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Life Long Learning: the Important and Future Change in Education

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Abstract--- *Education has a massive impact on the opportunity's humans have to acquire and sustain the quality of life in the future. The transformation of education in Malaysia now require a revolution in the pursuit of more flexible and continuous form of knowledge. Lifelong learning is an approach to provide and produce excellent educational opportunities to everyone. The importance of lifelong learning is that it is one of the mediums to provide a continuous education path. Malaysia's transformation by empowering the Lifelong Learning in the Malaysia Education Blueprint 2015-2025 is one of the best measures to bring about significant changes in the knowledge-based economy as well as in the Industrial Revolution (IR 4.0) of education. Hence, this systematic literature review presents the discussion of the research questions which are related to the importance and challenges of lifelong learning for teachers. PRISMA is a methodology used to determine the research journals that have empirical data in their systematic literature review and are appropriate for the study. In the findings, 15 journals have been identified as relevant materials for this research and the themes are: teachers' competency, professional development, students' needs, curriculum change, technologies and social support. Due to these reasons, Lifelong learning is to be more relevant to the changing globalization of today's world that focuses on aspects of the skills and the development of information technology. The future recommendation focuses on the approaches to relate with skill in lifelong learning for a prepare holistic teacher for human capital.*

Keywords--- *Lifelong Learning, Future Education, Important and Challenges.*

I. INTRODUCTION

Education is the most important social activity in life for human beings. There are considerable impacts as it is capable of transforming the country to higher levels of economy, culture, politics, and social. In Malaysian educations program, the government has enforced several actions to make sure that their human capital is holistic and can shape a better generation in the future. According to John Dewey (1985-1952), education is an individual development process. Dewey added that education is an attempt to organize knowledge to further enhance the natural knowledge available to the individual in order to live more comfortably in the future.

Every country in the world demands to prepare for the many educational shifts that will occur in the future involving changes in knowledge, skills, and technological developments. In the future, we cannot accurately expect the scenarios and situations when the changes take place. The world comprehends the need to prepare for these

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changes by developing learners of all ages to face the challenges in future education Based on the World Economic Forum[1], it is expected that 65 per cent of today's children will work in jobs that do not exist, yet; jobs that require a new suite of core competencies, hard skills, and soft skills [2] Besides that, the Young Australians (2015) described how technology is being used to automate increasingly complex tasks, concluding that learners will require flexible skill sets to prepare them for the new range of jobs in the future.

The main agents of these changes are the teachers, who had to adapt to their work, modify the teaching-learning methodology, acquire new skills, alter the previous beliefs in education. The teacher must be able to succeed with a broader range of learners than they expect to teach in a time when school success was not essential for employment and participation in society [3] There are important issues to address, such as teachers' expertise in mastering future education, development of personal professionalism, student needs, and curriculum changes related to future education. There are many factors that need focus in order to produce useful human capital for future education.

Education in the future is strongly related to technological developments. Technology is a significant necessity in 21st-century learning, as it has many advantages. Educators should note the changes that occur in technology development in every 18 months. [4] stated that future education means determined decisions in the present and thus can be understood as "futures for the present". She said, if the future is the same as the present or can be predicted with any certainty, then it would not be too difficult to decide what the next generation should best be equipped with. Milojevic [5] said that future education is more than a mere temporal category; it's a symbol of "something better". According to Piffer [6]; Beiesta [7], stated that the future is always better than the past, so it is sensible that it is different from the present. The future is something that belongs to the next generation. The future needs to be understood as open, not determined, where one has the freedom to shapes one's future. The future of education is strongly related to freedom.

Students pursuing current education predict to be employed by the job market in 2030-2035. Relevant advances in science and technology, and the Industrial Revolution 4.0 (IR 4.0) have pushed all parties to continuously and consistently expand their knowledge and gain new skills to ensure better quality of life in the future [8] Learning can occur everywhere; in and out of school buildings. Based on UNESCO World Report[9] there are decisions mentioning that education should teach a combination of subjects that cover both, formal and informal education, such as service community. Moreover, education should be designed to be continuous and lifelong in nature. Several criteria apply in future education, namely the development of students who are capable of thinking critically and analytically, the capability to communicate well and collaboration in a flexible environment [10].

