



Blueprint on
**ENCULTURATION OF
LIFELONG LEARNING**
for Malaysia
2011-2020



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Ministry of Higher Education Malaysia

2011

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Knowledge has been valued by all the civilisations throughout the ages. Indeed, civilisation itself rested on knowledge. Thinkers, philosophers and scientists like Plato, Aristotle, Lao Tzu, Confucius, Avicenna and Einstein have emphasised the importance of knowledge. The Prophet Muhammad (S.A.W.) never ceased to stress its significance. He spoke of life-long learning long before it was discovered as a central element of a knowledge society in the late twentieth century, and he could not have expressed it better. “Seek knowledge from the cradle to the grave”.

*YAB Dato' Sri Mohd Najib Bin Tun Haji Abdul Razak
Prime Minister of Malaysia in National Professor Congress
7th July 2011 at PWTC, KL*



**“Lifelong Learning is
the Third Pillar of
Human Capital Development”.**

*YAB Tan Sri Dato' Haji Muhyiddin Bin Haji Mohd Yassin
Deputy Prime Minister, Malaysia*

| | | | |
|---|-----------|---|----|
| Acknowledgements | xvii | Guiding Principles | 34 |
| Executive Summary | xxi | Enculturation of Lifelong Learning is a National Agenda and Third Pillar of our Human Capital Development System | 34 |
| Chapter 1: Introduction | 1 | Maximum Impact and Complementarity | 35 |
| New Economic Model | 3 | Cost Effectiveness | 35 |
| Concept and Definition of Lifelong Learning | 5 | Accountability | 35 |
| Enculturation of Lifelong Learning | 7 | Creativity and Innovation | 35 |
| Chapter 2: The Present | 9 | Leveraging on ICT | 35 |
| Overview | 11 | International Best Practices | 35 |
| Formal Lifelong Learning | 15 | Strategy 1: Upgrade Mechanisms and Infrastructure for Lifelong Learning | 37 |
| Polytechnics | 15 | National Lifelong Learning Committee (NLC) | 38 |
| Community Colleges | 16 | Flexi Lifelong Learning for All | 38 |
| Public Universities | 17 | Institutional Transformation Programme | 38 |
| Open and Distance Learning Institutions | 17 | Research & Development For Innovation (ReaDI) in Lifelong Learning | 39 |
| Non-Formal Lifelong Learning | 18 | Lifelong Learning-on-Track | 39 |
| Informal Lifelong Learning | 24 | Productivity Gain Programme (PGP) | 39 |
| Malaysian Chinese Association | 24 | Strategy 2: Enhance Public Awareness and Participation in Lifelong Learning | 40 |
| Malaysian Grid for Learning | 24 | “Lifelong Learning for Everyone” | 41 |
| Ministry of Rural and Regional Development (MORRD) | 25 | “Lifelong Learning is Everywhere” | 42 |
| Ministry of Energy, Water and Communication (MOEWC) | 25 | “My Lifelong Learning” (My3L) | 42 |
| Issues and Challenges | 25 | “Hop-on-the-Lifelong Learning-Train” | 42 |
| Absence of a Full-fledged Lifelong Learning Policy | 25 | Strategy 3: Ensure Continuity and Appreciation of Lifelong Learning | 43 |
| Lack of Monitoring | 26 | Lifelong Learning Quality Assurance and Recognition Centre (L-QARC) | 45 |
| Lack of Awareness and Participation | 26 | National Centre for Apel (NCAPEL) | 45 |
| Lack of Financial Support | 26 | Credit Bank System (CBS) | 45 |
| Inadequate Mechanism and Infrastructure | 26 | Malaysian Online Lifelong Learning Framework (MOLF) | 45 |
| Overlapping Lifelong Learning Activities and Programmes | 27 | | |
| Recognition Issue | 27 | | |
| Chapter 3: Strategies and Initiatives | 29 | | |
| New Economic Model | 31 | | |
| National Higher Education Strategic Plan | 32 | | |

| | |
|---|-----------|
| Strategy 4: Provide Financial Support for Lifelong Learning | 46 |
| Proposed Initiatives: | |
| National Lifelong Learning Funding Mechanism | 48 |
| Lifelong Learning Funding Initiatives | 48 |
| Lifelong Learning Award of Excellence | 48 |
| Additional Lifelong Learning Tax Incentives | 48 |
| Lifelong Learning Loan Scheme | 49 |
| Non-Governmental Lifelong Learning Fund (MyLLL Grant) | 49 |
| Strategies, Performance and Accountability Metrics, Targets and Sponsoring Organisations | 49 |
| Chapter 4: Revisiting Roles of Institutions Involved in Lifelong Learning | 57 |
| Community Colleges | 60 |
| Polytechnics | 61 |
| Conventional Public Universities | 61 |
| Open and Distance Learning (ODL) Universities | 62 |
| Other Government Ministries and Agencies | 63 |
| Chapter 5: Conclusion | 65 |
| References | 69 |

List of Tables

| | | |
|------------|--|----|
| Table 1.1 | : Lifelong Learners in Malaysia | 7 |
| Table 2.1 | : Selected Malaysian Demography and Socio-Economy Indicators from 2005 to 2009 | 11 |
| Table 2.2 | : Distribution of Malaysian Labour Force and Education Level | 12 |
| Table 2.3 | : Total Enrolment of Students in Malaysian Education Institutions | 14 |
| Table 2.4 | : Number of Government Officers Pursuing Higher Studies as of July 2010 | 15 |
| Table 2.5 | : Intake, Enrolment and Output for Polytechnics For 2008 and 2009 | 15 |
| Table 2.6 | : Intake, Enrolment and Output for Community Colleges for 2008 and 2009 | 16 |
| Table 2.7 | : Number of Courses and Participants in Short-term Courses in Community Colleges 2005-2009 | 16 |
| Table 2.8 | : Public Universities and Designated Centres for Lifelong Learning | 17 |
| Table 2.9 | : HRDC's Achievements in Promoting Non-Formal Lifelong Learning in Malaysia in 2005-2009 | 19 |
| Table 2.10 | : Output of Malaysian Skill Certificate (SKM) | 22 |
| Table 2.11 | : SLDB Achievement | 22 |
| Table 2.12 | : Institutions and Types of Training Programmes Offered | 23 |
| Table 3.1 | : Strategy 1: Action Plans | 40 |
| Table 3.2 | : Strategy 2: Action Plans | 43 |
| Table 3.3 | : Strategy 3: Action Plans | 46 |
| Table 3.4 | : Tax Exemption for Formal Education | 46 |
| Table 3.5 | : Strategy 4: Action Plans | 49 |

List of Figures

| | | |
|------------|--|----|
| Figure 1.1 | : Malaysia's Growth Trajectory | 3 |
| Figure 1.2 | : Lifelong Learning in the Mainstream of Malaysian Education System | 7 |
| Figure 2.1 | : Skill Level of Malaysian Workforce Compared to Singapore, Taiwan and Korea | 13 |
| Figure 3.1 | : New Economic Model | 31 |
| Figure 3.2 | : NEM Strategic Reform Initiatives | 32 |
| Figure 3.3 | : NHESP's Four Strategies | 33 |
| Figure 3.4 | : Three Pillars of Human Capital Development | 34 |
| Figure 3.5 | : Strategy 1: Objectives and Action Plans | 37 |
| Figure 3.6 | : Strategy 2: Objectives and Action Plans | 41 |
| Figure 3.7 | : Strategy 3: Objectives and Action Plans | 44 |
| Figure 3.8 | : Strategy 4: Objectives and Action Plans | 47 |
| Figure 3.9 | : Strategies, Performance and Accountability Metrics, Targets and Sponsoring Organisations | 50 |



FOREWORD

Assalamu'alaikum w.b.t. and Salam Satu Malaysia,

A knowledgeable society is crucial to facilitate a smooth transformation of Malaysia into becoming a high-income economy by 2020. In this regard, the enculturation of lifelong learning is one the critical success factors in ensuring that we achieve our nation's goal.

In this Blueprint, it is recognised that lifelong learning is the third pillar of human capital development after the school and tertiary education systems. Based on this, it seeks to provide lifelong learning stakeholders with a road-map to enculturate lifelong learning in Malaysia.

Now it is the time to implement the activities and programmes as planned in the Blueprint. No doubt, there will be many issues and challenges that we will face in this journey. However, I strongly believe that with the positive support from everyone, we will be able to accomplish what we set out to do.

The Ministry of Higher Education wishes to thank everyone involved in making this blueprint a reality. We hope that the collective efforts of our lifelong learning stakeholders will propel the nation into becoming a knowledgeable and high-income society by 2020.



Y.B. Dato' Seri Mohamed Khaled Bin Nordin
Minister of Higher Education,
Malaysia

Assalamu'alaikum w.b.t. and Salam Satu Malaysia,

The primary objective of the Malaysian education system is to develop human capital with first-class mentality. However, not everyone has the capacity to acquire the knowledge, personality and interpersonal attributes of the desired first-class mentality upon completion of their schooling and tertiary education. In this regard, continuous improvement via lifelong learning can be the catalyst in developing Malaysians with first-class mentality.

It is hoped that the Blueprint will provide the impetus in promoting the culture of lifelong learning, which is one of the seven strategic thrusts outlined in the National Higher Education Strategic Plan. Society must embrace lifelong learning and the opportunity to pursue knowledge or skills should be made available to all regardless of their socio-economic backgrounds.

The Blueprint was put together following deliberations and inputs by lifelong learning stakeholders from public and private higher education institutions, government agencies and industries. Now is an opportune time to act on the suggested recommendations, and I believe with a strong commitment from the stakeholders, we will be able to achieve our long-term goals.

I would like to thank all parties involved in drafting this Blueprint and it is my hope that it will serve as a road map for the stakeholders in their quest to enculturate lifelong learning within our community.

Last but not least, I would also like to express my appreciation to the former Secretary General of MOHE, YBhg. Tan Sri Dr. Zulkefli A. Hassan for his contributions and ideas towards the development of the Blueprint on Enculturation of Lifelong Learning for Malaysia 2011-2020.



Y.Bhg. Datuk Ab. Rahim Bin Md. Noor
Secretary General,
Ministry of Higher Education



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The development of this Blueprint would not have been possible without the assistance of various organisations. Therefore, we would like to extend our deepest appreciation to the organisations, agencies and institutions listed below, which have contributed directly and indirectly to this project.

- Ministry of Higher Education (MOHE)
- Ministry of Education (MOE)
- Ministry of Agriculture (MOA)
- Ministry of Women, Family and Community
- Ministry of Youth and Sports
- Ministry of Health (MOH)
- Ministry of Tourism
- Public Service Department (PSD)
- Malaysian Qualifications Agency (MQA)
- National Higher Education Fund Corporation (PTPTN)
- Malaysian Association of Private Colleges and Universities
- National Agriculture Training Council
- Construction Industry Development Board
- Department of Higher Education
- Department of Polytechnics Education
- Department of Community Colleges Education
- Department of Skill Development
- Department of Orang Asli Affairs
- People's Trust Council (MARA)
- Skills Development Fund Corporation
- Social Development Department (KEMAS)
- Ex-Armed Forces Affairs Corporation (PERHEBAT)
- University of Malaya
- International Islamic University (IIUM)
- National University of Malaysia (UKM)
- University of Malaysia, Pahang (UMP)
- Sabah University of Malaysia (UMS)
- Sultan Idris University of Education (UPSI)
- Putra University, Malaysia (UPM)
- Science University of Malaysia (USM)
- Technological University of Malaysia (UTM)
- MARA University of Technology (UiTM)
- Tun Hussein Onn University of Malaysia (UTHM)
- Northern University of Malaysia (UUM)
- Institute Aminuddin Baki
- Al-Madinah International University
- Asia e-University
- International Centre For Education in Islamic Finance
- Malaysian Allied Health Science Academy
- Open University Malaysia (OUM)
- University Tun Abdul Razak (UNIRAZAK)
- Wawasan Open University (WOU)



EXECUTIVE SUMMARY

Executive Summary

Globalisation presents several challenges to all countries, particularly developing nations, including Malaysia. To overcome such challenges, Malaysia needs to formulate its plans and strategies appropriately. The New Economic Model stipulates that for Malaysia to attain the status of a developed nation by 2020, it must achieve three goals – a high-income economy, inclusivity and sustainability.

Lifelong learning expands life choices and enhances people's quality of life. Thus, it is a critical thrust in ensuring the success of the nation's economic development. In our desire to achieve Vision 2020, it is imperative that lifelong learning be adopted as a New National Agenda in achieving the nation's human capital development. Like primary and secondary schooling and tertiary education, lifelong learning should be in the mainstream of our education system; thus becoming the “third pillar” to propel human capital development in this country. In this context, the definition of lifelong learning, “learning engaged by everyone of age 15 to 64 and above except profesional students” is adopted in line with the nation's quest to enhance the country's economic growth in the next decade.

With an expanding population reaching 34.3 million and a working age group (15 – 64 years) of 26.2 million in 2020, there is a critical need for more employment and training opportunities. While formal education at universities and colleges remains an important component of the country's education system, the development of human capital can be further enhanced through lifelong learning, as it will provide the working population and those who had before missed the opportunity to pursue higher education with a “second chance” to enhance their education levels.

However, for Malaysia to realise its full potential of lifelong learning, it needs to address the following issues and challenges:

- (a) Absence of a full-fledged lifelong learning policy;
- (b) Lack of monitoring;
- (c) Lack of awareness and participation;
- (d) Inadequate financial support;
- (e) Inadequate mechanism and infrastructure;
- (f) Overlapping lifelong learning activities and programmes; and
- (g) Recognition issues.

The National Higher Education Strategic Plan: Beyond 2020 of the Ministry of Higher Education prescribes four strategies for the enculturation of lifelong learning in this country, namely, to upgrade mechanisms and infrastructure for lifelong learning; to enhance public awareness and participation in lifelong learning; to ensure continuity and appreciation of lifelong learning; and to provide financial support for lifelong learning.

This blueprint provides a list of initiatives to be undertaken for the enculturation of lifelong learning in Malaysia. To ensure that the strategies are successfully implemented, a set of performance objectives, performance and accountability metrics, strategic targets and sponsoring organisations for each of the initiatives are identified, along with budgets distributed over two time periods corresponding with the Tenth and Eleventh Malaysia Plans.

The initiatives are guided by the following principles:

- (a) Enculturation of lifelong learning as a national agenda and third pillar of human capital development;
- (b) Maximum impact and complementarity;
- (c) Cost effectiveness;
- (d) Accountability;
- (e) Creativity and innovation;
- (f) Leveraging on ICT; and
- (g) Benchmarking with international best practices.

The proposed initiatives are:

1. National Lifelong Learning Committee (NLC)
2. Flexi Lifelong Learning for All
3. Institutional Transformation Programmes
4. Research and Development for Innovation (READI)
5. Lifelong Learning-on-Track
6. Productivity Gain Programmes (PGP)
7. “LLL for Everyone”
8. “LLL is Everywhere”
9. “My3L”
10. “Hop-on-the-LLL Train”
11. LLL QA and Recognition Centre (L-QARC)

12. National Centre for APEL (NCAPEL)
13. National Credit Bank System (NCBS)
14. Malaysian Online Framework (MOLF)
15. National Lifelong Learning Fund
16. Lifelong Learning Savings Fund
17. Lifelong Learning Awards of Excellence
18. Lifelong Learning Tax Incentives
19. Lifelong Learning Loan Schemes
20. Non-Governmental Lifelong Learning Fund (MyLLL Grant)

To ensure the successful implementation of the above initiatives, the roles and responsibilities of the institutions involved in lifelong learning need to be revisited. Each institution should focus on its own niche areas so as to allow for greater efficiency and better management of internal resources including human capital and facilities. In addition, to reap the benefits of economies of scale, the number of open and distance learning (ODL) institutions will be reviewed on a periodical basis to ensure that the existing ODL and other lifelong learning providers are operating at their optimal best to meet the current challenges.

To implement all the above initiatives, an adequate amount of funding is required to ensure the successful implementation of the initiatives. This amount may represent either a review and reallocation of existing allocations made to the various ministries and agencies currently implementing lifelong learning activities and programmes or an additional amount deemed necessary based on new requirements.

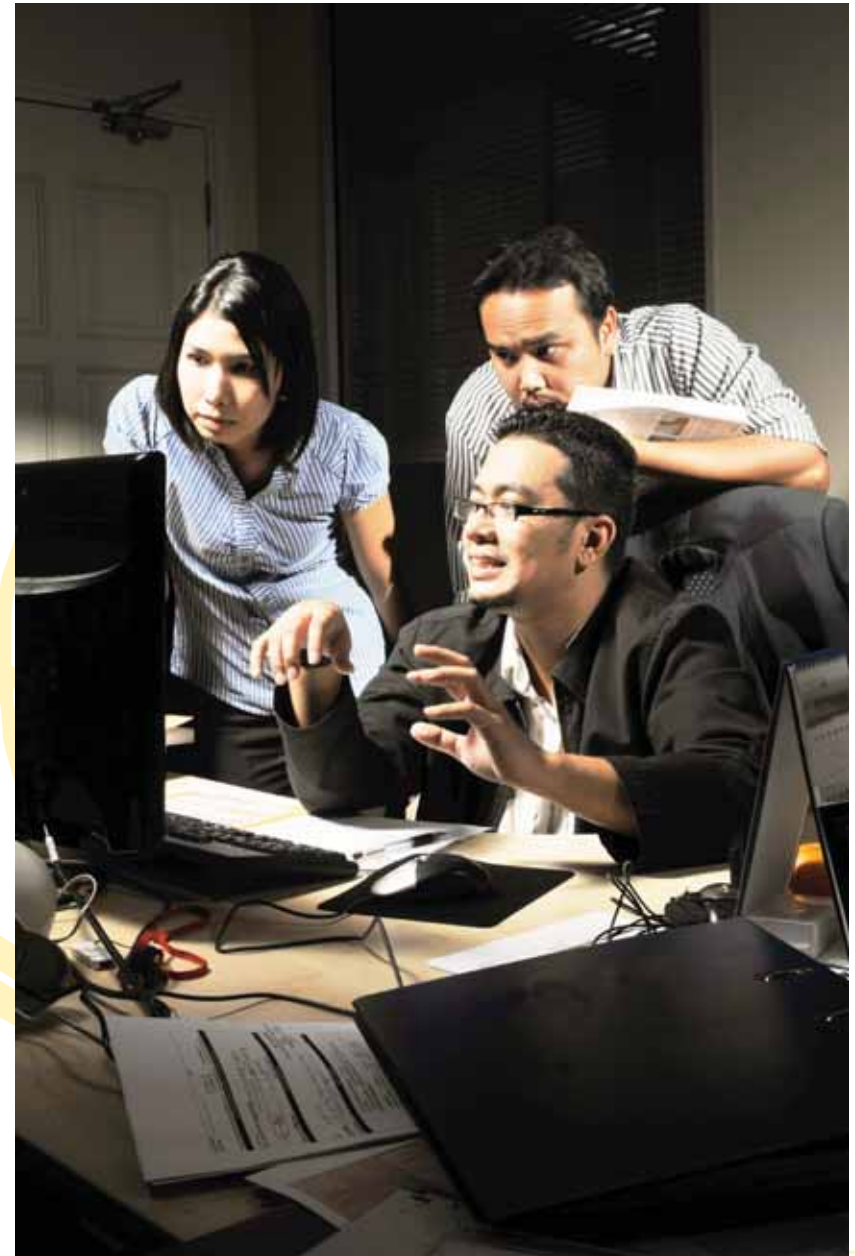
Finally, the successful implementation of this blueprint hinges upon the total commitment and full responsibility of the Malaysian Government as well as support from private institutions and non-governmental organisations in responding to the call for the enculturation of lifelong learning in this country.

