



**ASEAN INTER-PARLIAMENTARY ASSEMBLY (AIPA)
6th AIPA CAUCUS
Bandar Seri Begawan, Brunei Darussalam, 17th – 20th June 2014**

Report of the 6th AIPA Caucus

INTRODUCTION

1. The 6th ASEAN Inter-Parliamentary Assembly (AIPA) Caucus was held at the International Convention Centre in Bandar Seri Begawan on 17th – 20th June 2014.
2. The Agenda for Caucus were:
 - (i) to discuss the progress made by each ASEAN Member States in implementing Resolutions adopted at the 34th AIPA General Assembly in Bandar Seri Begawan, Brunei Darussalam.
 - (ii) the Cooperation in Higher Education and Technical & Vocational Education among ASEAN Countries.

LIST OF DELEGATES

3. Caucus was attended by 57 delegates consisting of 34 MPs and parliamentary staff from 9 AIPA Member Parliaments, Secretary General of AIPA and the staff, Representatives from the ASEAN Secretariat, and Experts from the Ministry of Education of Brunei Darussalam. The list of participants is attached as [Annex A](#).

Courtesy Call on His Excellency Pehin Orang Kaya Laila Setia Bakti Diraja Dato Laila Utama Haji Awang Isa bin Pehin Datu Perdana Menteri Dato Laila Utama Haji Awang Ibrahim, Speaker of the Legislative Council of Brunei Darussalam.

The Courtesy Call was held at Bilik Muzakarah, International Convention Centre, at 09.30am.

In his warm welcoming remarks, H.E. Pehin Dato Isa Ibrahim, Speaker of the Legislative Council of Brunei Darussalam wished the AIPA delegations a pleasant stay and a successful meeting ahead.

OFFICIAL OPENING CEREMONY

4. H.E. Pehin Orang Kaya Laila Setia Bakti Diraja Dato Laila Utama Haji Awang Isa bin Pehin Datu Perdana Menteri Dato Laila Utama Haji Awang Ibrahim delivered his address at the opening ceremony. The full text of H.E. Pehin Dato Isa Ibrahim's address is attached as [Annex D](#).
5. At the Opening Ceremony on Tuesday, 18th June 2014, **H.E. Pehin Dato Isa Ibrahim** expressed that the Legislative Council of Brunei Darussalam feels honored to be given the opportunity to host the 6th AIPA Caucus.

He viewed the presence of all delegates at the meeting as a testimony to the resolve and commitment of ASEAN Parliaments to further develop regular interaction among AIPA Member Parliaments and between AIPA and ASEAN. AIPA Caucus is the best platform for ASEAN parliamentarians to further extend the avenues of cooperation for the continued peace, stability, prosperity and sustainable development in the region, and to focus its discussion on matters pertinent to issues that will contribute towards the achievement of ASEAN vision.

He also emphasized the progress made by the AIPA Caucus by submitting amendment to its Term of Reference which was adopted at the 34th AIPA General Assembly in Bandar Seri Begawan in September 2013.

Referring to the agenda topic of the 6th AIPA Caucus "The Cooperation in Higher Education and Technical and Vocational Education amongst the ASEAN Countries", he acknowledged that in the past few years many higher education institutions and technical & vocational trainings in ASEAN member states have undergone significant transformations. As a consequence, highlighted issues related to the higher education institutions amongst ASEAN member states may require common legislative measures.

He hoped that the chosen topic will help to build cohesive cooperation amongst Member Parliaments for better and progressive policies in the broad field of education.

6. **Appointment of Chairperson of the 6th AIPA Caucus.**

By Terms of Reference of the AIPA Caucus, the meeting agreed to appoint **Hon. Haji Awang Ahmad Morshidi bin Pehin Orang Kaya Digadong Seri Diraja Dato Laila Utama Haji Awang Abdul Rahman, Member of the Legislative Council of Brunei Darussalam and Permanent Representative of Brunei Darussalam's Legislative Council to the AIPA Caucus**, as the chairperson of the 6th AIPA Caucus.

