



LAPORAN

**DELEGASI DEWAN PERWAKILAN RAKYAT
REPUBLIK INDONESIA**

**MENGHADIRI VIRTUAL CONFERENCE “AIPA
PARLIAMENTARY PARTNERSHIP ON EDUCATIONAL
AND CULTURAL COOPERATION FOR SUSTAINABLE
DEVELOPMENT (AIPA ECC)”**

Jakarta - Indonesia, 30 Juli 2020



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DEWAN PERWAKILAN RAKYAT REPUBLIK INDONESIA
Jalan Jenderal Gatot Subroto, Senayan, Jakarta 10270

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1. PENDAHULUAN

A. DASAR PENGIRIMAN DELEGASI

Delegasi DPR RI pada Virtual Conference AIPA Parliamentary Partnership On Educational and Cultural Cooperation for Sustainable Development (AIPA ECC) yang diselenggarakan di Jakarta pada tanggal 30 Juli 2020, diwakili oleh Wakil Ketua BKSAP, Dr. H. Mardani Ali Sera, M.Eng., didampingi oleh Kepala Biro Kerjasama Antar Parlemen, Tenaga Ahli BKSAP, dan Interpreter.

Sidang ini pertama kali dan diselenggarakan secara virtual sebagai dampak pandemi COVID-19.



Dr. H. Mardani Ali Sera, M.Eng
Wakil Ketua BKSAP / F-PKS
Ketua Delegasi



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C. MISI DELEGASI

Dalam upaya mewujudkan visi pada AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC), maka Delegasi DPR RI memiliki misi yang tertuang dalam pidato ataupun aktivitas diplomasi keparlemenan lainnya, yaitu:

1. Menjalin hubungan kerjasama dengan negara – negara anggota AIPA dengan turut terlibat aktif dalam forum yang diselenggarakan.
2. Berbagi pengetahuan serta praktik terbaik sebagai upaya pengimplementasian poin-poin SDGs dalam konteks peningkatan kualitas pendidikan dan preservasi budaya di tengah pandemi COVID-19.
3. Ikut berkontribusi dalam membangun mekanisme bersama melalui kerangka hukum yang umum untuk pendidikan yang berkualitas, pariwisata yang berkelanjutan dan preservasi budaya

D. PERSIAPAN PELAKSANAAN TUGAS

Materi yang dijadikan referensi bagi Delegasi DPR RI diolah oleh Tenaga Ahli dan Sekretariat BKSAP berupa masukan terhadap rancangan resolusi Advancing Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development of the ASEAN Community, naskah pidato delegasi dan bahan diskusi.

2. JALANNYA WORKSHOP

A. AGENDA SIDANG

Adapun agenda Virtual Conference AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC) adalah sebagai berikut:

Opening Session

- Introduction of delegates
- Opening remarks of the Vice President of the Vietnam National Assembly
- Speech of the IPU Secretary General
- Speech of the UN representative in Vietnam

Discussion Session

- Speeches of AIPA Member Delegations
- Presentation of the Ministry of Culture, Sports and Tourism
- Presentation of the Ministry of Education and Training
- Speeches of international organizations (UNESCO, World Bank)

Discussion Session (Q&A)

Closing ceremony

- Adoption of the resolution
- Closing remarks of the Chairperson



Suasana sesi pembukaan Virtual Conference AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)

B. SITUASI UMUM PERSIDANGAN

Sidang dilaksanakan secara virtual pada tanggal 30 Juli 2020. Sesi pembukaan ditandai dengan opening address oleh Perdana Menteri Viet Nam yang merupakan Ketua ASEAN dan Ketua Sidang ASEAN Leaders' Interface with Representatives of ASEAN Inter Parliamentary Assembly (AIPA) tahun ini.

Dalam pidato pembukaan, Wakil Ketua Parlemen Viet Nam, Uong Chu Luu menyampaikan dalam perkembangan negara atau bangsa mana pun dan seluruh umat manusia, pendidikan dan budaya berfungsi sebagai latar belakang fundamental untuk pembangunan sosial dan pembangunan berkelanjutan. Dalam beberapa tahun terakhir, kerjasama pendidikan dan budaya di antara negara-negara ASEAN telah berlangsung dengan sangat baik. Kerjasama yang sangat baik ditunjukkan dengan hasil yang luar biasa. Namun, masih ada beberapa kendala untuk pendidikan di kawasan seperti kesenjangan kualitas pendidikan yang semakin lebar, standar manajemen, anggaran yang dialokasikan untuk pendidikan, konektivitas antara program pelatihan nasional yang kurang sistematis, standarisasi kualifikasi antar negara anggota ASEAN dan internasionalisasi ijazah di wilayah. Selanjutnya, upaya pelestarian warisan budaya di ASEAN juga menghadapi tantangan yang cukup besar sebagai akibat perubahan iklim, bencana, polusi, dan konsekuensi lain dari aktivitas-aktivitas pariwisata yang kurang bertanggungjawab.

Viet Nam menginisiasi Konferensi ini dengan tujuan untuk memperkuat dan memajukan kemitraan antar parlemen sehingga kerjasama pendidikan dan budaya



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untuk pembangunan berkelanjutan di kawasan akan semakin baik. Berkaitan dengan kerja sama pendidikan, parlemen berperan dalam membuat kerangka legislasi bersama yang mengakui kualitas pendidikan dan sistem pendidikan lintas batas antar negara di kawasan; mekanisme kerjasama untuk mempromosikan pembelajaran jarak jauh dan pembelajaran online di tengah-tengah pandemi COVID-19; serta mobilisasi dan promosi sumber daya untuk pengembangan dan peningkatan kualitas pendidikan. Berkaitan dengan kerjasama budaya, parlemen dapat membuat kerangka hukum legislasi bersama dan meningkatkan kesadaran publik tentang pariwisata yang bertanggung jawab, mempromosikan pelestarian dan koneksi warisan budaya di ASEAN untuk pengembangan pariwisata berkelanjutan; mobilisasi dan promosi sumber daya untuk melestarikan warisan dan melindungi identitas budaya. Viet Nam meminta negara-negara anggota AIPA untuk mempertimbangkan mekanisme forum pembahasan SDGs ini dapat menjadi forum berkelanjutan di AIPA.

Sekretaris Jenderal InterParliamentary Union (IPU), Martin Chungong, memuji kontribusi aktif Vietnam sejak menjadi tuan rumah IPU ke-132. Parlemen Vietnam merupakan parlemen pertama di Asia Pasifik yang bekerja sama dengan IPU menyelenggarakan konferensi tentang peran parlemen untuk mewujudkan SDGs. Sekjen juga menegaskan konsekuensi Covid-19 yang mempengaruhi pencapaian yang diperoleh dunia internasional selama beberapa tahun terakhir. Oleh karena itu, tindakan parlemen saat ini sangat penting untuk perwujudan tujuan pembangunan berkelanjutan di masa mendatang. Sekjen IPU meminta parlemen untuk melakukan upaya lebih lanjut melawan munculnya Covid-19, terutama ketika pandemi memperdalam kesenjangan pendapatan dan akses ke layanan publik.

Sekjen IPU menyampaikan juga harapannya untuk partisipasi aktif dari parlemen dalam kegiatan pengawasan. Parlemen harus memasukkan SDG ke dalam program pembangunan nasional dan mengalokasikan anggaran. Parlemen perlu melakukan pengawasan untuk memastikan bahwa pemerintah melaksanakan SDGs secara transparan dan untuk kemaslahatan rakyat. Parlemen tidak hanya berfungsi sebagai pembuat legislasi, tetapi juga sebagai pemimpin di masyarakat.

Acara selanjutnya Pidato United Nation Resident Coordinator in Viet Nam, Kamal Malhotra, yang disampaikan oleh Kidong Park, Acting United Nation Resident Coordinator in Viet Nam.

Kidong Park menyampaikan apresiasi atas hubungan antara ASEAN dan PBB di semua bidang dan menegaskan dukungan PBB untuk keterlibatan AIPA dalam pembangunan berkelanjutan. Ia juga mengingatkan bahwa meskipun ada kemajuan dalam pendidikan dan pengentasan kemiskinan, kawasan ASEAN saat ini tertinggal di banyak bidang, termasuk beberapa SDGs seperti SDG 8 tentang pekerjaan yang layak dan pertumbuhan ekonomi, SDG 13 tentang aksi iklim dan SDG 16 tentang perdamaian dan keadilan.

Mengenai topik pendidikan dalam kaitannya dengan pembangunan berkelanjutan, Kidong Park mengingatkan bahwa meskipun kawasan ASEAN memiliki penetrasi internet yang tumbuh paling cepat di dunia, Pandemi Covid-19 dan dampak perpindahan ke pendidikan online telah mengungkap kesenjangan digital di ASEAN. Khususnya, anak-anak yang rentan paling terpengaruh oleh kesenjangan digital ini. Dia



Dr. Mardani Ali Sera saat menyampaikan pandangannya terkait isu pendidikan serta pelestarian budaya di Indonesia

menyarankan bahwa ASEAN harus mempromosikan dan meningkatkan literasi dan kemampuan digital di seluruh sistem pendidikan ASEAN. Anggota parlemen ASEAN dapat memainkan peran penting dalam mempromosikan solusi berkelanjutan dan inovatif untuk mengintegrasikan literasi dan keterampilan digital serta lintas sistem pendidikan melalui kerangka hukum untuk pendidikan jarak jauh.

Kidong Park menyinggung juga isu gender di Asia Tenggara dan mengakui bahwa partisipasi dan kepemimpinan perempuan di tingkat lokal memainkan peran penting dalam peringatan dini untuk pencegahan konflik, keterlibatan pemuda dalam mempromosikan budaya perdamaian, intoleransi dan kohesi sosial melalui solusi berbasis komunitas seperti 'Desa Damai' di Indonesia. Namun, dibutuhkan upaya lebih lanjut untuk mengeksplorasi peran dan hubungan antara pemimpin perempuan di tingkat nasional dan lokal, termasuk di parlemen. Di tengah berlanjutnya Covid-19, anggota parlemen harus bekerja untuk memastikan bahwa paket stimulus pemerintah untuk penanggulangan dan pemulihan Covid-19 lebih responsif gender.

Agenda selanjutnya pidato masing-masing Ketua Delegasi Parlemen Anggota AIPA.

Hun Many, Ketua Delegasi Parlemen Kamboja, menyampaikan Pemerintah Kerajaan Kamboja telah mewujudkan pencapaian yang luar biasa terutama melalui penerapan cetak biru Rectangular Strategy Phase IV. Angka melek huruf naik dari 80,7% pada tahun 2013 menjadi 82,5% pada tahun 2017 dan tingkat kehadiran bersih di sekolah dasar naik dari 85,1% pada tahun 2013 menjadi 89,6% pada tahun 2017. Ini juga menunjukkan



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komitmen Kamboja untuk mencapai SDGs, terutama SDG 4 - memastikan pendidikan berkualitas yang inklusif dan setara serta mempromosikan kesempatan belajar seumur hidup. Namun, dampak COVID-19 telah memunculkan tantangan, terutama kesenjangan yang jelas antara pendidikan di perkotaan dan pedesaan ketika moda pembelajaran berpindah dari tatap muka menjadi pembelajaran jarak jauh di berbagai platform virtual. Kementerian Pendidikan, Pemuda dan Olahraga dalam waktu yang sangat singkat berupaya menyesuaikan dan mengkonsolidasikan semua sumber daya pemerintah untuk beradaptasi dan memperluas jangkauan untuk seluruh siswa. Kementerian Pendidikan, Pemuda dan Olahraga juga mempertimbangkan dengan sangat hati-hati keputusan untuk membuka kembali sekolah, yang akan diberlakukan secara bertahap.

Ke depan, masalah utama yang harus ditangani di sektor pendidikan adalah bagaimana beradaptasi dengan "Normal Baru". Salah satunya adalah memastikan bahwa dalam penerapan pembelajaran jauh, siswa di daerah urban dan daerah pedesaan menerima kualitas ajaran yang sama. Di sisi lain, sistem pendidikan dan pembelajaran juga perlu beradaptasi sehingga dapat sumber daya manusia yang ada dengan keterampilan yang tepat untuk memanfaatkan peluang di tengah Revolusi Industri 4.0.

Mengenai isu budaya, Kamboja mendukung gagasan bahwa budaya tidak hanya memainkan peran penting dalam menghubungkan generasi sekarang dengan leluhur melalui warisan budaya benda dan tak benda, tetapi juga berfungsi untuk mendidik masyarakat akan nilai toleransi, saling menghormati, kesabaran, dan penyelesaian masalah melalui dialog damai.

Dalam konteks Komunitas ASEAN yang ditandai oleh budaya yang unik dan beragam, warga ASEAN harus secara aktif mempromosikannya untuk meningkatkan kesadaran dan menarik orang dari seluruh dunia untuk menemukan dan menghargai keindahan dan keunikan budaya ASEAN. Budaya memainkan peran paling penting dalam menyatukan warga ASEAN di bawah ASEAN Socio-Cultural Community, untuk bersama-sama meningkatkan saling pemahaman, penerimaan dan kolaborasi. Dampak COVID-19 tentunya dirasakan pula di sektor ekonomi yang berhubungan dengan budaya dan pariwisata. Pembatasan mobilitas dan perjalanan individu menjadi satu tantangan besar di hadapan.

Dr. Mardani Ali Sera, Ketua Delegasi DPR RI, menyampaikan pandemi membawa disrupsi pada sistem pembelajaran di Indonesia. Sekitar 45 juta siswa saat ini tidak dapat melanjutkan kegiatan belajarnya di sekolah. Sekolah diberikan fleksibilitas untuk memilih bentuk pembelajaran jarak jauh yang paling sesuai. Namun demikian, Pemerintah menyediakan portal dan platform online gratis untuk mendukung pembelajaran dan distribusi pengetahuan. Untuk dukungan anggaran, dikeluarkan Peraturan Menteri untuk fleksibilitas penggunaan dana Bantuan Operasional Sekolah untuk mensubsidi biaya internet bagi siswa dan guru. Peraturan Presiden tahun 2020 memberikan payung hukum kenaikan anggaran Kementerian Pendidikan sebesar 96 persen dengan porsi anggaran mayoritas diperuntukkan untuk mendukung pembelajaran jarak jauh.

Lima bulan sejak Pemerintah mengumumkan kasus pertama COVID-19, Indonesia telah belajar berbagai hal mengenai pembelajaran virtual. Hambatan utama datang dari



Partisipasi Delegasi DPR – RI pada sidang AIPA ECC

disparitas infrastruktur baik dalam satu wilayah maupun antar wilayah. Kesenjangan digital membuat banyak siswa tertinggal selama penutupan sekolah, terutama mereka yang berasal dari keluarga berpenghasilan rendah dan bermukim di daerah pedesaan. Menjembatani kesenjangan infrastruktur dan kesenjangan digital merupakan salah satu Agenda AIPA dalam beberapa tahun terakhir. Di Sidang Umum AIPA sebelumnya, Indonesia juga mengusulkan resolusi kerjasama kawasan untuk mengatasi tantangan terkait Revolusi 4.0. ASEAN harus mengeksplorasi berbagai cara inovatif untuk mengatasi tantangan infrastruktur saat ini dan meningkatkan konektivitas. Termasuk di dalamnya mencari cara-cara inovatif untuk menangani defisit infrastruktur di kawasan. Leaving no one behind sebagai komitmen SDGs berpusat harus menjadi referensi kami untuk kerjasama pembangunan inklusif AIPA di masa depan.

Mengenai warisan budaya dan pembangunan pariwisata berkelanjutan, Indonesia menjunjung tinggi keanekaragaman budaya dan kearifan lokal. Berdasarkan undang-undang tentang pariwisata yang disahkan pada tahun 2009, kedua hal tersebut menjadi inti kebijakan nasional untuk memajukan pariwisata berkelanjutan. Di seluruh nusantara, saat ini terdapat sebelas benda tak berwujud warisan budaya UNESCO, sembilan situs warisan budaya dan alam dan lima belas cagar biosfer yang diakui UNESCO. Pengakuan warisan Indonesia sebagai warisan dunia tidak hanya membawa manfaat bagi Indonesia tetapi juga bagi kawasan Asia Tenggara. Indonesia merupakan salah satu dari dua negara di Asia Pasifik yang menerapkan Sustainable Tourism Observatorium (STO) bersama dengan UN World Tourism Organization. Saat ini ada delapan belas tujuan global yang mengadopsi STO dan lima diantaranya berada di Indonesia. Pemerintah telah berkolaborasi dengan lima universitas dan sektor swasta terkemuka untuk membangun kapasitas lokal masyarakat dalam mengelola pariwisata berkelanjutan. Penekanan diberikan pada kapasitas pemangku kepentingan untuk melestarikan warisan budaya dan pengelolaan limbah.



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Dr. Phonephet Bouphe, Ketua Delegasi Parlemen Laos menyampaikan dalam mengimplementasikan integrasi tujuan pembangunan berkelanjutan di bidang pendidikan berkualitas, pemerintah telah mengeluarkan kebijakan pembelajaran seumur hidup untuk mendorong pemerataan akses pendidikan di semua jenjang, mengembangkan strategi kesetaraan gender untuk menarik calon yang paling berprestasi ke dalam profesi guru untuk memastikan kualitas pendidikan.

Menyadari pentingnya sektor budaya, pemerintah Laos menetapkan arahan kebijakan untuk konservasi dan promosi budaya, terutama dengan membuat beberapa edisi undang-undang tentang budaya.

Pemerintah Laos telah mengevaluasi kemajuan implementasi SDGs secara teratur dan telah mengembangkan mekanisme untuk memobilisasi sumber daya untuk implementasi SDGs.

Zaw Thein, Ketua Delegasi Parlemen Myanmar berbagi beberapa informasi lebih lanjut mengenai kontribusi dan dukungan Anggota Parlemen untuk SDGs selama COVID-19 pandemi untuk mengatasi kendala pendidikan selama COVID-19 dan untuk mencapai Tujuan Pembangunan Berkelanjutan.

Parlemen Myanmar akan mendesak kementerian terkait untuk menciptakan kesempatan bagi setiap warga negara untuk mendapatkan hak pendidikan dan kesempatan untuk belajar seumur hidup, menggunakan teknologi modern untuk memperoleh pendidikan berstandar internasional, mewujudkan pendidikan untuk diterapkan dalam kehidupan sosial dan ekonomi, mendorong pengembangan Rencana Kerja ASEAN untuk Pendidikan 2021-2025, dan mengungkapkan pentingnya berinvestasi dan membangun masa depan sistem pendidikan termasuk pembelajaran seumur hidup dan kemampuan adaptasi dan ketahanan terhadap berbagai tantangan termasuk krisis Covid19.

Krisis kesehatan yang terjadi saat ini menyebabkan banyak orang memilih homeschooling, pendidikan online atau pendidikan jarak jauh, yang tampaknya berdampak pada metodologi baru dan pendidikan digital. Di sisi lain, beberapa tantangan mungkin dihadapi: kurangnya sumber daya (komputer dan aksesorisnya, infrastruktur) dan diskriminasi digital yang lebih luas yang akan menghalangi akses masyarakat ke pendidikan berkualitas.

Di antara sektor-sektor yang paling terpengaruh, pariwisata terpuak keras oleh lockdown dan pembatasan perjalanan. ASEAN harus proaktif dan mengatasi masalah sebelum menjadi tidak bisa dikendalikan. Myanmar menginformasikan kegiatan mereka yang dilakukan dalam hal budaya. Berkenaan dengan pariwisata, Myanmar mengusulkan Negara-negara Anggota ASEAN untuk memanfaatkan alat Manajemen Warisan & Pariwisata yang tersedia - seperti Visitor Management



Assesment (VMA) UNESCO untuk memastikan perlindungan nilai-nilai warisan, dan memperkuat nilai pariwisata untuk situs-situs dan lokal. Parlemen Myanmar mendukung Rencana Strategis ASEAN untuk Kebudayaan dan Seni 2016-2025.

Mark O. Go, Ketua Delegasi Parlemen Filipina, menekankan pentingnya pendidikan sebagai garda terdepan dalam pembangunan bangsa dan masyarakat. Filipina terus-menerus berusaha untuk menyelaraskan upaya legislatif mereka dengan visi ASEAN dan Tujuan Pembangunan Berkelanjutan PBB di bidang pendidikan, melalui Komite Pendidikan Dasar dan Pendidikan Tinggi. Filipina juga berbagi pengalamannya dalam menyelenggarakan pendidikan di tengah wabah Covid-19.

Filipina menganggap budaya penting untuk pembangunan, dan bahkan dalam masyarakat yang terus berkembang, tradisi dan warisan mereka yang dihormati waktu akan selalu relevan dan perlu. Filipina telah mengambil tindakan untuk melindungi situs warisan budaya dan tradisi mereka, bekerja sama dengan badan-badan seperti Komisi Sejarah Nasional Filipina, Komisi Nasional Kebudayaan dan Seni, dan UNESCO.

Di tengah wabah di seluruh dunia, Filipina mengimbau masyarakat untuk bersatu dan belajar dari satu sama lain bagaimana kita dapat terus mencapai tujuan pembangunan berkelanjutan kita saat kita memasuki normal baru.

Ketua Delegasi Parlemen Thailand, Hon. Rong Boonsuaykhwan, menyoroti pentingnya pendidikan dalam mengembangkan masyarakat dan menginformasikan kegiatan Thailand untuk menciptakan dan mendistribusikan kesempatan pendidikan kepada masyarakat.

Delegasi Thailand juga menyampaikan pandemi COVID-19 telah mengungkap ketidaksetaraan pendidikan. Tidak semua anak dapat mengikuti dan menikmati sistem pendidikan karena kemiskinan dan mereka tidak dapat mengakses utilitas dasar dan teknologi publik.

Mengenai budaya, menurut Delegasi Thailand, multikulturalisme kawasan ASEAN muncul dari adopsi budaya baik dari dalam maupun luar kawasan kemudian menyesuaikannya dengan budaya lokalnya. Budaya adalah sesuatu yang tidak bisa kita sentuh dengan tangan tetapi dengan hati, dan menjadi jembatan penghubung manusia dengan manusia dan menjadi jalur utama pembangunan daerah saat ini.

Hoang Thi Hoa, Ketua Delegasi Parlemen Viet Nam, menyampaikan berbagai prestasi dan kemajuan yang dicapai negara-negara ASEAN di bidang pendidikan dan kebudayaan. Namun, AIPA belum memiliki kerangka hukum untuk mengesahkan kebijakan yang berkaitan dengan kerja sama budaya dan pendidikan ASEAN.



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Masih banyak tantangan dalam pelestarian dan keterkaitan cagar budaya untuk pembangunan berkelanjutan; serta dalam mewujudkan SDG4, yaitu untuk "memastikan pendidikan berkualitas yang inklusif dan setara dan mempromosikan kesempatan belajar seumur hidup untuk semua".

The Committee for Culture, Education, Youth, Adolescent and Children of the National Assembly of Viet Nam memberikan beberapa proposal dengan tujuan untuk mempromosikan peran AIPA dalam membuat kerangka hukum bersama untuk memperkuat kerjasama regional di bidang pendidikan dan budaya untuk pembangunan berkelanjutan.

Agenda selanjutnya yaitu paparan dari narasumber:

Ministry of Education and Training

Ministry of Education and Training mengemukakan dua solusi penting untuk meningkatkan efisiensi pendidikan serta memaksimalkan potensi sumber daya manusia di kawasan, antara lain mendorong transformasi digital dan pengakuan kesetaraan kualifikasi.

Krisis Covid-19 telah membawa pelajaran penting untuk mengubah model pendidikan masa depan. Kementerian menghimbau para pimpinan di kawasan untuk membangun platform pendidikan digital bersama yang meningkatkan pemahaman multikultural peserta didik dengan standar kualitas pendidikan yang tetap terjamin. Teknologi canggih Big Data dan Artificial Intelligence dalam analisis data juga harus diterapkan untuk melayani manajemen, pemantauan, evaluasi industri, dan peramalan pendidikan dan pelatihan.

Dalam pengakuan kesetaraan kualifikasi di ASEAN, banyak hal yang harus disiapkan, seperti bagaimana memastikan kualitas pelatihan yang setara, bahkan kualitas pelatihan online antar lembaga dari berbagai sistem, dengan pemantauan dan pengawasan yang berbeda. mekanisme. Perguruan tinggi dan kementerian terkait perlu mengambil langkah lebih lanjut dalam kerjasama, berbagi pengalaman serta membangun mekanisme pemantauan yang terpadu dan harmonis.

Ministry of Culture, Sports and Tourism

Wakil Menteri, Ta Quang Dong, berbagi pandangannya tentang realitas konservasi warisan budaya ASEAN dan konektivitas yang terkait dengan kerja sama untuk mengembangkan pariwisata berkelanjutan.

Peran dan pentingnya warisan budaya diidentifikasi sebagai salah satu sumber daya untuk mengembangkan produk pariwisata untuk pembangunan pariwisata dan tujuan pembangunan berkelanjutan.

Untuk melaksanakan konservasi dan konektivitas warisan budaya ASEAN secara efektif, Kementerian Kebudayaan, Olahraga, dan Pariwisata Vietnam



mengusulkan sejumlah solusi dan rekomendasi tentang investasi dan pembangunan kerangka hukum untuk konservasi dan konektivitas warisan budaya ASEAN.

