



សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
ROYAL UNIVERSITY OF PHNOM PENH

**ការយល់ឃើញរបស់មនុស្សពេញវ័យ ទៅលើផលប៉ះពាល់
នៃកម្មវិធីសិក្សាអក្ខរកម្ម ចំពោះជីវិតរបស់ពួកគេ
ករណីសិក្សានៃមជ្ឈមណ្ឌលសិក្សាសហគមន៍នីពេជ្រក្នុងខេត្តកំពង់ធំ**
Adult Learners's Perceptions on the Impact of Their Literacy Program on Their
Lives: A Case Study at the Nipich Community Learning Center
in Kampong Thom Province

Thesis
Submitted In Partial Fulfilment of the Requirement for the Degree of
Master of Education in Lifelong Learning

KY Oeun

March 2017

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Examination committee: Dr Mam Socheat (Chairperson)
Dr. Mok Sarom (Member)
Mr. Hor Youhan (Member)

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មូលន័យសង្ខេប

កម្មវិធីអក្ខរកម្មដើម្បីយុវជនគឺជាសមាសភាពមួយនៃកម្មវិធីអប់រំក្រៅប្រព័ន្ធសម្រាប់ប្រទេសនីមួយៗ ដែលត្រូវបានអនុវត្តនៅក្នុងលក្ខណៈបែបបទមួយចំនួននៃរចនាសម្ព័ន្ធ ដែលត្រូវបានរៀបចំដោយរដ្ឋាភិបាល ឬអង្គការមិនមែនរដ្ឋាភិបាលសម្រាប់រយៈពេលដ៏ជាក់លាក់មួយ។ កម្មវិធីអក្ខរកម្មផ្តល់ឲ្យមនុស្សពេញវ័យ ដែលមិនបានទទួលការអប់រំជាផ្លូវការណាមួយនូវឱកាសដើម្បីអប់រំ និងការបង្ការ ការអប់រំប្រភេទនៃចំណេះដឹងនិងបំណិនជីវិត នៅក្នុងគោលបំណង ដើម្បីឆ្លើយតបទៅនឹងតម្រូវការជាមូលដ្ឋានរបស់ពួកគេ និងតម្រូវការការងារ។ ការសិក្សាស្រាវជ្រាវនេះបានជ្រើសរើសយកវិធីតាមបែបគុណប្រមាណវិស័យមកប្រើប្រាស់ដើម្បីធ្វើការប្រមូលព័ត៌មានក្នុងការសិក្សាស្វែងយល់អំពីការយល់ឃើញរបស់យុវជន អំពីផលប៉ះពាល់នៃកម្មវិធីអក្ខរកម្ម សម្រាប់ជីវិតរស់នៅរបស់ពួកគេ និងបញ្ហាប្រឈមដែលពួកគេបានជួបប្រទះនៅពេលដែលពួកគេបានចូលរួមនៅក្នុងកម្មវិធីអក្ខរកម្មនេះ នៅឯមជ្ឈមណ្ឌលសិក្សាសហគមន៍មួយនៅក្នុងខេត្តកំពង់ធំ។

លើសពីនេះទៀត ការសិក្សានេះបានផ្តោតទៅលើតែការយល់ឃើញដែលជាបទពិសោធន៍ផ្ទាល់ របស់សិស្សអក្ខរកម្មដែលជាយុវជននោះតែប៉ុណ្ណោះ។ ការប្រមូលទិន្នន័យត្រូវបានឡើងធ្វើតាមរយៈបទសម្ភាសន៍ជាមួយសិស្សអក្ខរកម្ម ដែលជាយុវជន ចំនួនប្រាំបួននាក់ ដែលពួកគេបានបញ្ចប់កម្មវិធីសិក្សា។ លទ្ធផលនៃការស្រាវជ្រាវនេះបានបង្ហាញថា បន្ទាប់ពីការចូលរួម កម្មវិធីអក្ខរកម្មសម្រាប់យុវជននេះមក ពួកគេមានការប្រសើរឡើងផ្នែកសមត្ថភាពរបស់ពួកគេ ក្នុងការអាន ការសរសេរ និងការគិតលេខ។ ការសិក្សានេះបានរកឃើញផងដែរថា ភាគច្រើននៃសិស្សអក្ខរកម្ម បានទទួលចំណេះដឹងថ្មីៗ និងជំនាញ ដែលអាចឆ្លើយតបទៅនឹងតម្រូវការងារបច្ចុប្បន្នរបស់ពួកគេ។ លើសពីនេះទៀតការសិក្សានេះបានបង្ហាញថា តាមរយៈការចូលរួមក្នុងកម្មវិធីអក្ខរកម្មនេះពួកគេទទួលបានប្រយោជន៍ពីកម្មវិធីនេះ មិនត្រឹមតែសម្រាប់ខ្លួនគេទេ តែថែមទាំងសម្រាប់គ្រួសាររបស់ពួកគេផងដែរ។ អត្ថប្រយោជន៍ទាំងនោះ រួមមានការគិតពិចារណា ដោយពួកគេបានផ្លាស់ប្តូរផ្នត់គំនិតអវិជ្ជមានរបស់ពួកគេ ពួកគេអាចបង្កើនប្រាក់ចំណូលដល់គ្រួសាររបស់ពួកគេ ហើយពួកគេក៏អាចជួយអប់រំកូនរបស់ពួកគេនៅឯផ្ទះផងដែរ។ ផ្ទុយពីនេះផងដែរ ការសិក្សានេះបានរកឃើញថាយុវជនទាំងនោះ បានជួបបញ្ហាប្រឈមសំខាន់ៗចំនួនពីរ សំរាប់ការចូលរួមរបស់ពួកគេ គឺសមត្ថភាពក្នុងការទទួលយកមេរៀន និងពេលវេលាសម្រាប់ការរកប្រាក់ចំណូលរបស់ពួកគេ និងសម្រាប់ការចូលរួមកម្មវិធីនេះ។ លទ្ធផលនៃការស្រាវជ្រាវក៏បានបង្ហាញ

ផងដែរថា រាល់បញ្ហាបុរេឈមរបស់ពួកគេ ខ្លួនពួកគេផ្ទាល់មិនគ្រប់គ្រាន់ឡើយក្នុងការដោះស្រាយ, ពួកគេស្នើសុំអោយមានការចូលរួមគាំទ្រពីអ្នកគ្រប់គ្រងកម្មវិធីផងដែរ ដូចជាការបន្ថែមការសម្ភារៈសិក្សា និងការបង្រៀនបន្ថែមទៀត សម្រាប់ការ សិក្សារៀនសូត្ររបស់ពួកគេ។

Abstract

The adult literacy program is a component of non-formal education for each country that is undertaken in some forms of structure organised by the government or non-governmental organisations for a specific period of time. Literacy program also provides adults, who do not receive any formal education, with a chance to the education and remedial education of categories of knowledge and life skills in order to respond to their basic needs and job requirements.

This study employed qualitative methods and was conducted to explore the adult learners' perceptions on the impact of adult literacy program on their lives and the challenges that they have experienced when participating in an adult literacy program at one CLC in Kampong Thom province. In addition, the study focused on only the experience from adult literacy students' points of view. Data was collected through the one-to-one interview from nine adult literacy students. The result indicated that after joining the literacy class, the learners had improved their abilities in reading, writing and numeracy. The study also found that most of the learners acquired new knowledge and skills which could respond to their current jobs. Moreover, the study revealed that the learners could take advantage of the program for themselves and their families. Those benefits included the fact that they change their negative mindsets, they can increase their family income, and they can help educate their children at home. The study further found that there was two main challenges the learners faced; that is, the ability to catch up with the lessons and a conflict issue between the time for earning their income and for participating the program. The result and findings indicate that to deal with the learner's challenges, the learners themselves could not effort yet they needed the supporting from the program like add more learning and teaching materials for their learning.

SUPERVISORS’S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master of Education

Name of candidate: Ky Oeun

Title of thesis: **Adult Learners’s Perceptions on the Impact of Their Literacy Program on Their Lives: A Case Study at the Nipich Community Learning Center in Kampong Thom Province**

This is to certify that the research carried out for the above titled master’s thesis was completed by the above named candidate under my direct supervision. I played the following part in the preparation of this thesis: I advised the candidate to employ appropriate methods and select the target sample for this investigation. I also carefully checked the quality of the data interpretation, result and discussion presentation, and conclusion drawn from the findings.

Supervisor (s) (Sign).....

Date:.....

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I (Ky Oeun) hereby present entitled Adult Learners’s Perceptions on the Impact of Their Literacy Program on Their Lives: A Case Study at the Nipich Community Learning Center in Kampong Thom Province.

For the degree of Master of Education at the Royal University of Phnom Penh is entirely my own work and, furthermore, that it has not been used to fulfill the requirement of any other qualification in whole or in part, at this or any other university or equivalent institution.

Signed by Ky Oeun:.....

Date:.....

Countersigned by the Chief Supervisor:.....

Date:.....

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LIST OF ABBREVIATIONS

ALP	Adult Literacy Program
CLC	Community Learning Center
EMIS	Educational Management Information System
EFA	Education for All
ILO	The International Labor Organization
MoEYS	Ministry of Education, Youth and Sport
MGDs	Millennium Development Goals
NEP	National Education Program
NFE	Non-Formal Education
NLC	Nipech Learning Centre
NCHD	National Commission for Human Development
NGOs	Non-Government Organization
SDG	The Sustainable Development Goals
TVET	Technical and Vocational Education and Training
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UIL	UNESCO Institute for Lifelong Learning
UIS	UNESCO Institute for Statistics

CHAPTER 1 INTRODUCTION

1.1. Background of the Study

Non-formal education is important and necessary for touching nationwide peace, minimizing poverty and improving the economy and social equality. According to the policy of Non-formal Education in Cambodia public in published in (2002) stated that the Millennium Development Goals (MGDs) could bridge the gender gap and the children's health. In similarly, literacy played a vital role to poverty reduction (NEP, 2014). More recently, UNESCO (2005) considered literacy as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varied contexts. Today, literacy is seen as a continuum of skills that enables individuals to achieve their goals in work and life and participate fully in society, a point established by the international community in the 2009 Belém Framework for Action, UNESCO Institute for Lifelong Learning (UIL, 2010). While the number of out-of-school kids and teenagers has dropped by almost half since 2000 (UNESCO 2015, p. 7), quantitative improves in the numbers of kids obtaining education and learning have not been similar by qualitative results, and improves made in official education and learning and in youngsters and adult learning in general, and in literacy in particular, have been irregular across nations and within nations. The estimated 250 million children worldwide who are unable to master basic reading, writing and numeracy skills attest to serious problems with the quality of teaching and learning in primary education. These children are destined to form part of the global pool of non- or low-literates, yet they are unlikely to gain access to meaningful learning opportunities later in life (UNESCO, 2015). According to UNESCO Institute for Statistics (UIS), in 2015 there are about 757 thousand adults around the world who cannot read or write or create a simple phrase and women are the first to be denied these basic skills. UIS data confirm the

need for renewed and more targeted initiatives to increase adult and youth literacy rates and to achieve the goals that were missed by 2015. For this reason, the Sustainable Development Goals that adopted by the United Nations General Assembly in September 2015 contain a new literacy target: “By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy” (UIS, 2015).

