

Research Article

The Learning Development Process and Capacity Enhancement for Ethnic Children and Youth in The Northern

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Abstract

The research subject, The Learning Development Process and Capacity Enhancement for Ethnic Children and Youth in The Northern Region has the following objectives; 1. To promote and develop the learning process for children and youth, children and youth groups. 2. To support ethnic children and youth groups to have the opportunity to use their potential to create new activities to benefit the community. 3. To assess the implementation of learning management and capacity building for ethnic children and youth in the northern region. In this study, target groups were selected to study the learning development process of children and youth through the operation of 2 organizations, namely the Education for Life and Society Foundation and Ya Phraek Salawin group. The two organizations worked with school teachers, community leaders, children and youth. In this study, qualitative data were collected from interviews with teachers, staff of local organizations, community leaders and other stakeholders. The results showed that a child and youth work process was created through the management process by coaching in the learning development process and the use of empowerment methods is a process of developing capacity. There was an empowerment to see the creative power for youth and themselves. “Youth led, adults supported” and the assessment of the work found that both organizations focused on knowledge management that creates the power of change, discovery of children and youth as well as knowledge in working that creates change and solves problems for children and youth.

Keywords: Children and youth, Learning, Ethnicity

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Introduction

Children and youth are valuable resources for the future of the nation and therefore need to be developed to their full potential from birth. For children and youth to be able to develop to their full potential, they must be developed holistically, which is to be developed in all aspects, including physical development, intellectual emotional and social aspects at the same time, in each other without omitting one side. Child and youth development requires an interdisciplinary integration with the way of life of children and youth to be fully developed. The National Youth Promotion and Coordination Act of 1978 defines youth as a person under the age of twenty-five years, in addition, according to the 20-year national strategy by setting a focus on the development and empowerment of people throughout life. It also sets a focus on creating opportunities, equality and social equality, strengthening of social institutions, cultural capital and community strength (Samatha et al., 2009), including passing the strategic framework into the 12th National Economic and Social Development Plan (2017–2021), which is defined as the focus and key development issues in the areas of strengthening and development human capital potential by focusing on developing analytical thinking skills creative work and life skills that are ready to enter the job market drive social institutions to actively participate in the development of the country. There is also a strategy for creating fairness, reducing inequality in society to increase the potential of the community and the basic economy to be strong, to strengthen the community. Create and develop the community, community leaders who are involved in welfare provision, fostering a community of learning, service and resource management. (Office of the National Economics and Social Development Council, 2017).

From such importance, the Office of the Health Promotion Fund, Opportunity Creation and Wellness Innovation Plan, under the Office of Opportunity and Innovation (Office 6), which has the main objective of expanding opportunities and developing the capacity to create innovations related to health promotion from supporting the implementation of creative activities for children and youth with a strategy to create job opportunities promote health to various parties in the form, emphasis is placed on “creative activities” among children and youth who have the potential to create innovations that promote well-being with youth as the main drivers and has a management unit (NODE) acting as an intermediary in distributing project funding to different regions equally and evenly. It also plays a role in empowering and developing the potential of the target group, which means "children and youth". In particular, both organizations that emphasize education and learning that It plays an important role in the development of learners by all types of learners. All levels to be able to learn from the lifestyle capital, social capital and cultural capital that have been inherited to develop academic skills, life skills and professional skills to upgrade with modern knowledge. The target group is also ethnic children and youth living in remote areas. It is considered as an opportunity for children belonging to ethnic groups to create knowledge for further development in the future.

Therefore, in this study, emphasis was placed on building the development process to enhance capacity and create the participation of children and youth. Seeking effectiveness to lead to the creation of new knowledge from the work of the management unit. This is considered an important mechanism for developing strategic directions and directions in driving child and youth support work, in which the assessment process, emphasis is placed on the participation model of those involved in the activities.

Objective

1. To promote the development of learning processes for children and youth of ethnic children.
2. To support ethnic youth groups to have the opportunity to use their potential to create new activities to benefit the community.
3. To assess the process of learning development and capacity building for ethnic youth in the northern region.

