

การนำเสนอแนวทางการจัดการศึกษานอกระบบโรงเรียนเพื่อส่งเสริมการพัฒนาอาชีพ
สำหรับแรงงานไร้ฝีมือในราชอาณาจักรกัมพูชา



นางสาวโสมานิต้า เคียง

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการศึกษานอกระบบโรงเรียน ภาควิชาการศึกษาตลอดชีวิต

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2556

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)

เป็นแฟ้มข้อมูลของนิสิตเจ้าของวิทยานิพนธ์ ที่ส่งผ่านทางบัณฑิตวิทยาลัย

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PROPOSED GUIDELINES FOR ORGANIZING NON-FORMAL EDUCATION TO ENHANCE
CAREER DEVELOPMENT FOR UNSKILLED WORKERS IN THE KINGDOM OF CAMBODIA

Miss Somanita Kheang



จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education Program in Non-Formal Education

Department of Lifelong Education

Faculty of Education

Chulalongkorn University

Academic Year 2013

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Thesis Title	PROPOSED GUIDELINES FOR ORGANIZING NON-FORMAL EDUCATION TO ENHANCE CAREER DEVELOPMENT FOR UNSKILLED WORKERS IN THE KINGDOM OF CAMBODIA
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โสมานิต้า เคียง : การนำเสนอแนวทางการจัดการศึกษานอกระบบโรงเรียนเพื่อส่งเสริมการพัฒนาอาชีพสำหรับแรงงานไร้ฝีมือในราชอาณาจักรกัมพูชา. (PROPOSED GUIDELINES FOR ORGANIZING NON-FORMAL EDUCATION TO ENHANCE CAREER DEVELOPMENT FOR UNSKILLED WORKERS IN THE KINGDOM OF CAMBODIA) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: รศ. ดร. อาชญญา รัตนอุบล, 190 หน้า.

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) วิเคราะห์ และเปรียบเทียบระหว่างการพัฒนาอาชีพในประเทศกัมพูชากับประเทศไทย และประเทศสหรัฐอเมริกา ในด้านหลักสูตร การฝึกอบรมผู้สอน และการบริหารจัดการ การศึกษานอกระบบโรงเรียนเพื่อพัฒนาอาชีพสำหรับแรงงานไร้ฝีมือ และ 2) นำเสนอแนวทางการจัดการศึกษานอกระบบโรงเรียนเพื่อส่งเสริมการพัฒนาอาชีพสำหรับแรงงานไร้ฝีมือในประเทศกัมพูชา เครื่องมือที่ใช้ในการวิจัยคือ แบบวิเคราะห์การศึกษานอกระบบเพื่อพัฒนาอาชีพให้กลุ่มแรงงานไร้ฝีมือในประเทศกัมพูชา แบบสอบถามเพื่อสำรวจความต้องการทักษะเพื่อพัฒนาอาชีพ กลุ่มตัวอย่างเป็นกลุ่มแรงงานไร้ฝีมือในเมืองพนมเปญ ประเทศกัมพูชาจำนวน 400 คน ได้แก่ กลุ่มแรงงานในอุตสาหกรรมการผลิต จำนวน 150 คน กลุ่มแรงงานในที่อยู่ก่อสร้างจำนวน 100 คน และกลุ่มแรงงานทำความสะอาดจำนวน 150 คน แนวทางการสัมภาษณ์เชิงลึกได้รับความเห็นจากผู้เชี่ยวชาญในภาคการศึกษาตลอดชีวิตในประเทศกัมพูชา รองคณบดีด้านการศึกษาในมหาวิทยาลัยกัมพูชา และผู้เชี่ยวชาญที่สถาบันการศึกษาแห่งชาติในประเทศกัมพูชา

ผลการวิจัยพบว่า 1) ประเทศสหรัฐอเมริกา และประเทศไทยมีเนื้อหาหลักสูตรที่เน้นในความชัดเจน ในขณะที่ประเทศกัมพูชากำลังอยู่ในขั้นตอนเริ่มต้น ส่วนการฝึกอบรมผู้สอนในประเทศกัมพูชา ผู้สอนไม่มีใบประกอบวิชาชีพ ในขณะที่ในอีกสองประเทศ ผู้สอนต้องมีใบรับรองวิชาชีพ และได้รับการฝึกอบรมอย่างดี การบริหารจัดการของประเทศสหรัฐอเมริกา และประเทศไทยถูกจัดในระบบกระจายอำนาจ ในขณะที่ระบบนี้ยังเป็นระบบใหม่ในประเทศกัมพูชา และ 2) ผลการสำรวจความต้องการแรงงานไร้ฝีมือ 400 คนในประเทศกัมพูชาพบว่า แรงงานให้ความสำคัญในการเรียนรู้เพื่อพัฒนาอาชีพ และหารายได้เพิ่มโดยการเรียนทักษะการเย็บผ้า การปลูกผัก การทำกับข้าวและขนม การตัดผม การเลี้ยงสัตว์ และการปลูกข้าว แรงงานสนใจการเรียนรู้ที่มีผู้อำนวยความสะดวกเป็นผู้แนะนำ หลักสูตรเรียนที่เหมาะสมกับช่วงเวลาเรียนแค่ 2 ชั่วโมงต่อสัปดาห์ ในวันเสาร์และอาทิตย์ และในสถานที่เรียนที่ใกล้บ้านของแรงงาน หรือจัดในที่ทำงาน แรงงานชอบการเรียนรู้ผ่านการฝึกปฏิบัติ และการแลกเปลี่ยนประสบการณ์ซึ่งกันและกัน 3) แนวทางการจัดการศึกษานอกระบบโรงเรียนเพื่อส่งเสริมการพัฒนาอาชีพสำหรับแรงงานไร้ฝีมือ ในราชอาณาจักรกัมพูชาที่ได้จากการวิเคราะห์ที่เปรียบเทียบ การสำรวจความต้องการ และการสัมภาษณ์เชิงลึกแบ่งเป็น 6 ด้าน 3.1) การพัฒนานโยบายการจัดการเรียนการสอนที่ตอบสนองความต้องการของแรงงาน 3.2) หลักสูตรการศึกษาต้องมีมาตรฐาน และมีความยืดหยุ่นในด้านเนื้อหา เวลา และสถานที่ที่อำนวยความสะดวกต่อแรงงาน 3.3) กิจกรรมการเรียนรู้ต้องเน้นในการสร้างทักษะในการพัฒนาอาชีพ และทักษะชีวิตที่สำคัญต่อการดำเนินชีวิตประจำวันของแรงงาน 3.4) ผู้สอนต้องได้รับการฝึกอบรมเพิ่มเติมเพื่อยกระดับความรู้ และทักษะเพื่อคุณภาพการเรียนการสอนวิชาชีพที่ดี 3.5) การบริหารจัดการการศึกษานอกระบบโรงเรียนเพื่อพัฒนาอาชีพควรคำนึงถึงการจัดการเรียนการสอนสามารถเข้าถึงความต้องการของแรงงานอย่างรวดเร็ว และมีประสิทธิภาพ 3.6) การประเมินผลการเรียนของแรงงานต้องมีการประเมินก่อนเริ่ม ระหว่างเรียน และหลังจากเรียนจบแล้วโดยแรงงานสามารถนำไปใช้ประกอบอาชีพในชีวิตประจำวันได้อย่างมีประสิทธิภาพ

ภาควิชา การศึกษาตลอดชีวิต ปลายมือชื่อนิสิต

สาขาวิชา การศึกษานอกระบบโรงเรียน ปลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก

ปีการศึกษา 2556

5583353027 : MAJOR NON-FORMAL EDUCATION

KEYWORDS: NON-FORMAL EDUCATION / CAREER DEVELOPMENT / CURRICULUM /
UNSKILLED WORKERS / PROPOSED GUIDELINES

SOMANITA KHEANG: PROPOSED GUIDELINES FOR ORGANIZING NON-FORMAL
EDUCATION TO ENHANCE CAREER DEVELOPMENT FOR UNSKILLED WORKERS IN
THE KINGDOM OF CAMBODIA. ADVISOR: ASSOC. PROF. ARCHANYA
RATANA-UBOL, Ed.D., 190 pp.

The purposes of the research were: 1) to analyze and compare between the career development in Cambodia with those in Thailand and the United States focusing on curriculum, teacher training and the management, and 2) to propose the appropriate guidelines for organizing non-formal education to enhance career development for unskilled workers in Cambodia. The research used the analysis form, survey form with the selected samples of unskilled workers in Phnom Penh, Cambodia whom 150 from manufacturing, 100 from construction and 150 from service provider (cleaners) sector, and the guidelines for in-depth interview with the selected experts from Department of Non-Formal Education in Cambodia, the associate dean in Education Department in the University of Cambodia and National Institute of Education.

The results of the study showed 1) the United States and Thailand focused curriculum with specific details inside, while Cambodia just starts this – there is no teacher training program in Cambodia – teachers taught without certificate expression, while the United States and Thailand place the huge intention on the quality of teacher and training program. Last, the management of non-formal education in Cambodia still be in centralization, while in other two countries are all decentralized; 2) the survey conducting on needs assessment revealed that unskilled workers in Cambodia value the additional knowledge and skills for career development, and they were interested in the skills of clothes sewing, vegetable planting, foods and cakes making, hairdressing and make up, animal/fish rising and rice planting techniques. Unskilled workers needed the teacher or facilitator to facilitate their learning progress, and they could spend only 2 hours per week for the training program in the weekend session. The location of the training could be in the community learning center that is nearby their homes or in the workplace. Also, unskilled workers preferred the learning by practicing with what they have learned and the discussion for exchanging the experiences with others and 3) proposed guidelines for organizing non-formal education to enhance career development for unskilled workers in the kingdom of Cambodia in accordance to the analysis and comparative study, survey conducting on needs assessment and in-depth interview conducting divided into 6 parts including 3.1) policy development on organizing training for career development base on unskilled workers' needs; 3.2) curriculum should be in standardize with the flexibility in contents, times and places of learning; 3.3) activities in learning should aim in developing the specific income-generating skills and embedded with the additional skills needed for the quality of life improvement for unskilled workers; 3.4) offer teacher training program to ensure the upgraded knowledge and skills have been informed to the teacher and to ensure the effective training for unskilled workers; 3.5) management of the programs organized should respond to the needs of unskilled workers effectively; and 3.6) evaluation of the learners' outcome should be conducted before, during and after the training, and there should be the evaluation on the overall training program organized to reflect the strengths and weaknesses of the program and to develop the better one in the future.

Department:	Lifelong Education	Student's Signature
Field of Study:	Non-Formal Education	Advisor's Signature
Academic Year:	2013		

ACKNOWLEDGEMENTS

First of all, I would like to express my special gratitude to my parents, who have always supported and encouraged me with both my living and my studying. They have given me the amazing spirit of being a successful person with the warm of care, love and positive feeling on life, in which I found very meaningful in my life.

I would also like to express the deepest appreciation to my thesis advisor, Associate Professor Archanya Ratana-Ubol, Ed.D., who has the attitude and the substance of a genius: she continually and convincingly conveyed a spirit of adventure in regard to research and on excitement in regard to teaching. Without her guidance and persistent help with the quick understanding of the issues and her great insightful advices, this thesis would not have been possible.

Another person whom I am greatly indebted is my external examiner, Professor Pattarapon Mahakhan, Ph.D., who suggested me the commencement of the research on the career development in Cambodia, in which I found such an amazing idea to develop the skilled workers for the healthy society and sustainable development in Cambodia. I do also appreciate much for his investment of times and the valuable ideas on my paper development.

Meanwhile, many thanks go to Assistant Professor Wirathep Pathumcharoenwattana, Ph.D., who facilitated me by giving advices on the documents needed in the process of research conducting and guiding me on the graduation process.

I would also like to extend my sincere thanks to all the lecturers and experts from Department of Non-Formal Education and University of Cambodia, who helped me a lot in my research process.

Thank you so much to all of my friends as well for their encouragement and supports. With all the wishes had I gained, my life is blessed.

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Chapter I

Introduction

1.1 Background and Significance of the Problem

Cambodia is known as one of the developing countries in the world, measured by the 20.5 percent of people living under the poverty line (Bank 2011). In fact, there is no denial that the population in Cambodia has been measured as up to 15,205,539, due to the July 2013 estimation (Book 2013). Cambodia admitted the catastrophe gained from the civil war, which gave the bad impacts to Cambodia economic restoring. The leaders have struggled so hard to look for the jobs for the citizens though, the first ten months, the value of Cambodia's garment exports rose 20 percent to USD4.61 billion over the previous year, according to the Commerce Ministry, and the FDI rose 73 percent last year (Kate 2013). However, the flame of war during 1975 to 1979 in Pol Pot regime, the education system and plenty of human resource were destroyed by that time. The education system in Cambodia was so down, and the initiation of non-formal education practices was generally recognized just in 1990, after the International Conference on Education For All, which was conducted in Jumtien, Thailand (Pech 2002).

Meanwhile, it is found that the government spent only 2.6 percent of total GDP in education field, which is considered as the very less investment, though the total amount of GDP is up to USD 14.04 billion in 2012 (Bank 2012). This leads to the education issues being happened in both formal and informal type – it is revealed in the research study of Cambodia-United Nations Educational, Scientific Cultural Organization (UNESCO) Country Program Document that the vocational education and training consists of the insufficient in national budget being spent (UNESCO 2009). In addition, some programs sometimes do not entirely match with the job market requirement and are evenly distributed between men and women, urban and rural/remote areas, and rich and poor. The cooperation between different department ministries and private companies faces coherence challenges, which undermine the training effectiveness (UNESCO 2009).

Furthermore, the poverty rate leads many Cambodian people to be illiterate and become the unskilled workers – it is showed the big number that poverty motivated the movement of people from the rural areas to Phnom Penh, the capital city of Cambodia just to find a job to support the family by using the very few technical skills they have (Economics 2014). Equally important, Phnom Penh, though

is considered as the main city where the thousands of businesses are taken places, yet still there existed many populations who are unemployed – it is measured as 7706 thousand people in Cambodia who are unable to find the job (Economics 2014). The main causes are from the lack of human resources being educated and trained in the right skills for the right job, which there spreads of Foreign Direct Investment (FDI), in which there allowed as well the expert and skilled workers from abroad to work in Cambodia in any sectors, and Cambodian citizens are not able to challenge with them, due to the big number of unskilled workers (Kate 2013). Furthermore, according to the report from Cambodia statistics, the number of persons who are employed is decreased to 7706 thousand persons in 2012 from 7891 thousand persons in 2011 (Economics 2014).

In addition, Cambodia armed with the investigating on the investment environment in 2007, most citizens are unskilled workers, which is the main issue preventing the country from development process about 6.5 percent to 16.5 percent. It is somehow not a good sign of country development, for the human resource will be lost and there will created the continuous issues respectively including the slow development of economic and the shortage of people participate in promoting sustainable development in the country (Bank 2012). It is seen that the unskilled workers in Cambodia is divided into three main parts: agriculture, manufacturing (garment and construction) sector, and services provider sector, but at the meantime, auto mechanics and electrical works are also considered as the backbone of Cambodia economy done by the unskilled workers (Laov 2013).

However, the majority of unskilled workers have been seen to participate in the factory job even larger, and it remains the big population until now. It is estimated as almost 400,000 people work in the factories in Cambodia producing clothes for big names like Gap, Adidas and Marks and Spencer. However, all of them are on the lowest pay grade, earning a minimum basic wage of USD61 a month (Guy 2011). In addition, the minimum wage in Cambodia has been seen as USD 61 in 2010 and as to help workers meet basic needs like health care, the government awarded as USD5 per month pay raise starting in January 2012, hence, the minimum monthly wage up to USD66 (Guy 2011). With this issue, the Ministry of Labor and Vocational Training (MLVT), however, stated that the minimum wage of the garment worker is USD80, and it is rising to USD100, due to the request with the horrible strike happened in Phnom Penh, made by the garment workers on December 2013 ((MLVT) 2014). Not only the garment workers whose wage is not adequate to survive the living cost in Phnom Penh so do any other unskilled workers working in different field

from industries include the field of construction, farmer, services, etc., yet their minimum wages are varied, which is no any specific data on that being found. Strongly concern, as the representative of any other unskilled workers, the workers' strike on December 2013 exactly demonstrated the minimum, which applied to all the citizens in Phnom Penh. Furthermore, there revealed the minimum living wage to ensure the workers and their household members a minimum standard of living USD90 and the maximum living wage is USD120 (Kang and Liv 2009). Hence, the adequate amount of the daily wage is estimated at 16,000 Riels per day by assuming that USD1 equal 4,000 Riels. However, according to the labor research, the bottom end of the living wage for unskilled workers in Cambodia is USD160 per month (approximately 21,000 Riels per day) to survive the everyday expenses in Phnom Penh, which caused the big demonstration from the garment factor in December 2013 (Michelle 2013). On the other hand, glancing on the research conducted on the comparative wages in selected countries as of 27 December 2013, it revealed that the daily minimum wages in Cambodia is USD2.03 while Thailand is from USD6.75-USD9.12 (Employment 2013).

As the matter of fact, unskilled workers have moved to the capital city aiming in earning more income to support the family and to promote the better living standard. Chances are they are just working with the low-paid jobs includes the work in the factories, and any other jobs that require the physical rather than mental ability, or require little or even no training (Robert and Stefanie 1999). There is no rejection that unskilled labors have witnessed a marked decline in labor force participation, in which there definitely increased the number of unemployment and poverty citizen in Phnom Penh (Robert and Stefanie 1999).

Dealing with this practical issue, the Ministry of Planning admitted human resource development as the essential issue and confirm the fruitful intervention of skill development to provide the skilled workers as to serve the basic needs of citizens in having adequate income for buying foods, clothes and accommodation. Nevertheless, seeing unskilled workers as the main issue contemplate with the inadequate serve of formal schooling, the government initiated the Ministry of Labor and Vocational Training cooperated with the NGOs as to facilitate in organizing and promoting the skilled workers by providing trainings in variety of skills include computer training, English language training, clothes sewing skills, food and cake processing/cooking skills, hairdressing and make up, art of weaving skills, vegetable planning, animal/fish rising, bicycle repairing, electricity, air conditioners/mobile

phone and refrigerator repairing, auto motive mechanic, art of drawing pictures, carpenter and furniture skills, etc. (Lay, Chhum et al. 2013).

Rectangular Strategy for Growth, Employment, Equity and Efficiency of the Royal Government of Cambodia of the Fifth Legislature of the National Assembly (2013) released the strategy of having the citizens dwelled in the proper income is the main obligation among which, and in line with the improvement of income and living standard for unskilled workers in Cambodia, it is vital that promoting career development is considered as the main issue, and it particularly link with the practice of non-formal education, in which curriculum, teaching and management of non-formal education play the important roles in career development promoting. The policy aimed to increases the business climate and the promotion of the support services and integration of small-medium enterprises (SMEs) into global value chains. In addition, in 2008-2012, 518 new large-scale factories were set up, contributing around USD5,500 million to GDP and providing 560,000 jobs, and it was more than 38,000 SMEs in 2012, which created more than 185,000 jobs for Cambodian citizens (Cambodia 2013).

Furthermore, there dramatically appeared the skills gaps and mismatches happened in Cambodia with three main causes: demand side (challenges of signaling demands for specific needs, challenge of facilitating training for its own workforce, and challenge of influencing skills development policies), supply side (financing and efficiency: challenge of spending resource in way that creates incentive for good performance and accountability for results, quality and relevance to market demand: challenge of teaching soft skills and technical skills, and bringing schools and industries closer together, coverage and obstacles in access: challenge of further assessing households to keep children in schools), and skills market (challenge of integrating a community of providers around the goals of the national development strategy, challenge of defining the roles of the public and private sectors, challenging of strengthening market institutions for skills development and facilitating access to information) (HRINC 2012).

Employers in Cambodia, in addition, have expressed the big concern on the imbalance of skills supply in accordance with the lack of vocational training graduates compared to university graduate (Bank 2010). In fact, since there confirmed 22 percent of Cambodia foreign firms which delineated the realization of "skill" as a "severe" or "very severe" constraint to their business, many researchers have been conducted to see the clear issue of skills development in Cambodia. World Bank (2012) also demonstrated that 62 percent of employers mentioned that there still

existed the lack of vocational training graduate who have the right skills and 38 percent of them also complaint of the shortage of vocational graduate indeed. Furthermore, employers around 31 percent claimed that it is somehow hard to conduct skills training for the workers, for it is hard to find the qualified training providers, and especially the workers do not have even the foundation of the literacy and numeracy skills indeed (Bank 2010).

There delineated 52 percent of employers who complaint about the work attitudes in unskilled workers, 45 percent cited decision-making skills in semiskilled workers, and 64 percent mentioned analytical skills in skilled workers. They also mentioned about the shortage of the employees even with the basic skills of literacy and numeracy (HRINC 2012).

In dealing with the shortage of skills workers, 55 percent of employers in Cambodia provided skills training to the employees at least 50 percent of the total employees, yet there existed the issues of finding the qualified training provider and approximately 64 percent of the employers complaint about this problem (HRINC 2012). Nevertheless, the employers report difficulties in finding specific vocational and occupational skills – it is highlighted that foreign languages, Information Technology (IT), sewing, plumbing, carpentry, and blacksmithing are all skills that are in high demand but difficult to find (Bank 2010).

Thailand, on the other hand, the minimum wage was increased to 300 Bath, which is equal to USD10 per day (USD1=30 Bath), and this caused the closures of the companies between April and December 25 of 2012 though, but the workers' productivity increased by 12 percent in 2012 due to the policy, compared to an estimated average growth of 2 to 3 percent without policy (Thailand 2013). Additionally, this policy has brought number of migrant workers particularly from Cambodia, as attracted by the better wages. Most importantly, the number of unskilled workers in Thailand has been reduced gradually year by year with the good intervention from the government as well as the King of Thailand by providing the needed skills to the citizens whose income is low so that the poor populations are survived with the career development strategy (Thailand 2013).

Meanwhile, not only the Asian countries which are confronting with the unemployment issue and unskilled workers, the United States which is generally known as the developed country in the world though, still concerns with the unemployment rate as 7 percent by November 2013. However, the rate is dramatically decreased to 6.70 percent in December 2013, due to the fruitful intervention from the U.S. government. The government also limits the general daily

minimum wage of the citizen to USD10.30 and USD19.60 for the minimum wage in manufacturing – they even have the welfare community for the poor who have no ability to earn due to the physical illness or any constraints indeed (Statistics 2014).

Owing to the issues of the unskilled workers are dramatically increased as shown in the research conducted by the UNESCO and World Bank with the complaints gained from the employers working in the industries in Cambodia, non-formal education for career development seemed did not offer the successful result in producing the skilled workers for the country development in economics and sustainable development in Cambodia. With the issue of low skilled workers increasing and only a small number of skilled workers equipping with the basic literacy skills and specific right skills in workplaces, Cambodia needs to learn from the best example in practices of non-formal education for career development from the other countries, in which non-formal education have been admitted the successful outcome in generating the qualified skilled workers within the country.

Meanwhile, Thailand, the country which is next to Cambodia has delineated the ceaseless development of the skilled workers from non-formal education training and the increasing of the literate citizens as shown above; this country is selected to make the comparison and lessons learned for Cambodia development in terms of unskilled workers issue. Not only the Asian Pacific region experiences, it is such an amazing experience should Cambodia learn from the adult development in the United States, the most developed country in the world, though the development phases could not be compared. The reason of choosing the comparison of adult education in the United States with Cambodia is because the United States is the superpower in the world, in which the education system is strongly developed with the satisfactory result always. Though there existed the big gaps in the comparison of adult education in these both countries, the researcher just ignored the impacts from the different contexts in the political issues, economic statuses and cultural changes, but focusing on the similarities, which the both countries shared in general in terms of the conditions needed in human resource development, the researcher could portray the lessons learned and the necessary techniques should Cambodia adjusted as to build the qualified skilled workers for the challenging globalization workforce.

Yearning to enhance career development of unskilled workers in Cambodia by using non-formal education, the researcher came with the idea of initiating the research under the topic of **"Proposed Guidelines for Organizing Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia."**

1.2 Research Questions

1. What are the similarities and differences regarding non-formal education for career development for unskilled workers in Cambodia comparing with those in Thailand and the United States by focusing on curriculum, teaching and management of non-formal education as to deal with career development?

2. What should be the appropriate guidelines for non-formal education for enhancement of career development for unskilled workers in the kingdom of Cambodia?

1.3 Research Objectives

1. To analyze and compare between the career development in Cambodia with those in Thailand and the United States focusing on curriculum, teacher training and the management.

2. To propose the appropriate guidelines for organizing non-formal education to enhance career development for unskilled workers in the kingdom of Cambodia.

1.4 Scope of the Study

1. The research focused on the organizing of non-formal education to enhance career development for unskilled workers in Cambodia, which including the additional study of non-formal education for career enhancement in Thailand and the United States as the case study for analysis and comparing.

2. The studied population was the unskilled workers in Phnom Penh whose age is 18 and over with the minimum wage is not more than 16,000 Riels per day. In addition, they are those who work in the garment, construction, and services provider sector.

3. The guidelines proposed focused on three main dimensions as to promote the career development via non-formal education, which includes curriculum, teacher training, and management of non-formal education for career development in Cambodia.

1.5 Definition of the Terms

Non-Formal Education refers to the educational activities organized outside the school context as to serve the learning needs for citizens, especially unskilled workers. In the context of this research, non-formal education is known as the management of curriculum, teacher training, and program organizing for career development.

Career Development means the reduction of unemployment rate and the increasing of income being compensated to the working hours in order to meet the living wage of USD160 per month or approximately 21,000 Riels per day (USD1=4,000 Riels). It is the promoting of the sustainability in the quality of life towards all the citizens, and it is the good sign for economic development process in the country noticing from the increasing number of people equipped with specific needed skills required from labor market involving in the industrial and services sector.

Curriculum refers to the means and materials designed to help the learners interact with the purpose of achieving educational outcome. It consists of the specific goals and contents as well as the needed times and materials to accomplish the leaning of each program.

Teacher Training is the technique of getting teachers to be trained or upgraded the needed knowledge and skills as to improve the quality of teaching to adults, especially the unskilled workers who enroll in the courses as to learn the immediate usable knowledge and skills. Teacher training deals with the understanding of the context of teaching adults and the application of the life skills as to enable adult to learn about the inter-personal skills, skills for building self-awareness, critical and creative thinking skills, decision making skills, coping and stress management skills so that they could enhance more skills and be able in handling the working condition effectively.

Management of Non-Formal Education for Career Development refers to the process of organizing the training programs to serve the needs of the learners as to help them achieving the goals of career development. The process of the management includes the policy and ability in implementing the training program to meet the need of unskilled workers so that they could improve their current living standard by having better career and income earned.

Unskilled Workers means the people who have less or no education with few technical skills. Generally, unskilled workers are those who work in five main sectors: agriculture, manufacturing, construction, auto mechanics, and electrical works, but most of them are seen to appear largely in the garment, construction and services provider sectors. Their daily wage is not adequate to perform a better living standard unless they could earn USD160 per month or 21,000 Riels per day (Michelle 2013). Nevertheless, unskilled workers are those who lack of three main skills: foundation skills, soft skills, and technical and vocational skills ((MLVT) 2013).

Proposed Guidelines is the process of introducing the proper intervention to deal with the issues found in organizing non-formal education for career

development in Cambodia in terms of the organizing of the curriculum, teacher training, and the management of non-formal education for career development.

1.6 Significance of the Study

There are essential values embedded in the guidelines proposed, which can be described as following:

1. The research will increase the understanding on the strength and weakness in organizing non-formal for career development in Cambodia

The research will propose guidelines of organizing non-formal education for career development in Cambodia, which will smaller the gap between the rich and the poor via the increasing of the income from career, and it will enhance the reduction of the unemployment rate by using non-formal education as the main tool.

Chapter II

Literature Review

The research on proposed guidelines for organizing non-formal education to enhance career development for unskilled workers in Cambodia was reviewed with the documents and related research, which was divided as parts as following:

Part 1 Non-Formal Education

Part 2 Development Context of Education for Poverty Alleviation in Cambodia

Part 3 Profile of Unskilled Workers in Cambodia

Part 4 Theories of Career Development

Part 5 Career Development in Cambodia

Part 6 Career Development in Thailand

Part 7 Career Development in the United States

Part 8 Understanding Non-Formal Education

Part 9 Assessing Needs in Continuing Education

Part 10 Research Studies

Part 11 Documentary Research

Part 12 Comparative Research Methods

Part 13 Conceptual Framework

2.1 Non-Formal Education

2.1.1 The Background of Non-Formal Education

Education is known as the key tool for individual capacities development in the lifelong learning process, in which its broad definition lies on 4 pillars: learning to know, learning to do, learning to live together, and learning to be (UNESCO 2001). In fact, non-formal and informal education had been antedated formal education, but it was seen as if there was merely the formal schooling alone after the sixteenth century. Meanwhile, having seen the error of formal school in serving educational needs, the educators like Ivan Illich and Paulo Freire found the innovative way in empowering the outcome of education service as to respond to different practical needs of each citizen, which was the emerge of non-formal education idea, and this is particularly delineated that non-formal education was known as the innovative tool to heal the illness of formal schooling (Bulletin 2001). Later on, John Dewry, who was known as the pioneering American educator, promoted the emerging of

non-formal education via his land grant college as to teach farmers how to improve the yield of farming. Besides, Ruby Kidds also brought the idea of teaching the working adults; plus Malcolm Knowles improved the so-called Andragogy, which is the method of teaching adults. As a result, there officially emerged the idea of non-formal education in the late 1960s and early 1970s in the part of international discourse and was seen as the promoting of the significance of its practices; learning and training, which take place outside the school context (Tight 1996). Meanwhile, due to the impediments occurred in the attempt of having non-formal education applied in the developing countries, and while formal education could not be provided to all children, youth and adults, non-formal education has been adapted in two approaches: program approach and mass literacy approach. Program approach is the literacy program that is implemented with the assisting of teacher, textbook, curriculum and building, while the mass literacy campaign approach is simply as the modern education providing – students, teachers, workers, staff, housewives, etc. are becoming either the teacher or learner, in which the role is varied by the commitment they take in teaching and learning process. There embedded the idea of student-learning center, which all the students' needs are concerned and addressed, and the teacher, whose knowledge and skills above, are able to be the facilitator for the learning process. It is the easier way to cease the difficulties found, when there presented the shortage of educators and learning building as well as the learning facilities, for this approach will ordinarily use the existing resources that could be found by each party as to commence the process of teaching and learning. Nevertheless, it is known that in 1970s, Philip Coombs and Mansoor Ahmed were asked by United Nations International Children's Emergency Fund (UNICEF) to probe the study on non-formal education, which led to the conclusion that, "Non-formal education is an alternative education which could be organized systematically outside the framework of the formal system to provide functional learning relevant to particular subgroups of the population, both adults and children."

Momentarily, the Asian countries failed to achieve Karachi Plan, which was launched in 1960 as to ensure that all the children have received primary education. By that time, "Asia-Pacific Program of Education for All (APPEAL)" was recommended to launch by the Fifth Regional Conference of Ministers of Education and those responsible for Economic Planning (MINEDEP V) held in Bangkok 1987, which was reiterated by the World Conference of Education for All, held in Jomtien, Thailand, 1990 (Pech 2002).

Presently, non-formal education program has become the essential device to help promoting the basic education for all Asian children, youths and adults, and the main goal is to achieve the Education for All goals, which was endorsed to be achieved by 2015 (Bulletin 2001). Furthermore, with the sluggish of the formal education system in socio-economic changes, non-formal education has been considered as the learning activities designed to complement the formal leaning process by bestowing the opportunity for out-of-school citizens or any populations to accomplish their learning needs as well as to gain adequate practical knowledge and skills needed a to perform the good job and enable to enhance the good living standard in life. Nonetheless, there transpired varies discussion on the definition of non-formal education though, it is generally confirmed that non-formal education was established to serve an identifiable clientele with identifiable learning objectives and to ensure the sustainable development of the concerned citizens and societies (UNESCO 2001).

2.1.2 Importance of Non-Formal Education

Non-formal education has been noticed as the complement to formal schooling in moving forward the road of lifelong education. A shift in the responsibility for enhancing learning opportunities for adults from the state to individuals and employers is simultaneous taking place that there grew the recognition of the need to move towards the notion of lifelong education (Raggatt and Peart 1996). Meanwhile, the concern is placed on how lifelong education is put to the real practices in all the developing countries which are willing to achieve the Millennium Development Goals (MDGs) and Education for All (EFA). As the matter of fact, formal schooling definitely admitted to the disability in having the above-mentioned goals achieved, which the presence of non-formal education is very necessary in promoting the functional literacy and continuing education for children, youths and adults who do not get the chance to attend in primary education; these may not exclude the nomads, migrant families, the disabled and other categories or groups, particularly young girls and women. Additionally, non-formal education furnishes as well the functional and remedial education for the young citizens whose secondary education is not completed. Nevertheless, even for those who have graduated from the formal schooling still need non-formal education service as to enlarge the comprehensive knowledge and skills they are yearning to have in addition to their current assets of abilities. Moreover, according to the Federal Republic of Nigeria (FRN), non-formal education provides in-service on-the-job, vocational and professional training for different categories of workers and

professionals in order to ensure that they are on the cutting stage of their skills development ((FRN) 2012).

Likewise, the importance of non-formal education is illustrated by its roles playing in both human and national development. In fact, it is believed that non-formal education in relation to adult, youth and out-of-school children's literacy, it provides the needed knowledge and skills to enhance social development, demote the hardship of citizens, re-skilling or up-skilling citizens for increased productivity and national development (Ololube and Egbezor 2012). In line with the impacts of non-formal education in human and national development, it is essential to notice that non-formal education related to adult education as to reduce the gender inequality. As the matter of fact, adult education has involved the number of women participate in learning and training to gain more needed knowledge and skills for enabling their public and private participation in social activities so that they are qualified for decision-making process to cherish their current individual life as well as the community they are living in. As such, non-formal education helps ensuring the equal access to education, promote non-discriminatory education and training on women, and specifically it enhances the women's access to continuing education, science, technology and vocational training (UNESCO 2010). Nevertheless, non-formal education also plays a significant role in raising the health development to the citizen. In fact, young woman will be educated about her healthy physical, while there existed as well the education to parents, especially mothers, to be aware of the infant mortality by following some main instructions, and at the same time, the child health care can be improved as well (Carron and Carr-Hill 1991). What's more, once parents are educated, there will be more chance that they will raise the literacy to their children as well – the fear that children would go far away from their traditional life because of being educated will be subjugated so that there increased the number of children enrolling in the primary school, as a result.

Moreover, one of the great roles that non-formal education plays is the promoting of human and economic development. Studies reveal that the essential relationship between literacy and per capita economic growth, and likewise the advancement of individual, community and national development (Islam and Mia 2007). It is obvious that when people are literate, they could generate more income to support the great living standard, in which there enables the good flow of economic line, where the supply and demands meet with mutual satisfaction.

Equally importance, non-formal education in the picture of adult education, instill the promotion of democracy, where adults could freely participate in

educational programs in empowering rural communities so that they will understand more about human rights, gender awareness and essential knowledge and skills to combat poverty (Report 2004). At the same time, non-formal education engages adults in educational motivation to improve self-expectancy, self-motivation, self-image, self-direction, self-control, self-discipline, self-esteem, self-dimension, self-awareness and self-projection, which are the ten qualities of a total winner, assumed by Denis Waitley. Adults could cultivate the habit of good reader and writer indeed, and it is particularly true that literacy helps people to broaden their concepts of seeing the world. It reminds them the significant roles that they are supposed to be responsible for the advancement of the country. They learn the knowledge and theories along with the practical application of the knowledge and skills to propel economic development. As a result, adults will move around independently and recognize the various strategies in promoting the lifelong learning society to ensure the sustainable society; one among which, Information Communication Technology (ICT) will be the crucial part of adult learning since it will bring all the answers that adults could not find from their teachers by searching on the Internet. Most importantly, adults would likely to seek the educational opportunity to pursue their degree abroad or either to exchange the study in the country, which they find striking to go as far as to extend their comprehensive knowledge in addition to the current capacity. These are not mere the promoting of healthy future for national development, but it also ceases the difficulties and facilitates the fulfilling of learning needs that individuals are yearning to have for their daily lives (Openjuru 2004).