1.2. Statement of the Problem

Adult literacy was undertaken by many developing countries between 1950 and 1980 (Abadze, 1994). However, according to EFA’s global monitoring report 2015, there are about 781 million illiterate adults. The rate of illiteracy is likely to have dropped slightly from 18% in 2000 to 14% in 2015, which means that the Dakar target of halving illiteracy has not been achieved. Only 17 out of 73 countries with a literacy rate below 95% in 2000 halved their illiteracy rate by 2015 (UNESCO, 2015, p.152). According to the Ministry of Planning, Cambodia’s adult literacy rate for the population 15 years and above stands at 79.7 percent in 2013, and the Unesco Institute for Statistics aim to reach 84.4 percent in 2015 to achieve the literacy goal but it does not meet yet. To ensure that Cambodia achieves this literacy goal, at least 3,685 literacy classes need to be operationalized in 2015. The reports by the Ministry of Planning indicate that while literacy rates grew by 10 percent between 1998 and 2008 for those aged 15 and over, it slowed down to only 2 percent between 2008 and 2013, leaving approximately 2.1 million adult Cambodians who still cannot read and write (Chonnaron and Leraistre, 2014). Ministry of Planning’s Cambodian Social-Economic Survey 2015 showed that adult literacy rate (15 years of age and over) decreased from 80.70% in 2013 to 78.10% in 2014. In 2015, MOEYS in collaboration with UNESCO, relevant ministries and development partners organised the National Literacy Campaign to increase adult literacy rate (for 15 years of age and over) to 84.4% to achieve Goal 4 of Education for All (Education

congress report 2014-2015). Although this result achieved so far but it does not completely respond to the needs, because from year to year have only had the capacity to reduce the adult illiteracy rate by 1% per year. Moreover, according to The National Literacy Survey conducted by MoEYS in 1999, it is found that out of the total population at the time of 11,437,656 there were 6,547,848 people aged 15 years and over. This is causing a heavy burden for Non-Formal Education (MoEYS, 1999).

To sum up, Although there were a few studies investigated on the adult literacy programme in Cambodia, but those studies were conducted only in the public sector which ignored the private sector. Specifically, in Cambodia currently lacks of research available which focus on adult learning at community learning center. As such, there was a need to conduct a study on this part to explore the adult learners' perception in the this sector. Such a need was stimulated by several factors. First, private sector have played a crucial role in the education. Second, the private counterpart has actively involved with enhancing human resource through education in Cambodia, so it is useful to conduct such a study in this sector, especially at the community education level. by studying those learners' perceptions or beliefs, the researcher would understand the program implementation were. For instant, (Chaffee, 2003) recommended that people usually had a group of perceptions, and they made use of these perceptions to lead what they did. Moreover, the perceptions they created through their living helped them explain why the world was the way it was. Moreover; according to the Cambodian Rectangular Strategies, Rectangle III: Private Sector Development and Employment. The government also has created an environment contributing to enhancing the private enterprise. Last, Cambodian Law on Education (2007) specified, "The state shall strongly encourage and support private institutions in the establishment of partnerships providing all kinds of educational services at all levels." Moreover, in Education Strategic Plan 2014-2018, Ministry of Education, Youth, and Sport (MOEYS) encouraged the expansion of the participation from the private sector and communities as well.

1.3. Purposes of the Study

There are three main purposes for conducting this research study. First, the study aims to explore adult learners' perspectives on the impact of adult literacy program on their lives. Second, the study examines various challenges that adult learners have experienced during their participation in the adult literacy program, and the last, the study is to understand how did adult learners employ to address their challenges.

1.4. Research Questions

There are three main questions employed in this study as follows:

- 1: What were the adult literacy learners' views on the impact of the literacy program on their lives?
- 2: What challenges did adult learners face when participating in the adult-literacy program?
3. How did the adult learners address such challenges?

1.5. Significance of the Study

The first priority key outcome of this present study will benefit adult literacy learners, parents and those who get involved in non-formal education sector. As a result, learner and implementer of the literacy program will gain insightful apprehension knowledge and skills in improving the family economics status through participating this program. Particularly, it is useful for NGOs or program providers to know more about strategy of the program implementation for the adult illiteracy in which has similarity education background and characteristics.

1.6. Key Terms

- Adult Learner refers to people who have completed their initial education or dropped out of school and want to continue with education in literacy class . They are the adults whose age bteen 15 years and above are studying in the literacy class to become functionally literate (Warigia, 2014)
- Literacy refers to a comprehensive set of skills involving the ability used and comprehend printed information (Antilla, 2013). Literacy has many sub-skills, as such phonological, understanding, translation, confidence, intellectual capacity, and expressions, writing and numeracy (Imtiaz, A. et al, 2012). In addition, adult literacy focuses on an alternative to fill the gap, yet most of the time literacy program are only designed to teach participant how to read, write, and do computations (Konate, 2010).
- Perception the term perception was defined similarly by several authors. Susuwele-Banda (2005) defined perceptions as views or opinions held by an individual resulting from experience and external factors acting on the individual. According to Cambridge Advanced Learner's Dictionary – 3rd Edition, perceptions were defined as beliefs or opinions, which were often held by many people and based on how things seem. Impact based on Cambridge Advanced Learner's Dictionary – 3rd Edition, Impact were defined as a powerful effect that something, especially, someting new, has on a situation or person.

CHAPTER 2 LITERATURE REVIEW

This chapter presents a review of the literatures related to the study which includes the definitions of literacy, the impact of literacy program on adult learners, the challenges in adult literacy program, and the previous studies on adult literacy program.

2.1. Definition of Literacy

Defining literacy in our changing world is not easy. Several years ago, being literate meant being able to read and write a little. Now, being literate means being able to read and write at a level to be successful in today's world and also being proficient at maths, knowing how to use technology, and knowing how to solve problems and make decisions (Cugino, 2015).

The idea of literacy conjures up different images for different people. For some people it may be the ability to read a very specific form of writing, while the others it may be the ability to write in a specific manner – composing a résumé or administering medical forms or summarising a series of articles in scholarly journals. The definition of literacy as the way that people picture and identify the concept is about power. (Knoblauch, 1990) also argues that —Invariably, definitions of literacy are also rationalisations of importance. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2004) defines literacy as the "ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. According to the National Coalition for Literacy, adult literacy is defined as the ability to use “printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential” (Bond & Veronica, 2011). Literacy is the ability to read, view, write, design, speak and listen in a way that allows you to communicate effectively. The power of literacy lies not just in the ability to read and write, but rather in a person’s capacity to apply these

skills to effectively connect, interpret and discern the intricacies of the world in which they live. Cambodia uses the standard EFA definition of literacy, which is the ability to read and write with understanding a simple statement related to one's daily life. (UNESCO, 2015).

Literacy having many sub-skills, such as phonological, understanding, translation, confidence, intellectual capacity, and expressions, writing and numeracy. To get command in all these sub-skills it is basic need or requirement for students to become good learners (NCHD, 2000). Similarly, (Imtiaz et al., 2007) has characterised 3Rs as: reading clearly, with good pronunciation, and at a speed of 30 words a minute, a simple paragraph on a topic related to reading with understanding skills how to read the road signs, simple instructions related to daily life and reading of newspapers etc. Writing copying, with understanding skills, 7 words a minute. Similarly taking notation at 5 words a minute. Writing with proper font style, spacing and sentence and paragraph alignment and should be able to writing independently, short letters and applications, and filling some forms related to daily life usage.

To sum up, literacy is not only the ability to read, write, numeracy and communicate effectively. Literacy here means the ability to read, write and use of print information or knowledge in correct way with the successfully level in one's daily life and also being proficient at knowing how to use technology in today's world, and knowing how to deal with the problems and able to do a good decisions making. All in all, "Literacy" refers to the ability to locate, understand, evaluate, utilise, and convey information at home, at work, and in the community.

2.2. The Impact of Literacy Program on Adult Learners

Adult literacy Program plays a crucial role in the development aspect of any society. It is widely recognised as a powerful tool for eliminating adult illiteracy, reducing poverty and

attaining the Millennium Development Goals (MDGs). It provides basic Education and training opportunities to adults and out of school youth, aged fifteen years and above, who have either missed out on formal education in their childhood or for one reason or another, dropped out of school before attaining sustainable levels (Wanyama, 2014).

Literacy is said to be core importance for young people to lead their lives, determine their life achievements and address life difficulty. Their competencies may be differently defined, and examples for this could be low socioeconomic levels, low self-esteem, and lack of involvement (Virkus, 2011). This is also supported by (Murray et al., 2011) as being able to read and write give youth some private space in life.

Introduction to literacy in early schooling is less likely to improve another stage of literacy but help motivate students to quit school as this can make them have little faith in themselves, from which the society suffers. For example, (Silverstein et al., 2002) raises unemployed or young age pregnant citizens or those who depends on the state assistance. This study found that a poor foundation in literacy prior to school entry not only reduces the likelihood of later success in literacy but also increases the risk of dropping out of formal education.

Moreover, Poor reading and writing skills are associated with lower outcome. A study estimated that 17 to 18 percent of adults with “below basic” literacy skills earned less than \$300 a week, whereas only 3 to 6 percent of adults with “proficient” literacy skills earned more than \$300 a week (Mindee et al., 2010).

2.3. Challenges in the Adult Literacy Program

(Hanif, 2014) undertook a study to explore the main challenges and opportunities with literacy teaching and learning at CLCs in Afghanistan. In totally, there were 101 persons responded the questionnaires, out of 101 persons, 29 of them were CLC teachers and 72 of

them were CLC students. This study found that literacy teachers and learners faced some challenges at CLCs. Adult learners were in the same age as their teachers, adult learners were shy to learn literacy while they were adults. In addition, it was found that there were some opportunities as well, provided by CLCs for literacy learning. The challenges were mostly in the process of teaching and because of lack of learning materials, and beside of that adult literacy students had no enough time for learning and they were busy in other daily routine activities. Similarly, (Wanjiku. 2012) examined factors influencing the implementation of adult literacy program in Githurai Division, Kaimbu country. It was found that the low sensitization of the population, few facilitators, lack of workshops and refresher training to implementers and the different education levels of learners and lack of funds to implement literacy.

(Kingah, 2014) conducted the case study of Literacy Development and Impact: The case of the Mbororo Women in Cameroon. The data was collected from 150 key informants to answer the test question and questionnaire and 75 of learners were interviewed. The result of the study showed that there was a challenges that the traditional roles that Mbororo Women carried out rarely left them enough free time to devote to educational activities. The studies also faced the challenges that most literacy instructors lack pedagogic materials to use in teaching like the course books, chalk and rulers. Some women did not even attend classes with basic text books and pens. This makes learning difficult. Moreover, the studies also found that Mbororo men had negative attitudes towards their women's education as they believed that a woman's role was to bear children and took care of the family.

Besides the challenges which caused by instructors and learners, the teaching methodology was also the challenges as well. According to Marrapodi's (2013) study, it was found that the using the old method to teach the adult in traditional activities associated with these methods, such as flashcards and worksheets may be problematic in the literacy

classroom because the pre-requisite skills were not in place for the learners. It commonly used for early child education, while many of these seemingly simple activities appeared in early childhood classrooms, adult education beginning literacy teachers were often surprised when their students were challenged by them. It should be applied since they were young.

Moreover, According to the study conducted by Ewelum, Johnson Nnadi and Madu, Catherine Omeriyang (2016) of International Journal of Contemporary Applied Sciences to identify the challenges and strategies for improvement in participation of adult learners in Adult Literacy Centres. By using a descriptive survey design which comprised of 220 adult learners in Adult Literacy Centres, Awka South Local Government Area through purposive sampling technique. The study found that the learner faced the problem of low retentive memory for their learning. The study also revealed that the learner conflict the challenges of occupation with education for their individual, family or home-related as they have a full day job to support the family. Moreover, the study found that there were the negative perception of the value of education in general. Last, the study found that in the adult literacy program also unsuitable reading, writing and calculating materials used as well. In similarly, depending on the research conducted by (Warigia, 2014) studied on the factor affecting the implementation of literacy programmes in adult education in Nyeri Central district, Nyeri country, kenya. The data collected of his study was analyzed by using Statistical Package for Social Sciences (SPSS) programme from the size of 106 respondents. The study found that most of the adult literacy programmes did not have basic education resources required by adult learners. Findings on teaching methods used showed that some teaching methods were better and more effective for adult learners than others. On funding the government played the greatest role. Among the recommendations were that the government and other organizations should financially support the literacy programmes.