For this reason, lifelong learning has been perceived as the most relevant in addressing the many changes that occur [11] Lifelong learning mainly focuses on improving learners' educational careers. It has also been explained as a concept that increases in relevance in all stages of our lives and not restricted to classroom and childhood periods [12] Most of previous research suggests that lifelong learning continues over the lifetime and gains importance in formal education, non-formal education and informal education processes [13]. According to Dolan [14], teachers need to be prepared for all the changes in education and to keep themselves up to date with lifelong learning. Dolan has stated four foundations of the future in his book "The Treasure Within", which was published by

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UNESCO (1996, p.37), namely of learning to know, learning to do, learning to live together and learning to be.

1.1 A Systematic Review for Lifelong Learning; the Significant and Future Change in Education

The process of a systematic review is an examination of clearly formulated questions that uses systematic and explicit methods to identify, select and critically appraise relevant research and to collect and analyse data from literature studies that are included in the review. From this systematic review, the researcher can claim that the rigors in their research can be justified, allowing for the identification of gaps and the needed directions for future research.

Due to the lack of systematic review about lifelong learning for future education, the researcher made an effort to elaborate based on a variety of past literature. This paper aims to provide better understanding, and to identify and characterise lifelong learning, its importance and the changes in future education.

This study tries to analyse the existing relevant literature on lifelong learning, its importance and the changes in future education. This section elaborates on the purpose of conducting a systematic review and the PRISMA Statement approach used. The third section systematically reviews and synthesizes the scientific literature to identify, select and appraise relevant research on lifelong learning, its importance and the changes in future education. The last section identifies the future research needed to better formulate the understanding of future education.

II. METHODOLOGY

The systematic literature review is used to search, select and code the past literature articles or journals related to lifelong learning, its importance and the changes in future education. The researcher used the PRISMA (Preferred Reporting Items for Systematic Review and Meta-analyses) method, which includes resources form index databases such as the Web of Sciences and Scopus as well as manual handpicking to select the journals. This approach needs are followed by the review process such as the identifying, screening, qualifying (eligibility), data extracting and analysing phases. This process is frequent in the systematic literature review process to make sure that the researcher used empirical journal or articles.

2.1 PRISMA

This review is controlled by the PRISMA Statement (Preferred Reporting Items for Systematic Review and Meta-analyses). PRISMA is used in science and health disciplines. Because the quality assessment can be used to retrieve and analyse the data, PRISMA suits other disciplines including Social Science. According to Sierra Correa and Cantera Kintz (2015), explained that the PRISMA offers three unique advantages: 1) it can precisely define the research questions, 2) it also identifies the inclusion and exclusion criteria and 3) it saves time in examining the extensive database of scientific literature criteria.

2.2 Resources

In this review process, the journal database is used to retrieve articles related to the fields of education, social sciences and humanities. The database searching platforms are Web of Science (WoS) and Scopus. The central database WoS, provided by Thomson Reuters (ISI), includes more than 33,000 credible journals by 256 fields of

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study, and Clarivate Analytics has established it. Moreover, WoS accepts journal articles produced in the English language only, and the journals have the impact factors (Q1-Q4) of the editors and reviewers.

The second database is Scopus and it was started by Elsevier Sciences in 2004. Scopus is one of the amplest abstract and citation databases which covers nearly 36,377 titles from nearly 11,678 publishers, in which 34,346 are peer-reviewed journals in excellent subject fields: life sciences, social sciences, physical sciences, and health sciences. Scopus allows the finding a relevant journal based on the keyword strings determined, such as TITLE-ABS-KEY. Authors can decide the year, fields and language in the index or menu selections in a quicker time. Other than that, Scopus offer thousands of journals from different countries and reviews them every year to maintain their quality.