FIRST SESSION

7. The First Session of the 6th AIPA Caucus commenced at 10.30 hrs on Wednesday, 18th June 2014.
8. The meeting agreed with the Appointment of Deputy Chairperson of the 6th AIPA Caucus, Hon. Mr. Nhem Thavy, Chairman of the Commission on Human Rights, Reception of Complaint and Inquiry of the National Assembly of the Kingdom of Cambodia followed by the appointment of Mrs. Ria Rumata Aritonang, Director of Policy, Education and Publicity of the AIPA Secretariat as the 6th AIPA Caucus Secretary.
9. The Chairperson of the 6th AIPA Caucus commenced the first session of the AIPA Caucus by welcoming all delegates, and followed by the introduction of delegations attending the 6th AIPA Caucus. The Chairperson conveyed the apology he received from the National Assembly of Thailand for their inability to participate the 6th AIPA Caucus. (*Letter from the National Assembly of Thailand dated 30 May 2014, No. 0010/3778*)
10. The meeting considered and adopted the Agenda and Programme of Activities for the AIPA Caucus ([attached as Annex B and Annex C respectively](#)).
11. The Chairperson appointed Hon. Haji Zulkipli bin Haji Abdul Hamid, Member of the Legislative Council as the Chairperson of the Working Group Discussion.
12. Consideration of the Status of Implementation of the 34th AIPA General Assembly Resolutions from AIPA Member Parliaments.

Report of the Status of Implementation of the adopted Resolutions at the 34th AIPA General Assembly.

- (i) Each AIPA Delegation was invited to present their respective Country Report on the Status of Implementation of the 34th AIPA General Assembly Resolutions. The reports described that the implementation of the resolution on political matter was mostly focusing on concerted efforts to advance the realization of the ASEAN Political and Security Blueprints (APSC) through relevant agencies. The efforts aim to support the process towards the establishment of the ASEAN Community by 2015 and beyond. The Report by the Member Parliaments on economic matters have explained the efforts taken to promote policies and measures for the Small and Medium Enterprises (SMEs). In view of sustainable development; green growth technology, disaster risk reduction management and climate change policies have been promoted to enhance the well being of peoples in the region and to eradicate poverty. National laws on these issues have been enacted amongst all ASEAN member states. Report on resolutions adopted under Social Committee at the 34th AIPA General Assembly informed the meeting that all AIPA Member Parliaments have enacted national laws referring to the prevention and punishment on child abuse, and special attention has been given for the enhancement of youth participation in national

development. AIPA Member Parliaments has also declared their support towards post 2015's development agenda. Report on the implementation of Resolution on Fostering Maternal and Child Health in ASEAN produced by the WAIPA Committee described each respective member country's contextual situation and its services and facilities aimed at the enhancement of efforts to attain the goals of MDGs 2015 and beyond.

- (ii) The Country Reports on the Status of Implementation of the 34th AIPA General Assembly Resolutions by each AIPA Member Parliament are attached as [Annex E](#).

13. Working Group on the discussion of the Cooperation in Higher Education and Technical & Vocational Education amongst ASEAN Countries.

13.1 The First Session continued with the appointment of Secretary of the Working Group, Dr Chin Wei Keh followed by the presentation from the representative of the Ministry of Education (MoE), Brunei Darussalam, presentation from the representative of ASEAN Secretariat on the Cooperation in Higher Education and Technical & Vocational Education amongst ASEAN Countries by Miss Leena Ghosh and finally the presentation of Country Progress Reports on Cooperation in Higher Education (HE) and Technical & Vocational Education amongst ASEAN Countries from AIPA Member Parliaments.