In summary, the adult literacy education not only provided positive outcomes to the program or learner, however the program implementation also faced the challenges in terms of teacher, learners, technical or and inadequate of teaching and learning materials as well.

2.4. The Previous Studies on Adult Literacy Program

Literacy and other basic skills imparted to adults and out of school youths through non-formal programs not only directly improve family income generation, but also have strong positive impacts on family health status, children's educational attainment, and sustainable management of local natural resources. Effective adult basic education programs contribute directly and powerfully to poverty reduction. Adult basic education also complements primary schooling, not only giving a second chance to those who have been missed by primary schooling, but also because parents who take adult basic education become more supportive of primary education for their children. Responding to demand for adult basic education in communities where parents are illiterate has been shown to improve the conditions for community involvement in formal schools (Rosenbloom, 2004).

Gleason (2012) conducted a research study on "quality of life changes in adult literacy learner to explore the understanding the perceived impact of an adult literacy program in South Texas" with 76 of learner from literacy class by using survey questionnaire and focus groups to learners and another consisting of teachers, tutors, and staff of the centre. The studies found that the learner reflected that as they grew in skills, and saw themselves functioning at higher levels, their self-confidence blossoms. Moreover; the researcher revealed that learner's employment rates went up; the learner reported increased satisfaction with their financial situation, increased community involvement, and increased self-esteem.

Agodzo (2010) surveyed on Non-Formal Education as a Means to Poverty Reduction and Community Development. This survey studied conducted in the Ho Municipality, Ghana

by using the semi-structured interview to 22 of adult learners and self-completion questionnaire to 29 learners it has found that learners have acquired reading, writing and calculation Skills as exhibited by the learners in their everyday life activities including writing down their income and expenses, creditors and debtors, reading the Bible, singing from the church hymnal, writing and reading simple letters and notes. The learners also gradually became active members of their communities, initiating and executing community development program that they have been learning from the NFLP activities. Further, it was found that through the activities in class, a number of the learners have also acquired income generating skills and entered into gainful employment, raising their income levels, thereby contributing to the reduction of poverty in the local communities.

According to Imtiaz, Rashada, and Mujahid (2012) the research studied recruited 2250 of learners which randomly selected from 24 districts of Khyber Pakhtoon Khawa Pakistan studied on impact of “Literacy for All” Project on learn Reading, Writing, Numeracy and Life Skill it was found that the literacy program had positively impact on learners’ reading, writing, numeracy and life skills.. The findings of the study reveals that literacy program has positively impact on the life skills of the learners about rights of teachers, parents, and neighbours. The learner also learnt about the importance of balance diet, benefits of plant, cleanliness of body and home. The above statements results also indicate that now they have awareness about key social issues, safety of environment and importance of first aid in their daily life.

Similar studies by Kemdjei (2014) on the case study of Literacy Development and Impact: The case of the Mbororo Women in Cameroon. The data was collected from 150 key informants to answer the test question and questionnaire and 75 of learners were interviewed. The finding showed that reading, writing and calculating basic operation in in Fulfulde is a great factor of development to the Mbororo women. It was found that mother tongue literacy

had a positive effect on Mbororo women and on their society. Since an analysis of the data collected reveals that Fulfulde is a good medium of learning for the Mbororo women and makes them more successful in their daily lives. This seen through same aspects of the impact of literacy in term of health-related issue, income generating activities, reason for being literate, engendering change, communication, decision-making , attitude of the status of women and reading and writing.

Another study of Konate (2010) studied on the effectiveness of Literacy on Rural women in Mali. The study was a qualitative case study conducted in order to seek understands rural women's experience and perception of education, empowerment, and transformation by conducted field work to rural community, recorded personal narrative accounts of women who were married, had children, young, and old. Data were collected by means of document analysis, participant observation, community dialogue, and individual tape-recorded interviews. The participants in community dialogue were selected purposefully to provide variation in age, family size, marital status, and experience. As the result, the study revealed that most participants believed that illiteracy was the cause of their lack of financial resources and they thought that by learning how to read and write, they could gain rich knowledge and skills, which could open doors for them. The women agreed that the program was a significant tool that provided them education and life skills. By participating in the program, the women experienced positive behavioural changes that led to individual and social empowerment and community development. Most participants said that they secured privacy in life, improved family conditions, and developed growing interest in children's education. The study also showed that through literacy program learners acquired their knowledge and skills in community development and empowerment in term of raised the community members' awareness about specific issues such as family, health, and environmental issues. They also participate actively in cleaning the village on a regular basis and their contribution

in providing the needy with food in form of a loan is a big help for the community. And the last one of finding was that the participants' perception of empowerment and transformation. For example, the participants dared to leave the home, which is the main place for a woman in the Mali culture to attend activities and meetings. In so doing, the women transformed the family culture in spite of alienating their in-laws.

According to the findings of Murray & Shillington, (2011) study on the Literacy's Impact on Canada's Economic Success. The report provided a succinct summary of how literacy skill and low income are related and what these relationships imply for public policy. As the evidence summarised in that report left little doubt that literacy and poverty are closely linked. On the positive side, adults with higher levels of literacy skill are more likely to work, work about the same hours but earn more than their less literate peers. These adults are also considerably more likely to be in good health, are more engaged in their communities and have far greater access to adult learning. Adults with low literacy skill are much more likely to have low incomes and rely to a much greater extent on income support than their more skilled peers. They are also less healthy and have much less access to adult education and training opportunities.

Other assessment report which to examined "The outcomes and Impacts of Adult Literacy Education in United States" by Beder (1999) to explored the reason inferences about the effectiveness of adult literacy education in United States. There were sixty-eight studies article that included an outcome component were identified and acquired for this study. Each study as abstracted and evaluated by the determine criteria in term of included an outcome/impact component, adequately documented with respect to design and methods, adequate number of case, the sampling plan was adequate and the research design included an control group. The outcome from this studies revealed into eight points from the adult literacy education. For instant, better job for those who were employed, increased earnings, learners

had positive influence on participation continued education and reduction of their welfare dependence. As measured by tests, the evidence participants in adult education gained in basic skills, they perceived that participation in adult literacy education improves their self-report in basic skills. In addition, according to the learner self-report, they have a positive impact on parents' involvement in their children's education. The last result showed that learners perceived that their personal goals are achieved through participation in adult literacy education.

2.5. Summary

The chapter explored a number of studies on how literacy relates to outcomes in adult learners' lives. Existing literature shows correlations between low literacy and economic problems, work readiness, increased accidents, poor health, and incarceration. The chapter pointed out that very little research exists to understand what kinds of impacts these programs have on the lives of adults.

There are many literacy programs been implemented around the world, even though in the developed or developing country, but there are some gaps to be considered related to the context of the program in each country. For example, some studies which focus on impact of adult literacy learners have been done in other countries which the contextual far difference from Cambodia. A few of the studies in Cambodia only conducted mainly in general context to understanding the achieving of adult literacy education program which focus on reading, writing and numeracy. Very few studies on the impact of adult literacy program have been done in Cambodia especially in provinces. It seems that there is a lack of a study conducted in Kampong Thom province. Last but not least, most of the studies used quantitative method in their studies. So this study is used qualitative method to collect the data to obtain better insights from the participants.

CHAPTER 3 METHODOLOGY

This chapter presented more detail information related to research methodology and procedure in this current study. There were six sections including a research design, a research tool, a sampling and sample, data collection procedure, data analysis and ethical consideration.

3.1. Research Design

To attain the research purpose and response to the research questions, qualitative design, a case study, was selected. Creswel (2012) qualitative approach allowed researcher to explore concepts in more detail with the research respondents and to hear them talk about concepts in their own words. A case study enabled research to detain data from a particular area with in-depth information. He further illustrated that case study involves the study of an issue explore by one or more cases and provide detailed understanding of the case throughout a constrain system. Further, interview was the important tool to help research collecting those information which researcher also employed. Furthermore, it was a kind of case of emphasis on a prestigious public educational institution in Cambodia. A case study was a specific case that was decided to select on purpose to explore more detailed information (Cohen et al., 2007).

3.2. Research tool

This research was only one type of interview, one-on-one interview used. Interview could enable research ask and talk to get more a specific and a detail information from research respondent. Interview was a significant instrument to receive greater understanding into what actually happening in the natural is setting (Fraenkel, et al., 2012). Moreover, in one-on-one interview, research categorized the questions into 2 themes as the

crucial themes such as benefits and challenges. One-on-one interviews were a kind of data collection, which enabled researchers to ask questions and record answer from one participant at a time (Creswell, 2012).

3.3. Sampling and Sample

The study was conducted as a small sample size of the case study within nine participant of adult literacy learners from the literacy program . The sample size selected for any study should fulfil the requirements of efficiency, representativeness, reliability and flexibility. It was a subject of a particular population whose characteristics were the representative of the entire population (Kothari, 2003).

In this study, the researcher selected Nipech Learning Centre (NLC) which was located in Nipech commune, Kampong Svay district, Kampong Thom province, because of three main reasons. First, the NLC played a role as the famous learning centre throughout Kampong Svay district. Second, NLC was the convenience centre which enables research to obtain data and get rich information. Last but not definitely least, NLC created literacy and life skills to local people which has not yet been investigated by any researcher.

Due to time constraints, there were only nine students who graduated within NLC recruited by using non-random sampling, purposive sampling. Purposive sampling allows researcher to select rich information person and person whom can provide information they need. Creswell (2012) explained that purposive sampling, researcher can select individuals and sites they want to learn more understanding the central phenomena. The reason that research selected only students was to explore in-depth information to whom got benefits from this current program.

3.4. Data Collection Procedure

After got the permission letter from the Royal University of Phnom Penh, the researcher brought the letter to commune and NLC manager to ask for permission granting. There was a short meeting with board committees and learners at the centre to introduced the objectives of the study and prepared the consent form for each participants. To avoid missing information, the researcher used notebook and voice recorder to record the each participants' voice. Before starting an interview, the researcher introduced himself and the main purpose of the study. The researcher also emphasized that there would not use the respondents' answers for the sake of doing something illegal or affecting the interviewees' reputation and fame. Researcher also mentioned that the data found as very fruitful for future usage of similar programs of adult literacy education. Researcher spent only 40-45 minutes per one-one-one interview. All information were recorded and then transcribed into English language. Last, researcher categorized those answers into their respective themes.

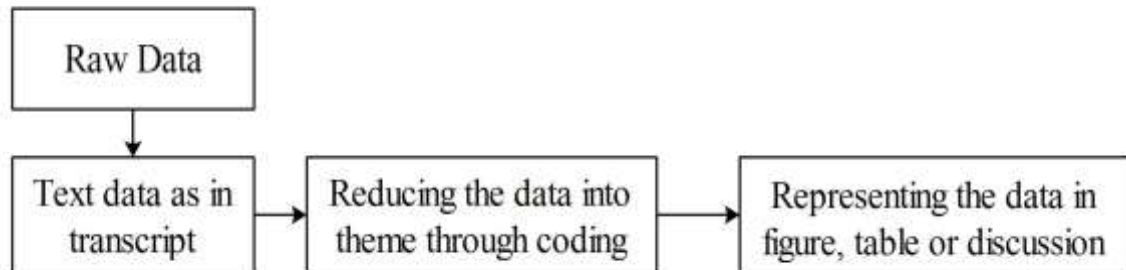
3.5. Data Analysis

According to Creswel (2012) illustrated that hand analysis way make researchers read the idea, mark it by hand, and divide into parts. He also added that traditionally, analysing text data involves using colour coding to mark parts of the text or cutting and pasting text sentences into cards. Then, the findings of this study decoded and transcribed into text and organized into different theme-based categories. Also, after decoded and transcribed, the result were interpreted.

This research study, researcher selected hand analysed to decoded data. It meant that the researcher transcribed the data into text first by read and play the voice record for many time before did it and then coded the data in the difference idea. After the coded of all the data

the researcher minimized the data into the themes, and the last stage the data were interpreted and discussed.

