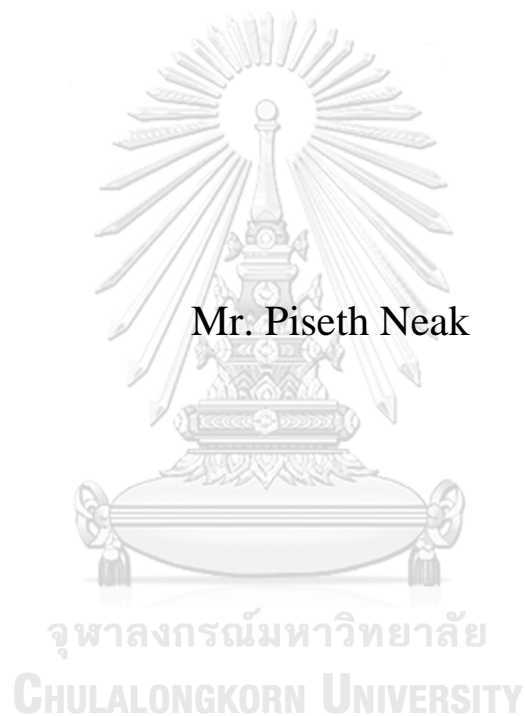


**GUIDELINES TO ENHANCE COMMUNITY
PARTICIPATION IN COMMUNITY LEARNING CENTERS
IN THE KINGDOM OF CAMBODIA**



A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Non-Formal Education
Department of Lifelong Education
FACULTY OF EDUCATION
Chulalongkorn University
Academic Year 2020
Copyright of Chulalongkorn University

แนวทางเสริมสร้างการมีส่วนร่วมของชุมชนในศูนย์การเรียนรู้ชุมชนในราชอาณาจักรกัมพูชา



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการศึกษาจากระบบโรงเรียน ภาควิชาการศึกษาตลอดชีวิต
คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ปีการศึกษา 2563
ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

| | |
|----------------|--|
| Thesis Title | GUIDELINES TO ENHANCE COMMUNITY PARTICIPATION IN COMMUNITY LEARNING CENTERS IN THE KINGDOM OF CAMBODIA |
| By | Mr. Piseth Neak |
| Field of Study | Non-Formal Education |
| Thesis Advisor | Assistant Professor SUWITHIDA CHARUNGKAITTIKUL, Ph.D. |

Accepted by the FACULTY OF EDUCATION, Chulalongkorn University in Partial Fulfillment of the Requirement for the Master of Education

..... Dean of the FACULTY OF EDUCATION
(Associate Professor SIRIDEJ SUJIVA, Ph.D.)

THESIS COMMITTEE

..... Chairman
(Associate Professor WIRATHEP PATHUMCHAROENWATTANA, Ph.D.)

..... Thesis Advisor
(Assistant Professor SUWITHIDA CHARUNGKAITTIKUL, Ph.D.)

..... External Examiner
(Associate Professor ARCHANYA RATANA-UBOL, Ph.D.)

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

พิพิธ นาก : แนวทางเสริมสร้างการมีส่วนร่วมของชุมชนในศูนย์การเรียนรู้ชุมชนในราชอาณาจักรกัมพูชา. (GUIDELINES TO ENHANCE COMMUNITY PARTICIPATION IN COMMUNITY LEARNING CENTERS IN THE KINGDOM OF CAMBODIA) อ.ที่ปรึกษาหลัก : ผศ. ดร.สุวิธิตา จรุงเกียรติกุล

งานวิจัยมีวัตถุประสงค์เพื่อ 1) วิเคราะห์องค์ประกอบการมีส่วนร่วมของชุมชนในศูนย์การเรียนรู้ชุมชนในราชอาณาจักรกัมพูชา 2) ศึกษาสภาพปัจจุบันและความต้องการที่พึงประสงค์ของการมีส่วนร่วมของชุมชนในศูนย์การเรียนรู้ชุมชน และ 3) เสนอแนวทางเสริมสร้างการมีส่วนร่วมของชุมชนในศูนย์การเรียนรู้ชุมชนในราชอาณาจักรกัมพูชา ผู้วิจัยใช้การสัมภาษณ์กึ่งโครงสร้างกับผู้เชี่ยวชาญจำนวน 5 คน และนำข้อมูลสำคัญเข้ารหัสเพื่อวิเคราะห์องค์ประกอบการมีส่วนร่วมของชุมชนในศูนย์การเรียนรู้ชุมชน การสอบถามความคิดเห็นด้วยแบบสอบถามกับกลุ่มตัวอย่าง ได้แก่ สมาชิกคณะกรรมการศูนย์การเรียนรู้ชุมชน 28 คนและสมาชิก 197 คนโดยใช้การสุ่มแบบแบ่งชั้นโดยการวิเคราะห์ข้อมูลผ่านการศึกษา ค่าเฉลี่ย (\bar{X}) ค่าเบี่ยงเบนมาตรฐาน (SD) และความต้องการลำดับความสำคัญที่ปรับเปลี่ยน (PNImodified) และการสัมภาษณ์เชิงลึกและแบบสอบถาม Likert-scale ผู้เชี่ยวชาญจำนวน 5 คน เพื่อประเมินความถูกต้องและความเป็นไปได้ของแนวทางเสริมสร้างการมีส่วนร่วมของชุมชนในศูนย์การเรียนรู้ชุมชนฯ ผลการวิจัยพบว่า

1. องค์ประกอบของการมีส่วนร่วมของชุมชนในศูนย์การเรียนรู้ชุมชนในราชอาณาจักรกัมพูชา ประกอบไปด้วย การรับบริการ การระดมทรัพยากร การเข้าร่วมโปรแกรม การวินิจฉัยความต้องการ การวางแผนโปรแกรม การติดตามและประเมินผล และการตัดสินใจในศูนย์การเรียนรู้ชุมชน

2. สภาพปัจจุบันในการเสริมสร้างการมีส่วนร่วมของชุมชนในศูนย์การเรียนรู้ชุมชนพบว่าอยู่ในระดับปานกลาง ($\bar{X} = 2.64, SD = 0.67$) หมายถึงมีคณะกรรมการศูนย์การเรียนรู้ชุมชน และสมาชิกมีส่วนร่วมในกิจกรรมของศูนย์การเรียนรู้ชุมชนบ้าง ในขณะที่ความต้องการในการเสริมสร้างการมีส่วนร่วมของชุมชนในศูนย์การเรียนรู้ชุมชนพบว่าอยู่ในระดับมาก ($\bar{X} = 4.41, SD = 0.66$) หมายถึงคณะกรรมการศูนย์การเรียนรู้ชุมชน และสมาชิกต้องการมีส่วนร่วมในกิจกรรมของศูนย์การเรียนรู้ชุมชนมาก

3. แนวทางเสริมสร้างการมีส่วนร่วมของชุมชนในศูนย์การเรียนรู้ชุมชนในราชอาณาจักรกัมพูชาควรประกอบด้วย วิสัยทัศน์ เป้าหมาย และแนวทางปฏิบัติ ซึ่งแต่ละประเด็นมีรายละเอียดย่อยๆ ได้แก่ วิสัยทัศน์ คือการเปลี่ยนศูนย์การเรียนรู้ชุมชน ให้กลายเป็นศูนย์การเรียนรู้ตลอดชีวิตในการส่งเสริมการเรียนรู้ตามอัธยาศัย การเรียนรู้ในระบบนอกระบบ และการเรียนรู้ตลอดชีวิตภายในปี พ.ศ. 2573 เป้าหมายคือการเสริมสร้างทรัพยากรมนุษย์ โครงสร้างพื้นฐานทางกายภาพสนับสนุนการเงิน และเพิ่มการมีส่วนร่วมของชุมชนในอนาคต และแนวทางเสริมสร้างการมีส่วนร่วมของชุมชนในศูนย์การเรียนรู้ชุมชนในราชอาณาจักรกัมพูชา ได้แก่ การวินิจฉัยความต้องการ การวางแผนการดำเนินโครงการ การติดตามและประเมินผล และการตัดสินใจในกลุ่มศูนย์การเรียนรู้ชุมชนในกัมพูชา

คำสำคัญ: การมีส่วนร่วมของชุมชน การมีส่วนร่วม ศูนย์การเรียนรู้ชุมชนอย่างยั่งยืน ชุมชน และแนวทาง

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

สาขาวิชา การศึกษานอกระบบโรงเรียน
ปีการศึกษา 2563

ลายมือชื่อนี้สิต
ลายมือชื่อ อ.ที่ปรึกษาหลัก

6280191327 : MAJOR NON-FORMAL EDUCATION

KEYWORD: Community, Participation, sustainable community learning centers, Community Participation, Guidelines

Piseth Neak : GUIDELINES TO ENHANCE COMMUNITY PARTICIPATION IN COMMUNITY LEARNING CENTERS IN THE KINGDOM OF CAMBODIA. Advisor: Asst. Prof. SUWITHIDA CHARUNGKAITTIKUL, Ph.D.

The study aims to 1) analyze components of community participation in the CLCs in Cambodia; 2) study current states and desirable needs of community participation in enhancing community participation in the CLCs in Cambodia; 3) propose guidelines to enhance community participation in the CLCs in Cambodia. A semi-structured interview with 5 Cambodian experts has been employed, and all the keywords have been coded to analyze community participation components in the CLCs. Moreover, this research utilized a survey with the selected samples of 28 CLC committee members and 197 people using stratified random sampling by analyzing data through Means (\bar{x}), Standard Deviation (S.D.), and Modified Priority Needs (PNI_{modified}) to study current states and desirable need of community people in the CLCs in Cambodia. Lastly, the in-depth interview and Likert-scale questionnaire have been conducted with the experts to clarify and confirm the proposed guidelines' validity and feasibility.

The research findings are as follows.

1. The components of community participation in the CLCs in Cambodia consist of utilizing services, resource mobilization, attending programs, diagnosing needs, planning programs, monitoring, and evaluation, and decision making in the CLCs in Cambodia.

2. The current states in enhancing community participation in the CLCs are at the moderate level (\bar{x} =2.64, S.D.=0.67) meaning that there are a few the CLC committee and members participating in the activities of the CLCs while the desirable needs in enhancing community participation in the CLCs are at the high levels (\bar{x} =4.41, S.D.=0.66) meaning that there is a high need of the CLC committee and members a taking part in activities of the CLCs.

3. Guidelines to enhance community participation in the CLCs in Cambodia comprise of vision, goals, and guidelines. The vision is to transform the CLCs to become lifelong learning centers in promoting informal, non-formal, and lifelong learning by 2030. The goals are to enrich human resources, physical infrastructure, finances, and enhance community participation in the CLCs to achieve future sustainability and become lifelong learning centers. The guidelines enhance community participation in diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and decision making in the CLCs in Cambodia.

Key terms: Community Participation, Participation, sustainable community learning centers, Community, Guidelines

Field of Study: Non-Formal Education
Academic Year: 2020

Student's Signature
Advisor's Signature

ACKNOWLEDGEMENTS

This thesis will not be attained without the priceless supports and immense inspiration of several people. I would like to express my deep gratitude to HRM Princess Maha Chakri Sirindhorn for the royal contribution project in the education of the Kingdom of Cambodia for offering a precious scholarship to my study.

I would like to express my sincere appreciation and gratitude to my advisor Assistant Professor Dr. Suwithida Charungkattikul, for her helpful and unconditional guidance and advice to me over the year. She has inspired me to be a self-directed and self-resilient student, helping me stand on track and complete my thesis.

I would like to express my heartfelt thank you to Associate Professor Dr. Archanya Ratana-Ubol and Assistant Professor Dr. Weerachat Soopunyo for their special guidance in shaping and polishing my research thesis topic, which could give me an initial point to embark on my research journey.

I would like to extend my deepest thank you to Associate Professor Dr. Wirathep Pathumcharoenwattana for being a Chairman of my research thesis, and to all professors, staff, and classmates in the Department of Lifelong Education, Faculty of Education, Chulalongkorn University for their excellent care and supports in my academic life.

I would like to give my special thank you to all key informants and respondents for their responsiveness and volunteering to participate in conducting the interview and completing the survey to contribute to develop my thesis and making it possible.

Lastly, I would express my deepest gratitude and thank you to my parents, older sister, and younger sister for their unconditional love and physical and spiritual supports through my writing thesis and life in general.

Piseth Neak

TABLE OF CONTENTS

| | Page |
|---|-------------|
| ..... | iii |
| ABSTRACT (THAI) | iii |
| ..... | iv |
| ABSTRACT (ENGLISH) | iv |
| ACKNOWLEDGEMENTS | v |
| TABLE OF CONTENTS | vi |
| List of tables..... | x |
| List of Figures | xii |
| CHAPTER 1 INTRODUCTION | 1 |
| 1.1 Background and Significance of the Problem | 1 |
| 1.2 Research Questions | 7 |
| 1.3 Research Objectives | 8 |
| 1.4 Scope of the Study..... | 8 |
| 1.5 Definition of Terms | 9 |
| 1.6 Significance of the Study..... | 10 |
| CHAPTER 2 LITERATURE REVIEWS | 13 |
| 2.1 Non-Formal Education | 15 |
| 2.1.1 The Background of Non-Formal Education | 15 |
| 2.1.2 The Significance of Non-Formal Education | 16 |
| 2.1.3 The Goals of Non-Formal Education | 17 |
| 2.1.4 Characteristics of Non-Formal Education | 18 |
| 2.1.5 Types of Non-Formal Education..... | 19 |
| 2.2 Non-Formal Education in Cambodia..... | 21 |
| 2.2.1 Current Situation of Non-formal Education in Cambodia | 21 |
| 2.2.2 Non-Formal Education Programs and Activities | 22 |

| | |
|--|----|
| 2.2.3 Special Features of Non-formal education in Cambodia | 24 |
| 2.2.4 Current Challenges in Non-Formal Education Cambodia | 26 |
| 2.2.5 Government Policies Related to Non-Formal Education and Lifelong Learning..... | 28 |
| 2.3 Community Learning Centers | 30 |
| 2.3.1 An Overview of Community Learning Centers | 30 |
| 2.3.2 The Concept and Principles of CLCs | 32 |
| 2.3.3 Community Participation in the CLCs | 33 |
| 2.3.4 The Management and Organization of CLCs..... | 34 |
| 2.3.5 Outcomes and Impacts of CLCs..... | 36 |
| 2.3.6 Key Issues and Future Implication of CLCs | 37 |
| 2.4 Community Learning Centers in Cambodia..... | 38 |
| 2.4.1 The History of Community Learning Centers in Cambodia | 38 |
| 2.4.2 An Overview of CLCs' Programs in Cambodia | 39 |
| 2.4.3 Types and Functions of CLCs in Cambodia | 40 |
| 2.4.4 The Policies and Manual of Community Learning Centers in Cambodia | 42 |
| 2.5 The Concepts and Theories of Community Participation | 43 |
| 2.5.1 Definition of Community Participation..... | 43 |
| 2.5.2 Theories of Participation | 43 |
| 2.5.3 Types of Community Participation | 49 |
| 2.5.4 Levels of Community Participation | 52 |
| 2.5.5 Issues of Community Participation | 53 |
| 2.5.6 The Best Practices of Community Participation | 54 |
| 2.6. Community Participation in Community Learning Centers..... | 55 |
| 2.6.1. Programs and Activities of Community Participation in the CLCs in Cambodia..... | 55 |
| 2.6.2. Problems of Community Participation in the CLCs in Cambodia | 57 |
| 2.6.3. Previous Strategies to Enhance Community Participation in the CLCs in Cambodia..... | 59 |

| | |
|--|-----------|
| 2.6.4. Methods to Enhance Community Participation in Community Learning Centers..... | 61 |
| 2.7. Related Research Studies | 70 |
| 2.7.1. Related Research Studies in Southeast Asia Countries..... | 70 |
| 2.7.2. Related Research Studies in Cambodia..... | 72 |
| 2.7.3. Foreign-Related Research Studies..... | 74 |
| 2.8. Conceptual Framework | 77 |
| CHAPTER 3 RESEARCH METHODOLOGY | 79 |
| 3.1 Phase 01..... | 79 |
| 3.1.1 Population and Sampling Design..... | 79 |
| 3.1.2 Research Instrument..... | 80 |
| 3.1.3 Data collection..... | 80 |
| 3.1.4 Data Analysis | 81 |
| 3.2 Phase 02..... | 81 |
| 3.2.1 Population and Sampling Design | 81 |
| 3.2.2 Research Instrument..... | 84 |
| 3.2.3 Data collection..... | 86 |
| 3.2.4 Data Analysis | 87 |
| 3.3 Phase 03..... | 88 |
| 3.3.1 Population and Sampling Design..... | 89 |
| 3.3.2 Research Instrument..... | 90 |
| 3.3.3 Data collection..... | 90 |
| 3.3.4 Data Analysis | 91 |
| CHAPTER 4 RESEARCH RESULTS | 93 |
| Research Objective 01: the research findings of components of community participation in community learning centers in the Kingdom of Cambodia | 94 |
| Research Objective 02: the research findings of current states and desirable needs of community participation in enhancing community participation in community learning centers in the Kingdom of Cambodia..... | 97 |

| | |
|--|-----|
| Research Objective 03: the research findings of Proposed Guidelines to Enhance Community Participation in Community Learning Centers in the Kingdom of Cambodia..... | 140 |
| CHAPTER 5 CONCLUSION, DISCUSSION, AND RECOMMENDATIONS..... | 159 |
| Conclusion | 159 |
| Discussion..... | 164 |
| Recommendations..... | 182 |
| APPENDICES | 188 |
| REFERENCES | 238 |
| VITA..... | 250 |



List of tables

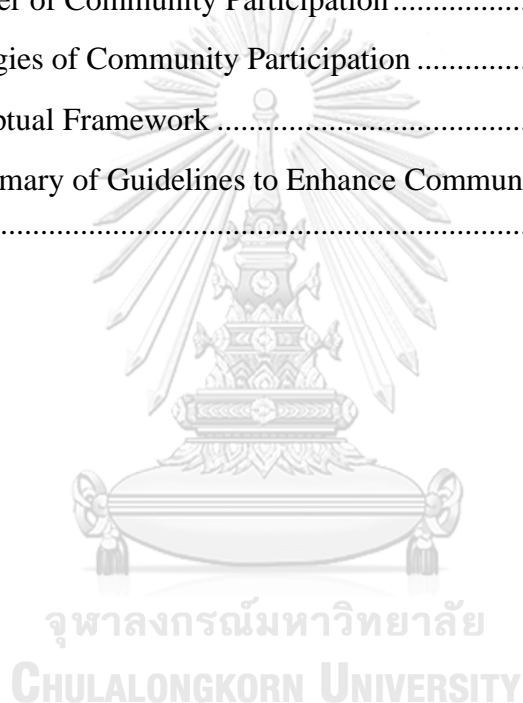
| | Page |
|---|-------------|
| Table 2.1 Evaluation Framework on the CLCs' Current Situation | 41 |
| Table 2.2 Synthesizing Components of Community Participation in the CLCs | 48 |
| Table 2.3 Community Learning Centers in Cambodia (2018) | 57 |
| Table 2.4: Synthesizing Community Participation Guidelines..... | 67 |
| Table 3.1 Population and sample size of attendees classified by Centers | 83 |
| Table 4.3: Overall Data of the Respondents | 97 |
| Table 4.4: Overview of Demographic Data of Respondents | 98 |
| Table 4.5: The Participation of Community People in the CLCs | 103 |
| Table 4.6: Community Participation in the CLCs in Cambodia | 106 |
| Table 4.7: Mean, Standard Deviation, a total of the current states and desirable needs in enhancing community Participation participation in the CLCs..... | 109 |
| Table 4.8: Total of Current and Desirable States and Priority Needs of Community People..... | 111 |
| Table 4.9: Means and Standard Deviation of Community participation in terms of utilizing services in the CLCs | 112 |
| Table 4.10: Means and Standards Deviations of Community Participation in terms of Resource Mobilization in the CLCs..... | 114 |
| Table 4.11: Means and Standard Deviation of Community Participation in terms of Attending Programs in the CLCs | 116 |
| Table 4.12: Means and Standard Deviation of Community Participation in terms of Diagnosing Needs in the CLCs..... | 118 |
| Table 4.13: Means and Standards of Community Participation in terms of Planning Programs in the CLCs..... | 120 |
| Table 4.14: Means and Standard Deviation of Community Participation in terms of Implementing programs in the CLCs..... | 122 |
| Table 4.15: Means and Standard Deviation of Community Participation in terms of Monitoring and Evaluation in the CLCs | 124 |

| | |
|---|-----|
| Table 4.16: Means and Standard Deviation of Community Participation in terms of Monitoring and Evaluation in the CLCs..... | 126 |
| Table 4.17: The Problems of Community Participation in Community Learning Centers Recommended by the CLC Committee Members and Community People . | 128 |
| Table 4.18: Recommendation for Guidelines to Enhance Community Participation in Community Learning Centers by the CLC committee members and community people..... | 134 |
| Table 4.19: Rating Scores of the Proposed Guidelines to Enhance Community Participation in Community Learning Centers in Cambodia..... | 143 |



List of Figures

| | Page |
|---|-------------|
| Figure 2.1 The different concepts of schools and community learning centers | 33 |
| Figure 2.2 The Function of CLCs: An Integrated Approach | 35 |
| Figure 2.3 A Ladder of Citizen Participation..... | 44 |
| Figure 2.4 A Rung of Community Participation..... | 46 |
| Figure 2.5 A Ladder of Community Participation..... | 47 |
| Figure 2.6 Typologies of Community Participation | 51 |
| Figure 2.7: Conceptual Framework | 78 |
| Figure 5.1: A Summary of Guidelines to Enhance Community Participation in CLCs | 163 |



CHAPTER 1

INTRODUCTION

1.1 Background and Significance of the Problem

The prominent international organizations like United Nations Education, Scientific and Cultural Organization (UNESCO), Organization for Economic Co-operation and Development (OECD), and other European Union organization emphasized the concept of lifelong learning (UNESCO, 2016). They have stated that “all process of education should be organized around the principle of lifelong learning. Those organizations have played an important role in promoting lifelong learning, even though, sometimes, the word of lifelong learning is replaced by “recurrent education, lifelong education, and permanent education (Schuetze, 2006).” After that, the concept of learning for all was ushered in by OECD, which aimed to abolish the privilege of education from elite people and provide equal education to everyone to access education (Jakobi, 2012; Sanfo, 2020). Besides, lifelong learning also concentrated on securing labor market security and economic competitiveness, and there are also orientations towards the development of human capital employability.

Similarly, human resource development is one of the vital components of lifelong learning since lifelong learning contains three main elements like formal education, non-formal and informal education (Areekul et al., 2015; Faure, 1972). These three elements are the keys to developing human sources. Most countries could maintain and continue their economic growth with sophisticated technologies due to the abundance of human resources. They could create this job because they have a strong foundation of lifelong learning that they have implemented through community learning centers and other accessible places like churches, houses, centers, schools, and others like (Buntat et al., 2013; Jarvis, 2007).

If we looked at Cambodia in the past 20 years ago, which was a victim of rampant civil wars and devastated many resources, Cambodia has done so much to transform herself from a country receiving support from the United Nations peacekeeping forces to a country contributing forces to UN peacekeeping forces

(Royal Government of Cambodia, 2009). In a similar vein, Cambodia has the ambition to transform her country to become an upper-middle-income country by 2030 and a high-income country by 2050 (Royal Government of Cambodia, 2018). To achieve this desirable dream, Rectangular Strategic Phase IV of Cambodia's Royal Government has emphasized four priority areas. One of the four priorities areas is human resource development: improving the quality of education, sciences, and technology, vocational training, improving public health and nutrition, and strengthening gender equality and social protection (Royal Government of Cambodia, 2018). In this respect, the real education needs are one of the main drivers to push the Cambodian economy up to the next level. In this turning point, the Cambodian government needs to strengthen education quality and ensure that it is available to everyone. Mainly it is reachable to all target groups (Royal Government of Cambodia, 2009). In the same concept, Cambodia has to emphasize the significance of education since without education, and there is no way for Cambodia to foster this sluggish economic progress (Royal Government of Cambodia, 2018). It is remarkedly noted that many more proposing policies have been made and will be established to enhance the education sector in terms of formal education, non-formal education, and informal education (World Bank, 2017a). These actions have elucidated that Cambodian governments have paid more attention to enhance and improve the education system. The Cambodian government has extended its efforts by focusing solely on formal education and developing non-formal education and informal education as a stepping stone to reach lifelong learning in the future to come (Boumediene et al., 2020; World Bank, 2017b). Putting it in the same line, Cambodia's Education 2030 Roadmap stated that Cambodia aims to achieve equitable quality and inclusive education. Lifelong learning in a comprehensive framework covering all types and levels of education is in line with the best practice from Education for All and Cambodian Millennium Development Goals (MDGs) (MOEYS, 2019). The Incheon Declaration talked about the vision of education 2030, and SDGs 4.0 (Sustainable Development Goals) aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO et al., 2015).

Education has played a crucial role in developing human resources and is also a national economic development backbone (Department of Non-Formal Education,

2014). There are three main forms of education: formal, non-formal, and informal education. Education is an effective means to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Royal Government of Cambodia, 2019b). Furthermore, according to the Education Law in Chapter 4 (Article 15) stated that “The state shall prepare a comprehensive and unique education system which formal, non-formal, and informal education” (Department of Non-Formal Education, 2018b, p. 35). As a result, many assign strategies and mechanisms to transfer education (formal education, non-formal education, and informal education) to reach target groups (Department of Non-Formal Education, 2014). In the context of breaking through the globalization era and the competitiveness in the region and the world, everyone should train to become lifelong learners. They should keep updating their knowledge and skills to adjust themselves to a fast-paced changing world (Royal Government of Cambodia, 2019a). Similarly, the Royal Government of Cambodia has established National Policy on lifelong learning by promoting human resources and using non-formal education as one of the main mechanisms to deliver knowledge to all target groups (MOEYS, 2019). Moreover, according to Education Strategic Plan 2014-2018 and the Draft of Cambodia National Development Plan 2019-2023, non-formal education is one of the most prioritized sub-sectors in developing human resources to ensure equal and equitable access to education (Royal Government of Cambodia, 2018). At the other extreme, by depending heavily on formal education, Cambodia will not be able to improve her economic status and achieve sustainable and inclusive development (World Bank, 2017a). The most interesting case is that most Cambodian people are young adults who are the country's main workforces and human resources. As most adult people cannot keep updating their knowledge and skills due to many responsibilities to shoulder, especially the families' burden, there should be any special education and training to improve their capacity-building and knowledge (MOEYS, 2019). Based on the socio-economic survey conducted in 2013 by the Ministry of Planning, the total adult literacy rate aged 15 and above was 80.70%. The male literacy rate was 87.70%, and females 74.4% (CSCE, 2013). Notably, 97% was counted as net enrollment of primary school in the last ten years, and only 80% among those enrolled completed primary school. Nearly 40% finished secondary school, and 20% completed upper

secondary school (Royal Government of Cambodia, 2019c). These statistics manifested that many out-of-school students, especially adult ones, cannot finish high schools and universities. Therefore, non-formal education has played a complementary role in improving their potential to the fullest and filling those loopholes. Moreover, the rapid changing of technology, especially in industrial revolution 4.0, has many new emerging issues such as cybercrime, terrorists, natural disasters, and more to say (MOEYS, 2014a). The Department of Non-Formal Education of the Ministry of Education, Youth, and Sport (2018) has carried out the duties to implement non-formal education programs. Those programs are Functional Literacy, Post-Literacy, Re-entry programs, Equivalency programs, complementary education programs, income generation programs through community learning centers (Department of Non-Formal Education, 2014). Based on UNESCO (2007), community learning centers (CLCs) are one of the main agents in implementing non-formal education. They are considered a non-formal education school to lead education to become lifelong education and learning (Department of Non-Formal Education, 2014). In community learning centers, they do not only focus on promoting reading, writing, and calculation, but they also providing knowledge and skills regarding make-up art, small engine repairing, motorbike repairing, salon (hair-cutting), sewing, fish raising, Khmer traditional music, carpentry, computer course, chicken raising, duck raising, mushroom planting, smith work, traditional dancing and so on (Department of Non-Formal Education, 2018c). Those programs are mainly established to benefit and solve the community's issues. However, the establishment of community learning centers is not a difficult task to do, to make them become sustainability full of community participation, which is the most difficult thing to do (UNESCO, 2019). First and foremost, one of the most keys to making CLCs sustainable with most of the community participation is to increase their ownership and a sense of belonging (Barclay & Klotz, 2019; UNESCO, 2008). Most people come to CLCs in communities with various backgrounds, especially the people from the grass-rooted levels. Those groups of people could be a key factor in the decision-making processes and giving the feedback to make a change in the centers (Ahmed et al., 2019; Uia et al., 2010). Hence, promoting engagement and involvement among the community members to be more active and involving in the decision-making

processes are the most important components for CLCs to stay longer. For instance, we can engage people in the community through building community information hub and conducting need assessment to identify learners' needs (UNESCO Bangkok, 2017). In a similar sense, we should make plans and implement CLCs' activities in the communities and monitor and evaluate their performances regularly (UNESCO, 2019) to align with community people's needs. It is significant to remember that the greater participation of community in the CLCs' activities, the greater possibility and realizability of their ownerships occur. The more community participations happens and the more ownerships lead to more sustainability (Department of Non-Formal Education, 2018c). On the other hand, saying is easier than done. Community participation remained the core problems in making community learning centers in the Kingdom of Cambodia run into trouble (Jacobs & Price, 2003). In a similar vein, community participation is one of the main issues having an impact on the securing sustainability of the CLCs (Department of Non-Formal Education, 2018b; Pich, 2008) as community participation is a foundation to generate human resources, funds, and concerted efforts to build a strong community learning center. According to the Department of Non-Formal Education (2000), community participation is one of the most predominant problems that greatly impacts the progress and performance of community learning centers in Cambodia. Furthermore, without community participation, the CLCs will be at risk because there is a lack of community people's contribution and involvement. There is no doubt that the CLCs will be less sustainable and inactive (Hun, 2015; Pich, 2008). For instance, around 356 CLCs in 2018 have been set up, but not all of them functioning well, and some are facing challenges that could not find a practical solution to solve (Department of Non-Formal Education, 2018a). Additionally, around 544 classes in CLCs (449 types are in the CLCs of governments, and 45 classes are in the CLCs of DPs). Besides, the number of community people participating in CLCs are roughly 8,090 people whose female is about 5,112 women, and male is about 2,978 men. As a result, there are around 7,272 people who completed the programs (4,680 are females, and 2,592 are males) (Department of Non-Formal Education, 2015). Based on these statistics, there are only a few numbers of community people who are participating in the training activities and programs run by the CLCs. Whereas there are a lot of community

people who do not participate in community learning centers, and those programs are functional literacy, vocational training programs, life skills, complementary programs, and health improvement programs (Department of Non-Formal Education, 2018a). Moreover, there are many tangible and intangible problems in preventing community people from participating in community learning centers (Department of Non-Formal Education, 2018b). Those problems are unattractiveness of the programs, lack of ownership and commitment, antagonism relationships between government officials and the community people, lack of information, cynicism, people's altitude, governmental system, and understanding (Department of Non-Formal Education, 2018c; UNESCO, 2007). Additionally, some local people merely participate in the centers without taking any roles and responsibilities. Particularly, they do not participate in the decision-making process because of their limited knowledge and education, and they think that it is not their tasks, but also belongs to administrative staff (Pich, 2008); consequently, they lack a sense of commitment and ownership, which could demotivate them to participate in the CLCs. This situation has pushed CLCs in Cambodia at the edge of distinction and uncertainty, which shows a worrying data for Cambodian government to be more cautious and find ways to save all those CLCs through promoting community participation (Department of Non-Formal Education, 2018b). The extreme case is community participation, which causes the CLCs to become unstable. As the CLCs are the main mechanisms to deliver non-formal and informal education, it is crucial to develop the training programs and activities responding to community people's needs and demands (Kline & Le Gates, 1971). There is an arising problem regarding program development of non-formal and informal education which the CLC committee members should pay attentive attention to. The program development in the CLCs solely depends much on the government's budget and receives some budget from the developing partners (Department of Non-Formal Education, 2014). For instance, the national budget allocates in implementing non-formal and informal education and program development, which is still limited. Sometimes, the process of using the budget is quite slow, which cannot respond to the need of community people and CLC's committee members (UNESCO, 2010). Moreover, Cambodian culture is one of the main issues to prevent them from participating in the community learning centers because most Cambodian seniors do

not have a culture to preserve their learning. They usually use their spare time to look after their grandchildren at home rather than continuing their lifelong learning at the centers (UNESCO, 2001a). This is because most of their children are migrants to work in the city to seek a better job opportunity in other neighboring countries. Hence, community participation is one of the most predominant issues causing the CLCs unable to perform their function. This conspicuous problem should have a proper intervention such as policies, guidelines, and mechanisms to alleviate this great impact on the future sustainability of CLCs (Department of Non-Formal Education, 2014, 2018b). It is very significant to conduct a research study to understand current states and desirable needs of community participation in enhancing community participation in the CLCs. The proposed guidelines will be derived from the data of current states and desirable needs of community participation to enhance community participation in the CLCs in the kingdom of Cambodia. The guidelines of this research study will be served as a mechanism to amplify and elevate the future sustainability of community learning centers in Cambodia.

To a greater extent, there are some previous researches, which have talked about the problems of community participation in community learning centers in Cambodia, and there should be more proper and suitable guidelines to enhance community participation in the CLCs in the case of Cambodia (Hun, 2015; Pich, 2008). The Cambodian government needs to consider this point to promote non-formal education in Cambodia. Hence, to fill this gap, the research aims to **“GUIDELINES TO ENHANCE COMMUNITY PARTICIPATION IN COMMUNITY LEARNING CENTERS IN THE KINGDOM OF CAMBODIA.”**

1.2 Research Questions

There are three main research questions in this research study, as stated in the following:

- 1.2.1 What are the components of community participation in community learning centers in the Kingdom of Cambodia?

- 1.2.2 What are current states and desirable needs of community participation in enhancing community participation in community learning centers in the Kingdom of Cambodia?
- 1.2.3 What should be appropriate guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia?

1.3 Research Objectives

The purpose of conducting this research is to construct guidelines to enhance community participation in community learning centers in the kingdom of Cambodia as the following:

- 1.3.1 To analyze components of community participation in community learning centers in the Kingdom of Cambodia.
- 1.3.2 To study current states and desirable needs of community participation in enhancing community participation in community learning centers in the Kingdom of Cambodia.
- 1.3.3 To propose guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia.

1.4 Scope of the Study

Since time is such a constraint and limitation of resources with the outbreak of COVID-19, this research study will focus solely on three main aspects as in the following:

- 1.4.1 As stated in the sampling method of phase 02, two provinces have been randomly selected from 25 provinces in the Kingdom of Cambodia. Accidentally, Phnom Penh city and Tboung Khmoum province be samples for this research study. Due to constraint time and the outbreak of this pandemic, this research studies conducted survey with 197 community people and 28 CLC committee members in the Phnom Penh city and Tboung Khmoum provinces in the Kingdom of Cambodia.

1.4.2 The research variable in this study is community participation in community learning centers in Cambodia.

1.4.3 The rung of community participation (Shaeffer, 1994) was used to study in this research to proposed guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia.

1.5 Definition of Terms

Community Learning Centers refers to a place where people in the community are established to provide learning spaces for various purposes, such as training, teaching, communication, and problem-solving. Besides, the community learning center is a local institution or center, usually established and run by the community's local people to provide different learning opportunities under the government, NGOs, and private sectors.

Community refers to a group of people living in the same place or obtaining a particular characteristic in common such as a universal value, value system, interest, and goal. In other words, the community is a group of people living in a specific location. They usually practice and be bound by similar traditions and costumes, leading them to have the same lifestyle.

Participation is the process that the shareholders in the community influence and share control over the initiatives, decisions, and resources which affect them. Participation has been defined seven steps of involvement: utilizing services, resource mobilization, attending programs, diagnosing needs, and planning applications, implementation, monitoring and evaluation, and decision-making, which is from inactive participation levels to current levels of engagement.

Community Participation: refers to the involvement and contribution of people living in the same place or having similar value systems, interests, and goals who are taking part in community learning centers through utilizing services, resource mobilization, attending programs, diagnosing needs, planning programs, monitoring and evaluation, and decision-making which has a common goal to promote the sustainability of the CLCs.

Proposed Guidelines is a set of a statement, which comprises of vision, goals, and guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia. It has been developed from research results of the first and second research objectives. The proposed guidelines receive confirmation and validation from non-formal education experts to enhance community participation in community learning centers in Cambodia.

Sustainable and Independent Learning Centers refers to a center where it can function and manage their resources by themselves with full community participation. In other words, these kinds of centers can run and have full autonomy to operate and create rules and regulations by themselves. It leads centers to become sustainable and lifelong learning centers without gaining any assistance from the governments and other relevant stakeholders.

Current States refer to the real practices of the CLC committee members and community people in enhancing community participation in community learning in the Kingdom of Cambodia. That information entailed in the survey to ask the selected CLC committee members and community people to see the current situation of community participation in the CLCs.

Desirable Needs refers to the practices the CLC committee members and community people must do to enhance community participation in community learning centers in the Kingdom of Cambodia. That notion inserted in the survey to ask the selected CLC committee members and community people to perceive their prioritized needs to propose guidelines to enhance community participation in the CLCs.

1.6 Significance of the Study

After conducting this research study of the guidelines to enhance community participation in the community learning centers in the Kingdom of Cambodia, there are multiple layers of people who will benefit from this study as stated in the following:

1.6.1 The people in the community

Based on the first research objective's findings components of community participation in the CLCs which are basic information for people community to understand what the activities they should involve in the CLCs. Moreover, the research findings of the second research objective articulated current states and desirable needs of community participation in the CLCs, so people in the community can acknowledge the authentic situation and activities in participating and strengthening their participation in the CLCs. The community people will regain their understanding of CLCs better regarding the government's policy in developing the community through reading these research guidelines.

1.6.2 The Community

The research findings of the second research objective can community develop community learning centers and other learning centers. The community can inspire community people to participate in training programs and activities in the CLCs to have access to non-formal and informal education. The results of the third research objective demonstrate the guidelines to enhance community participation in the CLCs which is a systematic information for the community to create more employment opportunities through community people's knowledge and skills gaining from the CLCs, and by using a manual career roadmap as articulated in this research findings. As a result, the community will more be self-resilience and self-fulfillment without getting support from the donors and have a sense of ownership and contribution. As such, the community will be more prosperous and sustainable.

1.6.3 Community Learning Centers

The results of the second research objective can assist the CLC committee members understand the current states and desirable needs of community participation in the CLCs as well as acknowledge the problems of community participation. The research results of the third research objective can help community learning centers perform their function well, especially to put the problems of community participation into solution as well as enhance community participation in the centers. For instance, the CLCs are able to disseminate information and to communicate with community

better by establishing their YouTube channel and Facebook page to showcase the CLCs' training programs to community people. The training programs and activities are more responsive to the needs of community people. Moreover, community learning centers can run by themselves by building trust and a sense of belonging. Hence, the CLCs will be second schools for informal education and non-formal education, which leads to the development of lifelong learning.

1.6.4 Country

The research findings of the third research objective manifested the guidelines to enhance community participation in the CLCs which could build a strong foundation for the CLCs to become lifelong learning centers. Once community learning centers become more active and sustainable by following the guidelines of this research findings, the CLCs will become one of the main driving factors to promote a knowledge-based society and lifelong learning society. Moreover, lifelong learning is the main factor to develop human resources which could benefit Cambodian economy to more prosperous and growth. In terms of social benefits, it could help the community to solve some social problems like violations, poverty, exploitation, and to develop more human resources through non-formal and informal education. Hence, these research guidelines will help Cambodia to accomplish her desirable dream to become an upper-income country by 2030 and a high-income country by 2050 as stated in Cambodia Education's 2030 Roadmap through non-formal and informal education delivered by the CLCs.

CHAPTER 2

LITERATURE REVIEWS

Proposing guidelines to enhance to community participation in community learning centers in the Kingdom of Cambodia is crucial for the researcher to conduct literature review in the following:

2.1 Non-Formal Education

2.1.1 The Background of Non-Formal Education

2.1.2 The Significance of Non-Formal Education

2.1.3 The Goals of Non-Formal Education

2.1.4 The Characteristics of Non-Formal Education

2.1.5 The Types of Non-Formal Education

2.2 Non-Formal Education in Cambodia

2.2.1 Current Situation of Non-Formal Education in Cambodia

2.2.2 Non-Formal Education Programs and Activities

2.2.3 Special Features of Non-Formal Education

2.2.4 Current Challenges of Non-Formal Education

2.2.5 Government Policies related to NFE and LLL

2.3 Community Learning Centers

2.3.1 An Overview of Community Learning Centers

2.3.2 The Concepts and Principles of CLCs

2.3.3 Community Participation in the CLCs

2.3.4 The Management and Organization of CLCs

2.3.5 Outcomes and Impacts of CLCs

2.3.6 Key Issues and Future Implication of CLCs

2.4 Community Learning Centers in Cambodia

2.4.1 The History of Community Learning Centers in Cambodia

2.4.2 An Overview of CLCs' Programs in Cambodia

2.4.3 Types and Functions of CLCs in Cambodia

2.4.4 The Policies and Manual of Community Learning Centers in Cambodia

2.5 The Concepts and Theories of Community Participation

2.5.1 Definition of Community Participation

2.5.2 Theories of Participation

2.5.2.1 A Ladder of Citizen Participation

2.5.2.2 A Rung of Community Participation

2.5.2.3 A Ladder of Community Participation in the CLCs

2.5.3 Types of Community Participation

2.5.4 Levels of Community Participation

2.5.5. Issues of Community Participation

2.5.6 The Best Practices of Community Participation

2.6 Community Participation in Community Learning Centers

2.6.1 Programs and Activities of Community Participation in the CLCs in Cambodia

2.6.2 Problems of Community Participation in the CLCs in Cambodia

2.6.3 Previous Strategies to Enhance Community Participation in the CLCs in Cambodia

2.7 Related Research Studies

2.7.1 Related Research Studies in Southeast Asian

2.7.2 Related Research Studies in Cambodia

2.7.3 Foreign-Related Research Studies

2.8 Conceptual Framework

2.1 Non-Formal Education

2.1.1 The Background of Non-Formal Education

Education has played a prominent role in developing human capacities through the lifelong learning process, from birth to death. Based on UNESCO (2001b), its definition lies in the four pillars of knowledge: learning to know, learning to do, learning to live together, and learning to be. Informal and non-formal education had existed before the existence of formal education, but formal education has appealed to be popular in the late sixteenth century (Midgley et al., 1986). However, after having seen many trials and errors of the legal schooling system, some educators like Ivan Illich and Paulo Freire (1969) found innovative ways to empower and improve the mainstream education outcomes to respond to the citizens' needs at large. Consequently, the new birth of non-formal and informal education has emerged as an innovative instrument to heal the formal schooling system (Bulletin, 2001).

Talking about education in the Asian country context, they failed to achieve the Karachi Plan, which was launched in the 1960s to ensure that all children have access to primary education. At that time, the Fifth Regional Conference of Ministers of Education and those responsible for Economic Planning (MINEDEPV) recommended launching APPEAL, which was held in Bangkok in 1987 (Pech, 2002). At present, non-formal education programs have served as a central device to promote primary education to all children, youths, and adults of Asian countries. A primary goal is to achieve education for ALL, which is endorsed to accomplish by 2015 (Bulletin, 2001). Likewise, due to formal education loopholes, non-formal and informal education programs were designed to complement this gap. It can be done by bestowing the educational opportunities to the drop-out-student or any disadvantaged people to attain their learning needs and perceive adequate practical knowledge and skills to perform their employment and enhance their living standards. Even though there was a various discussion on the definition of non-formal and informal education, it, by and large, is clarified that non-formal education which was established to serve an identifiable clientele and an identifiable learning objective and ensure the sustainable development of the citizenry society (UNESCO, 2001b).

All in all, non-formal education is considered one of the main sectors to complement the formal school system's gaps. It has played an essential role in developing human resources by granting an alternative chance for the disadvantaged people attending equitable quality education. It can ensure that everyone has equal access to education regardless of gender, race, religion, group, and ethnicity.

2.1.2 The Significance of Non-Formal Education

There is a remarkable notice that non-formal education has played a vital role in complementing and filling formal education gaps as a stepping stone towards lifelong learning and education. For instance, the shifting roles in strengthening learning opportunities for the states' adults to individuals and employers are simultaneously taking place, which is the growth of lifelong learning and education (Raggatt & Peart, 1996). Notably, there is a concern about how lifelong learning concept to put in the development of Asian countries which is willing to achieve the Millennium Development Goals (MDGs) and Education for All (EFA) (MEXT, 2008).

Moreover, based on the Federal Republic of Nigeria (FRN), non-formal education has provided many in-services on-the-job, vocational and professional training to various groups of workers to assure that they are on the cutting edge of skills development (Federal Republic of Nigeria, 2012). The significance of non-formal education is elucidated by its roles playing in both human and national development. In a general sense, non-formal education is believed that it is relevant to youth, adult, and out-of-school children's literacy. It provides the needed skills and knowledge to enhance social development and augment productivity and national growth (Ololube & Egbezor, 2012). More often than not, it is crucial to notice that non-formal education has an essential role in promoting gender equity and adult education. For instance, there is much participation and involvement of the women in adult education to attend in learning and training to receive practical knowledge and experiences to upgrade their expertise and enhance their living standards (S.Knowles, 1980). On the other extreme, non-formal education ensures equal access to education, non-discriminatory participation in education, and training programs on women. It

strengthens women's access to continuing education, science, technology, and vocational training (UNESCO, 2010).

Most importantly, non-formal education has played a vital role in promoting public health development to the citizen. For example, young women will be educated about their physical health and how to stay healthy through short-term and long-term training in community learning centers (Carron & Carr-Hill, 1991). One of the most significant roles of non-formal education is fostering human resources and economic development. The studies show an intertwined relationship between literacy rate and GDP per capita and the advancement of human development, community, and national development (Islam & Mia, 2007).

To sum it up, there are many advantages and significances of non-formal education as it lies as a bridge to fill the gaps of formal schools and promotes lifelong learning to all people at large. It does not just focus on academic life. However, vocational training has been set up to fulfill the knowledge-gap and shape people's abilities to match the job market demands and how to take care of their health and improve their lives 'quality and living standards.

2.1.3 The Goals of Non-Formal Education

Adult learning and non-formal education's general goal is to promote primary education, functional literacy, post-literacy for disadvantaged people such as disabled people, marginalized groups of people, and vocational training, and continuing education. Therefore, these education types will unlock those pressing issues, and people will be cherished by the excellent quality of life and living standards (Aderinoye, 2008).

The emergence of the crucial complementary education had embedded many goals and objectives. The first main goal of non-formal education is to ensure that the maximum numbers of drop-out-school children participate in non-formal education programs and activities. The principal purpose is to provide fundamental education such as writing, reading, and arithmetic skills to community people to live independently with equipped knowledge and abilities. Non-formal education is established to raise awareness of socio-politic and economic problems of local, state,

and national importance that will enable them to find a suitable resolution (Federal Republic of Nigeria, 2012). Similarly, the longstanding goal of non-formal education is to enrich knowledge and skills in both vocational and professional skills and knowledge by utilizing both local and outside resources. It provides essential knowledge and skills to handle and repair modern gadgets with which the learners are familiar and have access to. Moreover, it is to cultivate good personal and social habits aligned with healthy attitudes towards the cherish national ideals and values.

In a nutshell, there are unique ideas regarding the goals and objectives of non-formal education. Still, the predisposition pinpoints that there is no rejection to develop human resources in terms of knowledge and skills to build sustainable life within a sustainable society.

2.1.4 Characteristics of Non-Formal Education

Non-formal education is one of the main types of knowledge (formal, informal, and non-formal education). It has distinctively categorized non-formal education features in many ways based on each country's situation and contexts.