UNESCO

Michael Croft, Perwakilan UNESCO untuk Vietnam menyatakan bahwa topik konferensi ini sangat relevan dalam kaitannya dengan tujuan pariwisata yang muncul di ASEAN dan perubahan dalam keseimbangan pembangunan dan konservasi di kawasan yang kaya akan warisan budaya.

Presentasinya berfokus pada isu-isu umum dalam Warisan Dunia ASEAN dan bagaimana ASEAN dapat bekerja sama untuk memperkuat keseimbangan antara pembangunan dan konservasi untuk memfasilitasi kontribusi warisan dunia bagi pembangunan berkelanjutan.

Michael Croft mengangkat beberapa rekomendasi solusi yang diambil dari serangkaian diskusi dan lokakarya, dan nilai implementasi rekomendasi dalam kemitraan antara negara-negara ASEAN dan antara ASEAN dan UNESCO yang meliputi: Visi bersama tentang Warisan dan Pembangunan Berkelanjutan; upaya bersama dan kemitraan dalam memperkuat dan menyempurnakan regulasi pusaka; memantau dan mempromosikan koneksi warisan ASEAN di kawasan.

WORLD BANK

Dilip Parajuli, perwakilan Bank Dunia menyoroti pelajaran yang baik dari sistem yang berkinerja baik. Dilip Parajuli menyebutkan konsekuensi Covid-19 terhadap pendidikan yang substansial dan tahan lama. WB memperkirakan kerugian produktivitas jangka panjang sebesar \$ 10 triliun untuk anak didik saat ini secara global. Kelompok populasi yang paling terkena dampak termasuk orang miskin, anak perempuan, etnis, minoritas dan penyandang disabilitas.

Dilip Parajuli meminta negara-negara ASEAN untuk membuat sistem pendidikan lebih efektif, inklusif dan tangguh daripada sebelum Covid dengan: mempertahankan, mengadaptasi, dan meningkatkan inisiatif respons Covid-19 yang berhasil; membangun kembali sistem pendidikan yang lebih baik; melindungi dan meningkatkan pembiayaan pendidikan.

SESI DISKUSI

Paparan narasumber kemudian diikuti dengan sesi tanya jawab dan diskusi. Beberapa poin diskusi yaitu:

- Kamboja bertanya tentang prioritas apa yang harus menjadi fokus negara di tengah dan pasca Covid-19. Kamboja menyoroti pentingnya pemulihan ekonomi mengingat ekonomi yang kuat berfungsi sebagai dasar pendidikan



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"

- dan budaya
- Indonesia menyampaikan keprihatinan tentang bagaimana mengalokasikan anggaran untuk sektor lain sementara anggaran nasional sekarang sebagian besar dialokasikan untuk perawatan kesehatan dan kegiatan untuk menangani Covid-19
 - Laos menyatakan keprihatinannya tentang efisiensi mempromosikan kerja sama pendidikan dan budaya di tengah wabah Covid-19
 - Filipina menekankan pentingnya pendidikan dan budaya, dan membuat beberapa rekomendasi untuk mempromosikan kerjasama di bidang ini
 - Thailand berbagi pengalaman dalam mengatasi dampak Covid-19 dan bertanya tentang bagaimana cara mengubah pendidikan dan budaya dalam konteks Covid-19
 - Perwakilan World Bank mengusulkan agar parlemen memiliki strategi dan program untuk mempromosikan pendidikan dan budaya. Parlemen harus membuat kerangka legislasi dan berfokus pada prioritas
 - Ministry of Education and Training mengusulkan negara-negara ASEAN untuk membangun platform dan sumber daya digital di berbagai bidang, sehingga menjadi momentum transformasi digital. Selain itu, parlemen perlu mengeluarkan dokumen hukum untuk mendorong transformasi digital. Landasan digital menciptakan peluang. Aktivitas online memungkinkan lebih banyak orang untuk bergabung dan membantu menghemat waktu dan biaya
 - Phan Thanh Binh, Chair of the Meeting, menekankan bahwa pengembangan budaya dan pendidikan membantu mencapai tujuan pembangunan berkelanjutan di ASEAN. Kita perlu meningkatkan pendidikan bersama dengan berbasis keunikan budaya ASEAN. Upaya terpadu dalam mempromosikan budaya ASEAN diawali dengan terlebih dahulu mempromosikan budaya setiap negara.

PENUTUPAN

Acara penutupan AIPA ECC Meeting dimulai pada pukul 16.45 tanggal 30 Juli 2020.

Vu Hai Ha, Vice-Chair of the Foreign Affairs of Viet Nam National Assembly menyampaikan rancangan Resolusi yang telah dikirim ke anggota AIPA sebelumnya untuk mendapatkan komentar dan meminta komentar lebih lanjut dari setiap delegasi.

Delegasi membahas dan mengadopsi draf Resolusi mengenai "Parliamentary partnership on educational and cultural cooperation for sustainable development of the ASEAN Community".

Chair of the Meeting, Phan Thanh Binh, Ketua Committee for Culture, Education, Youth, Adolescent and Children of the National Assembly of Viet Nam mengucapkan terima kasih yang tulus kepada para peserta konferensi atas



kontribusi dan dukungan mereka. Ia menegaskan, perhatian utama semua negara adalah bagaimana membatasi penyebaran penyakit dan memulihkan perekonomian di tengah pandemi Covid-19. Terlepas dari tugas jangka pendek, kita tidak boleh mengabaikan tujuan jangka panjang untuk pembangunan berkelanjutan.

Konferensi menerima banyak ide dari para peserta. Presentasi tersebut menyoroti peran penting yang dimainkan oleh parlemen anggota AIPA dalam proses harmonisasi hukum negara untuk memfasilitasi akreditasi kualitas pendidikan dan saling pengakuan kualifikasi di ASEAN serta pelestarian dan pengembangan nilai-nilai budaya unik masing-masing negara. di wilayah tersebut. Phan Thanh Binh mengungkapkan keyakinannya bahwa pengalaman dan proposal yang diberikan dalam Konferensi ini akan menjadi informasi dan pelajaran berharga bagi negara-negara anggota AIPA. Pada saat yang sama, hal tersebut juga menjadi implikasi penting bagi pembentukan mekanisme kerjasama antar daerah dalam mendorong terwujudnya tujuan pembangunan berkelanjutan di bidang pendidikan dan kebudayaan.

OUTCOME DOCUMENT

Pertemuan menghasilkan outcome document yaitu Resolusi mengenai "Parliamentary partnership on educational and cultural cooperation for sustainable development of the ASEAN Community" yang akan diajukan untuk mendapatkan pengesahan di SIUM AIPA tahun ini.

Rancangan resolusi tersebut memuat poin-poin sebagai berikut:

- Menghimbau seluruh Parlemen Anggota AIPA untuk membina kerja sama dalam menciptakan kerangka hukum yang menjembatani segala bentuk sistem pendidikan dalam konteks pendidikan jarak jauh dan online, open learning, berbagi pengetahuan dan budaya di tengah pandemi COVID-19 dan pemulihan pasca pandemi
- Merekomendasikan Parlemen Anggota AIPA untuk melakukan kajian kemungkinan harmonisasi hukum, menegakkan kebijakan saling pengakuan kesetaraan dalam rangka menciptakan premis kerjasama dan pertukaran pendidikan serta budaya dalam kerangka pembangunan berkelanjutan
- Mendorong Parlemen Anggota AIPA untuk memperkuat sharing informasi dan best practices di antara Negara Anggota ASEAN mengenai mobilisasi sumber daya untuk pembangunan pendidikan dan budaya yang mempromosikan Tujuan Pembangunan Berkelanjutan
- Mempromosikan konektivitas antara Parlemen Anggota AIPA dengan mekanisme kerjasama regional pendidikan dan budaya, seperti South East Asia Minister of Education Organization (SEAMEO), ASEAN Social and Cultural Community (ASCC); ASEAN Ministers Responsible for Culture and Arts (AMCA)



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"

- Mendesak Parlemen Anggota AIPA untuk memasukkan komitmen internasional tentang budaya dan pendidikan ke dalam sistem hukum nasional dalam rangka pembangunan berkelanjutan
- Mendukung kerjasama antara Parlemen Anggota AIPA dan mekanisme regional lainnya dengan tujuan untuk meningkatkan kesadaran publik, promosi, perlindungan dan konservasi warisan budaya ASEAN dan konektivitas dalam kaitannya dengan pariwisata yang bertanggung jawab dan pembangunan berkelanjutan
- Merekomendasikan kepada Parlemen Anggota AIPA selama masa kepresidenan bergilir untuk menyelenggarakan konferensi tahunan tentang kemitraan parlementer untuk pembangunan berkelanjutan guna membentuk mekanisme kerja sama antara badan legislatif dan eksekutif dalam rangka realisasi Tujuan Pembangunan Berkelanjutan PBB, untuk pembangunan berkelanjutan dari setiap negara anggota dan Komunitas ASEAN.

3. KESIMPULAN DAN SARAN

A. KESIMPULAN

- Penyelenggaraan Virtual Conference AIPA Parliamentary Partnership On Educational and Cultural Cooperation for Sustainable Development (AIPA ECC) telah berjalan dengan lancar.
- Peserta sidang terlibat aktif dalam forum diskusi untuk berbagi pengetahuan serta masukan untuk output document yang kemudian akan disahkan pada Sidang Umum AIPA Ke-41
- Delegasi Indonesia telah menyampaikan kepentingan nasional yang tertuang pada masukan terhadap rancangan resolusi, serta telah diakomodir di dalam output document.

B. SARAN

- BKSAP dapat berperan aktif dalam forum AIPA yang mengangkat isu tematik 17 Agenda Tujuan Pembangunan Berkelanjutan. Sebelumnya BKSAP telah memiliki pengalaman untuk sidang tematik SDGs melalui inisiatif World Parliamentary Forum on SDGs sejak tahun 2017.
- Untuk penyelenggaraan berikutnya BKSAP agar dapat berkoordinasi dengan Kementerian/Lembaga terkait untuk meminta masukan dalam penyiapan bahan-bahan delegasimasukan terhadap rancangan resolusi, serta telah diakomodir di dalam output document.



4. PENUTUP

Demikianlah pokok-pokok Laporan Delegasi DPR RI ke Virtual Conference AIPA Parliamentary Partnership On Educational and Cultural Cooperation for Sustainable Development (AIPA ECC) pada tanggal 30 Juli 2020. Dokumen terkait akan dijadikan lampiran. Atas nama delegasi, kami mengucapkan terima kasih atas kepercayaan yang diberikan kepada delegasi untuk melaksanakan tugas demi bangsa dan negara Indonesia. Semoga bermanfaat bagi kita semua

Jakarta, Agustus 2020

Ketua Delegasi,

Dr. H. Mardani Ali Sera, M.Eng

A - 422



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"

LAMPIRAN REPORT



**"AIPA PARLIAMENTARY PARTNERSHIP ON
EDUCATIONAL AND CULTURAL COOPERATION FOR
SUSTAINABLE DEVELOPMENT"
30 JULY 2020, HANOI, VIETNAM**

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Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



"AIPA PARLIAMENTARY PARTNERSHIP ON EDUCATIONAL AND CULTURAL COOPERATION FOR SUSTAINABLE DEVELOPMENT" 30 JULY 2020, HANOI, VIETNAM

REPORT

OF THE CONFERENCE OF AIPA PARLIAMENTARY PARTNERSHIP ON EDUCATIONAL AND CULTURAL COOPERATION FOR SUSTAINABLE DEVELOPMENT

INTRODUCTION

1. The Conference of the ASEAN Inter-Parliamentary Assembly on AIPA Parliamentary partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC) was held via video conferencing on 30th July, 2020 from 14.00 to 17.15 hosted by the National Assembly of the Socialist Republic of Viet Nam at the Parliament House, Ha Noi, Viet Nam.

The program of the Conference is appended at Annex A

PARTICIPANTS

2. The Conference was attended by delegations from AIPA Member Parliaments, IPU Secretary General, AIPA Secretary General, international organizations (UN, UNESCO and WB), representatives of ASEAN's Embassies in Viet Nam and related Ministries of Viet Nam.

The list of delegates is appended at Annex B.

OPENING CEREMONY

Remarks by H.E. Phung Quoc Hien, Vice-President of Viet Nam National Assembly

3. In his opening remarks, the Vice-President of Viet Nam National Assembly mentioned the purpose of the Conference. The Conference was Viet Nam's initiative in the capacity of AIPA president for 2020. It was aimed to enable AIPA parliamentarians and partners to consider a cooperation mechanism in areas of education and culture that facilitates the implementation of United Nations' 2020 Agenda for sustainable development, subsequently contributing to advance ASEAN cultural identity, building ASEAN a community of wealth, prosperity and sustainable development.



4. He reminded that our world today had to face many serious and urgent challenges especially the Covid-19 pandemic. Therefore, legislators need to take actions to carry out responsibilities and commitments to realize the SDGs as stated in Hanoi Declaration at the 132rd Assembly of the Inter-Parliamentary Union with the theme “Sustainable Development Goals: Turning words into actions” on April 2015.

5. For this Conference, the Vice-president requested participants to focus on: (i) the role of parliaments in making a common legal framework that recognizes education quality and a cross-border education system among states in the region; the cooperation mechanism to promote distance and online learning in the midst of COVID-19 pandemic; the mobilization and promotion of resources for the development and enhancement of education quality; (ii) making a common legal framework and raising public awareness on responsible tourism, promoting preservation and connection of cultural heritages in ASEAN for sustainable tourism development; the mobilization and promotion of resources for preserving heritages and protecting cultural identity.

6. The National Assembly of Viet Nam proposed AIPA Member Parliaments to consider the establishment of an AIPA long-term mechanism on SDGs. Subsequently, with view to organizing an annual conference in the following years, the member that holds AIPA Presidency would select out of 17 sustainable development goals a theme on different subjects, depending on the situation and interests of Member Parliaments.

The full text of the Welcome Remarks is appended at Annex C.

Remarks by Hon. Martin Chungong, the Secretary General of IPU

7. Mr. Martin Chungong praised the active contributions of Viet Nam after hosting the 132rd IPU. The National Assembly of Viet Nam was the first parliament in the Asia Pacific who hosted a separate conference on the role of parliaments in realizing SDGs.

8. The Secretary General also emphasized the consequences of Covid-19, which threatened and even pushed back the achievement obtained by the international community over the past years. Therefore, parliamentary actions at this time was very important for the realization of sustainable development goals in the coming periods.

9. Mr. Martin Chungong called on parliaments to make further efforts against the emergence of Covid-19, especially when the pandemic deepened the income gap and access to public services. As this was a global challenge, we could only address it on a global scale. The Secretary General expressed his hope to see more active participation of parliaments in the oversight activities. It was important that parliaments should incorporate SDGs into their own national development programs and allocate budget for this. Parliaments need to supervise to ensure that governments conduct SDGs transparently and for the benefit of the people. Parliaments not only take the law making functions but also lead the community.

Remarks by Mr. Kidong Park, Acting United Nations Resident Coordinator in Viet Nam

10. Mr. Kidong Park highly appreciated the relations between ASEAN and UN in all areas and affirmed UN’s support for AIPA’s engagement on sustainable development.



He also reminded that despite some progress in education and poverty reduction, the ASEAN region was currently falling behind in many areas, including some SDGs such as SDG8 on decent work and economic growth, SDGs 13 on climate action and SDG16 on peace and justice.

11. Regarding the topic of education in relation to sustainable development, Mr. Kidong Park reminded that although ASEAN region had the fastest growing internet penetration in the world, the Covid-19 Pandemic and the effects of moving to online education had revealed a stark digital divide in ASEAN. Particularly, vulnerable children are affected the most by this digital divide. He suggested that ASEAN should promote and scale up digital literacy and transferable skills across ASEAN education systems and ASEAN's parliamentarians can play a critical role in leaving no child behind as envisaged in the SDG agenda by promoting sustainable and innovative solutions to integrate digital literacy and transferable skills across education systems through a legal framework for distance education

12. Mr. Kidong Park mentioned the issue of gender in Southeast Asia and acknowledged that there were emerging evidence of women's participation and leadership at the local level that play an increasing important role in early warning for conflict prevention, youth engagement in promoting culture of peace, intolerance and social cohesion through community-based solutions. However, more work was needed to explore the role and connection between women leaders at the national and local levels, including in parliaments. Amidst the ongoing of Covid-19, the parliamentarians should work to ensure that the government stimulus packages for Covid-19 response and recovery are more gender responsive.

The full text of the speech is appended at Annex D.

DISCUSSION SESSION

Presentation of Country Statement by AIPA Member Parliaments

Cambodia

13. In the field of education, the Royal Government of Cambodia had realized great achievements, notably through the implementation of its blueprint Rectangular Strategy Phase IV, the literacy rate climbed from 80.7% in 2013 to 82.5% in 2017 and net attendance rate in primary school rose from 85.1% in 2013 to 89.6% in 2017.

14. For Cambodia, the key issues to address in the education sector was to make sure that while implementing 'distance learning', both urban and rural areas should receive the same quality of teachings. The education system and teachings should also be transformed to better equip our human resources with the right skills in order to seize the opportunity and make the best of Industrial Revolution 4.0.

15. On the issue of culture, we ought to celebrate and promote individually and as ASEAN Community to increase awareness and attract people from across the world to discover and appreciate the beauty and hospitality of our diverse unique cultures. In the same regard, culture played an utmost importance in bringing people together



within the ASEAN Social Cultural Community (ASCC), to foster the culture of understanding, acceptance and collaboration.

The presentation of Cambodia is appended at Annex E.

Indonesia

16. In terms of education, Indonesian Delegation focused on distance and online learning in the context of the pandemic Covid-19 and share their experience in conducting distance learning. Indonesia faced some obstacles in carrying out this type of learning such as disparity of infrastructure within and between islands, difficult access for students from low income families and rural areas.

17. Indonesia called on ASEAN to come up with more innovative ways to address the current infrastructure challenges to seamless connectivity. For their part, recognizing the importance of education, Indonesia had mobilized national resources for education (20% of national budget); trying to reform the education system.

18. Regarding cultural heritage and sustainable tourism development, Indonesia placed an importance to cultural diversity and local wisdom, considering them the heart of Indonesia's national policies to advance sustainable tourism.

The presentation of Indonesia is appended at Annex F.

Lao People's Democratic Republic

19. In implementing the integration of sustainable development goals in the field of quality education, the government had issued a lifelong learning policy to promote the equitable access to education at all level, developed a gender equality strategy to attract the most outstanding candidates into teaching profession to ensure quality education.

20. Concerning cultural sector, being aware of its importance, the government of Lao PDR set up policy directives for the conservation and promotion of culture, mainly by creating several edition of laws on culture.

3. The Government of Lao PDR had evaluated the progress of the implementation of the SDGs regularly and has developed a mechanism to mobilize the resources for the implementation of the SDGs.

The presentation of Lao People's Democratic Republic is appended at Annex G.

Myanmar

22. Myanmar proposed to ensure sustainability in all dimensions, including sustainable economic growth and sustainable development; and turn the Covid19 crisis to an opportunity for ASEAN Community.

23. Myanmar shared some further information regarding the contributions and support of Members of Parliament to the SDGs during the COVID-19 pandemic to overcome



educational constraints during COVID-19 and to achieve the Sustainable Development Goals.

24. Myanmar informed of their activities conducted in terms of culture. As regards tourism, Myanmar proposes ASEAN Member States to utilize available Heritage & Tourism Management tools - such as the UNESCO Visitor Management Assessment (VMA) tool to ensure the protection of the heritage values, and strengthen the value of tourism to the sites and the local communities.

The presentation of Myanmar is appended at Annex H.

The Philippines

25. The Philippines Delegation emphasized the importance of education as the forefront of the building of nation and society. Philippines constantly endeavored to align their legislative work with the ASEAN vision and the United Nations' Sustainable Development Goals on education, through our respective Basic Education and Higher Education Committees. Philippines also shared their experiences in conducting education in the midst of the Covid-19.

26. The Philippines considered culture essential to development, and even in a constantly evolving society, their time-honored traditions and heritage would always remain relevant and necessary. Philippines had taken measures to protect their cultural heritage sites and traditions, working with agencies such as the National Historical Commission of the Philippines, the National Commission for Culture and the Arts, and UNESCO.

27. Amidst the worldwide outbreak, Philippines called on the community to unite and learn from each other how we could continue to achieve our sustainable development goals as we entered the new normal.

The presentation of the Philippines is appended at Annex I.

Thailand

28. Thailand's Delegation highlighted the importance of education in developing the society and informed of Thailand's activities to create and distribute educational opportunities to the society.

29. Thailand's Delegation also pointed out the educational inequality that the pandemic Covid-19 revealed. Not all children could join and enjoy the educational system because of poverty and they could not access to the basic public utility and technology.

30. As regards to culture, according to Thai Delegation, the multiculturalism of ASEAN region arose from adopting cultures from both inside and outside the region and then adapting them to suit their local cultures. Culture was something that we could not touch it by hands but by heart, and it was the bridge to connect people to people and become the main path of regional development today.



The presentation of Thailand is appended at Annex J.

Viet Nam

31. Viet Nam Delegation mentioned various achievement and progress made by ASEAN countries in the fields of education and culture. However, AIPA had yet a legal framework in place to legalize policies relating to ASEAN cultural and educational cooperation.

32. There were still many challenges in preservation and connection of cultural heritage for sustainable development; as well as in realizing the SDG4, that was to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

32. The Committee for Culture, Education, Youth, Adolescent and Children of the National Assembly of Viet Nam gave out some proposals with a view to promote the role of AIPA in making a common legal framework to fortify regional cooperation in education and culture for sustainable development.

The presentation of Viet Nam is appended at Annex K.

Speeches of representatives of ministries and International Organizations

Ministry of Education and Training

33. The Minister of the Ministry of Culture, Sports and Tourism raised two important solutions to improve the efficiency of education as well as to maximize the potential of the human resources in the region, which include promoting digital transformation and mutual recognition of qualifications.

34. The crisis of Covid-19 has brought about important lessons of transforming future educational models. The Minister called on regional leaders to build a shared digital education platform that enhances learners' multicultural understanding while standards of the quality of education are still guaranteed. Advanced technologies of big data and artificial intelligence in data analysis should also be applied to serve the management, monitoring, evaluation of the industry and forecasting of education and training.

35. In terms of mutual recognition of qualifications in ASEAN, there are a lot of things to overcome, such as how to ensure equal quality of training, even the quality of online training among institutions from many different systems, with different monitoring and supervision mechanisms. Member countries' universities and institutions need to take further steps in cooperation, sharing educational experience as well as building a united and harmonious monitoring mechanism.

The presentation of Ministry of Education and Training is appended at Annex L.

Ministry of Culture, Sports and Tourism

36. The Vice-Minister Ta Quang Dong shared his views on the reality of ASEAN cultural heritage conservation and connectivity associated with cooperation to develop sustainable tourism.



37. The role and importance of cultural heritages is identified as one of the resources to develop tourism products for tourism development and sustainable development goals.

38. In order to effectively implement ASEAN cultural heritage conservation and connectivity, the Ministry of Culture, Sports and Tourism of Viet Nam proposes a number of solutions and recommendations on investment and legal framework building for the conservation and connectivity of ASEAN cultural heritages.

The presentation of Ministry of Culture, Sports and Tourism is appended at Annex M.

UNESCO

39. Mr. Michael Croft, UNESCO Representative to Viet Nam stated that the topic of the Conference was particularly relevant in relation to ASEAN's emerging tourism destinations and changes in the balance of development and conservation in the region's rich cultural heritage.

40. His presentation focused on common issues in ASEAN World Heritage and how ASEAN can work together to strengthen the balance between development and conservation to facilitate the contributions of world heritage to sustainable development.

41. Mr. Michael Croft raised some recommendations of solutions which were drawn from a series of discussions and workshops, and the value of implementing recommendations in partnerships between ASEAN countries and between ASEAN and UNESCO which include: A shared vision of Heritage and Sustainable Development; a joint effort and partnership in strengthening and enhancing heritage regulations; monitoring and promoting ASEAN heritage connections in the region.

The presentation of UNESCO is appended at Annex O.

World Bank

42. Mr. Dilip Parajuli, representative of World Bank highlighted the good lessons of well-performing system.

43. Mr. Dilip Parajuli mentioned the consequences of Covid-19 on education, which was substantial and long lasting. WB estimated a long-term productivity loss of \$10 trillion for the current cohort of student globally. The most affected population groups include the poor, girls, ethnic, minorities and persons with disabilities.

44. Mr. Dilip Parajuli called on ASEAN countries to make education system more effective, inclusive and resilient than pre-Covid by: sustaining, adapting and improving Covid-19 response initiatives that worked; building back better education systems; protecting and enhancing education financing.



The presentation of World Bank is appended at Annex P.

DISCUSSION SESSION (Q&A)

45. Cambodia asked about what priorities countries should focus on amidst and post Covid-19. Cambodia highlighted the importance of restoring the economy given that strong economy served as the foundation for education and culture.
46. Indonesia expressed concerns about how to allocate budget for other sectors while the national budget now was largely allocated for healthcare and activities to deal with Covid-19.
47. Laos expressed concerns about the efficiency of promoting educational and cultural cooperation amidst the outbreak of Covid-19.
48. Philippines emphasized the importance of education and culture, and make some recommendations to promote cooperation in these fields.
49. Thailand shared the experience in overcoming the impacts of Covid-19 and asked about how to change education and culture in the context of Covid-19.
50. Myanmar emphasized on the protection of cultural heritage like Bagan, during Covid 19 pandemic. Moreover, Myanmar concerned on the upcoming general election as Covid 19 pandemic would prevent most of the activities like voters' education, election campaign and community gathering. Then, IPU Secretary General responded that they would like to help those kind of activities in upcoming general election of Myanmar.
51. The representative of World Bank proposed that parliaments should have strategy and program for promoting education and culture. They should introduce laws and invest on the priorities.
52. The Minister of the Ministry of Education and Training proposed ASEAN countries to build a digital platform and resources on different fields, creating the momentum for digital transformation. Besides, the parliaments need to issue legal documents to promote digital transformation. The digital foundation create the opportunities. Online activities enable more people to join and help to save time and expenses.
53. Hon. Phan Thanh Binh, Chair of the Meeting emphasized that developing culture and education helped to serve the sustainable development goals of ASEAN. We need to improve education together with our unique culture. We need to promote the culture of each country first and then the culture of the region.

