Lifelong Learning (LLL): Terminology in Art & LLL Blueprint inMalaysian Context

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Abstract. Country-led action by the representative Ministry will drive changes towards lifelong learning (LLL) specifically in Malaysian context. This paper highlighted broad terminology of LLL starting with LLL terminology, LLL terminology in art, LLL terminology in Malaysian context and LLL terminology in world-wide context. Next section focusses on Malaysia Government Blueprint for lifelong learning. It has been divided into several parts which are categories of LLL, strategies of LLL, initiative for encouragement of LLL, issues and challenges of LLL, activities and programmes of LLL and outcomes of LLL in Malaysian context. The purpose of this research is to review the interrelation between three vital aspects in the Malaysian government blueprint which are Malaysia Education System (MOHE, 2011), Human Capital Development (MOHE, 2011) and The 10 Shifts (MOE, 2015). Data were collected from two government blueprints of LLL, Malaysia Education Blueprint 2015 – 2025 (Higher Education) in 2015 by Ministry of Education Malaysia (MOE) and Blueprint on Enculturation of Lifelong Learning for Malaysia 2011 – 2020 in 2011 by Ministry of Higher Education (MOHE). Results showed the linkage between HLIs and LLL, hence lead to the connection between LLL and art. The connection between LLL and art will be discussed in detail and thorough throughout this paper.

Keywords: Lifelong Learning (LLL), Art, Malaysia Blueprint.

1 Lifelong Learning Terminology

Terminology of lifelong learning (LLL) enlightened on the development of human potential through a continuous process of any forms about learning activity which has a direct impact on individuals in gaining knowledge, skills and competency throughout one's life [1-12]. In addition, obtaining vocational skills and less formal activities that commit to the social well-being, personal development and self-actualisation of an individual are the lifelong learning's contributions [2,6]. Longworth & Davies [1] highlightedthat all of the above should be applied by learners with confidence, creativity and enjoyment in all roles, circumstances and environment.

Self-directed learning, learning on demand, collaborative learning and organizational learning are the new essential way of learning [4].Meanwhile, self-directed learning has a similar meaning with LLL [8]. The phrase 'LLL' is not commonly been use in European countryand better known as 'adult learning'. Besides, the terminology of LLL, arose from international commence which are 'lifelong education', 'recurrent education' and 'continuing education (CE)'. The substitution of term 'lifelong education' to LLL is widely usedin and for literature as well as the policies [13]. Courtney stressed that the term 'adult learning' is changed to 'adult education' [14]. Diversified term also been emphasized such as 'LLL', 'CE', 'adult education', 'community education', 'community development' andmany more whereas all terms serve the same purpose of definition, at different or same practices. Similarly, lifelong or continuous learning is more to pursue education specifically for adults [9]. Lafferty [6] also agreed and stated that LLL focussed on adults. Agree to disagree, the development upon formal education which is the continuous progress of individual skills and knowledge has been clarified as a straightforward understanding of the LLL definition. Moreover, it's more on the advancement in vocational and professional skills. Thus, more to personal enrichment opportunities [6].

LLL activities are not only for professional development but also for personal development [15]. In addition, justification for professional development of LLL is highlights on the purpose of career enhancement, learning new skills and knowledge to complement with it. Following on, for personal growth in self-esteem as well as knowledge and skills are defined as personal development. Regarding to the career enhancement, this point was supported by Ting [15] and Jarvis [16] that clarified, for secure the employability and career progression, continuous learning is necessary. Moreover, implementation of 'second chance' is one of the rationales of LLL due to thereason that learners can upgrade basic skills in term of abilities, interest, know-how knowledge and learning opportunities given at different levels. Besides, LLL must accompany a successful transition to a knowledge based on economy and society [11,17,18].

Lawrence [19] and Clemans [20] both agreed that 1) personal, 2) professional, 3) academic contexts are interrelated to one another, in applying the best practices of LLL. Hence, by means of embracing LLL, it's necessary to bring up the importance of knowledge with continuation in learning. Further to that, the concept of LLL does not only limited to formal education, but the same action should be taken to practice LLL in a wide-range of non-formal, informal, community and also work-place learning. Referring to individual process, communal life and world-wide learning throughout the lifespan is compulsory [21]. It's due to the fact that, in this new age, the challenges become more complex, diversified and rapid towards globalization, modernization and humanizing. The social and cultural context of individuals are developed by a human process through LLL [22]. Based on sociocultural theories, LLL intrinsically links with social in nature and binds with cultural context with tools learning [23]. People with different cultural practice and significant how-to in life may understand the concept of LLL differently, either the definition or even the vision of it. Hence, skills, attitudes and the education system itself along with modern changes also offered by LLL [3]. LLL is an essential challenge in inventing the future of our societies, also it is a necessity.

In addition, there are four keys leading towards the direction of LLL which are 1) to help individual make a well decision for the purposeof opportunity in education, 2) to develop an integrated high quality system of education and training that can fulfil the requirement of industrial needs, 3) promoting recognition along with career development based on skills and expertise of the learners, employer and 4)to support the culture of LLL [23]. The typical features

that interpret more about the definition of LLL are 1) voluntary participant, 2) respect for self-worth, 3) collaboration, 4) practice, 5) support critical reflection and observation, 6) self-directed [15]. This also can beseen in the necessity of LLL defined by Gaymer which are 1) requirement of skills, 2) technology advancement, 3) comprehensive communication and interaction, 4) industry changes, 5) easy access information [24]. Education and training to meet knowledge-based industrial needs is the relevance of LLL in conventional terms [6]. Above all, the involvement related to LLL is an output of the learningand the learners' capabilities [9].