In short, this study adapted Creswell's technique of data analysis. The analysis of the interview data comprised several steps as the below graphic



3.6. Ethical Consideration

During the study, the respondents informed of their rights of either participating or refusing to participate in the study, and their participation was voluntary that followed to the consent form they signed. The participants informed of their right to remain anonymous and their identity was not revealed in this study. All ethical issues were observed during the study.

CHAPTER 4 RESULTS

This chapter described the overall findings from the interview with nine graduated adult literacy learners at the community learning center. The interview explored the learners' understanding of adult literacy program, the perception they adhere to the program, what are the benefits they gained from the literacy class, and what are the challenges they faced during participating in the literacy program. There were six themes to be identified from transcribing and coding the data of the individual interviews. The themes included the understanding about adult literacy program; the linkage between literacy program and real life experience; stakeholders' involvement in adult literacy program, the benefits of the literacy program, the challenges of participating the adult literacy program, and learners' activities and suggestion for handling the difficulty. The main themes and sub-themes were illustrated with quotes from the participants. Table 4.1 showed about the background of the participants including age, family status, education background, and occupation.

Table 4.1: Participants' background information

No	Pseudonyms	Age	Family status	Education background	Occupation
1	Bopha	35	Single	Finished grade 3	Famer
2	Rotha	35	Married	Finished grade 4	Housewife
3	Nimul	37	Married	Finished grade 3	Housewife
4	Seila	34	Married	Finished grade 5	Farmer
5	Chenda	39	Married	Finished grade 2	Look after kids
6	Sopheak	31	Single	Finished grade 4	Vendor
7	Dany	35	Married	Finished grade 3	Housewife
8	Somnang	28	Married	Finished grade 3	Farmer
9	Visang	38	Married	Finished grade 4	Farmer

There were nine participants selected to interview for this study. They were all the adult literacy learners who graduated from the adult literacy program from community

learning center in the remote area of Kampong Svay district, Kampong Thom Province. The learning Center also provided basic life skills like vegetable plantation and animal raising to the adult learners who participated in the program as well. All of them were aged between 28 to 39 years old. They were farmer and housewife, except for Sopheak she was a vendor. Most of them are married with a few kids. Moreover, if talking about participants' educational background, all of them did not complete primary education yet (see Table 4.1)

4.1. Participants' perceptions on the impact of their adult literacy program

This section presents an analysis in two parts in order to address the first of two sub-question questions "How much is your reading/writing improved after participating in the adult literacy program? What you have learned from the adult literacy program?" The first highlighted learners' views of their understanding before joining the program in terms of reading, writing, and numeracy. The second underscore the progress of learning which they gained from the program include learners' acquire improved reading, writing, and math, as well as important turning points, and outcomes they experienced. Overall, this section provides understanding as to what it is like for adults to go back to take the educational chance with the literacy program.

4.1.1. Participant literacy before joining the program

The first sub-interview question, aimed to understand the participants' ability to read, writing and mathematics calculation before taking part in the literacy program and the comparison their progress after taking part in the adult literacy program. most participants reported they experienced difficulties in reading, writing, and numeracy. Their pronunciation was worse for difficult or technical word, they could not write a few sentences or could read the article in books or newspapers. It was hard for them to do calculations. As Rotha mentioned:

My reading and writing were a little bit did, I cannot pronounce it well of a difficult word or technical word. (P2)

According to Rotha mentioned she seemed hard of reading, she cannot read the medium or high-level article or book. When she take a book to read she felt bored and did not want to take more extra of reading.

Similarly, as three participants report they were difficult to do the reading and writing for the beginning of the program. Additionally, Sopheak did not understand how to do math at all, she could only do only a little bit reading and writing. For example, Nimul, Sopheak and Dany stated that:

Before participate in the program I can little bit understood on reading. (P3)

I just can do a little bit reading and writing. (P7)

I cannot do any numeracy at all, and my reading and writing were a little bit did. (P6)

Before participating the program they seemed nothing in their brain, uneducated person, did not get more information. Somnang Pointed out that:

Before the program, I felt dark. By dark, I mean I was completely uneducated. (P8)
Somnang was likely to put his brain like blank paper which nothing notice. He felt he was a marginalized person in the village which missed the chance to involve in community work.

To sum up, the understanding before joining the adult literacy program, the learner just only could do a little bit reading, writing. For Maths, they felt hard and could do it well. The learner thought that they were the uneducated people, their brain contained nothing. Last, they felt missed chance to participate in social work in their community.

4.1.2. Participants' literacy after joining the program

This section examines the learners' sense of what they learned and their progressed within the programs in order to highlight the significance of relation to the educational effect. The learners positively responded that this literacy program has positively changed their

ability, especially in the area of writing, reading and numeracy skills. As mentioned by one learner, now she can read well of newspaper, magazine, and signboard. The learners also mentioned that adult literacy program not only offered them reading, writing and calculation skills, but it provided them life skills which they learned about crop plantation, pig and chicken raising and domestic violent knowledge. In addition, they also learned about the importance of balance diet, benefits of forest protection, hygiene, and home sanitation. As Bopha mentioned:

After 8 months of the program, now I can read well of the newspaper, magazine and the article in sign-board. One day, when I went to the clinic I missed the clinic because I could not read the clinic's named. I found that thought this program it made my ability changed in reading and writing. (P1)

Another ability of adult literacy learner was mentioned by Rotha and Seila that now they felt confident of their calculation skills. For example;

Now my reading and writing was well. I confidential to do the numeracy. (P2)

After finished the program my ability was increased of reading, writing, and numeracy...I learned more on animal raising, crop planting. The most interest lesson was good family hygiene practice. (P4)

Depending on the statement above, Learner's numeracy skills were more positive in the area of identification of the digits. This skill is very helpful for new literate to start their business on small scale and can easily communicate with other persons.

As added by the three learners mentioned related to the ability to read now they changed more remarkable, for sure they can increase the level of book to read like course book, dharma book, and magazine and Christ bible:

I improved a lot on numeracy. Today I can read well on Christ bible and other book or magazine. (P6)

Now I can write and read. I can read words in the course book. (P8)

I know more. Also, I read course book that my grade 4 and grade 7 children learn. (P9)

As they mentioned, the learner not only likes to do more reading but they also gained more knowledge and information from their reading. The learners can choose other kinds of book to read as they prefer.

Besides, the three basic skills of reading, writing, and numeracy combined together learner also gained the others knowledge. Their reflection can be seen in the daily life activities of the learners. They also learned about the vegetable plantation, rice crop growing, animal raising, key family hygiene practice, cleanliness of body and home, domestic violent and the benefit of the forest.

For the agronomy knowledge that learner have learned from the program, as mentioned by three learners:

During the program, I gained more new knowledge such as vegetable planting, rice crop planting and make organic fertilizer ... organic fertilizer usage.(P1)

Not only reading, writing and numeracy, during the class I have learned on how to plant vegetable and how to protect family domestic violent which I complied in my daily practice also.(P2)

For planting, I learn about how to grow some plants. (P9).

In addition, besides the topic stated above the learner from the adult literacy program have learned the important knowledge which they needed to apply for daily living for their health related, as stated by Seila, Somnang and Visang:

The most interest lesson was good family hygiene practice. (P4)

I learned about hygiene like having a clean toilet or putting human waste in the hold and fill it with land, washing hands with soap, preventing dust from contacting the food, growing crops. Besides, I know about domestic violence. I have already tried the plating techniques. (P8)

For knowledge, I learn the ways for life, hygiene, planting without chemicals etc. By that I mean I eat clean food, use toilet, and drink boiled water. (P9)

Rotha also added that besides the knowledge she has learned about domestic violent which she complied every day in her family:

Not only reading, writing and numeracy, during the class I have learned on how to plant vegetable and how to protect family domestic violent which I complied in my daily practice also.(P2).

To sum up, the literacy program not only a composition of reading, writing and numeracy skills it also provided life skills which was demanding for their dialy living. As the basic goals of every literacy program are for the literate people in these three combined skills. Numeracy skills are provided to adult learners to utilize reading, writing skills in their daily life with the help of numerical skills such as addition, subtraction, multiplication, and division, but in this literacy program there were also some activities designed to provide learners with some basic life skills. The main objective of these activities was that after these learning of activities they will be able to become the good citizen and also have knowledge of some daily life activities which they do in their life. The above statements showed that now learner has awareness about technical of crop growing, animal raising, and safety of environment and importance of first aid in their daily life.

4.1.3. Stakeholders' involvement Participants' experiences in the adult literacy program

The learner agreed that the program was a significant tool that provided them education and life skills. By participating in the program, the learner experienced positive behavioral changes that led to individual and social involvement and community valuation. These included the social work participation in community and the value from the community people around achievement.

4.1.3.1. Social work participation in community

The adult literacy class became not only a learning site where the participants received knowledge and skills, but also a social space where the learner meet to discuss the issues that affect them and their community. Through learning center, the learners were invited to the meeting, participate in community development work at the village assembly place to share

with the community members the information they had learned in the program. In so doing, they informed and raised the community members' awareness about specific issues such as children's education, health, and environmental issues. They also participated in setting up community-saving group in their village. Last but not least, the graduate student were invited to promote the adult literacy program for enrollment event to the next cohort as well.

As mentioned by Rotha, Chenda and Visnag now they were very active to raise an idea, asked the question, shared information and gave a speech to the crowded during meeting or community celebrating events:

Before I was very shied and afraid to raised the idea, but now I dared to participate in a community meeting, asked a question and give an idea. (P2)

During community meeting, I was active in raised idea and asked a question. (P5)

Now, not only dare to raise idea but I also confident to give a speech to the crowded as before I did cannot do that. (P9)

As they said the adult literacy program made them became passive people, from silent to active. The learners also affirmed that literacy has given them a higher status in the community than in previous. This is because they can raise their concern which affects their life and gave what they in responding to deal with the problem they faced.

similarly, the program has provided the opportunity to the learner to take part in awareness on child's education which very important to build their community engagement.

As Dany mentioned:

Yes, I was invited to join the meeting about kid's education. Before that, I wasn't invited very often, but yeah it is quite often now. Now I dare to ask them when I have no idea about something. I join this kind of community work as long as they invite me. (P7)

The graduated learners also often have invited to participate in different meetings is likely to be more enlightened than one who always limits himself or herself to their households. For instance, as Somange mentioned:

Before, I did not have a chance to participate much. And now I am invited to the community meeting very often. I can give more comment and ask more questions. (P8)

In conclusion, the adult literacy program at this community learning center was like a bridge to link between adult and society involvement. They have a chance to participate in community development work in their village. The literate adult became useful human resource in their community because a few of them was the role model for the other in next cohort.

4.1.3.2. The value from community people

Looking at community people's view to the adult literacy program, most people appreciated with the result of graduate learners. More women learners affirm that literacy has given them a higher status in the community than women who are illiterate in the village. This is because they can give a speech to during meetings and even explain their other peers. They became a consultant for the other people in the village, sharing person in term of, the value of education and the experience in solving family domestic ferocious. As Seila stated:

People appreciated me when I was doing the speech at the class closing ceremony. Some people consulted with me about the important of literacy program before they take an enrolment. (P4)

Despite most people appreciated with this program, but a few learners also found that some community people did the less value to literacy program as they thought that the learners 'age was too old to learn, some thought that it wasted their time of doing this. As mentioned by Visang:

Some say nothing. Some say I am too old for that and it is useless or a waste of time. Then I tell them that I didn't expect to work with literacy. I just want some more knowledge to help my children studies. (P9).

4.1.4. The impact of the literacy program on participants' real lives

The learner in this adult literacy program reflected that through the knowledge they got from the program it made their mind, behaviors and the way they practice for daily living

changed. The learner we interview has mentioned that from this program they can improve family social status like the income of their job was better, the way of thinking and decision making more better. The changing which to be appreciated was the ability to transfer and ability to teach their children. As Rotha and Dany noticed:

Every night I can teach my children on how to do their homework before bedtime. (P2)

I think it gave me the knowledge that I can pass on to my children. Without it, I could have had nothing to share with them. I keep passing the knowledge. But before the program. I had little to impart my children. (P7)

As they mentioned, they confident about disseminating the gained knowledge, it means that the adult literacy class in this program play a vital role in strengthening learner's ability in sharing in both theory knowledge and apply knowledge.

