



Sustainability Agenda – Malaysia’s Experience and Perspective

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PENDIDIKAN TINGGI BERKUALITI GLOBAL
Global Quality Higher Education

IMPACT OF POST NORMAL TIMES TO H.E.

DIGITALIZATION AND OPEN ACCESS

Blended and on-line to make education flexible and accessible

MULTI/INTER/ TRANSDISCIPLINARY RESEARCH AND EDUCATION

- Complex global challenges require transdisciplinary solutions

FLEXIBLE LEARNING

- short courses, micro-credentials, and continuous learning opportunities to meet the evolving needs of learners throughout their lives.

GLOBALIZATION

- Cross-cultural competencies
- Global curriculum

GOVERNMENT POLICY AND FUNDING

- cross-cultural competencies
- Global curriculum

VALUES-DRIVEN EDUCATION AND DEEI

- Embodying the Malaysian National Education Philosophy – Developing potential of individuals in a holistic & integrated manner (intellectually, spiritually, emotionally & physically balanced and harmonious)

HEALTH AND WELL-BEING

- investing in wellness programs and support services to address the well-being of students and staff.

INNOVATION AND ENTREPRENEURSHIP

- Encouraged to foster creativity and job creation

QA AND ACCREDITATION

- Evolving accreditations systems and learning assessment

POLICY AND FUNDING FOR R&I

- Encourage PPP and outcome-based funding

FLEXIBLE EDUCATION (HYBRID MODELS)

- Online and face to face

PERSONALISATION

- Advances in data analytics and AI are making it possible to customize

ALTERNATIVE CREDENTIALS

- digital badges, certificates, and industry-recognized certifications, are gaining recognition as valuable indicators of skills and knowledge.

PLANETARY HEALTH and SUSTAINABILITY FOCUSED

- Emphasise on sustainability in education and research with impact

ETHICAL CONSIDERATIONS

- Technology usage
- Academic integrity
- Data privacy

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- Embodying the Malaysian National Education Philosophy – Developing potential of individuals in a holistic & integrated manner (intellectually, spiritually, emotionally & physically balanced and harmonious)

The future of higher education institutions will need to be agile, adaptable, and innovative to navigate the changing landscape successfully. Digitalization and digital literacy will be a strong driving force in the future

POLICY AND FUNDING FOR R&I

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TALENT FOR THE FUTURE

Talent for the Traditional Economy



Administrators



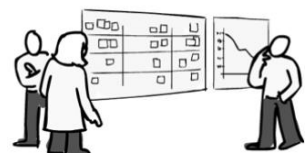
Linear thinking



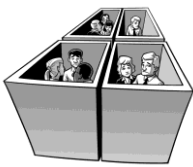
Closed innovation



Emphasis on qualifications

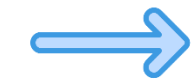
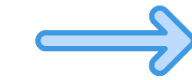
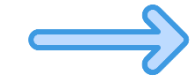


Performance driven



In-silo view

Transformational Shift



Talent for the Knowledge Economy



Innovators



Systems Thinking



Open innovation (Collaborative)



Employment based on competencies



Values-infused and impact driven



Ecosystem view

Talent will need to have **SOFT Skills** (ability to communicate with others), **SMART Skills** ((skills co-developed with other humans) & **SHARP Skills** (skills co-developed with digital technologies).

Source: © ASM Analytics, 2022.

TALENT FOR THE FUTURE

Talent for the Traditional Economy

Transformational Shift

Talent for the Knowledge Economy



Administrators



Innovators



Linear thinking



Systems Thinking



Closed innovation



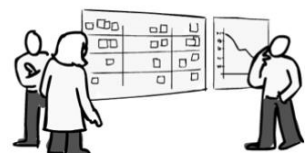
Open innovation (Collaborative)



Emphasis on qualifications

Balanced talent (knowledge and character) that are imaginative, agile, adaptive, flexible, future-ready, with attributes responsive to post-normal times

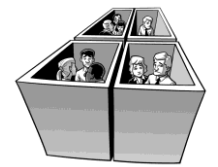
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Performance driven



Values-infused and impact driven



In-silo view



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Source: © ASM Analytics, 2022.

Attributes and skills expected of students in post-normal times

Need to prepare students to **cope with unknowns** e.g. flexible, adaptable, agile when facing pandemic COVID 19 which is unprecedented.

