

# การนำเสนอแนวทางการจัดการศึกษานอกระบบโรงเรียนเพื่อการส่งเสริมการพัฒนาอาชีพสำหรับแรงงานไร้ฝีมือในราชอาณาจักรกัมพูชา

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

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### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ ๑) วิเคราะห์ และเปรียบเทียบการพัฒนาอาชีพในประเทศกัมพูชากับประเทศไทย และประเทศสหรัฐอเมริกา ในด้านหลักสูตร การฝึกอบรมผู้สอน และการบริหารจัดการการศึกษานอกระบบโรงเรียนเพื่อพัฒนาอาชีพสำหรับแรงงานไร้ฝีมือ และ ๒) นำเสนอแนวทางการจัดการศึกษานอกระบบโรงเรียนเพื่อส่งเสริมการพัฒนาอาชีพสำหรับแรงงานไร้ฝีมือในประเทศกัมพูชา เครื่องมือที่ใช้ในการวิจัยคือ แบบวิเคราะห์การศึกษานอกระบบเพื่อพัฒนาอาชีพแบบสอบถามเพื่อสำรวจความต้องการทักษะ กลุ่มตัวอย่างเป็นแรงงานไร้ฝีมือในเมืองพนมเปญ ประเทศกัมพูชาจำนวน ๔๐๐ คน ได้แก่ แรงงานในอุตสาหกรรมการผลิต จำนวน ๑๕๐ คน แรงงานในที่ก่อสร้างจำนวน ๑๐๐ คน และแรงงานทำความสะอาดจำนวน ๑๕๐ คน แนวทางการสัมภาษณ์เชิงลึกกับผู้เชี่ยวชาญในภาคการศึกษาตลอดชีวิตในประเทศกัมพูชา รองคณบดีด้านการศึกษาในมหาวิทยาลัยกัมพูชา และผู้เชี่ยวชาญที่สถาบันการศึกษาแห่งชาติในประเทศกัมพูชา

ผลการวิจัยพบว่า ๑) ประเทศสหรัฐอเมริกา และประเทศไทยมีเนื้อหาหลักสูตรที่เน้นในความสำเร็จ ในขณะที่กัมพูชาไม่มี ผู้สอนไม่ได้รับการฝึกอบรม ในขณะที่ผู้สอนในสหรัฐอเมริกาและไทยได้รับการฝึกอบรมอย่างดี การบริหารจัดการของสหรัฐอเมริกา และไทยเป็นระบบกระจายอำนาจ ในขณะที่ระบบนี้ยังเป็นระบบใหม่ในประเทศกัมพูชา และ ๒) ผลการสำรวจความต้องการพบว่า แรงงานให้ความสำคัญในการเรียนรู้เพื่อการหารายได้เพิ่มโดยการเรียนรู้ทักษะการเย็บผ้า การปลูกผัก การทำกับข้าวและขนม การตัดผม การเลี้ยงสัตว์ และการปลูกข้าว แรงงานต้องการมีผู้อำนวยการความสะอาด หลักสูตรเรียนแค่ ๒ ชั่วโมงต่อสัปดาห์ ในวันเสาร์และอาทิตย์ และในสถานที่เรียนที่ใกล้บ้าน แรงงานชอบการเรียนรู้ผ่านการฝึกปฏิบัติ และการแลกเปลี่ยนประสบการณ์ ๓) แนวทางการจัดการศึกษานอกระบบโรงเรียน

เพื่อส่งเสริมการพัฒนาอาชีพสำหรับแรงงานไร้ฝีมือในกัมพูชาแบ่งเป็น ๖ ด้าน ๓.๑) การพัฒนา นโยบายการจัดการสอนที่ตอบสนองความต้องการของแรงงาน ๓.๒) หลักสูตรต้องมีมาตรฐาน และมีความยืดหยุ่นในด้านเนื้อหา เวลา และสถานที่ ๓.๓) กิจกรรมเรียนรู้ต้องเน้นในการสร้างทักษะพัฒนา อาชีพ และทักษะชีวิต ๓.๔) ผู้สอนต้องได้รับการฝึกอบรมเพิ่มเติม ๓.๕) การบริหารจัดการควรคำนึงถึง การสนองตอบความต้องการของแรงงานอย่างรวดเร็ว และมีประสิทธิภาพ ๓.๖) การประเมินผลการ เรียนต้องมีการประเมินก่อน ระหว่างเรียน และหลังเรียน

