THE DEVELOPMENT OF PROCEDURE TO REINFORCE YOUTH TOURISM WORLD HERITAGE IN HISTORIC TOWN OF SUKHOTHAI AND ASSOCIATED HISTORIC TOWNS

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ABSTRACT

Title of Dissertation: The Development of Procedure to Reinforce Youth Tourism World Heritage in Historic Town of Sukhothai and Associated Historic Towns

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Educational management must focus that all learners have potential in learning and self-development in which they are the most important components. Besides, the process of educational management must promote learners to be able to develop themselves naturally based on their potential. The objectives of this study were to: 1) synthesize the provision of knowledge about world heritage historical town of Sukhothai and associated historical towns by personnel of agencies concerning with world heritage tourism – historical town of Sukhothai and associated historical towns of the youths in Sukhothai and Kamphaeng Phet province; 3) explore needs for knowledge nourishment of the youths in Sukhothai and Kamphaeng Phet for the promotion of world heritage tourism – historical town of Sukhothai and associated historical towns; and 4) investigate a model of knowledge nourishment for the youths in Sukhothai and Kamphaeng Phet through multi partied participation. This study employed mixed research method comprising quantitative and qualitative research. Research instrument of the former was a set of questionnaires administered with 400 youths in Sukhothai old town district, Srisatchanalai old town, and Kamphaeng Phet old tow. Instruments of the latter were in-depth interview and focus group discussion; informants were 10 personnel of agencies concerning with world heritage tourism.

Results of the study revealed that most of the informants were female, 18 years old, upper – secondary school students, and they lived in Sukhothai province. Most of the informants had a score range of 60-100 in terms of knowledge about
world heritage tourism – historical town of Sukhothai and associated historical towns. As a whole, they agreed to the world heritage tourism ($\bar{x} = 4.02$). Most of the informants wished to participate in activities of knowledge nourishment at a moderate level ($\bar{x} = 3.38$). The top three knowledge topics included: 1) building community unity for tourism development; 2) training on using English for tourism; and 3) elevation of service quality on tourism, respectively. The top three methods of the participation in tourism development activities were: 1) lecture presenting knowledge, ideas, and experience of resource persons; 2) a meeting for opinion and knowledge exchange in order to solve existing problems; and 3) educational tour. The training was conducted at a school and there were not more than 50 participants (a 3 days training).

The development of procedure to reinforce youth tourism world heritage in historic town of Sukhothai and associated historic towns through the multi partied participation process consisted of 3 steps and 8 activities as follows: step 1 – a survey on needs for knowledge nourishment of the youths; steps 2 – construction of the knowledge nourishment process; and step 3 – developing continual knowledge nourishment activities. The following were 8 knowledge nourishment activities: 1) provision of knowledge to the youths; 2) assessment of knowledge of the youths; 3) comparison of needs for knowledge nourishment of the youths; 4) drafting a model of knowledge nourishment; 5) selecting the youths for the model testing; 6) testing the constructed model of knowledge nourishment; 7) follow up and assess results of the knowledge nourishment of the youths; and 8) continual improvement and development.

**Keywords:** youths, knowledge nourishment, multi partied, world heritage, historical town of Sukhothai and associated historical towns.
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CHAPTER 1

INTRODUCTION

1.1 Importance and Sources

United Nations Educational, Scientific and Cultural Organization or UNESCO is an specialized agency of the United Nation was founded on November 4,1946 and purposed to promote peace by international collaboration through education, science, and culture to further universal respect for justice, the rule of laws, and human rights along with fundamental freedom. At present, UNESCO has 189 members and located its head office in Paris, France. Thailand has joined UNESCO as a members on January 1,1949 which was the 49th UNESCO has many aspects role in the world, however in this research will mention only the activities on Culture that Thailand has been involved with an international cooperation agreements to secure the world cultural and natural heritage, that is Thailand has become the participant since 1987 and that time Thailand introduced 5 places to be world heritage -: Sukhothai Historical Park - Si Satchanalai Kamphaeng Phet, Ayutthaya Historical Park, Thungyai Naresuan Wildlife Sanctuary – Huai Kha Khaeng Wildlife Sanctuary, Ban Chiang and Dong Phayayen-Khao Yai Forest Complex.(Mayor, as cited in UNESCO, 1995). World Heritage: Ours Forever, Paris, (UNESCO) World Heritage (English) or Patrimonies Mon dial (French) is the place of forest mountain desert monument and other human construction’s including cities and have been selected by UNESCO since 1972 in order to indicate the value of human or natural heritage and implement how to protect them to pass down for next generation in the future. Nowadays, there are 73 world heritage in 138 countries -: 644 culture heritage, 62 natural heritage and 24 mixed heritage by diving into 5 areas as Africa Arab Asia-Pacific Europe-North America and South America- Caribbean. (Mayor, as cited in UNESCO, 1995)
Along 50 years, the phenomenon is that people are keen to traveling around and this effect the visiting in world heritage as long as the fast development on transportation and high quality of life (more vacation and spare time) also influence to this phenomenon. Besides, world heritage has their own international remarkable value, therefore, many tourists are around them.

Tourism is the multi-beneficence for the country, city and the heritage as tourism brings employment, money and other infrastructure to the community such as road, communication, healthcare. Tourists can learn and appreciate the beauty of environment, culture, popularity and way of life in that country. Moreover, it will support comprehension and unity as well.

Mass Tourism may seriously affect to the maintenance and preservation of Cultural tourist areas from deterioration with regard of the large amount of tourists. As a result of, each world heritage need the suitable management, that is, the responsibility for the youth to review their roles upon these reasons for their descendants to gain the beauty and imagination as well as the ancestor. (Ministry of Education, 2005)

Manager 2009 refers to Susan Onager, UNESCO Asia Communication and Information consultant, said that Thailand recognized a little on world heritage. She recommend Thai government and other related agency to care more of them especially the preservation on world heritage in order to bring the opportunity to our youth to learn more about the Sources of world heritage that will lead to the pride of our country treasures. Thai government by Deputy Permanent Secretary of Cultural as of a committee of Thai Heritage informed that the conference on co-operation and exchange ideas of world heritage management with the committee of Science, technology, natural resources and environment (belongs to National Economy and social Council) mentioned the problems of 5 Thai world heritage especially Ayutthaya Heritage Park. The conference said that since 2008, UNESCO Thai Office was worried about the unsuitable development of Ayutthaya Heritage Park such as invading by the new community, tourism brought garbage and graffiti on historic site, improper behavior of the youth when visiting world heritage etc. These are the reasons for UNESCO to give an withdrawal. Therefore, the youth as the future of our nation should realize and have the role to protect the heritage in the correct way by
having the knowledge, arrange the interesting activities in order to instill the consciousness in solving these problems sustainably.

In 2009, UNESCO World Heritage Committee determined the withdrawn of Dresden world heritage in Germany. If Thailand ignores and takes the improper development, there is a tendency to withdraw our heritage as well. When the committee considers that heritage has been left to dangerous condition, the actions of improvement should be done within 2 years even though UNESCO will remove their world heritage.

However, the government agent, private sectors, Community and people must help to protect and solve the problems because all Thais love their country and try not to leave our heritage in danger condition. Therefore, this research will study the general details to know the capacity, evaluate and analyze the knowledge of the youth on world heritage and also synthesize the process of learning on world heritage at present. This includes the promotion of multilateral knowledge to the youth and the promotion on tourism in world heritage (Sukhothai-Si Satchanalai-Kamphaeng Phet) and the recognition to people to protect and take care of these resources from now on to the future.

Ministry of Tourism and Sports has set up the Tourism Strategy 2004-2008 into 3 main items-; the increase in tourism competitiveness, the development on tourism products and services and the system management integration by emphasis on skill and capacity of employee in tourism and also the co-operation to develop sustainable tourism. Moreover, Tourist Authority of Thailand implement the marketing approach strategy by increasing the new market and niche market in order to persuade the high quality foreigner to Thailand and stimulate the Thais to travel inside the country.

The potential of youth is the person who has the capacity and readiness for the community in natural resources management, income distribution and tourist satisfaction which should co-operation with government and the local people by emphasis on the remarkable on Community, the consciousness on community natural resources and culture with effect and benefit to the community. These will bring the stability of tourism of Sukhothai and Kamphaeng Phet areas until we have “The form of knowledge development for the youth in the aspects of world heritage and nearby
tourism. According to our King words (as a our genius supporter for Thai heritage) at the national museum in 1957-; The National Ancient is the pride of our Nation even one brick is valuable. Therefore, we should preserve them. If we do not have Sukhothai Ayutthaya Thonburi and Bangkok, it means nothing to Thailand.

1.2 The Purpose of the Research

1.2.1 To study the method of knowledge management for the youth in Sukhothai and Kamphaeng Phet areas of world heritage and nearby at present.

1.2.2 To evaluate the knowledge on world heritage tourism in Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

1.2.3 To study the demand for promoting the knowledge to the youth in Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

1.2.4 To develop the form of supporting the youth knowledge in Sukhothai and Kamphaeng Phet areas of world heritage and nearby by using the international multilateral to support the world heritage tourism.

1.3 The Research Questions

The research is related to the promoting in the youth knowledge on Sukhothai and Kamphaeng Phet areas of world heritage and nearby by using the process of the international multilateral to support the world heritage tourism and the questions are bellows;

1.3.1 How is the youth knowledge management on Sukhothai and Kamphaeng Phet areas of world heritage and nearby from the involved agency.

1.3.2 How is the youth knowledge on the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

1.3.3 How is the demand for the youth knowledge to support the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

1.3.4 What should be the form of promoting the youth knowledge to support the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby by using the process of the international multilateral to support the world heritage tourism.
1.4 Research Assumption

The youth in difference of Sex bring the difference of knowledge on the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

The youth in difference of Age bring the difference of knowledge on the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

The youth in difference of Education Level bring the difference of knowledge on the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

The youth in difference of hometown bring the difference of knowledge on the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

The youth in difference of Sex bring the difference of knowledge on supporting the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

The youth in difference of Age bring the difference of knowledge on the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

The youth in difference of education level bring the difference of knowledge on the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

The youth in difference of hometown bring the difference of knowledge on the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

1.5 Terms of Research

The research has the terms to reach the aims and efficiency by containing the location content population and timeframe. Details are as follows;

1.5.1 The research will include the area to study the form of promoting the youth knowledge to support the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

1.5.2 The Population and Sample size

The population is the international multilateral to support the world heritage tourism contains of government officer and people involving the study areas.

Sample size is the international multilateral to support the world heritage tourism contains of government officer and people involving the study areas contains of 10 government officer and people involving the study areas on tourism
development : 400 youth living in Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

1.5.3 The content of the research is to study the promoting the youth knowledge to support the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby by using the process of the international multilateral to support the world heritage tourism. The researchers will study as follows:

1) The youth knowledge to support the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby from government officer and people involving the study areas.

2) The evaluation on the knowledge on the tourism of Sukhothai and Kamphaeng Phat areas of world heritage and nearby

3) The demand for the youth knowledge to support the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby.

4) The form of promoting the youth knowledge to support the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby by using the process of the international multilateral to support the world heritage tourism

1.5.4 The timeframe to correct the data, edit and analyze are from January 1, 2014 – December 31, 2014 total 12 months.

1.6 Beneficence

1.6.1 To realize the youth knowledge to support the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby of the related agency.

1.6.2 To know the level of the youth knowledge on of Sukhothai and Kamphaeng Phet areas of world heritage and nearby of the related agency.

1.6.3 To know the demand for the youth knowledge to support the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby

1.6.4 To build the form of promoting the the youth knowledge to support the tourism of Sukhothai and Kamphaeng Phet areas of world heritage and nearby by using the process of the international multilateral to support the world heritage tourism
1.7 Definition

The Youth means the people who are 12 years old but less than 20 years old living in Sukhothai and Kamphaeng Phet and also they do not reach their legal age by marriage.

Multilateral means government officer and the people who related to the areas of research; Sukhothai and Kamphaeng Phet.

The Community Co-operation means the opportunity for people in community to set up the items and form the youth knowledge according to the demand for joining the activity in Sukhothai and Kamphaeng Phet.

The Supporting on knowledge means the process to support the youth knowledge in Sukhothai and Kamphaeng Phet of the activity to build the form, selection, testing, following up and evaluation for continuous improvement.
CHAPTER 2

CONCEPT THEORY AND LITERATURE REVIEW

The research on the format of supporting the community capacity by cooperating with the development of world heritage in Upper North of Thailand. Researcher reviewed the concept and theory and divided in 9 parts as follows;

1) The education and tourism concept
2) The Recognition attitude and satisfaction concept
3) The community development concept
4) The supporting format of community knowledge concept
5) Tourism concept
6) Theory of the development and diversification
7) Theory of Organization structure
8) The Applied participant research
9) The Related research

2.1 The Community Development Concept

The United Nations Conference on Environment and Development at Rio de Janeiro, Brazil in 1992 prescribed the Actions Plan for Sustainable Development and demand of people under the international promise in Agenda 21 upon economy, social, culture and environment at present by not destroy the resources for next generation (Jumrong Adiwattanasith et al., 2004, p. 133) Local Organization is the important agent in sustainable development because the organization has the rights to operate the development to higher the quality of life for the people in community.

However, Community is the center of relationship and also they can share their ideas and do all activities that have the standard and effect to the people still living in that community. Therefore, Community is an important social unit and
influences the life style of people. The change that happens in community will effect accordingly. (Bantorn Or-dum and Viriya Noiwongyang, 1990, p. 49)

2.1.1 The Meaning and Element of Community

National Institute of Science and technology (1999) explained the meaning of Community, folk and people that is the group of people in community gathering to do the activity there such as Rice Bank Group, Saving Group, agro forestry, forest and community organization and can separate into many kinds of the setup terms for example the term of problem, area, objectives and the formal and informal format. In Thailand, there are many kind of community organization such as y problem the special organization for solving the community which members are from tumbon and amphoe in order to negotiate on economic social and politic.

The element of Community organization considers from the characteristic and members are defined in 7 parts as follows; (Sampan Taechaatik, Sangchot Mana Nakum and Akanit ponggun, 1997, pp. 1-5)

1) The same Ideology means the ideas on Society and community. Ideology is important to count on the group especially it can create the long term goals or visions and better unite the community.

2) The same goals and objectives

3) The same common interest and the fair profit distribution

4) People: the important element of community that involved leadership, member and normal people.

5) Management: this is the indicator on the strength of community, that is, consists of the determination, structure and role, place and material, communication and the transparency control.

6) Knowledge Training and practice community activity can separate into 3 groups ;- Agricultural, Political and Environmental Activities. These activities create the relationship between leader member and people to work together.

7) Budget: To bring the good operation, we need to raise money inside and outside to arrange the activities.
2.1.2 The Evaluation on the Community Co-operation for Sustainable Tourism Development

The concept of world heritage tourism development by Muller (1994, pp. 131-135) said that world heritage tourism consist of 5 balance elements to show that everybody is care for the tourism seriously and the benefit will distribute to all aspects. However, we need to make sure that the natural resources are not over damaged until we cannot substitute and the tourism should benefit to community. The community then, need to make a plan and follow the plan. See the map in picture 1.

**Future 2.1** The Magic Pentagon

**Source:** Muller, 1994, p. 132.

The magic pentagon uses for the evaluation on the capacity of community co-operation in order to develop the tourism consists of 1) consider the strength of community infrastructure and facilities to serve tourists and these will bring the strength to the community economic 2) the better quality of life after the tourism apply to community 3) create the capacity to protect the community resources 4) build the strong culture and protect them 5) build the capacity to the local tourists, people, business owner, government agency and private sectors.
2.1.2.1 The Strength of Community

The Strength of Community means the group of people gathering to be “Community Organization” and sharing the knowledge, managing and solving the problems until there are the change or development on Economic, Social, Culture and Community Environment and continuous improving the capacity (Wichien Sangchot, 1997, p. 118) and effect to the outside community in better way respectively. The word “community” from the different aspects can conclude that community are spited to 4 kinds: Villege Community as the local self-government, community as the social process, community as the humanism and community as the new format of virtual organization. (Worawit Arwiwutworakul, 2001, p. 18)

2.1.2.2 The Elements of the Strength Community

The committee to build the strength of community under the National Social Policy defines the elements as follows; (Wachirawat Ngamlamom, 2010)

1) Is the group of people gathering together formal
2) They have the same goals and benefit to the public and members
3) They have self-support conscious and cure for their hometown
4) They have freedom in thinking, determination, action and responsibilities
5) There is the brainstorm for efficiency use of resources

2.1.2.3 Characteristic of the Strength Community

Characteristic of the strength community are as follows; (Community Development Department, 1998, p. 44)

1) Members of community believe in their capacities and community will help them solve their problems for the better living.
2) Members of community are ready to manage their problem and communities’
3) There is the process on continuously movement of the way of community under the supporting of Community leader organization. They should be fair and auditable.
4) All members participate in evaluation on community situation, define the vision, determination, follow up and evaluate the results and develop the community process
5) Member of community have the knowledge from participation on the process

6) Community has a plan in every aspects of self-supporting and benefit to members sustainably. The outside supporting is only for creating community self-support in the future

7) There is the co-operation network and development associate that may be village, local, government agent, private sector, businessman, specialist and etc. in the equal relation.

2.1.3 The Strength Community and the Sustainable Development

The strength community contains the capacity of a high self-support and continuously self-development. There is an effect to the operation as follows (Chatpol Songsontornwong, 2004; Pojana Suansri, 2003, pp. 68-70)

1) Be capable to develop self-support community economic and reduce the community poverty.

2) Control and organize the community society for peace, unity, kindness and help each other.

3) Be able to solve the problems by intelligence, exchange the knowledge widely and continuously, inherit wisdom and proud of their own community.

4) Systemize, maintain, seek for the natural resource for the maximum and fair benefit to the member.

5) Be example on good practice operation and problem solving to weak community.

Allowance of people to participate the tourism organization create the sense of community belonging, recognition, love and the pride together with the learning of community capacity. If the community has the capacity, it will be able to promote the tourism efficiency based on the development at the province and group of province level.
2.2 Concept of Perception Attitude and Satisfaction

The Concept Study of Perception, Attitude and Satisfaction of people in community by specialist are as follows;

2.2.1 Perception

Mowen and Minor (2001, p. 63) said that perception happened when there is information inputs passed to our sense (exposure stage) and then send information or stimulant and transfer to brain (attention stage) and brain will process the meanings (comprehension stage) this will called complete perception Therefore, the perception process is the psychological and behavior condition which is the performance on knowledge and understanding of the feeling inside human minds passing on the sense or perception is the psychological factors that influences personal attitude and behavior.

The capacity on perception depends on the talent and experience and the factors that affect are density (perception happens when relates between personal interest and value). When person intends to percept on stimulation, it will prepare for the action and behavior.

2.2.2 Concept on Attitude

Rokeach (1970, p. 112) gave the concept on attitude that it is mixture the faith from the perception on one’s situation and it conducts the tendency of person about the satisfaction or unsatisfaction agrees with Thurstone (1959, p 320) that attitude consist of 2 characters that are satisfaction on perception is called Positive attitude and unsatisfaction called negative attitude.

Psychologist offers the factors of attitude into 3 concepts as follows (Prapa punsuwan, 1997, pp. 3-4; Kretch, 1962; Rosenberg & Havland, 1960, pp. 1-5; Trianids, 1971, pp. 7-11)

1) Knowledge component is Knowledge Faith Concept and Opinion of personal perception.

2) Affective component both positive and negative that are the feeling that happen afterwards.
3) Behavioral component that are tendency and readiness of person in the behaviors that happen after the perception.

The three components are related that is knowledge component is the basic on feeling of person that show on satisfaction or not, like or dislike that affect the action of human or in the other hands one perception trend to act at the same feeling. (Surans Kottrakul, 2005, p. 367)

2.2.3 The Attitude Measurement

The Attitude Measurement from Likert separated the stage of human to be 5 stages or 5 levels: most agree, agree, no idea, disagree, most disagree. These contents are shown the feeling both positive and negative for example satisfaction or like and unsatisfaction or dislike that the amount are equals and the contents have 18-20 words. (Jirawat Wongsawasdiwat, 2004, pp. 45-47; Chatrayaporn Samorjai and Muttaya Somme, 2003, p. 78) as Sucha Jonaim (2501, pintensity) size, contrast, movement by someone (pp. 271-273) Therefore, Attitude made us understand attitude of other person and be able to predict the person’s behavior. The measurement can be many ways as follows;

1) Scaling Technique is the way that has 2 methods;
   (1) Terstone Method consists of approximately 10-20 sentences or more. These sentence will be represented the level of opinions and testier has to show which sentence that he agrees.
   (2) Likert Method consists of the sentences that testier has to show their feeling in 5 levels; totally agree, agree, no comment, disagree and totally disagree.

2) Polling is the people testing and mostly use with political party or action that need people to audit. That means to check the public feeling.