CLOSING CEREMONY

54. The Closing Ceremony of the AIPA ECC Meeting commenced at 16.45 pm on 30 July 2020.



55. Hon Vu Hai Ha, Vice-Chair of the Foreign Affairs of Viet Nam National Assembly brought up the draft Resolution which was already sent to AIPA members in advance for comments and requested further comments from each delegation.

Delegations discussed and adopted the abovementioned draft Resolution.

Closing remarks by Hon. Phan Thanh Binh, Chairman of the Committee for Culture, Education, Youth, Adolescents and Children, Chair of the Conference

56. Hon. Phan Thanh Binh expressed his sincere thanks to the participants of the conference for their contributions and support. He asserted the top common concern of all countries is how to limit the spread of disease and restore the economy in the midst of the pandemic Covid-19. Apart from the short-term tasks, we should not ignore the long-term goals for sustainable development.

57. The Conference received a lot of ideas from participants. The presentations highlighted the important role played by the AIPA member parliaments in the process of harmonizing the laws of countries to facilitate the accreditation of education quality and mutual recognition of qualifications within ASEAN as well as the conservation and development of the unique cultural values of each country in the region. Hon. Phan Thanh Binh expressed his belief that those experiences and proposals provided in this Conference would be valuable information and lessons for AIPA member countries. At the same time, they would also be important implications for the formation of an inter-regional cooperation mechanism in promoting the realization of sustainable development goals in education and culture.

58. After more than 3 hours, with the active participation and contributions of many delegates, the Conference exchanged and agreed on many important contents. In particular, the delegates already discussed and approved the Resolution on "Parliamentary partnership on educational and cultural cooperation for sustainable development of the ASEAN Community".

59. The draft report of the Conference would be sent to AIPA member countries for comments before being submitted to the Social Committee of the 41st General Assembly of the ASEAN Inter-Parliamentary Assembly (AIPA 41).

The full text of the Closing Remarks is appended at Annex Q.



ANNEX A

Programme of Activities



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



PROGRAM

Virtual Conference “AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development” (AIPA ECC)

Hanoi, Viet Nam – July 30th 2020

13:30 - 14:00: Preparation

Technical system check - connection test with all endpoints.

Group photo (13:45-14:00)

14:00 - 14:40: Opening Session

- Introduction of delegates
- Opening remarks of the Vice President of the Viet Nam National Assembly
- Speech of the IPU Secretary General
- Speech of the UN representative in Viet Nam

14:40 - 16:00: Discussion Session (6 minute-limit for a speech)

- Speeches of AIPA Member Delegations
- Presentation of the Ministry of Education and Training
 - Presentation of the Ministry of Culture, Sports and Tourism
- Speeches of international organizations (UNESCO, World Bank).

16:00 - 16:45: Discussion Session (Q&A)

16:45 - 17:15: Closing ceremony

- Adoption of the resolution
- Closing remarks of the Chairperson

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Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



ANNEX B

List of Delegates



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



**"AIPA PARLIAMENTARY PARTNERSHIP ON
EDUCATIONAL AND CULTURAL COOPERATION FOR
SUSTAINABLE DEVELOPMENT"
30 JULY 2020, HANOI, VIETNAM**

LIST OF PARTICIPANTS

1. BRUNEI DARUSSALAM

2. KINGDOM OF CAMBODIA

- | | | |
|---|----------------------|---|
| 1 | Hon. Hun Many | Chairperson of the Commission on Education, Youths, Culture, Sports, Religious Affairs, Cultural and Tourism |
| 2 | Hon. Dr. Ban Sreymom | Vice-Chairperson of the Commission on Education, Youths, Culture, Sports, Religious Affairs, Cultural and Tourism |
| 3 | Hon. Chhoeuy Channa | Secretary of the Commission on Education, Youths, Culture, Sports, Religious Affairs, Cultural and Tourism |

3. REPUBLIC OF INDONESIA

- | | | |
|---|------------------------------------|--|
| 1 | Hon.Dr.Mardani Ali Sera, M.eng | Vice-chair of the Committee for Interparliamentary Cooperation |
| 2 | Hon. Sakinah Aljufri | Member of Committee for Interparliamentary Cooperation, |
| 3 | Mr. Endah T.D Retnoastuti | Secretary to Delegate, Head Bureau of Interparliamentary Cooperation |
| 4 | Mrs. Dewi Amelia Tresna Wiajayanti | Expertise |
| 5 | Mr. Tide Aji Pratama | Expertise |
| 6 | Mrs. Juliana Tansil | Expertise |

4. LAO's PEOPLE DEMOCRATIC REPUBLIC

- | | | |
|---|-----------------------------|-------------------------------------|
| 1 | Hon. Madam Phonephet Bouphe | Vice-Chairperson of Cultural Social |
|---|-----------------------------|-------------------------------------|



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Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"

Committee

- | | | |
|---|---------------------|--|
| 2 | Hon. Sanya Praseuth | Vice-Chairman of Economic, Technology, and Environment Committee |
|---|---------------------|--|

5. MALAYSIA

- | | | |
|---|-----------------------------------|-------|
| 1 | Mrs. Sayani Binti Umar | Staff |
| 2 | Mrs. Amy Tham Lay Choon | Staff |
| 3 | Mr. Klaus Ranga Anak Julias Louis | Staff |

6. REPUBLIC OF THE UNION OF MYANMAR

- | | | |
|---|----------------------|---|
| 1 | Hon. Zaw Thein | Chair of the Committee for interparliamentary cooperation |
| 2 | Hon. Htoot May | Member of the House of Nationalities |
| 3 | Hon. Naw Hla Hla Soe | Member of the House of Nationalities |

7. REPUBLIC OF THE PHILIPPINES

- | | | |
|---|----------------------------------|---|
| 1 | Hon. Mark O.Go | Chairman of the Committee on Higher and Technical Education |
| 2 | Hon. Anna Marie Villaraza-Suarez | Chair of the Committee for Sustainable Development Goals |
| 3 | Hon. Roman Romulo | Chair of the Committee Basic Education and Culture |
| 4 | Mr. Rommel Reyes | Parliamentary Staff |
| 5 | Ms. Melanie Mauricio | Parliamentary Staff |
| 6 | Ms. Ma. Cheryl Posadas | Parliamentary Staff |

8. KINGDOM OF THAILAND

- | | | |
|---|----------------------------|--|
| 1 | Hon. Rong Boonsuaykhwan | The fifth Vice-Chairman of the Committee on Religion, Arts and Culture, House of Representatives |
| 2 | Hon. Wiroj Lakkhanaadisorn | Spokesman of the Committee on |



- | | | |
|---|------------------------------|---|
| | | Education, House of Representatives |
| 3 | Hon. Tuang Untaichai | Chairman of the Committee on Education, Senate |
| 4 | Hon. Chaweerat Kasetsoontorn | The First Vice-Chair of the Committee on Religion, Moral, Ethnics, Arts and Culture, Senate |
| 5 | Mr. Paradorn Arawan | Officer |
| 6 | Ms. Jirapan Jakkaew | Officer |

9. SOCIALIST REPUBLIC OF VIET NAM

- | | | |
|----|-------------------------|--|
| 1 | Hon. Phung Quoc Hien | Vice-President of the National Assembly |
| 2 | Hon. Nguyen Van Giau | Chairman of the Foreign Affairs Committee and Children |
| 3 | Hon. Phan Thanh Binh | Chairman of the Committee for Culture, Education, Youth, Adolescents |
| 4 | Hon. Vu Hai Ha | Vice-chair of the Foreign Affairs Committee |
| 5 | Hon. Hoang Thi Hoa | Vice-chairman of the Committee for Culture, Education, Youth, Adolescents and Children |
| 6 | Hon. Nguyen Van Tuyet | Vice-chairman of the Committee for Culture, Education, Youth, Adolescents and Children |
| 7 | Hon. Ngo Thi Minh | Vice-chairman of the Committee for Culture, Education, Youth, Adolescents and Children |
| 8 | Hon. Doan Thi Thanh Mai | Vice-chair of the Economic Committee |
| 9 | Hon. Nguyen Quoc Hung | Member of the Committee for Culture, Education, Youth, Adolescents and Children |
| 10 | Hon. Dinh Cong Sy | Member of the Foreign Affairs Committee |



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"

- | | | |
|-----|--------------------------|--|
| 11 | Hon. Nguyen Tuan Anh | Member of the Committee for Science, Technology and Environment |
| 12 | Hon. Do Thi Lan | Member of the Committee for Social Affairs |
| 13 | Hon. Dinh Thi Phuong Lan | Member of the Council for Ethnic Minorities |
| 14 | Mrs. Pham Thuy Chinh | Vice-chair of the Office of the National Assembly |
| 15 | Mr. Phung Xuan Nha | Minister of the Ministry of Education and Training |
| 16. | Mr. Ta Quang Dong | Vice-Minister of the Ministry of Culture, Sports and Tourism |
| 17 | Mr. Le Quan | Vice-Minister of the Ministry of Labour, Invalids and Social Affairs |
| 18 | Mr. Nguyen Van Trung | Vice-Minister of the Ministry of Planning and Investment |

8. IPU

- | | |
|------------------------|--------------------------|
| 1. Mr. Martin Chungong | Secretary General of IPU |
|------------------------|--------------------------|

9. AIPA SECRETARIAT

- | | | |
|---|------------------------------|------------------------------------|
| 1 | Mrs. Nguyễn Tường Vân | Secretary General |
| 2 | Mr. Pandu Dewono | Deputy Secretary General |
| 3 | Ms. Putri Gita Chandra Lubis | Secretary to the Secretary General |
| 4 | Ms. Padmitha Ajeng | Communication Officer |
| 5 | Ms. PuGit Lubis | Secretary to Secretary General |

10. INTERNATIONAL ORGANIZATIONS

- | | | |
|----|--------------------|--|
| 1 | Mr. Kidong Park | Representative of UN Resident Coordinator and WHO Representative |
| 2 | Mr. Dilip Parajuli | Senior Education Economist, World Bank |
| 3. | Mr. Michael Croft | UNESCO Representative to Viet Nam |



ANNEX C

Welcome Remarks by H.E. Phung Quoc Hien, Vice-President of the National Assembly of Viet Nam



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



**Remarks by
VICE-PRESIDENT OF THE NATIONAL ASSEMBLY OF VIET NAM AT
THE OPENING CEREMONY OF AIPA CONFERENCE ON
PARLIAMENTARY PARTNERSHIP ON EDUCATIONAL AND
CULTURAL COOPERATION FOR SUSTAINABLE DEVELOPMENT
(30 July 2020, Viet Nam)**

Excellency Mr. Martin Chungong, Secretary General of the Inter-Parliamentary Union,

Distinguished delegates from AIPA Member Parliaments and international community,

Ladies and gentlemen,

On behalf of the President of the National Assembly of Viet Nam, I would like to welcome all participants to the virtual conference “Parliamentary partnership on educational and cultural cooperation for sustainable development”. As the initiative by the host country Viet Nam in the capacity of AIPA presidency for 2020, this conference is aimed to enable AIPA parliamentarians and partners to consider a cooperation mechanism in areas of education and culture that works toward the implementation of United Nations’ 2030 Agenda for sustainable development, subsequently contributing to advance ASEAN cultural identity, building ASEAN a community of wealth, prosperity and sustainable development.

Our world today is facing a great deal of severe and urgent problems, namely pollution, resource depletion, ecological imbalance, ethnic conflicts, adverse impacts of urbanization and development, and particularly the ongoing outbreak of COVID-19 pandemic from the end of 2019 on global scale, affecting every aspect of daily life, taking away lives and upending livelihood of millions in the region and around the world. This may hinder the implementation of the United Nations’ Agenda 2030 for sustainable development that pertains 17 goals designed to achieve poverty elimination, protecting the planet and ensuring common prosperity for all. As law-makers, we need to take consistent actions with our mandates and commitments to sustainable development as stated in the Hanoi Declaration of the 132nd IPU Assembly: “The Sustainable Development Goals: Turning words into actions” in April 2015. In this conference, we will focus on the topic of cooperation in education and culture as major issues that play meaningful part in building ASEAN Social and Cultural Community.

Ladies and gentlemen,

In the development of any country or nation and of the entire humankind, education and culture serve as fundamental background for promoting social



progress and sustainable development. In recent years, educational and cultural cooperation has been fortified and advanced among ASEAN countries, and as consequence, achieved remarkable outcomes. However, there remain several constraints for ASEAN education, such as widening gap of education quality, management standards, budget allocated for education, etc... lack of systematic connectivity between national training programs, mutual recognition of qualifications, internationalization of diplomas in the region. Furthermore, cultural heritage preservation in ASEAN also faces substantial challenge as a result of climate change, disasters, pollution and other consequences of overused tourism.

With a view to strengthening and better advancing parliamentary partnership in educational and cultural cooperation for sustainable development, it is my hope that this conference will provide the opportunity for participants to exchange information and experience on the followings:

- ***With regards to educational cooperation:*** the role for parliaments to play in making a common legal framework that recognizes education quality and a cross-border education system among states in the region; the cooperation mechanism to promote distance learning and online learning in the midst of COVID-19 pandemic; the mobilization and promotion of resources for the development and enhancement of education quality.
- ***With regards to cultural cooperation:*** making a common legal framework and raising public awareness on responsible tourism, promoting preservation and connection of cultural heritages in ASEAN for sustainable tourism development; the mobilization and promotion of resources for preserving heritages and protecting cultural identity.

Given the importance of culture and education as social foundation for sustainable development, we the National Assembly of Viet Nam, would like AIPA Member Parliaments to consider the establishment of an AIPA long-term mechanism on the question of SDGs. Subsequently, with view to establishing an annual conference in the following years, the host of AIPA General Assembly will select out of 17 sustainable development goals a theme on different subjects, depending on the situation and interests of Member Parliaments.

With that in mind, I welcome and highly appreciate the participation of the delegates from AIPA Member Parliaments, the Secretary General of IPU, the Secretary General of AIPA, representatives from ASEAN diplomatic agencies in Viet Nam, from international organizations and as well as Vietnamese government agencies. It is my confidence that with your proactive engagement and responsible contribution, added with the clear communication from all endpoints, this virtual conference will achieve positive outcomes, concluding with fruitful recommendations to the forth-coming 41st AIPA General Assembly.

May the conference be crowned with great success. May all participants be blessed with good health, happiness and success.



ANNEX D

Remarks by UN Representative in Viet Nam



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



**UNITED NATIONS
VIET NAM**

.....

Office of the UN Resident Coordinator

Please Check against Delivery

**Virtual Conference: ASEAN Inter-Parliamentary
Assembly (AIPA) Parliamentary Partnership on
Education and Cultural Cooperation for Sustainable
Development (AIPA ECC)**

by

Mr Kamal Malhotra

United Nations Resident Coordinator in Viet Nam

(Delivered by Mr Kidong Park,

Acting United Nations Resident Coordinator in Viet Nam)

30 July 2020

2A6, Parliament House, 1 Doc Lap, Ba Dinh, Ha Noi Viet Nam



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"

His Excellency Mr. Phung Quoc Hien, Vice President of the National Assembly of Viet Nam,

*His Excellency Mr. Martin Chungong, IPU Secretary General,
Excellencies,
Ladies and Gentlemen,*

On behalf of the UN Resident Coordinator, Mr. Kamal Malhotra, I would like to express our sincere appreciation to AIPA for the invitation to join this timely conference. The United Nations also wishes to express appreciation to ASEAN for its continued commitment to the United Nations, multilateralism and the international rules-based order.

At the outset, allow me to recognize the tremendous work of the Government of Viet Nam, as the ASEAN Chair, in the fight against COVID-19. There are a number of new cases in Danang and its vicinity, as well as possibly in Hanoi and HCMC, and we highly appreciate and strongly support the ongoing efforts of the Vietnamese authorities to address the situation. We stand with the Governments and people of Viet Nam and the other ASEAN Members in solidarity.

Allow me to recall the words of the UN Secretary-General at the Security Council Session on UN Cooperation with Regional Organisations, including ASEAN, on 30 January 2020, which was organized by Viet Nam's Security Council Presidency: At this time of increasingly complex challenges for global peace and security, cooperative and inclusive multilateral efforts, including strong partnerships between the United Nations and regional organizations, are essential.

The Comprehensive Partnership between ASEAN and the United Nations was adopted in 2011 at the 4th ASEAN-UN Summit. Since then, the ASEAN-UN Comprehensive Partnership has developed into a key component of the UN's broad engagement with regional organizations. It has also become a good model of cooperation between the United Nations and a regional organisation, which spans all areas of UN work, including sustainable development, peace and security, humanitarian action and human rights.



The first ASEAN-UN Plan of Action (2016-2020) will end in 2020, and the 2nd Plan of Action (2021-2025) is expected to be adopted at the 11th ASEAN-UN Summit, scheduled to take place in Viet Nam this November.

In this regard, the UN looks forward to including in the 2nd ASEAN-UN Plan of Action the formalisation of its engagement with AIPA. The UN hopes that such formalisation of AIPA-UN partnership will provide a strategic opportunity to strengthen collaboration in areas including sustainable development, climate action as well as strengthening the role of women parliamentarians.

Excellencies,

Ladies and Gentlemen,

Turning to today's discussion that initiates AIPA's formal engagement on sustainable development, I would like to stress that the UN stands ready to support AIPA in this endeavour. It is important to recognise that while there has been some progress in education and poverty reduction, the ASEAN region is currently falling behind in many areas, but also regressing in SDG8 on decent work and economic growth, SDG13 on climate action and SDG16 on peace and justice.

At the most recent ASEAN-UN Summit (10th ASEAN-UN Summit) in Bangkok last November, the UN Secretary-General had urged the Leaders of ASEAN to accelerate action across all the SDGs, and offered the UN's technical support in its efforts.

The UN Secretary-General also welcomed the initiative between ASEAN and the UN to upscale its collaboration in the complementarities between the ASEAN Vision 2025 and the 2030 Agenda, including by integrating gender and human rights into this work, with a view to ensuring that that growth and development be more inclusive and in line with the principle of leaving no one behind. At the 10th ASEAN-Summit, the UN Secretary-General also stressed the interconnections of the climate crisis with sustainable development, peace and human security. In this regard, the Secretary-General strongly urged the Leaders of ASEAN to upscale efforts to mitigate climate change, including ending dependency on coal and moving to renewable energy.

As the ASEAN region is assessed by the UN to have regressed in SDG 13 on climate action, four of the ten countries most affected by climate change are ASEAN Member States, and the ASEAN region remains highly vulnerable to climate change, especially



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Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"

rising sea-levels that impact on coastal communities. As AIPA considers its plans to move forward on sustainable development, AIPA may wish to consider the current global climate emergency and its interlinkages with sustainable development in the ASEAN region.

At this juncture, I would like to share with you a proposal from the UN, that ASEAN parliamentarians ensure adequate oversight of the implementation of SDG National Action Plans and, through AIPA, exchange experience, tools and best practices in SDG implementation and oversight.

Excellencies,

Ladies and Gentlemen,

Allow me to turn to the subject of education and culture in relation to sustainable development.

It is important to recognise that ASEAN countries have reinforced their commitment to investing better in human capital development, from childhood to adolescence and adulthood. Indeed, the ASEAN region recognizes the urgency of its demographic dividend and the importance of investing in and working with young girls and boys to prepare for Industry 4.0 and the impacts of digitization, urbanization and climate change on its economies and society.

Although the ASEAN region has the fastest growing internet penetration in the world, the COVID-19 pandemic and the effects of moving to online education have revealed a stark digital divide in ASEAN. That is between the children who have access to digital learning opportunities and those that do not, often in remote areas. Vulnerable boys and girls are affected the most by this digital divide.

As ASEAN focusses on digital transformation, it must go beyond simply improving access to technology and digital learning platforms, but also focus on strengthening education systems' ability to nurture digital literacy and transferable skills for all children and young people.

In this regard, I would like to urge ASEAN to promote and scale up digital literacy and transferable skills across ASEAN education systems. Here, ASEAN's parliamentarians can play a critical role in leaving no child behind as envisaged in the SDG agenda by promoting sustainable and innovative solutions to integrate digital



literacy and transferable skills across education systems through a legal framework for distance education.

I would like to revert to issues relating to gender. While the role of women in politics may be limited in Southeast Asia at the national level, there are emerging evidence of women's participation and leadership at the local level that play an increasing important role in early warning for conflict prevention, youth engagement in promoting culture of peace, intolerance and social cohesion through community-based solutions, such as 'peace villages' in Indonesia. However, more work is needed to explore the role and connection between women leaders at the national and local levels, including in parliaments, to take this kind of initiatives.

In light of our ongoing efforts to address the impact of COVID-19, in terms of the legislative framework, we can examine various roles of parliamentarians to ensure that the government stimulus packages for COVID-19 response and recovery (which in most cases needs to be approved by the parliament) are more gender responsive. For instance, social protection packages must go beyond focusing on poverty reduction and income generating opportunities to mitigate economic shocks, but take a 'human- rights based approach' to development that considers accessibility, availability, affordability and quality of services that address other types of vulnerabilities during the COVID-19 crisis, particularly access to essential services for gender-based violence (GBV) survivors. Allocation of funds for supporting economic opportunities for women, including education and capacity development, could be a critical element of building back better and differently at the national and regional levels.

Excellencies,

Ladies and Gentlemen,

We at the United Nations look forward to continuing to collaborate closely with ASEAN, including AIPA, to upscale our joint goals of peace, prosperity, sustainable development, climate action and the protection of human rights.

Thank you very much for your attention. ***Xin Cam On!***



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Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



ANNEX E

Remarks by AIPA Member Parliaments Cambodia



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



Intervention by H.E. Mr. HUN MANY
Head of Delegation of Cambodia's Parliament AIPA Virtual Conference
***"AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development"* (AIPA ECC)**

hosted by the National Assembly of Viet Nam Preah Vihear room, National Assembly Building
2.00 pm-5.15 pm, July 30th, 2020

Excellency, Mrs. Tong Thi Phong, First Vice-President of the National Assembly of Viet Nam,

Distinguished AIPA members,

Excellency, Mr. Martin Chungong, IPU Secretary General,

Ladies and gentlemen,

At the outset, on behalf of the National Assembly, the Royal Government as well as the Cambodian delegation to this important AIPA meeting, I would like once more to congratulate the Socialist Republic of Vietnam for its leadership in her capacity as the chairman of AIPA and ASEAN, and for the successful organization of the 36th ASEAN Summit.

Along with my colleagues, H.E. BAN SREYMOM member of the National Assembly and H.E. CHHOEUY CHANNA member of the Senate, we are pleased to represent the Parliament of the Kingdom of Cambodia to this AIPA meeting under the theme *"AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development"*. Once again we would like to thank the National Assembly of Vietnam for organizing as well as coordinating this discussion.

Dear colleagues,

We are meeting at the time when the global environment is fast changing. Even before the COVID-19 pandemic, the world was facing an increasingly volatile environment which we could note many issues such as geopolitical tensions, trade war, climate change, as well as the increase of unilateralism and protectionism, all contribute to an environment of uncertainty and unpredictability. Adding to these above, the prolonged COVID-19 pandemic has now taken a serious toll not only on public health safety, but also on various social spectrum and global economy.

In the field of education, the Royal Government of Cambodia has realised great achievements, notably through the implementation of its blueprint Rectangular



Strategy Phase IV, the literacy rate climbed from 80.7% in 2013 to 82.5% in 2017 and net attendance rate in primary school rose from 85.1% in 2013 to 89.6% in 2017. This also demonstrates Cambodia commitments to achieving Sustainable Development Goals (SDGs), especially SDG 4 of *'ensuring inclusive and equitable quality education and promote lifelong learning opportunities'*.

The impact of COVID-19 however has surfaced challenges, especially an apparent gap between urban and rural area education, when moving from face to face teachings to distant learning on various virtual platforms. The Ministry of Education Youth and Sport (MoEYS) has had in a very short period of time to adjust and to galvanize all government resources at its disposal, in order to adapt teaching content and to employ both traditional and non-traditional media to reach out to our students. The MoEYS is also considering very carefully the decision to re-open schools, which would be enacted in stages.

Moving forward, the key issues to address in the education sector, includes on the one hand, how to adapt to the "New Normal", one of which is to make sure that while implementing 'distant learning', we are able to guarantee that both urban and rural areas receive the same quality of teachings. On the other, we need to transform our education system and our teachings to better equip our human resources with the right skills in order to seize the opportunity and make the best of Industrial Revolution 4.0.

On the issue of culture, we support the idea that culture plays a crucial role not only in linking the present generation to our ancestral past and roots through our tangible and intangible cultural heritage, but also serves to educate our people as well as our society the value of tolerance, mutual-respect, patience, a win-win mindset through peaceful dialogue.