List of Abbreviations

| | | | |
|---------|--|--------|--|
| ACD | : Asia Co-operation Dialogue | GLC | : Government-linked Company |
| AeU | : Asia e-University | HEI | : Higher Educational Institutions |
| APEC | : Asia Pacific Economic Cooperation | HRDC | : Human Resource Development Council |
| APEL | : Accreditation of Prior Experiential Learning | HRDF | : Human Resource Development Fund |
| ASK | : Attitudes, Skills and Competency | ICT | : Information and Communication Technology |
| BNM | : Bank Negara Malaysia | IKBN | : Institut Kemahiran Belia Negara |
| CBS | : Credit Bank System | INCEIF | : International Centre for Education in Islamic Finance |
| CIAST | : Centre for Instructor and Advanced Skill Training | INFRA | : Institute for Rural Advancement |
| CPD | : Continuing Professional Development | IT | : Information Technology |
| CSR | : Corporate Social Responsibility | JPA | : Public Service Department |
| CUEPACS | : Congress of Unions of Employees in the Public and Civil Services | KEMAS | : Jabatan Kemajuan Masyarakat |
| DPM | : Deputy Prime Minister | KK | : Community Colleges |
| DSD | : Department of Skills Development | KPI | : Key Performance Index |
| EPF | : Employees Provident Fund | LHDN | : Inland Revenue Board of Malaysia |
| EPU | : Economic Planning Unit | LLL | : Lifelong Learning |
| FE | : Flexible Entry | L-QARC | : Lifelong Learning Quality Assurance and Recognition Centre |
| FMM | : Federation of Malaysian Manufacturers | MARA | : Majlis Amanah Rakyat |
| | | MCA | : Malaysian Chinese Association |
| | | MDG | : Millennium Development Goals |
| | | MEDIU | : Al-Madinah International University |
| | | MEF | : Malaysian Employers Federation |
| | | MEWC | : Ministry of Energy, Water and Communication |

| | | | |
|--------|---|-------|--|
| MOAAI | : Ministry of Agriculture and Agro-Based Industry | NEET | : Not in Employment, Education or Training |
| MOE | : Ministry of Education | NEM | : New Economic Model |
| MOEWC | : Ministry of Energy, Water and Communication | NGO | : Non-Governmental Organisation |
| MOF | : Ministry of Finance | NHESP | : National Higher Education Strategic Plan |
| MOH | : Ministry of Health | NITA | : National Information Technology Agenda |
| MOHE | : Ministry of Higher Education | NOSS | : National Occupational Skills Standards |
| MOHLG | : Ministry of Housing and Local Government | ODL | : Open and Distance Learning |
| MOHR | : Ministry of Human Resources | OE | : Open Entry |
| MOLF | : Malaysian Online Lifelong Learning Framework | OECD | : Organisation for Economic Co-operation and Development |
| MOSQF | : Malaysian Occupational Skills Qualification Framework | OPP1 | : First Outline Perspective Plan (1971-1990) |
| MORRD | : Ministry of Rural and Regional Development | OPP2 | : Second Outline Perspective Plan (1991-2000) |
| MOYS | : Ministry of Youth and Sports | OPP3 | : Third Outline Perspective Plan (2001-2010) |
| MQA | : Malaysian Qualifications Agency | OUM | : Open University Malaysia |
| MQF | : Malaysian Qualifications Framework | PGP | : Productivity Gain Programme |
| MTUC | : Malaysian Trades Union Congress | PHEI | : Public Higher Education Institution |
| My3L | : My Lifelong Learning | PID | : Program Internet Desa |
| My3S | : Malaysian Soft Skills Scale | PID | : Rural internet programme |
| MyGfL | : Malaysian Grid for Learning | PLAR | : Prior Learning Assessment and Recognition |
| NCAPEL | : National Centre for APEL | PMB | : Pos Malaysia Berhad |
| NCBS | : National Credit Bank System | PMR | : Lower Secondary Assessment |
| NCL | : National Committee for Lifelong Learning | PPT | : Prior Achievement Accreditation |
| NSDC | : National Skills Development Council | PTPK | : Skills Development Fund Cooperation |
| NEAC | : National Economics Advisory Council | QA | : Quality Assurance |

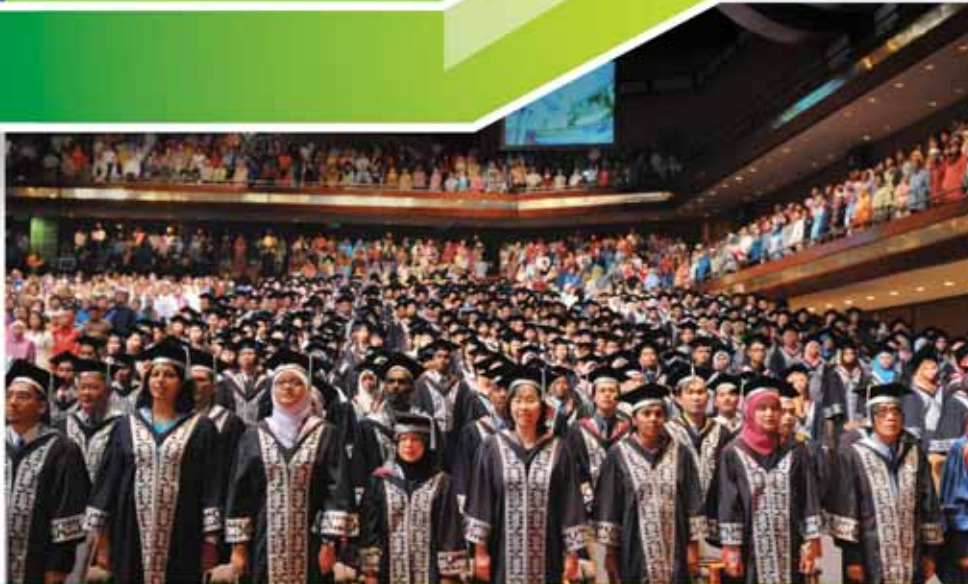
| | |
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| QI | : Quality Index |
| READI | : Research and Development for Innovation |
| RISDA | : Rubber Industry Smallholders Development Authority |
| RMK10 | : Tenth Malaysia Plan (2011 – 2015) |
| RMK11 | : Eleventh Malaysia Plan (2016 – 2020) |
| RPL | : Recognition of Prior Learning |
| SIRIM | : Standards & Industrial Research Institute of Malaysia |
| SKT | : Annual Work Target |
| SLDN | : National Dual Training System |
| SMEs | : Small and Medium Enterprises |
| SPM | : Malaysian Certificate of Education |
| UiTM | : Universiti Teknologi MARA |
| UKM | : Universiti Kebangsaan Malaysia |
| UM | : Universiti Malaya |
| UNDP | : United Nations Development Programme |





Introduction

Chapter 1



KEMENTERIAN PENGAJIAN TINGGI

MINISTRY OF HIGHER EDUCATION

MALAYSIA



New Economic Model

1. Globalisation, arguably, is the most important force that is shaping the socio-economic landscape of many countries during the past two decades. The effect of such a potent force was felt by both developed and developing economies, though with varying degrees of severity and outcomes. The emergence of a new economic power bloc of “BRIC” (Brazil, Russia, India and China) is indicative of the ability of developing countries to compete with their more advanced counterparts when appropriate policies and strategies are put in place.
2. While globalisation has contributed to faster economic growth, it has also created several challenges such as imbalanced economic growth, inequality and potential social and political instability in many nations.
3. In recent years, Malaysia has fallen behind its competitors due to its slower growth after the financial crisis of 1997-98. Prior to the crisis, the average economic growth was 9.4 percent. Post-crisis growth plunged to 5.7 percent, causing Malaysia to deviate from its original growth trajectory (Figure 1.1). To bring the country back to its original growth path and enable it to attain a high income status, we urgently need a radical change in our approach to economic development (NEAC, 2010).
4. As a country, Malaysia is well-known for its excellent long-term economic development plans. The three Outline Perspective Plans (OPPs) covering the period from 1971 through 2010 had moulded the country’s social, economic and political scenarios into what there are today. It is beyond doubt that the country is still resilient and possesses sufficient amount of natural resources and manpower capabilities that can be appropriately harnessed to move ahead and achieve a strong economic performance. Nevertheless, more needs to be done.
5. Vision 2020, which represents the country’s aspiration to become a fully developed nation by 2020, requires a process of comprehensive transformation, particularly in the area of human capital development. In this respect, one of the challenges that the country faces as outlined in the Vision is to establish a scientific and progressive society that is innovative and forward-looking by not only being an avid consumer

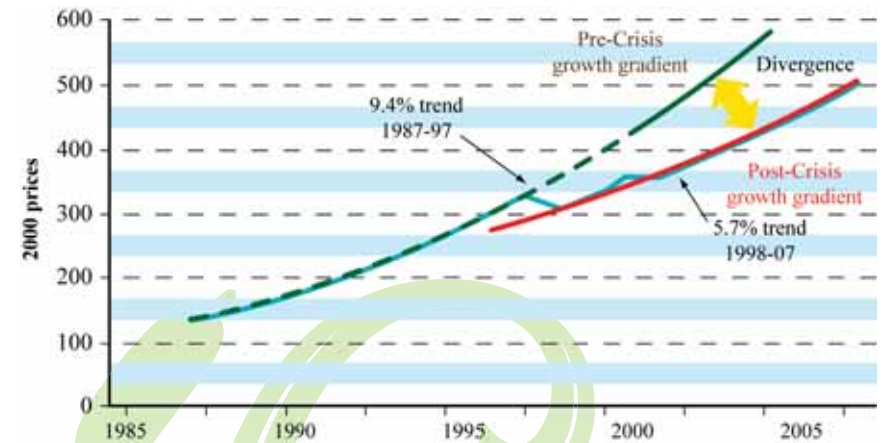


Figure 1.1: Malaysia's Growth Trajectory

Source: www.neac.gov.my

- of technology but also a contributor to the scientific and technological development. This is in line with the establishment of a prosperous society that is fully competitive, dynamic, robust and resilient.
6. As exemplified by many countries which have attained “developed nation” status, human capital development played a pivotal role in the process. For Malaysia, there is no exception. Recognising this, the country has given considerable emphasis to the training and education of its people. This is clearly evidenced by the large amount of allocations provided for the education and training sector in the country’s annual budget, averaging about 25% each year.
 7. In line with its OPPs, the Malaysian education system has evolved to assist the country in realising the goals of the plans. In the period between the First Malaysia Plan (1966-1970) and OPP1 (1971-1990), education was mainly utilised as a social tool in integrating the three major races in the country (EPU, 2005).
 8. In the subsequent OPP2 (1991-2000), education continued to assume a social role but with additional emphasis on contributing towards the country’s human resource development. In the same period, the Malaysian higher education system embarked upon a liberalisation policy whereby the private sector was given a bigger role in the higher education sector. This facilitated the process of globalisation and Malaysia’s greater integration with the world economy. The effect of the reform improved corporate governance, allowed greater financial autonomy and increased the number of new higher education institutions and academic programmes.
 9. Advances in the fields of science and technology and explosive growth in information in the beginning of the 21st century have affected human lives and the ability to cope with changes. Knowles (1980) identified four forces which influenced affective education practices:
 - (a) Purpose of education: The main purpose of education is to produce educated persons. It is an end in itself. But education is also, for much of the world’s population, the route to development. Today, for the country to move forward, the educational mission is to produce a competent workforce which is able to apply knowledge under changing conditions and continue learning on their own.
 - (b) Shift from teaching to learning: Traditionally, teachers have been trained to be the centre of information and control. Now, the focus is not only on learning but also specifically on learners, making education not just learner-centred, but more importantly, learner-driven.
 - (c) New delivery systems: Delivery of education must be flexible (e.g. non-traditional, external degrees, continuing education, online learning, learning communities, and learning networks) and need not be housed in an educational institution. Today, the task of a learning organisation is to link learners with learning resources.
 - (d) Concept of lifelong learning: It has long been recognised that learning is a lifelong process. In this regard, early

formal elementary and secondary education must be concerned with the development of inquisitive skills. In the same light, adult education must be concerned with the provision of resources and support for independent and self-managed learning.

10. In Malaysia's ardent drive to attain the status of a developed nation by 2020, two other enablers need to be added to the above four forces, namely, creativity and innovation. We must build these two elements into our education system to facilitate the move towards a higher-income level. In this regard, we have to move away from merely performing day-to-day tasks with diligence to continually thinking of new approaches to improve ourselves.
11. All the above forces play an important role in shaping the strategic direction of Malaysia's quest for quality education for all. However, to ensure the successful implementation of the plan, Malaysia needs to create an integrated lifelong learning system that effectively and seamlessly blends the above elements.
12. Human development relates to widening the range of choices that people have in order to lead the kind of life that they would value. Fundamental to increasing these choices is building human capabilities – the range of things that people can be or do in life. The most basic capabilities for human development are to lead a long and healthy life, be knowledgeable, have access to the resources needed for a decent standard of living and be able to participate in community life. Without these

capabilities, a lot of the choices and opportunities in life would not be available.

13. Lifelong learning expands life choices, thus enhancing people's quality of life. In this context, lifelong learning is inevitably a critical agenda in our nation's development.

Concept and Definition of Lifelong Learning

14. Lifelong learning can be defined as the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments (Longworth and Davies, 1996).
15. This definition includes several basic elements of lifelong learning ideals:
 - (a) Belief in the idea of lifetime human potential and the possibility of its realisation;
 - (b) Efforts to facilitate achievement of skills, knowledge and aptitudes necessary for a successful life;
 - (c) Recognition that learning takes place in many modes and places, including formal educational institutions and non-formal experiences such as employment, military service, civic participation and informal self-initiated activity; and

- (d) The need to provide integrated supportive systems adapted to individual differences that encourage and facilitate individuals to achieve mastery and self-direction. Society should make these systems available to learners with flexibility and diversity.
16. The European Commission defines lifelong learning as: “all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective” (ESAE, 2007).
17. Thus, lifelong learning is about acquiring and updating all kinds of abilities, interests, knowledge and qualifications from pre-school years to post-retirement. It promotes the development of knowledge and competencies which will enable each citizen to adapt to the knowledge-based society and actively participate in all spheres of social and economic life, taking more control of his or her future. It is also about valuing all forms of learning, including: formal learning, such as a degree course followed at university; non-formal learning, such as vocational skills acquired at the workplace; and informal learning, such as learning how to play an instrument together with friends.
18. Lifelong learning is also about providing a “second chance” to update basic skills and offering learning opportunities at more advanced levels. All this means that formal systems of provision need to be more open and flexible, so that such opportunities can truly be tailored to the needs of potential learners (ESAE, 2007).
19. Even though Malaysia subscribes to the above definitions, for the purpose of streamlining all lifelong learning activities implemented by various educational institutions, government and non-governmental organisations and agencies, there is a need for a common working definition for lifelong learning. The definition proposed for this purpose is: “Learning engaged by everyone of age 15 and above except professional students”. Professional students are those who are enrolled full-time in school, college or university with the aim of acquiring academic qualification or skills.
20. The above definition is derived based on the productive age of the Malaysian population which is from 15 to 64 and those above 64 who are still able to contribute towards the economic development of the country. Based on this definition, the number of lifelong learners in Malaysia from 2005 to 2020 is given in Table 1.1. It is estimated that lifelong learners in Malaysia will reach 22.6 million in 2020, and will account for 65.9 percent of the total population of the country.



Table 1.1: Lifelong Learners in Malaysia

| | 2005 | 2010 | 2015 | 2020 |
|--|------------|------------|------------|------------|
| Total population | 26,447,300 | 28,960,000 | 31,817,444 | 34,276,423 |
| 15 years old & above | 18,617,200 | 21,290,000 | 23,645,259 | 26,210,000 |
| Professional students (15 years old & above): | | | | |
| Secondary (Forms 3 to 5)* | 1,200,972 | 1,293,741 | 1,421,393 | 1,531,244 |
| Tertiary (NHESP, p. 38) | 1,140,040 | 1,485,600 | 1,759,200 | 2,087,900 |
| Total professional students | 2,341,012 | 2,779,341 | 3,180,593 | 3,619,144 |
| Potential Lifelong learners | 16,276,188 | 18,510,659 | 20,464,666 | 22,590,856 |
| LL Learners as a % of total population | 61.5% | 63.9% | 64.3% | 65.9% |

Note: * Projection by LLL Study Group

Source: Department of Statistics Malaysia, MOHE's National Higher education Strategic Plan and Ninth Malaysia Plan.

21. In our desire to achieve Vision 2020, it is imperative that lifelong learning be adopted as a New Agenda in achieving the nation's human capital development. Like primary and secondary schooling and tertiary education, lifelong learning should be in the mainstream of our education system to propel human capital development (Figure 1.2). This is in line with the current national aspiration of developing a knowledge society that will drive the nation to achieve its goal of becoming a developed nation by the year 2020. Furthermore, lifelong learners form a very high proportion of the country's population (Table 1.1).
22. While the focus of our definition is on the economic contribution of lifelong learning, we will not exclude the importance of the other roles of lifelong learning, particularly in the area of



Figure 1.2: Lifelong Learning in the Mainstream of Malaysian Education System

personal growth and development, inclusivity and sustainability. These are common elements in all lifelong learning definitions, whereby every individual should have an equal opportunity to adapt to the demands of social and economic changes and to participate actively in shaping the country's future.