13.2 The representative of the Ministry of Education, Ms Anis Faudzulani Dzulkiflee addressed the global changes in the landscape of Higher Education (HE) which has become open and competitive with the growing demand for highly skilled workers. Amongst the challenges faced to meet this demand include the effect of technology and globalisation, changes in learning expectations, and an uncertainty in job market. With these challenges, HE institutions have bigger role(s) to play than just as keeper of knowledge, but also as agents of change to start, grow and support enterprises; creator and diffuser of research-led innovation; developer of knowledge workforce; and an inward investor. At university level, initiative has taken place to revamp the curriculum to produce global students with work-ready skills; along with opportunities for collaboration on research and innovation. Meanwhile at post-secondary level, transformation on the Technical Vocational Education and Training (TVET) has created attractive pathways for the acquisition of knowledge, skills and values imperative for employability and lifelong learning. In the aspect of collaboration with the ASEAN countries, Brunei Darussalam is actively involved in various international networks; amongst them are the ASEAN University Network (AUN), Southeast Asian Ministries of Education Organisation (SEAMEO) and Association of Southeast Asian Institutions of Higher Learning (ASAIHL). Ms Anis concluded that Higher Education Institutions (HEIs) have arisen to

the challenges it faces, and play an important role as the engine for national and regional economic growth, and societal progress.

13.3 Ms. Leena Ghosh from the ASEAN Secretariat mentioned that HE sector in ASEAN is promoted primarily through the ASEAN University Network (AUN) which helps to promote cooperation and solidarity between ASEAN scholars and academics. Amongst the stakeholders in this sector are SEAMEO RIHED and UNESCO Asia Pacific. ASEAN Secretariat hopes to intensify ASEAN effort in consolidating regional and national Quality Frameworks and Quality Assurance with more exchange opportunities for students through ASEAN-EU Support to HE in the region (EU-SHARE) programme. In support of this, East Asia Summit (EAS) Education Plan of Action (2012-2015) is focusing on:

- (i) regional TVET quality assurance framework;
- (ii) development of a network of TVET providers in the EAS;
- (iii) facilitating TVET teacher and student mobility; and
- (iv) feasibility study of a register of TVET providers in the EAS.

Accordingly, ASEAN is working towards the development of mutually comparable National Qualifications Frameworks (NQFs) based on common reference framework (an ASEAN Qualification Reference Framework). This development would build confidence in the education standards and support supply services via the movement of natural persons aimed at achieving the vision of ASEAN Community by December 2015.

13.4 Brunei Darussalam through MoE has embarked on the transformation of the education system under the National Education System for the 21st Century or Sistem Pendidikan Negara Abad ke-21 (SPN21) in 2009. SPN21 aims at preparing the students with the required knowledge, skills, values and attitudes to face the challenges of the 21st century. With the changing landscape for higher education, amongst the top initiatives and priorities under the HE in Brunei Darussalam are internationalisation, strategic partnership, quality assurance and centres for excellence. Internationalisation which include mobility of academic staff and students as well as strategic partnerships with reputable international institutions, would create opportunities to enhance the development of individuals. Through constant review of the curriculum, programmes offered are ensured to meet the international and professional recognition through constant reviewing of curriculum. Furthermore, MoE has formulated a strategic plan to fundamentally restructure and transform the existing TVET system. The changes include the restructuring and reconfiguration of existing courses to align with economic needs; expanding the apprenticeship options, more progression opportunities, new scheme for teaching service and major infrastructure campus development. Brunei Darussalam has been actively involved in various education activities with ASEAN countries through the ASEAN University Network (AUN), ASEAN Quality Assurance Network

(AQAN), Southeast Asian Ministers of Education Organisation (SEAMEO) and Association of Southeast Asian Institutions of Higher Learning (ASAIHL). In an effort to overcome the limitations, the following are recommended:

- i. provision of special student work visa or permit for internship at companies in ASEAN countries to encourage better mobility;
- ii. promotion on the use of a Health, Safety and Environment Standard Operating Procedures (SOP) for student activities for health, safety and environment measures; and
- iii. formulation of competency-based occupational standard and competency standard for TVET.

13.5 Cambodia reported that cooperation on HE amongst the ASEAN academic community is promoted through the ASEAN University Network (AUN). All Cambodian children and youth have equal opportunity to access quality and lifelong education relevant to the demands of the industry. The emphasis on developing relevant skills amongst the citizen is hoped to advance its average low-income status to middle-income by 2030; followed by further advancement to developed country by 2050. Limited fund for school facilities, maintenance and proper teaching materials like computers and internet access is amongst the challenges faced by Cambodia. There is also insufficient staff in schools along with limited access to education for students living in the rural area. Students can only pursue higher education if they can afford to pay the fees. Cambodia indicated the lack of congruence between research and policy making. This is linked to the inadequate budget for research facilities and exemplifies the weakness in analytical research and development in the educational system. As a result, there is a significant gap between policy formation, implementation and monitoring within the educational system that does not resolve the specific problems in which both the educators and children face.