1.1 Lifelong Learning Terminology in Art

Art, culture and creativity should be the prominent point to draw attention that link to LLL directly or indirectly through 21st century, in line with the social changes, educational frames, diversity of culturation and economic transformation [10]. This is then followed bythe full-fledged learning in art and culture that can contribute advanced value in art education. Besides, learners or precisely, adults, manage to take part and engage in future. Thompson [25] mentioned the relationship between arts, culture and LLL is sustained by showing a progress as well as the adjustment of LLL through arts. Further to this, the interconnection between formal, non-formal or informal LLL with art is exist.

Lafferty [6] highlighted that all sorts of creativity catering LLL can be taught not only in the classroom but also in the workshop and related programmes or activities. In the endeavour of LLL in arts, the arts are implemented in education, religious, personal and also social experiences. By means of that, understanding the meaning and reason of art and it's impact either the benefit, outcomes or advantages, nevertheless of formal or informal arts programs. LLL for art is more into part of learning opportunities that help strengthening an individual, directing to growth development and personal skill, boost creativity and at the same time, has the ability to manage and improve daily life [6]. In addition, self-help and being independent are the key of LLL strategy and development. Read [26] defines that whenever explaining or sharing about art perspective, what comes in Read's mind is the blended of two concepts which are 1) art and 2) education. Further to that, art represents education and training process, followed by education which means an artist process and focusing on self-creation. Moreover, Read's theories are giving priority to the merging of art and education with the approach of LLL or also known as adult education before [27]. To make it clearer on LLL, it is a work-based learning or programs that will give long term benefit to public and many parties especially for a better educated workforce, economic efficiency, independent living and social continuity [6]. LLL should be unified with adult work, as much as how the young integrated with education and play. Read stated that "LLL movement attempted to bridge the gap between theory and practice" [27 p.43]. Moreover, visual arts is one of the fields in art education that influenced and leveraged LLL into mainstream education novelty [28]. Mainstream education embraces formal and also LLL that stressed on the connection of how visual arts content in visual education being used in formal education practice and at the same time, leading to usefulness of LLL. In general, education intensify more on formal LLL and on the contrary, visual arts is barely applied in education. Specifically, arts extension in ongoing LLL is a beneficial aspect to help learners fostering self-regulated in method of learning.

Furthermore, ministries, educational institutions and agencies have provided opportunities to develop new and more courses or syllabus, activities, art workshop or art programmes that interrelated with LLL and art where the teaching and learning process can take place. Besides,

university authorities are organizing more activities in conjunction with local and international institutions for the purpose to share best practices and experiences. Also, arranging workshop and conducting scientific research or conferences and many more [29].Concerning all of that, this way of rationale interpretation can have more individual, groups or society to be responsible towards their own learning education as one of the necessities for themselves.

1.2 Lifelong Learning Terminology in Malaysian Context

The interpretation of LLL has been a comprehensive issue, thus Ministry of Higher Education Malaysia (MOHE) addressed it as a content of Blueprint on Enculturation of Lifelong Learning for Malaysia 2011 – 2020 describe that:

> Lifelong Learning Policy: To create a knowledge society which embraces LLL as a culture that contributes towards highincome productivity-led economy, inclusiveness and sustainability, while appreciating our national culture and heritage,as well as ensuring personal development and sense of self-worth [30 p.38].

The extended interpretation of LLL initiated 1) the assumption of the idea of lifetime human potential and the possible realization. Next, 2) effort and progression of the achievement of skills, knowledge and preference towards the necessity of successful life and 3) open minded and have the perception that learning can also take place in many modes and places, not only through formal education institutions. In addition, 4) individual encouragement and promotion to bring out know-how knowledge and self -direction by providingthe open-to-all supportive systems. In this context, ensure the systems are available to leaners with flexibility and diversity. LLL that specifically cater Malaysian context as a full and vital parts of country learning system has been divided into several categories which are 1) Formal, 2) Non-Formal and 3) Informal LLL [30]. For all of that, the centre of education and learning was handled and conducted by Ministries according to each roles.

1.3 Lifelong Learning Terminology in World-wide Context

Hence, a broad discussion regarding LLL by United Nations Educational, Scientific and Cultural Organization (UNESCO) highlightedin 2030 Agenda for Sustainable Development Goals (SDG). There are 17 agendas that have been outlined and the fourth stand-alone agenda known as SDG 4 about Quality Education, "develop education systems that foster quality inclusive education and promotes LLL opportunities for all" [29]. In relation to SDG 4, establishment of national education system to get a quality access of education and LLL, action taken is compulsory through the coordination of SDG 4 Education 2030 at global and regional levels, as well as supporting the implementation of SDG 4 at country level. In contrast, the idea of LLL for world-wide context commonly be addressedin general, not as detailed as the idea that specifically established for the importance of a country. UNESCO highlighted LLL as a fundamental key for the educational transformation and a respond to the uprising socio-economic challenges. Equally important, to ensure the comprehensiveness, education quality and LLL action should be taken to strengthen national educations system along with Technical and Vocational Education and Training (TVET) and Education for all (EFA).

Table 1. Target of Sustainable Development Goal 4 (SDG4).

