolve disputes, serving as a foreign policy tool (Heywood, 2011: 7).

It should be emphasized that new-era diplomacy has opened up to the involvement of non-state actors, although technically still representing a particular country. Furthermore, contemporary diplomacy is not always about conflict resolution but also serves as a medium for strengthening relationships. In this article, these media are outlined in the components of education and culture. Five types of actions related to public diplomacy are listening, advocacy, international broadcasting, cultural diplomacy, and international exchange—with the emphasis on educational and cultural exchange (Cull, 2008).

In the modern world, cultural, political, and social exposure to host countries is achieved through international exchange in general and educational exchange in particular (Metzgar, 2016: 226). Relational diplomacy, or people-to-people diplomacy, of which educational exchange is a component, is pursued over the long term (Golan, 2013). International higher education is pursued as a potentially profitable student mobility experience that fosters intellectual, commercial, and social relationships that can enhance a country's reputation and increase its capacity to participate in and impact regional or global outcomes (Byrne and Hall, 2013: 419).

The majority of these students return to responsible leadership positions in their home countries, and it is believed that their impressions of the host country are more important than the technical information and skills they learned there (Bu, 1999: 398). Furthermore, face-to-face communication—physical educational and cultural exchange—remains the most successful form of relationship. To sustain it, this communication can be supplemented and strengthened with online communication.

In the context of higher education in Indonesia, mastery of a foreign language is one of the indicators of the achievement of graduate competencies, in accordance with the Indonesian National Qualifications Framework (KKNI). Foreign language skills, including French as a foreign language, are very important skills in the era of globalisation. Written text reading skills in the Reception *Écrite* course at the A1 level include comprehension of simple texts within the CEFR (Common European Framework of Reference for Languages). It stands for Common European Framework of Reference for Languages: learning, teaching, and assessment (Council of Europe, 2018, 2020). framework which describes a person's language ability at the beginner level.

However, the challenges in learning French in higher education are still considerable. Indonesian students studying French at the A1 level (Lustyantie, N. 2022) often face various barriers in understanding written texts. These barriers include:

1. Differences in Grammatical Structure: French has a significantly different grammatical structure from Indonesian, such as the use of gender in nouns, complex verb conjugations, and different sentence layouts. These differences make it difficult for students to understand and translate the text accurately.
2. Vocabulary Limitations: At the A1 level, students have limited mastery of French vocabulary. This hinders their ability to understand the overall meaning of the text, especially when faced with rarely used words or specialised terms.
3. Phonetics and Pronunciation: French has a complex phonetic system with many sounds that do not exist in Indonesian. This difficulty in pronunciation and hearing can affect students' ability to recognise and understand words in written texts.
4. Lack of Cultural Exposure: Text comprehension often requires knowledge of the cultural context. Lack of exposure to French culture makes it difficult for students to understand idioms, expressions, or cultural references that appear in the text.
5. Lack of Relevant Learning Resources: Limited access to learning materials appropriate to the A1 level and Indonesian context is an additional barrier. The materials that are available may not be suitable for students' needs or level of understanding.
6. Low Motivation and Confidence: Continued difficulties can lower students' motivation and confidence in learning French, which in turn affects the effectiveness of their learning.

To overcome these barriers, a comprehensive approach to learning is required, including the use of interactive teaching methods, the provision of contextualised and relevant materials, and increased exposure to French culture through various media (Lustyantie, N, 2025). Conventional learning methods are often unable to fulfil the needs of students who are dominated by the digital native generation. Students In the context of higher education in Indonesia, mastery of a foreign language is one of the indicators of the achievement of graduate competencies, in accordance with the Indonesian National Qualifications Framework (KKNI) (source: <https://repositori.kemdikbud.go.id/6999/1/117-Support-to-Development-of-the-Indonesia-Qualifications-Framework.pdf>).

Microlearning's strengths lie in its capacity to reduce cognitive overload, increase learner motivation, and provide just-in-time learning opportunities—factors especially pertinent for beginner-level language learners who face challenges such as limited vocabulary and unfamiliar grammar structures. Indonesian learners benefit from the accessibility and flexibility of microlearning, particularly when delivered via mobile platforms suited to Indonesia's diverse and geographically dispersed population.