3) Questionnaire is the form of question to test agree or disagree and can divide in two forms;
   (1) Fixed-alternative Questions is the specific question and answer should depend on the question.
   (2) Open-ended Questions is the question that give the testier the opportunity to answer with their opinion and feeling normally in group and for testing feeling and attitude.
2.2.4 Satisfaction Concept

Generally the study on satisfaction is focused in 2 dimensions; Job Satisfaction and Service Satisfaction. The study in this research is the second one which is famous and used by many people in concept and the relation of Overviews.

Wroom Avirutvarakun, 1964 (as cited in Saksun Thammawong, 1998, p. 34) that opinion and satisfaction can substitute to each other because these 2 words are the results from participation of persons and the negative opinion will show the unsatisfaction.

Chalinee Dechjinda, 1987 (as cited in Kumpon Kiatpatomchai, 1995, p. 16) stated that satisfaction means feeling of opinion of person on one’s thing upon the related factors. The satisfaction will occur when there is some demand that receive the reflexion or reaching the objectives in some level and will be reduce by depending on the demand and objective that no reflexion against them.

Satisfaction happens from the evaluation on differentiation between expectation and actual on one situation and can be changed every time by showing the emotion and feeling in positive but variant from the unrelated expectation factors. Besides, satisfaction is the feeling that can be shown more or less depends on the differentiation on evaluation of expectation and actual.

In the part of Service Satisfaction from tourists on tourist areas, the previous study and research process the measurement the tourist community satisfaction into 2 main items 1) Tourism resources such as community identity, custom, environment, culture, historic site, antiques and other tourist activities and 2) Tourism services such as facilities, local care, accommodation and restaurants. As a result of the customer oriented in each sub-group of tourists, the study of tourism demand is necessary to the tourism market and benefit to develop the sustainable cultural tourism in the future and impact to the community capacity to bring the idea for the local development for further tourism.

2.2.5 Beneficial on the Measurement of Attitude and Satisfaction

1) To predict the behavior, the attitude is the tools to predict the person tends to acts.
2) To find the way to protect as the personal attitude is the personal right and become way to make peace to each other so when people have the similar attitude it will make the participation in doing any activities and the conflict cannot be occurred in society.

3) To seek for the way to solve the different on attitude in some cases that need to have the same attitude and ideas and to prevent the conflict on the differences.

The study on perception, attitude and satisfaction can indicate the process of living of people in community that tends to the same way on the social basis and participation. Therefore, the study should be for the process of knowledge in form of suitable tourism management and benefit to the demand of people in community.

2.3 Concept on Development and Community Development

This concept is aim to develop the change that defines the foreseen direction and the plan that the plan should be benefit to the group. (Sonya Sonyawiwat, 1983, p. 5) However, the previous development usually assigned from the top level or middle level (top-down) and lack of participation with local people that bring the problems and not able to promote the better quality of life. Therefore, there is the new concept called new development paradigm that point out that the development should be the gathering of many related sectors creative power on the unity basis that will lead to the better quality of life and sustainability by people and community as a majority and determining the demand for development on the policy maker and user to “the participating on knowledge and actions (Parichart Walaisatien, 1995, pp. 93-94).

The new concept or basis idea in development has used the participation on people and community organization that is the development of management capacity and resources distribution to benefit the economy and society. People will get the know-how and perception and finally determine their own life (Taweewong Hongwiat, 1984, p. 2) The participation, Cohen and Uphoff (1980, pp. 213-217) has 4 characters ; the participation on determination, operation, benefit and evaluation by focusing on the determination. Besides, the community participation is according to
the community development concept by the planning and action social methods. This plan defines the demand on the group & individual and also the problems and then arrange the group & individual planning by using the community resources. If needed, they will ask for help from non-government and government (Sontaya Polsri, 2002, p. 38).

Sonya Sonyawiwat (1983, p. 10) defined the meaning of community development is the changing consistent to the expected planned conditions that is “aim to have the change in community for ideal community or from unsatisfied community to satisfied” Then, the community development should stand on the people development basis in any stage such as defining the problems, planning, determining, solving and extend the results to their own development and ethics on economy, Society and Politic (Wirat Nipawan, 1989, pp. 14-17).

The community development philosophy believes in the human confidences said that human is the most valuable resources and able to do self-development according to their abilities when they have the suitable opportunities. Also, human need the fair demand on living and environment. The concept and principle focus on the self-supporting, community capacity, the co-operation between community and government, the community creation, the balance and the living study (Pat Sujumnong, 1981, pp. 21-22).

The principle attempts the people participation and the fairness to understand the local culture and audit, evaluation. The community development is the process of human development by Learning and group process. The community learning and grouping is the important way to develop human for better quality of life and negotiation to economic, social and politic and show the demand of community and problem to solve together. Then, Group or organization need freedom, problem-solution, management and self-supporting and represent the community’s objectives and activities. From the previous concept on development and community development, we can see that the development focused on the people participation and the community learning mainly. Also, people participate in any stage of the process according to the local culture and environment to have the maximum benefit and efficiencies. (Mitra Samart, 2000, pp. 26-30; Sontaya Polsri, 2002, pp. 44-48) Therefore, the answer of community development is people and people participation
on the beginning to the result from the local tourism by the accepted innovation or the community capacity development.

2.4 The Concept Model of Community Learning

Making process can enhance human life by learning Figure. To live in a society at peace and can support each other in the development of the local communities must be involved in local development. Form learning communities in the management of tourism to you Figure of life of people in the community, it is important to have an interesting concept as follows

The concept of learning about human nature are as follows (Akewit Na Thalang, 2001, pp. 111-115).

1) Learning by trial and error.
2) learning with real action in the circumstances and the physical environment.
3) Learning from demonstration Teaching by telling
4) Learning a sacred ritual. Which has the power to convince people to participate by adopting values and exemplary behavior.
5) Learning from religion In various doctrines And ritual religious practice that is measured as a community center. The main religion in shaping the intellectual and ideological consciousness conduct of human life.
6) Learn from the exchange of knowledge. Human experience together Cause a variety of new concepts, new ways of harmony and conflict become a society of learning have many choices. And a network of learning and wisdom, both old and new.
7) Learn from the cultural reproduction (cultural reproduction), as seeking mental stability among people whose careers are at risk. By offering various sacred
8) Learning by imitation, emulation, try to become more knowledge and get out on their own can actually do.

Board of Education (1997, p. 121) summarized the concept of learning for human development. The concept of cognitive four pillars look like.
1) Learning how knowledge is satisfaction to be understood and discoveries. Will help stimulate curiosity, encourage talent in a discriminatory based on their own judgment as well. Practice using the power of meditation Memory and thinking

2) Learning to practice. Relating to the coaching profession is learning to practice skills in various situations. Learning from the experience of the local society or in the school system. The theoretical and practical courses

3) Learning to lean on each other. Learning to recognize the conflict by peaceful means. Will be taught to respect others As well as the culture and morals of others as well. By pointing out the diversity to enhance mutual understanding of each other so you have to help them learn that they are. Whether it is taught in the family, community or school time.

4) Learning for Life At present, there are always changes occur. Innovations in social and economic causes. Spread throughout the enormous and therefore must be prepared to provide intelligence and cunning in order to understand the world around them, so must develop their ability to recognize a judgment are thinking can improve their personality better.

5) Do not ignore the potential personality on one side feared as the skills to communicate with others using realistic appreciation of aesthetic personality physical performance

Technical Training Can be divided into the following four techniques.

1) Technical training focused on the speaker-centered learning. Speakers include a technical role.

   (1) Lecture (Lecture) is a method of knowledge transfer. By telling the exponentially expanding the knowledge to explain the facts and story experience. The training will be content and fulfilled the requirements of the lecturer.

   (2) The lecture series or the Symposium (Symposium) is an academic lecture. Expert speakers 2-6 people each lecture topics at their own specialties. Has a Master of Ceremonies The link between the participants summarized the key points of each speaker. The presenters will gather and ask questions of the participants.
(3) The debate on the boards (Panel discussion) is a closed discussion of solutions to mutual problems. The group has a deep interest in the same subject. Knowledgeable speakers Expertise and experience vary. The fact that the concept in its view. And exchange of ideas between them may use arguments. Or support each other A host or emcee duties introduce harmonization debate. The questions Gist of the individual Provide an opportunity for participants to ask questions. Control includes time for discussion.

(4) Demo (Demonstration) express or act. So that participants can see the real deal. For content that can not easily explain. Similar coaching Using popular subjects are treated with the lecture.

2) Technical training focused role . Participant -Centered Learning

(1) Seminar (Seminar) as the meeting of practitioners who are knowledgeable in the subject. Or a similar position Experiencing the same problem Want to share ideas Share knowledge And find solutions together.

(2) To brainstorm ideas or brainstorming (Brainstorming).

(2.1) encourage interested and awake all the time.

(2.2) takes the initiative Known to the idea of others.

(2.3) meeting small groups of no more than 15 speakers who will be urged to comment on the issues freely, regardless of right or wrong . Good or bad, it's possible or not . Appropriate or inappropriate

(2.4) brings all the analysis of the best. best

(3) The use of case study (Case study) gives the training is applied in an actual situation. The study analyzes the events leading critics debate the conclusions or solutions to common problems.

(4) Practice (Practical exercise) stressed the importance of increasing skill . By providing practical training individually.

(5) The role play (Role playing) a role in training the trainers determined storyline. So that participants see in Figure stories like that. To learn from those who are trained to watch the debate. Analyze events with guest speakers.

(6) Game management (Management game) is a small group activity. Competition for playing games The group will select a leader And define the
role of each member. Group clarifies rules. A director sentenced. The objective of the game is the guest speaker. And benefits that the training received by the game itself.

(7) The field study (Field trip), participants visited various places. See real situation. Actual operation. With speakers who deliver lectures. Summary of Contents. The group wrote a report after returning from a field visit.

3) Technical training focused on the individual. Taking into account the different participants each. Only one can be taught individually or in small groups composed.

(1) Coaching (Coaching) to increase knowledge, understanding and practical skills. Learn techniques work quickly. Strengthen good relations between instructors and participants. Teaching objectives And lesson plans based on the needs of the participants. Use the techniques described in detail a demonstration practice guidance closely.

(2) Taught by textbooks (Programmed instruction) so that participants can practice self-learning media provided ready-made tool or device comprising a body exercise test to determine their own educational practice.

4) Training techniques used include conference format.

(1) Conference (Convention) is the conference leader. The agency or office is responsible. The training was intended to acknowledge Hearing cause knowledge. This is to understand the issues properly.

(2) Consultation (Conference) relates to a consultation comment. Knowledge and Change Information and ask questions of the participants who are interested in the same subject. By segmenting its members to participate the opportunity to comment. Participants stressed the role

(3) A small group (Buzz group), participants have the opportunity to comment freely exchange information and experience. Friendly atmosphere Commonly used with a different training in the basic knowledge, opinions and backgrounds segmented into small groups of 3-5 people up to 15 people.

(4) Workshop (Workshop) stressed that participants practice. To be skillful in practice. Or focus on the problems together. The practice-digit gain knowledge from guest speakers. It takes practice rather than lectures.
The model used to develop the ability of people in the community. In the implementation of tourism that meets the needs of the community. Must be born from collaboration in all sectors of society to tourism development to be sustainable.

2.5 Tourism Concept

In the year 2506 (1963) The United Nations Conference on International Travel and Tourism held in Rome, Italy and the definition of the word. "Tourism" as "travel to visit relatives or festive entertainment heart of the meeting, but not for a career, or even to stay permanently." Preecha Dangroj (2001, p. 29). According to the definition of tourism, the United Nations Conference on Travel and Tourism in Rome since 1963, meaning that tourism activity is associated with three conditions . namely travel Destinations And the purpose of the journey. This is consistent with the settlement Nikom Charumanee (1992, p. 1) that has a meaning. Tourism (Tourism) means any trip. The journey on three conditions, namely travel from place of residence to other locations. Temporarily Tourism is travel voluntarily. And not be forced to travel with any purpose, but not to travel to work or to earn money. From the above definition. This can be summarized as follows: "Tourism" (Tourism) refers to the human journey from any place, at one place to another place. Residents living or traveling from one place to another on a temporary basis to voluntary. The travel and tourism and not for reasons of employment or earn a trip to the study. Travel to conferences Trips to visit relatives or friends to travel for cultural exchange and so on. Tourism is one of the major industries of the country. Including a significant economic factor in Thailand. The revenue from the people of Thailand. And foreigners visiting Thailand. Tourism is an activity that has developed as a priority. And tourism has been divided into several categories. The current tourism grows wider and evolves with technology, however, the growth of the tourism industry to make the environment in the travel and tourism image of the recession. Travel management of each of them suffered from the opposite directions between the conservation of the natural environment with the growth of the tourism industry. But tourism can be developed along with conservation. The visitors will get to know along
the way, but with good management and realization only. In the period through to the present day. Have the resources to take advantage of tourism is huge. The lack of proper management, thus causing a negative impact on the environment as well. The government was aware of all ages, the impact and the efforts to preserve and restore the environment to continue in good condition. By reducing degraded to use for a long time. And a lasting legacy to the children at all times (TAT, 1995, pp. 8-9).

The involvement of the local community. Is a key element in sustainable tourism development. The tourism development but the lack of involvement of the local community. The negative impact on the economy and society. The community had to adjust the way you think And practices in tourism development has contributed further travel arrangements must be linked. "Figure potentials of the community". The ability or readiness of local communities to manage natural resources and the environment. The distribution of income and principal. To satisfy the tourists, so the community should be to strengthen the potential of tourism in many areas Figure in line with the concept of Boo (TIPA Act referred to in print. Italianate, 2006, p. 14) that is so vital to the community. The study of eco-tourism in Latin America and the Caribbean islands of Ecotourism: The Potentials and Pits falls on that ecotourism is nature that contribute to conservation. Which is responsible for maintaining the area. Creating jobs for local communities and creating environmental awareness.

Terdchai Chuaybumrung (2009, p. 54) Mentioned principles heritage tourism development. With the following criteria: 1) the involvement of the community 2) cooperation of various groups. Related 3) creation of employment opportunities, quality 4) to spread the benefits of tourism 5) the use of valuable resources for maximum benefit 6) long-term planning. 7) the balance between the economic, social, cultural and environmental 8) consistency between plans and development aspects 9) Cooperation between policymakers and practitioners 10) for cooperation between the tourist and entrepreneurs 11) to assess the impact of tourism 12) establishing criteria for assessment. 13) The focus on community benefits. Valuable natural environment and culture 14) the development of education and courses 15) enhancing features, the identity of the community and the area 16) regardless of the capacity in support of resource 17) for holding. preserving natural and cultural heritage resources, and 18) of the world tourism market.
While the principle of sustainable tourism. The 10 principles include the following: (Rampai Suriyakam, 2004).

1) Conserve resources by using press fit (using resource sustainable) means that entrepreneurs and business people who have a role in tourism. Need a way to manage existing resources and natural heritage. And cultural heritage is adequately or effectively use the valuable cost savings by taking into account the quality of the natural, cultural and traditional knowledge.

2) Reduce the consumption and use of resources than needed to reduce waste (reducing over-consumption and waste).

3) To maintain and promote the diversity of nature. Society and Culture (maintain diversity).

4) coordinate tourism development (integrating tourism into planning).

5) Tourism expand the local economy (supporting local economy).

6) Participation by networking with local tourism development (involving local communities).

7) A meeting with stakeholders with shared interests (consulting stakeholders and the public).

8) Human resource development (training staff).

9) The information provided in the service manual for information about tourism (marketing tourism responsibly).

10) Monitoring and Evaluation Research (undertaking research).

From the above it can be concluded that. Sustainable tourism concepts that focus on tourism industry as a whole. Reconditioning managed to enter a new era of global change (paradigm shift) from social consumerism era society is large (initially Arbhabhirama, 1995), the scope of development, thus covering all the various components of the tour. In other words, the development of tourism must be geared towards sustainability. (Thailand Institute of Scientific and Technological Research, 1999, pp. 2-6). Therefore, sustainable development looks to be integrated (Integrated) is causing a holistic (holistic) that the people involved would have to interlock plenary and look Another is an equilibrium (balance) or. One is to say, subjective human activities consistent with the rules of nature. The environmental and Mahasarakham Bureau to come up with all the people in the country, common sense is the beginning
of the Natural Resources and Environment. This is extremely beneficial to tourism. Environmental consciousness will travel resources remain on Earth for a long time. When tourism resources, not being deteriorated. And to facilitate the parties involved in the tour as well. Tourism is the most sustainable (Chatraphol Suntornwong, 2004). That is, tourism activities must be able to survive. The tourists come to visit regularly. The tourism resources to maintain the appeal it has unceasingly. Meet the needs of tourists and local ownership of the ability of nature to accommodate. And recognizing the contributions of individuals, communities, traditions on the tour. These people need to get all the benefits from tourism equalized. The resources are managed to meet the needs of the economy, society and environment. While also maintaining the cultural identity of the local ecosystem and save. The impact on the environment, both natural and cultural society will be no or minimal. The only sustainable management is able to maintain the sustainability of tourism into the (Garden, 2003, pp. 68-70; Thailand Institute of Scientific and Technological Research, 1999, p. 2).

Type of attraction

Attractions can be divided into two categories (Manus Suwan, 2001, pp. 76-78; Clark & Stankey, 1979, pp. 191-193).

1) The share of tourism, according to the Tourism Authority of Thailand is divided into three categories.

(1) Natural Tourism is a beautiful and spontaneous nature.

(2) Monument of historical and religious sites or places that are relevant as evidence of historical, archaeological and religious.

(3) Types of culture and tourism. Or resource that offers artistic value. And ancestral traditions that have built and inherited inherited.

2) Divide the class as a tourist-oriented recreation (Recreation Opportunity Spectrum-ROS) is divided based on tourism and concepts of planning, organizing and conducting research related to tourism. This principle breaks the physical characteristics Figure areas (physical setting) social aspects (social setting) and nature management areas (managerial setting).
2.5.1 Tourism Development

Tourism development, the aim of the tour is to go in a direction that will cause the satisfaction of tourists. The resource continues to attract and develop the growth of the tourism industry, which may be classified into tourism development. Development services, tourism and travel promotion Thailand Institute of Scientific and Technological Research (1999, pp. 12-16) has the objective to develop tourism. To focus on tourism as an economic base in the region to encourage investment in industry and commerce to create a distribution of income and prosperity to the region. Meanwhile it gives priority to the conservation and restoration of natural resources. Focusing on development of tourism resources, coupled with the introduction convince tourists to coordinate and control the behavior of the harmonious development of tourism may be performed by independent problem solving. A specific plan and a coherent plan, incorporating a wider level. Depending on the size and importance of tourism. The amount and forms of tourism The nature of corporate responsibility and social impact that occurs on systems critical to ensuring the success of tourism development is the harmony of the elements of tourism. The links between space And the distribution of benefits arising from the development.

Concluded that the elements of travel management includes two key parts: 1) market demand for tourism means travelers who will use the facilities and travel services, and 2) the supply of tourism accommodation. And incentive travel events, both natural and cultural, some of its characteristics. Including food and accommodation, including hotels and other accommodation. And facilities and services. Which is run by the tour operators in the tourism supply are also meant to cover the planning, development and support of the authorities. Both at the policy and operational levels The cooperation of the host community. Supply management major tourism refers to the provision of facilities and services to meet the needs of tourists. As well as taking into account the capacity to support tourism (tourism carrying capacity) of the district. Natural Attractions Tourism and culture/traditions. And historic/archaeological sites/monuments/religion. Classified as a valuable tourist attraction. The country would be at the operational cooperation between the government and the involvement of the host community. By emphasizing the remarkable dependence of tourism on the community (community based tourism).
To create awareness for people in the community aware of the importance and the need to maintain. Natural resources, arts and culture of local identity. By keeping the tour focused on the consequences for the community. Planning and Development are to contribute to the planning and tourism development exhaustive. This will bring real benefits to the community. This will affect the stability of tourism resources will occur and remain forever (Tasanee Itthichai, 2004). The World Heritage tourism is so important to honor and environmental rights as well as human life. Heritage tourism management to achieve the required study with stakeholders to develop a direct result of that is public or residents. Learning from the locals need to use scientific techniques in learning together. This is achieved by using participatory processes. To cater to all involved in the tourism market to develop tourism together to attract the attention of tourists.

2.6 The Theoretical Potential to Develop and Spread

Theoretical potential in the development and distribution (development potential diffusion theory) a combination of sociological theories and knowledge of anthropology. It also brings an element of physical or physiological (physical environment) into consideration. This theory is said to have developed a certain society or any society to progress, it must have the support of many factors. By the sixth factor is the factor of natural resources human resource Social organizations Leadership in Housing The contact between residents and public servants, and training. Divided into two main sections. The potential (potential) community, which consists of the first four things that if any community is a factor of four with the approach that the community will have a more prosperous community with those factors is less. The fifth factor is the theory of innovation diffusion (diffusion theory). This theory believes that The growth will take place at the community before any one community. And then spread out to other sources or other communities. By the contact between the different communities, especially people of different cultures together. The idea is to spread knowledge and novelty called Innovative training underpinned impetus to the community is making progress more (Sonya Sonyawiwat, 1983, pp. 32-33).
Sonya Sonyawiwat (1983, p. 38) wrote a theoretical proposition of Figure capability to develop and spread as follows.

