

Abstract

The objective of this study was to test the participatory learning process to improve the leadership ability of Karen and Hmong's youths, and to synthesize factors and conditions of the improvement. Samples are 14-28 years old, male and female youths of Karen and Hmong from 3 communities: (1) Wadokro village, tambon Mae Song, Ta Song Yang district, Tak (2) Khun Tuun noi - Baan Pi Por village, tambon Mae Tuun, Om Koi district, Chiang Mai (3) Huay Hom village, tambon Baan Vieng, Rong Kwang district, Prae. To conduct the participatory learning process, we use the technique of "On the job training". The process of the learning process in participatory forms as following. (1) Select of Youth (2) Select of learning topics (3) Specify objectives of Learning (4) Specify learning content (5) Specify format of learning activities (6) Evaluation of prior learning (7) Learning activities (8) evaluation of after learning. Factors and conditions of leadership development among young Karen and Hmong which is the following. (1) Youth must voluntarily developed (2) young people will have to live in the community and have some free time to be developed (3) young people must be involved in the selection of topics for learning (4) Tribes and potentiality of the community (5) Educational factor (6) Language factor. From the research, we find that Karen youths from Wadokro and Khun Tuun noi - Baan Pi Por villages are interested in using and maintenance hydroelectricity system, solar energy, mobile phone repeaters, and motorcycle maintenance. Hmong youths from Huay Hom village are interested in mango growers and frog farming. The youths from 3 communities have the behavior scores in high level. Khun Tuun noi - Baan Pi Por's youths have scores in fair, high, and very high level are 15.4%, 69.2%, and 15.4% respectively. Wadokro's youths have scores in fair, high, and very high level are 15.4%, 46.1%, and 38.5% respectively. Huay Hom's scores in fair, high, and very high level are 23.1%, 69.2%, and 7.7% respectively. Overall, all communities have better evaluation results of learning management after attendance the programs.