SDG4 Targets	Target of Sustainable Development Goal 4 (SDG4) by 2030
Target 4.1	Equitable and quality of primary and secondary education lead to effective learning outcome
Target 4.2	Access to quality early childhood development, care and pre-primary education
Target 4.3	Equal access for all women and men to quality technical, vocational and tertiary education
Target 4.4	Increase the number of youth and adults to have a relevant skill
Target 4.5	Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training
Target 4.6	Achieve literacy and numeracy for all youth and a substantial proportion of adults
Target 4.7	Provided to all learners with knowledge and skills needed to encourage sustainable development 4.7a Build and upgrade education facilities for child, disable child and gender sensitive and provide safe learningenvironments. 4.7b Expand globally the number of scholarship available 4.7c Substantially increase the supply of qualified educators through educators training

In 2016, UNESCO pointed on SDG 4 as a new vision for education towards 2030. Above all the comprehensive review, UNESCO aimed to engaged education and perpetrate to promote quality LLL opportunities for all, means at all levels of education and in all settings including fair access to the nation, refer **Table 1** [31]. Starting with early childhood care and education because it's crucial to ensure children long term development, learning and health. Next, provide basic education such as pre-primary, primary and lowersecondary education as well as equal access to upper secondary, technical and vocational and also tertiary education for all. Furthermore,to pursue the modernization and booming countries, education system is vital to all ages, children, youth and adults to learn relevant skills and competencies. Rojvithee and Laal cross-country explanations showed that the learning take place at all times and places startfrom age 0 – 5 years, age 6 – 24 years, age 25 – 60 years and age 60+ years, shown in **Table 2** [32,33].

Table 2. Age years level of LLL.

Age level	Learning characteristics	Settings
Age 0-5 years	Learning habits and talents in the future beendetermined by fundamentals of learning. Informal learning	Children mimic from parents, siblings,peers and environment
Age 6-24 years	Learning take place at educationalinstitutions	Primary and secondary to tertiary levels
Age 25-60 years	Instructional media is the medium to learn informally	Occupations, work-places, colleagues, technologies, mass media, nature andenvironment
Age 60+ years	Learn a great deal from activities suitable to their age	Community organizations, clubs andassociations

Furthermore, UNESCO [31] indicated that according to UNESCO Institute for Lifelong Learning (UIL), LLL are described as:

> LLL rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and the elderly, girls and boys, women and men) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) which together meet a widerange of learning needs and demands. Education systems which promote LLL adopt a holistic and sector-wide approach involving all sub-sectors and levels to ensure the provision of learning opportunities for all individuals [34 p.2]

2 Malaysia Government Blueprint for Lifelong Learning

Ministry of Higher Education (MOHE) and Ministry of Education Malaysia (MOE) have come out with master plans for long term development of education in Malaysia to cater LLL, which are 1) Malaysia Education Blueprint 2015 – 2025 (Higher Education), (MEB(HE)) and 2) Blueprint on Enculturation of Lifelong Learning for Malaysia 2011 – 2020. In addition, seven strategic core elementsknown as National Higher Education Strategic Plan (NHESP) in 2007 have been outlined by MOHE to reconstruct higher education system in Malaysia. There are. 1) widening access and enhancing equity, 2) improving quality of teaching and learning, 3) enhancing research and innovation, 4) strengthening institution of higher education, 5) intensifying internationalisation, 6) enculturation of LLL and 7) reinforcing the higher education ministry's delivery system [35]. One of the significant core elements of NHESP related to this research study is the sixth point which is enculturation of LLL. Further to this, enculturation is a process to accept cultural norms and how the individual values ways of their life through multiple mediums such as observation, experience and instruction. Next, the main purpose of enculturation is integrating LLL into the human capital development and applying LLL as a guideline of how people live their own life. Hence, uplifting the skills and competencies of the low-skilled labour force, enhancing productivity and competitivenessand focusing into potential industries. As explained earlier, the main point addressed in the blueprint is to implement the enculturationof LLL in the country and the acceptance of LLL into the society. According to MEB (HE), The 10 Shifts is attached to higher education system in Malaysia by the Ministry. There are the 10 Shifts been addressed:

1. Holistic, Entrepreneurial and Balanced Graduates
2. Talent Excellence
3. Nation of Lifelong Learners
4. Quality TVET Graduates
5. Financial Sustainability
6. Empowered Governance
7. Innovations Ecosystems
8. Global Prominence
9. Globalised Online Learning
10. Transformed Higher Education (HE) Delivery

The first four Shifts, Shift 1 to Shift 4 linked with the students both in academic and TVET path, academic community and also learnersparticipating in LLL that meet with the outcomes for key stakeholders in higher education system. The other six Shifts, Shift 5 – Shift 10 concentrate on coordinator or organizer for higher education ecosystem, funding, innovation, governance, online learning, global prominence and delivery as a crucial component of higher education. This research study will focus on the first four shifts only. Besides,all of these 10 Shifts were established based on the three perspectives which are 1) Performance Issues, 2) Best Practices and 3) GlobalTrends [36]. Performance Issues stresses on the rational, the better and the consistency of quality of education for student and at the same time will benefit on the return investment and the needs. Secondly, academic staff, students and researchers as the quality participants, hence the ministry should focus to gain and attract their interest to involve with higher education system since it works thebest to ensure the successfulness of higher education. The third perspective is Global Trends, where the higher education scene evolvesand transforms in the new modernization such as new digital technologies and the remarkable internationalization of higher education.

Table 3. Shift 1 to Shift 4 and the key initiatives.

Shifts	Key Initiatives
Shift 1: Holistic, Entrepreneurial,and Balanced Graduates	Enhancing the students' learning experience Devising an integrated cumulative grade point average (CGPA) system Creating opportunities for students and academic staffs to acquire entrepreneurial skills
Shift 2: Talent Excellence	Positioning HLIs based on their superiority of expert area at the institutional Allow HLIs to develop multi-track career pathways Providing best practice guidelines
Shift 3: Nation of LifelongLearners	Creating a framework to identify previous learning Launching stakeholder engagement programmes Continuing to provide financial support
Shift 4: Quality TVET Graduates	Authorize industry to lead curriculum design and delivery Enhancing coordination across the Ministry's various TVET providers Coordinating with other ministries and agencies to offer TVET