13.6 Indonesia recognised that education as a key to maximise the potential of its people (with the support of quality and easy access to higher education) and increase the scale of economy (through the formulation of policies in allowing the flow of goods, services and skilled labours). The improvement on science and technology (in both HEIs and TVET) provides the need of having competitive workforce and building regional cooperation for a sustainable future of ASEAN and economic growth. It is recommended that with the establishment of regional community based education, gathers different communities with similar interests to collaborate and build capable civil-society institutions in a regional setting throughout ASEAN. It is recommended that we must ensure that the people, the poor, those living in rural areas, can reap the most benefit from our aggressive decision since education is the key to take this opportunity.

13.7 Laos stated that the goal of the Lao government is for the country to shift towards modernisation and industrialisation. The Government initiated a number of reforms to improve sector efficiency and governance by making government institutions and service delivery more efficient. These include the selection and reward of outstanding students, teacher training at all levels and curriculum improvement to meet the local needs. According to Laos, it is the HE that contributes to human resource and socio-economic development. The policy framework on higher education emphasizes on the quality of human resource development in relevant aspects and spheres to build a fair and harmonised society by mobilising all resources and participation of civil society. The government has made an effort to improve the quality and relevance of its education system by revising its curriculum and legislation. As for the Vocational Education, teacher training plays an important role in enhancing and improving the quality of TVET. A new concept for sustainable of TVET development has been designed to establish the National Institute of Vocational Education and Training. However, the requirement needed by the regional and international integration on international standard, quality, relevance, innovation, attractiveness and competitiveness is seen as a challenge. Laos also mentioned that although HE develops in quantity and quality; compared to the regional and international standards, it is still considered low. As a future common market [foreseen to be launched as ASEAN Economic Community (AEC) by 2015], it is very important for the national education system to reform in improving the quality of all education levels. It also requires strong cooperation and coordination among countries in the region to support AEC by 2015.

13.8 Malaysia participated in ASEAN University Network (AUN) which was established in 1995. Five of their universities are the representatives in AUN namely University Malaya (UM), University Sains Malaysia (USM), University Kebangsaan Malaysia (UKM), University Putra Malaysia (UPM) and University Utara Malaysia (UUM); with objective to promote collaborative studies and research programmes among the universities in ASEAN on priority areas. In 2008, The Inaugural ASEAN Quality Assurance Agencies Roundtable Meeting was held in Kuala Lumpur. This meeting has agreed to adopt the Kuala Lumpur Declaration on the Establishment of ASEAN Quality Assurance Network (AQAN). Its further meeting hosted by Brunei in 2011 has agreed to develop an ASEAN Quality Assurance Framework in Higher Education (AQAFHE) for Southeast Asian nations, in line with the 2015 ASEAN community. This aims to promote regional harmonisation in higher education and to develop regional identities which countries could voluntarily benchmark and align their own quality assurance system of higher education. The 2013 Roundtable in Viet Nam unanimously approved the AQAFHE document and agreed that a plan should be proposed to ensure the effectiveness of the implementation of the Framework. There are 10 member countries and 5 associate members including Timor Leste in AQAN. Malaysia is participating in AIMS Programme together with another 6 countries. The development of this programme is subsequent to the success of the pilot