2.3 Eligibility and Exclusion Criteria

During the process of eligibility, the reviewer firstly identifies the types of article. Journals with empirical data are selected and excluded, such as conference proceeding, book series, chapter in the book and review article. Secondly, only papers published in the English language will be selected to avoid the difficulties in interpreting. Thirdly, papers published within this period of 9 years (2010 and 2020) are selected. See Table 1 for the selection criteria: -

Table 1: The Eligibility and Exclusion Criteria

Criteria	**Eligibility**	**Exclusion**
Literature type	Journal (research article)	Journal (Systematic review), book series, book, chapter in the book
Language	English	Other language
Timeline	Between 2010 and 2020	< 2010

2.4 Systematic Review Process

This stage has four phases (identification, screening, eligibility and inclusion). The first phase is the identification using keywords. Related and similar keywords have been used based on previous studies and the thesaurus to access articles or journals affiliated with lifelong learning and future education (see Table 2). During the first search, 190 articles were retrieved using the Web of Science (105 articles) and Scopus (85 articles) database. After the precise screening, there were 127 irrelevant articles excluded. Table 2 present the keywords used on both databases.

Table 2: The Eligibility and Exclusion Criteria

Database	Keywords used
Web of Science	TS= (("future*" "education" OR "learning" OR "study" AND "teacher" OR "educator" AND "lifelong " OR "continues" AND "important" OR "relevant"))
Scopus	TITLE-ABS-KEY(("future*" "education" OR "learning" OR "study" AND "teacher" OR "educator" AND "lifelong " OR "continues" AND "important" OR "relevant"))

A total of 63 articles were analysed in the screening process, during which 33 articles were examined for eligibility. After examining, only 25 articles were chosen to be synthesized. Finally, in the last stage of the review, 15 articles were accepted for depth analysis (see Fig.1).

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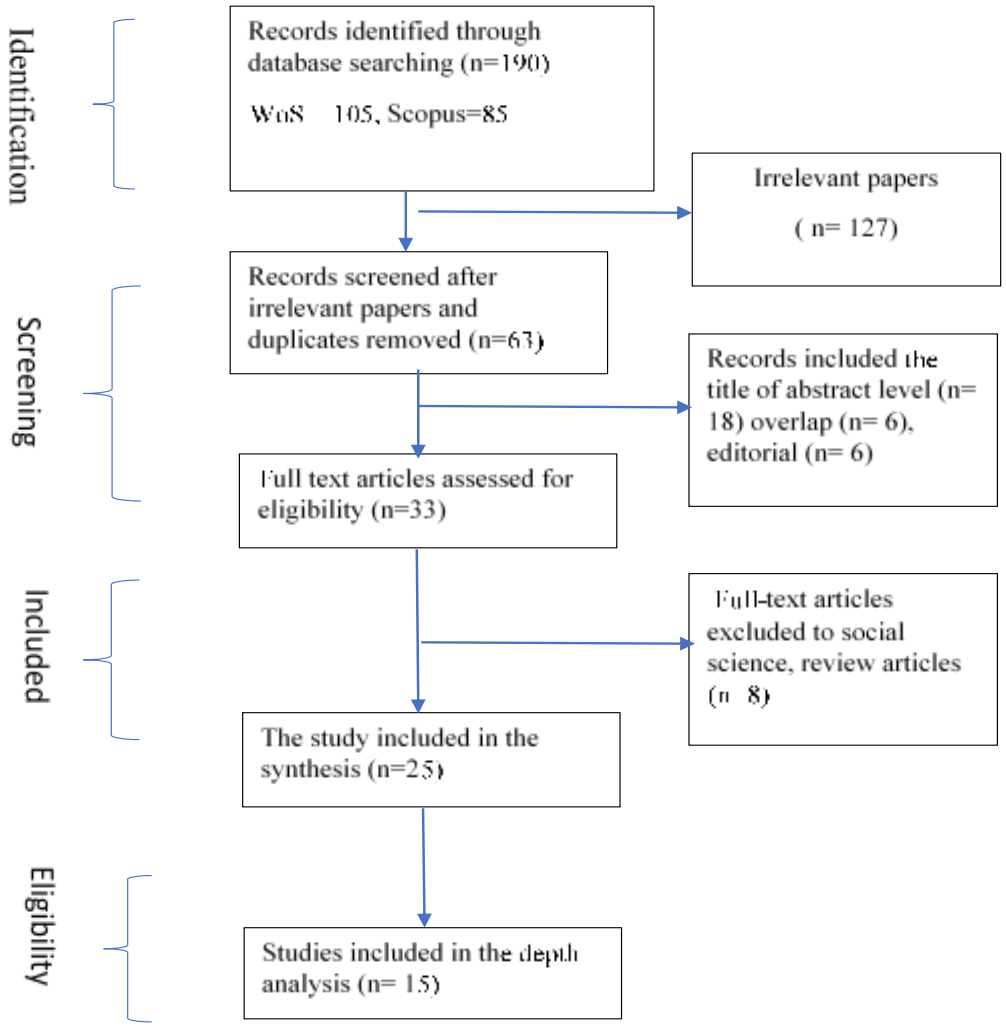