Similarly, the adult literacy program did make a living change to the learners and learner's family. Decision-making of learner is particularly important in a society where a female learner's value is inextricably linked to her role within the household. More female learners joining the program can make better decisions in the household than previous.

In my family now is changed to use clean water for everyday drinking... I also changed my ability too, as now I can teach my young children on Khmer literature and doing numeracy. (P3)

This program has strengthened my hygiene practice... Now, I dared to do the decision making, for example, to sell the pig I can decide by myself in term of choosing the price and calculation the price. (P4)

I have the knowledge to share with my children, I know a way of living like using organic fertilizer instead of the chemical one. Besides, now I know I can decide by myself for doing something (P9)

For sure, as three of interviewer mentioned above the adult literacy program not only provided them the real effect, but it impacted a good result to their family as well.

In addition, from the respondent's notice they found that this program is really contribution that makes their family income increased through technical knowledge they learned from the class. As Bopha and Rotha stated:

In totally, there were 50% of my expectation reached. Since the acquired technical knowledge from the program it made my rice crop and vegetable plantation yield were increased with the accepted income. (P1)

My income was increased through the saving group. (P3)

According to they mentioned above the knowledge that learner got from the program it really made a good life experience changed in a positive way.

The learner further mentioned that the important part of the program was agricultural technical which made their yield increased. For instance, the learner could comply with their growing. By doing the vegetable plantation Chenda has applied in theory which they learned in her daily practice.

Yes, it responded to my expectation. My reading and writing were improved. The technical skills I have learned from the program it really help me for doing my vegetable planting. (P5)

Moreover, the learner also said that from the literacy from the program they have changed in their family practise. They adapted to apply the key family practise like using clean water for daily drinking, use toilet...etc. For example, Nimul and Somang added:

In my family now is changed to use clean water for everyday drinking... I also changed my ability too, as now I can teach my young children on Khmer literature and doing numeracy. (P3)

I learned about hygiene like having a clean toilet or putting human waste in the hold and fill it with the land, washing hands with soap, preventing dust from contacting the food, growing crops. Besides, I know about domestic violence. I have already tried the plating techniques. (P8)

Generally, the learner reflected that through this literacy program it made a better living standard to them since they can increase the income by applying the new technical and knowledge to enlarge their current job, the bad practice of daily living was transformed and they can do a good decision-making which usually affected to their life. Most participants said that they secured privacy in life, improved family conditions, and developed growing interest in children's education.

4.1.5. The benefit of adult literacy program

While the previous section makes it clear that literacy has a profound effect on what people learn and their real life practice. In similarly, the available evidence was about the benefit which learner got from the course. There were two main themes that emerged when learners were asked about their benefits with literacy class. The benefits of them was examined looking at the personal and family lives of these learners.

4.1.5.1. The benefit to learner

The participants in this study viewed that the adult literacy class provided a great deal of benefits to himself or herself. Often these learners spoke about acquiring the skills to rice and vegetable cropping, animal raising, key health family practice and domestic violent that placed great value for their life more generally and conveyed literacy skills as competencies that signified a natural and required progression towards looked-for outcomes and openings in their lives. For instance, as Dany expressed some aspect of knowledge and skills that she acquired. As she mentioned:

I learned about hygiene lifestyle and planting with chemicals. For example, cleaning the food when cooking, using a filter to get clean water and washing hands. These are what I did not know. But the course gave me this knowledge. (P7)

As Dany emphasized the learners of this program really got the new knowledge that makes changed to a positive way of daily life practice, Samnang also mentioned in similarly to Dany's said in term of hygiene and agricultural practice: as he stated:

I can learn what I did not use to know. I can cook with hygiene. For crop planting, I know I should use the fertilizer when reclaiming the land. I think these practices are neither difficult nor tiring. (P8)

To reflect what Dany and Samnang mentioned, they gained more new knowledge and skills from the program which makes better benefits of health aspect. Nimul and Visangalso

highlighted some vital benefits besides hygiene and crop plantation. What they main focus was domestic violent in the family and their changing. As they mentioned:

This program benefited me more knowledge like animal raising, vegetable plantation and especially, domestic violent...From that knowledge I stopped to use violent to my children. (P3)

I think it is very important to me as now acquired more knowledge like crop plantation, hygiene..... and this course give me more understanding of domestic violent knowledge and practice .(P9)

Moreover, the learners from this program perceived that because there was multiple topics provided during the course. Some topics have built their communication and decision making from poor to a better level. For instance, Bopha mentioned:

I felt my communication was good with my neighbor..... And my thinking was deeply before I decided to do something. (P1)

To sum up, based on respondents' perception, the adult literacy program offered more benefits to learners directly in term of knowledge and skills. These included life skills, hygiene, good health and family practice, domestic violent understanding and protection, communication, critical thinking, decision-making and what should be remarkable is the changing in their mind-set of their daily living practice.

4.1.5.2. The benefit to Learners' family

The participants in this study recognized that the adult literacy program not only benefits directly to themselves but it also benefits to their family and community as well. These benefits refer to the changing of traditional practice which applied for a long time. The considerable benefits were the family changed from their negative practice to positive practice like they applied a good hygiene and sanitation practice in their daily living. Among all learners, we interviewed there were six learners perceived in this way. This might be because of the influencing knowledge they gained from the program, which they adhered to the idea

that every family on these days need to apply to avoid the health problem occur. For instance, Nimul, Chenda, Sopheak and Visang mentioned:

Related to good health family practice, now my family stopped to use chemical vegetable....we drink clean water from water filter for our family. (P3)

Nowadays, In my family, we changed the negative practice we did in previous... For example, we changed to use the toilet, drank clean water....in family we are practicing 3 good living habits. (P5)

After got knowledge from class... In my family have changed the bad practice we did before... For example, we drink clean water, use soap for hand washing practice. (P6)

I changed to use the toilet in my family, with the toilet, we don't spread disease.... Before I also boiled water but add traditional medicine in it. Now I just boil and add nothing because of some rumors. (P9)

Another benefits the adult literacy program offered the learners 'family was that the income was increased as they have also been helped with basic necessities crops such as rice, vegetable, and chicken raising. As Bopha mentioned:

Through the skills I have learned from class, I have been applying these methods on my farms and my crops are doing well....., it made my family income increased. (P1)

Last but not least, the one more benefit to family was that the learner of this study could teach their children of basic primary education on literature and mathematic at every night times. For instance as Ratha and Nimul mentioned:

I found that now I used less to blame my children as in previous I usually to blamed them. (P2).

Every night I can teach my children on how to do their homework before bed time.(P2)

In my family now is changed to use clean water for everyday drinking... I also changed my ability too, as now I can teach my young children on Khmer literature and doing numeracy.(P3)

To sum up, the benefits that contributed to learners' family included the changing of traditional mind-set of hygiene and sanitation practice, income increased, more

understanding on key messages for improving health key family practice. Moreover, the children in the family got the attention from the parents on their education.

4.2. The difficulty in implementing the adult literacy program

The findings of this session cover only of those findings were found at the result of data collections from the learner of literacy courses interviewed. The main focus of this findings is the difficulty in implementing of the adult literacy program. The challenges included the learner age and self-awareness and the family economic impact.

4.2.1. Age and self-awareness context

Participants demonstrated that they felt hard to write and read for the beginning of the class as they always confine their habit of reading and writing for a long time. As mentioned by, Bopha, Chenda and Visang:

I seemed difficult in the beginning of the class in term of writing and numeracy. (P1)

In early the program it hard to me in reading and writing as I have no chance to do it for a long time. (P5)

I felt difficult in the beginning of the course in term of reading and writing (P9)

As they have mentioned the issue was because they have no opportunity to recover their potential. The skill of numeracy is very helpful for new literate to start their business on small scale and can easily communicate with other persons. In similarly, the calculation skills was the challenges for the learner in the early program course as well. For instance, as Rotha said:

It seemed hard to me to do the numeracy in the first month of the class beginning. (P2)

In general, the challenges which implicated to learner themselves was the actives of reading, writing and numeracy skills. These issues is because of they have no chance to improve knowledge, and the age is the contribution part in this issue, for example, the

learners' age was over thirty years old as mention in table 4.1. In addition, the daily habit of reading and writing was un-implemented.

4.2.2. Family economic impact

Besides the learner themselves, the learner's family situation also the factor that gave an impact on adult literacy program. As found, most of participants noticed that they were absented from class because busy in other daily social activities; take care of their children, mostly illiterate female learner are busy with their children and illiterate men are busy with other social activities, so they are often absent from classes. On the other hand, the female learner also mentioned they were busy their house chore. As mentioned by Nimul and Dany:

Sometimes I went to class without dinner since I was busy for preparing meal for my family.... and sometimes I absent from class. (P3)

Time could be a problem because I have little kids to take care of. In brief, the problems were time And household-work (7)

In conclusion, Family economic situation was really relevant to the learner's outcome, because of the adult literacy learners in this sites refer to the old age learner which they have roles and responsibility to take care their family which made them sometimes absent from class, not full pay attention to the program. Sometimes the rain also bothered the learner's participation as well.

4.3. The action and suggestion used for handling the difficulty

The participants mentioned that to handle the challenges in the adult literacy program they faced, they have done solutions and made some suggestion could be the following. First, related to difficulty in reading, writing and numeracy skills the learner themselves add more extra time to do reading and writing at home or do it before their bed time. Some learners asked the supporting from teacher and classmates for help and explanation. For instance, as Bopha and Chenda mentioned:

During faced the problem, I asked classmates who were the outstanding to help. Moreover, I did more extra reading at home (P1)
I tried my best for doing reading and writing at home of my lesson and other related articles. (P5)

Similarly, besides extra time for reading and writing Nimul added that she get ready to completed household chore in advance in order to attend class on time. As she mentioned:

Increased more reading time at home...I try to prepare meal in advance before class start. (P3)

As mentioned above, the learners have done some activities to scope the issue. As they said by applying those solutions it can deal with their problem to the most. In some caseses, the learners have built solidarity with their classmate which is a kind of motivation and made an attraction for the poor learner in class.

In addition, the learner needed some more teaching and learning the material from the program. As they mentioned learning material play a vital role in improving the level of their understanding. For instance, as mentioned by Bopha and Nimul:

I would to suggested the program to increases more reading...Learning through that kind of book was also important during class.(P1)

From my point of view, the program should be increased more learning and teaching material...for example, in class should have reading books, TV to watch the good practice on chicken raising, vegetable plantation, and so no...(P3)

According to what participants raised above, the program needed to add more teaching and learning materials to CLC. As that kind of materials can push and make them in attraction. Moreover, according to Rotha's suggestion the learning topic for the adult literacy class should be added up some kinds of hygiene and health related topic to the bliteracy program., As she thought that topic respond to the interest of literacy learners, and this will be possible when the content of literacy topic developed according to the local context. As Rotha said:

The program should be added more related health and hygiene top in the textbook for the next cohort...I think this will attract the learners' interesting. (P2)

Moreover, the participant also made a suggestion that they want the program to offer the vocational training skills for them after some finished the literacy program since this is the kind literacy and life skills together and it can make an attraction to the learn as the literacy program not only learned how to read, write and calculation. As suggested by Chenda:

I want the program to provide vocational skills to graduate students like tailor skills because it can help me to make income....I think this will be attracted the interest of another illiterate adult. (P5)

According to Chenda's suggestion, the learner wants to get a job after graduating from the program. This because of their knowledge and skills they have learned from the program. Moreover, this such life skills really make the interest of the other illiterate people to attend the program for the next generation.