Last but not least, non-formal education instills the cutting stage of human and national advancement in number of roles, and the gap between rich and poor as well as the unemployment issue will be gradually downgraded as well. Nonetheless, non-formal education via adult education participate in eliminating the health issue for citizen, promote literacy advancement and slow down the number of out-of-school children as to maintain the social order and sustainability of human resource development.

2.1.3 The Goals of Non-Formal Education

Generally, adult and non-formal education programs germinate the basic literacy, functional literacy, post-literacy, literacy for disadvantage people, literacy for the blind, nomadic education, quranic integrated education, women's education, worker's education, prison education, vocational education and especially continuing education. These will unlock the issue of poverty and people will be cherished by the good quality of life, as a result (Aderinoye 2008). In fact, the emergent of this

crucial complementary education had embedded many goals and objectives, which are described as following:

First goal is to enable the maximum number of non-school going children of 9-14 age group to participate in non-formal stream so that there promotes the achieving of constitutional directive.

Second, non-formal education's purpose is to provide learners the basic skills of reading, writing and arithmetic so that they could live independently with the equipped knowledge and skills.

Third, non-formal education generated as to enhance general awareness about the socio-politico-economic problems of local, state and national importance so that they will enable to go for the appropriate resolutions.

Fourth, non-formal education is to enrich knowledge/experiences in both vocations and professions by utilizing both local and outside resources.

Next, another goal is to develop basic skills to handle/repair modern ordinary gadgets with which the learners are familiar and have access to.

Finally, the objective of non-formal education is to cultivate good personal and social habits along with healthy attitude towards the cherished national ideals and values.

Furthermore, according to the Federal Republic of Nigeria, goals of adult education or non-formal education are: a.) to provide functional literacy and continuing education for adults and youths who are not able to complete their primary education. The concerned group includes nomads, migrant families, the disabled and other categories or the group of particular young girls and women; b.) to endow functional and remedial education for young people and those who find additional education is needed; the graduate students are not excluded as well; c.) to provide in-service on-the-job, vocational and professional training for variety of workers and professionals as to enhance their skills development; and d.) To give the adult citizens of the country the necessary aesthetic, cultural and civic education for public enlightenment so that there promoted the sustainable development for the overwhelm country ((FRN) 2012).

To sum up, whatever difference between the ideas of non-formal education's goals and objectives, there found no rejection that those are in the endorsement of raising the development of human knowledge and skills to build the sustainable life within the sustainable society in the sustainable way. Meanwhile, literacy and skills are somehow the great decisions to promise the successful outcome.

2.1.4 Characteristics of Non-Formal Education

The characteristic of non-formal education is delineated by the following salient features (Article 2013).

First of all, the characteristic of non-formal education is known as relevance. In fact, non-formal education program must be designed according to learners' needs and the content should be aware of the age group concerned. There is no endorsement to the uniform content though, but it should be varied by time, climate, culture and ecological conditions, for example.

Second, another characteristic of non-formal education is flexibility. Totally different from formal schooling, non-formal education must be flexible to adapt with the change of time, place, duration, attendance, syllabi, methods and evaluation, in accordance with the current needs of learners and the understanding from the facilitators.

Next, characteristic of non-formal education is known as practicability. Non-formal education programs should be functional, which involve learners to the real application of the knowledge and theories learn so that it will hand them the immediate result after learning.

Another, own time education for shortened duration is also considered as one of the characteristics of non-formal education. The learning time of non-formal education programs should not be prolonged as formal education system so that the clientele would feel comfortable with the courses.

Last, delinking with degrees, diplomas and certificates are also known as the characteristics of non-formal education. Unlike formal education, the participants in non-formal education programs do not necessary concern on the awarded certificates, diplomas and degrees but the knowledge and skills gained in order to enable them in earning for their livings.

2.1.5 Types of Non-Formal Education

Armed with the UNESCO report in 2006 on "Non-Formal Education and Basic Education Reform" non-formal education has been as in the following types.

First of all, para-formal education is known as the program, which is established to serve the complementary education for those, who, for various reasons, get no benefit from formal schooling (Carron and Carr-Hill 1991). The programs were generated as the evening classes, official literacy and distance education programs, private tutoring, and specific programs for street children, and forms of vocational and technical training (Carron and Carr-Hill 1991).

Popular Education which is next to the para-formal type, non-formal education has three main categories such as popular education, personal development activities and professional training. The major characteristics concern with poor, learning-by-doing approach, high levels of instructional flexibility and a ceaseless pre-occupation to adapt the learning activities to the changing needs of the users (Carron and Carr-Hill 1991).

Personal development is described by the upsurge of non-formal education program development includes the initiation of new adult education, which concerns on highly individualized, more privatized and more ephemeral. These include short courses, self-therapy programs, study visits, sports clubs, fitness centers and heritage centers; it is believed that there is always the good idea to understand the meaning of one's life by utilizing the spare time and income to seek for self-development in either of ways, regardless in formal, non-formal, or informal education.

Another is the professional and vocational training, which to some extent that adults could not find formal education as the best way that lead them to succeed in employment with the good paid, non-formal education was taken to the consideration with its varies of skills available. Furthermore, in some extend of the workplace requirements, skills training is recognized as the major instrument to promote the organizational advancement via hand-on skills development (Atchoarena 1998). Presently, current non-formal training tends to appear in the picture of on-the-job training, where the employees are suggested or encouraged to learn more new knowledge and skills to upgrade the current capacities as to enhance the better standard of working to meet the organization's goals, and likewise, the knowledge and practical practice of ICT is not excluded as well.

Literacy with skills development is noticed that to subjugate the upsurge of poverty is somehow difficult since the number of disadvantage youth, young people with insufficient or no schooling, people who are too old to be accepted in formal schooling and the drop-out rate sill keep increasing dramatically. It is no point to stop this problem but there is something people can do to slow down its progress, which is the concentration on putting non-formal education as the main tool in providing the basic literacy skills, programs combine literacy training with life skills, orientation to self-employment and income-generation skills. The implementation of this program is not merely to participate in endowing the literacy, numeracy skills and livelihood training but also to enhance the broader socio-economic and political development programs to deal with civic and peace education, environmental

degradation, impecuniosity's' reduction, HIV/AIDS and community reconstruction (Thompson 2005).

Supplementary non-formal education programs, on the other hand, is to enable the children benefit from education, the supplementary non-formal education programs are designed by government, NGOs or community-run programs rather than the school in the picture of personal counseling, food and nutritional support, childcare, protection, provision of shelter or medical support. It is particularly the combination of the formal schooling and non-formal education, and in some extends with a range of sector support services that are vital to enable the disadvantaged youths to succeed in education (Henry 2001). Nonetheless, the supplementary skills development along with the life skills programs are essential to build up the better educational attainment for various group of learners in addition to the disadvantaged children, which include the group of childcare in vulnerable situations as a result of conflict, poverty, family circumstances or abuse, internal displacement, orphans, street children, abandoned children, refugee children and those who affected by HIV/AIDS, for example.

Last, early childhood care and education, in the line with supporting the early development of children, Early Childhood Care and Education (ECCE) becomes the center of interest for many countries in the world, and most importantly, it is noticed that many countries in the South, particularly in urban areas, has much headway on this program – it is noticed that ECCE tends to be endowed by parents and community group adhered with the back-up service to strengthen the process of its implementation (UNESCO 2004).

2.1.6 Educative Processes of Non-Formal Education

There introduced the analyzing on the scope of non-formal education, which was fallen into three processes, namely: correspondence learning, distance learning and open systems (Claudio 1988).

Correspondence learning was known as the individualized learning system, in which the students will proceed at their own paces. Correspondence can be defined as the communication between teacher and learner is by the exchange of letters, documents, emails and faxes. Most importantly, in correspondence course, the participants are coming by diverse background in all age brackets and economic-social classes (Butts 1981).

Distance learning, as defined by The California distance Learning Project (CDLP), is an instructional delivery system which makes the good connection between learners sand educational resources. Learners do not necessary enroll in

any institutions but still could remain in student status via the implementation of the distant learning. Distance learning delivery system divided into two categories: synchronous and asynchronous. As the matter of fact, the mutual interaction between teacher and students are required in synchronous instruction, and it will lead to the immediacy in the teaching and learning interaction. It can be either via the Internet chats, teleconferencing, web conferencing and any interactive telecourses. Contradictory, students may choose their own instructional the frame and the flexible time in interacting with their instructor as well as their learning materials. The delivery of asynchronous includes listservs, email, videotaped courses, audiocassette courses, correspondence courses, and www-based courses (Butts 1981).

Open system or open learning, by the way, is known as the program managed to teach people with the flexibility of subject and times according to the circumstances and the needs of the learners. It is more in self-directed manner in which students will decide the things they are willing to learn and how, and to some extent it is not much farther from correspondence and distance study at all (Butts 1981).

In conclusion, non-formal education plays a significant role in raising human resource and promotes the enhancement of knowledge and skills to the citizens, especially youth workers and those whose school opportunity is locked out due to some constraints of family, traditional concepts, health problems or any other issues (Ololube and Egbezor 2012). Nevertheless, the quality in non-formal education and training in the youth field will address the pedagogic approaches, principle and methodologies of non-formal as to enhance the career development for citizen and to help in poverty alleviation indeed.

2.2 Development Context of Education for Poverty Alleviation in Cambodia

2.2.1 Education for Poverty Alleviation in Hun Sen Period (1998 to Present)

Since Cambodia has been suffered from the flame of the war in Pol Pot regime during 1975 to 1979 and the number of education document and human resources have been destroyed by that time, it is somehow hard to restore the education system in Cambodia. The new government was declaimed after the war ended, and Prime Minister Hun Sen was elected to be the leader for three mandates of government since 1998 until 2013. At this period, Cambodia higher education has

been highlighted as the concern issue, for there grew the presence of private higher education as the mushrooms everywhere while there are few public higher education institutions comparing to the private ones. There are three main causes of the problem be found: the low salary paid for the university lecturers in public higher education schools, the contradictory of the ideas in terms of educational and political ideologies between the young and the old Cambodian scholars, which causes young scholars to work at private schools rather than the public ones, and the strong commitment of the private higher educational schools in building up the capacity of the students to respond to the ASEAN Community after Cambodia became the member of ASEAN in 1999 and WTO in 2004 (Leng 2010). It seems like the country was led by numerous of the problems in higher education – there supervised by the government ministries, the shortage of budget supported and the Political instability in the country, which resulted in the poor transparency of academic recruitment and many other educational issues occurred (Ford 2006).

In addition, Cambodia government tries hard to integrate the education system and quality to meet the need of ASEAN community, which is coming in 2015 by focusing on five major problems as following:

2.2.1.1 Higher Education Financing Constraints

In fact, government spent 1.60 percent of the GDP on public higher education while the state received only 0.05 percent of the GDP from public higher education (Bank 2012). This issue caused the limited budget to spend on Cambodia education development. As a result, there allowed the opening of the public higher institution to run the private classes to generate more income to support the educational practices. Nevertheless, besides the fruitful transcend of the government in human resource development, there exist many international partners and donors, which major role is to support the enhancement of higher education in Cambodia. The Asian Development Bank (ADB) and the World Bank are the good examples. To improve the educational quality in Cambodia, ADB currently invested USD25 million on the project in Cambodia, and the WB provided USD23 million to support the project from 2011 to 2014 on four main areas such as strengthening the effective practices of higher education in Cambodia, offering competitive development, scholarship awarding for disadvantaged students and project management, and controlling as well as evaluating of its projects (Bank 2011). Evidently, following is the financing plan for higher education in Cambodia delineated by the Ministry of Education Youth and Sports ((MoEys) 2011):

Activities	2009	2010	2011	2012	2013
Institutional Support and Operation	6,238.7	6,7524	2,9185.4	5,2708.3	7,8294.0
Monitoring and evaluation and quality strengthening	256.3	233.6	1,058.4	1,911.7	2,842.0
Resource: Total	6,495.0	6,7757.6	3,0243.8	5,4620.0	8,1136.5

Source: Report on the Ministry of Education, Youth, and Sports Goals in Academic Year 2009-2011.

2.2.1.2 Requirements for Admission

In higher education in Cambodia, there are various national entrance examinations in both public and private universities to recruit the qualified students to enter the university though, still there are numerous of unqualified students are allowed to enroll in the universities according to the commercial benefits. The consequences brought to the whole education system to be unable to produce the productive human resource to respond to the country development, and the whole economy will seriously suffered by the lack of human resources.

2.2.1.3 Human Capital, Teaching Quality, and Research Capacity Issues

As the salary paid for university lecturer in China is USD4,112, USD1,547 in India, USD2,568 in Australia, USD3,107 in Malaysia, and USD4,112 in Japan (Rumbley, Pacheco et al. 2008), Cambodia is approximately merely USD130. In fact, there is a very low salary for the fulltime university lecturer in Cambodia so that only few doctoral academicians presented in Public Higher Institutions. This is the main factor that caused the poor teaching quality and research conducted so that this issue disturbed human resource building capacity as well. Additionally, the research of five prestigious Cambodian higher education institutions has found that only 6 percent of university lecturers with doctoral while approximately 85 percent of them have never published any academic research paper, and those doctoral lecturers are required to have knowledge and skills updated via teacher training program (Chen, Sok et al. 2007). Here is the result of the staff statistics by highest qualification in top public universities:

No.	Name of Universities	Total fulltime staff	Bachelor Holder	Master Holder	PhD Holder
1	University of Phnom Penh (RUPP)	460	2	262	16
2	National University of Management (NUM)	83	0	58	14
3	Royal University of Law and Economics (RULE)	111	0	77	7
4	CheaSim University of Komchaymea (CSUK)	54	0	25	0
5	University of SvayRieng (USV)	73	0	55	0
6	University of Battambang (UBB)	49	0	43	3
7	Mean Chey University (MCU)	79	0	57	0
8	National Institute of Education (NIE)	252	1	78	4
9	Institute of Technology of Cambodia (ITC)	155	1	71	16

Source: Education Staff Statistic by Current status, Cadre, Qualification and Age Group National 2010-2011, the Ministry of Education, Youth, and Sports.

2.2.1.4. Academic Relevance

The problem occurred when public and private universities keep competing each other for the sake of the commercial benefits without paying attention on the social needs and economic growth in the country at all, which resulted in producing the education and skills that is not matched with the labor market (Chealy, Hirosato et al. 2009). The science, mathematics, agriculture and health are subjects that have less interest from the learners as well as the universities both public and private as it is believed that the business studies, the economics and IT are more popular in labor market, and these are the majors, which enable them to be employed after graduation (Noch 2009). This problem produces the over amount of the people needed in economics and finance field and lack of amount in any other field, which so-called imbalance in education and human resource in the country. As a result, there still be many people are jobless after graduation, and there still be the shortage of human resource in the country. Hence, it is very important that the government should employ the strong commitment in the line of human resource preparing since the primary school to the university level as to prepare the right people with the right skills to serve the right places in country development, and

especially to ensure that the students produced equipped the needed knowledge and skills to compete in the labor market.

2.2.1.5 Autonomy and Academic Freedom

The terminal destination to deal with is the problems of autonomy and academic freedom in the public universities. Higher Education Institutions have no right to issue the diploma without issue, sign and stamp from the ministries and the high-ranking government officers are officially invited to preside in the graduation ceremony. In the current Cambodia education system, anyway, face with the problem of the public expression – the students or any scholars are banned from delineating any opinions related to the politics, democracy, transparency, corruption, social justice, and human right, etc. These seem as if Cambodia is in the communist ideology in the democracy country.

The education system had been changed to the western educational model, introduced by French colony (1853-1963) and gradually developed to Khmer system by Prince Sihanouk (1960s). Unfortunately, the whole education system was totally destroyed in Khmer rouge regime (1970s), which made Cambodia education be absent from the world record, and just gradually restored by the new government in 1980 to 1990s until now.

In fact, it is remarkable that the present formal schooling system in Cambodia now happens in the formulation of 6+3+3. It implies that students are required to study 12 years in order to complete the general education. In this, 6 years are the primary education (grade 1 to 6) and 6 years are secondary education (grade 7 to 12). In addition, it is vital to understand that the secondary education is divided into lower secondary school (grade 7 to 9) and upper secondary school (grade 10 to 12). The above mentioned study requirement excluded the kindergarten and university education.

Presently, Cambodia education system run by the state and based on a national school curriculum, which consisted of 2 major components: basic education and upper secondary education (Bookbridge 2012).

Basic education is divided into three cycles of three years each. The first cycle (grade 1-3) contains 27-30 lessons per week, and there presented 5 main subjects includes (a) khmer (13 lessons); (b) maths (7 lessons); (c) science and Social studies including arts (3 lessons); (d) Physical and Health education (2 lessons); and (e) local life skills program (2-5 lessons). Additionally, the secondary cycle (grade 4-6) includes (a) khmer (10 for grade 4 and 8 for grade 5-6); (b) maths (6 for grade 4-6); (c) science (3 for grade 4 and 4 for grade 5-6); (d) social studies including arts (4 for grade 4 and

5 for grade 5-6); (e) physical and Health education (2 for grade 4-6); (f) local life skills program (2-5 for grade 4-6). Nevertheless, the third cycle (grade 7-9) consists of (a) khmer; (b) maths; (c) social studies and Science (6 lessons respectively); (d) foreign languages (4 lessons); (e) physical and Health Education and Sports (2 lessons); and (f) local life skills program (2-5 lessons).

Upper secondary education contains 2 different phases. The first phase curriculum (grade 10) is the same as the third cycle mentioned above while the second phase (grade 11-12) is divided into 2 main parts such as compulsory and electives. Compulsory refers to the 4 main subjects with different numbers of lessons allocated per week while elective subjects means 3 main subjects covering 4 or 5 sub subjects with 4 lessons allocated per week for each one such as (a) science includes physics, Chemistry, Biology, Earth and Environmental studies; (b) social studies includes Moral/Civics, History, Geography, Economics; and (c) EVEP which consists of ICT/Technology, Accounting Business Management, Local Vocational Technical Subject, Tourism and Arts Education and other subjects.

2.2.2 Policy on Poverty Reduction in Cambodia

Poverty is the major predicament of every country on earth and there increased the number of people living in the impoverishment gradually year by year, especially in the developing countries. The main factors caused this indigence are seen as ignorance, disease, apathy, dishonesty and dependency (Phil 2010). Additionally, these big five factors generate the second catastrophic environment to the overwhelming of country development include the lack of markets, poor leadership, poor infrastructure, bad governance, under employment, lack of skills, lack of capital, absenteeism and any other more problems.

Not different from any other developing countries, Cambodia has confronted the issue of poverty for several years; majority of this hardship is seen to be happened under the main root of wars happened, which destroyed the enormous amount of human resource. There is no denial as well that the wrong political leadership in the previous time led the thousands of people died from malnutrition; thousands form overwork and thousands were jail to be tortured and die, especially the scholars whose occupations are teacher, economist and high-class people in the society (Seth 1998).

Responding to this lifelong crisis, Cambodia government has made several amendments to the strategic plans designed to tackle the problems and to rise up the advancement of human livelihood and to ensure the educational opportunity to

all citizens. The last updated one, by the way, is known as “Rectangular Strategy (RGC).” As the matter of fact, The National Strategic Development Plan (2006-2010) has been formulated using the inclusive Rectangular Strategy of the Royal Government of Cambodia and synthesizes various policy documents (Cambodia Millennium Development Goals (CMDGs), National Poverty Reduction Strategy, National Population Policy, etc.) This strategy promotes the better result of employment, equity, and efficiency to reach CMDGs and nice-focused and directed future equitable development, pro-poor and pro-rural. To illustrate, the International Monetary Fund (IMF) Country Report in 2006 delineates the core part of rectangular strategy as the good governance, which concerns on four major things: fighting corruption, legal and judicial reform, public administration reform, and armed forces reform and demobilization. Furthermore, there are more four factors that cover these include the peace political stability and social order, integration of Cambodia into the region and the world, partnership in development, and favorable macroeconomic and financial environment. Finally, equally important, there consisted of another categories concerned in this strategies that cover all the above-mentioned factors. Its categories are described as following: enhancement of agricultural sector (improving productivity and diversifying agricultural sector, land reform and mines clearance, fisheries reform and forestry reform), further rehabilitation and construction of physical infrastructure (further construction of transport infrastructure, management of water resource and irrigation, development of the energy sector and electricity network, and development of information and communication technology), private sector development and employment generation (strengthening private sector and attracting investments, creating jobs and ensuring improved work conditions, promoting Small and Medium Enterprises (SMEs), and ensuring social safety nets) and capacity building and human resource development (enhancing quality of education, improving health service, fostering gender equity and implementing population policy).

Besides, to strengthen the practice of RGC, the partnership in development is somehow very important. There are particularly three aspects of partnership between RGC and other stakeholders: civil society, private sector and external development partners. The first two aspects focus on the involvement from the aspect of RGC’s planning and decision-making process, and additionally, the intervention from NGOs both local and international, play an active and vigilant role in social and economic development to foster the advancement of democracy and human right. However, undoubtedly the external development partners (EDPs)

provide the support in the generous financial and technical assistance, which is such greatly help for Cambodia to achieve the impressive progress (Cambodia 2009).

2.2.3 National Priorities and Strategies in Education for Poverty Reduction

Cambodia is generally considered as one of the developing countries in the world, in which poverty is somehow the main issue. There remained some worrisome data of people living in the hardship which is 40 percent in the rural area, and 10 percent in the capital city, Phnom Penh, measured by the United Nations Development Program (UNDP) Human Development Index Report in 2004. The result led Cambodia to be ranked as 130 out of 177 countries in the world, which is somehow an unsatisfied outcome. Nevertheless, there found some trouble reasons that caused this dilemma, which are low educational attainment, poor healthcare service, saving and investment, political instability and corruption and population growth. One among which, education has become the major part of poverty reduction, which the concerns are vigilant placed from many countries in the world. Meanwhile, there witnessed many educational acts from the number of countries to achieve the goals of Education For All (EFA) and CMDGs and the illustration. As the matter of fact, education in Cambodia was in the worrisome situation while the research of the UNDP's Human Development Index Report shows the Cambodian education index as 0.66, the second lowest after Lao among Association of Southeast Asian Nations (ASEAN) in 2004. Plus, adult literacy rate was 69.4 percent in 2002 and the number of children who drop out of school kept increasing inevitably (Oum and Sokhach 2004).

The role of education in poverty alleviation is somehow essential and become the cornerstone of main discussion in both politic and economic sector in Cambodia. The fact is that owing to the disability of formal schooling in serving the educational needs of Cambodia citizens and there left many children who drop out of school in the early age and some are unable to afford the time and expenditure for the school process, the government cooperated with non-governmental organization issue and to ensure the increasing number of children and adults being literate in Cambodia. In addition, the Royal Government of Cambodia also committed to enhance the educational advancement for all the citizens to at least receive the basic education and some vocational skills to improve the quality of life and to lead the whole country be enable to respond to the goal of EFA by 2015, after the international community in Dakar, Senegal and lots of progresses have been made concerning on the six goals of EFA in Cambodia (Lay, Chhum et al. 2013). Nevertheless, recognizing the significance of informal education, Cambodia

government places the essential concern on the educational development social media advertisement, the so-called informal education. The government invest on the advertisement of law, health, environment, educational opportunities and any vital information dealing with the human resource development via the television, radio, newspaper, magazine, and the Internet, for example (Mirror 2013).

Moreover, according to the UNESCO National Education support strategy(UNESCO 2010), the education development and reform is considered as the priority task for Cambodia government to enhance human resource development, and the campaigns are proofed via the government tenacity in achieving some of EFA goals by having a self-reinforcing agent to change the management process. Cambodian government has formulated and implemented several policies as following just to ensure the equitable access to education, enhancing education quality and efficiency, capacity building, good governance, decentralization, and pro-poor education strategies continue to be priorities in educational development and reform in Cambodia.

Education for All National Plan (2003-2015) appeared the technical and financial plan focusing on gender responsive strategies, early childhood care and development and formal and non-formal education and adult literacy. The main objective of this plan is to provide the nine year of quality basic education, which the concern is placed on both quantity and quality of the program (Planning 2003).

Education Sector Plan (ESP) 2006-2010 and Education Sector Support Program (ESSP) 2006-2010 delineated the establishment of ESSP is to ensure that ESP's policies and strategies are definitely put into the real practice in order to achieve the prepared plans (Planning 2006).

The Educational Law (2007), on the other hand, governs the academic programs in all levels with the reform of the current educational curriculum both local and related international education law in order to facilitate the adequate result of educational practice in the country (Planning 2007).

Meanwhile, Education Sub-Sector Policies and Program also participate in poverty alleviation in Cambodia by following strategy. First of all, the policy for curriculum development 2005-2009 for general education (Grade 1-12) will be reviewed in 2009 for another five years. Second, there is the policy on CFS 2007 and the Master Plan for implementation covering 2007-2011 seeks to establish nation-wide implementation of CFS. Next, the policy on education for the children who suffer from disabilities in 2008 focused its concerns on capacity building by training teacher in inclusive education and to ensure the increasing number of enrollment to

school for disable children. Nevertheless, those who are working in education sector are encouraged to get involve in workplace policy on HIV and AIDS – they are required to take part in multi-sector response to HIV/AIDS.

In addition, Policy and Strategies for ICT in Education 2005 participates in promoting the ICT in education process so that the citizens will gain additional benefit in earning more income by learning to be ICT trainer or using ICT to enhance the current knowledge and skills development.

National Policy on Non-Formal Education (2002) promotes the literacy for adults and out-of-school children to enhance life quality and to live in a good standard living, which lead the whole country, enable to deal with the increasing rate of poverty and social disorder and be on the headway of sustainable development.

Basic Education Program Phase II 2006-2010 highlighted that the government will continue to realize the significance of basic education admits quality for enhancing human resource development in the country (Education 2006).

Nevertheless, Policy in Early Childhood Education (2002) also serve the children whose age are from 3-6 years old are encouraged to participate in skills training as to be ready for starting both formal and informal learning (Education 2002).

Gender Mainstreaming Strategy (2003) aimed in promoting the literacy and learning opportunity for girls and women. Most importantly, it instills the improvement of necessary knowledge and skills for women as to enable them to participate in the society in the professional manner (Education 2003).

Gender Mainstreaming Strategic Plan in Education 2006-2010 aimed on engaging girls in basic education as to meet the goal 5 of EFA (Education 2006).

Priority Action Program (PAP) (2000) designed the pilot project to shift to PB (Program-based Budgeting) from the 2007-2008 academic years. Their goal is to provide more fund to support the learning for poor citizens, especially those who are living in the rural area. As such, it facilitates the expenditure for educational fees, which assist the increasing rate of people enrolling in basic education (Education 2000).

Last but not least, Rectangular Strategy (RGC) covers the development in both the quality of life and gender equity by polices and strategies embedded in it. All people who work in educational sector must implement the plans portrayed here in addition to their current projects as to ensure the sustainable development of educational practices for human resource development.

All in all, Cambodia education system has been developed but disturbed by the period of Pol Pot regime in 1975 to 1979. This causes the new government, Hun Sen, struggled quite hard in restoring the education system as well as human resource development enhancement by many strategies being intervened to deal with educational development and poverty alleviation (Cambodia 2013). Moreover, the government called for the actively involvement from many ministries as to deal with necessary educational plans as to promote the literacy and skills to the citizens as to be able in career development for the citizens (Cambodia 2009).

2.3 Profile of Unskilled Workers in Cambodia

Human resource development is considered as the main issue in each country around the world including Cambodia, which is one of the developing countries (Cambodia 2013). Meanwhile, due to the report from the investment environment, it is highlighted that Cambodia development process has been suffered approximately 6.5 to 16.5 percent from the issue of unskilled worker (Bank 2012).

Unskilled workers becomes the worrisome issue, which causes the slow progress of economic development, it results from the insufficient of national budget being spent to education and vocational training to the citizens – it is delineated that government spent only 2.6 percent of the total GDP of USD14.04 billion in 2012 (Bank 2012). Nevertheless, it is reported that 35 percent of the workers had been in lower secondary, 50 percent had a primary education, and 9 percent had no education, which is the main barrier in finding the better job to perform besides participating in the low-paid jobs as to earn for the living.

Normally, the backbone of the Cambodia economic relies mainly on five major sectors include agriculture, construction, manufacturing, auto mechanics and electrical works, but the unskilled workers present largely in agriculture, manufacturing, construction as well as the services providers such as cleaners, servants in the restaurants, etc (Laov 2013).

On the other hand, unskilled workers call for the training needs on three major skills such as skills, technical and vocational skills and soft skills (UNESCO 2012). In fact, there is no denial that the needed skills being delineated required the strong intervention from non-formal education as to provide the right skills with the right people in according with the right preparation of the curriculum, teacher training, and the management of non-formal education for enhancing the career development to unskilled workers (Cambodia 2013).

In conclusion, unskilled workers is considered as the major worrisome issue, which impacts the country development in many ways, especially the economic development – the flow of FDI will be decreased due to the lack of the good quality of human resource and the shortage of the graduates with the right skills who are ready to work indeed. As a result, there presented the large number of unskilled workers who participate in garment sector and the rest are in construction and service providers as to earn for the living without or less education and few technical skills are equipped (Bank 2012). Furthermore, it is demonstrated that in 2008, there were 3.2 million people are working as agricultural workers, 232,000 in garments, and 139,000 in construction and mining and 58,000 in other manufacturing industries and other sectors in Cambodia, in which the total number of the unskilled workers are 3,629,000 who are participating in the low-paid jobs in Phnom Penh, Cambodia (Sandra 2009).

2.4 Theories of Career Development

2.4.1 Definition of Career Development

Career was defined as the vocational choice, which related to the understanding of self, the requirements for success and reasoning between these (Brown and Brook 1984). Meanwhile, career also was viewed as the sequence and combination of roles that a person plays during the course of a lifetime. This led the variety of the definition of career development being generated, but the unit meaning of the career development is the increasing of the knowledge and skills, which enable the workers to earn more income to facilitate the better living standard (Donald 1996).

2.4.2 Theories of Career Development

The theories of career development have been taken to the consideration in more than 100 years of history, most notably in the United States – there developed the comprehensive system of theories and intervention strategies to deal with career issues and to enhance the career guidance and counseling in the Western world (Betz, Fitzgerald et al. 1989).

Career development theories can explain the relationship between theories and experiences. As the matter of fact, theories are the rationalized set of assumptions or hypothesize that allowed the explanation of the past and the prediction of the future. Nevertheless, since theories could be used to expand

knowledge, in which encouraged the initiation of the 2 types of career developments theories include structural and developmental theories. As such, structural theories emphasized on individual characteristics and occupational tasks, while developmental theories concerned on human development in life span (Abernathy 2000).

There is no denial that the theories of career development began by Fran Parsons with a trait-factor approach in the early 20th century (Betz, Fitzgerald et al. 1989). Parsons proposed the choice of a vocation depended on an accurate knowledge of yourself, thorough knowledge and job specifications and the capacity to generate the proper match between the two (Parsons 1909).

First of all, it is very important that to choose the right vocation, people need to increase the comprehensive understanding of themselves, their aptitudes, abilities, interests, ambitions, resources and limitations. Nevertheless, people should place the consideration upon the thorough knowledge, the requirements and conditions of success, advantages and disadvantages of each career being chose, the compensation found in the job opportunities, the varies prospects in different lines of work and the veracity of the reasons on the relations of the two groups of acts (Parsons 1909).

In conclusion, Parsons made 2 main assumptions of trait and factor in career development that the job traits and the individuals could be matched and better matches resulted in a positive relation between job success and satisfaction (Abernathy 2000).

Later, since there came the 21st century with the more global disciplines in career development being generated with the requirement of the set of specific and broader theoretical frameworks with universal validity and applications, the theories of career developments have been developed to be appeared in 5 big theories of career development: Theory of Work Adjustment (TWA), Holland's Theory of Vocational Personalities in Work Environment, the Self-Concept Theory of Career Development Formulated by Super and more Lately by Savickas, Gottfredson's Theory of Circumscription and Compromise, and social Cognitive Career theory (Thanasou and Van Esbroeck 2008).

2.4.2.1 Theory of Work Adjustment

Individuals have been notified that equipped with different tradition of vocational behavior, which steered the initiation of the Theory of Work Adjustment (TWA) (Dawis 1992). There is no doubt that career choice and development have been viewed as the continual processes of adjustment and accommodation –

normally the person seeks for the work organization and environments that match with their requirements based on their needs, yet to accomplish this, it is very important that each individual must be equipped with the specific capacities to start over the preferred job and environment (Dawis 2005). In addition, there identified major adjustment style in the theory of work adjustment including the flexibility, activeness, reactivity and perseverance (Dawis 2005).

First of all, being able to adjust in each work's environment and condition, flexibility is considered as the main quality – there happened to be the mixed background, attitudes and issues occurred in the workplace with the impacts from either the different concepts and attitudes from different people coming from different background, or from political, economic and cultural impacts, which created the unexpected issues and environments in workplace that each individual must wisely respond to each issue with the flexible manner being adapted (Dawis 2005).

Second, each individual must express the activeness toward the work to ensure that the individuals understand the flow of work and reflected the changes had individual made via the act of activeness in work to ensure the development of the organization being confirmed (Dawis 2005).

Third, reactivity is considered as the main adjustment should be made in workplace, for this will increase the active participation being noticed and the gradually development in career being generated in each individual (Dawis 2005).

Last, perseverance is one of the main categories in the theory of work adjustment since this definitely proves the spirit of love and responsibility being conveyed in work – individual is totally respected once there delineated the ceaseless efforts being made in work, and there appeared perseverance in work. It implies that individual has already adjusted the daily bad habits for the devotion made for the career development and the overall organization (Dawis 2005).

All in all, theory of work adjustment delineated the description and the relationship between career development and satisfaction in terms of person-environment correspondence, and it opened the opportunity for the career guidance professionals to seek for a template to access entry points to help individuals with the better decision made in career and any essential adjustment should be concerned for the accomplishment in the career path.

2.4.2.2 Holland's Theory of Vocational Personalities in Work Environment

The theory developed by Holland postulated the ordinary and understandable typology framework on career interest and environments that are

crucial in career counseling and guidance. Holland confirmed that people can develop and seek for the satisfactory as well as the expected-environment job by using the personality, and as such, personality is varied by different individual ((ICDM) 1996). Furthermore, Holland classified the concepts of vocational interests and environments into 6 typologies including realistic, investigative, artistic, social, enterprising and conventional (Holland 1997).

First of all, realistic involved in the activities of working with things including the tools and machines, and the possible type of occupations include farmer, carpenter and mechanical engineer ((ICDM) 1996).

Second, investigative related to the activities of working with the information; for example, the abstract ideas and theories, and the sort of occupations could be considered to deal with include the chemist as the best example ((ICDM) 1996).

Third, artistic is considered as one of the personalities type dealing with the work of creating things, which the related occupations including the painter and writer ((ICDM) 1996).

Fourth, social is the personality type that concerned on the activities of helping people in the society, and the available related occupation could be the social worker and counselor ((ICDM) 1996).

Next, enterprising is one of the personalities type, in which the activities concerned primarily on leading others – the possible occupations in this type including the sales representative and the entrepreneur ((ICDM) 1996).

Last, conventional type in personality type involved in the activities that related to the organizing of data, and most notable occupation for this such personality was seen as the high auditor ((ICDM) 1996).

Taken as a whole, Holland postulated his theory on the accuracy of self-knowledge and career information significant for the decision being made for acquiring each career (Zunker 2002).

