



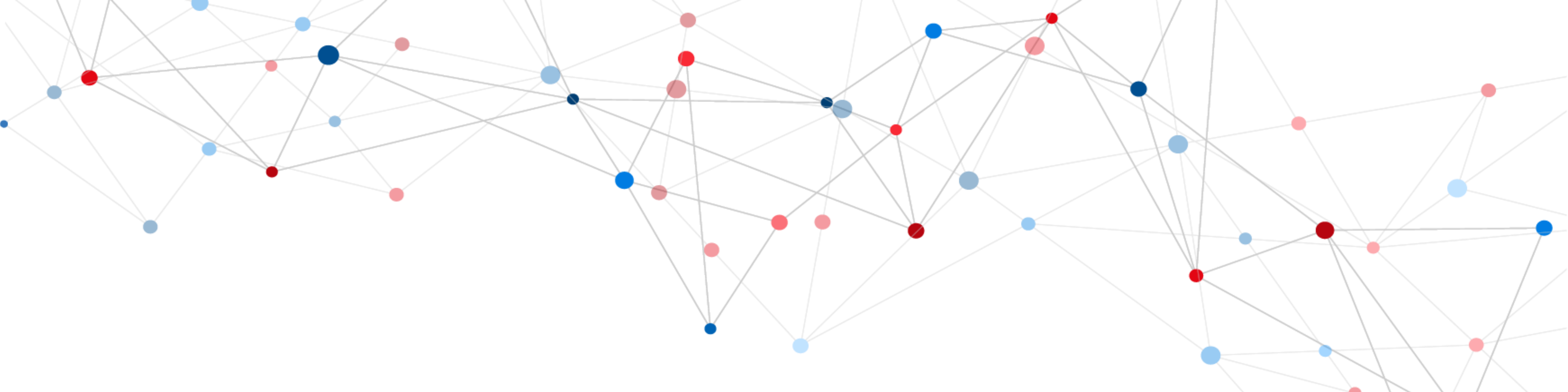
Asia-Europe Meeting

ASEM Education

7. Updates from the ASEM Partners

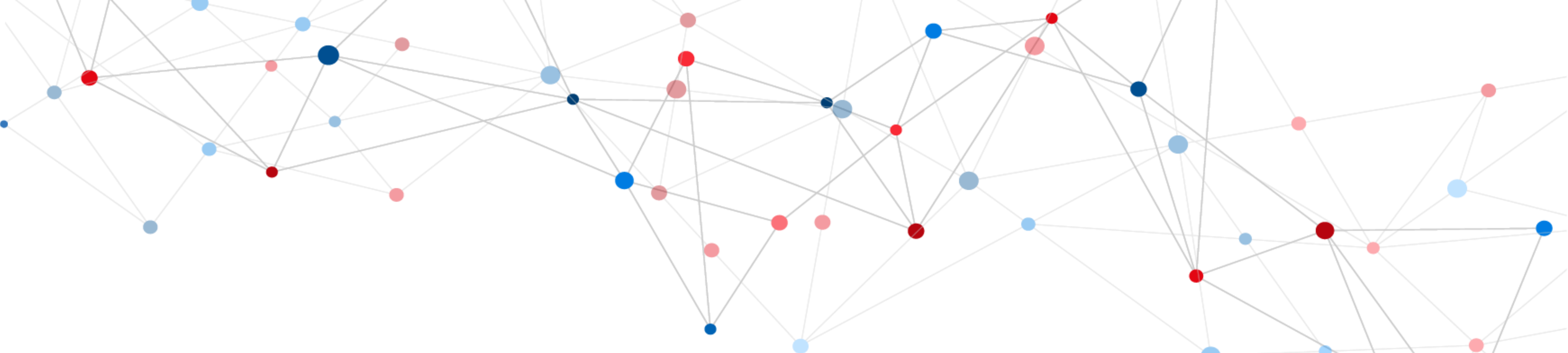


Austria



Belgium

Flemish Community



Brunnei Darussalam



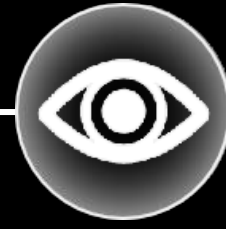
LAC

Lifelong Learning Centre

Dr Sheikh Lukman Hamid
Director
Ministry of Education
Brunei Darussalam



Lifelong Learning Centre (L3C) was established on the July 2020, to act as a “One-Stop Information Centre” and coordinator for lifelong learning programmes and activities under the purview of Ministry of Education in Brunei Darussalam



A centre of excellence for expanding lifelong learning opportunities for strengthening communities

By fostering a lifelong learning culture, the centre aims to create a skilled, adaptable, and future-ready workforce that drives personal and societal growth

Mission



To build holistic individuals and inclusive society by improving the opportunities for adult learners

This involves creating accessible pathways for skill development, empowering individuals to thrive in a rapidly changing world, and building a resilient workforce contributing to social and economic progress

Strategic Goals



1

Nurture Future
Ready Workforce

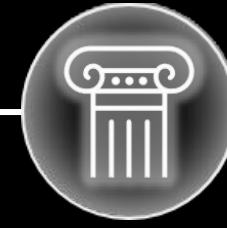
2

Enhance
Innovative
Education System

3

Build Up
Human
Resources

Types of Programmes



1

Workforce
Development

2

Academic
Upgrading

3

Community
Development

4

Personal
Development

Target Groups



Skilling
Youth

Upskilling
Adult Learners

Reskilling
Adult Learners

Brunei's Digital Transformation in Education

1

Digital Literacy

Integrating essential digital skills across all educational levels, empowering students for the future.

2

E-learning Platforms

Implementing robust online learning systems to ensure equitable access to high-quality education nationwide.

3

Teacher Training

Equipping educators with cutting-edge digital pedagogy skills to enhance classroom experiences.

4

Digital Ecosystem

Creating a seamless network connecting institutions, learners, and industry for collaborative growth.





The Necessity of Lifelong Learning in the AI Era

AI as a Catalyst

Continuous learning is crucial to adapt to rapid technological advancements driven by AI.

Reimagining Education

Shifting from traditional models to flexible, accessible, and market-responsive educational paradigms.

Enhancing Employability

Equipping individuals with adaptable skills to thrive in an ever-changing job market.



Strategic Priorities for Brunei in Lifelong Learning

1

Fostering Future Skills

Advancing digital literacy, AI proficiency, and problem-solving skills across educational programs.

2

Inclusive Learning for Adults

Developing accessible learning hubs inspired by ASEM's learning city models.

3

International Collaboration

Expanding partnerships with ASEM and global partners to align with digital economy trends.



Home



About Us



Development Programmes



Regulatory



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News, Events and Publications



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Login to AITI Online Services



Digital Upskilling Programme

Level up your ICT skills.

Introduction

As Brunei Darussalam undergoes digital transformation towards a Smart Nation, AITI has been introducing various initiatives to prepare and train the locals with relevant skills related to Industrial Revolution 4.0 (IR 4.0) such as Data Analytics and Artificial Intelligence.

