

Thesis Title	Training Processes for Apprenticeship in Handicrafts in an Urban Community		
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Abstract

This qualitative research aimed at studying the training processes for apprenticeship in an urban community, and also the components relating to such processes. This research employed interviews and observations to collect data from the groups of skill workers, semi-skill handicraft workers, ex-workers, shop and factory owners, senior people and local leaders in Woi-Lai village, Hai-ya sub-district, Muang district, Chiang Mai Province.

The results of this research may be concluded as follows :

1. The previous period was estimated by the researcher at the age of community settlement until B.E. 2519. The training process of handicraft workers was found as a vicious circle of simple transfer of

knowledge and experiences within the family institute and kinship network. The training procedures were started from simple to sophisticated techniques, but emphasizing the ethics of earning a living and possessing this type of occupation to the trainees. The training procedures were solemnly transferred from the so-called "trainers" to trainees, being taught with separated contents. Therefore, those people who completed each content training segment, could be specialists in specific matters. That matter was considered as different from those people who had been trained in the previous period to know the whole production process holistically.

The components found relating to the training processes of the handicraft workers in the community, were composed of social, economic and cultural components. Social component could be composed of learning situations, facilitating the training process, training frequency and the government policy of tourism promotion. Those components were regarded as parts of motivation factors of the training process affecting a creation of learning contents increasingly.

The economic components were found relating to an exchange of production system. That system resulted in a separation of training contents according to the individuals' interests and economical rewards. It also helped motivating people to step into the handicraft career.

The cultural components were composed of value judgements toward the people's selection by means of telling, teaching, demonstrations, practices, warnings and setting some necessary regulations for

learning. The teaching media were applied from materials found in the community including material and personnel media. Evaluation was mutually conducted among the trainers and trainees through justifications of their work outcomes's completion. That type of evaluation could lead them to a higher level of development.

2. The current period was estimated from B.E. 2520 until now. This period focused on production for trading purpose which continuously affected the training processes of handicraft workers in the community. The training methods were still based on telling, teaching, demonstrations and practices. The contents were mainly based on the individual trainees' interests. The training institution consisted of family institutes, kinship and social institutes such as factories and others. A part from materials, the personnel matter was recognized as training medium to provide method of crafting, value judgement, evaluation and basic business knowledge in dealing with handicraft matters. Knowledge and experiences were provided separately, and each of them was about an occupation, and a continuity of arts and crafts from the old to new generations. Social relationship system was also an important variable to help the trainers specifying the training contents for their trainees. However, such system could be related to the last of some learning contents which used to be a part of knowledge and experience exchanges among the handicraft trainers, handicraft workers in different communities, employers and employees, and also leaders and their subordinates. In return, such social system might be an encouraging factor to promote learning experiences among the trainers and trainees continuously.