2.4.2.3 Self-Concept Theory of Career Development

According to the Super (1990), self-concept was considered as the result of the complicated interactions made by the combination of efforts noticed in physical and mental growth, personal experiences, environmental characteristics and stimulation, and this theory has achieved the broad acceptance as well as the huge attention from varies parts of the world, especially in the United States. As the matter of fact, Super found the organic mechanism acting embedded behind the progress of development and maturation, which called for the wide attention on the impacts of social context and the reciprocal influence between the person and the

environment in workplace. Meanwhile, realizing the veracity of the important role had self-concept made in career development and to build the notion on Super's theory, there recognized the significance of career construction and development by significantly based on the improvement and implementing of vocational self-concepts in work roles (Savickas 2002).

Furthermore, Super's contribution was the formalization of stages and developmental responsibilities over the life span, which was identified to be distinguished as described by following stages include growth, exploratory, establishment, maintenance and decline (Super 1990).

First of all, the growth stage was notified as the beginning stage of people from the birth to the age of 14 or 15 with the essential characteristics of being self-concept, develop capacity, attitudes, interests, and needs and form a general understanding of the world of work (Super 1990).

Second, the stage of exploratory started from the age of 15 to 24 with the yearning to try out through classes, experiences gained from works or delegated tasks, habits, collected related information, for example. Nevertheless, it can be the tentative choice and related skill development being concerned (Super 1990).

Third, the stage of establishment commenced with the age of 25 to 44 with the characteristics of entering the skill construction and stabilization through work experiences (Super 1990).

Next, the maintenance stage continued by the age of 45 to 64 dealing with the continual adjustment process to enhance position(Super 1990).

Last, the decline stage was presented in the age of 65 and over – people tend to reduce the output made in the career and prepare for the retirement (Super 1990).

Equally important, it is significant to be noticed that people changed by time and experiences, yet theory developed themselves via the following development stages including crystallization, specification, implementation, stabilization and consolidation (Abernathy 2000).

First of all, crystallization stage happened from the age of 14 to 18 – people started developing and planning a tentative vocational goal to be accomplished (Abernathy 2000).

Second, specification stage appeared in the people whose age are 18 to 21 – they started firming the vocational goal and seeking for the possible solution to reach the set goal (Abernathy 2000).

Third, the implementation stage happened for the people from the age of 21 to 24 – they involved in the training courses to obtain the employment in the field, which they satisfied (Abernathy 2000).

Next, stabilization stage appeared in the people from the age of 24 to 35 – they started to work as to confirm the career choice had they made (Abernathy 2000).

Finally, the consolidation stage was seen to be happened for those whose age are 35 and over – they made the efforts to reach the cutting edge of the career enhancement as to cultivate the success in life (Abernathy 2000).

In conclusion, Super's theory on self-concept in career development reflected the awareness of the selection of the appropriate responses and activities on the career. Furthermore, it is vital that the understanding of the ages and its development stages could generate the facilitation to help people responding and acting in better manner – these sequential manners presented in Super's theory could be implemented in cycle and recycle throughout the life span as to be flexible in adapting self-concepts to the changes in ourselves and trends in the workplace (Super 1990).

2.4.2.4 Gottfredson's Theory of Circumscription and Compromise

Gottfredson's theory has been known as the more recent theory comparing to Holland's and Super's, for this theory has just developed in 2002 by Gottfredson concerning on career development and its impacts. As the matter of fact, Gottfredson pointed out the cognitive proficiency as the main tool to generate the alternatives made in occupation (Gottfredson 2002). He also postulated that cognitive growth and development generated the cognitive map of occupation and in addition with the self-concept being generated in each development stage of people, there brought the appropriateness of various occupational alternatives being evaluated in each individual.

Realizing the essential intervention from cognitive growth in career development, Gottfredson theorized that career choice and development of each individual impacted from the public and private aspects. The public aspects included the gender and social classes, while the private aspects included the skills and interests of each individual (Gottfredson 2002). He proposed the model of 4-stage circumscription, which was divided as the orientation to size and power (age 3 to 5) – the child perceives occupations as roles taken up by elder (adults), orientation to sex-roles (age 6 to 8) – the child's norms and attitudes were emerged defining aspect of a child's self-concept – the child evaluates occupations according to whether they

are appropriate to one's sex and dominates from further consideration alternatives that are perceived to be gender inappropriate, orientation to social valuation (age 9 to 13) as social class and status to be salient to a child's developing self-concept and the orientation to the internal, unique self (age 14 and above), while internal and private aspects of the adolescent's self-concept including personality, interests, skills and values become prominent. The young adolescent regarded the occupations from the remaining pool of acceptable occupations in regarding to their suitability or degree of match with one's internal self (Gottfredson 2002).

Furthermore, another career development process theorized by Gottfredson was compromise – it was seen as the complicated process in which compatibility with one's interest it often compromised first as to maintain a greater degree of correspondence with one's preference for prestige and sex-type (Gottfredson 2002).

To sum up, Gottfredson delineated his theory by placing the significance attention on cognitive development and compromising as the main impacts on the career development being generated to each individual and to portray the changes made in each career-decision making process (Gottfredson 2002).

2.4.2.5 Social Cognitive Career Theory

According to Lent, Brown and Hackett, the Social Cognitive Career Theory (SCCT) has been driven to the relationship between 3 segmental: vocational interest, career choices and career preference with the 3 variables including self-efficacy, outcome expectation and personal goals (Lent, Brown et al. 2002)

In conclusion, the big 5 career theories offered the set of principles and concepts of career development, in which there facilitated the career guidance professionals in worldwide to be able in using these theories to communicate about the practice and research, and there should be more international collaborations being made to facilitate the further development of the big 5 theories to respond to the better research and practice of career development in the future (Leung 2003)

2.5 Career Development in Cambodia

Responding to the fast-changing world and the globalization, Cambodia government recognizes the significance of career development as the main factor in improving the economic movement to the desired aim and the competitive signs of the human resource development in the upcoming ASEAN Economic Community (Cambodia 2013).

2.5.1 Curriculum Designed for Career Development

Ministry of Labor and Vocational Training (2011) delineated types of curriculum being implemented in the technical and vocational training in Cambodia, which is divided into two main part: formal training courses and non-formal training courses ((MLVT) 2011).

Formal training courses are the skills training provided in three levels include certificate level I, II, and III, diploma degree, and bachelor degree. Nevertheless, responding to the economic development strategy, the Ministry of Education Youth and Sports reformed secondary curriculum to improve the teaching of science, math, engineering, and other technical disciplines (Bank 2012).

Non-formal training courses is divided into seven categories such as Samdech Techo's special fund, voucher skill skills training program, skills bridging program, special training needs, national training fund, post-harvest technology, and apprenticeship training (Tep 2011).

In conclusion, the curriculum designed in the vocational training skills in Cambodia varied by the types of skills being transferred to the participant whether it is in the formal or non-formal manner.

2.5.2 Teacher Training

Royal Government of Cambodia, Ministry of Labor and Vocational Training (MLVT), and National Technical Training established one main program for teacher training in technical and vocational education training (TVET), which is known as "pedagogical training" ((MLVT) 2009).

The main course objectives are to enable teachers to be able in using the appropriate teaching method, designing and developing teaching aids in response to the lesson and students' needs, using the right pedagogical law in educating their students, preparing the lesson plan that match with students' knowledge, teaching and managing class in the proper manner, determining the value of professional ethics as a teacher, facilitating the students' psychology, and training the trainees in an effective and efficient manner ((TVET) 2009).

However, the result of the pedagogical training course seemed to appear with the grim result, due to the lack of salary provided to the instructors so that the candidates are hardly upgrading the knowledge to the industrial and enterprise experiences ((ADB) 2009). Approximately 75 percent of the teachers competing from the training could teach in polytechnic, technical institute, or provincial training centers, and among the polytechnic and institute teachers, one-third have a master's

degree or diploma, while two-third are an undergraduate degree or diploma; it is estimated that 90 percent of provincial training staff have a degree or diploma ((ADB) 2009). Additionally, the teachers in vocational training lack of the training of soft skills such as the communication skills and problem solving skills as well, which causes the training programs conducted with the unsatisfactory result (Bank 2012).

To sum up, the result of the teacher training is not so good, for the training did not prepare the teachers to be equipped with the skills of community and enterprises development. They still lack of the comprehensive understanding of the working with industry, employment market, microenterprise support, career guidance and hand-on practical skills in their technology. As the result, there existed the mismatch between the skills of the teaching staff and the needs of enterprises, specifically in technical field. To compensate, most institutions hire part-time staff with more current and upgrading knowledge and skills, but as the hourly rate far exceeds that of full-time staff, they are assigned to fee-paying programs, where they generally contribute little to institutional development and their skills and knowledge are rarely transferred ((ADB) 2009).

2.5.3 Management of Non-Formal Education for Career Development

In Cambodia, the proportion of the unskilled labor reported by firm is 25.7 percent, and the number of firm which offered formal training to the workers is approximate 48.3 percent (Bank 2011).

MLVT shows the TVET development cycle as four steps following:

Step 1 1995-2004

The action of skills development focused on beginning the national TVET competency based system, building or upgrading TVET facilities in each province, setting up national training board, linking to priority action program, setting up national training fund, developing national technical training institute, TVET teacher training and developing basic national qualification framework.

Step 2 2005-2008

The action of MLTV focused on strengthening training board and national training fund financial model, improving capacity of Department of TVET to support TVET, accelerating decentralization, strengthening provincial training boards, targeting poverty reduction and out-of-school youth, developing support of community based skills, piloting commune training voucher program, developing revenue or life by learning model for provincial training centers, improving quality and number of private sector TVET providers, and developing national technical training institute as a model trainer for all TVET.

Step 3 2009-2014

MLTV focuses on strengthening technical institute (TI) sector council links to councils manage and finance. TIs that train for their industry, national qualification framework in place, expanding competency standard or testing program, strengthening industry skills upgrading for employees, and expanding provincial training content based training and voucher system to all provinces.

Step 4 2015-2020

MLTV will focus on distancing education for technology, expanding number of providers offering industry responsive training at international standards, TIs in each provinces and national technical training institute regional centers.

The management of the vocational training in skills development in Cambodia focuses on providing skills training, creating jobs, and improving productivity as to reach the main goal of increasing income for poverty alleviation in Cambodia ((MLVT) 2011). After determining this aim, MLVT started to identify the target populations to be trained, which are vulnerable group, student drop out of general education, unemployment, under unemployment, re-employment, 9-year and 12-year graduates. Then, MLVT will divide them into different curriculum provided in formal and non-formal training courses. Next, MLTV cooperated with the local and international non-governmental organizations (NGOs) as to organize the training to the learners as to enhance their income for improving standard of living and life quality. The last stage of the management in training program is the evaluation of the outcome gained from the training program, and the reforms will be made unless the programs delineate the grim results ((MLVT) 2011).

In conclusion, the management of the vocational and skills training in Cambodia is conducted in accordance with the policy and plans of government as to reduce the poverty issue, and once the policy is set, MLVT will figure out the population that are in the situation of skills shortage to involve in the training programs in different curriculum set. The intervention from local and international NGOs is very vital to smoothly the practice of the training provided to all the citizens both in the city and remote areas ((MLVT) 2011).

2.6 Career Development in Thailand

Responding to the technological changes in the globalization, Thailand has recognized the promoting of the skill development to increase the productivity and competitiveness as the main topic appeared in the Master Plan of Labor (Thailand

2009). In fact, only 35 percent of the total labor force has been noticed as in the employment system in 2009 and another 65 percent was outside the system, in which considered as the worrisome number to take actions with, and according to the Skill Development Promotion Act, the employers are encouraged to offer the training of personnel, skill standard testing provider, supervisors and others as well as the curriculum and equipment and development ((TVET) 2009). The achievement gained from this act is noticed as 890,376 persons are trained in 2006, 2,979,578 persons in 2007 and 3,883,275 persons in 2008 respectively.

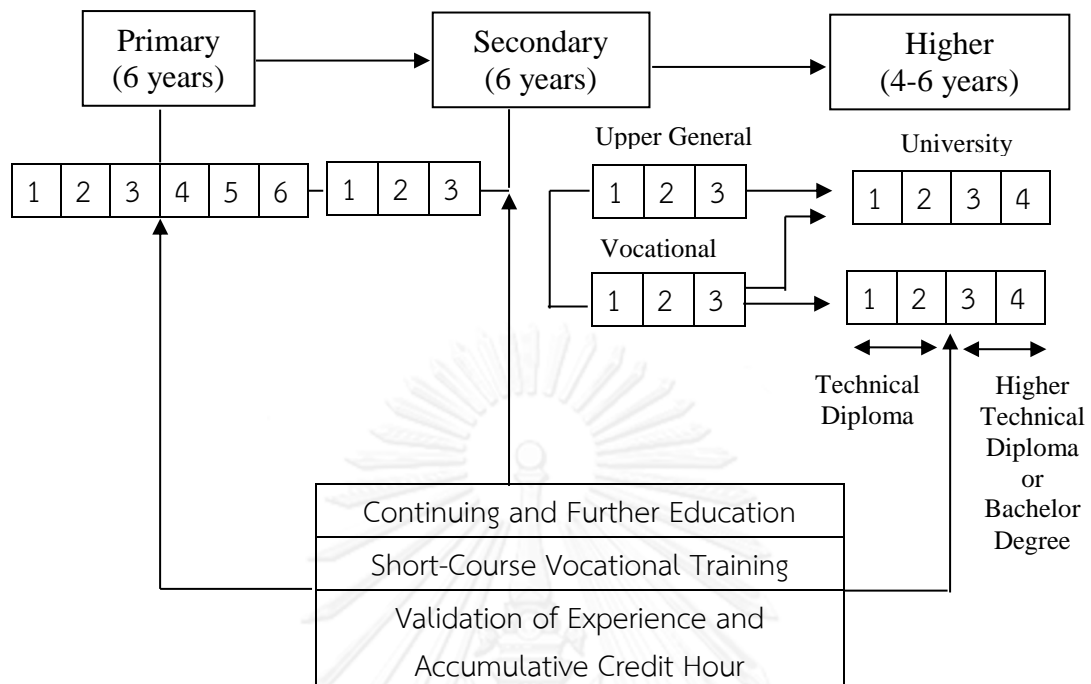
Nevertheless, the Department of Skills Development (DSD) was designed by Ministry of Labor in Thailand to perform the following responsibilities such as skills standard development, promoting and testing, conduct skills training and improve skill development system, promote skills development, workforce potential and entrepreneurship, promote cooperation between public and private sectors in terms of networking and drafting of national plans on skills demand, oversees skills development promotional act and relevant labor law, promote and improve skill development network both in local and international level, and perform other designated tasks regarding to DSD authority stated by law or cabinet (Thailand 2009).

2.6.1 Curriculum Designed for Career Development

According to 2003 Curriculum for the Diploma of Vocational Education, curriculum designed in vocational training in Thailand have been developed frequently as to meet the needs of the learners and to ensure the quantity and quality of the training programs provided to increase the productivity of the skilled workers.

Ministry of Education (2012) has revealed the Thailand education system as following:

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Armed with the above figure, the Office of the Vocational Education Commission (OVEC) has been assigned to take action in the programs of short-course vocational training, certificate in vocational education (3 years at upper secondary level), diploma in technical education (2 years at post-secondary level), and higher diploma in technical education or bachelor degree (2 years after diploma in technical education) (Training 2012).

Meanwhile, the main activities of OVEC are to achieve the following targets include developing skills for employability, fostering new entrepreneurship or self-employed workers, serving society/local community, and conducting research for new knowledge and innovation or technology ((OVEC) 2012).

The curriculum for the Diploma of Vocational Training was established by the Ministry of Labor under the principles of producing and developing the workers to meet the requirements of labor market regularly to the economic, social, cultural, technological and environmental conditions in the country, enhancing the skills competencies with knowledge, practical experiences and life skills, and opening the opportunity for exchanging and practicing the industrial experiences together ((OVEC) 2006).

Nevertheless, the OVEC (2006) also revealed the objectives of the curriculum designed for diploma vocational training include the providing of the ability to gain the adequate knowledge and basic skills in the occupational standard from different

disciplines as to be able in applying for the future career development and to respond to the technological changes and globalization, promoting self-confident and positive attitude toward the career, personality, honesty, discipline and morals, and especially to promote the understanding of the significance of workforce toward people standard of living and the country development ((OVEC) 2006).

Having cited and developed by the above curriculum on non-formal education training in Thailand, OVEC (2006) has created the structures of the curriculum for the Diploma of Vocational Education by focusing on these main courses such as general courses (basic general courses are courses applicable for everyday life and vocational based general courses are specific to the workplace), vocational courses (basic vocational careers are those basic related course groups necessary for particular area of study, core vocational courses are those vocational courses for specific programs, specialized vocational courses are those vocational courses aiming to provide learners specific knowledge and specialized skills in career according to their capacities and interests, and project, free elective courses, on-the-job training, and extracurricular activities ((OVEC) 2006). Additionally, the areas of study focused on trade and industry, business administration, fine arts, home economics, agriculture, fishery industry, tourism industry, textile industry and information and communication technology ((OVEC) 2006).

Furthermore, OVEC (2006) expressed three majors areas of study been included in the curriculum: area of industrial trades (mechanical technology program, production technology program, metal work program, electrical power technology program, electronics technology program, building construction technology program, surveying technology program, mechanical drafting technology program, industrial technology program, printing technology program optical and lens technology program, ship building technology program, industrial instrumentation program, civil technology program, rubber and polymer technology program, industrial chemistry program), area of textile industry (textile technology program, textile chemistry program, garment industry program, and silk-weaving and folk textile program), and the area of information and communication technology (information technology program).

Nevertheless, there also existed the general courses, which include language (Thai and English), social studies, science and mathematics, health education and physical education (hygiene subjects and physical education subjects), vocational-based general courses, specialized vocational courses (accounting, selling and business computer) (Thailand 2003).

In conclusion, the designation of the curriculum for Diploma Vocational Education is very essential to prepare citizens to achieve the specific skills needed for improvement of life quality in accordance with the promoting of the skills workers as to enhance the productivity and services in the country to be more competitive to the globalization in labor market as to boost the economic development ((OVEC) 2006).

2.6.2 Teacher Training

Office of the Vocational Education Commission (OVEC) in collaboration with the Colombo Plan Staff College for Technician Education (CPSC) (2011) realizes the significance of the teacher training program as to enhance the accurate transforming of knowledge and skills to the learners. In-Country Program on Enhancing Pedagogy Skills for Teachers was established at Chetupon Commercial College, Bangkok, Thailand, which participated by thirty educators from various TVET schools in Thailand. The program was designed to contribute useful input on improving pedagogical skills to the teachers to be able in appreciating the new perspectives for teacher education in TVET, comprehend pedagogical principles of teaching and learning, diverse instructional strategies and be able to upgrade their knowledge and skills with different digital media through micro-teaching practice ((CPSC) 2011).

2.6.3 Management of Non-Formal Education for Career Development

There confirmed the significance of the skills development as to promote the human resource development for supporting the forthcoming global situation, especially the coming of ASEAN Community in 2015 (Chalerm 2012).

The development of skills labor needs to be in a systematical process, which requires the National Vocational Training Coordination and Labor Development Community to work on the strategic management framework of skills development in Thailand (Chalerm 2012).

The Ministry of Labor established Department of Skill Development (DSD) as to deal directly with the people who lack of skills in industry being found, DSD called for the involvement of the National Vocational Training Coordination Committee (NVTCC) as to avoid the duplication of training and target group and also sharing the training resources – the needs assessment of skills needed is conducted, and it is done by the Provincial Vocational Training Coordination Committee if it is in the local level (Thailand 2009).

Meanwhile, the Advisory Board of skills development is generated to issue the guidelines on human resource development in the institutes or centers, donate

or share training tools, materials, issue curriculum, instructors, etc. The most essential task of it is to offer the information on qualification and demand of skills workforce (Thailand 2009).

Nevertheless, after getting the need assessment, the training programs are offered and evaluated by skills development institutes and centers by requiring all participants to get vocational guidance on the training course and participate at least 80 percent of the total hours of training courses as to be eligible in getting the certificate after training. Nevertheless, the participants must do the evaluation test after accomplishing the training program. All participants will be tested on the skills standards as well. For those whose performances match with the good industrial habits, will be encouraged to be the employed in the place where they were trained ((TVET) 2009).

Moreover, for the successful in the training for workplace learning, competency-based skills has been used as to locate competency gap and improve the development of training curriculum so that the gap is bridged and there will be the increasing of employability and productivity of the workforce in Thailand (Thailand 2009).

In conclusion, the flow of skilled labor is considered as the major element in enhancing human resource development in Thailand, so the government places the strong commitment in having the vocational training being offered to the unskilled workers via the management of Ministry of Labor in collaborating with the Ministry of Education as to utilize the vocational and skills training to promote the sustainable economic development in Thailand. The skills development road map is designed by prioritize skills development and followed by the management of skills standard, decent work, productivity as to reach sustainable economic development ((TVET) 2009).

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2.7 Career Development in the United States

Responding to the evolving economy, developing the skills of the workers either via training organizing or continuous on-the-job training, will be considered as 'the pillar of competitiveness,' which enables the innovation and business sophistication to improve the competitive economies (Schwab 2009).

Organization for Economic Co-operation and Development (OECD) demonstrated that an occupational skill-level distribution in the United States has been divided into four main levels. Level one refers to the unskilled jobs, level two

is the semiskilled jobs, while level three and four are skilled jobs (U.S. Department of Education Office of Planning 2013).

According to the survey in 2006, the proportion of 25-to-64-year-olds involving in workforce revealed the result of 39 percent as skilled workers and 61 percent as semi-and unskilled workers, which is considered as the worrisome data to be taken to the consideration of the intervention (U.S. Department of Education Office of Planning 2013).

2.7.1 Curriculum Designed for Career Development

Armed with the big concern of the 61 percent are working as semi-and unskilled workers, the Department of Education realizes the need of education for skilled occupation – the skilled occupations specifically requires for tertiary education, often at the bachelor's degree level in the United States, while semiskilled occupation typically call for the completion of upper secondary schooling (a high school diploma) or some no tertiary postsecondary training.

Armed with the above understanding, the Department of Education in the United States (2013) innovate the new learning curriculum for helping citizens, especially youths to develop themselves to the skilled workers.

As the matter of fact, the foundation education level to build the vocational and career and technical education are upper secondary and tertiary education levels. Citizens are required to participate at least in secondary education, which begins after six years of primary education encompasses two main levels: lower and upper secondary education.

For lower secondary education, the study curriculum starts from grade seven through nine with the completion of the study of basic education ending up with the compulsory education in many economics.

Upper secondary education, however, typically takes three years and offers students with deeper knowledge as to engage them for tertiary education as to entry the labor market. It is the process of study in grade ten through twelve, and it consists of three sorts of programs orientation: general education, pre-vocational or pre-technical education, and vocational or technical education.

2.71.1 General Education

This program prepares students with the better understanding of the qualification to enroll in job market and as to prepare them for the further study in the higher level as well.

2.7.1.2 Pre-Vocational or Pre-Technical Education

The program is established to engage student in the vocational and technical program as to be ready in involving in the world of work. Though the completion of this program does not guarantee the capacity in acquiring the job in job market, but at least 25 percent of the content of this program concerns in vocational and technical study for students so that they could use it in the future career.

2.7.1.3 Vocational or Technical Education

This program specifically manages the students to involve practically in the world of employment, for it offers the teaching of practical skills, know-how and understanding of the specific trade or occupation. The completion of the program will lead to the job market related to the vocational qualification recognized by competent authorities in the country. Nevertheless, the evaluation of the qualification of the students enrolling in the vocational programs is determined by the specific number of courses hours and about a half of the states in the United States use final exams or the series of exams during secondary education program as to measure the level of capacity of students completing the program (U.S. Department of Education Office of Planning 2013).

The U.S. Department of Education sees Career and Technical Education (CTE) as the vital tool in preparing students with career awareness and be able to gain academic, technical knowledge and work-related skills necessary for the completion of post-secondary education, training, and employment (Education 2012).

CTE program is designed to enhance the knowledge and skills of the students not only to help in the successful completion in the college but in the career and the civic life as well – there lied the essential learning and implementing a set of employability skills include the capacity to work collaboratively in diverse teams, communicate effectively, think critically, problem solving skills, information finding and analyzing, asking challenging question, and adapting to the changes, in which transforming the individuals to be more employable omnipresent (Education 2012).

The U.S. Department of Education (2012) demonstrated the target population in CTE program as following rural students, low-income students, English learners, individuals with disabilities, continued support for American Indian, Alaska native and Hawaiian student.

In conclusion, to build economy to last, it is not only to consider on thriving industries and competitive businesses but also the educated citizens with the wide range of skills workers available within the United States. Meanwhile, CTE program is

established to enhance students or citizens with the comprehensive knowledge and the needed skills to be successful in the global labor market (Education 2012).

2.7.2 Teacher Training

2.7.2.1 Learn the Principles of Adult Learning

A teacher in vocational training is simply known as the facilitator, so understanding adult learning context is very crucial for the teaching quality, for adults comes to learn or pursue the skills with the life experiences, and they have specific goals as the problem-based learners (Jennifer 2007).

In early 1970s, Knowles introduced the six assumptions about adult learning include need to know, self-concept, prior experience, readiness to learn, learning orientation and motivation to learn.

2.7.2.2 Learn about Learning Styles

Jennifer (2007) illustrated that adults use wide variety of learning styles include visual, auditory and kinesthetic – some adults are more likely to learn via diagram or flowcharts, while the others are familiar with the listening of the tapes or podcasts.

2.7.2.3 Learn from Other Teachers

In 2007, Jennifer, delineated the significance of leaning that could be glancing at the sample of the other teachers who have good performances – there will embedded many qualities of the observations from better practices of the previous-generation teachers or those who have been trained effectively on the knowledge and skills as well as the application of those qualities with adults.

2.7.2.4 Learn to Give Excellent Presentations

When there existed the training of a group of adults, Jennifer (2007) recommended the awareness of the presentations being conducted, for it will contribute directly the demonstration of the knowledge and skills being taught, so it is vital that the facilitators are trained about the skills of public speaking effectively.

2.7.2.5 Learn to Give Useful Feedback

Jennifer (2007) found the regular and immediate feedback as the important part in making the process of teaching and learning both knowledge and skills – the learners will be able to see the right and wrong from their practices and they are able to gain the useful advices or feedback as to improve the future practices to be better.

2.7.2.6 Learn to Teach all the Times

In fact, to assist the learners to develop their learning of the skills, it is vital that the facilitators are willing to teach and guide them all times, for this is the sign

of the positive motivation being offered to the learners, and this manner will encourage the learners to feel positive on what they are doing and learning indeed (Jennifer 2007).

2.7.2.7 Learn to Enjoy Teaching

Enjoying teaching is the sign of the good preparation of the facilitators in the transferring the knowledge and skills to the learners, and it is the main quality of the facilitators, for it embedded the meaning of 'loving what you are doing' so that the learners will also love what they are learning and practicing as well (Jennifer 2007).

On the other hand, John A. Henschke (2011) expressed the necessary five building blocks for adult learning experience: beliefs and notions about adult learners, perceptions concerning the qualities of effective teachers, phases and sequences of the learning process, teaching tips and learning techniques, and implementing the prepared plan. One among which, the quality of the effective teachers have been noticed not only from the rich of knowledge, skills and experiences of the teachers in teaching and training but the understanding of the differences of adult learners and how to treat adults learners in the comfortable way are the main points (Henschke 2011). In the First Conference of Lifelong Education in Chulalongkorn University in 2013, John A. Henschke expressed the significance of the trust from teacher to student as the main tool in constructing the relationship between teacher and learner, and it will help in all the processes of teaching and learning (Henschke 2013).

Hence, there existed plenty of qualities of a qualified teacher or facilitator in educational or skills training being found from the practices of the qualified training, and those include the rich of knowledge, the understanding of adult learners with the specific learning goals, in which there existed the previous knowledge and experiences that require the teachers or facilitators to be aware of.

2.7.3 Management of Adult Education for Career Development

According to the U.S. Department of Education (2012), to strengthen the nation's career and technical education system, the management of the vocational and technical program should be adapted with four core principles: alignment, collaboration, accountability, and innovation.

Effective alignment between the program labor market needs is very vital, for to ensure the successful training program is to establish the training programs which serve the demand in the labor market. The states would be assessed to work with the workforce and economic development agencies to determine the in-demand occupations and high-growth industry sectors on which local vocational and

technical training programs will focus. Then, the states will insert those skills found in the secondary education in addition to the general knowledge being offered to the students (Education 2012).

Second, the high quality of the vocational and technical training programs relies specifically on the strong collaborations between secondary and postsecondary education institution, employers, industry, and other related partners (Education 2012).

The U.S. Department of Education (2012) also expressed the call for the meaningful accountability and rewards based upon clear metrics, for it involves strengthening the accountability systems used by states to track progress so that performance data are collected, analyzed, and used to identify and address student results as well as equity gaps in educational attainment and employment between different group of students.

Last, increasing support for local program implementation and innovation is known as the main step in management of the skills training for adults as well. The changing nature of the skills required for existing jobs, the ongoing emergence of new jobs, and the rapid pace of technological advances all demand new, more responsive program models, curricular strategies, and instructional approaches. Anyway, new models, strategies, and approaches developed at the local level will not suffice to support the type of transformation that the administration envisions for the training programs at all unless they are validated and taken to scale. State-level reforms also must accompany advancements made at the local level to ensure that the necessary conditions to foster and sustain innovation that result in positive student outcomes are in place.

Thus, the management of the skills development for vocational and technical training in the United States concerns primarily on the assessment of the current demands in labor market as to enable the program planner to organize the right training programs as to offer the right skills for the citizens in the right time, and it also involves significantly in the collaboration with employers and related partnership as well as the secondary and postsecondary program because this is how the training is taken place. Nevertheless, the funds and the support for local program implementation and innovation are also the necessary factors in managing the programs as well.

2.8 Understanding Non-Formal Education

2.8.1 Non-Formal Education in Cambodia

Mostly of the laws and agreement made in education system concerned on the non-formal education rather than informal education since informal education is the learning universally, independently and even unintentionally, which could be happened without organizing or managing to be involved. It is then consisted of less or even no exactly the role relevant to this one as it could be easily learned via the spheres around include the environment, people, cultural diversification, information sharing, and many other types of learning taken place without the instructors or facilitators.

Notwithstanding, informal education was the education that is taken place outside the school context and can illustrate actually the widely freedom of the getting knowledge and skill anywhere at any time, yet still it doesn't fulfill the satisfaction of the learners' needs since there are something they could not independently discover and need some helps and guys from the resourceful person so-called facilitator, and it might be the knowledge that is or is not normally found in the school.

Hence, there intervened the establishment of the National Policy on Non-Formal Education to facilitate the good practices of non-formal education in order to ensure the hope of achieving Education For All by the near future, 2015.

2.8.1.1 National Policy on Non-Formal Education in Cambodia

Non-formal education was initiated and promulgated to be used owing to the ensuring the quality of education in all levels for all the population as stated in Article 65 and to measure the completion of the uniform education system throughout the state in Article 66, and especially the global trends, which move to the Education for All and All for Education.

The National Literacy survey conducted by MoEYs in 1999 released the concerned data, which means that 36.30 percent were found as illiterate population and the number was increasing year by year – many people who did not access to education in school and the drop-out rate was noticed increasingly. Hence, the heavy burden for non-formal education was initiated, and there created the National Policy on Non-Formal education in 1999 to deal with this concern. Following are the strategies being adapted in the national policy on non-formal education such as (a) opening chances so that all people are welcomed to lifelong learning; (b) instilling literacy and continuing education by providing credit, employment and vocational

skills to enable the convenience in daily living standard of the population; (c) the concerning population, according to the Royal Government include all Cambodian citizens who are living in Cambodia that haven't access to public school such as poor people living in the terrible circumstances, ethnic minority children and youths, adults aged 15 to 45 years old, especially the working children, out-of school children and youth that were left behind. Among these population, girls and women were taken as the priority in the purpose of establishing and promoting non-formal education in Cambodia. Indeed, it is no denial that the operating and reintegration areas, which was strongly suffered by the enormous wars in the past; (d) there called for the responsibility of the implementing and promoting the spirit of responsibility from the members of National Education For All to ensure the good result of non-formal education in producing the development in terms of human resources, concerned stakeholder institution, local authorities at all levels, village development committees, pagodas, religious buildings, business people and private sector to contribute in establishing the community learning centers in villages, communes and pagodas; (e) the concentration on sustains non-formal education and literacy classes by the Ministry of Interior; (f) the Ministry of Cult and Religion is required to collaborate with the Buddhist leaders as to enhance the learning throughout people either by preaching or any campaigns conducting in the pagodas. Additionally, this collaboration is essential in helping them conducting the libraries, classrooms as well as the community learning centers in each community to facilitate the education transforming either via non-formal or informal learning; (g) the MoEys shall provide advices as well as the facilitation to help building teacher capacities; (h) the Ministry of Information is suggested to promote the denial of information through the social medias include television, radio, newspaper, etc in order to instill the continuing education to all citizens; (i) the managers of any factories and business are required to seek for the training provided to the employees in order to enhance both the employees and employers and especially it must comply with the labor law determined by the Royal Kingdom of Cambodia; and (j) good non-formal education practices must be ensured by the careful monitoring of the projects and the research as well as the survey conducted by the MoEys so that there will be the achievable results terms of the good quality of knowledge, skills, and attitudes being provided ((MoEys) 1999).

2.8.1.2 Program Used in Non-Formal Education in Cambodia

According to the Future Trend of Adult Education in Cambodia, 2009 prepared by the MoEYs, following are some main programs prepared to enhance non-formal education in Cambodia.

2.8.1.2.1 Functional Literacy Program

This program is designed to facilitate in order to fulfill the literacy needs of the participants by providing various of literacy program since the basic level to the upper one. The level is divided into three types: illiterate, semi-literate, and literate – each of which literacy program will be provided in different kinds with different levels. For the first level, the learners are required to learn the basic of reading and writing as well as numeracy skills. For those who have completed the first level, will be welcomed to enter the second one, which will be further taught how to read and write in the medium level, which enable them to write a communication letter or paragraph, especially the learners will be able to read all the letters, words and phrases in Khmer. Last but not least, the finally level of functional literacy program is provided to those who have already passed the stage of simple reading and writing already, and they are suggested to do the self-directed learning, for they are literate already – it is then pivotal that they need to struggling in building up the learning capacity to reach the top level as to become the potential human resource in the country. However, for those who are interested in building up or upgrade the knowledge on ICT, language classes, or any other subjects and skills, they are illegible to enroll in the short courses provided according to their needs as well, for the program also established to obtain the life skills for daily needs of people ((MoEys) 2009).

2.8.1.2.2 Post-Literacy Program

Promoting the literacy population is somehow concerned with the increasing of the reading centers in the village, libraries, sub-district, temples, and any materials that are related to life skills, and it include the knowledge on agriculture, health, HIV/AIDs, self-decision, and the career establishment.

2.8.1.2.3 Equivalence Program

Most of the adults, who do not get involve in or little involve in education in schooling, are invited to join equivalency program since the knowledge in primary education to lower secondary school will be provided in the basic level. Additionally, equivalency program content consists of some core subjects include Khmer language, mathematics, and some elective subjects. It seems to be obvious that, only the main subjects mentioned above, is not fulfill the requirement of the labor

market at all – there will be more challenges occurred in the labor market. It is then very significant that besides being educated in equivalency program, Cambodia adults are required to involve in some vocational skills to build up the multi-dimensional skills in addition to the knowledge learned so that there will be the enhancement of the citizen quality to respond to the fast-changing world, especially the ASEAN community that is coming soon by 2015. Moreover, vocational training skills are also considered as one of the ingredients of the government policy in role with adult development and poverty alleviation.

2.8.1.2.4 Re-entry Program

One of the marvelous programs on non-formal and informal education development in adults is “Re-entry Program,” the programs that was organized to train for children who faced with some difficulties in life or family and finally happened to make the decision to out from school since grade 3,4,5,6. Through the program, those mentioned students are welcomed to be in line with education again from grade 4,5,6,7 respectively.