One of the initiatives is the Upskilling Training Programme for Local Youth Jobseekers and Local Workforce that aims to facilitate the upskilling and reskilling of participants with industry-ready competencies based on the demand and requirements of the industry.

Chat with Us



Objectives

Feedback

Conclusion

Building a Learning Society

1 Lifelong Learning as a Pillar

Emphasizing continuous education as key to future skills and economic resilience.

3 Embracing the Digital Age

Committing to innovative educational approaches that prepare citizens with a digital future

2 Global Collaboration

Working with ASEM and international partners towards ASEMME10's vision of a learning society





Germany



Italy



Asia-Europe Meeting

ASEM Education



Bilateral cooperation – Italy & Kazakhstan

Starting with a need for structuring, developing and implementing **micro-credentials**





Co-designing together is possible...How?

- ✓ Study visit
- ✓ Dedicated seminar on Assessment, Certification, and Recognition of Micro-credentials
- ✓ International Projects

A network diagram with various colored nodes (blue, red, pink, grey) connected by thin grey lines, forming a complex web. In the top left, there is a logo consisting of a red stylized shape and a blue trapezoidal shape containing the text 'ASEM Education'.

Asia-Europe Meeting

ASEM Education

STOiKA - Supporting Tirana Objectives in Kazakhstan and Central-Asia

OBJECTIVE: develop a national action plan in Kazakhstan aimed at further fostering the implementation of the Bologna Process and tools on the **topics of lifelong learning, digitalisation in higher education and the promotion of automatic recognition of qualification**

A network diagram with various colored nodes (blue, red, pink, grey) connected by thin grey lines, forming a complex web. In the top left, there is a logo consisting of a red stylized shape and a blue trapezoidal shape containing the text 'Asia-Europe Meeting' and 'ASEM Education'.

Asia-Europe Meeting

ASEM Education

Fraud -ACT - Combatting fraud through a Holistic Approach and Data Collection

OBJECTIVE: combat fraud by supporting the **prevention, prosecution** and **monitoring** of the phenomenon through a holistic approach based on international cooperation and innovation.

A network diagram with various colored nodes (blue, red, light blue) connected by thin grey lines, forming a complex web. In the top left corner, there is a logo consisting of a red stylized shape and a dark blue parallelogram containing the text 'ASEM Education'.

Asia-Europe Meeting

ASEM Education

TPG-LRC+ Fostering LRC implementation in the EHEA

OBJECTIVE: supporting the implementation of the Bologna Process focusing on the key commitment 2 on national legislation and procedures compliant with the Lisbon Recognition Convention in the countries being part of the Thematic Peer Group B (TPG B), in line with the 2024 Tirana Communiqué.



Japan

**ASEM Education
Intermediate Senior Officials' Meeting (ISOM)**

**Relevant activities, projects and
initiatives in Japan**

18th November 2024

MIZUNO Toshiaki

Ministry of Education, Culture, Sports, Science and Technology (MEXT)

Government of Japan

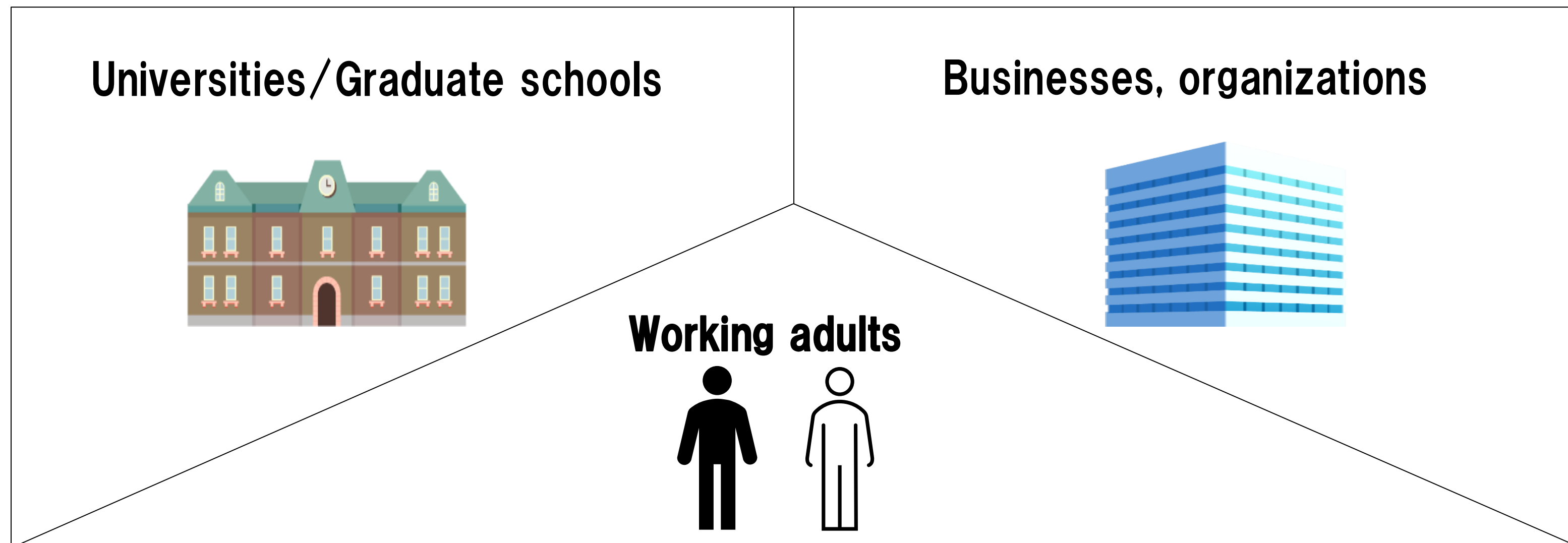
Our challenges among stakeholders are ...

Background

Countries with high adult learning participation rates have high labor productivity,

However,


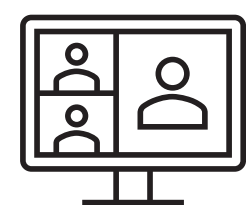

- Companies tend not to provide learning opportunities.
- Individuals also have a strong tendency not to learn.

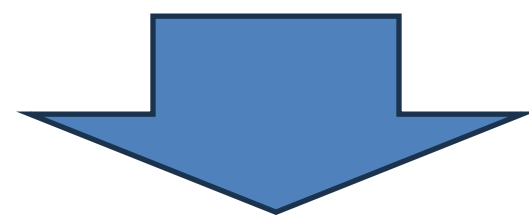


Issues facing working adults when studying at universities and other institutions



Measures needed for making it easier for working adults to study at universities, etc.