Conceptual framework for research

This assessment is an assessment for empowerment and learning. Emphasis is placed on processes that lead to qualitative results that affect the creation of change at the individual, group, social network level. In the empowerment process, emphasis is placed on creating equal learning between working people and youth. In the assessment, emphasis was placed on child and youth project management. In the assessment process, the assessment tools are in-depth interviews, group discussions and lessons learned. Innovation with

such assessment processes and assessment methods make assessments a focus on developmental assessments. The assessment will have steps to perform such as data return, results analysis. Synthesis of transformative impacts on children, youth and society.

Review the literature

In this research, the related studies were reviewed as follows:-

Meaning and value of evaluation

Evaluation is a measure by comparing what is assessed to a benchmark. This is to determine the value, benefit and worthiness obtained from the assessment. Evaluation has been going on for a long time. It can be said that the era of assessment began before 1990 and has continued to evolve until now. Currently, monitoring and evaluation have become familiar to personnel in the work system of agencies or organizations, both public and private, since after World War II, the heyday of evaluation. As a result, the concept of assessment has spread throughout the world (Rossi, 1993). As in Thailand, Assessment or Evaluation refers to the activity or process of studying changes in various fields due to that plan or project to consider that an implementation in the work plan, is the project going as planned? Are there any problems or obstacles and has it achieved the desired goals? What are the impacts in various aspects arising from the plans of that project? (Piamsomboon, 1983; Suchart Prasith-rathsint, 1998). The definition of evaluation also means “judging” or “valuing” a project plan, in order to determine whether the benefits should be continued or not as well as initiating new project activities to increase efficiency in planning management. They can also explain and give reasons for the suggestions of those involved (Rossi, 1993).

Evaluation research is another term that refers to methods of evaluation in connection with social science research. It was found that many people who study assessments or evaluators. It has emphasized social science research as an important method for assessing the thought-forming, decision-making, operational and social processes that occur in those programs or projects. Implementing social science research methodology will increase the rationality of management with credible and citable data. This means information that is true or proven to be true. The information may be obtained through observation, questionnaire, interviewing, focus group discussion, etc. In summary, evaluation research means applied research in which social science research methodology is applied to study the causal and consequence relationship of the implementation. To compare the desirable outcomes with objectives and goals, unexpected side effects as well as for monitoring and controlling operations in various steps of the implementation of the project plans (Piamsomboon, 1983; Rossi, 1993). “Monitoring” and “Evaluation” are also different activities (Walaisathien & et al., 2005), described the two terms as having different functions. But they are closely related because they are the principles that lead to the effective and efficient implementation of activities. In other words, work monitoring or follow-up is intended to ensure the efficient and effective implementation of the project. There is a need for an information system that can reflect the status of operations. The movement of the work is up to date or up to date with both field data and documents as well as the participation of personnel in monitoring the work for decision-making in the operation (Walaisathien, 2018).

Assessment has been in the life of all of us since birth, whether we know it or not. An important component of an assessment consists of two parts: measurement and decision-making. But evaluating a project program is more complex than the individual assessment above because evaluating a project program requires a large amount of data and a large number of participants in decision making. In addition, the important issue in the assessment is what information is needed for decision making. How do we measure and collect information in order to be reliable and make informed decisions, including who judges under what values or criteria? These, therefore lead to an approach and a variety theories of evaluation (Plainoi & Plainoi, 2015). The term often used in conjunction with evaluation is “monitoring”. “Monitoring” will help answer the key question, “What did we do?” (Is it according to the planned programme), but the assessment will answer the question “What did we do?” “How much success we have achieved, why, and success is not only the level of output, but also the outcome or impact.” In other words, the assessment is a public responsibility which is an assessment of actors that are involved in many parties such as funders, leaders, operators, project manager, field workers, indigenous communities, partners and the general public. Assessment represents responsibility for funding sources. It reflects the success of the supported projects and at the same time reflects how the

project responds to the public. It shows responsibility for the people in the target group. A good assessment can balance the interests of the public and the sponsor. Assessment will tell you how we should do things differently. In order to do something different from before, it requires the willpower in order to make the workers go beyond their “comfort zone” to a risky area that does not yet know what to face, will succeed or fail. Therefore, a valuable assessment can make a difference and help empower working people to overcome various obstacles to reach their desired goals (Plainoi & Plainoi, 2015).