Machine learning (Lustyantie, N. 2020), on the other hand, offers dynamic adaptation of learning content through predictive analytics, error detection, and tailored feedback, which are crucial for individualized instruction. ML-driven systems adjust task difficulty based on learner performance in real-time and provide corrective feedback that accelerates learning progress. Studies reviewed (e.g., Chen et al., 2021; Singh et al., 2023; Nasution et al., 2024) demonstrate that such personalization substantially improves reading comprehension scores and learner engagement. Importantly, the synergy between microlearning and ML fosters a learning environment that is not only adaptive but also motivating and culturally relevant when localized content is incorporated. The review identifies practical challenges, including infrastructure limitations and the need for interdisciplinary collaboration to develop effective ML-powered microlearning platforms.

1. Development of Offline and Low-Bandwidth Solutions

Innovations in offline-first learning apps, with periodic synchronization to cloud ML services, would address infrastructural challenges. Research on optimizing such hybrid systems for language learning efficacy is necessary.

a. Enhanced Cultural and Linguistic Relevance

Future projects should prioritize the co-creation of learning materials with local educators, integrating Indonesian cultural elements and learner interests. This will promote inclusivity and motivate learners.

b. Teacher Training and Professional Development

Empirical studies are needed on effective teacher training models to build capacity in utilizing ML analytics and microlearning technologies. Research should investigate how teacher support influences learner outcomes in technology-enhanced classrooms. According to experts and scholars, quality education is a foundational pillar of sustainable development and economic progress. As articulated in SDG 4, the goal is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for

all” (United Nations, 2015). Quality education equips individuals with critical thinking, creativity, and practical skills that directly contribute to economic productivity, innovation, and social mobility (García et al., 2020). It fosters global citizenship, environmental awareness, and adaptability—traits essential for navigating complex labor markets and addressing global challenges. Scholars emphasize that education systems aligned with SDG targets must prioritize equity, relevance, and lifelong learning to reduce poverty and promote decent work (Devi, 2024). Furthermore, the integration of sustainability principles into curricula enhances learners’ capacity to contribute meaningfully to economic transformation and inclusive growth (Grobler & Dittrich, 2024).

2 RESEARCH METHOD

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant's setting. data analysis inductively building from particulars to general themes. and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning. and the importance of rendering the complexity of a situation (Creswell. 2013).

Informant

1. Ministry of Higher Education, Science and Technology
2. Ministry of Vocational Training and Education in Algeria.
3. Ministry of Foreign Affairs of the Republic of Indonesia.
4. Embassy of Algeria

3 RESULTS AND DISCUSSION

3.1 Education cooperation policy development french language countries indonesia and Algeria

Indonesia and Algeria have formalized education cooperation through a Memorandum of Understanding (MoU) focused on higher education and scientific research. This agreement includes joint research initiatives, faculty exchanges, and scholarship programs, many of which are conducted in French due to Algeria's historical and institutional familiarity with the language (Tempo.co, 2016). French serves as a key medium for academic diplomacy, enabling smoother collaboration and access to Francophone academic networks.

Indonesia's broader internationalization strategy includes significant investment in research and education, with IDR 1.47 trillion allocated in 2025 to support higher education research and community service programs (Kementerian Pendidikan Tinggi, Sains, dan Teknologi Republik Indonesia, 2025). These efforts align with Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), by enhancing institutional capacity and promoting inclusive access to education.

The use of French as a bridge language between Indonesia and Algeria reflects a pragmatic approach to South cooperation. Algeria's continued use of French in academia, despite recent shifts toward English in early education, provides a stable linguistic foundation for bilateral engagement (Saad Allah, 2023). Indonesia's participation in Francophone programs demonstrates its commitment to diversifying international partnerships and leveraging language diplomacy for educational advancement.

However, challenges persist in harmonizing language policies. Indonesia prioritizes Bahasa Indonesia and English in higher education, while Algeria navigates tensions between Arabization, French legacy, and emerging English instruction (Abduh et al., 2022). These dynamics require adaptive strategies to maintain French-language cooperation without undermining national education priorities.

From an economic perspective, joint programs in STEM, vocational training, and entrepreneurship—especially those delivered in French—can directly support innovation and labor market readiness. The cooperation also contributes to decolonizing education

by promoting equitable access and cultural authenticity in curriculum design (Lahmar, 2024).