- **Resilience:** Resilience is the ability to bounce back from adversity. It involves maintaining a positive attitude, adapting to change, and persevering in the face of setbacks.
- **Adaptability:** Being open to change and flexible in one's thinking and actions is crucial when facing the unknown. The ability to quickly adapt to new circumstances can make a significant difference.
- **Resourcefulness:** Resourcefulness involves finding creative and innovative solutions to problems, often with limited resources. This skill is particularly important during crises.
- **Critical Thinking:** Critical thinking skills help individuals analyze information, make informed decisions, and discern facts from misinformation. In times of uncertainty, critical thinking is invaluable.
- **Emotional Intelligence:** Being in tune with one's own emotions and empathetic toward others helps manage stress and build positive relationships during challenging times.
- **Communication Skills:** Effective communication is vital for disseminating information, providing support, and maintaining a sense of community. **Clear and transparent communication can reduce anxiety and confusion.**
- **Adaptation to Technology:** In a digital age, being comfortable with technology and its applications for remote work, education, and social interaction is increasingly important.
- **Self-Discipline:** Staying focused and maintaining self-discipline, especially when working or learning from home, is essential for productivity and achieving goals.

- **Patience:** Dealing with the unknown often involves waiting for answers, solutions, or improvements. Patience is crucial in times of uncertainty.
- **Community Engagement:** Being part of a supportive community or network can provide emotional and practical assistance. Engaging with others and offering support can foster a sense of belonging and resilience.
- **Proactive Approach:** Taking a proactive approach to problem-solving and preparedness can help mitigate the impact of unforeseen challenges. This includes disaster preparedness and emergency planning.
- **Mental Health Awareness:** Understanding the importance of mental health and seeking help when needed is crucial during times of stress and uncertainty.
- **Resource Management:** Effective management of resources, including financial resources, can help individuals and organizations weather economic challenges.
- **Global Awareness:** Being aware of global issues, pandemics, and interconnectedness can help individuals and communities respond more effectively to crises.
- **Lifelong Learning:** A commitment to continuous learning and self-improvement can help individuals stay informed and adaptable in the face of changing circumstances.
- **Crisis Management:** Understanding the basics of crisis management and decision-making is valuable when facing unknown challenges.
- **Intellectual humility**

Attributes and skills expected of students in post-normal times

Need to prepare students to **cope with unknowns** e.g. flexible, adaptable, agile when facing pandemic COVID 19 which is unprecedented.

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- **Resourcefulness:** Resourcefulness is the ability to find creative solutions to problems. It involves identifying and utilizing available resources effectively during important durations.
- **Critical Thinking:** Critical thinking is the ability to analyze information and make informed decisions. It is essential for navigating uncertainty and making sound judgments.
- **Emotional Intelligence:** Emotional intelligence is the ability to understand and manage one's own emotions and the emotions of others. It is crucial for maintaining healthy relationships during challenging times.
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- **Community Engagement:** Being part of a supportive community or network can provide emotional and practical assistance. Engaging with others and offering support can foster a sense of belonging and resilience.
- **Problem-Solving Skills:** Problem-solving skills are essential for addressing complex challenges. A structured approach to problem-solving can help individuals navigate the impact of unforeseen events and emergencies.
- **Stress Management:** Stress management techniques are crucial for maintaining mental health during times of stress. Regular practice of stress management techniques can help individuals maintain their well-being.
- **Resourcefulness:** Resourcefulness is the ability to find creative solutions to problems. It involves identifying and utilizing available resources effectively during important durations.
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Educators should also undergo professional development to be updated with the new attributes and skills that the students need to have in post normal times

Humanity-Centric Teaching and Learning

What Do Students Look For When They Come To Universities?

Universities offer a learning ecosystem that allow students to :

1. Discover their potential
 2. Nurture their potential
 3. Unleash their potential
 4. Be future-ready
 5. Have clarity of purpose
- As we navigate through Post Normal Times, **reimagining** higher education is not just a choice but a necessity.
 - The Humanity-Centered Model proposed, offers a forward-looking approach that empowers students to become compassionate and ethical leaders, equipped to address the unique challenges of our times.
 - By embracing interdisciplinary collaboration, ethical considerations, adaptability, global perspectives, and empathy, higher education institutions in Malaysia can pave the way for a new horizon in science, technology, and innovation to unleash their potential.

Source: modified from ASM Analytics, 2023

Progress in science, technology, and innovation must be accountable to the well-being of individuals and societies, with a keen awareness of the broader impact on the planet and future generations.

This concept should be a shared value among family, society and nurtured through schools and education system, be part of the HE curriculum, embedded in our governance & policies and in the innovations that we offer.