The main characteristics of non-formal education have been demonstrated in the following concepts and ideas. The first characteristic of non-formal education is known as relevance. Non-formal education programs are designed to meet the learners' needs and demands, and the content should be aware of the ages of the target groups (Aref, 2010). There is no fixed content that is somewhat flexible and varies according to conditions, climate, and cultures to produce a conducive environment for the learners. At the other extreme, the second characteristic of non-formal education is somewhat flexible (Aderinoye, 2008). It is different from the formal schooling system because non-formal education must be flexible and quickly adapt to the setting, attendance, syllabi, methods, and evaluation following the learners' current needs and the facilitators' basic understanding. Practicality is known as one of the characteristics of non-formal education since non-formal education should be functional, involving the learners in the real application of knowledge and theories to apply all the insight into simultaneous actions and activities (UNESCO Bangkok, 2017).

Furthermore, the duration of conducting non-formal education programs is preferably in the short-term. For instance, the learning time is not prolonged in the long run, as in the formal education system, to make the learners feel comfortable with the courses (Candy et al., 1994). After accomplishing the training, the unnecessary of certified certificate and accreditation is one of the main characteristics of non-formal education. It is unlike in the formal education system, in which the participant will be rewarded by receiving certificates, diplomas, and other degrees.

In conclusion, non-formal education contains various characteristics that we should have paid our attention to those features. Those characteristics are relevance, flexibility, clientele interest, short-term, non-certificate-oriented programs, and the target groups are an adult and a disadvantaged group of people. Besides, it rests an assure that everyone has an equal chance to have access to education.

2.1.5 Types of Non-Formal Education

Based on the report of UNESCO, various kinds of non-formal education have been made a note. It has its unique ways and features, depending on the trends and situation. It is ideal to notice the variance types of non-formal education apply it correctly and in the circumstances.

The first type of non-formal education is para-formal education. It is recognized as a program to supplement those who miss the opportunities and benefit from the formal education system. The plans were generally run outside the formal school's schedule, such as in evening classes, official literacy and distance education programs, private tutoring, and specific program for street children, and vocational and technical training (Carron & Carr-Hill, 1991). The second type of non-formal education is accessible education, which is quite like para-formal school. Popular education is divided into three main categories: popular education, personal development activities, and professional training. This type of education focuses on the poor, learning by doing, high instructional flexibility levels, and a constant preoccupation with adapting to the learning activities to change users' needs (Carron & Carr-Hill, 1991).

To a great extent, the third one is personal development, which is labeled by the upsurge of non-formal education program development, which includes adult education and concerns highly individualized, more prioritized, and transient (Carron & Carr-Hill, 1991). Besides, it includes short courses, self-therapy programs, study visits, sports clubs, fitness centers, and heritage centers. It is commonly believed that there is always a way to spare some of their available time and resource for their personal development through formal, non-formal, and informal education (David, 2020). The fourth one is vocational and professional training. The formal education system is not suitable for the adult to enhance their knowledge and skills to succeed in their career pathways. Non-formal education has taken a considerable role in its variety of available skills.

In the workplace, requirement skills training is considered a vital instrument to promote organizational advancement through hands-on skills development. The fifth one is literacy with skills development, which is noticed to surpass poverty. Still, it is challenging to achieve since many disadvantaged youths and young people with insufficient or no schooling and the people who are too old to be accepted by the traditional schools (Thompson, 2005). The sixth is a supplementary non-formal education program to enable the children to benefit from the program. Besides, the supplemental non-formal education is designed by the government or community-run programs rather than the school in the pictures of personal counseling, food, and nutritional support, childcare, and the provision of shelters (Henry, 2001).

Last but not least, it is early childhood care and education (ECCE). It is considered one of the most popular programs in the world supporting the rapid development of children, and mostly it is noticed that many countries in the south have headway on this program. ECCE gained support from the parents, and community groups adhered to the support service to strengthen its implementation process (Global Monitoring Report 2005, 2004).

In conclusion, there are seven types of non-formal education based on UNESCO, such as para-formal education, popular education, personal development, vocational and professional training, literacy and skills development, and

supplementary non-formal education. Those types of non-formal education have a vital role in producing human resources, particularly in developing countries.

2.2 Non-Formal Education in Cambodia

2.2.1 Current Situation of Non-formal Education in Cambodia

Cambodian government had declared that Non-formal Education is equal status as Formal Education (Department of Non-Formal Education, 2015). It is crucial to reach an educational goal for everybody and create opportunities for people to get lifelong education and build a study society with equity, justice, and social development (World Bank, 2017a).

In general terms, there are three main strategies of non-formal education in Cambodia. Those strategies provide every citizen the opportunity to learn for a lifetime, promote literacy and continuing education in connection with credit and secure employment, and regularly provide information on scientific and technical knowledge to all citizens (Royal Government of Cambodia, 2009). To a great extent, the government concerns people who do not have the opportunity and cannot access education from mainstream schools (formal education). Those people are mainly vulnerable and destitute, children and youth out of school, ethnicities, and adults between 15 and 45 (Royal Government of Cambodia, 2009). The main target groups are children and women who emphasize empowering them to provide them with equal chances in terms of education by using non-formal education to bridge the gaps (Department of Non-Formal Education, 2014).

Similarly, in terms of operational areas of non-formal education, it could be described as flexible and less rigid who aims at serving the target groups, especially disadvantaged groups of people (MOEYS, 2014b). For instance, most non-formal education programs and activities are operated and implemented in the countryside, remote areas with severe conditions, integrated neighborhoods, and different regions. In this sense, non-formal education in Cambodia can complement formal schooling systems' loopholes, mostly implemented and operated in the urban areas and accessible location with full support from the government (World Bank, 2017a).

In conclusion, non-formal education in Cambodia plays a crucial role in providing education to vulnerable and disadvantaged groups of people who do not have equal access to formal education. More often than not, it is operated in remoted and dense areas. The government cannot function formal education well due to people's living standards, geographical conditions, and political interests.

2.2.2 Non-Formal Education Programs and Activities

Cambodia is one of the developing countries in Southeast Asia, in which many civil wars devastated physical infrastructures and human resources at large. As a result, non-formal education programs and activities were conducted to remedy those destructions, putting more priorities on human resource development to enrich the country's economic growth (Open Development Cambodia, 2018).

The first non-formal education program is a functional literacy program. The functional literacy program is a program that mainly focuses on teaching people how to read, write and calculate (R03: Reading, Writing, and Arithmetic) to obtain knowledge to cope with omnipresent issues countering in their living (DVV International, 2018). Besides, in the functional literacy program, it is also a part of adult literacy, in which adult people provide equal opportunities to have access to functional literacy programs. The adult literacy program was developed in 1998 under UNESCO's technical and funding supports (2007). Moreover, functional literacy programs and activities are taken place in community learning centers, formal schooling systems, factories, prisons, the houses of villagers, churches, and pagodas. The curriculum and schedule are entirely loosening and flexible to align the real needs of community people. There are 08 months (02 hours/day from Monday to Saturday and 06 hours/day at the weekend classes) that are advocated to teach students writing, reading, and arithmetic (Sethy et al., 2008). After completing this course, students expect to study in grade 03 of the formal schooling systems. The second program is a post-literacy program, which aims to strengthen and expand the learners' knowledge after accomplishing functional literacy programs. Thus, learners become more proficient or skillful in solving problems in their daily lives, and this program is a stepping stone towards lifelong learning. Furthermore, post-literacy programs commonly conducted in the library, community learning centers, community reading

rooms, and mobile library which provide reading spaces and general reading documents such as books, magazines, newspapers, TV, radio, and other means for community people to extend their reading and other educational, entertaining activities (MOEYS, 2014b). The third program is income-generating. It was established to help the learners increase their incomes and strengthen their financial management through non-formal education as a common mechanism. The program does not provide only vocational training skills, but they include the loan and credit for community people to run their businesses (World Bank, 2017b). By so doing, the community people can efficiently manage their finances and function their business well. For example, after the learners receiving training from technicians and experts, they will gain some funds to put their knowledge and skills into practice by running a small family business.

The fourth program is re-entry programs established to assist drop-out-school students in having the second chance to enter into a formal schooling system (Royal Government of Cambodia, 2019c). The programs are taught based on the formal education curriculum, and 03 months (24 hours/week and 96 hours/month) advocate to provide additional education to drop-out-school students (MOEYS, 2014a). Regularly, it runs during vacation, which contains flexible schedules and settings for the learners to access education. The fifth program is the equivalency program, a program designed for learners who do not have a chance or miss an opportunity to attend formal education. This program's curriculum, which the Department of Non-Formal Education developed, is selected and retrieved from formal education's main contents to build students' knowledge and capacity equal to students in formal education. Students attending this program can sit in the national exam, the same official school students (MOEYS, 2011). The program is two-year-long for primary level (grades 04 to 06), lower secondary school (07-09), and upper-secondary (10-12), respectively. Finally, the quality of living improvement programs provides learners and community people with the knowledge, attitude, values, and skills necessary to promote living conditions such as anti-violence, sexual trafficking, human trafficking, drug trafficking, HIV/AIDS, environmental protection, and more. The training programs are conducted under the pictures of spot videos, slogans, proverbs, brochures, books, and magazines (Department of Non-Formal Education, 2000).

There are various non-formal education programs, such as functional literacy, post-literacy, re-entry program, equivalency program, income generation, and quality of living improvement program. Those programs are crucial to build human resource capacity building and improve community people's knowledge and skills.

2.2.3 Special Features of Non-formal education in Cambodia

Non-formal education in Cambodia is quite fascinating and unique compared to other forms of non-formal education in other countries. According to the Department of Formal-Education of the Ministry of Youth and Sport, non-formal in the Cambodian context was established to meet community people and make sure that it is reachable to those disadvantaged and vulnerable groups of people (Royal Government of Cambodia, 2009).

The first uniqueness of non-formal education in Cambodia is that Cambodia's Royal Government defined non-formal Education (NFE) as an official education system (Department of Non-Formal Education, 2018c). It contributes to accomplishing education for all and promotes lifelong learning, and helps build a learning society with equity, justice, and social development (Department of Non-Formal Education, 2014). On the contrary, non-formal education based on Tight (1996) suggests that it is about the extension of knowledge, and it is organized outside the institutions. Besides, in many northern countries, non-formal education is not typical in the internal policy discourse. It is run by the community instead of the state as the main actor. If we take a closer look at non-formal education in Cambodia's context, the country is the main actor who leads the process of non-formal education (Department of Non-Formal Education, 2018c). The second feature is about the implementation of NFE programs in Cambodia which there are many actors, but only two main actors who play a crucial driver such as the Ministry of Education, Youth and Sport (MoEYS) and the Ministry of Labor and Vocational Training (MoLVT) (Rovira, 2013). MoEYS is responsible for NFE programs such as functional literacy, equivalency, re-entry, and life skill programs (INT1, 2013). Whereas MoLVT takes care of vocational training programs such as mechanics, craft, beauty, agriculture, and just to name a few. It is a unique NFE program in Cambodia that has two state actors to control it.

The third one, non-formal Education in Cambodia, targets out of school children. The ones are in danger of being excluded shortly and young adults who need a tool to get into the job market, as stated by the interviewed NGO representative (Royal Government of Cambodia, 2019a). In this regard, all the goals of NFE are to fill the gaps in education and give integral education, particularly the young women and the marginal groups, but never do it overlap the roles of formal education (Rovira, 2013). Therefore, it is about complementary, not overlapping, nor substitution to formal education. The fifth one is relatively long-term training programs. According to Fordham (1993), the length of non-formal programs is short (maybe for 4 or 5 weeks), but in Cambodia, the training program is longer than the usual curriculum in other countries, especially in western countries. We can take the equivalency program as an example in which it takes 02 academic years to accomplish the program and contains a lot of hours (Lay et al., 2013). This curriculum is quite unusual compared to the other country's training period, which is short-term programs. The last one is about flexibility and variety of setting as in the regular practice, non-formal education programs taking place in community learning centers or community housing; the community runs it to serve their purposes.

On the other hand, talking about setting for establishing non-formal education in Cambodia is quite a variation and flexibility compared to non-formal education places' general ideas. As in the Cambodian context, non-formal education can locate outsidess community learning centers. It can place at the pagoda, church, mosque, and community housing, especially at the formal schools, to help the learners easily have access to the provided programs (MoEYS, 2015). Some programs like functional literacy, re-entry, and equivalency program located in informal schools, even though their schedules do not overlap with a formal program. Hence, it would include that non-formal education in Cambodia has her uniqueness and innovation to adjust to the current situation and Cambodian context, which other countries should consider as their future study (Jacobs & Price, 2003).

In conclusion, there are various unique features of non-formal education in Cambodia. Those features are an official governmental system, implementing actors,

mostly targeting out-of-school children, long-term training programs, and flexible and various settings to meet participants' needs.

2.2.4 Current Challenges in Non-Formal Education Cambodia

Non-formal education in Cambodia is very new and young in terms of its maturity comparing to other developed and developing countries. More or less, there are many challenges in which the Cambodian government should put more effort and pay attention to strengthen this sector (Department of Non-Formal Education, 2014). Here are the pressing problems in non-formal education in Cambodia, which are stated in the following statements.

First, non-formal education in Cambodia is facing a challenge regarding the power of decision-making under the control of the government and line ministries. It makes non-formal education less active and has slow signs of progress (MoEYS, 2015). In a general sense, non-formal education should belong to the community rather than to the state. While it is under the country's control, it makes the non-formal education in Cambodia less responsive and lacks a sense of ownership. As UNESCO (2014) stated that “the more ownership of the community people is, the more sustainable the programs are,” it is compulsory to promote a sense of belonging and ownership from the community to sustain non-formal education in Cambodia. Second, human resources are one of the major concerns for non-formal education since it has played a crucial role in running the whole process of the program (Department of Non-Formal Education, 2014). Without sufficient human resources as a driving factor, non-formal education will fall short and cannot effectively perform the program (Department of Non-Formal Education, 2018c). Besides, non-formal education in Cambodia is encountering a shortage of human resources and inadequate technological material to train the facilitators and the community (Global Monitoring Report 2005, 2004). By seeing this case, a concerted effort from the government and donors need to take swift action and activities to improve the current situation. More often than not, the government should emphasize producing human resources and enhancing modern technology to develop the program of non-formal education (Department of Non-Formal Education, 2018a). Third, most non-formal education programs in Cambodia are established by the Department of Non-Formal Education

of MOEYS and MOLVT, not from the learners' interests and demands less appealing and attractive to the learners (MOEYS, 2019). The program is a more supply-driven approach set by the top levels. It contradicts the general theory of non-formal education – bottom-up approach coming from the learning clientele and objectives (Hun, 2015). Hence, a non-formal education program should be demand-driven and bottom-up approaches to make it more attractive and luring. Fourth, the RGC and NGOs have their unique roles. The RGC is the main actor that sets the guideline and develops educational planning (Rovira, 2013). Hinge upon the Rectangular Strategy Phase III and IV, education is one of the most priority, but that is less than incoherent, provided more attention to defense and military tasks. On the other hand, NGOs are the actors performing guidelines provided by the government. Seeing the roles of each actor, excellent communication between the two actors is essential. As the government needs the feedback from NGOs to evaluate and develop the guidelines, NGOs have to what the RGC wants to do. In spite, this communication has already existed, in some occasions, seems to fall a bit short (INT3, 2013). Fifth, the real obstacle of non-formal education is the government seems to prioritize only the formal education as a means to achieve education for all. At the other extreme, financial issue is one of the majors in fostering non-formal and formal education. For instance, the share of GDP spent on education was 1.4% in 2007 and 1.7% in 2010 (MEF, 2010) compared to other ministries in Cambodia: the Ministry of Defense and Security gained 1.7% GDP in 2007 and 2.7% in 2010 (Rovira, 2013). It has shown that a small amount of the national budget is spent on developing the education sector. Hence, the government should increase more national budget on education development as the first plan of the Royal Government of Cambodia Strategic Plan Phase III and IV to prioritize human resources development.

In a nutshell, those challenges in non-formal education in Cambodia are the significant causes of community participation problems. For instance, community participation problems happen because of a lack of decentralization, the unattractiveness of programs, financial support, and human resources deficiency. Without community participation, the future of non-formal education in Cambodia is not so promising and sustainable.

2.2.5 Government Policies Related to Non-Formal Education and Lifelong Learning

Cambodia's government has gradually updated and established new policies to improve the education sector and develop human resources, which exacerbate economic growth (MOEYS, 2019). We should have paid our attention to some noticeable policies as they are core mechanisms to drive the Cambodian economy towards the Cambodian governments' ultimate goals.

The Rectangular Strategic Plan Phase IV 2018-2023

The Rectangular Strategic Phase IV 2018-2023 consists of four central rectangular such as (Rectangular Strategic Phase IV 2018-2023, 2019) (Royal Government of Cambodia, 2019d).

- **Rectangle 1-** Human resource development: there are four areas to be concentrated on:
 - ✓ Improving and fostering the equality of education, science, and technology.
 - ✓ Vocational training.
 - ✓ Improving public healthcare and nutrition; and
 - ✓ Enhancing gender equality and social protection.
- **Rectangle 2-** Economic diversification: there are four main economic areas to work on:
 - ✓ Improving the logistics system and strengthening transport, energy, and digital connectivity.
 - ✓ Developing key and new sources of economic growth.
 - ✓ Readiness for the digital economy and industrial revolution 4.0; and
 - ✓ Promoting financial and banking sector development.
- **Rectangle 3-** Promotion of private sector development and employment:
 - ✓ Job market development.
 - ✓ Promotion of SME and entrepreneurship.
 - ✓ Public-private partnership; and
 - ✓ Enhanced competitiveness.

- **Rectangle 4** - Inclusive and sustainable development:
 - ✓ Promotion of agricultural and rural development.
 - ✓ Strengthening the sustainable management of natural and cultural resources.
 - ✓ Strengthening management of urbanization; and
 - ✓ Ensuring environment sustainability and readiness for climate change.

On the other interesting note is that the Rectangular Strategy Phase IV 2018-2023 has put human resource development as the priority to produce competent human resources to develop the country through the equality of education, science, and technology (Royal Government of Cambodia, 2019d).

National Policy on Lifelong Learning

The Prime Minister enacted the national Policy on Lifelong Learning signed by Hun Sen, on 11 July 2019 (Royal Government of Cambodia, 2019b). The purpose of this policy is to give opportunities and support to all citizens to access education in whatever images and means and use their receiving knowledge efficiency, quality, productivity, and receiving suitable incomes in line with information and communication technology era and knowledge society. Furthermore, this policy's goals are to provide lifelong learning services to everyone to access and develop lifelong learning programs to be more flexible. It also has various programs to meet the participants' demands to establish CLC's infrastructures properly and studying places. They can train lifelong learning program coordinator professionally to recognize and accredit the skills, knowledge, and ability of lifelong learning in line with Cambodia national qualifications framework with transparency, justice, and harmony, and to encourage ministries, relevant stakeholders, organizations, and development partners to support and implement lifelong learning program (Nation Policy on Lifelong Learning Program, 2019).

Cambodia's Education 2030 Roadmap

In response to the fast-paced development of the world economy and technology, especially the need to transform the education sector, the Ministry of Education, Youth and Sport (MOEYS) of Cambodia embarked on developing the

Cambodia Education 2030 Roadmap (hereinafter referred to as the **Roadmap**). The Cambodia Education 2030 Roadmap's vision to become an upper-income country by 2030 and a high-income country by 2050. A Roadmap is a vital tool in helping Cambodia achieves these ambitious goals. Moreover, the overarching goal is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. There are five key policy priorities for 2030, as in the following (MOEYS, 2019).

Priority 1: all girls and boys have access to quality Early Childhood Care and Education (ECCE) and pre-primary education and compete for free, equitable, and quality basic education (primary and lower-secondary) with relevant and useful learning outcomes.

Priority 2: all girls and boys complete upper-secondary education with relevant and learning outcomes. A substantial number of youths have increased access to affordable and quality technical and vocational education.

Priority 3: Ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.

Priority 4: all youth and adults achieve literacy and numeracy, and learners in all age groups have increased life-long learning opportunities.

Priority 5: governance and management of education improve at all levels.

All critical policy priorities can be achieved through various strategies and activities. Attaining Cambodia's long-term goals to become an upper-income country by 2030 and a high-income country by 2050, these key policy priorities are the catalyst to speed up these goals to grow.

2.3 Community Learning Centers

2.3.1 An Overview of Community Learning Centers

The pilot project of community learning centers was the first initiated by UNESCO's Asia Pacific Program Education for All (APPEAL) in 1998 as the purpose of developing a community-based education program, particularly in non-formal education (NEF) program as the delivery mechanisms (UNESCO, 2008). This

project's primary function has tempted to promote CLCs as a critical driver for various countries' education program strategies. Based on the United Nations Literacy Decade, "Community Participation" has played a crucial role in encouraging the establishment of CLCs (UNESCO, 2001a). It shows that community participation is one of the fundamental elements in driving the CLCs towards sustainability. As to ensure durability and holistic development, this project aims to empower communities by exploring new ways to assist them in establishing and running CLCs by themselves and enhancing CLCs to effectively serve all people in the communities (UNESCO, 1999).

According to UNESCO (1999) has defined community learning centers as one of the resource centers. It provides information activities, especially relating to lifelong learning, for everyone in the local community to make their communities more vigorous and organize them. Of course, the center will serve as a reservoir of information and knowledge to reach out to the community people to enhance them to construe on the common pathways (Aziz & Raza, 2001). Hence, the community people are one of the main actors besides the government, NGOs, IGOs, and other relevant stakeholders who support the CLCs. The local people should be a spearhead force of CLCs to promote their support and participation to enhance senses of belonging and ownerships.

Furthermore, empowering community and becoming a self-reliant community can be done through human resource development. The establishment of CLCs motivates local people to value their traditions, but it also serves as the community source of knowledge and information. The primary function of CLCs is to facilitate the community people to detach from individual thinking and inspire them to community-based thinkers. Moreover, CLCs foster the people's knowledge and skills, and they will move to self-independence, and this process will promote the development of the community as the whole system (Aziz & Raza, 2001).

In a nutshell, a community learning center is an institution owned and run by the local community and an educational institution outside the formal education system. The central aim of CLCs is to focus on the development of human resources

by providing equal opportunity to the local people to have lifelong access to education (UNESCO, 2008).

2.3.2 The Concept and Principles of CLCs

Community learning centers are seen as community-driven entities representing promising initiatives, and their principles are to concentrate on literacy and continuing education to promote Education for All (EFA) (UNESCO, 2008). For instance, it is committed to ensuring the 17 goals, including Goal 4 on Quality Education, stating that “*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*” (UNESCO, 2017a, p. 32). At the other extreme, there is a shred of evidence that formal education alone cannot fulfill all the addressing goals. CLC is an effective mechanism to deliver non-formal education activities and strengthen the inclusive goals of 2030. The practice of CLCs targets to the people on the grass-roots level in terms of human resource development and adopts an integrated NEF approach to deliver programs for the realization of “Life-long Education for All” (Kanno et al., 2006). Furthermore, all the CLC’s activities benefit disadvantaged groups, minorities, women, and seniors. Formal education cannot fill this gap, and non-formal education is a more flexible and informal way of delivering knowledge to the target groups.

The concept of CLCs in the activities organized by the local people and those programs align with their needs and diagnosing issues (Henry, 2001). These CLC’s activities can fall into seven mega categories such as education (learning has taken place from various resources: trainers, teachers, friends, families...), work skills (they can enhance their work skills from sources of community wisdom, and various social media, as well as these earning skills, will enable people to increase their incomes and to develop the economy of the community), information services (people can have access to knowledge in any time through the internet), recreation (people can enhance their physical health and mind through various activities such as physical exercises, sports, dancing...), health and hygiene (CLC is where people can learn about disease prevention, basic sanitation, and better nutrition), quality of life improvement (some communities organize a small group to receive useful knowledge and serve their interests), and religion and local culture (wise elder passes their understanding to the

next generation) (UNESCO, 1999). Therefore, we can see a crystal clear that CLC has significant impacts on the local community regarding their knowledge, skills, religion, and cultures.

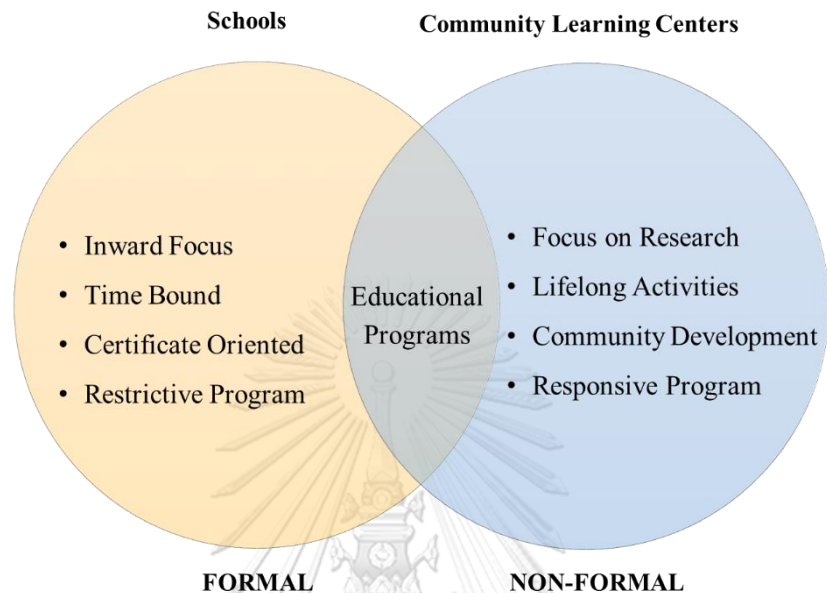


Figure 2.1 The different concepts of schools and community learning centers

Source: Literacy Watch Committee of Nepal (1999)

2.3.3 Community Participation in the CLCs

First and foremost, to have a clear image and understand community participation, especially in the CLCs, participation should be defined as contributing ideas, making decisions, and not focusing solely on access to the facilities (Gajanayake & Jaya, 1993). Besides, community participation refers to community people's involvement to solve any particular issues, and people feel happy about their freedom in making the decision and identifying their community's direction (UNESCO, 1999). Local participation is essential since the local people have specific local needs and knowledge that the experts cannot obtain effectively (Purcell, 2005). Thus, participation from the local people is very crucial in the development of the local community.

The success of CLCs can be hinged on the community participation that they develop a sense of involvement and holistic development in the community and solve

their problems through mutual understanding and census procedures (Aziz & Raza, 2001). Likewise, we can infer that it is crucial to instill and cultivate their awareness of the benefits of mutual understanding for the common good and development. To a greater extent, community participation can be taken place in the following images such as needs assessment (expressing their own opinions further improvement and prioritizing goals), planning (formulating objectives, goals, and plans), mobilizing (showing their sponsoring and support to the community in terms of human resources, physical facilities, and finances), training (participating the community's training program), implementing (engaging the management processes in terms of implying the agenda), and monitoring and evaluation (participating in evaluating the work done, recognizing the improvement and redefining the needs (Gajanayake & Jaya, 1993).

Therefore, these components of community participation will serve as a solid foundation to induce community learning centers to become more active and sustainable. Community participation is essential for the development of the community. It will help the people to the same mindset towards each other, making them live in peace and prosperity.

2.3.4 The Management and Organization of CLCs

In a general sense, the existence of CLCs heavily depends on the auspices and initiatives of local community groups, governments, NGOs, IGOs, and other relevant stakeholders. In some cases, the CLCs have been established through the local community people and national government. Principally, CLCs are supervised, managed, and financed by the local people in collaboration with the federal government and other outside donors (UNESCO, 2001a).

We can understand that local people are one of the key players in terms of managing and organizing of CLCs. For instance, in Bangladesh's case, their CLC's principles are to offer the local people authority to manage and organize the activities following their needs and demands. The local management and executive bodies have shouldered their full responsibilities to coordinate and oversee CLCs operation (Rahman, 2005). More often than not, the CLCs have to be more active in engaging

people in the community and promoting a sense of ownership. It is ideal for making sure that everyone feels belonging, and it is their contribution, so they will actively participate in the decision-making process. As they feel ownership, their participation will be increased, and the percentages to make sure that CLC sustainability will be high (UNESCO Bangkok, 2017). CLCs' programs mainly focus on literacy and non-formal education. They sometimes extend to the income-generating program, in which there are some possibilities that they can receive assistance from the government. Of course, each country's structural organization and management vary according to their regulation, context region, and cultures (Hardina, 2002). As a result, they produce their strengths and weaknesses in organizing and managing community learning centers' structure, respectively. It is imperative to organize and manage CLCs by understanding their pre-existing conditions and context. The governments, local people, NGOs, and other donors should have taken this matter into account to ensure community learning centers' sustainability (Firestone & Fear, 1982).

We can see a crystal clear that there are hierarchical and complicated management and organizations in community learning centers in a nutshell. It elucidates that there are complicated processes in the CLCs, which hinders community participation, as shown in figure 02.

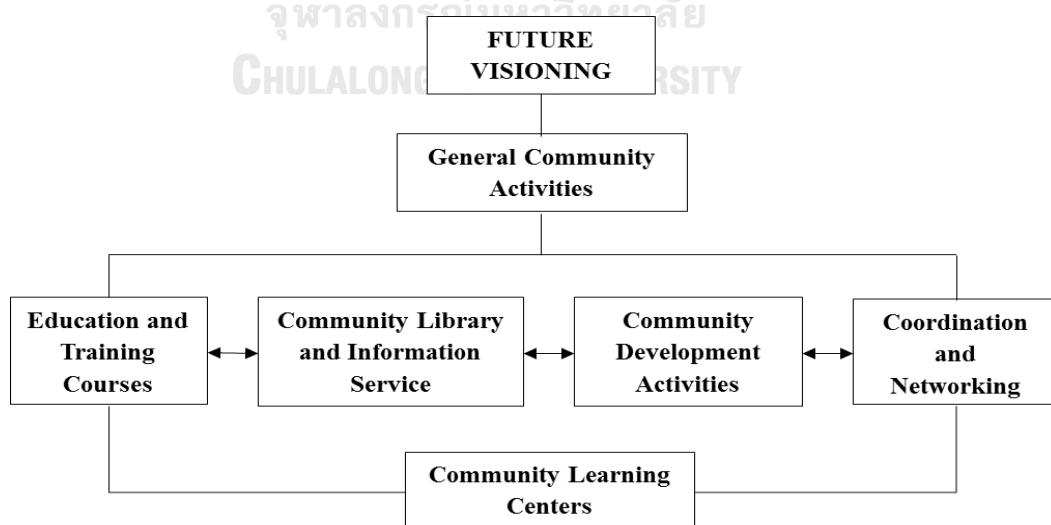


Figure 2.2 The Function of CLCs: An Integrated Approach

Source: APPEAL (2001)

2.3.5 Outcomes and Impacts of CLCs

The community learning centers have generated many positive impacts on the elevation of literacy and continuing education in both developed countries and developing countries, especially to the disadvantaged and marginalized groups, women, and seniors (UNESCO, 2008). Furthermore, CLCs have concerned with three broad branches of activities.

CLCs focused on basic literacy and vocational training activities with low relative literacy rates and small economic growth. Whereas the countries which are new industrialized and high relative literacy, CLCs concentrated on income generation, employment-related skills, and entrepreneurship skills. The states with a high literacy CLCs focus on re-skilling people and adjusting with economic changes and communication pathways (Clause, 2010). If we take an in-depth look into Indonesia's case, the CLCs positively impact the community learners. Literacy program related to reading and writing skills is one of the most impactful and successful applications, enabling the community people to fit themselves in the companies and job market (Fink, 2013). At the other extreme, the community learning centers' programs assist the local people in increasing their incomes, enhancing their hands-on experiences, knowledge, and skills. The study has demonstrated that there are around 65%-82% in favor of CLCs (UNESCO, 2008). On the contrary, if we look at CLCs in broader perspectives, we can see that CLCs are still in infancy compared to schools and universities in the formal systems. However, the impacts and outcomes of CLCs in improving education in many forms such non-formal education, informal education, and continuing education, could provide an inclusive chance for everyone to have access to school to become lifelong learners (UNESCO, 2017b).

In conclusion, the high impacts of CLCs should have noted by the national government, NGOs, GOs, and other relevant actors to strengthen the maturity of CLCs and develop CLCs to become lifelong learning Centers in the future (UNESCO, 1999). CLCs have significant impacts on the development of human resources, which is crucial for each country to achieve long-term growth.

2.3.6 Key Issues and Future Implication of CLCs

Building community learning centers are not challenging to do to make them sustainable and independent, which is problematic. For example, there are different scope and context in terms of performing and sustaining their CLCs. Hence, they need to be more curious about maintaining their centers; otherwise, the centers will become less sustainable, and the rates of emerging CLCs will keep going down (UNESCO, 2019). The big question should be asked, “How can we make CLCs sustainable?”

First and foremost, one of the most keys to making CLC sustainable is ownership (Wilcox, 1994). Most people come to CLCs in communities with various backgrounds, especially the people from the grass-rooted levels. They are a critical factor in the decision-making processes and giving feedback (Watt, 2001). Therefore, fostering engagement among the community members to be more involved in the decision-making processes is essential for CLCs to become more sustainable. For example, we can engage people in the community through building community information hub and conducting need assessment to identify learners' needs. We should also make plans and implement CLC activities in the communities and monitor and evaluate their performances. It is significant to remember that the greater participation of the CLC activities population, the higher the ownerships' possibility and reality (UNESCO, 2019). More participations lead to more ownership, and more ownerships lead to more sustainability.

On the other hand, saying it is easier than done. Moreover, many issues imply the future development of CLCs (Wang, 2009). Those issues are funding (it is one of the most common problems happening almost CLCs in all countries, and there should be a stiff strategy and action to harness the sustainability of CLCs in the future), management of CLCs (the organization and management of CLCs are still on-going issues, and they should organize and manage CLCs based on the needs and interest of the local people because, without the support from the local people, CLCs are not able to run effectively), the scope of CLC programs (the CLCs need to consider the range of their applications and the target groups, and it cannot cover all the programs and run everywhere (Wilcox, 1994). Therefore, CLCs should run programs based on the needs of community people and local contributions. The local people's input is

undeniable because local people are the main component to ensure the sustainability of CLCs (Aziz & Raza, 2001).

All in all, there are many potential issues in community learning centers, especially regarding community participation. It is because of various factors such as information barriers, lack of trust and ownership, complicated organizational process, family responsibilities and burdens, and lack of knowledge and understanding. There should be suitable and proper policies and guidelines to deal with those issues.

2.4 Community Learning Centers in Cambodia

2.4.1 The History of Community Learning Centers in Cambodia

Community Learning Centers were started under the Department of Non-Formal Education of the Ministry of Education, Youth and Sport in 1994 and supported by UNESCO. After that, a pilot project of CLCs under UNESCO Bangkok's support was implemented from 1999 to 2001 (Department of Non-Formal Education, 2000).

At the other extreme, community based-learning approach, Cambodia has attempted to use this approach to accumulate people to learn in the community through formal education. For instance, Cambodia has applied this approach since the early 1990s through the cluster school system (UNESCO et al., 2015). However, the participation of the population in the cluster school system is still limited. Cambodia has applied a new approach to non-formal education, namely “Community Learning Center” in 1999. More often than not, this project produced positive outcomes and some drawbacks in promoting community participation (Pich, 2008). CLCs in Cambodia support governments, NGOs, and other stakeholders since it is very young, lacking maturity, ownership, and leadership. As Cambodia is a developing country that requires sophisticated technology and human resources enough to run the centers smoothly, more or less, the challenges merge. These challenges can become the factors to thwart CLCs from moving on. According to the Ministry of Education, Youth, and Sport, approximately 347 CLCs in Cambodia are processing and implementing their activities in the rural areas (MOEYS, 2014b). Not all the CLCs can perform well at the other extremes, and only around 296 centers are working.

Simultaneously, the rest had no activities and became inactive due to a lack of community participation (MOEYS, 2014b).

Moreover, talking about the manual and guidelines of community learning centers in Cambodia, they were developed and updated by the Department of Non-Formal Education (DNFE) of MOEY. Still, there were no proper guidelines to promote community participation. The CLCs were managed and implemented by following the patterns of that manual. Remarkably, within this guideline, the CLCs have implemented and operated in uniform mechanisms and practices (MOEYS, 2011).

Hence, based on the guideline and manual, CLCs are required to divide and set up to two central committees, which are the CLCs Management Committee (CLC-MC) and CLC Support Committee (CLC-SC) (MOEYS, 2014b). The management committees of CLCs consist of 3 to 5 members, including 1 Chief, 1 deputy chief, 2 or 3 members, and one permanent secretary. The good thing is that at least one woman on the committee should have on the committee to make it balance and gender equity (MOEYS, 2014b).

2.4.2 An Overview of CLCs' Programs in Cambodia

Based on UNESCO (2007), community learning centers were traditionally considered a local community venue for community people to receive training activities, exceptionally functional literacy programs, and non-formal education activities. However, some popular programs such as income generation, skill training, community awareness, and development are running in the CLCs. Reflecting on the Cambodian context, there are many programs and activities conducted in community learning centers. Those programs are functional literacy, post-literacy, equivalency program (EP), re-entry program, vocational training (mechanics, salon, weaving...), life skill training, and income generation programs (MOEYS, 2014b).

Community learning centers have provided many opportunities to various groups of people, such as handicaps, women, seniors, marginalize and minority groups, and ethnicities (UNESCO, 2017a). Likewise, the students who missed the opportunity to study or cannot go to school in the formal education system have

provided them the second chance to pursue their education through non-formal education programs. Those programs are functional literacy programs, post-literacy, and equivalency program (Royal Government of Cambodia, 2019c). There is a particular case in Cambodia in which there are two main actors responsible and managing the non-formal education program. Some main actors manage and support those programs, but some main actors mainly manage those programs and activities. MOEYS is responsible for some programs such as functional literacy, post-literacy, EP, re-entry program, and life skill training and the Ministry of Labor and Vocational Training (MOLVT) (shoulders on mechanics, salon, weaving... (MOEYS, 2019).

Furthermore, many actors besides government sectors such as NGOs and development partners (DPs) also support the programs in the CLCs. Interestingly, most of the CLCs under the support of non-state actors (NGOs and DPs) are well functioning and more active than the CLCs under the government's support and operation. The CLCs, under the support of non-state actors, have more resources, both human and financial resources. Hence, they can operate the CLCs better (MOEYS, 2014b).

In conclusion, many programs are running in the CLCs, such as literacy, post-literacy, re-entry, equivalency, vocational training, life enhancement program, and many more. All those programs have played a critical role in fostering and updating local people's knowledge and capacities to meet the job market's requirements.

2.4.3 Types and Functions of CLCs in Cambodia

Community learning centers in Cambodia were established to provide equitable education and equal chances to everyone to access education, especially utilizing non-formal and informal education as spearheads (MOEYS, 2011). The primary function of CLCs is to serve as a communal avenue for the local people to access the provided activities and service and receive various non-formal education training activities. With that function, CLCs are enabling Cambodian people to enhance living standards via special training programs such as life skill training, health improvement, and income-generating programs (Hun, 2015). According to the Department of Non-Formal Education of the Ministry of Education, Youth and Sports

of Cambodia, they have divided CLCs into four main types or levels based on three main criteria (Department of Non-Formal Education, 2000). For instance, the three main criteria are the current situation of CLCs (seven indicators: physical infrastructures of CLCs, managing and leading, non-formal education program implementation, target group's learning, material processing, managing and using finances, cooperation with the community and relevant stakeholders), teacher skill training and non-formal education program teacher's performance (quality, qualification, training, and technical abilities, lesson plan, schedule, learning program textbook, core and skill textbook, attendance list management), and the participation of relevant stakeholders in the CLCs (receiving information, advertisement participation, participation encouragement, sponsoring and supporting, the confidence in the education programs run by CLCs, using CLCs for various purposes and events, understanding about the CLCs) (Chhen, 2019).

To sum it up, there are four many types of CLCs based on the level of standards such as development, average, essential, and low basic level based on three main criteria, according to table 01 (Evaluation Framework on the CLCs' Current Situation).

Table 2.1 Evaluation Framework on the CLCs' Current Situation

| <i>Criteria for evaluating CLCs</i> | The types or levels of CLCs | Scores |
|---|------------------------------------|---------------|
| <i>The current situation of CLCs</i> | • Development level | • 155-176 |
| | • Average level | • 111-155 |
| | • Basic level | • 67-110 |
| | • Low basic level | • 44-66 |
| <i>Skill training and NFE program teacher</i> | • Development level | • 29-32 |
| | • Average level | • 21-28 |
| | • Basic level | • 13-20 |
| | • Low basic level | • 08-12 |
| <i>The participation of relevant stakeholders in the CLCs</i> | • Development level | • 25-28 |
| | • Average level | • 18-24 |
| | • Basic level | • 11-17 |
| | • Low basic level | • 07-10 |

Source: CHHEN VIT (2019), Department of Non-Formal Education

2.4.4 The Policies and Manual of Community Learning Centers in Cambodia

Looking back to the concept of non-formal education brought to Cambodia in 1997 and developing CLCs was initiated. Ministry of Education, Youth, and Sport have embarked on running CLCs by using the government's budget in 2003 after a successful conducting pilot project in three legend provinces such as Kampong Speu, Takeo, and Kampong Thom from 1999-2001 under the financial and technical supports of UNESCO (MOEYS, 2014b). Besides, some NGOs are working on the field of non-formal education by using the CLCs' platform. Unfortunately, the current and foreseeing future of CLCs looks not so promising. Some of the CLCs have not functioned well due to some threatening issues, namely a low level of awareness towards CLCs' concept, limitation of available resources, a little community participation, and a low level of practicality CLCs' manual (UNESCO, 2008).

MOEYS has worked collaboratively with UNESCO to revise the policies and manuals to assist non-formal education officials and staff inadequately managing and functioning CLCs (Lay et al., 2013). By and large, in the Cambodian context, CLCs are considered an omnipresent place for providing education and other information related to community development to respond to the demands of the community people. The Education Law 2007 stated, "The Royal Government will continue to expand informal education through literacy and vocational programs, the establishment of community learning centers and the implementation of equity programs" (Royal Government of Cambodia, 2007, p. 25). Whereas NEF National Plan of Action 2008-2015 defined CLC as a place where it provides education and other sites related to community development to respond to community people and drop-out-school students (MOEYS, 2014a). Moreover, this policy has set the target to create one CLC in one commune to function. It plays an essential role in providing non-formal education activities and vocational training programs. More often than not, Education Strategic Plan, 2009-2013, stated that "The Royal Government will continue to expand non-formal education through literacy and ten vocational programs, the establishment of community learning centers and the implementation of equity programs" (MOEYS, 2014a, p. 54).

In conclusion, we can see significant manuals and outlines for setting up community learning centers in Cambodia. Besides, there are some laws and mechanisms to manage and organize training activities in the CLCs. The manual will serve as an instrument to sustain community learning centers.

2.5 The Concepts and Theories of Community Participation

2.5.1 Definition of Community Participation

Community participation means that people have the right to participate in any activities. It benefits them and the whole community, and according to Shaeffer (1994) (Arnstein, 1969), people are participating in the community within 07 different levels, such as the mere use of service, involvement of resources, attending programs, consultation, partnerships, implementation and making decisions. It is also about creating chances for all community members to actively and influence the development process and share equitably in the fruits of development (Midgley et al., 1986).

2.5.2 Theories of Participation

Regardless of theories and concepts of participation, plenty of theories emerge to support the concept's involvement. However, those theories of participation apply to different situations and contexts.

2.5.2.1. A Ladder of Citizen Participation

According to Arnstein (1969), citizen participation is a little like eating spinach, which means no one is against it in principle because it is suitable for everyone. Participation is a long process in which it takes time to see the progress and reach the ultimate goals. She has stated that citizen participation is about gaining the power to the have-not and has included them in the future. Arnstein (1969) determined eight steps of citizen participation, as shown in figure 03. Mainly, it is, namely as “A Ladder of Citizen Participation.”

In the bottom rung of citizen participation, there are manipulation and therapy. It is considered as “nonparticipation,” which is a kind of deceived engagement. At the

other extreme, it was created by the powerholders for their sakes and benefits. Therapy referring the participation through receiving the services (Kline & Le Gates, 1971). For instance, the community participates in obtaining health and education services. The third rung is informing people through social media, leaflets, newspapers, and other means. In this sense, the people did not contribute anything to their participation. The fourth rung is a consultation in which people could communicate with the governments or the powerholders, but it is just one-way communication. The citizen does not provide a chance to give their feedback and make a comment. The fifth rung is placation, which is one of the highest tokenism levels because they provide some spaces for the have-not power to make some decisions, but it still hides the interests of powerholders. The sixth rung is a partnership that enables the citizens to negotiate and do the trade-off with governments or the elite people, which is one type of citizen power. The seventh and eighth rungs are delegated power and citizen control, in which the have-not citizen obtains most of the power, especially in the decision-making process.

In conclusion, according to Arnstein (1969), there are eight levels of citizens in terms of participation, such as manipulation, therapy (nonparticipation), informing, consultation, placation (tokenism), partnership, delegated power, and citizen control (citizen power) as showing in figure 03.

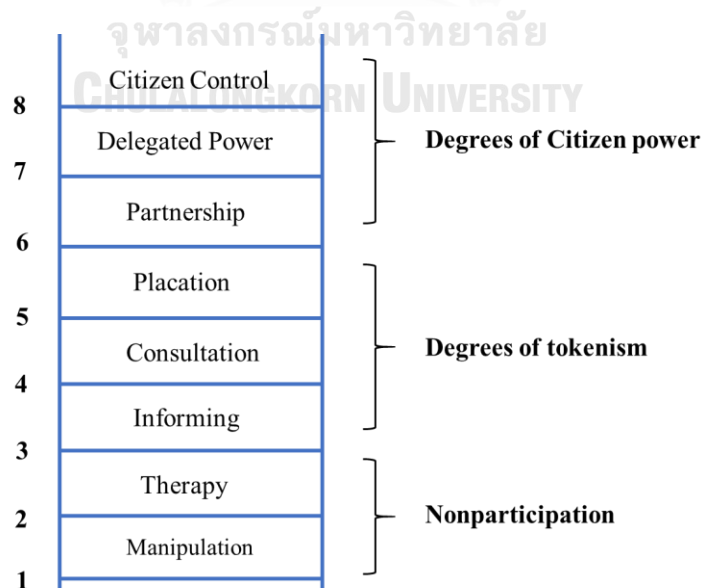


Figure 2.3 A Ladder of Citizen Participation

2.5.2.2. A Rung of Community Participation

As the definition of participation is quite confusing and vague, Sheldon Shaeffer (1994) has distinguished the word “participation” and “involvement” in some cases. He mentioned that community participation means that they have a right to be a part and partaking of the action, while community involvement refers to the act of community. Some authors prefer community involvement in community participation since they do not just participate, but they have to take responsibilities and be more active.

Sheldon Shaeffer (1994) has modified “A Ladder of Citizen Participation” by Arnstein (1969) to “A Rung of Community Participation.” As the first rung is the mere use of services, which is the lowest level of participation, the community people participate just to utilize the schools and centers' services. The second rung is the involvement of resources, materials, physical labor, and finances from the local people contributing to the schools. The third rung is attending the programs, which means the people come to the schools and centers to participate in the training programs and activities. Similarly, the first, second, and third rung is the lowest participation or inactive participation.

Moreover, the fourth rung is a consultation in which people have a certain amount of exchanging their ideas and suggestion. However, it is just a one-way flow of information, which means that their participation is still limited. The fifth rung is a partnership in which the local people can collaborate with power holders to support other relevant actors' programs. Their power is a bit higher compared to different levels of participation. The sixth rung is the implementation in which the participants or the local people can implement the proposed programs and setting up activities. Finally, the seventh rung is making a decision, which is the highest power that community people should have. In this level of participation, the local people are able to make any decision that is aligned with their interests and beneficial to the whole community.

In conclusion, Sheldon Shaeffer (1994) noted that the four rungs below from the mere use of services up to consultation are considered “inactive participation or

passive collaboration.” The last three rungs are determined as “active participation.” In other words, it is genuine participation with decision-making power.