Enculturation of Lifelong Learning

23. Enculturation is a process which teaches individuals the accepted cultural norms and values of the society in which they live. It guides the individuals on their roles within the society as well as what is accepted behaviour in that society. In this context, enculturation of lifelong learning seeks to influence individuals to embrace lifelong learning as an integral part of their lives.

24. In the Malaysian context, enculturation must be supported by a strong New Agenda which is focussed to move lifelong learning into the mainstream (“*arus perdana*”) of human capital development. This is necessary in order to uplift the skills and competencies of the low-skilled labour force, enhance productivity and competitiveness and drive forward those industries with potentials. In NEM, these industries have been identified as financial services, oil and gas, palm oil, electrical and electronics, tourism, agricultural, biotechnology and ICT (NEAC, 2010).
25. This blueprint describes the activities and programmes to be undertaken for the enculturation of lifelong learning in the country. The initiatives were developed based on the set of strategies prescribed in the National Higher Education Strategic Plan (NHESP): Beyond 2020. To ensure the strategies are successfully implemented, a set of performance objectives, performance and accountability metrics, strategic targets and sponsoring organisations are specified. To provide the necessary funding to support the initiatives, an estimate of budget allocations was made and distributed into two time periods, namely, Tenth Malaysia Plan (RMK10, 2011-2015) and Eleventh Malaysia Plan (RMK11, 2016-2020).





The Present

Chapter 2



KEMENTERIAN PENGAJIAN TINGGI

MINISTRY OF HIGHER EDUCATION



MALAYSIA



Overview

26. Lifelong learning is widely practised across many different levels in Malaysia. There are many different parties involved in the provision of lifelong learning programmes at formal and non-formal levels, such as public universities, post-secondary institutions, open and distance learning (ODL) institutions, MARA as well as certain relevant ministries. As of February 2009, 7,870 learners enrolled in part-time programmes at Diploma and Certificate levels at the Polytechnics, while as at June 2009, 56,056 learners enrolled in the short-term courses at Community Colleges, 8,000 learners enrolled in programmes at UniRAZAK, 2,336 at WOU and 81 at AeU. (MOHE, 2010b). In 2008, it is estimated that more than 50,000 learners enrolled in the part-time and distance education programmes at various local IPTAs. As at May 2010, a total of 66,252 learners have enrolled at OUM. Despite the high participation rates in the above lifelong learning programmes, there is a clear lack of co-ordination and management at the national level.
27. Selected Malaysian demography and socio-economy indicators from 2005 -2009 are presented in Table 2.1.

Table 2.1: Selected Malaysian Demography and Socio-Economy Indicators from 2005 to 2009

| ITEM | 2005 | 2006 | 2007 | 2008 | 2009 |
|---|---------|---------|---------|---------|---------|
| Total Population (million) | 26.4 | 26.9 | 27.7 | 27.9 | 28.1 |
| Age Structure (million): | | | | | |
| 0-14 | 7.83 | 7.80 | 7.77 | 7.74 | 7.70 |
| 15-64 | 17.52 | 17.92 | 18.73 | 18.91 | 19.10 |
| 65 and above | 1.10 | 1.14 | 1.18 | 1.22 | 1.27 |
| Life expectancy (year): | | | | | |
| Male | 71.4 | 71.5 | 71.5 | 71.6 | 72.0 |
| Female | 76.2 | 76.3 | 76.5 | 76.4 | 78.6 |
| Employment: | | | | | |
| Total Labour Force | 11,291 | 11,545 | 11,775 | 11,968 | 12,142 |
| Employment | 10,893 | 11,159 | 11,398 | 11,525 | 11,547 |
| Unemployment | 398 | 386 | 377 | 443 | 595 |
| GDP (RM million) | 449,250 | 475,192 | 505,353 | 528,804 | 528,860 |
| GDP per capita (RM) | 17,311 | 18,018 | 18,811 | 19,354 | 18,706 |
| GNP (RM million) | 424,294 | 454,625 | 482,239 | 496,077 | 504,864 |
| GNP per capita (RM) | 18,966 | 20,885 | 23,115 | 25,796 | 24,541 |
| Allocated Budget for Education and Training (million) | 23,058 | 25,589 | 30,443 | 35,533 | 37,668 |
| Internet users (million) | 10.0 | 11.0 | 13.5 | 15.9 | 16.9 |

Source: Various Economic Reports

28. With a population that is expected to reach 28.9 million and a working age group (15 to 64 years) of almost 19.3 million in 2010, there is a need for more employment and training opportunities. In this respect, there is growing interest from many working adults to further their education and obtain formal recognition of their professional experiences. Of particular interest are programmes offered through ODL as this will allow them to enrol on a part-time basis and continue with their career uninterrupted.
29. Of the total working population of over 12 million in 2009, 23.2 percent has tertiary qualification, 55.3 percent has secondary qualification, 17.5 percent has primary qualification and 4 percent has no formal qualification (Table 2.2). Compared to the more developed nations, the proportion of skilled workers is still low in the Malaysian workforce and there are still unskilled workers (Figure 2.1). For Malaysia to come out from the middle-income trap it is in, its people from the lower education level need to have their qualification upgraded. This is the primary role of lifelong learning. In addition, a significant contributor of economic development is SMEs, whose employees are mainly SPM holders. Thus, there is a need to enhance their skills and knowledge through training at their workplace. For this to happen, management must provide adequate budget in order to develop employees' potential.

Table 2.2: Distribution of Malaysian Labour Force and Education Level

| TOTAL | 2005 | 2006 | 2007 | 2008 | 2009 |
|---------------------------------|--------|--------|--------|--------|--------|
| Total working population ('000) | 10,413 | 10,629 | 10,890 | 11,028 | 11,547 |
| | 100% | 100% | 100% | 100% | 100% |
| No Formal Education | 467 | 404 | 433 | 489 | 462 |
| | 4.6% | 3.8% | 4.0% | 4.4% | 4.0% |
| Primary | 2,145 | 2,173 | 2,104 | 2,017 | 2,030 |
| | 20.6% | 20.4% | 19.3% | 18.3% | 17.5% |
| Secondary | 5,795 | 5,989 | 6,134 | 6,180 | 6,386 |
| | 55.7% | 56.4% | 56.3% | 56.0% | 55.3% |
| Tertiary | 1,995 | 2,062 | 2,210 | 2,342 | 2,679 |
| | 19.2% | 19.4% | 20.3% | 21.2% | 23.2% |

Source: Various Labour Force Survey Reports



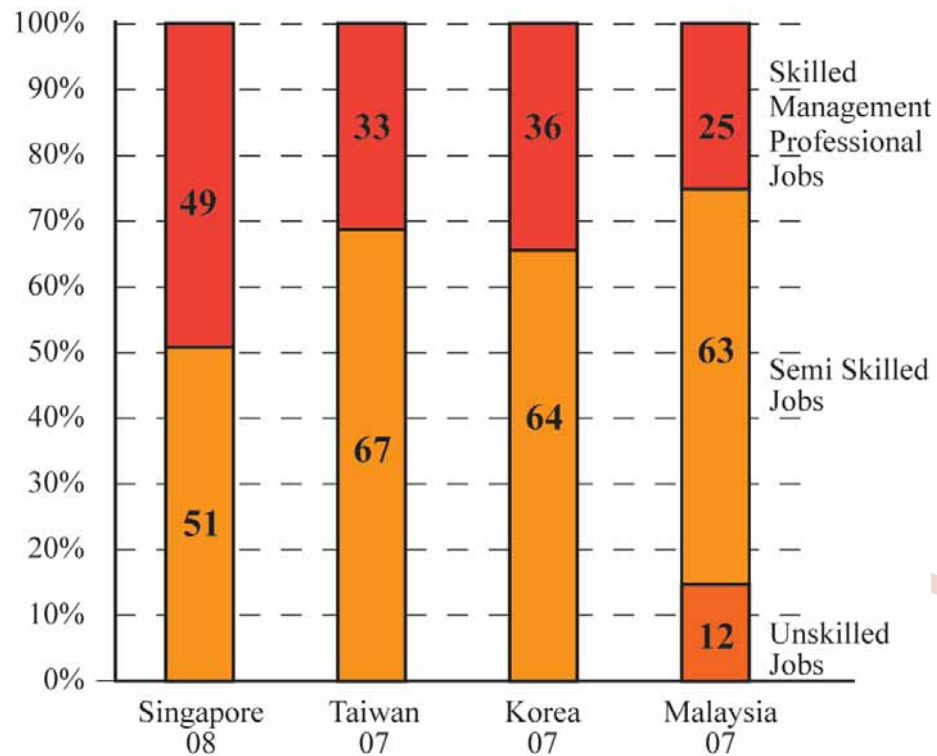


Figure 2.1: Skill Level of Malaysian Workforce Compared to Singapore, Taiwan and Korea



30. The total enrolment of students in secondary, post secondary and tertiary education is shown in Table 2.3. Given that Malaysia's average literacy rate was 92 percent over the period of 2005 to 2009, it is among the highest in South-East Asia. However, it was found to be declining despite the increase in the number of students enrolled in PEIs and HEIs. A number of initiatives have been implemented to address the situation. For example, the Ministry of Rural Development has conducted Harmonious Family Education, Religious Education, Skill Training, Reading, Functional Literacy, Pre-School and Community Work Programmes.



Table 2.3: Total Enrolment of Students in Malaysian Education Institutions

| Enrolment in Education Institutions (by Level): | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|-----------|-----------|-----------|-----------|-----------|
| Pre-school | NA | NA | 132,598 | 149,178 | 153,650 |
| Primary | 3,137,280 | 3,136,641 | 3,167,775 | 3,154,090 | 3,112,901 |
| Secondary | 2,217,879 | 2,228,066 | 2,253,383 | 2,310,661 | 2,303,645 |
| Tertiary | 588,742 | 752,060 | 847,485 | 921,593 | 1,025,547 |
| Enrolment in HEIs (by Level): | | | | | |
| Certificate** | 93,704 | 117,066 | 122,806 | 107,812 | 119,376 |
| Diploma | 141,986 | 240,189 | 271,990 | 316,818 | 334,241 |
| Advanced Diploma | NA | NA | NA | NA | 1,625 |
| Bachelor Degree | 310,543 | 348,039 | 388,580 | 421,747 | 470,772 |
| Postgraduate Diploma | 546 | 330 | 4,341 | 2,956 | 6,230 |
| Master | 33,726 | 36,824 | 34,755 | 44,634 | 58,252 |
| Doctoral | 8,237 | 9,612 | 11,133 | 13,574 | 16,967 |
| Others*** | NA | NA | 13,880 | 14,052 | 18,104 |
| Literacy rate (%) | 95.0 | 95.0 | 92.3 | 92.1 | 91.9 |
| * Estimated figure | | | | | |
| ** Statistics from private higher education institutions only | | | | | |
| *** Includes professional, certificate, matriculation and pre-session | | | | | |

Source: Various Economic Reports

32. The Malaysian Government's commitment to human capital development is very high. It is a top priority in the country's economic planning strategies. This is clearly evidenced by the allocation of RM1 billion to develop quality human capital under the first stimulus package announced in 2009. Of the amount, RM200 million was for a skills training fund and another RM300 million was for youth skills training programmes. The second economic stimulus package of RM60 billion will see RM19 billion allocated for human capacity building in the future (Ministry of Finance Malaysia, 2009).
33. In addition, the Public Service Department (JPA) has also sponsored their Malaysian Civil Service officers to pursue higher studies both locally and overseas. As of July 2010, the number of these officers under the sponsorship is shown in Table 2.4.



Table 2.4: Number of Government Officers Pursuing Higher Studies as of July 2010

| No | Programme | Full-time | Part-time |
|----|-----------------------|--------------|------------|
| 1. | Diploma | 167 | - |
| 2. | Post-Graduate Diploma | 74 | 3 |
| 3. | Degree | 550 | - |
| 4. | Master | 1,067 | 107 |
| 5. | PhD | 255 | 25 |
| | Total | 2,113 | 135 |

Source: JPA (2010)

34. The following sections explain the present status of lifelong learning in Malaysia according to the types of lifelong learning: Formal, Non-Formal and Informal.

Formal Lifelong Learning

35. In Malaysia, formal lifelong learning includes activities that take place in formal learning institutions that lead to some form of accreditation or qualification (Khairuddin Idris, 2004). It is very organised and structured, with clear learning objectives and outcomes; the explicit aim is to gain knowledge, skills and/or competencies. Formal lifelong learning activities take place in educational institutions and lead to different levels of formal recognition that include certificates and diplomas at polytechnics and community colleges, and executive and postgraduate diplomas and degrees at both public and private universities.

Polytechnics

36. Polytechnics were set up by MOHE to upgrade students' technological and entrepreneurial skills. Polytechnics conduct certificate and diploma programmes in several technical fields such as engineering, commerce, hospitality and food technology. Entrants into these programmes are typically school leavers with Malaysian Certificate of Education (SPM). Certificate programmes take about 4 semesters (or 2 years) to complete while diploma programmes can be completed within 6 semesters (or 3 years). Polytechnics are managed by a designated department within MOHE and at present, there are 27 polytechnics throughout the country. The intake, enrolment and output for polytechnics for 2008 and 2009 are shown in Table 2.5.

Table 2.5: Intake, Enrolment and Output for Polytechnics for 2008 and 2009

| PROGRAMME | INTAKE | | ENROLMENT | | OUTPUT | |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 2008 | 2009 | 2008 | 2009 | 2008 | 2009 |
| Certificate | 15,019 | 11,936 | 30,861 | 25,950 | 13,723 | 12,110 |
| Diploma | 25,555 | 26,526 | 54,419 | 60,480 | 19,060 | 19,316 |
| Grand Total | 40,574 | 38,562 | 85,280 | 86,430 | 32,783 | 31,426 |

Source: Various MOHE reports/statistics

Community Colleges

37. Community colleges were first established in 2001 as a means of providing an alternative avenue for secondary school leavers to further their education. Community colleges as a group are considered the lifelong learning hub of the country (MOHE, 2007). This role has been further reinforced through a rebranding process in 2007, whereby they were encouraged to collaborate with Government-linked companies to offer more industry-relevant formal programmes at certificate and diploma levels. Community colleges offer certificate and diploma programmes in technical and vocational fields targeted at those with SPM. There are currently 64 community colleges throughout the country (MOHE, 2010).
38. Apart from diploma programmes which take about two semesters to complete, community colleges also offer short courses (ranging from several days to a year) in 12 areas, namely, computer, electrical, vehicles, industry, apparel, beauty therapy, nutrition, language, decoration, building, motivation and generic skills. The intake, enrolment and output of graduates for Certificate and Diploma Programmes from Community Colleges for 2008 and 2009 are shown in Table 2.6, while the number of courses and participants in short-term courses is shown in Table 2.7.

Table 2.6: Intake, Enrolment and Output for Community Colleges for 2008 and 2009

| PROGRAMME | INTAKE | | ENROLMENT | | OUTPUT | |
|--------------------|--------------|--------------|---------------|---------------|--------------|--------------|
| | 2008 | 2009 | 2008 | 2009 | 2008 | 2009 |
| <i>Certificate</i> | 9,181 | 8,714 | 16,289 | 16,415 | 5,379 | 7,242 |
| <i>Diploma</i> | 483 | 431 | 793 | 864 | 301 | 443 |
| Grand Total | 9,664 | 9,145 | 17,082 | 17,279 | 5,680 | 7,685 |

Source: Various MOHE reports/statistics

Table 2.7: Number of Courses and Participants in Short-term Courses in Community Colleges 2005-2009

| YEAR | NUMBER OF COURSES | NUMBER OF PARTICIPANTS |
|------|-------------------|------------------------|
| 2005 | 1,324 | 46,512 |
| 2006 | 2,436 | 71,684 |
| 2007 | 3,778 | 102,445 |
| 2008 | 4,321 | 106,814 |
| 2009 | 5,400 | 121,003 |

Source: DCCE (2010)



Public Universities

39. Public universities are also actively involved in lifelong learning programmes. Using designated centres such as those shown in Table 2.8, these universities offer part-time extension and continuing education programmes. Several of them also conduct distance education programmes.

Table 2.8: Public Universities and Designated Centres for Lifelong Learning

| UNIVERSITY | CENTRE |
|---------------------------------------|---|
| <i>Universiti Malaya</i> | <i>Centre for Continuing Education</i> |
| <i>Universiti Sains Malaysia</i> | <i>School of Distance Education</i> |
| <i>Universiti Kebangsaan Malaysia</i> | <i>Centre of Educational Extension</i> |
| <i>Universiti Putera Malaysia</i> | <i>Centre for External Education</i> |
| <i>Universiti Teknologi Malaysia</i> | <i>School of Professional and Continuing Education</i> |
| <i>Universiti Utara Malaysia</i> | <i>Centre for Professional and Continuing Education</i> |
| <i>Universiti Teknologi MARA</i> | <i>Institute of Education Development</i> |

Open and Distance Learning Institutions

40. While the first distance education programme was formally introduced in Malaysia by USM in 1971 and the first entirely virtual mode of education delivery was introduced by UNIRAZAK in 1988, the first truly open and distance learning (ODL) university, Open University Malaysia (OUM) was established in 2000. At present, MOHE has granted the ODL status to five other institutions of higher learning, which are UNIRAZAK, WOU, AeU, MEDIU and INCEIF.
41. UNIRAZAK was the first Malaysian university to attempt full-scale distance education and is considered Malaysia's first virtual university (Syed Othman Alhabshi & Hasnan Hakim, 2006). As the first provider of virtual learning, UNIRAZAK retained its full-time mode while it continued to experiment in the provision of education through the use of ICT, beginning with CD ROM-based course materials as well as web-based and online content. Currently, UNIRAZAK is a dual-mode university which operates mostly on a full-time basis.
42. OUM was established in 2000 as the country's seventh private university, just two years after UNIRAZAK, and operates completely via the ODL mode. As Malaysia's first ODL university, OUM offers programmes that enable working adults to further their education on a part-time basis. OUM adopts a blended pedagogy that combines self-managed learning and face-to-face tutorials with online learning. This highly flexible mode of delivery received overwhelming response from working adults and now OUM is the leading ODL institution in the country, with more than 90,000 learners in over 70 programmes.
43. WOU was established in 2007, making it the second private university in Malaysia to practise ODL. Like OUM, WOU employs a flexible mode that incorporates e-learning as a means to help part-time students study at their own pace without leaving their jobs or compromising their other commitments. WOU considers itself the country's first private, not-for-profit open learning institution that is funded by charitable trusts, corporations and the public.