Evaluation for empowerment

Empowerment, according to Gibson (1995), is a dynamic concept of giving, receiving, exchanging, interaction, goal setting, working together which helping people to learn, to become aware, to strengthen the person, problem-solving focus. Empowerment is a human development process and groups by using a process that focuses on having target groups participate in the action using a conversational method to exchange knowledge and mutual opinions jointly identify their own problems, analyze the cause and background of the problem by using judgment to look at the image you want to be and develop together.

Orathai At-am (2007), states that “evaluation for empowerment” or “empowerment evaluation” is the use of concepts, techniques and findings from evaluate in order to make improvements in performance and is a tool to help make decisions on their own or empowered to make decisions or the decision of their own actions independently (self-determination), which is an evaluation that uses research methods or methodology, both quantitative and qualitative. In other words, do not reject any method. In addition, this type of assessment, although it can be applied in a variety of contexts or at different levels, whether it is an individual, organization, varied community, varied society or various culture, but usually this type of assessment, usually focuses mainly on evaluating programs.

Assessment for learning

For educational theorists, an understanding of assessment for learning. They view learning as the process or method of learning that a person uses to make sense of information and various stimuli received through the senses to create knowledge, understanding, skills, attitudes, feelings and desirable behavior. Learning can happen at any time, any place, through experience and practice of cultivating habits both formal and informal (The Royal Institute of Thailand, 2012). Learning assessment is a process that produces information for learning by assessing while learning and evaluating the learning outcomes of learners. Information from the learning assessment reflects the learning efficiency of the learners and instructor teaching, leading to learning adjustments and teaching changes to enable learners to learn to their full potential and to be happy and set the score level according to the learning achievement level of the learners (The Royal Institute of Thailand, 2015). Learning assessment is a process that teachers must collect, analyze information about learners' learning from a variety of sources in a variety of ways to provide a comprehensive and profound understanding and credibility that learners have knowledge and competence and desirable characteristics as defined or not? How? The information from the assessment will be useful for improving learners' learning development and teacher's learning management, including summarizing the learning outcomes of the learners whether they are of any quality or level of learning outcomes. When the results of assessment or learning outcomes of learners are known. The results of the assessment will be used for the benefit of the development of learners to be worthwhile. As for learning management, it means planning activities according to the curriculum for learners to learn, practice, or experience and have a relatively permanent change in their behavior (Raviwan Srikrumran, 2007). An understanding of learning assessment may refer to an assessment as an assessment of learning progress because assessment consists of a variety of methods, both simple and to complex methods to make us knowledgeable a current understanding of learners' ability (Sindhuwong, 2007).

Learning assessment is therefore a process of collecting information about learners' learning based on what is assessed using various tools and methods. There are many components to learning assessment, but importantly, there are four main aspects: 1. Knowledge and understanding of facts, concept, principle concepts, theories, applications of relationships and structure of learned material. 2. Skills related to techniques, thinking and practical skills, specialized competence in field work, artificial skills, skills in building relationships with others and skills ability to study, search for knowledge as well as skills in building an understanding of the knowledge acquired. 3. Attitudes and values related to learning, behavior, beliefs,

learning content, people and society. 4. Behavioral aspects related to human behavior, relationships, habits, performance competencies and learners' maximum potential (Citing Briggs, Woodfield, Martin & Swatton, 2003).

Methods of conducting research

The research operation selected two specific target groups, namely, 1. The Ya Phraek Salawin group has 26 sub-projects, target areas in Mae Hong Son Province. 2. Foundation for Education for Life and Society, there are 25 sub-projects, target areas in 8 provinces, namely Chiang Rai, Lamphun, Chiang Mai, Phrae, Phayao, Nan, Tak and Kamphaeng Phet, using qualitative data collection methods from interviews with 6 mentors, 10 organization officials, 6 community leaders, 14 youth leaders and group discussions were also used. The data from the lessons learned from teachers, mentors, staff of 6 organizations working in the area, community leaders, and all involved were used 5 times. The study methods were used as follows:-

In depth interview, the project responsible person, youth leader, is an interview without predefined rules for questions and sequence of interviews. Focusing on natural conversations.