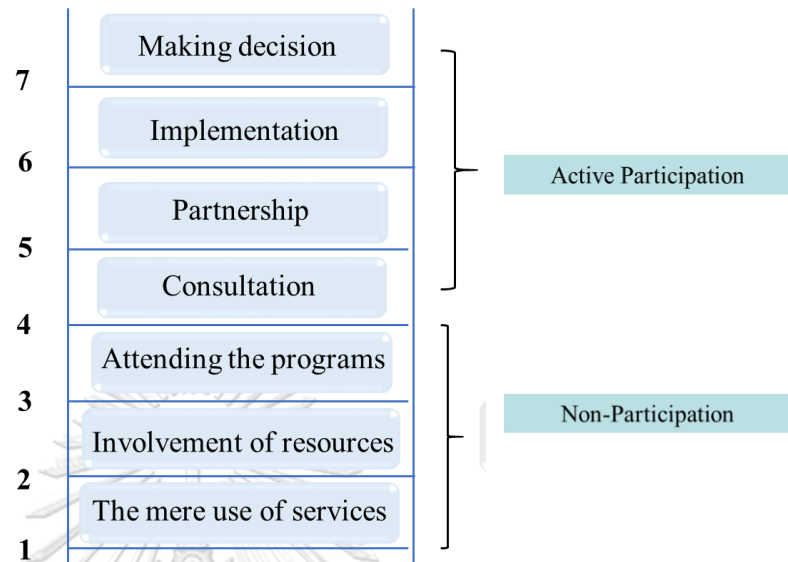


Figure 2.4 A Rung of Community Participation

2.5.2.3. A Ladder of Community Participation in the CLCs

After reading and reviewing many concepts, theories, and relevant research studies regarding community participation, the researcher has synthesized community participation levels in community participation into seven levels of participation.

A ladder of community participation consists of seven levels of participation based on theories of existing literature. The first level of participation is utilizing the services from the centers where the community people come to community learning centers to use the services such as reading, meeting, having a conversation, and so on (MOEYS, 2014b). They do not know anything about the centers and contribute less to the centers. The second level is resource mobilization, which refers to the local people's contribution to the community learning centers through labors, materials, and finances; it is considered inactive participation (Wilcox, 1994). The third level of participation is attending the programs in which the community people attending the training programs and activities in the centers but no participating in the decision-making process (Arnstein, 1969). In other words, they just come to get the benefits from the centers. At the other extreme, it is about diagnosing the needs in which the

community people have a right to suggest their concerns or obligations to the centers. However, it is just a one-way communication flow; it does not make sense full participation (Wilcox, 1994). The fifth level of participation in the implementation in which the community people are able to collaborate and negotiate with governments to implement their concerns or contributions into actions (Pich, 2008). It is more participation in that sense. Also, the sixth level of participation is in monitoring and evaluation. After implementing their ideas into operations, the community people monitor and evaluate their actions' value and progress. It is for future improvement (Shaeffer, 1994). Finally, the seventh level is making a decision, which is the highest level of participation in which the community people have the power to decide their contribution. It makes them feel a sense of ownership and contribution, which leads to active involvement and sustainable centers.

In conclusion, there are seven levels of participation in community learning centers in the CLCs. The first four participation levels are utilizing services, resources mobilization, attending the program, and diagnosing their needs are considered inactive participation because their participation levels are quite limited. Whereas the third levels of participation are implementation, monitoring, and evaluation, and making the decision which are the highest levels of participation, and it is considered active participation. It has summarized as elucidating in figure 05.

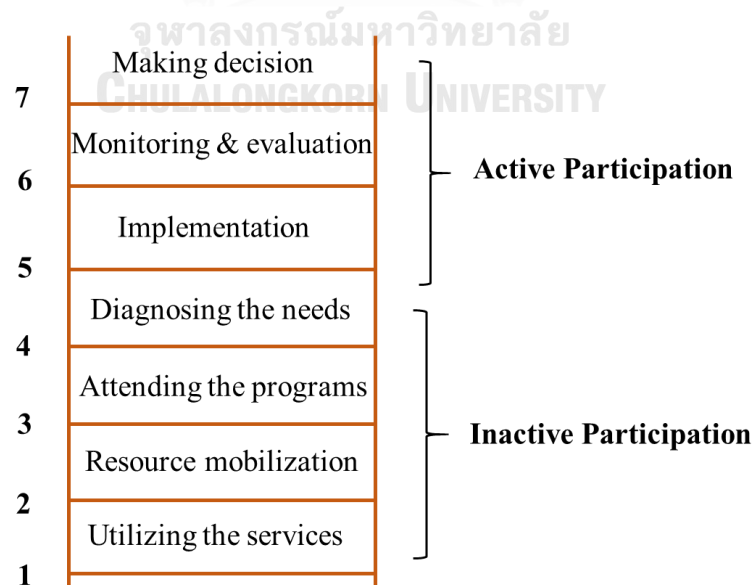


Figure 2.5 A Ladder of Community Participation

Table 2.2 Synthesizing Components of Community Participation in the CLCs

| Components of Community Participation | Authors | | | | |
|--|-----------------|-----------------|--------------|--------------|-------------------|
| | Arnstein (1969) | Shaeffer (1994) | David (1994) | MOEYS (2014) | Nipun Pich (2008) |
| 1. Manipulation | | | | | |
| Non-Participation | √ | | | | |
| No real objectives for participation | √ | | | | |
| 2. Utilizing services/Merely uses/Therapy | | | | | |
| Convenient location | | √ | √ | √ | √ |
| Well-equipped facilities | | √ | | √ | √ |
| Conducive environment | √ | | | √ | √ |
| 3. Resource Mobilization | | | | | |
| Contribute finances | | √ | | √ | √ |
| Contribute material (lands, woods...) | | √ | | √ | √ |
| Contribute physical labors | | √ | | √ | √ |
| 4. Attending Programs | | | | | |
| Have up-to-date information | √ | | √ | √ | √ |
| Attractive and responsive programs | | √ | √ | √ | √ |
| Flexible schedule of programs & activities | | | | √ | √ |
| Having good rapport among learners & teachers | √ | | √ | √ | |
| 5. Diagnosing the Needs | | | | | |
| Receive and provide constructive feedback | √ | √ | | √ | |
| Invite for attending the meeting | | √ | √ | | √ |

| Components of Community Participation | Authors | | | | |
|--|-----------------|-----------------|--------------|--------------|-------------------|
| | Arnstein (1969) | Shaeffer (1994) | David (1994) | MOEYS (2014) | Nipun Pich (2008) |
| 6. Implementation | | | | | |
| Volunteering work | | √ | √ | √ | |
| Have a high degree of responsibility | √ | | | √ | |
| 7. Monitoring and Evaluation | | | | | |
| Participate in the appraisal of final work | | √ | √ | √ | |
| Recognize the working improvement | √ | | √ | | |
| 8. Decision Making | | | | | |
| Have power in the making in any plans | √ | √ | | √ | √ |
| Sense of ownership and commitment | √ | √ | | √ | |
| Advocacy and raise their voices | √ | | | √ | √ |

Based on table 02: synthesizing components of community participation in the CLCs, especially in the CLCs, there are seven components which should be used such as utilizing services/merely uses/therapy/resource mobilization, attending programs, diagnosing needs, implementation, monitoring, and evaluation, and decision making. In a sense, it helps confirm those components of community participation with the Cambodian experts to analyze the specific context in Cambodia.

2.5.3 Types of Community Participation

There are various types and forms of participation based on the literature review in terms of community participation. It is crucial to digest our understanding of community participation since it is a stepping stone towards the comprehension levels, problems, principles, and community participation processes.

According to Michael Kenny (1997), he has stated that there are five main types of participation. The first one is passive participation, which refers to a deficient level of participation. The community people do not have a privilege in the making-decision process, and they just come to participate because of forcing or persuading to join without their voluntary. The second type of participation is non-participatory participation. It is referred to as the situation with a minimum level of community involvement with the organization's criteria and regular. Hence, they are not able to have full participation and decision. The third type of participation is negotiated participation. It is medium-level participation in which the mutual and reciprocal perceptions have been shared.

Notably, most activities and programs are shared with participants. For instance, community people can negotiate their programs and training activities with the course designers. Hence, there is some flow of information to some extent. The fourth type of participation is spontaneous participation. There is a voluntary contribution from the community people regarding human resources, physical labor, and finances. In other words, it is referred to as resource mobilization to support the sustainability of the organizations or centers. As a result, it is a high level of participation compared to other participation levels, as aforementioned. The last type of participation is active participation. The community people have full power to participate, and they voluntarily partner with the outsiders to support organizations. It is also the highest level of participation in which the community can participate in the decision-making process. However, Arnstein (1969) has divided the types of participation into eight types, such as manipulation, therapy (nonparticipation), informing, consultation, placation (tokenism), partnership, delegated power, and citizen control (citizen power). Interestingly, Shaeffer (1994) has revised a ladder of citizen participation into seven types of participation, namely the mere use of service, involvement of resources, attending programs, (inactive) consultation, partnerships, implementation, and making decisions (active participation).

In conclusion, we can see that various scholars and experts have defined many types of community participation. It lies a foundation for us to understand an

overview of community participation and be able to categorize and identify each type of community participation in a general sense.

| Types of Participation | Meaning |
|-------------------------------|--|
| Passive Participation | It refers to a very low level of participation. The community people don't have a privilege in the decision making process and they just come to participate because of forcing or persuading to join without their voluntary. |
| Non-Participatory | It is referred to the situation in which there is a minimum level of community's involvement with the criteria and regular of the organization. |
| Negotiated Participation | It is a medium level participation which the mutual and reciprocal perceptions have been shared with each other. |
| Spontaneous Participation | There is a voluntary contribution from the community people in terms of human resources, physical labors, and finances. |
| Active Participation | The community people have full power to participate, and they voluntarily partner with outsiders to support organizations. |

Figure 2.6 Typologies of Community Participation

2.5.4 Levels of Community Participation

After comprehending the kinds of community participation, it is ideal to understand in-depth community participation levels. Also, community participation levels indict and shed light on community participation problems since the levels of community participation are intertwined with causes of community participation issues.

According to David Wilcox (1994), there are five participation levels: information, consultation, deciding together, acting together, and supporting independent community initiatives. The first level is information, which is a low level of participation because it tells people what they are doing. It is more about informative details and clarification. Moreover, the second level is a consultation in which it is about offering people choices between options they have developed. It is like one-way communication, which does not make any impact much on their decision. The third level is deciding together, which refers to others' allowance to contribute ideas, options, and selection.

Furthermore, the fourth level is acting together, putting their choices into practice in partnership. In other words, it is about the implementation of their ideas to make them into action. The fifth level of participation supports independent community initiatives in which it is about assisting others in carrying out their plans. They can help each other through the involvement of resources (materials, labors, and finances). Nonetheless, according to Arnstein (1969), there are three participation levels based on various types of participation, such as nonparticipation, tokenism, and citizen powers. Moreover, based on Shaefer, there are only two participation levels: active participation and active participation.

All in all, we can see a crystal clear that there are various levels of community participation which we should have paid our attention to and been aware of those participatory levels. Notably, in Cambodia, community participation levels are critical low, which is inactive of community participation. Consequently, there are many problems regarding community participation in the CLCs in Cambodia.

2.5.5 Issues of Community Participation

There are many complicated issues of participation which the obstacles are and hinder the participation from coming into existence. It is significant to consider and digest our understanding of community participation causes implicitly; otherwise, the participants will be in vain.

According to David Wilcox (1994), participation is a longheaded standing process which are many problems in the participation. The lack of power is standing behind the participation process, which lies in power and control issues because of the lack of power, certainly in the decision-making process. Hence, people feel reluctant to participate in any particular phase. At the other extreme, the lack of ownership and commitment are the problems when people cannot see some points in being involved (Watt, 2001). There is no point for them to put much effort into participating or contributing their works to the organizations since they do not see any benefits for them.

Moreover, the lack of confidence and capacity is a significant barrier in people's involvement because they lack confidence in joining activities, groups, or organizations unfamiliar with them. More often than not, the lack of awareness occurs when some people see no benefits or relevance. It is also because they feel low self-esteem about their roles. The lack of trust occurs when they will deprive community participation when they suspect they are being misled or betrayed, and it lacks transparency and opening procedures (Shaeffer, 1994). The feeling of apathy refers to people who do not want to get involved in what the organizations offer them. It occurs because of many reasons, such as seeing no benefits or importance of their participation. Another issue is their attitudes, which is one of the significant barriers to participation, which lies in people's attitudes to the process. They might feel a lack of confidence or feel the action is not their responsibility. Finally, the information barrier is one of the significant obstacles because, without information reachable, people will not acknowledge the process of the programs or activities. It becomes an obstacle for them in terms of participation.

To sum it up, there are many predominant issues, such as the lack of power, trusts, ownerships, confidences, and commitment, attitude, and information barriers.

Hence, it is ideal for developing a particular resolution to alleviate those negative impacts of participation and have a practical guide to participation.

2.5.6 The Best Practices of Community Participation

Participation is a long process in which it consumes a considerable amount of time to get people involved. There are plenty of principles and procedures that have emerged in community participation and ensure organizations and centers or particular places that belong to the community.

The first step is identifying the community's needs and interests in which it is significant to diagnose the community's needs and interests as the participation. Once we know it clearly, it is facile for us to organize activities, programs, and facilities to lure them into participating in the organizations. For example, Indonesia made an effort to diagnose the community people's needs and problems to enhance community participation levels in community learning centers (Wamaungo et al., 2010). Besides, empowering the community is about helping people achieve their purposes by increasing their confidence and capacity. It can be done through coaching and training. Also, developing trust is about making the community believe and be willing to grain and contribute their labor, materials, and finances to support the organizations; it can be achieved by building the organizations' credits. For instance, in China's case, the Chinese government has attempted to promote inclusive community participation by equipping the CLCs full of facilities to give community people disabled and disadvantaged groups of people. By so doing, local people can receive the services from CLCs equally. The Chinese government tried to abolish corruption, aiming to promote transparency and build trust with community people.

Furthermore, increasing ownership and acceptability of the outcomes gives them a chance to contribute their ideas and make their voices heard. They will have a sense of ownership and commitment towards their participation. The last one, creating equal opportunity, means that everyone should have equal chances to participate and make sure that everyone (genders, disabilities, cultures, genders, and religions) can get involved. Moreover, political reformation is a long-term process to enhance community participation. To a great extent, the government has the policies to

incentivize the staff through promoting awards to the outstanding instructors, administrative staff, and students in the CLCs. Governments empower the local community through training to build their capacity (UNESCO Bangkok, 2017).

In conclusion, there are some particular mechanisms and strategies to cope with issues of participation. Those issues are diagnosing community people's needs and interests, empowering community people by conducting training, developing trusts, increasing ownership, and creating equal opportunity for everyone to participate in the participating process.

2.6. Community Participation in Community Learning Centers

2.6.1. Programs and Activities of Community Participation in the CLCs in Cambodia

According to Non-Formal Education Statistics 2018, there are approximately 356 community learning centers. On the other hand, only about 279 CLCs are functioning, which is not a good sign for the future of CLCs in Cambodia (Department of Non-Formal Education, 2018c). Also, around 18 CLCs are under the control and support of DPs, and surprisingly, all the 18 CLCs are well-functioning (Department of Non-Formal Education, 2015). Therefore, we can see that the CLCs supported by DPs and NGOs are more sustainable than the CLCs supported by the governments due to some predominant factors such as community participation, human resources, facilities, and finances (MOEYS, 2014b). In addition, regardless of the programs and activities of community participation in CLCs of Cambodia, China, Indonesia, Japan, and Thailand have elucidated some particular issues of community participation in their respective CLC.

Community people in Cambodia have utilized CLCs for various purposes and benefited from meeting rooms, reunion venues, training, and teaching classes. For instance, around 544 classes in CLCs (449 types are in the CLCs of governments, and 45 classes are in the CLCs of DPs). Besides, the number of community people participating in CLCs are roughly 8,090 people whose female is about 5,112 women, and male is about 2,978 men. As a result, around 7,272 people completed the programs (4,680 are females, and 2,592 are males) (Department of Non-Formal

Education, 2015). Based on these numbers, we can see that female is more participating in the CLCs than the male, which is a good sign of gender empowerment and promotion. However, the numbers of females are dropping out the classes and training programs, which are significantly increased comparing to the males due to some particular issues such as family burdens, traditional cultures, the lack of awareness regarding the benefits of CLCs, and just to name a few). Therefore, there should have some rigid policies and strategies from the government to enhance community participation in CLCs. By so doing, CLCs will become more mature and self-resilient, which it could manage and function by the local community people. People will augment the sense of ownership and commitment towards the sustainability of CLCs. Whereas China, Indonesia, Japan, and Thailand have different and diverse programs to appeal to the local people to participate in community learning centers. For instance, CLCs in China has offered training programs for the workers who wish to work in the factories to obtain some knowledge and skills before entering the job market (UNESCO, 2011).

Similarly, CLCs in Indonesia is one of the most flexible centers. Most of the programs conducting in the CLCs are established to fulfill the community's demands and solve the community's issues. CLCs can hold any programs if it serves the community's interests and needs. Furthermore, vocational training and income-generating programs are considered types of programs promoting socio-economic and employment status based on Juma Abdu Wamaungo, Sutaryat Trisnamansyah, and H. Mustofa Kamil (2010). More often than not, in the case of Japan, community learning centers were known as "Kominkans," which is the famous place for the community people coming to get services and receive non-formal education activities and programs (MEXT, 2008).

Moreover, kominkan is the center where all the people (regardless of their ages, genders, religion, and cultures) come to visit and seek their services. At the other extreme, there are many non-formal education programs and activities conduction the CLCs of Thailand. Functional literacy and equivalency programs are conducted in the CLCs to give community people more opportunities to access education.

In conclusion, we can see that various programs and activities have been conducted in the CLCs to appeal to the community's interests to participate and benefit the local people in different purposes and contexts. There are exact data regarding community participation in Cambodia, as shown in table 02.

Table 2.3 Community Learning Centers in Cambodia (2018)

| Description | Number of Places | | Class | Teacher | | Enrolled/Reading | | Completed | |
|--------------|------------------|----------|-------|---------|--------|------------------|--------|-----------|--------|
| | Total | Function | | Total | Female | Total | Female | Total | Female |
| CLCs | 356 | 336 | 647 | 590 | 323 | 10,199 | 6,638 | 9,170 | 6,041 |
| PoEYS | 324 | 261 | 499 | 505 | 262 | 7,066 | 4,552 | 6,547 | 4,212 |
| DPs | 18 | 18 | 45 | 63 | 20 | 1,024 | 560 | 725 | 468 |

Source: NFE Statistics and Indicators (2018)

2.6.2. Problems of Community Participation in the CLCs in Cambodia

In terms of community participation, it is a long process to achieve, and it is not an over-night success. On the other extreme, community participation can be dependent on various factors such as economic, political, cultures, and other factors (Pich, 2008). The same is also true in Cambodia; there are some lukewarm problems regarding community participation in CLCs of Cambodia and other countries like China, Indonesia, Japan, and Thailand.

Community learning centers established to engage the local community to participate and receive significant benefits. There are many problems regarding community participation in the CLCs in Cambodia and other countries. The first problem is about the information barrier, which is the limitation of information and dissemination to reach the community people living far from the CLCs (Department of Non-Formal Education, 2018b). Most of the time, the administrative staff hold the meeting with many community people without participating in the decision-making process (Pich, 2008) (MOEYS, 2014b). For instance, there are some problems caused

by the information barriers in China's case due to the government system as the communist regime.

Consequently, the critical information of CLCs is not able to reach the target groups of people. The second one is the lack of awareness regarding the benefits of CLCs in which community people do not know what CLCs means to them and the benefits of CLCs towards their improving life. As a result, it becomes one of the significant obstacles preventing community people from participating in Cambodia's CLCs (Sotheary & Sithon, 2005). The third issue is the lack of a sense of belongings and ownership in which the community people do not feel that CLCs belong to them because they can contribute their ideas to the CLCs (MOEYS, 2014b). For example, in the case of Indonesia, due to a strong dependence on the governments' budget, there is a lack of local community's motivation in contributing to the CLCs, and the deprivation of community ownership and commitment has occurred. Besides, in most cases, all the problems provided by the CLCs are not able to respond to the exact needs of the community people, and with little or no participation from the community members in most activities, there has emerged a situation of lack of community people's motivation; hence, it leads to a situation of 'half-hearted' local participation (Wamaungo et al., 2010). Community participation issues in the CLCs of Thailand occur due to the lack of government's budget and community people's lack of ownership and commitment (UNESCO, 2008). The fourth one is the limitation of their knowledge and capacity. Most community people are uneducated people, and they do not know the importance of their participation in CLCs, which could better their living standards. Besides, they always feel inferior because of their low knowledge level and capacity, so they put all the decisions and power to the government to decide on their destiny (Pich, 2008).

Moreover, the fifth one is socio-economy, in which the family burdens and responsibilities can refrain from participating. Most of them are busy working to support the family without caring about the impacts of CLCs on society (Chhen, 2019). The sixth is the antagonism relationships between the official government in CLCs and the community people. If these actors do not have a strong and lack of trust, participation will never occur. Community people will doubt their participation

and do not believe that their participation can benefit them in general (Chhen, 2019). More often than not, the seventh is the Cambodian governmental system.

Furthermore, Cambodian governmental system has practiced relatively rigid, and top-down approached (Centralization), which all the decision is from the power to the have-not power. Hence, the have-not power will not be able to participate fully and contribute their ideas. As a result, community participation will never come in reality (Chhen, 2019) (Pich, 2008). The eighth is the unattractiveness of the program. Suppose the program is not so attractive to the people who could not appeal to their interests. In that case, the participation will decrease, and people will have no willingness to participate in the training programs and other activities (Hun, 2015). In Japan's case, some activities and programs provided by CLCs to the community people are relatively conventional in a general sense that lacks the community's interest. Remarkably, most Japanese are senior people who cannot participate in CLCs due to physical barriers and natural disasters.

Furthermore, in China, some programs and activities can respond to the community people's needs and demands to match the job market. It cannot appeal to and arouse the local people's interest in participating in the CLCs (UNESCO, 2011). The ninth is the deterioration of the centers' facilities. Since most of the facilities and materials in the centers are getting older, it cannot fulfill the community people's demands, and it makes the centers less active to the people (World Bank, 1995).

In conclusion, there are many prominent issues regarding community participation in the CLCs in Cambodia and other countries, such as information barriers, lack of awareness, lack of sense of belonging and ownership, lack of knowledge and capacity, socio-economic issues, the antagonism relationships between the official government in CLCs and the community people, governmental system, the unattractiveness of programs, and deterioration of the centers' facilities.

2.6.3. Previous Strategies to Enhance Community Participation in the CLCs in Cambodia

There are many strategies and mechanisms to enhance community participation in the CLCs, especially in Cambodia and other countries. Cambodian

governments have increased their attention to the significance of community participation by initiating to increase community participation in the local community decision-making process by reforming the decentralization system through the commune council election (MOEYS, 2014b). The cluster school concept was initiated in the early 1990s to improve decentralization and promote community participation (Pich, 2008). After applying this concept, we can see that the local government environment has changed, and people have improved. Besides, the community people have more involvement and contribution through resource mobilization, such as labor forces, material, and finances to the CLCs. Even though they are delighted to contribute their resources, they tend to exclude themselves from the decision-making process because they feel that it is not their responsibility. It is more about the technical and administrative staff who should do it (World Bank, 1995).

In terms of information barriers, the Royal Government of Cambodia has various strategies and mechanisms to cope with this issue. Social media, especially Facebook, has played an essential role in disseminating information and leaflet pamphlets, newspapers, and so on, which have been used to reach the community's information (Pich, 2008) (Hun, 2015). The Chinese government has also attempted to promote inclusive community participation by equipping the CLCs full of facilities to give chances to community people who are disabled and disadvantaged groups of people to participate in the CLCs. By so doing, local people can receive the services from CLCs equally. The Chinese government tried to abolish corruption, aiming to promote transparency and build trust with community people. Second, the Department of Non-Formal Education in Cambodia has conducted monthly meetings with the community people to listen to their concerns and ideas to enhance their sense of belonging. Of course, the CLCs process should come from the demand-driven (the community interests and demand), and it should not be supply-driven.

Additionally, the government has made an effort to encourage the local community to participate, especially in resource mobilization, by providing them enough information and understanding the benefits of CLCs. MOEYS worked collaboratively with UNESCO Phnom Penh to give the community people non-formal primary education and vocational training with funding from the United Nations

Human Security Fund (UNHSF) (Pellini, 2005). We can see that the community people have changed their attitude, behavior, and skills, status, and system. They started to realize the benefits of CLCs, which makes an increase in community participation. Furthermore, promoting transparency and providing an equal chance to everyone to access CLCs is one way the Cambodian government is trying to increase community participation numbers. Third, Indonesia's government has a strong commitment to providing the local community with education services, which has reflected on community learning centers' growth since 1999 (Wamaungo et al., 2010). Due to Indonesia's good governance and policies, some CLCs are becoming sustainable, which means they can generate their outcomes to support the centers without government assistance. Besides, in the Thailand context, the programs and activities were run based on the community people's needs as well as to solve the community's issues. Due to the states have resources and connections at national levels, countries have played an essential role in helping CLCs design a learning process to meet the needs of each community people (UNESCO, 1999).

In conclusion, there are eminent resolutions and previous policies to handle community participation problems in the CLCs in Cambodia and other countries. They can use social media, reform the governmental system, conduct a regular meeting with the community people, provide some training to help them see the benefits of community learning, and build trust and make CLCs' organizational system more transparent.

2.6.4. Methods to Enhance Community Participation in Community Learning Centers

There are various methods to enhance community participation in community learning centers, which have been mentioned by various scholars and educators. Moreover, those ideas intend to promote community participation and cultivate and instill community people to participate in learning centers and community learning centers.

Community Participation methods by Donald W.Littrell (1971) and Firestone and Fear (1982)

According to Littrell (1971), community participation should have taken place in various elements as follow:

- Community people should have chances to raise their voices in the planning process.
- Community people should have a sense of ownership and belong to activate their participation.
- All the community people should involve in the planning process and take a holistic approach.
- The members of a community should be allowed to create their community plan with external technical assistance.

In addition, Firestone and Fear (1982) mentioned increasing and fostering community participation in the implementation and planning programs and activities. There should be establishing a community advisory committee with local people as a representative to identify local needs and advise the development and implementation mechanisms to solve any arising problems.

According to Donald W.Littrell (1971) and Firestone and Fear (1982), to sum it up to mobilize community people to participate in any activities by raising their voices in planning the programs, building a sense of ownership, taking holistic approaches, and establishing community advisory committee.

Professional Development and Policy Direction

Professional development and policy direction are significant in fostering community participation and motivating them to contribute their ideas and opinions to develop their community. Without those two core components, there are no points of community people to participate because of the lack of their leaders' knowledge and capacity, direction, and purposes to lead the community.

Moreover, it is vital to develop instructional programs, workshops, and seminars to train the local leaders and enhance their professional development (Cocciolo, 2010;

Register, 1997). To enhance their professional development, stakeholders' linkage both internal and external to exchange their knowledge and skills from diverse backgrounds. By so doing, they learn from new knowledge and experiences from their neighboring communities. Budget allocation is needed and a requisition to foster the local leaders' capacity building because, without enough budget, professional development has never taken place.

The mission statement and process should guide those interested parties in implementing capacity building strategies with those relevant stakeholders (Fear 1984)(Fear, 1984). McMillian and Chavis (1996) pointed out building a sense of community where community members recognize each other through community norms, values, and visions to address their shared goals and objectives collectively. Glickman and Nye (2000) emphasize networking, which is the corporation's ability to establish, work, and build relationships with other institutions to regain grants from external and internal communities. In the same way, establishing personal relationships with community stakeholders rather than power breakers means they should be friendly to community people and empower them rather than control them.

In conclusion, professional development and policy direction with conspicuous vision and purposes are the catalysts to speed up community participation, immensely contributing ideas and feedback to implement and improve their community.

Redesign Curriculum and Information Dissemination

Curriculum and teaching methodology are compulsory for appealing community participation since community participation will never occur without attractive and responsive programs and activities. Information dissemination can help be a channel to cultivate people to participate in organizations and centers.

David Wilcox (1994) said that opening discussion and two flows of information allow community people to exchange ideas and suggestions with implementors and practitioners. Information dissemination is the main principle to reach out to the community people and help them acknowledge community learning centers' activities and programs, especially in Cambodian community learning centers (Pich, 2008). Furthermore, according to a report of non-formal education of the Ministry of

Education, Youth and Sport in 2018, it needs to revisit and redesign curriculum and activities in community learning centers and solve community people's problems. Andragogy theory should be implemented in community learning centers regarding teachers' role, setting the climate, and teaching community people (S.Knowles, 1980). Besides, the programs and activities should focus on community people's needs and help them put their problems into a solution. The regular meeting should be conducted and held to diagnose community people's needs to allow them to contribute to planning their learning programs and activities. Hence, community people will be happy and willing to participate in community learning centers.

In conclusion, redesigning and developing curriculum and information dissemination should be implemented to generate and lure more community people into community people. These methods could be the guidelines to enhance community participation in community learning centers.

Career Pathway Development

The career pathway for community people is crucial to encourage them to participate in the centers. It is crucial to set a clear pathway in career development since community people need to see the importance and significance of centers. Similarly, there is no point for community people to participate in the centers and organizations with seeing their benefits.

It is crucial to extend the scope of activities and programs in community learning centers to diversify career opportunities for community people (Department of Non-Formal Education, 2018b). For example, they do not just focus on non-formal education and informal education but also concentrate on other fields like sciences, environment, economics, and other technical skills. The community can learn various skills and knowledge, which could open plenty of opportunities for the community to diversify their careers. For instance, they can work on the environment, agriculture, business, mechanics, etc. The government and other relevant stakeholders should also conduct mapping to identify each area and community's uniqueness. Hence, they conduct the right training programs and activities to fit each community and areas' specialty. Some communities have a good land condition, which is conducive for doing agriculture. In this line, agricultural training programs should be implemented

in those communities that could equip them with agricultural skills and knowledge (MOEYS, 2014b). As a result, the community people will extend their career pathway opportunities, and the whole community can perform better in terms of doing agriculture. To attain community people's career pathways, the government and other related stakeholders should adopt a manual and mechanism to determine community people's career pathway upon competing for their training programs and activities.

In conclusion, career pathway development is crucial for community people to see the benefits of community learning centers and other institutions, which is a great motivation for their participation. A manual for career pathway should be established in a similar vein as a map and tool to guide the practitioners and implementors to extend community people's career pathways.

Senses of Community Building

Community participation can come from two primary sources, both internal and external. Internal source of motivation is significant to cultivate local people in terms of their participation. A sense of community is one of the essential elements of community people's internal source of motivation.

Cohen and Uphoff (1980) shed light on the degree of decision-making, in which there are three stages of participating in decision-making, such as initial, on-going, and operational decisions. They also contended that community people must participate at all social development levels, such as the project's design, operational management, project implementation, and evaluation. Arnstein (1969) claimed that community people would participate in many local activities until they have the power to foster their sense of ownership and belonging. Rapp et al. (1993) have determined empowerment as confidence, control, decisive authority, autonomy, and self-trust (p. 733). In a similar vein, citizens achieve empowerment in a community by acquiring leadership, decision-making skills, and power (Hardina, 2002). Community empowerment can be achieved through community people's self-efficacy, which means believing in their ability to participate and contribute to community development (Bandura, 1969). Sheldon Shaefer (1994) mentioned building trust in the community to cultivate resource mobilization in finances, materials, and labor. Without transparency and clear structures in implementing the programs, community

people will have no feeling participating in the community, and they lack a sense of community. Consequently, the deprivation of community in the community is a challenge and barrier to community participation. In this sense, community people's bounding feeling is vital for the organization to strengthen community partition.

To sum it up, community participation will occur without a sense of community because they lack an internal source of motivation. Building trust, community empowerment, and fostering community people's self-efficacy are essential for the practitioners and implementors to cultivate and stimulate community participation.

Management and Leadership Strengthening

In one organization or institution, management and leadership are crucial to operating their activities and programs properly. If these two main components can perform well, there will face a significant challenge in that place. Notably, community people also have no willingness to participate in that organization due to its broken leadership and management.

There are many ways and principles to support and excel in the organization's leadership and management, and one of which is the 04Ms management principle: Men, Money, Material, and Management (Arnstein, 1969; Department of Non-Formal Education, 2018c). Having enough money cannot determine its success because various factors should be considered, such as men, material, and management. Men here refer to the human capital in the organization, who have knowledge and skills. If that organization contains those four components, which they work consistently, its success is to define and see its real shape of operation. Besides, to enhance community participation in the organization, monitoring and evaluation should reveal its successes and failures to the public (Arnstein, 1969; Cohen & Uphoff, 1980; Littrell, 1971). Likewise, the organization can learn from constructive feedback from community participation. In tandem, its operation should be transparent and fair, creating a conducive environment for the community to participate and contribute their ideas to organizational development. Besides, there should be establishing mechanisms and strategies to guide their operation (Arnstein, 1969; Cohen & Uphoff, 1980). With its precise mechanisms and strategies, the management and leadership of that organization can be strengthened.

Moreover, clear roles and responsibilities division constitutes a significant justification of management and leadership in an organization and institution. The leadership and structure management of that organization should be loose and less rigid, allowing community people to participate in its operation. In other senses, once the organization has rigorous and robust management and leadership, it can build trust and confidence in the community. More or less, community people will believe in that organization's actions and activities, and their participation is likely to occur.

In conclusion, management and leadership enhancement play a crucial role in promoting community people to participate in that particular organization and institution. The organization's leadership and management should create a conducive environment for the community to distribute their ideas and opinions to its development and improvement.

Table 2.4: Synthesizing Community Participation Guidelines

| Community Participation Guidelines | Donald W.Littrell (1971) | Firestone & Fear (1982) | McMillian & Chavis (1986) | Glickman & Nye (2000) | David Wilcox (1994) | Cohen & Uphoff (1980) | Arnstein (1969) | MOEYS (2018) |
|---|---------------------------------|------------------------------------|--------------------------------------|----------------------------------|----------------------------|----------------------------------|------------------------|---------------------|
| Community Advisory Committee | | | | | | | | |
| Representing local community voice | √ | √ | | | | | | |
| Taking holistic approach | √ | √ | | √ | | | | |
| Conducting community planning | √ | √ | | | | | | |
| Professional Development | | | | | | | | |
| Developing Instructional Programs | | | √ | √ | | | | |
| Linking to other stakeholders | | | √ | √ | √ | | | |

| Community Participation Guidelines | Donald W.Littrell (1971) | Firestone & Fear (1982) | McMillian & Chavis (1986) | Glickman &Nye (2000) | David Wilcox (1994) | Cohen &Uphoff (1980) | Arnstein (1969) | MOEYS (2018) |
|--|---------------------------------|------------------------------------|--------------------------------------|---------------------------------|----------------------------|---------------------------------|------------------------|---------------------|
| Allocating Budget | | | √ | √ | | | | √ |
| Policy Direction | | | | | | | | |
| Mission, vision, and purpose | | | √ | √ | | | | √ |
| Decentralization | | | √ | √ | | | √ | √ |
| Mechanism and action plan | | | √ | √ | | | | |
| Redesign Curriculum | | | | | | | | |
| Implementing Andragogy | | | | √ | | √ | √ | |
| Updating Programs and activities | | | √ | | | | √ | √ |
| Conducting regular meeting with community people | | | | | | √ | √ | √ |
| Information Dissemination Theory | | | | | | | | |
| Opening Discussion (two ways communication) | | | | | √ | √ | √ | |
| Diversifying means of information dissemination | √ | | | | | √ | | |
| Conducting monthly meeting | √ | | | | √ | | | √ |
| Career Pathway Designation | | | | | | | | |
| Diversifying career | √ | | | | | | | √ |

| Community Participation Guidelines | Donald W.Littrell (1971) | Firestone & Fear (1982) | McMillian & Chavis (1986) | Glickman &Nye (2000) | David Wilcox (1994) | Cohen &Uphoff (1980) | Arnstein (1969) | MOEYS (2018) |
|---|---------------------------------|------------------------------------|--------------------------------------|---------------------------------|----------------------------|---------------------------------|------------------------|---------------------|
| opportunities | | | | | | | | |
| Mapping the uniqueness of each community | | | √ | | | | | √ |
| Extending the Scopes of the training activities | | | √ | | | √ | | √ |
| Developing manual career pathway | | | | | | √ | | √ |
| Senses of Community Building | | | | | | | | |
| Fostering decision making participation | | | | | | √ | √ | |
| Promoting community empowerment | | | | | √ | √ | | |
| Developing Community's self-efficacy | | | | | | √ | √ | |
| Building trust and ownership | √ | | | | | √ | | |
| Management and Leadership Strengthening | | | | | | | | |
| 4 MS: Men, Money, Material, and Management | | | | | | | √ | √ |
| Monitoring and evaluation | √ | | | | | √ | √ | |
| Establishing mechanisms and strategies | | | | | | √ | √ | |

| Community Participation Guidelines | Donald W.Littrell (1971) | Firestone & Fear (1982) | McMillian & Chavis (1986) | Glickman &Nye (2000) | David Wilcox (1994) | Cohen &Uphoff (1980) | Arnstein (1969) | MOEYS (2018) |
|---|--------------------------|-------------------------|---------------------------|----------------------|---------------------|----------------------|-----------------|--------------|
| Conspicuous dividing roles and responsibilities | | | | | √ | √ | | |

To conclude, there are 08 guidelines of community participation based on the existing literature review. Those guidelines are community advisory committee, personal development, policy direction, redesign curriculum, information dissemination theory, career pathway designation, senses of community building, and management and leadership strengthening.

2.7. Related Research Studies

2.7.1. Related Research Studies in Southeast Asia Countries

Kongkalaung (2007) studied Bangkok community learning centers' needs and guidelines for organizing non-formal education and informal education activities. The research samples were 323 community learning centers, and the questionnaires were delivered as the research instrument. The statistics utilized for the data analysis include percentage, mean (\bar{X}), standard deviation (SD), t-test, and one-way ANOVA.

The results demonstrated various demands of people who were desirable for diverse non-formal and informal education programs. On the other hand, people with various education levels had different demands with a significant level of .05 in participation. There was a significant difference among the needs in informal education of people with diverse education levels at a significant level .05 in evaluation. The suggestive guidelines for organizing non-formal and informal education activities in Bangkok community learning centers were as follow: organizing the lively and conducive library, organizing suitable activities for all ages, providing pertinent information related to life skills, internet service, expanding size

and areas of Bangkok community learning centers, gaining the chances for community members to access information by public relation and having evaluation every day at the end of daily activity.

Tassniyom (1997) conducted a study on community participation in health development in Thailand as community participation recognized as the main components in health development in Thailand. The components of participation in this study were conceptualized as the power and authority. The research participants were health workers utilized at the subdistrict health centers and village health volunteers. Moreover, the research is related to participants in two stages. The first one was to examine the concept of participation concerning the community's experiences with the development project. The second one was a participatory research to achieve community empowerment by supporting participants in an analysis-action-reflection process.

The result granted an understanding of the theoretical concept of community participation in health development and its enactment using an empowerment process. The empowerment method demands to be pivotal in all health personnel's work, including the implementing process and routine practices. Furthermore, adopting a new approach would demand to enlarge the current curriculum to include the public and nursing sciences concept and those involving in community improvement.

Wamaungo, Trisnamansyah, and Kamil (2010) conducted a research on community participation in the development of nonformal education programs in community learning centers. The researchers mainly utilized a qualitative method, and the design was a case study in two selected CLC's of Cimahi city council, West Java, in Indonesia. Data collection cultivated through observation, interview, documentation study, and audiovisual analyses with the intent of establishing the kinds of nonformal education programs, forms of community participation, categories of community members that participate the most, and to ascertain the role of community participation in the sustainability of nonformal education programs in the CLCs.

According to this research's findings, the recommendations are non-formal education professionals should be ready to face the desirable need for the change in

the development, planning, and implementation of non-formal education programs. Governments should permit educational and development programs coming from the grassroots with the beneficiaries' active participation; people should be encouraged to improve their knowledge, skills, and attitudes to systemic change. They should set standards to be followed by the CLCs so that quality is maintained (Wamaungo et al., 2010).

Pham Le (2017) worked on the contributions of community learning centers to personal and community development. This study had a purpose to acknowledge the operation and contributions of CLCs to the development of the communities in Myanmar, where officially there are more than three thousand CLCs, one of the highest numbers among Southeast Asian countries.

This study's findings resulted from nearly six-week fieldwork in Myanmar from data collection, including visits to selected centers, informal conversations with key informants, focus group discussions and semi-structured interviews with villagers, and interviews with a government official and NGO representatives. In this study, the establishment, and contributions of CLCs are investigated through the social capital lens. Notably, the operation of CLCs is seen as a process of accumulating and sharing resources for common purposes, in this case, personal and community development. Three factors are discovered conducive to the operation of CLCs: effective local leaderships and community-based organization that encourages local ownership; the crucial role of the facilitators; and substantial community interest and support. CLCs contribute to individuals' betterment and develop communal attitudes and communities' social capital that facilitates cooperative actions.

2.7.2. Related Research Studies in Cambodia

Pich (2008) studied community learning center development in Cambodia: the case of Ksert Commune in Svay Rieng province. The acknowledging community participation in education, a case of CLC in Ksert commune was described. In this study, three main research questions such as (1) How do community people participate in the learning center? (2) Which are the methods that the CLC committees have employed to mobilize such resources to maintain project activities? Furthermore,

(3) What are the factors that promoted or hindrance that participation? (Pich, 2008). To investigate these research questions, qualitative or quantitative methods were utilized to cultivate ample data. Furthermore, in-depth interviews with CLC committees and unstructured interviews with local people were employed to get qualitative data. Furthermore, to perceive quantitative data, a household survey was conducted with 102 household in three villages Ksert, Pour and Kandal.

The results of this research study articulated that: first, with a strong awareness of CLC information, most people are happy to involve through meetings and use of services in comparison to other forms of participation (Pich, 2008). Moreover, this study also manifested that their contributions to CLC through their money and materials are still limited (not high levels for labor forces). Although the percentage of people participate in the decision-making stages is relatively low, the participants were from different social statuses such as farmers, local authorities, or influential persons (the rich and layman). Second, committees' methods for resource mobilization are getting more effectively because they have built community awareness of CLCs' benefits through the meeting and functional networks and linkages with stakeholders. Lastly, the factors driving community participation were influential communication networks between CLC and either local authorities or local community people, high communities' awareness on CLCs, and interesting courses in the CLCs for communities such as life skills, vocational skills, and literacy skills. However, some factors refrain from their participation, such as busy with their works, no invitation, and no senses of ownership with CLCs.

Hun (2015) studied the Cambodia community learning centers: challenges and future directions. The author also studied an empirical study using a qualitative approach that garnered information related to the implementation of the CLCs internationally. The CLCs of six countries have been examined and reviewed using mainly UNESCO reports. The six countries are China, Indonesia, Japan, the Philippines, Thailand, and Vietnam.

The international experiences demonstrated that at least 04 elements that lead CLCs to success including policy, human resource; financial and physical resource; organization and communication; and community acceptance and relevance. Findings

manifested that Cambodia CLCs share only some parts of international practices. According to the result of the review, the roles of the CLCs in Cambodia should be re-examined and reviewed. The researcher proposed three prototypes that are expected to improve Cambodia CLCs, especially skill pieces of training. They are (1) CLCs attached to Pagodas; (2) CLCs attached to Secondary Schools; and (3) CLCs linked to Commune/Sangkat.

2.7.3. Foreign-Related Research Studies

Kendall, Kaunda and Friedson-Rideneur (2013) have conducted a study on “community participation in international development education quality improvement efforts: current paradoxes and opportunities” in 2013. Participatory frameworks are commonly limited their study and funder-driven and these top-down approaches to participation have indicated to be both ineffective, and at times, contradictory in their impacts. This research study elaborates Malawi’s Participatory Action for School Improvement (PASI) project, which aimed to transform participatory development approaches in international development education by engaging communities as full collaboration with the school development process. By acknowledging their own ideological intentions and attempting to work with community leaders to change power dynamics within communities and between communities and funding bodies, PASI produced significant positive changes in school functioning at a very low cost. The research study has drawn an assumption that PASI might indicate a generative community-level cash transfer approach to participatory improvement.

Nugroho and Hermawan (2006) worked on community-based tourism challenge of Nglepen Hamlet in developing tourism village based on community participation theory (a ladder of citizen participation). Moreover, this article articulated an overview of the challenges in developing community-based tourism villagers of Nglepen. It was investigated based on the theory of community participation by utilizing a descriptive qualitative. A qualitative approach is used to obtaining broader descriptive data to observe phenomena (Moleong, 1995). Due of the qualitative approach, deemed able to unearth the meaning against the event in more depth (Creswell, 1994; Hermawan, 2017). In addition, data collection is done by

direct observation techniques, documentation, and study of the literature. It supported by data based on the results of the interviews with the key informant.

The results elucidated that the more participation of citizens, the more its impact on society. The effect discussed tends to be worth positive for the community, economically and socially cultural. In addition, the positive impact perceived tends to affect the level of participation in the improvement of tourism. The concept of community-based tourism (CBT) is an ideal resolution in overcoming all the challenges of developing tourism villages to attain sustainable tourism village management. The implementation of the concept of community-based tourism has a terrible problem in terms of perceiving public involvement. Moreover, review according to the theory of participation, community participation in the management of dome house tourism village passes through the following stages: manipulation, therapy, informing, consultation, placation, partnerships, the delegation of powers, and currently in the citizen control stages.

Aref (2010) conducted a study on community participation for educational planning and development. This research is to explore the roles of communities in the development of education. The concepts of community participation have impacted around the world. In advanced countries, communities have a vital role in the processes of educational planning and improvement. However, in third world countries, there are some significant barriers in the face of community participation in educational activities. The research acted as a qualitative library in which the researcher had to refer to related sources. The researchers have utilized several articles and official websites of the diverse Iran known organizations. This paper investigates the barriers of community participation in educational activities and the role of community participation in educational planning.

The following is the means which communities can contribute to the educational planning and improvement: advocating enrollment and education benefits, promoting the morale of school teachers, raising money for schools, building, fixing, and improving school facilities, recruiting and supporting teachers, making decisions about school locations and schedules, monitoring and following up on teacher attendance and performance, forming village education committees to

manage schools, actively attending school meetings to learn about children's learning progress and providing skill instruction and local culture information.

In conclusion, all those researchers have utilized the concepts of community participation in various context and setting as well as various sectors and disciplines. They have pointed a lot of ideas regarding the issues of community participation such as lack of trust and confidence, poor physical infrastructures, deficiency of human resources, their apathy attitude, inadequate of facilities, their traditional cultures, ineffectiveness of budget allocation and other problems. Besides, they have employed theory of communication of Astiern (1969) and Shaefer (1994) to implement in their research studies. They have found that there are some strategies to promote community participation by suggested some concepts and ideas. They shall increase information dissemination, staff capability building enhancement, rehabilitate physical infrastructure and improve learning environment, exacerbate budget allocation, and invite community people to attend the meeting. Those concepts and ideas provide some thoughts and strategies to the researcher to continue conducting this research study to enhance community participation in community learning centers in the Kingdom of Cambodia.

2.8. Conceptual Framework

The first main concept is about community learning centers which are concepts of the CLCs, the management of CLCs, and other key issues of CLCs. Those thoughts and information elucidate general concepts of the CLCs which grant some background information to acknowledge about the foundation in the CLCs both in general and Cambodia. The information of the CLCs' management assists the researcher on how to figure out the strategies to enhance the staff capacity building and enhance the leadership of the CLC committee members. It is crucial to acknowledge some key issues of CLCs which help the researcher to draft some problems to align the guidelines to community participation in the CLCs and to improve the CLCs. The second pieces of information are about non-formal education. The background information of NFE, the main goals and principles of NFE, and characteristic of NFE. As NFE has been delivered in community learning centers, it is essential for the researcher to understand general information of NFE to develop a proper curriculum for the learners in the CLCs. It is one of the main components to enhance community participation in the CLCs. The main goals and characteristics of NFE are needed for the researcher to fully understand them to cultivate the training programs for the community people to learn in the CLCs. Furthermore, that information can be a foundation for the researcher to build guidelines to enhance community participation in the CLCs in Cambodia. The last information is community participation which are theories of community participation, types of community participation and other issues of community participation. Theories of community participation could help the researcher to apply for enhancing community participation in the CLCs in Cambodia. The researcher can use to those theories to try out in the Cambodian context to see whether it is applicable in the Cambodian context or not. Moreover, the types and characteristics of community participation are vital for the researcher to employ those ideas to analyze the kinds and characteristics of community participation in the CLCs in Cambodia. Those information and ideas lay a foundation for the researcher to study community participation as well as to build guidelines to strengthen their participation in the Kingdom of Cambodia.

