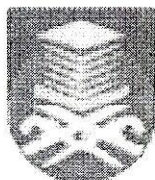


**THE ENHANCERS AND BARRIERS TO THE DEVELOPMENT OF  
MALAYSIAN LIFELONG LEARNING COMMUNITIES: A CASE STUDY IN  
SHAH ALAM**



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## ABSTRACT

This paper discusses the factors that facilitate and hinder communities in lifelong learning activities in Shah Alam city. Using qualitative approach 16 informants from various backgrounds were interviewed to identify the meaning of lifelong learning, learning opportunities, and enhancers and barriers to the development of lifelong learning in Shah Alam. The study found that lifelong learning was defined as a continuous learning process that included formal, non-formal and informal education. The informants also revealed that there were very wide learning opportunities provided by various parties in Shah Alam. They also revealed that, knowledge goals, personal goals, community goals, religious goals, social goals, escape goals and obligation fulfillment were the main determinant factors to participate in lifelong learning activities. Meanwhile, situational barriers, institutional barriers and dispositional barriers were found to be the barriers to the development of lifelong learning programs. Based on the findings the implications and suggestions were also discussed.

## CHAPTER ONE

### INTRODUCTION

#### **Background of the Study**

In both developed and developing nations, changes in work organization and management, coupled with intense a focus on markets, consumption and lifestyle have drawn leaders and policy makers to the rhetoric of lifelong learning. There is a growing recognition of the need to move towards lifelong learning, specifically that which focuses on informal and non-formal learning by adults.

Gan Siowck Lee (2005) defined lifelong learning as a variety of learning processes throughout life that transform experiences into knowledge, skills and attitudes. It happens automatically with various degree of success. Lifelong learning should be understood as the expression and fulfillment of the naturally occurring curiosity that is found in healthy human beings. It occurs inevitably as it is the process by which past experiences are integrated to respond to unfolding possibilities in the present and future. In other words, lifelong learning is as old

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter is divided into the following subtopics:

1. The Concept of Lifelong Learning
2. The Concept of Community
3. Community-Based Education
4. Community-Based Education and Lifelong Learning
5. Factor that enhance or inhibit learning
6. Barriers to Participation
7. Summary

#### **The Concept of Lifelong Learning**

The idea of lifelong learning is not new. There are various definitions of lifelong learning (Cropley, 1978; Livneh, 1988; McCombs, 1991) as cited by Merriam (1991). One comes from Candy (1991) as "Lifelong learning takes, as one of its principal aims, equipping people with skills and competencies required to continue their own "self-education" beyond the end of formal schooling". So, it is critical for today's people because of the fast-changing nature of information