44. AeU, formed in 2008, is the latest university to employ e-learning in Malaysia. It is an international university established under the Asia Co-operation Dialogue (ACD). AeU collaborates with institutions of higher learning in 31 Asian countries through ODL, benefiting from the collective expertise and experiences of the universities in each ACD member country.
45. MEDIU, established in 2007, is the first web-based Islamic University in Malaysia which allows students to graduate in their chosen fields within the Islamic paradigm. Currently, MEDIU has 1000 students throughout the world, such as in Saudi Arabia, Kuwait, Bahrain, Malaysia, Japan, Singapore and Thailand.
46. INCEIF was launched by Bank Negara Malaysia (BNM) in 2006 to produce professionals for the global Islamic finance services industry. INCEIF mainly offers post-graduate programmes and gives students the flexibility to work and study at the same time by providing online interaction facilities and an extensive compilation of resources from all over the world.
47. In recent times, the concept of Recognition of Prior Learning (RPL), which is crucial in formal lifelong learning, has been introduced in Malaysia. In 2006, OUM became the first higher education institution in the country to receive MOHE approval to implement it. OUM's Flexible Entry (FE) System provides a leeway for those without extensive or complete formal schooling but with relevant work experience to gain entry into university programmes.
48. Apart from OUM, MOHE has also granted permission to the other five ODL institutions mentioned above, to implement the RPL, particularly in the area of Open Entry (OE). Another equally important and significant mechanism is the Accreditation of Prior Experiential Learning (APEL) which allows lifelong learning providers to award credits for subjects in a certain course by converting learning experiences into the subject's learning outcomes. Currently, only OUM and WOU have put the Open Entry system into practice. OUM is currently drafting out detailed administrative and academic procedures for the implementation of APEL to be approved and adopted by MQA.

Non-Formal Lifelong Learning

49. Non-formal education generally includes learning that is outside the formal educational context with targets that may not necessarily result in a particular qualification (Khairuddin Idris, 2004). While non-formal lifelong learning programmes may be well-planned and well-structured, they do not lead to the conferment of formal qualifications. In general, they are intended towards professional skills development and enhancement and are a significant part of the adult learning sector (OECD, n.d.). In Malaysia, opportunities for non-formal learning generally take the form of workplace and on-the-job training programmes at various levels, which also comprise vocational and executive training.

50. One important factor in encouraging non-formal lifelong learning is the role of the Human Resource Development Council (HRDC) under the Ministry of Human Resources that manages the Human Resource Development Fund (HRDF). In general, HRDC focuses on assisting SMEs in various industries to provide continuous skills training for their employees. HRDC has full control of the HRDF. Its roles include monitoring collection of levies, disbursing training grants as well as approving financial assistance and training places. Table 2.9 shows the achievements of HRDC in promoting non-formal lifelong learning in Malaysia.

Table 2.9: HRDC's Achievements in Promoting Non-Formal Lifelong Learning in Malaysia in 2005-2009

| Indicator | 2005 | 2006 | 2007 | 2008 | 2009 |
|--|---------|---------|---------|---------|---------|
| Approved Training Places | 537,040 | 608,962 | 690,875 | 735,672 | 683,942 |
| Approved Financial Assistance (RM million) | 241 | 289 | 331 | 370 | 341 |
| Collection of Levies for the HRDF (RM million) | 260 | 289 | 312 | 323 | NA |
| Disbursement of Training Grant (RM million) | 185 | 220 | 260 | 288 | NA |

Source: HRDC Report 2008 and MOHR 2010

51. Provided that employers are registered with HRDC, individuals at various levels of employment are given the opportunity to further their professional skills. It also manages training schemes for retrenched workers and conducts unique training schemes in IT and software development.

52. With regard to financial support, MOHR has created a Skills Development Fund Cooperation (PTPK) to provide financial assistance to those currently in employment and school leavers who intend to pursue tertiary education in skills-based careers. Apart from the PTPK, a Human Resources Development Fund (HRDF) has also been established to encourage and facilitate employers to retrain and upgrade the skills of the workforce through a levy/grant system.

53. The Department of Skills Development (DSD), one of the agencies under The Ministry of Human Resources (MOHR) has been entrusted to formulate, promote and coordinate strategies and skill training programmes in line with the nation's technology and economic development needs. Under the National Skills Development Act, 2006 (Act 652) the National Skills Development Council (NSDC) was established with the aim of certifying the National Occupational Skills Standards (NOSS) and to provide advice to MOHR in terms of skills development. As of May 2010, DSD has accredited 877 training centres, including 534 private training institutions to conduct 5,031 training programmes involving 45,069 participants at the Malaysian Skills Certificate Levels 1 to 5 (DSD 2010).

54. To further improve its coordination efforts in skilled manpower resources, DSD has enhanced its function through the gazetting of the Centre for Instructors and Advanced Skill Training (CIAST) under the management of the DSD effective 16 June 2007.

55. The core activities of DSD as the coordinator of national development skills are as follows:

- (a) Development of National Occupational Skill Standard (NOSS);
- (b) Implementation of Malaysian Skill Certification (Accredited Centre/Prior Achievement Accreditation/Test);
- (c) Implementation of National Dual Training System (SLDN);
- (d) Development of industrial expertise;
- (e) Development of training and skills instructors;
- (f) Promotion of training and skills development;
- (g) Research on training and skills development;
- (h) Evaluation and establishment of training programmes; and
- (i) Acknowledgement of skills of foreign workers.

56. Under MOHR, the Government also provides career paths by giving recognition to the industry and individual workers to increase their level of skills through the Prior Achievement

Accreditation (PPT) method. This method enables each industry or individual worker to attain a certain skills level without going through formal skills training.

57. Among the main objectives that have been identified to ensure the success of this goal are as follows:

- (a) To enlarge the national skills training system's capacity through various delivery methods including training at institutions and training in the industry;
- (b) To upgrade the counselling services and career advancement for individuals who enrol in skills training and development;
- (c) To expand financial assistance and support for individuals who enrol in skills training and development;
- (d) To provide and expand the flexibility and opportunity for skills training and life-long learning to fulfil individual needs;
- (e) To expand the opportunities for broad-based and multi-skills training to enable individuals to obtain a more flexible career path to handle the changes in individuals' and labour market needs; and
- (f) To develop and manage a labour market information system for skills training and development.

58. In order to achieve the above objectives, several strategies had been implemented as follows:
- Increased access to trainers from various sources, capabilities and abilities in high technology skills fields;
 - Improved promotional programme on the importance of individual skills in contributing towards the development of the nation's economy;
 - Established a Skills Training Human Capital Development Fund to offer scholarships to those who are not qualified to obtain PTPK financial assistance;
 - Increased the capacity and ability of Accredited Centres by varying the teaching and learning paths, programmes and approaches; and
 - Supplied enough skilled resources according to the current labour market in accordance to the latest technology as well as changes in demand from the industry.
59. With the implementation of the above, by the year 2020, recognition of freedom learning without constraints of time and space as prescribed in the Malaysian Occupational Skills Qualification Framework (MOSQF) will become a normal practice.
60. Prior to the above, the Government has made a resolution on National Dual Training System (SLDN) in 2004. It was implemented in 2005 and expected to create 31,500 k-workers by the year 2010. The need for k-workers is critical in order to overcome the rapid technological changes as well as more complex work processes in the future. SLDN is more focused

on practical work which makes up 70 to 80 percent of the 2-year period while 20 to 30 percent of the training is conducted at training institutions. This training is done by day-release (3-4 days at the workplace and 1-2 days at the training institute) or by block-release (3-4 days at the workplace and 1-2 months at the training institute).

61. SLDN operates based on a concept of smart partnership between the industry and the Government, and is expected to solve the issue of skills mismatch, an issue frequently raised by the industry. This industry-driven training is open to school leavers and the current workforce. Each apprentice will be paid an allowance between RM350 to RM500 a month and will have a good chance of being absorbed by the industry. Apprentices who successfully complete the training programme will be awarded a Level 3 Malaysian Skill Certificate (SKM) and NDTS k-Worker Certificate, while employers who sponsor apprentices for this programme will be eligible to claim a single tax exemption incentive or refund of levy from the HRDF. Table 2.10 shows the output of SKM for the first five months of 2010, while Table 2.11 shows the achievement of SLDN from year 2005 to 31 May 2010.



Table 2.10: Output of Malaysian Skill Certificate (SKM) for the First Five Months of 2010

| LEVEL | METHODS | | | TOTAL |
|--------------|----------------------|---------------------------------------|--------------------------------------|---------------|
| | Normal Accreditation | Prior Achievement Accreditation (Ppt) | National Dual Training System (Sldn) | |
| 1. | 19,088 | 506 | 166 | 19,760 |
| 2. | 17,222 | 428 | 377 | 18,027 |
| 3. | 5,257 | 388 | 135 | 5,780 |
| 4. | 1,410 | 49 | - | 1,459 |
| 5. | 35 | 8 | - | 43 |
| TOTAL | 43,012 | 1,379 | 678 | 45,069 |

Source: DSD (2010)

Table 2.11: SLDN Achievements from year 2005 to 31 May 2010

| NO. | ITEMS | TOTAL |
|-----|---|--------|
| 1. | Industries Involvement (including Branches) | 997 |
| 2. | Training institutions involvement | 119 |
| 3. | Number of apprentices | 18,330 |
| 4. | Number of programmes | 145 |

Source: DSD (2010)



62. Through the involvement of the relevant ministries and agencies, there are also several Government-Linked Companies (GLCs) which provide training and professional courses similar to certificate programmes offered by the abovementioned institutions, representing the Government's efforts to promote lifelong learning and skill enhancement to bolster the nation's human capital. Some of the ministries and agencies such as the Ministry of Human Resources (MOHR), Ministry of Rural and Regional Development (MORRD), Ministry of Youth and Sports (MOYS), Ministry of Agriculture and Agro-based Industry (MOAAI), Ministry of Health (MOH) and Majlis Amanah Rakyat (MARA) also conduct lifelong learning programmes.
63. MARA, under the Ministry of Rural and Regional Development, provides vocational and skills-based training. It has established the MARA Vocational Centre (Pusat Giat MARA) and the MARA Skills Institute (Institut Kemahiran MARA). GIATMARA is a non-profit education institution that provides skills training and lifelong learning to the community. Until the end of 2007, GIATMARA has trained 170,916 students in its six-month and twelve-month programmes. More than 75,000 students obtained employment upon graduation while over 15,500 students were self-employed and over 2700 students went on to become entrepreneurs. A description of other associated institutions offering training (or lifelong learning) programmes is provided in Table 2.12.

Table 2.12: Institutions and Types of Training Programmes Offered

| Ministry/ Agency | Name/Type of Institution | Type/Field of Programme(s) | Remarks |
|------------------|---|---|---|
| MOHR | Industrial Training Institutes | Formal skill training for school-leavers and industrial workers | <ul style="list-style-type: none"> • Certificate level • Sponsored by the Government • Duration between six and 36 months • For SPM holders |
| | Japan-Malaysia Technical Institute | Courses in engineering technology (manufacturing, electronics, et cetera) | <ul style="list-style-type: none"> • Diploma level • Annual total fee of RM5,000 • Duration of 36 months • For SPM/certificate holders |
| | Advanced Technological Training Centres | Vocational training in engineering and manufacturing technology | <ul style="list-style-type: none"> • Diploma level and advanced vocational training • Annual total fee of RM5,000 • Duration between two and three years • For SPM/certificate holders |
| | Centre for Instructor and Advanced Skill Training | Training for instructors needed in vocational training institutes | <ul style="list-style-type: none"> • Diploma level • Sponsored by the Government • Duration between two and three years • For SPM holders |
| MOYS | National Youth Training Institutes | Institutionalised skills training in industrial-related fields | <ul style="list-style-type: none"> • Certificate level • Sponsored by the Government • For SPM holders |
| | | Non-institutionalised training (National Youth Apprenticeship Scheme) | <ul style="list-style-type: none"> • Short-term modular skills training courses • Sponsored by the Government • For Lower Secondary Assessment (PMR) and SPM holders; the unskilled and unemployed |

| Ministry/ Agency | Name/Type of Institution | Type/Field of Programme(s) | Remarks |
|------------------|--|---|---|
| MORRD | Directly under the Ministry | Basic courses/ workshops in business, commerce and motivation | <ul style="list-style-type: none"> • For all interested parties • Also as a support for Government servants and non-graduate teachers |
| MOAAI | Agricultural institutes | Skills training in agriculture-related fields | <ul style="list-style-type: none"> • Certificate level • Annual fee of RM4,040 • Sponsored by the Government • Duration of two years • For SPM holders |
| MOH | Specialised training colleges | Skills training for paramedics and auxiliaries required in medical disciplines | <ul style="list-style-type: none"> • Sponsored by the Government • For PMR/SPM holders |
| MARA | MARA Skills Training Institutes | Skills training in technical fields | <ul style="list-style-type: none"> • Certificate and diploma levels • For SPM holders |
| | MARA Business Institutes | Business-based courses | <ul style="list-style-type: none"> • Certificate, diploma and higher diploma levels • For SPM holders |
| | MARA Advanced Skills Training Institutes | Joint ventures with specific international training agencies for technology-based courses | <ul style="list-style-type: none"> • Diploma level • For graduates of MARA Skills Training Institutes and SPM holders |
| | GiatMARA Centres | Training courses in the fields of building technology, furniture craftsmanship, et cetera | <ul style="list-style-type: none"> • Short term single-skill specialist training courses • Targeted at school-leavers and the unemployed |

Source: Study Malaysia Online, n.d.

Informal Lifelong Learning

64. Informal education is not well documented in Malaysia, although many acknowledge it as an important part of learning (Khairuddin Idris, 2004). Acquired through work and social interactions, informal learning does not have any given structure and set objectives in terms of learning outcomes (OECD, n.d.). Informal lifelong learning activities take place for the typical reason of improving one's quality of life. These involve all ages, are spread across all levels of the society without leading to formal recognition and usually occur at the initiative of individuals according to their personal interests. Such opportunities are characterised by interaction between people, the media and material resources (Gan, 2005). By and large, tangible informal lifelong learning appears as community-based programmes that address diverse social problems and meet universal needs of the community such as career training, skills upgrading, environmental concerns, basic education and literacy, public policies or community interests (Gan, *ibid.*).

Malaysian Chinese Association

65. One example of a consolidated community-based initiative has been initiated by the Malaysian Chinese Association (MCA). Under its Community Education Development Bureau, MCA started a lifelong learning campaign in 2004, through which it has actively organised activities, short courses, talks, exhibitions and workshops throughout the country. These activities cover a wide range of interests and concerns, such as communication skills, information technology, personal development, martial arts, family and home care (MCA, n.d.).

Malaysian Grid for Learning

66. Malaysian Grid for Learning (MyGfL) is a one-stop-centre for quality-assured online learning content, tools and services with the aim of promoting and supporting the country's lifelong learning agenda. The MyGfL project was initiated by the Ministry of Education (MOE) in 1999 (Zailan Arabee Abdul Salam & Azmi Mansur, 2006). Its objectives were to connect all Malaysian education institutions, industries and communities and to make available online learning resources via one fully integrated platform (United Nations Development Programme, 2006).

67. The MyGfL portal was made available in 2004 and a pilot programme was initiated in 2005, focusing on deaf children and their parents, rural communities and youths (Zailan Arabee Abdul Salam & Azmi Mansur, 2006). It was clear that the project was oriented towards creating better technological awareness among underprivileged groups. However, it was found that even though e-learning held great potential in promoting continuous learning in Malaysia, content was wanting and there were significant disparities in terms of computer ownership as well as Internet and broadband penetration (Zailan Arabee Abdul Salam & Azmi Mansur, *ibid.*). Thus, while it paved the way to the use of e-learning platforms and proposed the need for e-learning standards, unfortunately MyGfL was not successfully utilised.

Ministry of Rural and Regional Development (MORRD)

68. MORRD has put in place adult literacy programmes, adult ICT programmes and other educational programmes through INFRA, KEMAS, IKBN and RISDA training colleges. Its nationwide computer literacy training programme called Rural Vision Movement, launched in 1996, aimed to promote the villagers' self-reliance in the process of planning, implementing and evaluating community development programmes in their rural communities with minimal assistance from the authorities (UNESCO, 2002).

Ministry of Energy, Water and Communication (MOEWC)

69. The Rural Internet Centre project (Program Internet Desa, PID) and e-Community Centres were initiated in 2000 by the MOEWC to address the digital divide between urban and rural Malaysians through community-shared facilities with computers and Internet access (Julia Ismail, 2007).

70. With a sponsorship of RM2.8 million from Pos Malaysia Berhad (PMB), MOEWC built more than 40 such centres in post offices around the country, targeting housewives, school leavers, senior citizens and small-scale entrepreneurs to help build awareness and encourage the community to leverage on ICT in their daily lives (Julia Ismail, *ibid*). PID is, in fact, one of the large-scale projects known collectively as e-Community Centres and together with Medan Info Desa and Kedai.Kom, represent a lifelong learning opportunity for many rural folks and act as access points for information, e-learning, socialisation

and as advertising platforms for the promotion of lifelong learning (Norizan Abdul Razak, 2005).

71. The main focus of informal lifelong learning activities in Malaysia has been confined to programmes that teach basic ICT and numeracy skills to out-of-school youth and adult illiterates as well as marginalised and disadvantaged groups in rural areas. Other focus includes the preparation of youths for tertiary education and also improving their business and marketing capabilities. The implementation of informal lifelong learning activities can in some ways be described as sporadic and not very well coordinated, and one of the reasons is that these programmes are invariably dependent on support from the Government or donor agencies. This raises the issue of sustainability in terms of funding and technical support.

Issues and Challenges

72. It can be seen from the above that Malaysia has expended considerable effort in providing lifelong activities and programmes for its citizens through a number of government and non-government agencies. However, there are several issues and challenges which need to be addressed if Malaysia wishes to realise the full potential of lifelong learning to contribute towards its rapid economic development. These are:

Absence of a Full-Fledged Lifelong Learning Policy

73. Even though lifelong learning has been recognised as a critical agenda for the nation since the late 1990s, there has not been

any specific policy addressing lifelong learning per se. Hence, unlike the school and higher education systems, lifelong learning has not been institutionalised, in that it has not been integrated into the national education agenda. To promote the enculturation of lifelong learning in Malaysia, it is crucial that a specific lifelong learning policy be outlined, emphasising the national approach and commitments. In addition, a succinct and well-formulated policy will provide the necessary guidelines for all lifelong learning players to align their activities and goals with the national agenda.