At this point, the first four Shifts which is Shift 1 – Shift 4, focusses on academic progression and LLL of higher education system. refer **Table 3** [36]. These four shifts are associated to one another in developing nation's higher education system that grow rapidly starting from 2015 by MOE. In the contrary, before 2013, regarding to the perspective of TVET in Malaysian education system, technical and vocational education does not represent any core pillar in the larger education system because during that time, it serves the needs of small number of students [37].
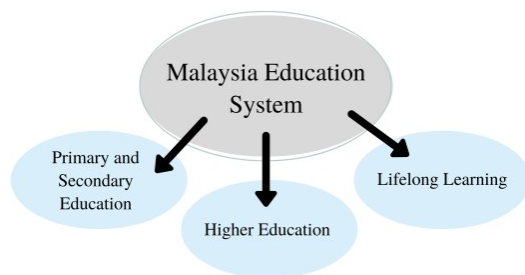
Fig 1. Malaysian Education System
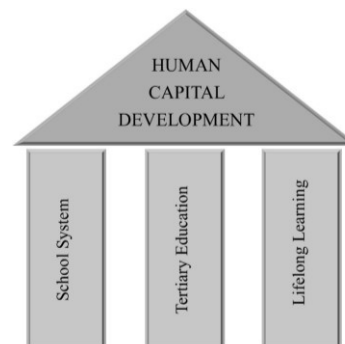
Fig 2. Pillars of Human Capital Development (HCD)

According to Blueprint on Enculturation of Lifelong Learning for Malaysia 2011 – 2020, in Malaysian Education System, there are three main important parts known as 1) Primary and Secondary Education, 2) Higher Education and 3) Lifelong learning, refer **Figure1** [30]. For Malaysia to practice and cultivate LLL, it is a must to equalize with education system. According to HCD, there are three pillars which are 1) School system, 2) Tertiary education and 3) Lifelong learning, refer **Figure 2** [30]. All these three pillars are in a parallel position which means it's equally important to one another. In another abridged report, the educational structure has several stages for Malaysian Education System as follows 1) Pre-school education, 2) Primary education, 3) Lower secondary education, 4) Upper secondary education and 5) Tertiary education [37]. A relationship exists between Malaysian Education System and HCD whereboth cater tertiary education in a broader field and as highlighted, there are 7 principles to be followed in developing the initiatives, activities and programmes to implement LLL as suggested by MOHE [38,39]:

    i. Enculturation of LLL is a national agenda and third pillar of HCD
    ii. Maximum impact and complementarity
    iii. Cost effectiveness
    iv. Accountability
    v. Creativity and innovation
    vi. Leveraging on technology
    vii. Benchmarking with international best practices

2.1 Categories of Lifelong Learning in Malaysia

Table 4. Categories of Lifelong Learning

Categories of LLL	Description of LLL	Example of LLL	Ministry/Agency
Formal LLL	Take place in educational intuitions Organised and well-structured programmes lead to objectives andlearning outcomes of study	Certificates and diplomas Undergraduate, bachelor degree Postgraduate, master anddoctorate degree	MOHE Educational institutions

Non-formal LLL	Outside formal educational contextor institutional setting, not lead to the specific academic qualifications Professional skills development andadult learning Systematic and well-designed programmes	On-the-job-training programmes (promotions, research, executive, industrial expertise) Professional skills	Ministries Agencies Private sectors
Informal LLL	Take place for improving one's quality of life, no need formal recognition Involve all ages, occur at the initiative for personal developmentor individual based on personal interests Interaction between people, media and material resources	Skill upgrading program/workshop Community-based programmes Talks or seminar Exhibition Career training Environmental concerns Public policies Basic education and literacy	Ministries Agencies Private sectors

Generally, LLL is broadly practiced across many levels in Malaysia. Formal, non-formal and informal are three categories of LLL specifically in Malaysia, refer **Table 4** [30]. The first category is formal LLL. Formal LLL exists in formal learning institution that complements the accreditation and qualification that take place in educational institutions. Educational institutions under MOHE have five categories which are polytechnics, community colleges, public universities, open and distance learning institutions and private universities and colleges [38]. Following on, they are very structured and organised along with the exact learning outcomes and objectives. Moreover, definite aim is to gain knowledge, skills and/or competencies along with getting a recognition of academic qualification such as certificates, diplomas, bachelor, master and doctorate degree in educational institutions. For instance, communitycolleges is the example that considered LLL programmes. It's because they offer industry-relevant formal programmes at certificate and diploma level to collaborate with government linked-companies. Further to it, technical and vocational fields are the specialization of community college [35].

Next, non-formal LLL is second category of LLL. Practically, it's a learning that not involved with the formal educational context andnot necessarily issued with qualification. It can be well-planned and well-structured LLL programmes but not salead to the confermentof formal qualification due to the fact that non-formal cater more towards professional skills development and enhance adult learning. Usually, it's taken part with on-the-job training programmes at many levels such as promotions, research, executive or industrial expertise and take the form of workplace. For example, the ministry or agency joint venture with various industrial training institutionsto develop and provide more programmes that relevant to the on-the-job training, in

line with the needed requirement based on the workers' level of education.

The third category is informal LLL. In general, in term of learning outcomes, informal education does not have any given structure or any objectives and it is required through work and social interactions. Informal LLL activities take place to improve one's quality of life and boost life choices and this is based on the initiative of personal development or particular interest of individual. This involves all levels of society without leading to formal recognition and the interaction links between people, media and material resources. In addition, LLL programmes are classified into four clusters including academic programmes, technical and vocational programmes, informal programmes and in-service training programmes [39]. As a matter of fact, community-based programmes appear as a real informal LLL that cater diversed social problems and meet universal needs of community. For instance, upgrading skill by joining program or workshop, community-based programmes based on community interest, talks or seminar, exhibitions, career training, environmental concerns, public policies, basic education and literacy. The types of activities that can boost personal interests such as martial art, art education, communication skill, information technology, personal development, family, home care and many more. Forindividual level, the technical and process of knowledge through formal means workshops, courses and on job training, whereas informal means implicit learning, socialization and mentoring [9]. London clarified that learning and education are linked due to the reason that the impressive performance and quality of learners are increased and their capabilities towards up-to-date technical skills and knowledge can be achieved through continuout'ss education, professional activities and advanced practices.

