

# **TOWARDS VISION 2020: LIFELONG LEARNING AS THE THIRD PILLAR IN HUMAN CAPITAL DEVELOPMENT**

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# UNDERSTANDING LIFELONG LEARNING (LLL)

## DEFINED AS:

*“All learning activity undertaken throughout life, with the aim of improving knowledge, skills & competence, within a personal, civic, social &/or employment-related perspective”* (European Commission)

## CONSTITUTES:

Formal, non-formal & informal education

## FOCUSED ON:

Continuous upgrading of knowledge, skills & competence of the workforce in productive sectors leading to high-income economy

# IN THE CONTEXT OF VISION 2020

**Vision 2020 introduced at  
tabling of the 6th Malaysia  
Plan in 1991**

**Aspiration to make  
Malaysia a self-sufficient,  
industrialised & fully  
developed nation**

**9 strategic challenges outlined,  
including economic progress, moral  
& ethics, scientific development & a  
peaceful society**

**QUALITY EDUCATION & CULTURE OF LLL  
FUNDAMENTAL TO ENSURE SUCCESS OF VISION 2020**

# LLL AS THE THIRD PILLAR



# MALAYSIA: RELEVANT FIGURES

**29.7 million**

Total population

**32%**

Higher education participation  
rate (19-23 year-olds)

**13.2 million**

Labour force  
(44.4% of population)

**~24%**

Skilled labour force  
(with tertiary qualifications)

**8.8 million**

Labour force participation rate  
(66.2% of labour force)

**20.4 million**

Potential pool of lifelong  
learners (15-64 year-olds)  
(68.4% of population)

\*Figures as at end of 2013

# OUR MOVE FORWARD



**Focus on translating the Blueprint  
into tangible outcomes &  
achievements**

**Greater engagement of  
education stakeholders,  
the industry & employers**

**Leveraging on ODL to  
widen opportunities for  
LLL**

**Encouraging continued  
learning among working  
adults**

**Enhancing current  
awareness initiatives**

# GLOBAL LLL SCENE: SOUTH KOREA



**Focus on learning opportunities for adults & those outside the formal education system**

## **THE CREDIT BANK SYSTEM:**

**Introduced in 1997**

**Recognises various forms of learning & experiences**

**System for credit accumulation**

**Successfully cultivated LLL as a common culture**

# GLOBAL LLL SCENE: DENMARK



**Culture of LLL focused on liberal  
adult education & on-the-job  
competence education**

**Established practice to plan for employee education  
throughout their careers**

**Extensive LLL initiatives, including contribution to the EU's  
Lisbon Strategy & major reforms of national vocational  
education & training system**

**RPL utilised throughout education system**



# OUM'S ROLE IN LLL

**Cater to working adults in various career-oriented programmes**

**Almost 140,000 learners enrolled nationwide with more than 56,000 graduates**

**Collaboration with MOE to upgrade in-service teachers**

**First institution to implement flexible entry & APEL in Malaysia**

**More than 52,000 teachers enrolled & about 35,000 graduates so far**

**Institute of Professional Development & School of Lifelong Learning**

# CONCLUDING REMARKS

**LLL a crucial agenda in Malaysia, especially for working adults & competencies development**

**All stakeholders must contribute & collaborate to ensure success of the LLL agenda**

**Many opportunities to learn from global examples**

**THANK YOU**