Implementation

To ensure sustainable and impactful cooperation, the following strategies are recommended:

- **Policy Instruments:**
 - Develop bilingual curricula (French–Bahasa Indonesia) for joint academic programs.
 - Align cooperation outcomes with SDG indicators, particularly SDG 4 and SDG 8.
 - Expand scholarship schemes and faculty mobility targeting Francophone institutions.
- **Capacity Building:**
 - Train educators in SDG integration and multilingual pedagogy.
 - Establish joint research centers focused on sustainable development, innovation, and pedagogy.
- **Monitoring and Evaluation:**
 - Apply SDG-aligned metrics to assess educational quality and economic impact.
 - Conduct annual reviews through Joint Working Groups to refine program delivery and resolve implementation challenges (Christien, 2016).

3.2 Ministry of higher education, science, and technology (Indonesia)

- **Strategic Transformation Focus:**

Institutional autonomy for universities. Research and innovation with public impact. Science and technology for sustainable socio-economic transformation. The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d’Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

- **Support for Digital Learning:**

Encourages development of tech-integrated learning media. Promotes international academic collaboration The collaboration between Universitas Negeri

Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran² represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course Lustyantje, N. (2024/2025).

- **Funding & Access:**

Continues the Smart Indonesia Card (KIP-Kuliah) to support equitable access to higher education The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

Ministry of National Education (Algeria)

- **Multilingual Education Policy:**

Promotes French as a key language of instruction Supports digital and blended learning models. The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran² represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

- **International Collaboration:**

Engages in bilateral agreements to enhance curriculum and teacher training, encourages partnerships with foreign universities for joint research and media development Encourages partnerships with foreign universities for joint research and media development The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

Ministry of Foreign Affairs (Indonesia)

- **Diplomatic Facilitation:**

Coordinates bilateral education agreements, Supports cultural and academic exchange programs The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d'Oran² represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

- **Soft Power Strategy:**

Uses education diplomacy to strengthen ties with Algeria and other Francophone nations The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d’Oran² represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

- **Embassy of Algeria in Indonesia**
- **Cultural & Academic Liaison:**

Facilitates institutional partnerships and student mobility Provides support for joint research and media validation The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d’Oran² represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

- **Promotion of French Language:**

Advocates for French language education through collaborative projects This multi-stakeholder approach ensures that the microlearning initiative is not only pedagogically sound but also diplomatically supported and culturally relevant The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d’Oran² represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

3.3 Development Education French Language Universitas Negeri Jakarta (UNJ), Indonesia, and Faculté des Langues Étrangères, Université d’Oran, Algeria Results and Discussion

The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d’Oran² represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course (*Ninuk Lustyantie, 2015–2024*). Here’s a synthesized overview based on recent academic developments: Development Objectives - Improve basic French reading skills (Compréhension Écrite A1) through concise and interactive digital media. - Support independent and flexible learning for students in Indonesia and Algeria. Learning Media Design - Platform: Google Sites, WordPress, and LearningApps are used to present the

material in a modular manner. - Content: Consists of short texts, vocabulary exercises, grammatical materials, and interactive quiz-based assessments. - Development Model: Uses a Research and Development (R&D) approach with the Plomp model and the TPACK framework to integrate technology, pedagogy, and content.

Institutional Role Universitas Negeri Jakarta: Responsible for instructional design, content development, and media pilot testing. - Université d'Oran2: Provided linguistic validation and cultural adaptation to ensure the materials were appropriate to the local context of Algerian students. Results and Impact - Improved Comprehension: Students demonstrated significant improvement in their reading and comprehension of A1-level French texts. - Positive Response: Evaluations from students and lecturers indicated that the media was engaging, easy to use, and culturally relevant. - Potential for Replication: This model can be applied to other foreign languages and support academic exchange programs.

- **Curriculum Alignment**

Align French reading competencies (CEFR A1) with both countries' national education standards. Emphasize functional literacy, vocabulary building, and basic grammatical structures.

- **Technology Integration**

Develop and share microlearning modules (videos, infographics, flashcards, interactive texts). Use mobile apps and online platforms (e.g., Moodle, Google Classroom) for content delivery.

- **Pedagogical Collaboration**

Co-create modules with Indonesian instructional designers and Algerian French language experts. Train teachers through joint webinars and workshops.

- **Content Localization**

Include cultural references from both countries to enrich context and engagement. Avoid Eurocentric-only contexts; integrate Maghrebi and Southeast Asian perspectives.