- ① Financial support 
- ② Time consideration (short-term programmes, classes on Saturdays, etc.)
- ③ More opportunities to get relevant information
- ④ More practical and accessible programmes using online lessons  
- ⑤ Greater priority on corporate evaluation and improved work environment



Recurrent Education Promotion Project to Produce Job-Ready Human Resources in Growth Fields

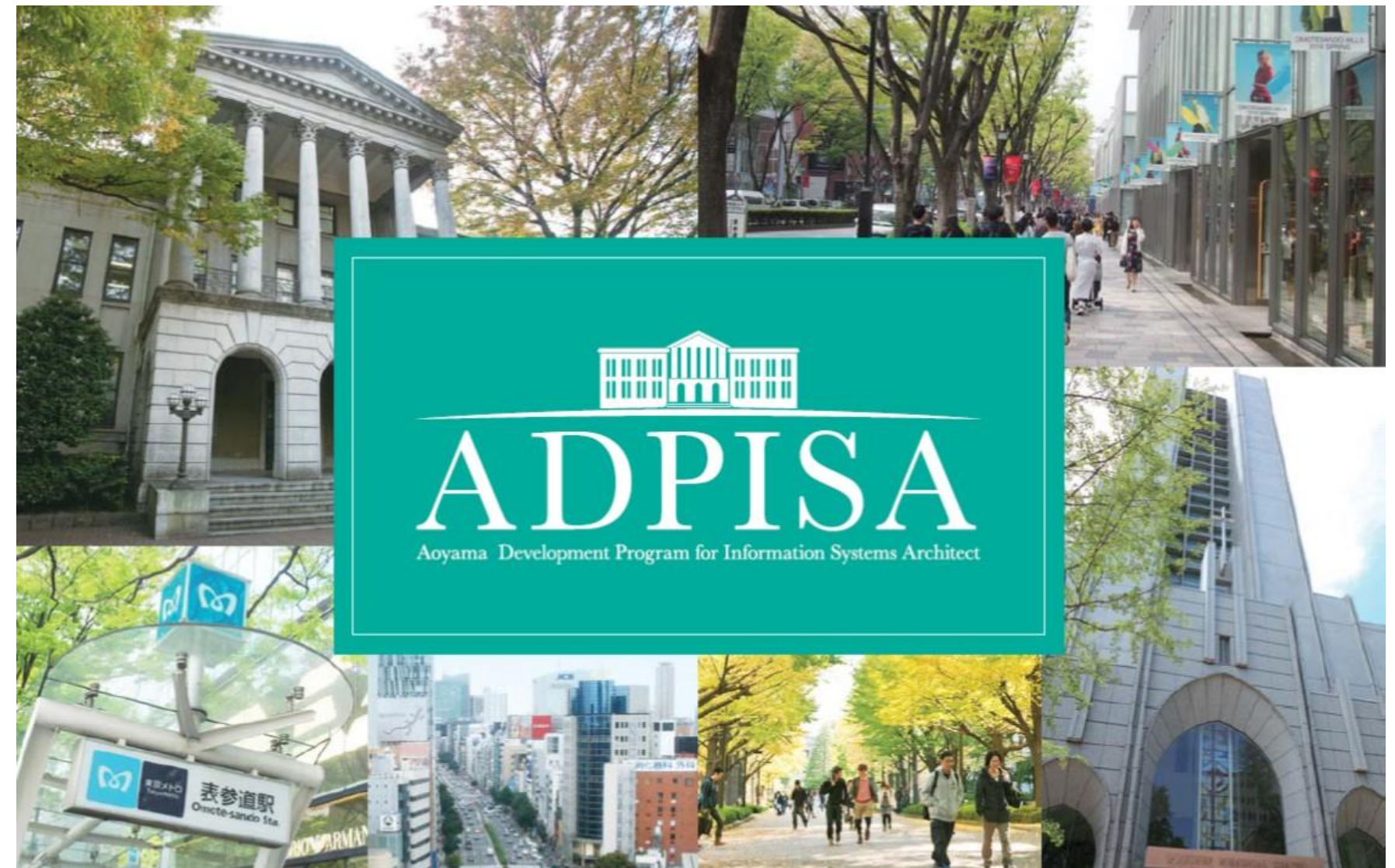
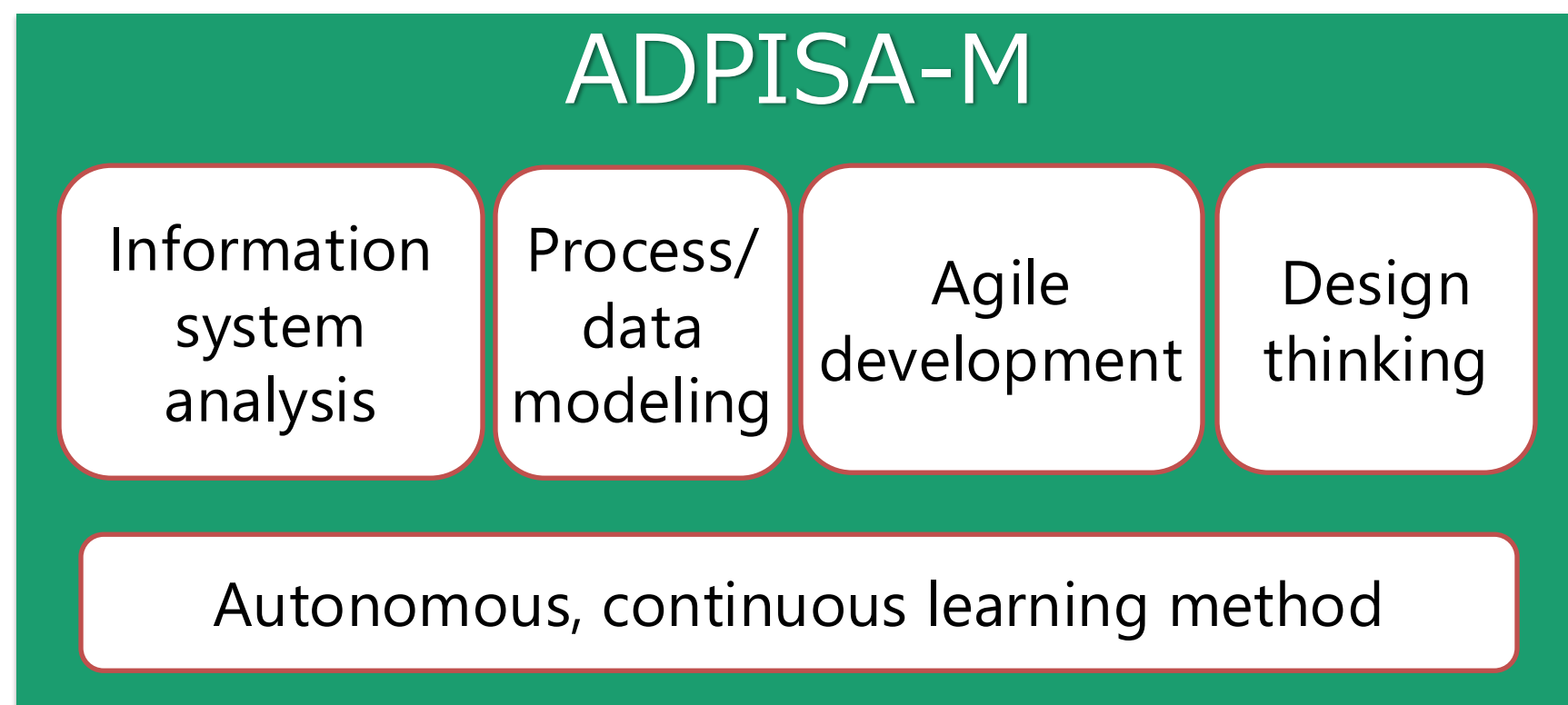
Aoyama Gakuin University: Aoyama Development Program for Information Systems Architect (ADPISA)—2nd Semester