In the context of our ASEAN Community, where there exist unique and diverse cultures, we ought to celebrate and promote individually and as ASEAN Community to increase awareness and attract people from across the world to discover and appreciate the beauty and hospitality of our diverse unique cultures. In the same regard, culture plays an utmost importance in bringing people together within the ASEAN Social Cultural Community (ASCC), to foster the culture of understanding, acceptance and collaboration. Unfortunately, with the prolonged impact of COVID-19, where all sectors of the economy have been affected, that includes tourism sector, travel restriction has made people-to-people exchange quite a challenge.



Dear colleagues,

First, I would like to express on behalf of the RGC our heartfelt congratulation to each ASEAN member state for the successes in battling the COVID-19 pandemic so far and wish our sincerest of further successes in the continuation of containing the spread of the current or future wave of COVID-19 in our effort to keep our people safe and economy going.

The COVID-19 pandemic, as our Prime Minister, Samdech Akka Moha Sena Padey Techo HUN SEN pointed out during the 36th ASEAN Summit Plenary Session, and I quote *'the COVID-19 pandemic has brought about a number of challenges including public health safety, disruption on mobilization and global supply chain as well as severe social impact and global economic downturn.'*

In this regard more than ever, while ensuring our international commitments and by working with IPU and other international partners to achieve our common goals, including SDGs, I would like to call on all members of AIPA to commit and to collaborate even closer with our respective government, and to serve as a bridge between the government and our people to ensure that we can overcome this crisis together, whether it is tackling public health issues or socio-economic ones.

To that end, I believe a focus on 'restoring our economy' must be in order. It would entail adapting to the "New Normal" during the prolonged impact of COVID-19, and getting ourselves ready for a post COVID-19 world.

Restoring our economy requires law makers, government, our people and other stakeholders to be working hand-in-hand. And in the context of ASEAN Community, fostering intensive joint collaboration toward a focus priority to restore our regional economy, including sharing best practices in measures to contain the spread of the pandemic and building trust in our tourism sector could be a start. By the same token, sharing our best practices in the field of education and culture in a post COVID-19 world and other socio-economic aspects would only make our ASEAN Community of 600 million market strong and our readiness to partner with the rest of the world.

I would like to end my intervention by echoing our Prime Minister's words, we do hope that once the COVID-19 vaccine is proved to be effective, *'it will be used for humanity'*.

Thank you for your attention.



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



ANNEX F

Remarks by AIPA Member Parliaments Indonesia



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



Draft as of 28th July 2020



**Virtual Conference
“AIPA Parliamentary Partnership
On Educational and Cultural Cooperation for Sustainable Development (AIPA
ECC)**

Hanoi, Viet Nam – July 30th 2020

Speech of AIPA Indonesia Delegation (6 minutes) Delivered by:

Hon. Dr. Mardani Ali Sera, MP

Honorable Vice President of the National Assembly of Viet Nam, Honorable Secretary General of IPU and UN Coordinator in Viet Nam, Distinguished MPs of the AIPA Member Parliaments, Good

afternoon.

On behalf of the House of Representatives of the Republic of Indonesia, allow me to congratulate the National Assembly of Viet Nam for organizing this virtual conference.

I represent the Delegation of the Indonesian House of Representatives. My name is **Mardani Ali Sera** from Prosperous and Justice Party Faction. I am the Vice Chairperson of the Committee for Inter-Parliamentary of the Indonesian House and also a Member of the Commission II dealing with domestic governance, regional autonomy, state apparatus and agrarian affairs.

On addressing today's subjects for discussion, I will start with distance and online learning as it is our common reality due to COVID-19. The pandemic has disrupted Indonesian learning system. Around 45 million students are



Draft as of 28th July 2020

currently unable to continue their learning activities at school. Schools are given the flexibility to choose the most suitable form of distance learning. However, the Government provides a free online portal and an online learning sharing platform to encourage knowledge sharing.

In order to provide budgetary support, ministerial regulations were issued to allow the use of School Operational Assistance funding to subsidize the internet costs for students and teachers. Under the Presidential Regulation issued in 2020, Ministry of Education budget was increased by 96 percent with majority portion of the budget is intended to support the distance learning.

Five months since the Government of Indonesia has announced the first case of COVID-19, we have learned so much. The major obstacle is coming from disparity of infrastructure within and between the islands. Digital divide has leaving many students at a disadvantage during school shutdown, particularly those from low income families and rural areas.

Narrowing the infrastructure gap and digital divide were among some of the AIPA agenda in the past years. In the past AIPA General Assemblies, Indonesia was also proposing for resolution on cooperation to address challenges related to Revolution 4.0. ASEAN must come up with more innovative ways to address the current infrastructure challenges to seamless connectivity. This will include innovative ways to address the infrastructure deficit in the region. SDGs was centered upon the promise of “leaving no one behind”, and it must become our reference for AIPA future cooperation on inclusive development.

Regarding cultural heritage and sustainable tourism development, Indonesia placed an importance to cultural diversity and local wisdom. Under the law on tourism enacted in 2009, they become the heart of our national policies to advance sustainable tourism.

Across the archipelago, currently there are eleven UNESCO intangible cultural heritage, nine cultural and natural heritage sites, and fifteenth



Draft as of 28th July 2020

UNESCO recognized biosphere reserves. We believe that the acknowledgement of Indonesia's heritage as the world heritage will not only bring benefits to Indonesia but also to the region.

We are one of the two countries in the Asia Pacific that implemented Sustainable Tourism Observatory along with UN World Tourism Organization. There are currently eighteen global destinations that adopt STO and five of them are in Indonesia. We have collaborated with five reputable universities and private sector to build capacity for local community in managing sustainable tourism. Our emphasis is on the stakeholders' capacity to preserve cultural heritage and waste management.

To end this statement, I would like to highlight our efforts to mobilize national resources for education. Noting that education plays a great role in the development of a country and in providing a remarkable outcome for the success of SDGs, we allocate twenty percent of our national budget for this sector. The allocated percentage is even mandated in our 1945 amended constitution. Mobilizing resources for education has facilitate remarkable progress in terms of ensuring universal access to primary education. In 2018, we have achieved almost 100 percent enrollment rate for children.¹ However, we are still behind in the achievement of an equitable and quality education in secondary education. Lack of achievement is mainly derives from bureaucracy, administrative and technical requirements for teachers. There is also challenges related to infrastructure for those in remote, rural and disadvantage areas.

To address those challenges, we are currently trying to reform the education system. We try to put more emphasis on the student than the system. Instead of a uniformed national test at the end of school term, students will have competency and character tests to determine their learning path in the future. This is implemented in parallel to our national efforts to bridging the infrastructure gap across Indonesia.

Thank you.

¹ <http://uis.unesco.org/en/country/id>



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



ANNEX G

Remarks by AIPA Member Parliaments

Laos



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



Speech of Hon. Dr. Phonephet Boupha Member of Parliament, Vice-Chairperson of the Socio and Cultural Affairs Committee, National Assembly Lao PDR at the virtual meeting on “AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development”

Honorable Vice President of the National Assembly

Honorable IPU Secretary General

Honorable UN representative in Vietnam

Honorable AIPA Member Delegations

Ladies and Gentlemen,

It is a great pleasure and honor for me to lead a delegation to take part in the virtual meeting today and to share with you on the implementation of the SDG especially the SDG 4

The Government of Lao PDR regards the SDG implementation as the international obligation, which will not contribute to the realization of the 2030 agenda for sustainable development but will bring benefit to the LAO PDR. To this end, the Lao Government must focus on the achievement of the goals of its National Socio-Economic Plan, Strategy 2025 and Vision 2030, which include green growth and sustainable development, maintaining steady economic growth, achieving constant reduction of poverty and graduating from the least developed country status, among other.

The VIII National Socio-Economic Development comprises of 3 main dimensions including economy, social and environment and other rotating sectors which includes 20 outputs using the results based management methodology and integrated with 18 development goals including the national goal unexploded ordinance.

In implementing the integration of sustainable development goals in the field of quality education, the government has issued a lifelong learning policy to promote the equitable access to education at all level, developed a gender equality strategy to attract the most outstanding candidates into the teaching profession to ensure quality education. However, there are issues and challenges that need to be addressed and a need to establish specific measures for the lack of engagement among primary and secondary students, the restrictions on the expansion of infrastructure and availability of teachers, the fragmentation of the population, the lack and obsolescence of educative materials posing an obstacle in terms of scientific and technological advances for the use of distance learning or on line learning etc... especially the use of technology transfer to adapt to the new context in the mist of imposition of preservation and control measures to combat the Corona Virus Covid-19.

Although many objectives and strategies of the sustainable development goals are aligned with the development plan for education and sport, some indicators are missing and have yet be identified and integrated. The definition of some indicators are still uncertain and other indicators are linked to other sectors. Others are defined by UNESCO but cannot be used because they must be based on national surveys, and some others do not correspond to the current situation in the Lao PDR



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Concerning the works on the cultural sector, the government regarded its works in the cultural sector as foundation for national stability, as a force for society to expand, as well a goal for development and society to have unity, efficiency and prosperity in terms of objects and mind. With said knowledge and trust, the government gives importance to its cultural works, as well as set up policy directives for the conservation and promotion of culture, mainly by creating several edition of laws concerning culture that emphasize on the bonds of citizens that create , conserve , use culture and also the promotion of culture along with tourism activities to attract more visitors.

The Government of Lao PDR had evaluated the progress of the implementation of the SDGs regularly and has developed a mechanism to mobilize the resources for the implementation of the SDG by using the roundtable meeting with the development partners annually and cooperating with the United Nations to inform on the development agenda and the needs of different sectors to implement their programs relating to the SDGs especially the SDG 4.

Since the SDGs have been localized, the Government have also allocated the budget annually . Based on the mandate of the National Assembly the members of the parliament oversees the implementation of the SDGs and the legal frameworks such as law on education , technology transfer, gender equality , cultural heritage etc... and coordinating efforts for better implementation in terms of making the sustainable development as a priority and budget allocation.

Finally I would like to take this opportunity to congratulate the National Assembly of the Vietnam for organizing the virtual meeting and to drafting the resolution on AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development and I do hope that the AIPA member of Parliament will continue to commit to implement the resolution and to strengthen our cooperation and further sharing the experiences and lessons learnt on the implementation of the SDG.

Thank You for Your Attention



ANNEX H

Remarks by AIPA Member Parliaments Myanmar



Laporan Delegasi DPR RI

Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



As of 29 July 2020

**Speech by Hon.Mr.Zaw Thein, Leader of the Myanmar Delegation of
Union Assembly of Myanmar
at the Virtual Conference “AIPA Parliamentary Partnership on
Educational and Cultural Cooperation for Sustainable Development”
30 July, 2020
(1400-1730 hrs. Hanoi time)**

*Your Excellencies, Speakers and Members of Parliament,
Honorable Secretaries General,
Distinguished Delegates,
Ladies and Gentlemen,*

First of all, allow me to extend my warmest greetings to my friends and colleagues here. On behalf of the Myanmar delegation, I would like to take the opportunity to express my appreciation and gratitude to H.E.Mdm Tong Thi Phong, Vice President of National Assembly of Viet Nam, for the warm hospitality extended to our delegation at this virtual conference on AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development. It is also my great pleasure to join my distinguished colleagues and fellow Parliamentarians here today.

We believe that the theme of this virtual conference, “AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development” is crucial for promoting AIPA activities and enhancing its role in building ASEAN a community of peace, stability, solidarity, unity, prosperity and sustainable development. We support the UNESCO principles that focus on the integration of education and society for sustainable development. Education allows every human being to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future. Therefore, the ASEAN educational cooperation as well as cultural learning or cooperation at all levels should assist the socialization process which leads to lifelong learning and sustainable development.



As of 29 July 2020

As inspired by the theme of the conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development", we need to ensure sustainability in all dimensions, including sustainable economic growth and sustainable development. We must turn the Covid19 crisis to an opportunity for ASEAN Community. But to do so we must harness evidence-based policy action to address the impact of the pandemic and help each other to overcome it.

May I share some further information regarding the contribution and support of Members of Parliament to the SOGS during the COVID-19 pandemic to overcome educational constraints during COVID-19 and to achieve the Sustainable Development Goals.

Myanmar Parliament will urge concerned ministries to

- create educational opportunities for every citizen to have the right to education and opportunities for lifelong learning,
- use modern technologies to acquire international standard education,
- bring about the education to be applied in socio economic life,
- encourage the development of the ASEAN Work Plan on Education 2021-2025, and
- express the importance of investing and building relevant future ready education systems of all forms including life-long learning and to develop adaptation abilities and resilience to various disruptions including the Covid19 crisis.

SDGs implementation of development activities and cooperation with international organizations have surged forward as the global partnerships under the Development Assistance Coordination Unit-DACU and Myanmar Development Assistance Policy-MDAP. We would like to share the information about quality education for all projects and Myanmar's inclusive and sustainable tourism development projects included in CPF (country partnership framework) undertaken by the Myanmar government. During the Covid19 pandemic, all schools were closed down but hopefully, Myanmar government is starting to reopen schools depending on the recovery from the disease.

**As of 29 July 2020**

The Ministry concerned is working enthusiastically to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all as per the Sustainable Development Goal-SDG 4 - Quality Education. It is emphasizing “to get equal access to quality technology, vocational and higher education without gender discrimination” which is the Target (3), one of the 10 Targets of SDG 4. With the confirmation of the parliament of Myanmar, the following programs have been in progress: it conducted by the ministry according to the National Education Strategic Plan 2016-2021;

1. Establishes a National Research and Innovation Fund and Research and Development Centres at HEIs,
2. Develops a policy and strategy for world-class national universities and comprehensive universities,
3. Upgrades facilities at selected HEIs,
4. Enhances the status of e-learning centers and e-libraries,
5. Improves the effectiveness of the distance education system, and
6. Undertakes professional development for faculty and laboratory technicians.

Nowadays, the current health crisis causes many people to choose options such as homeschooling, online or distant education, while it seems to be an impact on new methodology and digital education. On the other hand, some challenges may be faced: lack of resources (computers and its accessories, infrastructures) and broader digital discrimination that will prohibit the people’s access to their quality education.

Among the most affected sectors tourism has been hard hit by lockdown and travel restrictions. On 1 April 2020, all commercial flights to Myanmar were suspended, which caused tourism to practically stop. ASEAN should be proactive and address the problem before it becomes unmanageable.

ASEAN Member States should utilize available Heritage & Tourism Management tools - such as the UNESCO Visitor Management Assessment (VMA) tool to ensure the protection of the heritage values, and strengthen the value of tourism to



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the sites and the local communities. Myanmar Parliament supports ASEAN Strategic Plan for Culture and Art 2016-2025.

As regards culture,

- cultural exchange programs with ASEAN and other countries are being carried out.
- graduates from national university of arts and culture, and State High of Arts in Basic Education schools under Ministry of Education.
- curriculums of the previous Fine Arts subject have been upgraded.
- practical experience with computers has been improved in commercial arts subject at the Painting and Sculpture Department, the State High School of Fine Arts (Yangon and Mandalay).
- the middle and high school education curriculum at the State High School of Fine Arts (Yangon and Mandalay) has been adopted.

However, challenges include:

- foreign Culture influence over local community, and
- a few research staff in Training and Research of Fine Arts.

Recently, there have been outbreaks of the Covid19 pandemic in the world's counties, and many countries have formulated new policies and have made decisions to protect the disease in order to mitigate its impact on a variety of fields including educational and cultural ones. Myanmar is no exception.

Thank you.



ANNEX I

Remarks by AIPA Member Parliaments

Philippines



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Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



**Speech of Hon. Mark O. Go, Head of the Philippine Delegation,
to the AIPA Parliamentary Partnership on Educational and Cultural Cooperation for
Sustainable Development of the ASEAN Community (virtual conference)
2:00 PM, (Hanoi time) 30 July 2020**

Your Excellency Phung Quoc Hien, Vice-President of the National Assembly of the Socialist Republic of Vietnam, Inter-Parliamentary Union Secretary General Martin Chunggong, UN Resident Coordinator in Vietnam Kamal Malhotra, AIPA Secretary General Madam Nguyen Tuong Van, Distinguished parliamentarians, Ladies and Gentlemen,

On behalf of the Philippine House of Representatives, I wish you all a good afternoon and I hope you are all safe and well amidst these times.

At the House of Representatives, we have always valued education to be at the forefront of the building of nation and society. As such, we constantly endeavor to align our legislative work with the ASEAN vision and the United Nations' Sustainable Development Goals on education, through our respective Basic Education and Higher Education Committees. More than simply providing a degree in one's hand, it is our objective to strengthen our youths' learning foundation that builds competence and innovation equipped for today's globalized and 21st-century standards.

That said, while we prize ingenuity and critical thinking, this education must be rooted and tempered in culture — which after all, is the system of beliefs and values that shapes our identity as people. We take pride in our collective identity as Filipinos and as Southeast Asians, and it is through celebration of this heritage that allows our people to fully participate in all aspects of socio-economic development by ensuring that our values and beliefs, created by our shared experiences, are duly protected and recognized. It is through culture that we not only preserve our heritage but promote inclusivity, improving our youths' quality of life and preparing them for the Fourth Industrial Revolution.



As the UN has done so, we recognize that inclusivity, especially in education, is key to escaping poverty and helping equip our children with the tools to develop sustainable solutions to the world's problems. On this, the Philippines has marked a significant milestone, as we passed the Universal Access to Quality Tertiary Education Act, a landmark law signed by President Rodrigo Duterte in 2017. This law ensures free tuition and other fees in local and state universities and colleges, and technical-vocational institutions in the Philippines, as we grant our less fortunate youths a chance to rise above poverty.

With the onslaught of the COVID-19 pandemic around the world, however, various sectors have been challenged, including education. The effects of COVID-19 have undoubtedly created impediments in our legislative efforts towards building an inclusive and globally competitive educational system in line with our ASEAN goals and the SDGs.

That said, the Filipino spirit is nothing if not resilient and adaptive — and it is this same, shared spiritual foundation throughout the ASEAN that will help our nations rise above these challenges. It is my pleasure to report to you the actions that we have taken to support our nation's education sector amidst this global crisis, as well as the rest of our efforts in meeting our community's goals.

To bridge the discrepancy in our educational system with that of our ASEAN neighbors, in 2013, we passed the Republic Act 10533 or the *Enhanced Basic Education Act* which saw an overhaul in our basic education curriculum, implementing a K-12 program that added two more years of senior high school. However, the country's continued adjustment to our new educational system has faced another interruption, with classes suspended as the nationwide community quarantine took effect.

In spite of the COVID-19 crisis, the House of Representatives has worked on the passage of bills and resolutions to ensure the continuity of our students' education and protect the welfare of those in the education sector.



Last July 17, our President signed into law Republic Act 11480 or the Revised School Calendar Act which empowers our President, upon the recommendation of our Secretary of Education, to set a different date for the start of the school year in the event of a declaration of a state of emergency or a state of calamity. This law will give our Department of Education sufficient flexibility to protect our students and teachers alike, both in times of emergencies, like the current pandemic as a public health emergency, or during the occurrence of disasters.

From face-to-face instruction, our basic education institutions shall continue to conduct its classes utilizing the blended learning system. All higher education institutions will utilize the flexible learning modality, with majority focusing on seamless online learning guided by the provisions of the Online Distance Learning Act or Republic Act 10650, but giving special consideration to students without internet access. Through this law, we have democratized access to higher education by combining the Distance Education Method with the principle of Open Learning.

The Sub-Committee on New Normal of the Defeat COVID-19 Ad Hoc Committee approved House Bill 6706, a bill that proposed a Recovery Assistance Package for tertiary institutions across the nation, securing the welfare of public and private institutions, as well as teachers and students financially affected from the pandemic.

House Resolution 780 proposes a partnership between the government and the country's major internet providers to subsidize internet bandwidth for the use of teachers and students as part of the companies' corporate social responsibility. A joint task force consisting of the country's bureaus on health, education, and information and communication technology, in consultation with major telecommunications companies, will create a home-based virtual education system to be enacted during a public health emergency. This resolution was jointly adopted by the Basic Education Committee and the Higher Education Committee.



Another measure approved by our joint committees was the bill on *Blended and Flexible Learning Act*. *Blended Learning* refers to the range of learning options in education where instruction combines various modes of learning. With current limitations in widespread online infrastructure, the Department of Education will employ a hybrid of online or distance learning, and other modes such as TV or radio-based instruction, printed modules, and limited face-to-face classes — based on available school resources, students' and teachers' access to computers, and the degree of risk of COVID-19 infection in the area. Our higher education institutions will also utilize flexible learning, guided by the provisions of the Online Distance Learning Act, while giving special consideration to students without internet access.

Our Basic Education and Culture Committee also approved House Bill 6708 and House Resolution 857, urging the Department of Education to continue providing education amid COVID-19 through television-based lectures for public elementary and high school students, in coordination with our Presidential Communications Operations Office (PCOO) and government-owned television stations such as PTV-4 and IBC-13 TV.

The suspension of technical-vocational education and training (TVET) in schools and training centers, on the other hand, has resulted to increased enrollment in the free online training programs of the Technical Education and Skills Development Authority or TESDA, the national agency in charge of non-degree technical-vocational education. TVET will now be delivered using innovative and flexible ways of training and learning through blended learning systems.

These are the measures we have adopted in Congress to address the education sector's challenges in the new normal. That said, we have not wavered in our mission to attain these Sustainable Development Goals — particularly SDG 4, which has guided much of our action in our education committees. We recognize that sustainable education does not only pertain to global competence, but that we provide a safe and effective learning environment to all regardless of race, class, gender, religion, or disability.



To foster a national culture of lifelong learning, we are currently working on an *Act Institutionalizing the Lifelong Development Framework to Promote Lifelong Learning*. This establishes a Lifelong Learning Development Council headed by the country's basic education secretary, with the heads of our Department of Interior and Local Government, Commission on Higher Education, and the Technical Education and Skills Development Authority as members; and the designation of Learning Cities, mobilizing their resources to promote a culture of learning throughout life. We believe that this will also equip future generations for the Fourth Industrial Revolution, as we mold them into a globally relevant and competitive workforce ready for today's needs and sensibilities.

Where there is ignorance, hatred sows. We believe that education is key to breaking poverty barriers, promoting education and understanding of cultures, and appreciating diversity in identities to foster peace and non-violence. Our region has initiated various undertakings to develop further goodwill and friendship among our countries, like this very conference, and events like the Southeast Asian Games. In Congress, we passed Republic Act 11470, a law that established the National Academy of Sports to develop talented young Filipinos into world-class athletes with a quality and specialized secondary education curriculum.

We agree that culture is essential to development, and even in a constantly evolving society, our time-honored traditions and heritage will always remain relevant and necessary. Throughout the years, our country has taken measures to protect our cultural heritage sites and traditions, working with agencies such as the National Historical Commission of the Philippines, the National Commission for Culture and the Arts, and UNESCO. In 2017, Baguio City was designated as the country's first ever UNESCO Creative City, identifying creative pursuits and traditions such as our indigenous folk art and crafts as strategic to sustainable development.

As we further recognize creativity as key to economic growth, the Higher Education Committee passed House Bill 4263, or the Philippine Entrepreneurs Academy Act. This



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aims to foster a national culture of innovation and achieving the twin goals of national productivity and job creation, creating a specialized institute offering rigorous entrepreneurial education to produce highly competent and top-notch entrepreneurs.

Amidst the worldwide outbreak, it is upon our community to unite and learn from each other how we can continue to achieve our sustainable development goals as we brace for and enter the new normal. It must be our goal to continue in our vision for lasting reforms towards sustainable and inclusive growth, in which education and culture play a significant role. On behalf of our delegation and the House of Representatives, I look forward to hearing from the members of the parliament on their respective countries' own developments and concerns as we collectively learn to rise above this challenge. I also reiterate our nation's commitment to being an ally towards achieving our shared goals for this community.

Thank you very much and good afternoon.



ANNEX J

Remarks by AIPA Member Parliaments Thailand



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**Statement delivered by the Thai Delegation
on AIPA Parliamentary Partnership on Education
and Cultural Cooperation for Sustainable Development
July 30th, 2020
Ha Noi, Viet Nam**

Mr. / Madam Chairperson,

My colleagues,

Today we are assembling here to share our view and discuss on educational and cultural cooperation in the new context of combating against COVID-19. This topic is quite interesting and up to date in coping with the challenging situation.

As we all know, Education is the most important foundation in term of developing society. It helps to raise human consciousness and the spirit of intellectual civilization. Apart from allowing humans to be knowledgeable and to be able to develop themselves, education can also determine the direction of the country. According to these reasons, each fiscal year, Thailand has allocated the largest budget to the Ministry of Education to support and promote education into the right and effective direction.

In order to create educational opportunity and distribute educational opportunity to the society, Thailand has a royal project called Distance Learning Television (DLTV) that launched on December 5th, 1995 to help eliminate educational inequality. DLTV provides the same quality of education, learning, and teaching among the participating schools. It also helps in solving the problem of teacher shortage in an efficient way. This project has been successful for more than 20 years in helping to reduce the inequality of education.

During the COVID-19 pandemic period, the school closure is a part of the government measures to control and restrain the spread of COVID-19. DLTV has been selected and introduced to the Thai children at all levels as the alternative learning system before the new semester starts in July. The said learning system is not mandatory. It just provides children opportunity to review their subjects and spend their time wisely before their school re-opening.