1) The development of any community Based on the natural resources of that community.

2) 1. The development of any community Based on the human resources of the community.

3) 2. The development of any community Based on the leaders of that community.

4) 3. The development of any community Based on the social organization of the community.

5) The development of any community Depending on the level of education of the community.

These factors include communities with resources in the community that could be taken as fundamental to life, which is important in the development of human resources, education or training as well. A leader’s role in social development. Social organizations are structured and solidarity. Members and resources to support the achievement of goals. The spread is considered. The social changes that occur from one social contact with one another and training as social parameters pushed the leaders in the community. Members of the organization of learning and self-development. The community has a chance to progress even more. Evolved from a review of the agreement may be that we have applied it. The social structure in the community. Which will be the base to create social spiral up.

Rogers 2003, pp. 11-15 (as cited in the General Administration of Designated Areas for Sustainable Tourism (ITD), 2012 p. 45), the composition of the distribution that is composed of different parts.

1) Innovation

2) The media communication (channels) either way

3) The period of time

4) Among the members of the system into one

Rogers said the innovation (innovation) refers to the idea (idea) practice (practice) or material (object) one time. The individualist thinking that is new. Adopting innovations is a step or process innovations (adoption process), which has five stages. 1) to recognize innovation, 2) the interests of innovation 3) to evaluate the
innovation 4) the trial and 5) innovation (or not receive) theory of innovation diffusion of Roger shows the relationship between the innovation on five factors, namely individual, social, communication and innovation all the time is a relationship in which to accept or reject the innovation.

The theoretical potential to develop and spread the importance of the development in today's society. Because of that community resources are factors. Human society organization leading its community education and communication with tourists. The relay communications and development will occur.

The concept has been taken New Science Adapted for use in their community. Social or local organizations and community leaders can adapt activities to the environment or tourism resource for the community by learning cultural communication. Traveller tradition The training of governmental coordination between communities themselves. This is another key point of the tour that will satisfy the tourists and the tourism resource. The community should have the concept in different ways. In accordance with the changes that will occur in areas that need improvement. And the development will be achieved if learned in a format consistent with the needs and potential of the community.

2.6.1 Structure and Function Theory

Structure and function theory (structural-functional theory) resulting from the introduction of the concept of the biological metaphor used by the structure of society as a body that consists of different cells and that it is the duty of society. The functions of the organs of the body. Each section will help and support each other. The entire system was live. Society is one of the parts. Relationships and mutual support. A relationship that continues to be a factor of the social system 's balance. (equilibrium) by the normal functioning of these mechanisms. As a result, society is moving in Figure balance (moving equilibrium), ie. All the institutions of society to adapt to the changing environment of the Figure. Both social and geographical Each institution will do their duty. Which meet the needs of other institutions. And society Contact person interaction is the norm (norm) and Figure (status) or in other words, the social institutions are interdependent. Including mutual support role.
If any part of the other social changes. It is affected by (Parsons, 1966, pp. 183-185) also. In every society there are still differences between individuals. Social ideals and social practice. This is the ideal value (value), which men want to have in society. Those who violate these values can not behave as it has become commonplace. The difference between the ideal and the practical, the stress and the resulting changes in society and social change. Parsons (1966, pp. 183-185) suggest that the balance is broken. The composition of the personalities Figure (personality), organic (organism) and culture (culture) caused discord. Both are caused by external causes such as social war. The spread of such cultural and social causes from within the system, caused tension (strain). Because of the structure of some units (unit) or multiple units work together as demographic changes. Technological change When any part of the change will cause the other parts. Changes accordingly The changes may occur only a portion, or potentially both Parsons also emphasizes the importance of culture. This includes beliefs, norms and values of a society that is as cohesive society continue to live.

The idea is that Derkheim Figure in society are both normal (normal) and normal (pathological) is if the social system can satisfy the needs of the social system or the system is in normal condition. If the system can not meet the necessary requirements of the system. Or social system, it is normal. If the system can not meet the needs of society. Society is sick

Therefore, society must have the necessary functional one. To live in a normal society. In normal society must organize social (social order), which are composed of what are linked and coordinated (a system is on entity) Each section shall have effect. This could be the "action words recipe ideas or spiritual experience" all have an impact on other parts. And the entire system if the system must survive the harmony so necessary, will be functional integration. (integration) between the different parts together. (Jirachok Virasaya, Suraphol Rajphantharak and Suraphan Thapsuvarn. 2003, p. 21).

Merton (1964, pp. 93-96) has identified three types of social functions are core functions (manifest) secondary functions (latent) and served as undesirable. (Dysfunctional) of certain structures of society may benefit the most people. But while some people may get little or no benefit at all. These include people who may have some or part of the society has been broken by the work of the social structure of that time.
In conclusion, the concept of social change of the structure, function theory is as follows.

1) Education and social analysis to look at that. All society is one where each part is a relationship between them.

2) What is the relationship of mutual support rationality.

3) Social movement into balance. Rebalancing of the system to effect change within the system as a continuation of the process of information from internal and external. (Sonya Sonyawiwat, 1983, pp. 49-51).

### 2.7 Action Research and Participatory

Origin of operational research (Action research) is not apparent. But many scholars have identified. Lewin (as cited in Supawan Plainoi, 2004 p. 11), an American psychologist representing the research-based investigative research (inquiry) and explain the band helix (spiral) of action research that include planning (planning) practice (action) observation (observing) the assessment and reflection (reflecting) as shown in Figure 2.2

![Figure 2.2 Cycle Research of Kurt Lewin](source: Supawan Plaimoi, 2004, p. 11.)

The focus is different. The research has a unique name that varies though. In the family (family), such as participatory action research. (Participatory Action
Research-PAR) on Greenwood and Levin (as cited in Supawan Plaimoi, 2004, pp. 20-21) said that action research and participatory action research. Sometimes used to mean equivalent. Because of the nature of the research will be the subject of participation. (Participation) is in itself so the researchers think the approach to research PAR is a process in itself that will reinforce the spiral of social relations. It can be seen that PAR process that creates a spiral in relations to arise from the research.

Participatory action research refers to research how to make those (people) to contribute research to learn from the experiences through active participation of all parties involved in research activities. Since the specific problems of data collection and data analysis. And help find solutions to problems or activities. The research involved every step is community or people affiliated with the recognition and utilization. The house is co-defined community issues and find ways to fix the decisions and confirmed his intention to fix those problems. The research was conducted in an exchange of opinion between villagers and researchers. So concluded a stepwise fashion. People will gradually Self-participatory research with this. The data are clear. Echoing the thoughts of the people. The quirks The needs and lifestyle of him. Because of the participatory action research. On the acceptance or consent from the villagers. In this research, researchers will need. Evaluate the relationship between the researcher and the locals all the time and objective review of the research in the first place. To comply with the opinion of the people that will lead to real participation. The participatory action research. The researchers treated the locals know as good as any. Researchers or developers in defining the problems and discrimination of any kind. That would lead to the development of Figure your life. The issue of research from villagers. Not from the hypothesis of the research or development alone. As shown in Figure 2.3

![Role in Coordinating Issues And Operating Guidelines](image-url)
A participatory action research. Methods as well as qualitative research Figure majority. From the field and build relationships observation, interviews and analysis. Which will focus on the involvement of local people. But you have to step over research Figure. Because of a practice or activity is increasing. As well as tracking and improvement activities. (Surang Kottrakul, 2005, pp. 67-71)

2.7.1 The Evolution of Participatory Action Research

The evolution of participatory action research is divided into the following three. (Pantip Ransat, 1997, pp. 17-21).

The original (conventional) has made public its intention to follow the instruction (to confirm), aiming to achieve an orderly society. How often is a form of authoritarian power. (Authoritarian) effect on the public, so come in the form of oppression. Traditional forms of research is research in which the researcher is authorized to impose from outside a research tool in the process. The people are just being researched.

The pace of new (progressive) aimed at changing the public to attend to the needs of society and improve social conditions in some degree. In this era, people took part in the research. A substantial part of the research. (participation research). The research process as well as the cooperation of the public. The mobilization of the people involved, both residents of public and private organizations. To deal with the problem, to the point. But it is also seen as responsible citizens cannot own it. It must be closely monitored.

The liberation (liberating) is the alter society. Encourage people to govern themselves as an act that caused a democracy (democracy) participatory action research (PAR) is an important tool. The research is due to learn on their own. From action and solve the problem between the people involved. Government officials, village headmen and academics/researchers with knowledge of the result is new knowledge that can be utilized as much as possible. The creation of awareness on the development of their own communities and stakeholders. Focus on people-centered development.

From all the above mentioned period. Traditional research is research that could bring the knowledge gained from the research was valid. Research designs
continue to be developed from top to bottom (top-down) or centrally. (centralization), which subsequent research focused on improving the involvement of more people. Or decentralized down to the local (decentralization) participatory action research (PAR) this. It is an important tool in the creation of new knowledge. Caused by the involvement and practicality together in every process can be applied to real and encouraging people to learn. The development of consciousness and feelings have been freed. And learn to handle the issue properly. Self-reliant and sustainable development.

Most scholars The meaning of participatory action research are similar. The terminology used to refer to the English use of the word. "Participatory Action Research", but in Thailand may use somewhat different as participatory action research. Participatory Action Research A participatory action research. Research workshop participant and so on.

Surang Kotrakul (2005, pp. 67-68) The participatory action research. (Participatory Action Research: PAR) is the way to learn from experience Through the involvement of all parties actively involved in research activities. Since the problem of monitoring the implementation of the evaluation.

As Professor Chuchat (cited in Amon Norwich Hospital Trust Urban League and loved Monday Kaeo (1998, p. 2 ), the definition of participatory action research that . " Participatory action research. Melted line of research involved. (Participatory Research) and Operational Research (Action Research) together

As the research is to study the community. By focusing analysis Study the issue Plan And monitoring and evaluation According to research carried out at all stages of villagers or members of the community. Will need to engage with. Similarly, Pantip Ramsut (1997, p. 31). Has the meaning of participatory action research that. A participatory action research (PAR) is a form of research that people who have a population to be studied. Its role is to participate in the research itself. The participation throughout the research process until the spread of knowledge. From research to implementation. Similarly, the species of Piri (2003, p. 41), said that Participatory action research it. Every step is a community or people together to recognize and exploit the people of the community and is co-determined track. Solutions The villagers decide and confirm the intention to fix those problems. The
research was conducted in a manner of exchanging views between the villagers and the researchers to conclude an important step. Chob Kemklat and Kovit Puangngam (2004, p. 3) revealed meaning of participatory action research means research for development that combines research participant. (Participatory Research) and Operational Research (Action Research) together. And as a tool to deal with problems in the community. The researchers, community leaders and residents. Participation in the research process at every stage. Since Community Education The research problem Finding solutions to problems.

As well as operation and monitoring. The results of the research led to the development of practical, moreover. Selener (1997) mentioned that participatory action research. "Participatory action research (PAR). Is that research begins and ends in the community. The research was conducted in order to solve practical problems. In fact, Figure (to solve practical problem in real word), and researchers have a role in treatment. Work with stakeholders in the community in the process.

From the various meanings And concluded that the above definition of operational research. Participatory (PAR) is research aimed at the educational community. By focusing analysis Education solutions Plan And monitoring and evaluation By focusing on people-centered And aimed at generating power to the people. All members of the community attended.

2.7.2 The Basic Concept of Participatory Action Research

Kanjanakul Rangsri (1999, pp. 10-14) have proposed a basic concept in action research and participatory below

1) An action research and participatory. The process was not complete standstill on the movement occurs either from a change in circumstances that were affected by the events surrounding the research process. And the research process, including those engaged in the research itself. Changes will be stored as part of the analysis and decision process so therefore must be flexible and adaptable. The deadline may be slightly uncertain. In Figure problem solutions. And problems can not be defined in advance.

2) The research was conducted with the participation to succeed. When researchers and others concerned with the belief that all people have the potential
Figure and the ability to think and work together for a better community. Local knowledge is important as well as the wisdom of researchers. Academic or developers And everything else in the community Both of expertise Available resources and to find in the future will have to be allocated equally.

3) Participatory Action Research. Must start from the sense of people who have problems. Or community needs Then moves towards creating understanding and action that caused the change in self and community. In terms of intellectual, psychological and physical Figure.

4) Participatory action research process. A process that must be carried out continuously and never ending cycle. Rather, it begins to lead to a new cycle. The cycle of knowledge and action. This circuit will exist and will continue as long as the people in the community can also contribute to research.

### 2.7.3 The Goal of the Research Participant

The research was conducted as part of this. The goal is to encourage people in your community learn. The development of leading to social and community development. The purpose of the research study can be classified as follows (Kanjanakul Rangsri, 1999, pp. 10-14) to raise awareness for people in the community aware of their problems. And raise awareness of their roles and responsibilities. Participation in solving their own problems and community.

1) To conduct research with an emphasis on analysis. Collection Scientific analysis To help in the decision Define problems and develop solutions to problems. Including working to fix the problem themselves. It can be combined with various organizations and agencies. Which is responsible for such matters.

2) To join the community in economic activity. Society and politics

3) To promote the integration and interoperability of solutions and community development. Urge all activities conducted continuously.

### 2.7.4 Steps in the Participatory Action Research

The researchers divided a step in the research involved a small step, two steps, with the details as follows: (Suriya Wirawong, 2001, pp. 92-96).

The process of preparation (Pre-research phase) are as follows:
1) Selection of the community and the community (selecting and entering community) community information is important, and is particularly useful in bringing into consideration when deciding the action. Such information should be information on all aspects such as bio Figure Figure- physical, social-cultural, economic and other communication technologies.

2) Relationship building (building-up rapport) to begin research and development projects in the community does not depend on the intent of the authors alone. It must depend on the readiness of the community.

To live with the locals is how they relate primarily to the issue was the conduct of research must conform to the way of life. Researchers should participate in all activities of the community. Without the express disgust or reluctance. Such action is helping researchers understand the worldview of the people faster, the researchers must carefully guard their roles in the second story is a lot more than it should be. Be careful not to bias in the operation.

In some cases, researchers may build camaraderie with the people in one particular community. And make it a key guide others to sociologists call this method the Snow Ball Sampling Technique that was started by a person. One group of people to study carefully. Accrue up like a snowball rolling to a larger and more. The group by gender and age groups such as children, elderly parents and Board members. It helps to have good relationships and good information. Specific information about the local political structures and relationships in the community.

2.7.5 The Action Research (Research Phase) are as Follows

Education and analyzing community problems (problem identification and diagnosis), this process emphasize education, community analysis and education community (Community Education Participation: CEP) simultaneously focusing on the learning process with the practice. How will the debate discussions (dialogue). To exchange views with the locals as well as the discussion of individual and group level. In order to assess the problems and needs of the community (needs assessment) together with an assessment of the feasibility in terms of resources (resource assessment) are both in the community and outside the community.
1) To consider the appropriateness and feasibility of the project (project appraisal and identification) as participatory action research (PAR) emphasized that community members are actively involved in defining the issues. Community Needs Assessment of the resources available to bring those resources to the maximum benefit. The decision negotiation And managed to do so when the new project is analyzed by evaluating the needs of the community. And an assessment of community resources to residents and researchers have alternative projects should be implemented in terms of the resources available.

2) Plan and project management (planning phase) during this event will be a joint decision process to select projects and activities to be carried out to ensure that the project has been selected as the population in the community. he took part in every step. The research should be a way to encourage more people to participate even more. This process should provide the villagers organized a vocal group or organization. To support project development activities and the creation of an agreement between the villagers. Or working group It may be organizations that are already in the village or in the area. This should be an organization that is already in the area. But if that Organizations that are not appropriate It may set up new community organizations. To comply with the task to make the most.

3) Implementation of the plan into action (implementation phase) is an important step forward, one step. Questions must be asked in the research or the working group for the implementation of this process is, what, where, when and how do you make this decision because the implementation of the project. The person involved in both research. Home / community organizations and developers.

4) Monitoring and Evaluation (monitoring and evaluation phase) activity is necessary and indispensable in the process of action research and participatory monitoring refers to the monitoring of the locals. People or organizations that work all the time or event that has taken to it. Able to operate continuously or to monitor the evaluation should be monitored by the same set of questions is what do I do when I travel and do.

A mechanism to monitor and evaluate it. Maybe it's the nature of the evaluation forms that the timing, method or form to use to determine whether a system to guide the villagers. Enterprise residents to apply or be assessed. The group
discussed the process of implementation of the program to find bugs to be solved immediately.

Researchers need external stimulation with locals offering to establish a working group to monitor and evaluate the performance of the village up. If the working group and the lack of knowledge and skills in this field. And requests that the need for knowledge of such methods. Researchers should also be required to coordinate and provide the knowledge to provide training to the groups working to have the ability to put into practice. Which is a contributing factor to the success of the tool in action research and participatory.

Principles and techniques of participatory action research. Figure a powerful tool that will help communities and rural people can work together to analyze their own situation. Find and define alternatives to improve. Including prioritization and allocation of duties. The third person in the community who facilitated the addition of a participatory action research. A variety of tools are also available. Since the start of the work and evaluate the collaboration between the community and outside the community.

2.7.6 The Toolkit of Participatory Action Research

Principles and techniques of participatory action research. Figure a powerful tool to help communities and individuals in the community to share and analyze their own situation to determine options for improvement. Including prioritization and allocation of duties. The third person in the community who facilitated the addition of a participatory action research. Provides a variety of tools that can be used from the start of the study. Continue to work and evaluate the collaboration between the community and outside the community. The community forum during the public Community organizations and official agencies. To learn together. This will lead to the joint development of their communities for the better. Or a participatory planning process. This user must be selected to suit the objectives to each situation. Which can be classified into two categories as follows. (Khanitta Kanchanarungsrinon, 1999, p. 16).

1) See Figure secondary data, such as reports and documents about the people or issues.
2) Direct observation means for observing objects, events, processes, relationships or behavior of locals. And recording what is observed.

3) Semi-structured interviews As a rough outline The question of who to talk to the locals. Which is flexible enough to be adapted at any time to have a conversation together.

The second group used only with certain matters.

1) Information Society and the resources of the village .
2) Classification and Rating (matrix).
3) Schematic webs/share/Pic-chart/Transect. walk/season calendar
4) Schematic flow of resources/biological resources sector, etc .

2.7.7 The Research Participant

The research participant. The details are as follows (Sittinat, 2003, pp. 78-80)

1) Creating a partnership relationship between academic/developer (outsider), the mainstay of those in the community. Defining the roles between academic/developer (outsider), the mainstay of those in the community. The roles have been assigned to clear particular. Clarity of purpose Goals and Priorities

2) Analysis of issues involved. The obvious benefits of each party will cause a problem shared by the need to apply a process with potential partners Figure performed together as a core. By joining the cause and solution to my problem with the system.

3) Action plan participant. Plan and practice a concrete implementation of a solution that was chosen. The research involved analysis of potential resource conditions Figure restrictions could be called a community plan and a plan to coordinate with the exterior. To drive the solution more productive. This process is a matter of strategy and activities and to respond to the cause of problems.

4) Remove the operational and participatory experience. Operations have contributed to the cause of problems and solutions as well as learning all the experience necessary to take out a systematic both successes and failures . And delve into the conditions and obstacles, so this step is an important step of the research was conducted with the participants.
It can be seen that action research and participatory. As mentioned above, the This helps encourage people in the community have learning problems. Solutions Personal development and their needs. The researchers, developers or other stakeholders. Joint study and define issues To determine and find solutions together. The activities carried out in the community continues to stagnate. Affect the strength of the community and bringing theory into practice common among scholars. People in the community and truly (Sittinat, 2003, pp. 79-80)

2.7.8 The Appreciation Influence Control (AIC)

The AIC is a group process which should stimulate the development of public awareness in their communities. A procedure in the process of defining and managing projects (planning phase) as part of the process of action research and participatory, allowing everyone to have a sense of ownership in project development and participatory process. To make the development community can continue to develop according to the needs of the community. Figure and consistent with reality. AIC is the first step of the process. (Chulaporn Sota, 2003, p. 54)

1) A: Appreciation to all members had the opportunity to know each other a mutual acceptance. Feel good Have mercy on them The power -sharing All members of the group have the opportunity to provide factual reasoning, feelings and expression. According to reality Members of the group do not feel attacked or criticized in the negative.

2) I: Influence is to provide each member to think through the individual experiences that are available to find out how the group agreed. And a shared vision or common ideals of the group.