Example 1

Develop human resources who can

- acquire knowledge and skills to cope with digitalization
- develop and operate business-driven information systems for corporate DX initiatives



Nagoya University: Digital Industry Human Resources Programme

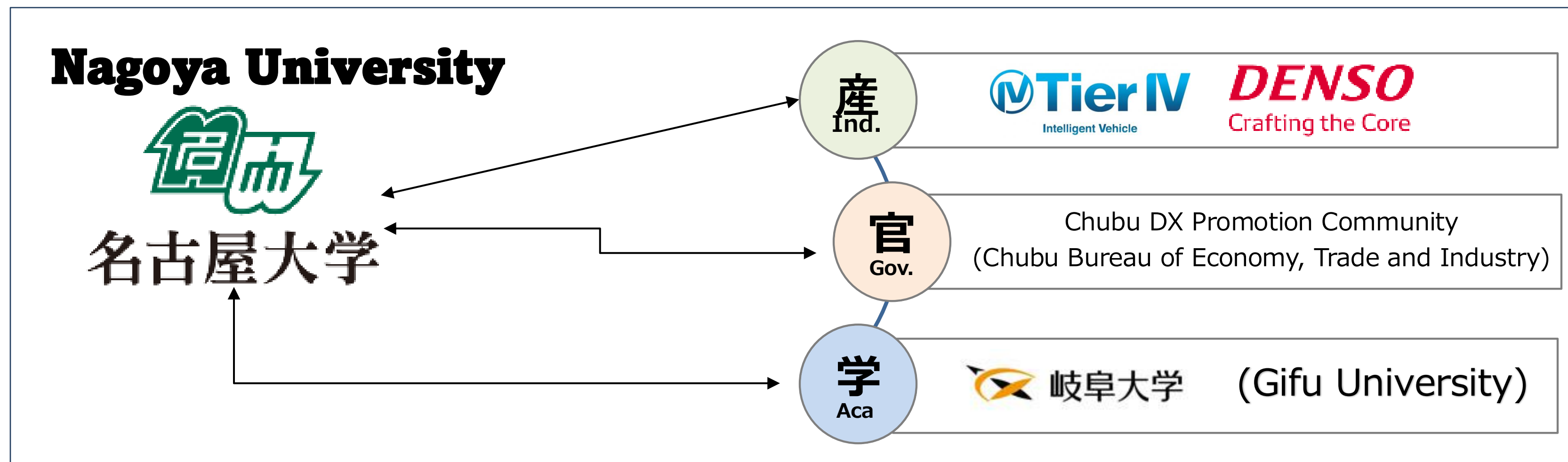


Example 2

Train human resources who can

- interpret with expertise data obtained from work duties,
- create innovations using data science technology,
- develop solutions
- lead the industry

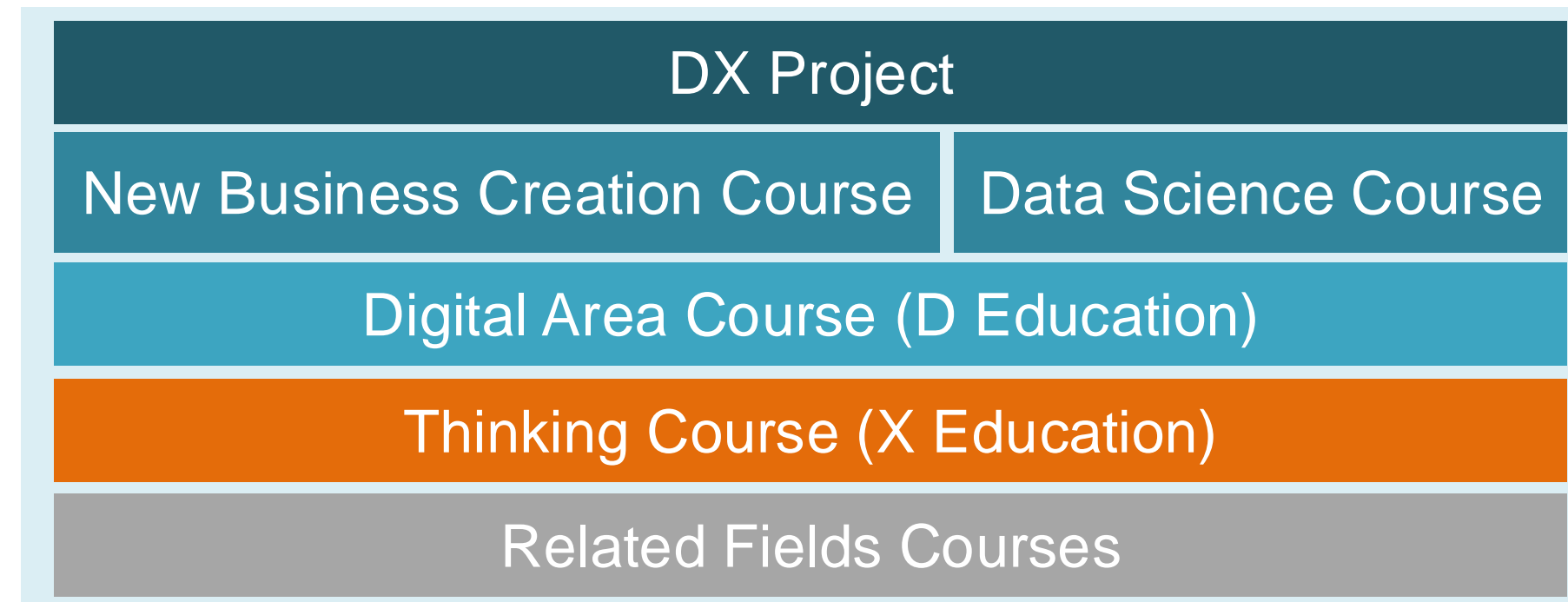
Particular focus on developing expert human resources in the domain of the mobility industry, which is a major industry in the Tokai region.