- **Implementation Strategy**

- **Phase 1: Planning and Partnership Building**

MoUs between institutions (e.g., universities, language centers). Form a joint working group (curriculum experts, IT developers, language educators).

- **Phase 2: Media Development**

Design bite-sized lessons (2–5 minutes). Include reading texts such as: Simple dialogues Daily routines AND Public signs and announcements

- **Phase 3: Testing and Evaluation**

Pilot programs in selected schools in Jakarta and Algiers. Collect feedback from A1 learners and teachers.

- **Phase 4: Dissemination**

Launch the platform publicly or through national portals. Offer certification for course completion.

Table 1

Expected Results

Result Area	Description
Learning Outcomes	Improved A1-level reading comprehension scores and motivation among learners.
Pedagogical Innovation	Adoption of microlearning in language classrooms in both countries.
Institutional Linkages	Long-term partnerships between Algerian and Indonesian institutions.
Cultural Exchange	Enhanced mutual understanding through localized content.
Scalability	Potential to scale the model to other CEFR levels or languages (e.g., Arabic).

Source: Council of Europe. (n.d.). Purposes of the CEFR. Retrieved December 28, 2022,

Discussion The collaboration between Universitas Negeri Jakarta (UNJ) and the Faculty of Traditional Languages of the Université d’Oran2 represents a strategic step in advancing microlearning-based French reading media for A1-level learners in the Compréhension Écrite course.

Effectiveness of Microlearning in Foreign Language Learning The results show that a microlearning approach—with concise, interactive, and accessible content—can improve the reading comprehension of A1-level students. This format reduces cognitive load and allows for more flexible and independent learning. - Integration of Technology and Pedagogy The use of platforms such as Google Sites, WordPress, and LearningApps supports web-based learning that is suited to 21st-century needs. The TPACK (Technological Pedagogical Content Knowledge) model has proven effective in aligning content, technology, and teaching strategies. - Cultural Relevance and International Collaboration Adapting content to suit the cultural contexts of Indonesia and Algeria strengthens inclusivity and student engagement. This cross-border collaboration also enriches pedagogical perspectives and broadens the scope of the research. - Contribution to Education Policy This project supports the Golden Indonesia 2045 vision and Algeria's

multilingual policy, and demonstrates that microlearning can be a scalable and adaptive learning strategy for the future.

3.4 Challenges of Development Education French Language Universitas Negeri Jakarta (UNJ), Indonesia, and Faculté des Langues Étrangères, Université d'Oran, Algeria Results and Discussion

The collaboration between Universitas Negeri Jakarta (UNJ) and Faculté des Langues Étrangères, Université d'Oran has fostered academic exchange in French language education through joint publications, cultural programs, and shared research interests. UNJ's journal *Franconesia* and its involvement in Francophone networks reflect Indonesia's growing commitment to French linguistic diplomacy. Université d'Oran, with its historical strength in French instruction, has contributed expertise in sociolinguistics and multilingual pedagogy.

However, recent developments have introduced significant challenges. Algeria's national education reform, effective September 2025, officially replaced French with English as the primary language of instruction in universities, particularly in scientific and technical disciplines. This shift, driven by political and strategic motives, has disrupted French-based academic programs and raised concerns about the sustainability of existing partnerships.

- **Linguistic Policy Shifts and Strategic Realignment**

Algeria's transition from French to English in higher education reflects a broader effort to redefine national identity and align with global academic standards. While French remains widely spoken, its reduced institutional role complicates long-term cooperation with UNJ, which is actively expanding its Francophone academic portfolio. This shift challenges the continuity of joint programs and may require renegotiation of language-based curricula.

- **Sociolinguistic Complexity in Oran**

The sociolinguistic landscape of Oran is characterized by diglossia, code-switching, and evolving attitudes toward French and Arabic. These dynamics influence student engagement and curriculum design, especially in programs aimed at international collaboration. UNJ must navigate these nuances when designing joint modules or exchange initiatives, ensuring cultural and linguistic sensitivity.

- **Curriculum Integration and Pedagogical Gaps**

Both institutions face challenges in integrating French language instruction with subject-specific content. Algerian educators report difficulties in implementing content and language integrated learning (CLIL), particularly in English for Specific Purposes (ESP) contexts adapted to French. These include limited faculty training, lack of interdisciplinary coordination, and insufficient assessment frameworks.