2.8.1.2.5 Income Generating Program

Another program on non-formal and informal education practices are income-generating program. As the matter of fact, it is not insofar as the programs organized to add up more knowledge and skills to the adults, yet it also was arranged to facilitate the way of earning for the living by welcome all the knowledge and skills that could be immediately used to generate the revenue for the trainers for promoting the standard of living in the accepted quality. This program is the vocational training skills for the special citizens who are yearning to increase their income, therefore. Furthermore, the implementation of the program will be located in community learning centers (CLCs), or was directly taught by the local people to serve the actual need of that career. Indeed, the programs can also be popularly put into practices in the type of magazines, newspaper and televisions as well in order to ensure that it could reach large number of the participants who are seeking for either single skills or multi-dimensional skills enable to bring them as the main resources in seeking for the preferable job.

2.8.1.2.6 Quality of Life Improvement Program

As the matter of fact, there are amount of ways could be used to enhance the education to be available in anywhere for any people to promote the human resource development. Most of which in common, improving the quality of life is regarded as the major concern of Cambodia government, for to take part in citizens’ life quality, it requires these who lack of the opportunity in school enrollment

because of the specific problem being reported, to build the own knowledge and skills, which are useful for everyday life by joining the general social media and mass media such as television, radio, Internet surfing, etc. As there brought the essential ideas on the ways to improve life quality in Cambodia, the citizens especially the adults are supposed to raise more awareness on new issues, solutions, or any necessary information found to keep sharing, and it can be either radio, and drama. As the matter of fact, beyond the movie watching, the participants can benefit from the movie by learning new cultures, social norms, and beliefs. Hence, government cooperated with the local and international organizations, and mass media as well as each individual, promote such a great life improvement for the quality of life.

2.8.1.3 Activities on Non-Formal Education

Mostly the activities of non-formal education in Cambodia are organized by the NGOs in cooperation with the Department of Non-Formal Education. Many of international organizations concerned on non-formal education field are UNESCO, UNICEF, World Bank, etc. However, non-formal education activities of the above-mentioned organizations are summarized as the following:

2.8.1.3.1 Literacy Program

There are some NGOs providing services of bi-lingual education with their own curriculum and textbook and community pre-schools classes to the learners in order to enhance literacy skills (Lay, Chhum et al. 2013). Moreover, there are numbers of local and international organization providing functional literacy programs to Cambodian citizen that are located in many provinces and cities in Cambodia. Most of which, the program concerned on the basic education from the primary to upper secondary school so that the participants, therefore, could further their learning of knowledge and skills by using the knowledge they have learned from the basic level.

2.8.1.3.2 Job Skills Programs

These activities are available all in Phnom Penh city, and followed by Battambang, Prey Veng, Kandal and Takeo province. The NGOs in these provinces concerned on the job skills programs include income generation program, computer training, English language training, clothes sewing skill, food and cake processing/cooking skill, hairdressing and make up, art of weaving skill/traditional silk, rice planting techniques, mat weaving skill/Rattan Basket weaving skills, vegetable planting, animal/fish rising, bicycle and motorcycle repairing, electricity, air conditioners/mobile phone and refrigerator repairing, auto motive mechanic, art of drawing pictures, carpenter and furniture skill, sculpture and carving/blacksmith skill,

storytelling skills, T-shirt printing skill, and traditional music and dancing skill (Lay, Chhum et al. 2013).

However, in Pailin, Preah Vihea, and Siem Reap are seemingly least available in the above-mentioned activities – it is suspected that may be there are many activities of non-formal education providing in those provinces either, but it was just the rejection of giving the interview to the researcher from the NGOs there.

2.8.1.4 ICT Used in Teaching and Learning

According to the country report on ICT in Education in Cambodia, 2007, ICT education has been provided to deliver to 3 main types of population include the students, ICT teachers, and other teachers (Ministry of Education Youth and Sports, 2011).

2.8.1.4.1 For Students

The students in upper secondary level are required to give the global view of what ICT can be used for, and they are taught ICT in order to enable for the future employment in the labor market to be much more competitive in local and international labor market.

2.8.1.4.2 For ICT Teachers

ICT teachers are trained on ICT skills as to update the knowledge to enable in preparing and teaching the above curricula. Additionally, the ICT teachers are required to use the knowledge and skills to prepare for the distance education, support the use of ICT in education management and computer maintenance and networking.

2.8.1.4.3 For Other Teachers

Generally, all other teachers whose skills are not specified in ICT, also required to have the knowledge of using ICT in the basic level of basic computing skills and a global view of ICT, how it is used, and the skills to deliver using multimedia and distance education to enhance more comprehensive knowledge in addition to what they are having now.

2.8.2 Non-Formal Education in Thailand

Thailand is one of the countries in Southeast Asia, which has been put the tenacity on the development of human resource, especially the struggling to achieve the Education For All goals. There is, by the way, no surprise to see the great working on educational sector, especially in the line with non-formal and informal education. Notwithstanding, there have been long period of non-formal and informal practices, every activities kept updated and the national policy also kept amendment to ensure the good result of campaigns conducted by the Department of Non-Formal

Education. Meanwhile, having glanced to the current practices of non-formal and informal education in Thailand, it is somehow crucial to focus attention on the so-called the “Office of the Non-Formal and Informal Education,” which is the main place where the national policy and any activities related to non-formal and informal education are practiced.

2.8.2.1 National Policy on Non-Formal and Informal Education in Thailand

2.8.2.1.1 Background of the Office of the Non-Formal and Informal Education (ONIE)

Non-Formal Education Department was established since 24th March 1979 by the enactment of the Royal decree. It is endorsed that the department was initiated to serve the education services to the out-of-school population and to help building human resource development. By the way, Non-Formal Education Department has made the transition of its status to the “Office of the Non-Formal Education Commission.” With this change, the role and responsibilities remained the same, yet the active found in the activities were seemingly not as effective as before. Eventually, on 4th March 2008, in resulting with the Promotion of Non-Formal and Informal Education Act, 2008, there reached the agreement of changing the name of that office to the “Office of the Non-Formal and Informal Education” or so-called ONIE. The major tasks of ONIE are to manage the non-formal education policies, planning, and strategies to ensure the campaigns of non-formal education programs and activities ((ONIE) 2007).

2.8.2.1.2 Vision of ONIE

ONIE has the main vision of promoting the quality of educational accessing in lifelong learning for all people within the country.

2.8.2.1.3 Goals of ONIE

ONIE is established with many goals include (a) to show a good appearance in terms of the administration and management system, owing to the principle of good governance; (b) enhancing effective learning program by promoting the implementation of International Communication Technology; (c) equality in accessing to the education services with justice; (d) network parties conduct and develop the non-formal and informal programs effectively; (e) the elongation of the learning resources centers to all areas should meet the learning needs; (f) the communities are enabling to conduct knowledge management to strengthen community development; (g) the learners or clients will gain the good learning standard in which they could enhance knowledge skills and moral principle to lead the pleasure life

with the good standard of living; and (h) the non-formal education teacher, civil service officers, teacher civil services and network parties enable in gaining the potentialities in performing tasks and conducting the qualified educational programs.

2.8.2.1.4 Functions and Responsibilities of ONIE

Owing to the Article 14 in Promoting the Non-Formal and Informal Education Act, B.E. 2551, following are the functions and responsibilities of ONIE such as (a) act as the central organization in undertaking the secretarial work of coordinating committee for promotion and support of non-formal and informal education; (b) make the recommendations on the policy, plans, and strategies conducted in non-formal and informal education to the committee; (c) encourage the development of academic matters in non-formal and informal education includes the information system, personnel, research, innovation and curriculum; (d) to promote, support and undertake the transfer of equivalency educational results, knowledge and experience, include the equivalency determination of educational levels too; (e) build up network parties by encouraging the collaboration among individuals, families, communities, communal societies, local administration organizations, private entities, professional bodies, religious institutions, business operator, etc. via the participating in non-formal and informal education; and (f) to promote the quality of life continuously for the citizens by preparing the recommendation on the significance of ICT, public libraries, museum, educational radio and television, science centers, community learning center and other living resources.

2.8.2.1.5 Target Group

There are totally nine groups of population that non-formal and informal education is concerning about include:

2.8.2.1.5.1 Disadvantage or Underprivileged Children

This group refers to the children whose living circumstances are facing with the problems, and required the concentration as well as the support from others to reach the better life with high capacity building being equipped. This population could not be left behind since they can be the future human resource which is the strongly need of the country, and the prime thing to build that, it is crucial that the government concerning on the education providing to them, they are not able to access the education by themselves though.

2.8.2.1.5.2 Inmates

Inmates are known as those who are sentenced or punished to prison or jail. This kind of people needs the vocational skills to be learned during the living in the prison in order to ensure the living standard when leaving the jail.

2.8.2.1.5.3 Workforce

Workforce refers to the population who are now currently working in the industrial, service sectors, business, and all the employees and employers whose works are dealing in the line with government, private sector, NGOs, etc. They are yearning to upgrade their knowledge and skills; especially in the ICT in order to enable to produce the creative ideas and skills to enhance the current works to be much better and be able to reach the goals of the organization successfully.

2.8.2.1.5.4 Disabled

Disabled means the citizens with the handicapped physical so that they could not able to use all the five senses simultaneously since there is the absence in terms of either the vision, hearing, movement, communication, mental, emotional, behavioral, intellectual, and learning, deficiencies, or other impairments. These types of people require special cares, understanding, and attentions from the people around, for their learning motivation is easily relapsed by the surrounded environment. Most importantly, this kind of people could not attending the simple ways of learning as the ordinary people at all – the special education is required to fulfill their learning needs.

2.8.2.1.5.5 Farmers (Agriculturists)

Farmers are those whose works are dealing closely with the crops, farming, orchard, animal rising, fishery, lac, culture of silkworms, etc. As the matter of fact, to enhance the yearly yield of the production, the farmers are required to seek for the short course training in the community learning center to update the skills in growing crops or any agricultural activities and techniques are being introduced when participating in the campaigns of non-formal and informal education.

2.8.2.1.5.6 The Elderly

Elderly refers to the population that reach the retirement age and whose age are 60 years or over with the Nationality of Thai – this type of people require the additional education when reaching the old age include the education on health care and the community sharing center to enable them seeing the value inside them, they are overage to serve in the public sectors though.

2.8.2.1.5.7 Thai Hill Tribes

Thai hill tribes are the ethnic minority group who are living along the mountain in the North and the West of Thailand, which the educational providing are seemingly hard to reach, owing to the poor infrastructure enables in the communities, language used, and poor living condition which prevent them from coming to the areas, where the educations are scattering. This kind of people

includes Karen, Meo, Yao, Mu Ser, Lisu, Egor, Lua, H'Tin, Khamu and Mrabi. Moreover, the provinces where the numbers of hill tribes are living are known as (a) northern region includes Chiang Mai, Chiang Rai, Mae Hong Son, Lamphun, Lampang, Phrae, Nan, Phayao, Phetchabun, Phitsanulok, Sukhothai, Tak, UthaiThani and KamphaengPhet; (b) middle region includes SuphanBuri, Kanchanaburi, Ratchaburi, Phetchaburi and PrachuabKhiri Khan; and (c) north Eastern region: Loei.

However, owing to the large population of people living in these areas, it is somehow important that the educational accessing is quite in need to build the potential human resources in the future, and their education could be instilled via the scattering of the community learning centers in their areas to insert the non-formal and informal learning for them.

2.8.2.1.5.8 Local Leaders

Local leaders refers to all the powerful people in the village, community, province, city, and the country, which hierarchically needs the training as to upgrade the knowledge and skills to enhance the creative solutions to the issues currently faced in the workplaces, especially in the entire country. In fact, being the leader, it is somehow significant to update the knowledge and skills to the fast-changing world and the globalization in order to rise up the creative and smart solutions to deal with the issues found in the workplaces or the society.

2.8.2.1.5.9 Overseas Thais

Overseas Thai refers to those, whose nationalities are Thai, yet have travelled to settle down, work, study, or get married in abroad. Thailand Non-Formal and Informal Education learning centers will be available in the America, Europe, Asia, Middle East, Africa, and Australia to serve the learning needs of these populations.

2.8.2.2 Program Used in Non-Formal Education in Thailand

According to ONIE, there are 3 main types of non-formal education programs include the basic education, literacy promotion, and continuing education.

2.8.2.2.1 Basic Education Equivalency Program

The program aims to provide the basic literacy and numeracy skills to the learners, and there consisted of 4 main levels in the programs include the primary level, lower secondary level, upper secondary level, and occupational education certificate.

2.8.2.2.2 Literacy Promotion

Literacy promotion is the type of teaching the fundamental literacy of basic education and skills to the target group to help them easily access to further their

learning in order to add up the value to their quality of life. The teaching could be in the picture of individual, group or class learning.

2.8.2.2.3 Continuing Education Program

This program is initiated to serve the population who have equipped the basic knowledge and skills already, and who still have passion to seek for further development of the resources they are having. Continuing education program consists of the education for vocational development, education for life skills development and education for social/community development.

2.8.2.3 Activities on Non-Formal Education

There are many of activities being conducted in non-formal education practices, which will be described as following:

2.8.2.3.1 Basic Education and Literacy Promotion

To enhance literacy rate among people in the country, and to participate of striving to achieve EFA goals, ONIE initiates the literacy program which consisted of 4 main levels of primary, lower secondary, upper secondary, and education for social/community development for encouraging the ability of basic reading and writing in order to engage them in participating in further learning to perceive essential knowledge and skills, which enable them in finding the job to earn the intake for their living.

2.8.2.3.2 Education for Vocational Development

This activity managed to provide the vocational knowledge and skills to equip the learners with the particular skills, and the activities are namely respectively as vocational skills training, group gathering for vocational development, vocational skills training through the use of technology and vocational development activities for the disabled.

2.8.2.3.3 Education for Life Skill Development

The life skill activities being provided to the learners include the family study, music, sport, narcotic, democracy, nature resources and environmental conversation, physical health and hygiene, moral values and ethics, local wisdom, archeology, etc.

2.8.2.3.4 Education for Social/Community Development

This activity is organized to enhance the knowledge and skills that the learners already had, but still unable to put in the practice. This activity will help them putting and applying what they have learned in non-formal education activities in the real context of their community or society. More importantly, the activity focuses on twofold parts – the short courses curriculum and hill area education.

2.8.2.4 ICT Used in Teaching and Learning

In non-formal education as well as informal education, ICT usage is quite essential. Armed with the UNESCO report on the links to non-formal education projects which utilize ICT, ICT used in the projects of general resources, ICTs toward EFA, ICTs for job creation and poverty reduction, ICTs in development programs, ICT in non-formal education for children, ICT in literacy and adult education, bridging the gender divide, community empowerment: connecting rural/remote areas, Special needs and the disadvantages, and connectivity.

2.8.3 Adult Education in the United States

Literacy and numeracy skills are generally considered as the currency in the United States, in which the citizens could not earn the average wages if they do not have the average skills, and they will not be able to take any aspect of life with the illiteracy problems. Adult education in the United States was seen in variety of picture. To some extent which adult education plays the role as informal education, the community organizes the bible study, in which people could gather together for religious study and improve the ability of reading (Caudia, Marylou et al. 2007). Nevertheless, lending the libraries that worked with community member will enable them to read the latest in America literature or pursue personal enrichment, vocational schools that lead to advance the occupational skills of students, governments that saw literacy as a mean to support citizenship, and the military, which promoted literacy to ensure a well-trained fighting force.

As part of the federal war on poverty in 1960s, the U.S. Congress passed the Economic Opportunity Act (1964), which consisted of Adult Basic Education program to set up the basic education classes for adults who had not completed secondary education. Meanwhile, according to the website of the U.S. Department of Education, which is retrieved by 12th November 2013, the Office of Vocational and Adult Education (OVAE) support a wide range of activities that prepare young people and adults for further advancement in education and careers, and these investments are approximately USD1.9 billion annually in total.

Additionally, the initiated programs under the management of OVAE are seen to be divided into three main parts: adult education and literacy, career and technical education, and community colleges. The foremost part, adult education and literacy covers two major programs include basic grants to states and national leadership activities. Basic Grants to States enables the funding for local programs of adult education and literacy services such as workplace literacy services, family

literacy services, English literacy programs and integrated English literacy – civics education programs. The programs open the opportunity for people whose age are 16 and older and those out-of-school populations who are not enrolled in secondary school under state law. Moreover, the Division of Adult Education and Literacy is established to take part in engaging adults to the basic skills necessary to function in the society and to promote the good quality of life to citizens by enhancing family life, attaining citizenship and having them involving in job training and retraining programs. Second, the Division of Academic and Technical skills as to prepare for the high-skill, high-wage, or high-demand occupations in 21st century global economy. The programs in this division are designed to administer state formula and discretionary grant programs under the Carl D. Perkins Career and Technical Education Act. Furthermore, it provides assistance to states as to enhance the program quality, implementation, and accountability. It establishes national initiatives, in which the states could implement rigorous career and technical education programs indeed. Finally the last part is community college. OVAE placed the important role of community college as to strengthen the access to postsecondary education for youth and adults and the improvement of workforce development. The main purposes of the program are to build public support for community colleges as centers of innovation and providers of excellent education and training that are affordable and accessible to all Americans, to facilitate the propagation of timely and actionable guidance on community college educations for teachers, administrators, students, parents, and employers. Most importantly the program encourages the promotion of the strategies development to support the students in the completion of their postsecondary certification and degree programs. Adult education program is designed to fulfill the educational needs based on:

2.8.3.1 Types of Providers of Adult Education in the United States

There are totally five main provider categories that are best characterized adult education program in the United States (Caudia, Marylou et al. 2007).

2.8.3.1.1 Local Education Agencies

Local Education Agencies are typically public schools or school districts. Furthermore, all members of the community are provided with adult education classes.

2.8.3.1.2 Community-Based Organization

It is a broad category which encompasses religious and social service groups, library, volunteer literacy organizations, literacy coalitions, community action groups, and other kinds of public or private non-profit group.

2.8.3.1.3 Community Colleges

Community Colleges refer to the institutions of higher education which offer degrees below a bachelor's degree or technical degrees or certificates, such as in mechanical or industrial arts, and applied sciences.

2.8.3.1.4 Correctional Institutions

Correctional Institutions include both prisons and jails that are funded by the state to provide adult basic education services to incarcerated adults.

2.8.3.1.5 Other

Some examples in this category include public or private colleges which are not community colleges, libraries, departments of human services, institutions for disabled individuals, and other coalitions of providers, including those that include more than one of the provider types listed above.

2.8.3.2 Program Size and Funding Sources

The size of adult education programs depends on the programs' number of sites, number of participants and total budget and by the type of provider.

Overwhelmingly, adult education programs reported that they were supported by a combination of federal and state funding, rather than funding from local governments, private donation, or fees and tuition (Caudia, Marylou et al. 2007).

2.8.3.3 Instructional Services

There are major three types of instructional services, according to National Reporting System for Adult Education in 2001.

2.8.3.3.1 Adult Basic Education (ABE) Instruction

It is designed to assist the adults who have problem with reading, writing, speaking, problem solving or computation at a level necessary to function in society on a job or in the family. ABE learners attend the programs to get the basic literacy and numeracy skills.

2.8.3.3.2 Adult Secondary Education (ASE) Instruction

It is designed to assist adults who have some literacy skills and can function in everyday life, but are not proficient or do not have a certificate of graduation or its equivalent from a secondary school. Normally, the learners participate in ASE as to acquire an adult high school credential.

2.8.3.3.3 English as a Second Language (ESL) Instruction

It is designed to facilitate the adults who have the limited English proficient achieve competence in English language.

2.8.4 Adult Learning Methods: Understanding and Facilitating Adult Learning

According to Michael (2004), the understanding of adult learning and being able to facilitate the effective learning program for them is very essential in adult learning methods. Adult learning methods consisted of the understanding of how to be the teacher of adults, understanding adult learners, exploring the philosophical orientation, identifying the teaching style, designing instruction, understanding and using learning styles, creating motivating learning environment in adult learning and ethical reasoning in teaching adults.

Also, the teacher or facilitator needs to be aware of the guidelines for selecting the right methods and techniques of teaching adults – adults could be learned by the following techniques: case story, discussion, lecture, interactive television, distance learning techniques, learning contracts, course portfolio, critical thinking techniques, demonstration and simulation, case study, forum, panel, and symposium, enhancing learning communities in cyberspace and mentorship. The selection of each technique must be flexible with the context and the background of adult learners in order to ensure the effective teaching outcomes (Michael 2004).

2.9 Assessing Needs in Continuing Education

2.9.1 What is Needs Assessment?

According to the Office of Migrant Education in 2001, need refers to the gap between the current present and the desired future. Needs assessment is generally known as the systematic processed used to figure out the needs, check out the nature and causes in order to organize the priorities for future intervention.

Meanwhile, Terry and Knut (2010) revealed the relationship between the way things are and the way things could be, which is known as "gaps." Their research delineated that the project is started with the conceptual, which gained via needs assessment and whether or not this gap moves to the fulfillment of future desires, depends on whether those needs assessment are being taken to the consideration as to produce the actions or interventions or not (Terry and Knut 2010).

Queeney saw needs assessment as the process of decision making organized for examine the educational activities or programs, which should be offered to help people fulfilling their learning needs. It deals specifically with the program content and the population to be served rather than to focus only on the available programs to be used in training (Donna 1995).

ADE Incorporated demonstrated needs as an extension of the Substance Abuse Life Circumstance Evaluation (SALCE), which plays vital role in observing and evaluating the issues of employment and the relationship of individuals – the greater detail and the additional information being gathered and analyzed, the better quality of the evaluation of needs assessment and the good sign of successful program organizing to deal with those needs (Incorporated 2014).

All in all, needs assessment is known as the essential tool to measure the desires of skills training needed to be addressed to particular groups as to help improving performance of things that are currently conducted (Bank 2012). It is for the organizing of the right training program to the right population in the right time, in which the right needs are addressed as to enhance the career development among the citizens.

2.9.2 Considerations in Developing a Needs Assessment

Queeney suggested that to develop the needs assessment, it is very crucial to focus on the purpose of a needs assessment by glancing on the content of educational activity, identifying the target population and the effective programs to be used. Furthermore, the concentration on the scope of a needs assessment could not be left behind – there should existed the limitation of the population, content and other factor related to the continuing educator, which include the time period and the types of programming. For target population, it is very essential to observe the characteristics of group members, motivation to identify educational needs, accessibility of group members, related data sources and ability to respond. Resources, however, is also another important factor to develop a needs assessment. It deals significantly on the funding, expertise, relevant practical experience, support personnel, support services, facilities, and equipment. Nevertheless, to design the needs assessment, the level of complexity is taken to the consideration as well, for the degree of complexity appropriate for having the training achieved can be determined after the purpose and the scope of the needs assessment are identified (Donna 1995).

Similarly, ADE Incorporated illustrated the important tasks to be done during designing needs assessment, which can be described as the offering of a standardized, objective and consistent technique of collecting information, the adequacy of valid information being provided about all related aspects of a respondent' life to figure out the priority of educational activities. Last but not least, needs assessment needs to be designed with specific aim so that it will be able to

be used for determination of the effective programs to be trained for the right population in the right time with the right skills (Incorporated 2014).

Thus, to develop needs assessment, designer should focus on the objectives of conducting, data collection of specific target group, and the identification of the current resources, scope, problems and the complexity of the needs assessment.

2.9.3 Deciding What to Assess

Queeney pointed out four major criteria dealing with the decision of what to assess include establishing priorities, knowledge, skills, and performance abilities, types of needs and setting standards. Establishing priorities refers to the identifying of content areas, perception of need, frequency of use, provider's strengths, and likelihood of generating demand, existing continuing educational programming and all possibilities related to the continuing educators. Moreover, another factor of deciding what to assess is concerning with the knowledge, skills, and performance abilities. Knowledge refers to the presumed knowledge and the new knowledge while skills focuses on the practical application of the knowledge or theoretical information being learned as to produce the results. Last, performance ability concerns with the application of a line of skills to particular situations including the attitudinal component. Types of needs, however, emphasizing on whether it is perceived versus assessed needs, felt versus expressed needs, normative versus comparative needs, discrepancy versus maintenance needs or current versus anticipated needs. Finally, setting standards refers to the deviations from standards to see the gaps between an individual's and a group's assessment level and the ideal level, basic level, or the comparison level group. Equally important, to set the good assessment standard, it is vital to take the consideration on role of the target population, characteristics of individuals within the target population importance of the knowledge, skills and performance abilities being evaluated (Donna 1995).

ADE Incorporated summarized the significant areas used to address what to be assessed include respondent attitude (test taking attitude), basic problem solving and reading assessment, emotional stability assessment, substance abuse assessment, employment assessment, personal relationship and support system assessment, physical health assessment, educational assessment and criminal history assessment (Incorporated 2014).

Hence, to decide what to be assessed in needs assessment process, it is important to glance on the priority of specific needs to be trained, current knowledge, skills and attitude of the specific population and the problem solving

assessment, employment assessment with types of needs and the standard to be used in needs assessment.

2.9.4 Needs Assessment: Tools and Techniques

Needs assessment is being done by various tools and techniques depending on the specific aims of the project and target groups being determined. According to the World Bank (2012), needs assessment can be done by document or data review, guided expert reviews, management of focus group, interviews, dual-response surveys, SWOT, and Delphi technique.

The data review refers to the technique of seeking information via documents, reports, data files and other written artifacts.

Guided expert review, by the way, is the information gathered from the experts outside system, which related to the focused needs assessment (Bank 2012).

The focus groups were viewed as the techniques of collecting information from a small group with specific goal – it needs the participation of facilitator of the question designed to discuss as to acquire the satisfied outcomes.

Interview is known as the asking of questions from individual persons as to seek for the information regarding to their needs on the specific topic, in which the researcher is focusing on.

Meanwhile, dual-respond survey was viewed as the data collection from a large group of people with different locations regarding their perspectives on both current and expected improvement.

Moreover, another technique of conducting needs assessment is known as SWOT, which consists of the identifying, organizing and prioritizing the strengths, weaknesses, opportunities and threats that impacts on planning, designing, developing, implementing and evaluating of the training programs being initiated.

Last, Delphi technique is the process of gathering data and opinions from experts and how to lead a group discussion. It was developed by RAND during 1950s for warfare forecasting. Moreover, it is the systematic and iterative manner of collecting data from panel experts.

Hence, there are wide ranges of tools and techniques can be used to conduct needs assessment – the important factors to focus on how to choose the right technique depends on the aims of needs assessment and the specific target learning group being determined. It is also vital to be noticed that the researcher could conduct more than one technique to figure out the adequate and accurate information for needs assessment conducting so that the results would not be grim

and be able to put into the planning for activities or programs planning as to resolve and respond to the needs found.

2.9.5 Needs Assessment as Part of Program Planning

Gaining needs assessment is not the final stage of conducting needs assessment, but it requires the researcher to be able in placing needs assessment found to the program planning as to make the problems be resolved. Queeney suggested that the program planning can be done depending on the following factors: the interpreting needs assessment data (focused interpretation, collective approach to data review, reliance on multiple indicators, avoidance of data glut, adaptation for limitations, use of data for new or expanded endeavors), reporting data, translating needs into educational activities and marketing activities on the basis of needs (Donna 1995).

2.10 Research Studies

Chang, Chou and Cheng (2006) conducted the research on "Designing Career Development Programs Through Understanding of Nurses' Career Needs" by using literature review and in-depth interview with nurses to understand the features of career stages (Chang, Chou et al. 2006). The result found is that there lies different nurses' career needs in different stages, and infer appropriate career development programs in hospital must respond to the needs in each stage include exploration stage, establishment stage, maintenance stage and disengagement stage. In exploration stage, the nurses of 0 to 2 years' experience desire in learning and practicing the relative skills as to enable them in preparing themselves as members of the organization (Donner and Wheeler 2001). In addition, establishment stage, the nurses in 2 to 5 years of clinical work experience require the continuous relevant training as to develop their professional techniques as to produce the best possible result at work (Donner and Wheeler 2001). In maintenance stage, however, the nurses with approximately 5 to 15 years have very simple needs of performing coordinating and integrating nursing work as to be able in becoming the helpful guides for the new comers. Last, in disengagement stage, the staff development educators should take the advantage of the nurses' diverse experiences by asking them to instruct new graduates or mentor their replacements. Finally, the study suggested that the educators are the keys to every stage of nurses' careers, and it is vital to do the needs assessment of career development with the nurses as to help enhancing the sense of job satisfaction to them so that they will provide the

effective services to the patients, and their needs should be responded by different stages mentioned above as to ensure the match between the demand and supply as to reach the job satisfaction at work.

Southern Regional Education Board (1994) in the effort to enhance career bound students via work program in high school, the research on "Needs Assessment Can Help Achieve the Vision of a High School That Works for Career Bound Students. High Schools That Work Site Development Guide" has been conducted. The main body of the research related to the discussion of five basic questions on which data are collected and organized during the needs assessment who the career-bound students are and how they are doing, what they are taught, what is expected of them, how they are taught, questions, using data sources to do needs assessment, and progressing from needs assessment to action (Board 1994). The result of the research is the guidelines proposed to be a framework for positive action at the school site and in the classroom through the high schools work program with the purpose of raising the achievement of career-bound students and help high schools determine where they are in relation to the goals and key practices of the program.

Plager and Razaonandrianina (2009) conducted the research on "Madagascar Nursing Needs Assessment: Education and Development of the Profession" as to address how Madagascar is developing nursing education and the profession to strengthen their nursing workforce. Meanwhile, the researcher conducted the in-depth needs assessment of the school program, facilities and resources with the informal interviews during site visits as to ensure that nursing and midwifery education meet health, social and community needs in Madagascar (Plager and Razaonandrianina 2009). As a result, the research delineated the strategies that are needed to support and maintain quality education, improve quality and quantity of nursing care services in hospitals and dispensaries and enhance conditions for nurses and other health-care workers.

Hauer and Quill (2011) conducted the research on "Educational Needs Assessment, Development of Learning Objectives, and Choosing a Teaching Approach," which aimed in developing curriculum for training programs, clinical staff development, courses in continuing medical education, and identifying learning needs throughout practice. Additionally, the research is divided into three main steps: needs assessment, development of learning objectives, and choosing a teaching approach. The first step is conducted to determine the revisions in curriculum, figure out the needs in clinical staff development and to self-identified individual learner status. After the needs are found, it is vital to insert the learning

objectives that are benefited to the increasing the ability of knowledge, skills, and attitude, which the learners expected. Finally, teaching approach plays a vital role in matching the identified needs and outcomes of the educational experience. Hence, the result of the research revealed the significance of the needs assessment being conducted and the understanding of the separate components, which deals with learning and curriculum development, for it can ultimately lead to enhancement and enrichment of the experiences of learners and educators (Hauer and Quill 2011).

Wood and Kaszubowski (2008) did the research on "The Career Development Needs of Rural Elementary School Students" as to investigate the career development needs of 150 fourth-grade students from two rural school districts in the Midwestern United States. Meanwhile, Childhood Career Development Scale (CCDS) has been applied to assess Donald Super's nine dimensions (information, curiosity, exploration, interests, focus of control, key figures, time perspective, planning, and self-concept) of career development in the growth stage (the period when students fantasize and however, indicated that students with the lowest scores were in the field of curiosity, information, time perspective, and key figures. Nevertheless, it showed that males had lower curiosity scores comparing to female students. Hence, the implementation for career development effort in the classroom and program level is considered as the main factors (Wood and Kaszubowski 2008).

Sandford, Belcher and Frisbee (2007) released the research on "A National Assessment of Perceived Instructional Needs for Professional Development of Part-Time Technical and Occupational Education Faculty in the Community Colleges in the U.S." as to identify the perception of occupational education officers concerning the instructional skills professional development needs for part-time faculty members within the community colleges in the U.S. The result of the research demonstrated the types of instructional help part-time faculty members were perceived to need most were concentrated as identifying the learning characteristics of students, altering teaching methods to accommodate different learning styles, participation in web-based instruction, and participation in distance learning (Sandford, Belcher et al. 2007).

Lindeman and Johns (2013) delineated the research on "Medical Student Sub internships in Survey: Characterization and Needs Assessment" as to observe the experiences and needs of student completing sub internship in surgery. In fact, sub internships refer to the situation, in which the medical students commonly enroll in courses. The researcher used electronic survey with medical students applying to the surgery residency program and to medical student clerkship directors for distribution

nationally. The selected sampling was 700 but the result showed only 275 of the survey being completed with the outcome of 61 percent of respondents indicated sub internships influenced specialty choice, and 82 percent of this group applied in general surgery. General surgery applicants rated membership (93 percent) and clerkship experience (92 percent) as important factors for specialty choice. Technical skills education was rated as beneficial by 89 percent of respondents, but formal laboratories were included only in 21 percent of courses. Only 49 percent received courses objectives, and less than 10 percent were given a reading schedule. In conclusion, the result demonstrated that the opportunity exists to define a curriculum for surgical sub internships as to address student needs for specific didactics for residency preparation and technical skill improvement (Linderman and Johns 2013).

Grier (2005) initiated the research on "Integrating Needs Assessment into Career and Technical Curriculum Development" as to identify what should be taught in the schools in the United States. This research discusses the significance of needs assessment in curriculum development process. In addition, since needs assessment is believed as the main tool in clarifying and validate the true needs, it is widely used in education field. The research delineated that analysis is significantly used as to gather information, which can be used in making educational decisions, integrating needs assessment throughout the curriculum development process can help to assure that career and technical programs do not create an either or situation but rather benefit both the learners and society (Grier 2005).

Iqbal and Khan (2011) conducted the research on "The Growing Concept and Uses of Training Needs Assessment: A Review with Proposed Model" with the aims of reviewing the related literature on training needs assessment (TNA) with the objective of offering beneficiaries of TNA with the understanding of its growing concept, multiple outcomes and valuing these uses. Moreover, the researcher use systematic search which consisted of four stages: selection of appropriate search terms includes needs assessment, needs analysis, training needs assessment, and training needs analysis. As a result, the research highlights training plans, goal setting, employee development, managing change, career development, knowledge, skills, and attitude, learning motivation, cost effectiveness and performance appraisal as nine major human resource management and development areas revealing different uses of TNA. This provides the better way in expending the view of TNA. Nevertheless, the research provided vital implementation for human resource professionals – the

learning about variety uses of TNA could help the trainees attain comprehensive resolutions of multiples organizational problems (Iqbal and Khan 2011).

Soliman, Mullan, O'Brien, Thaivalappil and Chamberlain (2011) delineated the research on "Career Development Needs Assessment in Cancer Prevention and Control: Focus on Research in Minority and International Settings," which was conducted as a needs assessment to inform the development of an education program designed to provide mentorship and skills supporting careers in cancer research, with a focus on domestic minority populations and international settings. The objectives of the research were to determine: (1) the level of the interest among trainees in career in cancer research and (2) preferences and constraints constituted by potential components, features, and duration of the proposed extramural training program. The target populations were participants and directors of federal training programs in cancer research, specifically (1) trainees in the NCI-K01, K07, and K08 programs, as well as the Department of Defense (DoD) Breast and Prostate Control Programs and (2) PIs of NCI R25 training programs and federally designated Comprehensive Cancer Centers. The researcher developed, piloted, and administered electronically a survey to elicit perspectives of trainees' career development needs and preferences. The result showed that the response rates from each training group exceeded 65 percent, with the exception of the K08 trainees (49 percent). The proportion of cancer research trainees who are interested in career that include research on US minority groups was 70 percent of K01 trainees, 72 percent of K07 trainees, 45 percent of K08 trainees, and 75 percent of DoD trainees. A substantial percent of these trainees indicated their plans also include cancer research in international setting: 60 percent of K01s, 50 percent of K07s, 42 percent of K02s, and 87 percent of DoD trainees. In conclusion, the trainees identified substantial interest in a program which would provide the following: mentoring, manuscript writing skills, collaborative research in special populations, financial support, and focused modular courses. This study offers encouraging evidence of interest which focused on extramural education to augment skills facilitating cancer-related research in special populations (Soliman, Mullan et al. 2011).