**คำสำคัญ:** การศึกษานอกระบบโรงเรียน / การพัฒนาวิชาชีพ / หลักสูตร / กลุ่มแรงงานไร้ฝีมือในราชอาณาจักรกัมพูชา/การนำเสนอแนวทาง

## Abstract

The purposes of this research were 1) to analyze and compare the career development in Cambodia with those in Thailand and the United States focusing on curriculum, teacher training and management; and 2) to propose appropriate guidelines for organizing non-formal education to enhance career development for unskilled workers in Cambodia. The research used the analysis form, survey form and the guidelines for in-depth interview with selected experts from the Department of Non-Formal Education in Cambodia, University of Cambodia and the National Institute of Education. The samples were 400 unskilled workers in Phnom Penh, Cambodia, of whom 150 worked in manufacturing, 100 in construction and 150 in the service provider sector.

The results of the study revealed 1) the United States and Thailand have a specific learning curriculum for career development, while Cambodia does not. There is no teacher training program in Cambodia, while Thailand and the United States have specific teacher training programs for career development. The United States and Thailand used decentralization, but Cambodia used centralization. 2.) The survey showed 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 cake 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. Also, unskilled workers preferred learning by practice and discussion for exchanging experiences and 3) proposed guidelines for organizing non-formal education to enhance career development

for unskilled workers in the kingdom of Cambodia divided into 6 parts including 3.1) policy development on organizing training for career development base on unskilled workers' needs; 3.2) a standardized curriculum with flexibility in content, time and place of learning; 3.3) learning activities embedded with income-generating skills and quality of life improvement skills; 3.4) teacher training programs for teachers in non-formal education programs for career development; 3.5) management that is responsive to the needs of unskilled workers; and 3.6) evaluation of learning outcome conducted before, during and after the training.

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

## Introduction

Cambodia is a developing country, reflected by the fact that 20.5 percent of its people live under the poverty line (World Bank, 2011). Poverty has motivated the migration of people from the rural areas to Phnom Penh, the capital city of Cambodia, solely to find employment to support the family using the very few technical skills the workforce has (Trading Economics, 2014). Though, non-formal education was initiated in 1990 following the International Conference on Education For All in Jomtien, Thailand, the education system in Cambodia still remains in a fragile situation arising from the war during the Pol Pot regime from 1975-1979. Indeed, the lack of educational provision is the main driver behind the large numbers of unskilled workers in Cambodia, especially those seeking to live in Phnom Penh to find jobs that improve their living standards (Trading Economics, 2014).

An investigation into the country's investment environment in 2007 revealed that the workforce has a high percentage of unskilled workers-at about 6.5 percent to 16.5 percent-and this is the main obstacle preventing the country from further development (World Bank, 2012). Generally, unskilled workers work in three main sectors: agriculture, manufacturing (garment and construction) and service sector. However, the majority of those who migrate for work to Phnom Penh are employed in the manufacturing and service sectors (Laov, 2013).

Dealing with the issue of unskilled workers, employers in Cambodia have expressed substantial concerns regarding the imbalance of skills supply due to the lack of vocational training graduates compared to university graduates (World Bank, 2010). In fact, since it has been confirmed that 22 percent of Cambodia foreign firms have

realized the importance of “skill” as a “serve” or “very serve” constraint to their business, much research has been conducted into gaining insights into the area of skills development in Cambodia. World Bank also demonstrated that 62 percent of employers mentioned that there still exists a lack of vocational training graduates with the right skills and 38 percent of them also complained of a shortage of vocational graduates (World Bank, 2012). Furthermore, around 31 percent of employers claimed that it is some what difficult to conduct skills training for the workers, for it is hard to find the qualified training providers, and also the workers do not even have the foundations in literacy and numeracy skills required (World Bank, 2010).