Tokyo University of Science, FY2023: "Reskilling x Add-on Programme" for Hybrid Talent Leading the DX Era



Example 3



Add-on

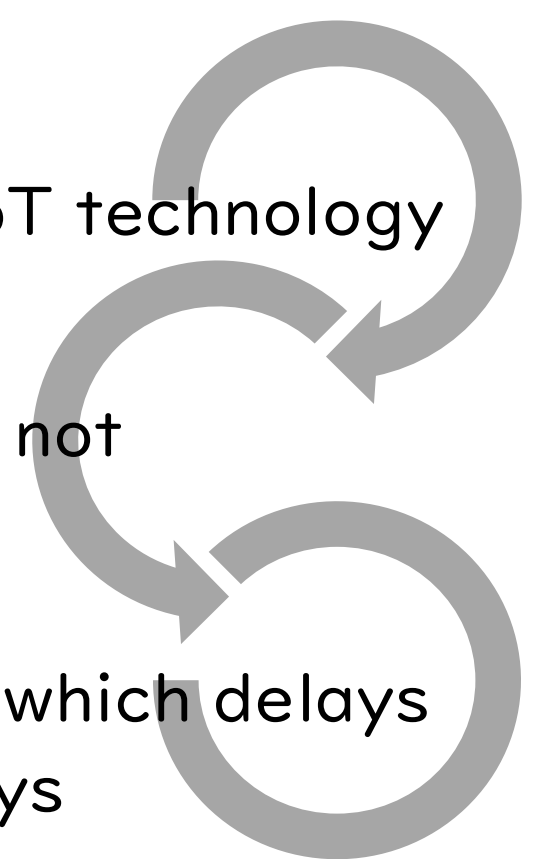
Leveraging **Japan's strengths** to lead the digital transformation era ...



- Delay in DX
- Use of overseas-led IoT technology

Japan's unique strengths are not being utilized effectively

A negative spiral in which delays lead to further delays



Develop talent who can lead this turnaround.

DX talent that can take a proactive, aggressive approach to DX while "leveraging Japan's strengths," rather than a passive approach.



MEXT

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN

Thank you
for your kind attention!



Malaysia



Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

INTRODUCTION TO MQA

PENDIDIKAN TINGGI BERKUALITI GLOBAL
Global Quality Higher Education

MALAYSIAN QUALIFICATIONS REGISTER (MQR)

To maintain the Malaysian Qualifications Register (MQR)

NATIONAL REFERENCE

To develop standards, credits and all other relevant instruments as National Reference for the conferment of awards with the cooperation of stakeholders

THE FUNCTIONS OF MQA

QUALITY ASSURANCE

To quality assure higher education providers (HEPs) and programmes

ACCREDITATION

To accredit courses that fulfill the set criteria and standards

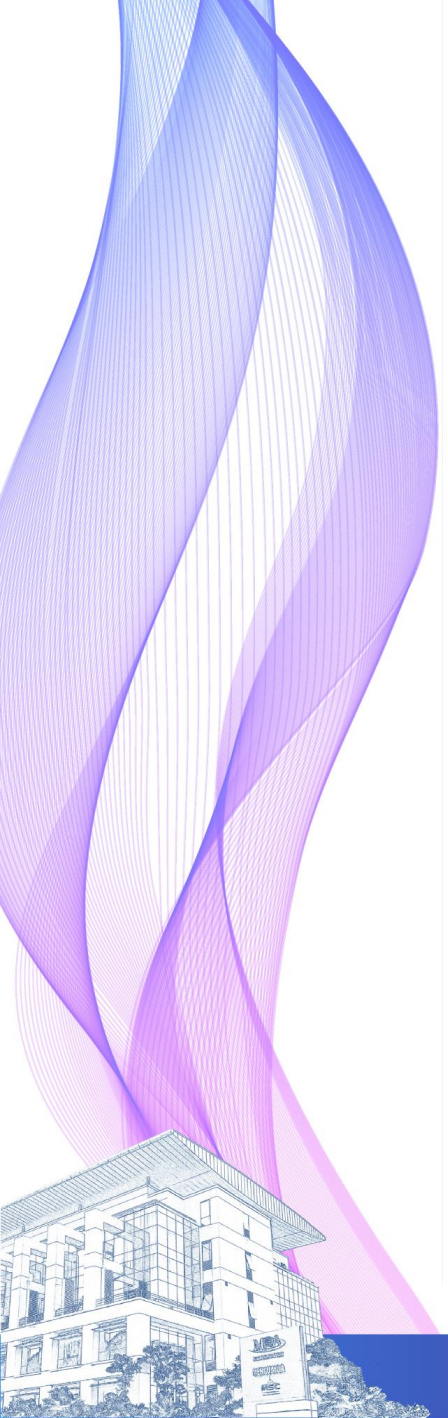
FACILITATOR

To facilitate the recognition and articulations of qualifications

MALAYSIAN QUALIFICATIONS FRAMEWORK (MQF)

To implement MQF as reference point for Malaysian qualifications





**FLEXIBLE
EDUCATION**

THE FUTURE EDUCATION

$$b = \sqrt{a+c}$$



$$E=mc^2$$

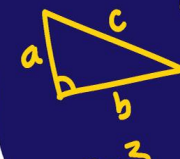


$$a=b+c$$



$$R=R_1+R_2$$

ABC



$$1+2=3$$

$$\sin X = \frac{b}{c}$$

$$\sqrt{25}$$



**LIFELONG
LEARNING**



EXPLORING POTENTIAL INITIATIVES IN HIGHER EDUCATION



ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL)



2011



2016



2020

ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL)



(FOR ACCESS) TO ENTER INTO A PROGRAMME

APEL.A provides an opportunity for individuals with working experience but lack formal academic qualifications to pursue their studies in Higher Education Institutions (HEIs). In general, knowledge obtained through formal education and working experience will be both assessed in APEL's assessment.



ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL)



(FOR CREDIT AWARD)
FOR CREDIT TRANSFER

APEL.C potentially provides time and cost savings for individuals to complete a study programme and more importantly, provide recognition to deserving individuals.



ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL)

(FOR QUALIFICATIONS)

APEL.Q is a lifelong learning through facilitation of the recognition of prior experiential learning that takes place in the workplace as well as other forms of learning; i.e.: formal, non-formal and informal continuing professional development education and training.





INTRODUCTION TO MICRO- CREDENTIALS

MICRO-CREDENTIALS

DEFINITION

"... **[WHAT]** digital certification of assessed knowledge, skills and competencies in a **[SCOPE]** specific area or field which **[DESIGN]** can be a component of accredited programme or stand-alone courses supporting **[PURPOSE]** the professional, technical, academic and personal development of the learners".