Method of focus group discussion with the project working group. It is an exchange of questions and information in a systematic way.

Lesson Learned Project with participant observation in the project lesson summary activities. The lesson transcript method is both a concept and a tool to create learning, which is a method of knowledge management through the process of extracting knowledge from work and using it as a working capital to enhance or build on it. Even better lesson learned is thus extracting the knowledge that exists in people (Tacit Knowledge) to become clearer knowledge.

The Empowerment Evaluation (EE) method, which was found to be the method used by the assessors to enable the project team to project participants as well as prospects from the project can conduct a self-assessment through cooperation and group activities in conducting the assessment to create learning of those involved in changing behaviors, thinking methods and value systems that will lead to problem solving and sustainable development processes.

Research results and discussion

The Ya Phraek Salawin group has proposed a project to develop the learning process for students with a volunteer project to create well-being in the community of Mae Hong Son Province, there are 26 sub-projects. The Ya Phraek Salawin group has the base of work is ethnic children who live at the school. There were 135 children and youths who were the mainstays, 540 children and youths participated in the project, with the idea of changing the education system. Turn teachers into mentors.

The Education for Life and Society Foundation has proposed a project for youth to create happiness. There are 25 sub-projects in 8 target areas: Chiang Rai, Lamphun, Chiang Mai, Phrae, Phayao, Nan, Tak, Kamphaeng Phet. There are 120 children and youth who are the leaders, 496 children and youths participating in the project. The Education for Life and Society Foundation has a base of thinking about the development of children and youth through cultivating ideas and practical practice. To be part of strengthening the community to be ready with perseverance, happy to live a good life, care for the environment, know how to help fellow humans and know how to rely on yourself.

From the evaluation of the performance of both organizations, it was found that the learning development process and capacity building for ethnic children and youth can be created as follows:-

1. Creating a child and youth work process

Management process by means of coaching, management or acting as a mentor or “coach” (Coaching) for leaders of children and youth. It serves to distribute the budget evenly to various groups of children by allowing children and youth to manage the budget and subordinate themselves.

Working in a cooperative manner, the interesting point of the operation is the work focuses on connecting network partners in the area, namely the local government, the Council for Children and Youth, schools, the local child worker groups and community sages, etc.

2. The use of empowerment methods is a process of developing capacity.

Empowering youth and self-creative powers, “Youth Leads, Adults Support”, focusing on public consciousness, morality, and ethics that are inserted into their activities and to share, exchange, and learn

together that can lead to changes at the individual, group, family, school, community and social level in terms of physical, mental, and spiritual health, opening up social spaces for children and youth to be self-contained through a collaborative learning process. Building confidence in youth counseling is provided with a collaborative process and focus on operating in common areas through various activities, with the hope that it may lead to a model space that can empower the next generation in their community. There is also the awareness-based empowerment that leads to a learning process that enhances the skills and information acquired through participation in children and youth activities. The decision to participate in person was supported by parents, teachers and mentors.

From the study, it was found to support ethnic youth groups to have the opportunity to use their potential. Empowerment arising from awareness leads to a learning process that enhances skills and information acquisition of children and youth through empowered self-determination from parents, teachers, mentors, with an upgrade in project management along with teamwork, learning the consequences of making decisions. Starting from joining the training for the development of writing projects, preparation of financial documents by defining the area together. Presenting a reflection in a photograph and finding a space to organize exhibitions, to build confidence and have the potential to manage their own projects, while also reinforcing both knowledge and attitude, self view by allowing children and youth to see their potential as actors by enhancing knowledge, ideas and building confidence for youth are;

1. Empowering sub-projects through workshops to create learning and empowering children and youth groups in order to continue working according to the objectives and goals under the invention of activities.

2. Encouraging youth to be able to develop their own sub-projects, by using the tools learned from the workshop as a guideline for the creation of a form of activity that is consistent and appropriate to the context of the area in which the youth participates in the activities, they devised in activities that differ mainly on their own interests and aptitudes, such as organizing a learning camp, producing media for dissemination through online channels, organizing workshops and internships according to their interests in different areas by making their own choices is a learning process and empowering children and young people to analyze, to develop their intellectual health as subjectivity, not as the objective.