In Summary, the challenges that learners mostly faced were the ability of reading, writing, and calculation at begin literacy class. Their household chore took their time away from attending class too. To deal with the issue they met the learner asked for support from the teacher and their outstanding classmates. In addition, to work out the house-chore issue the learner needs to complete the task in advance before class start. Moreover, although the learner has improved their ability in term of reading, writing and calculation skills, knowledge and life skills from the program, but the program needed to improve some parts which related to the interesting of learners. For example, teaching and learning materials as these can make the student more in reading and attractiveness. The learner also made a suggestion that the program should add up more related health topic to the class content. Last but not least, the learner wished the program provide vocational skills to them after they completed the program.

4.4. Summary

This chapter presented the results from the one-to-one interview. First, it was found that the learner before attending the adult literacy program faced a problem of reading, writing, and mathematic skills, but after from 8 months they did the good reading, writing, and mathematic calculation. From what the result showed, the learners' ability improved also after took part I the adult literacy program. Second, the results showed that during a couple of months of the literacy program learner gained and acquired more knowledge and skills since they were applying that knowledge and skills to their daily living and their current job. Third, it was found that learners seemed to be courageous to involve themsevles in community activities. It also found that the community people not fully evaluated to adult literacy program yet as they thought it wasted time, the learner age was over and no more benefits. Fourth, the results showed that from the adult literacy program the learner can get more benefit for themselves and their family. It meant that because of literacy program made the learner changed of their negative practise of daily living both learner themselves and their family. However, a few learner seemed likely to get less of benefits as they did not apply the skill they have learned. Fifth, the results indicated that during the literacy program there were two challenges the learner faced. These includes the age and self-awareness context and family economic situation. Most of the learners hard to do the reading, writing, and calculation in the beginning of the program. Moreover, the few learners did not take class regularly as they were busy with their house chores. Finally, the result showed that teaching and learning materials could add to CLC in order to make an attraction to learners. Finally, the results showed that there the health-related topic and life skills could add up for the learner which link to their daily living practice needed for the best interest of the adult literacy program.

CHAPTER 5 DISCUSSION

This chapter discusses the five major results in relation to the existing literature review. Section 5.1 focuses on learners' learning progression after joining adult literacy program in terms of reading, writing and numeracy skills. Section 5.2 discusses the participants' views on the impact of the adult literacy program on their lives. In this part it also emphasizes two main points such as the stakeholders' involvement participants' experiences in the adult literacy, and the impact of adult literacy program on participants' real lives. Section 5.3 discusses about the benefit of adult literacy program. Session 5.4 focuses on the challenges that adult learners faced when participating in the adult-literacy program. Session 5.5 discusses the strategies that adult literacy learners used to handle such challenges.

4.1. The learner learning progression after participating the program

What have learner learnt from the adult literacy program?

The result of the study showed that after participating the adult literacy course the learner became more prospective of reading the course book, newspaper, magazine, agricultural book and bible, which could be determined that their ability was improved. For example, they could read the mediem level of artcilcle they read. The result highlighted above was similar to the studies conducted by Agodzo (2010), Imtiaz, Rashada, and Mujahid (2012) and Kingah (2014). The finding expressed in the result chapter that adult literacy program offered learners not only about the literacy skills but it also provided learners the life skills which they can take advantage from those skills to fill up their daily living needed. This result could be concluded that the learners were not only improvrđ their ability of general reading, writing and calculation, but they also were likely changed their habit to do more on reading to the others book or article . Moreover; the learners improved their living condition depending on the life skills they gained from the course.

4.2. The participants' views on the impact of the adult literacy program on their lives

What were the participants' views on the impact of the adult literacy program on their lives?

The result in this session answered the research question number one. It included the main impact of adult literacy program to the learners on their experience in involving in social activities and the fluctuating of the learner daily real lives condition.

4.3. The involvement experiences in social activities

The result revealed that the learners did not value deeply the involvement of community development work or took a position in their village. As the participants reported they have only attended in community meeting, literacy program closing ceremony and others events. There is also the need for the instructors to communicate the learners on their performances. This study was inconsistent with the results found by Agodzo (2010) and Maimouna (2010) since Agodzo and Maimouna both indicated that when the learner acquired the knowledge and skills in terms of community development and empowerment they were actively participated in development work, provided big supporting to community needed. Agodzo further found that the learners became active members of their community social work. For example, the initiating and executing community development program which they learnt from the literacy program.

Nevertheless, this study found that the learner created the self-help group to support their family in the village which connected with the community participation. Some of learners became a role model to the others in the community. In other words, the learner played vital roles to promote the education value and awareness raising. The overall finding showed that based on the participants' expression they became useful people in the community. This result confirms the finding of the previous study conducted by Gleason (2012). Gleason's study revealed that when the learner saw themselves gradually associated

with social work and increased self-esteem not as long as they will become more community involvement in some days.

4.3.1. The impact of the program on their real lives

The learners of this study reflected that their life changed to a good situation, they saw themselves in good role model in community. They recognized that literacy could define their life achievements, deal with life difficulty and makes them more successful in their daily lives. This meant that by participating in adult literacy program, learner could gain more knowledge and skills in responding to their job demanded. They could do a good decision making for their life. The knowledge they gained it could regulate to the income to their family. The remarkable impact of learners life was that the traditional habit of unhealthy family practice was changed. This result was consistent with the previous studies undertaken by Snow, Burns, and Griffin (1998), (Imtiaz et al, 2012) and Kingah (2014).

Furthermore, learners mentioned that adult literacy program prepared themselves to become the tutor at their home for their children. For instance, they taught their kids at night, provided more assistance to children on explanation on mathematic and course book reading. These kind activities made the learner in the way of positive impact on parents' involvement in their children's education. The finding of this study similared to the findings conducted by (Rosenbloom, 2004) and (Beder, 1999) studies.

4.4. The benefit of adult literacy program

This section was added more of discussion from the learners's real life impact stated above on what were benefits that learners took from the program. From the interview, learner reported that the benefits they gained was categoried into two parts such as benefit to learner and the benefit to learns' family.

4.4.1. Benefits to learners

Based on the finding result, the different learners, sometimes seemed to emphasize on different benefits for their individual life. Despite; the participants believed that the adult literacy program provided them with several benefits. For instance, the learner of this study acquired more knowlaged on good healt and hygiene practice, they changed to use clean water, applied handwashing practice. They trasformed the traditional mind-set practice to adapted the good habit in their dialy life.

What was the life skills and knowledge they gained? This study found that learner acquired afew life skills like crop plantation, chicken and pig raising and saving skills which those of skills could contribute to benefit for their dialy job. In the similarly, the learners' ability on communication skills with community people were improved a lot since they dared to raised their concer or issue to development agency, provided speech in the events. A few participants expressed that after attending the program their behaviour were changed in controlling the family domestic violent as they did less to blame their children and they knew the way to reduce the violent occurred. These results were in lined with the studies conducted by Agodzo (2010), Imtiaz, Rashada, and Mujahid (2012), Kingah (2014) and Konate (2010). These researchers found that besides offered the reading, wring and numeracy skills the literacy program had provided the learners more knowledge, life skills and aspects of positive behavioural changed that directed them to individual and social enabling and community growth.

4.4.2. Benefits to learners' family

In addition to the benefits of learner for their own self, the finding result also revealed that there were some benefits to their family as well. However, there were not many profits like those provided to the learner. There were a few considerable benefits for family. First,

the family income was improved after they applied the technical skills they learnt from the program. This result was in lined with the studies conducted by Cohen et al. (2007), Agodzo (2010), Konate (2010), and Murray and Shillington (2011). These studied revealed that the employment and daily living income were closedly linked with the literacy level.

Second, the family adapted to apply the good health family practice which they cary from their grandparents for a years. The last, the young children in the family were more supported for their educational attainment as the parents developed increasing interest in children's schooling. A few participants expressed that their assistant to support their children learning at home were very fondimental in growing roles for children in education besides school roles . This study was consistent with the studies conducted by (Imtiaz, et al 2012), Konate (2010), and Beder (1999).

4.5. The challenges faced when participating in the adult-literacy program

What challenges did adult learners face when participating in the adult-literacy program?

The result in this section answered the research question number two. It was comprised the main challenges that the learners'faced during their participation in the adult literacy program which concerned about the learner's age and self-awareness contect and family economic issue.

4.5.1. Age and self-awareness context

To sum up in this section, the result was revealed that there were sixteen percent of the participants faced a difficulty of reading, writuung and calculation in the begin of the program since they ignored the habit of doing reading and writing for years. On the other hands, the result of this study found that the low schooling of a some learners was the challenges as well. The result which mentioned above similar with the study conduceted by Wanjiku (2012)

who found that the low sensitization of the population, and the different education levels of learners were the factors influencing the implementation of adult literacy program.

4.5.2. Family Economic

The study showed that some participants were confronting the difficulty to their participation of adult literacy program. There were few learners who found it was not trouble for them with the participation with their literacy program. In general, the learner who faced the problem due to they were busy with their house-work like to prepared meal for family, busy with other work in supporting family living standard which caused them not regular to class. Another challenge found in the result chapter was that the learners' time for participation in literacy class was conflicted as some times they came late to class or sometime they were absent from class. This study confirmed to the study conducted by Hanif (2014) as he found that adult literacy students had not enough time for learning and they were busy in other daily routine activities. Besides the discussion on the challenges from learner themselves. In this session also presented that according to the participants' proposed to the program for improvement of teaching quality, the learning and teaching material were also the challenges for them. From this point of view, the teaching and learning material were also the barrier to learner's ability to catch up knowledge and lesson as well. This study was similar to the study conducted by Kingah (2014) which revealed that most literacy instructors lack pedagogic materials to use in teaching. By that shortage of this kind of material could make makes learning difficult.

Nevertheless, this study did not find the problem encountered in term of facilitator's skills and teaching methodology yet, which was contrasted with the study conducted by Marrapodi's (2013). His study revealed that using the old method to teach the adult in traditional activities associated with these methods could be a problem in the literacy

classroom since the pre-requisite skills were not in place for the learners. It is commonly used for early child education.

4.6. The action learners used to handle the challenges they faced

How did the adult learners employ to address such challenges?

The study revealed that when facing the issue in class, the learners took some actions to work out for those issues by themselves. For example, while encountered of reading writing, the learner seek support from their peers and tutors. Most of them extra more time to do an extensive reading at home. To deal with the abundant of house-chore, the learners got already in advance before going to class. Moreover, the participants argued that to deal with their challenges they also really needed the support from the program as well. For instance, the learners suggested the program provide more leaning materials to the Community Learning Center (CLC) like course book, Televisoin and add more related health topic for the program course.

To sum up, the learner in this study are flexible to take the action by themselves to work out with their chllenges they faced it is also a new finding for this study as well cause for the earliers study did not mention that adult learner in literacy program took the action to solve their challenges yet.

4.7. Summary

To sum up, five main themes emerged from the results of this study were discussed by comparing with previous researches and literature concerned of the adult literacy program. These themes included the progressing after joined the program, the participants' views on the impact of the adult literacy program on their lives, the benefit of adult literacy program, the challenges when participating in the adult-literacy and the strategies learner used to handle their issue.

The current studies found that learner had satisfied more skills and knowledge regarding to reading, writing and calculation. They also believed that the adult literacy program was a bridge to link them with the society. They perceived that from this program they earned more knowledge and skills for improving living, now they saw themselves as useful people in their community. The adult literacy program converted their life and living standard to the good once. In relation to the benefits, it was found that the adult learners gained a lots for themselves and their family, which was brightened their life in the modern way. On the other hands, there were two challenges notified. Thoes challenges in cluded the learners's educational background and the family economic status to participating the program. Last, the action that the learner used to deal with their encountered issue. Thoses action included learners' activities and the needed the support from the program or implementor.

CHAPTER 6 CONCLUSION

This chapter consists of the summary of the findings, limitations of the study, recommendation for further studies, and implications.

