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

HUMAN CAPITAL DEVELOPMENT

THE SCHOOL SYSTEM

TERTIARY EDUCATION

LIFELONG LEARNING
MALAYSIA: RELEVANT FIGURES

29.7 million
Total population

13.2 million
Labour force (44.4% of population)

8.8 million
Labour force participation rate (66.2% of labour force)

32%
Higher education participation rate (19-23 year-olds)

~24%
Skilled labour force (with tertiary qualifications)

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
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