Table 5. The conceptual framework of lifelong learning

FORMAL: leads to a recognized award, diploma or certificate	Early childhood education	Primary education	Lower secondary education	Upper secondary education	Post-secondary non-tertiary education	Short-cycle tertiary education	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent
	(ISCED 0)	(ISCED 1)	(ISCED 2)	(ISCED 3)	(ISCED 4)	(ISCED 5)	(ISCED 6)	(ISCED 7)	(ISCED 8)
		Special needs education, vocational, technical and professional education							
		Second chance education		Apprenticeships, practical applied learning, residential practices					
	Qualification Framework (QF)	QF Level 1	QF Level 2	QF Level 3	QF Level 4	QF Level 5	QF Level 6	QF Level 7	QF Level 8
NON-FORMAL: leads to a non-formal certificate or none at all	Early childhood care	Youth and adult literacy programmes		Work skills training, professional development, internship					
		Out-of-school programmes		Life-skills training, health and hygiene, family planning, environmental conservation, computer training					
		Social or cultural development, organized sport, arts, handicrafts							
INFORMAL: no award	Family-based child care	Self-directed, family-directed, socially directed learning: workplace, family, local community, daily life							
		Incidental learning: reading newspapers, listening to radio, visiting museums							

According the UIL [41], the understanding of LLL can be defined through the conceptual framework of LLL that were posited by UNESCO that consists of all forms of learning and phases of life, refer **Table 5** [40]. Learning outcomes from non-formal and informal learning will contribute together with formal education possibilities that will benefit learners from the conceptual framework of lifelonglearning. This framework is not limited to be used as a guideline in Southeast Asia only such as Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Viet Nam, as long as a country has a plan of education and training, vocational and skill, they can cope with the various or specific needs and relevance of LLL education. In a nutshell, institutions and organizations can be a pioneer to implement this framework and come out with thoughtful or extended framework effectively.

2.2 Strategies of Lifelong Learning in Malaysia

Strategies for LLL in Malaysia started with NHESP 2007-2020 and has been outlined by MOHE [35]. The gist of the four strategies are:

i. Strategy 1: Upgrade Mechanisms and Infrastructure for LLL
ii. Strategy 2: Enhance Public Awareness and Participant in LLL
iii. Strategy 3: Ensure Continuity and Appreciation of LLL
iv. Strategy 4: Provide Financial Support for all

In 2015, latest blueprint has came out and it has been suggested by MOE, they are promoting three strategies for LLL referring to theMEB (HE) [36]. The strategies are as follows:

i. Strategy A: Rebranding LLL
ii. Strategy B: Enculturating LLL as a way of life
iii. Strategy C: Raising the quality of LLL programmes

Based on the reviewed document, MOE [36] has addressed a guideline on the strategies of LLL according to three waves started with Wave 1 on 2015, Wave 2 on 2016 - 2020 and Wave 3 on 2021 – 2025. The waves for LLL strategies regulate along with the advancement of Shift 3 which is Nation of Lifelong Learners.

Table 6. Three waves for strategies of LLL.

	Wave 1 (2015)	Wave 2 (2016-2020)	Wave 3 (2021-2025)
Strategy A: RebrandingLLL	Introduce career guidance planning for LLL opportunities Create and sustain awareness of LLL programmes through intensive campaigns and roadshows Enhance infrastructure for marketing and promotions	Intensify collaboration with other ministries and agencies to promote LLL Initiate formation of a national networkof LLL providers to enable sharing of best practices	Support the growth of learning communities Continue to promote awareness of LLL programmes and their benefits
Strategy B: Enculturating LLL	Develop innovative programmes and diversity programme offering to attract wider audience Implement APEL for short courses and formal TVET courses Initiate outcomes-based allocation model for LLL programmes	Introduce more innovative programmes that relevant with community and industry Diversify funding sources by partnering with other ministries and agencies and incentivising contributions from private and Government-linked companies	Continues to ensure alignment between LLL programmes offeringand knowledge, skills and attitude needed for Malaysians to thrive in the 21th century

Strategy C: Raising the Quality of LLL	Provide LLL programmes that are inhigh demand by both the community and industry Formulate credit standards for LLL programmes to enable articulation.	Draft policy framework of LLLprogrammes in HLIs under the Ministries purview Establish clear pathways to enable greater mobility of student, particularlyin the field of TVET Expand modes of LLL delivery such online learning	Adopt central credit bank system for LLL programmes Gain public and private agency recognition of LLL programmes for employment purposes.

2.3 Initiative for encouragement of Lifelong Learning in Malaysia

Referring to MEB (HE), there are six initiatives for encouragement of LLL in Malaysia [36]:

- i. Increasing promotion activities
- ii. Enhancing infrastructure for promoting LLL
- iii. Developing and enhancing innovative programmes
- iv. Expanding outcome-based allocation
- v. Aligning LLL with accreditation requirements
- vi. Creating a framework for recognising prior learning

2.4 Issues and challenges of Lifelong Learning in Malaysia

In 2011, MOHE pointed out several issues and challenges regarding of LLL [30]. There are:

- i. Absence of a Fill-Fledged LLL Policy
- ii. Lack of Monitoring
- iii. Lack of Awareness and Participation
- iv. Lack of Financial Support
- v. Inadequate Mechanism and Infrastructure
- vi. Overlapping LLL Activities and Programmes
- vii. Recognition Issues

2.5 Activities and Programmes of Lifelong Learning in Malaysia

The facts clarifying about LLL is to be able to open up an opportunity to create knowledge through activities and programmes offered and take advantage of individual skills that can contribute to economy of the nation. Furthermore, LLL must move along with other twopillars that parallel in HCD which are school system and tertiary education [30]. All of the three pillars are equally important to the education system in Malaysia. Activities and programmes offered by any Ministries or agencies should meet with the characteristics of HCD.