6.1. Summary of the findings

To answer three main research questions, a qualitative case study with a constructivism paradigm was used. Data was gathered from nine adult literacy learners by using a face-to-face and semi-structured interview. The major findings of this study could be summarized as the following:

The finding of the first research question on what were the participants' views on the impact of the adult literacy program on their lives. The result of this study found the learners' perceived that their life became a good condition in several aspects. The finding of data analysis of the participants it exposed that through adult literacy program the learners were (1) gained more knowledge and skills which could supplement their basic need, (2) changed in the mind-set and behaviours of the daily living standard practice, (3) more involved in community participation activities if compare to the prior of literacy program, (4) dared to do communication with others people and confidented to echo their gained knowledged to the others, and the last learners income and their current job were better.

The finding of the second research question on what challenges did adult learners face when participating in the adult-literacy program was that the learner described it seemed difficult to do reading, writing and calculation at the beginning the program. Moreover; the learners' family economic was the factor to bring them to the bother of their participation in adult literacy program as well, due to some were busy with household chore, some needed to help their family member for making income which those activities interfeared learners to full participation in the program. As learners' suggestion, it should noticed that the lack of

adequate teaching and learning materials were also the challenges to them since those materials help to drive them easily catch the lesson.

The finding of the last research question on what strategies did the adult learners employ to address such challenges was that learner took some action by themselves like asked supporting from their friend, added more to study by their own self at home. To deal with housework they prepared that task in advance before class start. In addition, the learners asked for support from tutor and program implement actor. For example, they asked for more learning and teaching material.

6.2. Limitations of the study

The proposed study followed a qualitative research approach, involving the use of the semi-structured interview as the primary method. It included a preliminary descriptive examination of the perceptions and experiences of adult literacy learner which only from a Community Learning Center in Kampong Thom Province. In this study, some limitations were identified. First, the study used the purposive sampling and the sample size for the study was small, which were only nine adult literacy learners. The findings might be different if more participants were selected because different people might have their views differently, So the result of the study cannot apply to the bigger adult literacy learners. Second, the study only concentrated on one case of Community Learning Center (CLC) that implemented by NGOs, thus the finding cannot be applied with others or public center. Third, the study obtained only the female learners. So the perspective of them can not apply with male learners. The result in this study also cannot apply with other community learning center or other adult literacy program which consisted of both gender, male and female learners. And the last limitation was that the participants in this study explored only the adult learners did

not involve of literacy teacher and implement actor or relevented stakeholder in order to more understanding on chanllenges and successful factor for programming.

6.3. Recommendations for the further study

By considering the limitation of the current study, there are some recommendations for future research to be considered as the following:

1. The further research should be considered on location and sample size, it is possible to conduct not only a case of one community learning center, but it is more useful when the next research could conduct the study with many centers in different area. Therefore, the results from such study can be generalized to the other center as well. Furthermore the researchers could select both the male and female adult learners to join in the study as well. Then, the participants selected can be well represented the population. While in this study it only picks from the adult female learner.

2. The further research also should be conducted with a large number of participants with all key relevant imformants like adult learner, literacy teacher and program implement actor in order to explore and verify the results and to highlight the weak factor of the program implementation.

3. The quantitative research should be conducted to verify the result of the study. Since quantitative research is usually carried out to test or validate the theory, is more structured, and objective, its findings can fulfill or make the findings of this research more significance.

6.4. Implications

This exploration concern to the community development agencies of Cambodia , who implemented the non-formal education program, on the literacy program for the adult learner should be take into consideration that to implement the adult a program not just only to make learner more active or positive participating during the program running but also we need to

find the mechanism in order to ensure the program, especially learners are still a life their activities and aguired their after the program phrase out. It was very interesting apprehension that the learner confirmed although they got more knowledge after program but the involvement of thier participation of community work or take position community were rarely happened to them.

Moreover, the community and family motivation seemed limited to the learners eventhough they allowed the learners to attend the program since they thought the literacy program not useful and waste time for the learner. In addition, even thogth the finding showed that the learners changed their mindset and behaviour for their daily living practice, but if we look back to learners applying knowledge after the program ended their activities seemed came back to the prevoius situation without literacy program. Last but not least, as the learner suggested that learning and teaching material should be added, it mean that the learning and teaching material for the program was inadequated to smoothly implementation. All of these factor were contributed to became as the barriers to the achievement of the Royal of Cambodia government's strategy planned for goals number 4 which to moderate the illiteracy. Therefore, this research has implications for Non-government agency who implement literacy program , Non-formal education deparment and learners' family.

6.4.1. Non-Government Agencies

Most Non-government agency, especially NGOs its project goals, project objective was to alive the beneficiaries' action after their project phrased out. Therefore, these findings are essential for these institutions to consider on strategies for the sustainable development of its program. The strategy should be focussed on the the linkage between skills and job accomplishment to the beneficiary. The mechanic that ensure the learner fulfil thier career demanded is very important since what they real needed it will be pushed them to more

interested in doing it. Moreover, this institution should consider on learning topic and teaching materials as the learning topic played a vital role to the basic needed of the learner after they finished the program course. The topic also a higher to guide the learner for job satisfaction in the specific aspect. Related to learning materials and method, if look back to finding of this study the literacy program was still applied the old method from previous decade that seemed not update to the current situation. In addition, as in this twenty first century the word literacy not referred to reading, writing and calculation skills but it also referred to the modern technology as well. In reflect to the results of this study in case of life skills also impact on learners social life but there is need to revise these activities and some new life skills such as use of mobile and computer should be in the new curriculum of literacy courses, so that the adult learners can utilized all the skills in their daily life practically and with positive manner.

6.4.2. Social Change

The community interesting to the adult literacy program was very important to sustainable development program implementation. When they valued to education, the fully participation from adult literacy learners to the program will happen. Reference to the findings, the community valued to literacy program was limited as because they thought learning is just for children adult no need to take extra for learning. It is possible if the government can also release some of the formal commands in order to build importance of literacy in the daily life of people. For example, no one can take driving license and other required licenses without literacy certificates, the leader of Community Development Council (CDC) will not select if he or she missed the literacy certificate, and if someone migrate for seeking employment to another country unless they got literacy certificate, then people will sense that literacy is important. They will feel proud on literacy certificate.

For family, they should allow their illiterate member, especially female to take the course since the course not much affect to their time yet, and the outcome of this study will fruitful to the next generation. As researches revealed that educated women is to educate the whole nation.

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Appendix A: Interview Questions (English Version)

INTERVIEW FORM

Code : _____

Date of interview : _____

Place of interview : _____

Length of interview : _____

Guiding face-to-face interview questions for Adult literacy Learners

Introduction

Greeting! My name is Ky Oeun. I am a student pursuing a Master of Education, Major in Lifelong Learning at Royal University of Phnom Penh. Upon the requirements of the program, I have to write a master thesis for my graduation. I am very interested in exploring Adult Literacy learners' perception on Perceptions on the Impact of Their Literacy Program on their lives. Within this I had 18 questions to ask you. Therefore, your active participation and honest responses are meaningful and valuable information for improving the quality of literacy program.

Main Question # 1:

What were the adult literacy learners' views on the impact of the literacy program on their lives?

Sub-questions:

1. Please briefly tell me about yourself.
2. How much is your reading/writing improved after participating in the adult literacy program?
3. What have you learnt from the adult literacy program?
4. To what extent do you think the adult literacy program match your expectation?
5. How do the knowledge and experience you get from this literacy program contribute to improve your living standard?

6. What impact does the adult literacy program have on your life (i.e., your decision making, your future plan and/or family plan)?
7. How is your community involvement before and after participating in the literacy program?
8. How does the literacy program help you in relation to your current job?
9. Do you observe in what way you have changed to your daily life practice? Please explain it in detail.
10. How do your community people value on you after you have completed this literacy program?
11. To what extent do you think this literacy program is important to adult? Why?

Main question # 2:

What challenges do adult learners face when participating in the adult literacy program?

Sub-questions:

1. What are the difficulties/challenges have you encountered in the adult literacy program?
2. What are the factors that let you to face the difficulties/challenges?
3. What is your most difficulties/challenges ?

Main question # 3:

How did the adult learners address such challenges?

Sub-questions:

- 1 Please briefly describe your action or techniques to solve the difficulties/challenges you have encountered in the adult literacy program?
- 2 To what extent do you think your strategies or techniques are effective in dealing with such difficulties/challenges? Why?
- 3 Please recommend various activities to be included in the adult literacy program to better serve your needs.
- 4 What suggestions do you have for improving the adult literacy program?

Appendix B: Research Timeframe

No	Descriptive Activity	Year 2016-2017								
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1	Proposal defense and improvement									
2	Develop Checklist/interview									
3	Data collection/field work									
4	Data analysis									
5	Data thesis report									
6	Write up a thesis									
7	Supervisor for editing									
8	Revise thesis									
9	Oral defense of the thesis									
10	Final submission thesis									

Appendix C: The Permission Letter for Study



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
លេខ: ១៧៧៧/សកប
២០១៦

សូមគោរពជូន
លោក ហាត ហុយ ប្រធានមជ្ឈមណ្ឌលសិក្សាសហគមន៍នីពេជ្រ

កម្មវត្ថុ: សំណើសុំជួយសម្រួលការស្រាវជ្រាវរបស់និស្សិតឈ្មោះ គី អឿន នៅមជ្ឈមណ្ឌលសិក្សាសហគមន៍នីពេជ្រ ។

តាមកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូន លោក មេត្តាជ្រាបថា: លោក គី អឿន ជានិស្សិត ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ជំនាន់ទី៩នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ លោកមានគម្រោងចុះស្រាវជ្រាវលើ ប្រធានបទ "ទស្សនការយល់ឃើញរបស់យុវជនលើឥទ្ធិពលនៃកម្មវិធីសិក្សាអក្ខរកម្មរបស់ខ្លួន: ករណី សិក្សានៃមជ្ឈមណ្ឌលសិក្សាសហគមន៍នីពេជ្រ" ដើម្បីសរសេរនិក្ខេបបទបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ ខ្ពស់ផ្នែកអប់រំ។ គោលបំណងនៃការចុះស្រាវជ្រាវនេះ គឺដើម្បីប្រមូលទិន្នន័យសំខាន់ៗដែលទាក់ទងនឹង ប្រធានបទខាងលើ។ ការសិក្សាស្រាវជ្រាវមានរយៈពេលមួយខែដោយគិតចាប់ពីថ្ងៃទី១៩ ខែកញ្ញា រហូតដល់ ថ្ងៃទី១៨ ខែតុលា ឆ្នាំ២០១៦។

អាស្រ័យហេតុនេះ សូម លោកប្រធាន ជ្រាបព័ត៌មាន និងជួយសម្រួលជូន លោក គី អឿន បាន ធ្វើការសិក្សាស្រាវជ្រាវដោយក្តីអនុគ្រោះ។

សូម លោកប្រធាន ទទួលនូវការគោរពដ៏ស្មោះស្ម័គ្រពីខ្ញុំ

រាជធានីភ្នំពេញ ថ្ងៃទី១៧ ខែកញ្ញា ឆ្នាំ២០១៦



ប៊ាវ ជែន

លេខទូរស័ព្ទទំនាក់ទំនង: ០១០ ៧៨៧៩៣៦

ការយល់ព្រមក្នុងការស្រាវជ្រាវ
(ជាភាសាខ្មែរ)

ប្រធានបទ ៖

**ការយល់ឃើញរបស់មនុស្សសព្វញ្ញវ័យ នៅលើផលប៉ះពាល់
នៃកម្មវិធីសិក្សាអក្ខរកម្ម ចំពោះជីវិតរបស់ពួកគេ
៖ ករណីសិក្សា នៃមជ្ឈមណ្ឌលសិក្សាសហគមន៍ នីពេជ្យក្រុងខេត្តកំពង់ចាម**