Figure 1: Systematic Literature Review Flow Diagram Process Adapted by [15]

III. RESULTS AND FINDINGS

From the systematic literature review, there are several themes found and identified to have elaborated the research questions prepared by the reviewer (see table 3). From the findings, there are two main themes related to the first research question which are teachers' competency, professional development, students' needs and curriculum change. The other two themes related to the research questions are technologies and support systems.

In this study, selected respondents are teachers, pre-service teachers, education students and part-time student teachers. So; the information was obtained from various levels of teachers related to lifelong learning; future change in education.

Based on the year the journals were published, the ones from 2010-2020 were chosen. There are three articles

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that were published in 2019 and 2014, two articles published in 2011, 2017 and 2018, and one study published in 2013, 2015 and 2016 (see table 2.3).

Regarding the methodology used in the selected articles, four studies used qualitative methods, six studies employed quantitative methods, and four studies applied mixed methods (quantitative and qualitative) approach.

Table 3: The Findings 15 Journals

NO	AUTHORS	STUDY DESIGN	RESPONDENTS	THEME - IMPORTANCE				THEME-CHALLENGES	
				TC	PD	SN	CC	T	SS
1.	Bardule (2014) Latvia	QL	Teacher	/		/	/	/	
2.	Jovanova-Mitkovska and Hristovska, (2011), Republic Macedonia	QN	Pre-service teacher	/	/		/	/	
3.	[18]	QL	Student of education	/	/	/	/		/
4.	[19] Czech Republic	QN	Teacher	/	/	/			/
5.	Kondratenko *et al.*, (2015) Russia	MM	Teacher	/	/			/	/
6.	Cendon, (2018), Germany	QL	Teacher and Student		/	/		/	/
7.	Marcut and Kifor, (2017) Romania	MM	Teacher		/		/		
8.	Bather (2011), Bolton United Kingdom	QL	Part-time students		/	/	/		
9.	Kurup *et al.*, (2019), Australia	MM	Pre-service teacher	/	/	/			/
10.	[23], Linz Austria	MM	Secondary Teacher	/	/		/		/
11.	Dandara. O (2019), Republic of Mordova	MM	Teacher		/			/	/
12.	[24] Sibiu, Romania	QN	Undergraduates teacher students'	/	/	/	/	/	/
13.	[25], Republic of Korea	QN	Pre-services teachers	/	/			/	/
14.	[26], Nicosia, Cyprus	QN	Primary school Teacher			/	/	/	/
15.	[27], Netherlands	QL	Teachers	/	/		/		/
	Total			13	12	11	9	8	10

MM= Mixed Method; QN Quantitative; QL=Qualitative

TC= Teacher Competency, PD= Professional Developments SN= Student's Needs, CC= Curriculum Change T= Technologies, SS= Social Support

Research Question 1

What is the importance of lifelong learning for teachers in the future?

1. Teacher Competency

After going through the process of reviewing 13 of the 15 journals, it is agreed that teachers' competency is a significant factor in the future of education. Teacher competency is knowledge, skill and personal attitude. According to [13] pre-service teachers and initial teachers should contact experts with subject matter knowledge and

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pedagogical content knowledge (PCK), innovate well and deal with core subject in their strategies. Besides that [28] highlighted that teachers need additional competencies such as in information technology and communication for better teaching in the future. Next, [18] agreed on having 21st-century learning system to be implemented in the class; thus teacher themselves need to acquire competencies to teach the 21st-century skills to their students and to purposefully integrate these skill in the school environment.