Humanity-Centric Teaching and Learning: Highlights

- Rapid technological advancements, global crises, and societal transformations require a paradigm shift in our educational models, particularly in the realm of science.
- The Humanity-centric teaching and learning encompasses:

Interdisciplinary Integration:

- Emphasizing the convergence of diverse disciplines, the model encourages collaborative learning experiences. By integrating humanities and social sciences with traditional scientific disciplines, students gain a comprehensive understanding of the ethical, cultural, and societal implications of scientific advancements.

Cultivating Empathy:

- In an era marked by rapid technological advancements, cultivating empathy becomes integral. The model integrates courses that explore the human side of science, encouraging students to consider the societal impact of their work. This empathetic approach ensures that innovations are not only technologically advanced but also socially responsible.

Source: ASM Analytics, 2023



Humanity-centric teaching and learning: Highlights

Ethical Decision-Making:

- In Post Normal Times, ethical considerations are paramount. This model places a strong emphasis on nurturing ethical leaders in science. Courses on ethics and responsible research practices are embedded within the curriculum, fostering a sense of responsibility and accountability among future scientists.

Adaptive Learning Environments:

- Recognizing the dynamic nature of contemporary challenges, the model promotes adaptive learning environments. Virtual labs, simulations, and real-world problem-solving scenarios equip students with the skills needed to navigate complex and unpredictable situations, preparing them for the uncertainties of the future.

Global Perspectives

- Science knows no borders, and a Humanity-Centered Model ensures that students are exposed to global perspectives. Collaborative research projects, international partnerships, and exchange programs cultivate a sense of global citizenship, enabling students to address challenges that transcend geographical boundaries.

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Education for Sustainable Development (ESD) is defined as education that encourages and empowers learners of all ages to obtain the required **knowledge, skills, values and attitudes** to take informed decisions and responsible actions to shape a sustainable future.

UNESCO

Source: Education For Sustainable Development: A Roadmap, UNESCO, 2020

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)



Source: Education For Sustainable Development: A Roadmap, UNESCO, 2020

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Societal transformation:

Enable the achievement of the SDGs towards building a more sustainable world

Pedagogy and learning environment:

Employ interactive, project-based, learner-centred pedagogy. Transform all aspects of learning environment through a whole-institution approach to ESD to enable learners to live what they learn and learn what they live

Learning outcomes:

Empower people to take responsibility for present and future generations and actively contribute to societal transformation

Learning content:

Integrate sustainability issues, in particular those enshrined in the 17 SDGs such as climate change, into all kinds of learning





Our commitment

1. We, within our respective mandates and in our areas of responsibility, taking into account our needs, capacities, available resources and national priorities, commit to the following:
 - a) Ensure that ESD is a foundational element of our education systems at all levels, with environmental and climate action as a core curriculum component, while maintaining a holistic perspective on ESD that recognizes the interrelatedness of all dimensions of sustainable development;
 - b) Integrate ESD into all levels of education and training from early childhood to tertiary and adult education, including technical and vocational education and training (TVET), and into non-formal education and informal learning, so that all individuals are provided with lifelong and life-wide learning opportunities for sustainable development;
 - c) Implement ESD with joint emphasis on the cognitive skills, social and emotional learning, and action competences for the individual and societal dimensions of transformation, promoting individual behavioural change for sustainable development, equality and respect for human rights as well as fundamental structural and cultural changes at the systemic level of economies and societies, and also promoting the required political action to bring about these changes;

- d) Harness the power of ESD for the redesign of our societies, encouraging, inter alia, access to scientific knowledge and data sharing to facilitate research, evidence-based policies, democratic decision-making and the recognition of indigenous knowledge, to promote sustainable and transformative economies centered on respect for the well-being of people as well as for the planet, and to enhance resilience and preparedness for future global crises;
- e) Promote a whole-institution approach, recognizing that learners and the school community become meaningfully engaged in sustainable development through democratic participation when their institutions become living laboratories for participation and active citizenship, equity and gender equality, health, connections with nature and respect for the environment, energy efficiency and sustainable consumption, and where learning is experiential, action-oriented, localized and culturally specific, allowing learners to learn what they live and live what they learn;
- f) Recognize climate change as a priority area of ESD of particular importance to Small Island Developing States (SIDS), as they require special attention in terms of ESD implementation due to their increasing vulnerability to climate change and natural hazards;
- g) Also recognize the crucial role of teachers to promote ESD and invest in the capacity development of teachers and other education personnel at all levels and to ensure a whole-of-sector approach to the necessary transformation of education;

[UNESCO World Conference on Education for Sustainable Development, online, 2021](#)

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Through pursuing the goal and objective of *ESD for 2030*, in **10 years' time** we aim to create a world in which...