2.11 Documentary Research

The world keeps changing inevitably so that things keeps altering either – it is then every essential that in which the current present come about, there should be learnt the previous past since it might be the effective guideline to help figuring out

the previous mistakes and better not to repeat the wrong footprints. Meanwhile, there is various research techniques could be employed to seek for the reality as well as the past events of the problems, and documentary research is one of the popular techniques used to seek for the possible resolutions dealing on the contemporary issues.

2.11.1 Definition of Documentary Research

Documentary research has been used in order to analyze the documents related to the interested phenomenon that the researcher wish to learn (Bailey 1994). Needless to say, a document is artifact, which is quite useful for data collection, and researcher should understand its control of feature as inscribed text. As a result, it is found to be much more in cost effective providing to the researcher rather than the observation, in-depth interview and any other techniques of data collection since it is unlike the speech – there existed the independent existence beyond the writer and the context of its production.

2.11.2 Classification of Documentary Research

According to Geocities (2009), in the line of documentary study, there mirrored the classification of the documents into three main types following.

2.11.2.1 Primary, Secondary and Tertiary Documents

As the matter of fact, there are many techniques of documentary study while primary documents has been used to seek for the data collection from those who can proof the events they are telling by the obviously involvement in the situation. Furthermore, while conducting research, most researchers concentrate on the social survey method, questionnaire using, in-depth interview, and the participants' observation rather than focusing on re-analyzing the existing data. It is somehow a mistake of choosing the techniques, as the document review and re-analysis are quite essential to add up the useful data and more effective cost to situation analysis. Meanwhile, there is no denial that in order to proof the accuracy and the trustworthy of the research, researcher uses the literature review to delineate the previous data that the researcher could not have personally witnessed – he needs to review the written document proofing the events occurred in the particular timeline he needs to study about the staff, and most of which this type of research is the production of so-called secondary documents. Anyway, it is vital that the researcher should be aware of the matter of incomplete meaning and prejudice that can instigate the errors occurred in the research results. Nevertheless, research can also employ the tertiary document research via the collection of the data and simply

insert it in the references such as bibliographies, indexes and other abstracts. The primary sources of the tertiary documents come from the library and the Internet search engines.

2.11.2.2 Public, Private, and Personal Documents

In order to fulfill the adequately research, documentary analysis was deemed the most essential method, and public and private document are the significant tools being used. Most commonly, the written documents have been investigated and categorized by either the public or private domain (Geocities 2009). Generally, the list of the public documents include government publications such as Act of parliament, statistical bulletins, ministerial or departmental annual reports, consultancy reports, policy statements, census reports, and reports of commissions of inquiry. On the other hand, private documents mostly appear mainly on civil society organization such as trade unions, private sector business and non-governmental organizations. Frequently, the private documents are the meeting minutes, invoices, advertisement, board resolution, training manuals, personnel records, interdepartmental memos and any annual reports. Contradictory, personal documents refer to the household account books, address books, photo albums, suicides notes, medical records, diaries and personal letters.

2.11.2.3 Solicited and Unsolicited Documents

As the matter of fact, documents are produced with the purposes and base on the specific assumptions to present in the particularly styles, thus, the researcher must be concerned on the origin, purpose and the audience of the documents.

2.11.3 The Process of Documentary Research

Generally, the process of conducting documentary research is divided into three main parts include conceptualizing documents, using documents, and assessing documents.

2.11.3.1 Conceptualizing Documents

Researcher can conduct many techniques to conceptualize the documents. Documents can be viewed differently according to different types of researchers. Positivists viewed documents as the reflection of the reality while the interpretivists see documents as the topic not the resources. Documents are used to construct what happened based on the form of practical reasoning that renders the social order accountable and comprehensible. It has been known that documents have been used to examine unstated, tacit, and implicit meanings embedded in the documents or text.

Additionally, it is not an exaggerating that every researcher has own belief. For instance, one of the most common forms of post-positivism, which are so-called critical realists, believes that documents must be approached in an engaged not detached – there will be some analysis by using common senses on the documents. As a result, according to critical realists, documents are believed to be re-analyzed in order to figure out the certainty within the reality.

Nevertheless, feminists view documents as the text, which representative of the reading as to revise the premises and the act of refusal – it implies that feminist researchers must be aware of the assumptions from the texts by having them reviewed, revised, and refused as to liberate themselves from patriarchal powers (Geocities 2009).

Critical theorists, on the other hand, focus much more than the relationship between the author and the document, yet the way in which the documents are used (Geocities 2009).

More importantly, another researcher so-called post structuralism claimed that the text doesn't embed any meaning beyond neither does its intention was given by the author, but the text will always be the topic of social research, which appeared to be the essential tools in helping figuring out and healing the social issues (Geocities 2009).

2.11.3.2 Using Documents

In fact, accompany to the earlier process, the use of the documents plays a vital role in documentary research. However, there existed some impediments in having the documents collected and analyzed.

Generally, in order to be able to use document as the data collection and analysis, it is somehow significant that there is no boundary in terms of time, and resources to fulfill the research inquiry.

Nevertheless, the data collected may show the related data, yet it may be something contradicted to what the researcher is yearning to study about.

Furthermore, the use of documents, especially the texts with the criminal and sexual affair may cause the detrimental memory to the author or the group of people, which required the awareness from the user (Geocities 2009).

Additionally, the publication may be able to experience the outcry in the public, which doesn't serve the advance understanding of the events. More consequently, the hand-written documents will be considered as the difficult items to read.

Moreover, there will be the problems of the document accuracy if it is the historical text since most of which contained the damaged information, according to the long last time line. Nevertheless, the personal documents may contain the abbreviations and coded references for individuals so that the researcher will find it hard to interpret (Geocities 2009).

In conclusion, regardless of how complicated the use of the documents will be, in the range of documentary research, in order to be a good user of documents, the researcher is required to use imagination along with the understanding of the issues and methods they are applying.

2.11.3.3 Assessing Documents

To assess the quality of the documentary sources, there welcomed four important things to be noticed respectively include the authenticity, credibility, representativeness, and meaning.

2.11.3.3.1 Authenticity

Document's authenticity can be measured in multiple ways (Geocities 2009):

- (a) There will be errors occurred if the document was brought to representation.
- (b) When there is the new version of the same documents, there will be the problem of authenticity.
- (c) The vision that comes from unknown secondary source is in suspect of authenticity.
- (d) The documents that contain the inconsistent to other related similar source.
- (e) Being the representative of a certain group, but it looked so neat.

2.11.3.3.2 Credibility

Credibility refers to the quality of the worthy of trust that could be found from the document – the text should be free from the errors and evasion (Geocities 2009).

2.11.3.3.3 Representativeness

Usually, untypical documents are the interest, but representativeness measure the issue whether a document is typical depends on the aim of the research. As the matter of fact, the research is required to make sure that the event demonstration is stepped out from the others', or there will be the problem occurred (Geocities 2009).

2.11.3.3.4 Meaning

Meaning can be divided into intended, received, and context or internal meaning (Geocities 2009). Mostly, meaning will focus on the comprehensibility as well as the clarity of a document.

2.11.4 Techniques of Document Analysis

In consensus, to ensure that its content is understood, documents could not stand alone and there welcomed the present of content analysis appeared (Geocities 2009). Meanwhile, content analysis refers to what existed in a message, which can be brought to portray the inferences and conclusions about the content. Most of which, content analysis is in the interface with documentary research. It is obvious that in documentary research, content analysis plays 2 important roles as quantitative content analysis and qualitative content analysis (Geocities 2009).

2.11.4.1 Quantitative Content Analysis

It is believed that in the purpose of measuring the variables, content analysis is used as the vital method in order to analyze in the quantitative manner, which engendered the present of quantitative content analysis. As the matter of fact, the words and phrases are transformed to the number – number of times in which they occurred in order to delineate the indicator of the significance in the text (Geocities 2009). On the other hand, having this method used provides some weakness include:

1. Mostly the information gain are the quantification that deals with words and phrases that have already been produced, so the researcher could find less description about the intended and the received meanings.
2. The data collected from this quantitative method contain the limitation in some information as it only deals with the data that can be measured and categorized with specific standard.
3. It fails to provide more messages from the words and phrases in the social world.
4. Those who read the result of data collected on the research must have assumed as what the researcher did.

2.11.4.2 Qualitative Content Analysis

Owing to the documents reviewed by the Geocities, 2009, the qualitative content analysis mainly refers to the interpretation of the texts that have read by the researcher. As the matter of fact, the main feature of the qualitative content analysis is to see the relationship within signifier (symbol or word) and a signified (the convey of ideas in which the signifier referred to), and especially its relationship to a referent

(the material or language system used to describe the phenomenon). Content analysis in the qualitative way concerned mostly on how the researcher uses the adequate techniques in analyzing the ideas that gained from the texts and interpret it along with the critical analysis to create the new creative published.

2.12 Comparative Research Methods

2.12.1 Comparative Analysis

The utilization of comparative analysis in sociology is somehow inevitable since it is essential for conducting the research as to develop the perspective of current practices by looking at the others' successfulness, and the utilization of this type of research is as old as the discipline itself. Indeed, comparative sociology is conducted to study the purely description and to seek for the account for facts (Durkheim 1938).

Comparative research or analysis is generally known as the study that covers both quantitative and qualitative comparison of social phenomenon. There are many issues concerned in social entities include the regional comparisons, geographical or political in the form of cross-national comparison. However, in this research, only the qualitative comparison will be employed to seek for the answer of the three research questions mentioned above.

Additionally, the underlying goal of comparative analysis is to fruitfully seek for the similarity and differences across the different contexts. The comparisons not only uncover the variances between the phenomenons, yet delineate the unique perspectives of a particular phenomenon that would be virtually impossible to find otherwise.

There are five major issues found in comparative research include (a) case selection, unit, level, and scale of analysis; (b) construct equivalence; (c) variable or case orientation; and (d) causality (Durkheim, E., 1938).

2.12.1.1 Case Selection, Unit, Level, and Scale of Analysis

As the matter of fact, case selection plays vital role in the comparative research since the political and historical events in the case will definitely impact on the quality of the validity of the documents used in comparison. Furthermore, the taken-for-granted or even the given populations that are seemingly objective, still consist of the irrelevant cases that will pivotally impact the research outcome (Mahoney and Goertz 2004).

In addition, the scale of analysis is required to be taken to the consideration by the researcher as well. The researcher is required to choose between the small and the relatively large N (sample size), and need to be aware of the risks happened after the selection of the scale being concerned, the researcher needs to be aware of the level of analysis too since it is pivotal for the study of macro-phenomena.

2.12.1.2 Construct Equivalence

In comparative analysis, it is essential that the research consist of the construct equivalence to maintain the validity during the comparison between cross-national or cultural comparisons. As the matter of fact, construct equivalence focuses on the instance where the tool measures the same latent trait across all groups, or nations, or cultures. The best example is given to the struggling in building the cross-national comparative categorizations of class.

2.12.1.3 Variable or Case Orientation

The case orientation aims at improving the understanding of the various cases by using various variables while the variable-oriented tended to emphasize on the parsimony of the phenomena. However, it is important to advocate the case orientation rather than the variable orientation by using Boolean algebra.

2.12.1.4 Causality

The cornerstone issue of the research is known as causality since it is the reasons delineated to ascertain the accuracy of the possible outcome released from the research conducted. The main dissemination lays in the distinction between more positivist nomothetic notions of causality. The causality, on the other hand, will be achieved by having checked the cases with the same outcome and then trying to identify the shared causal conditions, or in contradiction, by examining cases with similar causal conditions and assessing similarities in the result (Charles 1999).

2.12.2 International Comparative Research

2.12.2.1 Definition of International Comparative Research

Generally, it is somehow hard to untangle the terms “International Comparative Research” since the definition itself consists of either the broad or narrow interpretation. Since there existed many international organizations as well as the national associations which are working closely with adult education or andragogy, there lies many records, reports and descriptions of the events via the international conferences or seminars, especially there may easily occurred the issues of travelers’ tales, for the travelers tended to write the reports of those issues and have them published in the journals as well (Charles 1999).

Moreover, the research expressed the comparative education can be learned from different dominance of the study still considered as the main factors in comparative education study, especially for cross-national or international comparative research (Bray and Yamato 2003).

To utilize the comparative method for cross-national research, it is crucial that the study of the roots of different context of education system being initiated, and the researcher must take to the consideration with the following factors include the factors underlying growth, classifying contemporary patterns, context and mobility of education system, comparisons of achievement and the systems of different sizes in order to be able to compare different countries with only the comparable variables (Bray and Yamato 2003).

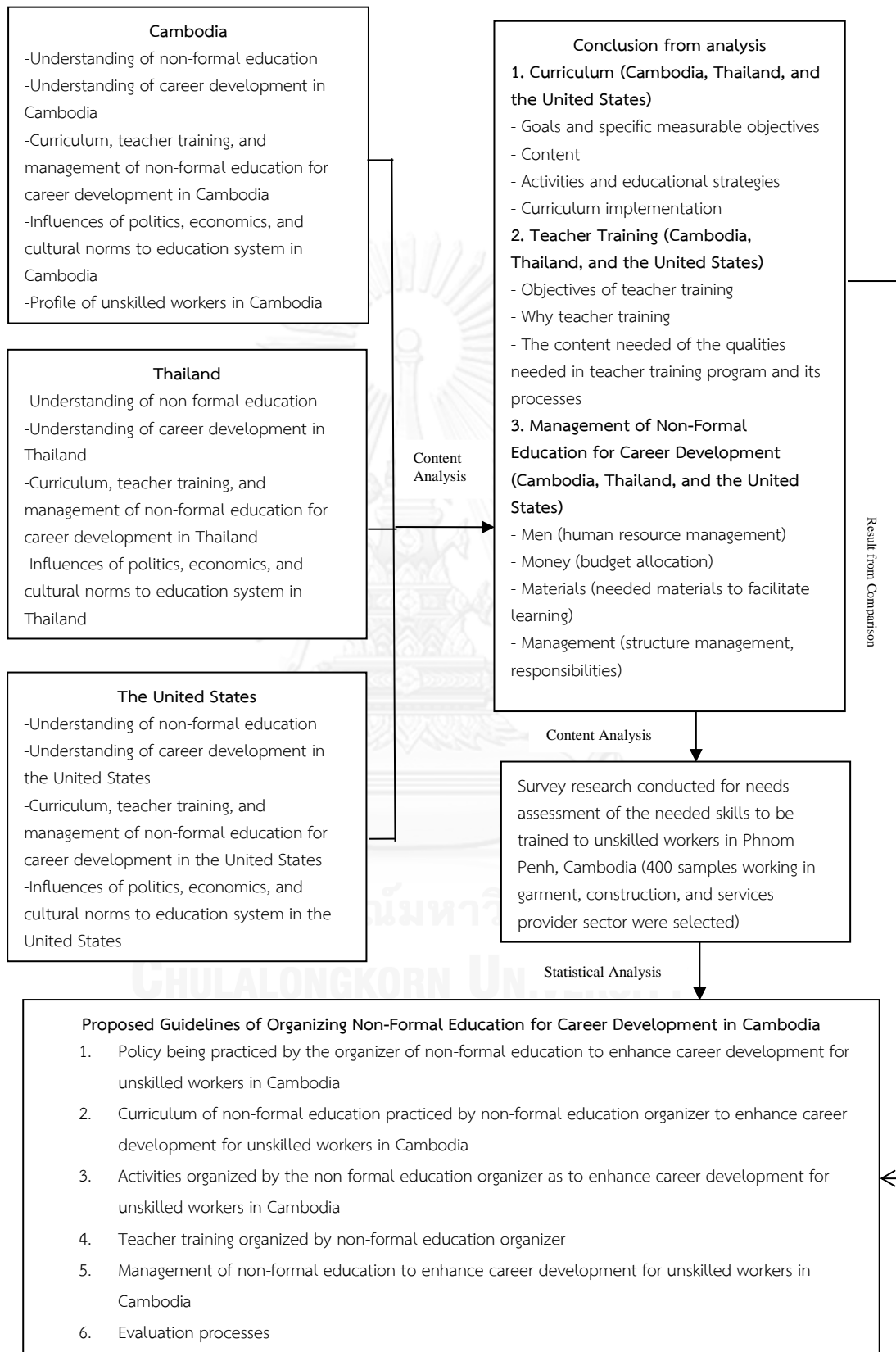
2.12.2.2 Types of International Comparative Research

Armed with the publication of the International Society of Comparative Adult Education (ISCAE) (2008) in the scientific level, there are five main types of the international comparative research, which are respectively described as following include (a) the first type of report is known as the country reports in which “Adult Education in the Republic of....” This is regarded as the main title of the report – it ascertains the particular system of adult education in one particular country, and it could be either written by the person in or outside the country. Most of which, this report is used during the 1970s and 1980s; (b) during and after the 1980, there was seemingly the growing of program – reports so that there was available the description of the foreign adult education programs, institutions, and organizations involved. Nevertheless, not excluded from this type, the topic-oriented studies or the problem approach is presented in this type of report – there will be the particular topic or issues being brought for dissemination in the context of a nation, and even sometimes it focus much on the international rather than the comparative; (c) another type of the international comparative research is known as “juxtaposition.” There is, actually, no explicit comparison to demonstrate the similarities and the differences found – it is merely the countries presentation – each country is supposed to bring the topic to the discussion individually. For instance, in country A, the participants could observe and in country B, the participants could understand b; as a result, the participants could reach the similarities and the differences by their own critical analysis from what have been shown; (d) the fourth type of the international comparative research goes further than the third type since there will be the specific emphasizes on the similarities and the variances of the countries being presented, and the real value of the comparative study is revealed

via the emerge of the understanding of the causes of the similarities and the differences occurred; and (e) last but not least, the last type so-called “field-and method-reflections” are seen as the cornerstone of the international comparative research, for there consists of the reflections on the methods, concepts, and strategies used in the international comparison in which to serve the complementary part after comparisons being commenced. As a result, there reached the conclusion by summarizing the results about the issues found in comparative studies in the line with the development and resolution being able to use as to disembarass the issues on a material or Meta level.



2.13 Conceptual Framework



Chapter III

Research Methodology

Proposed guidelines for organizing non-formal education for enhancing career development for unskilled workers in Cambodia was processed under the name of qualitative research. The research methodology is divided into 2 parts, in which part 1 included the population and research instruments, and part 2 focused on data collection and techniques used in data analysis.

3.1 Population and Research Instruments

3.1.1 Population

The research conduct needs assessment with the population of unskilled workers in Phnom Penh, which is estimated as 3,629,000 people, according to the Cambodia Outlook Brief research (Sandra 2009).

3.1.1.1 Sampling

3.1.1.1.1 Sampling Size

The researcher determines the sampling size by using Boontham Formula as following:

$$n = \frac{400 N}{399 + N}$$

n: Sampling size

N: The total number of unskilled workers in Phnom Penh

$$\begin{aligned} \text{Sampling size} &= \frac{400 (3,629,000)}{399 + 3,629,000} \\ &= 399.95 \end{aligned}$$

Hence, the researcher selected 400 samples of unskilled workers in Phnom Penh whose ages are 18 and over, and the daily wage is not more than 21, 000 Riels per day (Sandra 2009). They are 150 workers from garment sector, 100 workers from construction sector, and 150 workers from services provider sector (cleaners).

3.1.1.1.2. Sampling Method

The researcher used simple random sampling among the probability sampling methods since this methods guarantee that the sample chosen is the

representative of the populations of the unskilled workers in Phnom Penh who are yearning for the additional skills as to enhance their career development.

The researcher used lottery method to obtain a simple random sample by assigning a unique number of N as 400 and then the blind-folded research selected in number as 150 samples of the unskilled workers in manufacturing sector, 100 samples of unskilled workers from construction sector and 150 of the unskilled workers from service provider sector (cleaners).

3.1.2 Instrument Used in Research

3.1.2.1 Research Instrument 1: Analysis Form Used in Analyzing Non-Formal Education for Enhancing Career Development for Unskilled Workers in Cambodia, Thailand and the Unites States

Analyzing Non-Formal Education for Enhancing Career Development for Unskilled Workers in Cambodia, Thailand and the Unites States

The researcher analyzes non-formal education for career development of unskilled workers within three main issues such as curriculum, teacher training, and management of non-formal education for career development in three countries: Cambodia, Thailand and the United States.

For the analysis of curriculum, the researcher emphasizes on the goals and specific measurable objectives, content, activities and educational strategies with the curriculum implementation. For teacher training part, the researcher focused on objectives of teacher training, the reason of organizing teacher training, the content of the qualities needed in teacher training program and its processes. Last, the management part, researcher emphasized the analysis on 4 Ms: men, money, materials and structural management of non-formal education to enhance career development for unskilled workers in Cambodia, Thailand and the United States.

Comparing Non-Formal Education to Enhance Career Development for Unskilled Workers in Cambodia with those in Thailand and the United States

Since the three selected countries consisted of different context in the level of country development include the education system, in order to be able in comparing, it is important to figure out the different contexts being presented and select only comparable variables, which exclude the variables that impacted from the different contexts of politics, economics and cultural norms to make the comparison:

1. The researcher studied the related documents related to education development in each country as to figure out the problems of politics, economics and cultural norms, which affect to the education system in each selected country.

2. The researcher figured out the incomparable variables, which caused from the different contexts of politics, economics and cultural norms.

3. The researcher elaborated the comparable variables found as to enable the process of comparison under the different contexts but exclude the impacts from politics, economics, and cultural norms. The research will make the comparison as to seek for the similarities and the differences of curriculum, teacher training, and the management of non-formal education for career development between three countries: Cambodia, Thailand and the United States. The comparison of the curriculum focused on the goals and specific measurable objectives, content, activities and educational strategies with the curriculum implementation. For teacher training part, the researcher focused on objectives of teacher training, the reason of organizing teacher training, the content of the qualities needed in teacher training program and its processes. Last, the management part, researcher emphasized the analysis on 4 Ms: men, money, materials and structural management of non-formal education to enhance career development for unskilled workers in Cambodia, Thailand and the United States.

3.1.2.2 Research Instrument 2: Questionnaire Used for Conducting Needs Assessment on the Needed Skills to be trained for 400 Unskilled Workers in the Kingdom of Cambodia

The researcher used questionnaire organized by open-ended questions and check-list. The content of the questionnaire is divided into three main parts:

Part 1 Personal Information of the Selected Samples

Part 2 Background of Non-Formal Education Attainment of the Selected Samples

Part 3 The Needs of Non-Formal Education for Career Development of the Selected Samples

3.1.2.2.1 Construction of the Questionnaire

1. The researcher reviewed the related documents on researches on non-formal education and career development for unskilled workers in Cambodia with the practice of curriculum, teacher training, and management of non-formal education for career development for unskilled workers in Cambodia.

2. The researcher constructed the questionnaire according to the researcher objective as to seek for non-formal education needs to enhance career development for unskilled workers in Cambodia.

3.1.2.2.2 The Examination of the Questionnaire

1. The questionnaire constructed was examined by the thesis advisor and the selected experts in lifelong education department in Ramkomsing University, Srinakharinwirot University and University of Cambodia by using Index Item-Objective Congruence (IOC), which was examined by the selected experts to measure the consistency of the content of the questionnaire constructed with the level of the consistency must be more than 0.5.

2. The researcher tried out the questionnaire with 30 selected samples of unskilled workers whom 10 from manufacturing, 10 from construction and 10 from service provider (cleaner) sector.

3. The researcher used test-retest method to measure the validity of the questionnaire, which the level of acceptability was 83 percent. Also, the researcher used Index Item-Objective Congruence (IOC), which was examined by the selected experts to measure the consistency of the content of the questionnaire constructed with the level of the consistency must be more than 50 percent for each questionnaire. For those questions which got the IOC less than 50 percent from the experts must be adjusted or removed.

After the examination from the selected experts, the IOC can be evaluated with the following rules:

Mean	Meaning
If the mean of IOC \geq 50 percent	The content consists of validity, which matches to the research objective, and it is acceptable to use in data collection in the research.
If the mean of IOC $<$ 50 percent	The content consists of some errors items of validity, which is not acceptable and required to be adjusted or removed from data collection in the research.

3.1.2.3 Research Instrument 3: Guidelines for In-Depth interview

3.1.2.3.1 Experts Involved in In-Depth Interview

After getting information related to the needed skills for conducting training, researcher formed the guidelines for organizing non-formal education to enhance

career development for unskilled workers in Cambodia in order to be ready for the in-depth interview with one expert from the Department of Non-Formal Education, one expert from Education Department in University of Cambodia and one expert from National Institute of Education (NIE).

3.1.2.3.2 The Examination and Evaluation of the Guidelines

The guidelines portrayed consisted of the policy, curriculum, activities, teacher training, management and evaluation processes. The experts examined and evaluated on the appropriateness of the proposed guidelines and contributed the opinions on the improvement of the suggested guidelines to enable the effective practices being made in the context of Cambodia.

3.2 Data Collection and Technique Used in Data Analysis

Data collection is divided into 3 phases as following:

Phase 1

The researcher collected data of curriculum, teacher training, and management of non-formal education for enhancing career development in each selected country as well as the discovery of the comparable and incomparable variables, which caused from the impacts of different contexts in politics, economics and cultural norms via documentary study. The process took place from 30th August 2013 to 20th March 2014.

The researcher used content analysis to analyze and compare the non-formal education (curriculum, teacher training and management of non-formal education for career development) in Cambodia with those in Thailand and the United States via content analysis and hand to the selected experts to discuss in in-depth interview session.

Phase 2

From 20th March to 30th April 2014, the research tried out the questionnaire with the selected 30 samples, who 10 from manufacturing sector, 10 from construction sector and 10 from service provider sector.

From 1st May to 15th May 2014, the researcher commenced the needs assessment process by handing the questionnaire developed to the selected samples by own self within two weeks.

The researcher conducted statistical analysis after obtaining the information from survey research and interpreted the result with the frequency and percentage of each variable as to enable the experts to see exactly the result of needs assessment of non-formal education needed for career development of the

unskilled workers in Cambodia so that they could make the wise decision on the guidelines proposed for organizing non-formal education as to enhance career development for unskilled workers in Cambodia.

Phase 3

The researcher organized the ideas gained from the survey on need assessment together with the documentary analysis made in order to prepare the draft of the proposed guidelines for organizing non-formal education to enhance career development for unskilled workers in the kingdom of Cambodia.

From 20th June to 16th July 2014, the researcher conducted the in-depth interview with the experts from Department of Non-Formal Education, University of Cambodia and National Institute of Education to seek for the idea on guidelines proposed and asked for some comments, opinion and the assessment on the guidelines conducted as to ensure the consistency, accuracy and the better quality of the proposed guidelines for organizing non-formal education to enhance career development for unskilled workers in the kingdom of Cambodia.

Chapter IV

Data Analysis

Finding

Research result is divided into 2 parts, due to there are 2 objectives of the research paper: the analysis and comparing between non-formal education to enhance career development for unskilled workers in Cambodia with those in Thailand and the United States and the survey to seek for needs assessment for proposing the appropriate guidelines for organizing non-formal education to enhance career development for unskilled workers in Cambodia.

4.1 Analyzing and comparing between the career development in Cambodia with those in Thailand and the United States focusing on curriculum, teacher training and the management

The documentary study on non-formal education programs, national policy on non-formal education, Education for All on adult education, and skills training programs in non-formal education in Cambodia, Thailand, and youth building program in the United States with the reviewing on the policy on adult education released by the US Department of Education, following are the analysis form being found from each country concerning mainly on the practice of curriculum, teacher training and management of non-formal education for career development for unskilled workers.

4.1.1 Cambodia Context

Based on the report on national policy on non-formal education in Cambodia, which was published by the Department of Education and the reviewed on the practices of non-formal education by the related local and international organization such as UNESCO, UNICEF and ILO, the analysis of non-formal education for career development in terms of curriculum, teacher training and the management of non-formal education to enhance career development for unskilled workers in Cambodia could be described as following.

4.1.1.1 Curriculum

Cambodia, though the curriculum has been set by the government clearly in terms of the specific measurable objectives to be done with non-formal education for career development, yet there did not exist the details in every subject being

taught at all (Education 2014). Nevertheless, the learners enjoyed discussing together and getting back to the teacher in the points, which they do not understand or need further clarification. The teacher used lecture and the practical practice in the teaching process (Bank 2012). All the subjects taught were provided by the government, and there is no need assessment conducting being done at all – the learning of each subject was provided according to the government decision with fixed mode, and the implementation was not so good according to the lack of national budget and human resource to work on (Education 2014).

4.1.1.2 Teacher Training

There is no teacher training program available for non-formal education for career development in Cambodia. Mostly, teachers were accepted to teach without the specific certification on the knowledge and skills learned at all – they just be selected if they used to learn and be able to teach the skills which the training needs. Some of them were not even trained on the basic literacy skills – they just simply share the skills they know via talking and demonstrating with the real practice to the learners (Education 2014). Teachers lacked of the necessary specific knowledge and skills, yet they were allowed to teach due to the limited resource of human resource, in which the training conducted resulted in the low qualified workers working in any industries in Cambodia (Bank 2012).

4.1.1.3 Management of Non-Formal Education to Enhance Career Development for Unskilled Workers in Cambodia

According to the documentary study from the Department of Non-Formal education in 2004, the 4 Ms in management consisted of the following result.

Men: Right people were not put in the right place. People who are working in non-formal education for career development did not get enough training on the upgrade knowledge and skills, and they are not encouraged to participate in the workshop or international meeting abroad as to update the knowledge and skill of non-formal education.

Money: The national budget being spent on the practice of non-formal education for career development is not adequate budget to support the expenditure on materials and the teachers as well as any related organization to responsible in the process.

Material: There were not adequate teaching materials available in the training. That is why some training could not get many learners inside, due to the limited materials to practice during and after the training.

Management: The entire decision making was in centralization mode. All the responsible people could not make any decision without the permission from the government.

4.1.2 Thailand Context

4.1.2.1 Curriculum

Thailand, on the other hand, the goals and specific measurable objectives are to promote the skills workforce and approach the aging society as well as to achieve in high competition on national and international labor market. Nevertheless, according to the report from the Ministry of Labor in Thailand in 2009, there delineated the specific content with the adequate description of the details in each subject being taught, and the training organized many activities for the learners – there included the learning in and outside the room. The teacher used group discussion, session of practice and question-answer session to facilitate the effective process of the program training for unskilled workers. Furthermore, the implementation of the curriculum could be flexible according to the different setting and needs found. The decision making process of the implementation was in decentralization mode.

4.1.2.2 Teacher Training

The Ministry of Labor and Vocational Training in Thailand in 2009, the Objectives of teacher training was to provide the upgrade knowledge and skills to the teachers in functional skills, conceptual skills, and personal skills in addition to the current knowledge, skills and attitude so that the training process will be more effective. Also, the reason to conduct teacher training because to ensure the learners are given the specific knowledge and skills from the teachers after finishing the training course; the qualified teachers are required. Furthermore, Teachers were trained on pedagogical skills, the daily life skills include communication skill, stress management skills, critical thinking skills, decision-making skills, etc. The process of the implementation can be taken in every community learning center, and to some extend of the upgrading knowledge and skills in new technologies and strategies in non-formal education for career development, the teachers are encouraged to join the workshop and conferences both local and international atmosphere.

4.1.2.3 Management of Non-Formal Education to Enhance Career Development for Unskilled Workers in Thailand

According to the Vocational Education Commission in 2012, the 4 Ms in management consisted of the following result.

Men: Right people were served with right skills in the right place, for Thailand realized the quality of people with potential and competency are the best achievement for country development. All the staff are encourage to develop the additional knowledge and skills: analytical skills, innovation, problem solving skills, decision-making skills, team working, ethics and working discipline for working with new technology to increase the productivity.

Money: There are no barriers in terms of national budget being spent on organizing the skills training programs in Thailand.

Materials: There revealed the adequate materials needed to process the skills training programs in Thailand.

Management: The management process was done in the line of decentralization, in which the power was delegated to the specific authority who responsible for career development in each area to seek for the learners' needs assessment and to fulfill their needs with their desired training programs to help them generating more income for the better living standard.

4.1.3 The United States Context

4.1.3.1 Curriculum

The U.S. Department of Education in 2012 delineated the curriculum in adult education in the United States has been varied due the different educational law and regulation in each state. There is no unique standard of curriculum being practiced though; the goals and specific measurable objectives were to build more skilled workers in the country and to promote the sustainable society, in which the problem of unskilled workers is diminished, and to promote the readiness of the competition in globalization labor force. The U.S. Department also revealed that the United States tended to organize learning activities in the kind of group discussion, lecture, demonstration, the practical practice and also the distance learning via online learning program to facilitate the learning channel in broader way. The process of the curriculum implementation was conducted in the line of decentralization, in which the power was delegated to the related authorities to make decision on the training programs after conducting the needs assessment with the unskilled workers already.

4.1.3.2 Teacher Training

The U.S. Department of Education in 2014 delineated the objectives of the teacher training was to achieve the qualified teachers to produce the effectiveness in training programs organized for unskilled workers. The reason to conduct the teacher training program was to equip the teachers with qualified condition as to be the

trustworthy source of knowledge and skills contribution. Nevertheless, to ensure the effective result, teacher training was provided with the specific content, which distinguished clearly between the pedagogy and andragogy training program. The teachers though were encouraged to study the pedagogical skills, yet also were trained on the necessary skills in adult teaching includes the building of trust in the learning and teaching process, and the understanding of the veracity of different people coming from different background with different ages. Nevertheless, teachers were trained to listen more than to talk, for this is the way the teacher valued the learners' opinions.

4.1.3.3 Management of Adult Education to Enhance Career Development for Unskilled Workers in the United States

The U.S. Department of Education in 2012 admitted the practice of management system in 4 Ms as following:

Men: The issue of human resource development was highly recognized by the government of state so that all the staff is encouraged to learn and upgrade both the knowledge and skills in and outside the state. The people then was trained the right skills to work in the right place at the right time in the work in life.

Money: Government strongly supports for every learning activities, so the budget was supported adequately in the training courses organized.

Materials: There are adequate materials used in each training courses if adult or youth education program for career development.

Management: The practice of adult education for career development was made under decentralization mode, in which the citizens could be trained the needed skills for employment and this is varied by each areas, according to the result of the needs assessment conducting. Also, the learners are encouraged to gain the related equipment on the practice when the courses is finished, and in some cases, the learners are encouraged to lend the necessary financial resource to run his or her own business without the payment of the interest occurred.

Similarities and Differences of Non-Formal Education or Adult Education for Career Development in Cambodia with those in Thailand and the United States

As the matter of fact, Cambodia had encountered the various catastrophes including the continuous flame of wars in the history so that the education system was totally destroyed in 1979 and was just gradually restored in 1993 after the election had been conducted (Education 2014). There is no denial that Cambodia,

Thailand and the United States have experienced the differences in terms of history of wars and colonization, which resulted in different education system and development have been made to the different pathway, there embedded the united objective for the human resource development though.

According to the result of the above analysis excluding the political, economics, and cultural impacts from the three selected countries, there delineated the similarities and the differences of the curriculum, teacher training and the management of non-formal education for career development for unskilled workers in Cambodia with those in Thailand and the United States. There is no denial that Cambodia, Thailand and the United States share the same objective non-formal education or adult education for raising more human resources within the country, and the skilled workers produced in the non-formal or adult education program for career development will be considered as the large contribution for the promoting of lifelong learning society and sustainable country development.