According to [25] to be an excellent teacher, it is not enough for beginning teachers and in-service, the teacher learns an essential skill in their teaching journey, their competency not entirely enough. There is much more knowledge, and skills that need to be explored in informal activities with the community. The findings show that teachers' competency needs to develop starting from their pre-service learning phase. Additionally, Jovanova-Mitkovska & Hristovska, [17]; Bardule, [16]; Bozat et al.,[26]; Kondratenko et al., [20]; Otilia Dandara, [29] stated that teachers need to increase their competencies, identify students behaviour, explore better strategies to use in the class and ways to deliver lessons in simple manners. Teachers need to learn new things and keep up with the current; thus teachers should know the process of how to gain the knowledge, choose a get benefit for a change today world. Cendon,[21] found that teachers need teaching strategies, more activities and underpin specific attitudes in the school learning system.

While in Zukerstein & Smolik, [19] commented some teachers have low competencies in technical fields which affected students' interest in the subject. It is very important for teacher to gain more knowledge in their field or others filed because, in the future, a multiskilled teacher can help students develop the motivation to learn and be an active person. [22] added that to become ideally competent teachers in their areas is an essential thing for future education. Teachers must demonstrate their positive attitude towards learning as students make teachers an idol for them to continue to be motivated, to learn and transform themselves into the best students. Concerning that, [27] stated that trusted teachers and the perfect competencies could help shape the students for the digital future, and their findings show that students who quickly understand the lesson have teachers who are fully competent. However, some teachers need to identify core competencies because they have practical problems, lack of skills in learning new things and are less motivated to face future challenges. These issues need to be addressed in their field to make learning more active.

2. Professional Development

From this review, 12 out of 15 journals agree that lifelong learning would support and be essential in the development of teachers' professionalism. Professional development is one of opportunities for teachers to improve personal and professional aspects of their career [30]. In D.-M. Cretu, [24] findings show that teachers' continuous professional development is highly essential in increasing lifelong learning skills for students. The professional development should be designed according to assessment needs that are bases on teachers' professional needs. Teacher as an educator has to be motivated to participate in a lifelong learning program to enhance their skills.

According [27] being a teacher means focusing on improvement and expanding abilities that are parts of how one is ready. The teacher needs to focus on what is important as a teacher, what is expected by students, and what one must do or not do as a teacher. The full commitment that teachers give will shape holistic students in the future.

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In D. Cretu [18], to achieve 21st-century learning, it is dependent on teachers' motivation. The teacher needs more training to conduct, relate, and combine the real-life activities in the class. The preparations program should offer multiple opportunities for the teacher to learn, develop and practice the 21st-century learning skills in school.

Otilia Dandara, [29], emphasized that continuous training for teachers have become one of the critical aspects of evaluation in the educational system. The quality of education depends considerably on the quality of the training of teachers. Next, Bahter, [31] and [13] agreed that teachers do not always have a plan for their professional development, and these situations need to be addressed. [17], [16],[19], and [21] pointed out that teachers do not understand the content of their subject matter so their belief and intention will be disrupted. Also, practical training and hands-on training are required by pre-service teachers to become ideal teachers in the future [23]. Changes in education are unexpected, so teachers need to prepare for future changes [22] Enhancing teachers' understanding in their areas of professional development is one of the opportunities for teachers to improve their self-esteem [31]; [13] ***3. Student's Need***

In this theme, 11 studies focusing on students' needs as a priority and in facing future education. According to [31] [13], students are interested in learning activities that are practical and based on problem-solving that test their thinking ability. The use of digital technology strongly influences students' focus in the classroom, and they become more engaged in learning [21]. Besides that, students are always looking for opportunities to try something new in order to highlight their talents and creativity in an exciting environment [16]; [17]

Marcut & Kifor, [22] and D. Cretu, [18] stressed that, teachers need to help students acquire not only the skills most natural to teach and test but more importantly, the ways of thinking, working and citizenship skills that are in line with 21st-century environment. For better representation in the school of the future, students need necessary skill such as group work, entrepreneurship, problem-solving, communication and flexibility to support their creativity [26]; [27], [24].

4. Curriculum Change

A total of nine out of fifteen journals agree that curriculum changes are critical to the future of education. Based on the Information Management Department, (2018), the curriculum is all the academic and co-curricular planning activities run by educational institutions to achieve the goal of education. According to Marcut & Kifor, [22] and D.-M. Cretu, [24] changes in the curriculum is essential to ensure learning is related to current issues and the development of technologies. An interactive curriculum needs to implement the current trends to achieve holistic students in the future [18]. The curriculum should provide student-centred instructional learning to support students desire to acquire the knowledge around them.