Further to this, 52 percent of employer complained about the work attitudes in unskilled workers, 45 percent cited decision-making skills in semiskilled workers as problematic, and 64 percent regarded analytical skills as lacking in skilled workers. As previously mentioned, there is even a shortage of employees with basic skills in literacy and numeracy (World Bank, 2012).

In dealing with the shortage of skilled workers, 55 percent of employers in Cambodia have provided skills training to at least 50 percent of the total employees, yet there persists the issues of finding qualified training providers, and approximately 64

percent of the employers complain about this problem (HRINC, 2011 cited in World Bank, 2012). More specifically, employers report difficulties in finding specific vocational and occupational skills-it was highlighted that foreign languages, information technology (IT), sewing, plumbing, carpentry, and blacksmithing are all skills that are in high demand but difficult to find (World Bank, 2010).

However, Thailand, a neighboring country with a similar cultural context, has aligned better practices of non-formal education for career development and provided workers the minimum wage of 300 baht (approximately USD10 per day). In contrast, Cambodia provides only USD2.03 per day for unskilled workers, and research has revealed that the bottom end of the living wage for unskilled workers in Cambodia is USD160 per month, which is equivalent to approximately 21,000 riel per day (Michelle, 2014).

Meanwhile, the United States has also attained exceptional results in career development for building unskilled workers via a youth building program, and this has caused the unemployment rate to dramatically decrease to only 7 percent in December 2013. Nevertheless, the U.S government has also set the daily minimum wage for its citizen at USD10.30 and USD19.60 for the minimum wage in manufacturing-they even

have welfare for the poor who have no ability to earn due to physical illness or other relevant constraints (U.S. Department of Education, 2013).

With a view to enhancing the career development of unskilled workers in Cambodia using non-formal education, this research focuses on the context of study in Cambodia, Thailand and the United States so as to establish “Proposed Guidelines for Organizing Non-Formal Education to Enhance Career Development for Unskilled Workers in the Kingdom of Cambodia.”

## Objectives

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

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

## Scope of the Study

1. The research focuses on the organizing of non-formal education to enhance career development for unskilled workers in Cambodia, including the additional study of non-formal education for career enhancement in Thailand and the

United States as the case study for analysis and comparison.

2. The studied populations comprise unskilled workers in Phnom Penh aged 18 and over with the minimum wage not more than 16,000 riels per day. In addition, they work in the garment, construction, and services sector.