Governments

mainstream ESD in their education policies and frameworks to transform education.

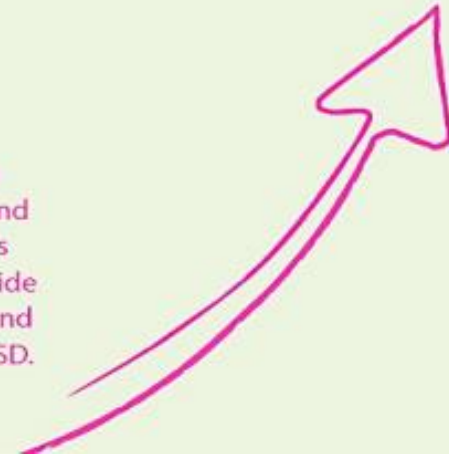
Learners in all walks of life across the world have opportunities to acquire the knowledge, skills, values and attitudes needed for promoting sustainable development and achieving the 17 SDGs and to experience sustainable development in action through a whole-institution approach to ESD.

Educators

across the world have the opportunities to develop capacities to foster societal transformation for a sustainable future. Training institutions for educators systematically integrate ESD.

Youth are strengthened to be agents of change and youth organizations systematically provide training for youth and youth trainers on ESD.

People living in cities and communities across the world recognize ESD as a key instrument and lifelong learning opportunity to achieve sustainability at a local level.



Source: Education For Sustainable Development: A Roadmap, UNESCO, 2020

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

ESD for 2030 toolbox: implementation

The ESD for 2030 roadmap underlines six key areas of implementation: country initiatives on ESD for 2030, ESD for 2030 Network, communication and advocacy, tracking issues and trends, mobilizing resources, and monitoring the progress.

This [toolbox](#) provides an evolving set of selected resources to support Member States, regional and global stakeholders to develop activities in support of the six key areas of implementation and of the [five priority action areas](#) (policy, learning environments, educators, youth and local level).

For further information and suggestions, please contact esd@unesco.org✉.

Implementing ESD
for 2030
at country level

Harnessing
partnership and
collaboration

Communicating
for action

Tracking
issues and trends

Mobilizing
resources

Monitoring
progress

Source: Education For Sustainable Development: A Roadmap, UNESCO, 2020

MALAYSIAN QUALIFICATIONS FRAMEWORK (MQF) 2017

MQF LEVEL	GRADUATING CREDIT	SECTOR		LIFELONG LEARNING
		ACADEMIC	TVET *	
8	No credit rating	PhD by Research		Accreditation of Prior Experiential Learning (APEL)
	80	Doctoral Degree by Coursework & Mixed Mode		
7	No credit rating	Master's Degree by Research	Benchmarked with ASEAN Qualifications Reference Framework (AQR) (2019)	
	40	Master's Degree by Coursework & Mixed Mode		
	30	Postgraduate Diploma		
6	20	Postgraduate Certificate		
	120	Bachelor's Degree	Bachelor's Degree	
	64 **	Graduate Diploma	Graduate Diploma	
5	34 **	Graduate Certificate	Graduate Certificate	
	40	Advanced Diploma	Advanced Diploma	
4	90	Diploma	Diploma	
3	60	Certificate	Certificate	
2	30	Certificate	Certificate	
1	15	Certificate	Certificate	

* Technical and Vocational Education and Training

** Inclusive of 4 credits for U1 courses from general studies

The Framework provides a set of levels and **descriptors** covering all sectors, which uses the set of levels and outcomes with the intention to bring progression and pathways together and accommodate **all forms of learning**.