The curriculum is a guidance for teachers to deliver the subject. Thus, the curriculum should include relevant communication skills, cognitive skills and practical skills for students. Besides that, the curriculum should be relevant to the full human contact, learning different culture and different issue from global a view [20];[21];[13];[33]. Bahter, [31] and Jovanova-Mitkovska & Hristovska [17] stated that the existing curriculum focuses only on memorizing and producing students perform academically. Teachers need to finish the syllabus for students to attend the exam and then, have limited time to handle activities outside of the subject [16].

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Research Question 2

What are the challenges faced by teachers in future education?

1. Technologies

A total of eight journals out of fifteen agree that technology is a significant challenge for teachers in the future. Studies by Jovanova-Mitkovska et al., (2011) and Bather, (2011) state that teachers need ongoing training in the field of technology to keep up with the latest transferable information for students. D. Cretu (2017) emphasised that technology is a challenge in future education because technology is evolving so fast. Teachers need to keep abreast of developments in technology. Thus, the 21st-century education system needs more free engine in doing the work. D.-M. Cretu (2019) explained that technology is seen as a way to connect the school environment to the outside world and it's related to the innovation of the teaching and learning process. Technology comes in to support education. However, some teachers lack technology skills because of their minimal experience.

Technology can help provide information for teachers in their fields of teaching. Teachers need more training and a positive attitude to learn technology [20]; [22]. The teacher needs mastering in new relevant technologies for transfer new information to students [29]. [16] and [26] stated that technology significantly affects the role of teachers in classrooms as it moderates and connects real-life solutions, but there needs to be implementation balance in using technologies. Technology can affect social activities, communication skills and daily routines for students.

2. Social Support

Ten articles agree that the social support network is a challenge for the future. In Wikipedia, social support means help available from others, and most popularly, it is a part of a supportive social network. D.-M. Cretu, [24] reported that media, governments and non-government organizations such as teacher union should cooperate on improving teachers participation in lifelong learning. [31]; [26]; [35] and [27], stated that the government should provide the teacher with financial assistance, equipment and facilities to support the participation in lifelong learning programmes.

The collaboration with other parties would make teacher's work more successful, but there are several communities that do not want to know about students, school or even the education, and left it to the teachers and organizations to solve the problems [18]; [19]. Next, Marcut & Kifor, [22] and Otilia Dandara, [29] explained that some of the managers or organizations did not cooperate with the teacher, student or in the school environment. The reason is the lack of budget so it is best to leave the school to manage their organizations in their own ways.

In education, the contributions of parents, community or industry can give a significant impact in students' learning experience because students need to know more to develop their interest but the challenges lie in the lack of support [21]. Teachers need social support for the latest teaching aids as well as information on the current needs and developments of the job market. Besides, the need for a particular way of learning as the involvement of stakeholders in determining the policies needed in the latest schools faced by teachers [21]. Knowledge and time are the most critical and consistent form of support in the future to improve teachers' skills and motivation [20]; [13].

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IV. DISCUSSION

This study aims are to answer the research questions of the importance and challenges of future education in lifelong learning for teachers. For research question (1), there are several findings that have been elaborated in the themes such as teachers' competency, professional development, students' needs and curriculum change. The importance of this involves the role of teachers who need to be ready and able to change from presenters to mentors, motivators, analysts and lifelong learners.

Insights from the reviews show that researchers give much attention to the theme of teachers' competency. Based on Aisyah [36], competence is a crucial professional and personal skills/talents and behavioural patterns of the individual. Achieving a high competency level is one of the quality factors in providing improved education in all areas. For this reasoning, teachers need to recognize the importance of engaging in lifelong learning in their field as highly competent teachers will be able to produce high-quality students [37]. In other perspectives, competencies of teachers are essential in preparing students to face upcoming changes [38]. According to R. Andersone in Bardule[15] professional competence of teachers is based on their knowledge, skills and attitudes. Knowledge encompasses self-development, teaching and learning processes, workplace organization, teaching, communication, and collaboration among teachers, students, parents and the community. Whereas the skills include teaching skills, tool-using, supporting student learning as well as managing and solving problems. Attitude on the other hand, refer to teachers' intensions in their fields, students, values and attention given to students and themselves. Teachers need to continuously reflect on their own in order to correct any shortcomings. The process of improving these skills needs to be ongoing so that teachers become more proficient in their field. Thus, [39] argue that future education requires teachers to develop a combination of skills such as literacy competencies, pedagogical competencies and knowledge in the areas taught.