To conclude, there are three main parts of information such as community learning centers, non-formal education and community participation. Those information and data are utilized to construct guidelines to enhance community participation in the CLCs in the Kingdom of Cambodia as summarized in the figure 2.7.

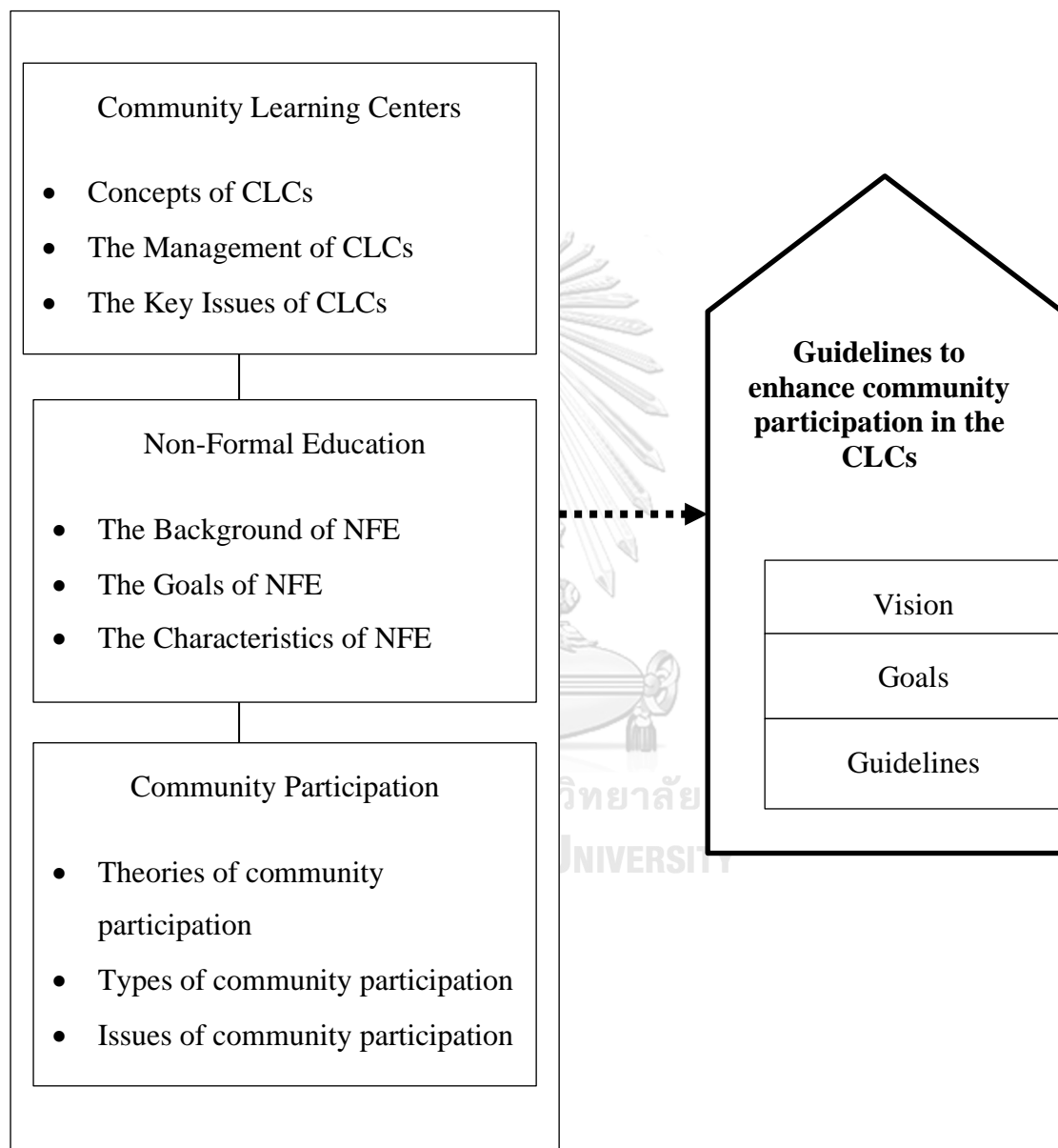


Figure 2.7: Conceptual Framework

CHAPTER 3

RESEARCH METHODOLOGY

This research is a descriptive research design that involves qualitative and quantitative approaches (Adams & Lawrence, 2015; Clark & Creswell, 2015). This research study aims to propose guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia. This research methodology has divided into two main parts. The first part consists of the population and research instruments, and the second part focuses on data collection and data analysis. The researcher has divided this research study into three main phases of the research determined research objectives above.

Phase 01: to analyze the components of community participation in the CLCs in the Kingdom of Cambodia.

Phase 02: to study current states and desirable needs of community participation in enhancing community participation in community learning centers in the Kingdom of Cambodia.

Phase 03: to propose guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia.

Therefore, the research procedures were implicitly explained in the following:

3.1 Phase 01

Phase 01 is to analyze components of community participation in the CLCs in the Kingdom of Cambodia. The researcher employed a qualitative method to collect data by utilizing semi-structured interview, which is discussed in the following:

3.1.1 Population and Sampling Design

Population and Sample

The Cambodian experts working in the field of non-formal and informal education in Cambodia are invited to join in this research study. Multiple sources and databases related to research problems and some sources were compiled for the data

collection. All the sources are books about non-formal education and guides for active community participation.

Sampling method

The researcher was employed a purposive sampling method to select 05 respondents to conduct a semi-structured interview with them. The respondents purposively selected from non-formal education, informal education, lifelong learning, and other related fields.

Sampling Selection Criteria

The criteria of selecting the sample explain in the following:

- 1). The experts must work in non-formal and informal education or other related fields in Cambodia.
- 2). The experts' qualifications must hold at least a master's degree with working experiences around 02 years or more.
- 3). They should be interested in the components and issues of community participation, particularly in the CLCs.

3.1.2 Research Instrument

This instrument is to analyze the components of community participation in the CLCs in the kingdom of Cambodia and clarify and apply the concept of community participation into the Cambodian context because they are the one who works closely with community people. The interview protocol consists of two main parts (background information of the experts and confirming components of community participation in the CLCs in the Cambodian context). For more information about semi-structured interview, please see in the appendix II (Research Instrument 01)

3.1.3 Data collection

The researcher collected both primary and secondary data. For the secondary data, the researcher collected and accumulated that information from books, articles, journals, and other popular and well-known websites that comprehensively

understand community participation in the CLCs in the Cambodian concept. Primary data was collected by conducting a semi-structured interview with 05 Cambodian experts with an education specialist, particularly non-formal and informal education.

3.1.4 Data Analysis

The triangulation analysis and conceptual analysis have been utilized to analyze the data. The key informants' data were coded as keywords that represented the key informants' key concepts and ideas. Moreover, the keywords with their details were compared and analyzed in the cross table to incline and synthesize community participation components in the CLCs in Cambodia.

For the secondary data, content analysis will be employed to synthesize community participation from various well-known scholars. That information and data helped the researcher construct semi-structured interviews with Cambodian experts to analyze Cambodia's community participation components.

3.2 Phase 02

Phase 02: To study current states and desirable needs of community participation in enhancing community participation in community learning centers in the kingdom of Cambodia.

The researcher employed the quantitative method to collect data by utilizing questionnaires, which were discussed in the following:

3.2.1 Population and Sampling Design

Population

The research study conducted need assessment with the population of people involved in the training program in the CLCs of Phnom Penh City and Tboung Khmoum Province, which is 721 people according to NFE Statistics and Indicators (2018). Phnom Penh city and Tboung Khmoum provinces were randomly selected, as stated in the sampling method. Mainly, Phnom Penh city is a capital city that contains a diversity of Cambodian people from various provinces. Whereas, Tboung Khmoum

province is located in a rural area consisting of different minorities and vulnerable people.

Sampling method

The researcher used a simple random sampling method among the probability sampling methods because it could ensure that every sample has an equal chance to be chosen (Campbell et al., 2017). Mainly, everyone attending the CLCs' activities and training programs, living in surrounding areas of CLCs, and the administrators have an equal chance to be selected, making the sample more realizable and credible.

The researcher employed the simple random technique by writing all the names of each province in Cambodia and the blinded-folded research technique to select 02 provinces among the 25 provinces in Cambodia. The researcher then used a purposive sampling technique to choose CLCs in those two provinces to ensure that the sample contains various characteristics in terms of location, groups of people, knowledge, and living standards.

Sampling Selection

The researcher determines the sampling size by using Yamane Taro (Yamane, 1973) formula as following:

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

n: Sampling size

N: The total numbers of people attending the program in the CLCs

$$\text{Sampling Size} = \frac{400 (721)}{(399+721)} = \mathbf{257.50 \text{ samples}}$$

Hence, the researcher selected 258 samples of the people attending the training program and living in the nearest area to community learning centers and 50 CLC committee members at the CLCs of Phnom Penh City and Tboung Khmoum Province. Stratified random sampling was used to select a sample of the study population.

The following are the formula for calculating the attendee's sample size in each center, and the attendee samples in each center presented in table 3.1.

$$\text{Sample size in each Center} = (\text{number of attendees in each center} / \text{total of attendees in the centers of PP and TB}) \times \text{Sample}$$

For example, the attendee population in Toul Kork community learning centers is 40 people. Therefore, the total attendees in the centers of Phnom Penh and Tboung Khmum province is 721 people, and the total of selected sample is 258 people.

For more detail of selecting the sample in each center, please look at the table 3.1.

Table 3.1 Population and sample size of attendees classified by Centers

| No | District | Attendee Population | Sample |
|--------------|---------------|---------------------|------------|
| 1 | Toul Kork | 40 | 14 |
| 2 | Sen Sok | 43 | 15 |
| 3 | Mean Chey | 39 | 14 |
| 4 | Chroy Chngva | 41 | 15 |
| 5 | Dng Kor | 108 | 39 |
| 6 | Kam Bol | 42 | 15 |
| 7 | Chamka Mon | 37 | 13 |
| 8 | Porsen Chey | 39 | 14 |
| 9 | Preak Phnao | 35 | 13 |
| 10 | Russey Keo | 39 | 14 |
| 11 | Don Penh | 43 | 15 |
| 12 | Dom Bae | 29 | 10 |
| 13 | Krouch Chma | 35 | 13 |
| 14 | Mea Mot | 39 | 14 |
| 15 | Ou Rang Ov | 30 | 11 |
| 16 | Ponnhea Kraek | 35 | 13 |
| 17 | Tboung Khmoum | 47 | 17 |
| Total | | 721 | 258 |

According to the table 3.1, we can see that numbers of samples in each center are various based on the numbers of attendees in each center. The total sample of community people are 258 people.

Sampling Selection Criteria

The criteria of selecting sample implicitly explain in the following:

Community People:

- 1). All the participants have to live around community learning centers located either in Phnom Penh city or Tboung Khmoum province.
- 2). All the participants used to attend training programs in the selected community learning centers (Phnom Penh city and Tboung Khmoum province)
- 3). All the participants must be age between 15 to 65 years old.

CLC Committee Members:

- 1). Working as administrative staff or teachers or trainers at the CLCs.
- 2). Having experienced working with community people for at least 01 years or more.
- 3). Having interests and knowledge about community participation in the CLCs.

3.2.2 Research Instrument

The researcher used the questionnaire as a main tool to collect data to identify current states and desirable needs of community participation in terms of utilizing the services, resource mobilization, attending the programs, diagnosing need, planning programs, implementing programs, monitoring and evaluation, and making decision the CLCs in the kingdom of Cambodia to ascertain the needs of the community people in strengthening community participation in the CLCs in the Kingdom of Cambodia. In this phase, the research instrument is a questionnaire developed by the researcher according to the study's conceptual research framework, and the questionnaire instrument adopted a 5-Likert Scale. To obtain objectivity, Leedy and Ormrod (2005) stated that using a rating scale allows multiple individuals to fill in the same survey independently of each other, which are the strategies to maintain the research objective. The questionnaire consists of three sections. The first section is the respondents' demographic data, which lays out genders, ages, and current positions. The second section is about the current issues of community participation in community learning centers. The third section information related to current states

and desirable needs of community people in attendance in the CLCs in Cambodia with a 5-point Likert Scale from number 01 (represent a practicing at the lowest level/in desirable needs to behave at the lowest level) to number 05 (pose a practicing or problem at the highest level/ in desirable needs to behave at the highest level).

Research Tool Design and Testing

Research Tool Design

Tools were used to study current states and desirable needs of community people in community learning centers in Cambodia, which have divided into 02 sets:

- Set A is for community people
- Set B is for community committee members.

The questionnaire has been divided into four main sections as

- Section 01: Demographic information and of the respondents
- Section 02: Current problems community participation in the CLCs
- Section 03: Current states and desirable needs of community participation in the CLCs. To obtain the data, the respondents were asked to respond to dual response format for the current problems and desirable needs (Wongwanich, 2005) by implementing a 5-point Likert scale, ranging from 01 (the lowest level) to 05 (the highest level)
- Section 04: comment and suggestions using open-ended questions relevant to the current states and desirable needs of community people to their participation in the CLCs to propose guidelines to enhance their participation in the CLCs.

Instrument Development

Process 01: after completing the identification of the components of community participation in the CLCs in the Cambodian context from the Cambodian experts and the synthesis results of community participation from the literature review, the researcher designed a questionnaire of 05 Likert-scale to collect data on the current states and desirable needs of community participation in the CLCs.

Process 02: The researcher requested an advisor to check its adequateness and validity of the questionnaire. After that, the researcher has selected four experts to conduct the content validity of the questionnaire.

Process 03: the four experts were asked to check content validity by using item objective congruence (IOC) and evaluate each specification and items of the current states and desirable needs of community participation in the CLCs in Cambodia.

- Setting “01” when the experts appeared that the questions met a specific purpose and represented those current problems and desirable needs (precise measurement)
- Setting “0” when the experts did not suppose that the questions met a specific purpose and represent those current states and desirable needs (not exact measurement)
- Setting “- 01” when the experts appeared that the questions did not meet a specific purpose and did not represent those current states and desirable needs. These assumptions are called Item-Objective Congruence (IOC) (Hambleton, 1974; Kanjanawasee, 2013; Rovinelli & Hambleton, 1977). Furthermore, the IOC index is incredible by ranging from 0.60 to 1.00 or 60% or more when the four experts evaluate that the specification and items are measured.

Process 04: after checking the IOC, the researcher delivered the questionnaires to 30 respondents who were not chosen as a sampling to complete the questionnaire. The reliability of the questionnaire with Cronbach’s Alpha coefficient of components of community participation regarding current states and desirable needs are bigger than 0.7 (read more in the appendix V). It means that all components of community participation contained of reliability which can be used for conducting the survey.

3.2.3 Data collection

There are two main processes of data collection as stated in the following:

- **Process 01:** the researcher has processed an official letter from the Faculty of Education of Chulalongkorn University and Cambodia's MOEYS. Then the researcher has communicated with the respondents for the data collection.
- **Process 02:** the researcher approached the target community learning centers in the Kingdom of Cambodia for the data collection regarding the current states and desirable needs of community participation in community learning centers in the Kingdom of Cambodia.

3.2.4 Data Analysis

After getting all the information about the community people's needs and relevant information regarding community participation problems in the CLCs, the researcher used the SPSS program to analyze all the information. The researcher also took mean scores and standard deviation to understand the current situation and desirable needs of community people in Cambodia's community learning centers. Furthermore, the data on current states and desirable needs of community people and CLC committee members at the third section of the questionnaire were analyzed using descriptive statistics of mean and standard deviation and the criteria for interpreting mean score as follows:

Mean score of 4.50 – 5.00 refers to the highest level of community participation.

Mean score of 3.50 – 4.49 refers to the high level of community participation.

Mean score of 2.50 – 3.49 refers to a moderate level of community participation.

Mean score of 1.50 – 2.49 refers to the low level of community participation.

Mean score of 1.00 – 1.49 refers to the lowest level of community participation.

Modified Priority Needs Index (PNI_{modified}) was utilized in this phase to examine the priority needs of each current states and desirable needs. PNI_{modified} is an instrument for measuring the difference or gap between current states and desirable needs, which is adjusted from the original priority need index by Nonglak Wiratchai and Suwimon Wongwanich (Wongwanich, 2005).

The formula is
$$PNI_{\text{modified}} = (I - D) / D$$

- **I** (Importance) refer to the desirable needs of community people for participating in the CLCs
- **D** (Degree of success) refers to current states of community participation in the CLCs in Cambodia.

Data on community participation levels in terms of current states and community people's desirable needs were analyzed using PNI_{modified} . Furthermore, the essential needs order ranging from the highest to the lowest levels of PNI_{modified} . The higher values of PNI_{modified} refers to the higher possibility to be proposed as guidelines. The criteria are set to access community participation, with the high needs to be introduced and developed. Therefore, the community participation components are of higher value than the average value of PNI_{modified} were considered as having priority needs to propose as guidelines.

Data analysis on each community participation level's priority was used to proposed and developed guidelines to enhance community participation in the community learning centers in the Kingdom of Cambodia.

3.3 Phase 03

Phase 03: to propose guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia.

The researcher collected data by utilizing an in-depth interview and online survey (Likert-scale), which were discussed in the following procedures:

After collecting and receiving all data from phase 01: to analyze components of community participation in the CLCs in the Kingdom of Cambodia and phase 02: to study desirable needs and current states of the community participation in

enhancing community participation in the CLCs in the Kingdom of Cambodia, the researcher drafted the proposed guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia. Besides, to ensure the validity and credibility of the proposed guidelines, the researcher conducted an in-depth interview and delivered an online survey (with government officials, experts, and academic people) to confirm and clarify the proposed guidelines.

3.3.1 Population and Sampling Design

Sampling Method

The researcher employed the purposive sampling method to select 05 key informants to conduct an in-depth interview and an online survey (Likert-scale). The key informants purposively selected from the official government from the Department of Non-Formal Education of MOEYS, non-governmental organizations (NGOs Education Partnership, and DVV International in Cambodia), professors from the Department of Lifelong Education of the Royal University of Phnom Penh, and CLCs leaders and managers working closely with community people.

Sampling Selection Criteria

The criteria to select the respondents are stated in the following:

- 1). He/she has in-depth knowledge about non-formal and non-formal education.
- 2). He/she used to work and conduct research relating to community participation in the community learning centers.
- 3). He/she is interested in working with community people and understand their perception well.
- 4). He/she can influence the community people regarding their participation in the CLCs.
- 5). He/she is a leader in the organizations or institutions that can implement any policies that could serve the community people's interests.

3.3.2 Research Instrument

The researcher drafted the guidelines based on the research findings of the first research objective which the research objective conducted semi-structured interview, and the research findings of the second research objective from the survey. 05 experts selected to conduct an in-depth interview and fill in an online survey (Creswell, 2012; Keith & Alis, 2014). Those experts are the official governments working in the Department of Non-Formal Education of the Ministry of Education, Youth and Sport, an expert working in non-governmental organizations and professors of the Department of Lifelong Education Cambodia. Moreover, to triangulate the data, the researcher utilized a questionnaire by using Likert-scale of the proposed guidelines to enhance community participation in the CLCs for the experts to evaluate its practicality and feasibility ranging from number 01 (the lowest feasibility of the proposed guidelines) to 05 (the highest feasibility of the proposed guidelines).

Research Tool Design: Rating Form

Before taking full guidelines with the rating form to five Cambodian experts, the researcher requested an advisor to check its validity and adequacy before the simple evaluation form was translated to Cambodian.

3.3.3 Data collection

After interpreting the research results from conducting semi-structured interview and analyzed current and desirables states of community people in the CLCs and conducted PNI_{modified} , the researcher drafted guidelines based on the value of PNI_{modified} having higher levels than the average one. After that, the researcher delivered the guidelines to 05 experts to firm and make the proposed guidelines more valid, credible, and reliable.

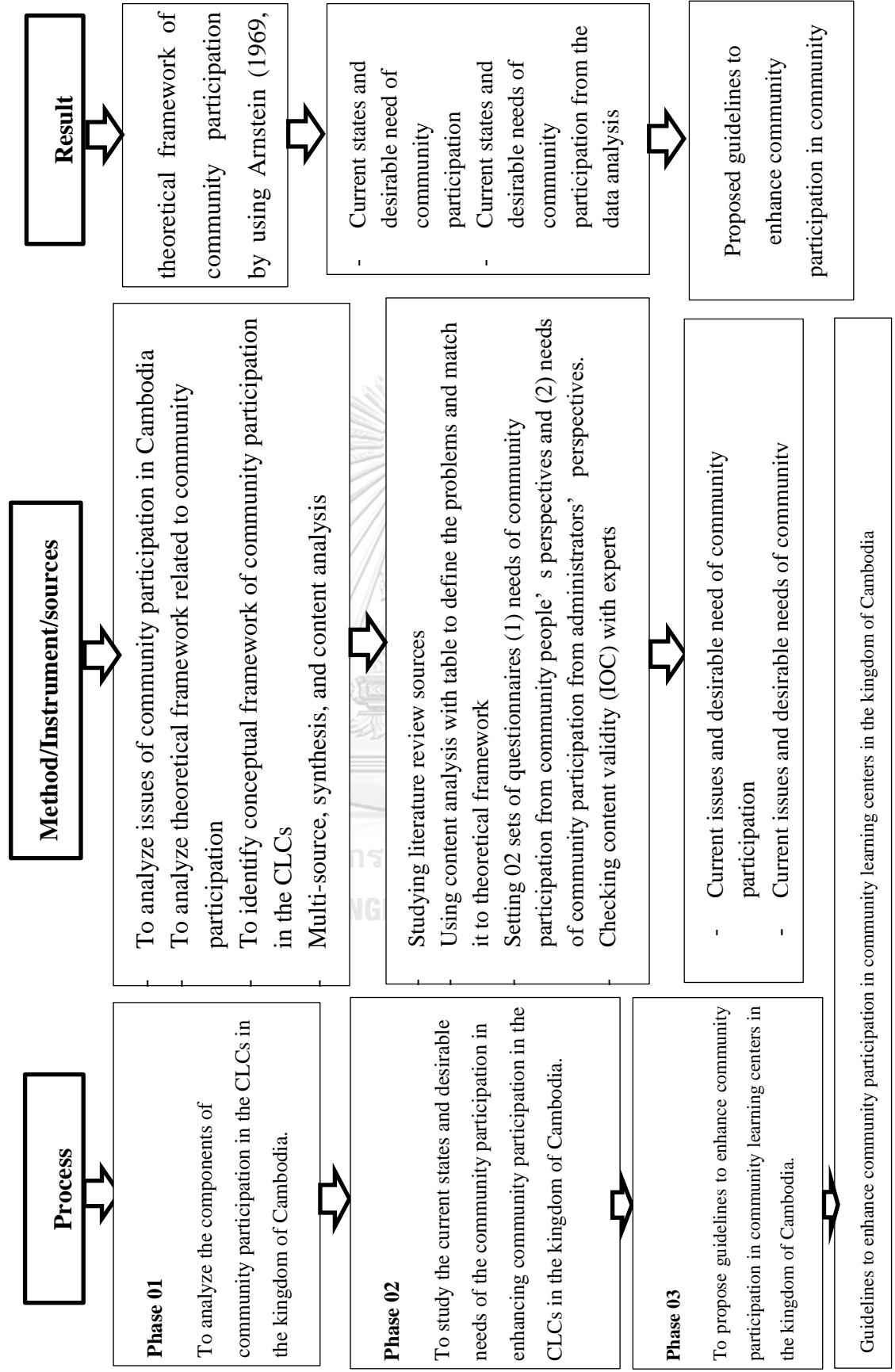
Due to the outbreak of COVID-19, the researcher collected all useful and credible data from conducting an in-depth interview online with the experts, government officials, CLC committee members, and academic people. Furthermore, the questionnaire has been prepared for the experts to evaluate the proposed guidelines' feasibility to enhance community participation in the CLCs in Cambodia through google form.

3.3.4 Data Analysis

After drafting the proposed guidelines, the researcher conducted an in-depth interview online (read more detail in the appendix IV: Research Instrument 04) with selected key informants. The researcher asked key informants to make a comment and provide constructive feedback on the draft guidelines for further improvement. Moreover, the researcher also used a rating scale technique by asking the respondents to rate each item on the proposed guidelines. The frequency and percentage are used to evaluating the results through a 05-point Likert Scale (Best & Kahn, 2006). The criteria include 4.50 to 5.00 (the highest level), 3.50 to 4.49 (high level), 2.50 to 3.49 (moderate), 1.50 to 2.49 (low level) and 1.00 to 1.49 (the lowest level). Moreover, the evaluation form was computerized by IBM-SPSS version 22. The researcher then synthesized each item's total score from all respondents to produce final guidelines to enhance community participation in Cambodia's community learning centers.

The information from an in-depth interview with key informants has been transcribed and coded to represent their ideas. Those data and information help the researcher build practical and suitable guidelines to enhance community participation in the CLCs in Cambodia.





CHAPTER 4

RESEARCH RESULTS

After conducting data collection and data analysis, this chapter came into existence to manifest each objective's results and gives an insightful data interpretative of research findings. The research finding responded to the research objectives as follows:

1. To analyze components of community participation in community learning centers in the Kingdom of Cambodia.
2. To study current states and desirable needs of community participation in enhancing community participation in community learning centers in the Kingdom of Cambodia.
3. To propose guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia.

The research results of each research objective have been collected and analyzed through various processes and mechanisms. Those processes and mechanisms are conducting semi-structured interview, using survey, and in-depth interview. Those data have been analyzed via diverse techniques such as coding information, content-analysis, discourse analysis, studying means, standard deviation, and PNI_{modified}.

Those research findings are going to describe in more detail in the following information.

Research Objective 01: the research findings of components of community participation in community learning centers in the Kingdom of Cambodia

The components of community participation in community learning centers in the Kingdom of Cambodia are obtained by conducting semi-structured interviews with the Cambodian experts working in non-formal education and other relevant fields. After conducting content-analysis in the secondary data in the literature review, the researcher has synthesized those theories to make them less complicated and easy to grasp. As a result, the researcher has come up with seven community participation components based on synchronizing from various sources for more detail information, please look at the literature review part. Those seven components are utilizing services, resource mobilization, attending programs, diagnosing the needs, implementation, monitoring and evaluation, and decision making. Those components of community participation have been used to confirm with the Cambodian experts through conducting semi-structured interview.

After conducting semi-structured interview with those Cambodian experts , we see that the expert 01, 02, and 03, they have agreed with those seven components (utilizing services, resource mobilization, attending programs, diagnosing the needs, implementation, monitoring and evaluation, and decision making) of community participation, particularly in community learning centers in Cambodia. The component “Manipulation” was deleted from components of community participation, especially in the Cambodian context because “Manipulation” got the least frequency (only one stated in Arnstein, 1994) comparing to the other seven components (having more than one supporter). Moreover, the Cambodian expert 04 and 05 requested the researcher take “Manipulation” out from community participation components in community learning centers since it is quite extreme to state that community participation is manipulated are no authentic participation in community learning centers. However, expert 01, 02, and 05 would like the researcher to add one more component of community participation, which is ‘Planning Programs’ because they have stated that planning programs is one of the main components of community participation to help the community people to have meaningful participation in community learning centers in Cambodia.

“Planning the program is considered as a process of adult learning, as so doing, it can help the CLCs enhance community participation because they can learn what they like and need. It would be great if we can insert this new component into the guidelines. [...]” (Expert 01, 2020)

“After seeing those components of community participation, I think that base on my experiences, planning programs should be added. It is important for the learner and teachers to sit down and plan the training programs and activities. By doing so, we can produce a training programs which respond to the needs of community people” (Expert 02, 2020)

[...] If it is possible, you might consider adding planning program in the components of community participation in the CLCs since it can help build a sense of commitment and ownerships among the learners and the facilitators. (Expert 05, 2020)

Experts are also concerned about scarcity and resource constraints because expert 04 stated that “we do not have enough budget and human resources to implement CLCs” (Expert 04, 2020). He tried to imply that Cambodia is a developing country, which has a shortcoming in terms of finances and human resources in implementing the CLCs affecting community people's participation. Moreover, expert 02 gives some suggestion regarding the guidelines to implement the CLCs and to enhance community participation as follows:

“There are two things that I would like to recommend to implement the CLCs and strengthen community participation. The first one is to use a public-private partnerships (PPP) model, in which the CLCs should work collaboratively with the private sectors and NGOs. The second one is to implement the CLCs with the completed project or full cycle which the CLCs should keep improving and implementing their project with community people until they can cultivate the yield.” (Expert 02, 2020).

His suggestion could be the resourceful information and laid a foundation for guidelines to enhance community participation in community learning centers in

Cambodia. Nonetheless, the experts also mentioned the levels of community participation as in the following statement:

“Talking about the levels of community participation in the CLCs are still in the low levels, I (expert) can see that people still do not understand about CLCs, which make them feel reluctant in terms of participation and receiving the services” (Expert 01, 2020)

“They are busy with their own businesses and have to take care of their families. Some of them gave their study and went to work abroad to earn money to support the family. They do not trust education services from the centers that will help them have a better future. So, not many people are willing to participate [...]” (Expert 02 & Expert 03, 2020)

In this sense, community participation in community learning centers is relatively low because community people lack understanding of community learning centers. They are busy with their businesses and looking after their families, and other problems. Furthermore, various problems become the obstacles for community participation in community learning centers, such as the lack of disseminating information, shortage of human resources, budgets and facilities, lack of ownership and commitment, and other likes.

In conclusion, the components of community participation in community learning centers in the Kingdom of Cambodia are utilizing services, resource mobilization, attending programs, diagnosing the needs, planning program, implementation, monitoring and evaluation, and decision making. Community participation in community learning centers is still low in that sense, with many facial problems. There should be proper and practical guidelines and mechanisms to put those problems into solution as well as to enhance community participation in community learning centers in the Kingdom of Cambodia

Research Objective 02: the research findings of current states and desirable needs of community participation in enhancing community participation in community learning centers in the Kingdom of Cambodia

The research findings based on the questionnaire are going to describe four main parts of the questionnaire such as demographic of respondent, community participation in community learning centers, the current states and desirable needs of community participation in enhancing community participation in community learning centers in the Kingdom of Cambodia and recommendation for guidelines to enhance community participation in community learning centers by the CLC committee and community people.

Demographic Data of the Respondents

Among the total respondents to be studied is 308. There are 225 respondents, equivalent to 73.05%, who fully participated in the research study. Moreover, outcomes of this study heavily depended on those responses; demographic data of the respondents demonstrated in table 4.3.

Table 4.1: Overall Data of the Respondents

| Participants | Frequency | | Percentage |
|---------------------------|------------|------------|---------------|
| | Sent | Received | |
| 1. Position | | | |
| 1.1 CLC Committee Members | 50 | 28 | 56.00% |
| 1.2. Community People | 258 | 197 | 76.64% |
| Total | 308 | 225 | 73.05% |

According to table 4.3, in the overall picture, we can see that there are 225 respondents out of 308 who completed the questionnaire, who are 28 people (56.00%) CLC committee members, and 197 (76.64%) community people. The overview of the demographic data of respondents is detailed in table 4.4.

Table 4.2: Overview of Demographic Data of Respondents

| Respondents | CLC Committee | | Community | | Total | |
|----------------------|---------------|--------------|------------|------------|------------|--------------|
| | Members | | people | | | |
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| Gender | | | | | | |
| Male | 17 | 60.7 | 58 | 25.8 | 75 | 33.3 |
| Female | 11 | 39.3 | 139 | 61.8 | 150 | 66.7 |
| Total | 28 | 100 | 197 | 100 | 225 | 100.0 |
| Age | | | | | | |
| 15-25 | 1 | 3.6 | 95 | 48.2 | 96 | 51.8 |
| 25-35 | 7 | 25.0 | 59 | 29.9 | 66 | 54.9 |
| 35-45 | 8 | 28.6 | 22 | 11.2 | 30 | 39.8 |
| 45-55 | 9 | 32.1 | 12 | 6.1 | 21 | 38.2 |
| 55 up | 3 | 10.7 | 9 | 4.6 | 12 | 15.3 |
| Total | 28 | 100.0 | 197 | 100 | 225 | 100 |
| Qualification | | | | | | |
| Primary | 4 | 14.3 | 78 | 39.6 | 82 | 53.9 |
| Lower Secondary | 15 | 53.6 | 67 | 34 | 82 | 87.6 |
| Upper Secondary | 4 | 14.3 | 28 | 14.2 | 32 | 28.5 |

| Respondents | CLC Committee | | Community | | Total | |
|----------------------|---------------|--------------|------------|------------|------------|--------------|
| | Members | | people | | | |
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| Associate | - | 0.0 | 4 | 2 | 4 | 2.0 |
| Bachelor | 5 | 17.8 | 18 | 9.2 | 23 | 27.0 |
| Other | - | - | 2 | 1 | 2 | 1.0 |
| Total | 28 | 100.0 | 197 | 100 | 225 | 100.0 |
| Living Places | | | | | | |
| Dombae CLCs | 5 | 17.9 | 35 | 17.9 | 40 | 35.8 |
| OU Rangov CLCs | 5 | 17.9 | 25 | 12.7 | 30 | 30.6 |
| Krouch Chmar CLCs | 5 | 17.9 | 24 | 12.2 | 29 | 30.1 |
| Tboug Khmoum CLCs | 4 | 14.2 | 25 | 12.7 | 29 | 26.9 |
| Ponhea Kraek CLCs | 5 | 17.9 | 29 | 14.7 | 34 | 32.6 |
| Me Mot CLCs | 4 | 14.2 | 28 | 14.2 | 32 | 28.4 |
| Toul Kork CLCs | - | - | 4 | 2 | 4 | 2.0 |
| Sen Sok CLCs | - | - | 3 | 1.5 | 3 | 1.5 |
| Man Chey | - | - | 4 | 2 | 4 | 2.0 |

| Respondents | CLC Committee | | Community | | Total | |
|----------------------|---------------|--------------|------------|------------|------------|------------|
| | Members | | people | | | |
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| CLCs | | | | | | |
| Chroy Chngva CLCs | - | - | 3 | 1.5 | 3 | 1.5 |
| Dng Kol CLCs | - | - | 2 | 1 | 2 | 1.0 |
| Kam Bol CLCs | - | - | 2 | 1 | 2 | 1.0 |
| Chamka Mon CLCs | - | - | 7 | 3.6 | 7 | 3.6 |
| Russey Keo | - | - | 3 | 1.5 | 3 | 1.5 |
| Dun Penh | - | - | 3 | 1.5 | 3 | 1.5 |
| Total | 28 | 100.0 | 197 | 100 | 225 | 100 |
| Position | | | | | | |
| Teacher/Trainer | 24 | 85.7 | - | - | 24 | 85.7 |
| CLC Leader | 3 | 10.7 | - | - | 3 | 13.7 |
| CLC Committee | 1 | 3.6 | - | - | 1 | 3.6 |
| Farmer | - | - | 36 | 18.4 | 36 | 18.4 |
| Housewife | - | - | 13 | 6.6 | 13 | 6.6 |
| Factory Worker | - | - | 3 | 1.5 | 3 | 1.5 |

| Respondents | CLC Committee | | Community | | Total | |
|----------------------------|---------------|--------------|------------|------------|------------|------------|
| | Members | | people | | | |
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| Student | - | - | 133 | 67.5 | 133 | 67.5 |
| Mechanisms | - | - | 4 | 2 | 4 | 2.0 |
| Unemployment | - | - | 4 | 2 | 4 | 2.0 |
| Other | - | - | 4 | 2 | 4 | 4.0 |
| Total | 28 | 100.0 | 197 | 100 | 225 | 100 |
| Working Experiences | | | | | | |
| Less than 03 | 4 | 14.3 | - | - | 4 | 14.3 |
| 03-05 years | 16 | 57.1 | - | - | 16 | 57.1 |
| 05-08 years | 2 | 7.1 | - | - | 2 | 7.1 |
| 08-12 years | 5 | 17.9 | - | - | 5 | 17.9 |
| More than 11 | 1 | 3.6 | - | - | 1 | 3.6 |
| Total | 28 | 100.0 | | | 28 | 100 |

Genders of the Respondents

In the overall picture regarding the respondents' genders, we found 28 CLC committee members and 197 community people completing this questionnaire. When we categorize on their genders, we can see that there are more males in CLC committee members (60.70%) than females (39.30%), while in the community people, there are mainly female (61.80%) than male (25.80%).

Ages of the Respondents

Regarding the ages of CLC committee member, the most respondents are in the ages 45-55 years old (32.10%), followed by between 35-45 years old (28.60%), 25-35 years old (25%), 55 years old up (10.70%), and the least 15-25 years old (3.60%). Whereas, the ages of community people, the most respondents are in the ages 15-25 years old (48.20%), followed by 25-35 (29.90%), 35-45 (11.20%), 45-55 (6.10%), and the last one 55 years old up (4.60%).

Educational Qualification of the Respondents

Based on table 4.4, in terms of CLC committee members' educational qualification, most respondents are in the lower secondary school (53.60%), followed by a bachelor's degree (17.80%), and the least one primary and secondary school (14.30%). On the other hand, the most respondents of community people are the primary school (39.60%), followed by lower secondary school (34%), upper secondary school (14.20%), bachelor's degree (9.20%), Associate degree (2%), and the least one other (1%).

Living Places of the Respondents

The respondents of CLC committee members live in DomBae, Ou Rangov, Krouch Chmar, and Ponhea Kraek CLCs (17.90%), followed by Tboung Khmum and Me Mot (14.20%), and there are no respondents from Toul Kork, Sen Sok, Mean Chey, Chroy Chngvar, Dang Kor, Chamkar Mon, Kam Bol, Russey Keo, and Doun Penh CLCs (0%). Whereas the community people completing the questionnaire mostly live in Ponhea Kraek CLC (14.70%), followed by Me Mot CLC (14.20%), Tboung Khmum and Ou Rangov CLCs (12.70%), Krouch Chmar CLC (12.20%), Chomkar Mon (3.60%), Toul Kork and Mean Chey (2%), Sen Sok, Chroy Chngva, Don Penh and Russey Keo (1.50%), and the least one Dong Kol and Kam bol CLCs (1%).

Current Position of the Respondents

In the current position of CLC committee members, the most respondents are teachers/trainers (85.70%), followed by the CLC leaders (10.70%) and the least one: CLC committee members (3.60%). On the contrary, the current position of community people, most of them are students (67.50%), followed by farmers

(18.40%), housewife (6.60%), mechanism, unemployment, and other (2%), and the least one: factor workers (1.50%).

Working Experiences of the Respondents

In terms of working experiences of CLC committee members, the most respondents with working experiences between 03-05 years (57.10%), followed by 08-12 years (17.90%), less than 03 years (14.30%), 05-08 years (7.10%), and the least one: more than 11 (3.60%).

Community Participation in Community Learning Centers in Cambodia

To understand community participation problems in community learning centers, it is crucial to study how the community people have participated in the CLCs. According to table 4.5, there is 197 community people completing the questionnaire. We can see that most of the community people participated in utilizing services in the CLCs (34.60%), followed by attending programs (26.10%), resource mobilization (12.10%), diagnosing needs (11.20%), planning program (7.40%), implementing the program (6.20%), M & E (5.90%). The least one is making decision (0.5%).

Table 4.3: The Participation of Community People in the CLCs

| Components of Community Participation | The Participation of Community People in the CLCs | |
|---------------------------------------|---|------------|
| | Frequency | Percentage |
| Utilizing Services | 65 | 34.6 |
| Resource Mobilization | 26 | 10.1 |
| Attending Programs | 49 | 26.1 |
| Diagnosing Needs | 19 | 11.2 |
| Planning Programs | 14 | 7.4 |
| Implementing Program | 12 | 4.2 |

| Components of Community Participation | The Participation of Community People in the CLCs | |
|---------------------------------------|---|------------|
| | Frequency | Percentage |
| Monitoring & Evaluation | 11 | 5.9 |
| Decision Making | 1 | 0.5 |
| Total | 197 | 100 |

According to table 4.5, there is 197 community completing the questionnaire. We can see that most of the community people participated in utilizing services in the CLCs (34.60%), followed by attending programs (26.10%), resource mobilization (12.10%), diagnosing needs (11.20%), planning program (7.40%), implementing the program (6.20%), M & E (5.90%). The least one is making decision (0.5%). This result demonstrated that community participation in community learning centers in Cambodia is still inactive participation.

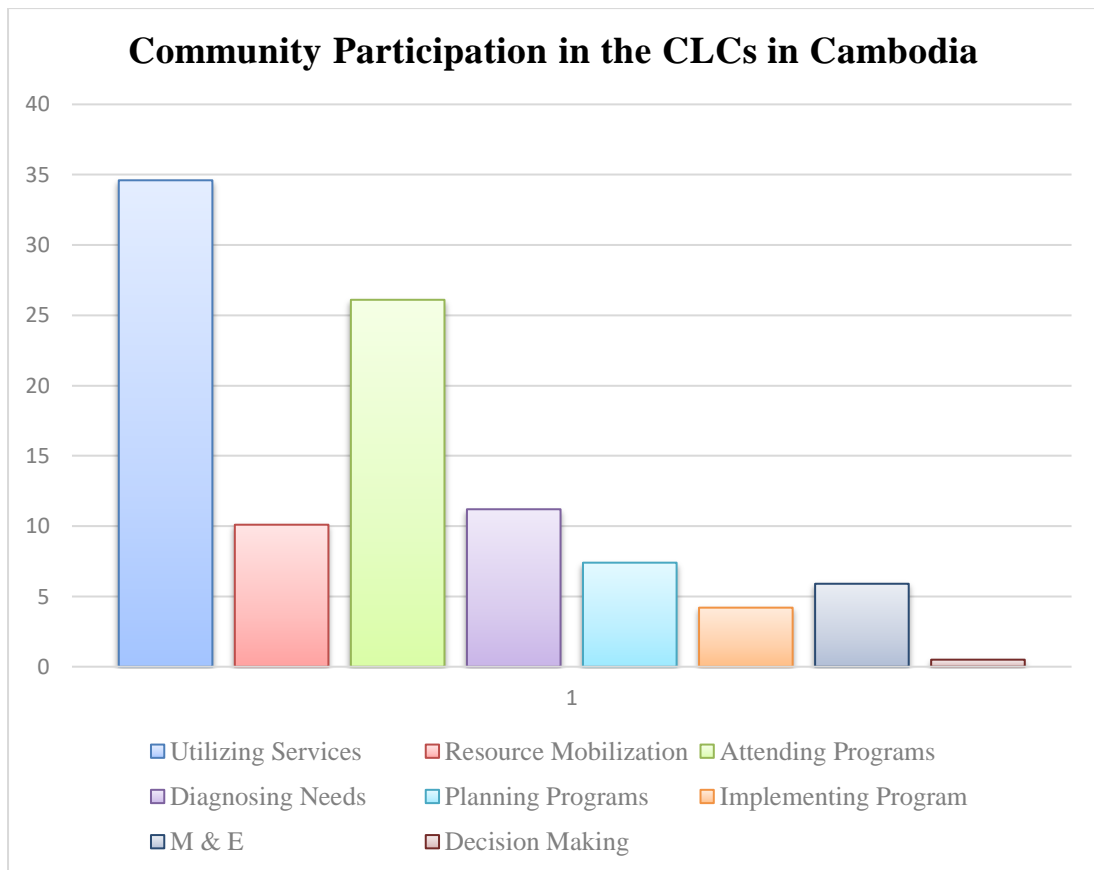


Chart 4. 1: Levels of Community Participation in the CLCs

Based on chart 4.1, community participation levels in the CLCs in Cambodia are still limited and low. In other words, community participation in community learning centers in Cambodia is inactive participation because most of the people participate in utilizing services (34.60%), attending programs (26.10%), resource mobilization (10.10%), diagnosing needs (11.20%), planning programs (7.4%), implementing programs (4.20%), monitoring and evaluation (5.90%), and decision making (0.50%).

Table 4.4: Community Participation in the CLCs in Cambodia

| Community Participation in the CLCs | | |
|--|------------------|-------------------|
| Items | Frequency | Percentage |
| Lack of Information | 68 | 36.2 |
| No Benefits | 22 | 10.1 |
| Unattractiveness of Program | 25 | 13.3 |
| Not Good Relationships | 22 | 11.7 |
| Lack of Trust | 24 | 12.2 |
| Family Burden | 32 | 14.4 |
| Other | 4 | 2.1 |
| Total | 197 | 100 |

Based on table 4.6, around 197 community people are completing the questionnaire. What we can see that the biggest problem of community participation in community learning centers is the lack of information (68%), followed by the family burden (14.4%), the unattractiveness of the programs (13.30%), the lack of trust (12.20%), not understanding the benefits of the CLCs (10.10%), and other problems (2.10%).

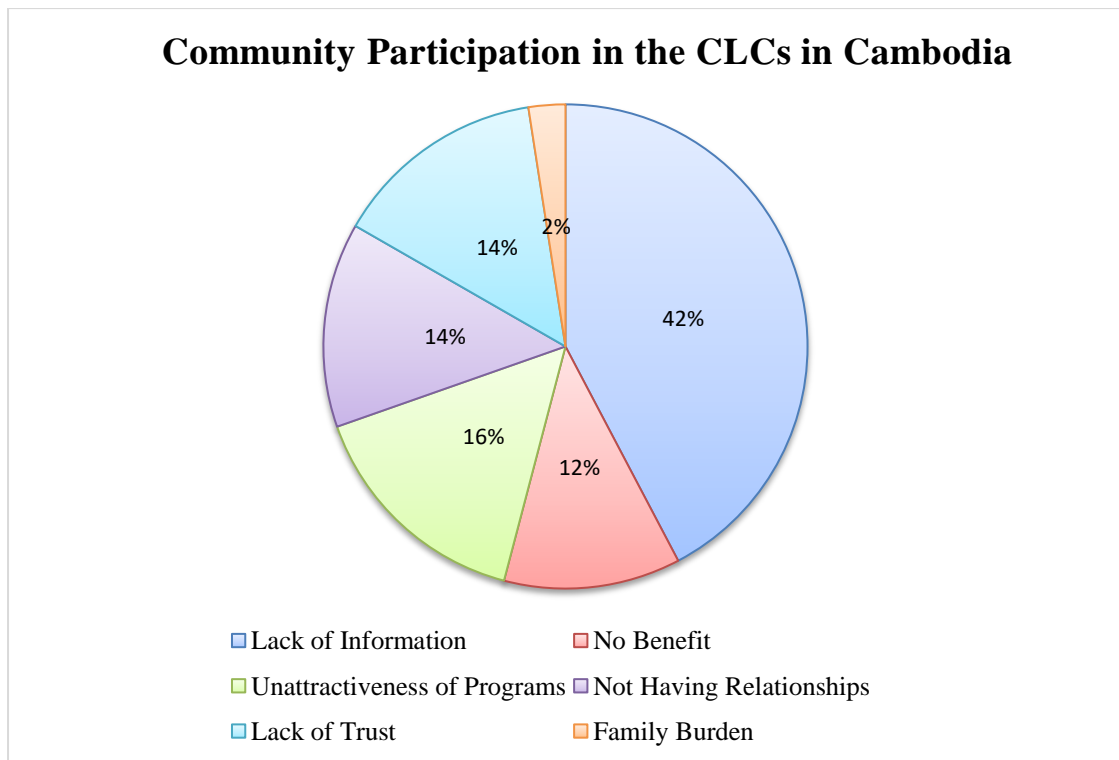


Chart 4. 2: Problems of Community Participation in the CLCs in Cambodia

According to chart 4.2, there is an assortment of community participation's problems of community in community learning centers in the Kingdom of Cambodia. For instance, community participation problems are the lack of information (42%), which demonstrated no information dissemination to community people. Moreover, the unattractiveness of the program (16%) is also one of the main problems in the CLCs besides the lack of information, lack of trust (14%), and not having relationships (14%). The last family burden (04%) is the least community participation problem in Cambodia's community learning centers.

