



# Development of Youth Guides Who can Convey the Cultural Capital Narratives of Nibong Commercial Area, Yala Province, Thailand

Ninusra Mintrasak<sup>1</sup>, Suphawini Kittiwinit<sup>2</sup>, Putra Arelae<sup>3</sup>, Saringkarn Kittiwinit<sup>4</sup>, Mustasa Yusoh<sup>5</sup>.

<sup>1</sup> Assistant Professor in Political Science, Yala Rajabhat University

<sup>2</sup> Lecturer in Tourism Management, Yala Rajabhat University

<sup>3</sup> Lecturer in Management, Yala Rajabhat University

<sup>4</sup> Lecturer in Fine Art, Yala Rajabhat University

<sup>5</sup> Research Assistant, Yala Rajabhat University

ninusra.m@yru.ac.th

**Abstract.** The objective of this research is to develop youth guides through the process of participation in the transmission of cultural capital narratives of Nibong commercial area, Muang district, Yala province. We selected 20 youth recruitment groups in the southern border provinces. It is divided into 3 activities: 1) Armed with digital media knowledge and community communicators to enhance the community economy, 2) Spatial creative learning (community repository for activities), and 3) Lessons learned to create creative media and cultural tourism routes, along with Emphathy Map Canvas tool and group discussion to analyze data. The results showed that the skills of the above 3 creative activities resulted in youth being aware of socializing and participating in society, as well as understanding and accepting differences of thought. Knowledge in Communication Media production organization for community communication and social organization. The results of the analysis of youth's understanding through shadow puppet storytelling activities showed that the youth were eager to participate in the transfer of information which they had studied. In addition, the process of group discussions with partners in diverse areas of that age has resulted in the target audience being interested in stories from the past that the younger generation has never experienced through real experiences. Therefore, this research strongly confirm that for young generation learning should conduct community communication. It is necessary to understand the space in all dimensions, need awareness of local people's stories, local people's behavior, as well as feelings of pain. On the other hand, opportunities received from local people will be important information for further community communication to benefit of all ages.

**Keywords:** Youth Development, Cultural Capital Narratives, Nibong Commercial Area

© The Author(s) 2023

P. A. Dewanto et al. (eds.), *Proceedings of the Southeast Asian Conference on Migration and Development (SeaCMD 2023)*, Atlantis Highlights in Social Sciences, Education and Humanities 16,

[https://doi.org/10.2991/978-94-6463-362-7\\_4](https://doi.org/10.2991/978-94-6463-362-7_4)

## **RESEARCH BACKGROUND AND SIGNIFICANCE OF THE PROBLEM**

Nibong (Sai Klang Street) is a market community and a traditional community of Yala. It is a lowland area located near the east of Pattani River. Most of the buildings are concrete row houses. Most of the people are engaged in merchandising, modern commerce found in urban society, a community of coexistence between people of Chinese descent, Thais, Buddhists, and Muslims live. According to the zoning within the district, it is reflecting the multicultural nature of the area [1]

In managing a multicultural society, understanding ethnicity interactions is important, and such studies involve the construction of ethnic identities or identities that are constructed to defined both by people of an ethnic group and by outsiders, which occurs in the context of politic, economic, socity and cultural interactions based on unequal power relations. Ethnic identities are diverse and fluid, reconstructed to interact with being defined and dominated by others. The essence of the paradigm on creation emerged in the context of ethnic relations under the influence of modern nation-states and globalization currents that prevail over ethnic groups today [2].

The anthropological research of Prae Sirisakdamgeng (2021) presents findings from studying the lifestyle of people in the Sai Klang Street, especially the interaction between Malay Muslims and Chinese in the Central District, which is the market district in Yala Municipality. It was found that although the two ethnic groups have different beliefs and this belief influences their daily lives, the business area or market area is the area where people of these two different ethnic groups have the opportunity to socialize. The study also found that under such a relationship, Malay Muslims and Chinese people have shared a common set of values. Create adaptation mechanisms to reduce conflicts in living together, including adjusting one's own group identity so that they can live together. This research is an example of knowledge that will understand the lifestyle of people and cultural capital of the Sai Klang Street and can be used as a guideline for policy planning to solve problems in the southern border provinces appropriately.