Besides, activities, focused on technical and vocational skills, involving direct experience and hands-on activities that can build up personal development, meanwhile programmes, defined as a plan or list of activities or procedure to be followed such as activities thathave been arranged or courses and syllabus offered by the educational institutions. As a matter of actuality, both activities and programmes linked because the personal, professional and academic context are the best practices to implement LLL [19,20]. Referringto the Creativity and Innovation [30], it is a guiding principle that clarifying and outlining the types of LLL activities and programmes that have been suggested by MOHE. There are handicrafts, crafts such as batik, weaving, wood, metal, ceramic, rattan that specify on art and crafts and even as skilful programmes such as boat building and many more. Besides, indigenous skills and traditional medicinealso included. Types of LLL activities and programmes must be relevant with the nation's socioeconomic agenda and aligned with the initiative and encouragement of people. Furthermore, various educational institutions, government and non-government organisations or agencies should streamline the purpose of LLL activities and programmes. The substantial connection for activities and programmesof LLL in Malaysia can be recognized based on Malaysia Education System and Human Capital Development. Next, it is undeniable that most of activities and programmes are intently related to range of art fields. Nevertheless, still less diversified of activities and programmes towards LLL.

Besides, in developing more innovative LLL programmes that suit with the needs of extensive learners, action should be taken by publicand private sectors to establish an inclusive knowledge to society. At the same time, it's vital and necessary to support the progressionof the country in tandem with other developed countries who already promoting LLL widely in their country. All of these drive to outstanding productivity, greater quality of life and also efficiency in skills and knowledge. Moreover, Ting [15] points towards the example of LLL programmes that being suggested. The example of the programmes includes 1) finance such as financial management,business, accounts, 2) DIY (do-it-yourself) skills such as home repair or landscape, 3) technical skills related to environmental protection, hybrid engine, auto gear, electric and solar car, etc. Other than that, 4) culinary skills such as traditional cakes, cooking andpreserving food, 5) farming skills such as farming, animal husbandry and mushroom cultivation and many more.

2.6   Outcomes of Lifelong Learning in Malaysia

The main national agenda for enculturation of LLL is embracing learning as a part of lifestyle in the society [30]. Thus, new norms of culture in term of LLL can be applied specifically. The scope of informal LLL that can be highlighted is the contribution towards economic development, directly or indirectly by the leaners through active participation in generating additional income with individualskills and knowledge. According to the concept of LLL, leaners can cope with the equal opportunity by adapting to social demand andalso economic changes [30]. LLL activities that complemented by creativity and innovation can be alternative ways and preeminent factor to move out from the middle-income trap. As for the progression of Shift 3, Nation of Lifelong Learners was tracked by ministry to look out on the impact of the shift and the outcome of LLL, in line with the three waves of LLL strategies, start from Wave 1 on 2015, Wave 2 on 2016 - 2020 and Wave 3 on 2021 - 2025 that been carried out by MOE [36]. There are three outcomes of LLL basedon measures which are growth in LLL enrolment rate in public and private HLIs, growth in number of LLL candidates to obtain formal qualification and growth in LLL enrolment in innovative programmes such as executive

education, work-based learning and modular based learning. For the purpose of that, HLIs and ministry should cooperate to raise awareness of LLL programmes to public and create a framework as a guideline.

Furthermore, two categories that will benefit individuals which are job related to LLL programmes and non-job-related to LLL programmes [15]. The first category looks into technical skills-based programmes with better skill and knowledge which lead to bettersalary increment and promotion. As the impact, individual with less technical skills will have additional opportunities on training and at the same time, increased job responsibilities by proving their competency in workplace. Second category is non-job-related to LLL programmes which evolve more on personal development along with financial benefits. In addition, it gives good economic returns towards individual and also for policy makers and funders for their investment in LLL programmes. Above all, the best benefit is individuals can get jobs, earn additional incomes and set up small business or online business using the knowledge and skills learned through LLL programmes.

In 2016, UNESCO emphasized that LLL education can fuel economic development by helping and guiding people to get proper work or related-job-field type of work and at the same time can increase their income and also generate productivity [31]. Moreover, to acclimate towards the fast-changing demands of the labour market or job opportunities, attention should be given on abilities and capabilities of work-specific skills. Thus, priority on evolving the progression in transferable skills for mastering work-specific skills should be the main focus. The examples of transferable skills are 1) creativity, 2) communication skill, 3) teamwork, 4) problem-solving, 5) critical thinking, 6) conflict resolution and 7) decision-making which could be functional in many occupational fields.