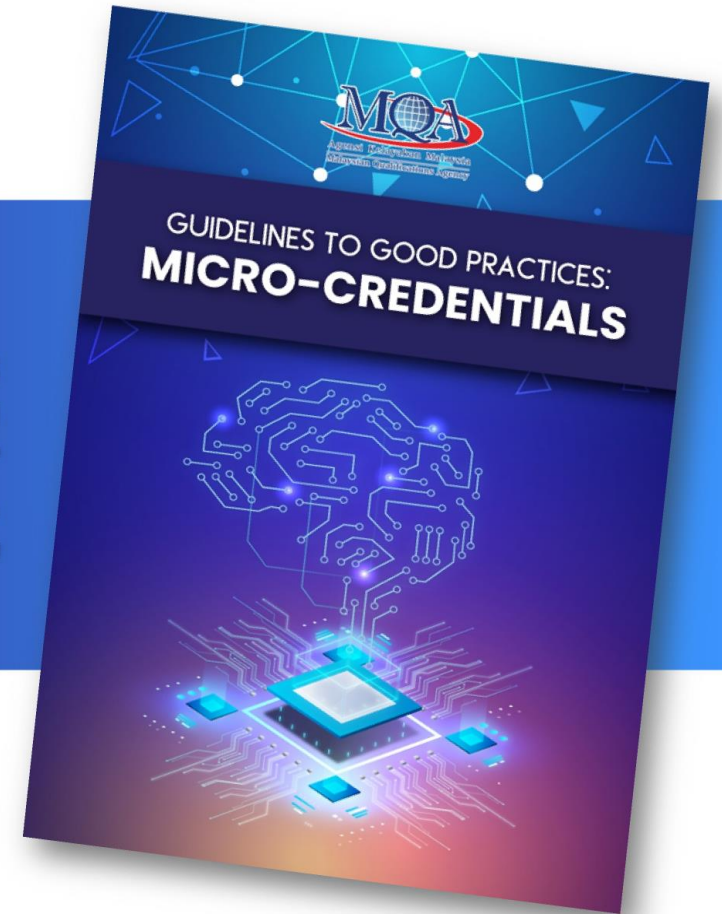
TYPES OF MICRO-CREDENTIALS



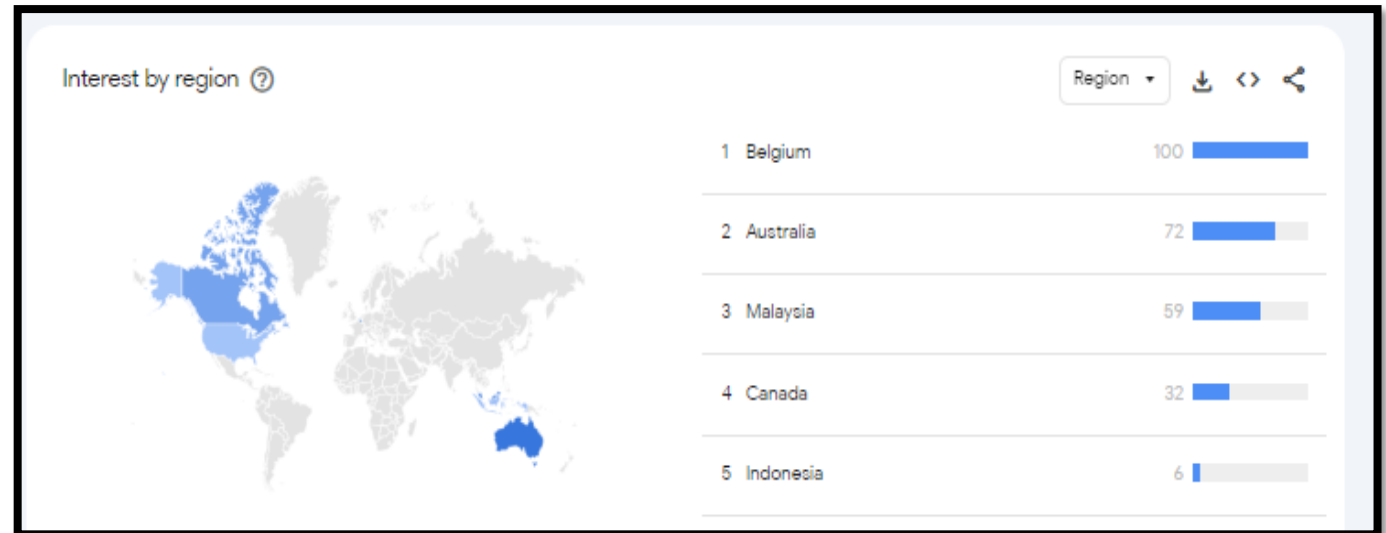
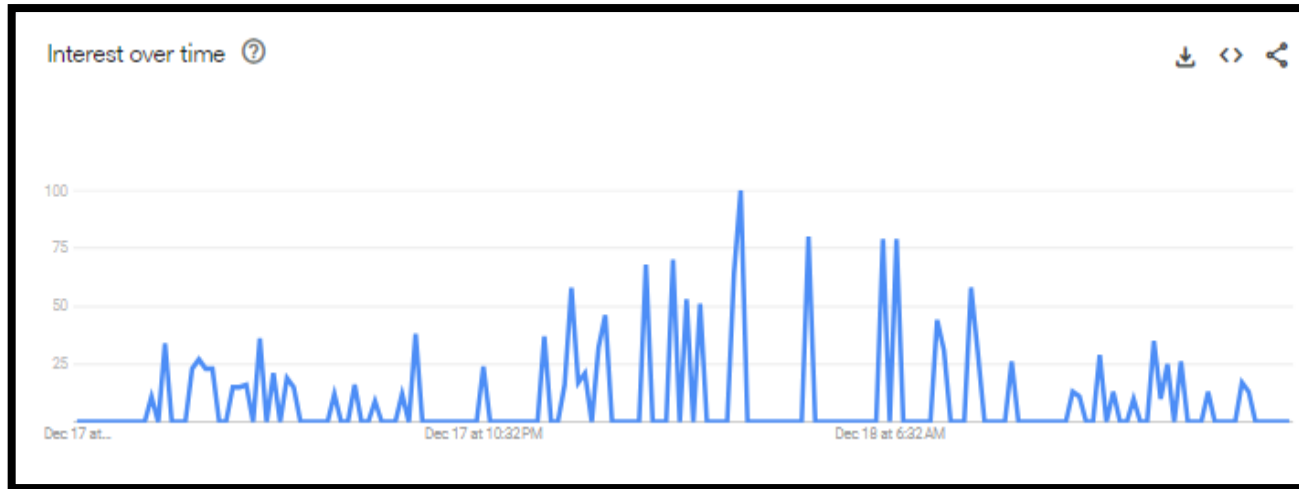
unbundled from accredited programmes