Lack of Monitoring

74. There are many lifelong learning activities and programmes being conducted by various institutions. However, there is no central body that coordinates, monitors, oversees and evaluates these activities and programmes. A central organising body is needed to carry out the above responsibilities successfully and effectively. The organisation will also provide the standards for the implementation of lifelong learning throughout the country. This is all the more significant if lifelong learning is regarded as a critical component of human capital development in our country.

Lack of Awareness and Participation

75. There is still lack of awareness among the public on lifelong learning and how to take advantage of the opportunities available for them in order to develop their self-potential and improve their productivity, competitiveness and marketability.

Lack of Financial Support

76. Financial support for individuals to embark on their lifelong learning journey is currently limited. Funds such as scholarships, study loans and EPF withdrawal schemes are only made available to pursue formal education. This has prevented many individuals from pursuing their interest in non-formal education.
77. In addition, current tax incentives which are provided to encourage lifelong learning among Malaysians are minimal. For example, allowable deduction for broadband services is limited to RM500 per year and for books it is only RM1,000 per year, while the allowable deduction for continuing education is limited to RM5,000 per year and only for those pursuing formal education.

Inadequate Mechanism and Infrastructure

78. Lifelong learning is for everyone regardless of gender, age, location, ethnicity and creed. Current mechanisms and infrastructure are not fully in place to provide equal access to all. This is evidenced by the slow growth of participation of several target groups in lifelong learning activities and programmes (e.g. indigenous and rural folk). Despite various efforts by the Government to address the digital divide, it is still prevalent particularly in rural and remote areas. If this issue is not adequately addressed, efforts to reach out to those without access to appropriate technology will be futile.

Overlapping Lifelong Learning Activities and Programmes

79. Currently, several ministries, government agencies and NGOs conduct various types of lifelong learning activities and programmes for various groups, resulting in the overlapping of activities and duplication of efforts and resources. Consequently, there are inefficiencies and distortions in the utilisation of public funds.

Recognition Issue

80. Even though the Malaysian Qualifications Framework (MQF) recognises vocational education and training, it does not fully recognise non-formal education. As a result, lifelong learning programmes are not widely recognised by formal education institutions, thus limiting opportunities for learners to further their education. In addition, entry requirements to higher educational institutions are rigid and not flexible to cater to potential lifelong learners.





Strategies & Initiatives



Chapter 3





New Economic Model

81. In March 2010, the Prime Minister of Malaysia launched the New Economic Model (NEM) (see Figure 3.1) which will drive Malaysia’s economic transformation into a developed nation by the year 2020 as envisioned by the country’s Vision 2020, formulated two decades ago. The National Economic Advisory Council (NEAC), the agency entrusted with formulating NEM, acknowledged that Malaysia needs to be bold in its approach to overcome the multiple barriers which have impeded the realisation of its growth potential.

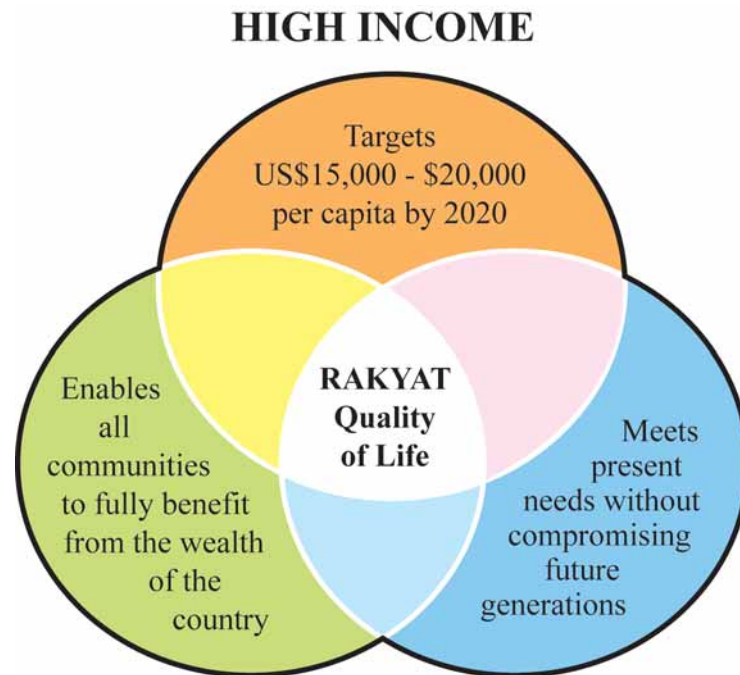


Figure 3.1: New Economic Model



82. Among NEM’s Eight Strategic Reform Initiatives (Figure 3.2), the second initiative “Developing Quality Workforce”, warrants lifelong learning as one of the imperatives which will help the country to broaden its talent base. A relatively low level of educational attainment is singled out as a major barrier to leveraging on human capital as the key factor to spur growth. Thus, there is an urgent need to improve access to quality training and retraining courses, especially in rural and remote areas as well as marginalised urban centres. The objective is to meet the changing requirements of industry. In this regard, more technical and vocational training institutions should be built to cater for the non-academically inclined labour force.

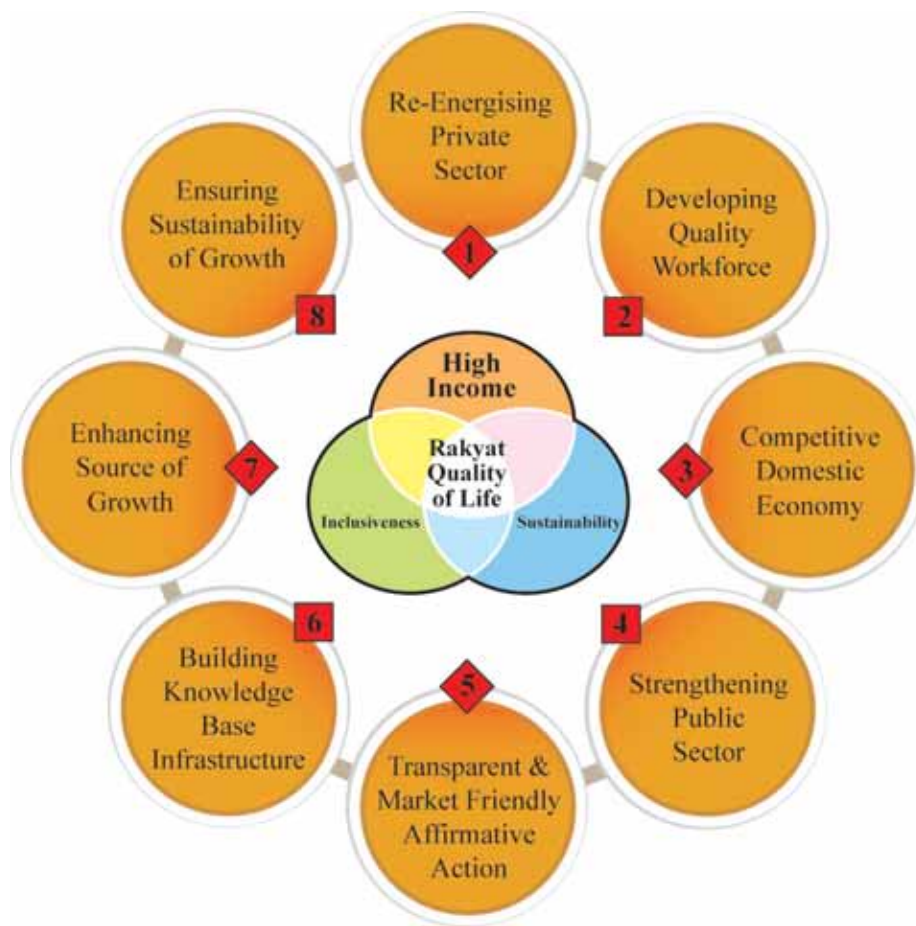


Figure 3.2: NEM Strategic Reform Initiatives
Source: NEAC, 2010

83. Apart from creating new institutions, the existing ones must continue to be productive in initiating new programmes which are more focused and learner-driven. In this context, new management styles and even re-branding are necessary to ensure the success of these initiatives.
84. One of the pillars of the NEM, the Tenth Malaysia Plan 2011-2015, places special emphasis on skills training to ensure that Malaysia develops the necessary human capital to meet industry's requirements and drive productivity improvements. In particular, technical education and vocational training will be mainstreamed with focus on raising the quality of qualifications and providing a viable alternative to enable individuals to realise their full potential based on their own inclinations and talents.

National Higher Education Strategic Plan

85. In line with the above imperative, MOHE's National Higher Education Strategic Plan (NHESP): Beyond 2020 outlines seven strategic thrusts to transform the Malaysian higher education system to meet the challenges of the future and assist the country in achieving Vision 2020. The strategic thrusts are:
- Widening Access and Enhancing Equity;
 - Improving Quality of Teaching and Learning;
 - Enhancing Research and Innovation;
 - Strengthening Institutions of Higher Education;
 - Intensifying Internationalisation;

- (f) Enculturation of Lifelong Learning; and
- (g) Reinforcing the Higher Education Ministry's Delivery System.
86. The sixth thrust of the strategic plan, "Enculturation of Lifelong Learning", has the following objectives: (i) to ensure that lifelong learning becomes a way of life for Malaysians in order to equip them with lifelong knowledge and skills; and (ii) to make lifelong learning the catalyst for establishing a learning community in every organisation.
87. Lifelong learning must become part of culture and lifestyle in order for society to adapt to the current pace of globalisation and technological advancement. In other words, to successfully compete globally, Malaysian society must possess knowledge, skills and competencies to face current and future challenges.
88. To address the challenges, NHESP proposed four strategies to achieve the objectives of the thrust, which are:
- Upgrade mechanisms and infrastructure to facilitate LLL as a means of developing diverse kinds of knowledge and skills in line with individual interests and needs to enrich quality of life;
 - Enhance public awareness and involvement in LLL so that individuals can develop self-potential and reap the benefits of LLL in terms of productivity, competitiveness and marketability;
 - Ensure the continuity and appreciation of LLL; and
 - Provide adequate financial support to inculcate LLL as a way of life.
89. The strategies above have been adopted and become the foundation for this blueprint. Figure 3.3 shows the four strategies.



Figure 3.3: NHESP's Four Strategies

Guiding Principles

90. In developing the initiatives, activities and programmes, the following guiding principles are adhered to:

Enculturation of Lifelong Learning is a National Agenda and Third Pillar of Our Human Capital Development System

91. Lifelong learning opportunities must be made available to all (inclusiveness) to create knowledgeable, responsible and skilled individuals who can contribute to the nation's economy. In this regard, enculturation of lifelong learning is a national agenda in that it drives the community to embrace learning as part of its lifestyle and thus helps the country to move towards becoming a developed nation. Thus, all lifelong learning activities and programmes must contribute towards the nation's aspiration and not be restricted to the confines of an organisation's goals and aspirations.
92. For Malaysia to fully enculturate lifelong learning, it must be placed in a position of equal stature as the other two pillars of the education system in this country. The following Figure 3.4 shows lifelong learning as the third pillar of the human capital development system.



Figure 3.4 Three Pillars of Human Capital Development

Maximum Impact and Complementarity

93. In view of the urgency in our pursuit of our socio-economic goals in a relatively short time, it is imperative that lifelong learning activities and programmes produce maximum impact on the target audiences. In addition, these activities and programmes must complement one another and be aligned with the objectives of the New Economic Model.

Cost Effectiveness

94. In order to maximise the utilisation of valuable resources, it is crucial that lifelong learning activities and programmes be efficiently delivered. In this regard, effective coordination and consolidation must be established to ensure no overlapping and inefficient allocation of resources. Thus, it is critical that each ministry/agency develop its own “niche areas” and ensure that their clientele is efficiently served.

Accountability

95. Studies have shown that 75 percent of well-formulated strategies fail because of poor implementation and lack of accountability. To ensure the success of lifelong learning activities and programmes, performance and accountability metrics must be developed to enable these activities and programmes to be well-monitored. The implementing organisations must also be appropriately held accountable.

Creativity and Innovation

96. For Malaysia to move out of the middle-income trap, creativity and innovation must be the principal ingredients in all its development initiatives. Lifelong learning activities and programmes must incorporate these elements in order to make a positive and meaningful contribution to the nation’s socio-economic agenda. In addition, indigenous skills and knowledge such as traditional medicine, handicrafts, batik and songket weaving and boat building should be part of these initiatives and given due encouragement and recognition.

Leveraging on ICT

97. Recognising that ICT is an enabler of lifelong learning, it is imperative that lifelong learning activities and programmes leverage on ICT. This is timely in view of Malaysia’s current drive to expand its broadband penetration throughout the nation. This development will widen access to lifelong learning to the masses through a flexible, affordable and effective online learning mode. There is, however, the need to bridge the digital divide which will be a crucial agenda in the next decade, in line with the National Information Technology Agenda (NITA).

International Best Practices

98. In developing lifelong activities and programmes, best practices from other countries were emulated. The Korean Credit Bank System (CBS), for example, recognises lifelong learning experiences and allows learners to obtain a Bachelor or Associate Degree once they have accumulated the necessary

CBS-approved credits. The “Campaign for Learning” in the United Kingdom which includes Family Learning Weekend, Learning at Work Day and New Year Learning Resolutions helps promote lifelong learning in the country. The European Lifelong Learning Programme provides funding which supports education and training across Europe for all stages of lifelong learning, for activities at school, college and university as well as in the workplace and local community. Singapore has introduced lifelong learning awards to recognise individuals who have improved themselves through continuous learning and to inspire others to embrace lifelong learning.

99. Based on the four strategies developed in NHESP and the above guiding principles, the objectives and initiatives are described below.

Strategy 1: Upgrade Mechanisms and Infrastructure for Lifelong Learning

100. For upgrading the mechanism and infrastructure for lifelong learning, the objectives are as follows:

- (a) To enhance coordination, formulation and monitoring of lifelong learning policies, strategies, R&D and other activities;
- (b) To increase access and equity in lifelong learning opportunities and online lifelong learning programmes;
- (c) To strengthen the role of lifelong learning providers (e.g. Community Colleges, MOHR etc.) and to form strategic alliances;

- (d) To increase research and development activities to support lifelong learning;
- (e) To create a monitoring and reporting mechanism for lifelong learning activities and programmes; and
- (f) To increase SMEs’ involvement in lifelong learning.

101. Several action plans have been proposed to meet the objectives stated above which are shown in Figure 3.5.



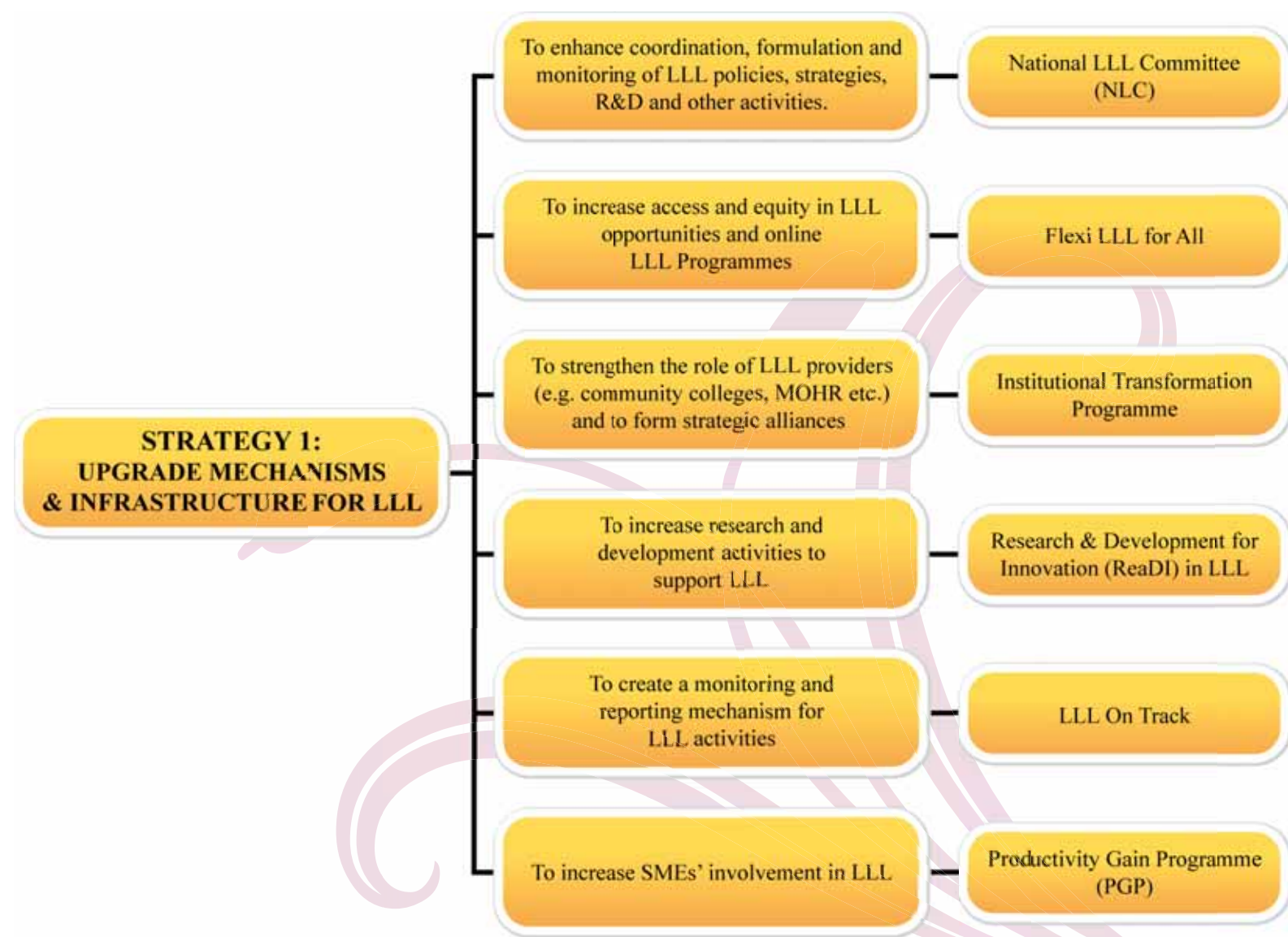


Figure 3.5: Strategy 1: Objectives and Action Plans

102. There are various initiatives recommended under each action plan and these are presented below.

National Lifelong Learning Committee (NLC)

103. In this initiative, the following are proposed:

- (a) Set up a National Lifelong Learning Committee (NLC) to be placed under the Education and Training Advisory Council, to champion Malaysian lifelong learning;
- (b) Formulate lifelong learning standards, policies, practices and guidelines on financing, programmes and research & development; and
- (c) Lifelong Learning Policy: “To create a knowledge society which embraces lifelong learning as a culture that contributes towards high income productivity-led economy, inclusiveness and sustainability, while appreciating our national culture and heritage, as well as ensuring personal development and sense of self-worth”.