In addition, there was a significant finding pointed on LLL programmes at higher educational institutions, which are 1) individual engagement with LLL programmes and 2) institutional strategies offering lifelong learning programmes [42]. The first factor is based on the direct impact of individual experience acquired from joining LLL programmes in public and private HLIs. One of the respondentsclarified it as a self-reward, "…updating and upgrading knowledge is an important component in the lifelong learning experience to me.In other word, it is a life satisfaction that I considered as a self-reward for myself. It gives me another life experience, by exploring a new study environment, which later achieved through certificate upon completion" [42]. Besides, another respondent defines LLL programmes as a life experience that related to education enhancement. Certificate recognition is the main reason that describe the importance of LLL based on learners preferences. Then, for career pathway, it works as a long-term investment because after graduation, learners will get the recognition certificate that complements their LLL progression, thus help learners to continue their odyssey in labour market. At the same time, it helps to boost the productivity of economic growth and serve as career break opportunity. From this point, learners can take a break from work life and make a study life on track. The decisive benefit for learners after finishes LLL programmes is career advancement. Other than that, personal satisfaction and company's requirement are other factors in pursuing LLL programmes offered, as addressed by the respondent at private institution. In this case, respondent targeted to get the highest position to achieve the company's requirement. Hence, life satisfaction depends on the progression of LLL of the individual itself. Furthermore,the second factor caters indirect impact on institutional strategies to offer LLL programmes. From the findings, respondents prefered lower cost and considering the university

based on location and variety of LLL programmes and courses offered by the institutions. Subsequently, added value that helps learners to experience and explore the new study environment is by the progression of New Academic Learning Innovation (NALI) which is a model in teaching and learning used by the educators. In a nutshell, job fulfilment demand in certain industry is one of the main aspects that has been given attention in offering suitable LLL programmes to cater the industrial requirement, as well as becoming a strategy to attract more applicants to pursue study and give benefit to the institutions itself.

3   Methodology

This paper summarized terminology of LLL learning in general, art scope, Malaysia context and world-wide context. Besides, documentreviewed regarding Malaysia government blueprint of LLL, there are two blueprints, 1) Malaysia Education Blueprint 2015 – 2025 (Higher Education) in 2015 by Ministry of Education Malaysia (MOE) and 2) Blueprint on Enculturation of Lifelong Learning for Malaysia 2011 – 2020 in 2011 by Ministry of Higher Education (MOHE) have been discussed in detail and thorough throughout this paper. The key issues were determined through reviews of the literature on government document, government publication, article, online newspaper article, journal and books. Overall, discussion part addressed the linkage between LLL and art. It prepared a base to stand-out the connection between LLL, art and Malaysia government blueprint that cater LLL definitely.

4   Discussion
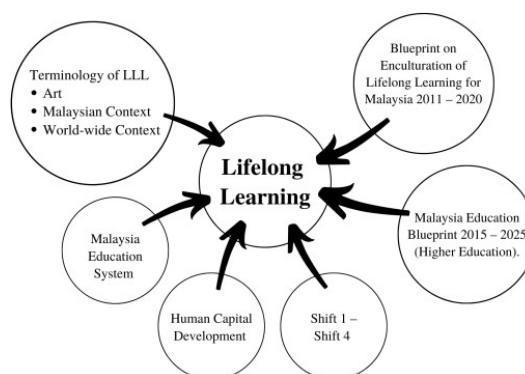
Fig 3. Interrelation of Lifelong Learning

Based on the above, the relationships to a central idea in a cycle, refer **Figure 3**, LLL can be seen related with the terminology of LLLin Art, Malaysian Context and World-wide context as well as from the Blueprint on Enculturation of Lifelong Learning for Malaysia 2011 – 2020 [30] and Malaysia Education Blueprint 2015 – 2025 for Higher Education [36]. Also, collectively with Malaysia EducationSystem [30], Human Capital Development [30] and Shift 1 – Shift 4 [36].
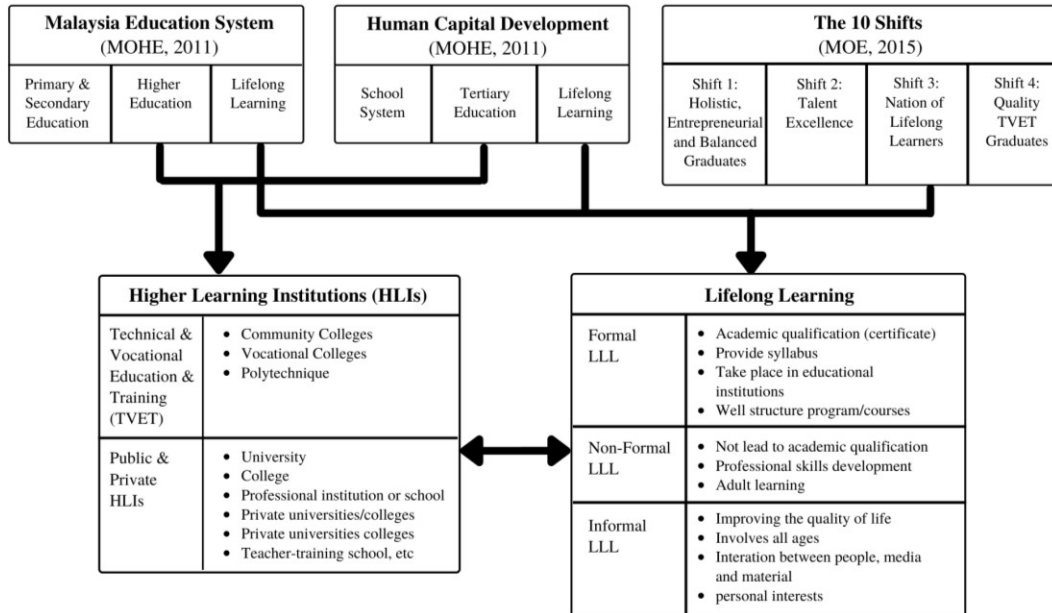
Fig 4. Interrelation between HLIs & Lifelong Learning