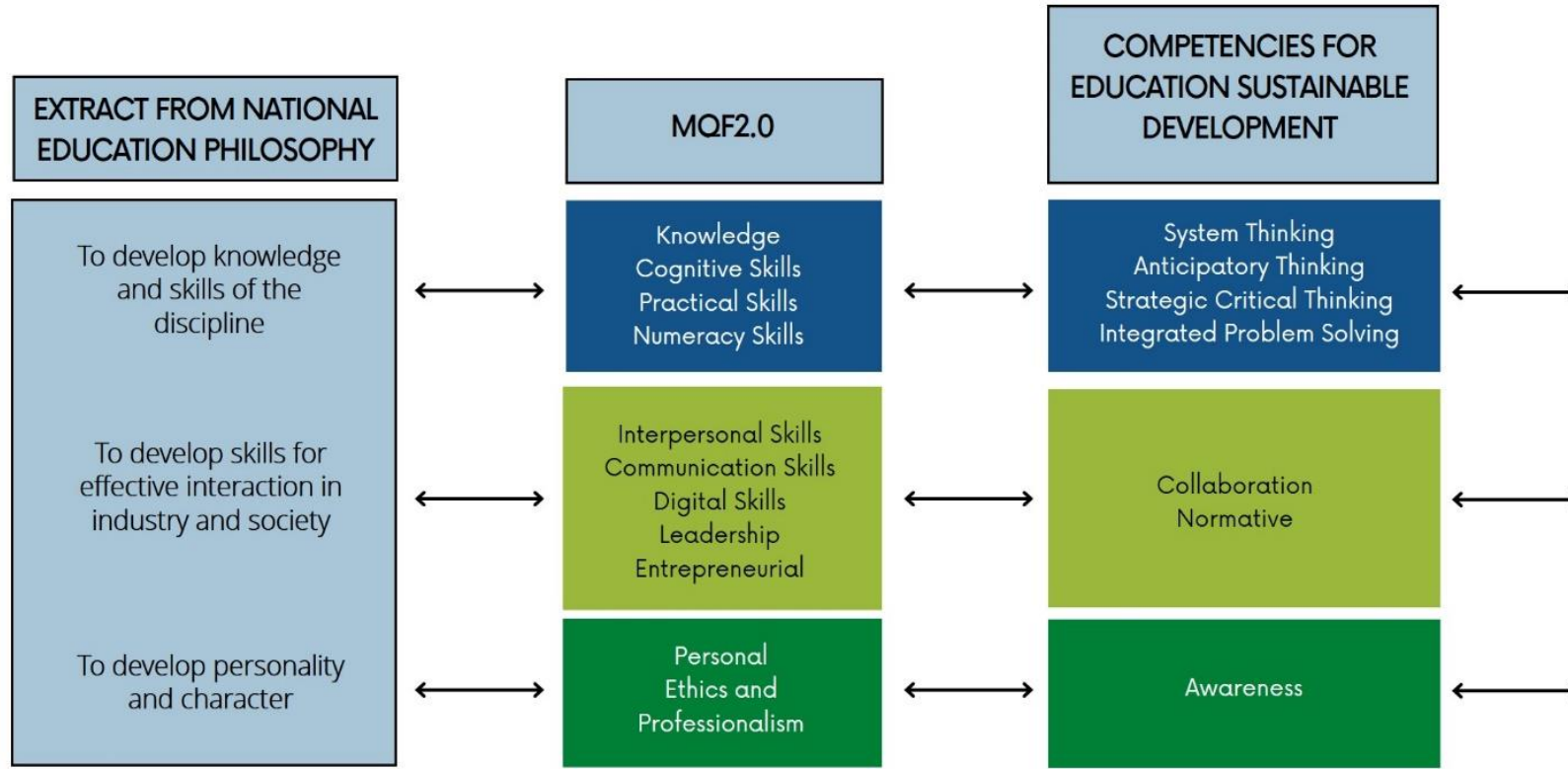
MQF 2024 (in progress)

The Malaysian Qualifications Framework (MQF) advocates the concept and practice of sustainability. **Higher education providers (HEPs) are recommended to include the global sustainability agenda at all MQF levels in their graduate profiles and/or any of the learning outcome domains, learning content and/or assessment to produce graduates with balanced and holistic academic and social skills.** Elements of sustainability could also be offered as a “partial qualification” under the Flexible Learning Pathways (FLPs) and incorporated as part of the Continuous Professional Development (CPD) for trainers and academic staff.

As a general practice, individual programme design should address the clusters of learning outcomes appropriately. It describes the general and specific content for knowledge and skills in a subject(s) and related field(s), the level of cognitive skills, and where relevant, the specialised technical skills. The remaining generic skills are capabilities that all learners should acquire through the study programmes and training, whether through specialised courses or embedded, integrated and infused in the teaching and learning, and assessment strategies, including the Work-based Learning (WBL) options and co-curricular activities **that incorporate the global sustainability agenda.**

Source: Malaysian Qualifications Agency, 2024

Mapping MQF Domains of Learning Outcomes and Sustainability Key Competencies (ESD)