student mobility programme, initially established between Malaysia, Indonesia and Thailand (M-I-T). The programme is under the coordination of SEAMEO Regional Centre for Higher Education and Development (SEAMEO RIHED). It is a student mobility programme between universities in Southeast Asia which was launched in 2010. The duration of mobility is at least one semester. The UMAP Credit Transfer System (UCTS) is the agreed credit transfer system until a regional system is developed. Whilst the programme costs are shared across stakeholders; study fields in AIMS Programme include International Business, Management, Economics, Engineering, Agriculture, Food Science & Technology, Language/Culture and Hospitality & Tourism. From 2010 to 2013, there are 342 outbound students to Indonesia and Thailand whereas 288 inbound students from Indonesia, Thailand, Viet Nam and Brunei. The Ministry of Education, Malaysia supports any cooperation in the field of higher education that is mutually beneficial among ASEAN Member Countries especially between institutions of higher learning, inclusive of polytechnics and community colleges, and others areas of common interest, welcomes and encourages more opportunity for students and researchers among ASEAN Member Countries to do their research in Public Higher Institutions in Malaysia, encourages more ASEAN Member Countries students to pursue their studies in Public and Private Higher Institutions in Malaysia, proposes more exchanges of information and visits related to various fields such as curriculum development including exchange of curriculum materials, collaborates in technical cooperation in consultancy, staff development, physical and facilities planning, encourages students and lectures exchange programmes in particular on capacity building between universities of both countries.

13.9 Myanmar is doing the National Education Law, currently under deliberation in the House of Nationalities and will be passed in the Union Parliament in due course. Proceeding after the National Education Law, the Higher Education Law and Technical and Vocational Education Law will be disseminated. Out of the 30 ministries of the union government, 21 ministries are concerned with or responsible for the 283 TVET schools. The Comprehensive Education Sector Review (CESR) is being conducted and is implemented in three phases. Amongst the recommendations are:

- i. TVET programs to be in line with current global technical developments;
- ii. To upgrade the TVET standards to meet domestic and international labour market and technology demand;
- iii. To encourage close collaboration between TVET institutions and industry;
- iv. Revision on the current Technical, Agricultural and Vocational Education Law. A task force was created and assigned with the responsibilities, to prepare the National Qualifications Framework. They are defining the competency and skills standards of different

levels of TVET by referring to the examples from other ASEAN countries.

13.10 Philippines shared that TVET provides education and training opportunities to prepare students and existing workers the skills required to increase their opportunities for employment, improve their productivity and facilitate a career shift. Their TVET clientele also includes unemployed persons, displaced workers who are retrenched due to company closure, and returning overseas workers. Their existing Ladderized Education Program (LEP) interface between technical-vocational education and higher education is made in order to open pathways of opportunities and career progression for students and workers. Philippines has also implemented scholarship programs which direct the choices of careers to the critical skills requirement of in demand jobs. In addition, there is also foreign scholarship and training in cooperation with foreign institution. Another program being implemented is the Gender and Development (GAD) in Technical-Vocational Education and Training (TVET) which does not only involve provisions for special training for women in non- traditional trade but extends even beyond mainstream gender concerns in all institutions and programs for the TVET clientele. This is to build awareness in gender equality to increase participation in TVET, gender sensitivity training, gender-based programs/project planning, and gender analyses among others. As a recommendation, a common policy or general guidelines for some of the initiatives to harmonise the higher education should be adopted, such as system(s) for educational credit transfer, common degree cycle and/or regional qualification framework.

13.11 Singapore reported that the internationalisation of higher education is driven by respective universities (e.g. through AUN and APRU). The internationalisation includes the research collaboration and capacity building programmes with Brunei (ICT Incubator), Viet Nam (Health Care Programme in teaching, Research and clinical training) and Laos (NUS English Language Training and Academic Writing Project) and also NEWRI Community Development (NEWRIComm) which brings the gift of water to communities in Indonesia, Laos, Myanmar and Sri Lanka currently. Singapore's Quality Assurance Framework (QAF) for Higher Education aim to promote quality enhancement and ensures institutional accountability within post-secondary institutions in Singapore. The External Review Panel (ERP) will critically review the self-assessment report and other background materials before the on-site validation. The final findings will then be documented in the Report before presenting to MoE. As for the transformation of TVET, one of the initiatives is the Applied Study in Polytechnics and ITE Review (ASPIRE). The goal is to ensure that students are employable with highly sought-after skills. Singapore emphasize that any regional frameworks should be structured as broad guidelines, as the academic systems in the region are very different. What is critical, is to prepare students/ youth/ people to be global thinkers and global learners.