Flexi Lifelong Learning for All

104. Under this initiative, the following are proposed:

- (a) Promote flexible education and training methods programmes;
- (b) Strengthen the delivery mode of the six ODL institutions to cater for lifelong learning activities and programmes;
- (c) Increase the number of distance learning courses and programmes conducted by lifelong learning institutions;

- (d) Increase broadband and other ICT infrastructure;
- (e) Increase formal online lifelong learning programmes;
- (f) Create online repository of learning objects for lifelong learning;
- (g) Provide training for online instructors or trainers; and
- (h) Recognise online lifelong learning programmes through MQA.

Institutional Transformation Programme

105. Under this initiative, the following are proposed:

- (a) Review and improve quality of lifelong learning curricula and programmes and delivery system;
- (b) Enable lifelong learning providers to collaborate with agencies that provide entrepreneurship and technical/vocational programmes for the local community;
- (c) Provide more programmes in basic technical/vocational knowledge to school leavers at all lifelong learning providers;
- (d) Conduct collaborative or joint programmes between lifelong learning providers and other ministries/agencies;
- (e) Offer more skilled-based and apprenticeship training programmes with emphasis on collaborative programmes;
- (f) Strengthen lifelong learning learners’ support services by establishing dedicated counselling and Advising Units at

all lifelong learning providers and appointing Advisors at each institution;

- (g) Form strategic alliances among all lifelong learning providers (and other agencies);
- (h) Share resources among lifelong learning providers;
- (i) Conduct surveys on institutions and agencies' rating of lifelong learning standards, policies, practices and guidelines;
- (j) Conduct surveys on learners on quality of services of lifelong learning providers; and
- (k) Enhance flexibility and responsiveness of lifelong learning programmes and institutions offering them.

Research & Development for Innovation (ReaDI) in Lifelong Learning

106. Under this initiative, the following are proposed:

- (a) Conduct research in collaboration with relevant partners to forecast the trends and needs of lifelong learning;
- (b) Promote policy-based research in education and training development; and
- (c) Promote creativity and innovation in all lifelong learning activities through R&D.

Lifelong Learning-on-Track

107. Under this initiative, the following are proposed:

- (a) Create a centralised database to collect information on lifelong learning;
- (b) Conduct third-party audit so that strategies and initiatives are implemented effectively. There must be transparency in the utilisation of budget allocation;
- (c) Rate and rank lifelong learning providers; and
- (d) Create reporting software e.g. balanced scorecard software to monitor and report on KPIs.

Productivity Gain Programme (PGP)

108. Under this initiative, the following are proposed:

- (a) Introduce a programme to determine the training needs of SMEs like the “Train-to-Gain” programme in the UK;
- (b) Introduce a “Skills Pledge” programme to capture SMEs’ commitment to learning; and
- (c) Introduce Continuing Professional Development (CPD) points – amend existing acts to make it mandatory for SMEs to ensure that their employees undergo training.

109. The action plans, sponsoring organisations and timelines for Strategy 1 are presented in Table 3.1.

Table 3.1: Strategy 1 Action Plans

| Action Plan | Sponsoring Organisation | Timeline |
|--|---|----------|
| National LLL Committee (NLC) | MOHE: BP & P | 2011 |
| Flexi LLL for All | MOHE: BP & P LLL providers • IPTA • IPTS • KK • Polytechnics | 2012 |
| Institutional Transformation Programme | MOHE: BP & P LLL providers • IPTA • IPTS • KK • Polytechnics | 2011 |
| Research & Development for Innovation (ReaDI) in LLL | NLC/MOHE, MOHR/LLL Providers | 2011 |
| LLL on Track | National Lifelong Learning Committee (NLC) | 2012 |
| Productivity Gain Programme | MOHR | 2015 |

Strategy 2: Enhance Public Awareness and Participation in Lifelong Learning

110. To enhance awareness on lifelong learning among the public, a National Promotional Campaign should be launched nationwide. This is to ensure that the public is aware of all lifelong learning activities conducted in Malaysia so that the number of those involved in lifelong learning activities and programmes can be increased.

111. As a role model, the Government should encourage its civil service and defence and security (military and police) personnel to be involved in lifelong learning so as to equip them with business and entrepreneurial skills as part of on-the-job training to prepare them for a productive life after retirement. In-service training programmes such as the training of teachers currently undertaken by MOE through a special collaboration with a local ODL institution should be put into place.

112. The three objectives for enhancing public awareness and involvement in lifelong learning are as follows:

- To brand the image of lifelong learning;
- To increase awareness of lifelong learning; and
- To increase readiness for and participation in lifelong learning.

113. Several action plans have been proposed to meet the objectives stated above. These are shown in Figure 3.6.



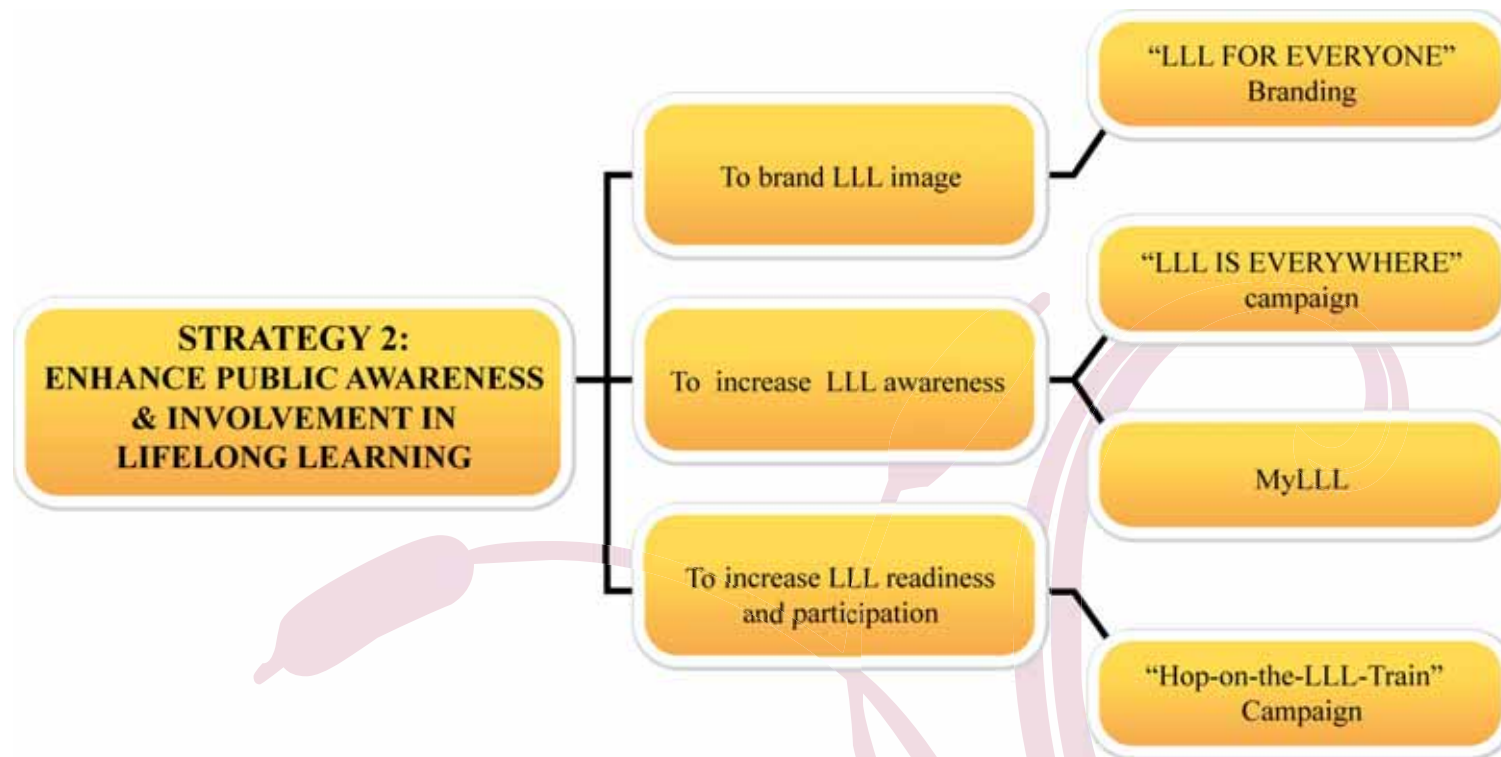


Figure 3.6: Strategy 2: Objectives and Action Plans

114. Several initiatives have been proposed to meet the objectives stated above.

“Lifelong Learning for Everyone”

115. Under this initiative, the following are proposed:

- (a) Create a logo, tagline and jingle (LTJ) as lifelong learning’s unique identity through nationwide competition and launch the logo, tagline and jingle nationwide;

- (b) Require institutions offering lifelong learning programmes to use the logo, tagline and jingle in their promotional materials.
- (c) Require the agency issuing the standard logo, tagline and jingle to develop policies and guidelines before allowing agencies and institutions to use them; and
- (d) Use the Internet and mass media such as television, radio, mobile advertising (buses, taxis and aeroplanes) and billboards.

“Lifelong Learning is Everywhere”

116. Under this initiative, the following are proposed:

- (a) Require all agencies and institutions to set up standard common lifelong learning corners;
- (b) Conduct lifelong learning outreach programmes to promote lifelong learning activities and programmes to underserved and marginalised segments of society;
- (c) Set-up permanent or mobile information centres at public places such as shopping malls;
- (d) Update existing kiosks to include information on lifelong learning;
- (e) Set up booths during carnivals such as “Jom Heboh, Petronas GP, Hot Jammed and “Jom Masuk U” at identified public places;
- (f) Organise lifelong learning road shows involving all lifelong learning agencies and institutions;
- (g) Create a main lifelong learning website as a one-stop information channel on all activities and programmes pertaining to lifelong learning;
- (h) Publish lifelong learning “success stories” in flyers and brochures and insert them in newspapers and websites; and
- (i) Broadcast special lifelong learning programmes and advertisements on TV and radio to promote awareness of lifelong learning.

“My Lifelong Learning” (My3L)

117. Under this initiative, the following are proposed:

- (a) Develop My3L instrument to measure the current level of awareness;
- (b) Conduct a nationwide survey to measure the level of awareness of My3L and the level of ASK (attitudes, skills and competency) among Malaysians using baseline and continual updating;
- (c) Build database of validated ASK competency instruments by collating and standardising existing survey questions; and
- (d) Raise awareness of and promote lifelong learning through Internet social networking tools such as Facebook, Twitter and blogs.

“Hop-on-the-Lifelong Learning-Train”

118. Under this initiative, the following are proposed:

- (a) Increase the types of training eligible for HRDF claims;
- (b) Require employers to increase number of employees sent for training;
- (c) Tie lifelong learning to the Key Performance Index (KPI) or “Annual Work Target” (SKT) of employees;
- (d) Adapt Malaysian Soft Skills Scale (My3S) generic soft skills to cater for pre-school to secondary school pupils;

- (e) Conduct awareness programmes for teachers, counsellors and lecturers on lifelong learning;
- (f) Conduct My3S surveys on pre-school, primary, secondary and tertiary-level students;
- (g) Increase soft skills for lifelong learners;
- (h) Conduct English language proficiency, IT and communication skills programmes and courses for lifelong learners; and
- (i) Provide training based on NEET's (Not in Employment, Education or Training) needs in order to upgrade their skills.

119. The action plans, sponsoring organisations and timelines for Strategy 2 are presented in Table 3.2.

Strategy 3: Ensure Continuity and Appreciation of Lifelong Learning

120. For continuity and appreciation of lifelong learning, the objectives are as follows:
- (a) Strengthen the existing framework (teaching & learning, governance, management, entry requirements and assessment) for lifelong learning programmes;
 - (b) Increase acceptance of Open Entry (OE) and Assessment of Prior Experiential Learning (APEL)/Prior Learning Assessment & Recognition (PLAR);
 - (c) Increase mobility of learners; and

- (d) Provide recognition of online lifelong learning programmes and courses.

121. Several action plans have been proposed to meet the objectives stated above and these are shown in Figure 3.7.

Table 3.2: Strategy 2 Action Plans

| Action Plan | Sponsoring Organisation | Timeline |
|-----------------------------------|-------------------------|----------|
| NATIONAL LLL PROMOTIONAL CAMPAIGN | NLC | 2011 |
| "LLL FOR EVERYONE" Branding | NLC | 2011 |
| "LLL IS EVERYWHERE" Campaign | NLC | 2011 |
| My3L | NLC | 2011 |
| "HOP-ON-THE-LLL-TRAIN" Campaign | NLC | 2012 |



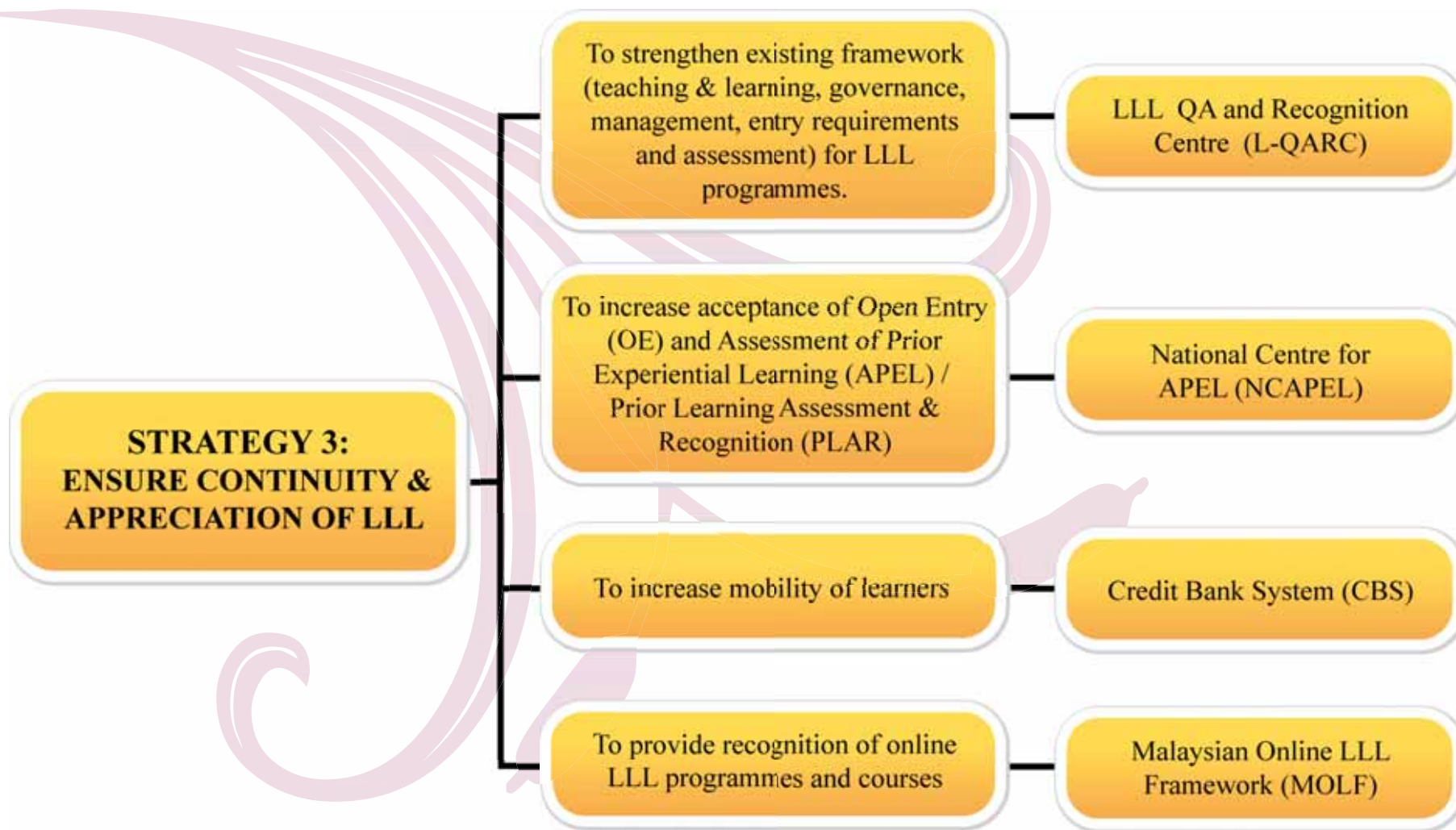


Figure 3.7: Strategy 3: Objectives and Action Plans

122. There are various initiatives recommended under each action plan and these are presented below.

Lifelong Learning Quality Assurance and Recognition Centre (L-QARC)

123. Under this initiative, the following are proposed:

- (a) Undertake a national lifelong learning needs analysis;
- (b) Offer a wide variety of lifelong learning programmes;
- (c) Provide adequate resources and training programmes for trainers; and
- (d) Institute a quality assurance system and recognition systems for lifelong learning trainers.

National Centre for APEL (NCAPEL)

124. Under this initiative, the following are proposed:

- (a) Provide a system for integrating qualifications via MQF. A qualifications framework is a system for describing all qualifications offered within an education system and how they relate to each other;
- (b) Get more HEIs to implement APEL/PLAR, but this should not apply to research universities; and
- (c) Establish national guidelines for administrative and academic procedures for APEL/PLAR.

Credit Bank System (CBS)

125. Under this initiative, the following are proposed:

- (a) Recognise the accumulation of credits through modular courses; and
- (b) Require HEIs to increase offering of modular courses.

Malaysian Online Lifelong Learning Framework (MOLF)

126. Under this initiative, the following are proposed:

- (a) Establish framework for online lifelong learning programmes and courses;
- (b) Formulate standards and guidelines for online lifelong learning programmes and courses;
- (c) Benchmark best practices with other countries; and
- (d) Accredite formal, non-formal and informal online lifelong learning programmes and courses.