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

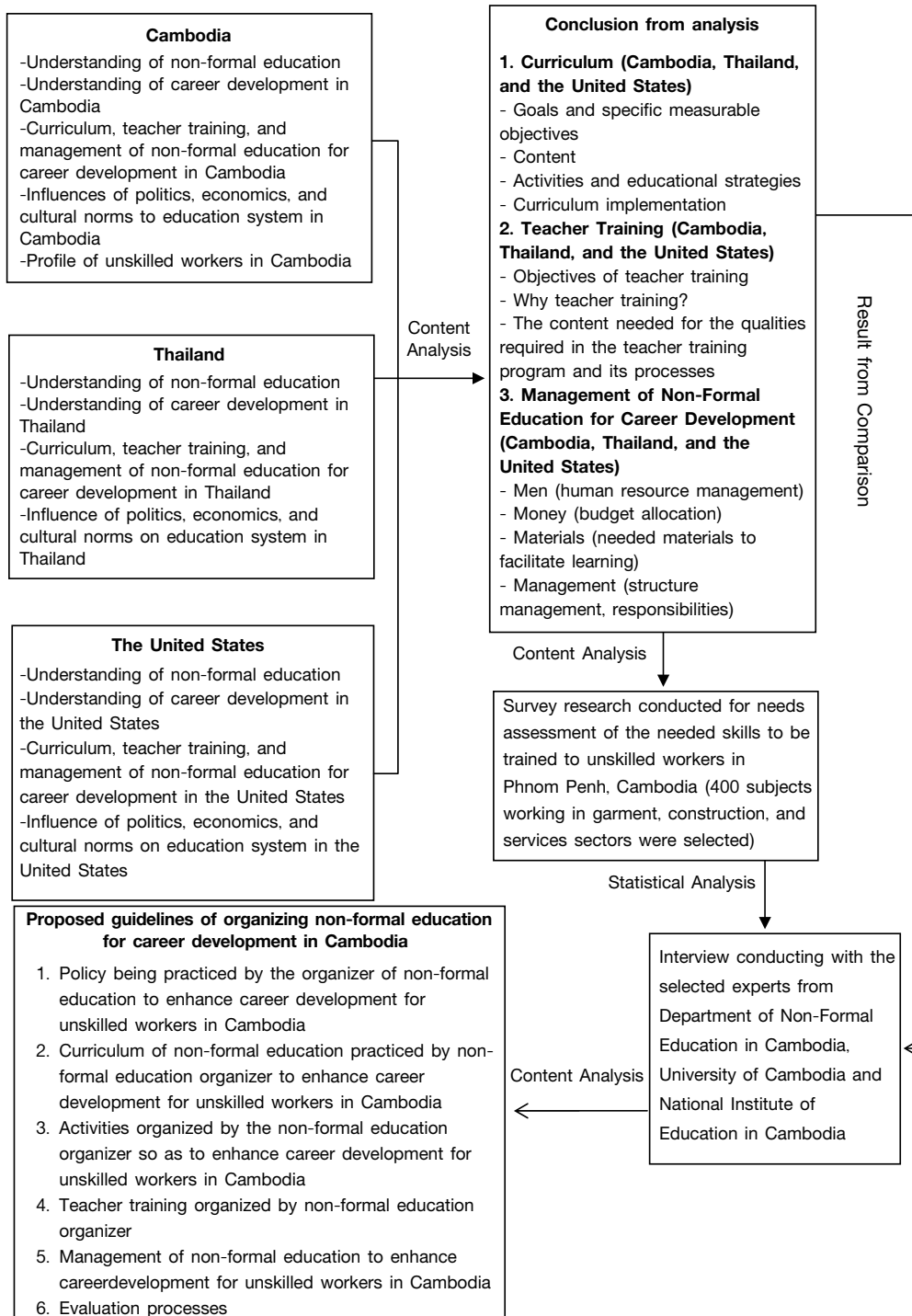
## Significance of the Study

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

1. The research could contribute to the awareness of the strengths and weaknesses in organizing non-formal education for career development in Cambodia.

2. The research proposes guidelines for organizing non-formal education for career development to facilitate the income generated by unskilled workers if the government takes it into account in implementation according to the flexibility of the encountered contexts.

## Conceptual Framework



## Methodology

### 1. Population and Sampling

Needs assessment was conducted on a population of unskilled workers in Phnom Penh, estimated as 3,629,000 people in total, according to Cambodia Outlook Brief research (Sandra, 2009). The researcher used simple random sampling through the probability sampling method. The sample comprised 150 selected from the manufacturing sector, 100 from the construction sector and 150 were selected from the service sector (cleaners).

### 2. Research Instruments

Three research instruments were used in this research: the analysis form related to the use of non-formal education to enhance career development for unskilled workers in Cambodia, Thailand, and the United States. The questionnaire was divided into three parts: the personal information of the subjects, the types of needs of non-formal education to enhance career development for unskilled workers in the kingdom of Cambodia, and the procedure of non-formal education for career development including channels of information gained for learning, learning place, time and strategy as well as materials and climate preferred in learning. The guidelines for in-depth interviews were drafted with selected experts from the Department of Non-Formal Education, University of Cambodia and National

Institute of Education and included the summary of the content analysis of research instrument one and the statistical results of the survey on needs assessment via research instrument two.

### 3. Data Collection

1. The researcher used documentary research by focusing on the policies on career development and non-formal education in Cambodia, Thailand and adult education in the United States, journals and books related to skills development in the selected three countries with activities and programs used in non-formal education to enhance career development for unskilled workers in each selected country. The data gained was analyzed by content analysis.