The Current States and Desirable Needs of Community Participation in Enhancing Community Participation in Community Learning Centers in the Kingdom of Cambodia

This section articulated the current states and desirable needs of community participation in enhancing community participation in community learning centers in the Kingdom of Cambodia. It defined current states and the community participation's desirable needs by community people and the CLC committee members. As a result,

standard deviation and PNI_{modified} of each community participation component in community learning centers were used.

Based on table 4.7. demonstrated that current states of community participation in enhancing community participation in community learning centers in the Kingdom of Cambodia are a moderate level ($\bar{x} = 2.64$, S.D.=0.67) while the desirable needs of community participation in enhancing community participation in the CLCs are at a high level ($\bar{x}=4.41$, S. D=0.66).

For the current states of each component of community participation in the CLCs, it demonstrated that utilizing service ($\bar{x} = 2.79$, S.D = 0.70) is the highest level, followed by resource mobilization ($\bar{x} = 2.75$, S.D = 0.67), attending programs ($\bar{x} = 2.75$, S.D = 0.67), planning programs ($\bar{x} = 2.64$, S.D = 0.75), implementing programs ($\bar{x} = 2.64$, S.D = 0.70), diagnosing needs ($\bar{x} = 2.62$, S.D = 0.62), monitoring and evaluation ($\bar{x} = 2.60$, S.D = 0.61) and making decision ($\bar{x} = 2.39$, S.D = 0.67) is at the lowest level.

Regarding the desirable states of each component of community participation in the CLCs, it showed that making decision is the highest level ($\bar{x} = 4.57$, S.D = 0.60), followed by monitoring and evaluation ($\bar{x} = 4.53$, S.D = 0.63), implementing programs ($\bar{x} = 4.52$, S.D = 0.58), planning program ($\bar{x} = 4.47$, S.D = 0.58 and attending programs ($\bar{x} = 4.47$, S.D = 1.11), diagnosing needs ($\bar{x} = 4.45$, S.D = 0.54, resource mobilization ($\bar{x} = 4.30$, S.D = 0.60), and utilizing services ($\bar{x} = 4.03$, S.D = 0.68) is the lowest level.

Table 4.8 articulated the total of current states and desirable needs and priority needs of community people in enhancing community participation in community learning centers in the Kingdom of Cambodia. Of course, the highest value of PNI_{modified} , the most crucial problems and needs of community participation in community learning centers in Cambodia. The criteria are set to select community participation components in community learning centers that are the most priority needs to propose the guidelines to enhance community participation in community learning centers in Cambodia. Therefore, the value of each component of community participation, which has PNI_{modified} equal or higher than the average of PNI_{modified} values, is the most needed and prioritized. Consequently, five community participation components are equal and higher than the average of PNI_{modified} . Those community participation components will be the most prioritized and needed to proposed guidelines to enhance community participation in community learning centers in Cambodia. The five components of community participation have an equal and higher value than the average of PNI_{modified} such as 1). **Decision Making**, 2). **Monitoring and Evaluation**, 3). **Implementing Programs**, 4). **Planning Programs** and 5). **Diagnosing Needs** according to table 4.8: total current states and desirable needs and priority needs community participation.

Table 4.6: Total of Current and Desirable States and Priority Needs of Community People

| No | Components of Community Participation | Total | | | | | | |
|----|---------------------------------------|----------------|------|-----------------|------|----------------|-------|----------------|
| | | Current States | | Desirable Needs | | Priority Needs | | |
| | | \bar{x} | S.D. | \bar{x} | S.D. | PNI Modified | Order | Interpretation |
| 1. | Utilizing Services | 2.79 | 0.7 | 4.03 | 0.68 | 0.44 | 8 | Lower Needs |
| 2. | Resource Mobilization | 2.75 | 0.67 | 4.3 | 0.6 | 0.56 | 7 | Lower Needs |
| 3. | Attending Program | 2.75 | 0.68 | 4.47 | 1.11 | 0.63 | 6 | Lower Needs |
| 4. | Diagnosing Needs | 2.67 | 0.62 | 4.45 | 0.55 | 0.67 | 5 | High Needs |
| 5. | Planning Programs | 2.64 | 0.75 | 4.47 | 0.58 | 0.69 | 4 | High Needs |
| 6. | Implementing Program | 2.64 | 0.7 | 4.52 | 0.58 | 0.71 | 3 | High Needs |
| 7. | Monitoring & Evaluation | 2.6 | 0.61 | 4.53 | 0.63 | 0.74 | 2 | High Needs |
| 8. | Making Decision | 2.39 | 0.67 | 4.57 | 0.6 | 0.91 | 1 | High Needs |

Table 4.7: Means and Standard Deviation of Community participation in terms of utilizing services in the CLCs

| No | Indicators of Community Participation | CLC Committee Members | | Community Participation | | Total | | | | | | | |
|--------------|--|-----------------------|-----------------|-------------------------|-----------------|----------------|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | Current States | Desirable Needs | Current States | Desirable Needs | Current States | Desirable Needs | | | | | | |
| | Utilizing Services | \bar{x} | S.D. | \bar{x} | S.D. | \bar{x} | S.D. | | | | | | |
| 1 | CLCs have enough rooms and facilities. | 2.64 | 0.87 | 3.68 | 0.82 | 2.49 | 1.06 | 4.03 | 0.90 | 2.57 | 1.68 | 3.86 | 0.86 |
| 2 | CLCs have enough videos, book. | 2.50 | 0.96 | 3.79 | 0.88 | 2.20 | 1.08 | 4.07 | 0.98 | 2.35 | 1.02 | 3.93 | 0.93 |
| 3 | CLCs provide sufficient information. | 2.68 | 0.72 | 4.10 | 0.68 | 2.38 | 1.03 | 4.12 | 0.93 | 2.53 | 0.88 | 4.11 | 0.81 |
| 4 | CLCs' staff are friendly. | 3.21 | 1.13 | 4.10 | 0.68 | 3.17 | 1.20 | 4.22 | 0.79 | 3.19 | 1.17 | 4.16 | 0.74 |
| 5 | CLCs are located conveniently. | 3.53 | 1.07 | 4.00 | 0.82 | 3.05 | 1.10 | 4.23 | 0.85 | 3.29 | 1.09 | 4.12 | 0.84 |
| Total | | 2.91 | 0.95 | 3.93 | 0.78 | 2.66 | 1.09 | 4.13 | 0.89 | 2.79 | 1.17 | 4.03 | 0.83 |

Table 4.9. showed that the community participation in utilizing services in the CLCs regarding the current state is at moderate levels ($\bar{x}=2.79$, S.D.=1.17) while the desirable need is at the high levels ($\bar{x}=4.03$, S.D.=0.83).

In the current state, CLCs have enough rooms and facilities for the community to use is at the moderate level ($\bar{x}=2.57$, S.D.=1.68), and CLCs have enough videos, books, and documents for community people, which is at the low level ($\bar{x}=2.35$, S.D.=1.02). Moreover, the current state of CLCs in terms of providing information to community people is still at low levels ($\bar{x}=2.53$, S.D.=0.88), and CLCs' staffs are friendly and have good relationships with community people, which is at moderate levels ($\bar{x}=3.19$, S.D.=1.17). Lastly, the current state of the convenient location of CLCs for the community people is at a moderate level ($\bar{x}=3.29$, S.D.=1.09).

The five indicators of desirable needs regarding the utilizing services in the CLCs are at high levels. The desirable needs, CLCs have enough rooms and facilities for the community to use are at the high level ($\bar{x}=3.86$, S.D.=0.86), and CLCs have enough videos, books, and documents for community people, which is also at high levels ($\bar{x}=3.93$, S.D.=0.93). Furthermore, the desirable need of CLCs in terms of providing information to community people is at high levels ($\bar{x}=4.11$, S.D.=0.81), and CLCs' staffs are friendly. They have good relationships with community people, which is at high levels ($\bar{x}=4.16$, S.D.=0.74). Lastly, the current state of the convenient location of CLCs for the community people is also at a high level ($\bar{x}=4.12$, S.D.=0.84).

Table 4.8: Means and Standards Deviations of Community Participation in terms of Resource Mobilization in the CLCs

| No | Indicators of Community Participation | CLC Committee | | | Community Participation | | | Total | | |
|----|---------------------------------------|----------------|-----------------|-------------|-------------------------|-----------------|-------------|----------------|-----------------|-------------|
| | | Current States | Desirable Needs | S.D. | Current States | Desirable Needs | S.D. | Current States | Desirable Needs | S.D. |
| 6 | CLCs' administration is transparency | 2.85 | 4.14 | 0.71 | 2.57 | 4.23 | 0.90 | 2.71 | 4.19 | 0.81 |
| 7 | CLCs explains the benefits of CLCs | 3.04 | 4.21 | 0.63 | 2.83 | 4.30 | 0.97 | 3.63 | 4.26 | 0.80 |
| 8 | CLCs build trusts and confidence | 2.71 | 4.32 | 0.67 | 2.76 | 4.34 | 0.92 | 2.74 | 4.33 | 0.80 |
| 9 | CLCs demonstrate their willingness. | 2.60 | 4.53 | 0.64 | 2.64 | 4.29 | 0.88 | 2.62 | 4.41 | 0.76 |
| 10 | CLCs make me happy. | 2.75 | 4.32 | 0.72 | 2.72 | 4.30 | 0.87 | 2.74 | 4.31 | 0.80 |
| | Total | 2.79 | 4.30 | 0.67 | 2.70 | 4.29 | 0.91 | 2.89 | 4.30 | 0.79 |

Table 4.10. reveals that the current overall states of community participation, regardless of resource mobilization, are at moderate levels ($\bar{x}=2.85$, S.D.=0.94), and the desirable needs are high levels ($\bar{x}=4.30$, S.D.=0.79).

The current state of community participation in the resource mobilization in the CLCs, which CLCs' administration is transparency is moderate ($\bar{x}=2.85$, S.D.=0.75), and CLCs explains the benefits of CLCs, which is also at moderate levels ($\bar{x}=3.04$, S.D.=0.79). Besides, the current state of the CLCs in terms of building trusts and confidences is moderate levels ($\bar{x}=2.71$, S.D.=0.90), demonstrating community people's willingness to help the CLCs at moderate levels ($\bar{x}=2.60$, S.D.=1.13), and making community people happy in helping the CLCs at moderate levels ($\bar{x}=2.75$, S.D.=0.92).

All five indicators of desirable needs are at high levels. The desirable needs of community participation in resource mobilization in the CLCs regarding the transparency of the CLC at high levels ($\bar{x}=4.19$, S.D.=0.81), followed by explaining its benefits to community people ($\bar{x}=4.26$, S.D.=0.80), building trusts and confidences with community people ($\bar{x}=4.33$, S.D.=0.80), community people demonstrating their willingness ($\bar{x}=4.41$, S.D.=0.76), and making community people happy ($\bar{x}=4.31$, S.D.=0.80).

Table 4.9: Means and Standard Deviation of Community Participation in terms of Attending Programs in the CLCs

| No | Indicators of Community Participation | CLC Committee Members | | | Community Participation | | | Total | | | | | |
|--------------|--|-----------------------|-----------------|-------------|-------------------------|-----------------|-------------|----------------|-----------------|-------------|-------------|-------------|-------------|
| | | Current States | Desirable Needs | S.D. | Current States | Desirable Needs | S.D. | Current States | Desirable Needs | S.D. | | | |
| 11 | CLCs' training programs are so attractiveness. | 2.64 | 0.69 | 4.39 | 0.74 | 2.70 | 0.99 | 4.26 | 0.83 | 2.67 | 0.84 | 4.33 | 0.79 |
| 12 | CLCs' training programs are so responsive. | 2.75 | 0.75 | 4.25 | 0.82 | 2.76 | 0.94 | 4.33 | 0.89 | 2.76 | 0.85 | 4.29 | 0.86 |
| 13 | CLCs have a flexible schedule. | 2.70 | 0.85 | 4.46 | 0.69 | 2.72 | 0.95 | 4.30 | 0.93 | 2.71 | 0.90 | 4.38 | 0.82 |
| 14 | CLC disseminate information enough | 2.57 | 1.03 | 4.39 | 0.68 | 2.68 | 1.02 | 4.37 | 0.88 | 2.63 | 1.03 | 4.38 | 0.85 |
| 15 | CLCs provide clear career pathway | 2.46 | 0.92 | 4.60 | 0.63 | 2.62 | 1.05 | 4.45 | 0.85 | 2.54 | 0.78 | 4.53 | 0.84 |
| 16 | CLCs have enough trainers | 2.85 | 0.89 | 4.53 | 0.57 | 2.88 | 1.02 | 4.42 | 0.84 | 2.87 | 0.96 | 4.48 | 0.71 |
| 17 | CLCs make me happy. | 3.14 | 0.76 | 4.21 | 0.74 | 3.05 | 0.93 | 4.27 | 0.92 | 3.68 | 0.85 | 4.24 | 0.83 |
| Total | | 2.73 | 0.84 | 4.40 | 0.70 | 2.77 | 0.99 | 4.34 | 0.88 | 2.83 | 0.88 | 4.37 | 0.81 |

According to table 4.11, it revealed that the current situation of community participation in the CLCs in assisting them to attend programs in the CLCs is still at the moderate levels ($\bar{x}=2.83$, S.D.=0.88), and the desirable need is the high level ($\bar{x}=4.37$, S.D.=0.81).

For the current state of community participation in the CLCs in assisting community people to attend programs in the CLCs, which is the moderate level of the attractiveness of CLCs' training programs ($\bar{x}=2.67$, S.D.=0.84), followed by the moderate level of responsiveness of CLCs' training programs ($\bar{x}=2.76$, S.D.=0.85), the moderate levels of the flexibility of CLCs' schedules for community people ($\bar{x}=2.71$, S.D.=0.90), the moderate level of CLCs' information dissemination to community people ($\bar{x}=2.63$, S.D.=1.03), the moderate levels of CLCs in providing career pathway to community people ($\bar{x}=2.56$, S.D.=0.78), and the moderate level of having enough trainers in the CLCs ($\bar{x}=2.87$, S.D.=0.96). The current state of the CLCs in making community people happy is at high levels ($\bar{x}=3.68$, S.D.=0.85).

The desirable need of community participation in the CLCs in assisting community people to attend programs in the CLCs, which is the high level of the attractiveness of CLCs' training programs ($\bar{x}=4.33$, S.D.=0.79), followed by the high level of responsiveness of CLCs' training programs ($\bar{x}=4.29$, S.D.=0.86), the high level of the flexibility of CLCs' schedules for community people ($\bar{x}=4.38$, S.D.=0.82), the high level of CLCs' information dissemination to community people ($\bar{x}=4.38$, S.D.=0.85), the moderate levels of CLCs in providing career pathway to community people ($\bar{x}=4.53$, S.D.=0.84), and the highest level of having enough trainers in the CLCs ($\bar{x}=2.87$, S.D.=0.96). The desirable need of the CLCs in making community people happy is at high levels ($\bar{x}=4.24$, S.D.=0.83).

Table 4.10: Means and Standard Deviation of Community Participation in terms of Diagnosing Needs in the CLCs.

| No | Indicators of Community Participation | CLC Committee Members | | | Community Participation | | | Total | | |
|--------------|---------------------------------------|-----------------------|-----------------|-------------|-------------------------|-----------------|-------------|----------------|-----------------|-------------|
| | | Current States | Desirable Needs | S.D. | Current States | Desirable Needs | S.D. | Current States | Desirable Needs | S.D. |
| 18 | CLCs conduct monthly meeting. | 2.78 | 4.34 | 0.63 | 2.38 | 4.29 | 1.02 | 2.58 | 4.32 | 0.83 |
| 19 | CLCs welcome my concerns. | 2.96 | 4.43 | 0.74 | 2.64 | 4.29 | 0.99 | 2.80 | 4.36 | 0.87 |
| 20 | CLCs provide equal chance to me. | 2.85 | 4.53 | 0.80 | 2.62 | 4.34 | 0.99 | 2.74 | 4.44 | 0.90 |
| 21 | CLCs conducted data collection. | 2.64 | 4.64 | 0.87 | 2.44 | 4.31 | 0.99 | 2.54 | 4.48 | 0.93 |
| 22 | CLCs create a small box. | 2.04 | 4.67 | 0.92 | 1.95 | 4.44 | 1.16 | 2.00 | 4.56 | 1.04 |
| 23 | CLCs make me feel Importance. | 3.10 | 4.32 | 0.73 | 2.71 | 4.48 | 0.98 | 2.91 | 4.40 | 0.86 |
| Total | | 2.73 | 4.49 | 0.78 | 2.46 | 4.36 | 1.02 | 2.59 | 4.42 | 0.90 |
| | | | | | | | | | | 0.76 |

Table 4.12 articulated that community participation in community learning centers in assisting community people in diagnosing programs is a moderate level ($\bar{x}=2.59$, S.D.=0.90) while the desirable need is at the high level ($\bar{x}=4.42$, S.D.=0.76).

The current state of community learning centers in facilitating community people in joining in diagnosing programs is at the moderate level of CLCs conducting the monthly meeting with community people ($\bar{x}=2.58$, S.D.=0.83), the moderate level of the openness of the CLCs to community people's concerns ($\bar{x}=2.80$, S.D.=0.87), the moderate level of the CLCs providing the chances to community people ($\bar{x}=2.74$, S.D.=0.90), the moderate level of the CLCs in conducting data collection ($\bar{x}=2.54$, S.D.=0.93), particular the low level of the CLCs in establishing a small box to community people's opinion ($\bar{x}=2.00$, S.D.=1.04), and the moderate level of the CLCs in making community people happy in attending in diagnosing programs ($\bar{x}=2.91$, S.D.=0.86).

The desirable need of community participation in community learning centers in facilitating community people in joining in diagnosing programs is at the high level of CLCs conducting a monthly meeting with community people ($\bar{x}=4.32$, S.D.=0.78), the high level of the openness of the CLCs to community people's concerns ($\bar{x}=4.36$, S.D.=0.73), the high level of the CLCs providing the chances to community people ($\bar{x}=4.44$, S.D.=0.79), the high level of the CLCs in conducting data collection ($\bar{x}=4.48$, S.D.=0.76), particular the highest level of the CLCs in establishing a small box to community people's opinion ($\bar{x}=4.56$, S.D.=0.75), and the high level of the CLCs in making community people happy in attending in diagnosing programs ($\bar{x}=4.40$, S.D.=0.74). As a result, we can see the most demand of the CLCs in establishing a small box to receive community people's opinions and having the committee read their concerns.

Hing upon to table 4.13, it showed that the current states of community participation in community learning centers in facilitating community people to participate in planning programs are at the moderate level ($\bar{x}=2.64$, S.D.=1.03) while the desirable need is the high level ($\bar{x}=4.47$, S.D.=0.72).

The current state of community participation in helping community people to participate is at moderate levels of CLCs, allowing community people them contribute the development in the CLCs ($\bar{x}=2.67$, S.D.=0.93), the moderate levels of the CLCs conducting regular meeting ($\bar{x}= 2.53$, S.D.=1.63), the moderate levels of CLCs' facilitator planning programs with community participation ($\bar{x}=2.57$, S.D.=0.85), the moderate levels of CLCs encouraging community people to participate in planning programs ($\bar{x}=2.73$, S.D.=0.84), and the moderate of the CLCs' making me feel happy ($\bar{x}=2.72$, S.D.=0.89).

For the desirable need of community people in helping the community, participation is at high levels of CLCs, allowing community people them contribute the development in the CLCs ($\bar{x}=4.49$, S.D.=0.75), the high levels of the CLCs conducting regular meeting ($\bar{x}=4.44$, S.D.=0.72), the highest levels of CLCs' facilitator planning programs with community participation ($\bar{x}=4.50$, S.D.=0.73), the highest levels of CLCs encouraging community people to participate in planning programs ($\bar{x}=4.51$, S.D.=0.68), and the high of the CLCs' making me feel happy ($\bar{x}=4.39$, S.D.=0.72). In this connection, the desirable need of community people in helping community participation is at the highest levels, which can propose guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia.

Table 4.12: Means and Standard Deviation of Community Participation in terms of Implementing programs in the CLCs

| No | Indicators of Community Participation | CLC Committee Members | | | Community Participation | | | Total | | |
|--------------|--|-----------------------|-----------------|-------------|-------------------------|-----------------|-------------|----------------|-----------------|-------------|
| | | Current States | Desirable Needs | S.D. | Current States | Desirable Needs | S.D. | Current States | Desirable Needs | S.D. |
| 29 | CLCs implemented training programs | 2.46 | 0.84 | 0.57 | 2.43 | 0.96 | 0.91 | 2.45 | 0.90 | 0.74 |
| 30 | CLCs give equal opportunities for me | 2.60 | 0.69 | 0.90 | 2.54 | 1.02 | 0.89 | 2.57 | 0.86 | 0.90 |
| 31 | CLCs & me have well collaborated. | 2.68 | 0.86 | 0.58 | 2.62 | 0.99 | 0.94 | 2.65 | 0.93 | 0.76 |
| 32 | CLCs have enough capacity in implementing. | 2.75 | 0.89 | 0.53 | 2.73 | 1.15 | 0.89 | 2.74 | 1.02 | 0.71 |
| 32 | CLCs assist me in implementing. | 2.93 | 0.77 | 0.48 | 2.59 | 1.06 | 0.87 | 2.76 | 0.92 | 0.68 |
| Total | | 2.68 | 0.81 | 0.61 | 2.58 | 1.04 | 0.90 | 2.63 | 0.92 | 0.76 |

According to table 4.14, we can see that the current state of community participation in community learning centers in facilitating community people in implementing programs is at a moderate level ($\bar{x}=2.63$, S. D=0.92) while the desirable state need is at the highest level ($\bar{x}=4.53$, S. D=0.76).

For the current state of community participation in community learning centers in assisting community people in implementing programs in terms of CLCs implementing the training program is at the high level ($\bar{x}=4.49$, S.D=0.74), CLCs giving equal opportunities for community people are at the moderate level ($\bar{x}=2.57$, S.D=0.86), CLCs and community people having a good collaboration in implementing programs are the moderate level ($\bar{x}=2.65$, S.D=0.93), CLCs having enough capacity in implementing programs is at the moderate level ($\bar{x}=2.74$, S.D=1.02), and CLCs in assisting community people in implementing the program is the moderate level ($\bar{x}=2.76$, S.D=0.92).

For the desirable need of community participation in community learning centers in assisting community people in implementing programs in terms of CLCs implementing the training program is at the moderate level ($\bar{x}=2.45$, S.D=0.90), CLCs giving equal opportunities for community people are at the highest level ($\bar{x}=4.56$, S.D=0.90), CLCs and community people having a good collaboration in implementing programs are the high levels ($\bar{x}=4.48$, S.D=0.76), CLCs having enough capacity in implementing programs is at the highest level ($\bar{x}=4.58$, S.D=0.71), and CLCs in assisting community people in implementing the program is at the highest level ($\bar{x}=4.53$, S.D=0.68). As a result, we can see that the desirable needs of community participation in community learning centers in helping community people in implementing programs are at the highest levels, which are the most desirable need and main problems to propose guidelines to enhance community participation in the CLCs in the Kingdom of Cambodia.

Table 4.13: Means and Standard Deviation of Community Participation in terms of Monitoring and Evaluation in the CLCs

| No | Indicators of Community Participation | CLC Committee Members | | Community Participation | | Total | | | | | | | |
|----|---------------------------------------|-----------------------|-----------------|-------------------------|-----------------|----------------|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | Current States | Desirable Needs | Current States | Desirable Needs | Current States | Desirable Needs | | | | | | |
| | | \bar{x} | S.D. | \bar{x} | S.D. | \bar{x} | S.D. | | | | | | |
| 33 | CLCs produced a simple report. | 2.61 | 1.07 | 4.68 | 0.55 | 2.43 | 0.96 | 4.41 | 0.87 | 2.52 | 1.02 | 4.55 | 0.76 |
| 34 | CLCs established community committee. | 2.71 | 0.76 | 4.61 | 0.57 | 2.54 | 1.02 | 4.40 | 0.95 | 2.63 | 0.89 | 4.51 | 0.76 |
| 35 | CLCs disseminate working progress. | 2.96 | 0.64 | 4.57 | 0.57 | 2.62 | 0.99 | 4.48 | 0.87 | 2.79 | 0.82 | 4.53 | 0.72 |
| 36 | CLCs provided enough opport. for me. | 2.75 | 0.84 | 4.64 | 0.58 | 2.73 | 1.15 | 4.45 | 0.91 | 2.74 | 1.00 | 4.55 | 0.91 |
| 37 | CLCs make me understand. | 2.78 | 0.62 | 4.64 | 0.56 | 2.59 | 1.06 | 4.42 | 0.91 | 2.69 | 0.84 | 4.53 | 0.74 |
| | Total | 2.76 | 0.79 | 4.63 | 0.57 | 2.58 | 1.04 | 4.43 | 0.90 | 2.67 | 0.91 | 4.53 | 0.78 |

Based on table 4.15, it revealed that the current state of community participation in enhancing community participation in community learning centers in assisting community people in participating in monitoring and evaluation is at the moderate level ($\bar{x}=2.67$, S. D=0.91) while the desirable need is at the highest level ($\bar{x}=4.53$, S. D=0.78).

The current state of community participation of community learning in helping community people in participating in monitoring and evaluation in CLCs in producing simple reports for community people to understand which is at the moderate level ($\bar{x}=2.52$, S.D=1.02), CLCs establishing community committee which is at the moderate level ($\bar{x}=2.63$, S.D=0.89), CLCs disseminating working progress to community people which is the moderate level ($\bar{x}=2.79$, S.D=0.82), CLCs providing enough opportunities for community people to participate in monitoring and evaluation which is the moderate level ($\bar{x}=2.74$, S.D=1.00), and CLCs were making community people understanding the success and failure of CLCs which is at the moderate level ($\bar{x}=2.69$, S.D=0.84).

The desirable need for community participation in community learning centers in helping community people participate in monitoring and evaluation in CLCs to produce simple reports for community people to understand, which is at the highest level ($\bar{x}=4.55$, S. D=0.76). CLCs establishing a community committee which is at the highest level ($\bar{x}=4.51$, S.D=0.76), CLCs disseminating working progress to community people, which is the highest level ($\bar{x}=4.53$, S.D=0.72), CLCs providing enough opportunities for community people to participate in monitoring and evaluation, which is at the highest level ($\bar{x}=4.55$, S.D=0.91), and CLCs making community people were understanding the success and failure of CLCs which is at the highest level ($\bar{x}=4.53$, S.D=0.74). All the items of desirable states are at the highest level, which is considered the most problems and desirable needs to propose guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia.

Table 4.14: Means and Standard Deviation of Community Participation in terms of Monitoring and Evaluation in the CLCs

| No | Indicators of Community Participation | CLC Committee Members | | | Community Participation | | | Total | | | | | |
|--------------|---|-----------------------------|-------------|------------------------------|-----------------------------|-------------|------------------------------|-----------------------------|-------------|------------------------------|-------------|-------------|-------------|
| | | Current States \bar{x} | S.D. | Desirable Needs \bar{x} | Current States \bar{x} | S.D. | Desirable Needs \bar{x} | Current States \bar{x} | S.D. | Desirable Needs \bar{x} | | | |
| 38 | CLCs give me rights in making decision. | 2.61 | 0.69 | 4.46 | 0.64 | 2.24 | 0.87 | 4.48 | 0.91 | 2.43 | 0.78 | 4.47 | 0.78 |
| 39 | CLCs open equally opportunities for me. | 2.39 | 0.88 | 4.68 | 0.48 | 2.33 | 0.87 | 4.48 | 0.95 | 2.36 | 0.88 | 4.58 | 0.72 |
| 39 | CLCs respect my decision. | 2.57 | 0.84 | 4.71 | 0.46 | 2.20 | 0.84 | 4.51 | 0.89 | 2.39 | 0.84 | 4.61 | 0.68 |
| 40 | CLCs have a clear structure. | 2.61 | 1.03 | 4.57 | 0.57 | 2.26 | 0.87 | 4.55 | 0.86 | 2.44 | 0.95 | 4.56 | 0.72 |
| 41 | CLCs make me understand... | 2.46 | 0.92 | 4.68 | 0.55 | 2.14 | 0.82 | 4.56 | 0.85 | 2.30 | 0.87 | 4.62 | 0.70 |
| Total | | 2.53 | 0.87 | 4.62 | 0.54 | 2.23 | 0.85 | 4.52 | 0.89 | 2.38 | 0.86 | 4.57 | 0.72 |

According to table 4.16, it demonstrated that the current state of community participation in community learning centers in assisting community people in participating in the decision-making process is still at the moderate level ($\bar{x}=2.38$, S. D =0.86), and the desirable need is at the highest level ($\bar{x}=4.57$, S. D =0.72).

For the current state of community participation in community learning centers in facilitating community people to participate in the decision-making process of CLCs giving community people the right in making decision, which is at the moderate level ($\bar{x}=2.43$, S.D=0.78), CLCs open equal opportunities for community people to join in the decision making process is at the moderate level ($\bar{x}=2.36$, S.D=0.88), CLCs respecting community people's decision is at the moderate level ($\bar{x}=2.39$, S.D=0.84), CLCs having a clear structure for the community people to join in community learning centers is the moderate level ($\bar{x}=2.44$, S.D=0.95), and CLCs making community people understanding the critical decision-making process is the moderate level ($\bar{x}=2.30$, S.D.=0.84).

For the desirable need of community participation in community learning centers in facilitating community people to participate in the decision making the process of CLCs giving community people the right in making decision which is at the high level ($\bar{x}=4.47$, S.D=0.78), CLCs opening equal opportunities for community people to join in the decision-making process is at the highest level ($\bar{x}=4.58$, S.D=0.72), CLCs respecting community people's decision is at the highest level ($\bar{x}=4.61$, S.D=0.68), CLCs having a clear structure for the community people to join in community learning centers is the highest level ($\bar{x}=4.56$, S.D=0.72), and CLCs making community people understanding the critical decision-making process is the highest level ($\bar{x}=4.62$, S.D.=0.70). As a result, most of the desirable needs in the decision-making process in community learning centers are the highest levels, which is the most crucial problems and prioritized needs to propose guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia.

Recommendation and Suggestions in the Questionnaire from the Respondents Related to Components of Community Participation in Community Learning Centers in the Kingdom of Cambodia

Recommendation and suggestions from the respondents related to community participation components in community learning centers in the Kingdom of Cambodia were determined by the open-ended question in section 04 of the questionnaire.

Table 4.15: The Problems of Community Participation in Community Learning Centers Recommended by the CLC Committee Members and Community People

| Components of Community Participation | Problems | | |
|---|----------------------|------------------|-----------|
| | CLC Committee Member | Community People | Total |
| Utilizing Services | | | |
| 1). Some community people lose their confidence in CLCs since they think that CLCs are just building. | 06 | 58 | 64 |
| 2) CLCs do not have a conducive environment for the learners. | 04 | 37 | 41 |
| 3) CLCs do not disseminate enough information to community people | 02 | 57 | 59 |
| 4). CLCs do not have enough materials for the learners to practice. | 09 | 57 | 66 |
| Resource Mobilization | | | |
| 1). CLCs' administration lacks transparency. | 00 | 36 | 36 |
| 2). The living standards of community people | 10 | 45 | 55 |

| Components of Community Participation | Problems | | |
|--|----------------------------|---------------------|-----------|
| | CLC Committee Member | Community People | Total |
| are very low. | | | |
| 3). CLCs have not shown their benefits to community people. | 01 | 65 | 66 |
| 4). Community people lack confidence and trust in the CLCs' practices. | 00 | 46 | 46 |
| Attending Programs | | | |
| 1). Most men are not able to participate because they are busy with their businesses and living. | 08 | 47 | 55 |
| 2). Some people do not understand the benefits of education. | 10 | 55 | 65 |
| 3). CLCs are located far from their settlements. | 02 | 40 | 42 |
| 4). The training programs cannot solve community people's problems. | 00 | 50 | 50 |
| 5). CLCs do not have certificates to give community people. | 03 | 47 | 50 |
| Diagnosing Needs | | | |
| 1). There are no comment boxes for receiving | 08 | 57 | 65 |

| Components of Community Participation | Problems | | |
|--|----------------------------|---------------------|-----------|
| | CLC Committee Member | Community People | Total |
| a suggestion from community people. | | | |
| 2). CLCs do not have regular meeting with community people and following-up at their houses. | 02 | 38 | 40 |
| 3). Community people do not know the benefits of participating in diagnosing needs. | 12 | 46 | 58 |
| Planning Programs | | | |
| 1). Learners do not have enough chances to plan their own learning programs. | 01 | 47 | 48 |
| 2). Learners are not able to plan programs based on their desires. | 02 | 55 | 57 |
| 3). Community people do not have a willingness to join in planning programs. | 05 | 34 | 39 |
| 4). The facilitators and learners do not collaborate well in terms of planning programs. | 00 | 45 | 45 |
| Implementing Programs | | | |
| 1). Implementing the programs still limited due to the limitation of community people's | 06 | 34 | 40 |

| Components of Community Participation | Problems | | |
|--|----------------------------|---------------------|-----------|
| | CLC Committee Member | Community People | Total |
| knowledge. | | | |
| 2). Training programs do not follow action plans. | 02 | 65 | 67 |
| 3). CLCs do not implement the programs based on community people's needs. | 00 | 40 | 40 |
| 4). CLCs do not like cooperative well with community people in terms of implementing programs. | 01 | 35 | 36 |
| Monitoring and Evaluation | | | |
| 1). There is a lack of clear documents to show the CLCs' progress. | 01 | 55 | 56 |
| 2). Community people do not receive equal chances to participate in M & E. | 01 | 45 | 46 |
| 3). Community people lack knowledge in participate in M & E. | 06 | 33 | 39 |
| 4). There is no regular meeting to allow community people to participate in M & E. | 01 | 42 | 43 |
| Decision Making | | | |

| Components of Community Participation | Problems | | |
|--|----------------------------|---------------------|-------|
| | CLC Committee Member | Community People | Total |
| 1). Community people lack power in participating in decision making. | 01 | 55 | 56 |
| 2). Most of the community people feel hesitant in participating in decision making. | 07 | 50 | 57 |
| 3). There is a lack of centralization. | 02 | 32 | 34 |
| 4). There is no clear plan and structure for community people to participate in decision making. | 01 | 35 | 36 |

Table 4.17, in overall pictures, community participation problems in community learning centers recommended by the CLC committee members and community people. The problems of the first component of community participation – utilizing services which showed that the most critical problems because CLCs do not have enough material for the learners (66 respondents), followed by the problem of community people's thought about the function of CLCs (64 respondents), the CLCs do not disseminate enough information to community people (59 respondents), and do not have a conducive environment for the learners (41 respondents). The problems of the second components of community participation – resource mobilization demonstrating the most problem is that CLCs have not shown benefits enough to community people (66 respondents), the living standard of the community people is relatively low (55 respondents), community people lack confidence and trust on the CLCs' practices (46 respondents), and CLCs' administration lacks transparency (36 respondents). Furthermore, the third component of community participation – diagnosing needs the most problem is that there are no comment boxes for receiving a

suggestion from community people (65 respondents). Community people do not know the benefits of participating in diagnosing needs (58 respondents). CLCs do not have regular meetings with community people and following-up at their houses (40 respondents). The problems of the fourth components of community participation – attending programs articulate the most problem is that some people don't understand the benefit of education (65 respondents), most of the men are not able to participate because they are busy with their businesses and living (55 respondents), the training programs cannot solve community people's problems (50 respondents), CLCs do not have certificates to give community people (50 respondents), and CLCs located far from their settlements (40 respondents). Moreover, the problems of the fifth component of community participation – planning programs showing that the most critical problem is that learners are not able to plan programs based on their desires (57 respondents), learners do not have enough chances to plan their own learning programs (48 respondents), the facilitators and learners do not collaborate well in terms of planning programs (45 respondents), and community people do not have a willingness to join in planning programs (39 respondents). The problems of the sixth component of community participation – implementing programs manifested that the most problem is that training program does not follow the action plans (67 respondents), implementing the programs still limited due to the limitation of community people's knowledge (40 respondents), CLCs do not implement the programs based on community people's needs (40 respondents). CLCs do not like cooperative well with community people in terms of implementing programs (36 respondents). The problems of the seventh component of community participation – monitoring and evaluation demonstrating that there is a lack of clear documents to show the CLCs' progress (56 respondents); Community people do not receive equal chances to participate in M & E (46 respondents), there is no regular meeting to allow community people to participate in M & E (43 respondents). Community people lack knowledge in participate in M & E (39 respondents). Last but not least, the problems of eighth of components of community participation showing that the biggest problem is that most of the community people feel hesitant in participating in decision making (57 respondents), community people lack power in participating in decision making (56 respondents), there is no clear plan and structure for community people to

participate in decision making (36 respondents), and there is a lack of centralization (34 respondents).

Table 4.16: Recommendation for Guidelines to Enhance Community Participation in Community Learning Centers by the CLC committee members and community people

| Components of Community Participation | Recommendation for Guidelines | | |
|---|-------------------------------|------------------|-------|
| | CLC committee members | Community people | Total |
| Utilizing Services | | | |
| 1). CLCs need to add more documents related to salon and tailor. | 03 | 54 | 57 |
| 2). CLCs should increase equipment regarding salon and tailor. | 10 | 65 | 75 |
| 3). CLCs should increase budget allocation to give more incentive to the staff. | 12 | 45 | 57 |
| 4). CLCs should enhance the quality and standards of CLCs' equipment. | 07 | 60 | 67 |
| Resource Mobilization | | | |
| 1). CLCs should encourage more people to contribute to resource mobilization in the CLCs. | 10 | 45 | 55 |
| 2). CLCs should build trust and confidence with the community people. | 02 | 51 | 53 |
| 3). CLCs should help community people | 01 | 43 | 44 |

| Components of Community Participation | Recommendation for Guidelines | | |
|--|-------------------------------|------------------|-------|
| | CLC committee members | Community people | Total |
| understand more clearly about the CLCs. | | | |
| 4). CLCs should suggest community to more collaborative in contributing to resource mobilization. | 00 | 35 | 35 |
| 5). CLCs should help community people to raise their living standards. | 02 | 50 | 52 |
| Attending Programs | | | |
| 1). Learners should pay more attention to the training programs. | 13 | 45 | 58 |
| 2). Training programs help solve the community people's issues. | 02 | 59 | 61 |
| 3). CLCs should provide the certificate of completion for the learners after finishing the course. | 00 | 64 | 64 |
| 4). The training programs should be flexible for the learners. | 00 | 44 | 44 |
| Diagnosing Needs | | | |
| 1). CLCs should have a box to collect the ideas from community people. | 12 | 65 | 77 |
| 2). CLCs should regularly conduct | 03 | 56 | 58 |

| Components of Community Participation | Recommendation for Guidelines | | |
|---|-------------------------------|------------------|-------|
| | CLC committee members | Community people | Total |
| meeting with follow-up community people. | | | |
| 3). Community people should contribute their ideas to diagnose their needs. | 05 | 44 | 49 |
| 4). Community people should have more courage to express their opinions. | 06 | 34 | 40 |
| Planning Programs | | | |
| 1). Community people should attend the planning programs regularly. | 07 | 44 | 51 |
| 2). The teachers should give more power to learners. | 00 | 46 | 46 |
| 3). The facilitators and learners think together to find something innovative. | 02 | 37 | 39 |
| 4). The facilitators and learners should work collaboratively in planning programs. | 00 | 40 | 40 |
| Implementing Programs | | | |
| 1). There should be more community people in implementing programs. | 08 | 40 | 48 |
| 2). CLCs should encourage community | 02 | 39 | 41 |

| Components of Community Participation | Recommendation for Guidelines | | |
|--|-------------------------------|------------------|-------|
| | CLC committee members | Community people | Total |
| people to regularly participating the meeting. | | | |
| 3). CLCs should work together with community people in implementing programs. | 00 | 38 | 38 |
| 4). CLCs should have a clear direction in implementing programs. | 02 | 45 | 47 |
| 5). CLCs should set a plan to get success in operating their actions. | 03 | 46 | 49 |
| 6). CLCs should teach community people to understand the benefits of participating in implementing programs. | 00 | 45 | 45 |
| Monitoring and Evaluation | | | |
| 1). CLCs should make the announcement publicly their working progress. | 04 | 55 | 59 |
| 2). CLCs should work with community people in monitoring and evaluation. | 00 | 45 | 45 |
| 3). CLCs should implement programs based on community people's needs. | 01 | 47 | 48 |
| 4). CLCs should implement their master and action plans. | 03 | 37 | 40 |

| Components of Community Participation | Recommendation for Guidelines | | |
|---|-------------------------------|------------------|-------|
| | CLC committee members | Community people | Total |
| 5). CLCs should work with community people to fill the gaps for their future improvement. | 04 | 34 | 38 |
| Decision Making | | | |
| 1). CLCs should establish a community committee with a local community representative. | 02 | 54 | 56 |
| 2). CLCs should give community people more rights in the decision-making process. | 00 | 55 | 55 |
| 3). CLCs should encourage community people to have more courage to express their ideas. | 01 | 37 | 38 |
| 4). CLCs should hold a monthly meeting with community people. | 03 | 54 | 57 |

Table 4.18, demonstrated guidelines to enhance community participation in community learning centers in Cambodia, suggested by the CLC committee members and community people. The suggestive guidelines of the first component of community participation – utilizing services showing the most highly prioritized guideline is that CLCs should increase equipment regarding salon and tailor (75 respondents), CLCs should enhance the quality and standards of CLCs' equipment (67 respondents), CLCs should increase budget allocation to give more incentive to the staff (57 respondents), and CLCs need to add more documents related to salon and

tailor (57 respondents). The suggestive guidelines of the second components of community participation – resource mobilization demonstrating that the most critical guideline is that CLCs should encourage more people to contribute to resource mobilization in the CLCs (55 respondents), CLCs should build trust and confidence with the community people (53 respondents), CLCs should help community people to raise their living standards (52 respondents), CLCs should help community people understand more clearly about the CLCs (44 respondents), and CLCs should suggest community to more collaborative in contributing to resource mobilization (35 respondents). In addition, the third recommended guidelines of the third component of community participation – attending programs articulating that the most crucial suggestive guideline is that CLCs should provide the certificate of completion for the learners after finishing the course (64 respondents), training programs help solve the community people's issues (61 respondents), learners should pay more attention to the training programs (58 respondents), and the training programs should be flexible for the learners (44 respondents). The suggestive guidelines of the fourth components of community participation – diagnosing needs manifesting that the most prioritized guideline is that CLCs should have a box to collect the ideas from community people (77 respondents), CLCs should conduct a regular meeting with follow-up community people (58 respondents), Community people should contribute their ideas to diagnose their needs (49 respondents), and Community people should have more courage to express their opinions (40 respondents). Moreover, the recommended guidelines of fifth components of community participation – planning programs showing that the essential guideline is that community people should attend the planning programs regularly (51 respondents), the teachers should give more power to learners (46 respondents), the facilitators and learners should work collaboratively in planning programs (40 respondents), and the facilitators and learners think together to find something innovative (39 respondents). Furthermore, the suggestive guidelines of the sixth component of community participation – implementation programs finding that the essential guideline is that CLCs should set a plan to get success in operating their actions (49 respondents), there should be more community people in implementing programs (48 respondents), CLCs should have a clear direction in implementing programs (47 respondents), CLCs should teach community people to understand the

benefits of participating in implementing programs (45 respondents), CLCs should encourage community people to regularly participating the meeting (41 respondents), and CLCs should work together with community people in implementing programs (38 respondents). Besides, the suggestive guidelines of the seventh component of community participation – monitoring and evaluation showing that the prioritized guideline is that CLCs should make the announcement publicly their working progress (59 respondents), CLCs should implement programs based on community people's needs (48 respondents), CLCs should work with community people in monitoring and evaluation (45 respondents), CLCs should implement their master and action plans (40 respondents), and CLCs should work with community people to fill the gaps for their future improvement (38 respondents). Last but not least, the recommended guidelines of the eighth component of community participation – decision making demonstrating that the most important is that CLCs should hold a monthly meeting with community people (57 respondents), CLCs should establish community committee with local community representative (56 respondents), CLCs should give community people more rights in the decision-making process (55 respondents), and CLCs should encourage community people to have more courage to express their ideas (38 respondents).

Research Objective 03: the research findings of Proposed Guidelines to Enhance Community Participation in Community Learning Centers in the Kingdom of Cambodia

The guidelines' development underwent two main stages: the draft of guidelines based on research findings of the first and second research objectives and conducting the in-depth interview and Likert-scale questionnaires to improve the draft guidelines' practicality and feasibility.

Drafting Guidelines

The drafted guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia were developed by identifying community participation components, studying current states, and desirable needs of community participation in enhancing community participation in the CLCs to formulate

proposed guidelines. The drafted guidelines consist of vision, goals, and guidelines from to deal with the problems of community participation and to enhance their participation in the CLCs in Cambodia. Those drafted guidelines confirmed its practicality and feasibility with the Cambodian experts through online-survey and in-depth interview. The drafted guidelines consist of five main parts according to the prioritized needs of community people to enhance community participation in the CLCs in Cambodia. The first component is diagnosing needs containing some subcomponents like diagnosing needs, developing a community comment box, committee reading community comments, community monthly meeting. The second component is planning programs with subcomponents such as curriculum designing enhancement (community people planning programs, and implementing andragogy theory), career pathway development (extending the scopes of training programs, mapping the uniqueness of each community, developing manual career roadmap, and networking linkages. The third component is implementing programs with subcomponents seemingly policy and direction, mechanism and action plans, Manpower, Machine, Material, Method and Management (05 M), professional development and capacity building. The four component is monitoring and evaluation with subcomponents such as community monitoring and evaluation, building transparency, and producing simple CLC performance reports. The last component is decision making with subcomponents like information disseminating policy (diversifying information disseminating methods, and information diffusing workforces), community referendum, rehabilitating decentralization, and increasing budget allocation.

Finalizing Guideline Formulation Procedures

Two main processes have been carried out to finalize guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia.

The first step, after identifying community participation components, studying current states and desirable needs, and opening questions in the questionnaire, the drafted guidelines were developed to enhance community participation in the CLCs in the Kingdom of Cambodia. It also came from the opinions and suggest of the key informants and key respondents from the interview and survey. The second step, after

the researcher drafted the guidelines, there were two main procedures which he did to ensure the practicality and feasibility of the drafted guidelines. The researcher delivered Likert-scale questionnaires to Cambodian experts to evaluate or rate the feasibility and practicality of drafted guidelines. In addition, the researcher conducted in-depth interview with Cambodian experts in the field of non-formal and informal education to provide suggestion and recommendation to develop practical guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia.