3) C: Control how important it is to define strategic action plan in detail. Members will be able to choose their own responsibility in the matter voluntarily causing covenant obligations (commitment) right to control their own (control) to practice until the achievement of the common goals of the group.

The AIC is the third step is to analyze the decision. The delegate of the development of life skills. The principle is similar to other process is the highlight.

1) delegate diversity

2) Start the meeting by encouraging thoughts and comments as Figure or symbolic meaning for the future, which is expected towards the point of the
meeting. The philosophy of the comments through Figure. To a depth of five steps: 1) know the issues to be considered before 2) is to understand the meaning 3) expressed in words. This is both ridiculous and trivial 4) Write a sentence, and 5) written or symbolic sphere/shape. To convey the message.

3) Each activity has written and illustrated interchangeable. Then together they will have the same old stories. Those who still do not understand and ask them. Then there will be a new, strange and through the actions which have already come to the other party.

4) Meeting with this format will not detail the activities that will be done for the future.

5) The President will have a common idea. And shared responsibility practices

AIC process can be powered up when the parties. Please do activities together. Learn together, work together, known as Interactive Learning through Action like this, it makes the development process and solution success because this type of learning. You also need a C (Control).

Which include management (management) and action plan (action plan) and is considered a key process in the development community. Including being used as part of research projects today. As well as being used as a process of action research and participatory. (Participatory Action Research: PAR) with (Prachasan Sanphakdee, 2004)

Participatory action research has the advantage of allowing people to participate equally and evenly. As well as the communication can take many forms. Not impede reading and writing. Which uses the Figure and Figure narrative form that comes from the experience of those involved. Including talk Asked with a friendly atmosphere. The researchers are sponsors of the above. It is the right way with research on community participation as well. The involvement of various parties. The community will be on the basis of accuracy. Integrity, transparency, good governance principles in the management of projects. Operated by the community.

2.8 Literature Reviews

Pramahautit (2541) Study on the potential of local communities to promote eco-tourism: A Case Study. Reed River Route The purpose is to study the potential of
local communities to promote eco-tourism and factors that are correlated with the potential to promote ecotourism. The results showed that local communities have the potential is moderate. The potential of satisfying the most discerning traveler. To test the relationship between personal factors. Internal factors Circumstances and factors that allowed the tour operator. To liaise between the community and support from government agencies. A relationship with the potential to promote ecotourism.

Nakom Theerasuvannachak. (1998) Learn about local public opinion to participate in eco-tourism: a case study of Suan Phung district, Ratchaburi province. The objective was to study the opinions of local people to participate in eco-tourism. Factors affecting comments to engage in eco-tourism. Problems included difficulties with engaging in ecotourism.

The results showed that The majority agreed to participate in eco-tourism in the medium term at the age of local residents. Among the factors that affect a comment to engage in eco-tourism. Problems regarding the participation is that people do not realize the importance of tourism. No knowledge about eco-tourism. Lack of funding and personnel to manage the environment tourist areas. The lack of cooperation and coordination among the public. Including the relevant staff The agency that promotes tourism seriously.

Chawali Sitthirit. (2002) Research report Ecotourism management participation in Tambon Krung Ching. Nakhon Si Thammarat The objective of this research was to study the conditions and status of knowledge of community tourism. Research is carried out by people in the community Spy all. The main roles and functions of the villagers to build participation in the planning process. Put a plan into action. The introduction of a performance review in order to improve the quality of the satisfaction of the community. The joint search for ways to deal with the tourism community. Under the concept of participation of all sectors involved. To jointly seek cooperation with other agencies. In the joint direction. In tourism development towards being sustainable.

with appropriate community based mainly in the education community. The results showed that Management problems in the past, lack of coordination. The issue of regulation and control responsibility for the care of natural forest and there is no unity in tourism management. The research resulted in a plan to develop tourism management system standard of the community KHIRIWONG three plans. Planned development of leaders in the community Khiriwong. Plan to prepare quality standards for ecotourism. Plan and manage tourism in the community.

Nisara (2000) The research report The involvement of local communities in the management of ecotourism. The sample consisted of 5 local areas. The results showed that Local communities are involved in the management of ecotourism in the area. Integrated in the local community for the management of ecotourism. Decisions on eco-tourism for local communities. Planning, implementation steps and schedule activities. Membership benefits should be given. A set of eco-tourism venture. Consistent with the views of local community members with a clear division of responsibilities. This results in a feeling of love and cherish the good of the community.

Manus Suwan (2001) studied on the involvement of local people in tourism, agricultural activities, ecotourism, community centers, Pa Phai Ban Sai district, Chiang Mai province. Has developed a learning process Agriculture and eco-tourism businesses committed to sustainability in all aspects of the research process and participatory action research.

Silpakorn University, Faculty of Management (2005) Preparation of the Phase 1 development plan for heritage tourism in the Central Region in the lower eight counties studied by analyzing and assessing the strategic plan for tourism development of the Northern Province.

Tailored approach to tourism development in the province. To fit the look and style of the actual tour. The results showed that

1) Potential Analysis Tourism in the region of 4 found.
   (1) There are a variety of resources and potential. The high tourism However, those related to the lack of knowledge and involvement in the field of tourism management plan. The potential lack of education To accommodate the tourist area
(2) Is the availability of infrastructure and utilities. It can accommodate tour. There are routes that link together and not far from Bangkok. But the problem is a sign pointing the way. Land subsidence due to groundwater use and traffic accidents.

(3) Preparation of information and tourism services. But the system lacks effective information services provider. Figure areas of cognition. And lack of language skills.

(4) There is a wide variety of tourism resources along with the image. Historical look side. And the dominant culture in harmony with the image. Look tourism. But the lack of a promotional tour all together.

2) Consistency of the provincial tourism strategy with vision provinces. The results showed that the province's tourism strategy. Consistent with the vision of Northern Province. Often the projects related to business development services. To support tourism. By focusing on the restoration and improvement. Environment for Sustainable Development.

Namchail Tanoopho (2000) The research report Business development of ecotourism in the community centers, Pa Phai San Sai, Chiang Mai. Research and development of the integrated model to assess the effects of the Center of Study and Evaluation (CSE model). The objective of this research was to determine the potential of community centers in developing ecotourism businesses. Based on the evaluation model to evaluate the CSE, which is divided into five sections:

1) Search problem and needs (need assessment) study found. Community centers have resources, both natural and cultural community in relation to the ecosystem. To develop an eco-tourism as well.

2) Advanced Planning solutions (program planning) process is a form of participatory action research using AIC - Appreciation, Influence, and Control results were found. Economic issues are the main problems of the home centers. But the community also has a fairly rich natural and cultural resources that can be used to solve problems.

3) Evaluating the operations. (Implementation evaluation) after club ecotourism centers, home preparing for the Tour. The results were presented to the Board of Directors and members. In order to improve decision-making And modify
the forms and methods of tourism services to the satisfaction of tourists. On the basis
of the preservation of natural and cultural resources, community sustainability.

4) Evaluating progress (progress evaluation) after the updated model, and how to perform the service, according to the assessment. In this process found Visitors have the satisfaction level higher than the rate in the operations, and

5) Evaluating happened. (outcome evaluation) The results showed that the operation of the club house ecotourism centers achieved a certain degree. Seen from the profits of the business services that bring dividends in the annual meeting by the researchers using a participatory action research. (Participatory Action Research: PAR)

Netchanok Nunthee (2001) doing research. The development of cultural tourism: a case study of Wat Phra Bat Huai Tom District, Lamphun Province aims to study the composition of the cultural community. And study the management practices that are appropriate for development. The cultural attractions of Wat Phra Bat Huai Tom. The study was a qualitative research method. Using participant observation.

And semi-structured in-depth interviews and focus groups to collect data. The study on the composition of the attraction of Wat Phra Bat Huai Tom. To develop a cultural experience that all three aspects attractions. The ease of access And facilities

But there are two points of weakness in the facility is to serve food and drinks that are not diverse. And lack of information services. The study on the optimal management approach for the development of the cultural attractions that. The data-sharing deal that outlines four areas.

Management organization structure tour. Personnel management The system is operational and tours. The researchers found that the restriction was also no tourists in this community. Because there is no adequate publicity The community has a chance to practice the skills to act. It should be studied Or doing market research. For Wat Phra Bat Huai boil.

Aswin (2002: abstract) Proposes research on knowledge, attitudes and behavior of young eco-tourism in the BMA. The findings were as follows:
1) Most youth have a deep understanding of ecotourism in the medium. The youth in higher education, with an average maximum knowledge. The attitude is found Youth have a positive attitude towards ecotourism. The youth in higher education, with an average maximum attitude. For ecotourism behavior of youth is found. The majority, 66.0 percent had experienced ecotourism. While the percentage 34.0 ‘ve never experienced The main causes of youth no. Or no information about ecotourism

2) Youth aged gender and level of education is different. Knowledge and attitudes about ecotourism vary.

3) Youth with different levels of education. Ecotourism behavior is no different in terms of the selection camp, choosing to spend time and take on ecotourism. For guidance on the promotion of knowledge. Attitude and ecotourism, youth organizations and agencies involved. Should be published Public relations And provide information Or knowledge about eco-tourism, youth and more, by considering how to implement them properly. In accordance with the needs and interests of young people as much as possible.

Wagenet (1997) Has researched the effect of course environment on adult education on knowledge, attitude and behavior in the watershed of New York City by analyzing whether there are differences in knowledge, attitudes and behavior among those who read the papers studied and all those who have not read the document but not the entire document, and the document has not been studied yet the study found . The reader has to remember facts and confidence in the knowledge environment than those who do not read and do not receive education , despite being evaluated vary significantly in all three groups and found that those who do not read there are also quite a bad attitude towards environmental issues.

Legault (1999) Research on the environmental impact study on knowledge, attitudes, motivation and behavior of students and parents with the idea that the development of systems to enable us to assess the impact of new environmental education program for children at school. first courses include courses in environmental and natural science subjects incorporated in the results of the research suggest that child in the experimental group who often get ecological information from teachers
and parents and shows their motivation to self-determination than children in the control group.

Wither (2000) has studied the development of local programs and studies to study the development of local programs. "The initiation of the legendary Valley Yampa " in the relationship between the school and community, creating a sense of responsibility of students concerned about the environment and the opportunity for students to contribute to their communities study found that the development of the course teachers, community members and students the opportunity to learn, share important course has been developed using the knowledge and skills of local people and respond to the ideas of local people, the community members have adopted standards. Contents of the course to be used to create learning activities in schools, thereby establishing a relationship between the school and the community more stable.

Schmidt (2004) has studied the relationship between satisfaction from training to develop job satisfaction and overall results showed that the relationship between satisfaction from getting the training that they work with. Overall Job Satisfaction In addition, other parameters such as the duration of training, training methods and forms of training show a significant relationship with the satisfaction of training to develop.

Kittel (2004) has studied the creation of guidelines for assessing and evaluating the curriculum guidelines for compulsory testing guidelines that distinguish each approach its own unique approach to education or other conclusion that they are outstanding. 37 points together, which should be taken as part of compulsory education, and as part of the preparation of the textbook.

Mendoza (2004) studies on the curriculum development workshops to help teachers in child care and protection, aggression and violence in the classroom. Found that the course has been well recognized by teacher participants. And satisfaction of the course is also offered to take courses to students who create problems. Including the joint development of the society in a positive way to the next class.

Flamm (2006) research on environmental knowledge, attitudes towards the environment and the owner of the vehicle, a research analysis on the relationship between environmental knowledge, attitudes towards the environment and the
ownership and use of vehicles is a quantitative analysis of living in downtown Sacramento, California Komon structure study found. 1) the respondent ’s attitude toward the environment have knowledge about the environmental impact of a vehicle, and 2) families of those who have studied a vehicle with performance Figure use more fuel and use less fuel 3) households of those with knowledge of environmental owned vehicles less and use less fuel 4) of owning and using vehicles with the opposite attitude towards the environment, and 5) the respondent many people see obstacles to make owning and using vehicles reflect the knowledge and attitude.

Cornell (2007) The research about creating a situation is a provider of adult education projects using community-based research aimed to evaluate the impact of the project on environmental education course for adult training, experience, leadership, service-oriented ecosystem. (Neighborhood Ecological Stewardship Training: NEST) about environmental knowledge, attitudes and behaviors related to self-report is the primary research question. The workshop several times to change attitudes, knowledge and behavior about leadership, environmental services or research results have shown that the training courses, leadership in community service, ecotourism can have. Impact on environmental knowledge, attitudes and behavior of adults have a significant participant in this program and control group entry.

Jones (2004, p. 1222-A). The study compared outcomes with electronic media and learning in classes of business executives. The results showed that Business executives can provide back quantitative and qualitative benefits to the strategy, training strategy so that training can bring back development training.

The findings also indicated that the new forms of training methods to respond to the empowerment of the executive corporate sector to compete better business than learning from making mistakes came to the conclusion that Training is a process to develop individual knowledge. Skills, attitudes and understanding. The aim is to increase knowledge and new ideas.

Work skills and work experience. Adjust behaviourally appropriate. Changing attitudes to meet the needs of organizations and individuals have incentives to provide better operational duties. And research related to leadership found. The Leadership Development Can be developed with Training.

Russell (2004) discussed on Education and information policy studies, case studies of Ontario 's public school curriculum. This involves exploring and learning
about information policy to the curriculum for students in kindergarten to Grade 12 education is a major issue.

Policy development on learning as described by the administration to bring the details to apply to this policy. Research Methodology Use a descriptive analysis of documents related to policy analysis and interviews with 12 people who conduct policy.

This research finds Teacher librarians are important contributions and funding the public sector, it must be very important, and it’s about building knowledge test standards, which have significant policy development. Information literacy of students, as well as librarians received support from the community. How to practice Teachers, librarians?

Are there any ways in which teachers, librarians will be able to reach their goals along with the policies of this administration revealed. Information policy learning in the state of Ontario’s it. That is supported Learning environments on the inequality of the knowledge, skills assessment.

Litzenberg (2005) The study assessed the views of teachers on the local environment and the impact on the curriculum and teaching methods in primary schools, Maryland. The aim of the research is to study the awareness of teachers about the local environment affects the course of the class and the class of the scientific process of gathering data using questionnaires. And a focus group discussion Focus Group. The results showed that No removal of the importance of the local environment and level of education. Integrating the curriculum in kindergarten to third grade are exchanging experiences in teaching environmental education in grades 4-5 expand and improve behavior. While the attention of students studying outside environment. Suggestions rural school built a green school. Local environmental remix of the school into the next school science.

Mao (2008, pp. 585-595) Has done research Curriculum reform modish to Taiwan's unique situation has changed in the new century. The document examines native and around the world. The curriculum and identity For that reason, the opposition described as a character whose emotions of love and hatred, Taiwan. Taiwanese are treated in society, politics and culture, rather it must be a great feeling the need to strengthen the curriculum as a cultural identity and quality of the building
will have to build anything. Therefore, when a reform program to work, it is time to change one thing into another thing. The write up, whether social, political and cultural boundaries. This is to split the image in the conflict and its irrational. Curriculum reform in the document is an analysis not just a question of changing a clear idea of training the new study but does not include the question of changing the structure of power relations express meaning political identity. Description meaning of history has led to questions about identity in Taiwan to introduce a second is to argue that the first courses appeared on the political, social and cultural meaning are counted in the process of identity formation. The neutrality of Taiwan and in the end, this document will discuss the consequences of the global practice principles by 6 percent this out and point to keep the mood of creating a local identity and conflict studies in the mood of the people.

Clarke (2009, pp. 293-302) has done research on the understanding of the experience. Interpretation of integrated research The strategy that the use of volume and features to determine the questions were a major topic of discussion. It is strange that so many exercises in the sociology of health and illness.

When searching for the meaning and requirements that incapacitated for a long time in life. This section provides a brief description about the merits and appropriateness of incorporating the approach to the interpretation and understanding that experience a comment. The research on how the experience one step further. The philosophy that postulates the nature and scope of knowledge and philosophical truths to be compatible. Using as an example the fact that the presumption exemplary method includes unified well as the challenges and pitfalls of the methods included in unison. Consider future directions for research in the scope of this nature.

The study research papers relevant to the theme of strengthening of educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns. domestic and foreign

That is a pattern consistent with the needs of the community, which is the training needed to transfer knowledge specific to the trainees have the knowledge and the skills and capacity issues. to put the results obtained from basic training to maximize the benefits of living in the future. Thus, the concept of formatting to
enhance the knowledge of the youth in the province of Sukhothai and Kamphaeng Phet by engaging multilateral process to encourage the trainees with knowledge. Check Due to the variety of learning activities that will stimulate interest to the trainees have a good attitude and love and pride for the local community. When the trainees to learn according to their own will cause the trainees to develop themselves to be. A good knowledge of work with the skills to work as a guide to quality.

Smith (1990) The involvement of the community to tour historical meaning is a group of people together in the same place. Experience or the same interest in promoting historical tourism management in the community. (Smith, 1990, p. 56) Start by getting involved in the community. And succeed by working at full capacity. Pumbaa lead to wakefulness. To solve the problem The incorporation of volunteers with skills for political goals. Social and economic history of the community

Reid, Fuller, Haywood, Bryan (1993) Development Process. The involvement of communities in tourism has three phases: phase one. Self-assessment of community The community has a greater awareness Specify the value and structure. The second stage of planning, product development and marketing. The track, which is the last step to step one again. A step advancement of the process of community participation in tourism. If the community is not involved in the planning and tourism development will have a negative effect on tourism development.

Mason and Cheyne (2000). Not only the involvement of the community. There are also facilities in tourism must be coordinated to form a clear structure. (Reid, Sindiga, Evans, and Ongaro, 1999) Benefits will lead to job creation. Luxembourg 's historic preservation and community identity. (Palmer, 1999).

Arai (1996) Participation in community development, tourism, history will have to consider the decision of people to serve as a government policy. The level of participation reflects the approach used by the government to change the indication of the working class. If community involvement and self-awareness that will benefit include the power to realize. The link leads to learning, mobility and skills development. Knowledge and practices, seeking opportunities. Integrating knowledge in real life situations. And applications for the life challenges of community development to attract tourism to contribute to the quality of life of people in the community.
Scott (1996) Volunteers play a vital role in providing both labor and leisure travel experience, which will have economic benefits.

Fyall and Garrod (1998); Millar (1989) Research has found that there is a tendency to development of education and understanding of the sustainability of the tourism history. In each issue of culture and learning. Education, tourism, history. Because tourists are expected and motivated to visit the historical sites. However, the lack of historical role in promoting tourism. And motivation led to the decision of the tourists. McKercher and du Cro (2010)

Powers (1998) Volunteers will benefit the mind and self-confidence. Energetic depression than those who do not volunteer and. It also found that self- satisfaction as a professional with experience in tour history. (Winter, 1998)

Russell and McLean (2000) Historical development Have a positive impact on the potential side. Historical Park recreation and tourism organizations significant because it will affect tourism, history, culture and tourism income groups. There are incentives in the tourism history. Visitors to focus on learning the culture more fun. Make tourists stay longer And great expense (Kerstetter, Confer, & Graefe, 2001).

Ryan, Kaplan and Grese (2001) Historical volunteers are motivated to participate and benefit of helping the environment. There is a specialist role Knowledge is a significant commitment, so volunteers should have been learned that will increase in the next volunteer. The volunteers are local people will be able to resist the negative effects. Tourism History Thus creating incentives And satisfaction is so important to the growth of tourism and environmental history. (Ryan et al., 2001).

Ryan et al., (2001) Role in enhancing the knowledge or expert in tourism, historical tourism is a key factor in the timing of the engagement and volunteering. Significantly, the text implies that incentives are common. The leniency I do it because it's important for me. Self Development as to Feel the need to do. A link to the historic sites. Can reflect on experiences A major issue of social As a volunteer with Friends And self-interest The volunteer will have a new friend. Add social gatherings The advice in future research which is willing to learn continuously and back into society. Volunteers in the future should come from the same area. Or different areas To research the characteristics and motivations are different. Motivation
to push themselves of the opportunity to learn subjects such as the importance of volunteer tourism history.

Pichong (2000, pp. 69-73) Travel patterns and management practices that are consistent with the existence of a cultural community in the village of elephants in Surin found. Management in the village of elephants. It should be characterized by the dominance of the cultural tourism. Community rehabilitation and conservation of the elephants or elephant Phon it. Tourism Management in the village aims to tourism and education community. Lifestyle and culture As well as establish an awareness of wildlife conservation and nature to remain forever. This form of tourism that will not impact negatively on the community. The plan should make every tour. The parties concerned to participate.

Sayamol (2001, pp. 89-91) study the educational development potential of the local people in the management of the tourism district of Hai Lam reiterated wild. The Pasak River The idea of district It is a heritage that has high tourism potential Figure . Because microcosms of the community Hai district to maintain cultural identity and traditional knowledge as well . The potential development of local people in tourism management. Later in the period, community members have learned. The thought process and analyze common problems. Current and communities to manage their own tour. By establishing a coordinating committee of community tourism. The division responsible for the management of tourism clearly. Managed revenues fairly.