2. The researcher developed and tried out the questionnaire by asking for the IOC evaluation from 5 experts from University of Cambodia, Chulalongkorn University, Ramkhamheng University and Srinakharinwirot University. The research retained only the content of questionnaires in which the IOC evaluation result was 0.5 or greater. Also, the research used the test-retest method to measure the validity of the questionnaire used, and the result showed that the level of validity was 83.33 percent.

After that, the researcher conducted needs assessments by giving a survey form to 400 unskilled workers in Cambodia-150 subjects were selected from the manu-

facturing sector, 100 from the construction sector, and the other 150 from service providers in Phnom Penh, Cambodia. The data gained was statistically analyzed to calculate frequency and percentage.

3. After finding the necessary skills needed for career development from the selected 400 subjects, the researcher analyzed the data using content analysis and developed the draft of the proposed guidelines for organizing non-formal education to enhance career development for unskilled workers in Cambodia for in-depth interviews with the following key personnel: Deputy Director in the Department of Non-Formal Education in Cambodia, Associate Dean in the Education Department in University of Cambodia and Deputy Director in National Institute of Education. The selected experts for in-depth interviews were selected according to their experience-not less than 5 years-in non-formal education and related fields.

#### **4. Data Analysis**

The documents acquired from the research instruments were analyzed using content analysis, while the needs assessment from research instrument two was analyzed using statistical analysis to calculate frequency and percentage so as to devise appropriate guidelines for in-depth interviews. Last, the result from the in-depth interview was analyzed using content analysis.

## **Results**

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

### **1. Analysis and comparison between career development in Cambodia with that in Thailand and the United States focusing on curriculum, teacher training and the management**

The result analysis-excluding political, economic, and cultural impacted from the three selected countries-revealed similarities and differences in the curriculums, teacher training and the management of non-formal education for the career development of unskilled workers in Cambodia with those in Thailand and the United States. Cambodia, Thailand and the United States share the same objective in non-formal education or adult education-to raise the standard of human resources within the country with the skilled workers produced contributing greatly to the promotion of lifelong learning within society and sustainable country development (Ministry of Education Youth and Sports, 2009).

However, Thailand and the United States share similarities in terms of the curriculum practice with adequate specific details in the content and subjects being taught, while Cambodia still faces a lack of



specific details in the subjects being taught and employs a centralized means of implementing the set curriculum through the government (Veth, 2014).

Second, the United States gives priority to teacher training programs as they believe in the subsequent effectiveness of learning outcome results from qualified teachers with active interaction between teachers and learners. In contrast, Thailand focuses on the qualified knowledge and skills, and accurate techniques being used in teaching and learning so as to ensure a successful training program. However, Cambodia has failed to realize the significance of investing in teacher training as part of the development of training programs due to the lack of budget supporting the entire program (Ministry of Education Youth and Sports, 2009).

Third, the management of adult education in the United States places strong emphasis on human resource development in both literacy, career and life skills, while Thailand focuses mainly on pedagogical skills and daily life skills including communication skills, decision-making skills, critical thinking skills, problem solving skills, stress management skills, etc. (Ministry of Labor in Thailand, 2009). In Cambodia, on the other hand, human resource development has involved inadequate training due to the lack of financial support with few staff being selected to go train abroad and return to share the knowledge

and experiences earned from such meetings (Veth, 2014). Next, the management of non-formal education and adult education for career development in Thailand does not differ much from the United States-they have both adopted decentralization, while Cambodia is still greatly centralized, whereby all the decision making processes are carried out by the government (Veth, 2014).

## **2. Survey on Needs Assessment on the Required Skills for the Training of 400 Unskilled Workers in Cambodia**

According to the below tables, it is clear that unskilled workers need future training for career development for generating greater income, and that they prefer learning the following job skills: sewing, vegetable farming, cooking and baking, followed by hairdressing and make up, animal/fish breeding and rice farming technique. Also, unskilled workers prefer learning near their homes. They could spend only 2 hours per weeks for weekend sessions for learning for career development. Moreover, unskilled workers needed textbooks, documents and adequate tables and chairs with the preferred learning instruction of practice, discussion, demonstration and being taught through what the teacher has prepared for class.