The Results of Rating the Drafted Guidelines to Enhance Community Participation in the CLCs in Cambodia through Likert-Scale Questionnaire

The Cambodian Experts' Profile

| No | Code | Position | Institution | Working Experiences |
|-----------|-------------|----------------------------|--|---|
| 1. | A001 | Chief of Non-Formal Office | Department of Education, Youth, and Sport, Tboung Khmum Province | Having completed a master's degree in Education and working experiences in non-formal and informal education for more than 05 years. |
| 2. | A002 | Executive Director | NGO Education Partnership | Having been an expert and practitioner of Education in Cambodia and has extensive experience working with development partners, including ADB, WB, EU, Swiss Agency for Development and Cooperation (SDC), UNDP, and the UN Country Team. |

| No | Code | Position | Institution | Working Experiences |
|----|------|--------------------------------------|---|--|
| 3. | A003 | Head of Lifelong Learning Department | Royal University of Phnom Penh | Having graduated with a Doctoral Degree in Education and worked in teaching & research in Teacher Education, Education for Sustainable more than 05. |
| 4. | A004 | School Principal and CLC Leader | Khouch Chmar Community Learning Centers | Have been working as a school principal and CLC Leader and have worked with community people for around 30 years. |
| 5. | A005 | Country Director | DVV International | Have been working in NGOs and IGOs to support and promote non-formal, formal, and informal education for around 20 years. |

Table 4.17: Rating Scores of the Proposed Guidelines to Enhance Community Participation in Community Learning Centers in Cambodia

| Guidelines to Enhance Community Participation in the CLCs in Cambodia | \bar{x} | S.D. |
|--|-----------|------|
| I. Diagnosing Need | | |
| 1.1. Diagnosing Learners' Needs | 3.40 | 0.84 |
| 1.2. Developing a Community Comment Box | 4.80 | 0.47 |
| 1.3. Committee Reading Community's Comments (CRCC) | 3.80 | 1.09 |
| 1.4. Community Monthly Meeting | 4.80 | 0.47 |
| II. Planning Programs | | |

| Guidelines to Enhance Community Participation in the CLCs in Cambodia | \bar{X} | S.D. |
|--|-----------|-------------|
| 2.1. Curriculum Designing Enhancement | | |
| 2.1.1. Community People Planning Programs | 4.80 | 0.47 |
| 2.1.2. Implementing Andragogy Theory | 3.40 | 0.89 |
| 2.2. Career Pathway Development | | |
| 2.2.1. Extending Scopes of Training Programs | 4.80 | 0.47 |
| 2.2.2. Mapping the Uniqueness of Each Community | 4.60 | 0.55 |
| 2.2.3. Developing Manual for Career Roadmap | 5.00 | 0.00 |
| 2.2.4. Networking Linkage | 4.80 | 0.47 |
| III. Implementation Programs | | |
| 3.1. Policy and Direction | 4.80 | 0.47 |
| 3.2. Mechanism and Action Plans | 3.20 | 1.00 |
| 3.3. Manpower, Machine, Material, Method and Management (05 M) | 5.00 | 0.00 |
| 3.4. Professional Development and Capacity Building | 4.60 | 0.89 |
| IV. Monitoring and Evaluation | | |
| 4.1. Community Monitoring and Evaluation | 4.80 | 0.47 |
| 4.2. Building Transparency | 5.00 | 0.00 |
| 4.3. Producing Simple CLCs' Performance Reports | 4.80 | 0.57 |
| V. Decision Making | | |

| Guidelines to Enhance Community Participation in the CLCs in Cambodia | \bar{x} | S.D. |
|--|-------------|-------------|
| 5.1. Information Disseminating Policy | | |
| 5.1.1. Diversifying Information Disseminating Methods | 4.60 | 0.55 |
| 5.1.2. Information Diffusing Workforces | 4.80 | 0.47 |
| 5.2. Community Referendum | 4.80 | 0.47 |
| 5.3. Rehabilitating Decentralization | 5.00 | 0.00 |
| 5.4. Increasing Budget Allocation | 4.80 | 0.47 |
| Total | 4.58 | 0.36 |

This table articulated that an overall rating score by the Cambodian experts on the proposed guidelines is at a high level in total ($\bar{x} = 4.58$, S.D = 0.36).

There are five main components in the overall picture and 27 subcomponents of the proposed guidelines to enhance community participation in the CLCs in Cambodia. Developing manual for career roadmap, manpower, machine, material, method and management (05 M), building transparency, and rehabilitating decentralization have the highest mean scores ($\bar{x} = 5.00$, S.D = 0.00), and developing a community comment box, monthly community meeting, implementing andragogy theory, extending scopes of training programs, networking linkage, policy and direction, community monitoring and evaluation, producing simple CLCs' performance reports, information diffusing workforces, community referendum, and increasing budget allocation have high mean scores ($\bar{x} = 4.89$, S.D = 0.47). Whereas mapping the uniqueness of each community ($\bar{x} = 4.60$, S.D = 0.55), professional developing and capacity building ($\bar{x} = 4.60$, S.D = 0.89), and diversifying information disseminating methods ($\bar{x} = 4.60$, S.D = 0.55) have moderate mean scores, and followed by committee reading community's comment ($\bar{x} = 3.80$, S.D = 1.09), diagnosing community's needs ($\bar{x} = 3.40$, S.D = 0.84) and community people planning program

($\bar{x} = 3.40$, S.D = 0.89), and mechanism and action plan ($\bar{x} = 3.20$, S.D = 1.00) have lower mean scores.

Hence, guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia are the subcomponents and components of community participation which have higher value than the means of overall rating scores by the Cambodia experts ($\bar{x} = 4.58$, S.D = 0.36) such as developing manual for career roadmap, Manpower, Machine, Material, Method and Management (05 M), building transparency, rehabilitating decentralization, developing a community comment box, community monthly meeting, extending scopes of training programs, networking linkage, policy and direction, community monitoring and evaluation, producing simple CLCs' performance reports, information diffusing workforces, community referendum, increasing budget allocation, mapping the uniqueness of each community, professional developing and capacity building, and diversifying information disseminating methods, which have high feasibility and practicality to proposed as guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia.

The Results of In-Depth Interview

After the experts rated the practicality and feasibility of the drafted guidelines to enhance community participation in community learning centers in Cambodia, the proposed guidelines improvement was primarily based on the Cambodian experts' suggestions and comments while conducting the in-depth interview. Most of the proposed guidelines received great satisfaction and support from the experts—however, some proposed guidelines are required to make some revision and modification.

The comments and suggestion from the in-depth interview with Cambodian experts were interpreted and summarized in more detail in the following:

First, diagnosing needs have played a significant in enhancing community participation. The subcomponent “Diagnosing Learners’ Needs and Committee Reading Community’s Comment” is not necessary to include there and a bit redundant. It would be to be replaced or deduct. They are also happy to see

subcomponents “Developing a Community Comment Box, and Monthly Meeting.” However, the experts recommended defining the term and the meaning more clearly to make it more tangible and practical.

“I think it is so crucial to mention it here since the main component is already stated about “Diagnosing Needs,” isn’t it? You might consider substituting it or deduct it if it is possible. [...] For committee reading community’s comment, it is not practical and will not work in the Cambodian context based on experiences. [...] You might consider replacing “monthly meeting to regular meeting,” and it would be great if you can indicator the numbers of each meeting.” (A003, 2020)

“[...]. This point sounds ambitious to me as I have read it, I feel it is the same as “Monthly Meeting.” When we conduct the monthly meeting, we also diagnosing needs through discussion and survey, right? I am not sure about it too. It is a good idea to modify or delete this one and try to find something more relevant.” (A005, 2021)

“It is good that we have a box in each CLC to receive comments from the community people. So, they can express their voices and ideas better. Of course, they will be able to diagnose their needs better.” (A001, 2020)

Second, the experts acknowledged the “Planning Program,” which is a crucial component in which all stakeholders work together to strengthen community participation. However, everything comes from grassroots levels, not from the top levels. Students should learn from the practical knowledge not from the theory. The trainers change should their teaching approaches to cultivate the learners’ interest and quickly see their learning benefits.

“[...] The problem is that the learners cannot choose the topic and skills of training programs diversely because it is based on their subjective without consulting with the community. As a result, I think that facilitators and CLC leaders should sit down together to plan and brainstorm the training programs.” (A002, 2020)

“[...] After the training program, we always give the homework to them and ask them to make a reflection on what they have learned and apply it to the reality. We also ask them to discuss to seek common ground and solution to their community. Moreover, they should change their training approaches to make it more interesting and practical to the learners. [...]” (A005, 2021)

“[...] The sewing cloth is one of the most popular training programs because they like learning it, and it is also easy to find a trainer too. Other skills are a bit passive, and it is quite hard for us to be a good trainer. [...]” (A004, 2020)

Regarding career pathway and marketing linking, there are some arising suggesting from the experts:

“[...] when completed their learning, the CLCs committee members should have a clear career pathway for them. Since those learners are poor, the government should collaborate with private sectors to provide a grant or loan to develop their career or business....” (A001, 2020)

Third, regarding the “Implementing Program,” there should be more emphasis on the direction and goals of the CLCs in implementing the programs.

“We should make it concrete and visible for them. We have worked with the schools for our experiences, and I think it can apply to the CLCs. The school should work closely with the CLCs too since the high school has students. CLCs have places and local knowledge as a center in which the school has only theories. So, they can exchange each other to build local wisdom. [...] I envision the CLCs to be like the Thai Royal Project. It is a research center that is led by the community people. In conclusion, it should start from strategic, and the leader should have a clear vision and goal.” (A003, 2020)

In the regardless of “Manpower, Machine, Material, Method and Management” of the CLCs, the experts have been mentioned in the following:

“[...] the centers' leadership has been recruited from the school principal to take the lead, making the centers' management plan less certain because they work both for the school and in the centers. If we have enough staff to work separately, we should do it too. If they already have their roles, they should

work them independently. [...] we should recruit the community people's leaderships who have strong commitment such as retirement used to be teachers, doctors, and so on, and if it is possible, we can try with them, which might be much better." (A002, 2020)

Moreover, the experts have emphasized the importance of CLC leaders and members' capacity building.

"[...] we should enhance capacity building of the CLCs leaders through training by providing a chance to have a short visit both local (different provinces) and abroad to exchange knowledge and experiences. Once they came back and brought those ideas to implement and strengthen their capacity, it could show the community people the benefits of the CLC. Hence, there will be more participation. In short, the most important is participation." (A001, 2020)

"[...] Moreover, building CLC leaders' capacity building is one of the most important components since they are the main person who implements the programs and works with community people." (A005, 2021)

Fourth, the experts pointed out "Monitoring and Evaluation" which should follow "CLC Based Management" since the government should delegate more authorities to CLC leaders and community people. By so doing, they can effectively build trust and a sense of ownership among the community people.

"[...] CLC Based Management is the most important for building trust and ownership among community people. The roles of ministry should be supervisors and facilitators. NGOs should work in aligning with the government to complete the need of the community people. They should have a strong management team with a full capacity." (A003, 2020)

"As we know that community people have limited knowledge, it is hard to involve them in monitoring and evaluation. I agree that we should produce a simple report about the success and failure story of CLCs to disseminate community people, and they can share their ideas for the CLCs' future improvement too." (A004, 2020)

Lastly, to involve community people in “Decision Making,” it is vital to spread information to everyone to acknowledge and understand their participation benefits.

“We should be more active and try to reach out to the community people through announcements and advertisements. We should also spend our time with community people to explain the benefits of CLCs and help them solve their problems. [...]” (A004, 2020)

Community referendum is mentioned as the draft guidelines that play an essential role in providing the community people an equal chance to participate in decision-making processes and represent their voices (A003, 2020 & A001, 2020).

Increasing budget allocation in CLCs, most of the experts had agreed with this point since it is one of the primary mechanisms to push CLCs forwards and attract more community participation.

“There is not a clear-cut budget allocation. CLCs should have their own bank account to manage their budget to process their budget to run their activities. Once the CLCs have their budget allocation, they should involve community people in making decisions with budget plans. Hence, they can build trust and boost community people’s confidence, and there will be more community participation in the CLCs.” (A001, 2020)

The guidelines were finalized and proposed to the Department of Non-Formal Education of Ministry of Education, Youth and Sport, Cambodian higher education institutes, and other related NGOs as follows.

Vision

Community learning centers in Cambodia become Lifelong Learning Centers in promoting non-formal, informal, and lifelong learning by 2030.

Goals

- 1) To enhance community participation in community learning centers to achieve future sustainability of the centers as well as to become lifelong learning centers.

- 2) To enrich human resources, physical infrastructures, and financial resources in the CLCs through resource mobilization by building trust and ownerships with community people.
- 3) To promote community participation in the CLCs through diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and decision making to become an active and lifelong learning centers.

Guidelines

1. Diagnosing Needs

Community learning centers shall strengthen community participation in community learning centers in terms of diagnosing needs. The CLC committee members and leaders shall consider all those prominent points to achieve these actions, such as developing a community comment box and community regular meetings.

1.1. Developing a Community Comment Box:

The CLC committee members and leaders shall create a box to receive comments and feedback from community people willing to share their concerns and constructive feedback with the CLC committee members. Doing this way, community people will have more chances to express their ideas better; it also promotes the community to diagnose their needs in the CLCs. The CLCs can establish a committee to read their comment and suggestion. Then they can raise those ideas in the meeting to develop the centers.

1.2. Regular Community Meeting

The regular meeting shall always convene at least 01 or 02 times per month to diffuse updating information and listen to community people's concerns and suggestions. It must be an informative meeting, in which everyone is welcome to participate and give their ideas to the committee. Holding this regular meeting will keep community people on track, and it can motivate them to continue participating in diagnosing needs in the CLCs.

2. Planning Programs

The CLC leaders and committee members shall work collaboratively with community people in planning programs to effectively enhance community participation in community learning centers in the Kingdom of Cambodia. Curriculum designing enhancement and career pathway development are the main components to promote community people participating in planning programs in the CLCs.

2.1. Curriculum Designing Enhancement

The facilitators and learners shall plan their learning programs and activities based on their needs and interests. The learners shall share their ideas with facilitators in planning programs, helping them build their senses of belonging and ownership. As a result, those planning programs can cultivate and arouse the participant's interests, mainly to put their problems into a solution. For instance, they shall enhance some popular programs, such as functional literacy, complementary program, income-generating programs, and vocational training skills. Moreover, they shall teach the learner based on their real-life and problems rather than on the theory. They provide a conducive environment for them to reflect and discuss with their peers to figure out a standard solution to solve their community's problems. Upon completing their training programs, the CLCs shall provide the certificate of recognition aligning with the Cambodia Qualifications Framework (CQF) to the learners. Hence, the learners will have more motivation to participate in the CLCs due to this valuable and extrinsic incentive.

2.2. Career Pathway Development

2.2.1. Extending Scopes of Training Programs

Community learning centers shall extend their scopes of training programs by not just solely focused on the non-formal and informal education, but other related skills, such as social, environmental, economic, financial, marketing, businesses, and the other like, which could provide more alternative ways for the CLCs to enlarge the learners' career opportunities. Once the community people see this benefit, they will have more willing to participate in the planning program with the facilitators in the CLCs.

2.2.2. Mapping the Uniqueness of Each Community

The CLC leaders, committee members, and other relevant stakeholders shall conduct mapping analysis to identify each community's unique features and uniqueness. Hence, they can design the training programs and activities with the learners' contributions according to each community or area's specialty. For example, suppose that one community or area has fertilized soil with a suitable irrigation system, which provides proper agriculture conditions. In that case, the CLCs shall develop any programs and activities to equip community people with agricultural knowledge and skills. By so doing, community people will bring knowledge to put into practice, which motivates them to participate in the CLCs.

2.2.3. Developing Manual Career Roadmap

The CLC committee members and other relevant stakeholders shall establish a manual career roadmap with the community people's contribution, who will use that manual to discover their aspired career upon finishing the training programs. This manual will serve as a well-documented resource for community people to follow this pattern, and they will have a clear idea and direction with their career pathway.

2.2.4. Networking Linkages

CLC leaders and committee members shall link one community learning center to another to exchange their knowledge, skills, and experiences. For instance, the CLC committee members and learners can exchange their hands-on experiences and specialization with other people from different centers and settings and convene cross-training programs across diverse community learning centers. As a result, the CLC committee members, facilitators, and learners can extend their career networking linkage and prospectus. Similarly, the CLCs should link with private sectors and other relevant stakeholders to extend the learners' career opportunities, paving the way for enhancing community participation in community learning centers in Cambodia.

3. Implementing Programs

Implementation programs are one of the main components in promoting community participation in the CLCs in the Kingdom of Cambodia. The CLC leaders and

committee members shall establish policy and direction, manpower, machine, material, method, management (05 M), and professional development and capacity building.

3.1. Policy and Direction

The community learning centers shall have a crystal-clear policy and direction to implement the training programs and activities, especially in enhancing community participation in implementing programs in the CLCs. For instance, visions, missions, and goals shall be established to enhance community participation in implementing programs in the CLCs. Those initiatives will assist the CLC leaders and committee members in implementing programs, activities, and community participation. CLCs shall start doing something small and concrete, which is a completed and visible work. Thus, it is easy to appeal to community people to join and implementing the activities.

3.2. Manpower, Machine, Material, method, and Management (05 M)

It is essential to place people, who is a manpower, in a suitable setting and position, which could help the CLC leaders and committee members maximize and customize the money and times, particularly the practices of the CLCs in enhancing community participation. Sophisticated technologies shall be utilized to implement the activities and programs in the CLCs. Moreover, the CLCs shall make use of available materials and resources in the community with the facilitation of machines to invent emerging products to serve community people's benefits. Strong management and leaderships with proper methods and approach shall be promoted and fostered to effectively implementing the program in the CLCs. For instance, CLCs shall recruit more popular community people and have strong leadership and skills to lead the centers rather than allow teachers and school principals to implement those programs. In this sense, those activities will help them cultivate community people's interests in implementing programs and activities in the CLCs since they trust the CLC committee members and leaders' excellent management and leadership.

3.3. Professional Development and Capacity Building

Conducting regular training programs for the CLC committee members and facilitators to build their professional development and capacity building is one of the most effective ways to strengthen implementation programs and enhance community participation in the CLCs. For example, the government shall have more opportunities for CLC committee members to visit and participate in capacity building training programs in local (different provinces) and international settings (other countries). Hence, they shall bring eye-opening experiences to develop their centers and community. Once the CLC committee members and facilitators can advance their management, administrative, and teaching skills, they can serve community people better in providing services, information, and organizing activities.

4. Monitoring and Evaluation

The CLC committee members have an obligation to work closely with community people to monitor and evaluate community learning centers' progress and evolution in strengthening community participation. To accomplish the strengthening of community participation in monitoring and evaluation, the CLC committee members and leaders should pay their focused attention to producing simple CLCs' performance reports, community monitoring and evaluation, and building trust.

4.1. Community Monitoring and Evaluation

A proper assessment of the success and failure in implementing the CLCs has played a predominant role in strengthening community involvement and participation. The CLC leaders and committee members shall work with community people to monitor and evaluate through convening weekly and monthly meetings with community people. As a result, the CLCs and community people can update the CLCs' actions and activities' progression and performance which could help them build senses of commitment and ownerships.

4.2. Building Transparency

Increasing transparency levels has served as a primary driving factor in augmenting resource mobilization from community people and other relevant stakeholders. It also opens a window for community people to monitor and evaluate and assess the CLCs' practices' performance. To build trust with community people, CLC Based Management shall be implemented. The government shall play their roles as facilitators and supervisors rather than leaders to give community people more authority to lead and check their performance. In this sense, once the trust, confidence, transparency, and sense of belonging had been constructed, they shall have more willingness to participate and involve in the CLCs. It also arouses community people's interests in monitoring and evaluation with CLC committee members and leaders to study successes and failures of the CLCs' performance and fill the gaps for future improvement.

4.3. Producing a Simple CLCs' Performance Report

The CLC committee members shall produce simple CLCs' performance reports, which eases community people to understand the practices of the CLCs. By doing this, everyone has an equal chance to monitor and evaluate the CLCs by reading that typical report. The community people are motivated to participate in community learning centers via their understanding of the success and failure of the CLCs' practices since they feel that it is their production and results.

5. Decision Making

Participation in decision making is the most active participation level of community participation in community learning centers. The CLC committee members and leaders shall develop information disseminating policy, community referendum, rehabilitate decentralization, and increase budget allocation to enhance community participation in decision-making in the CLCs.

5.1. Information Disseminating Policy

5.1.1. Diversifying Information Disseminating Approaches

Information dissemination is the primary method and channel to diffuse updated news and events to community people, especially in any decision making conducted in community learning centers. For instance, disseminating information shall be varied in different channels, such as flyers, banners, TV, radios, Facebook Pages, Instagram, Twitter, Telegram, and other social media. Each CLC must establish its own Facebook Page and YouTube channel to spread information and activities and propose policies, guidelines, and strategies to community people. Once there are various means of disseminating information, the more information reaches community people, the more community people will participate in decision making in the CLCs.

5.1.2. Information Diffusing Workforces

CLC committee members shall work together with community people to form a team as information disseminating teams or workforces to provide more chances to community people to participate in any decision making in the CLCs. Those teams can join as a workforce to spread information to community people. To maximize the information reaching to community people, they can spread information and follow up at the villages and community people's houses. Once everyone has access to the information, there will be more participation in the CLCs.

5.2. Community Referendum

In the community, establishing a community referendum is very significant for the CLC committee members and leaders to raise community people's voices and participate in the decision-making process. For instance, before adopting any policies, community people provide equal rights to vote on whether to adopt them or not. By doing so, it will help to strengthen the community's sense of belonging as well as to enhance community participation in the CLCs.

5.3. Rehabilitating Decentralization

The delegation of power and authorities shall be granted to the CLC committee members and community people, which is very significant for the grassroots levels and community people to attend any particular decision regarding the proposed policies, guidelines, and strategies. The aftermath can quantitatively progress the working procedures at each level, and there will be more community participation in the community learning centers in the kingdom of Cambodia.

5.4. Increasing Budget Allocation

Having sufficient budget allocation is a preliminary step to enhance community participation in the CLCs. For instance, community people shall provide equal rights to participate in any policies regarding budget allocation. Moreover, the Cambodian government shall increase the national budget to enhance community participation in the CLCs, assuring that the CLCs can provide equal rights for everyone to participate in the decision-making process. Furthermore, the government shall retain their autonomy to CLCs manage their own budget plans. For example, CLCs shall have a bank account to implement their activities. Moreover, it would be better to have a sufficient budget to run a completed and full-fledged project that could build trust and motivate community people to participate in the CLCs.

In conclusion, there are five main components in guidelines which we need to enhance such diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and decision making with respective sub-components. The guidelines to enhance community participation in community learning centers in Cambodia. After more community participation in the CLCs, the CLCs will be more active and sustainable as well as become a lifelong learning center in the Kingdom of Cambodia.

CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Three main research objectives had been conducted in this research study to propose guidelines to enhance community learning centers in the Kingdom of Cambodia. In this part, it entails and a brief overview conclusion of the research findings, discussion, and recommendations.

Conclusion

The whole procedures of this research study are summarized in the following:

Research Objectives

There are three main research objectives in this research study such as 1). to analyze components of community participation in community learning centers in the Kingdom of Cambodia, 2). to study current states and desirable needs of community participation in enhancing community participation in the CLCs in the Kingdom of Cambodia, and 3). to propose guidelines to enhance community participation in the CLCs in the Kingdom of Cambodia.

Research Methodology

For the first research objective, “to analyze community participation components in community learning centers in the Kingdom of Cambodia,” this study employed document study and semi-structured interviews. First, the document study aimed to gain insights into community participation components in community learning centers at large, giving the researcher the framework to defined community participation components in the CLCs. Second, the researcher conducted a semi-structured interview with five Cambodian experts who specialize in non-formal and information education, lifelong learning, and other related fields from the Ministry of Education, Youth and Sport, universities, and NGOs to figure out the genuine components of community participation in the CLCs.

To attain the second research objective, “to study current and desirable states and needs of community participation regarding in enhancing community participation in community learning centers in the Kingdom of Cambodia,” the researcher surveyed

258 community people from two different provinces (Phnom Penh city and Tboung Khmum province) and 50 CLC committee members. Nevertheless, due to the outbreak of COVID-19, the researcher was able to conduct a survey only with 197 community people and 28 CLC committee members. The data have been analyzed by using SPSS to study means, standard deviation, and PNI_{modified} to study current and desirable states and needs of community participation in the CLCs as well as to figure out prioritized components of community participation based on the value of PNI_{modified} to propose guidelines to enhance community participation in the CLCs in Cambodia.

Lastly, the third research objective “to propose guidelines to enhance community participation in community learning centers in Cambodia,” the researcher took three steps. Firstly, the survey's opening questions have been carried out to perceive some suggestions and recommendations to the proposed guidelines to enhance community participation in the CLCs in Cambodia. Secondly, the researcher drafted the guidelines based on suggestive results of PNI_{modified} and from the recommendation of community people in the survey. Thirdly, the researcher conducted surveys with the Cambodian experts to rate the drafted guidelines' feasibility and conduct an in-depth interview with five Cambodian experts.

Components of community participation in community learning centers in the Kingdom of Cambodia

According to the first draft of the conceptual research framework obtained from the literature review and semi-structured interview results from five Cambodian experts specializing in non-formal and informal education and other related fields, the components of community participation in community learning centers in the Kingdom of Cambodia which were utilized as the final research conceptual are as follow:

- Component 01: Utilizing Services
- Component 02: Resource Mobilization
- Component 03: Attending Programs
- Component 04: Diagnosing Programs

- Component 05: Planning Programs
- Component 06: Implementing Programs
- Component 07: Monitoring and Evaluation
- Component 08: Decision Making

As in the Cambodian context, there are eight community participation components in community learning centers suggested by the Cambodian scholars and academics. Those components of community participation will be utilized in the questionnaires to study current states and desirable needs of community participation in enhancing community participation in community learning centers in the Kingdom of Cambodia.

The Current States and Desirable Needs of Community Participation in Enhancing Community Participation in Community Learning Centers in the Kingdom of Cambodia

The research finding of current states of community participation in enhancing community participation in the CLCs in Cambodia is at low levels. The components of community participation in a decision are the lowest level and followed by monitoring and evaluation, implementing programs, planning programs, diagnosing needs, attending programs, resources mobilization, and utilizing services in community learning centers. Based on these research findings, community participation in the CLCs in Cambodia is at non-active levels. These results implied that both community people and the CLCs committee community participation did not do an excellent job in promoting community participation in the CLCs in Cambodia.

The research findings of community participation's desirable needs in enhancing community participation in the CLCs in Cambodia are high levels. The components of community participation in decision-making, monitoring and evaluation, and implementing programs are the highest levels in Cambodia's community learning centers. Community participation components follow it in planning programs, diagnosing programs, attending programs, resource mobilization, and utilizing services at high levels in Cambodia's community learning centers.

According to the results of PNI_{modified}, it is suggested that there are five main components of community participation, such as diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and decision making, which have a higher value than the average values of PNI_{modified}. Those components of community participation will be proposed as guidelines to enhance community participation in community learning centers in the Kingdom of Cambodia.

Proposed Guidelines to Enhance Community Participation in Community Learning Centers in the Kingdom of Cambodia

After the researcher took three steps such as inserted opening-question in the questionnaires, conducting Likert-scale questionnaires and in-depth interview with five Cambodian experts, the guidelines were finalized and proposed to the Department of Non-Formal Education of Ministry of Education, Youth and Sport, Cambodian higher education institutes, and other related NGOs as follows.

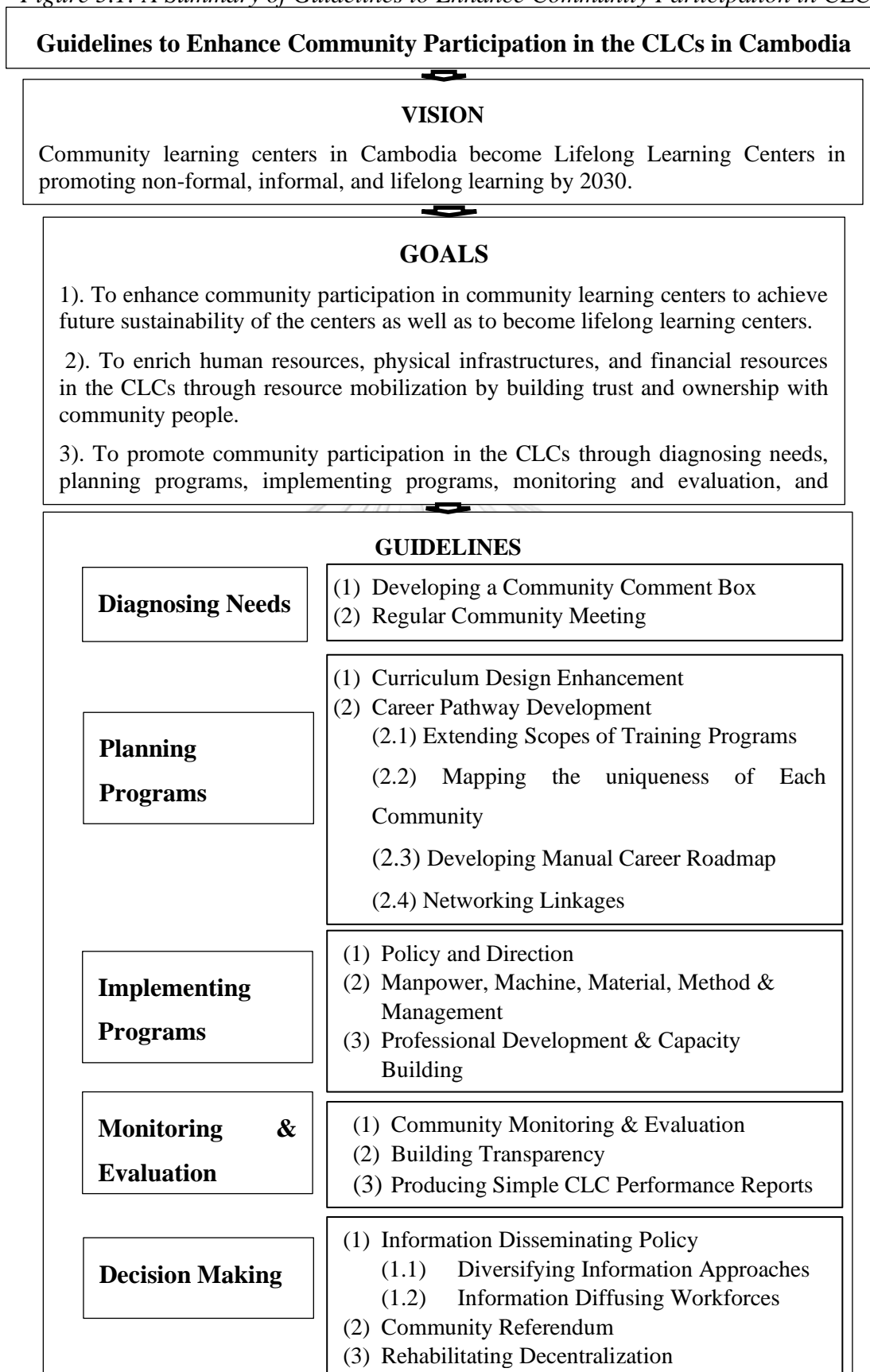
Vision

Community learning centers in Cambodia become Lifelong Learning Centers in promoting non-formal, informal, and lifelong learning by 2030.

Goals

- 1) To enhance community participation in community learning centers to achieve future sustainability of the centers as well as to become lifelong learning centers.
- 2) To enrich human resources, physical infrastructures, and financial resources in the CLCs through resource mobilization by building trust and ownerships with community people.
- 3) To promote community participation in the CLCs through diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and decision making to become an active and lifelong learning centers.

Figure 5.1: A Summary of Guidelines to Enhance Community Participation in CLCs



Discussion

The discussion of research findings regarding community participation components in community learning centers and current states and desirable needs of community participation in the CLCs in Cambodia is discussed in this chapter. The discussion of guidelines follows it to enhance community participation in the CLCs in the Kingdom of Cambodia.

Research Objective 01: Components of Community Participation in Community Learning Centers in the Kingdom of Cambodia

The results of analyzing community participation components in the CLCs in Cambodia found that there are 08 components in the Cambodian context that are utilizing services, resource mobilization, attending programs, diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and decision making. These research findings are consistent with Arnstein (1969) have elucidated citizen participation, which he called “A Ladder of Citizen Participation.” There are eight components of citizen participation in a community: manipulation, therapy, informing, consultation, placation, partnership, delegated power, and citizen power. It also aligns with Shaeffer (1994), who has modified “A Ladder of Citizen Participation” to “A Rung of Community Participation,” which he mentioned the community participation or involvement in the community and schools. He pointed out that there are seven rungs of community participation, seemingly the mere use of services, involvement of resources, attending programs, consultation, partnership, implementation, and decision-making. Furthermore, Kenny (1997) also illustrated community participation in the organization and community. He has divided the typologies of community participation into five categories. First, passive participation is little participation and sometimes no participation and action. Second, this type of participation is called non-participation, which refers to the members' fake participation in an organization or a community. Third, negotiated participation is a medium level of participation. Community people and members can share their ideas and common perception with each other or their leaders in the organization and community. Fourth, spontaneous participation is a type of participation that their members or community volunteers contribute to their resources (materials, labors, and

finances) to help develop organizations and communities (Langevin & Lamarre, 2016). Lastly, active participation allows everyone in the organization and community more freedom to decide on any particular issues, which is the highest level of participation. More often than not, Wilcox (1994) & Kendall et al. (2013) have mentioned the level and components of people and community people's participation in certain events or organizations. They have demonstrated five components of participation: information, consultation, deciding together, acting together, and supporting independent initiative communities, which are the vital components to determine the success and sustainability of organization and community. They have demonstrated community participation in health centers in the same line, which is quite similar to community learning centers (Cohen & Uphoff, 1980; Oakley, 1989). They have claimed that community participation has three main components: planning, utilizing, and implementing the services in the target centers. Regarding participation in the Thai context, Kongkalaung (2007); Tassniyom (1997) mentioned community participation in health centers and community centers, which contained some components like using service, planning, implementing, diagnosing needs, and evaluating the programs. Besides, the Ministry of Education, Youth and Sports manifested some components of community participation in the learning centers and schools, such as using the services, contributing resources (materials, labors, lands, and finances), diagnosing needs, volunteering to implement programs, and assessing programs (MOEYS, 2014b; UNESCO, 2008). However, the participation is still low-level and limited, making the centers passive and leading to the edge of distinction. Pham Le (2017) has pointed out the components of community learning centers' contributions to personal and community development in Myanmar. Three main components have been found in the operation of CLCs. Those components are effective local leadership and community-based organization, the main roles as facilitators, and supporting community centers. Those components and factors help the CLCs in Myanmar become more sustainable and active. Aref (2010) & Lachapelle and Austin (2014) conducted a study on community participation for educational planning and development. They have also articulated some component of community participation such as advocating enrollment and education benefits, boosting the morale of school teachers, raising money for schools, constructing, repairing, and

improving school facilities, recruiting and supporting teachers, making decisions about school locations and schedules, monitoring and following up on teacher attendance and performance, forming village education committees to manage schools, actively attending school meetings to learn about children's learning progress and providing skill instruction and local culture information. Nugroho & Hermawan (2006) studied about Community-Based Tourism Challenge of Nglepen Hamlet in Developing Tourism Village Based on Community Participation Theory (A ladder of Citizen Participation. Similarly, they also articulated the components of community people and villagers' participation in Nglepen Hamlet in Indonesia. Those components of participation are stages of manipulation, therapy, informing, consultation, placation, partnerships, the delegation of powers, and currently in the citizen control stages.

There are some components of community participation in community learning centers in Cambodia that have aligned with existing literature review, such as using services, resource mobilization, attending programs, diagnosing needs, implementing programs, monitoring and evaluation, and decision making which have been the previous studies (Arnstein, 1969; MOEYS, 2014b; Pich, 2008; Shaeffer, 1994; Wilcox, 1994). However, after the researcher conducted a semi-structured interview with five Cambodian experts who are specialists and practitioners in the field of non-formal, and informal education, lifelong learning, and other related fields, the researcher has discovered that there is an emerging component of community participation in the CLCs in Cambodia which is "Planning Programs." It is because most of the key informants agreed that planning programs should include in the components of community participation in the CLCs in Cambodia because without involving in planning programs, the CLC committee members, leaders, and facilitators will not be able to plan and produce suitable programs which could meet the interest and needs of community people. For instance, the Cambodian experts emphasized on "Planning Programs" components to be included as stated "Planning the program is considered as a process of adult learning, as so doing, [...]" (Expert 01, Expert 02, & Expert 05, 2020)

Furthermore, the research findings have found that the level of community participation in Cambodia is still at a low level, as expressed by the Cambodian experts “They are busy with their own businesses and have to take care of their families. Some of them gave their study and went to work abroad to earn money to support the family [...]” (Expert 02, & Expert 03, 2020)

In the literature review, Arnstein (1969) has pointed out the level of citizen participation, which are three different levels, such as non-participation, tokenism, citizen power, and Shaeffer (1994) mentioned two cored levels of community participation like non-participation and active participation. Kenny (1997) divided participation levels into five different levels: passive participation, non-participatory, negotiated participation, spontaneous participation, and active participation.

In conclusion, we can see that even though research findings regarding community participation components in community learning centers in Cambodia somewhat agree with the existing literature review. One emerging component from conducting a semi-structured interview with the Cambodian experts is “Planning Programs.” Also, the research has found that the level of community participation in the CLCs in Cambodia is still low and limited, which can imply that there is a need for the Cambodian government and other relevant stakeholders to work on the standard solution and come up with practical guidelines to enhance community participation in the CLCs in Cambodia to more active and sustainable.

Research Objective 02: The Current States and Desirable Needs of Community Participation in Enhancing Community Participation in Community Learning Centers in Cambodia

Research findings articulated the current problems of community participation, which those problems are lack of information (42%), the unattractiveness of program (16%), the lack of trust (14%), and not having relationships (14%), and family burden (04%). Based on this research study, community participation's major problem is the lack of information in the centers to community people. It implies that there is not insufficient information dissemination to community people to understand about the benefits of the CLCs. This research finding is consistent with Pich (2008) conducted a study on community learning center development in Cambodia: in the case of Ksert commune

in Svey Reing province, which demonstrated the problems of community participation in the CLCs, such as the lack of information dissemination, limited knowledge of community people, family burden, and poor physical infrastructures in the centers. Department of Non-Formal Education (2018b); MOYES (2014), a small meeting has been convened by the CLC committee members with community people to update new activities and services (Rowland, 2012). Simultaneously, there are some problems with community participation in China, an information barrier due to the governmental system as communism (Meier et al., 2012; UNESCO, 2011). There is also a problem raised by the deterioration of centers' facilities and equipment, making community people unwilling to participate in the centers (Borland et al., 2020; World Bank, 1995). Besides, in most cases, all the problems provided by the CLCs are lack of ability to respond to the exact demands of the community people, which causes a little or no participation from the community members in most activities (Ahmed et al., 2019); there has emerged a situation of lack of community people's motivation; hence, it leads to a situation of 'half-hearted' local participation (Samson, 1994; Wamaungo et al., 2010). Community participation issues in the CLCs of Thailand occur due to the lack of government's budget and community people's lack of ownership and commitment (Fantini, 1976; UNESCO, 2008). Moreover, Gajanayake and Jaya (1993); Wilcox. D (1994) mentioned community participation: the lack of community people's power and deficiency of commitment and sense of ownership. Whereas Hager (2001); Sheldon. S (1994) shared some community participation problems: the lack of trust and confidence, unseeing benefits of their participation, and the lack of information dissemination. Moreover, the research findings also articulated that most of community people are participating in utilizing services in the CLCs and the least participating in monitoring and evaluation, and decision making in the CLCs in the Kingdom of Cambodia. The results implicated that community participation in community learning centers in Cambodia is an inactive participation based on the theories of community participation of Arnstein (1969) and Shaefer (1994). Community people just participated in the CLCs to receive some available services and facilities such as reading books, magazines, newspapers, and reunion their companions. They do not have power and rights to participate in the implementing programs, monitoring and evaluation, and decision

making made the CLC leaders and committee members. It is very important for community people to participate in diagnosing needs, planning programs, implementing programs, monitoring and evaluation and decision making in the CLCs to make the centers become more active and sustainable.

The research findings of current states of community participation in the CLCs showed that located at a moderate level in total ($\bar{x} = 2.64$, S.D.=0.67) while the desirable needs of community participation in enhancing community participation in the CLCs is at a high level ($\bar{x}=4.41$, S.D.=0.66). It implied that the current states of community in the CLCs in Cambodia have serious community participation problems and low CLCs' practices. The main problems come from two main actors which are the CLC leaders and committee members and community people. There are still some loopholes of the CLC leaders and committee members' practices in enhancing community participation in community learning centers. Whereas, community people lack knowledge about the benefits of the CLCs and are inactive in participating in community learning centers particularly in diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and making decision. Henschke (2006); Hun (2015); MOEYS (2011) emphasizes the practices of community learning centers in Cambodia, in which the government and other related actors are a bit passive in promoting community participation. Whereas the desirable needs of community participation in the CLCs in Cambodia are the high levels. It conveyed a great need from community people to the government and other relevant stakeholders to cope with those problems and improve the current community participation. Sotheary and Sithon (2005); Royal Government of Cambodia (2019c) claimed that proper and practical guidelines to enhance community participation in the CLCs are needed. The Cambodian government and the developing partners should practice based on community participation's desirable needs to improve and enhance community participation in the CLCs in Cambodia. First, the current states of community participation in the CLCs articulated the lowest level in community participation in decision making. Shea et al. (2021); Vongtanyagan et al. (2019) showed great concern with community people's participation in the decision-making process since only a few organizations or institutions can make sure that everyone gets an equal chance to participate in the decision making. The research finding

regarding community participation in monitoring and evaluation is a low level that most community people cannot join due to CLCs and community people's problems. According to Shackel (2014); UNESCO (2017), not many community learning centers can enable community people to participate in the CLCs monitoring and evaluation . Because the centers do not have a clear masterplan and sometimes do not delegate power to community people and ground people to participate in that process. The research finding of the current state of community participation in diagnosing needs is a low level, which showed some barriers preventing participating in the CLCs. Department of Non-Formal Education (2018c); Mountain et al. (2020) reported community participation problems in diagnosing needs since it is one of the most important communities participation components. Lee and Morningstar (2019); Firestone and Fear (1982) have expressed their concerns regarding the participation in diagnosing needs. There are two main actors responsible for this problem: the top level and grassroots level. Sometimes, the government or policymakers performed their jobs well to assess the needs of community people. Sometimes, it came from the community people who lack knowledge in diagnosing their needs. The research finding of current states of community participation in implementing programs is also a low level, demonstrating community participation deficiency. It is consistent with the Thailand case that Kongkalaung (2007); ONIE (2015) pronounced community participation problems in implementing non-formal and informal education programs in the CLCs. Most of the facilitators are not recruited from community people from the teachers at the schools. It is somehow because the community's knowledge is still limited, plus the lack of commitment and sense of ownership (Leicester & Parker, 2001). Wamaungo et al. (2010) stated that there is a limitation of community people in participating in community learning centers in Indonesia, particularly in attending in implementing programs and activities since some CLCs still hold much power in their hands and do not provide equal chance to community people which becomes of the main problem in the CLCs in Indonesia. Additionally, the research finding of current states of community participation in planning programs is also relatively low. Many people have shared their ideas and interests in planning their training programs and activities in the CLCs. UNESCO (2017a); World Bank (2017b) mentioned current situation regarding community participation in the CLCs in Nepal, expressing

concerns about their participation in planning programs. Some community people are unwilling to participate in planning programs and activities. They think that they do not have enough knowledge, so just let the CLCs committee members do their jobs, which is much better. ONIE (2015); Tassniyom (1997); UNESCO (2008) also pointed out the problems of community participation in planning programs in the health centers in Thailand in which most of the community people do not have the knowledge and understand of their participation. Remarkably, the government granting a conducive environment for community people to participate in the centers is still limited, which causes the problem of community participation (Leicester & Parker, 2001; Lestari et al., 2015). The research finding of current states of community participation in attending the program is moderate-low, which showed that their participation is not sufficient to push the centers to be active centers. Rahman (2005); UNESCO (2017b) expressed the critical concern about community participation in attending programs in the CLCs in Bangladesh due to the deficiency of human resources and poor physical infrastructures. Sometimes, community people are busy with their own businesses and taking care of their families. In the same line, MOEYS (2011); Pich (2008) claimed that community people participating in attending programs in the CLCs in Cambodia has a few numbers of people due to the inflexibility of the training programs' schedule in the centers, and the community people are also busy with their businesses and taking care their family at homes. Moreover, some of the Cambodian people have the traditional mindset in attending the training programs, and they think that it is a waste of their time to do so (MOEYS, 2014b; UNESCO Bangkok, 2017). The research finding of current states of community participation in resource mobilization in the CLCs is also moderate. Community people do not contribute their resources in terms of materials, labors, and finances to the development of the CLCs. Department of Non-Formal Education (2018b); Nop and Thornton (2020) stated that community people do not contribute their resources as a good cause to develop the CLCs because they don't understand the impact and benefits of CLCs towards their community. Das (2001); Watt (2001) also mentioned the importance and problems of community participation in resource mobilization in the community. Some people lack sense of belonging and ownership, and they do not see that it is their own community, which could greatly impact their

lives. Lastly, the research finding of current states of community participation in utilizing services in the CLCs is still a moderate low which numbers of community people who use and get the services in centers are still limited. Uia et al. (2010) emphasized that the community people do not come to receive the services in the health centers because the lack of information from centers disseminates to community people, and most of the centers are located far from villages and community people. Nop and Thornton (2020) convey the current situation of community participation in utilizing services in the CLCs in Cambodia which demonstrated that most of community people are unwilling to get informal and non-formal education in the CLCs because they feel that it is not useful for them. Some people do not receive enough information from the CLCs (Chapman et al., 2006; Department of Non-Formal Education, 2014).

The research findings of desirable community participation need in decision-making in the CLCs are at the highest level, which showed the greatest demand for community participation. The government and other relevant stakeholders to practice enhancing their participation in the CLCs. ONIE (2015) & Tassniyom (1997) stated the great demands of community participation in decision-making in community learning centers because it is crucial for community people to decide to propose budget or other policies. By so doing, it can augment community people's ownership and sense of belonging in the CLCs. To (2016) & UNESCO (1999) emphasizes the needs of the Cambodian governments and other relevant stakeholders to pay more attention to community participation in decision-making in the CLCs to build community people's confidence and ownership. The research findings of desirable states of community participation in monitoring and evaluation in the CLCs are at the highest level, which articulated that monitoring and evaluation are needed to be promoted and amplified. Leesuwat et al. (2015) have mentioned the significance of community participation in monitoring and evaluation in the CLCs since the community people can give feedback and suggestion to improve the current situation of the CLCs in Thailand. McMillan and Chavis (1996) & Vongtanyagan et al. (2019) manifested that community people's participation in monitoring and evaluation is crucial for building a sense of community and sharing their constructive feedback with the community to keep a good and improve in their own common places.

Moreover, the research findings of community participation's desirable needs in implementing programs are also the highest level, which elucidated the great importance of enhancing community participation in the CLCs. MEXT (2008) shared the necessity of promoting community participation in implementing programs in community learning centers in Japan, improving the centers to implement their programs and activities, particularly non-formal and information education. MOEYS (2011); Royal Government of Cambodia (2019a); UNESCO (2010) agreed with the importance of community participation in implementing programs in the CLCs in Cambodia because it will help community people understand the CLCs better in providing education, knowledge, and skills to improve their life quality. Moreover, the research finding of desirable states and community participation needs in planning programs is at high levels in the CLCs in Cambodia, indicating that community people's participation in planning is needed for the government and other related actors be promoted and improve it. Aref (2010); Wamaungo et al. (2010) pointed out that community people must plan to contribute their ideas and interests in planning programs and activities in the centers. As a result, they can learn what they want to and bring that knowledge and skills to put their knowledge into a solution. Aziz and Raza (2001); Baum (1999) admitted the significance of community participation in planning programs and activities that allow them to be a part of planning programs. It helps them build a sense of commitment and ownerships. More than that, the research finding of desirable states and needs of community participation in diagnosing needs is at high levels in the CLCs in Cambodia which provided a reason for community people in attending in diagnosing needs, and it is compulsory for all relevant stakeholders to take actions to enhance community participation in the CLCs. This finding agrees with APPEAL (2001); UNESCO (2008) that explained the great needs of community participation in terms of diagnosing their needs in the Asia's CLCs because everyone should provide equal chance to participate their suggestion and concerns to the CLCs. It is crucial for the CLC committee and leaders to listen to community people's concern and suggestion as a main source to plan the training programs and activities. Henschke (2006) expressed the importance of community participation in diagnosing needs in the Cambodian CLCs, and they should provide conducive environment to community people to participate by conducting monthly

and weekly meeting to listen to their constructive feedback. Additionally, the research finding of desirable states and community participation needs in attending programs in the CLCs is high levels that articulated that the government and other stakeholders should take their action to facilitate community people to attending programs. Nugroho and Hermawan (2006); Baum (1999) claimed that the government and other developing partners must amplify community participation in terms of attending problems by improving the current situation of the centers' physical infrastructure and environment. Senko et al. (2011); Uia et al. (2010) expressed their ideas about people's needs in the community participating in attending programs and activities provided by the centers. This can be done through improving and enhancing their staff members' capacity building through local and international training (Aref, 2010). Hence, community people feel more confident, which leads to more people attending the planning programs. The research finding of desirable states and needs of community participation in resource mobilization in the CLCs is high levels that manifested that all related stakeholders need to promote and enhance this component of community participation. Avramovska et al. (2017); UNESCO (1999) mentioned the essence of resource mobilization in the CLCs, which could help the development and improvement of the centers through their available resources (materials, labors, and finances), which need great cares of the CLC leaders and other related stakeholders to establish any mechanisms and policies to be better. Mountain et al. (2020); Vongtanyagan et al. (2019) provided some arguments regarding the necessity of strengthening community participation in resource mobilization in the community and schools. It is a great source for them to develop and upgrade their community and schools, reflecting on their spiritual collaboration and cooperation. Finally, the research findings of desirable states and needs of community participation in utilizing services in the CLCs are also at high levels that syndicated the need to be promoted and empowered from the Cambodian government and other relevant stakeholders. UNESCO (2017a); Wamaungo et al. (2010) acclaimed that it is vital for community people to come to get services like education, health, training, and the other like from their local centers since it will make the centers become more proactive and sufficient resources. It is a requisition for the government and the top leaders to take their actions to come up with some practical guideline to enhance community participation

in their centers and communities. Moreover, Purcell (2005) shared his interest in promoting community participation in using services as the more community participation, the active of community is. To achieve this goal, they should equip enough materials, facilities, and conducive environment for community people to come to utilize provided services as well as other related stakeholders should come up with suitable and practical mechanisms, and guidelines to strengthen community participation in the community.