Scenario-based and Embedding Competencies

- **Knowledge + Systems Thinking:** Students move beyond rote learning, connecting facts to the larger global systems, understanding the broader implications of individual elements.
 - **Cognitive Skills + Anticipatory/Strategic Thinking:** Analysis evolves into forecasting. Students learn to envision future outcomes and strategize accordingly, thinking multiple steps ahead.
 - **Practical Skills + Integrated Problem Solving:** Task-based learning is enriched with holistic problem-solving, ensuring skills are applied in diverse, real-world contexts.
 - **Numeracy + SDG Competencies:** Quantitative skills become the backbone for all competencies, aiding in understanding, anticipating, and addressing global challenges.
-
- **Interpersonal Skills:** Mutual respect and understanding to forge stronger teams.
 - **Communication:** Clear articulation accelerates team synergy.
 - **Digital Skills:** Technology bridges gaps, fostering global collaboration.
 - **Leadership:** Inclusive guidance elevates every team member's contribution.
 - **Entrepreneurial Spirit:** Visionary thinking creates new ventures.
 - **Collaboration Awareness:** Shared goals amplify success
-
- **Personal Drive:** Individual ambition and resilience towards progression and lifelong learning.
 - **Ethics & Professionalism:** Transparent collaboration ensures unified progress.

Narrative of MQF 5 Clusters and Sustainability Key Competencies

01 At the heart of the MQF Learning Domain lies a synergy between foundational knowledge and the transformative competencies of the SDGs. Knowledge isn't just acquired; it's connected through systems thinking. Cognitive skills don't just analyze; they anticipate, strategize, and critically evaluate the world's complexities. Practical skills aren't just performed; they contribute to holistic solutions, grounded by precise numeracy.

02 Yet, the realm of modern leadership goes beyond these foundational aspects. It's in the realms of communication, where ideas are shared, and digital platforms, where global networks converge. Amidst this intricate tapestry, the spirit of individuality and entrepreneurial vision stands tall. Personal skill drives and fuels innovation, carving out paths less traveled. But it's the essence of collaboration awareness that binds this journey together, emphasizing that our collective efforts resonate louder than individual endeavors.

03 This integrated approach moulds individuals not just to succeed in their fields but to champion global progress and sustainability. It's in ethical leadership, where decisions are made with integrity, and professionalism, where actions speak louder than words.