13.12 Viet Nam has established a comprehensive legal framework to facilitate the operation and enhancement of education and training system. Law on Higher Education was released in 2012 to further specify the frame regulations of Law on Education in terms of management of higher education. The law stipulates standards of conditions to assure education quality in improving the quality of human resource training to meet a modern and international standard. Law on Vocational Training issued in 2006 is currently undergoing amendment to supplement regulations of the current law to improve quality and efficiency of vocational training to meet the demand of labour market. To control the educational quality, Viet Nam has launched number of initiatives to encourage the links between training and social demand. In strengthening the cooperation between training centres and manufacturers, policy to reduce or exempt the enterprise income tax and preferential loans for involved agencies are formulated. Viet Nam also adopts few policies such as: preferential loans for students; policy to assist certain groups in need to apply for vocational training courses in order to create more opportunities for people to get access to high-level education and training. As for the 6th AIPA Caucus' recommendation, Viet Nam suggested:

- i. internationalisation and mobilisation by building up and completing national qualification framework based on reforming national education contents to meet with regional and international levels towards forming and developing the system of transfer training credits, professional skills and mutual recognition of qualifications within ASEAN;
- ii. quality assurance by focusing and mobilising financial resources to upgrade conditions for quality assurance to meet the demand of international integration in the field of education and vocational training; and
- iii. TVET transformation by promoting the network of vocational education and training centres of different countries in the region to: further exchange cooperation in vocational training; share experiences for students and teachers; raise the capacity of education and vocational training managers at all levels; broaden the programme of exchange and mobility of international students, scholars, academics; and set up more foreign-invested education and vocational training centres, network to share information.

13.13 In summary, the presentation of country progress report on the cooperation in HE and TVET amongst ASEAN Countries by AIPA member countries yields deep insights into the national education system of each ASEAN countries especially on the various national initiatives taken by each member countries on improving their HE and TVET systems.

13.14 The full report of The Country Progress Reports on Cooperation in Higher Education and Technical & vocational Education amongst ASEAN Countries ([Attached as Annex F](#)).

SECOND SESSION

Report from Hon. Haji Zulkipli Haji Abdul Hamid, the Chairperson of the Working Group on Cooperation in Higher Education and Technical & Vocational Education amongst ASEAN Countries. The presentation of country progress report on the cooperation in HE and TVET amongst ASEAN Countries by AIPA member countries yields deep insights into the national education system of each ASEAN countries especially on the various national initiatives taken by each member countries on improving their HE and TVET systems and also on the Cooperation in Higher Education and Technical & Vocational Education amongst ASEAN Countries. Although initiatives taken by each member countries vary between them, various common initiatives can be observed. For HE, ASEAN countries through the ASEAN University Network (AUN), ASEAN Quality Assurance Network (AQAN), Southeast Asian Ministers of Education Organisation (SEAMEO) and Association of Southeast Asian Institutions of Higher Learning (ASAIHL), ASEAN Quality Assurance Framework in Higher Education (AQAFHE), Southeast Asian Ministers of Education Organisation Regional Centre for Higher Education and Development (SEAMEO RIHED), ASEAN-EU Support to Higher Education (EU-SHARE) programmes all aim to promote and strengthen regional cooperation; improve quality of HE system; enhance mobility of students and faculty members; as well as increase competitiveness and internationalisation of ASEAN HEIs. For TVET, the East Asia Summit (EAS) Education Plan of Action focuses on: regional TVET quality assurance framework; development of a network of TVET providers in the EAS; facilitating TVET teacher and student mobility; and feasibility study of a register of TVET providers in the EAS. Amongst the raised issues by AIPA member countries include the need to: improve mobility of students and academicians by exploring the possibility of provision of special students work visa or permit for internship and exchange in ASEAN and ASIAN Partners; develop standard framework(s) for quality assurance, comparability of education system in ASEAN and health, Safety and Environment; review HE and TVET curriculum based on current needs.; encourage more partnerships with the private sectors and reputable institutions; promote research and innovation; as well as the signing of MoUs to address and resolve issues pertaining to the HE and TVET challenges faced in this region. All the above mentioned provide platform for us to move forward towards achieving ASEAN Community by 2015. The recommendations from member countries will be brought to the General Assembly to be held in Lao PDR, Vientiane.