- **Resource and Infrastructure Disparities**

UNJ's French language programs face limitations in access to native-speaking instructors, immersive learning environments, and digital resources. Meanwhile, Université d'Oran is reallocating resources toward English-language materials and faculty retraining, potentially weakening its capacity for French-based cooperation. These disparities affect the depth and sustainability of joint initiatives.

3.5 Opportunities and Solutions for Development Education French Language Universitas Negeri Jakarta (UNJ), Indonesia, and Faculté des Langues Étrangères, Université d'Oran, Algeria Results and Discussion

This challenge actually encourages innovation in learning design, strengthens academic diplomacy, and paves the way for scalable and inclusive cross-border learning models. Opportunities and Solutions for Developing Microlearning-Based French Reading Learning Media for A1 Level A Collaborative Project between Universitas Negeri Jakarta (UNJ) and Université d'Oran (Faculté des Langues Étrangères)

- **Opportunities**
- **Complementary Strengths**

UNJ: Strong in educational technology, instructional design, and digital learning innovation. And Université d'Oran: Rich expertise in French language pedagogy, native-level resources, and access to Francophone educational models. *This provides a strong foundation for combining pedagogy with digital delivery tools.*

- **CEFR Standard as a Common Framework**

Both institutions can rely on the Common European Framework of Reference (CEFR) to align language goals and outcomes. *Facilitates shared academic goals and consistent content development across contexts.*

- **Growing Demand for French Language Learning**

Indonesia: French is increasingly taught in universities as a foreign language.
 Algeria: Native and second-language French instruction is part of national identity.
Opportunity to promote cross-cultural understanding and expand Francophone education in Asia.

- **Technology-Driven Pedagogy**

Both institutions are embracing digital learning environments (Moodle, H5P, mobile learning). Microlearning aligns with Gen Z learning preferences: bite-sized, interactive, and accessible. *An ideal platform for engagement and scalability.*

- **Potential for Long-Term Academic Cooperation**

Possibility to expand cooperation to: Joint research/publications, Exchange programs (students & faculty). Cross-institutional online courses. *Establishes a sustainable model of bilateral educational diplomacy.*

Table 2

Challenges and Strategic Solutions

Challenge	Proposed Solution
Curriculum differences in French language pedagogy	Align materials strictly with CEFR A1 standards and use bilingual co-design teams
Technological disparity and access issues	Develop offline-capable, low-bandwidth microlearning modules
Language barriers in collaboration	Use English as a working language ; assign multilingual coordinators
Limited funding and mobility support	Seek grants from UNESCO, OIF, Erasmus+, or national ministries
Lack of familiarity with microlearning models	Conduct joint training workshops for faculty on microlearning design
Cross-border project management	Use digital project management tools (e.g., Trello, Google Workspace, Zoom)

Source: <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/projects-results?order=DESC&pageNumber=1&pageSize=50&sortBy=title&keywords=cultural%20heritage&isExactMatch=true&frameworkProgramme=43152860>

Table 3

Strategic Implementation Plan (Simplified)

Phase	Key Activities
1. Planning	Sign MoU, form academic and technical teams, identify CEFR A1 content scope
2. Design	Co-develop modules (texts, quizzes, visuals), test digital platforms
3. Pilot Testing	Test with UNJ and Oran students, gather feedback, make improvements
4. Deployment	Launch publicly (Moodle or mobile app), monitor use, support faculty integration
5. Evaluation	Assess impact on reading skills, engagement, and learning satisfaction

Table 4

Expected Impact

Area	Expected Outcome
Student learning	Increased A1 reading skills, motivation, and digital literacy
Institutional capacity	Improved faculty expertise in tech-enhanced language teaching
Internationalization	Strengthened academic ties between Algeria and Indonesia
Resource development	Reusable modules for future CEFR-level courses or languages

The rise of e-learning and mobile platforms enables flexible, accessible, and personalized language instruction. Indonesia’s Golden Generation 2045 vision and Algeria’s multilingual education strategy both prioritize foreign language proficiency. Joint development allows for culturally inclusive content that resonates with learners in both countries. Platforms like WordPress, Learning Apps, and Filmora support engaging microlearning formats. T

Success in this initiative could inspire similar models for other languages and institutions across the Global South. Break down reading materials into digestible units with clear objectives and interactive elements. Provide workshops on instructional design and tech tools to enhance educator readiness. Develop offline-compatible media and optimize for low-bandwidth environments to reach underserved learners. Incorporate local contexts, names, and scenarios to make content relatable and inclusive. Engage ministries and embassies to facilitate funding, policy alignment, and long-term sustainability.