127. The action plans, sponsoring organisations and timelines for Strategy 3 are presented in Table 3.3 below.

Table 3.3: Strategy 3 Action Plans

| Action Plan | Sponsoring Organisation | Timeline |
|--|--|----------|
| LLL QA and Recognition Centre (L-QARC) | MQA | 2015 |
| National Centre for APEL (NCAPEL) | MQA | 2011 |
| Credit Bank System (CBS) | MQA LLL providers • IPTA • IPTS • KK • Polytechnics | 2012 |
| Malaysian Online LLL Framework (MOLF) | MQA | 2015 |

Strategy 4: Provide Financial Support for Lifelong Learning

128. In proposing that financial support for lifelong learning be clearly identified via all institutions, the objectives are as follows:

- (a) To provide a funding mechanism dedicated to the enculturation of lifelong learning;
- (b) Make available funds to lifelong learners engaged in identified learning activities and programmes;
- (c) Engage private funding for lifelong learning activities of employees;
- (d) Consider tax incentives to:
 - (i) Individuals pursuing non-formal lifelong learning. Currently, tax incentives are applicable only to formal learning and the amount of incentive has

been on the increase as shown in Table 3.4 for years of 2008 and 2009.

Table 3.4: Tax Exemption for Formal Education

| Year | Number of Tax Payers | Total RM |
|------|----------------------|-------------|
| 2009 | 76,361 | 216,775,693 |
| 2008 | 70,730 | 197,382,716 |

Source: LHDN (2010)

- (ii) Private higher education institutions (HEIs) offering lifelong learning programmes;
 - (iii) SMEs and public sectors to participate in lifelong learning activities and programmes related to corporate social responsibility (CSR); and
 - (iv) Organisations for capital expenditure on infrastructure and facilities to support lifelong learning activities and programmes.
- (e) Make available loans from financial institutions and cooperatives for lifelong learning activities and programmes; and
 - (f) Make available funds for lifelong learning programmes from various agencies.
129. Several action plans have been proposed to meet the objectives stated above, which are shown in Figure 3.8.

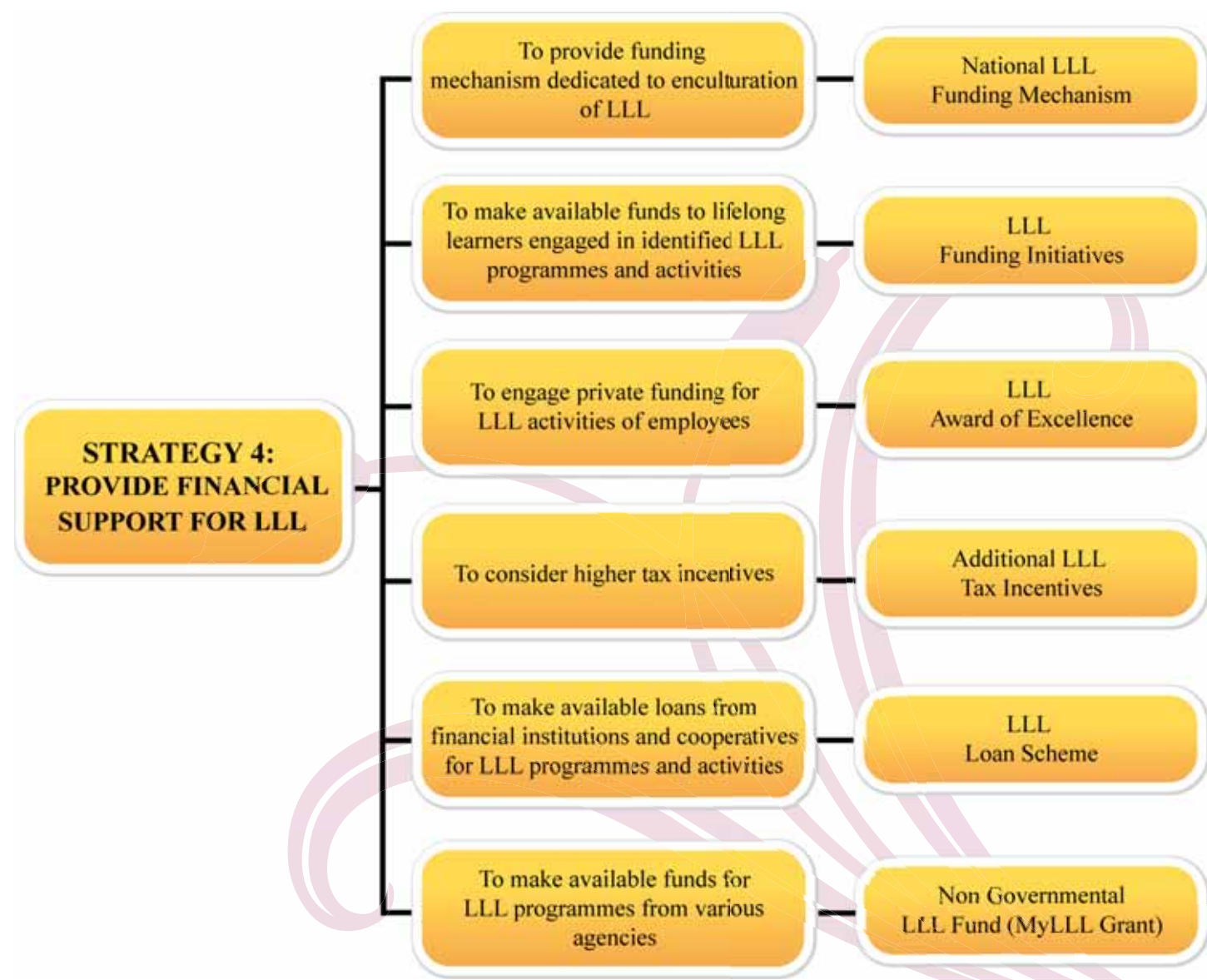


Figure 3.8: Strategy 4: Objectives and Action Plans

130. There are various initiatives recommended under each action plan and these are presented below.

National Lifelong Learning Funding Mechanism

131. Under this initiative, the following are proposed:

- (a) Federal Government to provide or increase annual budget dedicated to lifelong learning in the following areas:
 - (i) Marketing and promotion;
 - (ii) Loan and support; and
 - (iii) Education and training.
- (b) Develop policies and procedures for determining how funds will be disbursed to these target groups.

Lifelong Learning Funding Initiatives

132. Under this initiative, the following are proposed:

- (a) Create Lifelong Learning Initiatives to enable working adults to pursue lifelong learning programmes. All public and private agencies or LLL institutions should creatively collaborate to create a funding mechanism in enabling working adults to participate in LLL programmes which can benefit both employers and employees: and
- (b) Allow Account II of EPF to be used for formal, non-formal and informal lifelong learning activities.

Lifelong Learning Award of Excellence

133. Under this initiative, the following are proposed:

- (a) Create Lifelong Learning Award of Excellence for organisations that spend the highest amount on lifelong learning per employee;
- (b) Require employers and companies to sponsor employees to participate in lifelong learning programmes and training at their workplace; and
- (c) Amend relevant Acts and Regulations to make it compulsory for employers to fund their employees' lifelong learning activities.

Additional Lifelong Learning Tax Incentives

134. Under this initiative, the following are proposed:

- (a) Identify and consider tax incentives to private higher education institutions (HEIs) offering lifelong learning programmes within two years in the following forms:
 - (i) Tax exemption;
 - (ii) Tax rebates; and
 - (iii) Duty import (sports equipment, education equipment, computers).
- (b) Provide income tax reductions and rebates to GLCs and private companies which provide funding for their employees to engage in lifelong learning.

- (c) Provide generous tax incentives to companies for capital expenditures on infrastructure to support lifelong learning.
- (d) Increase allowable deductions for:
 - (i) Broadband internet connection;
 - (ii) Books;
 - (iii) Software/hardware;
 - (iv) Tuition Fees (Formal / Non-Formal Learning); and
 - (v) Educational and Professional Trips

Lifelong Learning Loan Scheme

135. Under this initiative, the following are proposed:
- (a) Financial institutions and cooperatives to offer preferential interest rate on loans used for of lifelong learning activities;
 - (b) Introduce study loans from financial institutions and cooperatives that include loans for lifelong learning programmes; and
 - (c) Introduce study loans from HEIs.

Non-Governmental Lifelong Learning Fund (MyLLL Grant)

136. Under this initiative, the following are proposed:
- (a) Agencies to allocate funds for lifelong learning activities and programmes:

- (i) States (Yayasan Negeri);
- (ii) Government-linked companies;
- (iii) Non-governmental organisations;
- (iv) International bodies (World Bank, British Council, AUSMAT, IDP and UNDP); and
- (v) Political parties.

137. The action plans, sponsoring organisations and timelines for Strategy 4 are presented in Table 3.5 below.

Table 3.5: Strategy 4: Action Plans

| Action Plan | Sponsoring Organisation | Timeline |
|--|--|-------------|
| <i>National LLL Fund</i> | <i>NLC</i> | <i>2012</i> |
| <i>LLL Savings Fund</i> | <i>MOF/EPF</i> | <i>2012</i> |
| <i>LLL Award of Excellence</i> | <i>NLC/MOHE</i> | <i>2012</i> |
| <i>Additional Tax Incentives</i> | <i>MOF</i> | <i>2012</i> |
| <i>LLL Loan Scheme</i> | <i>Financial Institutions/ BNM/MOF</i> | <i>2012</i> |
| <i>Non-Governmental LLL Fund (MyLLL Grant)</i> | <i>Non-Governmental organisations</i> | <i>2012</i> |

Strategies, Performance and Accountability Metrics, Targets and Sponsoring Organisations

138. To translate the strategies into effective implementation of the initiatives, a set of performance and accountability metrics with their accompanying targets and sponsoring organisations are developed as shown in Figure 3.9.

Figure 3.9: Strategies, Performance and Accountability Metrics, Targets and Sponsoring Organisations

Strategy 1: Upgrade Mechanisms and Infrastructure

| INITIATIVES | | ORGANISATIONS | PERFORMANCE & ACCOUNTABILITY METRICS | TARGETS |
|-------------|---|---|---|--|
| 1.1 | National LLL Committee (NLC) or equivalent body | BP & P | 1.1.1 Establishment of a National Committee for LLL | By 2011 |
| 1.2 | Flexi LLL for All | MOHE : BP & P <i>LLL providers</i> • IPTA • IPTS • KK • Polytechnics | 1.2.1 Total enrolment in LLL 1.2.2 Percentage of special groups e.g. ethnic minorities, people with disabilities or people living in rural and remote areas in LLL 1.2.3 Number of formal online LLL programmes offered | 5% increase in enrolment of LLL per year starting 2012 10% increase of participation of special groups in LLL per year starting 2012 200 formal online LLL programmes by 2013 5% increase in current enrolment of formal online LLL per year starting 2012 |
| 1.3 | Institutional Transformation Programme | MOHE : BP & P <i>LLL providers</i> • IPTA • IPTS • KK • Polytechnics | 1.3.1 Number of programmes/trainings conducted by LLL providers (based on market demand) 1.3.2 Percentage of programmes accredited by professional, non-professional and academic bodies 1.3.3 Number of MoAs between LLL providers and with other ministries, agencies and industries 1.3.4 Number of counselling and Advising Units set up 1.3.5 Number of LL learners using the services of Counselling and Advising Units provided by LLL Providers 1.3.6 Total enrolment in LLL. 1.3.7 Total number of LLL programmes 1.3.8 Percentage of shareable contents for LLL 1.3.9 Institutions & agencies' rating of LLL standards, policies, practices & guidelines 1.3.10 Learners' Satisfaction Index | 5% increase in the number of programmes/ training per year starting 2011 5% increase in accredited programmes per year starting 2012 5% increase in number of MoAs between LLL providers and with other ministries, agencies and industries per year starting 2013 One Counselling and Advising Unit for each LLL provider by 2011 5% increase in number of learners using the service per year starting 2012 5% increase in total enrolment in coordinated programmes per year starting 2012 5% increase in programmes/trainings conducted per year starting 2012 40% shareable contents by 2015 75% of institutions & agencies' rated 3 and above by 2015 75% of learners rated 3 and above by 2015 |

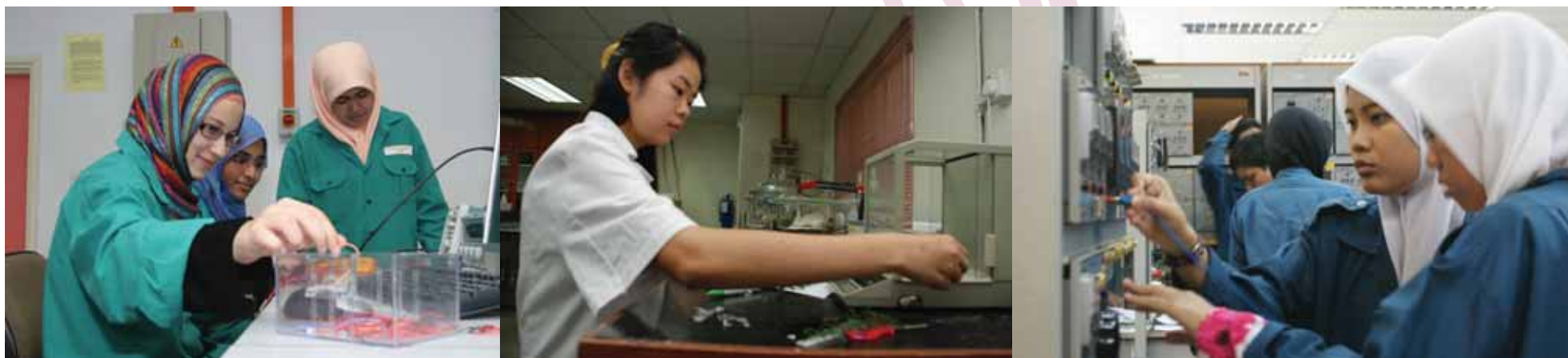
| INITIATIVES | | ORGANISATIONS | PERFORMANCE & ACCOUNTABILITY METRICS | TARGETS |
|-------------|--|---|--|---|
| 1.4 | Research & Development for Innovation (ReaDI) in LLL | MOHE : BP & P <i>LLL providers</i> • IPTA • IPTS • KK • Polytechnics | 1.4.1 Amount of grant for LLL related research 1.4.2 Number of publications on LLL. 1.4.3 Number of R&D products 1.4.4 Number of patents and copyrights | 5% increase in amount of grant per year starting 2011. 5% increase in number of publications per year starting 2013. 5% increase in R&D products per year starting 2012. 2 patents/copyrights per year starting 2015 |
| 1.5 | LLL on Track | National LLL Committee (NLC) | 1.5.1 Timeliness of reports submitted to MOHE 1.5.2 Quality Index (QI) of LLL providers 1.5.3 Creation of a Centralised Database on LLL | Annual reports submitted by end of May each year starting 2012 Achieve 50% of QI by 2015 and 80% by 2020 To have the database in place by the end of 2011 |
| 1.6 | Productivity Gain Programme (PGP) | MOHR | 1.6.1 The number of SMEs participating in the programme 1.6.2 The number of SMEs employees participating in the programme | 5% increase in MoAs between SMEs and LLL providers by 2015 5% increase in SMEs employees participating in the programme by 2015 |



Strategy 2: Enhance Public Awareness and Involvement in LLL

| INITIATIVES | ORGANISATIONS | PERFORMANCE & ACCOUNTABILITY METRICS | TARGETS |
|--|------------------------------|---|--|
| 2.1 National LLL Promotional Campaign (“LLL FOR EVERYONE” Branding) | National LLL Committee (NLC) | 2.1.1 Creation of logo, tagline & jingle (LTJ) 2.1.2 Usage of LTJ 2.1.3 Number of institutions approved to use the standard logo. 2.1.4 Number of media advertising | By 2011 20 % increase in usage of LTJ by institutions offering LLL programmes between 2012 20% increase in the number of institutions approved to use the standard LLL logo & tagline between starting 2012 10% increase in the usage of the standard LLL logo & tagline through media advertising of LLL per year starting 2012 |
| 2.2 National LLL Promotional Campaign (“LLL IS EVERYWHERE” campaign) (myLLL) | National LLL Committee (NLC) | 2.2.1 Number of LLL information corners 2.2.2 Number of LLL outreach programmes 2.2.3 Number of visitors to the LLL outreach programmes. 2.2.4 Number of website hits 2.2.5 Number of articles on LLL in print media 2.2.6 Hours of airtime devoted to LLL 2.2.7 Level of LLL awareness using my3L Instrument. 2.2.8 Level of competency on specific attitude, skills & knowledge (ASK). 2.2.9 Percentage of employers involved in LLL activities 2.2.10 Percentage of training providers involved in LLL activities and programmes. | 10% increase in the number of LLL information corners per year starting 2012 1 LLL outreach programme per Parliamentary constituency by 2011 30% of the Parliamentary constituents visit the LLL outreach programmes starting 2012 30% increase in the number of website hits per year starting 2012 4 success stories to be published quarterly starting 2012 1 hour broadcast on National Radio/TV per week starting 2011 To have in place a database on the level of awareness and the change in awareness of LLL by 2011 10% Increase in LLL awareness per year starting 2012 To have in place a validated ASK competency instruments database by 2011 10% Increase in ASK competency level per year starting 2012 10% increase employers in LLL awareness per year starting 2012 10% increase training providers in LLL awareness per year starting 2012 |

| INITIATIVES | ORGANISATIONS | PERFORMANCE & ACCOUNTABILITY METRICS | TARGETS |
|-------------------------------------|------------------------------|--|--|
| 2.3 “Hop-on-the-LLL-Train” Campaign | National LLL Committee (NLC) | 2.3.1 Percentage of participants involved in LLL programmes 2.3.2 Percentage of private sectors employees trained under HRDF. 2.3.3 Percentage of government employees to undergo training. 2.3.4 Percentage of employers involved in LLL programmes 2.3.5 Percentage of training providers involved in LLL programmes 2.3.6 Level of My3S generic soft skills. 2.3.7 Number of soft-skills programmes conducted through community programmes 2.3.8 Percentage increase in NEET participation in LLL. | 50% LLL participation rate by 2020 50% private sector employees undergo 5 days of training by 2020 50% government employees undergo 7 days of training by 2020 20% increase of employers involved in LLL programmes per year starting 2012 20% increase of training providers involved in LLL programmes per year starting 2013 80% mastery of My3S generic soft skills by 2015 5% increase in the number of soft-skills programmes conducted per year starting 2012 10% increase in NEET participation in LLL per year starting 2012 |