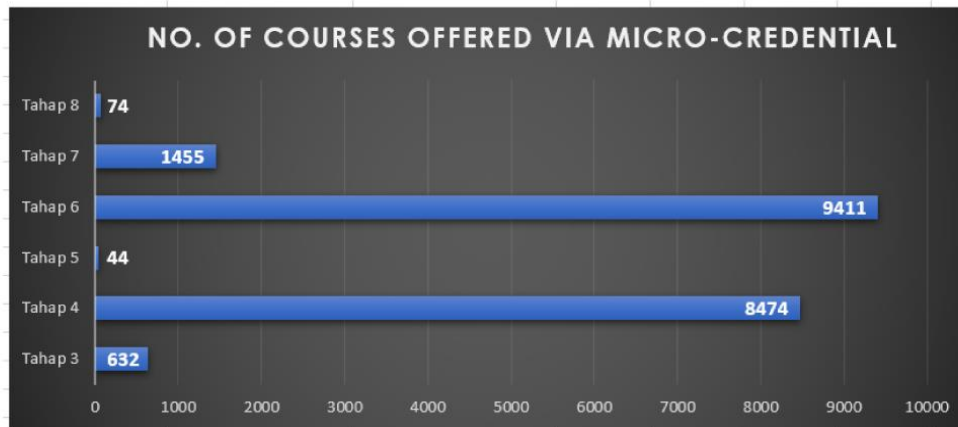
Stand-Alone



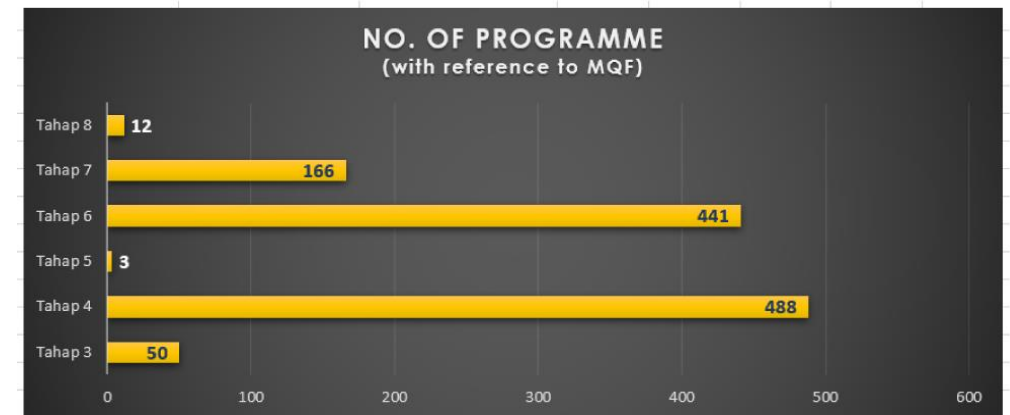
RANKING: MICRO-CREDENTIALS



STATISTIC: MICRO-CREDENTIALS



20,090
COURSES



1,160
PROGRAMMES

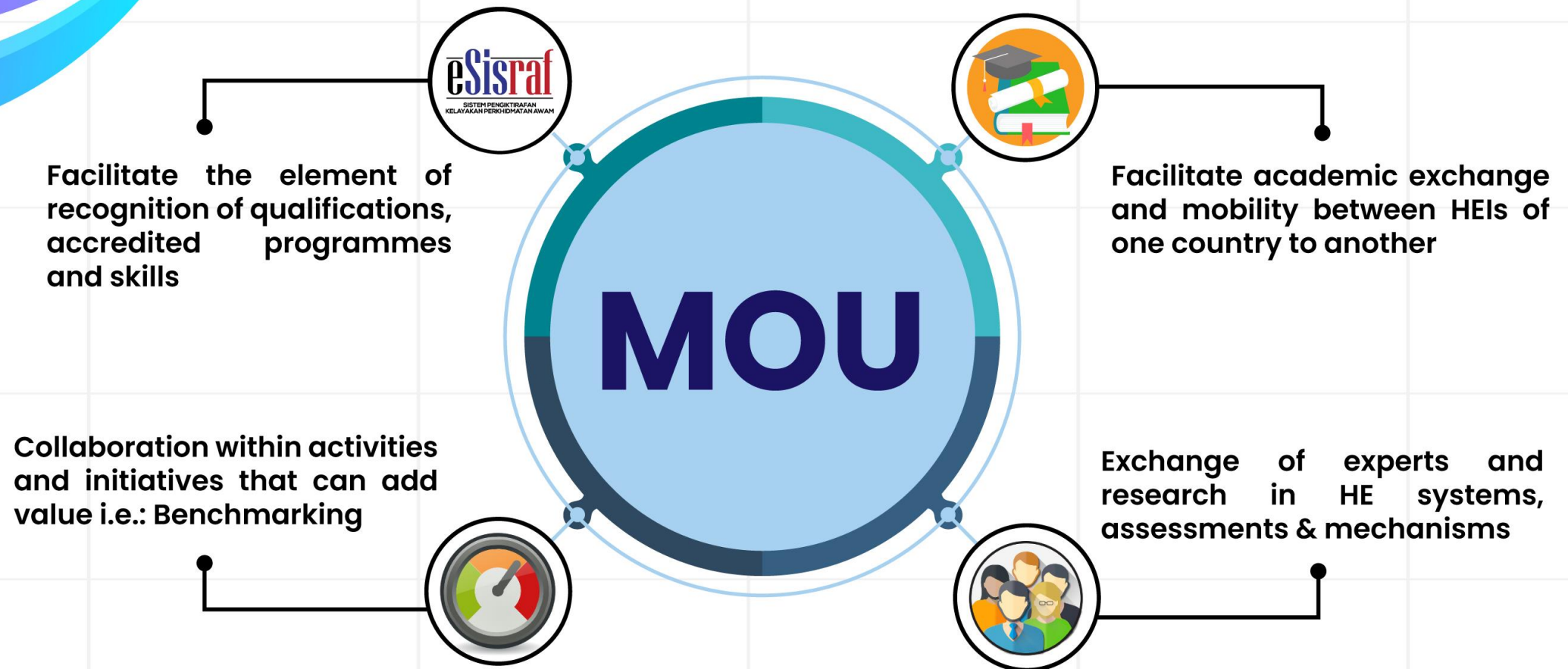
MUTUAL

RECOGNITION

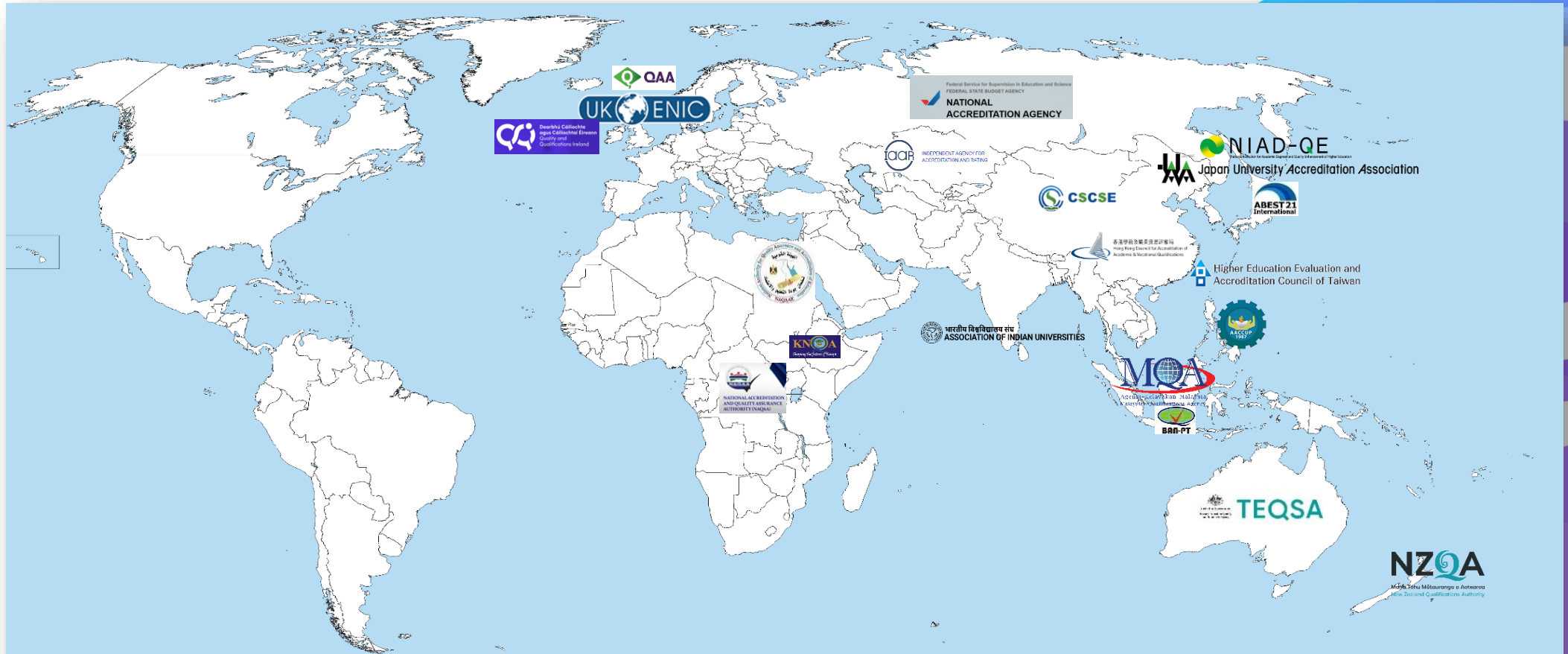


AREAS OF COOPERATION

MQF is aligned to AQRF (good fit), 2019



GOING GLOBAL



- | | | | | |
|---|--|--|---|--|
| <ul style="list-style-type: none"> • UK ENIC • NAQAAE, EGYPT • QAA, UK • AIU, INDIA | <ul style="list-style-type: none"> • HKCAAVQ, HONG KONG • JUA, JAPAN • NIAD-UE, JAPAN • ABEST21, JAPAN | <ul style="list-style-type: none"> • HEACT, TAIWAN • AACCUP, PHILIPPINES • IAAR, KAZAKHSTAN • TEQSA, AUSTRALIA | <ul style="list-style-type: none"> • NZQA, NEW ZEALAND • BAN-PT, INDONESIA • NAA, RUSSIA • CSCSE, CHINA | <ul style="list-style-type: none"> • KNQA, KENYA • NAQAA, GAMBIA • QQI, IRELAND |
|---|--|--|---|--|

Thank you



Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

Mercu MQA, No. 3539, Jalan Teknokrat 7, Cyber 5
63000, Cyberjaya, Selangor Darul Ehsan.

 Official: Agensi Kelayakan Malaysia (MQA)  MQAMalaysia  MQA_Malaysia  @MQAMalaysia

PENDIDIKAN TINGGI BERKUALITI GLOBAL
Global Quality Higher Education



Romania

Outcomes of the Romania - Asia cooperation in higher education

- *Inter-university Cooperation Erasmus+ Projects*
- *Quality assurance*

Inter-university Cooperation through Erasmus+ Projects

Action type :Capacity-Building Projects in
Higher Education (CBHE)

Key Action > Cooperation for innovation and
the exchange of good practices

**ERASMUS +
PROGRAMME**

Through CBHE are funded transnational cooperation projects, based on multilateral partnerships, primarily between higher education institutions from EU Member states or countries associated to the Programme and third countries not associated to the Programme.

The aim of these projects is to support eligible third countries not associated to the Programme to :

- *modernize, internationalize and increase access to higher education*
- *address the challenges facing their higher education institutions and systems*
- *increase cooperation with the EU*
- *voluntarily converge with EU development in higher education, and*
- *promote people to people contacts, intercultural awareness, and understanding.*

Capacity Building in Higher Education

CBHE PROJECTS