Rapeepan, et al. (2002, pp. 11-17) Study tour under its potential and limitations . By studying the North Central Province. Found that tourism in the North Central Province. Include tourism, history, art, culture, historic and natural attractions. The way of life and wisdom. The central province Upper tourism management in the following areas. Physical attraction of Public Relations and Marketing Of transportation and public utilities and services. Found mainly in charge of each area. The relevant government agencies for advice. The tourism product Contains ancient sites and historical places of worship and souvenirs to promote tourism. There is a link within the tourism route. The budgets of provinces , mainly used to carry out the examination and the development of tourism. The participation To manage tourism in the area found a group of community leaders and entrepreneurs participate in moderately. The group of people involved in tourism management at a low level.
Among the factors that affect the popularity of tourists who choose to visit the North Central Province, including the physical attributes. The Environmental Quality; The social features; The cultural dimension; The value of learning and education, and management. Should develop tourist and historical monument. It can also be linked to tourist routes within the province of the road and the water. To increase interest in tourism events and more. And to spread tourism to the community. Meanwhile, across the community should jointly find their strengths in order to build a community identity. Focus on what's available in the community is key. To be used as a selling point for tourism.

Kitirat (2002, pp. 72-73) Studies to evaluate potential Figure cultural sites in the provinces and the development of the cultural attractions of the job.

1) The plan for local tourism. Provincial and national level in relation to the planning of tourist attractions that are already popular. Extends to cultural sites in the outlying districts.

2) Seek funding to develop infrastructure such as roads that lead to cultural attractions. Organize and create standards in tourist shops. Facilities As well as the cleanliness tourist district.

3) Cultural Conservation Plan. The archaeological remains of Buddhist monasteries. The maintenance and repairs to keep the original Figure. In cooperation with the Fine Arts Department Local government And area residents

4) awareness to the local community heritage cherished possession. Appreciate the cultural and economic benefits to self.

5) Plan Information The local cultural sites known to travelers, both in Thailand and abroad. By using a wide variety of forms and swift.

6) Training Guides To visit cultural attractions. Due to cultural, academic purposes. So if tourism does not achieve the aim. So it must be to train local people as guides to deliver lectures to tourists who come to visit.

Piyaporn (2001, p. 71) To study the involvement of communities in managing sustainable tourism. I find that the community be involved in any given subject must always have a link. Community to take part more or less, depending on the activity. It is interesting A proper locals are savvy or do not have the size you want the locals to join assistance. Without organized religious activities, it's hard to keep people
involved, because there is no reason for people to attend. The event is considered as an incentive to make people participate in activities that, while the participation of the community is a fundamental driving force critical to making that activity continue. Success of such relationships. It is a relationship that will create a community development project. In this case, including the readiness of the community to make their community a tourist temple. Due to the famous temple, it also generates more revenue for the temple and the community of faith, charity and selling local products may be a gift or a souvenir from any community. Development of tourism also received cooperation from the villagers will have to get cooperation from several parties, including the host community and the government to bring the budget into the community. The District Administrative Office Which is the agency that represents and most intimate community.

Pojnat (2002, pp. 66-69) to study the involvement of local governments in the management of community eco-tourism and culture. The study Pong beauty of Mae Sai, Chiang Rai province. The role of leadership affects the participation of both the co-orientation. To co-ordinate co-operation The co-beneficiary and the joint monitoring and evaluation of the tourism management. The relationship between the roles of community leaders to participate. And the recruitment of people to participate in the management of eco-tourism and cultural district that pretty clear.

1) The role of leadership is different. The front responsible for coordinating the public and private sectors to define the rules on conservation sites. The resulting difference. Participation think Co-operation, co-ordination and co-beneficiaries. Including monitoring and evaluation of destination management.

2) Female to engage in destination management than men.

3) The participants generally thought to be involved coordinated action co-beneficiaries and the evaluation and management of tourist destinations.

4) The community lived longer be participating in the community than the residents lived.

Salisa (2006, pp. 87-92), the participation of citizens in the management of ecotourism. That the people of Ban Klong Son also have an understanding of ecotourism. And considering in depth to find. Basic knowledge of the villagers massacred canal ecotourism activities less. In addition, basic education or knowledge
of the people involved, it is a Lonely Lonely people do not dare to participate in eco-tourism and the locals do not have time to attend the event because of daily occupations. Agencies involved include the lack of publicity given to the villagers the importance.

2.9 Conceptual Framework

Review of the Literature Various theories And research related to the theme of strengthening of educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns. The researchers were able to define the concept of research (Conceptual framework), as detailed below.
Privacy youth in the province of Sukhothai and Kamphaeng Phet.
- Gender
- Age
- Education
- Hometown

Assessment of the World Heritage Sukhothai Historical and Acropolis.
- Cognitive
- attitude
- skills

How to educate the youth in the province. Kamphaeng Phet and the World Heritage Historic Town of Sukhothai and Associated Historic Towns of official agencies involved in tourism.

To develop a model for enhancing the knowledge of the youth tourism World Heritage Historic Town of Sukhothai and Associated Historic Towns.

Education needs strengthening, educating youth in the province of Sukhothai and Kamphaeng Phet tour to promote World Heritage Historic Town of Sukhothai and Associated Historic Towns.
1. To strengthen knowledge.
2. Enhancing knowledge.
3. Place in activities to enhance knowledge.
4. Number of participants to strengthen their knowledge.
5. To enhance the level of knowledge.

Figure 2.4 Conceptual Framework
CHAPTER 3

RESEARCH PROCEDURE

Research on development of procedure to reinforce youth tourism in Historic Town of Sukhothai and Associated Historic Towns.

In order to ensure complete data collection, research has prescribed as integrated procedures, which composed of qualitative method and quantitative method. The process will be developed from studying the core concept, theory, and principle as well as related researches, by initiating, experimenting, and developing knowledge for youth about Historic Town of Sukhothai and Associated Historic Towns, as follow:

The qualitative research methods includes participatory action research as the researchers want to make sure the youth community participation for the whole process from identifying the problems to finding solutions. Data of the research will be collected by individual in-depth interview as well as a focus group approaches. Interviewers will proceed by asking questions to stimulate broad opinions from the selected participants.

In the meantime, quantitative research methods will be conducted by using questionnaire in order to gather information and to increase awareness for the local youth community. Results of the questionnaire will support and affirm all the conclusions and will, afterward, lead to the knowledge initiative process for youth tourism in Historic Town of Sukhothai and Associated Historic Towns. The procedure of the quantitative research is follow:

1) Individual and focus group
2) Research tools
3) Research tools development
4) Data collection process
5) Data analysis

Objective of the research
3.1 Objective 1

To study the process of educating local youth community in Sukhothai and Kampangpetch Provinces about how to travel the Historic Town of Sukhothai and Associated Historic Towns.

3.1.1 Population

Population associated in this research is the multilateral tourism which are Government officers and citizens who are related to the development of the local tourism i.e. Sukhothai: 602,460 people and Kampangpetch 729,522 people, total of 1,331,982 people.

3.1.2 Focus Group

Since the representatives of each group are different, researchers decide to use Purposive Sampling methods to conduct the research by using Sukhothai and Kampangpetch tourism supervisors.

1) Government and Public Service Officers
   (1) Provincial Governor
   (2) Provincial Vice Governor
   (3) Provincial Community Development Officer
   (4) Thai Tourism Officer
   (5) Provinicial Tourism and Sports
   (6) Superintendent
   (7) Director of Historic Town
   (8) Director of Fine Arts Department
   (9) Head of National Museum
   (10) Head of Historic Towns

3.1.3 Research Tools

Tools used for research according to objective 1 are In-depth interview by using Semi Structure Interview methods. Elements of inquiry and explanation will be determined to develop knowledge for local youth communities about Historic Town of Sukhothai and Associated Historic Towns.
3.1.4 Research Tools Development

The procedure in developing research tools is:

1) Study related document and researches that cover all aspects in developing knowledge for local youths. Then, questionnaire will be designed to cover the designated areas.

2) Consult with teaching adviser or professionals whether contents in the questionnaire are appropriate for the focus group and, then, adjust the questionnaire according to the consultation.

3) Conduct interview with the sample focus group of 5 people to test if the language used in the questionnaire is correct.

4) Report to teaching advisor after adjusting language in the questionnaire to be easily understood.

5) Conduct real focus group interview after the test.

3.1.5 Data Collection

Data collection procedure:

1) Researchers send out letter to public sectors asking for cooperation from university students in data collection process.

2) Researchers conduct research according to the date and venue set.

3) Researchers analyze, evaluate and conclude the collected data.

3.1.6 Data Analysis

Qualitative research method will be conducted by using Triangulation technique, whereas the data collected from the interview and from taking notes will be examined.

1) Methodological triangulation will be used to collect different data on the same topic, i.e. in this research, it means interview and study document.

2) Data Analysis will be conducted by using Coding Analysis

3.2 Objective 2

To evaluate local youth knowledge on Historic Town of Sukhothai and Associated Historic Towns.
3.2.1 Population and Focus Group

1) Population

Population associated in this research is youth in Sukhothai, in Srisatchanalai and in Kampangpetch. Total population is 308,491.

2) Focus Group

   (1) Define population framework, quantity and name list of all related population (N)

   (2) Divide all population into subpopulation by using Stratified Random Sampling, where each station will have different numbers of subpopulation. (Nh)

   (3) Calculate size of the focus group based on 95% confidence according to Taro Yamane’s formula which will come down to 400 people.

From the Formula

\[
 n = \frac{N}{1 + Ne^2}
\]

\[
 n = \frac{308,491}{1 + 308,491 (0.05)^2}
\]

\[
 n = \frac{308,491}{772.2275}
\]

\[
 n = 399.482
\]

(4) Calculate size of appropriate focus group from each subpopulation by using Proportional Allocation method. Total of 3 subpopulations is accounted for a focus group that will be used in this research.

(5) Randomly set up a focus group by using Purposive Random Sampling method to collect data. The size of the population and focus group is follow in table 3.1.
Table 3.1 Population and Focus Group Sizes According to Objective 2

<table>
<thead>
<tr>
<th>Local youth</th>
<th>Population</th>
<th>Focus Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sukhothai</td>
<td>223,180</td>
<td>289</td>
</tr>
<tr>
<td>Kampangpetch</td>
<td>85,311</td>
<td>111</td>
</tr>
<tr>
<td>Total</td>
<td>308,491</td>
<td>400</td>
</tr>
</tbody>
</table>

3.2.2 Research Tools

Questionnaire is the tools of this research. Effective Theory in Development and Distribution can be divided into two sections:

section 1: General Demography

section 2: Knowledged of youth in Sukhothai and Kampangpetch about Historic Town of Sukhothai and Associated Historic Towns includes understanding, attitude and skill.

3.2.3 Data Analysis

Statistic (mathematical percentage and average) is the tools used to analyze the test prior to research participation. The criteria is follow.

1) Knowledge prior to participation in youth knowledge reinforcement program

- 1-59 point(s) Knowledge is in lack of understanding level
- 60-100 points Knowledge is in understanding level

2) Attitude prior to participation in youth knowledge reinforcement program

- 1.00-1.80 Attitude is at strongly disagreed level
- 1.81-2.60 Attitude is at disagreed level
- 2.61-3.40 Attitude is at neutral level
- 3.41-4.20 Attitude is at agreed level
- 4.20-5.00 Attitude is at strongly agreed level
3.2.4 Data Analysis

Statistic used in this research is as follow

1) Statistic data analysis is used to evaluate the tools.
   (1) Reliability is the characteristic of the measurement tools that gives constant results of Coefficient.
   (2) Discrimination can identify tools or people into 2 different groups with Item Total Correlation

2) Descriptive Statistics is used to present with frequency, quantity, percentage, average and standard deviation.

3) T-test and One way ANOVA (F-Test) are used in evaluating the sampling method.

3.3 Objective 3

To study the need in knowledge reinforcement to local youth in Sukhothai and Kampangpetch in order to promote tourism in Historic Town of Sukhothai and Associated Historic Towns.

3.3.1 Population and Focus Group

1) Population
   Population associated in this research is youth in Sukhothai, in Srisatchanalai and in Kampangpetch. Total population is 308,491.

2) Focus Group
   (1) Define population framework, quantity and name list of all related population (N)
   (2) Divide all population into subpopulation by using Stratified Random Sampling, where each station will have different numbers of subpopulation. (Nh)
   (3) Calculate size of the focus group based on 95% confidence according to Taro Yamane’s formula which will come down to 400 people.
From the formula

$$n = \frac{N}{1 + \frac{N_e}{2}}$$

$$n = \frac{308,491}{1 + 308,491 (0.05)^2}$$

$$n = 308,491$$

$$n = 772.2275$$

$$n = 399.482$$

(4) Calculate size of appropriate focus group from each subpopulation by using Proportional Allocation method. Total of 3 subpopulations is accounted for a focus group that will be used in this research.

(5) Randomly set up a focus group by using Purposive Random Sampling method to collect data. The size of the population and focus group is follow in table 3.2.

<table>
<thead>
<tr>
<th>Local youth</th>
<th>Population</th>
<th>Focus Group</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Total</td>
<td>308,491</td>
<td>400</td>
</tr>
</tbody>
</table>

**Table 3.2** Population and Focus Group Sizes According to Objective 3

### 3.3.2 Research Tools

Questionnaire is the tools of this research. Effective Theory in Development and Distribution can be divided into two sections:

1) Need for knowledge reinforcement

2) Knowledge reinforcement development

3) Knowledge reinforcement program
4) Venue
5) Size of people participate in the program
6) Level of needs for knowledge reinforcement

3.3.3 Data Analysis

Statistic (mathematical percentage and average) is the tools used to analyze the test prior to research participation. The questionnaire will use rating scale for evaluation. The criteria is follow.

5 = Strongly need
4 = Need
3 = Neutral
2 = Less need
1 = Least need

After rating procedure, researchers will prioritize the needs for knowledge reinforcement program for local youth in Sukhothai and Kampangpetch Provinces to promote tourism in Historic Town of Sukhothai and Associated Historic Towns.

\[
\text{Class Interval} = \frac{\text{Range}}{\text{Levels}} = \frac{5-1}{5} = 0.8
\]

Then, find the average by using criteria as follow:

- average range 4.20 - 5.00  Strongly need
- average range 3.41 - 4.20  Need
- average range 2.61 - 3.40  Neutral
- average range 1.81 - 2.60  Less need
- average range 1.00 - 1.80  Least need
3.3.4 Data Analysis

Statistic used in this research is as follow

1) Statistic data analysis is used to evaluate the tools.
   (1) Reliability is the characteristic of the measurement tools that gives constant results of Coefficient.
   (2) Discrimination can identify tools or people into 2 different groups with Item Total Correlation
2) Descriptive Statistics is used to present with frequency, quantity, percentage, average and standard deviation.
3) T-test and One way ANOVA (F-Test) will also be used in hypothesis testing.

3.4 Objective 4

To study the format for knowledge reinforcement for youth about Historic Town of Sukhothai and Associated Historic Towns.

3.4.1 Population and Focus Group

1) Population

Population associated in this research consists of 2 groups. First group is multilateral tourism which consists of government officers and those who are related to tourism development in related areas of research i.e. from Sukhothai Province 602,460 people, Kampangpetch Province 729,522 people, total of 1,331,982 people. And another group is youth in Historic Town of Sukhothai district, Srisatchanalai, and Kampangpetch, total of 308,491 people.

2) Focus Group

Since each group of population are different, Purposive Sampling method will be used in the research which consists of tourism officers in Sukhothai and Kampangpetch provinces.

   (1) Government and Public Service Officers
       Provincial Governor
       Provincial Vice Governor
Provincial Community Development Officer
Thai Tourism Officer
Provincial Tourism and Sports
Superintendent
Director of Historic Town
Director of Fine Arts Department
Head of National Museum
Head of Historic Towns

(2) Total 30 youths whose ages between 14-20 years old in Sukhothai and Kampangpetch areas and has not reach their legal ages from marriage certificate registration. And those who is liable to a fine will be considered different from adult.

3.4.2 Research Tools.

Research tool according to objective 4 is Participatory Action Research (PAR) since it does not focus on numeric data, but in-dept details for the research procedure. Participation of each department can be identified during each research activation procedures. This helps researchers to be able to differentiate the role of each participant clearly. Practically, research procedure shall proceed along with other activities from start until finish.

Appreciation Influence Control (AIC) is applied in the research, which is the technique that will reinforce multilateral to participate in tourism development program. The main goal of AIC is to give the opportunity to the community to proudly be a part in classifying the problems by analyzing the focus group. The priority of importance as follow:

A = Appreciation - means acknowledge with sincerity and willing to accept opinion from others.

I = Influence - means tendency in persuade other people to accept by bargaining, exchanging and identifying the priority of the considering issues.

C = Control - means decision making process in controlling and identifying the expected procedure
Brainstorming that focus on opinion and participation of the communities and is based on equality is the process that put people as centre. Participants will participate in brainstorming and work together in activation meeting which means village committee meeting in local terms. The process includes exchange of experiences and information to ensure better understanding of problems, limits, needs, and efficiency, and this will lead to acceptance. Process can be divided into 3 stages.

Stage 1: Survey the need in youth knowledge reinforcement
   Activity 1 Educate
   Activity 2 Evaluate youth knowledge
   Activity 3 Compare needs in knowledge reinforcement

Stage 2: Develop knowledge reinforcement process to achieve objective 4
   Activity 4 Drafting the knowledge reinforcement program
   Activity 5 Select youth to be used for the test
   Activity 6 Test the created program format

Stage 3: Continuous develop the program
   Activity 7 Follow up and evaluate the program
   Activity 8 Continuously improve the program

3.4.3 Research Tools Development

Process

1) Study related document and researches that cover all aspects in developing knowledge for local youths. Then, questionnaire will be designed to cover the designated areas.

2) Consult with teaching adviser or professionals whether contents in the questionnaire are appropriate for the focus group and, then, adjust the questionnaire according to the consultation.

3) Conduct interview with the sample focus group of 5 people to test if the language used in the questionnaire is correct.

4) Report to teaching advisor after adjusting language in the questionnaire to be easily understood.

5) Conduct real focus group interview after the test.
3.4.4 Data Collection

Data collection procedure:

1) Researchers send out letter to public sectors asking for cooperation from university students in data collection process.
2) Researchers conduct research according to the date and venue set.
3) Researchers analyze, evaluate and conclude the collected data.
4) Researchers conduct trial program with local youth by using multilateral tourism participation.
5) Researchers evaluate and analyze the collected data to reassure the knowledge reinforcement program for local youth.

3.4.5 Data Analysis

Qualitative research method will be conducted by using Triangulation technique, whereas the data collected from the interview and from taking notes will be examined.

1) Methodological triangulation will be used to collect different data on the same topic, i.e. in this research, it means interview and study document.
2) Data Analysis will be conducted by using Coding Analysis
CHAPTER 4

RESEARCH ANALYSIS

The research on this form of strengthening of educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns. Methodology this research mixed (Mixed Research Method) contains qualitative research Figure (Qualitative Research Method).

Using participatory action research. (Participatory Action Research -PAR) to collect data on the implementation of research . Researchers will collect data from in-depth interviews (In Depth Interview) individually and focus groups (Focus Group Interview) and quantitative research. (Quantitative Research Method) by using a questionnaire about their knowledge of the World Heritage Historic Town of Sukhothai and Associated Historic Towns.

And to enhance the knowledge of youth in the province of Sukhothai and Kamphaeng Phet to obtain information for the purposes specified. The process of developing a form determined by the concepts, principles, theories and related research. The implementation of the process. Development and testing of enhancing the knowledge of the youth. By engaging multilateral process. Tour to promote World Heritage Historic Town of Sukhothai and Associated Historic Towns divided steps below.

The first objective synthesis of educating the youth in the province. Kamphaeng Phet and the World Heritage Historic Town of Sukhothai and Associated Historic Towns of official agencies involved in heritage tourism in the world.

Objective 2 Assessment of Tourism World Heritage Historic Town of Sukhothai and Associated Historic Towns of youth in the province of Sukhothai and Kamphaeng Phet.

Purpose 3 study reinforce the need to educate young people in the province of Sukhothai and Kamphaeng Phet province to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns.
The fourth objective of the study on the strengthening of educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns.

Objective 1: synthesis of educating the youth in the province. Kamphaeng Phet and the World Heritage Historic Town of Sukhothai and Associated Historic Towns of official agencies involved in heritage tourism in the world.

Historic Town of Sukhothai and Associated Historic Towns

Sukhothai Historical Park in Sukhothai, and the wall was registered as a World Heritage site under the name. "Historic Town of Sukhothai and Associated Historic Towns" in the World Heritage Committee at the 15th ordinary session of the year 2534, the city of Carthage. Tunisia. Through the requirements and criteria in the consideration of the heritage as one) which represent a masterpiece crafted by creative and intelligent.