However, this crisis gives us a clearer view of educational inequality. Although we have learning system, we found that not all children can join and enjoy this system. Since



they cannot access to the basic public utility and technology. The poverty family is another key factor of educational gaps and social inequality. Thailand believes that several countries in South East Asia may find the same problem as well. If the rights of children to access the educational system are the most fundamental rights, and we still cannot provide it to them, how we can entirely say “We leave no one behind”

Mr. / Madam Chairperson,

My colleagues,

The multiculturalism of the ASEAN region arises from adopting those different cultures from both inside and outside the region and then adapting them to suit their local cultures. Indian and Chinese cultures are the most influent to this region. Nowadays, ASEAN countries share various cultures in many areas such as languages, costumes, food, poetry, art, dance, music, and etc. So, we can say that there are no strangers among ASEAN people for a century.

This year has been designated as the Year of ASEAN Identity to create greater public awareness among our ASEAN citizens and further develop and foster a sense of belonging and shared identity among the peoples of ASEAN. In this connection, the Ministry of Culture will organize the activities on 8-9 August 2020 to celebrate ASEAN Day and the Year of ASEAN Identity. Culture is intangible thing. We cannot touch it by hands but by heart it is the bridge to connect people to people and become the main path of regional development today.

Regarding the tourism, ASEAN region has a continuous growth of foreign tourists more than 10% average. The foreign tourists who travel directly to ASEAN countries increase ASEAN people's income about 12.4% per GDP and expected to increase to 15% per GDP by 2025. This is a good signal of tourism. But this year, the COVID-19 outbreak affected economic activities severely in all aspects, in particular, the tourism sector. In Thailand, we expect that the situation will be improved and the travelers will be able to travel again in the 4th quarter of lifting the lockdown or early next year. In this connection, ASEAN countries shall work closely in cooperating, help, and sharing information including best practices in order to promote ASEAN as a whole.

Thank you.



ANNEX K

Remarks by AIPA Member Parliaments Viet Nam



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**Intervention of Viet Nam delegation at the conference
On “Parliamentary partnership on educational and cultural cooperation
for sustainable development”**

Ph.D. Hoàng Thị Hoa

Vice Chairperson

*Committee for Culture, Education, Adolescent,
Youth and Children*

Ladies and Gentlemen!

The world we are living in today is very much unlike before and getting increasingly unpredictable. Five years ago, the implementation of the Millennium Development Goals was shifted to that of Sustainable Development Goals. 17 Sustainable Development Goals (SDGs), as approved and committed to by UN member states, reflect the mutual understanding of a world on the brink of challenges concerning economic, social, and environmental instability.

That, however, is not all. In 2016, at the World Economic Forum, we learned that the world had entered the fourth industrial revolution with fundamental and profound impacts on our daily life. While the answer still lies ahead, there comes the Covid-19 pandemic. It is yet over but enough for us to realize that the world has changed, and that we need to get acquainted with a new normal world where we begin to think, study, interact, and work differently.

Globalization has softened national borders, narrowing economic, political, social, and cultural spaces. Integration for development, cooperation for empowering changes and adjustment to the new world have become crucial, especially for such developing countries as a majority of ASEAN.

Ladies and Gentlemen!

ASEAN countries have a key strategic location as a focal intersection of the world's outstanding cultures. Cultural diversity of the region has been the source of connection, promotion of exchange between nations, increase of mutual understanding, contribution to regional stability, peace, and development, and continues to be the driving force for further development and a principle foundation for the construction of a better common home of ASEAN.

Today, we are here at the Meeting on “Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development” to discuss about AIPA inter-parliamentary cooperation mechanism, creating legal framework for new developments in educational and cultural cooperation between ASEAN countries for the sustainable development of the region.

Education and culture have made significant progress within the ASEAN regional integration toward “One Vision, One Identity, One Community”.



In culture, since its early days of establishment, ASEAN has been focusing on the strengthening of cultural exchanges, fostering understanding of cultures in ASEAN and beyond. Today, ASEAN is building a social and cultural community, and therefore, is in even greater need of further cultural exchange, mobilizing different resources including those of human, materials, and knowledge to preserve and diversify the important cultural activities.

Preservation of national cultural heritage is one of sustainable development goals under UN Agenda 2030. In this regard, ASEAN countries have made some commendable achievements through several cooperation platforms such as: UNESCO Convention on cultural heritage; various projects for preservation and promotion of cultural heritage values in ASEAN; research and preservation of cultural heritage; exchange of information and data; exhibitions and introduction of cultural heritage, and developing human resource for cultural heritage works.

The promotion of cultural heritage tourism linked with preservation and sustainable development has been collectively conducted by ASEAN member states in coordination with and resources from other countries and partners. Việt Nam has been proactive to promote regional heritage linkage by organizing ASEAN Tourism Conference themed “Connecting Heritages for ASEAN Tourism Development in the Digital Age” within the 2019 Tourism Forum in Ha Long City, while working with other countries in the region to present new attractive tourism products.

In education, at the ASEAN Education Forum held in Ha Noi (2007), delegations adopted "Thang Long - Ha Noi Declaration on ASEAN education space". In 2008, the initiative of creating a higher education common space in ASEAN Economic Community was adopted by ASEAN education ministers at the SEAMEO meeting.

The Sustainable Development Goal 4 (SDG4) highlights quality education and promotion of peaceful, non-violent culture, which honors cultural diversity and its contribution to sustainable development.

AIPA has its Resolution No. 6GA/RES.8/83 on ASEAN cooperation on culture; Resolution dated 19th September 2014 on Strengthening Parliamentary Roles in Developing Vocational Education and Skilled Labour for the Integration of ASEAN Labour Market; Resolution dated 11th September 2015 on Fostering Higher Education in ASEAN toward a comprehensive ASEAN Community.

However, AIPA has yet a legal framework in place to legalize policies relating to ASEAN cultural and educational cooperation.

Preservation and connection of cultural heritage for sustainable development are facing great challenges: a number of world cultural and natural heritages are under adverse impact of climate change, the conflict between preservation and development. In light of speedy development of science, technology, and digitalization, the promotion of tourism potentials of ASEAN cultural heritage has to ensure sustainable development, preservation of values, and economic interests. The fourth industrial revolution brings both opportunity and challenge for tourism, requiring creativity for new discovery, urging further cooperation and connection to improve tourism quality... that all need a legal framework for cooperation.



Distance, virtual, and open education are considered as important educational forms to implement SDG4. That is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. In Education 2030 Framework for Action, the promotion of distance learning, virtual training has repeatedly been raised as missions and solutions that countries can collaborate to enhance access, equity, quality, and suitability of education. Nevertheless, prior to the Covid-19 pandemic, distance, virtual, and open learning had only been considered as informal and supplementary educational platforms to the formal education system with specific schooling location, teaching timetable, and face to face learning.

A new learning modality is on its way to wipe away boundaries between formal and informal, primary and continuous education. This new form will result in several changes in education. *First is* the change from degree-based to skill-based values where employers tend to recruit those with skills other than those with degrees. *Second is* the change in training timeline where universities are going to replace their 4-year with 60-year learning program to meet the need for lifelong learning. *Third is* the change in learning space where a student in Hanoi can pursue a training course for Public management in the National University of Singapore.

Given those changes, distance, virtual, and open educations bring great benefits to their learners in many ways including free or cost-effective access to education, quality education, cross-border education, equal education; and making lifelong learning a reality.

Theoretically, however, it is possible. In reality, it is not easy to earn those benefits. Developing countries are all facing challenges in terms of necessary knowledge, implementing capacity, and infrastructure. One of the main solutions to overcome these challenges is to strengthen international and regional integration in education.

Furthermore, while the European Union already has the official statement on the legal framework with policies and roadmap for a EU higher education space, ASEAN has yet come to that point. The idea of an ASEAN higher education space is only limited to a statement of ASEAN Education Ministers, who welcome this proposal. Since then, exchange on policy and substance concerning a common higher education space has yet come to necessary consent that allows the promulgation of a regional policy on ASEAN scale. A legal framework under AIPA umbrella providing for the legalization of this policy has not even touched upon. This very fact needs exhaustive consideration to attain a multi-dimensional cooperation mechanism, top-down and bottom-up.

Hence, although we have made remarkable steps forward, the journey to an ASEAN educational and cultural space remains a long way ahead. It is food for thought not only at this conference but also for many in the long run.

Ladies and gentlemen,

Considering the issues in question, the Committee for Culture, Education, Youth, Adolescent and Children - as part of the National Assembly of Viet Nam, with legislative and oversight power on the implementation of laws and policies concerning education and culture - with a view to promote the role of AIPA in making a common legal framework to fortify regional cooperation in education and culture for sustainable development, proposes the followings:



First, an AIPA conference on annual basis is needed for the purpose of realizing UN sustainable development goals and cementing cooperation in education and culture for sustainable development.

For the up front, implementing SDG4 in the context of new education modality, in which distance learning, online learning and open learning become a blend with formal education, to ensure inclusive and equitable quality education with flexibility and cross-border availability and promote lifelong learning opportunities.

Creating a regional mechanism to enhance public awareness on cultural heritage preservation and connection, associated with promoting sustainable tourism.

Second, advancing parliamentary cooperation among AIPA Member Parliaments in making and refining legislation on culture and education; creating legal framework for the cross-border education within ASEAN as well as for new forms of distance learning and online learning in response to the pandemic and emerging context.

Also, recommending parliaments to harmonize legislation, carrying out policy of mutual recognition to create a premise for educational and cultural cooperation and exchange for sustainable development.

Third, promoting the role for AIPA to recommend ASEAN and its governments to provide an avenue for cooperation in the implementation of SDGs, streamlining on SDG4, by means of building a common knowledge foundation with required capacity and resources for reforming education modality in response to the post-COVID and in the time of opportunities and challenges of the fourth revolution of technology, contributing to realization of the ASEAN Socio-Cultural Community Blueprint 2025.

Engaging AIPA Member Parliaments with existing regional mechanism on culture and education, such as the South East Asian Education Ministers Organization (SEAMEO) and ASEAN Socio-Cultural Community;

Forth, refining AIPA oversight instrument to foster ASEAN as a region and member governments in particular, to comply with regional commitments in areas of culture and education, taking the commitment on mutual recognition of qualifications and diplomas for the immediate, by means of aligning national qualification frameworks with the ASEAN Qualification Reference Framework (AQRF)

Fifth, sharing and communicating amongst ASEAN member states on the role models and lessons learnt in mobilizing and promoting resources for educational and cultural development working toward sustainable development.

Sixth, recommending the building of a map of cultural heritage in order to preserve the inclusiveness of national culture and space, and furthermore, building a road of cultural heritages in view of connecting ASEAN cultures, preserving the cultural diversity that has been considered as precondition for the sustainable development of peace and security at national and regional scale, as well as in the world.

Ladies and gentlemen!

In the capacity of AIPA presidency, the National Assembly of Viet Nam holds this conference on parliamentary partnership on educational and cultural cooperation for sustainable development. It is my hope that this conference will be the premise for an AIPA



parliamentary forum on culture and education in the years to come. The theme may vary from year to year, allowing us to go further in details of issues in question of today's discussion.

We would like to take this opportunity to extend to the ASEAN colleagues our amity and our wish of solidarity in maintaining an ASEAN of peace, equality and national sovereignty, in making ASEAN and the planet greener, cleaner and prettier, for the people to live in happiness, enjoying quality education and cultural diversity of ASEAN and of the entire humankind, for each and all countries to be free in expanding integration and sustainable development under the common home of ASEAN.

May you all be blessed with good health, may the meeting be crowned with success.



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ANNEX L

Presentation of the Ministry of Culture, Sports and Tourism



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Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



Meeting on "Parliamentary Partnership in Cultural and Educational Cooperation for Sustainable Development of the ASEAN Community, 30 July 2020, Hanoi, Vietnam

SPEECH
AT THE INTERNATIONAL CONFERENCE "PARLIAMENTARY
PARTNERSHIP ON CULTURAL AND EDUCATIONAL COOPERATION
FOR SUSTAINABLE DEVELOPMENT" WITHIN THE FRAMEWORK OF
THE 41st AIPA GENERAL ASSEMBLY IN VIET NAM

Minister of Culture, Sports and Tourism of Vietnam

Your Excellencies,

Ladies and Gentlemen,

First of all, I would like to extend my most respectful greetings to Excellencies and all of you present today.

On behalf of the Minister of Culture, Sports and Tourism of Viet Nam, I would like to share some of the ideas pertaining to The reality of ASEAN cultural heritage conservation and connectivity associated with cooperation to develop sustainable tourism; resources for cultural heritage conservation and connectivity for the goal of sustainable development; proposed solutions and recommendations on investment and legal framework building for the conservation and connectivity of ASEAN cultural heritages.

1. The reality of ASEAN cultural heritage conservation and connectivity associated with cooperation to develop sustainable tourism.

ASEAN Socio-Cultural Community (ASCC) is one of the three important pillars of ASEAN Community aimed at promoting the formation of the awareness of regional identity, regional awareness and building mutual understandings among ASEAN people. Identity creation is one of the basic contents of the Master Plan of the Socio-Cultural Community. ASEAN comprises of countries with various types of heritage, containing unique and distinct cultural and historical values. These heritages have been important factors contributing to the development of tourism, boosting economic and social development of ASEAN countries. Viet Nam has actively cooperated with other countries in the region through programs and projects in the fields of cultural heritage conservation and promotion which have obtained remarkable results.

ASEAN is abundant in the world's natural and cultural heritages with 37 sites having been recognized by UNESCO, including 23 cultural heritages, 13 natural heritages and one mixed heritage (Viet Nam currently has 05 tangible cultural, 02 natural heritages and 01 natural-cultural heritage in the region). Besides, Viet Nam also has 9 world's biosphere reserves, 3 UNESCO-recognized global geoparks, 10 ASEAN Heritage Parks). There are a number of famous sites which are favorite destinations for domestic and foreign tourists



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including Viet Nam's Ha Long Bay, Hue Imperial City and Hoi An Ancient Town; Cambodia's Angkor Wat; Myanmar's Bagan; Laos' ancient capital Luang Prabang; Indonesia's Buddhist temple Borobudur, Thailand's historical city Ayutthaya; the Philippines' Baroque mosques, Malaysia's ancient towns of George Town and Melaka etc.

In cooperating and preserving cultural heritages during the past years, ASEAN countries have achieved plenty of practical results through various forms of cooperation namely: Cooperation in building and implementing legal frameworks in protecting cultural heritages, examples being the implementation of UNESCO Conventions on cultural heritage and the implementation of cultural heritage conservation and promotion projects in ASEAN region; Cooperation in researching and preserving cultural heritages, exchanging information and materials, exhibiting and introducing cultural heritages and human resources training for cultural heritage mission. Viet Nam, together with other ASEAN countries have deployed some of the projects such as: Project on the management of Bagan Ancient Town's conservation of Myanmar; Viet Nam, Cambodia and the Philippines have collaborated to develop a multinational profile namely "Keo co games and rituals" to submit to UNESCO for recognition, and organized an international conference "UNESCO heritage network in South East Asia: Conservation associated with sustainable development"; Exchanging performances of Viet Nam-ASEAN's UNESCO recognized intangible cultural heritages; Carnival of Viet Nam-ASEAN's UNESCO recognized heritages and Da Lat Flower; performances of collective installation art reviving famous and special cultural sites of ASEAN countries etc.

Cultural heritage has become complete cultural-tourism products, and both an enabler and a driver for tourism development. Cultural heritage, along with cultural and creative industries, has become a "manufacturing industry", generating social wealth and increasingly accounting for a large proportion in each country's national budget. Therefore, UNESCO has made relentless efforts to bring cultural heritage into the International Sustainable Development Agenda to affirm the importance of cultural heritage to economic and social development and sustainable environment.

The connectivity of ASEAN cultural heritages associated with cooperation for sustainable tourism development has been especially valued by ASEAN countries. ASEAN is one of the most dynamic regions of tourism development in Asia and the Pacific. Almost all ASEAN member countries have attached special importance to tourism development and regarded tourism as an important economic sector in the national economies. In 2019, international tourist arrivals in ASEAN region reached 143.5 million, accounting for 9.6% of global international tourists; the growth rate of 6.1% is higher than the world's average (4%). Revenues from international tourism reached US\$170.9 billion,



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increasing 8.4% in comparison with 2018. Intra-ASEAN tourist exchange comprised of 37% of regional tourist arrivals, showcasing the importance of the nearby markets to each ASEAN country.

In recent years, cultural heritage tourism has brought about numerous benefits for ASEAN local communities and tourism businesses, making contribution to socio-economic development as well as promoting ASEAN as an appealing tourist destination. Cultural heritage tourism is one of the products ASEAN countries have taken great interests in developing. The ASEAN Tourism Strategy for the period of 2016-2025 has identified "Ensuring safety and security, prioritizing heritage management and protection" as one of the key programs which requires coordination among ASEAN countries and between local agencies and authorities to protect and manage tourism activities at heritage sites.

ASEAN countries have deployed a strategy to coordinate the implementation of various projects on cultural heritage development and connectivity with tourism, examples being the project to build Cultural tourism and heritage models to improve ASEAN competitive capacity and the project to develop a Report evaluating the impacts of tourism on ASEAN heritage destinations and world heritage parks. Numerous appealing tourism products and programs featuring heritage connectivity within the framework of ASEAN heritage and cultural tourism product development projects have been developed and introduced to tourists by member countries such as "Civilization-linked roads", Voting for ASEAN Heritage Park titles for destinations of especially valuable ecology and biodiversity etc.

Viet Nam has actively participated in the promotion of regional heritage connectivity with the organization of an ASEAN Tourism Conference themed "Connecting heritages for ASEAN tourism development in digital age" on the occasion of 2019 Tourism Forum in Ha Long city and the organization of festivals to promote Vietnamese and ASEAN cultural heritages. Viet Nam, at the same time, has cooperated with other countries in the region to develop attractive tourism products such as: Journey to Viet Nam and Laos' world heritages, plans to connect world heritage sites in Central Viet Nam with the provinces of Laos and Cambodia etc.

The development of cultural heritage tourism associated with sustainable development and conservation has been implemented by ASEAN member countries through their close and effective cooperation and the coordination and resources of other countries and partner organizations. Some of the active partners who have regularly participated in ASEAN cultural heritage tourism development projects include ASEAN-Japan Center, ASEAN-Korea Center, the World Tourism Organization (UNWTO), the United Nations Educational,



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Scientific and Cultural Organization (UNESCO), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) etc.

The cultural heritage conservation and connectivity for the goal of sustainable development have been presented with challenges as a number of the world's natural and cultural heritages have been coping with negative impacts resulted from climate change and especially social development. Viet Nam and many other countries having world heritages have to face the challenges of balancing between development and conservation. Besides, the heritage protection processes have taken place in the context of increasing industrial and urban development, requirements for the maintenance of sustainable tourism management and the reduction of climate change's impacts have brought about various difficulties.

2. Resources for cultural heritage conservation and connectivity for the goal of sustainable development

Having identified the role and importance of cultural heritages as one of the resources to develop tourism products for tourism development and sustainable development goals, Viet Nam and other ASEAN countries have always attached the importance of preserving and promoting cultural heritage values.

Nowadays, scientists have introduced a new concept of heritage conservation as "active conservation" which could be understood as bringing heritages to life. Financial and human resources have been gradually improved which have brought about practical results.

Cultural heritage conservation has been identified as not only the responsibilities of cultural authorities but also of the people, requesting their direct involvement and associating it with their interests. People-cultural entities are the decisive role players in sustainable heritage conservation. People, with the roles of creative entities and cultural beneficiaries, have enough capacity and authority to evaluate cultural heritage values and make decisions on choosing the necessary cultural phenomena to preserve and promote. Cultural heritage conservation has been implemented along with the protection and improvement of environment at the heritage sites, to promote heritage values and bring practical benefits for the people.

In the context of speedy development of science, technology and digital transformation requirements nowadays, the promotion of ASEAN cultural heritage's tourism potentials does not just involve sustainable development to preserve values of heritage while ensuring national economic and community benefits. The industrial revolution 4.0 has created both opportunities and challenges for the tourism sector, requiring creativity to foster innovation and enhance connectivity to improve the quality of travelers' experiences.



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In the development strategy, resources for cultural heritage conservation and connectivity for the goal of sustainable development have been identified as human and economic resources. However, resources for cultural heritage conservation and connectivity for the goal of sustainable development have not met the expectations and requirements, creating great challenges in sustainable development, namely:

- In the conservation and connectivity of cultural heritages for the goal of sustainable development, resources to be deployed and applied in the industrial revolution 4.0 are essential. The issues of creating a digital database on the ASEAN cultural heritage system have been mentioned but unsolved due to the lack of financial and human resources.

- ASEAN countries haven't had enough resources to invest appropriately for the development of cultural heritage human resources, resulting in unsatisfactory effectiveness as opposed to expectations and requirements.

3. Proposed solutions and recommendations on investment and legal framework building for the conservation and connectivity of ASEAN cultural heritages.

In order to effectively implement ASEAN cultural heritage conservation and connectivity, the Ministry of Culture, Sports and Tourism of Viet Nam proposes a number of solutions and recommendations as the followings:

- Accelerating the development of plans for implementing key tasks such as: sharing experiences in developing policies for cultural heritage protection and promotion; supporting cultural heritage human resources training; supporting the communities in the protection and promotion of values of cultural heritages; cooperating to prevent illegal trafficking of cultural properties; actively participating in the ASEAN professional cooperation networks.

- Actively participating and fully and effectively implementing international treaties and commitments on the protection and promotion of ASEAN Community's cultural heritages.

- Proposing the formation of ICOM ASEAN (ASEAN Council of Museums, a member of the International Council of Museums), establishing a cooperation network among researchers and cultural heritage managers.

- Building international-level training centers of heritage conservation, embellishment and restoration, cooperation and technical assistance programs of cultural heritage protection and promotion.



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- In order to connect ASEAN cultural heritages, it's necessary for member countries to take active and proactive actions, and take advantage of international organizations' assistance at the same time to form the connectivity network of ASEAN's world heritages through appropriate techniques and tools.

- Proposing the Parliaments of ASEAN member countries to consider and approve the legal framework to create favorable conditions to further promote the cooperation in ASEAN cultural heritage conservation and connectivity for the goal of sustainable development.

- Establishing ASEAN policies for interdepartmental coordination in cultural heritage's sustainable conservation associated with responsible tourism to ensure the goals of: (i) Creating and maintaining jobs, local development and income; (ii) Ensuring all the permitted activities at heritage sites (historical-cultural relics, famous landscapes) will be strictly monitored to suit the natural and historical conditions of the sites; (iii) Creating favorable conditions for research works which result in social benefits; (iv) Educating tourists and local communities to enhance respect for cultural heritage values as well as to encourage interests in eco-humane environment; (v) Building infrastructure to ensure tourists' safety and protect the natural environment of heritage sites./.



ANNEX M

Presentation of the Ministry of Education and Training



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REPORT

VIETNAM VOCATIONAL EDUCATION AND TRAINING AND THE QUALIFICATIONS PERMEABILITY IN ASEAN REGIONAL

Directorate of Vocational Education Training

Introduction

Vocational education training plays an important role in contributing to the achievement of sustainable development goals because the knowledge, skills and competencies of labors are the premise to be able to implement and meet the requirements, changing of practice. In the context of global integration, ASEAN is working hard to integrate more deeply with the promoting of free movement of labors and learners, therefore all countries can get the benefits from spreading the talents throughout ASEAN. To achieve this goal, the recognition and permeability of qualification and skills among ASEAN members needs to be promoted faster and more effectively.

I. Status of Vietnam VET system and the qualifications permeability in ASEAN regional

The Law on Vocational Education and Training 2014, has established a system of vocational education training in the national education system, which stipulates three levels of training: elementary, intermediate and college, to meet meeting human resource structure requirements for economic development in the new period. By May 2020, there were 1,909 vocational education and training institutions, of which: 399 colleges, 458 secondary schools, 1,052 vocational education and training centers.

Although the quality and efficiency in Vietnam VET have made positive changes in the recent period, the vocational skills of graduates have been raised. In many occupations, the occupational skills of Vietnamese workers have reached international standards. VET trained labors are involved in almost all sectors of the national economy and have taken on complex positions and jobs that were previously performed by foreign experts. Over 80% of graduates find jobs or create jobs after graduation, in some occupations and some vocational training institutions, this rate reaches nearly 100%. But overall, the quality of VET in Vietnam is still limited. According to the GCI 4.0 Competitiveness Report of the World Economic Forum, Vietnam's VET quality in 2019 only



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reached 44/100 points, ranking 102/141 despite being promoted 13 places compared to 2018.

The recognition and permeability of qualifications among countries will facilitate the free movement of labors and learners, protecting the rights of the moved people, and at the same time, promoting the self-mobility due to an equally developed ASEAN community. Internal movement of skilled labors (high level) under the Mutual Recognition Agreements (MRAs) signed among countries in the ASEAN Economic Community (AEC) in 8 sectors and industries including: engineering services, architects, cartographic surveying, doctors, dentists, nursing, accounting and tourism (in which, except for tourism targeting workers from low to high levels) in 32 job positions).

For workers with low and medium qualifications, to facilitate free movement, the International Labor Organization (ILO) is one of the pioneering organizations in supporting mutual recognition on skills (MRS) in ASEAN and are piloting specifically in three countries including Cambodia, Laos and Myanmar. This creates an equitable recognition of migrant workers working in another country. Through the MRS implementation processes, workers with certain skill sets will be recognized in the ASEAN in selected industry sectors.