The research finding of current and desirable states and needs of community participation based on the value of PNI_{modified} on how to enhance community participation in the CLCs in Cambodia showed the components of community participation which is higher than the average value of PNI_{modified} to proposed as guidelines such as diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and decision making. Those components considered as the most predominant problems and prioritized needs of community people to enhance their participation in community learning centers in the Kingdom of Cambodia. It is vital for the Cambodian government and stakeholders to enhance community participation in community learning centers in Cambodia. This result is consistent with and reflective of the existed literature review on approaches and methods to enhance community participation in the CLCs. Asian Development Bank (2019); Pim (2018) showed the significance of community participation in implementing programs, monitoring, and evaluation, and decision-making in non-formal and informal education in the Thailand CLCs since the community people are key actors in assessing successes and failures in implementing programs. They also have the right to decide any particular ideas or policies which made the CLC committee members. Pellini (2005); Pech (2002) endorsed that community people's participation in decision-making is crucial to building a sense of belonging and community spirit in Cambodia. It will help them feel that it belongs to them and their production (Uia et al., 2010). Besides, community people need to participate in diagnosing their needs, planning programs, and monitoring and evaluation in the CLCs in Cambodia, which assist the CLC leaders to effectively manage and execute the training programs and activities matching with community peoples' interests as well as to put their problems into solution (Department of Non-Formal Education, 2018c). Diagnosing the needs of

community people is crucial for the CLC committee members and facilitators to acknowledge their significant needs and demands, and they have to join to planning programs with CLCs' facilitators, so the community people can learn from any programs and activities based on their interests (Pellini, 2005; Pich, 2008). In tandem, without community participation in diagnosing needs, implementation and decision-making, it indicated a low level of community participation in the CLCs; hence, community participation components should be promoted to increase community participation in the centers (ONIE, 2015; UNESCO, 2007). The participation of citizen and community people should be prioritized on their participation in analyzing their needs, planning programs, and monitoring and evaluation due to that fact without the participation from community people, it is not active participation and shows ineffective execution of those organizations and institutions (Kendall et al., 2013; Wilcox, 1994). Aderinoye (2008) indicated that to sustain community learning centers in Nigeria, community people must participate in resource mobilization, analyzing their needs, and decision making which they contribute their resources and suggestion to develop and improve the centers. APPEAL (2001); Kongkalaung (2007) appeared that the government and other relevant stakeholders should enhance community participation in attending programs, diagnosing needs, implementing, and monitoring and evaluating the CLCs to promote them to become active and interactive centers. Analyzing the community people's needs is very important for each organization and center to conduct significant participation from them; sufficient disseminate information is vital for everyone to have an equal chance to participate in this process (Aziz & Raza, 2001). Kumar (2020); Lachapelle and Austin (2014) also mentioned that community participation in the school is very significant to upgrade and improve their school through resource mobilization (money, materials, and labors) and decision-making, which help them build a sense of ownership and commitment. Barclay and Klotz (2019); Langevin and Lamarre (2016) pointed out the essential roles of community participation in community development. They are the primary source in contributing and promoting their community through various activities such as resource mobilization, sharing their constructive ideas, volunteering, and others (Cueto et al., 2015).

According to the research findings of current states and desirable needs and community participation needs in enhancing community participation in the CLCs in Cambodia, we can see that community participation is low levels, and desirable states and needs of community participation are high levels. These results indicated that there are critical problems of community participation in the CLCs in Cambodia. Simultaneously, there are significant needs from community participation in the CLCs, which are essential to be strengthened. Besides the results based on PNI_{modified} , we can see that there are five main components of community participation in the CLCs in Cambodia, which are higher than the average value of PNI_{modified} . Those components of community participation are diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and decision making, which are the most prioritized components to be proposed as guidelines to enhance community participation in the CLCs in Cambodia, which received great supports from the existing literature review which have been done similar research studies.

Research Objective 03: Guidelines to Enhance Community Participation in Community Learning Centers in the Kingdom of Cambodia

The research study results revealed the proposed guidelines to enhance community participation in the CLCs in Cambodia through diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and decision making. The research findings also agreed with the existing literature review with some new emerging dimensions based on the questionnaires and conducting in-depth interviews and Likert-scale questionnaires with 05 Cambodian experts to study the practicality and feasibility of guidelines to enhance community participation in the CLCs.

The suggestive research results of the first component of community participation-diagnosing needs of community people in the CLCs concurred with two sub-dimensions, such as developing a community comment box and regularly meeting, are needed promote community participation in the CLCs in Cambodia. Sometimes, community people are not brave enough to express their opinions and ideas in the meeting, so they can write their comment and suggestion and put it in that box. Baum (1999); Cohen and Uphoff (1980) expressed their ideas on how to enhance community participation in diagnosing needs through conducting a regular meeting

with community people to listen to their comment and suggestion and disseminate updated information to them, so the centers can contain enough information to develop and improve the current situation of the centers . It is important to have a box in each center or school in Cambodia to receive comments and suggestions from the community (Hun, 2015). They feel more confident in expressing and sharing opinions with the centers, and the centers can fully receive all information from the community people (Department of Non-Formal Education, 2000; Pich, 2008). The regular meeting is compulsory to convene to allow community people to participate in diagnosing needs. The CLC committee members can listen to their expressing ideas and issues that serve as main resources for developing their planning programs (Boonaree & Tuamsuk, 2013; Department of Non-Formal Education, 2014). Furthermore, the research findings, according to questionnaires and in-depth interview with Cambodian experts, proposing guidelines to enhance community participation in the CLCs in Cambodia in terms of planning programs are curriculum designing enhancement (community people planning programs), career pathway development (extending scopes of training programs, mapping the uniqueness of each of community, developing manual for career roadmap, and networking linkage) (Leicester & Parker, 2001). Moreover, these results agreed with some retrospective studies, for instance, as the main target group of learners is adults, the teaching and learning curriculum should focus on experience-based method rather than content-based one because the learners want to learn something based on their experiences and can apply those knowledge and skills to the reality (Knowles et al., 2011). Department of Non-Formal Education (2018c); UNESCO (2017a) has recommended all relevant stakeholders revise the teaching curriculum in some CLCs, which are still conventional and cannot respond to the learning needs. The CLCs should provide a conducive environment and sufficient facilities to practice their knowledge and skills (Hager, 2001; To, 2016; UNESCO, 1999). It is crucial for the department of non-formal education considering extending the scopes of their training programs in the CLCs by not just solely focusing on non-formal and information education, but on the environment, business, tourism, market, and other life skills to attract more learners to attend in the CLCs (Broadbent et al., 2006; Uia et al., 2010). The government should link the CLCs with other CLCs and private sectors to building a network for learners

to learn from other CLCs and enlarging their career prospectus; by so doing, the CLCs can link the learners to private sectors, which is suitable to their skills and knowledge after completing the training programs in the CLCs (Merriam et al., 2007; Shea et al., 2021; Tassniyom, 1997). The research finding proposes guidelines to enhance community participation in the CLCs in Cambodia to implement policy and direction, manpower, machine, material, method, and management (5 M), and professional development and capacity building. Arnstein (1969); Rahman (2005); Shrestha and Shrestha (2017) have endorsed the importance of the capacity building of leaders and staff to build confidence and trust among community people as well as to accelerate human resources in the organizations and communities since, without an ample number of human resources, there will be pointless for the community people to come and join in that place. It is an essence to manage the centers through concept 4 Ms (money, material, and management) to execute their implementing programs in the CLCs effectively, and community people are the core resources to manage and participate in implanting programs with supports and guidance from the CLC committee members and leaders (Aziz & Raza, 2001; Robinson, 1995). The organization and community need to have concrete and tangible goals and direction to implementing their activities (Cueto et al., 2015; Rinith, 2020). They should establish mechanisms and masterplan to apply their activities with community members and people (Cocciolo, 2010; Register, 1997). Glickman and Nye (2000); Pim (2018) pointed out that the management in the community should change their roles from a leader to be a facilitator of the implementing activities and programs with community people who could help them to build a fraternal relationship with community people; as a result, there will be more involvement and participation from community people and the surrounding ones. More often than not, the research findings of drafted guidelines to enhance community participation in the CLCs in Cambodia from conducting an in-depth interview with the Cambodian experts which is about monitoring and evaluation agreeing on the sub-components such as community monitoring and evaluation, building transparency, and producing a simple CLCs' performance report. Littrell (1971); Pellini (2005) & Rovira (2013) mentioned that building trust and transparency regarding their working progress in the community could reveal publicly with community people to understand the success and failure of

the centers. Firestone and Fear (1982); Rowland (2012) & Shackel (2014) emphasize the participation of community people in monitoring and evaluation, which gives equal opportunities for them to assess the centers' performance, and they can provide some constructive feedback to improve the centers' loopholes. Donald W. Littrell (1971); Nop and Thornton (2020); Oakley (1989) stated that to involve more community participation, they should produce a common and simple report to read since people are not educated (Kheang, 2013). In the case of Cambodia, most Cambodian people still have limited knowledge, which is hard for them to participate in monitoring and evaluation in the CLCs, so it is necessary for the CLC committee members to produce a simple report discussing the successful and failure story of the CLCs (Department of Non-Formal Education, 2018c). Singhal (2001) & McMillian and Chavis (1996) acclaimed that community people should participate in monitoring and evaluation through convening meetings with them to enable them to raise their voices and opinions in terms of improving the community, and it will help them to strengthen their relationships with community people. Lastly, the research findings of drafted guidelines to enhance community participation in the CLCs in Cambodia from convening questionnaires and in-depth interview with key informants which is about decision-making agreeing on some sub-components such as information disseminating policy (diversifying information disseminating methods, and information diffusing workforces), community referendum, rehabilitating decentralization, and increasing budget allocation. Cohen and Uphoff (1980); Mutimukuru-Maravanyika et al. (2017) pronounced the degree of community participation in decision-making in three different stages: initial, on-going, and operational decisions. Community learning centers need to delegate certain powers and authorities to community people, which allows them to decide any proposed policies and mechanisms in implementing programs and activities (David, 2020; MOEYS, 2014b; Pich, 2008). To allow community people to participate in the decision-making process, it is important to empower them to feel belonging and ownership, which is a great motivation for them to generate innovative ideas to develop the community (Hardina, 2002; Lokollo & Dahlan, 2020). In the same vein, Bandura (1969); Leesuan et al. (2015); Lestari et al. (2015) mentioned that community participation could be achieved by enhancing community people's self-

efficacy, making them feel more confident and self-esteem in raising their voices and opinions in the community. Information dissemination has played a crucial role in spreading updated information and news to community people through flyers, newspapers, magazines, websites, and social medias which are the main mechanisms and approaches to approach information towards them (Creswell, 2012; Singhal, 2001). The same is also true in the Cambodian context, the government and other relevant stakeholders to come up with practical mechanisms to provide autonomy for community learning centers in terms of budget allocation which helps them to properly manage and implement their training programs and activities with a full participation of community people (Hun, 2015; Kendall et al., 2013; Mark, 2000). It is important for the Cambodian governments and other stakeholders to take a serious action to establish a practical guideline to enhance community participation in community learning centers in the Kingdom of Cambodia.

In conclusion, the suggestive research findings of drafted guidelines to enhance community participation in community learning centers in Cambodia from conducting questionnaires and in-depth interviews with five Cambodian experts are consistent and agree with the existing literature review. In the Cambodian context, there are five main components of community participation, which have been agreed to propose guidelines to enhance community participation in the CLCs in Cambodia, such as diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and decision making with various sub-components of community participation.

Recommendations

The following recommendations were based on this research study and were divided into two main recommendations: recommendations for the further development and recommendations for future research.

Recommendations for the Further Development

Policy Makers

1. The policy makers shall utilize these guidelines as basic information to monitor and evaluate the activities of community people and to enhance community participation in the CLCs to attain its vision as to become a lifelong center in the Kingdom of Cambodia.
2. The policy makers and other stakeholders shall enrich human resources, physical infrastructures, and financial resources in the CLCs through resource mobilization by building trust and ownerships with community people through delegating more power to community people to lead and implement the program in the CLCs.
3. The policy makers shall link community learning centers with public private partnerships (PPP) to extend network and job market opportunities for community people after finishing their training programs. The CLCs shall work with private enterprises, companies, and institutes to produce more employment to community people.
4. The policy makers shall work collaboratively with community people in strengthening community participation in diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and making decision in community learning centers in Cambodia by following these research guidelines to enhance community participation in the CLCs.
5. The policy makers shall design more policies based on these research guidelines with other stakeholders and community people to enhance community participation in community learning centers in the Kingdom of Cambodia by having a clear direction and goals and give more authorities to community people to participate in the decision-making process.

Community People

1. The study elucidated that community people lack understanding and acknowledging the significant impacts and benefits of community learning centers on their lives and the community. They shall participate in a regular meeting and keep updating the information about CLCs which is a bridge for them to participate in the CLCs.
2. Community people shall change their perception and mindset from seeing non-formal and informal education as an inferior subsector to be an equal status as formal education, which could provide them with an equal chance in terms of personal growth and development, and skills enhancement. By doing this way, they can have access to non-formal and informal education in the CLC as an alternative education.
3. As the research finding articulated that those components of community participation as the five prioritized needs based on modified priority needs index (PNI_{modified}), community people shall focus on their participation in diagnosing their needs, planning programs, implementing programs, monitoring and evaluation, and decision making in the CLCs. It is a great need for them to make the centers more proactive and sustainable.
4. Community people shall be braver and more confident in participating and raising their voices to improve and develop community learning centers through diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and decision making.
5. As the research study found the great benefits of community participation in resource mobilization, community people shall contribute their resources (materials, finances, and labors) to develop community learning centers to become lifelong learning centers.

CLC Committee Members

1. As the research finding revealed that those components of community participation as the top five prioritized needs according to modified priority needs index (PNI_{modified}), CLC community members shall concentrate on

promoting community participation in terms of diagnosing needs, planning programs, implementing programs, monitoring and evaluation, and decision making in community learning centers.

2. The CLCs community members shall diversify information diffusive methods and approaches by establishing information diffusing workforces in which the community people and the CLC committee members volunteer to disperse information and follow up at the house in the village of community people. Moreover, the CLC committee members shall use technology by creating their own YouTube Channel and Facebook Page to showcase their activities and available facilities.
3. The research study suggested that the community people shall establish a community comment box which provides equal opportunities for community people to express their suggestion and recommendation to improve community learning centers' current situation and conduct regular meetings like a weekly or monthly meeting to report what they wrote in the comment box and update them with new events and activities.
4. The CLC committee members shall involve community people in planning programs and plan them based on their diagnosing needs and change their teaching approaches, enabling them to cultivate community people's interest in participating in training programs.
5. The research findings suggested that the CLC committee members shall conduct mapping each community's uniqueness to acknowledge the specialty of the community. As a result, the CLC committee members can come up with the right and appealing training programs, and there will be more participation in the CLCs.
6. It is essential that the CLCs committee members shall develop a career manual roadmap for the community people when they finish the training programs, they will have a clear direction for setting up their careers.
7. The research findings articulated that the CLC committee members shall consider designing a certificate of recognition for the attendee, which can be equivalent to the Cambodia National Qualification Framework. Doing so can

build a sense of proudness and achievement for their study and help them be more confident in applying for their prospective careers.

Ministry of Education, Youth, and Sport and Other Relevant Stakeholders

1. The research study revealed that most of CLC committee members still have limited knowledge and skills in non-formal and informal education and other activities in the CLCs. Hence, the Ministry of Education, Youth, and Sport and other relevant stakeholders shall focus on capacity building of the CLC committee members by providing an equal chance for them to join in training programs and short visits in local and international sites, enabling them to experience diverse environments, skills, and knowledge. By doing so, they can bring those new and hands-on experiences to develop their CLCs, which could help community people see the impacts of CLCs.
2. The research findings suggested that MOEYS and other relevant stakeholders shall enlarge scopes of training programs in the CLCs by not focusing solely on informal and non-formal education, but other disciplines like environment, tourism, business, finance, marketing, and other hard and soft skills. CLCs will be able to conduct training programs and activities which respond to the need of community people.
3. Based on the research study, the CLCs do not sufficient autonomy in executing and processing their budget. It is crucial that MOEYS and other stakeholders shall provide more autonomy for the CLCs in managing their budget allocation, which could allow the CLCs to execute their activities efficiently and effectively.
4. Other relevant stakeholders like NGOs, enterprises, other actors shall work cooperatively with MOEYS to enhance career and marketing opportunities to community people as suggested in these research guidelines which could arouse the interests of community participation in the CLCs in Cambodia.
5. MOEYS and other relevant stakeholders shall give community people who are working at the grassroots levels more opportunities to become the CLC committee members rather than recruit primary and secondary teachers which could help them build a sense of ownership and commitment.

6. MOEYS and other relevant stakeholders shall change their roles from a leader to be a supervisor and facilitator to delegate more power authority for the CLC committee members to manage and implement programs. In other words, community-based CLCs should be implied to manage their own activities with community people's involvement which could build community people's ownerships and senses of belonging.

Recommendation for Future Research

Due to the scope and limitation of this research study, it suggests to prospective students, professors, practitioners, and scholars the following:

1. They shall extend the research study scope with a more significant population and samples due to the outbreak of COVID-19, so they can fully understand current states and desirable needs of community participation in enhancing community participation in community learning centers in the Kingdom of Cambodia.
2. They shall focus on other aspects of community participation because of time constraints and amidst critical situation, the researcher shall focus on community participation in the CLCs, particularly in Phnom Penh city.
3. They shall conduct focus groups with the experts and other practitioners to insight their understanding regarding the problems of community participation and methods to strengthen community participation in the CLCs in Cambodia.
4. They shall use these research guidelines to conduct a small experimental study with community people to indicate the authentic impacts of these research findings in terms of enhancing community participation in the CLCs in Cambodia.
5. They shall build the strategies to enhance community participation in the CLCs in Cambodia by studying other aspects of community participation with various samples and research study designs.
6. The prospective students, researchers and scholars shall conduct an action research or participatory action research to digest their understanding about the problems of community participation and current states and desirable

needs to enhance community participation in community learning centers in the Kingdom of Cambodia.



APPENDICES

- I. Lists of Abbreviation
- II. Research Instrument 01: Semi-Structured Interview
- III. Research Instrument 02: Questionnaire for Community People
- IV. Research Instrument 03: Questionnaire for Community People (Khmer Version)
- V. Reliability of Each Component of Community Participation Regarding the Current States and Desirable Needs
- VI. Research Instrument 04: Evaluation Form of the Guidelines and In-depth Interview
- VII. Lists of Experts
 - 7.1. Name Lists of the Experts in Conducting Semi-Structured Interview
 - 7.2. Name List of Experts on Checking Item-Objective Congruence (IOC)
 - 7.3. Name Lists in Conducting In-depth Interview to Evaluate Guidelines
- VIII. Permission Letters for Cooperation from Experts

I. Lists of Abbreviation

| | |
|--|----------|
| Asia Pacific Programme Education for All | (APPEAL) |
| Community Learning Centers | (CLCs) |
| Community Learning Center Management Committee | (CLC-MC) |
| Community Learning Center Supporting Committee | (CLC-SC) |
| Community-Based Tourism | (CBT) |
| Department of Non-Formal Education | (DNFE) |
| Development Partners | (DPs) |
| Draft of Cambodia National Development | (DCND) |
| Early Childhood Care and Education | (ECCE) |
| Education for All | (EFA) |
| Education Strategic Plan | (ESP) |
| Equivalency Program | (EP) |
| Federal Republic of Nigeria | (FRN) |
| Governmental Organizations | (GOs) |
| Gross Domestic Products | (GDP) |
| International Governmental Organizations | (IGOs) |
| Life-Long Learning | (LLL) |
| Millennium Development Goals | (MDGs) |
| Ministry of Education, Youth, and Sports | (MOEYS) |
| Ministry of Labor and Vocational Training | (MOLVT) |
| Non-Formal Education | (NFE) |
| Non-Governmental Organizations | (NGOs) |
| National Policy on Lifelong Learning | (NPLLL) |
| Organization for Economic Co-operation and Development | (OECD) |

| | |
|--|----------|
| Provincial Office of Education | (PoE) |
| Royal Government of Cambodia | (RGC) |
| Small Medium Enterprises | (SME) |
| Sustainable Development Goals | (SDGs) |
| Technical Vocational Education Training | (TVET) |
| United Nations Children’s Fund | (UNICEP) |
| United Nations, Educational, Science and Cultural Organization | (UNESCO) |
| United Nations Human Security Fund | (UNHSF) |
| United Nations Development Program | (UNDP) |
| World Bank | (WB) |



II. Research Instrument 01:

Semi-Structured Interview

“Guidelines to Enhance Community Participation in Community Learning Centers in the Kingdom of Cambodia.”

This semi-structured interview is conducted to respond to the first research objective **“To study components of community participation in the CLCs in the kingdom of Cambodia.”**

Researcher: Mr. Neak Piseth, a master’s degree candidate in Non-Formal Education

Advisor: Assistant Professor Suwithida Charunkaattikul, Ph.D.

Interviewee’s Name:.....

Current Position:.....

Current Workplace:.....

Interview Date:.....

Start Time:.....End Time:.....

Part 1: General Information of Interviewee

Please briefly describe your background in the following areas:

- Educational Background:
- Working related to Non-Formal Education:
- Experiences in working with community people:

Part 02: Components of community participation in the CLCs in the kingdom of Cambodia

Guiding questions

1. What are the components of community participation in community learning centers to achieve an active and sustainable center?
2. In terms of utilizing the services, what are activities and programs that community people need to assist them in participating in the CLCs?
3. How about resource mobilization?
4. How about attending the programs?
5. How about diagnosing their needs?
6. How about the implementation of the programs?
7. How about monitoring and evaluation?
8. How about decision making?
9. Regarding the list of components of community people above mentioned, which ones should have revised or withdrawn? What components would you like to add?
10. Based on your experiences, what should be the most appropriate guidelines to enhance community participation in community learning centers in Cambodia?
11. Do you have any comments before the end of the interview?

III. Research Instrument 02

Questionnaire for Community People

“Guidelines to Enhance Community Participation in Community Learning Centers in the Kingdom of Cambodia.”

.....

Instruction

1. This questionnaire is applied for collecting data to “Propose guidelines to promote community participation in community learning centers in the Kingdom of Cambodia.”
2. This questionnaire is prepared to meet the requirements for need assessment study, focusing on studying the current state and desirable needs of community participation in enhancing community participation in community learning centers in the Kingdom of Cambodia.
3. This questionnaire is divided into 04 sections:
 - Section 01: General information of the respondents using a checklist includes gender, age, educational level, and occupation.
 - Section 02: Current problems of community participation in the CLCs
 - Section 03: Current and desirable states of community participation in the CLCs
 - Section 04: Recommendation and comment
4. The data obtained from the questionnaire is used to analyze the overall aspects of community participation in community learning centers. In no way shall it impact the respondents or their position.

Please answer all the items and return the questionnaire with the attached envelope.

Thank you for your participation and cooperation.

You may reach me through my Tel: 070678761 or email: neak_Piseth@yahoo.com

Master’s Degree Student in Non-Formal Education

Department of Lifelong Education

Faculty of Education

Chulalongkorn University

Section 01: Demographic Information about The Respondents

Instruction: Please tick (√) in the box that is true for you.

1. Sex: Male Female
2. Age: 15 15-25 25-35
 35-45 45-55 55 up
3. Your educational qualification
- Primary School Secondary School Associate Degree
- Bachelor's Degree Other...
4. You are from.....city/province.
5. Your current occupation is.....
- Farmer Housewife Factory Worker Student Mechanist
- Unemployment Other....

Section 02: Current Problems of Community Participation in Community Learning Centers.

6. Have you ever attended any activities in community learning centers? (If you have never attended, please skip section 02 and move to section 03)

- Ever Never

7. Have you ever participated in any components of community participation in the CLCs? (You can choose more than one answer).

- Utilizing services Resource mobilization (finances, materials, and labors)

- Attending Programs Diagnosing needs Implementation
 Monitoring & Evaluation Decision Making

8. What are the issues that hinder your participation in the CLCs? (You can choose more than one answer).

- Lack of information No benefits to participate
 The unattractiveness of the courses Not relationships with CLC's staff
 Lack of trust Family burdens Other...

Section 03: Current states and Desirable Needs of community participation in enhancing community participation in the CLCs.

Instruction: Please tick (✓) in the column from 5 to 1 that the most closely matches the current states and desirable needs of community participation in enhancing community participation in community learning centers.

Then, leave your comments and suggestions.

5 refers to the presently practicing at the highest level/

in the future, in need to practice at the highest level

4 refers to the presently practicing at the high level/

In the future, in need to practice at the high level

3 refers to the presently practicing at the moderate level/

In the future, in need to practice at the moderate level

2 refer to the presently practice at the low level/

In the future, in need to practice at the low level

1 refer to the presently practice at the lowest level/

| Items | Components of Community Participation | Current States | | | | | Desirable States | | | | |
|--|--|----------------|---|---|---|---|------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 16. | CLCs build trust and confidence with me to mobilize my resources (finances, materials and labors). | | | | | | | | | | |
| 17. | CLCs demonstrate their willingness in helping me use available resources to develop the CLCs. | | | | | | | | | | |
| 18. | CLCs make me happy in contributing to the development of the CLCs through their resource mobilization. | | | | | | | | | | |
| <u>Comments and suggestion:</u> | | | | | | | | | | | |
| | | | | | | | | | | | |
| Attending Programs | | | | | | | | | | | |
| 19. | CLCs' training programs and activities are attractive to me. | | | | | | | | | | |
| 20. | CLCs' training programs and activities are responsive to my needs, which motivate my participation. | | | | | | | | | | |
| 21. | The schedule of CLCs' training programs and activities are flexible enough for me people to attend. | | | | | | | | | | |
| 22. | CLCs disseminate information publicly regarding the training programs and activities to me. | | | | | | | | | | |
| 23. | CLCs provide clear career pathways for me after completing attending the training programs. | | | | | | | | | | |
| 24. | CLCs have enough qualified trainers and facilitators to teach me. | | | | | | | | | | |
| 25. | CLCs make the me feel happy in attending the programs. | | | | | | | | | | |
| <u>Comments and suggestion:</u> | | | | | | | | | | | |
| | | | | | | | | | | | |
| Diagnosing Needs | | | | | | | | | | | |

| Items | Components of Community Participation | Current States | | | | | Desirable States | | | | |
|--|---|----------------|---|---|---|---|------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 26. | CLC committee members conduct monthly meeting with me to question my needs. | | | | | | | | | | |
| 27. | CLCs are welcome my concern and needs in the meeting. | | | | | | | | | | |
| 28. | CLCs provide equal chance for me to discuss my problems and needs. | | | | | | | | | | |
| 29. | The CLCs' committee has conducted data collection to figure the real needs and to see the uniqueness of my areas. | | | | | | | | | | |
| 30. | CLCs create a small box and establish a committee to read my comments and needs. | | | | | | | | | | |
| 31. | CLCs make me feel important in participating in diagnosing my needs. | | | | | | | | | | |
| <u>Comments and suggestion:</u> | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| Planning Programs | | | | | | | | | | | |
| 32. | CLCs allow me to contribute my ideas to the planning programs. | | | | | | | | | | |
| 33. | CLCs conduct regularly meeting for me to plan my desirable programs. | | | | | | | | | | |
| 34. | CLC's facilitators plan programs based on my interests and demands. | | | | | | | | | | |
| 35. | CLCs encourage me to participate in planning programs. | | | | | | | | | | |
| 36. | CLCs make me feel happy in the planning program processes. | | | | | | | | | | |
| <u>Comments and suggestion:</u> | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| Implementing Programs | | | | | | | | | | | |

| Items | Components of Community Participation | Current States | | | | | Desirable States | | | | |
|--|---|----------------|---|---|---|---|------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 37. | CLCs implement training programs and activities basing on the operational plans, which have been with me. | | | | | | | | | | |
| 38. | CLCs give enough opportunities for me to participate in program implementation through volunteering as teachers and facilitators in the CLCs. | | | | | | | | | | |
| 39. | CLCs and me have well collaborated to implement the training programs and activities. | | | | | | | | | | |
| 40. | CLCs have enough capacity in implementing the training programs and activities. | | | | | | | | | | |
| 41. | CLCs assist me in implementing the training programs and activities. | | | | | | | | | | |
| <u>Comments and suggestion:</u> | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| Monitoring and Evaluation | | | | | | | | | | | |
| 42. | CLCs have produced a simple report and easy for me to understand the successes and failures of CLCs. | | | | | | | | | | |
| 43. | CLCs have establish community committee which contains of local representatives to monitor and evaluate their performance. | | | | | | | | | | |
| 44. | CLCs disseminate the working progress of their implementation to me. | | | | | | | | | | |
| 45. | CLCs provide enough opportunities for me to participate in monitoring and evaluation of CLCs. | | | | | | | | | | |
| 46. | CLCs make me understand the importance of participating in monitoring and evaluation. | | | | | | | | | | |
| <u>Comments and suggestion:</u> | | | | | | | | | | | |
| | | | | | | | | | | | |

| Items | Components of Community Participation | Current States | | | | | Desirable States | | | | |
|--|---|----------------|---|---|---|---|------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | | | | | |
| Decision Making | | | | | | | | | | | |
| 47. | CLCs gives me the rights in making decision on the implementation of training programs and activities whether to continue or stop implementing them after conducting monitoring and evaluation. | | | | | | | | | | |
| 48. | CLCs open equal opportunities for me to participate in any proposed policies. | | | | | | | | | | |
| 49. | CLCs respects my decision making on the implementation of training programs and activities. | | | | | | | | | | |
| 50. | CLCs have a clear structure that allows me to participate in the decision-making process. | | | | | | | | | | |
| 51. | CLCs allow me to decide on the proposed budget for implementing training programs and activities. | | | | | | | | | | |
| <u>Comments and suggestion:</u> | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

Section 04: Recommendation and Comments for Developing Guidelines to Enhance Community Participation in the CLCs.

52. Based on your perspective, what are your needs from the CLCs to facilitate your participation in the CLCs?

.....

.....

.....

.....

.....

53. Based on your experiences, community participation problems in terms of utilizing services, resource mobilization, attending programs, diagnosing programs, planning programs, implementation programs, monitoring and evaluation, and decision making in the CLCs?

Utilizing services

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

Resource mobilization

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

Attending programs

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

Diagnosing programs

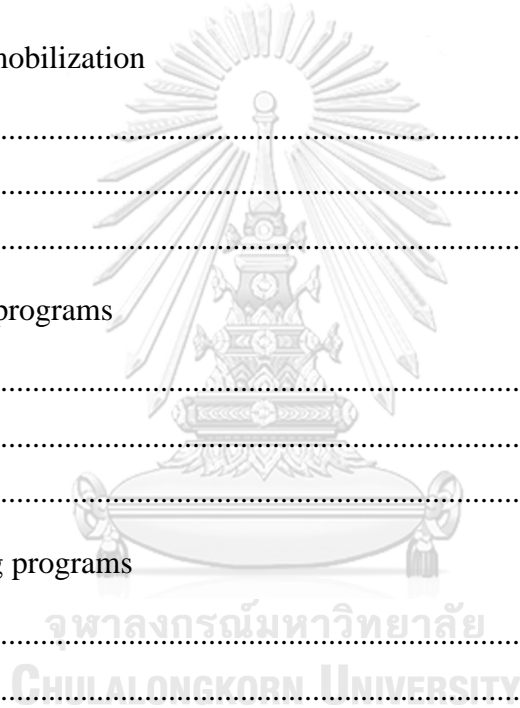
.....
.....
.....

Planning programs

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

Implementing programs

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



Monitoring and evaluation

.....

.....

.....

Decision making

.....

.....

.....

54. What is your suggestion to solve those community participation problems in the CLCs?

Utilizing services

.....

.....

.....

Resource mobilization

.....

.....

.....

Attending programs

.....

.....

.....

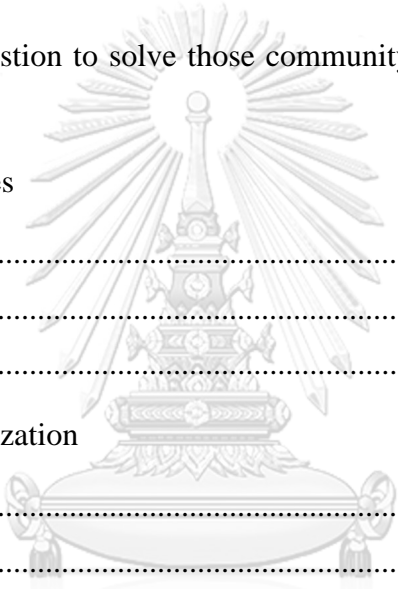
Diagnosing programs

.....

.....

.....

Planning programs



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

Implementing programs

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

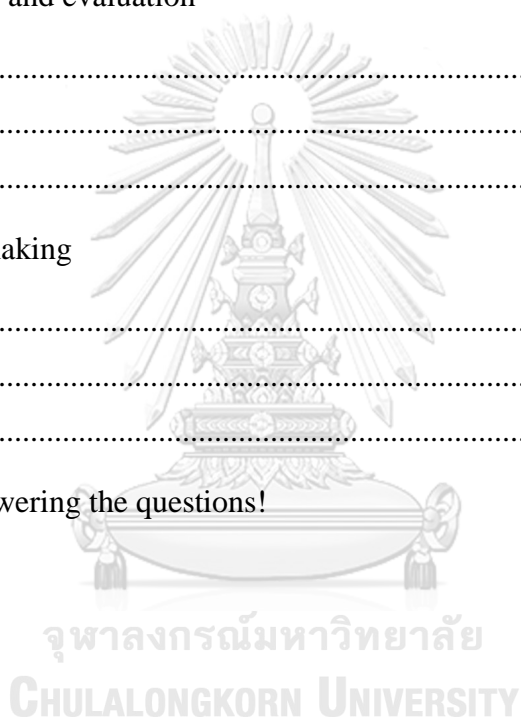
Monitoring and evaluation

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

Decision making

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

Thank you for answering the questions!



IV. Research Instrument 03
Questionnaires for Community People (Khmer Version)

**កម្រងសំណួរសម្រាប់ប្រជាជននៅសហគមន៍
ស្ថានភាពបច្ចុប្បន្ន និងស្ថានភាពចង់បានអំពីការចូលរួមរបស់ប្រជាជន
នៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍នៅកម្ពុជា**

ខ្ញុំបាទឈ្មោះ នាក់ ពិសិដ្ឋ ជានិស្សិតថ្នាក់អនុបណ្ឌិតផ្នែកការអប់រំក្រៅប្រព័ន្ធនៅសាកលវិទ្យាល័យជុំឡាឡុងកនប្រទេសថៃ។ ខ្ញុំបានកំពុងតែសរសេរនិក្ខេបទទាក់ទងនឹងប្រធានស្តីអំពី "គោលការណ៍ណែនាំស្តីពីការពង្រឹងការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍នៅកម្ពុជា"។ អាស្រ័យហេតុនេះ សូមលោក លោកស្រី បង និងប្អូនៗទាំងអស់មេត្តាជួយបំពេញកម្រងសំណួរមួយនេះ ដើម្បីសិក្សាពីស្ថានភាពបច្ចុប្បន្ន និងស្ថានភាពចង់បានអំពីការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍នៅកម្ពុជា។ ខ្ញុំសូមបញ្ជាក់ថា រាល់ព័ត៌មានទាំងអស់របស់លោកអ្នកគ្រូ នឹងត្រូវបានរក្សាជាការសម្ងាត់ និងមិនមានការផ្សព្វផ្សាយជាសាធារណៈនោះទេ។

អ្នកទាំងអស់គ្នាអាចទាក់ទងខ្ញុំបានតាមរយៈលេខទូរស័ព្ទ៖ ០៩៦ ៥៩០ ០៤៤៩/ ០៦៨៨៩២៤០៦ ឬអ៊ីម៉ែល៖ neak_Piseth@yahoo.com។

កម្រងសំណួរច្បាប់នេះចែកចេញជា៤ផ្នែកដូចជា៖ ផ្នែកទី១ សាកសួរអំពីទិន្នន័យផ្ទាល់ខ្លួនរបស់លោកអ្នក ផ្នែកទី២ សាកសួរការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍ នាពេលបច្ចុប្បន្ន និងផ្នែកទី៣ សាកសួរស្ថានភាពបច្ចុប្បន្ន និងស្ថានភាពចង់បានអំពីការពង្រឹងការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍ និងផ្នែកទី៤ មតិយោបល់និងសំណូមពរដើម្បីអនុវត្តន៍គោលការណ៍ស្តីពីការពង្រឹងការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍នៅ

កម្ពុជា។

- 6. ការតាមដាន និងវាយតម្លៃ
- 7. ការសម្រេចចិត្ត
- 8. ផ្សេងៗ(បញ្ជាក់).....

៨. តើមានបញ្ហាអ្វីខ្លះ ដែលមករាំងស្ទះការចូលរួមរបស់អ្នកនៅក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍?
(អ្នកអាចរើសចម្លើយលើសពីមួយ)

- 1. កង្វះខាតព័ត៌មាន
- 2. មិនមានប្រយោជន៍ក្នុងការចូលរួម
- 3. កម្មវិធីសិក្សាមិនទាក់ទាញ
- 4. ទំនាក់ទំនងមិនល្អជាមួយបុគ្គលិកមសស
- 5. កង្វះទំនុកចិត្ត
- 6. បន្ទុកគ្រួសារ
- 7. ផ្សេងៗ(បញ្ជាក់)...

ផ្នែកទី០៣៖ ស្ថានភាពបច្ចុប្បន្ន និងស្ថានភាពចង់បានអំពីការពង្រឹងការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍

បញ្ជាក់ : នាពេលបច្ចុប្បន្ននេះការពង្រឹងការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍នៅកម្ពុជា បានអនុវត្តន៍តាមចំណុចនីមួយៗ ដូចក្នុងកម្រងសំណួរក្នុងកម្រិតណា (កម្រិតខ្ពស់ ឬទាប?) សូមមេត្តាគូសសញ្ញា ✓ ក្នុងកូឡោននៃស្ថានភាពបច្ចុប្បន្នតាមកម្រិតណាមួយដែលលោកអ្នកគិតថាត្រឹមត្រូវបំផុត ។ នាពេលអនាគតដើម្បីឲ្យពង្រឹងការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍នៅកម្ពុជា បានល្អប្រសើរជាងបច្ចុប្បន្ន តើលោកចង់ឲ្យមានកំណែទម្រង់យ៉ាងដូចម្តេច ? ត្រូវមានការអនុវត្តនូវចំណុចនីមួយៗ ក្នុងកម្រងសំណួរក្នុងកម្រិតណាសូមមេត្តាគូសសញ្ញា ✓ ក្នុងកូឡោនស្តីពីស្ថានភាពចង់បាន ក្នុងកម្រិតដែលលោកអ្នកគិតថាត្រឹមត្រូវបំផុត ។ កម្រិតនៃការអនុវត្តតាមចំណុចនីមួយៗ ក្នុងកម្រងសំណួរនៃស្ថានភាពបច្ចុប្បន្ន និងស្ថានភាពចង់បាននាពេលអនាគត មានដូចខាងក្រោម ៖

បើលោកអ្នកយល់ឃើញថាស្ថានភាពការអនុវត្តនាពេលបច្ចុប្បន្ន៖

- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតទាបបំផុត សូមគូសសញ្ញា
- ✓ ក្នុងកូឡោនលេខ 1
- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតទាប សូមគូសសញ្ញា
- ✓ ក្នុងកូឡោនលេខ 2
- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតមធ្យម សូមគូសសញ្ញា
- ✓ ក្នុងកូឡោនលេខ 3
- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតខ្ពស់ សូមគូសសញ្ញា

✓ ក្នុងកិច្ចឡោនលេខ 4

- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតខ្ពស់បំផុត សូមគូសសញ្ញា

✓ ក្នុងកិច្ចឡោនលេខ 5

បើលោកអ្នកចង់ឲ្យមានកំណែទម្រង់និងពង្រឹងការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍នៅកម្ពុជានាពេលអនាគត ៖

- ត្រូវមានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតទាបបំផុត សូមគូសសញ្ញា

✓ ក្នុងកិច្ចឡោនលេខ 1

- ត្រូវមានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតទាប សូមគូសសញ្ញា

✓ ក្នុងកិច្ចឡោនលេខ 2

- ត្រូវមានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតមធ្យម សូមគូសសញ្ញា

✓ ក្នុងកិច្ចឡោនលេខ 3

- ត្រូវមានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតខ្ពស់ សូមគូសសញ្ញា

✓ ក្នុងកិច្ចឡោនលេខ 4

- ត្រូវមានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតខ្ពស់បំផុត សូមគូសសញ្ញា

✓ ក្នុងកិច្ចឡោនលេខ 5

គំរូក្នុងការធ្វើកម្រងសំណួរ



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

| ល.រ | ធាតុផ្សំនៃការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍ | ស្ថានភាពបច្ចុប្បន្ន | | | | | ស្ថានភាពចង់បាន | | | | |
|-----|--|---------------------|---|---|---|---|----------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 0 | | | √ | | | | | √ | | | |
| 0 | | | | √ | | | | | | | √ |

| ល.រ | ធាតុផ្សំនៃការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍ (មសស) | ស្ថានភាពបច្ចុប្បន្ន | | | | | ស្ថានភាពចង់បាន | | | | |
|----------------------------|---|---------------------|---|---|---|---|----------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 16. | មសសបង្កើតនូវទំនុកទុកចិត្តនិងភាពជឿជាក់យ៉ាងរឹងមាំសម្រាប់ខ្ញុំក្នុងការប្រមូលផ្តុំ និងកៀរគរធនធាន (ថវិកា សម្ភារៈ និងកម្លាំងពលកម្ម) ដើម្បីអភិវឌ្ឍមសស។ | | | | | | | | | | |
| 17. | មសសបានបង្ហាញពីទំនុកចិត្តក្នុងការជួយខ្ញុំដើម្បីប្រើប្រាស់ធនធាន (ថវិកា សម្ភារៈ និងកម្លាំងពលកម្ម) ដែលខ្ញុំមានមកអភិវឌ្ឍន៍មសស។ | | | | | | | | | | |
| 18. | មសសធ្វើឲ្យខ្ញុំសប្បាយរីករាយក្នុងការរួមចំណែកការអភិវឌ្ឍមសសតាមរយៈការប្រមូលផ្តុំ និងគៀងគរធនធាន (ថវិកា សម្ភារៈ និងកម្លាំងពលកម្ម) របស់ខ្ញុំដែលមាន។ | | | | | | | | | | |
| មតិយោបល់និងសំណូមពរ៖ | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| ការចូលរួមកម្មវិធី | | | | | | | | | | | |
| 19. | សកម្មភាពនិងកម្មវិធីបណ្តុះបណ្តាលផ្សេងៗរបស់មសសមានភាពទាក់ទាញសម្រាប់ខ្ញុំ។ | | | | | | | | | | |
| 20. | សកម្មភាពនិងកម្មវិធីបណ្តុះបណ្តាលផ្សេងៗរបស់មសសបានឆ្លើយតបទៅនឹងតម្រូវការរបស់ខ្ញុំ ដែលធ្វើឲ្យខ្ញុំចង់ចូលរួម។ | | | | | | | | | | |
| 21. | តារាងកាលវិភាគសកម្មភាពនិងកម្មវិធីបណ្តុះបណ្តាលផ្សេងៗរបស់មសសមានលក្ខណៈបត់បែនដែលមានភាពងាយស្រួលសម្រាប់ខ្ញុំក្នុងការចូលរួម។ | | | | | | | | | | |
| 22. | មសសធ្វើការផ្សព្វផ្សាយព័ត៌មានជាសាធារណៈទាក់ទងនឹងសកម្មភាពនិងកម្មវិធីបណ្តុះបណ្តាលផ្សេងៗមកកាន់ | | | | | | | | | | |

| ល.រ | ធាតុផ្សំនៃការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍ (មសស) | ស្ថានភាពបច្ចុប្បន្ន | | | | | ស្ថានភាពចង់បាន | | | | |
|------------------------------------|--|---------------------|---|---|---|---|----------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 30. | មសសបង្កើតជាប្រអប់សំបុត្រ និងគណៈកម្មាធិការសម្រាប់អានរាល់ការបញ្ចេញមតិ និងតម្រូវការរបស់ខ្ញុំ។ | | | | | | | | | | |
| 31. | មសសធ្វើឲ្យខ្ញុំមានអារម្មណ៍ថាវាពិតជាមានសារៈសំខាន់ក្នុងការចូលរួមការពិគ្រោះតម្រូវការរបស់ខ្ញុំ។ | | | | | | | | | | |
| មតិយោបល់និងសំណូមពរ៖ | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| ការធ្វើផែនការបង្កើតកម្មវិធី | | | | | | | | | | | |
| 32. | មសសអនុញ្ញាតឲ្យខ្ញុំរួមចំណែកគំនិតក្នុងផែនការបង្កើតកម្មវិធី និងវគ្គបណ្តុះបណ្តាលផ្សេងៗ។ | | | | | | | | | | |
| 33. | មសសធ្វើការប្រជុំជាប្រចាំជាមួយខ្ញុំដើម្បីធ្វើផែនការបង្កើតកម្មវិធីដែលត្រូវនឹងចំណាប់អារម្មណ៍របស់ខ្ញុំ។ | | | | | | | | | | |
| 34. | គ្រូបង្រៀនរបស់មសស និងខ្ញុំបានធ្វើផែនការបង្កើតកម្មវិធីបង្រៀនដោយផ្អែកលើតម្រូវការ និងចំណាប់អារម្មណ៍របស់ខ្ញុំ។ | | | | | | | | | | |
| 35. | មសសលើកទឹកចិត្តខ្ញុំឲ្យចូលរួមក្នុងការធ្វើផែនការបង្កើតកម្មវិធីនិងវគ្គបណ្តុះបណ្តាលផ្សេងៗ។ | | | | | | | | | | |
| 36. | មសសធ្វើឲ្យខ្ញុំមានអារម្មណ៍សប្បាយរីករាយក្នុងការចូលរួមក្នុងដំណើរការធ្វើផែនការបង្កើតកម្មវិធីផ្សេងៗ។ | | | | | | | | | | |
| ការអនុវត្តកម្មវិធី | | | | | | | | | | | |
| 37. | មសសអនុវត្តន៍សកម្មភាពនិងកម្មវិធីបណ្តុះបណ្តាលផ្សេងៗដោយផ្អែកលើផែនការសកម្មភាពដែលបានធ្វើ | | | | | | | | | | |

| ល.រ | ធាតុផ្សំនៃការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍ (មសស) | ស្ថានភាពបច្ចុប្បន្ន | | | | | ស្ថានភាពចង់បាន | | | | | | |
|--|---|---------------------|---|---|---|---|----------------|---|---|---|---|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | | |
| 51. | មសសអនុញ្ញាតឱ្យសម្រេចចិត្តលើសំណើថវិកាការអនុវត្តសកម្មភាពនិងកម្មវិធីបណ្តុះបណ្តាលផ្សេងៗ | | | | | | | | | | | | |
| <p>មតិយោបល់និងសំណូមពរ៖</p> <p>.....</p> | | | | | | | | | | | | | |

ផ្នែកទី៤៖ មតិយោបល់ និងសំណូមពរដើម្បីអភិវឌ្ឍគោលការណ៍ស្តីពីការពង្រឹងការចូលរួមរបស់ប្រជាជននៅសហគមន៍ក្នុងមជ្ឈមណ្ឌលសិក្សាសហគមន៍នៅកម្ពុជា

៥២. យោងតាមទស្សនៈរបស់អ្នកតើអ្នកត្រូវការឲ្យមសសធ្វើអ្វីខ្លះដើម្បីជួយសម្រួលដល់ការចូលរួមរបស់អ្នកនៅក្នុងមសស?