The use of cultural capital is one way to promote creative tourism for sustainable success. Cultural capital encompasses the good things that communities have invented, made, and inherited through practice, both tangible and intangible, by developing such tourism successfully. It is necessary to create a process of participation for everyone in the community and various sectors come together to design, plan and develop, which is a model of community participation development through an integrated approach of cooperation [3]. Bringing the identity of the community way of life as a highlight to attract tourists. It can be presented and explained with history through various methods such as stories, legends, community history according to the social context in each era of the community [4]. Moreover, it is a form of tourism that blends with learning about the lifestyle of ethnic groups or groups. It can be presented and explained with history through various methods such as stories, legends, community history according to the social context in each era of the community [4].

The unrest in the southern border region has affected the livelihoods of people in the Nibong (Sai Klang Street) commercial district. Relocation, including the gradual closure of many businesses. In addition to a stricter security schedule. As a result, the central commercial district continues to stagnate. It led to the development of the concept of revitalizing the middle line area using cultural costs. It aims to create a process of communication and understanding of the community context in order to build understanding of people both inside and outside the area, and to create creative media to present past and present stories to be connected by the youth in the area (Sai Klang Ambassador). This is to enhance the economy of the Nibong (Sai Klang) commercial district and create strategies that promote creative tourism in sustainable area development.

## **Objective of the study**

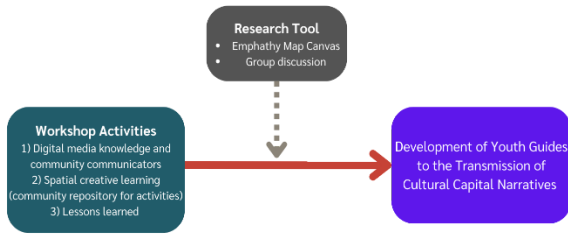
The objective of this research is to develop youth guides through the process of participation in the transmission of cultural capital narratives of Nibong commercial area, Muang district, Yala province

## **Stakeholders**

Researchers have selected youth recruitment groups in the southern border provinces by applying the register form then appointed committees to choose from 120 youth to 20 youth which suit with the qualification. Moreover, 5 entrepreneurs in Nibong commercial area (Sai Klang Street) who are available and networking with the academic service from Yala Rajabhat University will be cultural mechanism in the process of methodology.

## **METHODOLOGY**

This research is qualitative research by using workshop as a tool. Then this research use 3 main activities to processing the research which are 1) Armed with digital media knowledge and community communicators to enhance the community economy, 2) Spatial creative learning (community repository for activities), and 3) Lessons learned to create creative media and cultural tourism routes, along with Emphathy Map Canvas tool and group discussion to analyze data which got commenting from 3 qualifiers in tourism and youth development.



**Fig. 1.** Research Process

## 1 Result

The research team has planned youth guide development activities using creative activities for youth development. It is divided into 3 activities:

1. Armed with digital media knowledge and community communicators ambassadors to enhance the community economy.
2. Spatial creative learning (community repository for activities)
3. Lessons learned to create creative media and cultural tourism routes

Therefore, the researcher would like to summarize the activities as follows:

### 1.1 **Armed With Digital Media Knowledge and Community Communicators Ambassadors to Enhance The Community Economy.**

In the process of developing youth guides who can convey the story of the cultural capital of the Nibong commercial district. The researchers targeted young people both inside and outside the area who were interested in participating in ongoing activities. The researcher selected a sample from the process of recruiting interested youth to participate in the activity with qualifications. as follows

1. Children aged 15-25 years old
2. Be curious, enthusiastic
3. Love to communicate or speak in public
4. Have a positive perspective on cultural diversity

5. Able to participate in activities with the project as the activities are long-term and continuous.

In this process, we selected a sample of 20 young people who were interviewed with the attitudes of the research target groups. Possibility of participation in activities and features selected by experts who are partners of the research network.