To support the MRAs and MRS Agreements, ASEAN has developed the ASEAN Qualifications Reference Framework (AQRF). The AQRF is a common reference framework that serves as a tool to compare educational levels among ASEAN member states. The concept of regional qualifications framework for ASEAN was formed in 2010 and the AQRF was developed in 2014 by a task forces- working group (TF-AQRF) composed of officials and experts from the Ministries of Economics, Education and labor of ASEAN countries, as well as other relevant professional bodies. AQRF was endorsed by ASEAN Economic Minister (AEM) and ASEAN Education Minister (ASED) in 2014; and the ASEAN Labor Ministers (ALMM) referendum 2015.

One of the main goals of the AQRF initiative is to create a strategic mechanism to complement the existing efforts of the entire region to promote and facilitate the movement of workers and people. learn. AQRF is a tool for comparing qualifications between ASEAN member states. In addition, AQRF also aims to improve education and training quality, strengthen the formal and informal learning certification mechanisms to promote lifelong learning and



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create creating more equal opportunities for people to gain employment in the ASEAN region and to experience a more meaningful life.

So far, the AQRF reference process in the region has 4 countries approved the ASEAN level reference report including Thailand, Malaysia, Philippines, Indonesia.

In 2020, ASEAN established the ASEAN Technical Vocational Education and Training Council (ASEAN TVET Council) in 2020. The ASEAN TVET Council is a multidisciplinary body, providing a platform for coordination, research and development. on innovation and monitoring of regional programs to support the advancement of VET in the region. The main goals of the Council include: improving the vocational education system (quality assurance, vocational standards, training program standards); strengthen business cooperation; bridge the gap between the supply and demand of skills; collect and share information on the labor market and migrant labors.

For Vietnam, Vietnam's National Qualifications Framework was approved by the Prime Minister in accordance with Decision No. 1982 / QD-TTg dated October 18, 2016. The approval of the National Qualifications Framework is an important milestone for comparing Vietnamese qualifications with ASEAN countries through the AQRF, which will provide the basis for qualifications permeability in the ASEAN region.

In 2020, Vietnam is expected to prepare a reference report of Vietnam National Qualification Framework with AQRF for 04 criteria: criterion 1 (Structure of education and training system); criterion 2 (Responsibilities and legal bases of national agencies); criterion 5 (Description of agreed standards of NQF / NQS); criterion 6 (National quality assurance system).

To realize mutual recognition of qualifications and skills towards the issue of inter-qualification among ASEAN member countries, it is necessary to base on the following components: National qualification framework, National occupational skill framework The ASEAN Standards Reference Framework (AQRF), regional and regional standards sets (eg regional model competency standards (RMCS)).

Currently, the issue of qualification permeability among ASEAN countries is still at initial steps. Although ASEAN has unified a number of guidelines and bases to promote the implementation of recognition of qualifications and skills



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as a basis for proposing inter-level qualifications, in reality, there are still many difficulties, problems in the implementation process because the system characteristics of each country are different. Some countries are still in the early stages of developing and implementing a national qualification framework (Vietnam, Laos, Cambodia ...), as well as not referencing the national qualification framework with AQRF.

II. Resources for Vietnam VET development to achieve the goal of sustainable development

On May 10, 2017, the Prime Minister of Vietnam issued Decision No. 622 / QD-TTg promulgating the National Action Plan to implement the 2030 agenda for sustainable development with the goal of Overview: Maintaining sustainable growth in parallel with progressive implementation, social justice and ecological environment protection, effective management and use of resources, proactively responding to climate change, protecting ensure that all people are promoted to their full potential, participate and equally enjoy the fruits of development; building a peaceful, prosperous, inclusive, equitable, civilized and sustainable Vietnamese society ..., and with 17 specific goals. In which objective 4: Ensure quality, fair and comprehensive education and promote lifelong learning opportunities for all, specifically:

- + By 2030, substantially increase the number of labors with skills suitable to the labor market demand for good jobs and business owners.

- + By 2030, ensure equal access to education and training, vocational training for vulnerable people, including people with disabilities, ethnic minorities and children in vulnerable situations vulnerability, in which appropriate policies are created to support vulnerable people with access to vocational training services. Expand vocational training for policy beneficiaries, the poor, near-poor and pay attention to vocational training suitable for people with disabilities. Strengthening the social responsibility of enterprises in vocational training for disadvantaged children.

VET is the education level of the national education system in order to train human resources directly for production, business and services, with the practicing capacity corresponding to the training level. Therefore, the role of VET is very important in improving the national human resources quality,



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contributing to improving national competitiveness and sustainable development.

The Party and State have paid a lot of attention and invested in VET development in recent years. Although the state budget for education and vocational training has steadily increased over the years from 2011 to 2019, in which the proportion of state budget spending on vocational training in the total budget has also increased, while state budget expenditure (regular expenditure) has increased. Continuing) for the field of education and training in 2011: 113,130 trillion VND, 2019: 244,835 trillion VND (of which direct spending on vocational education increased from 2011: VND 9,800 trillion). in 2019: VND 19,712 trillion, accounting for 8.05% of the total education budget (in 2019). However, in general, this rate is still low compared to other countries in the ASEAN region (for example: Laos in 2016: 8.4%, Malaysia: the ratio of spending on education and training in 2016: 15.5% total budget, of which VET accounts for 11.6% of the total budget for education and training)

In addition to recurrent expenditure, the state also invests in VET through targeted programs, in the period of 2011-2020, there are 3 target programs, including:

1) National Target Program Employment - Vocational Training with 2 projects: Project of Vocational Training Innovation and Development; Vocational training project for rural workers.

2) National Target Program New rural construction period 2016 - 2020 with Vocational training for rural workers.

3) VET Target Program - Employment and Occupational Safety for the 2016-2020 period with the Project on Innovation and Improving the Quality of VET

In addition to financial sources from the state budget, there are other sources of non-state budget invested in VET including: tuition fees, contributions from enterprises; revenues from scientific research, labor, and production of services, investment grants of domestic and foreign organizations...

Non-state financial sources for vocational education investment from 2011 to 2020 will increase steadily every year (for example: tuition, revenues fees 2011: 1,256 trillion dong, 2018: 4,892 trillion dong; revenues from non-business



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services of VET institutions, 2011: 126 trillion VND, 2019: 283 trillion VND). This funding has contributed to supplementing the budget shortage, increasing investment in facilities and equipment, improving teachers' incomes, contributing to the maintenance, stability and career development, reducing the burden of the State budget ... The extra-budgetary financial source proves that the socialization of vocational education is taking steps to change and transform effectively; VET institutions are gradually promoting the autonomy.

III. Solutions and recommendations on investment and building a legal corridor for the recognition of training quality and qualifications permeability in ASEAN

Recognizing the training quality and qualifications permeability among ASEAN countries is a complex process that is difficult to accomplish in a short time. The system of vocational qualifications and skills of each country always has certain differences, the system of each country still has gaps and difficulties such as: the reference and the equivalent match between the levels, a system of quality assurance and confidence in diplomas and qualifications among countries.

To refer, compare and advance to mutual recognize of qualifications and skills, first of all, transparency and quality assurance of qualifications in the education, training and employment system of each nation. Accordingly, countries need to build a system of databases on certificates and qualifications that can be accessed by receiving countries.

In addition, ASEAN members also need to clarify the quality assurance policies of the training system, the process of developing competency standards, the process of evaluating and granting diplomas to learners. In fact, ASEAN members have been implementing quality assurance policies outlined in the ASEAN Guiding Principles on quality assurance and accreditation of capacity certification systems.

Proposing some solutions for quality recognition and **qualifications permeability in ASEAN region**.

a) Solutions to perfect the legal and policy framework

- Continue to improve the national legal system and improve the effectiveness of law and policy enforcement to support the labor force involved



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in labor mobility in the region as well as the implementation of mutual recognition of qualifications and skills among Vietnam and ASEAN countries;

- Reviewing, supplementing and perfecting laws related to education, labor and employment in compliance with the Constitution, implementing commitments on international and regional economic integration, and synchronizing with regulations on the MRA, MRS. Supplying regulations related to recognition of skills and qualifications for workers among countries to create a legal corridor for labor mobility.

- Adjusting and supplying mechanisms and policies to be compatible with ASEAN labor and education's standards.

- Completing the regulations of the system of certification and registration of occupation certificates based on ASEAN standards, standards of training and evaluation programs in accordance with ASEAN standards. English competency of each people who get the certification has must reach the level that ASEAN countries recognized.

- Accelerate the legislative process and mechanisms to ratify and implement ILO conventions on the rights of migrant workers. In particular, the convention protects the rights of migrant workers and their family members. At the same time, develop specific steps to implement the agreements and commitments in ASEAN on ensuring the rights of migrant workers.

b) Solutions to the implementation of the national qualification framework and development of the quality assurance system

- Implement Vietnam national qualification framework effectively to reach the learning outcomes standards.

- Proposing the development of national qualification quality assurance framework in Vietnam, including 4 main components:

- (1) National qualification framework: is a broad standard to define the national qualifications system (according to the Decision 1982 / TTg of the Prime Minister including 8 levels).

- (2) A system of standards has been developed to assess the quality of VET activities

- (3) Quality testing and accreditation of system based on established standards.



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(4) Qualifications reference: the reference to domestic and foreign qualifications is considered for various related purposes.

- Developing standards of compatible and recognized professional skills among countries around the world and the ASEAN region.

- Selecting and applying advanced training programs to suit Vietnam's socio-economic development conditions so that trained laborers can work in ASEAN and the world.

- Developing the system of training quality evaluation and accreditation to ensure the openness, transparency and international integration as a basis for management and operation of the VET system according to standards.

- Cooperating with regional countries to promote the formation and development of the credit transfer system among ASEAN countries; to perform qualification recognition and credit transfer among countries in the region and the world; expanding international student exchange and transferring programs.

- Researching to enhance cooperation between Vietnamese VET institutions and foreign countries in the reception of transfer of curricula, textbooks, learning materials, teaching and learning methods from advanced countries.

- Developing a mechanism to admit foreign students to study and send Vietnamese students to partner institutions to study and research.

- To refer, match and recognize of qualifications and skills among countries, we need to develop common standards for reference.



ANNEX N

Remarks by UNESCO



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2020 AIPA Conference on Parliamentary Partnership in Culture and Education for Sustainable Development

International experiences and UNESCO recommendations on cooperation in culture for sustainable development of ASEAN

Introduction

The theme of this conference is how the Parliament Partnership in the fields of Culture and Education can contribute to the Sustainable Development (in ASEAN community). This theme has been particularly relevant given the emerging tourism destinations of ASEAN and the shift in conservation-development balance at the region's enriched cultural heritage, and that has become part of the political and planning context in the region and globally.

In the field of culture, ASEAN Member States have been leading and contributing in many processes that led to the formulation of the six active UNESCO Culture Conventions¹, the past and ongoing processes in updating the UNESCO Policies and Operational Guidelines to accelerate the implementation of those Conventions, coping with the changing development context and new Sustainable Development agenda.

UNESCO has cooperated with ASEAN Member States in implementing and piloting various initiatives that brought about both good practices and findings for recommendations which shall be addressed at policy level, nationally and inter-national; for which the partnerships between the legislative institutions play high important roles.

This paper will discuss the important roles of parliament partnership in promoting the preservation of cultural heritage and promoting the shared cultural heritage in ASEAN for sustainable development. The paper focuses on the following aspect:

- What are the common issues at ASEAN World Heritage sites and How can ASEAN take joint actions to improve the conservation-development balance to facilitate the World Heritage contribution to Sustainable Development?

¹ • The Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)
• The Convention for the Safeguarding of the Intangible Cultural Heritage (2003)
• The Universal Declaration on Cultural Diversity (2001)
• The Convention on the Protection of the Underwater Cultural Heritage (2001)
• The Convention for the Protection of the World Cultural and Natural Heritage (1972)
• The Convention on the Protection of Copyright and Neighboring Rights (1952, 1971)
• The Convention on the Means of Prohibiting and Preventing the Illicit Traffic of Cultural Property (1970)
• The Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954)



Common issues and international good practices in World Heritage preservation and promotion

Being a region with very rich and diverse cultural assets, including 41 World Heritage sites, ASEAN countries is becoming a top global tourism destination. The value of World Heritage and other heritage sites to tourism and to national and regional economies is of utmost importance. Tourism has grown at an accelerated pace over the last few decades. UNWTO reports international tourist arrivals (overnight visitors) worldwide increased 6% in 2018 to 1.4 billion; and the growth in arrivals during the first nine months of 2019 is in line with a 3 – 4 % increase over 2018. In S E Asia this growth was over 6 % where tourism and travel accounts for 12.6% of total GDP (UNWTO, 2019).

Inclusion of sites on the UNESCO World Heritage List has proven to be a very powerful factor in tourist attraction. Tourism plays a key role in the protection and enhancement of these sites through generating the great revenues that will then finance the restoration and maintenance of heritage properties. However, in many existing sites in the region as well as globally, tourism also brings in problems if the modality of operation and practices are inappropriate to the site; the infrastructure booming and demographic pressures are not properly managed; the unequal access to the public resources are deepened and the risk of vulnerable locals are marginalized from the lucrative services. Many sites are facing the common challenges to promote quality and sustainable tourism products and services that encourage responsible visitor behaviour. It is therefore essential that the places that are key attractions for visitors are very well planned and managed in a sustainable manner.

In addition to the common issue of emerging tourism, other remaining World Heritage sites face the contrary challenge of being abandoned: Those are often the archaeological sites, remotely located, insufficient of human and financial resources and most importantly, isolated or disconnected to other World Heritage sites in the country and ASEAN network.

Most of UNESCO and ASEAN Member States had soon realized these popular problems. Some Member States have actively participated and contributed to the formulation of the global framework to facilitate sustainable development. Globally, the United Nations doubled its efforts, particularly through its post-2015 sustainable development agenda which is laid out in key documents such as Realizing the Future We Want for All (2012) and Transforming Our World: The 2030 Agenda for Sustainable Development (2015), with its 17 Sustainable Development Goals (SDGs), as well as the Paris Agreement on Climate Change (UN 2015). Specifically within the framework of managing World Heritage, Member States passed the resolution at the UNESCO General Assembly in late 2015 to adopt the UNESCO Policy on World Heritage and Sustainable Development. Of that process, several ASEAN Member States played a key role in the formulation of the policy, including Viet Nam's host of the UNESCO Global Expert



meeting in January 2015 (in Trang An World Heritage site, Ninh Binh Province) to finalize this Policy.

In a parallel process, among many collective actions, since the Tourism meeting in Brunei Darussalam in 2012, the ASEAN Member States committed to conduct a Tourism Impact Assessment of the existing ASEAN World Heritage Sites and ASEAN Heritage Parks in ASEAN Member States. Following this, in early 2019 also at the ASEAN Tourism Conference in Ha Long City, ASEAN Member States emphasized on the imperatives of capitalizing the power of digital technology and youth initiatives to strengthen the connections between ASEAN World Heritage sites, sharing the lessons learnt and good practices, and the need of new mechanisms and policies to regulate the investment for balancing conservation and development at these sites. Most recently in November 2019, cultural heritage and tourism delegates from ASEAN countries participated in a regional workshop in Luang Prabang, Lao PDR, hosted by Lao Ministry of Culture, Tourism and Information, ASEAN Secretariat and GIZ. During which, participants discussed the two most relevant international good practices and tools, namely the World Heritage Journeys in the European Union – an initiative supported by the UNESCO World Heritage Sustainable Tourism program²; and the UNESCO established Visitor Assessment and Management Tool (UNESCO VMAT).

The good practice of World Heritage Journeys in the European Union which is the first UNESCO platform for World Heritage and travel is recommended for ASEAN Community. The platform presents and links up various heritage sites across Europe in a coherent and concerted manner, encouraging people travel deeper and responsibly. The World Heritage in Europe are linked together not by the geographical cluster but the four main themes of Royal Europe, Ancient Europe, Romantic Europe, and Underground Europe. Similarly, initial analysis indicated the great potential for ASEAN to create a platform alike, which will help to link up the most outstanding heritage gems of the region, strengthen the connections between Member States and create a stronger visibility of the ASEAN community rich and diverse in culture.

Secondly, the UNESCO VMAT is recommended for better improve the management of the rapid tourism growth, together with the multi-dimensions of World Heritage sites in ASEAN. The VMAT Toolkit consists of the Basic/Initial Assessment and the Advanced/Comprehensive Assessment. Of which, the Initial Assessment focuses on the most basic elements of visitor management that should be in place in order to help protect the heritage values of the site. This help to identify concrete actions and activities whereby visitor management can contribute to specific development objectives. The Advanced Assessment focuses on various management and development objectives, relating to the protection of the heritage values of the site and the contribution to

² The official website of the World Heritage Journeys of Europe program supported by UNESCO and the EU:
<https://visitworldheritage.com/en/eu>



sustainable development. This part of the assessment is structured across economic, environmental, social and cultural sustainability indicators, and is specifically useful to evaluate how well management is aligned with national and local sustainable development agendas. Both Assessments result in an appraisal report. This includes references to relevant resources that will help to improve the management of the specific management elements.

During the latest regional technical workshops in November 2019 in Laung Prabang, Laos PDR, 66 delegates has brought in the discussions over 3 days the details in concrete situations of nine cases studies from ASEAN countries, including:

- a. Angkor World Heritage Site, Cambodia
- b. Borobodur, World Heritage Site, Indonesia
- c. Komodo National Park, World Heritage Site, Indonesia
- d. Tropical Rainforest Heritage of Sumatra, World Heritage Site, Indonesia
- e. Luang Prabang Town World Heritage Site, Lao PDR
- f. Bagan Sacred Landscape, World Heritage Site, Myanmar
- g. Dong Phrayayen- Khao Yai Forest complex, Natural World Heritage Site and ASEAN Heritage Park, Thailand
- h. Complex of Hue Monuments, World Heritage Site, Viet Nam
- i. Phong Nha-Ke Bang National Park, World Heritage Site, Viet Nam

Analysis of these nine case studies helped to identify a number of common issues affecting heritage sites, both natural and cultural sites, and both positive and negative impacts, throughout ASEAN. These common issues requiring attention were used to formulate the Recommendations to ASEAN Member States.

Recommendations for Actions

The following key recommendations are resulted from several collaborative discussion and workshops, and are noted the value of implementing the recommendations in partnerships between ASEAN and between ASEAN and UNESCO:

A Shared vision in Heritage and Sustainable Development:

1. **Sustainable development is imperative.** There is a need for very sound policies and strong incentives in and around World Heritage sites to balance the needs of local/living cultural landscape or natural landscape with the needs of visitors and the visitor economy. To ensure sustainable development requires sound policy, skilled planning and routine expert monitoring are needed.



2. ASEAN shall **establish shared visions** through a multi-stakeholder process for sustainable tourism **that truly reflect the heritage values** of sites, at the local level, and use these vision documents to drive and inform all tourism planning and other development decision making and practices within the heritage sites and buffer zones as appropriate.

A concerted effort and partnership in strengthening and improving heritage regulations

3. **Heritage Taxes are of potential means to facilitate equal benefits** for local people and reallocation of adequate resources for heritage preservation. The recommendation is relevant for many of the iconic sites, such as Angkor, Bagan, Luang Prabang, Complex of Hue Monuments - all facing common pressures from escalating visitor numbers, development within/around sites, and huge workloads to properly manage the impacts of tourism on the heritage and social fabric of place.

4. **Licensing** of tour guides, accessing the heritage resources, infrastructure developments, using of heritage branding; regulating public private partnerships at World Heritage sites are essential regulation frameworks to protect the World Heritage and facilitate the equal benefits for local people from World Heritage sites;

5. **Develop policies linking culture and education.** Many initiatives promoting youth engagement with World Heritage and heritage education activities in general are tied to the motivation, knowledge and skills of individuals (teachers and managers) rather than to the systematic application of a government policy. The authorities in the region need to undertake comprehensive policy analysis to create enabling environments for (both tangible and intangible) heritage education in schools and develop long-term strategies for the integration of heritage education into schools.

6. **Pacting for positive changes in international legal framework.** Parliaments and inter-parliamentary partnerships possess tremendous power and roles in promoting the implementation of the World Heritage Convention and its integration with the Agenda 2030 with the sets of Sustainable Development Goals, at both national and international levels.

Monitoring and promoting regional ASEAN Heritage Connections

7. Monitor the implementation of World Heritage Convention by **enabling and encouraging national and ASEAN sub-regional initiatives, projects and programs to promote the joint platform** such as ASEAN World Heritage Journeys to strengthen the ASEAN Heritage Connections and enhance the ASEAN World Heritage coalition and visibility.

8. ASEAN Member States shall **utilize available Heritage & Tourism Management tools** – such as the UNESCO Visitor Management Assessment Tool,



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World Heritage in Young Hands, Arts in Education and Intangible Cultural Heritage in Education to provide opportunities to enrich education with culture while increasing students' awareness of heritage and the arts and developing favourable attitudes.

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International experiences and UNESCO recommendations on cooperation in education for sustainable development of ASEAN

1. Introduction

The world has transformed over the past quarter-century. Youth account for one in four of the 7.5 billion people on this planet and life expectancies are on the rise in many countries. Alongside rapid economic and political shifts, environmental degradation has worsened amid growing concern for climate change. Globalization and the digital revolution have brought people together, integrating markets and increasing mobility, while advances in medicine and knowledge have improved lives. Yet with this growing interconnectedness and progress, the world is also seeing the rise of intolerance and violence. The macro development landscape and the needs of learners have changed just as dramatically, which has been magnified by the COVID-19 pandemic.

The Southeast Asian region, with its push towards synergized regional integration, is not exempt from these multi-dimensional, 21st century challenges. There is a need in this region for education that equips learners with the knowledge, skills, attitudes, behaviors and values they require to engage creatively and responsibly with this rapidly changing world.

2. Background

Education for Sustainable Development (ESD) is commonly understood as education that encourages changes in knowledge, skills, values and attitudes to enable a more sustainable and just society for all. ESD aims to empower and equip current and future generations to meet their needs using a balanced and integrated approach to the economic, social and environmental dimensions of sustainable development.

The concept of ESD was born from the need for education to address the growing environmental challenges facing the planet. In order to do this, education must change to provide the knowledge, skills, values and attitudes that empower learners to contribute to sustainable development. At the same time, education must be strengthened in all agendas, programmes and activities that promote sustainable development. In short, sustainable development must be integrated into education and education must be integrated into sustainable development. ESD is holistic and transformational education and concerns learning content and outcomes, pedagogy and the learning environment (UNESCO, 2014).

With regards to learning content such as curricula, the complex sustainability challenges facing societies cut across boundaries and multiple thematic areas. Education must therefore address key issues such as climate change, poverty and sustainable production.



ESD promotes the integration of these critical sustainability issues in local and global contexts into the curriculum to prepare learners to understand and respond to the changing world. ESD aims to produce learning outcomes that include core competencies such as critical and systemic thinking, collaborative decision-making, and taking responsibility for present and future generations.

In order to deliver such diverse and evolving issues, ESD uses innovative pedagogy, encouraging teaching and learning in an interactive, learner-centred way that enables exploratory, action-oriented and transformative learning. Learners are enabled to think critically and systematically develop values and attitudes for a sustainable future.

Since traditional single-directional delivery of knowledge is no longer sufficient to inspire learners to take action as responsible citizens, ESD entails rethinking the learning environment, physical and virtual. ESD is not confined to schools but applies to all levels of formal, non-formal and informal education as an integral part of lifelong learning. The learning environment itself must adapt and apply a whole-institution approach to embed the philosophy of sustainable development. Building the capacity of educators and policy support at international, regional, national and local levels will help drive these changes in learning institutions. Empowered youth and local communities interacting with education institutions become key actors in advancing sustainable development.

The launch of the UN Decade of Education for Sustainable Development (2005-2014) triggered a global movement to reorient education to address the challenges of sustainable development. Building on the achievement of the Decade, stated in the Aichi-Nagoya Declaration on ESD, UNESCO endorsed the Global Action Programme on ESD (GAP) in the 37th session of its General Conference. Acknowledged by UN General Assembly Resolution A/ RES/69/211 and launched at the UNESCO World Conference on ESD in 2014, the GAP aims to scale-up actions and good practices. As the lead agency for the UN Decade and the GAP, UNESCO has a major role, along with its partners, in bringing about key achievements to ensure the principles of ESD are promoted through formal, non-formal and informal education.

International recognition of ESD as the key enabler for sustainable development is growing steadily. The role of ESD was recognized in three major UN summits on sustainable development: the 1992 UN Conference on Environment and Development in Rio de Janeiro, Brazil; the 2002 World Summit on Sustainable Development in Johannesburg, South Africa; and the 2012 UN Conference on Sustainable Development in Rio de Janeiro. Other key global agreements such as the Paris Agreement (Article 12) also recognize the importance of ESD.

Today, ESD is arguably at the heart of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) (United Nations, 2015). The SDGs recognize that all countries must stimulate action in the following key areas - people,



planet, prosperity, peace and partnership - in order to tackle the global challenges that are crucial for the survival of humanity. Achieving these goals requires a profound transformation in the way we think and act.

ESD is explicitly mentioned in Target 4.7 of SDG4, which aims to ensure that all learners acquire the knowledge and skills needed to promote sustainable development and is understood as an important means to achieve all the other 16 SDGs (UNESCO, 2017).