Source: Malaysian Qualifications Agency, 2024

ESD IN MALAYSIA'S HIGHER EDUCATION INSTITUTIONS

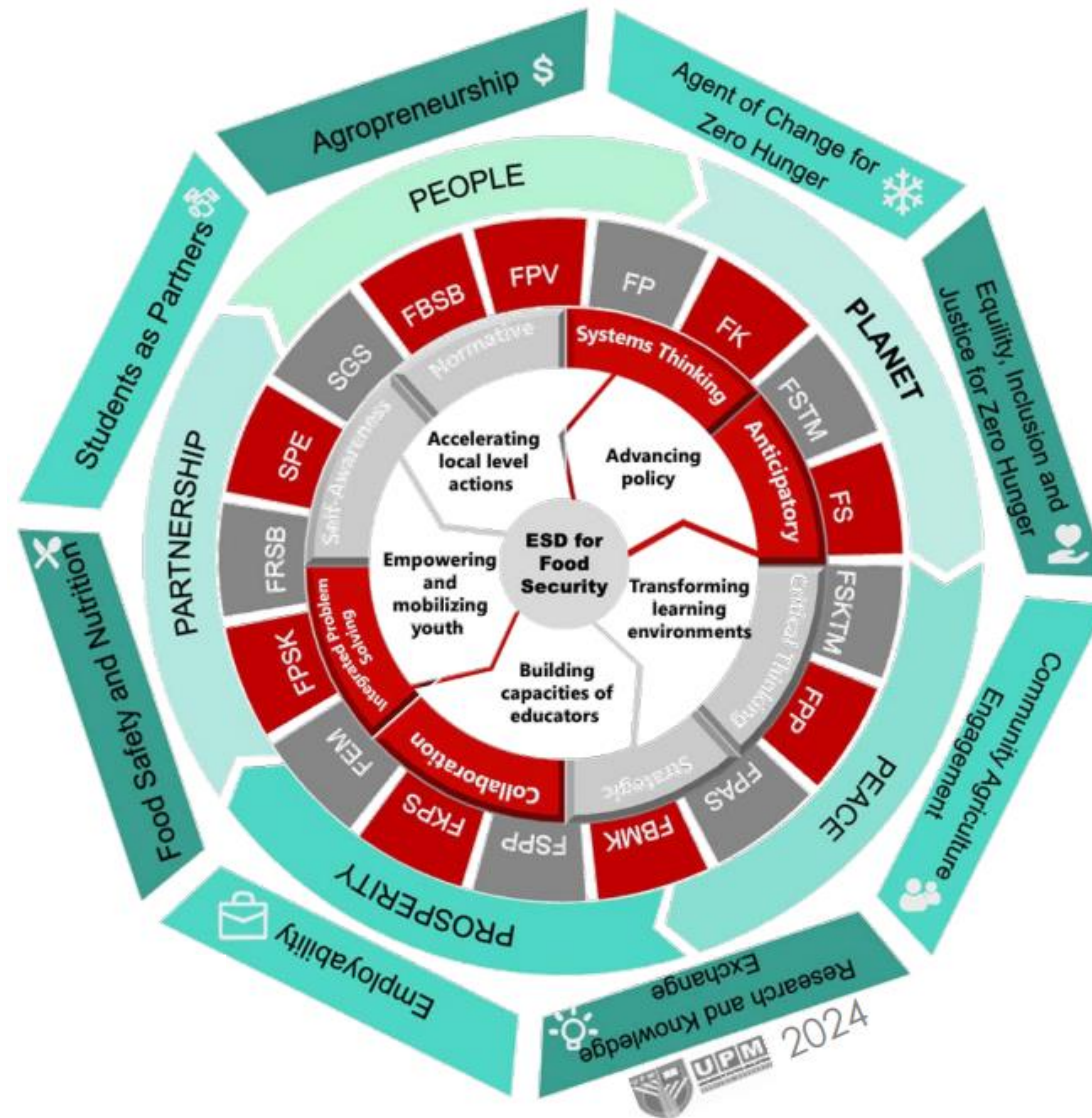
In Malaysia, ESD has emerged as a key subfield of sustainability theory and practice taught in universities to improve SD at a national level. These institutions include **Universiti Teknologi Malaysia (UTM)**, **Universiti Sains Malaysia (USM)**, **Universiti Putra Malaysia (UPM)** and **Universiti Kebangsaan Malaysia (UKM)**. While Malaysia's Government translated the UN's agenda for SD into a program for developing skilled and knowledgeable human resources, HEIs across the country have focused on implementing ESD, navigating its complexity through curricula, course contents and pedagogy.

For instance, one government project named **LESTARI** (a Malaysian/Malay word meaning "sustainability"), managed by the Institute for Environment and Development, **UKM** (<https://www.ukm.my/lestari/en/>) incorporated awareness of academic sustainability by linking policymakers' conceptions of ESD to those of practitioners.

USM has established a centre which would be able to assist her to achieve mainstream sustainability across all levels within USM community. The Centre for Global Sustainability Studies (CGSS) has been established to act as a conduit to help USM in the mainstreaming of sustainability within the university. USM is ranked 4th in the world in The Times Higher Education (THE) Impact Rankings 2023 (<https://www.usm.my/sustainability/introduction>) (24 Malaysian HEIs are ranked in the 2023 rankings)