អ្នកស្រាវជ្រាវ ៖ គឺ អៀន
សាស្ត្រាចារ្យ ៖ តៅ ណារី

នាងខ្ញុំ/ខ្ញុំបាទ.....ទទួលស្គាល់ថាអ្នកស្រាវជ្រាវបានពន្យល់ខ្ញុំបាទ/
នាងខ្ញុំអំពីគោលបំណងនៃការស្រាវជ្រាវនេះដោយបានវែកញែកអំពីហានិភ័យ និងបានឆ្លើយបំភ្លឺសំណួរ
របស់ខ្ញុំបាទ/នាងខ្ញុំដែលទាក់ទងនឹងការចូលរួម ក្នុងការស្រាវជ្រាវនេះ ។ នាងខ្ញុំ/ខ្ញុំបាទបានដឹងថារាល់
ព័ត៌មានដែលប្រមូលបានក្នុងកំឡុងនៃគម្រោងនេះ នឹងពិតជាត្រូវបានរក្សាទុកជាសម្ងាត់។ ខ្ញុំបាទ /
នាងខ្ញុំ ក៏ដឹងផងដែរថា អាចរក្សាទុកពាក្យយល់ព្រម មួយនេះមួយច្បាប់ សម្រាប់ជាព័ត៌មាន ផ្ទាល់ ខ្លួន
របស់ខ្ញុំ ។

តទៅនេះ ខ្ញុំបាទ/នាងខ្ញុំសូមអនុញ្ញាតឱ្យអ្នកស្រាវជ្រាវប្រើខ្សែអាត់ចតសំឡេងការសន្ទនាដែល
ខ្ញុំជាអ្នកចូលរួមនេះសម្រាប់ការស្រាវជ្រាវ និងការបោះពុម្ពផ្សាយ ។

ខ្ញុំបាទ/នាងខ្ញុំដឹងថាល្មោះរបស់ខ្ញុំបាទ/នាងខ្ញុំនឹងមិនមាននៅក្នុងអត្ថបទ
ដែលនឹងត្រូវបានបោះពុម្ពផ្សាយនោះឡើយ ។

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Appendix E: Themes and Direct quotes from the participants

Themes		Bopha (P1)	Rotha (P2)	Nimul (P3)	Seila (P4)	Chenda (P5)
Main themes	Sub-themes					
Understanding about adult literacy program	Before joining the program	Before I participating this program I just only can wrote a few sentences, sometime it hard to me to read an article in book or newspaper. I got a little bit the other knowledges.(P1)	My reading and writing were a little bit did, I cannot pronounce it well of difficult word or technical word.(P2)	Before participate in the program I can little bit understood on reading.(P3)	I was hard to read an article. (P4)	It was hard for me to read and write. (P5)
	After joining the program	<p>After 8 months of the program, now I can read well of newspaper, magazine and the article in sign-board. (P1)</p> <p>One day, when I went to the clinic I missed the clinic because I could not read the clinic's named. I found that thought this program it made my ability changed in reading and writing. (P1)</p> <p>During the program I gained more new knowledge such as vegetable planting, rice crop planting and make organic fertilizer ... organic fertilizer usage.(P1)</p>	<p>Now my reading and writing was well. I confidential to do the numeracy. (P2)</p> <p>Not only reading, writing and numeracy, during the class I have learnt on how to plant vegetable and how to protect family domestic violent which I complied in my daily practice also.(P2)</p>	<p>Now I could read book, the document of crop plantation at center.(P3)</p> <p>Besides my capacity of reading, writing and numeracy, I have learnt more about Hygiene, forest protection, Pig and chicken raising, vegetable plantation.(P3)</p>	<p>After finished the program my ability was increased of reading, writing and numeracy....I learnt more on animal raising, crop planting. The most interest lesson was good family hygiene practice. (P4)</p>	<p>I felt I can read fast... I can read Buddha educated book. I changed my habit to read book every night before bed time.(P5)</p>

Stakeholders' involvement in adult literacy program	Social work participation in community		Before I was very shied and afraid to raised idea, but now I dared to participate in community meeting, asked question and give idea.(P2)	Now I dared to raise idea and asked question during the community meeting, participated in community development work.... For example, I involving in saving group, promotion for literacy class enrolment for the next cohort.(P3)		During community meeting I was active in raised idea and asked question. (P5)
	The value from community people	I found that there were 85 % of people I knew they congratulated my progress as they discussed with me what knowledge I have learnt. (P1)	Yes, they do. They consulted with me on the experience domestic violent I got from class.(P2)		People appreciated me when I was doing the speech at class closing ceremony. Some people consulted with me about the important of literacy program before they take an enrollment.(P4)	
The benefit of adult literacy program	The Benefit to learners	I understood well on technical of vegetable plantation.(P1) I felt my communication was good with my neighbor..... and my thinking was deeply before I decided to do something.(P1)	Although I did not apply the knowledge I gained But it kept me understood well on animal raising. (P2).	This program benefited me more knowledges like animal raising, vegetable plantation and especially, domestic violent...From those knowledge I stopped to use violent to my children.(P3)	From the program, it gained me some skills like pig raising, rice crop growing... each topics offered me the good knowledge for daily living practice. For example, key health for family practice, handwashing and the advantage of drink clean water. (P4)	Through this program I gained more knowledges for a good daily living needed. (P5)

	The Benefit to their family	Through the skills I have learnt from class, I have been applying these methods on my farms and my crops are doing well....., it made my family income increased.(P1)	In my family we changed to clean water for drinking and applied good hygiene for daily living.(P2)	Related to good health family practice, now my family stopped to use chemical vegetable....we drink clean water from water filter for our family.(P3)	In my family now, we are applying to use soap for handwashing..... drink boiled water.(P4)	Nowadays, In my family we changed the negative practice we did in previous... For example we changed to use toilet, drunk clean water....in family we are practicing 3 good living habits. (P5)
The Difficulty in implementing the adult literacy program in term of	Age and self-awareness context	I seemed difficulty in the beginning of the class in term of writing and numeracy. (P1) Sometime the raining also disturb my participation as well(P1)	It seemed hard to me to do the numeracy in the first month of the class begin.(P2)	In the beginning of the program it hard to me for reading and writing. (P3)		In early the program it hard to me in reading and writing as I have no chance to do it for long time .(P5)
	Family economic impact		Sometime I was busy with house chore. (P2)	Sometimes I went to class without dinner since I was busy for preparing meal for my family.... and sometime I absent from class.(P3)		
The strategies used and suggestion for handling the difficulty	The learner's action	During faced the problem, I asked classmates who was the outstanding to help. Moreover, I did more extra reading at home (P1)	During absent from class I asked classmates to explain me on lesson.(P2)	Increased more reading time at home....I try to prepared meal in advance before class start.(P3)		I tried my best for doing reading and writing at home of my lesson and other related article. (P5)
	The supporting material from the program	I would to suggested the program to increases more reading....Learning through that kind of book was also important during class.(P1)	The program should be added more related health and hygiene top in the textbook for the next cohort...I think this will be attract the learner interesting.(P2)	From my point of view, the program should be increased more learning and teaching material...for example, in class should have reading books, TV to watch the good practice on chicken raising, vegetable plantation, and so no...(P3)	The program should have provided torch or lighter to student. (P4) Provided some vocational skills for graduated student was also needed.(P4)	I want the program provide vocational skills to graduated students like tailor skills because it can help me to make incomeI think this will be attracted the interest of other illiterate adult .(P5)

Themes		Sopheak (P6)	Dany (P7)	Somnang (P8)	Visang(P9)
Main themes	Sub-themes				
Understanding about adult literacy program	Before joining the program	I cannot do any numeracy at all, and my reading and writing was a little bit did. (P6)	I just can do a little bit reading and writing, (P7)	Before the program, I felt dark. By dark, I mean I was completely uneducated. (P8)	
	After joining the program	I improved a lots on numeracy. Today I can read well on Christ bible and other book or magazine.(P6)	Now it better than before as I can read well. During class I have learnt more of crop plantation, hygiene practice and how to make compost. (P7)	Now I can write and read. I can read words in the coursebook. (P8) I learnt about hygiene like having a clean toilet or putting human waste in the hold and fill it with land, washing hands with soap, preventing dust from contacting the food, growing crops. Besides, I know about domestic violence. I have already tried the plating techniques. (P8)	I know more. Also, I read coursebook that my grade 4 and grade 7 children learn.(P9) For knowledge, I learn the ways for life, hygiene, plating without chemicals etc. By that I mean I eat clean food, use toilet, and drink boiled water. For planting, I learn about how to grow some plants. (P9).
The Linkage between literacy program and real life experience		I found that my expectation was 70% reached, Now I can read clearly and fast. My writing helped my current job a lot.(P6) From this program I gained knowledge on rice crop planting, Family health key practice.... This program also made a good solidarity for my community as well. (P6)	I think it gave me the knowledge that I can pass on to my children. Without it, I could have had nothing to share with them. I keep passing the knowledge. But before the program. I had little to impart my children. (P7)	Now I don't have to spend more on buying insecticide or fertilizer. Using the home-made alternatives gives us more benefits like I can sell more products. Before the program, I also plant. But now I can plant with good techniques and therefore have good yield. (P8)	I have knowledge to share with my children, I know a way of living like using organic fertilizer instead of the chemical one. Besides, now I know I can decide by myself for doing something (P9)

Stakeholders' involvement in adult literacy program	Social work participation in community		Yes, I was invited to join the meeting about kid's education. Before that, I wasn't invited very often, but yeah it is quite often now. Now I dare to ask them when I have no idea about something. I join this kind of community work as long as they invite me.(P7)	Before, I did not have a chance to participate much. And now I am invited to the community meeting very often. I can give more comment and ask more questions. (P8)	Now, not only dare to raise idea but I also confident to give a speech to the crowd as before I did cannot do that. (P9)
	The value from community people	They consult with me what the important of Literacy program.(P6)			Some say nothing. Some say I am too old for that and it is useless or a waste of time. Then I tell them that I didn't expect to work with literacy. I just want some more knowledge to help my children studies.(P9)
The benefit of adult literacy program	The Benefit to learners	My writing can help me on my everyday task. Now, I did less to blame my brother without reason. This program very important as it can eliminate illiterate people from my community and it this program made me with fun during class. (P6)	I learnt about hygiene lifestyle and plating with chemicals. For example, cleaning the food when cooking, using filter to get clean water and washing hands. These are what I did not know. But the course gave me this knowledge.(P7)	I can learn what I did not use to know. I can cook with hygiene. For crop plating, I know I should use the fertilizer when reclaiming the land. I think these practices are neither difficult nor tiring.(P8)	I think it is very important to me as now acquired more knowledge like crop plantation, hygiene..... and this course give me more understanding of domestic violent knowledge and practice .(P9)
	The Benefit to their family	After got knowledge from class... In my family have changed the bad practice we did before.... For example, we drink clean water, use soap for hand washing practice. (P6)	It is important. It teaches a good lifestyle, hygiene, violence, plating crow, growing rice etc. (P7)	Yes, it picked those who were illiterate for class.(P8)	I changed to use toilet in my family, with the toilet, we don't spread disease.... Before I also boiled water but add traditional medicine in it. Now I just boil and add nothing because of some rumor. (P9)

The Difficulty in implementing the adult literacy program in term of	Age and self-awareness context				I felt difficult in the beginning the course in term of writing. (P9)
	Family economic impact	Sometimes I absented from class as I was busy with house-chore.	Time could be a problem because I have little kids to take care of. In brief, the problems were time and household-work (7)		
The strategies used and suggestion for handling the difficulty	The learner's action	I try to complete my task in the mid-day.			I asked teacher to explain me more on what I don't know.(P9)
	The supporting material from the program	I suggest he program add more reading book and learning materials like story book, agricultural magazine.... And I wish the program recruit more adult learner for the next cohort.(P6)		I need more lessons about animal rearing and crop plating. Because there are a lot of illiterate people in this village. I want them to be able to read and write too.(P8)	I wish other people will take the next course from the beginning till the end like me. I think literacy should be promoted because people like me could not learn due to war. (P9)