3. International experiences in implementing ESD - Advancing policy on ESD

Advancing ESD policy is a primary mechanism to ensure ESD's inclusion and uptake in education systems. However, a mere mandate for ESD is seldom enough to achieve strong practice. A number of institutions and factors must be accounted for when advancing ESD policies, especially when viewing ESD as a means for wider educational reform. Policy approaches for ESD vary across countries, and ESD policies need to address multiple aspects such as the curriculum, pedagogies, the learning environment and teacher training to name only a few. 'In principle, ESD challenges policy-makers to go beyond the links between ESD and content-oriented educational priorities and to consider how education can contribute to greater sustainability in the economic, labour market and industrial sectors' (Benavot, 2014: 6). The focus of ESD on integrating social, cultural and economic priorities and policies into and with educational policies is a unique feature, and one which manifests in the types of educational reform ESD is promoting (UNESCO, 2012).

The policy frameworks for ESD that already exist are helping to guide the implementation and practice of ESD in many countries around the world. Various approaches to advancing ESD policy have proven effective in the context of different states, but certain key aspects stand out across the majority of these countries. A number of regional initiatives, strategies and frameworks were launched during the Decade that contributed strongly to efforts to contextualize ESD into regional perspectives and supported countries to develop their ESD policies and plans.

Regional frameworks such as the Strategy of Education for Sustainable Development for Sub-Saharan Africa (launched in 2006) and the Mediterranean Strategy on ESD (endorsed in 2014) have supported knowledge and expertise sharing, common monitoring and reporting, and stronger political incentives (UNESCO, 2014a). The establishment of national coordination bodies has also been a key aspect of effective policy-making on ESD in many countries. These coordination bodies can be cross-ministerial and multi-stakeholder in nature, which helps to enhance the development and adoption of ESD policies and strategies. At the end of the Decade, 80 per cent of countries reported having an ESD focal point and 50 per cent of countries had established a national coordination body (UNESCO, 2014a: 48-49). However, in a majority of countries the existing policies



have not adequately secured the necessary financial resources to implement all ESD initiatives (Benavot, 2014). Nevertheless, the ESD-related policies put in place during the Decade to drive the process of reorienting the education curriculum, teacher training and the learning environment towards sustainable development, constitute a 'solid work in progress' with considerable achievements already recorded (UNESCO, 2014a).

ESD policy instruments for reorienting the curriculum

The national curriculum often serves as the most significant piece of educational policy and can provide the surest means to secure the implementation of ESD. In many countries, the initial entry point of inclusion for ESD has been National Plans for Sustainable Development. However, these mandates for ESD do not always translate quickly into strong integration into educational policy. For example, out of 70 reporting countries in the UNESCO (2013a) survey, 66% indicated having an ESD strategy or plan and 50% identified the inclusion of ESD in relevant policy; but when reporting on their major achievements during the decade, only 28 countries (40%) indicated actual integration of ESD into the curriculum or standard teaching objectives as one of their achievements. Similarly, in a detailed review of progress made on ESD in seven countries in Southeast and East Asia, only three countries reported clear inclusion of ESD into recent curricular revisions even though all countries had related policies including ESD (Didham and Ofei-Manu, 2012a). It is worth noting, though, that due to the normal cycles and timing of policy and curricular revisions, it can take several years before an interested country is able to achieve this type of change.

Studies from South-East Asia highlight a number of approaches: China and the Republic of Korea have mandated the inclusion of ESD following guidelines and standards; Japan established an open period that allows for teacher flexibility to integrate appropriate topic/themes; Malaysia and the Philippines mainstream ESD as a component of traditional subjects; Indonesia integrates ESD as a locally based component of the curriculum for context-rich problem solving; and Thailand integrates ESD through multiple approaches (Didham and Ofei-Manu, 2012b; Phang et al., 2016).

In several European countries, ESD has been implemented through interdisciplinary teaching approaches, and some observers have noted a move away from treating ESD as a separate topic, often incorporated within environmental education (UNESCO, 2014a; UNECE, 2016).

Mandates for ESD often have the most impact when they form part of a wider social policy that outlines the role of education as one of its key features. Costa Rica has enacted a Carbon Neutral (C-Neutral) 2021 policy, which is further outlined in their National Strategy on Climate Change (2009), under which both ESD and climate change education (CCE) are specifically identified as part of a wider programme for capacity-building, public awareness-raising, education and cultural change (UNESCO, 2014a).



These climate change policies are providing a strong foundation for the implementation of ESD and CCE in Costa Rica (UNESCO, 2015c).

While it is natural to look to a specific ESD policy or mandate as the key to the success of ESD, this is not always essential nor does it guarantee effective implementation. Early in the Decade, some countries responded to mandates for ESD in their National Plans for Sustainable Development by incorporating it mainly as an add-on subject in limited areas of the curriculum, but providing few support measures to ensure its implementation. Throughout the Decade, appreciation of the benefits of ESD grew, and countries began to recognize the reformative value ESD could have across the entire education system. Accordingly, countries began to enact softer approaches to ensure that effective implementation of ESD would be supported by the necessary institutions, resources and capacities. For example, countries such as Barbados, Malaysia and Montenegro are trying to address the challenges arising from teaching ESD in an integrated manner by strengthening ESD as a component in teacher training and developing specific teaching guidelines. Meanwhile, China, the Cook Islands and Iran have utilized ESD as a means to reform and improve early childhood education in their countries (UNESCO, 2013a).

At the global level, UNESCO has facilitated an increase in the quality and effectiveness of formal, non-formal and informal education in the context of ESD. ESD was integrated into the global education and sustainable development agendas, particularly in the areas of CCE, disaster risk reduction (DRR) education and biodiversity education (UNESCO, 2013b). A global analysis of ESD and global citizenship education (GCED) in the curriculum using fifteen key ESD-related skills and competencies found: (i) values and attitudes integral to ESD and GCED, and (ii) a strong emphasis on skills and competencies in the curricula applied across subject matter, while sustainability and environment-related content was commonly found in curricula worldwide (Amadio, 2013).

Nationally, governments have implemented educational policy measures to integrate ESD elements into guidelines, curricula and, to a limited extent, in assessments. For example, in Japan the UNESCO Associated Schools Programme Network (ASPnet) expanded from 19 schools in 2005 to 900 in 2015, and the instructional guidelines for kindergartens and curriculum guidelines for elementary, middle and high schools aligned ESD with the course for integrated studies (UNESCO, 2015b). Both China and New Zealand are incorporating ESD into primary and secondary education through the use of a whole-school approach. In Australia, the Sustainability Curriculum Framework provides guidance for curriculum developers and policy-makers at the national, state and territorial levels (Didham and Ofei-Manu, 2012b).

The integration of ESD into the curriculum in a holistic manner, through the inclusion of ESD pedagogies and topics into traditional disciplines or interdisciplinary approaches, has far-reaching consequences for the implementation of ESD in formal education. A



well-developed curriculum embedded within ESD perspectives is indicative of a rich content, clear learning methodologies and progressive learning goals characterized by local relevance and cultural appropriateness. With learning materials and approaches that promote transformative learning, the structure and content of ESD embed important elements of progressive pedagogies into the curriculum, such as active, experience-based, student-centred learning and collective inquiry aimed at strengthening lifelong learning (Ofei-Manu and Didham, 2014).

Countries that have made strong efforts to integrate ESD across their national curriculum have often enacted precursor policies and practice activities, the results of which helped to demonstrate the overall educational reform value of a quality education-focused ESD. However, once these curriculum reforms have been implemented, they often overshadow specific ESD policies. In fact, within a holistic curriculum for integrated ESD, it can actually become difficult to identify individual 'ESD components' because they are no longer standalone, distinguishable features; instead, they take the form of a guiding directive deeply embedded in general educational practice.

ESD policies to innovate pedagogy and teacher training

Comprehensive teacher training that takes into account the improvement of teachers' total knowledge and how this is communicated is an important factor in any educational reform process, especially with regard to ESD integration (Pataki, 2005). ESD is a significant contributor to promoting change in teaching and learning processes across educational settings. Its approaches engage students in student-centred, cooperative learning relationships and include questioning, critical thinking and decision-making, with the teacher serving as a facilitator (UNESCO, 2014a; Ofei-Manu and Didham, 2012). In a recent global study, 65 per cent of the seventy-eight countries analysed across all regions described their pedagogical methods as student-centred in their national curriculum frameworks (IBE-UNESCO, 2016).

Engaged and collaborative learning that applies critical analysis and problem-solving to address real-life problems is key to nurturing the development of transformative lifestyles. In this context, ESD-based teaching and learning can provide frameworks for students to individually and collectively examine prevailing knowledge systems and socio-cultural norms through processes of deliberative discourse. Critical reflection on one's own behaviour and the use of other affective learning outcomes, which support values-based learning, reinforce the motivation and capacity of the teacher for transformative learning (Ofei-Manu and Didham, 2014). The application of such learning perspectives depends, however, on the competence and ability of teachers to utilize such pedagogical approaches.

In many countries, the inclusion of ESD in pre-service teacher training and at teacher education institutions has led to the advancement of holistic and interdisciplinary teaching perspectives. This has involved multi-perspective approaches to teaching and



the use of interdisciplinary subject matter applied together with basic literacy and numeracy training. As a result, teachers are encouraged to embrace student-centred pedagogical approaches as they try to move away from traditional methods. For example, the Swedish International Centre of ESD (SWEDESD) implements the 'Education for Strong Sustainability and Agency Programme' through partnerships between SWEDESD and countries in Southern Africa and Southeast Asia to train teachers to develop teaching content and learning methods in a holistic manner, while also focusing on the inclusion of school administration in overall ESD initiatives. 'The programme offers strategies, process, tools and partnerships for teacher educators to develop and apply methods, approaches and content in their daily practice' (Lenglet, 2015: 62). This is a unique approach in its efforts to build the capacity of both teachers and school administrators to develop their own teaching methods and materials for connecting ESD topics to the real-world contexts of their students and their schools.

The UNESCO (2013a) survey identified a number of relevant national examples. In Indonesia, guidelines and teaching materials on ESD implementation are provided for all levels of education, and a number of training courses for teachers were completed. In Japan, the Education Ministry regularly organizes the National Conference on ASPnet Schools and Regional Exchange Meetings to strengthen teachers' competency. In Namibia, teacher-training programmes were organized in partnership with the National Institute for Educational Development, the Wildlife and Environment Society of South Africa and the engineering company Ramboll in Sweden. The Finnish National Board of Education is making a wide range of information and material on ESD available online. In Italy, a number of organizations, mainly non-governmental (NGOs), engaged in sustainability education promotion by offering courses, position papers and educational games for students and the general public. In Costa Rica, manuals and modules were developed through pilot programmes on ESD promotion in schools (UNESCO, 2013a).

At the regional level, expert meetings were held to enhance regional coordination and capacity-building for ESD and to strengthen educational responses for climate change education and disaster risk reduction (UNESCO, 2013b). In Europe, 90 per cent of member states have reported significant efforts to address the inclusion of ESD in pre-service and in-service teacher training. In addition, European member states report high achievement rates for advancing ESD competencies and learning outcomes (92 per cent) and for the use of ESD-related pedagogical approaches in early childhood, primary and secondary education (95 per cent) (UNECE, 2016).

Teachers' agency is a dynamic catalyst in effecting social change through schooling. The lack of trained teachers in many parts of the world therefore constitutes a major disadvantage for the implementation of both quality education and ESD. Teachers' existing workload and wide responsibilities (including extra-curricular activities) can also hinder ESD practice. Both teachers and other actors in charge of ESD implementation need sufficient knowledge and expertise to work in a holistic, integrated, interdisciplinary



and systemic manner. Mandates that grant teachers the autonomy to translate parts of the national curriculum to the local context will help to make learning more relevant and meaningful for students. The efforts of teachers must also align with wider ESD strategies that are linked to the curriculum, learning standards and achievement criteria, and to school administrations and management if effective synergies are to be maintained.

ESD policies to create effective learning environments

Educational policy can also advance ESD by providing the space for developing innovative learning environments for real-world, participatory, action-oriented and holistic forms of education. There are many good examples of such environments within ESD teaching, but the support of educational policy is often necessary to systematically legitimize and mandate the development of such learning environments. Safe and effective learning environments engender dynamic opportunities for engaged, experience-based learning, and they support the development of mutual trust and social bonds through cooperative learning relationships to enhance students' emotional safety. A safe and effective learning environment for ESD also facilitates linkages with surrounding ecosystems, and thus provides dynamic opportunities for practice and problem-solving with sustainable development. Schools can become hubs for community learning where local citizens can participate in and contextualize learning opportunities to meet their needs. This helps to develop strong social ties, trust-building and a sense of citizenship (Ofei-Manu and Didham, 2014).

The idea of a decentralized and locally based component as a proportion of the national curriculum is an approach that has taken hold in several countries in East and Southeast Asia. China, Indonesia and Viet Nam have all implemented this approach, and it serves as an effective way to extend the learning environment into a practical, real-world context (Benavot, 2014; Widjajanti, Matakupan and Didham, 2014). In Indonesia, a series of 'centres for education and education personnel development and empowerment' have been established around the country. These centres – a few of which focus specifically on ESD – provide key support to teachers and educators through the development of locally based learning modules and teaching materials (Widjajanti, Matakupan and Didham, 2014).

The development of whole-school and green school approaches is another way to enhance the learning environment for ESD. Countries around the world are developing programmes based on these approaches under various names, and governments (or international organizations such as the Foundation for Environmental Education) are providing some type of policy framework that allows schools to become accredited once they meet a minimum set of criteria which may also be supported with positive incentives. For example, the Eco-school Programme in Hungary is described as a network that, 'gives a professional framework for schools to develop their own sustainability projects' (UNECE, 2009). Eco-schools and Green Schools that also offer



environmental and sustainability education seek to develop learning environments that are conducive, effective, learner-friendly and safe. Additionally, school buildings are designed to embrace the natural surroundings to encourage connections between learners and their environment, and facilities are managed with environmental principles to serve as a model of good, sustainable practices.

Other initiatives and programmes may aim to engage students in real-world, active learning such as ‘youth environmental investigator’ programmes or position schools as hubs for wider community learning. These efforts to provide safe and effective learning environments are based on three objectives: (i) to have schools serve as learning models for sustainable practices, (ii) to contextualize learning opportunities in terms of local needs and challenges, and (iii) to provide dynamic opportunities for engaged, experience-based learning (Didham and Ofei-Manu, 2013: 7). The Asia-Pacific Cultural Centre for UNESCO (ACCU) implemented the ‘Linking Field Initiatives to Global Partnership’ and the ‘Innovation Programme for ESD’, which complemented school and community-based ESD activities conducted in nineteen schools from India, Indonesia, Japan, Korea, Philippines and Thailand to enhance the promotion of ESD in practice in both formal and non-formal education settings. It is also possible to establish learning environments conducive to ESD through online platforms. This is demonstrated by the collaborative online platform of UNESCO’s ASPnet in Action initiative entitled ‘Global Citizens connected for Sustainable Development’. This pioneering interactive web-based initiative builds on ASPnet’s online global learning community, with over 200 participating schools, and provides an opportunity for learning exchanges among ASPnet schools worldwide. It can also serve as a model for future projects aimed at producing international exchange and multicultural collaboration.

The safety and effectiveness of learning environments should be mandated and integrated into national education policies. One basic practice is to develop criteria for the environmental management of school facilities. However, another important mechanism is to detail in the curriculum ways to actively use the school environment for experience-based and practice-based learning opportunities. Some countries already have laws on lifelong learning and education, for example, the Japanese Lifelong Learning Promotion Act (1990) and the Republic of Korea’s Lifelong Education Law (1999, amended in 2007). Strengthening national laws on lifelong learning, which are strongly linked to community learning, is a valuable way to promote safe and effective learning environments in both formal and non-formal education settings.

Policies for local partnerships and ESD learning communities

Multi-stakeholder, participatory and collaborative learning partnerships create opportunities for reflexive and inclusive trust-building, which ultimately leads to the development of solutions and innovations (Ofei-Manu and Didham, 2014). ESD in the public sector has involved intergovernmental agencies at the international level, including several UN agencies, governments, the private sector and civil society. International



agencies engage in partnerships by framing and sharing the ESD agenda, mobilizing resources and programmes, and strengthening programmes through inter-agency collaboration. Government entities at the national, subnational or local levels usually mobilize resources and create the enabling environments needed to guide and support ESD. Businesses commit to their corporate social responsibilities, and civil society organizations play an array of roles to advance ESD promotion and implementation (UNESCO, 2014a).

Many countries created partnerships among government agencies for the implementation of ESD, and several countries have made innovative efforts to expand these to include multi-stakeholder partnerships. For example, in Costa Rica, the Blue Flag programme established strategic partnerships with different actors, while in Mexico, the energy, education and environment ministries established the Inter-ministerial Agreement Transversal Agenda through an inter-ministerial partnership. In Uganda, the National Environment Management Authority of Uganda, the Uganda National Commission for UNESCO, Nature Uganda, Kyambogo University and others partnered with international organizations including the German and Korean National Commissions for UNESCO and the Danish Outdoor Council to engage in advocacy, research, capacity-building and training of stakeholders on ESD principles. In Europe, the Polish Working Group on DESD included governmental, non-governmental and academic institutions representing twelve different institutions.

Engagement with the private sector to elicit their involvement in sustainable development has been advanced through a series of ESD-related capacity-building programmes. In Qatar, the government formed a strong partnership with the private sector. In Italy, the Ministry of Environment formed a partnership with public actors and the private sector under the framework of a national campaign on education for sustainable consumption. ESD-related curricula and teaching methods are also being used in business schools around the globe. Executive education programmes for business managers are developing the capacity of leadership to incorporate a systems approach in corporate decision-making (UNESCO, 2014a). ESD capacity-building has also progressed significantly in the public and non-governmental sectors. However, further capacity-building in the private sector and, in particular, the media, will go a long way towards stabilizing and enhancing the transition to sustainability.

Community-based learning initiatives are also supported by ESD policy. These promote autonomous actions and reaffirm local values and practices from an ESD perspective through the development of platforms for community dialogue, exchange, networking and mobilization of resources in several countries (Noguchi, Guevara and Yoroze, 2015). ESD learning communities have made significant contributions to systemic change by challenging existing norms, creating new knowledge, building consensus to address local sustainability issues and empowering communities to address those challenges. Policy support from international, national and local agencies has provided strong legitimacy for



the implementation of many community-based ESD learning initiatives and support for large-scale replication and global networking between various local initiatives.

Community Learning Centres (CLCs) exist in many countries but are concentrated in the Asia-Pacific region. While each CLC is unique and has functions to meet specific local needs, the universal function of CLCs is to facilitate the establishment of safe and effective learning environments for multi-generational gatherings and non-formal education in local communities. As of 2009, there were over 28,000 CLCs supporting actual grassroots implementation of ESD practices. Model CLCs are located in Kitakyushu and Okayama in Japan. The Okayama Kyoyama ESD Environmental Project has enabled communities to help develop better living places, learn to address relevant sustainability challenges in a cooperative manner and strengthen social relationships through these collective endeavours (Noguchi, Guevara and Yorozu, 2015; Oyasu and Riewpituk, 2014; Sasai, 2014).

4. Recommendations for action on SDG4.7 - cooperation in education for sustainable development of ASEAN

The regional recommendations for action on SDG4.7 were endorsed by the SDG4 National Coordinators at the 3rd Asia-Pacific Meeting on Education 2030 (APMED2030), co-organized by the UNESCO Bangkok - Asia and Pacific Regional Bureau for Education, together with the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), the UNICEF East Asia and Pacific Regional Office and the UNICEF Regional Office for South Asia in July 2017, in Bangkok, Thailand. These recommendations were addressed to all key stakeholders of SDG4: governments, international and regional organizations, CSO/NGOs, academia, media, the private sector, teacher education institutions and schools. They continue to be relevant, and some recommendations in each of the four action areas are introduced below, with some modifications and additions, as the recommendations on cooperation in education for sustainable development of ASEAN.

Action area 1: Curriculum & learning materials

- Identify the region's unique issues related to SDG4.7 and explore different and innovative modalities and means of delivering learning opportunities and materials linked to them;
- Develop the capacities of key stakeholders in textbook development, including, among others, national curriculum authorities and textbook development bodies and private publishers;
- Develop curriculum that is inclusive, participatory and based on local knowledge;

Action area 2: Teaching & learning (Teacher training/Pedagogy)



- Embed SDG4.7 components in existing and new teacher competency frameworks for all levels of education in the content of core subjects and in teaching and learning resources.
- Organize capacity development workshops for teachers to develop competencies needed to integrate SDG4.7 into teaching, especially in their respective subject areas;
- Connect learning to practice within communities to address issues such as peace, cultural and learning diversities, emergencies and natural disasters, conflict, sustainable development, global citizenship and gender equality.
- Invest in quality pre-service and in-service teacher education reform, including the development of a component on using ICTs for pedagogy and preparedness training for delivery of distance education, on education in emergencies/conflict and disaster risk reduction, and on adapting to new technologies as well as preventing, preparing for, and responding to crises.

Action area 3: Learning improvement and assessments

- Develop new and/or adapt existing instruments and methodologies to assess and support the development of skills, behaviors, and values related to SDG4.7 through different levels/types of assessment, but with a focus on classroom- and school-based continuous formative assessment.
- Design and administer learning assessments to capture the learning opportunities and changes in behavior and actions of children, youth, and adults that contribute to sustainability, resiliency, peace building, respect for diversity and the fulfillment of human rights in communities and wider society.
- Collect and share good and emerging practices among countries in the assessment of SDG4.7-related learning outcomes at the regional level, including school- and community-based assessments, and inclusive and participatory assessment.

Action area 4: Monitoring

- Seek and mobilize technical and/or financial support from regional as well as global stakeholders/partners when necessary to increase the availability and quality of national data/indicators to effectively monitor SDG4.7.
- Review and document existing national, regional and global tools and techniques to monitor SDG4.7 and disseminate to relevant partners and stakeholders. Organize and participate in workshops focusing on building capacities and skills required to monitor SDG4.7.



- Foster a culture of knowledge exchange and data sharing among and between ministries and agencies that will strengthen the use of multiple data sources to monitor SDG4.7.