However, according to the history of war and the colonization had Cambodia encountered, there caused the big different of the history of education system in Cambodia, which has just started again after the election in 1993, for all the education system was all destroyed along with the powerful scholars in Pol Pot regime in 1979, while Thailand and the United States have never experienced this such catastrophe yet so that these both countries have a better history and system of non-formal education for career development comparing to Cambodia. Nevertheless, the differences of non-formal education system for career development in Cambodia with Thailand and the United States, for Cambodia had been under the colonization from France, Soviet union and Vietnam respectively, the impact of communist management still impacts the centralization management structure in Cambodia until now, while Thailand was under the United States colonization so that all the process of management in both Thailand and the United States was in decentralization, in which all tasks have to be done with bottom-up approach. Owing to the above reasons of differences being occurred, following are the differences have non-formal education in Cambodia is different from Thailand and the United States.

First of all, Thailand and the United States shared the similarities in terms of the curriculum practice with the adequate specific details in the content and subjects being taught, which facilitate the better result of training process. Nevertheless, the decision-making process of the curriculum in both countries are in line of prioritizing the learners' needs, in which the curriculum practice could be

more flexible in different context of each area with the different result from needs assessment conducting, while Cambodia still face with the lack of specific details in the subjects being taught and the centralization mode in implementation the set curriculum by the government (Education 2014).

Second, the United States gives the priority of teacher training program, for they believed in the effectiveness of the learning outcome results from the qualified teachers with the active interaction between teachers and learners with the trustworthy manner, while Thailand concerns on the qualified knowledge and skills and accurate techniques being used in teaching and learning as to ensure the successful training program (Education 2012). However, Cambodia fails to notice the significance of raising teacher training for the developing of training program due to the lack of budget being supported to the entire program (Education 2014). It was also reported that mostly teachers who participate in providing job skills training to the unskilled workers, were those who are volunteer with the spirit of promoting together growing of better standard of living as they endorsed to get the very lower paid from the Department of Non-Formal Education without any other benefits indeed.

Third, the management of adult education in the United States places strongly concerns on human resource development, for this is considered as the main tool for the development of the whole state; hence, the staff were trained the right skills to serve the right place in the right time with the concentration on the functional skills, conceptual skills and personal skills, while Thailand focused mainly on pedagogical skills and the daily life skills include the communication skills, decision-making skills, critical thinking skills, problem solving skills, stress management skills, etc (Thailand 2009). Cambodia, on the other hand, the human resource development gained inadequate training due to the lack of financial supports, and only few staff was selected to go for the training abroad and back for sharing the knowledge and experiences earned from that meeting (Education 2014). Furthermore, Thailand and the United States do not encounter the issue of budget allocation and materials support to the non-formal education or adult education for career development, while Cambodia has been suffered severely with this issue (Education 2014). Next, the management of non-formal education and adult education for career development in Thailand is not quite different from the United all the States – they adapted the decentralization mode, in which the power of decision making is delegated to the responsible authority in each area, while

Cambodia must be in the line of centralization, in which all the decision making process are done by the government (Education 2014).

In conclusion, non-formal education for career development in Cambodia is in the proceeding status, while Thailand and the United States have already been on the successful way, due to the result gained from the increasing number of skilled workers and literate citizen have it been exhibited in the research of the World Fact Book in 2013.

4.2 Survey on Needs Assessment on the Needed Skills to be Trained for 400 Unskilled Workers in Cambodia

The result is divided into 3 main parts of the conducted questionnaire as following:

Part 1: Personal Information of the Selected Samples:

The personal information consisted of the following:

Table 1: Gender (N=400)

Gender	Frequency	Percentage (%)
Male	111	27.8
Female	289	72.2
Total	400	100

The result showed that most unskilled workers were female (72.2%), while the male were only 27.8%.

Table 2: Age (N=400)

Age (years)	Frequency	Percentage (%)
18-24	97	24.3
25-31	183	45.8
32-38	81	20.3
39-45	31	7.8
Over 45	8	2.0
Total	400	100

The result delineated that unskilled workers whose age are from 25-31 were 183 (45.8%), the age from 18-24 were 97 (24.3%) and the age from 32-38 were 81 (20.3%).

Table 3: Place of Birth (N=400)

Place of Birth	Frequency	Percentage (%)
Phnom Penh City	6	1.5
Provinces	394	98.5
Total	400	100

Unskilled workers who moved from the provinces were 394 (98.5%), while those who were born in Phnom Penh city were merely 6 (1.5%).

Table 4: Current Occupation (N=400)

Current Occupation	Frequency	Percentage (%)
Manufacturing	150	37.5
Construction	100	25
Service Provider	150	37.5
Total	400	100

The unskilled workers from manufacturing sector were 150 (37.5%), from service provider sector were 150 (37.5%) and from construction sector were 100 (25%).

Table 5: Working Hours (N=400)

Working Hours	Frequency	Percentage (%)
1-4 hours	1	.3
5-8 hours	370	92.5
9-12 hours	29	7.3
Total	400	100

Unskilled workers who worked from 5-8 hours were 370 (92.5%), followed by 9-12 hours were 29 (7.3%) and 1-4 hours were 1 (.3%).

Table 6: Total Wage per Day (N=400)

Total Wage per Day	Frequency	Percentage (%)
10,000-14,000 Riels	7	1.8
>14,000-16,000 Riels	189	47.3
>16,000-18,000 Riels	88	22
>18,000-22,000 Riels	115	28.8
Over 22,000 Riels	1	.3
Total	400	100

Unskilled workers got the wage per day not more than 14,000-16,000 Riels were 189 (47.3%), the wage not more than 18,000-22,000 Riels were 115 (28.8%) and the wage not more than 16,000-18,000 Riels were 88 (22%).

Part 2: Types of Needs on Non-Formal Education to Enhance Career Development for Unskilled Workers in Cambodia

Table 7: Experience in Non-Formal Education within Past 10 Years (N=400)

Experience in Non-Formal Education within Past 10 Years	Frequency	Percentage (%)
Never	330	82.5
Ever	70	17.5
Total	400	100

Unskilled workers who have never experienced in non-formal education for within the past 10 years were 330 (82.5%), while those who used to participate in non-formal education program were only 70 (17.5%).

Table 8: Non-Formal Education Program Being Involved in Past 10 Years (N=70 because as shown in table 10, there were only 70 unskilled workers who used to participate in non-formal education for career development).

Non-Formal Education Program Being Involved in Past 10 Years	Frequency			Percentage (%)		
	1 st Rank	2 nd Rank	3 rd Rank	1 st Rank	2 nd Rank	3 rd Rank
Level 1: Basic reading and writing for illiterates	10	10	5	14.28	14.28	7.14
Level 2: Reading and writing in medium level for semi-literates	12	5	8	17.14	7.14	11.42
Level 3: Reading and writing in appear level for literates	0	2	8	0	2.85	11.42
Post-literacy program	0	3	4	0	4.28	5.71
Equivalence program	4	3	8	5.71	4.28	11.42
Re-entry program	2	0	15	2.85	0	21.42
Income-generating program	20	12	8	28.57	17.14	11.42
Quality of life improvement program	6	10	1	8.57	14.28	1.42
Job skills program	10	5	6	14.28	7.14	8.57
Computer training program	5	1	2	7.14	1.42	2.85
Life skills programs	0	4	4	0	5.71	5.71
Short course of language training programs	0	5	1	0	7.14	1.42
Short course of health training programs	1	4	0	1.42	5.71	0
Foods training program	0	6	0	0	8.57	0
Total	70	70	70	100	100	100

Non-formal education program had unskilled workers involved in the past 10 years as the first rank include income-generating program (28.57%), followed by reading and writing in medium level for semi-literates (17.14%), and basic reading and writing for illiterates (14.28%) and job skills program (14.28%).

Non-formal education program had unskilled workers involved in the past 10 years as the second rank include income-generating program (17.14%), followed by basic reading and writing for illiterates (14.28%) and quality of life improvement program (14.28%), and foods training program (8.57%).

Non-formal education program had unskilled workers involved in the past 10 years as the third rank include re-entry program (21.42%), followed by reading and writing in medium level for semi-literates (11.42%), reading and writing in appear level for literates (11.42%), equivalence program (11.42%), income-generating program (11.42%), and job skills program (8.57%).

Table 9: Needed Skills to Be Trained in the Future (N=400)

Needed Skills to be Trained in the Future	Frequency			Percentage (%)		
	1 st Rank	2 nd Rank	3 rd Rank	1 st Rank	2 nd Rank	3 rd Rank
Level 1: Basic reading and writing for illiterates	57	31	15	14.25	7.75	3.75
Level 2: Reading and writing in medium level for semi-literates	13	21	22	3.25	5.25	5.5
Level 3: Reading and writing in appear level for literates	12	0	8	3	0	2
Post-literacy program	14	3	16	3.5	.75	4
Equivalence program	11	0	38	2.75	0	9.5
Re-entry program	8	2	4	2	.5	1
Income-generating program	123	116	113	30.75	29	28.25
Quality of life improvement program	55	55	2	13.75	13.75	.5
Job skills program	66	93	34	16.5	23.25	8.5
Computer training program	25	1	0	6.25	.25	0
Life skills programs	8	1	2	2	.25	.5
Short course of language training programs	4	32	45	1	8	11.25
Short course of health training programs	4	13	46	1	3.25	11.5
Foods training program	0	32	55	0	8	13.75
Total	400	400	400	100	100	100

The first rank of the needed skills to be trained in the future for unskilled workers include income-generating program (30.75%), followed by job skills program (16.5%) and basic reading and writing for illiterates (14.25%).

The second rank of the needed skills to be trained in the future for unskilled workers include income-generating program (29%), followed by job skills program (23.25%) and quality of life improvement program (13.75%).

The third rank of the needed skills to be trained in the future for unskilled workers include income-generating program (28.25%), followed by foods training program (13.75%), short course of health training programs (11.5%) and short course of language training programs (11.25%).

Table 10: Knowledge that Considered as Essential for Daily Life (N=400)

Knowledge that Considered as Essential for Daily Life	Frequency			Percentage (%)		
	1 st Rank	2 nd Rank	3 rd Rank	1 st Rank	2 nd Rank	3 rd Rank
Law and any regulations from the government	34	54	58	8.5	13.5	14.5
Religion	56	78	91	14	19.5	22.75
Political issues	44	34	24	11	8.5	6
Economic issues	135	70	91	33.75	17.5	22.75
Cultural issues	81	98	24	20.25	24.5	6
Social issues	41	39	91	10.25	9.75	22.75
Others	9	27	21	2.25	6.75	5.25
Total	400	400	400	100	100	100

The knowledge that unskilled workers considered as the essential for daily life in first rank include economic issues (33.75%), followed by cultural issues (20.25%) and religion (14%).

The knowledge that unskilled workers considered as the essential for daily life in second rank include cultural issues (24.5%), followed by religion (19.5%) and economic issues (17.5%).

The knowledge that unskilled workers considered as the essential for daily life in third rank include religion (22.75%), economic issues (22.75%), social issues (22.75%), followed by law and any regulation from the government (14.5%), and political issues (6%) and cultural issues (6%).

Table 11: Skills that Considered as the Essential One for Daily Life (N=400)

Skills that Considered as the Essential One for Daily Life	Frequency			Percentage (%)		
	1 st Rank	2 nd Rank	3 rd Rank	1 st Rank	2 nd Rank	3 rd Rank
Communication skills	14	34	52	3.5	8.5	13
Creative thinking skills	0	15	10	0	3.75	2.5
Critical thinking skills	21	18	32	5.25	4.5	8
Decision making skills	14	46	31	3.5	11.5	7.75
Coping and stress management skills	2	0	24	.5	0	6
Skills for building self-awareness	56	42	42	14	10.5	10.5
Skills for career development	168	96	91	42	24	22.75
Skills in rising children	75	52	49	18.75	13	12.25
Skills in rising animal/fish	50	90	69	12.5	22.5	17.25
Others	0	7	0	0	1.75	0
Total	400	400	400	100	100	100

Skills that unskilled workers considered as the essential one for daily life in first rank include skills for career development (42%), followed by skills in rising children (18.75%) and skills for building self-awareness (14%).

Skills that unskilled workers considered as the essential one for daily life in second rank include skills for career development (24%), followed by skills in rising animal/fish (22.5%) and skills in rising children (13%).

Skills that unskilled workers considered as the essential one for daily life in third rank include skills for career development (22.75%), followed by skills in rising animal/fish (17.25%) and communication skills (13%).

Table 12: The Attitude towards Additional Knowledge and Skills in Daily Life (N=400)

The Attitude towards Additional Knowledge and Skills in Daily Life	Frequency	Percentage (%)
It is vital for the enhancement of my standard of living	240	60
It is essential for improving my quality of life in daily life	154	38.5
It is not important at all	6	1.5
Total	400	100

There were 240 unskilled workers (60%) considered additional knowledge and skills in daily life vital for the enhancement of the standard of living. Meanwhile, there were 154 unskilled workers (38.5%) considered additional knowledge and skills in daily life essential for improving the quality of life and 6 (1.5%) unskilled workers considered additional knowledge and skills do not important at all for their daily life.

Table 13: Job Skills Program Needed in the Future for Career Development (N=400)

Job Skills Program Needed in the Future for Career Development	Frequency			Percentage (%)		
	1 st Rank	2 nd Rank	3 rd Rank	1 st Rank	2 nd Rank	3 rd Rank
Computer training	2	16	3	.5	4	.75
More literacy in Khmer language	14	0	14	3.5	0	3.5
English language	12	11	24	3	2.75	6
Chinese language	43	31	35	10.75	7.75	8.75
Clothes sewing	135	62	5	33.75	15.5	1.25
Foods and cake making	65	43	8	16.25	10.75	2
Hairdressing and make up	14	88	10	3.5	22	2.5
Art of weaving and traditional silk	0	36	22	0	9	5.5
Rice planting techniques	14	0	57	3.5	0	14.25
Mat weaving or rattan basket weaving	0	14	21	0	3.5	5.25
Vegetable planting	73	20	42	18.25	5	10.5
Animal/fish rising	11	45	36	2.75	11.25	9
Bicycle/motorcycle repairing	0	10	13	0	2.5	3.25
Care repairing	0	11	6	0	2.75	1.5
Electricity	0	2	30	0	.5	7.5
Air-conditioner repairing	0	0	16	0	0	4
Refrigerator repairing	0	1	12	0	.25	3
Mobile phone repairing	12	0	22	3	0	5.5
Auto motive mechanic	0	0	5	0	0	1.25
Art of drawing pictures	0	3	5	0	.75	1.25
Carpenter and furniture skills	1	6	2	.25	1.5	.5
Sculpture and carving/blacksmith	1	0	1	.25	0	.25
T-shirt printing skills	2	0	2	.5	0	.5
Traditional music	1	0	0	.25	0	0
Modern music	0	0	8	0	0	2
Traditional dancing	0	1	1	0	.25	.25
Total	400	400	400	100	100	100

The first rank of job skills program that unskilled workers needed for career development in the future include clothes sewing (33.75%), followed by vegetable planting (18.25%) and foods and cake making (16.25%).

The second rank of job skills program that unskilled workers needed for career development in the future include hairdressing and make up (22%), followed by clothes sewing (15.5%) and animal/fish rising (11.25%).

The third rank of job skills program that unskilled workers needed for career development in the future include rice planting techniques (14.25%), followed by vegetable planting (10.5%) and animal/fish rising (9%).

Part 3: Procedures of Non-Formal Education for Career Development

Table 14: Information Access to Facilitate the Information Gained on Non-Formal Education Training Program for Career Development (N=400)

Information Access to Facilitate the Information Gained on Non-Formal Education Training Program for Career Development	Frequency			Percentage (%)		
	1 st Rank	2 nd Rank	3 rd Rank	1 st Rank	2 nd Rank	3 rd Rank
Television	210	99	6	52.5	24.75	1.5
Radio	50	84	35	12.5	21	8.75
Newspaper	25	76	12	6.25	19	3
Magazines	24	30	97	6	7.5	24.25
Pamphlet delivered along the road	22	1	39	5.5	.25	9.75
Internet (email, facebook, twitter, etc.)	29	7	23	7.25	1.75	5.75
Family	16	28	48	4	7	12
Friends	19	71	11	4.75	17.75	2.75
You can access to the information by going to the training place by your own	5	4	129	1.25	1	32.25
Total	400	400	400	100	100	100

The first ranked channels of information access that unskilled workers found essential to facilitate the information gained on non-formal education training program for career development include television were (52.5%), followed by radio (12.5%) and internet (email, facebook, twitter, etc) (7.25%).

The second ranked channels of information access that unskilled workers found essential to facilitate the information gained on non-formal education training program for career development include television were (24.75%), followed by radio were (21%) and newspaper were (19%).

The third ranked channels of information access that unskilled workers found essential to facilitate the information gained on non-formal education training program for career development include access by going to the training place by themselves (32.25%), followed by magazines (24.25%) and family (12%).

Table 15: Location that is Convenient (N=400)

Location that is Convenient	Frequency	Percent (%)
Workplace	110	27.5
Community learning center which is near your workplace	83	20.8
Community learning center which is near your home	132	33.0
Community learning center which is near your friend's home	45	11.3
Library	6	1.5
Home	15	3.8
Wherever without the barriers of transportation	9	2.3
Total	400	100

Unskilled workers found the convenient location for learning was community learning center which is near their home (33%), followed by the learning at workplace (27.5%) and community learning center which is near their workplace (20.8%).

Table 16: Hours Spent per Week on Training (N=400)

Hours Spent per Week on Training	Frequency	Percent (%)
1 hour	75	18.8
2 hours	142	35.5
3 hours	70	17.5
More than 3 hours	113	28.3
Total	400	100

Most unskilled workers could spend time on learning for 2 hours per week (35.5%), followed by more than 3 hours per week (28.3%) and 1 hour per week (18.8%).

Table 17: Session for Learning (N=400)

Session for Learning	Frequency	Percent (%)
Morning	53	13.3
Afternoon	21	5.3
Evening	119	29.8
Weekend	207	51.8
Total	400	100

Most unskilled workers preferred weekend session (51.8%), followed by evening session (29.8%) and morning session (13.3%).

Table 18: Materials Needed for Learning Facilitation (N=400)

Materials Needed for Learning Facilitation	Frequency			Percentage (%)		
	1 st Rank	2 nd Rank	3 rd Rank	1 st Rank	2 nd Rank	3 rd Rank
Enough chairs and tables	69	52	168	17.25	13	42
Textbooks	185	128	84	46.25	32	21
Documents	97	90	64	24.25	22.5	16
Black/whiteboard	45	105	16	11.25	26.25	4
Computer	4	21	35	1	5.25	8.75
Microphone	0	4	26	0	1	6.5
Others	0	0	7	0	0	1.75
Total	400	400	400	100	100	100

The first-rank materials needed for learning facilitation include textbooks (46.25%), followed by documents (24.25%) and enough chairs and tables (17.25%).

The second-rank materials needed for learning facilitation include textbook (32%), followed by black/whiteboard (26.25%) and documents (22.5%).

The third-rank materials needed for learning facilitation include chairs and tables (42%), followed by textbooks (21%) and documents (16%).

Table 19: Learning Atmosphere (N=400)

Learning Atmosphere	Frequency			Percentage (%)		
	1 st Rank	2 nd Rank	3 rd Rank	1 st Rank	2 nd Rank	3 rd Rank
Teacher trusts in students	82	66	58	20.5	16.5	14.5
Teacher pays more attentions on students' progress	90	102	60	22.5	25.5	15
Teacher pays attention on what he/she is teaching	109	94	70	27.25	23.5	17.5
Teacher lets students discuss with each other as to exchange each other's ideas and experiences on the topic learned	93	87	64	23.25	21.75	16
Teacher and students have mutual interaction with each other actively in class	26	49	148	6.5	12.25	37
Other	0	2	0	0	.5	0
Total	400	400	400	100	100	100

The first-rank learning atmosphere that unskilled workers preferred include the teacher pays attention on what he/she is teaching (27.25%), followed by the teacher lets students discuss with each other as to exchange each other's idea and experiences on the topic learned (23.25%) and teacher pays attentions on students' progress (22.5%).

The second-rank learning atmosphere that unskilled workers preferred include teacher pays more attention on students' progress (25.5%), followed by teacher pays attention on what he/she is teaching (23.5%) and teacher lets students discuss with each other as to exchange other's idea and experiences on the topic learned (21.75%).

The third-rank learning atmosphere that unskilled workers preferred include teacher and students have mutual interaction with each other actively in class (37%), followed by teacher pays attention on what he/she is teaching (17.5%) and teacher lets students discuss with each other as to exchange each other's ideas and experiences on the topic learned (16%).

Table 20: Instruction Style (N=400)

Instruction Style	Frequency			Percentage (%)		
	1 st Rank	2 nd Rank	3 rd Rank	1 st Rank	2 nd Rank	3 rd Rank
Teacher keeps teaching what he/she prepared for class	88	43	160	22	10.75	40
Teacher engages students for group discussion	93	99	95	23.25	24.75	23.75
Teacher demonstrates what he/she is teaching to students	52	211	44	13	52.75	11
Teacher lets students practice what they have just learned	167	42	98	41.75	10.5	24.5
Other	0	5	3	0	1.25	.75
Total	400	400	400	100	100	100

The instruction styles that unskilled workers selected as the first rank include teacher lets students practice what they have just learned (41.75%), followed by teacher engages students for group discussion (23.25%) and teacher keeps teaching what he/she prepared for class (22%).

The instruction styles that unskilled workers selected as the second rank include teacher demonstrates what he/she is teaching to students (52.75%), followed by teacher engages students for group discussion (24.75%) and teacher keeps teaching what he/she prepared for class (10.75%).

The instruction styles that unskilled workers selected as the third rank include teacher keeps teaching what he/she prepared for class (40%), followed by teacher lets students practice what they have just learned (24.5%) and teacher engages students for group discussion (23.75%).

Table 21: Learning Style (N=400)

Learning Style	Frequency			Percentage (%)		
	1 st Rank	2 nd Rank	3 rd Rank	1 st Rank	2 nd Rank	3 rd Rank
Learning with teacher/facilitator	235	20	5	58.75	5	1.25
Learning by yourself	35	79	2	8.75	19.75	.5
Learning with others	81	130	115	20.25	32.5	28.75
Learning by listening to radio	17	118	37	4.25	29.5	9.25
Learning by watching television	10	12	93	2.5	3	23.25
Learning with the practical practices	22	41	148	5.5	10.25	37
Total	400	400	400	100	100	100

The learning styles that unskilled workers selected as the first rank include the learning with teacher or facilitator (58.75%), followed by learning with others (20.25%) and learning by themselves (8.75%).

The learning styles that unskilled workers selected as the second rank include the learning with others (32.5%), followed by learning by listening to radio (29.5%) and learning by themselves (19.75%)

The learning styles that unskilled workers selected as the third rank include the learning with the practical practices (37%), followed by learning with others (28.75%) and learning by watching television (23.25%).

Table 22: Preferred Learning Group (N=400)

Preferred Learning Group	Frequency	Percent (%)
Study with other people from any backgrounds	41	10.3
Study with co-workers	164	41.0
Study with friends	160	40.0
Study alone	33	8.3
Others.....	2	.4
Total	400	100

The learning group that unskilled workers preferred as the first rank includes the learning with co-workers (41%), followed by learning with friends (40%) and learning with other people from any background (10.3%).

In conclusion, the survey conducted to seek for the needed skills to be taught consisted of three main parts.

4.3 In-Depth Interview

The in-depth interview was conducted on 16th July 2014 with the Deputy Director in Non-Formal Education Department, Associate Dean in Education Department in University of Cambodia and Deputy Director in National Institute of Education.

After having gone through the research result of the analysis and comparing of non-formal education in Cambodia with those in Thailand and the United States in addition with the survey conducting on the skills needed to be trained for career

development of the unskilled workers in Cambodia as well as the draft of the proposed guidelines for organizing non-formal education to enhance career development in the kingdom of Cambodia, all three selected experts rated the research results and the proposed guidelines as the extremely acceptable ones for the organizing of non-formal education to enhance career development in Cambodia. Meanwhile, following are the responds and opinions obtained from the three selected experts, Mr. Veth Chhin (Deputy Director in Department of Non-Formal Education), Mr. Sangvath Chheang (Associate Dean in Education Department in University of Cambodia) and Mrs. Channy Nou (Deputy Director in National Institute of Education).

The curriculum in non-formal education for career development did not consist of the unique standard for all the practices within the country at all – it varied by different teachers in different areas. Furthermore, "The teachers were invited to teach, they do not have the certificate of expression with the skills though. Because of the lack of the teacher in skilled training program, the non-formal education organizer decided to employ the teacher whom just know a little or more on the skills being taught," said Mr. Veth Chhin. He suggested that the curriculum of non-formal education for career development should be managed in the unite standard, in which there occurred the same practices to all the training of skill development to unskilled workers in Cambodia. He also mentioned: "Currently there is no specific details available in each subjects taught in skill training program for unskilled workers and the spirit of voluntary works in Cambodia still be very limited, for everyone needs the paid job to earn for their living." He also added: "Cambodia also considered that one village one product is a very important project but the government does not support adequate budget to process this, unfortunately." Furthermore, Mr. Sangvath Chheang also delineated the significance of the teacher training in non-formal education for career development since the teacher is considered as the only person whom the unskilled workers could rely on during learning. He said: "Unskilled workers believe that the teacher will distribute them the needed skills, which enable them to utilize for generating more income and improving the better standard of living. Hence, if teacher does not have specific knowledge and skills, he/she will just increase more number of unskilled workers instead of promoting the better development of skilled workers." Nevertheless, he also suggested the management in non-formal education for career development to be in the decentralize mode, which the decisions are made in bottom-up approach, for only the bottom lines could decide the needs of programs and skills needed to

be learned. Meanwhile, Mrs. Channy Nou mentioned: "Teacher training in terms of the psychology, pedagogy and andragogy skills as these are the essential knowledge should all the teachers be aware of. These are truly important that these skills will facilitate the better quality of teaching being offered. However, very few teachers of skill training program had been involved in these kind learnings." She also continued that once the needs have been understood and addressed, there will be the increasing of the employment rate with the sustainable development in terms of both economic and learning society for all. Last, Mr. Veth Chhin and Mrs. Channy Nou admitted the badly impacts of the wars and colonization had Cambodia encountered ceaselessly in the past, which impacted the current quality of education system in Cambodia including non-formal education practices as well, and they supported the initiation of the decentralization in the management structure to be taken place in order to facilitate the better processes of non-formal education for career development to be faster and deserve more learners' needs as to reach the successful path in generating more skilled workers within the country.

In conclusion, the in-depth interview delineated the expression of the experts to be in the similar concerns on the developing of non-formal education for career development in term of curriculum, teacher training and management. Mr. Veth Chhin shared the possible ideas and opinions to start up the adjusting of the current errors in the curriculum, while Mr. Sangvath Chheang expressed the sincerely opinion on the teacher training requirement for non-formal education for career development, and Mrs. Channy Nou insisted the initiation of the training programs for teacher not only in specific skills but also psychology, pedagogy, andragogy, communication skills, problem solving skills and any other daily life skills to help improving the better quality of life for the citizens. However, all the experts suggested for the process of decentralization in management structure and volunteer people working in non-formal education for career development in either the position of teacher or officer in each community learning center so that this spirit could eliminate the strong impacts gained from the shortage budget being supported to the non-formal education for career development.

4.4 Proposed Guidelines for Organizing Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

Armed with the results gained from the analysis form, survey conducting and the in-depth interviews with the selected experts, the research found the proposed

guidelines for organizing non-formal education to enhance career development for unskilled workers in the kingdom of Cambodia divided into 6 parts: policy, curriculum, activities, teacher training, management of non-formal education for career development and evaluation processes. Each part could be described in detail as following:

1. Policy on Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

1.1 Develop the policy and objective of the non-formal education program base on the needs of unskilled workers and the labor market demands to promise the good contribution of skilled workers in the society and the better result of non-formal education training for career development in Cambodia.

1.2 Encourage the free participation in non-formal education for career development in addition to the basic literacy skills without the barriers of gender, age, and background so that they could barely work with specific skills in the manufacturing, service provider and construction sector and be able to generate better income more than 16,000 Riels per day with the investment of 5-8 working hours per day.

1.3 Germinate more community learning centers nearby the unskilled workers' home as the priority and followed by the learning that located in the workplace and the community learning center that are nearby the workplace to facilitate the convenient access for unskilled workers to the learning place – once there occurred the feasibility in transportation, there engaged more participation of unskilled workers to the training program for career development.

1.4 Promote the learning society by establishing the mobile libraries in each area in Cambodia to facilitate the yearning of seeking additional knowledge and skills that unskilled workers found vital for the improvement of standard of living and quality of life.

1.5 Initiate the information access to non-formal education including skills training program for career development respectively via television, followed by the radio, internet (facebook, email, etc), newspaper and the announcement of the training program should be clear and visible in the public, for some unskilled workers preferred the own access to the training center for the further information on training, while some will just gain the information via magazines and family.

1.6 The policy on non-formal education for career development program should embed the concept of lifelong learning for all along with the concentration

on including the economic issues, cultural issues, religion respectively and followed by the law and regulations from the government and the political issues.

1.7 Enhance more cooperation to any donor or related organization both local and international as to help in supporting the additional budget in processing the qualified skills training program with adequate learning materials, teacher training program and any needed facilities to ensure the effective training program in career development for unskilled workers in the kingdom of Cambodia.

1.8 Prepare the project to engage the guidance of unskilled workers in the significance of non-formal education for career development and to engage the unskilled workers in participating in the effective skills training program for career development.

1.9 The organizer of non-formal education for career development increases more responsibilities by getting involve in the creating of innovative knowledge and skills and the understanding of the different background and needs of unskilled workers from different places as to promote the educational system in non-formal education for career development to enhance the capacity of life to unskilled workers in the kingdom of Cambodia.

2. Curriculum of Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

2.1 The designation of the curriculum must base on the learners' needs and be unique in standard to enable the practice for all over Cambodia context of non-formal education for career development.

2.2 The curriculum must be flexible in terms of content in each subject, time to be spent in each training, place, session of learning and materials needed in learning.

2.3 The content of subjects should be respectively focusing on the income-generating program, job skills program, basic reading and writing for illiterate, quality of life improvement program, food training program, short course of health training programs and short course of language training program with the specific details in each subject.

2.4 The curriculum should be respectively inserted with the skills needed for daily life include the skills for career development, skills in rising children, skills for rising animal/fish and communication skills. Nevertheless, following skills should not be left behind as well include the problem solving skills, stress management skills and decision making skills.

2.5 Job skills training program that should be taken into the consideration while establishing non-formal education training for career development include clothes sewing, vegetable planting, foods and cake making as the priorities and followed by hairdressing and make up, animal/fishing and rice planting techniques.

2.6 Design the independent living curriculum to train unskilled workers in being able to live by his own and make the plan for the career development as well as the better standard of living after the courses are finished by being trained in the techniques of the preparation to get the job and the budget management plan after getting the job, for instance.

2.7 The most appropriate learning hours per week should be managed in non-formal education for career development were 2 hours, followed by more than 3 hours or just 1 hour per week – there must be the feasibility in learning hours for unskilled workers in accordance with their different needs with different preferred learning hours.

2.8 The most appropriate learning session in non-formal education for career development for unskilled workers was weekend session, followed by the evening and morning session.

2.9 The organizing of non-formal education to enhance career development for unskilled workers in Cambodia must be conducted in the community learning center which is nearby unskilled workers' home, in their workplace or the community learning center that is nearby their workplace.

3. Activities in Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

3.1 Organize the learning activities focusing on the group activities so that unskilled workers could enjoy participating in exchanging the ideas and experiences together with the co-workers, friends or any other people from different background.

3.2 Unskilled workers are motivated to be trained carefully and continuously by the teacher or facilitator with his concentration on what he/she is going to teach, discuss and the teacher pays more attention on the unskilled workers' progress before, during and after the training.

3.3 In class, teacher or facilitator is supposed to let students practice what they have just learned to ensure the understanding with the implacable capacity of applying the learned skills to generate more income for the development of the living standard and quality of life.

3.4 In class learning activities, teacher can engage unskilled workers in discussing with each other, learning via listening to the radio and learning by self-directing approach by assigning them the projects or assignment.

3.5 Teacher manages the better learning climate by ensuring the unskilled workers are respected and all their concerned problems on the skills being learn are addressed effectively with the actively interaction between teacher or facilitator and unskilled workers in a good relationship.

3.6 Manage the learning activities by concerning on the promoting of learning for the better of life, more income generating, better physical and mental health maintaining and understanding of how to live together in the sustainable society as the lifelong learners.

3.7 Introduce the voluntary system by opening the opportunity for the volunteers or the students in either formal or non-formal education to be internship in teaching and involving in non-formal education for career development to unskilled workers, for it is good way that the unskilled workers are encouraged to learn more from the people form related varies organizations and statuses; they could also raise the concerned issues to discuss with the volunteers, in addition.

3.8 Promote the Community Based Learning (CBL) by engaging unskilled workers to learn how to use the existed natural resources available in the village so that they could generate more income by producing any products made by the natural resources in the village or community.

4. Teacher Training in Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

4.1 Promote teacher training program in non-formal education for career development to provide more necessary upgrade knowledge and skills to deal with the development of new technology in globalization so that the training program will ensure the effective transforming of crucial knowledge and skills to unskilled workers in Cambodia.

4.2 The training, workshop, and conference in both local and international environment should be offered to the teacher in non-formal education for career development so that they could take the chance to learn and perceive feedback directly from what they have taught. The reflections have they got will generate the changes and development in terms of their knowledge and skills providing to the unskilled workers, as a result, the teachers are qualified enough to produce the skilled workers serving in any sector including manufacturing, service provider sector and construction sector.

4.3 Train the teachers or facilitators not only the upgrade of specific skills being taught but also the psychology, pedagogy and andragogy skills, followed by other daily life skills such as communication skills, critical thinking skills, problem solving skills and decision-making skills so that the teachers could address the unskilled workers' problems in broader ways, and especially the teacher will be able in motivating and engaging the unskilled workers in lifelong learning process, as a result.

5. Management of Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

The management of non-formal education for career development in Cambodia concerns on 4 Ms: men, money, materials and management structure, and the guidelines could be portrayed as following:

5.1 Put the b people to work in the right place in the right time with the right skills they are specialized or skillful in so that the delegated responsibilities will be effectively achieved with the satisfactory outcomes.

5.2 Wisely allocate the limited national budget in non-formal education for career development by focusing on the quality of training program providing to unskilled workers rather than the quantity of unskilled workers involve in the program.

5.3 Seek for the additional budget support for the management of non-formal education for career development from both local and international related organizations to enhance more practices and quality of training programs given to unskilled workers in each area of Cambodia.

5.4 Equip the adequate materials needed to process non-formal education training for career development to unskilled workers include the enough textbooks being provided, documents, enough chairs and tables to facilitate the good learning climate physically, followed by the equipping of black/whiteboard. Nevertheless, the additional materials needed to facilitate the better climate mentally in class could be the adequate fans or air-conditioners with the bigger size of class.

5.5 Increase the cooperation with the companies or the industries to provide the scholarship for unskilled workers who are currently working in their companies and industries so that the unskilled workers could get the opportunity to gradually learn and develop to transform themselves dramatically to the skilled workers.

5.6 Motivate the incentive provided to the teachers or facilitators and the officers working in non-formal education for career development by providing them more salary and issuing the complementary certification to those whose works have

been done with the good outcomes as to keep up the better works and efforts on the next delegated tasks continuously.

6. Evaluation of Learning Outcome in Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

6.1 Organize the pre-test to the unskilled workers before accepting them to participate in skills training program as to measure the literacy level and to observe the needed skills to be trained for their career development so that as the non-formal education organizer could prepare the right activities, materials and adequate facilities as well as the appropriate learning climate for each unskilled workers.

6.2 Evaluate the unskilled workers' learning outcome during the learning process can be divided into 2 categories: theories and practical practices being taken place during learning. The examination must focus on the capacity on the applying of learned knowledge and skills in the real practice with the appropriate standard of each skills being followed.