3.6 Education Cooperation Policy Development French language Countries Indonesia and Algeria the Role of Quality Education and economy Program SDGs Result and discussion and Implementation

Recent bilateral initiatives between Indonesia and Algeria have formalized education cooperation through a Memorandum of Understanding (MoU) focused on higher education and scientific research. French language plays a central role in this collaboration, particularly in technical and scientific disciplines where Algeria maintains French as a primary medium of instruction (Saad Allah, 2023). Indonesia’s engagement reflects a strategic effort to expand South–South cooperation and diversify its international academic partnerships.

Indonesia has also made significant investments in higher education and research, allocating IDR 1.47 trillion in 2025 to support research and community service programs (Kementerian Pendidikan Tinggi, Sains, dan Teknologi Republik Indonesia, 2025). These efforts align with Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), by promoting inclusive access to education and enhancing human capital development.

- **Discussion**

The use of French as a diplomatic and academic bridge between Indonesia and Algeria is both practical and symbolic. Algeria's historical reliance on French in education, despite recent shifts toward English, provides a stable linguistic foundation for collaboration (Lahmar, 2024). Indonesia's participation in French-language programs demonstrates a pragmatic approach to accessing global academic networks and fostering intercultural understanding.

However, challenges remain in localizing SDG frameworks within language education. In Indonesia, the integration of SDGs into language teaching is still limited due to low educator awareness and capacity (Nahdi et al., 2024). Algeria faces tensions between Arabization, French legacy, and emerging English instruction policies, which complicate curriculum coherence and policy continuity (Saad Allah, 2023).

Despite these challenges, both countries recognize the economic potential of quality education. Joint programs in STEM, vocational training, and entrepreneurship—especially those delivered in French—can directly support innovation and labor market resilience. The cooperation also contributes to decolonizing education by promoting equitable access and cultural authenticity in curriculum design (Lahmar, 2024).

- **Implementation**

To ensure sustainable and impactful cooperation, the following strategies are recommended:

- **Policy Roadmap:**
 - Develop bilingual curricula (French–Bahasa Indonesia) for joint academic programs.
 - Align cooperation outcomes with SDG indicators, particularly SDG 4 and SDG 8.
 - Expand scholarship schemes and faculty exchange programs targeting Francophone institutions.

- **Capacity Building:**
 - Train educators in SDG integration within language and technical education.
 - Establish joint research centers focused on sustainable development, innovation, and pedagogy.
- **Monitoring and Evaluation:**
 - Apply SDG-aligned metrics to assess educational quality and economic impact.
 - Conduct periodic reviews involving ministries, universities, and civil society stakeholders.

These measures will strengthen institutional capacity, foster inclusive education, and advance the shared development goals of Indonesia and Algeria through culturally sensitive and linguistically strategic cooperation.

4 CONCLUSION

The evolving education cooperation between Indonesia and Algeria—anchored in the French language—demonstrates the strategic potential of linguistic diplomacy in advancing shared development goals. Through bilateral agreements and joint academic initiatives, both countries have reaffirmed their commitment to enhancing the quality of education, fostering intercultural understanding, and strengthening human capital. The use of French as a medium of instruction and collaboration not only facilitates access to global academic networks but also reflects a pragmatic approach to South–South cooperation. This partnership aligns closely with Sustainable Development Goals (SDG 4 and SDG 8), promoting inclusive, equitable, and quality education while supporting economic resilience through research, innovation, and workforce development. However, successful implementation requires careful attention to sociolinguistic contexts, curriculum harmonization, and educator capacity—particularly in integrating SDG principles into language and technical education.

Indonesia’s investment in international research collaboration and Algeria’s multilingual education reforms offer a replicable model for other Global South nations seeking to balance cultural authenticity with global competitiveness. Moving forward, sustained policy dialogue, institutional capacity building, and robust monitoring

frameworks will be essential to ensure that education cooperation not only meets strategic objectives but also contributes meaningfully to long-term sustainable development.

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