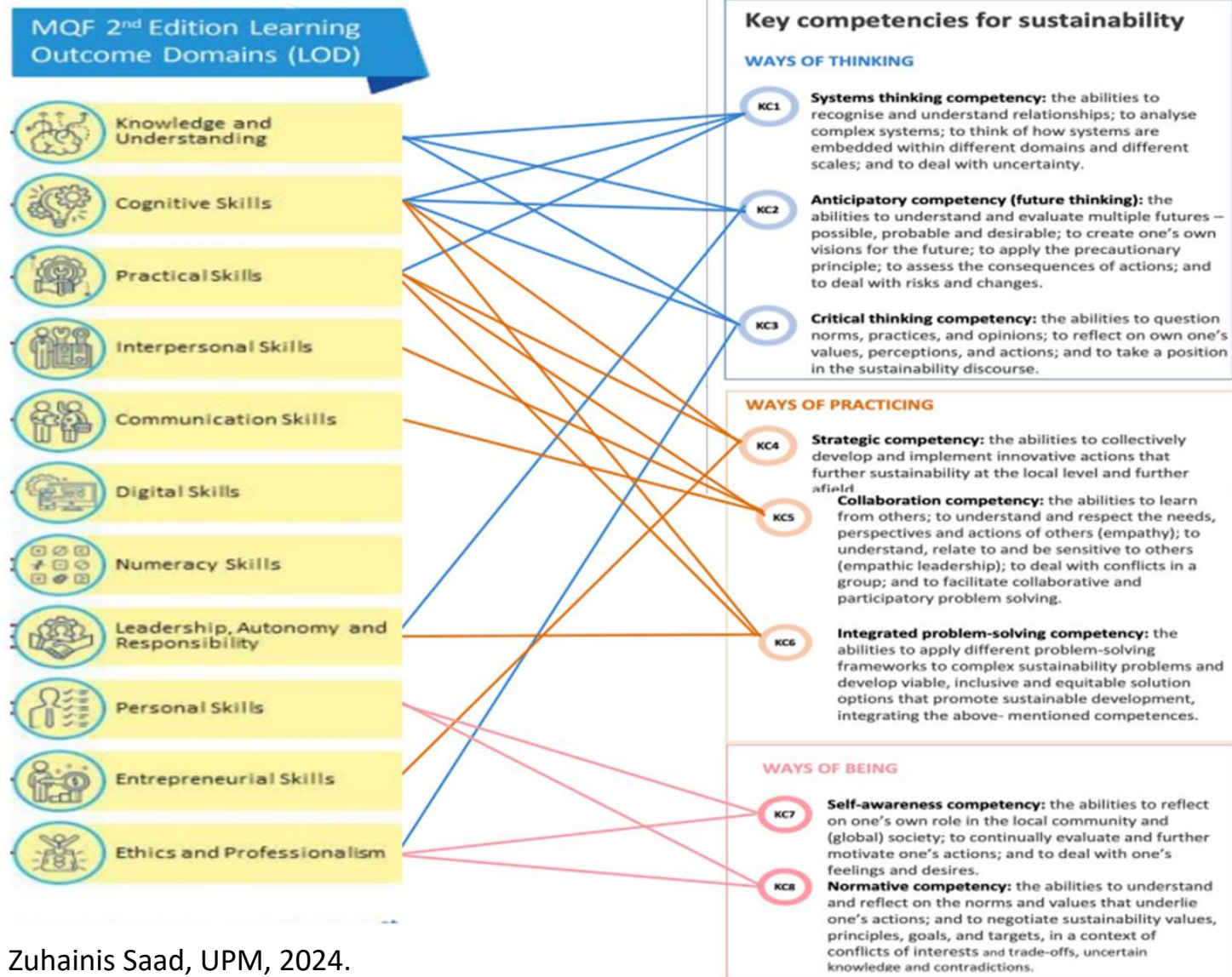
Source: Reza, 2016, USM, UKM, MOE, MOHE

ESD FOR FOOD SECURITY (UPM)



Source: Dr Wan Zuhainis Saad, UPM, 2024.

SAMPLE MAPPING BETWEEN MQF AND ESD



Source: Dr Wan Zuhainis Saad, UPM, 2024.

SDG REPORT FOR MALAYSIA (2023)



MALAYSIA

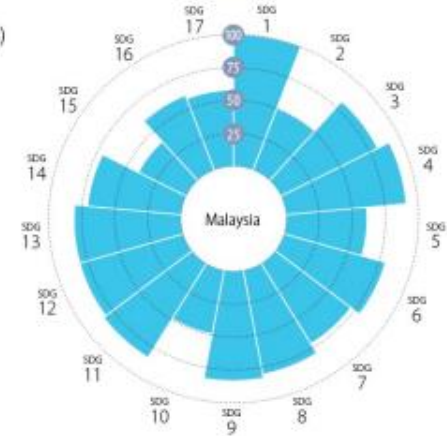
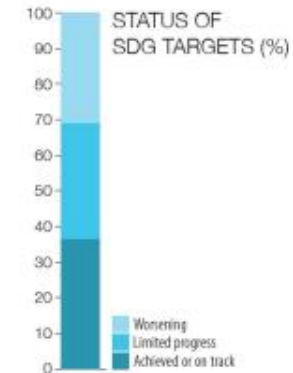
East and South Asia

OVERALL PERFORMANCE

COUNTRY RANKING **78** /166

COUNTRY SCORE **69.9**
REGIONAL AVERAGE: 67.2

AVERAGE PERFORMANCE BY SDG



SDG DASHBOARDS AND TRENDS



■ Major challenges ■ Significant challenges ■ Challenges remain ■ SDG achieved ■ Information unavailable
↓ Decreasing → Stagnating ↗ Moderately improving ↑ On track or maintaining SDG achievement ● Information unavailable

Note: The full title of each SDG is available here: <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>

Thank you



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Malaysian Qualifications Agency

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PENDIDIKAN TINGGI BERKUALITI GLOBAL
Global Quality Higher Education