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AIPA Partnership on Education and Culture for Sustainable Development: Linking the Two Spheres

By Michael Croft, UNESCO Representative to Viet Nam



Global Forum on Education for Sustainable Development & Global Citizenship Education Development Forum

Hanoi, 2nd -3rd July 2019





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03 entry points

1. Intangible Cultural Heritage
2. Heritage Education
3. Shared Histories



SHARED HISTORIES
OF SOUTH-EAST ASIA



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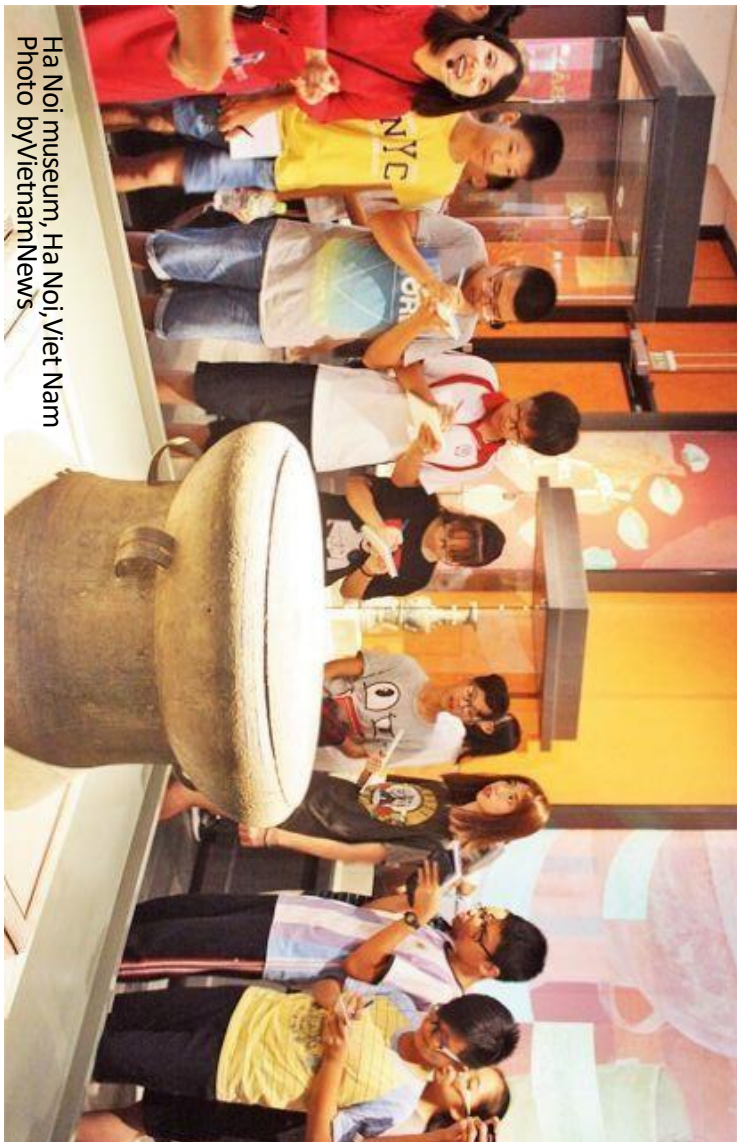


Bai Choi Art performance
in Hoi An city of Quang Nam province, Viet Nam
Photo by quehuongonline.vn

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Intangible
Cultural
Heritage
~
“Living
Heritage”

Heritage Education — Making the connection



Ha Noi museum, Ha Noi, Viet Nam
Photo by VietnamNews



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Shared
Histories
~
Connecting
through the
past

Conclusion





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ANNEX O

Remarks by World Bank



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Improving Education Systems: Lessons for ASEAN region

Dilip Parajuli

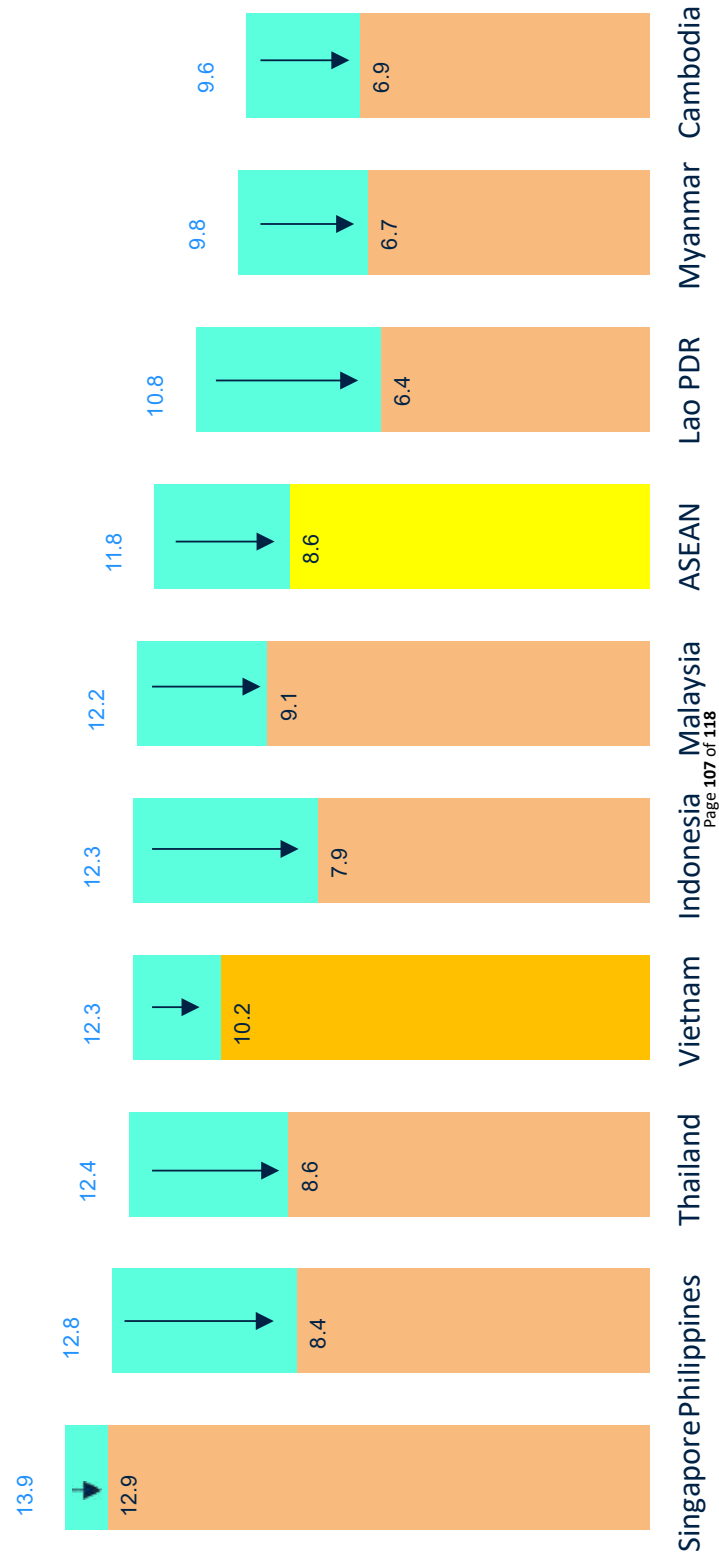
Hanoi

July 30, 2020

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Expected years of schooling in ASEAN countries (2018) Good ACCESS vs Low & Unequal QUALITY



What have well-performing systems done?

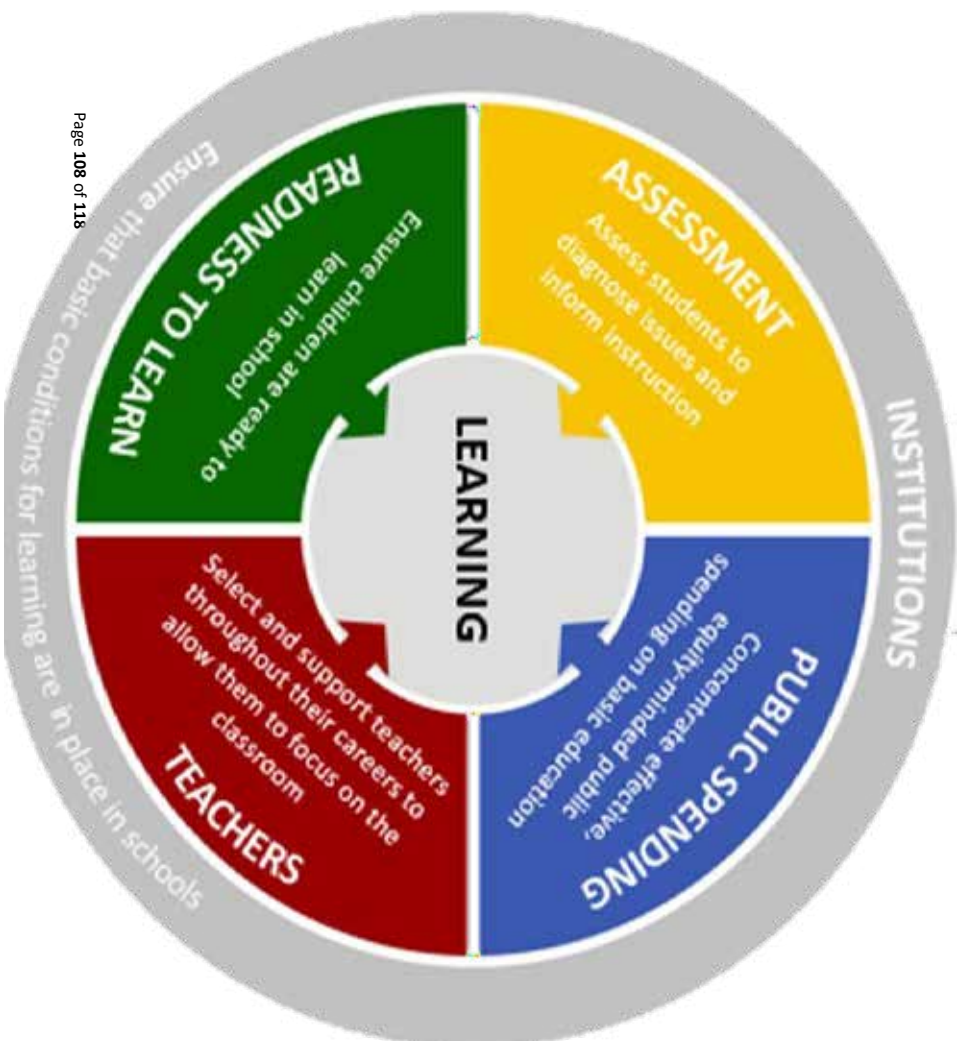
Align institutions to put in basic conditions in schools

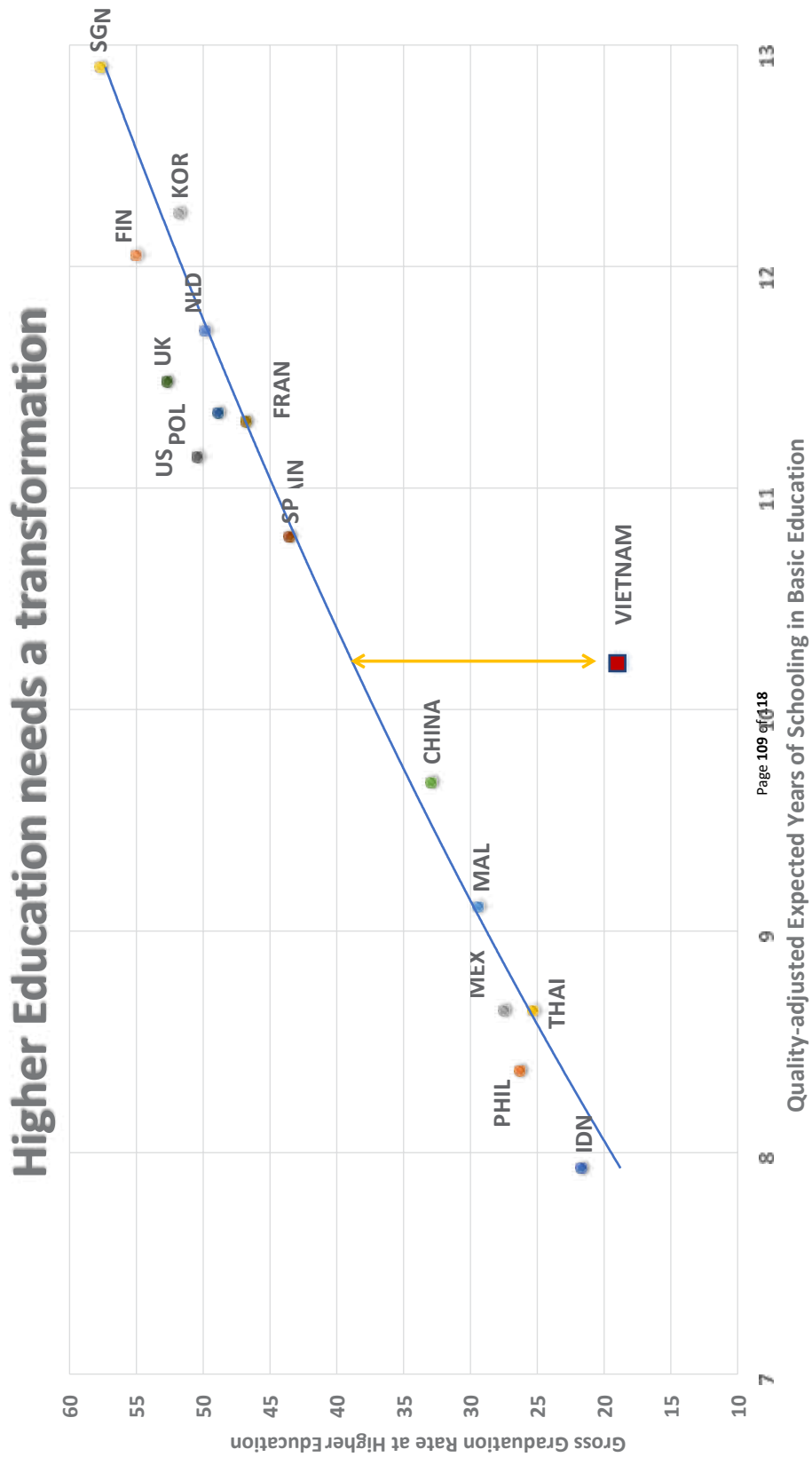
Prioritize public spending on basic education

Select and support teachers

Ensure that children are ready to learn in school

Assess students to diagnose issues and inform instruction





COVID Impact for Education is substantial and long lasting

World Bank estimates a long-term productivity loss of **\$10 Trillion** (2017 PPP terms) for the current cohort of students **globally**

In **East Asia**, loss of **\$3.8 Trillion**

ASEAN Estimated losses in the absence of any remedial actions/policies:
Indonesia >\$150B, Vietnam > \$100B,
Thailand, Malaysia, Philippines >\$80B

Population Groups affected most: vulnerable groups like the poor, girls, ethnic minorities, and persons with disabilities

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Source: WB Policy Research Working Paper 9284



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WB: Make education system more effective, inclusive & resilient than pre-COVID

Sustain, adapt & improve COVID-19 response initiatives that worked

- Effective uses of technology in remote-learning systems
- Early-warning systems to prevent dropout Teaching at the right level
- Better support for parents, teachers and students, including socioemotional skills Invest in human capital formation in areas lacking in the system (engineers, nurses, etc.).

Close the digital divide

- Increase efficiency: Adjustments to high-stakes examinations, curriculum simplification, garner the power of technology
- Effective data systems (e.g. unique student IDs, better use of technology for system management)
- Investments in long-term resilience of system, schools and students

Build-back-better education systems

Protect & enhance education financing

- Ramped-up financing for the front lines and areas of greatest need
- Financing focused on programs that have proven most effective during school reentry
- Safeguarding overall education spending to protect and boost human



ANNEX P

RESOLUTION ON ADVANCING PARLIAMENTARY PARTNERSHIP ON EDUCATIONAL AND CULTURAL COOPERATION FOR SUSTAINABLE DEVELOPMENT OF THE ASEAN COMMUNITY



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Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



**RESOLUTION ON
ADVANCING PARLIAMENTARY PARTNERSHIP ON EDUCATIONAL AND
CULTURAL COOPERATION FOR SUSTAINABLE DEVELOPMENT OF THE
ASEAN COMMUNITY**

Adopted on 30th July, 2020

The 41st General Assembly of AIPA

- 1. *Realizing*** the importance of giving priority to the implementation of Sustainable Development Goals defined in the United Nations 2030 Agenda for Sustainable Development for the socio-economic progress around the world;
- 2. *Acknowledging*** that education is the most efficient tool to address all the development goals in an inclusive manner to promote positive responses to achieve these goals;
- 3. *Emphasizing*** that culture also plays a significant role in the socio-economic growth of countries and in building grounds for cooperation and solidarity among ASEAN nations for equitable development;
- 4. *Affirming*** the essence of Sustainable Development Goal 4 in the promotion of a culture of peace and non-violence, appreciation of cultural diversity and of culture to sustainable development;
- 5. *Referring*** to target 4.7 of the Sustainable Development Goal 4 that all learners acquire the knowledge and skills needed to promote sustainable development, including among others, through education for sustainable development and sustainable lifestyles;
- 6. *Recalling*** Resolution 6GA/RES.8/83 in October 1983 on ASEAN Cooperation on Culture; Resolution RES/35GA/2014/Soc/03 in September 2014 on Strengthening Parliamentary Roles in Developing Vocational Education and Skilled Labour for the Integration of ASEAN Labour Market and Resolution RES/36GA/2015/SOC/02 in September 2015 on Enhancing ASEAN Higher Education Towards an Inclusive ASEAN Community;
- 7. *Considering*** that comprehensive human development in terms of knowledge and human skills serves as important factor of growth and development of countries in the integration of knowledge economy;



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8. Deeply concerned with negative impacts of the coronavirus disease 2019 (COVID-19) on education and culture and the difficulties in the implementation of Sustainable Development Goals, but hopeful as the pandemic creates opportunities for improvement and cooperation to meet the targets of SDGs during the post pandemic recovery;

9. Aspiring to foster cooperation and exchange in developing education quality as well as preserving cultural identities within ASEAN region;

10. Mindful that ASEAN Social and Cultural Community (ASCC) is one of three pillars of the ASEAN Community, which builds upon the commitment to lift the quality of life of its people through cooperative activities that are people-oriented, people-centred, environmentally friendly and geared towards the promotion of sustainable development for harmony, solidarity and common identity for ASEAN.

Hereby resolves to:

1. Call on all AIPA Member Parliaments to foster cooperation to create a legal framework that bridges all forms of educational system in the context of distance and online education, open science, knowledge and culture sharing amidst the COVID-19 pandemic and post pandemic recovery;

2. Recommend, as well, AIPA Member Parliaments to conduct study the possibility for legal harmonization, enforcing policy of mutual recognition in order to create premise for educational and cultural cooperation and exchange in sustainable development;

3. Encourage AIPA Member Parliaments to strengthen information sharing and communication on role models and best practices among ASEAN Member States in the mobilization of resources for educational and cultural development that promote Sustainable Development Goals;

4. Promote connectivity among AIPA Member Parliaments and with existing regional mechanisms on educational and cultural cooperation, such as the South East Asia Minister of Education Organization (SEAMEO) and the ASEAN Social and Cultural Community (ASCC); Ministers Responsible for Culture and Arts (AMCA);

5. Urge AIPA Member Parliaments to incorporate international commitments on culture and education into national legal system in view of sustainable development;

6. Support cooperation between AIPA Member Parliaments and other regional mechanisms with a view to enhancing public awareness, promotion, protection and conservation of ASEAN cultural heritages and connectivity in respect to responsible tourism and



sustainable development;

7. Recommend the AIPA Member Parliaments during their rotational presidency to organize the annual conference on parliamentary partnership for sustainable development in order to constitute a cooperation mechanism between legislatures and executives in the context of realization of the United Nations Sustainable Development Goals, for the sustainable development of each member states and of the ASEAN Community.

Adopted on 30th July, 2020 in Hanoi, Viet Nam.



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Virtual Conference "AIPA Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA ECC)"



CLOSING THE CONFERENCE
“AIPA PARLIAMENTARY PARTNERSHIP ON EDUCATIONAL AND CULTURAL COOPERATION FOR SUSTAINABLE DEVELOPMENT”
Hanoi, Viet Nam - July 30th 2020

*Distinguished delegates,
Ladies and gentlemen,*

May I begin by expressing how grateful I am to have the participation of your esteemed delegates at this virtual Conference. It is my privilege to be here with you.

I would like to extend my deep gratitude to His Excellency the Vice President of the National Assembly of Viet Nam who joined and presided over the opening session of our conference earlier; My appreciation goes to the Secretary General of IPU; I am grateful for the full and proactive engagement of Madame AIPA Secretary General; I recognize the presence of Honorable Chairman of the Foreign Affairs Committee of the National Assembly of Viet Nam, as well as Excellencies Ambassadors, Representatives from embassies of ASEAN member states at the focal endpoint of Hanoi during the opening session.

I recognize as well the dedicated engagement of minister of education and training, minister of culture – sports and tourism of Viet Nam. My thanks go to representatives from UN agencies, UNESCO, World Bank for your invaluable sharing and recommendations.

I spare these special thanks for the supports, the extensive and effective participation of the delegations from AIPA Member Parliaments.

Thank you for your support, your participation and contribution that make this conference a great success.

Ladies and gentlemen,

Against the midst of COVID-19 outbreak and spreading across the globe, causing adverse impacts on every aspect of daily life in all countries in the world, the utmost concern facing all nations is how to contain the infection of this pandemic and to restore economic growth.

Nonetheless, beside the short-term mission, we should never fail to pursuit the long-term objectives of sustainable development. The fact that we are gathering together today at this conference to discuss how to cooperate in areas of education and culture for the purpose of sustainable development, reflects our responsibility and deep concerns of all countries over the implementation of SDGs, particularly those related to education and culture, with view to building ASEAN a community of wealth, prosperity and sustainable development.



This conference recorded a great number of intervention from participants. The discussion today highlighted the importance of AIPA member parliaments in legal harmonization, that facilitates mutual recognition of qualifications and cross-border education in ASEAN, favoring the preservation and advance characterized cultural values of each and every country in the region.

I am confident that the experience shared and recommendations made at our conference will serve as invaluable information and lessons for each country to consider and put in practice in accordance with our particular situation and context. Furthermore, they will be food for thought in consideration of a regional mechanism for cooperation that advances the implementation of SDGs concerning education and culture.

Distinguished delegates, ladies and gentlemen,

After more than 3 hours of proactive discussion and exchange of views, with numerous relevant ideas from national delegations and intervention of the experts, our conference has come to consent on several matters, particularly the draft resolution on “Advancing parliamentary partnership on educational and cultural cooperation for sustainable development of ASEAN” has been agreed.

Based on the outcome of this conference, the host will prepare a Report captured in which all comments and inputs made by our participants during the course of discussion. The draft report will be delivered to your attention in due time for comments. The host Viet Nam will consolidate all inputs and finalize the report and present it in accordance with existing procedure to the Social Affairs Committee at the 41st AIPA General Assembly.

On behalf of the host, once again, allow me to extend the heartfelt gratitude to you esteemed delegates for spending time attending this virtual conference. May I now declare the first conference on parliamentary partnership on educational and cultural cooperation for sustainable development close.

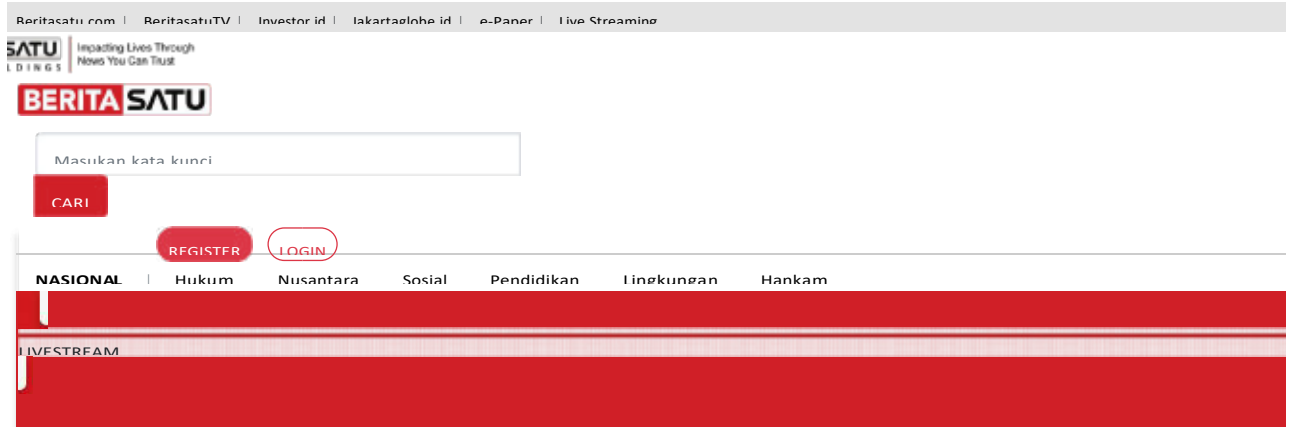
Thank you very much.



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KLIPING BERITA



Home > Nasional

BKSAP–AIPA Bahas Peningkatan Kualitas Pendidikan di Masa Pandemi

Sabtu, 1 Agustus 2020 | 08:14 WIB

Oleh : Jayanty Nada Shofa / JNS



Wakil Ketua Badan Kerja Sama Antar Parlemen (BKSAP) DPR Mardani Ali Sera saat pertemuan daring BKSAP DPR RI dengan AIPA-ECC di Gedung Nusantara III, Jakarta, Kamis (30/7/2020). (Foto: Istimewa)

Jakarta, Beritasatu.com - Badan Kerja Sama Antar Parlemen (BKSAP) DPR dan ASEAN Inter-Parliamentary Assembly (AIPA) baru-baru ini membahas peningkatan kualitas pendidikan di masa pandemi **Covid-19**.

Diketahui, mewabahnya virus corona telah berdampak besar pada sektor pendidikan. Siswa di seluruh dunia terpaksa harus belajar dari rumah untuk mencegah penularan. Berbagai tantangan pun muncul selama kegiatan belajar dari rumah berlangsung seperti kendala akses internet dan perangkat teknologi.

"Fokus yang pertama tentang bagaimana menjaga serta meningkatkan kualitas pendidikan di era Covid-19. Tadi Filipina bagus, dimana perusahaan telekomunikasi mereka diminta untuk meningkatkan CSR-nya, sehingga bisa memberikan kuota internet gratis," kata Wakil Ketua BKSAP Mardani Ali Sera di sela-sela pertemuan daring ASEAN-AIPA yang bertajuk "Parliamentary Partnership on Educational and Cultural Cooperation for Sustainable Development (AIPA-ECC)", di Gedung Nusantara III, Jakarta, Kamis (30/7/2020).



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Il. Jend. Gatot Suharto, Jakarta Selatan

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BeritaSatu Media Holdings

"Kemudian, tadi Vietnam mendesai kurikulum yang lebih simple. Jadi, bagi BKSAP DPR RI, pertemuan sore ini membuat kita mendapat best practice," jelas politisi Fraksi Partai Keadilan Sejahtera tersebut.

Pada pertemuan tersebut, BKSAP DPR RI menjelaskan beberapa kebijakan yang telah diterapkan di Indonesia, seperti penambahan budgeting di sektor pendidikan yang telah diterapkan di Indonesia dan wacana penghapusan Ujian Nasional.

RACA IIIGA

Pembukaan Sekolah di Zona Hijau Wajib Penuhi Persyaratannya

Di masa pandemi, dimulainya pembelajaran tatap muka di sekolah juga harus mengantongi izin dari pemerintah daerah, tentunya dengan memperhatikan kondisi pandemi Covid-19 di wilayah tersebut.

Tak hanya itu, Mardani mengajukan pandangan mengenai pentingnya kolaborasi antar negara ASEAN terutama yang bertetangga dalam penyediaan infrastruktur internet. Gagasan ini dianggap selaras dengan quotes AIPA mengenai seamless connectivity melalui penyediaan fasilitas internet khususnya di daerah terluar, terpinggir dan tertinggal (3T) di masing-masing negara.

"Inilah pentingnya AIPA quotes tentang 'Seamless Connectivity'. Contohnya, beberapa daerah 3T di Indonesia ada yang lebih dekat ke Filipina atau Malaysia. Maka, kita usulkan untuk suplai internet ke daerah 3T itu bersumber dari kedua negara itu. Sebaliknya, warga Filipina yang dekat Sulut mendapatkan fasilitas dari Indonesia. Kita ajukan, demi membangun 'ASEAN as Single Community' yang maju," pungkaskan Mardani.

Sumber: BeritaSatu.com TAG:



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Sekretariat Kerja Sama Organisasi Regional
Biro Kerja Sama Antar Parlemen
Sekretariat Jenderal DPR RI

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