14. Visit to the University of Brunei Darussalam.

CLOSING SESSION

15. The Closing session of the 6th AIPA Caucus was held on Thursday, the 19th June 2014 at 1200 hours.
16. The 7th AIPA Caucus Meeting will be hosted by Cambodia in July 2015 in Siem Reap, Angkor.
17. During the session, Delegates considered and adopted the Final Report of the 6th AIPA Caucus Meeting. Upon the adoption of the Report, leaders of all AIPA Member Parliaments delegations officially signed the Report.
18. Acceptance Speech by Hon. Nhem Thavy, Head of Delegation of Cambodia. In his acceptance speech, Hon. Mr. Nhem Thavy on behalf of the National Assembly of the Kingdom of Cambodia and Samdech Akka Moha Ponhea Chackrei Heng Samrin, its President, solemnly announced the acceptance of the Host of the 7th Caucus of the ASEAN Inter-Parliamentary Assembly, and welcomed AIPA delegation to attend the 7th AIPA Caucus which will be held in July 2015 in the historic Siem Reap, Angkor. He further said that to host the 7th AIPA Caucus Meeting is not only the obligation and responsibility, but of the great honour conferred on the National Assembly of Cambodia. He believed that with invaluable support and assistance of AIPA Member Parliaments, the National Assembly of the Kingdom of Cambodia would be able to accomplish its mission as the host of the 7th AIPA Caucus Meeting. [\(Attached in Annex H\)](#).
19. The 6th AIPA Caucus was officially closed by Hon. Haji Awang Morshidi bin Pehin Orang Kaya Digadong Seri Diraja Dato Laila Utama Haji Awang Abdul Rahman. In his closing remarks he emphasizing that by taking the initiative to further implement agreements and decisions formulated by AIPA would define its valuable contribution in the building of a peaceful and prosperous ASEAN. He was convinced that AIPA Member Parliaments shared the same views of education being a key factor to the well being of the ASEAN peoples, particularly in guaranteeing a better environment to the youth who will shape the future. He thanked all AIPA delegation, AIPA Secretariat, ASEAN Secretariat and Expert from the Ministry of Education for their cooperation and support for the success of the meeting.

The Closing remarks is attached in [Annex G](#).

Done in Bandar Seri Begawan, Brunei Darussalam on
Thursday, 21st of Syaaban 1435 Hijrah corresponding to the
19th of June in the Year Two Thousand and Fourteen (2014).

 <p>BRUNEI DARUSSALAM</p>	 <p>..... Hon. Pehin Orang Kaya Maharaja Kerna Dato Paduka Seri Awang Haji Yaakub bin Pehin Orang Kaya Maharaja Diraja Dato Paduka Awang Haji Zainal</p>
 <p>CAMBODIA</p>	 <p>..... Hon. Mr. Nhem Thavy</p>
 <p>INDONESIA</p>	 <p>..... Hon. Mr. Andi Anzhar Cakra Wijaya</p>
 <p>LAOS</p>	 <p>..... Hon. Dr. Somphou Douangsavanh</p>
 <p>MALAYSIA</p>	 <p>..... Hon. Mr. Anuar bin Abd. Manap</p>

 <p>MYANMAR</p>	 <p>..... Hon. Mr. Khin Maung Yi</p>
 <p>PHILIPPINES</p>	 <p>..... Hon. Ms. Evelina G. Escudero</p>
 <p>SINGAPORE</p>	 <p>..... Hon. Prof. Fatimah binte Abdul Lateef</p>
 <p>VIETNAM</p>	 <p>..... Hon. Mr. Le Van Hoc</p>

Done in Bandar Seri Begawan, Brunei Darussalam on
Thursday, 21st of Syaaban 1435 Hijrah corresponding to the
19th of June in the Year Two Thousand and Fourteen (2014).


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Hon. Haji Awang Ahmad Morshidi bin Pehin Orang Kaya Digadong
Seri Diraja Dato Laila Utama Haji Awang Abdul Rahman
Chairman
The 6th AIPA Caucus 2014