It is confirmed the evidence of culture or civilization that is visible today or that perished long ago. (Sukhothai and Associated Historic Towns), as saying.

Sukhothai is the beginning of a national land of Thailand is Bangkok Thailand on a long history for the 700.

Over the years, the historic downtown is a history major with a base reference until we have been recognized by UNESCO as a World Heritage Site. And another is the most important. After the first stone inscription of King Ram, who has been regarded as a legacy of memories is something we are very proud to be a history of the world, especially the inheritance of this memory (Mangkorn Thongsukdee, personal communication, August 17, 2014).

The World Heritage Sukhothai Historical Park in Sukhothai and. Which have been registered since the third quarter by UNESCO. The province already has a cost. Firstly, on the subject of historic monuments Secondly culture. Which serve as cultural festival, Songkran, which are two of the World Heritage Sukhothai Historical Park. And Sukhothai Historical Park (Jakarin Peangwong, personal communication, August 17, 2014).
The point of the above interview demonstrates that the province is a province with a long history of over 700 years as the first capital of Thailand. Both historic monuments and cultural traditions that are still handed down to the present. But the most important thing is indicative of the beginning of the nationalization Thailand is the first stone inscription of King Ramkhamhaeng. Calligraphers Thailand is a cornerstone of the national language in Thailand.

In the year 25 534 Organization UNESCO has declared a World Heritage Sukhothai Historical Park with playground and Sukhothai. Under ' " Historic Town of Sukhothai and Associated Historic Towns" (Historic Town of Sukhothai and Associated Historic Towns) is the pride of the City and people of Thailand for the whole country. Identity that reflects the Sukhothai.

From past to present "Chinaware", is regarded as the culture craftsmanship that has been passed since the Sukhothai era for future generations to study and take pride in their ancestral identity. Until present "City" is still a tourist, historical and cultural values, civilization is still thriving. The historic broadcast And antiques This is the wisdom of the people to be famous all over the world. As can be seen from

It is in terms of uniqueness ideally sarong sarong is popular because both are ideally be used. Clothing Remove applications The use of such a table cloth carrying case and it is important chinaware. Because of the historical and cultural value put into writing a striped fish. Which indicates that this is a unique Sukhothai. Is what I wanted to push it further (Pansiri Kullanandsiri, personal communication, August 17, 2014).

Interesting things that are endemic to the province of Sukhothai, such as gold, which is gold that took the pattern from molded in a beautiful queen, and was fabricated by hand. Whether it gains great necklace, earrings or bracelet. Or belt-like pattern, which is ancient in Sukhothai. It was adapted into a product that is renowned in the province, it also has a cloth woven by hand sarong ideally at Crescent Beach. There are also chinaware, too (Jakarin, Peangwong, personal communication, August 17, 2014).
The point of the above interview reflects that. Sukhothai are many things that reflect the identity of Sukhothai like gold Sukhothai gold 99.99 percent to crafting handmade antique by mimicking patterns from antique gold found on archaeological sites in the province and stucco. In such a crown moldings striped shirt and striped foliage plants Ram Sharan etc. sarong ideally Ban Hat Siao fabric of Thailand that were established with the province strongly. There are two types of woven fabric to wear in everyday life, this is exquisite, but will focus on the fullness, thickness of fabric to use, durable and long-lasting as possible. such as sarong blankets, duvets etc. Tugieam. Another type of fabric woven neatly for a special occasion or occasions only important to have a distinctive chinaware reflect only the identity of the province as well. Chinaware , as the pottery is painted onto a container such as a fish bowl with a wheel and flowers, etc., and are coated with a liquid, particularly meat-type Ka ivory stripes color pattern of the City.

Tourism of the World Heritage Historic Town of Sukhothai and Associated Historic Towns. The historic visit May not enjoy the trip as an adventure or explore the natural attractions. The camera angles are good, but it is another form of tourism that does not a trend, because the audience remains. It was like a flashback to the past glory of the former house. The Sukhothai Sukhothai and Kamphaeng Phet. Registration has been declared a World Heritage site under the name. " Historic Town of Sukhothai and Associated Historic Towns" Since 1991, the city of Carthage. Tunisia Thailand demonstrated the value of the arts in the early days. The prototype of the culture and traditions of Thailand dessert still successors to the present.

Because the World Heritage Site and museum visits are in charge and in a suitable location. Have visited many. From the observation that foreigners come to learn. To visit historic Antiquities take very long But Thailand said it had, but the rocks. To take pictures for you to know that I (Phet, personal communication, August 17, 2014).

The festival event Most of the actors are children and young people because Wilai City Arts and the Institute of Physical Education City campus. Students together nearly three thousand people, which constitutes molded the attitudes
or learning for children, youth, the other one because the province cultivated since kindergarten. The song's melody is introduced gold as dance music Sukhothai. Almost all the children to school, dance. (Piti Kaewsalubsee, personal communication, August 17, 2014).

Since the position of President of the PAO. Had the opportunity to host the King three times. Event organizer Pastor stone three times a day Dlamini Lithai. And the conquest of Mount Royal, which was originally PAO. With various units may only be subsidized budget. But not present It is planned that each share will have some activity. Media activities with the dimension of what. Looking to cover all dimensions Get involved even more. The operator media reporter It will be joined by a working group with the goal of tourists anticipated that in the year 2012. That would be about eight hundred thousand nine hundred people showed that a million arrivals. Even Loy ago Sukhothai people rather than tourists. The Present PAO. Has focused on the speeches. Sukhothai to experience The values, then it will become a good host. This is the main goal But at the same time promoting tourism activities to effectively Figure. Figure you have a network of more tourist areas and open new sources of Sukhothai, which was the last island in the sacred heart. (Pansiri Kullanandsiri, personal communication, August 17, 2014).

The school is one agency that operates promote tourism. Because the floor. 1 to travel within the province. Sukhothai Historical Park Sukhothai Historical Park as the floor. 2 extended to include Carson grade level. 3 to grade level. 6, most of it to the provinces, far away. (Saksit Inthip, personal communication, August 17, 2014).

The point of the above interview demonstrates that activities to promote tourism in World Heritage Historic Town of Sukhothai and Associated Historic Towns can be classified into one. The main features include two key aspects;

1) Tour to visit the magnificent architecture of the city's World Heritage Historic Town of Sukhothai and Associated Historic Towns institutions.
There has been a learning and growing awareness homeland. By bringing all students from kindergarten to first grade until high school field trip in six years at the Sukhothai Historical Park in Sukhothai and Kamphaeng Phet Historical Park.

2) Festivals tour to promote World Heritage Historic Town of Sukhothai and Associated Historic Towns such as 1) The Loi Krathong and Candle. It is traditionally held on the 12th lunar month of every year at Sukhothai Historical Park, the nature of the job consists of. Go to the spot light lamp light pinwheel firework folk dance parade and speeches important archaeological collection. A light and sound show on the glorious history of the Southern Kingdom annually. Works Loi Krathong and Candle activity is an expression that reflects the lifestyle of the stone inscription of King Ramkhamhaeng of Sukhothai. 2) King Ramkhamhaeng Day Commemorate and publicize the fame of King Ramkhamhaeng on January 17 of each year at the monument of him is within the rites and ritual procession to worship the King, offering to play with fireworks and dancing and amusement in the day and night

3) Bathing Festival be held in April of each year. At Sukhothai Historical Park in Sukhothai a succession tradition of the evidence presented in the stone inscription of King Ramkhamhaeng that. "City people often eat often Songsin Ohno often eat" event consisted of religious folk dance competition, product and drama of light and sound power play so Songkran parade.

Festivals tour to promote World Heritage Historic Town of Sukhothai and Associated Historic Towns have been cooperating very well from organizations, government agencies, academia, private sector and public sector activities.

Government policies to promote tourism

The current government policy to encourage the development and promotion of tourism and tourist attraction in Thailand has been widely recognized. To present the country in a new image. Highlight the value that travelers get from a visit to Thailand by way of Thailand. In order to understand Thailand recognizes the As well as the sharing of experience continued to support public access to the ASEAN countries because Thailand is a multicultural country, which are interested to come and experience travel.
This year Songkran Sukhothai be promoted as one of the 13 provinces in the calendar, today publicized Songkran festival Twelve months make the province focus on strategic tourism, even though it would have happened around me 10 % because it promotes a minimal investment.

It has already cost the world with tradition. The local culture is a discussion on project planning activities, so as to support the province's development strategy, both in terms of developing infrastructure, the maintenance of peace and order to promote OTOP products. linked to the majority of the province. The province is trying to promote as part of the project works to continue to provide benefits to farmers, it was revenue from tourists. (Jakarin Peangwong, personal communication, August 17, 2014).

The importance of being a World Heritage Site means the area. There is a duty to integrate the issue of international development cooperation. Then when we do, it requires the support. To contribute to the strategic development area. To respond to strategic And national policies While also promoting the local government to increase the potential Figure there to fully address the issue of heritage tourism. The management of World Heritage There are three key issues. The use of land And the other one is to go into management to achieve sustainable development. (Saksit Inthip, personal communication, August 17, 2014).

In foreign museums as a learning important that they learn to be critical. But in ancient antiquities museum will get very little attention. (Duangkamon Yuttaseree, personal communication, August 17, 2014).

Policies of the Provincial Administration has four aspects: 1. Sukhothai peaceful city. 2. Strengthening Social 3. economic progress and sustainable tourism. Thus, the strategy says Sustainable Tourism Whether a job? Sustainability must occur at the root. Sustainability must arise from people in the local community perception is co-owned, co-owned development. Joint activities and communications. Share responsibility for good things Bad things
happened together. Thus, local organizations Government sector The public sector Entrepreneurs Business To take part in driving tourism to be sustainable. (Panasiri Kullanandsiri, personal communication, August 17, 2014).

The point of the above interview demonstrates that organizations, government agencies involved in tourism in the province, such as the Office of the province. Provincial Administration Organisation Administration of Designated Areas for Sustainable Tourism. (ITD) and the Ramkhamhaeng National Museum are all featured on the promotional tour. This is because Tourism Promotion World Heritage Historic Town of Sukhothai and Associated Historic Towns of. Is one of the strategic importance of developing the province. According to the vision of the province at the Sukhothai World Heritage Site. impressive tour Good health care Thus, a strategy Projects and activities Supporting the development of the province's vision for the development of basic infrastructure such as the maintenance of peace and order to promote one of its products, one parish to support tourism, land use management world heritage for the development. In particular, the project sustainable tourism initiative to continue to make it useful to farmers and the income from tourists.

Focusing into the main concept here, the province received from the government each year more than 150 million baht was used to promote tourism around 30-40 percent by the participating organizations, government agencies. The public sector and academia. The idea that Sustainable Tourism World Heritage Historic Town of Sukhothai and Associated Historic Towns to have occurred from people in the community as the owner of a local transport and tourism resources to truly share a common perception. Jointly develop joint activities. Mutual communication and mutual responsibility, the impact of tourism, both positive and negative, that occur together.

Programs to educate youth on the World Heritage Historic Town of Sukhothai and Associated Historic Towns related to heritage tourism in the past.

The course is of great importance in education at all levels. The framework outlines a course of action will lead to the knowledge that the students get to experience the benefits of living as well as a guide to the study. To knowledge Acculturation
Cultivating the attitudes and values Creating Growth The complete physical, emotional, social and intellectual development, or in other words, the students in all aspects. To help the students develop in a direction that is consistent with the educational goals set (Kanchana Kunarak, 1991, pp. 1-4), as saying.

In the lessons in local schools. The implant to educate children and youth about the monument. Antiquities, including acting as a good citizen of the province. Each school in the province will have a local courses on this side too. (Somsak Ritkhasit, personal communication, August 17, 2014).

Of course there are the local school curriculum will be conducted to educate the students, especially the province of the ancient province. Sukhothai was the first capital of These are the things to give students the knowledge to build a people with a love of the motherland in the country of his birth. (Saksit Inthip, personal communication, August 17, 2014).

Of course that 's a little guide children to learn the identity of the Sukhothai really. The foundation is also To see to experience the culture of tourism. especially Sukhothai Provincial Administration had a plan and a course of training guides packed into the school of PAO. With. (Mangkorn, Thongsukdee, personal communication, August 17, 2014).

Training guides Training is considered that the language skills of children and youth. (Somsak Ritkhasit, personal communication, August 17, 2014).

A time when the US ambassador to Sukhothai. He added that students have a rich girl as tour guides to visit Sukhothai Historical Park. The English, after riding a bike around the Sukhothai Historical Park. He has been held roundtable meetings between ambassadors with rich girl students of the school. Thailand on the topic of culture. (Saksit Inthip, personal communication, August 17, 2014).
The development of local guides. The operation by early May, the director of the area. The MOU was signed with the United Nations come together to promote the development of local guides. Figure potential development of local youth to be guided to a local guide at Sukhothai Historical Park. (Piti Kaewsalubsee, personal communication, August 17, 2014).

The interview above issues reflected the curriculum to educate youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns of official agencies involved in tourism in the world can be divided. A second characteristic is

1) The course provides knowledge about the history of the Southern Kingdom of DAG and local youth-focused knowledge about the history of Sukhothai. Ruins and Antiques Arts, culture and traditions, etc., to stimulate awareness about the value and cherish tourism resources World Heritage and Historic Town of Sukhothai and Associated Historic Towns.

2) Figure curriculum development potential of local youth for a world tour in the Historic Town of Sukhothai and Associated Historic Towns such as training guides. English language training for tourism.

4.1 Educating the Youth with a Lecture

Technical training is an important activity for the training is the training to enhance their image and performance of individual notch. In terms of cognitive skills and attitudes of the trainees will be able to bring the training to make it applicable to practical lectures. The techniques used to convey opinions. Knowledge and information. The fact that the audience is a technique widely used in conjunction with other techniques.

But there are disadvantages in that the nature of the lectures will be one-way communication system, even if the time limit the audience the opportunity to participate in a question or comment about the lecture and no lectures. to assess whether the end of the lecture, the audience has knowledge. Understanding what is described much of which may have to consider the impact caused by the success of the lecture lecture is based on the ability and experience of the narrator.
An anecdote about Sukhothai Historical and archaeologica evidence from the literature. Get as much attention. Sukhothai mainly because people want to know the history. Of the speeches by lecturers from the university. With expertise in history and archeology. (Nongkran Suksom, personal communication, August 17, 2014).

To describe most of the staffs of the lecture was presented. But typical of our people. Presentation time information We will see Information about the importance of place. I focus But this depends on the consciousness of the children that listen and do what needs or interests. Now the problem is that the children who come to school, they will be brought. So when listening to a whole lot more I listen to it as a whole. Listen as they will immediately know what the basics are. To a broadly It just depends on who is interested or not interested but. The antiquities in the museum I think that children might be more sentimental. He was more interested This is like our purposes anyway. To give children the appreciation I want to preserve it. In the introduction it. (Duangkamon Yuttaseree, personal communication, August 17, 2014).

The lecture to students in a park area, neighborhood Historic Park. The target audience is high school students in the 4th district of Sukhothai Sukhothai Bangkok Metropolitan throw line coving as section head in the lecture will be changed each year because of the archaeological material has very wide range of issues, some years may have found ancient human bone structure. Some years may be gadgetry pottery town of Sukhothai, some years it is Buddhist art in the Sukhothai period but will create more simple. (Bandit Thongaram, personal communication, August 17, 2014).

The point of the above interview reflects that. The attitude of the authorities involved in educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns by describing a method of interest in issues of narrative as Historical and archaeological evidence from the literature of ancient human bones discovered in Sukhothai
Sukhothai or Buddhist art. The lecture will change as they head to it. This is because there are various aspects of archaeological material. The key speakers who have expertise as a famous person is known by the common people get interested and join the lecture very much.

4.1.1 Educating Young People by Observing Externally

The experience or activities to promote the development of physical, emotional and social intelligence to the German youth. Youth activities should have the experience. From a practical manual. Through learning to use all five senses to learn to observe trials exploring youth learning meaningful. Discovery and self-knowledge (Commission to promote and coordinate national youth. 1997).

The Children's Day event. Will attract children to come to know the museum. It may not be used much knowledge in that period. But to enter the museum I do not know what to play various games to enjoy a museum feels that he is not terrible as you think. See real artifacts Ruins of Truth. (Duangkamon, personal communication, August 17, 2014).

Today the promotion of village identity through nine villages, camps, community development. The local village By the international community to find another nine wisdom and knowledge network with 18 points of which 18 points is contained in the local curriculum. (Jakarin Peangwong, personal communication, August 17, 2014).

The lives excursions. To students Because some people have no opportunity to go on a field trip or holiday in the provinces. Even in the province, even in the 8th District, some people have no chance (Saksit Inthip, personal communication, August 17, 2014).

Leading young people to study something as historic sources. Antiques source of Sukhothai The most important point is to grow the bank to educate children and youth about the monument. Antiques and also to act as good citizens of
the province. In order to promote tourism in the province. (Saksit Inthip, personal communication, August 17, 2014).

The point of the above interview, reflecting the attitude of the authorities involved in educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns with excursions, trips to explore and create opportunities for local youngsters get direct experience of seeing. And the historic atmosphere And artifacts in place to do activities together. It creates a feeling of fun And enjoy the ride differently from the classroom. The Coast transplant to educate young people about World Heritage Historic Town of Sukhothai and Associated Historic Towns to encourage those youth awareness. To conserve and cherish tourism resources within the community.

4.1.2 Educating the Youth in the Camp

Education is a key factor in the development of youth with knowledge and skills. To enhance the learning process of young people with the skills. By focusing on exercises as a response capabilities . Aptitudes and interests of the youth as well. The camp is learning activities outside the classroom, which aims to develop and support the implementation of youth development. Different from teaching in the classroom . The source of knowledge Change the context of learning from textbooks and teachers to learn from those who know more. The real key was acting independently (Suda, 2010).

Camp called Camp smaller version miniature version of the new generation of archaeologists organized a camp to cultivate and encourage children and young people who love and are interested in historic monuments , art and culture to activities jointly draw Figure Painting Artist's impression image and knowledge. to share experience in fire evening together. (Saksit Inthip, personal communication, August 17, 2014).

Agencies that focus on children and youth, especially offseason training sacristy volunteer tour called Youth Travel Division. Has conducted camps With
training in tourism. In order to become a tourist guide to a good. (Saraswati Asasupkit, personal communication, August 17, 2014).

The point of the above interview reflects that. The attitude of the authorities involved in educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns by the youth tourism is to educate the travel pass. Activities such as workshops. The drawing, coloring the Camp Fire and to exchange experiences on tourism for young people absorb a good host. As well as being a great traveler. Most of the tour is to educate youth about the history of the Southern Kingdom's culture and traditions and skills as a World Heritage Tour in Historic Town of Sukhothai and Associated Historic Towns and so on.

Monitoring and evaluation, to educate the youth of the agencies involved in tourism. The monitoring and evaluation of ongoing and regular basis. Makes the problems and real needs. Planning/project goals can be achieved. Or can improve program/project to more appropriate. Results can be carried out as planned projects. When planning began again, it will be clear that the information is accurate and current. The monitoring and evaluation Can be a tool in the management, efficiency and effectiveness.

At times, communication with foreigners, mainly communication and conversation, enough is enough, because I know the teaching of English grammar was trained to check was not trained to communicate. (Bandit, Thongaram, personal communication, August 17, 2014).

The team of the National Museum . Ramkhamhaeng can not know that the teachers have been trained on the basic knowledge of Sukhothai. Teachers have been capped, however. I have monitored. (Duangkamon Yuttaseree, personal communication, August 17, 2014).

The contents of the literature in some relatively rare, although brief, even though the children were not successful as they should. The selected schools are located in the park or the neighborhood park to test the primary. Junior
high school students, including internships as an undergraduate intern in the field of tourism. It appears that the test results are low. The teachers do not attend lectures which should be different from the data that there had been teaching children or not. Think that will take this information to teach children what and what's more. The party event, perhaps even want to know the needs of the participants do. In order to comment further development. (Saraswati, personal communication, August 17, 2014).

From the observation The evaluation found lacking I’d probably not worth the money. (Bandit Thongaram, personal communication, August 17, 2014).

The point of the above interview reflects that the official agencies involved in tourism, no monitoring and evaluation of educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage city and the satellite town of Sukhothai. This is because Agencies involved in tourism to the lack of personnel in the monitoring and evaluation. It also supplies budget or not worth operating. Most of the evaluation immediately after the training. An assessment of the tests and observations of participants.

Attitudes of the authorities involved in tourism. Evaluation of the results to educate the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns found.

1) Behavior Most youth participants will feel embarrassment and lack of confidence about communicating in foreign languages. Especially the grammatically correct when interacting with foreign tourists. This is because those youngsters to learn a foreign language exam to pass the class only. They are not trained to communicate.