Figure 4 presents the interrelation between three crucial aspects in the Malaysian government blueprint which are Malaysia EducationSystem [30] that consists of Primary & Secondary, Higher Education and Lifelong Learning whereas Human Capital Development [30] highlighted on School System, Tertiary Education and Lifelong Learning and The 10 Shifts include Shift 1 – Shift 4 [36]. As per Shift1, Holistic, Entrepreneurial and Balanced Graduates, Shift 2, Talent Excellence, Shift 3, Nation of Lifelong Learners and Shift 4, Quality TVET Graduates. This figure is quite revealing in several ways started with the connection of Higher Education and Tertiary Education.Next, LLL learning is the crucial part in Malaysia Education System, Human Capital Development and the Shift 3. It is driven to the linkage of HLIs and LLL that have been summarized and justified as above.
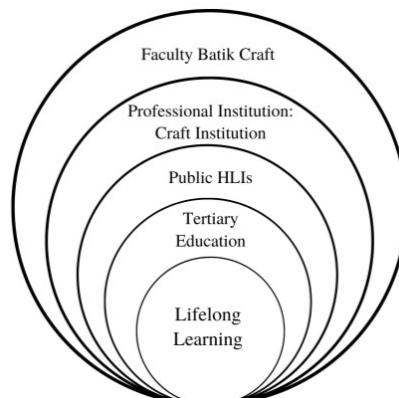
Fig 5. The example of the connection between Lifelong Learning and Art.

Figure 5 shows the example of the connection between LLL and art. There are three categories of LLL involved, which are formal, non-formal and informal LLL. For educational institutions in Malaysia, tertiary education leads to public HLIs which is professional institutions specifically craft institution for instance, National Craft Institute also named as *Institut Kraf Negara (IKN)*. IKN offered several crafts programmes under their respective institution, for example, Faculty Batik Craft. In Creativity and Innovation segment [30], there are types of LLL activities and programmes, determined specifically for art and crafts [30]. Therefore, art & craft programmesoffered under IKN cater all types of LLL at the same time. In contrast, the teaching and learning processes that take place in educationalinstitutions are well structured with syllabus, as well as the objectives and learning outcomes of the study. In addition, students are awarded with certificates for the academic qualification. Nevertheless, the learning method still related with informal LLL such as skillupgrading and workshop where the learning process continues due to the fact that learners want to improve their life quality based on the individual personal interests and future enhancement. For Malaysia to fully-culturized and adopting LLL, it is a must to dignify education not only for traditional education or academic solely, but also focus on the importance of education linked with LLL specifically related to art. If look into arts in education, it is an essential part of the educational programmes or syllabus linked with the innovation of activities and programmes that concentrate on self-regulated learning. The implementation of art syllabus especially in public and private HLIs must be given attention appropriately. At the same time, beneficial for the revolution of education in various stages, in terms of art educators, school or institution and policies standard [28].

Nonetheless, the understanding of LLL has not been emphasize comprehensively in the past, referring to the NHESP, only one strategicthrust out of seven posited about enculturation of LLL. However, the latest, MOHE highlighted in detailed about the categories, issue and challenges with the well-rigorous strategies and initiative as well as guiding principles and so forth [30]. Next, MEB (HE) clarifiedon the Nation of Lifelong Learners together with why does it matters, initiative, implementation and also tracking measure on how it impacts the progression of LLL. It is more definite and in-depth summary explaining about LLL [36]. The advancement of LLL approaching the readiness of learners, breakthrough the knowledge and skills to prepare learners throughout their lifetime for the limitless learning with comprehensive vitality on learning and also self-management [28]. A critical mass of skilled and knowledge- based workers to drive higher productivity and economic growth is needed for a country to generate high-income whereas for economicand social change, education and training is vital [38]. Hence, LLL can lead to entrepreneurial skills by creating opportunities where learners attempt own business and pursue enterprises either on digitalization platform or physical store [36]. For instance, knowledge and skill that learners obtained from crafts institutions and art education can drive to future enhancement by establishing long term planwith product produced or creating business related to crafts, visual art or handcrafts for the continuity of LLL in life.

Overall, the discussion part focusses on the linkage between LLL and art and further to that, it is recommended for the comprehensivecontext of further research to be undertaken in the following area by individual, educators, researcher, ministries, agencies, stakeholders and policymakers. Besides, interrelation of LLL and art will benefit individual as in learners and educators as well as primary and social group that involved in activities and programmes, social work or social activities and also educational institutions, government and private sectors such as agencies and organization. This area of study not only restricted to be run at public or private

HLIs that regulateformal education, despite that, non-formal and informal education conducted at museum and gallery or any organization or associationthat held art workshop, art talk, art appreciation, art seminar, hands-on or art activities or programmes, art exhibition and so forth that related to art, culture and creativity lead towards the contribution of LLL.

5 Conclusion

As reported by Bernama, the current Minister of Higher Education, Datuk Seri Dr Noraini Ahmad mentioned that "year 2020 is at the half term of implementation of the Malaysia Education Blueprint 2015-2025 (Higher Education). It has shown an improvement in the quality and excellence of local higher education institutions in a short period and this is the country's best achievement so far. At the same time, proves that the MOE is on the right track"[43]. In Malaysia, our educational system has been recognized as highly reputablein Asian ranking based on achievement of academicians and employers. Comprehensively, due to the enormous development of LLL in Malaysia, ministries and authorities have taken ascertain actions to deal adequately in regards of LLL as a whole including categories, strategies, initiative for encouragement, issues and challenges, activities and programmes and the outcomes of LLL. Current acceleration on social development, technology advancement and economic growth have driven creativity along with the reawakening of interest inacademic field that cater education [44] due to the fact that learning occur throughout lives and meets life's demand. In a nutshell, art and craft solidly has a stand-alone meaning and purpose that will contribute directly and indirectly towards LLL along with the cultureand creativity. Besides, art portray an important role in the educational goal and ultimately preparing adaptive learner for future path. LLL not only cater adult education but all learning from cradle to grave [34]. Indeed, learning is all about change and it drives learningand counterpart with lifelong.

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