Strategy 3: Ensure Continuity and Participation in LLL

| INITIATIVES | ORGANISATIONS | PERFORMANCE & ACCOUNTABILITY METRICS | TARGETS |
|--|---|--|---|
| 3.1 LLL QA and Recognition Centre (L-QARC) | MQA | 3.1.1 The number of LLL providers adopting the framework 3.1.2 Percentage of certified LLL trainers 3.1.3 Percentage of LLL institutions obtaining certification under organisational audit/ISO | 100% of LLL providers adopt the framework by 2015 100% of LLL trainers are certified by 2020 100% LLL institutions are certified by 2020 |
| 3.2 National Centre for APEL (NCAPEL) | MQA | 3.2.1 Establishment of assessment guidelines for APEL/PLAR 3.2.2 Percentage of credit transfers allowed per learner via APEL/PLAR 3.2.3 Number of institutions practising Open Entry and APEL/PLAR 3.2.4 Percentage of courses allowable for APEL 3.2.5 Percentage of learners via Open Entry 3.2.6 Percentage of graduates admitted via Open Entry | By 2011 50% of credits transferred via APEL/PLAR by 2015 5% increase in institutions practicing Open Entry and APEL / PLAR per year starting 2011 10% increase in the number of courses allowable for APEL starting from 2011 10% increase of learners via Open Entry per year starting 2011 10% increase of graduates (via OE) per year starting 2011 |
| 3.3 Credit Bank System (CBS) | MQA <i>LLL providers</i> • IPTA • IPTS • KK • Polytechnics | 3.3.1 Establishment of CBS in Malaysia 3.3.2 Number of learners taking modular courses 3.3.3 Number of courses in CBS | By 2012 10,000 students taking modular courses by end of 2020 30% of all available courses by 2020 |
| 3.4 Malaysian Online LLL Framework (MOLF) | MQA | 3.4.1 Establishment of a national framework for online formal LLL programmes and courses. 3.4.2 Percentage of accredited online formal LLL programmes and courses | By 2012 100% programmes accredited by 2015 |

Strategy 4: Provide Financial Support for LLL

| INITIATIVES | ORGANISATIONS | PERFORMANCE & ACCOUNTABILITY METRICS | TARGETS |
|------------------------------------|--|--|--|
| 4.1 National LLL Funding Mechanism | National LLL Committee (NLC) MOHE: Scholarship Department | 4.1.1 Percentage increase in Federal budget dedicated to LLL activities and programmes. 4.1.2 Percentage of secondary school dropouts from low income families who benefit from the national fund established. 4.1.3 Percentage of rural folks who benefit from the national fund established. 4.1.4 Percentage of Bumiputera groups of Sabah & Sarawak who benefit from the national fund established. 4.1.5 Percentage of Orang Asli population who benefit from the national fund established. 4.1.6 Percentage of Disabled who benefit from the national fund established. 4.1.7 Percentage of the elderly, homemakers, unemployed/retrenched workers/retirees & other special groups who benefit from the national fund established. 4.1.8 Percentage of learners below 15 years deprived of formal education who benefit from the national fund established. 4.1.9 Percentage of entrepreneurs/self employed who benefit from the national fund established. 4.1.10 Percentage of employees who benefit from the national fund established. | 10 percent increase in Federal government budget dedicated to LLL activities and programmes per year starting 2012 70% of secondary school dropouts from low income families by 2020 25% of total rural folks by 2020 50% of Bumiputera groups of Sabah & Sarawak by 2020 20% of total Orang Asli population by 2020 80% of the disabled by 2020 70% of the elderly, homemakers, unemployed/retrenched workers/retirees & other special group by 2020 70% of learners below 15 years deprived of formal education by 2020 50% of entrepreneurs/self employed by 2020 80% of employees by 2020 |
| 4.2 LLL Funding Initiatives | MOF/EPF | 4.2.1 Amount withdrawn from LLL Saving Funds. 4.2.2 Amount withdrawn from EPF for LLL. | RM2 billion to be withdrawn from LLL saving fund by 2020 10% increase in the amount withdrawn from EPF for LLL per year starting 2011 |
| 4.3 LLL Award of Excellence | NLC/MOHE | 4.3.1 Percentage spent on LLL per employee 4.3.2 Percentage of employees participating in LLL activities. | 10% increase in the amount spent by organisations on LLL per employee per year starting 2012 100% of employees participate in LLL activities by 2020 |

| INITIATIVES | ORGANISATIONS | PERFORMANCE & ACCOUNTABILITY METRICS | TARGETS |
|---|--------------------------------|---|---|
| 4.4 Additional LLL Tax Incentives | National LLL Committee (NLC) | 4.4.1 Amount of tax incentives provided to private HEIs | 20% increase in number of tax incentives starting 2012 |
| | | 4.4.2 Percentage of SMEs and public sectors involved in CSR- related or community-based LLL activities. | 80% SMEs and public sectors are involved in CSR related to LLL activities by 2015 |
| | | 4.4.3 Amount of tax incentives for capital expenditure on infrastructure | 10% increase in tax incentives per year starting 2011 |
| 4.5 LLL Loan Scheme | BNM/MOF/Financial Institutions | 4.5.1 Amount of loans from financial institutions and cooperatives disbursed for LLL activities. | 10% increase in the amount of loans for LLL from financial institutions and cooperatives per year starting 2012 |
| | | 4.5.2 Percentage of financial institutions and cooperatives offering LLL loans. | 100% financial institutions and cooperatives to offer loans for LLL activities and programmes by 2015 |
| 4.6 Non Governmental LLL Fund (MyLLL Grant) | MOF/Various Agencies | 4.6.1 Percentage of funding from agencies for LLL activities. | 50% of training budget from all other agencies allocated for funding LLL activities by 2012 |
| | | 4.6.2 Number of agencies that provide funding for LLL. | 50% agencies to offer funding for LLL activities by 2012 |





Revisiting Roles of Institutions Involved in Lifelong Learning

Chapter 4





139. Lifelong learning is undoubtedly a critical contributor to the productivity and development of a country. In his recent speech, the Minister of Higher Education emphasised that lifelong learning must be the mainstream agenda in human capital development. In the light of this, lifelong learning is a critical component in restructuring the nation's human resources deployment, schooling, higher education and learning for the working population. This is in line with the "Malaysia Incorporated" concept which propagates strategic collaborations between the government and the private sector to drive the country's economic progress.
140. In the same light, lifelong learning initiatives should be supported by a synergistic collaboration between the public (Government) and the private (employers) sectors. The principal aim is to enhance the skills and knowledge level of the working population. Cooperation between various government agencies, government employees (through CUEPACS), industries (through FMM, MEF, Chambers of Commerce and Industry) and private sector employees (through MTUC and NGOs) must be further encouraged.
141. Currently, there is a myriad of institutions involved in lifelong learning activities and programmes. To ensure that they are aligned to a common agenda, there is a need to review their existing vision, objectives and functions relating to lifelong learning. This will allow for greater efficiency, newly focused direction and better management of internal resources including personnel, infoware and facilities. An equally important consideration is the sharing of expertise and facilities among these institutions in the delivery of quality and learner-centred education.
142. The roles and responsibilities of the various institutions involved in lifelong learning activities and programmes in this country are described below. The rationale for the proposed allocation of these roles and responsibilities is that each institution should focus on its niche areas and provide excellent delivery of their programmes and services in those areas. Only by disciplining ourselves by doing what we do best, will the country have a good chance of moving forward and realising its maximum potential. Duplication of activities and programmes will result in sub-optimum utilisation of resources and this represents a big loss to the nation.
143. IPTAs (especially research universities) need to review their "core business". This means they need to revisit their vision and mission in view of the changing circumstances. This will also mean that they have to reassess their respective educational goals and learning outcomes, curriculum design and delivery; student assessment and support services (student-focused); academic quality; educational resources; and governance. In this context, Research Universities must re-examine the real benefits and opportunity costs of their distance learning and continuing education programmes.
144. Income generation has been recently added as another goal for our top and established Universities. However, in view of their objective to be "world class" universities as well, it is perhaps critical that they focus on activities leading to excellent

commercialisation of research, consultancies, patents and intellectual properties (IPs) development.

Community Colleges

145. Community colleges have been rebranded in 2007 to play the role of the hub of lifelong learning in this country. On September 15, 2009, MOHE announced the setting up of a new department, Department of Community College Education, as a result of the split from the then Department of Polytechnic and Community College Education. The exercise was meant to position community colleges as independent institutions providing community-based training programmes to produce innovative human capital with high employability and entrepreneurial skills.

146. As the hub of lifelong learning, community colleges will offer programmes which are relevant to the needs of the local community, assist the poorest segments of society, the underprivileged, the disabled and senior citizens to enhance their communication and computer skills.

147. Under the recent Community Colleges' Strengthening Programme, the following will be undertaken:

(a) Develop National Modular Skills Certificate programmes, with the aim to shorten the duration of study for 9 selected sectors, from 2-years to between 3 to 6-months;

(b) Strengthen Lifelong Learning Programmes, to meet Malaysia's aspiration to ensure each of its citizens gains access to education regardless of age, race and status;

(c) Promote Apprenticeship Programme among non- or lower-skilled employees to enhance their knowledge and skills through "up-skilling" and "re-skilling" programmes;

(d) Establish an Accreditation Centre to further enhance the acceptance of College Community's programmes;

(e) Set up Entrepreneurship Centres through which Community Colleges will assist the local community in developing their entrepreneurial skills, behaviours and values; and

(f) Fully utilise Local Learning Centres through collaborations with IPTs and industry to enable sharing of resources and expertise (collegiality) for the benefit of the local community.

148. Community colleges will also develop a database to collect information on community-based programmes, conduct studies on the effectiveness of lifelong learning programmes for the purpose of improvements and involve the local community in developing a local community college via the establishment of the College's Advisory Council.

149. It is proposed that community colleges continue to play the above roles to ensure that local communities reap the maximum benefits from their community-based lifelong learning programmes. Since they are well-dispersed regionally, they should continue their roles in enhancing human capital in rural areas and smaller towns. In the process, they will contribute towards reducing income disparities and the digital divide.

Polytechnics

150. The new Department of Polytechnic Education currently manages 27 polytechnics which conduct various study and training programmes at certificate, diploma and advanced diploma levels in the areas of engineering, commerce and services in meeting the current needs of industry. It also provides lifelong learning opportunities to the local communities in the above areas.
151. It is proposed that polytechnics continue to play their current role in line with their mission of breaking boundaries for the creation of transformative and creative learning environment for an innovation-led economy. The recently proposed upgrading of three polytechnics to a premier status to put them at par with universities will enable them to provide more opportunities for skill-based diploma holders to further their studies at a higher level.
152. In addition, Polytechnics ought to be given Authorised Training Provider status by MOHR, to encourage firms to send their employees for retraining. Through these programmes, firms

can claim under HRDF. With the establishment of Metro Polytechnics, they will play a more active role in training and education. Metro Polytechnics will be located in high density urban area with access to public transports such as light rail transit (LRT). In addition to SPM school leavers, Metro Polytechnics also target the working population. Courses offered are based on highly demanded services among the working population. Thus, the polytechnics will play a pivotal role in producing the nation's 21st century knowledge-based workforce.

Conventional Public Universities

153. Conventional universities are divided into two categories, namely, public and private universities. Currently there are 20 public universities whose primary role is to provide tertiary education to the 17-23 year cohort of the population. Traditionally, their roles are to offer academic programmes at various levels for full-time students, conduct research and provide community services to the society.
154. The role of public universities must be fully reviewed especially those chosen as research universities and those which are more established. With the Government's objective of making them "world class", their reorientation towards academic excellence must be seen as top priority. Hence, their emphasis will be on high-quality research and innovation (plus world-class publications) and also providing excellent postgraduate programmes. Besides, they have to produce high-quality graduates needed by all sectors of the economy.

155. In the past, public universities were highly subsidised (in some cases up to 90 percent of their operating expenditure). Recently, however, due to the Government's budgetary constraints, they have been requested to generate revenue to cover up to 30 percent of their operating expenditure. To fulfil this role, a number of public universities conduct extension, executive development and distance education programmes to cater mainly to working adults. While by doing so, they are contributing to lifelong learning, this practice may lead to some misallocation of resources within the universities whereby the academic staff have to divert their efforts to teaching in these peripheral programmes at the expense of their core business of attending to their on-campus students and conducting research to advance their specific disciplines.
156. It is proposed that distance learning programmes of conventional public universities be reviewed to ensure that the public universities' roles continue to be relevant to their core business i.e. to advance education and research in academia, knowledge generation and promotion of advancement of human capital for the country economic growth. The roles of public universities offering distance learning programmes should be seen as a complementary effort to that of an ODL institution in meeting the human capital needs of the nation.

Open and Distance Learning (ODL) Universities

157. In Malaysia, MOHE has accorded ODL status to six institutions of higher learning. One of the strengths of ODL institutions is their ability to reap benefits from economies of scale.

Examples are abound in countries where mega universities (with student enrolment of more than 100,000) have been established and flourish in accordance with the country's needs. In Indonesia and Thailand, there is only one open university in each country. While in India and China, there are a number of open universities to cater to a substantial regional or provincial hinterland.

158. Under the current environment, the Government may review the optimum number of ODL institutions to ensure that the existing six can provide maximum benefits to the community and as well as sustainability of ODL institutions from the economics of scales while maintaining a healthy competitive environment. Given that all the above ODL institutions are private entities, it is imperative that they succeed in an efficient manner to meet the national objectives of enculturation of lifelong learning.
159. With economies of scale, ODL institutions have the capacity to leverage on ICT to a maximum level and thus allow for sustainability and affordability as the impetus for further growth, reaching more learners nationwide. At the same time, the institutional resources, including manpower, can be optimally utilised. This is the essence of widening access to higher education for all.
160. In this regard, it is proposed that ODL institutions capitalise on ICT and other appropriate technologies to effectively and efficiently deliver their programmes to the satisfaction of the

lifelong learners as well as meet the quality standards imposed by the Malaysian Qualifications Agency (MQA).

161. In view of limited availability of resources such as manpower and facilities, there is a need to share these resources among not only ODL institutions but also between these institutions and traditional universities. Thus, it is proposed that the sharing of resources be adopted as a common practice among these institutions, whether they are public or private entities. The collaboration between ODL institutions and the community colleges/polytechnic, for instance, must be explored in terms of infrastructure and expertise available.

Other Government Ministries and Agencies

162. Currently, there are a number of government agencies under several ministries conducting lifelong learning programmes. Examples include Department of Skills Development (DSD) of Ministry of Human Resources, Jabatan Kemajuan Masyarakat (KEMAS) of Ministry of Rural and Regional Development, MARA and Ministry of Agriculture and Agro-based Industry. These agencies serve different target groups and provide programmes in tune with their agencies' mission and objectives. For instance, KEMAS provides lifelong learning programmes for rural communities. One of the principal aims of MARA's lifelong programmes is to develop entrepreneurs among the local indigenous community. MOAAI provides skills training in agriculture-related fields.

163. It is proposed that these agencies continue to play their current roles as they have carved out their niche areas and deliver the programmes to their target segments of the population based on their respective expertise. In addition, relevant agencies must continue to develop new lifelong learning activities and programmes in order to preserve Malaysian identity and culture.





Conclusion



Chapter 5



KEMENTERIAN PENGAJIAN TINGGI
MINISTRY OF HIGHER EDUCATION
MALAYSIA



Conclusion

164. Creating a Lifelong Learning System in Malaysia is a National Agenda. It is clearly stated in the New Economic Model that continual training and re-skilling of workers to take on higher-value jobs through lifelong learning are an integral part of expanding the national talent base, particularly, those in the lower segment of the working population. A way forward in this crucial agenda is to adopt lifelong learning as a mainstream initiative, in tandem with the school system and tertiary education, to enhance the skills, competencies and academic qualifications of the existing working population. In line with this aspiration, MOHE has included the enculturation of lifelong learning as one of its strategic thrusts in NHESP. Enculturation of lifelong learning seeks to influence individuals to embrace and adopt lifelong learning as a way of life.
165. Many different institutions and agencies are involved in the provision of lifelong learning programmes at formal and non-formal levels from post-secondary institutions (conventional universities, ODL institutions), government agencies and private organisations to NGOs. Various organisations also provide training to their employees for upgrading of knowledge and skills at the workplace.
166. The proliferation of lifelong learning programmes in this country is a positive development in terms of moving the country into a knowledge-based economy. The growing interest from working adults who are beginning to see lifelong learning as a way of furthering their education or obtaining formal recognition for their professional experiences, particularly through programmes offered using the open and distance (ODL) mode, is also a commendable trend. However, there is a clear lack of co-ordination and management of these programmes and activities at the national level that have resulted in the overlapping of efforts and inefficient utilisation of valuable resources.
167. Based on the current status of lifelong learning in Malaysia, it is clear that there is room for improvement at all levels to ensure holistic enculturation of lifelong learning throughout every cross-section of the Malaysian society. While the various Government plans and policies prepared within the last two decades have outlined many recommendations and strategies towards this end, Malaysia has yet to fully realise the potential of lifelong learning. In moving forward, it is imperative that the Government encourages the adoption of collaborative projects between the public sector stakeholders and those in the private sector.
168. In the attempt to move forward in the enculturation process, this blueprint was developed based on the four strategies outlined in NHESP.
169. Several action plans have been recommended based on the four strategies:
- (a) Upgrade mechanism and infrastructure;
 - (b) Enhance public awareness and involvement;
 - (c) Ensure continuity and appreciation; and
 - (d) Provide financial support for lifelong learning.

170. For the enculturation process to be effective and successful, several key success factors must be realised. These factors include:

- (a) Formulating a Lifelong Learning Policy in Malaysia;
- (b) Providing Adequate Financial Support;
- (c) Establishing a Quality Assurance Framework;
- (d) Launching a National Promotional Campaign; and
- (e) Conducting Research and Development.

171. At the institutional level, it is important that quality is assured not only in the content of the lifelong learning programmes but also in the delivery of these programmes. In this regard, there is a need to have a clearer policy on quality for all government agencies including educational institutions.

172. To implement all the above initiatives, the Government may need to source additional allocation for the next 10 years (2011-2020). This amount represents an addition to the existing allocations made to the various government ministries and agencies currently implementing lifelong learning activities and programmes. The proposed additional allocation will be further deliberated with the relevant Ministries and agencies with the aim to support the main thrust of the Blueprint, namely, to ensure that lifelong learning will be a critical component of the nation's human capital development.

173. The government will also seek alternative LLL funding avenues such as initiating collaborative effort with interested stakeholders to provide a special fund dedicated to lifelong learning activities and programmes. This amount is to be allocated for the purposes of marketing and promotion; loan and support; and education and training.

174. Finally, the successful implementation of this blueprint hinges upon the total commitment and full responsibility of the Government and all responsible organisations and agencies, both public and private, in responding to the call for the National Agenda of Enculturation of Lifelong Learning.



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