Afterwards, the activities were organized by educating the group through a practical training process. The content of knowledge provided to the target group is basic knowledge about the Sai Klang area, knowledge of the use of media to communicate community information, knowledge of being a tour guide and knowledge of personality development. Speakers and qualifiers from local research network partners provided such knowledge, which resulted in the target audience raising awareness and understanding of Sai Klang Ambassadors articles.



**Picture 2** The process of organizing practical training activities to equip digital media knowledge and community communicators ambassadors to enhance the community economy.

## 1.2 Spatial Creative Learning (Community Repository for Activities)

Under spatial creative learning practice activities The researcher conducted a plan to lead the target group to learn in the real area 3 times, as follows:

The first time is a field trip to get to know important places. On behalf of Sai Klang Ambassadors, the researcher assigned the task of the target group to take photos and tell a story to convey what the target audience found while on site and send the work back to the researcher.



Fig. 2. the target group’s work in the first field trip

The second time was a field trip to understand the community by using the Empathy Map Canvas tool, to help target groups understand the tools needed to study the community. Therefore, they must understand each part of the tool divided into 7 parts: Think, Feel, See, Say, Do, Hear, Pain and Gain and take all parts of the tool to collect data.



Fig. 3. Empathy Map Canvas tool that the researcher has applied to the target audience

In addition, the researcher arranged an appointment for the target group to meet and exchange knowledge with people and entrepreneurs in the area to learn and collect data based on such tools and create a learning space for people of all ages.



Fig. 4. Group discussion process to collect information with the audience community by using understanding tool

For the third time, the researcher arranged an appointment for the target group to convey stories to local stakeholders to receive advice from experts. The result found that youth can present at the point of the cultural capital narratives of Nibong commercial Area.



**Fig. 5.** Convey stories to local stakeholders and receive advice from experts

### 1.3 Lessons learned to create creative media and cultural tourism routes

Through the MIDL for Inclusive Cities mechanism, researchers used this process to encourage children and youth to be aware of media, information and digital literacy to build a city for everyone. 2. Ability to think critically and criticize media about values, attitudes, discourses, and cultures that affect everyone's city. 3. Ability to create media with the concept of creating a city for everyone. 4. The ability to use media or use media to create change for everyone's city. The researchers used a lesson-taking tool to present stories through storytelling shadow puppet activities. This is an activity that allows the target group to review stories from the information they have fielded and transcribe the information into stories presented from their own point of view through painting and producing shadow puppets as well as telling stories to communicate information to the public, with a total of 4 stories.



**Fig. 6.** Removing the target audience's lessons through storytelling shadow puppet activities

## 2 DISCUSSION

The research team has carried out youth guide development activities using creative activities to develop youth. By requesting a discussion of the results of the activities. as follows

### 2.1 Armed with Digital Media Knowledge and Community Communicators Ambassadors to Enhance The Community Economy.

Based on the activities to develop the target group of 20 people, the researchers found that the process of arming knowledge is necessary for youth leaders to have a background in various fields of knowledge, in line with Bina Kuttiparambil [5], who said that developing youth to be ready for the future with confidence. There is an urgent need to develop young people to have the knowledge and skills necessary for the future of the nation and be able to contribute to the achievement of the goals according to the 20-year national strategy which are Knowledge in Communication Media production organization for community communication and social organization.

### 2.2 Spatial Creative Learning (Community Repository for Activities)

The research conducted the introduction of Sai Klang Ambassadors into the spatial learning process through the Emphathy Map Canvas mechanism and group discussions, resulting in awareness and learning from real areas. The story is told through a variety of perspectives. Moreover, the process of group discussions with partners in diverse areas of that age has resulted in the target audience being interested in the past which history reference. The past lifestyle of people in the neighborhood that the younger generation has never experienced through real experience, which is in line with the Office of Community Strengthening. The Department of Community Development emphasizes the process of developing areas through the preparation of community plans through the integration of all sectors and people of all ages. There is a need to open up a space for dialogue and exchange of knowledge and open minds to listen to the perspectives of diverse people, especially youth groups, who are the driving force of society.