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

**Table 1:** Results of Job Skills Programs Required in the Future for Career Development  
(N=400)

Job Skills Programs Required in the Future for Career Development	Frequency			Percentage (%)		
	1 <sup>st</sup> Rank	2 <sup>nd</sup> Rank	3 <sup>rd</sup> Rank	1 <sup>st</sup> Rank	2 <sup>nd</sup> Rank	3 <sup>rd</sup> Rank
Sewing	135	62	5	33.75	15.5	1.25
Vegetable farming	73	20	42	18.25	5	10.5
Cooking and baking	65	43	8	16.25	10.75	2
Chinese language	43	41	35	10.75	7.75	8.75
Hairdressing and make up	14	88	10	3.5	22	2.5
Greater literacy in the Khmer language	14	0	14	3.5	0	3.5
Rice farming	14	0	57	3.5	0	14.25
English language	12	11	24	3	2.75	6
Mobile phone repairs	12	0	22	3	0	5.5
Animal fish breeding	11	45	36	2.75	11.25	9
IT training	2	16	3	.5	4	.75
T-shirt printing skills	2	0	2	.5	0	.5
Carpentry and furniture skills	1	6	2	.25	1.5	.5
Sculpture and carving/blacksmithing	1	0	1	.25	0	.25
Traditional music	1	0	0	.25	0	0
Art of weaving and traditional silk	0	36	22	0	9	5.5
Mat weaving or rattan basket weaving	0	14	21	0	3.5	5.25
Bicycle/motorcycle repairs	0	10	13	0	2.5	3.25
Car repairs	0	11	6	0	2.75	1.5
Electricity	0	2	30	0	.5	7.5
Air-conditioner repairs	0	0	16	0	0	4
Electrical appliances repairs	0	1	12	0	.25	3
Automotive mechanics	0	0	5	0	0	1.25
Art of drawing pictures	0	3	5	0	.75	1.25
Modern music	0	0	8	0	0	2
Total	400	400	400	100	100	100

**Table 2:** Location for Convenience (N=400)

Location for Convenience	Frequency	Percent (%)
Community learning center near your home	132	33
Workplace	110	27.5
Community learning center near your workplace	83	20.8
Community learning center near your friend's home	45	11.3
Home	15	3.8
Wherever accessible by transportation	9	2.3
Library	6	1.5
Total	400	100

**Table 3:** 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

**Table 4:** 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

**Table 5:** Materials Needed for Learning Facilitation (N=400)

Materials Needed for Learning Facilitation	Frequency			Percentage (%)		
	1 <sup>st</sup> Rank	2 <sup>nd</sup> Rank	3 <sup>rd</sup> Rank	1 <sup>st</sup> Rank	2 <sup>nd</sup> Rank	3 <sup>rd</sup> Rank
Textbooks	185	128	84	46.25	32	21
Documents	97	90	64	24.25	22.5	16
Adequate chairs and tables	69	52	168	17.25	13	42
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

**Table 6:** Instruction Styles (N=400)

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

**Table 7:** Learning Styles (N=400)

Learning Style	Frequency			Percentage (%)		
	1 <sup>st</sup> Rank	2 <sup>nd</sup> Rank	3 <sup>rd</sup> Rank	1 <sup>st</sup> Rank	2 <sup>nd</sup> Rank	3 <sup>rd</sup> Rank
Learning with teacher/facilitator	235	20	5	58.75	5	1.25
Learning with others	81	130	115	20.25	32.5	28.75
Learning by yourself	35	79	2	8.75	19.75	.5
Learning with the practical practice	22	41	148	5.5	10.25	37
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
Total	400	400	400	100	100	100

In addition to the analysis, the comparison and survey as well as in-depth interviews also highlighted the lack of curriculum standards with inadequate content in each subject taught, with the absence of a teacher training program in the training of non-formal education for career development. Also, the management practice was presented with no incentive provided for those who devote themselves in developing the program and so this has led to an ineffective training program.