Projects coordinated by the National University of Science and Technology Politehnica of Bucharest

“Communicative Approaches in University Vocational Teaching Methodology Focusing on Improving Educational Yield and Sustainability” 2016 - 2021 (status - completed)

EU Grant 814.524,00 €

Six countries covered - Germany, Ireland, Laos, Romania, United Kingdom, Vietnam

“SOHO - Smart, Optimized, High-quality, and On-demand Tourism Innovative Education for Sustainable and Green Development” 2023-2026 (status - ongoing)

EU Grant 796.806,00 €

Six countries covered - Bangladesh, France, Italy, Malaysia, Romania, Vietnam

The 14th INQAAHE Biennial Forum 2024 - Bucharest (Romania)

Hosted by the Romanian Agency for Quality Assurance in
Higher Education (ARACIS)

Theme:

Transforming Society: Social Responsibility through Quality Assurance of Tertiary
Education

June 10-13, 2024, Bucharest (Romania)

**200 worldwide participants from Europe and Asia, experts,
researchers, and professionals from universities and national
quality assurance agencies**

Thank you!



Spain



GOBIERNO
DE ESPAÑA

MINISTERIO
DE EDUCACIÓN, FORMACIÓN PROFESIONAL
Y DEPORTES



ACCIÓN
EDUCATIVA
EXTERIOR

Programmes and actions

International Programmes of the Ministry of Education, Vocational Training and Sport





Programmes and actions

*Language Assistants

Visiting Faculty

Europrof Programme in the Philippines





Foreign Language Assistants

- +8000 young university students (graduates and seniors) from +30 countries
- School support experience
- Multicultural experience
- Monthly financial assistance
- Health insurance



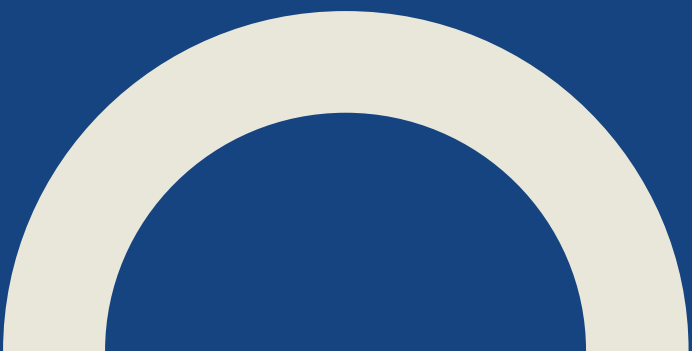
Spanish Conversation Assistants

- +800 young Spanish graduates (teachers and language specialists) in schools in 17 countries.
- Work experience
- Multicultural experience
- Monthly financial assistance
- Health insurance



VISITING FACULTY

Programmes and actions



teacher Training

Digitisation in teacher training,
exemplified by the ELEPROF
model in the Philippines



Spanish Education Action Abroad

+ 40 countries

+5,000 schools

+10,000 teachers

+ 7,000 language assistants



PROFESORES
VISITANTES



AUXILIARES DE
CONVERSACIÓN



GOBIERNO
DE ESPAÑA

MINISTERIO
DE EDUCACIÓN, FORMACIÓN PROFESIONAL
Y DEPORTES



ACCIÓN
EDUCATIVA
EXTERIOR

THANK YOU

International Programmes of the Ministry of
Education, Vocational Training and Sport