Summary of research results

From the work of Ya Phraek Salawin group resulting in success in the learning development process and empowering youth as follows:-

1. Able to create a working network, building cooperation with provincial administrative organizations and various organizations. Competencies are linked to the main mechanisms in educational management such as the Knowledge Network Institute of Thailand and a network of schools in the area by joining together to create opportunities to develop the quality of learners to have knowledge and ability to manage themselves, manage your family and community. It is an important factor that needs to be upgraded in the implementation of the project and able to distribute opportunities for ethnic children in Mae Hong Son Province to participate in the project and develop projects based on children's interests based on community funds and bring it further to create opportunities enabling children to gain new knowledge, assertiveness, and be able to bring out the child's potential. Creating an effective learning process outside the classroom. It also increases learning for children living in remote areas, distributing opportunities for youth groups to engage in creative activities on the issue of herbs in health care, handicrafts, food processing, watershed forest conservation, self-sufficiency in alternative energy. There are additional costs incurred from the implementation of the project. It has connections with community colleges. Chiang Mai University, Phuket Rajabhat University to build a network of operations. The goal of Ya Phraek Salawin group is to create a local fund in order to provide scholarships for students or to support teachers who work hard to develop the potential of both children which will contribute to supporting the operation. In addition, the group can also bring products from the community to the external market through organizations that are affiliated with networks such as Abhaibhubejhr, and can develop children who are the main leaders.

2. Children and youth participating in the project are the owners of the work. Working as they thought, learning from the work done. Children and youth are assertive, creative. Learned together until the project was successful, actual operation, working network. Children and youth who used to volunteer youth can now step

up to be part of the team to support the project, and can create a new generation to work in the area. Successful sub-projects, such as encouraging volunteer work, composting, making artifacts, handicrafts, etc., and sharing knowledge with friends from different areas about the development of volunteer activities in their own schools and communities.

From the work of the Education for Life and Society Foundation resulting in success in the learning development process and empowering youth as follows:-

1. Make the community have a good relationship with each other, a forum to exchange and discuss, create good attitudes towards children and youth in the community. The community provides support and participation in the activities. It is a good way to build relationships between children and elders in the community.

2. The project can create education and collect information on arts and culture, and local wisdom. Facilitates the continuation, inheritance, continuation, continuation, and raises awareness of the community health system. Based on social capital, community cultural capital leading to building a good foundation for community health systems.

3. Projects can create creative spaces in the community, giving children and youth a space to learn together and have the opportunity to continually come together to do creative things on appropriate issues according to the potential of the area and the knowledge of the community, such as the creation of cultural spaces through music, sports, or environmental conservation, etc. Successful sub-projects such as a project to carry on professional weaving work and environment, Tak Province. The Beauty of Thai Song Dam Project, Kamphaeng Phet Province and the Youth doing good deeds to keep the ways of the tribes Project, Chiang Mai Province.

From the lessons of the work of children and youth, the findings were made along the way from the stories. Until being able to develop a new working style that is consistent with the context and problem situations that arise with children and youth until it is a new innovation in working with participation. This leads to the creation of strategies to drive the power of change caused by children and youth in the area which has become a model area or model for creating learning to develop a modern and up-to-date working model of children and youth. Children and youth working, it shows the root of the problem in terms of the structure of education. The power structure for managing the lives of children and youth under a system of thinking that views children and youth as just those under control. The role is limited to those who wait for help. At the same time, at the root of the problem of children and youth under the inequality power scheme, there is a centralized management system of society, resulting in a centralized way of thinking that builds the belief that adults make the future choices for children. Children do not play a role in creativity, lack of space in life and can determine their own life. These things make the agency, organizations working in the field of youth have played a role in the reform of social learning, with regard to children and youth as the center of development.

Feedback

Suggestions for working on children and youth are as follows:-

1. Should develop more child and youth focused activities. Give freedom to design activities and set a framework for their implementation and not be attached to the education system or the bureaucracy.

2. There should be guidelines for expanding the network of children and youth working partners in areas beyond the target group of the organization in order to expand the working networks.

3. The potential development of children and youth should be designed to be in line with children and youth groups with different costs including having experience working on different projects.

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