### 2.3 Lessons Learned to Create Creative Media and Cultural Tourism Routes

The researcher conducted a lesson transcription activity to achieve the process of synthesis of target audience's data through shadow puppet narrative activities. This is in line with Mae Chan Santhongchai [6] who discussed that community communication means that access and utilization of the disadvantaged or needy, who make up the majority of society in the public communication process, is even more challenging. "Information is power" is a phrase that addresses the importance of accessing and utilizing information. It is necessary to understand the space in all dimensions which are need ,awareness of local people's stories, local people's behavior, as well as feelings of pain and opportunities received from local items will



be important information for further community communication for maximum benefit to local people of all ages.

## Conclusion

Last but not least, the researcher team will summarize the guideline which can development of youth guides who can convey the cultural capital narratives of Nibong commercial area, Yala Province, Thailand as follow:

1. Cultural Workshops: Organize workshops where local artisans, craftsmen, and experts can teach traditional skills such as painting, traditional show, or work integrate with old age to the youth guides. This will help them understand and appreciate the cultural capital of the area.
2. Storytelling Sessions: Conduct storytelling sessions where older community members can share their personal stories and experiences related to the Nibong Commercial Area. The youth guides can then retell these narratives during their tours, adding a personal touch.
3. Heritage Walks: Develop guided heritage walks through the Nibong Commercial Area, highlighting important landmarks, historical sites, and cultural hotspots. The youth guides can lead these tours, providing insights into the cultural significance of each location.
4. Language Exchange Programs: Facilitate language exchange programs between the youth guides and tourists. This will not only help the guides improve their language skills but also allow them to share local cultural narratives with visitors, fostering a deeper understanding of the area.
5. Interactive Exhibitions: Collaborate with local museums or cultural centers to create interactive exhibitions that showcase the cultural capital of the Nibong Commercial Area. The youth guides can be trained to provide information and engage visitors in meaningful discussions.
6. Digital Content Creation: Encourage the youth guides to create digital content such as videos, blogs, or social media posts that highlight the cultural narratives of the Nibong Commercial Area. This will help reach a wider audience and promote the area's cultural capital beyond physical tours.
7. Collaborative Projects: Initiate collaborative projects between the youth guides and local schools or universities to conduct research or create educational materials about the cultural capital of the Nibong Commercial Area. This will empower the youth guides while also generating valuable resources for future visitors.
8. Cultural Exchange Programs: Organize cultural exchange programs where the youth guides can visit other regions or countries to learn about different cultural narratives. This will broaden their perspectives and enable them to compare and contrast their own cultural capital with others.
9. Youth-led Events: Empower the youth guides to organize their own cultural events, such as festivals, art exhibitions, or workshops. This will give them a platform to showcase their talents and creativity while promoting the cultural capital of the Nibong Commercial Area.

10. Mentorship Programs: Establish mentorship programs where experienced community members can guide and support the youth guides in their development. This will provide them with valuable guidance and mentorship to excel in their roles as cultural ambassadors.

## References

- [1] “Natural Environment Conservation Unit and Local Arts, Yala Province,” *Middle Str.*, [Online]. Available: <https://culturalenvi.onep.go.th/site/detail/4639>
- [2] P. Leepreecha, “Paradigm of Ethnic Relations Studies,” *Mekong Soc. J.*, vol. 10, no. 3, pp. 219–242.
- [3] C. Janpetch and P. Siritong, “Integration of cultural capital into a creative tourist attraction Through Community Engagement Process: A Case Study of Ban Chak Ngao Community, Bang Lamung District, Chonburi Province,” *J. Res. Community Dev. (Humanities Soc. Sci.)*, vol. 10, no. 1, pp. 111–121.
- [4] A. Sritonn and U. Tularak, “Cultural capital in the community tourism dimension explained through narratives Legends, local history in community life,” *Liberal*, vol.

- Arts,16(2), pp. 141–168.
- [5] B. Kuttiparambil, “Develop young people to be confidently prepared for the future.” [Online]. Available: <https://www.unicef.org/thailand/th/stories/>
- [6] M. C. Santhongchai, “Local Community Communication Process.” [Online]. Available: <https://www.gotoknow.org/posts/65018>

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