Following the research, the proposed guidelines for organizing non-formal education to enhance career development for unskilled workers in the kingdom of Cambodia can be divided into six parts: 1) policy development on organizing training for career development based on unskilled workers' needs; 2) curriculum should be standardized with flexibility in content, times and places of learning; 3) activities in learning should aim at developing the specific income-generating skills

and be embedded with the additional skills needed for quality of life improvement for unskilled workers; 4) offer teacher training programs to ensure the teacher is upgraded in terms of knowledge and skills to ensure effective training for unskilled workers; 5) management of the organized programs should respond to the needs of unskilled workers effectively; and 6) evaluation of the learners' outcome should be conducted before, during and after training, and there should be an evaluation of the overall training program organized to reflect the strengths and weaknesses of the program and to develop a better one in the future.

## Discussion

1. Cambodia, Thailand and the United States share the same objective of non-formal education for human resource development because the theory emphasizes human development and also includes human resource management, career

development and quality improvement (Swanson, 1995). However, Thailand and the United States have progressed further than Cambodia in terms of the development of curriculum, teacher training and management in non-formal or adult education because Cambodia encountered a period of war that destroyed the human resource and essential education documents and systems during the Pol Pot regime (1975-1979). However, despite the results of implementation in Cambodia not being as good as other countries with budget difficulties, the Department of Non-Formal Education has still progressed as much as possible to learn and develop the weaknesses to achieve better results in equipping citizens with the specific skills to earn a better living standard (Royal Government of Cambodia, 2013).

2. Engage unskilled workers in the sewing skill, vegetable farming, cooking and baking, followed by hairdressing and make up, animal/fish breeding and rice farming techniques because they believe that these skills can help them generate more income for their better standard of living. The result confirmed the outcome obtained by the partnership of the government and NEP (NGO Education Partnership in Cambodia), which is that needs assessment should be conducted to figure this out for the effective training of non-formal education for career development because unskilled workers will be more motivated in the lifelong learning

process for career development once their needs are addressed (Laov, 2013).

3. Unskilled workers require sites of learning near to their homes with a possible 2 learning hours per week in a weekend session because they need the learning to be more flexible and convenient according to their needs. This is much the same as Knowles' theory in adult education that organized adult learning must be at a learner center to ensure the effective practices and outcomes for adult needs (Knowles, 1984).

4. Unskilled workers need to learn via practical sessions and discussion in order to ensure learning today and application tomorrow because they are adult learners who learn effectively via experience-sharing with the opportunity to discuss and practice what they have learned to ensure they fully understand the learned skill effectively. This does not differ from the theory of Schank and Berman that adults need to learn by doing so as to make the skills learning more effective (Schank, 1999), and the adult approaches learning via experiences, as posited in the theory by Malcom Knowles in adult education (1984).

5. The research proposes guidelines for organizing non-formal education for career development to focus on policy, curriculum, activities, teacher training, management and evaluation because it is believed that the proposed guidelines can facilitate better

career development for the workers in any sector regardless of manufacturing, construction and service sector, yet this requires the government to take the guidelines into consideration in actual practice.

## Recommendations

1. Since Cambodia has struggled hard in furthering the practice of non-formal education and the results have not been so good, it is very important that all literate or skilled citizens participate as volunteers in order to foster the process of non-formal education to help move in part beyond budget constraints.

2. The organizing of non-formal education should emphasize and address the unskilled workers' needs regardless of the content of

each subject learned, time, place and session in order to ensure successful training for career development in Cambodia.

3. The government should increase salaries and incentives for officers and teachers working in non-formal education for career development to maintain their best efforts on a continuous basis in the organizing of non-formal education within the country.

4. Further studies should be conducted on constructing a model for the development of a non-formal education program to enhance career development for unskilled workers in the kingdom of Cambodia in order to enhance the actual practices of non-formal education for career development in the specific model developed in accordance with the unskilled workers' needs.

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