The development of professionalism is one of the programs that help teachers improve their skills, attitudes and competencies. The development of professionalism can be formal, informal and non-formal; following the provisions of the ministry or by the teachers' own efforts to take up additional courses to enhance their competency. The development of professionalism must be continuous and supportive of lifelong learning. Teachers' quality is an essential indicator of attention because quality teachers can produce quality students in the country. Concerning this theme, [40] mentioned that to make sure teachers fully implement their skills in teaching, professional development programs must develop. Furthermore, one of particular interest is to produce an effective way to elevate teachers' knowledge in their fields to become capable of teaching using an integrated approach. Duţă & Rafailă [42], highlighted professional development as the ways of learning for the teachers. They are learning how to learn and transform their knowledge into practice for the benefit of the students. In other words, professional development is related to teachers' roles in future education in providing new skills, new experiences and in the development of self-regulated learning for teachers themselves.

Various student intelligence needs to be acknowledged by teachers and teachers should be more prepared for these conditions. Students need to continuously acquire new knowledge, skills and practices to ensure their future success in the job market. As a teacher, we are do not know what are the skills required in the future, but the teacher should prepare students to adapt these challenges. Students are highly advanced in technology, but they also need

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more personal attention, peer and community socialisation, and loveless structured things and continuously observe their surroundings [10]; [43].The emphasis on the importance of curriculum development is to ensure that the curriculum produced can support students' creativity, interest and innovation [44]. Research has indicated that the relationship between teachers and students is a significant predictor of academic engagement and achievement. The most potent weapon teachers have when trying to foster a favourable learning climate is to build positive relationships with their students. Students who perceive their teachers as supportive have better achievement outcomes.

However, while understanding the importance of future education, some challenges need to be addressed pertaining to the teachers, students and organizations. Challenges due to the development and changes in technology are recognised all over the world [45]. Teachers need to be aware that the benefits of technology in facilitating teaching and learning, and organizational management. New technologies can enhance teacher competencies because teachers are the navigators of learning content and processes. Learning and continuous learning are the ways to help teachers move in the technology and globalization era [46]. Social support from academics and stakeholders is essential to help teachers overcome the problems and challenges that occur in schools and organizations. Besides that, support from parents, the community and industry are needed to provide students with opportunities to learn in real-life situations [8]. The teacher needs to prepare them to face future challenges and be motivated to learn. The teachers need to be expert on their fields and develop multitasking abilities.

V. RECOMMENDATION FUTURE RESEARCH

Based on this review, the focus on professional development and teachers' competency need attention. Future research needs to explore the skills for lifelong learning as a part of teachers' competency standards. Teachers' competency is very important and can impact students' potential. Another research that should highlighted is the lifelong learning skills that are affected by teachers, students and education system. For other researchers, more qualitative research needs to be conducted to get insights from others about future education in terms of quality of content and knowledge in process of learning and students' competency.

VI. CONCLUSION

Future educations are vital. Every factor that influences success for the future should be given enough consideration. The school is a great place to start in developing a holistic human capital for the future. However, this requires the cooperation of all parties. School organizations need to change from being highly compliant to be more autonomous and innovative for lifelong learning. Today, the role of communicating knowledge is not focused on teachers alone because knowledge is available anywhere, and at any time. Awareness of lifelong learning has implications on the future of education. Teachers need to change from content-based knowledge practitioners to skill acquisition, creativity, new knowledge generation and problem-solving. Therefore, the essential things need to well equip with all teacher it takes to prepare students for the job in the future. As the challenges and importance are highlighted, developing countries need to seriously consider ways that can be employed to ensure that teachers' competencies remain relevant, and lifelong learning becomes an integral part of their survival. We cannot ignore the importance of lifelong learning in teachers' careers because it will affect the students in developing countries to not

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be ready in facing the challenges in the competitive global market

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