2) The cognition Most youth lack the knowledge and understanding of the history of Sukhothai. This is because the content is quite difficult for a young and very long, even with the improvement of the training content as simple.
4.2 The Need to Educate the Youth

Knowledge is something that has come from the study. Research or experience Including practical ability and comprehension skills. Or information derived from experience. What has been heard of the idea or practice. Knowledge management is to use the knowledge to increase the efficiency and effectiveness of operations. Therefore, in order to educate young people have a great deal of knowledge and skills to young people the knowledge, both practical and theoretical.

The important thing is, of course. The theory is necessary, but it must be complied with. And practice should be continued. As Phimai Tourism Authority of Thailand to escort me in the off season decades ago. The school’s policy and training children and young people each year. This is achieved as well. But without any agency policy to practice. Courses or theory that has gone. (Saraswati Asasupkit, personal communication, August 17, 2014).

Club operator with a network member of the Provincial Administration, or may be in the sectors that support community development. Cooperative Development Project Figure focus on the development potential of developing into a major development of enhancing the learning experience to learn to work. (Pansiri Kullandsiri, personal communication, August 17, 2014).

The activities that should The activity is ongoing The first step should be to cultivate sweet and seek people who are really interested. I have been really interested School was implanted into a lecture at the school. Especially for people who are interested If the groups would disappear into groups. People will be able to continue and to spread knowledge. (Duangkamon Yuttaseree, personal communication, August 17, 2014).

The point of the above interview reflects that. Agency officials involved in tourism, there needs to educate the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns of both theory and practice together.
The main agencies involved in tourism officials are required to educate the youth on a regular basis and the other as a community. Another success of tourism in historic sites. The cooperation of all sectors involved in the development of a local tour. Specifically aimed at young people who are really interested, including the students in the school.

How the pursuit of self-knowledge

The pursuit of self-knowledge A person's ability The expression by interaction with information systems. In various formats In order to acquire Knowledge or information you need. By objectives, the ability to seek knowledge is covered. The ability to determine the extent of knowledge required. The ability to access information and knowledge. Knowledge Assessment Resources And can make informed choices about the effectiveness Figure. Including access to and use of information and knowledge ethically and legally (Eisenberg, & Berkowitz, 2008).

The study of history and historic monuments I think the kids will not be interested. But if they do say it is very good. This child would be at his own like is like. If you are interested to learn if they do not like, it is not like that. He did not say anything to the effect. (Piti Kaewsalubsee, personal communication, August 17, 2014).

A system of self-learning is the teacher's guide. Not taught Teacher guide The problem is that the country live together, because a library. However, Thailand has few Sometimes people do not have to. Some books compress multiple subjects. Civics, history, geography, moral, if only a little book with many p.s of history. Geography has a p. Because of that, the younger generation does not know how serious the problem is. In the year 2011 Her Majesty Queen Sirikit, he said. Reassigned history He was awake together. (Duangkamon Yuttaseree, personal communication, August 17, 2014).

The point of the above interview demonstrates that the pursuit of self-knowledge to the attention of the youth themselves. Even with the lecturer to spark the knowledge, but if you do not want youth to information. Content and knowledge
that speakers have described to you, it will not benefit whatsoever. In contrast, young
love Or do they seek self-knowledge without being forced.

4.3 How to Use Theoretical and Practical Skills to Practice

Theoretical knowledge Cost is important for the foundation and will be
operational. Theoretical knowledge will be necessary to review, strengthen always.
And put into practice When he came to combine theoretical knowledge with practical
knowledge of the proper consistency. Made it to fruition because of a combination of
theoretical knowledge. And practice It helps to prioritize the ideas that correspond to
perform better, both born more expertise in the operation.

From training to educate children and youth who last found the boy names
added to the field, the only one who agreed to serve tourists on holiday as well
as help lectures at the Talang the other children who volunteered. Come help
me Even if you do not have the money to hire teens today think that he will
come. Take time to talk with fans or begin to come rather than. (Bandit,
Thongaram, personal communication, August 17, 2014).

An event or exhibition during June, July, August and will have a special
academic personnel as trainers held lectures on local history museum is about
the history of Sukhothai. The inviting schools from elementary to high school
across the province to lecture in the conference room already.

After that, it is to divide the children into museums briefing about the
history, architecture, sculpture of Sukhothai literature inscriptions because let's
speeches are knowledgeable about Sukhothai really as if the step is of course
not clear. a lecture to some extent by most of the staffs of the National
Museum is the narrator.

But not even that skill to use theoretical and practical skills to practice
in the museum has organized training programs. Similar guides The children
at a nearby school. Be able to describe artifacts D'province It may be a lecture
on the historic site of Sukhothai. (Duangkamon Yuttaseree, Personal,
Communication, August 17, 2014).
The scope of the above interview, reflecting the attitude of the authorities involved in educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns with the method used. theoretical and practical expertise to the practice. It provides a visual two key issues are.

1) The theoretical knowledge with practical use of agency staff involved in educating young people are operating a regular basis anyway. Most of the lectures to study. A workshop about the history, architecture, sculpture, stone inscriptions and literature, speeches and so on. Already, a lot. Most of the students from various educational institutions.

2) Educating the youth practical skills to practice. Agency officials involved in tourism have to remark that. The practical skills and practice based on the desire of young people to know, such as training guides. Which is training on a regular basis, but the practice has been so adept at it. Requires patience Perseverance. The duration of the training and skills development for a long time that is the key to volunteerism. So young people attending the presentation of theory to practice, but not fluently. In addition to the money paid as wages in the service of tourists during the holidays only.

The interdependence of the conflict by peaceful means, respecting the cultures of others, to enhance mutual understanding of each other.

Dependence awareness is understanding the relationship between economic migration of people to the natural environment, complementing each other. And help each other Understand the situation around. You can learn to deal with complexity by peaceful means and respect the rights of others.

Most of our countries have faced problems attitude towards tourists in Thailand. Both tourists to Thailand But sometimes if tourists do not appropriate behavior or dress attractions. In my personal opinion, it would provide a guide. Dare to warn the general public or tell the tourists that the action is inappropriate and invalid according to the culture and tradition in Thailand. (Saraswati Asasupkit, personal communication, August 17, 2014).
In the museum. Prior to the visit, The museum will provide an official statement to that museum visitors to museum visitors. Should dress Places should be honored by silence should not run . And not catch anything that will destroy antiquities. This introduction will first visit. But sometimes they are only a child. Perhaps to come up with recommendation maybe be for some. But the museum also wanted to help the teachers. Because sometimes in academic lectures. Children sometimes do not listen to me, listen. If a teacher's control to be effective. But sometimes teachers do not sit in the conference room with the children. As a result, the speaker cannot control their kids (Duangkamon Yuttaseree, personal communication, August 17, 2014).

All people have equal rights and freedoms. Thailand has a culture and respect . Socialization is a process of participation. To participate contemplate making fun together share responsibility. The society is very important to respect Thailand adults to respect elders. (Mangkorn Thondsukdee, personal communication, August 17, 2014).

From that interview above reflects that respect for other cultures in order to strengthen mutual understanding as well as to conduct themselves properly in attractions such as not wearing a sleeveless skirt or shorts into . or ancient temple

How to develop their own capabilities.

Development means to build capacity. With more and more of their talent development. The undeveloped While the pursuit of knowledge is a skill that must be learned and practiced until proficiency. Contribute ideas, understanding and new perspectives.

Because the students are researching skills . What curious and want to learn from various sources to make informed, fact. And to compare the facts that have come to be trusted or not. Therefore, developing their own skills required to learn. The research issues Research methods Analysis and summary of research. (Department of Education, 2002, pp. 12-20).
The event in a living museum. Lectures are conducted by staff. He tried to adjust to describe and communicate with them properly. The museum, which has a roaming exhibition brings to schools. The selected schools are a small school and a small child. I realized that those kids will get a chance to visit a few museums. (Saraswati Asasupkit, personal communication, August 17, 2014).

The opportunity for children. Listen to the museum. It can be described as Antiquities D'Sukhothai. It will disconnect if the child is not really interested in the beginning, it's like a compulsion. Schools may be forced out. Some children do not have. He will continue his knowledge. In order to use the knowledge they will not. If the kids do not really care if I have to. But really, it's only just beginning. (Duangkamon Yuttaseree, personal communication, August 17, 2014).

The point of the above interview reflects that. How to develop their own skills to the attention of the youth themselves. Even with the lecturer to spark the knowledge, but if you do not want youth to information. Content and knowledge that speakers have described to you, it will not benefit whatsoever. In contrast, young love or do they seek self-knowledge without being forced.

To raise awareness

Consciousness is desirable characteristics of coexistence in society to raise awareness to children and youth truly whites. And is a major force to propel Thailand society preserves the heritage of national culture, identity, traditions and customs are pretty good. Thus speeding up embedded in my consciousness. And reduced the lead to implanting other things to the children, it is to help accelerate social change.

To create a local resident, who owns a local heritage, culture and history to be proud of the local treasures. There must be awareness of the local people since childhood and has taught at the Academy. (Mongkorn Thongsukdee, personal communication, August 17, 2014).
The campaign to preserve and not destroy historic monuments that are important to cultivate. If cultivated since childhood It is love and cherish. In ancient monuments and antiquities. (Duangkamon Yuttasere, personal, communication, August 17, 2014).

The awareness to parents. Parents who have a significant role in creating and cultivating good for children is extremely important. The parents Parents who educate. First as a teacher of children and youth. (Bandit Thongaram, personal, communication, August 17, 2014).

The main activity is to cultivate awareness and training can be seen from the day of King Ram. The youth will participate in the show as rich girl children have the opportunity to dance ballet dedicated to King's speeches was proud. Media promotion through promotional activities and media over the course of learning by training teachers and teacher was going to expand. In what way will create value. (Sirikul Siri, personal, Communication, August 17, 2014).

The policy of the Ministry of Culture. And the province's own policy is important to instill in children and youth. To imagine and realize the importance of patriotism in the country. Which have activities that cause the implant to children especially love the country, love the traditions of Sukhothai. (Mangkorn Thongsukdee, personal Communication, August 17, 2014).

The province itself with development in children and youth in developing them to be conscious love, cherish the knowledge of the world as of January 17, the day of King Ramkhamhaeng the Cabinet has announced a ceremony. children, youth, students have participated in the consecration rite. In terms of promoting love and cherished history with archaeological sites and artifacts. The history of the province. (Piti Kaewsalubsee, personal communication, August 17, 2014).
The point of the above interview reflects that the official agencies involved in tourism, mainly reflecting the Bureau and Mahasarakham loved and cherished local tourism resources. Recognizing the importance of patriotism, religion and monarchy. And the recognition of a World Heritage Historic Town of Sukhothai and Associated Historic Towns. The awareness should be instilled by the family firstly, because parents have an important role and are closer to the youth. Through various activities Related to World Heritage Historic Town of Sukhothai and Associated Historic Towns like to lecture history. The fieldtrips And attending festivals and traditions that promote Tourism.

**4.4 Activities to Enhance the Knowledge**

Activities strengthen knowledge refers to activities that encourage young people to learn things. The trial aims to fix trained to think rationally. Social Practice And practice using the language Through self-discharge Using all five senses With a variety of activities such as discussions, storytelling, demonstrations trial operations. Field trip Role Play recite rhymes, singing, playing games. (Suvit, & Oratai, 2002).

The first thing to practice is leading young people to visit historic sites in the province. And then the World Heritage event causing fun for ages. Such as a child's drawing it. Performing some form of attention was better to take the child to follow the sun, it is described as an adult with an interest in history, listen. (Saraswati Asasupakit, personal communication, August 17, 2014).

I suppose it must have evolved here, it must have something to build on it. Did that, whatever course it would not keep still. Figure social progress in the field of communication on the Internet is nothing in it, but it's now accessible to all. All media too Whether we like it, but do not block the media that it was the media that it is positive or negative. Therefore, in the course of developments in the development that it must keep pace with today's global society, but if we stick to what we do is the same as the younger generation, it was a chance. (Piti Kaewsallubsee, personal communication, August 17, 2014)
The current Youth Network has 28 schools have fielded a local courses to youth coaching experience to experience, the sense of appreciation of the house. (Pansiri, personal communication, August 17, 2014)

The historical park should be indoors. If breakfast is not prepared to do. You must show it As the afternoon sun at Sukhothai Historical Park, pretty much. Activities can be organized as a register of all if one evening. Will hold a candlelit procession The quiet, then I see the light until dark. Figure is a peaceful night's was beautiful. (Saraswati Asasupakit, personal communication, August 17, 2014).

The views of the authorities involved in tourism have made comments about knowledge building activities. Mainly reflecting the strengthening activity should continue to educate the youth in World Heritage Historic Town of Sukhothai and Associated Historic Towns is a real place. And age-appropriate youth. This is because Youth will gain direct experience of the activity to enhance their knowledge. Have fun, such as drawing, coloring staging camps, lectures and activities related to Buddhism. Festivals, etc.

4.4.1 Number of Participants

Number of participants indicates the number of people trained in accordance with the purpose of training and must comply with the requirement that the target audience is, how much budget, equipment, training and technical training, some limited the number of participants.

If the number of participants was not very useful. The number of participants will be in line for a 30 to 50 people is enough. (Saksit Inthip, personal communication, August 17, 2014).

The number of participants to look at the potential Figure School and organized by the agency. If large units can be arranged for about 50 people a class, but if small units. It may be a student in the school community of Taos. Approximately 20 to 30 people. (Piti Kaewsalubsee, personal communication, August 17, 2014).
The number of participants to about 60. If people take recreational activities to exchange knowledge with each other, in my opinion. I think that is a reasonable amount. (Mongkorn Thongsukdee, personal communication, August 17, 2014).

Agency officials involved in tourism can comment on most of the participants stated that educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns of official agencies involved. World tour in the past. Most participants about 30-50 people, if the number of participants will not have too many benefits. However, the number of participants depends on the budget at the expense of its own.

4.4.2 Participant

Participant means a person who is trained or process. Procedures The knowledge, attitudes, skills, experience or expertise in a particular subject. And change the behavior defined objectives.

Children and young people are the future of the nation. Children and young people are the target group for the training (Saraswati Asasupkit, personal communication, August 17, 2014).

Those who will attend the training. You can do all the elementary group. The high school is not the best. It is cultivated in over. (Nongkran Suksom, personal communication, August 17, 2014).

Participants will be a child who dares to express comments, which will benefit more than small children. (Saksit Inthip, personal communication, August 17, 2014).

Participants will be in the room. 4 m. 5 but no. 6 or junior high. (Mr. Pandit: Personal, Communication, August 17, 2014).

Participants will be a high school. (Duangkamon Yuttasereee, personal communication, August 17, 2014).

Participants of all ages, including children, should be in grade. 6 seems to know what middle school children to know nothing. What then is to educate high school curriculum for each age out differently. If each age in accordance with how much it would soon begin to cultivate a good story. (Mongkorn Thongsukdee, personal communication, August 17, 2014).
Agency officials involved in tourism can comment on most of the participants said. Participants should be appropriate to the students. Especially high school students at grade four and five who have dared to comment assertive than students in junior high. And students The students at the end of Year 12.

At the end of compulsory education , mainly to study in higher education in the province, however, agency officials involved in tourism have also provided additional insights. Educating the youth should be instilled from early primary school onwards . Because educating the sooner it will become even more useful. The primary school children learn easily and remember best. But the title and content of knowledge that must vary according to the appropriate ages and interests of the youth.

4.4.3  The Duration of the Training

The training period means the period from the beginning of the project until the end of the project. Taking into account the likelihood and duration of operations, reasonable and consistent with the objectives of the training.

The duration of the training, the better the more time the better . Participants less is more by selecting only those who are really interested. (Bandit, Thongaram, personal communication, August 17, 2014).

The duration of the training will take at least three days. (Saksit Inthip, personal communication, August 17, 2014).

We can put that knowledge to instill knowledge can be applied to children and youth. However, there will be a continuation of a battle this year to a more battle yet. Or more network expansion will be very useful. (Mangkorn Thongsupkdee, personal communication, August 17, 2014).

Agency officials involved in tourism have to comment on the duration of that knowledge to the youth. Time to educate the youth should take at least two more days .Awareness and should be continued . In particular, knowledge about World Heritage Historic Town of Sukhothai and Associated Historic Towns. When young people have a better understanding about World Heritage and Historic Town of Sukhothai and Associated Historic Towns. Those youngsters will be able to apply the knowledge to continue to have a local guide.
The second objective is the assessment of knowledge on tourism World Heritage Historic Town of Sukhothai and Associated Historic Towns of youth in the province of Sukhothai and Kamphaeng Phet.

Data analysis The researcher has proposed the following steps in order to analyze the data.

1) The symbols used in presenting data analysis.
2) The sequence of presentation of the data analysis.
3) Research Findings

The symbols used in presenting data analysis

Researchers have determined the meaning of the symbols used in the present analysis in order to understand the interpretation. Data analysis and presentation, as well as the correct interpretation matches the following.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>the number of student groups</td>
</tr>
<tr>
<td>(\bar{X})</td>
<td>average (Mean)</td>
</tr>
<tr>
<td>S.D.</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>t</td>
<td>instead of the statistics used to compare to the crisis. To know the significance</td>
</tr>
</tbody>
</table>

** The level of statistical significance. 05.

The sequence of presentation of the data analysis.

Data analysis The study was conducted by the following steps.

The first data of the respondents.

The second is to know about tourism attitudes about travel.

The third model and approach to capacity.

The results.

The first data of the respondents.

From Table 3 were representative of most young males and 267 are females, accounting for 66.80 percent, followed by the male of 133 people, representing 33.30 per cent.

Age representative of young people aged 18 years, 161 percent of 40.30 minor aged 17 years 124 people representing 31.00 age 16 years, 54 percent, 13.50, 19, 29 thought it 7.30 per cent aged 14 years five people, representing 1.30 per cent
respectively of the information age 12 years and 13 years have the same number is one, representing 0.30 per cent.

Education representative of young people studying in secondary schools to 364 people, representing 91.00 minor studying in junior high school number 26, representing a percentage of 6.50 of the information education. at the primary level Undergraduate and an equal number is five people, representing 1.30 per cent.

Resident representative of most young residents of the province’s 289 percent. 72.30, followed by residents of the province of Kamphaeng Phet 111 people, representing 27.80 per cent.

Table 4.1 The Frequency and Percentage of Demographic Data

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td>133</td>
<td>33.30</td>
</tr>
<tr>
<td>woman</td>
<td>267</td>
<td>66.80</td>
</tr>
<tr>
<td>Sum</td>
<td>400</td>
<td>100.00</td>
</tr>
<tr>
<td>age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 years</td>
<td>1</td>
<td>0.30</td>
</tr>
<tr>
<td>13 years</td>
<td>1</td>
<td>0.30</td>
</tr>
<tr>
<td>14 years</td>
<td>5</td>
<td>1.30</td>
</tr>
<tr>
<td>15 years</td>
<td>25</td>
<td>6.30</td>
</tr>
<tr>
<td>16 years</td>
<td>54</td>
<td>13.50</td>
</tr>
<tr>
<td>17 years</td>
<td>124</td>
<td>31.00</td>
</tr>
<tr>
<td>18 years</td>
<td>161</td>
<td>40.30</td>
</tr>
<tr>
<td>19 years</td>
<td>29</td>
<td>7.30</td>
</tr>
<tr>
<td>sum</td>
<td>400</td>
<td>100.00</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>primary education</td>
<td>5</td>
<td>1.30</td>
</tr>
<tr>
<td>Secondary school</td>
<td>26</td>
<td>6.50</td>
</tr>
<tr>
<td>high school</td>
<td>364</td>
<td>91.00</td>
</tr>
<tr>
<td>Bachelor</td>
<td>5</td>
<td>1.30</td>
</tr>
<tr>
<td>sum</td>
<td>400</td>
<td>100.00</td>
</tr>
<tr>
<td>domicile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sukhothai Province</td>
<td>289</td>
<td>72.30</td>
</tr>
<tr>
<td>Kamphaeng Phet Province</td>
<td>111</td>
<td>27.80</td>
</tr>
<tr>
<td>sum</td>
<td>400</td>
<td>100.00</td>
</tr>
</tbody>
</table>
**Part 2** About Tourism

**Table 4.2** Displays the Results of the Evaluation of Knowledge About Tourism

<table>
<thead>
<tr>
<th>Score</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-59</td>
<td>12</td>
<td>3.00</td>
</tr>
<tr>
<td>60-100</td>
<td>388</td>
<td>97.00</td>
</tr>
<tr>
<td>sum</td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>

From Table 4.2 were representative of most youth. Knowledgeable about travel between 60-100 score of 388 percent. 97.00 However, Representatives of the little information there is to know about travel between 0-59 rating of 12 people, representing 3.00 per cent.