6.3 Evaluate on the learning outcome gained after the training cause is over by examination on the progress and development occurred in each training stage and the outcome of the skills being trained whether the unskilled gained not only the specific job skills but the daily life skills to facilitate the good quality of life with the better standard of living being concerned.

6.4 Evaluate the practice of the entire non-formal education program for career development to see if there existed the high quality of curriculum, teacher training and management of money, human resource, materials and decentralization being served to provide the satisfactory result of having unskilled workers equipped with specific skills and be transformed to the skilled workers. It implies that the effective non-formal education program for career development for unskilled workers is considered as the successful one unless the program produced the qualified learners who could apply what they have learned to the real practices for their career development and the enhancement of the quality of life for the development of sustainable society. Nevertheless, the non-formal education organizer should also note the number of unskilled workers who accomplished the training courses and how many percent of them who could get the better job and able to apply the learned skills for the career development.

Chapter V

Conclusion, Discussion and Recommendation

Conclusion

Objectives of Research

The research on proposed guidelines for organizing non-formal education to enhance career development for unskilled workers in the kingdom of Cambodia aimed:

1. To analyze and compare between the career development in Cambodia with those in Thailand and the United States focusing on curriculum, teacher training and the management.
2. To propose the appropriate guidelines for organizing non-formal education to enhance career development for unskilled workers in the kingdom of Cambodia.

Research Methodology

1. The research used the analysis form, survey form with the selected samples of unskilled workers in Phnom Penh, Cambodia whom 150 from manufacturing, 100 from construction and 150 from service provider (cleaner) sector, and the guidelines for in-depth interview with the selected experts from Department of Non-Formal Education, University of Cambodia and National Institute of Education.

2. The quality of the research instrument had been examined by 5 experts from University of Cambodia, Chulalongkorn University, Srinakharinwirot University and Ramkomsing University for the content consistency via IOC with the acceptability of 50 percent and more. The questionnaire was taken to try out with the 30 selected samples from manufacturing, construction and service provider sector, and the validity had been measured by test retest was 83.33 percent.

3. The data analysis used the content analysis on the analyzing and comparing of non-formal education for career development in Cambodia, Thailand and the United States; statistical analysis with the survey conducting with selected 400 unskilled workers from manufacturing, construction and service provider sector to

calculate the frequency and percentage of each variable; and content analysis in in-depth interview with the experts form Department of Non-Formal Education, University of Cambodia and National Institute of Education.

Conclusion

1. According to the analysis and comparing of non-formal education for career development in Cambodia with those in Thailand and the United States

The results revealed the similarities and differences found as following:

Similarities: Cambodia, Thailand and the United States share the same objective of non-formal education or adult education practice, which is to generate more literacy ability for those who do not have opportunity to enter the school and produce more skilled workers serving in any field as to respond to the labor market demand and economic growth with the sustainable development of the society.

Differences: Cambodia still have the limited access to non-formal education for career development in terms of curriculum, teacher training and management, while Thailand and the United States revealed the specific curriculum planning and implementation with the effective results gained. Also, there is no teacher training program in non-formal education for career development in Cambodia, while Thailand and the United States considered teacher training in non-formal education and adult education for career develop as one of the major tasks to ensure the effective training provided to unskilled workers. Last, the management practice in Cambodia is in centralization and there is no incentive when the officers or teachers accomplished the good performance from the delegated tasks at all, while Thailand and the United States value the efforts made by the non-formal education and adult education officers and teachers by awarding them more salary, opportunity in training and the complementary certificate to keep up on the continuous efforts in the works. Also, the United States establish the incentive action on the learners who accomplished the better results after learning with the opportunity to let them lend the money to run the business after the course is over, and provide the quotas by buying the products made by the workers, after the training course is done to motivate the workers to make for their living base on the skills learned.

2. The results from the survey conducting on needs assessment of the needed skills to be trained in non-formal education to Enhance career development for Unskilled Workers in the kingdom of Cambodia

The results were revealed in 3 major parts: personal information of the selected samples, types of needs on non-formal education to enhance career development for unskilled workers in Cambodia and procedures of non-formal education for career development.

Part 1 Personal Information of the Selected Samples

Most unskilled workers were female (72.2%) and male only 27.8%. Also, most unskilled workers were in the age of 25-31 (45.8%), followed by the age of 18-24 (24.3%) and the age of 32-38 (20.3%). Majority of unskilled worker working in Phnom Penh were from the provinces (98.5%) and those who were born in Phnom Penh were merely 1.5%. There were 37.5% of unskilled workers form manufacturing sector, 37.5% from service provider sector and 25% from construction sector. They mostly worked from 5-8 hours per day (92.5%) and 7.3% worked from 9-12 hours per day and .3% worked from 1-4 hours per day. Most of unskilled workers got the wage per day not more than 14,000-16,000 Riels (47.3%), followed by not more than 18,000-22,000 Riels (28.8%) and not more than 16,000-18,000 Riels per day (22%).

Part 2 Types of Needs on Non-Formal Education to Enhance Career Development for Unskilled Workers in Cambodia

1. Unskilled workers who have never involved in non-formal education in the past 10 years were 82.5%, while there were only 17.5% used to participate in non-formal education. Among those who used to participate, the first rank skills that were participated the most were income-generating program (28.57%), reading and writing in medium level for semi-literates (17.14%) and basic reading and writing for illiterates (14.28%) and job skills program (14.28%). Meanwhile, the skills that were in the second rank were income-generating program (17.14%), basic reading and writing for illiterates (14.28%) and foods training program (8.57%). For the third rank skills were re-entry program (21.42%), followed by reading and writing in medium level for semi-literates (11.42%), reading and writing appear level for literate (11.42%), equivalence program (11.42%), income-generating program (11.42%) and job skills program (8.57%)

2. For the needed skills that unskilled workers needed to be trained in the future, the first ranks were income-generating program (30.75%), job skills program (16.5%) and basic reading and writing for illiterates (14.25%). The second ranks were income-generating program (29%), followed by job skills program (23.25%) and quality of life improvement program (13.75%). The third ranks were income-generating program (28.25%), foods training program (13.75%), short course of health training program (11.5%) and short course of language training program (11.25%).

3. For the knowledge that unskilled workers considered as the essential ones for daily life, the first ranks were economic issues (33.75%), followed by cultural issues (20.25%) and religion (14%). The second ranks were cultural issues (24.5%), followed by religion (19.5%) and economic issues (17.5%). The third ranks were economic issues (22.75%), followed by law and any regulations from the government (14.5%), political issues (6%) and cultural issues (6%).

The skills that unskilled workers considered as essential for daily life as the first rank were skills for career development (42%), followed by skills in rising children (18.75%) and skills in rising animal/fish (12.5%). The second ranks skills were skills for career development (24%), followed by skills in rising animal/fish (22.5%) and skills in rising children (13%). The third ranks skills were skills for career development (22.75%), followed by skills in rising animal/fish (17.25%) and communication skills (13%).

There were 60% of unskilled workers found additional knowledge and skills in daily life are vital for the enhancement of my standard of living, 38.5% found these are essential for improving quality of life and 1.5% found these are not important at all. It could be concluded that 98.5% of unskilled workers supported the establishing non-formal education program to add up the additional knowledge and skills in their daily lives.

4. For the job skills programs that unskilled workers needed in the future for career development in first rank were clothes sewing (33.75%), followed by vegetable planting (18.25%) and foods and cake making (16.25%). The second ranks were hairdressing and make up (22%), followed by clothes sewing (15.5%) and

animal/fish rising (11.25%). The third ranks were rice planting techniques (14.25%), followed by vegetable planting (10.5%) and animal/fish rising (9%).

Part 3 Procedures of Non-Formal Education for Career Development

1. The information access that could facilitate the information gained on non-formal education for career development for unskilled workers in Cambodia in first rank were television (52.5%), followed by radio (12.5%) and internet (email, facebook, etc) (7.25%). The second ranks were television (24.75%), radio (21%) and newspaper (19%). The third ranks were the direct access to the training place (32.25%), followed by magazines (24.25%) and family (12%).

2. The convenient location for learning were the community learning center which is nearby their home (33%), followed by the learning in workplace (27.5%) and learning in the community learning center nearby their workplace (20.8%).

3. The total hours can unskilled workers spent per week for non-formal education program for career development were 2 hours (35.5%), followed by more than 3 hours per week (28.3%) and only one hour per week (18.8%).

4. The preferred learning session was the weekend session (51.8%), followed by evening session (29.8%) and morning session (13.3%).

5. The first rank materials needed for learning were textbooks (46.25%), followed by documents (24.25%) and enough chairs and tables (17.25%). The second rank materials needed for learning were textbooks (32%), followed by black/whiteboard (26.25%) and documents (22.5%). The third rank materials needed for learning were enough chairs and tables (42%), followed by textbooks (21%) and documents (16%).

6. The preferred learning atmosphere in first rank were teacher pays attention on what he/she is teaching (27.25%), followed by teacher lets students discuss with each other as to exchange each other's ideas and experiences on the topic learned (23.25%) and teacher pays more attentions on students' progress (22.5%). The second rank of the preferred learning atmosphere were teacher pays more attentions on students' progress (25.5%), followed by teachers pays attention on what he/she is teaching (23.5%) and teacher lets students discuss with each other as to exchange each other' ideas and experiences on the topic learned (21.75%). The third rank of

the preferred learning atmosphere were teacher and students have mutual interaction with each other actively in class (37%), followed by teacher pays attention on what he/she is teaching (17.5%) and teacher lets students discuss with each other as to exchange each other's ideas and experiences on the topic learned (16%).

7. The preferred instruction styles that unskilled workers preferred in the first rank were teacher lets students practice what they have just learned (41.75%), followed by teacher engages students for group discussion (23.25%) and teacher keeps teaching what he/she prepared for class (22%). The preferred instruction styles that unskilled workers preferred as the second rank were teacher demonstrates what he/she is teaching to students (52.75%), followed by teacher engages students for group discussion (24.75%) and teacher keeps teaching what he/she prepared for class (10.75%). The preferred instruction styles that unskilled workers preferred in the third rank were teacher keeps teaching what he/she prepared for class (40%), followed by teacher lets students practice what they have learned (24.5%) and teacher engages students for group discussion (23.75%).

8. The preferred learning styles that unskilled workers preferred as the first rank were learning with teacher or facilitator (58.75%), followed by learning with others (20.25%) and learning by oneself (8.75%). The preferred learning styles that unskilled workers preferred as the second rank were learning with others (32.5%), followed by learning by listening to radio (29.5%) and learning by oneself (19.75%). The third ranks were learning with the practical practices (37%), followed by learning with others (28.75%) and learning by watching television (23.25%).

9. For the most preferred learning group were co-workers (41%), followed by the learning with friends (40%) and learning with other people from any background (10.3%).

3. Proposed Guidelines for Organizing Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

According to the analysis and comparing, survey conducting on needs assessment and the conducting of in-depth interview, the research generated the proposed guidelines for organizing non-formal education to enhance career

development for unskilled workers in the kingdom of Cambodia into 6 parts: policy, activities, curriculum, teacher training, management and evaluation as following:

Part 1 Policy on Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

Develop the policy of non-formal education and organize the training base on the unskilled workers' needs and engage the unskilled workers in any gender, regardless of male or female to participate in non-formal education for career development for free, germinate more community learning center and learning society via mobile libraries, including the advertisement on the program via television with the insertion on the economic issues, cultural issues and seek for more donation from local and international related organization for non-formal education for career development in Cambodia, educate the unskilled workers' guidance on the significance of non-formal education for career development and encourage the officers in non-formal education for career development to produce more innovative tasks with the effective outcome on the training organized.

Part 2 Curriculum Designing in Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

Initiate the flexible curriculum in terms of time, place and content of subjects being taught with the specific unique standard for the practice in all over Cambodia. The learning period is 2 hours per week with the weekend session in the community learning center that is nearby the unskilled workers' home. The content of the skills being taught were seen to be as income-generating program, job skills program, basic reading and writing for illiterate, quality of life improvement program, food training program, short course of health training programs and short course of language training program with the specific details in each subject. The curriculum should be respectively inserted with the skills needed for daily life include the skills for career development, skills in rising children, skills for rising animal/fish and communication skills. Nevertheless, following skills should not be left behind as well include the problem solving skills, stress management skills and decision making skills. Job skills training program that should be taken into the consideration while establishing non-formal education training for career development include clothes sewing, vegetable planting, foods and cake making as the priorities and followed by hairdressing and make up, animal/fishing and rice planting techniques. Also, there should be the independent living curriculum to train unskilled workers in being able to live by his

own and make the plan for the career development as well as the better standard of living after the courses are finished by being trained in the techniques of the preparation to get the job and the budget management plan after getting the job, for instance.

Part 3 Activities Organized in Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

Organize the learning activities in group to let unskilled workers exchange each other's ideas and experiences and insert the practical practices after teaching. Also, the teacher or facilitator plays an important role in guiding the unskilled workers by teaching them with what he/she has prepared for class and gives more attention on the unskilled workers' progress after learning. Furthermore, the teaching activities could be conducted via listening to the radio, assigning the project or assignment and let the students work on the real practices. The activities conducted should be included with the other life skills including the promoting of learning for the better life, more income generating capacity, better physical and mental health maintaining and understanding of how to live together in the sustainable society as the lifelong learners.

Part 4 Teacher Training in Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

Establish teacher training program in non-formal education for career development in Cambodia and encourage teachers to participate in any training, workshop and conference both in local and international environment to let them discover the new knowledge, skills and experiences to reflect the strengths and weaknesses of their teaching to improve the non-formal training program for career development offered to unskilled workers in Cambodia.

Part 5 Management on Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

The management focused on 4 Ms: Men, Money, Materials and Management structures. Managing right people with the right skills to work in the right place in the right time is very important for organizing the time-consuming work in non-formal education for career development. Also, allocate the limited budget in the wise way by prioritizing on the quality of training rather than quantity of the unskilled workers participated in the program. Nevertheless, seek for the additional support from the

donors in both local and international region so that the training program will consist of the adequate materials such as textbooks, documents, black/whiteboard and enough chairs and tables to facilitate the better learning climate according to the needs of unskilled workers.

Part 6 Evaluation on Learning Outcome in Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia

Non-formal education organizer evaluate the capacity of unskilled workers before, during and after the training program is finished to measure the level of knowledge and experiences had the unskilled workers gained from the training provided, and the organizer of the training should also note down the number of unskilled workers who finished the training courses and the number of those who could use the learned skills to apply in the current or new job with the better income generating being made. Last, the evaluation on the overall program conducted is very important to reflect the strengths and weaknesses made in the training, regardless of the mistakes made from the officers, teachers or unskilled workers, the initiation of the intervention could be made to deal with the found issues to ensure more effective training courses being offered in the next future.

Discussion

According to the research results shown, the discussion session was divided into 9 parts including 1) the similarities and differences found in non-formal education or adult education for career development in Cambodia, Thailand and the United States, 2) personal information on unskilled workers, 3) experiences of participation in non-formal education had unskilled workers involved in the past 10 years, 4) the knowledge and skills that unskilled workers considered as essential in daily life, 5) job skills programs that unskilled workers needed in future training for career development, 6) the information access that could facilitate the information gained on non-formal education for career development for unskilled workers, 7) the convenient location, materials and the most preferred learning group, 8) preferred learning styles and 9) result gained from in-depth interview with the selected experts from Department of Non-Formal Education, University of Cambodia and National

Institute of Education. The details of the discussions in each variable are shown as following:

1. Cambodia, Thailand and the United States share the same objective of non-formal education or adult education practice for generating more literacy ability for those who do not have opportunity to enter the school and in the aim of producing more skilled workers serving in any field such as manufacturing, construction and service provider sector as to respond to the labor market demand and economic growth with the sustainable development of the society because raising more human resources within the country is a must-doing task for all the countries around the world as human resources could steer the better decision making made in any business and issues happened in the country. And, the differences being found from the practices of non-formal education in Cambodia, Thailand and the United States in non-formal education for career development in terms of curriculum, teacher training and management revealed that Cambodia still have the limited access in enhancing the better practices on curriculum standard, teacher training program and decentralization management due to the history of ceaseless wars and the colonization had Cambodia encounter in 1979 – all the education system was totally destroyed by that time and was just restored after the election in 1993. However, the Cambodia's government still keep up on the continuous practice of non-formal education to enhance the literates with the skilled workers being produced via non-formal education program for career development, the results were not as good as the expectation due to the lack of national budget being support to the program though; the initiation of lifelong learning for all still be in progress and developing stage gradually with the ceaseless efforts (Cambodia 2013). The result confirmed the theory concerning on the essential of human resource development by Swanson (1995) that human resource development is the process of unleashing the human expertise through organizing development and personal training and development for the purpose of improving performance. Also, the theory emphasized that human resource development consisted of three critical application areas including human resource management, career development and quality improvement (Swanson 1995). Nevertheless, the components of human resource development are divided into the organization development, the process of systematically implementing organizational change for the purpose of improving performance, and training and development is the process of systematically developing expertise in individuals for the purpose of improving performance. Nevertheless, according to the research on the "Comparative Study on Budget Allocation in Education System in Thailand and

Other Foreign Countries" by Dr. Sumchhey Ritphan, Dr. Sriniaarchva Nanthakul and Natchaphung Damrongratt in 2004 also delineated that Thailand and the United States process the management in education system by using decentralization approach, and this is very helpful for processing all the training program to be in time-consuming manner and respond rapidly to the learners' needs (Ritphan, Nanthakul et al. 2004); hence, there is no denial that the practice of management structure in Cambodia should be guiding in the decentralization process to achieve the satisfactory result of organizing non-formal education to enhance career development for unskilled workers.

2. Most of unskilled workers were female (72.2%) while the male ones were only 27.8% because Cambodia still sticks with the traditional belief that women should not learn much on literacy and skills besides housework. Also, most unskilled workers were in the age of 25-31 (45.8%), followed by the age of 18-24 (24.3%) and the age of 32-38 (20.3%) since the people in the age of 18-38 could work harder than younger and older ages in any sectors including manufacturing, construction and service provider sector. Majority of unskilled worker working in Phnom Penh were from the provinces (98.5%) and those who were born in Phnom Penh were merely 1.5% because the number of illiterates and poverty rate were high in the provinces, especially in the rural areas in Cambodia – there is no enough education system being accessed to those area and there consisted of the barriers in transportation for the community learning center nearby the areas indeed so that the citizens in remote areas lack of the opportunity to participate in school or literacy and skills program; they just simply gain the knowledge and skills from the previous generation to earn for the living in agricultural sector and some unskilled workers decide to move to Phnom Penh city and serving as the unskilled workers in the manufacturing, construction and service provider sector to earn for a better living standard comparing to their living areas in the provinces. The result of survey revealed that there were 37.5% of unskilled workers form manufacturing sector, 37.5% from service provider sector and 25% from construction sector, and they mostly worked from 5-8 hours per day (92.5%) and 7.3% worked from 9-12 hours per day and .3% worked from 1-4 hours per day to exchange for the daily wage paid not more than 14,000-16,000 Riels (47.3%), followed by not more than 18,000-22,000 Riels (28.8%) and not more than 16,000-18,000 Riels per day (22%). The above research result delineated the specific basic needs of the unskilled workers to survive in the better living standard as presented in Maslow's theory of hierarchy needs, which including the

biological and physical needs, followed by safety needs, belongingness and love needs, esteem needs and self-actualization respectively in living (Chapman 2001).

3. The research result delineated that unskilled workers who have never involved in non-formal education in the past 10 years were 82.5%, while there were only 17.5% used to participate in non-formal education. Among those who used to participate, the first rank skills that were participated the most were income-generating program (28.57%), reading and writing in medium level for semi-literates (17.14%) and basic reading and writing for illiterates (14.28%) and job skills program (14.28%). Meanwhile, the skills that were in the second rank were income-generating program (17.14%), basic reading and writing for illiterates (14.28%) and foods training program (8.57%). For the third rank skills were re-entry program (21.42%), followed by reading and writing in medium level for semi-literates (11.42%), reading and writing appear level for literate (11.42%), equivalence program (11.42%), income-generating program (11.42%) and job skills program (8.57%). For the needed skills that unskilled workers needed to be trained in the future, the first ranks were income-generating program (30.75%), job skills program (16.5%) and basic reading and writing for illiterates (14.25%). The second ranks were income-generating program (29%), followed by job skills program (23.25%) and quality of life improvement program (13.75%). The third ranks were income-generating program (28.25%), foods training program (13.75%), short course of health training program (11.5%) and short course of language training program (11.25%). The reason that unskilled workers participated and needed for the above mentioned skills in the future because they considered income-generating program as the priority one, for they believed that this was the only program providing them with the techniques and skills for generating more income to support their daily lives, and they also needed to participate in reading and writing in basic and medium level because there will be more benefits in works being provided if they could read and write and also the ability of reading and writing could facilitate the better living condition in their daily lives – if they are literate, they could easily access to any information they would like to know and need to know within the society indeed. For those who decided to participate in foods training program because being able to cook varies foods could earn them more income – besides cooking for the family, they could deliver the cooked foods to the market and earn more profit to support the better living standard. Moreover, for those who chose the equivalence and re-entry program because they found it essential to develop the literacy level to reach the better understanding of the current works and enable to increase the capacity and opportunity to the better

works when they are more educated in higher level. Additionally, the participation in job skills program helped them in learning the specific needed skills so that they could equip themselves with the specific skills to earn for the living with their preferred jobs in labor market. Last, the participation in language training skills could help the unskilled workers, especially those who are currently working in the companies or industries which are owned by the foreigners to be able in earning for a better salary if they could speak varies languages such as English and Chinese, for example. The research result implied that adults have their own specific needs and preference in learning – they come to the training courses with the specific objective of learning for applying tomorrow for the better income being earned after the training course, and non-formal education for career development should concern about these veracities. Meanwhile, the adult education theory on understanding adult learners delineated that adult's learning behavior originates at the genetic level (Long 1987), and the focus of learning, however, is frequently based on some external circumstance (Spear and Mocker 1981). Also, the motives for learning could be categorized by global motives including career, family, leisure, art, health, religion, and citizenship (Aslanian and Brickell 1980) – it implies that adults come to learn with specific needs and both intrinsic and extrinsic motivation, which are concluded in the global motives mentioned above.

4. For the knowledge that unskilled workers considered as the essential ones for daily life, the first ranks were economic issues (33.75%), followed by cultural issues (20.25%) and religion (14%). The second ranks were cultural issues (24.5%), followed by religion (19.5%) and economic issues (17.5%). The third ranks were economic issues (22.75%), followed by law and any regulations from the government (14.5%), political issues (6%) and cultural issues (6%). Moreover, the skills that unskilled workers considered as essential for daily life as the first rank were skills for career development (42%), followed by skills in rising children (18.75%) and skills in rising animal/fish (12.5%). The second ranks skills were skills for career development (24%), followed by skills in rising animal/fish (22.5%) and skills in rising children (13%). The third ranks skills were skills for career development (22.75%), followed by skills in rising animal/fish (17.25%) and communication skills (13%). There were 60% of unskilled workers found additional knowledge and skills in daily life are vital for the enhancement of my standard of living, 38.5% found these are essential for improving quality of life and 1.5% found these are not important at all. It could be concluded that 98.5% of unskilled workers supported the establishing non-formal education program to add up the additional knowledge and skills in their daily lives. The

organizer of the training, especially the teacher should embrace the issues of economics, cultures, religions, laws and regulations of the government and political statues in the training program, and also the additional skills in daily life including career development skills, skills in rising children, rising animal/fish and communication skills because the unskilled workers are the adult learners who consider the additional knowledge and skills are the essential things to be equipped. In daily life, unskilled workers find it significant to improve the skills of looking after their children in better way and learning new techniques in terms of rising animal/fish to earn for additional incomes to support the family besides the performing of the current jobs; also the communication skills could be the vital skills to connect them in any learning and developing the better quality of living in daily life as they believe that people living in the community will not be able to live in isolate without communication and additional learning to improve the life quality. Meanwhile, the adult education theory on constructivism by Phillips encompassed the ideas that adults need to learn and construct the new knowledge and experiences based on their current and past knowledge and experiences. Adults need to construct the cognitive understandings of the materials being learned or of the stimuli being received with the purpose of discussion and this is labeled as individual psychology focus of constructivism. Nevertheless, adults need the construction of the publicly available discipline or bodies of knowledge including physic, biology, history via the politics, cultural and religious as well as the economics issues, which are labeled as the public disciplines focus (Phillips 2009).

5. For the job skills programs that unskilled workers needed in the future for career development in first rank were clothes sewing (33.75%), followed by vegetable planting (18.25%) and foods and cake making (16.25%). The second ranks were hairdressing and make up (22%), followed by clothes sewing (15.5%) and animal/fish rising (11.25%). The third ranks were rice planting techniques (14.25%), followed by vegetable planting (10.5%) and animal/fish rising (9%). The reason for choosing clothes sewing skills as the priority skills to be learned because the number of manufacturing industries has been increased dramatically due to the economic growth and the flow of foreign-direct investment in Cambodia, so if the workers are able to sew the clothes, they could easily apply for the job in the industries. Nevertheless, another skills of animal/fish rising, rice planting techniques and vegetable planting were interested by the unskilled workers since the unskilled workers considered these skills are important to generate more income in addition to their current job performed – they could spend the spare times after work to learn

these agricultural skills, and especially they could just practice these skills immediately just to earn for the better income after learning. The research results confirmed that unskilled workers are adults who have the specific learning needs and they are the problem-based learners who are seeking for the additional knowledge and skills to upgrade the current and past experiences in the job and to earn for the better benefits after the training course is over. Meanwhile, the above results answered the 6 assumptions underlying andragogy theorized by Malcom Knowles – the 6 assumptions underlying andragogy included self-concept, experiences, readiness to learn depend on needs, problem centered focus, internal motivation and adults need to know why they need to know something. Self-concept means adults are mature enough to become more self-directed on the needed skills they find important for living. Experiences mean that adults have their own experiences in life and ready to bring them for developing via training and exchanging with others. For the readiness to learn depends on needs means whether or not an adult is ready to learn depends on what they need to know in order to deal with life situations. Life situations that compel adults to learn include such things as learning to care for a child who has been diagnosed with a disease, or learning to cook healthy meals to prevent health risks, learning to generate more income by rising animal/fish or planting rice and vegetable, for instance. In addition, problem centered focus implies that adults seek for the learning opportunity that enable them to solve the problems, and they expect that they could apply the skills learned to the job immediately just right after the training course is over. Internal motivation means that besides the impacts from extrinsic motivation in learning including the career pressure, family, friends and society statuses, adults also come to learn with the intrinsic motivation including self-esteem, better quality of life, and self-actualization, for example. Last, adults need to know why they need to know something means adults need to know what's in it for them – how this new knowledge will solve a problem or be immediately applied (Knowles 1984). Nevertheless, dealing with the theory of vocational education, equipping with specific skills training and vocational education could mark the learners different from general population – they are likely to participate in an occupation more effectively with the better standard of living and quality of life than the general public (Violas 1981).

6. The information access that could facilitate the information gained on non-formal education for career development for unskilled workers in Cambodia in the first rank were television (52.5%), followed by radio (12.5%) and internet (email,

facebook, etc) (7.25%). The second ranks were television (24.75%), radio (21%) and newspaper (19%). The third ranks were the direct access to the training place (32.25%), followed by magazines (24.25%) and family (12%). Nevertheless, the preferred learning styles that unskilled workers preferred as the first rank were learning with teacher or facilitator (58.75%), followed by learning with others (20.25%) and learning by oneself (8.75%). The preferred learning styles that unskilled workers preferred as the second rank were learning with others (32.5%), followed by learning by listening to radio (29.5%) and learning by oneself (19.75%). The third ranks were learning with the practical practices (37%), followed by learning with others (28.75%) and learning by watching television (23.25%). The reason that unskilled workers found these channels important for their learning and grabbing the information on non-formal education for career development because they usually spend the spare times on entertainment via watching television, listening to radio and playing facebook or messenger in email or going for a walk with friends in the village or community. Also, unskilled workers depend totally on the teacher or facilitator in their learning because they believe that the teacher or facilitator knows exactly everything they do not know about the skills being learned, and they believe that teacher will use any techniques just to engage them in the learning according to their needs, and since their spare times mostly focused on the entertainment via television, radio and internet playing, the training for career development should concern on the techniques of distant learning so that this will address their possibility in learning effectively via these media stuff. These research results called for the intervention on distant learning approach to be inserted in the organizing of non-formal education for career development for unskilled workers in Cambodia, which reflect to the organizing of distance learning for adult learners stated by Barbara A. White and Cathy Bridwell – they confirmed that the key to succeed the 21st century learning organization are the positioning and utilization of virtual networks built on multimedia, which expand the learners' capacity for access; hence, the unskilled workers need to improve the current knowledge and skills via the distant learning approach. Furthermore, the American Council on Education and the Alliance in 1996 described distance learning as the process that connects learners with distributed learning resources and is characterized by separation of place and/or time between instructor and learner, among learners, and/or between learners and learning resources and the interaction between the learner and the instructor, among learners and/or between learners and learning resources conducted through one or more media (White and Bridwell 2004).

7. The convenient location for learning were the community learning center which is nearby their home (33%), followed by the learning in workplace (27.5%) and learning in the community learning center nearby their workplace (20.8%). Also, the total hours unskilled workers spent per week for non-formal education program for career development were 2 hours (35.5%), followed by more than 3 hours per week (28.3%) and only one hour per week (18.8%). At the same time, the preferred learning session was the weekend session (51.8%), followed by evening session (29.8%) and morning session (13.3%). The result delineated that the unskilled workers are adults who need the flexibility of learning being organized in accordance with their available times and place for learning, and the effective program could be happened only if the curriculum answered their learning needs with the feasible of the content of the subjects, times and places. Nevertheless, the first rank materials needed for learning were textbooks (46.25%), followed by documents (24.25%) and enough chairs and tables (17.25%). The second rank materials needed for learning were textbooks (32%), followed by black/whiteboard (26.25%) and documents (22.5%). The third rank materials needed for learning were enough chairs and tables (42%), followed by textbooks (21%) and documents (16%). The reasons for the above preferred materials because unskilled workers need the learning environment that they found convenient by having adequate textbooks and documents as well as the black/whiteboard to facilitate their learning – they could easily know about what they are learning via textbook explanation and the writing on black/whiteboard on any further explanation made by teacher or facilitator in class learning. Also, unskilled workers in Cambodia found that the classes were so small with the inadequate of chairs and table, which are not at all convenient for their concentration on the skills being learned. Moreover, the preferred learning atmosphere in first rank were teacher pays attention on what he/she is teaching (27.25%), followed by teacher lets students discuss with each other as to exchange each other's ideas and experiences on the topic learned (23.25%) and teacher pays more attentions on students' progress (22.5%). The second rank of the preferred learning atmosphere were teacher pays more attentions on students' progress (25.5%), followed by teachers pays attention on what he/she is teaching (23.5%) and teacher lets students discuss with each other as to exchange each other' ideas and experiences on the topic learned (21.75%). The third rank of the preferred learning atmosphere were teacher and students have mutual interaction with each other actively in class (37%), followed by teacher pays attention on what he/she is teaching (17.5%) and teacher lets students discuss with each other as to exchange

each other's ideas and experiences on the topic learned (16%). Furthermore, for the most preferred learning group, unskilled workers preferred learning with the co-workers (41%), followed by the learning with friends (40%) and learning with other people from any background (10.3%). The reasons of the above preferred learning atmosphere because adults come up with the existed knowledge and experiences, so they seek for the effective teaching with the respectful manner from the teacher or facilitator; they also needs the opportunity to utter and discuss their experiences with the co-workers, facilitator and any others from any background to exchanges and learn from each other's experiences and to figure out the specific changes could they learn from the training course and to ensure they have the correct understanding of the skills learned. Also, increasing the good relationship and interaction with unskilled workers is considered as the respectful manner that the teacher or facilitator should not miss in teaching adult learners. Meanwhile, the above research results concern on the developing of the teaching style in the theory of adult education in the teacher of adult by Malcom Knowles (1984) – teacher of adults should be aware of some of the principles that guide their practice. He suggested that the teacher should establish a physical and psychological climate conducive to learning, involve learners in mutual planning of methods and curricular directions, involve participants in diagnosing their own learning needs, encourage learners to formulate their own learning objectives, encourage learners to identify resources and to devise strategies for using such resources to accomplish their objectives, help learners to carry out their learning plans and involve them in evaluating their learning outcomes. In other words, he insisted that adult learning should be organized in the environment of "adulthood," in which there engaged the learner-centered approach for adult training program. Moreover, Brookfield released the 6 principles of practice associated with the teacher of adults as following: participation is voluntary; adults engage in learning as a result of their own volition; effective practice is characterized by a respect among participants for each other's self-worth; facilitation is collaborative; praxis is placed at the heart of effective facilitation; "learners and facilitators are involved in a continual process of activity, reflection upon activity, collaborative analysis of activity, new activity, further reflection, and collaborative analysis, and so on;" facilitation aims to foster in adults a spirit of critical reflection; the aims of facilitation is the nurturing of self-directed, empowered adults (Brookfield 1986).

8. The preferred learning styles that unskilled workers preferred in the first rank were teacher lets students practice what they have just learned (41.75%), followed

by teacher engages students for group discussion (23.25%) and teacher keeps teaching what he/she prepared for class (22%). The preferred learning styles that unskilled workers preferred as the second rank were teacher demonstrates what he/she is teaching to students (52.75%), followed by teacher engages students for group discussion (24.75%) and teacher keeps teaching what he/she prepared for class (10.75%). The preferred learning styles that unskilled workers preferred in the third rank were teacher keeps teaching what he/she prepared for class (40%), followed by teacher lets students practice what they have learned (24.5%) and teacher engages students for group discussion (23.75%). The reasons were that besides needing to learn from the teacher and facilitator, unskilled workers place the most concentration on the learning by doing, for they are the adult learners who come to learn with the specific needs of applying the learned skill immediately to the job just right after the learning course is finished. Meanwhile, in adult education theory, Dr. Roger Schank (1999) also delineated the learning by doing theory that “life requires us to do, more than it requires us to know, in order to function. It makes more sense to teach students how to perform useful tasks. There is only one effective way to teach someone how to do anything, and that is to let them do it.” Schank stated that the most important goal of this theory is to “foster skill development and the learning of factual information in the context of how it will be used” (Schank, Berman et al. 1999).

9. The result gained from the in-depth interview in addition to the analysis and comparing and survey conducting on needs assessment generated the proposed guidelines which were divided into 6 parts: policy, activities, curriculum, teacher training, management and evaluation. Each of the component in guidelines proposed consisted of the practical theories and practices as to facilitate the better organizing of non-formal education to enhance career development for unskilled workers in the kingdom of Cambodia and to raise the number of skilled workers serving in the manufacturing, construction and service provider sector in the future if the suggested guidelines are considered in the real practice by the government and the related organization in non-formal education for career development in Cambodia.

Recommendation

From the Result of the Research

1. The non-formal education organizer should emphasize on unskilled workers needs in learning for career development by generating the income-generating program, followed by the basic and medium literacy program for illiterates and semi-literates, and job skills programs including the training on the skills of clothes sewing, vegetable planting, foods and cake making, rising children, rising animal/fishing, rice planting techniques, short courses, hairdressing and make up, short courses in health and language training. The training hours in each training course should be 2 hours in weekend session, and teacher or facilitator plays an important role in guiding the unskilled workers in the pleasant ways – there should be the initiating of the learning climate that is convenient in both physical and mental. Also, there should be adequate learning materials in the training including textbooks, documents, black/whiteboard and enough tables and chairs to facilitate the better learning environment for unskilled workers as adult learners. Also, teacher should be educated and upgraded the current knowledge and skills continuously to ensure the effective training program being offered to the unskilled workers. Nevertheless, the teacher or facilitator should be trained in psychology, pedagogy and andragogy methodology so that they could construct the good relationship with the unskilled workers in all ages, especially from the age of 18-38 as shown in the research result. Teacher or facilitator should understand the adult learning characteristics and fulfill their needs effectively with the right teaching methods being applied – adults need the learning via media in sometimes, and they desire more respects and attentions from teacher or facilitator on their learning progresses with the opening of the discussion session on the topic learned so that they could share the existed knowledge and experiences with facilitator and other learners to seek for the better understanding and upgrade knowledge and skills learned, and especially to ensure the correct understanding of the knowledge and skills learned. In other words, unskilled workers need to practice what they have learned and make the learned skills to the practical practice in job or tasks immediately as they come to learn with

specific needs and objective; hence, teacher or facilitator should avoid the tommyrot and just get to the point of the taught skills and demonstrate as well as let the unskilled workers practice what they have learned in class.