.....

.....

៥៣. ទាក់ទងនឹងការចូលរួមរបស់អ្នកនៅក្នុងមសស តើលោកអ្នកគិតថា សព្វថ្ងៃនេះ មានបញ្ហាឧបសគ្គ និងមានចន្លោះប្រហោងអ្វីខ្លះ ទៅតាមផ្នែកនីមួយៗដូចខាងក្រោម?

ការប្រើប្រាស់សេវាកម្ម **จุฬาลงกรณ์มหาวิทยาลัย**
CHULALONGKORN UNIVERSITY

.....

.....

ការប្រមូលផ្តុំ និងគ្រឿងគរធនធាន (ថវិកា សម្ភារៈ និងកម្លាំងពលកម្ម)

.....

.....

ការចូលរួមកម្មវិធី

.....

.....

ការពិគ្រោះតម្រូវការ

.....
.....

ការធ្វើផែនការបង្កើតកម្មវិធី

.....
.....

ការអនុវត្តកម្មវិធី

.....
.....

ការតាមដាន និងការវាយតម្លៃ

.....
.....

ការសម្រេចចិត្ត

.....
.....



៥៤. តើលោកអ្នកមានអនុសាសន៍ និងដំណោះស្រាយយ៉ាងណាខ្លះចំពោះបញ្ហា ឧបសគ្គ និងមានចន្លោះប្រហោងអ្វីខ្លះ ទៅតាមផ្នែកនីមួយៗដូចខាងក្រោម?

ការប្រើប្រាស់សេវាកម្ម

.....
.....

ការប្រមូលផ្តុំ និងគ្រឿងគរធនាន (ថវិការ សម្ភារៈ និងកម្លាំងពលកម្ម)

.....
.....

ការចូលរួមកម្មវិធី

.....
.....

ការពិគ្រោះតម្រូវការ

.....
.....

ការធ្វើផែនការការបង្កើតកម្មវិធី

.....
.....

ការអនុវត្តកម្មវិធី

.....
.....

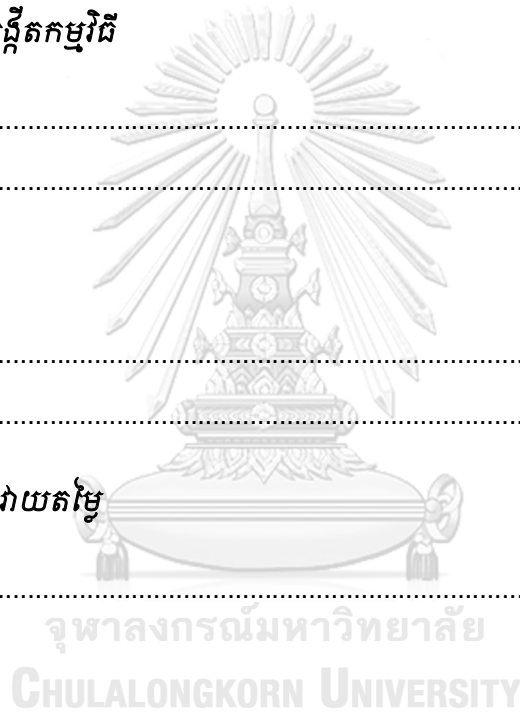
ការតាមដាន និងការវាយតម្លៃ

.....
.....

ការសម្រេចចិត្ត

.....
.....

សូមអរគុណជាអនេកសម្រាប់ការធ្វើយកម្រងសំណួរនេះ!



V. Reliability of Each Component of Community Participation Regarding the Current States and Desirable Needs

| Components of Community Participation | Cronbach's Alpha Coefficient | |
|---------------------------------------|------------------------------|-----------------|
| | Current States | Desirable Needs |
| 1. Utilizing Services | .97 | .98 |
| 2. Resource Mobilization | .97 | .98 |
| 3. Attending Program | .97 | .98 |
| 4. Diagnosing Needs | .97 | .98 |
| 5. Planning Programs | .97 | .98 |
| 6. Implementing Programs | .97 | .98 |
| 7. Monitoring and Evaluation | .97 | .98 |
| 8. Decision Making | .97 | .98 |
| Whole Questionnaires | .97 | .98 |

VI. Research Instrument 04

Evaluation Form of the Draft Guidelines and In-depth Interview

Instruction

The guideline for an in-depth interview and evaluation of the draft guidelines is designed in the aims 1) to present the research outcome on the "Guidelines to Enhance Community Participation in the Community Learning Centers in the Kingdom of Cambodia to related experts who are currently working in the Department of Non-Formal Education of Ministry of Education, Youth and Sports, Universities, and NGOs working relevant to Non-Formal Education.", and 2) to consider and evaluate guidelines to enhance community participation in the community learning centers in the Kingdom of Cambodia.

Part 01: Presentation of the Research Result

First, the researcher will inquire about some personal background and qualifications of the key informant. The researcher needs to acknowledge that information to contain research validity.

Second, the researcher will present the result of the need assessment is focused on the current and desirable states of community participation regarding the practices of community learning centers in the Kingdom of Cambodia.

Part 02: Evaluation of Guidelines to Enhance Community Participation in the Community Learning Centers in the kingdom of Cambodia.

2.1. Drafting the Guidelines

After finishing analyzing the result of PNI_{modified} from the second research objective, there are five components of community participation in the CLCs, which have the highest values of PNI_{modified} and considered the most critical problems and desirable needs to propose as Guidelines to Enhance Community Participation in the Community Learning Centers in the Kingdom of Cambodia. Hence, the researcher has drafted the guidelines to address community participation based on the value of PNI_{modified} .

2.2. Experts Assessment Form

This assessment form will be given to the experts to examine the guidelines from all selected experts. It is also to ensure the quality of the guidelines regarding the validity, efficiency, possibility, accuracy in the application, the match with Cambodian context, significance, sustainability, and the guidelines' overall pictures.

The Key Informants

The key informants in this research refer to the selected experts from the Department of Non-Formal Education of MOEYS, Faculty of Education of the Cambodian Universities, and NGOs in the related field Non-Formal Education (DVV of International and NEP).

Instruction

This assessment form is divided into 02 main points:

Part 01: Questionnaire on the personal status of the key informants

Part 02: Discussion and recommendation

Part 01: Questionnaire on the personal status of the key informants

1. Current Position:
2. Organization:
3. Work Experiences:

Part 02: Discussion and recommendation

After having gone through the details of guidelines to enhance community participation in the community learning centers in the kingdom of Cambodia, what is your view and perspective about the feasibility of each element of the proposed guidelines? Please select the number of each element to evaluate the feasibility of these guidelines depending on your expertise and working experiences in Cambodia as in the following:

- 1** means that the **lowest level** of the feasibility to be proposed the guidelines.
- 2** means that the **low level** of the feasibility to be proposed the guidelines.
- 3** means that **moderate level** of the feasibility to be proposed the guidelines.

4 means that the **high level** of the feasibility to be proposed the guidelines.

5 means that the **highest level** of the feasibility to be proposed the guidelines.

| Guidelines to Enhance Community Participation in Community Learning Centers in the Kingdom of Cambodia | | | | | | |
|---|------------------|-----------|----------------|------------|-------------------|---|
| Evaluation Form of Guidelines to Enhance Community Participation | The Lowest level | Low Level | Moderate Level | High Level | The Highest Level | Leave your recommendations to enhance components of community participation: 1. Diagnosing Needs 2. Planning Programs 3. Implementation Programs 4. Monitoring and Evaluation 5. Decision Making |
| | 1 | 2 | 3 | 4 | 5 | |
| I. Diagnosing Needs | | | | | | |
| <p>1) Diagnosing Learners' Needs:</p> <p>Regular meeting with community people is an ideal way to discover and diagnose their outmost needs. The community people will have an equal chance to express their concerns and needs to the CLC committee members and leaders, making them understand more about learners' needs. Then they can design the curriculum upon the learners' needs and issues, which is the primary way to enhance community participation in the CLCs in Cambodia.</p> | | | | | | |
| <p>2) Developing a Community Comment Box:</p> <p>The CLC committee members and leaders should create a box to receive comments and feedback from community people willing to share their concerns and constructive feedback. Doing this way, community people will have more chances to express their ideas better; it also promotes the community to diagnose their needs in the CLCs. Consequently, there will be more community participation in community learning centers.</p> | | | | | | |
| <p>3) Committee Reading Community's Comments (CRCC):</p> <p>Once the CLC leaders and committee members receive all the comments and suggestions from</p> | | | | | | |

| Guidelines to Enhance Community Participation in Community Learning Centers in the Kingdom of Cambodia | | | | | | |
|--|------------------|-----------|----------------|------------|-------------------|---|
| Evaluation Form of Guidelines to Enhance Community Participation | The Lowest level | Low Level | Moderate Level | High Level | The Highest Level | Leave your recommendations to enhance components of community participation: 1. Diagnosing Needs 2. Planning Programs 3. Implementation Programs 4. Monitoring and Evaluation 5. Decision Making |
| | 1 | 2 | 3 | 4 | 5 | |
| should be varied in different channels, such as flyers, banners, TV, radios, Facebook Pages, Instagram, Twitter, Telegram, and other social media. Each CLC must establish its own Facebook Page and YouTube to spread information and activities and propose policies, guidelines, and strategies to community people. Once there are various means of disseminating information, the more information reaches community people, the more community people will participate in decision making in the CLCs. | | | | | | |
| <p>5.1.2. Information Diffusing Workforces:</p> <p>CLC committee members should work together with community people to form a team as information disseminating teams or workforces to provide more chances to community people to participate in any decision making in the CLCs. Those teams can join as a workforce to spread information to community people. To maximize the information reaching to community people, they can spread information in the villages and community people's houses. Once everyone has access to the information, there will be more participation in the CLCs.</p> | | | | | | |
| <p>2) Community Referendum:</p> <p>In the community, establishing a community referendum is very significant for the CLC committee members and leaders to raise community people's voices and participate in the decision-making process. For instance, before</p> | | | | | | |

| Guidelines to Enhance Community Participation in Community Participation in the Kingdom of Cambodia | |
|---|---|
| <p>Uniqueness of Each Community</p> <p>2.2.3. Developing Career Manual Roadmap</p> <p>2.2.4. Networking Linkage</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>3. Implementation Programs</p> <p>3.1. Policy and Direction</p> <p>3.2. Mechanism and Action Plan</p> <p>3.3. Manpower, Machine, Materials, Method and Management (05 M)</p> <p>3.4. Professional Development and Capacity Building</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>4. Monitoring and Evaluation</p> <p>4.1. Community Monitoring and Evaluation</p> <p>4.2. Building Transparency</p> <p>4.3. Producing Simple CLC's Simple Report</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>5. Decision Making</p> <p>5.1. Information Disseminating Policy</p> <p>5.1.1. Diversifying</p> | <p>.....</p> <p>.....</p> <p>.....</p> |

| Guidelines to Enhance Community Participation in Community Participation in the Kingdom of Cambodia | |
|--|-------|
| Information | ..... |
| Disseminating Methods | ..... |
| 5.1.2. Information Diffusing | ..... |
| Workforces | ..... |
| 5.2. Community Referendum | ..... |
| 5.3. Rehabilitating | ..... |
| Decentralization | ..... |
| 5.4. Increasing Budget Allocation | ..... |
| | |
| | |

If you have any additional comment and suggestion, please let me know.

.....

.....

.....

.....

.....

.....

.....



Thank you!

VII. Lists of Experts

6.1. Name Lists of the Experts in Conducting Semi-Structured Interview

1. Dr. Sok Soth Dean of Faculty of Education, Royal University of Phnom Penh
2. Dr. Mam Socheat Head Department of Lifelong Learning of Faculty of Education, Royal University of Phnom Penh
3. Dr. Sam Sidet Dy Deputy Director-General for Ministry of Education, Youth and Sport
4. Mr. Hab Tanghor Head of Non-Formal Education Office, Provincial Department of MOYES, Tboung Khmoum Province
5. Mr. Seng Hong Executive Director of NGOs Education Partnership

6.2. Name List of Experts on Checking Item-Objective Congruence (IOC)

1. Dr. Weerachat Soopunyo Professor of Department of Lifelong Education, Faculty of Education, Chulalongkorn University
2. Dr. Kamonwan Tangdhanakanond Evaluation Committee of the Department of Psychology & Research, Faculty of Education, Chulalongkorn University
3. Mr. Ichiro Miyazawa Programme Specialist in Literacy and Lifelong Learning of UNESCO Bangkok
4. Mr. Hab Tanghor Head of Non-Formal Education Office, Provincial Department of Education, Youth and Sport, Tboung Khmoum

6.3. Name Lists in Conducting In-depth Interview to Evaluate Guidelines

1. Dr. Mam Socheat Head Department of Lifelong Learning of Faculty of Education, Royal University of Phnom Penh
2. Mr. Seng Hong Executive Director of NGOs Education Partnership
3. Mr. Hab Tanghor Head of Non-Formal Education Office, Provincial Department of MOYES, Tboung Khmoum Province
4. Mr. Ly Hammath The CLCs Committee and Leader, Krouch Chhma Province
5. Mrs. Peou Vanna Director Country of DVV International, Cambodia



VIII. Appendix: Permission Letter for Cooperation



No 64.6/1939

Faculty of Education, Chulalongkorn University
Phayathai Road, Bangkok 10330

3 July 2020

Subject: Request for Cooperation in Research Data Collection

To : Department of Non-Formal Education of Ministry of Education, Youth and Sport
Attachment: Research Instruments

Mr. Neak Piseth, a student of Master of Education in Non-Formal Education, Department of Lifelong Education, who is proceeding research thesis on "GUIDELINES TO ENHANCE COMMUNITY PARTICIPATION IN COMMUNITY LEARNING CENTERS IN THE KINGDOM OF CAMBODIA" would like to request for your cooperation in his data collection using questionnaires with community people and community learning center committee members. His research thesis has been supervised by Dr. Suwithida Charungkaittitul, our lecturer at the Faculty of Education Chulalongkorn University. For the detail of his data collection, Neak Piseth will inform you further information.

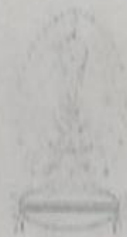
Please consider permitting our student researcher to conduct data collection for his academic advantages. Thank you for your cooperation.

Yours sincerely,

(Associate Professor Sumalee Chinokul, Ph.D.)

Associate Dean

Acting Dean



No. 64.6/1939

ប្រតិ.អយក.ទេសកម្ម

| | |
|--|-------------------------|
| | កាលបរិច្ឆេទ: ២៧/០៧/២០២០ |
| | លេខ: ៣-០១ |
| | បុគ្គលិក: ៥៣៩ |

Faculty of Education, Chulalongkorn University
Phayathai Road, Bangkok 10330

3 July 2020

Subject: Request for Cooperation in Research Data Collection

To : Department of Non-Formal Education of Ministry of Education, Youth and Sport
Attachment: Research Instruments

Mr. Neak Piseth, a student of Master of Education in Non-Formal Education, Department of Lifelong Education, who is proceeding research thesis on "GUIDELINES TO ENHANCE COMMUNITY PARTICIPATION IN COMMUNITY LEARNING CENTERS IN THE KINGDOM OF CAMBODIA" would like to request for your cooperation in his data collection using questionnaires with community people and community learning center committee members. His research thesis has been supervised by Dr. Suwithida Charungkaititul, our lecturer at the Faculty of Education Chulalongkorn University. For the detail of his data collection, Neak Piseth will inform you further information.

Please consider permitting our student researcher to conduct data collection for his academic advantages. Thank you for your cooperation.

Yours sincerely,

Sumalee Chinokul
(Associate Professor Sumalee Chinokul, Ph.D.)
Associate Dean
Acting Dean

២០២០/០៧
25/08/20
R. *[Signature]*
[Signature]

[Handwritten signature]
20/08/2020
[Red circular stamp]

Office of Curriculum and Instruction Management
Tel.0-2218-2565 Ext.6734
Student Researcher's Telephone Number: 13669682888 Email: 330991060@qq.com

No. 64.6(2775)/382



Department of Lifelong Education
Faculty of Education,
Chulalongkorn University
Phayathai Road, Pathumwan
Bangkok 10330, Thailand

8th December 2020

Subject: Request for cooperation to conduct in-depth interview and evaluate draft guidelines

Dear Director. Peou Vanna,

Attachment: Research Proposal and Draft Guidelines

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request a cooperation in a research conducted by Mr. Neak Piseth, one of the students of our Master Program in Non-Formal Education. Mr. Neak Piseth is currently conducting his master thesis research on "**Guidelines to Enhance Community Participation in Community Learning Centers in the Kingdom of Cambodia**". This research thesis is under the supervision of Assistant Professor Suwithida Charungkaittikul, PhD.

In this research, Mr. Neak Piseth need to conduct in-depth interview around 30 minutes and evaluate draft guidelines to enhance community participation in community learning centers from experts who specialize in Lifelong Education or other related fields in Education.

We do hope that you will grant permission to Mr. Neak Piseth to conduct in-depth interview and ask for evaluate draft guidelines to enhance community participation in community learning centers as mentioned above. Your kind cooperation is greatly appreciated. For your further inquiries, you shall contact Mr. Neak Piseth through his telephone number: +66953579515 or email: neak_Piseth@yahoo.com.

Sincerely Yours,

(Associate Professor Wiratthep Pathumcharoenwattana, Ph.D)
Head of Department of Lifelong Education

Department of Lifelong Education
Tel: +66(2)-218-2565-61
Email: edcu57@gmail.com

REFERENCES

- Adams, K. A., & Lawrence, E. K. (2015). *Research methods, statistics, and applications*. Sage Publications.
- Aderinoye, R. (2008). *Nigeria non-formal education country profile prepared for the education for all global monitoring report 2008 education: will we make it?* (Nigeria Publications, Issue. <https://unesdoc.unesco.org/ark:/48223/pf0000154743>).
- Ahmed, N., Elshater, A., & Afifi, S. (2019). The Community Participation in the Design Process of Livable Streets. In (pp. 144-157). Springer International Publishing. https://doi.org/10.1007/978-3-030-34863-2_13
- APPEAL. (2001). *CLC regional activities report (1999-2000)*. <https://catalogue.nla.gov.au/Record/5694185>
- Areekul, C., Ratana-Ubol, A., & Kimpee, P. (2015). Model Development for Strengthening Social Capital for Being a Sustainable Lifelong Learning Society. *Procedia - Social and Behavioral Sciences*, 191, 1613-1617. <https://doi.org/https://doi.org/10.1016/j.sbspro.2015.04.508>
- Aref, A. (2010). Community participation for educational planning and development. *Natural Science*, 8(9). <https://doi.org/http://www.sciencepub.net/nature/>
- Arnstein, S. R. (1969). A ladder Of citizen participation. *Journal of the American Planning Association*, 35(4), 2216-2224. <https://doi.org/10.1080/01944366908977225>
- Asian Development Bank. (2019). *Economic indicators for Cambodia*. Asian Development Outlook. <https://www.adb.org/countries/cambodia/economy>
- Avramovska, M., Hirsch, E., & Schmidt-Behlau, B. (2017). *Adult Education Centres as a Key to Development-Challenges and Success Factors*. DVV International.
- Aziz, S., & Raza, S. F. (2001). *Guide /Manual for Community Learning Centers* Bunyad Literacy Community Council, Lahore
- Bandura, A. (1969). *Principles of behavior modification*. Holt, Rinehart, & Winston.
- Barclay, N., & Klotz, L. (2019). Role of community participation for green stormwater infrastructure development. *Journal of Environmental Management*, 251, 109620. <https://doi.org/https://doi.org/10.1016/j.jenvman.2019.109620>
- Baum, H. S. (1999). Community Organizations Recruiting Community Participation: Predicaments in Planning. *Journal of Planning Education and Research*, 18(3), 187-199. <https://doi.org/10.1177/0739456X9901800301>

- Best, J. W., & Kahn, J. V. (2006). *Research in education (10th ed.)*. Pearson/Allyn and Bacon.
- Boonaree, C., & Tuamsuk, K. (2013). Community learning resources management practices in Thai Buddhist monasteries. *Procedia-Social and Behavioral Sciences*, 73, 175-180.
- Borland, R. L., Hu, N., Tonge, B., Einfeld, S., & Gray, K. M. (2020). Participation in sport and physical activity in adults with intellectual disabilities. *Journal of Intellectual Disability Research*, 64(12), 908-922. <https://doi.org/10.1111/jir.12782>
- Boumediene, F., Chhour, C., Chivorakoun, P., Souvong, V., Odermatt, P., Hun, C., Thebaut, C., Bounlu, M., Chum, N., Vorachit, S., Ros, S., Chan, S., & Preux, P.-M. (2020). Community-based management of epilepsy in Southeast Asia: Two intervention strategies in Lao PDR and Cambodia. *The Lancet Regional Health - Western Pacific*, 4, 100042. <https://doi.org/https://doi.org/10.1016/j.lanwpc.2020.100042>
- Broadbent, C., Burgess, J., & Bolye, M. (2006). Lifelong learning: helping address disadvantage through community-based learning projects. In *Lifelong Learning, Participation and Equity*. United Kingdom.
- Bulletin, L. W. (2001). Literacy Rate. *Mimeographed*.
- Buntat, Y., Puteh, N. A., Azeman, S. H., Nasir, A. N. M., Iahad, N., & Aziz, M. A. (2013). The Need of Lifelong Learning towards Learning Community Development in Malaysia. *Procedia - Social and Behavioral Sciences*, 93, 1541-1545. <https://doi.org/https://doi.org/10.1016/j.sbspro.2013.10.079>
- Campbell, A., Taylor, B. J., & McGlade, A. (2017). Sampling techniques in quantitative and qualitative research. *Research Design in Social Work: Qualitative, Quantitative & Mixed Methods*. <https://doi.org/https://www.doi.org/10.4135/9781473909618.n4>
- Candy, P. C., Crebert, G., & O'Leary, J. (1994). Developing Lifelong Learners through Undergraduate Education. *National Board of Employment, Education and Training*. <http://hdl.voced.edu.au/10707/94444>.
- Carron, G., & Carr-Hill, R. (1991). *Non-Formal Education: Informal and Planning Issues*. UNESCO Publications.
- Chapman, J., Mcgrip, J., Cartwright, P., Souza, M. d., & Toomey, R. (2006). Overcoming barriers that impede participation in lifelong learning. In *Lifelong Learning, Participation and Equity*. Springer.
- Chhen, V. (2019). Report on the Draft the Evaluation Framework on Current Situation

- of Community Learning Centers. *Ministry of Education, Youth and Sports*. <http://www.moeys.gov.kh/en/>
- Clark, V. L. P., & Creswell, J. W. (2015). *Understanding research: a consumer's guide (2nd ed.)*. Pearson.
- Clause, S. M. (2010). Lifelong Learning in Japan: Community Centers and Learning Circles. *Midwest Research-to-Practice Conference in Adult, Continuing, and Community*.
- Cocciolo, A. (2010). Can Web 2.0 Enhance Community Participation in an Institutional Repository? The Case of PocketKnowledge at Teachers College, Columbia University. *The Journal of Academic Librarianship*, 36(4), 304-312. <https://doi.org/https://doi.org/10.1016/j.acalib.2010.05.004>
- Cohen, J. M., & Uphoff, N. T. (1980). Participation's place in Rural Development: Seeking clarity through specificity. *World Development*, 8, 213-235.
- Creswell, J. W. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.
- CSCE. (2013). *A Report on Adult Literacy Rate*. Ministry of Education, Youth and Sports.
- Cueto, R. M., Fernández, M. Z., & Rivera, S. M. G. (2015). Community participation and strengthening in a reconstruction context after a natural disaster. *Journal of Prevention & Intervention in the Community*, 43(2), 291–303. <https://doi.org/https://doi.org/10.1080/10852352.2014.973296>
- Das, A. (2001). Decentralization and Active Community Participation in India. In D. Virchow & J. von Braun (Eds.), *Villages in the Future: Crops, Jobs and Livelihood* (pp. 51-58). Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-642-56575-5_8
- David, S. (2020). *Alternative education programme to expand to 15 provinces*. Khmer Times. <https://www.khmertimeskh.com/50680053/alternative-education-programme-to-expand-to-15-provinces/>
- Department of Non-Formal Education. (2000). *Community Learning Centers in Cambodia*. MOEYS.
- Department of Non-Formal Education. (2014). *Report on Non-formal Education, 2014*. Ministry of Education, Youth and Sport.
- Department of Non-Formal Education. (2015). *Non-Formal Education Statistics and Indicators*. Planning and NFE-MIS Office.
- Department of Non-Formal Education. (2018a). *Non-Formal Education Statistics and Indicators*. Ministry of Education, Youth and Sports.

- Department of Non-Formal Education. (2018b). *Report On Non-Formal Education*. Ministry of Education, Youth and Sport.
- Department of Non-Formal Education. (2018c). *Report on Non-formal Education, 2018*. Ministry of Education, Youth and Sport.
- DVV International. (2018). *Basic Non-Formal Education in Rural Areas*. DVV International. Retrieved 12/22/2019 from ww.dvv-international.la/cambodia/our-projects/basic-non-formal-education/
- Fantini, M. D. (1976). Community Participation: Present and Future Patterns. *Journal of Education*, 158(3), 17-30. <https://doi.org/10.1177/002205747615800304>
- Faure, E. e. a. (1972). *Learning to Be: the world of education today and tomorrow*. UNESCO.
- Fear, F. A. (1984). A Code of Ethics for Community Development. *Vanguard*, 53(1), 6-7.
- Federal Republic of Nigeria. (2012). *National policy on education* Yaba Lagos.
- Fink, A. (2013). *How to Conduct Surveys*. SAGE Publications.
- Firestone, T., & Fear, F. A. (1982). Ethics in Community Development: An Exploration of Basic Concepts and Issues. *Paper presented at the Annual Meeting of the Community Development Society*.
- Gajanayake, & Jaya, S. (1993). *Community Empowerment: A participatory training manual on community project development*. Illinois.
- Glickman, N., & Nye, N. (2000). Working Together: Building Capacity for Community Development. *Housing Policy Debate*, 1(11), 163-198.
- Global Mornitoring Report 2005. (2004). *Education for all, the quality imperative*. <https://en.unesco.org/gem-report/report/2005/education-all-quality-imperative#:~:text=Quality%20is%20at%20the%20heart%20of%20education.&text=It%20monitors%20international%20assistance%20to,at%20the%20World%20Education%20Forum>.
- Hager, P. (2001). Lifelong learning and the contribution of informal learning. In *International Handbook of Lifelong Learning*. Kluwer Academic Publishers.
- Hambleton, R. K. (1974). Testing and Decision-Making Procedures for Selected Individualized Instructional Programs. *Review of Educational Research* 44(4), 371-400. <https://doi.org/10.3102/00346543044004371>
- Hardina, D. (2002). *Analytical Skills for Community Organization Practice*. Columbia University Press.

- Henry, M. (2001). *Policy Approaches to Educational Disadvantage and Equity in Australian Schooling*. International Institute for Educational Planning/UNESCO.
- Henschke, J. A. (2006). Engagement in active learning with Brazilian adult educators. In *Adult Program Development and Delivery*. Springer.
- Hun, S. (2015). *The Cambodia Community Learning Centers: Challenges and Future Directions* [Royal University of Phnom Penh]. Faculty of Education.
- Islam, M., & Mia, A. (2007). The innovative elements in non-formal education of Bangladesh: perspective of income generation programme for poverty alleviation. *International Journal of Education and Development Using Information and Communication Technology Publications*, 03(3), 89-104.
- Jacobs, B., & Price, N. (2003). Community participation in externally funded health projects: lessons from Cambodia. *Oxford University Press*, 10(9), 399-410.
- Jakobi, A. P. (2012). International organisations and policy diffusion: the global norm of lifelong learning. *Journal of International Relations and Development*, 15.
- Jarvis, P. (2007). *Globalisation, Lifelong Learning and the Learning Society: Sociological perspectives*. Routledge.
- Kanjanawasee, S. (2013). *Classical test theory (7th ed.)*. Chulalongkorn Printing House.
- Kanno, K., Shrestha, A., & Dhungana. (2006). *Community Empowerment through Community Learning Centers in Mid and Far Western Regions of Nepal*. UNESCO.
- Keith, P. J., & Alis, O. E. (2014). *Collecting Qualitative Data Introduction to Research Methods in Education*. SAGE.
- Kendall, N., Kaunda, Z., & Friedson-Rideneur, S. (2013). Community participation in international development education quality improvement efforts: current paradoxes and opportunities. *Springer*, 27(2), 65-83. <https://doi.org/10.1007/s11092-015-9210-0>
- Kenny, M. (1997). *Typology of Participation*. CARE. http://eprints.nuim.ie/233/1/Participaion_paper.doc
- Kheang, S. (2013). *Proposed Guideline for Organizing Non-Formal Education to Enhance Career Development for Unskilled Labor in Kingdom of Cambodia* [Chulalongkorn University]. Thailand.
- Kline, A. J., & Le Gates, R. (1971). Citizen participation in model cities programs-

- toward a theory of collective bargaining for the poor *National Black Law Journal*, 1(1). <https://doi.org/https://escholarship.org/uc/item/Ofx0k3r8>
- Knowles, M. S., III, E. F. H., & Swanson, R. A. (2011). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Routledge.
- Kongkalaung, R. (2007). *A Study of Bangkok Community Learning Centers' Need and Guidelines for Organizing Non-Formal and Informal Education Activities* [Chulalongkorn University]. Thailand.
- Kumar, S. (2020). Community participation in palliative care: reflections from the ground. *Progress in Palliative Care*, 28(2), 83-88. <https://doi.org/https://doi.org/10.1080/09699260.2019.1706272>
- Lachapelle, P. R., & Austin, E. K. (2014). Community Participation. In A. C. Michalos (Ed.), *Encyclopedia of Quality of Life and Well-Being Research* (pp. 1073-1078). Springer Netherlands. https://doi.org/10.1007/978-94-007-0753-5_471
- Langevin, P., & Lamarre, P. (2016). Community learning centers in Quebec: changing lives, changing communities. In *Developing Community Schools, Community Learning Centers, Extendedservice Schools and Multiservice Schools* Springer.
- Lay, V., Chhum, S., & Conochie, G. (2013). *A Survey of the NGO Non-Formal Education (NFE) Sector in Cambodia*. NGO Education Partnership (NEP) with UNESCO CapEFA funding support.
- Le, A. T. P. (2017). *The Contributions of Community Learning Centres to Personal and Community Development: A Case Study of Three Centres in Padaung, Myanmar* [UNIVERSITETET I OSLO]. Padaung.
- Lee, H., & Morningstar, M. E. (2019). Exploring Predictors of Community Participation Among Young Adults with Severe Disabilities. *Research and Practice for Persons with Severe Disabilities*, 44(3), 186-199. <https://doi.org/10.1177/1540796919863650>
- Leesuwan, V., Leesuwana, k., Karatna, I. P., & Rames, G. A. (2015). *Community Learning Centers - Non-Formal and Informal Education Thailand*. Ministry of Education Office of the Non-Formal and Formal Education. <https://www.slideshare.net/egorr44/community-learning-center-nonformal-and-informal-education-thailand>
- Leicester, M., & Parker, S. (2001). From Adult Education to Lifelong Learning. In *International Handbook of Lifelong*. Kluwer Academic Publishers.
- Lestari, S., Kotani, K., & Kakinaka, M. (2015). Enhancing voluntary participation in community collaborative forest management: A case of Central Java, Indonesia. *Journal of Environmental Management*, 150(6), 299-309. <https://doi.org/https://doi.org/10.1016/j.jenvman.2014.10.009>

- Littrell, D. W. (1971). *The theory and practice of community development: a guide for practitioners*. University of Missouri Press.
- Lokollo, L. J., & Dahlan, J. L. S. J. (2020). Evaluation of Community Learning Activity Center Program (PKBM) as a Community Learning Resource in Ambon City based on evaluation of Input. *Lifelong Education* 2(1), 34-56.
- Mark, B. (2000). Community partnerships in education: dimensions, variations and implications. *Education for All 2000 Assessment, Thematic Studies*, 3(2), 34-54.
- McMillian, D. W., & Chavis, D. M. (1996). Sense of community, definition and theory. *Journal of Community Psychology*, 16(2), 6-23.
- Meier, B. M., Pardue, C., & London, L. (2012). Implementing community participation through legislative reform: a study of the policy framework for community participation in the Western Cape province of South Africa. *BMC International Health and Human Rights*, 12(1), 15. <https://doi.org/10.1186/1472-698x-12-15>
- Merriam, S. B., Baumgartner, L. M., & Caffarella, R. S. (2007). *Learning adulthood: a comprehensive guide*. Jossey-Bass.
- MEXT. (2008). *Kominkan: community learning centers (CLCs) of Japan*. Ministry of Education, Culture, Sports, Science and Technology-Japan.
- Midgley, J., Hall, A., Hardiman, M., Narine, D., & Methuen. (1986). Community participation, social development and the State. *Community Development Journal*, 22(4), 351–353. <https://doi.org/https://doi.org/10.1093/cdj/22.4.351>
- MOEYS. (2011). *Guideline on the leading and the management of community learning centers*. Ministry of Education, Youth and Sports.
- MOEYS. (2014a). *Education strategic plan 2014-2018*. Ministry of Education, Youth and Sport.
- MOEYS. (2014b). *Manual for management of community learning centers (CLC)*. Department of Non-formal education of MOEYS.
- MOEYS. (2019). *Cambodia's Education 2030 Roamap 2030*. Ministry of Education, Youth and Sport.
- Mountain, A., Patrice Lindsay, M., Teasell, R., Salbach, N. M., De Jong, A., Foley, N., Bhogal, S., Bains, N., Bowes, R., Cheung, D., Corriveau, H., Joseph, L., Lesko, D., Millar, A., Parappilly, B., Pikula, A., Scarfone, D., Rochette, A., Taylor, T., Vallentin, T., Dowlathshahi, D., Gubitz, G., Casaubon, L. K., & Cameron, J. I. (2020). Canadian Stroke Best Practice Recommendations: Rehabilitation, Recovery, and Community Participation following Stroke. Part Two: Transitions and Community Participation Following Stroke. *International Journal of Stroke*, 15(7), 789-806. <https://doi.org/10.1177/1747493019897847>

- Mutumukuru-Maravanyika, T., Mills, D. J., Asare, C., & Asiedu, G. A. (2017). Enhancing women's participation in decision-making in artisanal fisheries in the Anlo Beach fishing community, Ghana. *Water Resources and Rural Development*, 10(2), 58-75. <https://doi.org/https://doi.org/10.1016/j.wrr.2016.04.001>
- Nation Policy on Lifelong Learning Program*. (2019). MOEYS.
- Nop, S., & Thornton, A. (2020). Community participation in contemporary urban planning in Cambodia: the examples of Khmuonh and Kouk Roka neighbourhoods in Phnom Penh. *Cities*, 103, 102770. <https://doi.org/https://doi.org/10.1016/j.cities.2020.102770>
- Nugroho, D. S., & Hermawan, H. (2006). Community-based tourism challenge of Nglepen hamlet in developing a tourism village. *STP ARS Internasional Bandung*, 10(2), 23-48. <https://doi.org/10.31219/osf.io/edh4p>
- Oakley, P. (1989). *Community involvement in health development, an examination of critical issues*. WHO.
- Ololube, N. P., & Egbezo, D. E. (2012). A Critical Assessment of the role/importance of non-formal education to human and national development in Nigeria: future trends. *International Journal of Scientific Research in Education Publications* 5(2), 71-93.
- ONIE. (2015). *Community learning center (CLC) in Thailand*. Office of the Non-Formal and Informal Education.
- Open Development Cambodia. (2018). *Education and Training*. Open Development Cambodia. <https://opendevlopmentcambodia.net/topics/education-and-training/>
- Pech, S. (2002). *History of literacy in cambodia*. Department of Non-Formal Education.
- Pellini, A. (2005). Decentralisation of education in Cambodia: searching for spaces of participation between traditions and modernity. *Compare: A Journal of Comparative and International Education*, 35(2), 205-216. <https://doi.org/10.1080/03057920500129866>
- Pich, N. (2008). *Community learning center development in Cambodia: the case of Ksert commune in Svay Rieng Province* Royal University of Phnom Penh]. Phnom Penh.
- Pim, R. S. K. (2018). *Office of the non-formal and informal education*. ONIE.
- Purcell, R. (2005). *Working in the community: perspective for change*. Lulu.com.
- Raggatt, P., & Peart, E. (1996). *Boundaries of adult learning*. Routledge.

- Rahman, S. M. M. (2005). *Community learning center: the Bangladesh experience*. United Nations Educational, Scientific and Cultural Organization.
- Rapp, C. A., Shera, W., & Kisthardt, W. (1993). Research strategies for consumer empowerment of people with severe mental illness. *Social Work*, 6(38), 727-735.
- Rectangular Strategic Phase IV 2018-2023*. (2019). RGC.
- Register, F. (1997). *Department of housing and urban development, community outreach partnership centers (COPC): notice of funding availability*. Retrieved 20 June 2020 from <http://frwegate4.access.gpo.gov/cgi-bin/waisgate.cgi?WAIISdocID~52545114631+4+0+0&WAIISaction-retrieve>
- Rinith, T. (2020). Rethinking education: an inclusive response to COVID-19. *Khmer Times*. <https://www.khmertimeskh.com/726828/rethinking-education-an-inclusive-response-to-covid-19/>
- Robinson, R. D. (1995). *Helping adult learning and change*. Russell D. Robinson.
- Rovinelli, R. J., & Hambleton, R. K. (1977). On the use of content specialists in the assessment of criterion-referenced test item validity. *Tijdschrift voor Onderwijsresearch*, 2(2), 49-60.
- Rovira, M. P. (2013). *Education and development in Cambodia: the role non-formal education*. The University of Leeds.
- Rowland, D. T. (2012). Community Participation. In (pp. 105-119). Springer Netherlands. https://doi.org/10.1007/978-94-007-4050-1_7
- Royal Government of Cambodia. (2007). *Education Law*. Royal Government of Cambodia.
- Royal Government of Cambodia. (2009). *Policy of non-formal education*. MOEYS.
- Royal Government of Cambodia. (2018). *Rectangular strategy for growth, employment, equity, and efficiency: building the foundation toward realizing Cambodia vision 2050 phase IV*. Royal Government of Cambodia.
- Royal Government of Cambodia. (2019a). *The draft of Cambodia national development policy*. Royal Government of Cambodia.
- Royal Government of Cambodia. (2019b). *National policy on lifelong learning*. Royal Government of Cambodia.
- Royal Government of Cambodia. (2019c). *National Policy on lifelong learning education*. Royal Government of Cambodia.

- Royal Government of Cambodia. (2019d). *The rectangular strategic plan phase IV 2018-2023*. Royal Government of Cambodia.
- S.Knowles, M. (1980). *The modern practice of adult education: from pedagogy to andragogy*. Library of Congress Cataloging in Publication Data.
- Samson, D. (1994). Informed community participation in economic development. *Urban Forum*, 5(1), 61-72. <https://doi.org/10.1007/bf03036592>
- Sanfo, M. B. J.-B. (2020). Leaving no place behind: Community participation and primary school students' learning achievements in Burkina Faso's small-scale gold mining communities. *International Journal of Educational Research Open*, 1, 100010. <https://doi.org/https://doi.org/10.1016/j.ijedro.2020.100010>
- Schuetze, H. G. (2006). International concepts and agendas of Lifelong Learning. *A Journal of Comparative and International Education*, 36/3.
- Senko, J., Schneller, A. J., Solis, J., Ollervides, F., & Nichols, W. J. (2011). People helping turtles, turtles helping people: Understanding resident attitudes towards sea turtle conservation and opportunities for enhanced community participation in Bahia Magdalena, Mexico. *Ocean & Coastal Management*, 54(2), 148-157. <https://doi.org/https://doi.org/10.1016/j.ocecoaman.2010.10.030>
- Sethy, I., Bunroeun, N., & Lom-A, K. K. (2008). *New trend and present situation of adult learning and education*. CONFINTEA VI
- Shackel, P. A. (2014). Stakeholders and Community Participation. In C. Smith (Ed.), *Encyclopedia of Global Archaeology* (pp. 6994-6998). Springer New York. https://doi.org/10.1007/978-1-4419-0465-2_389
- Shaeffer, S. (1994). *Participation for educational change: a synthesis of experience*. UNESCO: International Institute for Educational Planning.
- Shea, L. L., Verstrete, K., Nonnemacher, S., Wong, W., & Salzer, M. S. (2021). Self-reported community participation experiences and preferences of autistic adults. *Autism*, 136236132098768. <https://doi.org/10.1177/1362361320987682>
- Shrestha, S., & Shrestha, U. B. (2017). Beyond money: Does REDD+ payment enhance household's participation in forest governance and management in Nepal's community forests? *Forest Policy and Economics*, 80, 63-70. <https://doi.org/https://doi.org/10.1016/j.forpol.2017.03.005>
- Singhal, A. (2001). *Facilitating community participation through communication* Programme Division, UNICEF.
- Sothey, K., & Sithon, K. (2005). *Non-formal education & vocational training for child and youth at risk*. UNESCO.

- Tassniyom, N. (1997). *Community participation in health development in Thailand* [Massey University]. Auckland.
- Thompson, A. (2005). *Electronic discussion forum on non-formal education*. Routledge
- To, L. (2016). *Community participation in education: a case study in the four remote primary schools in Samlot District, Battambang Province, Cambodia* [Victoria University of Wellington]. Wellington.
- Uia, S., Hengb, L., Yatsuya, H., Kawaguichia, L., Akashia, H., & Aoyanaa, A. (2010). Strengthening community participation at health centers in rural Cambodia: role of local non-governmental organizations (NGOs). *Routledge*, 20(3), 345-432.
- UNESCO. (1999). *Manual for the implementation of community learning centres*. UNESCO.
- UNESCO. (2001a). *Completion report of action research on community based continuing education*. UNESCO.
<https://unesdoc.unesco.org/ark:/48223/pf0000121155?posInSet=2&queryId=87e8864a-1773-48be-97b0-e5fe4e553f24>
- UNESCO. (2001b). *Pillars in lifelong learning process*. UNESCO.
- UNESCO. (2007). *Strengthening community learning centers through linkages and networks: A syntheses of six country reports*. UNESCO.
- UNESCO. (2008). *Community learning centres country report from Asia* (UNESCO Asia and Pacific Regional Bureau for Education, Issue. https://unesdoc.unesco.org/ark:/48223/pf0000160492_eng
- UNESCO. (2010). *Country report*.
<https://unesdoc.unesco.org/ark:/48223/pf0000193177?posInSet=3&queryId=a89b88f8-e165-42fa-aeaf-7b88be0ea435>
- UNESCO. (2011). *Sustainability of community learning centers: community ownership and support*. UNESCO Asia and Pacific Bureau for Education.
- UNESCO. (2016). Background paper prepared for the 2016 Global Education Monitoring Report *UNESCO Institute for Lifelong Learning*, 23.
- UNESCO. (2017a). *Community learning centers in Nepal: status and recommendations*. UNESCO.
- UNESCO. (2017b). *Synthesis report on the state of community learning centres in six Asian countries*. <https://uil.unesco.org/literacy/community-learning/synthesis-report-state-community-learning-centres-six-asian-countries>
- UNESCO. (2019). *Building sustainable community learning Centre*. UNESCO Institute

- for Lifelong Learning. <https://lll-olc.net/6-1-what-is-community-learning-centre/>
- UNESCO, UNICEF, World Bank, & UNDP. (2015). *Education 2030 incheon declaration towards inclusive and equitable quality education and lifelong learning for all*. UNESCO.
- UNESCO Bangkok. (2017). *Community Learning Centres*. UNESCO. Retrieved 25 September from <https://bangkok.unesco.org/content/community-learning-centres>
- Vongtanyagan, G., Jansila, V., & Sangkavadee, P. (2019). The development of administrative model for the community learning center under district non-formal and informal education center. *Journal of Education Naresuan University*, 21(4). https://doi.org/https://so06.tcithaijo.org/index.php/edujournal_nu/about
- Wamaungo, J. A., Trisnamansyah, S., & Kamil, H. M. (2010). Community participation in the development of non-formal education programmes in community learning centres: a case study to explore the role of community participation in the development of non-formal education programmes in selected community learning centres in Cimahi City Council West Java, Indonesia. *International Journal of Education*, 33(03). <https://doi.org/https://edu.kku.ac.th/journal/index.php/joe/article/view/59>
- Wang, V. X. (2009). *Assessing and evaluating adult learning in career and technical education*. California State University. <https://doi.org/10.4018/978-1-61520-745-9>
- Watt, P. (2001). Community support for basic education in Sub-Saharan Africa. *Africa Region Human Development Working Paper Series*.
- Wilcox, D. (1994). *The guide of effective participation*. Delta Press, Brighton.
- Wongwanich, S. (2005). *Need Assesment Research*. Chulalongkorn University
- World Bank. (1995). *Madagascar: Towards a School-Based Strategy for Improving Primary and Secondary Education*. World Bank.
- World Bank. (2017a). Higher Education Reformation in Cambodia. *Evaluation and Planning Equity*. documents.worldbank.org
- World Bank. (2017b). *International Development Association Project Appraisal Document on a Proposed credit (PAD1627)*. <http://documents.worldbank.org/curated/en/754411488164443520/pdf/Cambodi-a-Livelihood-PAD-02062017.pdf>
- Yamane, T. (1973). *Statistics : an introductory analysis*. Harper & Row.

VITA

| | |
|------------------------------|---|
| NAME | Neak Piseth |
| DATE OF BIRTH | 06 September 1994 |
| PLACE OF BIRTH | Kampong Cham, Cambodia |
| INSTITUTIONS ATTENDED | Institute of Foreign Languages, Royal University of Phnom Penh Chulalongkorn University |
| HOME ADDRESS | N051, #256, Beng Kok II Commune, Toul Kork District, Phnom Penh City, Cambodia |
| PUBLICATION | Piseth, N. (2016). The Roles of CSOs in promoting gender equality in Cambodia. Phnom Penh. Piseth, N. (2016). What is the point of view of the Cambodian university students toward ASEAN Community: the free flow of skilled labor. Phnom Penh. The book: “The Genuine Chapters of Life”, 06 September, 2016 Piseth, N. (2017). The Roles of Chinese Direct Investments Impact on the Cambodian Economic Dimensions: Challenges and Opportunities. Phnom Penh |
| AWARD RECEIVED | Best award of the research under the topic “the 21th Century Skills: Case Studies on the Critical Thinking in Cambodian University Students” The second place in the EU Essay Contest under the topic: “Should ASEAN be like the EU?” Honor student & Awards: Special Mention (medal) & Scientific Award (medal) from Western International School (WIS) Won Supra Scholarship to study at Western International School (WIS) |