2. The government should increase more salary to the officers and teacher or facilitator working in non-formal education for career development so that the officers could concentrate on the delegated tasks and the teacher or facilitator will also increase more attention on the knowledge and skills being taught to the unskilled workers – they will increase more attention on the quality of teaching and unskilled workers progresses before, during and after the training course is over.

3. The government should offer more incentive to both learners and teachers as well as the officers working in non-formal education for career development to keep up the better record of the training program organized – for the learners who accomplished the training course with good result should be rewarded with the learning equipment or the opportunity to ask for the loan to start up the own business, for instance. Likewise, for the officers and teachers or facilitators who accomplished the delegated tasks with the good results should be given the incentive via the salary increasing or at least the issuing of complementary certificates to show the respect and value of their efforts made in organizing and teaching in non-formal education training program to keep up motivating their best efforts continuously in promoting the effective non-formal education training program for career development in Cambodia.

Further Research

1. The further research should be conducted on establishing the model for developing non-formal education program to enhance career development for unskilled workers in the kingdom of Cambodia in order to embrace the practical practices of non-formal education for career development in the specific model developed in accordance with the unskilled workers' needs and Cambodia context in the present.

2. The further study should be the study of the future trend of non-formal education for career development in Cambodia so that the research will be able to predict the challenges will Cambodia face in organizing non-formal education

program for career development in Cambodia and be able to prepare the better solutions to those problems in advance as to ensure the maintaining of the better practice of non-formal education for career development in the kingdom of Cambodia.



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APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Appendix A

List of the Experts Checking on Questionnaire

1. Dr. Weerachat Soopunyo (Lecturer in Lifelong Education Department in Faculty of Education, Chulalongkorn University, Bangkok, Thailand)
2. Dr. Suwithida Charungkaittikul (Lecturer in Lifelong Education Department in Faculty of Education, Chulalongkorn University, Bangkok, Thailand)
3. Dr. Piya Sakcharoen (Lecturer in Department of Continuous Education, Faculty of Education, Ramkomheng University, Bangkok, Thailand)
4. Dr. Chamaiporn Disathaporn (Lecturer in Lifelong Education Department in Faculty of Education, Srinakharinwirot University, Bangkok, Thailand)
5. Mr. Chandarin Chum (Lecturer in Department of Education, Faculty of Education, University of Cambodia, Phnom Penh, Cambodia)

List of the Experts involved in In-Depth Interview

1. Mr. Veth Chhin (Deputy Director in Department of Non-Formal Education)
2. Mr. Sangvath Chheang (Associate Dean in Education Department in University of Cambodia)
3. Mrs. Channy Nou (Deputy Director in Psychology and Pedagogy Department in National Institute of Education)

Appendix B

Research Instruments

Research Instrument 1

Research Analysis Form Related to the Using of Non-Formal Education as to Enhance Career Development for Unskilled Worker

Part 1: Detail on the Documents Used

The documents used in this stage concerned on the policies on non-formal education in Cambodia, Thailand and the adult education in the United States, skills development in the selected three activities countries, the and programs used in the enhancement of non-formal education for unskilled workers in each selected country. Also, there will be the examination on the curriculum, teacher training and the management used in non-formal education for career development in Cambodia, Thailand and the United States.

Part 2: Details on the Content Used

Content of the Research Analysis Form	Details
1. Curriculum	
1.1. Goals and specific behavioral objectives	
1.2. Content	
1.3. Activities	
1.4. Instructional Design	
1.5. Curriculum implementation	
1.6. Learning outcomes	
1.7. Evaluation	
2. Teacher training	
2.1. Objectives of teacher training	
2.2. Why teacher training?	
2.3. The content of the qualities needed in teacher training program	

2.4. Teacher Training Approaches	
2.5. The implementation of teacher training	
3. Management of non-formal education for career development	
3.1. Human resource management in non-formal education	
3.2. Money management in non-formal education	
3.3. Material management in non-formal education	
3.4. Structural management in non-formal education	

Part 3: Opinions and Recommendations (If any)

Research Instrument 2
Questionnaire

1. Gender (1) Male (2) Female
2. Age:..... years.
3. You are from..... City/province.
4. Your current occupation is in the field of: (Please select one answer)
 - (1) Garment
 - (2) Construction
 - (3) Services provider
 - (4) Others.....
5. Your working hours per day is hours.
6. Your daily wage is Riels.
7. Within these 10 years, have you ever attained any educational program outside the school context? (Please select one answer)
 - (1) No (Please go to question 9)
 - (2) Yes
8. Within these past 10 years, which program of non-formal education had you encountered? (Please order your selection in three choices orderly)
 - (1) Level 1: Basic reading and writing for illiterates.
 - (2) Level 2: Reading and writing in medium level for semi-literates.
 - (3) Level 3: Reading and writing in appear level for literates.
 - (4) Post-literacy program
 - (5) Equivalence program
 - (6) Re-entry program
 - (7) Income-generating program
 - (8) Quality of life improvement program
 - (9) Job skills program
 - (10) Computer training program
 - (11) Life skills programs
 - (12) Short course of language training programs
 - (13) Short course of health training programs
 - (14) Foods training program
 - (15) Others.....

9. In the future, what kind of non-formal education that you need to be trained for your career development? (Please order your selection in three choices orderly from the most needed to the less one)

- (1) Level 1: Basic reading and writing for illiterates.
- (2) Level 2: Reading and writing in medium level for semi-literates.
- (3) Level 3: Reading and writing in appear level for literates.
- (4) Post-literacy program
- (5) Equivalence program
- (6) Re-entry program
- (7) Income-generating program
- (8) Quality of life improvement program
- (9) Job skills program
- (10) Computer training program
- (11) Life skills programs
- (12) Short course of language training programs
- (13) Short course of health training programs
- (14) Foods training program
- (15) Others.....

10. What kind of knowledge do you consider as the essential one for your daily life? (Please order your selection in three choices orderly from the most needed to the less one)

- (1) Law and any regulations from the government
- (2) Religion
- (3) Political issues
- (4) Economic issues
- (5) Cultural issues
- (6) Social issues
- (7) Others.....

11. Besides working, what kind of skills do you considered as essential for your daily life? (Please order your selection in three choices orderly from the most needed to the less one)

- (1) Communication skills
- (2) Creative thinking skills
- (3) Critical thinking skills
- (4) Decision making skills
- (5) Coping and stress management skills

- (6) Skills for building self-awareness
- (7) Skills for career development
- (8) Skills in rising children
- (9) Skills in rising animal/fish
- (10) Others.....

12. What is your attitude towards additional knowledge and skills learning in your daily life? (Please select one answer)

- (1) It is vital for the enhancement of my standard of living.
- (2) It is essential for improving my quality of life in daily life.
- (3) It is not important at all.

13. In the future, what kind of job skills program do you need for your career development? (Please order your selection in three choices orderly from the most needed to the less one)

- (1) Computer training
- (2) More literacy in Khmer language
- (3) English language
- (4) Chinese language
- (5) Clothes sewing
- (6) Foods and cake making
- (7) Hairdressing and make up
- (8) Art of weaving or traditional silk
- (9) Rice planting techniques
- (10) Mat weaving or Rattan basket weaving
- (11) Vegetable planting
- (12) Animal/fish rising
- (13) Bicycle and motorcycle repairing
- (14) Car repairing
- (15) Electricity
- (16) Air-conditioner repairing
- (17) Refrigerator repairing
- (18) Mobile phone repairing
- (19) Auto motive mechanic
- (20) Art of drawing pictures
- (21) Carpenter and furniture skills
- (22) Sculpture and carving/blacksmith
- (23) T-shirt printing skills

- (24) Traditional music
- (25) Modern music
- (26) Traditional dancing
- (27) Modern dancing
- (28) Others.....

14. What kind of information access do you find important to facilitate your information gained on non-formal education training program for career development? (Please order your selection in three choices orderly from the most needed to the less one)

- (1) Television
- (2) Radio
- (3) Newspaper
- (4) Magazines
- (5) Pamphlet delivered along the road
- (6) Internet (Email, Facebook, Twitter, etc...)
- (7) Family
- (8) Friends
- (9) You can access to the information by going to the training place by your own
- (10) Others.....

15. Which location do you find the most convenient for you in perceiving non-formal education for career development?

- (1) Workplace
- (2) Community learning center which is near your workplace
- (3) Community learning center which is near your home
- (4) Community learning center which is near your friend's home
- (5) Library
- (6) Home
- (7) Wherever without the barriers of transportation
- (8) Others.....

16. How long would you love to spend per week for non-formal education program for career development?

- (1) 1 hour
- (2) 2 hours
- (3) 3 hours

(4) More than 3 hours

17. Which session do you prefer for your learning?

(1) Morning session

(2) Afternoon session

(3) Evening session

(4) Weekend session

18. What kind of materials do you need to facilitate your learning in non-formal education for career development? (Answer can be more than one)

(1) Enough chairs and tables

(2) Textbooks

(3) Documents

(4) Black/whiteboard

(5) Computer

(6) Microphone

(7) Others.....

19. What kind of learning atmosphere do you prefer? (Please order your selection in three choices orderly from the most needed to the less one)

(1) Teacher trusts in students.

(2) Teacher pays more attentions on students' progress.

(3) Teacher pays attention on what he/she is teaching.

(4) Teacher lets students discuss with each other as to exchange each other's ideas and experiences on the topic learned.

(5) Teacher and students have mutual interaction with each other actively in class.

(6) Others.....

20. What kind of learning do you prefer? (Please order your selection in three choices orderly from the most needed to the less one)

(1) Teacher keeps teaching what he prepared for class.

(2) Teacher engages students for group discussion.

(3) Teacher demonstrates what he is teaching to students.

(4) Teacher lets students practice what they have just learned.

(5) Others.....

21. What learning style are you in? (Please select one answer)

(1) Learning with teacher/facilitator

(2) Learning by yourself

(3) Learning with others

- (4) Learning by listening to radio
- (5) Learning by watching television
- (6) Learning with the practical practices
- (7) Others.....

22. Which group do you want to study with? (Please select one answer)

- (1) Study with other people from any backgrounds
- (2) Study with co-workers
- (3) Study with friends
- (4) Study alone
- (5) Others.....



Research Instrument 3

Guidelines for In-Depth Interview

Instruction

The guideline for in-depth interview is designed in the aims of 1.) To present the research outcome on the "Proposed Guidelines for Organizing Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia to the related experts who are currently working in the Department of Non-Formal Education, Education Department in University of Cambodia and National Institute of Education," and 2.) To consider and evaluate the proposed guidelines for organizing non-formal education to enhance career development for unskilled workers in Cambodia.

Part 1: Consideration on the Research Result

1.1. The consideration on the analysis and comparative study on non-formal education in Cambodia with those in Thailand and the adult education in the United States.

1.2. The consideration on the needs assessment found on the non-formal education for career development for unskilled workers in Cambodia.

1.3. The consideration on the guidelines proposed for organizing non-formal education to enhance career development for unskilled workers in Cambodia concerning on the real practices, procedures, the responsible people, issue to be aware of, problems and obstacles found in the practice of this in each area in Cambodia.

Part 2: Opinions from the experts in in-depth interview

1.1. The opinions on the responsibilities of the both related local and international organization to enhance the development of non-formal education for career development for unskilled workers in Cambodia.

1.2. Opinions on the current practices of non-formal education for career development in Cambodia.

1.3. Opinions on the process of the practice of the proposed guidelines for organizing non-formal education to enhance career development for unskilled workers in Cambodia

1.4. Questions

1. How do you think about the research results on the comparative research on non-formal education for career development in Cambodia with those in Thailand and the United States?
2. How do you think about the research result on the need assessment gained from the sample of unskilled workers in Cambodia? Is that useful for developing the non-formal education program for career development and in what way?
3. How do you think about the practices of curriculum, teacher training and the management of non-formal education for career development in Cambodia?
4. What is your opinion on the proposed guidelines (point by point of the finding)?
5. Do you have any idea on the strategies used for the enhancement of the career development in Cambodia?
6. Who should be the main agency responsible in the issue of career development?

Part 3: Evaluation on the Proposed Guidelines for Organizing Non-Formal Education to Enhance Career Development for Unskilled Workers in Cambodia

3.1 Evaluation on the Proposed Guidelines for Organizing Non-Formal Education to Enhance Career Development for Unskilled Workers in Cambodia consists of three main elements: curriculum planning, effective implementation of the curriculum, management of non-formal education to enhance career development for unskilled workers in Cambodia, and the evaluation on the effectiveness of the programs used in non-formal education for the enhancement of career development.

3.2. Experts Assessment Form

The assessment form that will be handed to the experts consisted of some major objectives include the desire to seek for the examination of the proposed guidelines from all the selected experts to ensure the quality of the guidelines in terms of its validity, efficiency, possibility in application, the match with the Cambodia context, significance, sustainability and the overall picture of the proposed guidelines.

The Key Informants

The key informants in this research refer to the selected experts from the Department of Non-Formal Education, Education Department in University of Cambodia and National Institute of Education.

Instruction

This assessment form is divided into 2 main parts:

Part1: Questionnaire on personal status of the key informants

Part2: Discussion or recommendation

Part 1: Questionnaire on personal status of the key informants

1. Current position:
2. Organization:
3. Work experience:

Part2: Discussion or Recommendation

After having gone through the details of the proposed guidelines for career development in Cambodia by using non-formal education, how does each expert think about the acceptability of the entire guidelines proposed?

- Extremely acceptable
- Fairly acceptable
- Acceptable
- Needs improvement

Recommendation

.....

Signature.....

(.....)

Name

จุฬาลงกรณ์มหาวิทยาลัย
 CHULALONGKORN UNIVERSITY

Thank you so much!

Part 3: Discussion and Recommendation (If any)

Discussion

.....
.....
.....
.....
.....

Recommendation

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.....
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.....
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Appendix C

The Examination of the Research Instrument

Research Instrument 1: Research Analysis Form Related to the Using of Non-Formal Education as to Enhance Career Development for Unskilled Worker

Result of IOC

Research Instrument	Number of Content	Level of Experts' Opinion					Total	Percent (%)	Result
		Exp1	Exp2	Exp3	Exp4	Exp5			
1	1	+1	+1	+1	+1	0	4	80	Acceptable
	1.1	+1	+1	+1	+1	+1	5	100	Acceptable
	1.2	+1	+1	+1	+1	+1	5	100	Acceptable
	1.3	+1	+1	+1	+1	+1	5	100	Acceptable
	1.4	+1	+1	+1	+1	+1	5	100	Acceptable
	1.5	+1	0	+1	+1	+1	4	80	Acceptable
	1.6	+1	0	+1	+1	+1	4	80	Acceptable
	2	+1	+1	+1	+1	0	4	80	Acceptable
	2.1	+1	+1	0	+1	+1	4	80	Acceptable
	2.2	0	0	0	0	+1	1	20	Unacceptable
	2.3	+1	0	+1	+1	+1	4	80	Acceptable
	2.4	0	0	+1	+1	+1	3	60	Acceptable
	3	+1	+1	+1	+1	0	4	80	Acceptable
	3.1	+1	+1	+1	+1	+1	5	100	Acceptable
	3.2	+1	+1	-1	+1	+1	3	60	Acceptable
	3.3	+1	+1	-1	+1	+1	3	60	Acceptable
	3.4	+1	+1	-1	+1	+1	3	60	Acceptable
3.5	+1	+1	-1	+1	+1	3	60	Acceptable	
2	Part 1	+1	0	0	0	0	1	20	Unacceptable
	1	+1	+1	+1	+1	+1	5	100	Acceptable
	1.1	0	0	0	+1	0	1	20	Unacceptable
	1.2	0	0	0	+1	0	1	20	Unacceptable
	2	+1	+1	+1	+1	+1	5	100	Acceptable
	3	0	+1	+1	+1	0	3	60	Acceptable
	4	+1	+1	+1	0	+1	4	80	Acceptable
	4.1	0	+1	0	+1	0	2	40	Unacceptable
	4.2	0	+1	0	+1	+1	3	60	Acceptable
	4.3	0	+1	0	+1	+1	3	60	Acceptable
	4.4	0	+1	0	+1	+1	3	60	Acceptable
	5	+1	+1	0	+1	+1	4	80	Acceptable
	6	+1	+1	+1	+1	+1	5	100	Acceptable
Part 2	+1	+1	+1	0	0	3	60	Acceptable	

7	+1	+1	0	0	+1	3	60	Acceptable
7.1	0	+1	0	+1	0	2	40	Unacceptable
7.2	0	+1	0	+1	0	2	40	Unacceptable
8	+1	+1	+1	+1	+1	5	100	Acceptable
8.1	+1	+1	0	+1	+1	4	80	Acceptable
8.2	+1	+1	0	+1	+1	4	80	Acceptable
8.3	+1	+1	0	+1	+1	4	80	Acceptable
8.4	0	+1	0	+1	+1	3	60	Acceptable
8.5	0	+1	0	+1	+1	3	60	Acceptable
8.6	0	+1	0	+1	+1	3	60	Acceptable
8.7	0	+1	0	+1	+1	3	60	Acceptable
8.8	0	+1	0	+1	+1	3	60	Acceptable
8.9	0	+1	0	+1	+1	3	60	Acceptable
9	+1	+1	+1	0	+1	4	80	Acceptable
9.1	0	+1	0	+1	+1	3	60	Acceptable
9.2	0	+1	0	+1	+1	3	60	Acceptable
9.3	0	+1	0	+1	+1	3	60	Acceptable
9.4	0	+1	0	+1	+1	3	60	Acceptable
9.5	0	+1	0	+1	+1	3	60	Acceptable
9.6	0	+1	0	+1	+1	3	60	Acceptable
9.7	0	+1	0	+1	+1	3	60	Acceptable
10	0	-1	+1	0	0	0	0	Unacceptable
10.1	0	-1	0	+1	+1	1	20	Unacceptable
10.2	0	-1	0	+1	+1	1	20	Unacceptable
10.3	0	-1	0	0	+1	0	0	Unacceptable
10.4	0	-1	0	+1	+1	1	20	Unacceptable
10.5	0	-1	0	+1	+1	1	20	Unacceptable
10.6	0	-1	0	+1	+1	1	20	Unacceptable
10.7	0	-1	0	0	-1	-2	-400	Unacceptable
10.8	0	-1	0	+1	+1	1	20	Unacceptable
10.9	0	-1	0	+1	+1	1	20	Unacceptable
10.10	0	-1	0	+1	+1	1	20	Unacceptable
10.11	0	-1	0	+1	+1	1	20	Unacceptable
10.12	0	-1	0	+1	+1	1	20	Unacceptable
10.13	0	-1	0	+1	+1	1	20	Unacceptable
10.14	0	-1	0	+1	+1	1	20	Unacceptable
10.15	0	-1	0	+1	+1	1	20	Unacceptable
10.16	0	-1	0	+1	+1	1	20	Unacceptable
10.17	0	-1	0	0	-1	-2	-40	Unacceptable
10.18	0	-1	0	+1	+1	1	20	Unacceptable
11	+1	0	+1	0	+1	3	60	Acceptable
11.1	0	+1	0	+1	+1	3	60	Acceptable
11.2	0	+1	0	+1	+1	3	60	Acceptable
11.3	0	+1	0	+1	+1	3	60	Acceptable
11.4	0	+1	0	+1	+1	3	60	Acceptable
11.5	0	+1	0	+1	+1	3	60	Acceptable
11.6	0	+1	0	+1	+1	3	60	Acceptable

11.7	0	+1	0	+1	+1	3	60	Acceptable
11.8	0	+1	0	+1	+1	3	60	Acceptable
11.9	0	+1	0	+1	+1	3	60	Acceptable
11.10	0	+1	0	+1	+1	3	60	Acceptable
11.11	0	+1	0	+1	+1	3	60	Acceptable
12	+1	0	+1	0	+1	3	60	Acceptable
12.1	0	+1	0	+1	+1	3	60	Acceptable
12.2	0	+1	0	+1	+1	3	60	Acceptable
12.3	0	+1	0	+1	+1	3	60	Acceptable
12.4	0	+1	0	+1	+1	3	60	Acceptable
12.5	0	+1	0	+1	+1	3	60	Acceptable
12.6	0	+1	0	+1	+1	3	60	Acceptable
12.7	0	+1	0	+1	+1	3	60	Acceptable
12.8	0	+1	0	+1	+1	3	60	Acceptable
12.9	0	+1	0	+1	+1	3	60	Acceptable
12.10	0	+1	0	+1	+1	3	60	Acceptable
12.11	0	+1	0	+1	+1	3	60	Acceptable
12.12	0	+1	0	+1	+1	3	60	Acceptable
12.13	0	+1	0	+1	+1	3	60	Acceptable
12.14	0	+1	0	+1	+1	3	60	Acceptable
12.15	0	+1	0	+1	+1	3	60	Acceptable
12.16	0	+1	0	+1	+1	3	60	Acceptable
12.17	0	+1	0	+1	+1	3	60	Acceptable
12.18	0	+1	0	+1	+1	3	60	Acceptable
12.19	0	+1	0	+1	+1	3	60	Acceptable
12.20	0	+1	0	+1	+1	3	60	Acceptable
12.21	0	+1	0	+1	+1	3	60	Acceptable
12.22	0	+1	0	+1	+1	3	60	Acceptable
12.23	0	+1	0	+1	+1	3	60	Acceptable
12.24	0	+1	0	+1	+1	3	60	Acceptable
12.25	0	+1	0	+1	+1	3	60	Acceptable
12.26	0	+1	0	+1	+1	3	60	Acceptable
12.27	0	+1	0	+1	+1	3	60	Acceptable
Part 3	+1	0	-1	0	0	0	0	Unacceptable
3.1	+1	+1	0	+1	+1	4	80	Acceptable
13	+1	0	+1	0	0	2	40	Unacceptable
13.1	0	0	0	+1	+1	2	40	Unacceptable
13.2	0	0	0	+1	+1	2	40	Unacceptable
13.3	0	0	0	+1	+1	2	40	Unacceptable
13.4	0	0	0	+1	+1	2	40	Unacceptable
13.5	0	0	0	+1	+1	2	40	Unacceptable
13.6	0	0	0	+1	+1	2	40	Unacceptable
13.7	0	0	0	+1	+1	2	40	Unacceptable
13.8	0	0	0	+1	+1	2	40	Unacceptable
13.9	0	0	0	+1	+1	2	40	Unacceptable
13.10	0	0	0	+1	+1	2	40	Unacceptable
14	+1	0	-1	0	+1	1	20	Unacceptable

14.1	0	0	-1	+1	+1	1	20	Unacceptable
14.2	0	0	-1	+1	+1	1	20	Unacceptable
14.3	0	0	-1	+1	+1	1	20	Unacceptable
14.4	0	0	-1	+1	+1	1	20	Unacceptable
14.5	0	0	-1	+1	+1	1	20	Unacceptable
14.6	0	0	-1	+1	+1	1	20	Unacceptable
14.7	0	0	-1	+1	+1	1	20	Unacceptable
14.8	0	0	-1	+1	+1	1	20	Unacceptable
14.9	0	0	-1	+1	+1	1	20	Unacceptable
3.2	+1	+1	-1	0	0	1	20	Unacceptable
15	+1	+1	+1	0	+1	4	80	Acceptable
15.1	0	+1	0	+1	+1	3	60	Acceptable
15.2	0	+1	0	+1	+1	3	60	Acceptable
15.3	0	+1	0	+1	+1	3	60	Acceptable
15.4	0	+1	0	0	+1	2	40	Unacceptable
15.5	0	+1	0	+1	+1	3	60	Acceptable
15.6	0	+1	0	+1	+1	3	60	Acceptable
15.7	0	+1	0	+1	+1	3	60	Acceptable
15.8	0	+1	0	+1	+1	3	60	Acceptable
16	+1	+1	+1	0	+1	4	80	Acceptable
16.1	0	+1	0	+1	+1	3	60	Acceptable
16.2	0	+1	0	+1	+1	3	60	Acceptable
16.3	0	+1	0	+1	+1	3	60	Acceptable
16.4	0	+1	0	+1	+1	3	60	Acceptable
17	+1	+1	+1	0	+1	4	80	Acceptable
17.1	0	+1	0	+1	+1	3	60	Acceptable
17.2	0	+1	0	+1	+1	3	60	Acceptable
17.3	0	+1	0	+1	+1	3	60	Acceptable
17.4	0	+1	0	+1	+1	3	60	Acceptable
3.3	0	+1	0	0	0	1	20	Unacceptable
18	+1	+1	+1	0	+1	4	80	Acceptable
18.1	0	+1	0	+1	+1	3	60	Acceptable
18.2	0	+1	0	+1	+1	3	60	Acceptable
18.3	0	+1	0	+1	+1	3	60	Acceptable
18.4	0	+1	0	+1	+1	3	60	Acceptable
18.5	0	+1	0	+1	+1	3	60	Acceptable
18.6	0	+1	0	+1	+1	3	60	Acceptable
18.7	0	+1	0	+1	+1	3	60	Acceptable
19	+1	+1	+1	0	+1	4	80	Acceptable
19.1	0	+1	0	+1	+1	3	60	Acceptable
19.2	0	+1	0	+1	+1	3	60	Acceptable
19.3	0	+1	0	+1	+1	3	60	Acceptable
19.4	0	+1	0	+1	+1	3	60	Acceptable
19.5	0	+1	0	+1	+1	3	60	Acceptable
20	+1	0	+1	0	+1	3	60	Acceptable
20.1	0	0	0	+1	+1	2	40	Unacceptable
20.2	0	0	0	+1	+1	2	40	Unacceptable

	20.3	0	0	0	0	+1	1	20	Unacceptable
	20.4	0	0	0	+1	+1	2	40	Unacceptable
	20.5	0	0	0	+1	+1	2	40	Unacceptable
	20.6	0	0	0	+1	+1	2	40	Unacceptable
	20.7	0	0	0	+1	+1	2	40	Unacceptable
	21	+1	0	+1	+1	+1	4	80	Acceptable
	21.1	0	0	0	+1	+1	2	40	Unacceptable
	21.2	0	0	0	+1	+1	2	40	Unacceptable
	21.3	0	0	0	+1	+1	2	40	Unacceptable
	21.4	0	0	0	+1	+1	2	40	Unacceptable
	21.5	0	0	0	+1	+1	2	40	Unacceptable
	3.4	+1	+1	0	0	0	2	40	Acceptable
	22	0	+1	-1	0	+1	1	20	Unacceptable
	22.1	0	+1	-1	+1	+1	2	40	Unacceptable
	22.2	0	+1	-1	+1	+1	2	40	Unacceptable
	22.3	0	+1	-1	+1	+1	2	40	Unacceptable
	22.4	0	+1	-1	+1	+1	2	40	Unacceptable
	22.5	0	+1	-1	+1	+1	2	40	Unacceptable
	22.6	0	+1	-1	+1	+1	2	40	Unacceptable
3	Part 1	+1	+1	0	0	0	2	40	Acceptable
	1.1	+1	+1	+1	+1	+1	5	100	Acceptable
	1.2	+1	+1	0	+1	+1	4	80	Acceptable
	1.3	+1	+1	0	+1	+1	4	80	Acceptable
	1.4	+1	+1	+1	+1	+1	5	100	Acceptable
	Part 2	+1	+1	+1	0	0	3	60	Acceptable
	2.1	+1	+1	0	+1	+1	4	80	Acceptable
	2.2	+1	+1	0	+1	+1	4	80	Acceptable
	2.3	+1	+1	0	+1	+1	4	80	Acceptable
	Part 3	+1	+1	0	0	0	2	40	Acceptable
	3.1	+1	+1	-1	+1	0	2	40	Unacceptable
	3.2	+1	+1	+1	+1	+1	5	100	Acceptable
	3.3	+1	+1	+1	+1	+1	5	100	Acceptable
	3.4	+1	+1	+1	0	+1	4	80	Acceptable
	3.5	+1	+1	+1	+1	+1	5	100	Acceptable

Result of Test-Retest

Question 1		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	1/30	3.33
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	30/30	100

Question 2		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	1/30	3.33
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	30/30	100

Question 3		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	1/30	3.33
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	30/30	100

Question 4		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	1/30	3.33
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	30/30	100

Question 5		Percentage (%)
People who re-answer the question	Result gained	
Person 1	0/30	0
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	0/30	0
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	0/30	0
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	0/30	0
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	0/30	0
Person 23	0/30	0
Person 24	1/30	3.33
Person 25	0/30	0
Person 26	0/30	0
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	22/30	73.33

Question 6		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	0/30	0
Person 6	1/30	3.33
Person 7	0/30	0
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	0/30	0
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	0/30	0
Person 25	0/30	0
Person 26	1/30	3.33
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	0/30	0
Person 30	1/30	3.33
Total of the same respond gained	26/30	86.66

Question 7		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	0/30	0
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	0/30	0
Person 27	0/30	0
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	27/30	90

Question 8		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	0/30	0
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	0/30	0
Person 27	0/30	0
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	27/30	90

Question 9		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	0/30	0
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	0/30	0
Person 7	0/30	0
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	0/30	0
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	0/30	0
Person 18	1/30	3.33
Person 19	0/30	0
Person 20	0/30	0
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	1/30	3.33
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	0/30	0
Total of the same respond gained	22/30	73.33

Question 10		Percentage (%)
People who re-answer the question	Result gained	
Person 1	0/30	0
Person 2	0/30	0
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	1/30	3.33
Person 8	0/30	0
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	0/30	0
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	0/30	0
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	0/30	0
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	0/30	0
Person 25	1/30	3.33
Person 26	1/30	3.33
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	23/30	76.66

Question 11		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	0/30	0
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	0/30	0
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	0/30	0
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	0/30	0
Person 27	0/30	0
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	0/30	0
Total of the same respond gained	24/30	80

Question 12		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	1/30	3.33
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	30/30	100

Question 13		Percentage (%)
People who re-answer the question	Result gained	
Person 1	0/30	0
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	0/30	0
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	0/30	0
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	0/30	0
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	0/30	0
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	0/30	0
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	0/30	0
Total of the same respond gained	23/30	76.66

Question 14		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	0/30	0
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	0/30	0
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	0/30	0
Person 16	0/30	0
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	0/30	0
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	1/30	3.33
Person 27	0/30	0
Person 28	0/30	0
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	23/30	76.66

Question 15		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	0/30	0
Person 4	0/30	0
Person 5	1/30	3.33
Person 6	0/30	0
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	0/30	0
Person 20	1/30	3.33
Person 21	0/30	0
Person 22	0/30	0
Person 23	1/30	3.33
Person 24	0/30	0
Person 25	0/30	0
Person 26	0/30	0
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	0/30	0
Total of the same respond gained	21/30	70

Question 16		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	0/30	0
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	0/30	0
Person 26	1/30	3.33
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	0/30	0
Total of the same respond gained	27/30	90

Question 17		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	0/30	0
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	0/30	0
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	1/30	3.33
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	28/30	93.33

Question 18		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	0/30	0
Person 5	1/30	3.33
Person 6	0/30	0
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	0/30	0
Person 10	1/30	3.33
Person 11	0/30	0
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	0/30	0
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	0/30	0
Person 26	1/30	3.33
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	24/30	80

Question 19		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	0/30	0
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	0/30	0
Person 6	1/30	3.33
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	0/30	0
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	0/30	0
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	1/30	3.33
Person 25	1/30	3.33
Person 26	0/30	0
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	0/30	0
Person 30	0/30	0
Total of the same respond gained	23/30	76.66

Question 20		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	1/30	3.33
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	0/30	0
Person 7	0/30	0
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	0/30	0
Person 11	0/30	0
Person 12	1/30	3.33
Person 13	0/30	0
Person 14	1/30	3.33
Person 15	0/30	0
Person 16	1/30	3.33
Person 17	0/30	0
Person 18	0/30	0
Person 19	0/30	0
Person 20	1/30	3.33
Person 21	1/30	3.33
Person 22	0/30	0
Person 23	0/30	0
Person 24	0/30	0
Person 25	0/30	0
Person 26	0/30	0
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	16/30	53.33

Question 21		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	1/30	3.33
Person 3	0/30	0
Person 4	0/30	0
Person 5	0/30	0
Person 6	0/30	0
Person 7	1/30	3.33
Person 8	0/30	0
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	1/30	3.33
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	1/30	3.33
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	0/30	0
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	0/30	0
Person 25	0/30	0
Person 26	1/30	3.33
Person 27	1/30	3.33
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	22/30	73.33

Question 22		Percentage (%)
People who re-answer the question	Result gained	
Person 1	1/30	3.33
Person 2	0/30	0
Person 3	0/30	0
Person 4	1/30	3.33
Person 5	1/30	3.33
Person 6	1/30	3.33
Person 7	1/30	3.33
Person 8	1/30	3.33
Person 9	1/30	3.33
Person 10	1/30	3.33
Person 11	1/30	3.33
Person 12	0/30	0
Person 13	1/30	3.33
Person 14	1/30	3.33
Person 15	1/30	3.33
Person 16	1/30	3.33
Person 17	1/30	3.33
Person 18	0/30	0
Person 19	1/30	3.33
Person 20	1/30	3.33
Person 21	0/30	0
Person 22	1/30	3.33
Person 23	1/30	3.33
Person 24	0/30	0
Person 25	1/30	3.33
Person 26	0/30	0
Person 27	0/30	0
Person 28	1/30	3.33
Person 29	1/30	3.33
Person 30	1/30	3.33
Total of the same respond gained	22/30	73.33

Number of people answering the 22 questions	Total percentage of the same respond of 30 samples given to the 22 questions (%)
30	83.33

The rule of the acceptability of the questionnaire is shown into the following:

- If the total percentage after test retest is < 50 percent = Unacceptable
- If the total percentage after test retest is around 50 to 60 percent = Acceptable in consideration
- If the total percentage after test retest is 70 percent: Acceptable
- If the total percentage after test retest is 80 percent: Very acceptable
- If the total percentage after test retest is 100 percent: Completely acceptable

Hence, the above questionnaire is very acceptable, for the total percentage after test-retest is 83.33 percent.

VITA

PERSONAL DETAILS

Name: KHEANG SOMANITA

SEX: Female

Citizenship: Khmer

Place of Birth: Phnom Penh

Date of Birth: March 10th, 1989

Marital Status: Single

Email: kheang_somanita@yahoo.com

Phone: +66905937363

Address: #502 Champa dormitory, Chulalongkorn University

Educational Background

2012 to Present: Scholarship student at Chulalongkorn University, major in Non-Formal Education, Faculty of Education

2012: Thai Language Class at Mahasarakham University

2007 to 2011: National scholarship student at Royal University of Law and Economics, major in Finance and Banking

2007 to 2011: National scholarship student at University of Cambodia, major in English Literature

2008: Finished the Full-time IEP Program at the Center for English Studies

2008: Finished the English (ESL) Level 12 (Advanced) at Beltei International Institute

2006 to 2007: Graduated from Santor Muk High School, Phnom Penh

Experience and Training

Aug 26th to Dec 10th, 2013: Study exchange program at Lindenwood University, Missouri, USA.

Aug 26th to Dec 10th, 2013: Graduate assistant in Education Department at Lindenwood University, Missouri, USA.

June 23rd to June 28th, 2013: Participate in The ASEAN Youth Camp: ASEAN Common Identity, Nakorn Patom Province, Thailand

Jan 14th 2013: Organized training for orphan children at FORDEC, Thailand



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