The comparison of knowledge about tourism. By following variables:

**Table 4.3** Comparing the Average of Knowledge About a Different Tour

<table>
<thead>
<tr>
<th>Knowledge about tourism</th>
<th>Sources of variability</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>overall</td>
<td>between</td>
<td>95.608</td>
<td>6</td>
<td>15.935</td>
<td>2.644</td>
<td>.016*</td>
</tr>
<tr>
<td></td>
<td>within</td>
<td>2368.070</td>
<td>393</td>
<td>6.026</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sum</td>
<td>2463.678</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** * A statistically significant level .05

From Table 4.3 showed that the difference between knowledgeable about travel significantly different at the statistical level. 0.05 The study found that knowledge about tourism as a whole is so different compared to average as a result of the Table 7.


Table 4.4  Comparing the Average Difference in Pairs of Knowledge About Tourism

The Difference between the Overall Sample

<table>
<thead>
<tr>
<th>age</th>
<th>12 years</th>
<th>14 years</th>
<th>15 years</th>
<th>16 years</th>
<th>17 years</th>
<th>18 years</th>
<th>19 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 years</td>
<td>19.00</td>
<td>16.40</td>
<td>16.64</td>
<td>17.98</td>
<td>18.22</td>
<td>18.50</td>
<td>18.21</td>
</tr>
<tr>
<td>14 years</td>
<td>-</td>
<td>2.600</td>
<td>2.360</td>
<td>1.018</td>
<td>.782</td>
<td>.496</td>
<td>.793</td>
</tr>
<tr>
<td>15 year</td>
<td>16.40</td>
<td>-</td>
<td>-.2400</td>
<td>-1.581</td>
<td>-1.817</td>
<td>-2.103</td>
<td>-1.806</td>
</tr>
<tr>
<td>16 years</td>
<td>16.64</td>
<td>-</td>
<td>-1.341*</td>
<td>-1.577*</td>
<td>-1.863*</td>
<td>-1.566*</td>
<td></td>
</tr>
<tr>
<td>17 years</td>
<td>17.98</td>
<td>-</td>
<td>-.236</td>
<td>-.521</td>
<td>-.225</td>
<td>-.225</td>
<td></td>
</tr>
<tr>
<td>18 years</td>
<td>18.22</td>
<td>-</td>
<td>-.285</td>
<td>-.010</td>
<td>.296</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 years</td>
<td>18.50</td>
<td>-</td>
<td>-</td>
<td>.296</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18.21</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Note: *A statistically significant level .05

From Table 4.4 found The sample aged 16 to 19 years have more knowledge. The subjects aged 15 years, a statistically significant level .05.

Table 4.5  A Comparison of the Average Knowledge About Travel with Different Levels of Education

<table>
<thead>
<tr>
<th>Knowledge about Tourism</th>
<th>Sources of variability</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>between</td>
<td>164.104</td>
<td>6</td>
<td>54.701</td>
<td>9.420</td>
<td>.00**</td>
</tr>
<tr>
<td></td>
<td>within</td>
<td>2299.574</td>
<td>393</td>
<td>5.807</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sum</td>
<td>2463.678</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: ** A statistically significant level .01

From Table 4.5 showed that there are different levels of knowledge about tourism significantly different at the statistical level .05 The results of the research showed . Samples with different levels of knowledge about tourism as a whole is different so the pair can compare the results of Table 8.
Table 4.6 The Comparison of the Average Knowledge About the Pair 's Tour of Samples with Different Levels of Education Overall

<table>
<thead>
<tr>
<th>Education</th>
<th>Primary education</th>
<th>Secondary school</th>
<th>High school or equivalent</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>18.40</td>
<td>15.77</td>
<td>18.34</td>
<td>19.00</td>
</tr>
<tr>
<td>primary education</td>
<td>18.40</td>
<td>-</td>
<td>2.630*</td>
<td>.0593</td>
</tr>
<tr>
<td>Secondary school</td>
<td>15.77</td>
<td>-</td>
<td>-2.571*</td>
<td>-3.230*</td>
</tr>
<tr>
<td>high school or equivalent</td>
<td>18.34</td>
<td>-</td>
<td>-</td>
<td>-.6593</td>
</tr>
<tr>
<td>Bachelor</td>
<td>19.00</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: *A statistically significant level .05

From Table 4.6 showed that the level of primary education high school and a bachelor's degree or equivalent Knowledgeable about travel more. People with different levels of education junior. The level of statistical significance .05.

Table 4.7 A Comparison of the Average Knowledge About Tourism by Domicile

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>X</th>
<th>S.D.</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sukhothai</td>
<td>289</td>
<td>18.02</td>
<td>2.58</td>
<td>-2.275*</td>
<td>.024*</td>
</tr>
<tr>
<td>Kamphaeng Phet</td>
<td>111</td>
<td>18.60</td>
<td>2.18</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Note: *A statistically significant level .05

Table 4.7 from which the sample is domiciled are knowledgeable about different tour groups who resides at Kamphaeng Phet. Knowledgeable about travel at higher sample domiciled Sukhothai. The level of statistical significance .05.

Attitudes about tourism

From Table were representative of the majority attitude on the tour was at the agreed level (= 4.02) when considering the individual aspects from descending the
representative of the majority there. see attitude in terms of the positive impact (\(= 4.13\)), followed by the tourists (\(= 4.12\)) partners within the community (\(= 4.12\)) and tourism (\(= 3.76\)), respectively.

**Table 4.8** Attitudes About Tourism as a Whole and in Each Aspect

<table>
<thead>
<tr>
<th>item</th>
<th>(\bar{x})</th>
<th>sd</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Travel industry</td>
<td>3.76</td>
<td>0.61</td>
<td>agree</td>
</tr>
<tr>
<td>2  The positive impact</td>
<td>4.13</td>
<td>0.49</td>
<td>agree</td>
</tr>
<tr>
<td>3  the tourists</td>
<td>4.12</td>
<td>0.50</td>
<td>agree</td>
</tr>
<tr>
<td>4  Parties within the community</td>
<td>4.12</td>
<td>0.48</td>
<td>agree</td>
</tr>
<tr>
<td>Overall</td>
<td>4.02</td>
<td>0.40</td>
<td>agree</td>
</tr>
</tbody>
</table>

From Table 4.8 that the information is classified as an attitude in each of the following

1) **Tourism Industry**

Youth representatives of the attitude of the tourism industry in the agreed terms. In descending order from the most to least three top three. Tourism contributes to solid waste and sewage sludge (\(= 3.88\)), tourism contributes to the changing lifestyles of people in the community (\(= 3.87\)) and tourism make up the cost of living in the community (\(= 3.83\)), respectively.

2) **Positive Impacts**

Representatives of most youth with attitude positive impact as they are in the strongly agree 2 deals include tour can build a career on providing the people in the community (\(= 4.26\)) and revenues from tourism passed. Figure affect your life for the good of the community (\(= 4.22\)). The attitude is an important positive impact on the level agreed in descending order from highest to lowest average three top three. The community takes pride in the traditions and culture (\(= 4.19\)) Figure friendly tourism, causing the residents to cross the border between the community and tourists (\(= 4.15\)), making tourism turnover in the area (\(= 4.13\)), respectively.

3) **Tourists**

Youth are most representative of the attitude of the tourists in the agreed terms. The sort of averaging descending three top three tourist Leadership
revenue into the community (= 4.18) suggested tourists will benefit the destination management (= 4.17), the traveler will not do damage environment (= 4.14), respectively

4) The Parties within the Community

Representatives of the young people have the attitude of parties within the community as they are in the strongly agree 2 include the people in the community are willing to unite to prevent and problems from tourism (= 4.23) and people in the community, ready to welcome tourists (= 4.21). The attitude of the parties within the community as they are agreed by a sort of averaging descending 3 The first three people in the community are friendly to visitors (= 4.17) in the community is willing to cooperate to develop. Travel (= 4.15) and official government agencies in your community to cooperate on tourism development (= 4.13), respectively.

Table 4.9 Attitudes About Travel by Clause on Each Side

<table>
<thead>
<tr>
<th>No</th>
<th>Travel industry</th>
<th>( \bar{x} )</th>
<th>sd</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tourism contributes to environmental degradation.</td>
<td>3.75</td>
<td>0.84</td>
<td>agree</td>
</tr>
<tr>
<td>2</td>
<td>Tourism contributes to waste and sewage sludge incinerators.</td>
<td>3.88</td>
<td>0.79</td>
<td>agree</td>
</tr>
<tr>
<td>3</td>
<td>Tourism contributes to air pollution.</td>
<td>3.76</td>
<td>0.79</td>
<td>agree</td>
</tr>
<tr>
<td>4</td>
<td>Tourism contributes to cultural conversion.</td>
<td>3.77</td>
<td>0.84</td>
<td>agree</td>
</tr>
<tr>
<td>5</td>
<td>Tourism makes a higher cost of living in the community.</td>
<td>3.83</td>
<td>0.82</td>
<td>agree</td>
</tr>
<tr>
<td>6</td>
<td>Tourism contributes to the uncertainty in the employment of people in the community.</td>
<td>3.75</td>
<td>0.82</td>
<td>agree</td>
</tr>
<tr>
<td>7</td>
<td>Tourism contributes to the changing lifestyles of people in the community.</td>
<td>3.87</td>
<td>0.76</td>
<td>agree</td>
</tr>
<tr>
<td>8</td>
<td>Tourism contributes to the problem of prostitution.</td>
<td>3.59</td>
<td>1.02</td>
<td>agree</td>
</tr>
</tbody>
</table>
Table 4.9  (Continued)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>$\bar{x}$</th>
<th>sd</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Tourism contributes to crime</td>
<td>3.73</td>
<td>0.86</td>
<td>agree</td>
</tr>
<tr>
<td>10</td>
<td>Tourism contributes to child labor .</td>
<td>3.62</td>
<td>0.97</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>sum</td>
<td>3.76</td>
<td>0.61</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>The positive impact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>People in the community to focus on the environment.</td>
<td></td>
<td></td>
<td>agree</td>
</tr>
<tr>
<td>2</td>
<td>People in the conservation community and the environment more .</td>
<td></td>
<td></td>
<td>agree</td>
</tr>
<tr>
<td>3</td>
<td>Tourism makes money circulating in the area.</td>
<td></td>
<td></td>
<td>agree</td>
</tr>
<tr>
<td>4</td>
<td>Government revenues from the taxation of the tourism business .</td>
<td></td>
<td></td>
<td>agree</td>
</tr>
<tr>
<td>5</td>
<td>Tourism can build a career with a variety of people in the community .</td>
<td>4.26</td>
<td>0.61</td>
<td>agree</td>
</tr>
<tr>
<td>6</td>
<td>Revenue from tourism Figure affect your life for the good of the community.</td>
<td>4.22</td>
<td>0.66</td>
<td>agree</td>
</tr>
<tr>
<td>7</td>
<td>Figure friendly tourism caused the residents to cross the border between the community and tourists .</td>
<td>4.15</td>
<td>0.68</td>
<td>agree</td>
</tr>
<tr>
<td>8</td>
<td>Tourism makes a strong community</td>
<td>4.12</td>
<td>0.69</td>
<td>agree</td>
</tr>
<tr>
<td>9</td>
<td>People in the community are involved in tourism activities .</td>
<td>4.08</td>
<td>0.72</td>
<td>agree</td>
</tr>
<tr>
<td>10</td>
<td>The community takes pride in the traditions and culture .</td>
<td></td>
<td></td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>sum</td>
<td>4.13</td>
<td>0.49</td>
<td>agree</td>
</tr>
<tr>
<td>1</td>
<td>Visitor Leadership revenue to the community .</td>
<td>4.18</td>
<td>0.67</td>
<td>agree</td>
</tr>
<tr>
<td>2</td>
<td>Visitors will not do good for the environment.</td>
<td>4.14</td>
<td>0.72</td>
<td>agree</td>
</tr>
<tr>
<td>3</td>
<td>Cultural communities can learn from foreign tourists .</td>
<td>4.09</td>
<td>0.67</td>
<td>agree</td>
</tr>
</tbody>
</table>
Table 4.9 (Continued)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>( \bar{x} )</th>
<th>sd</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Visitor Leadership change for the better into the community.</td>
<td>4.03</td>
<td>0.70</td>
<td>agree</td>
</tr>
<tr>
<td>5</td>
<td>Suggestions of travelers will benefit tourism management.</td>
<td>4.17</td>
<td>0.65</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>Sum</td>
<td>4.12</td>
<td>0.50</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>Parties within the community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your tour operators are crucial to the development of tourism in the community.</td>
<td>4.09</td>
<td>0.68</td>
<td>agree</td>
</tr>
<tr>
<td>2</td>
<td>Tourism businesses in your community to cooperate on tourism development.</td>
<td>4.11</td>
<td>0.66</td>
<td>agree</td>
</tr>
<tr>
<td>3</td>
<td>Tourism businesses in your community, not exploit the community.</td>
<td>4.03</td>
<td>0.70</td>
<td>agree</td>
</tr>
<tr>
<td>4</td>
<td>Government officials in your community are crucial to the development of tourism.</td>
<td>4.06</td>
<td>0.69</td>
<td>agree</td>
</tr>
<tr>
<td>5</td>
<td>Government officials in your community to cooperate on the development of tourism.</td>
<td>4.13</td>
<td>0.66</td>
<td>agree</td>
</tr>
<tr>
<td>6</td>
<td>Government officials in your community to support the development of tourism.</td>
<td>4.07</td>
<td>0.69</td>
<td>agree</td>
</tr>
<tr>
<td>7</td>
<td>People in the community are friendly to visitors.</td>
<td>4.17</td>
<td>0.61</td>
<td>agree</td>
</tr>
<tr>
<td>8</td>
<td>People in the community are willing to unite to prevent and problems from tourism.</td>
<td>4.23</td>
<td>0.67</td>
<td>agree</td>
</tr>
<tr>
<td>9</td>
<td>People in the community are willing to cooperate to develop tourism.</td>
<td>4.15</td>
<td>0.69</td>
<td>agree</td>
</tr>
<tr>
<td>10</td>
<td>People in the community are ready to welcome tourists.</td>
<td>4.21</td>
<td>0.68</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>Sum</td>
<td>4.12</td>
<td>0.48</td>
<td>agree</td>
</tr>
</tbody>
</table>
Results compare attitudes about travel. By following variables:

**Table 4.10** To Compare Attitudes About Travel by Gender.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>male (N=133)</th>
<th>female (N=267)</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>S.D.</td>
<td>X</td>
<td>S.D.</td>
</tr>
<tr>
<td>Travel industry</td>
<td>3.97</td>
<td>0.52</td>
<td>3.65</td>
<td>0.63</td>
</tr>
<tr>
<td>T</td>
<td>5.054</td>
<td>.00**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The positive impact of tourism</td>
<td>4.13</td>
<td>0.50</td>
<td>4.14</td>
<td>0.49</td>
</tr>
<tr>
<td>The tourists</td>
<td>4.12</td>
<td>0.52</td>
<td>4.12</td>
<td>0.50</td>
</tr>
<tr>
<td>Parties within the community</td>
<td>4.14</td>
<td>0.48</td>
<td>4.11</td>
<td>0.48</td>
</tr>
<tr>
<td>Overall</td>
<td>4.09</td>
<td>0.41</td>
<td>3.99</td>
<td>0.39</td>
</tr>
</tbody>
</table>

Note: * at the significant p = .05

** at the significant p = .01

From Table 4.10, male attitudes to tourism overall and the first in the travel industry. Unlike female Statistically significant at the .05 level. On the positive impacts of tourism. And community partners There is no difference in attitude

**Table 4.11** Comparison Between Different Attitudes Towards Tourism

<table>
<thead>
<tr>
<th>Attitude towards tourism</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel industry</td>
<td>4.366</td>
<td>6</td>
<td>.728</td>
<td>1.976</td>
<td>.068</td>
</tr>
<tr>
<td>The positive impact of tourists</td>
<td>2.314</td>
<td>6</td>
<td>.386</td>
<td>1.601</td>
<td>.146</td>
</tr>
<tr>
<td>Parties within the community</td>
<td>2.725</td>
<td>6</td>
<td>.454</td>
<td>2.012</td>
<td>.063</td>
</tr>
<tr>
<td>Overall</td>
<td>1.507</td>
<td>6</td>
<td>.251</td>
<td>1.568</td>
<td>.155</td>
</tr>
</tbody>
</table>
From Table 4.11, showed that age has a different attitude toward tourism is no different.

Table 4.12 A Comparison of Attitudes Towards Tourism, with Different Levels of Education

<table>
<thead>
<tr>
<th>Attitude tour Sources of variability</th>
<th>Attitude tour Sources of variability</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel industry</td>
<td>between</td>
<td>2.117</td>
<td>3</td>
<td>.706</td>
<td>1.901</td>
<td>.129</td>
</tr>
<tr>
<td></td>
<td>within</td>
<td>146.990</td>
<td>396</td>
<td>.371</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sum</td>
<td>149.108</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The positive impact</td>
<td>between</td>
<td>2.190</td>
<td>3</td>
<td>.730</td>
<td>3.049</td>
<td>.029*</td>
</tr>
<tr>
<td></td>
<td>within</td>
<td>94.811</td>
<td>396</td>
<td>.239</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sum</td>
<td>97.001</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the tourists</td>
<td>between</td>
<td>3.082</td>
<td>3</td>
<td>1.027</td>
<td>4.150</td>
<td>.007**</td>
</tr>
<tr>
<td></td>
<td>within</td>
<td>98.046</td>
<td>396</td>
<td>.248</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sum</td>
<td>101.128</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parties within the community</td>
<td>between</td>
<td>2.247</td>
<td>3</td>
<td>.749</td>
<td>3.326</td>
<td>.020*</td>
</tr>
<tr>
<td></td>
<td>within</td>
<td>89.172</td>
<td>396</td>
<td>.225</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sum</td>
<td>91.419</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>between</td>
<td>1.880</td>
<td>3</td>
<td>.627</td>
<td>3.966</td>
<td>.008**</td>
</tr>
<tr>
<td></td>
<td>within</td>
<td>62.579</td>
<td>396</td>
<td>.158</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sum</td>
<td>64.459</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: * at the significan p= .05

** at the significan p= .01

From Table 4.12, showed that the level of education has a different attitude toward tourism overall and the third difference was statistically significant level . 0.05 The results of the research showed . Samples with different levels of education have different attitudes towards tourism have compared average as a result of Table 15.
Table 4.13 The Comparison Between the Attitude of the Pair Tour of Samples with Different Levels of Education Overall

<table>
<thead>
<tr>
<th>Education</th>
<th>primary education</th>
<th>Secondary school</th>
<th>High school or equivalent</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\bar{X}$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>primary education</td>
<td>3.90</td>
<td>-</td>
<td>.1125</td>
<td>-.1403</td>
</tr>
<tr>
<td>Secondary school</td>
<td>3.78</td>
<td>-</td>
<td>-.2528*</td>
<td>-.4611*</td>
</tr>
<tr>
<td>High school or equivalent</td>
<td>4.04</td>
<td>-</td>
<td>-.1403</td>
<td>-.2528*</td>
</tr>
<tr>
<td>Bachelor</td>
<td>4.25</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** * at the significance p = .05

From Table 4.13 showed that a high school education or equivalent and undergraduate. Attitude toward tourism Overall higher People with different levels of education junior. And Primary The level of statistical significance .05.

Table 4.14 The Comparison Between the Attitude of the Pair Tour of Samples with Different Levels of Education on the Positive Impact

<table>
<thead>
<tr>
<th>Education</th>
<th>primary education</th>
<th>Secondary school</th>
<th>High school or equivalent</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\bar{X}$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>primary education</td>
<td>4.00</td>
<td>-.1384</td>
<td>-.1549</td>
<td>-.1800</td>
</tr>
<tr>
<td>Secondary school</td>
<td>3.86</td>
<td>-</td>
<td>-.2934*</td>
<td>-.3184</td>
</tr>
<tr>
<td>High school or equivalent</td>
<td>4.15</td>
<td>-</td>
<td>-.0250</td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>4.18</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** * at the significance p = .05
From Table 4.14 showed that a high school education or equivalent degree. Attitude toward tourism the positive impact higher. People with different levels of education junior. And Primary The level of statistical significance .05.

**Table 4.15** The Comparison Between the Attitude of the Pair Tour of Samples with Different Levels of Education the Tourists

<table>
<thead>
<tr>
<th>Education</th>
<th>primary education</th>
<th>Secondary school</th>
<th>High school or equivalent</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\bar{X}$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>primary education</td>
<td>4.16</td>
<td>3.80</td>
<td>4.14</td>
<td>4.36</td>
</tr>
<tr>
<td>Secondary school</td>
<td>3.80</td>
<td>-</td>
<td>-.3600</td>
<td>-.0215</td>
</tr>
<tr>
<td>High school or equivalent</td>
<td>4.14</td>
<td>-</td>
<td>-.384*</td>
<td>-.5600*</td>
</tr>
<tr>
<td>Bachelor</td>
<td>4.36</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: * at the significant $p = .05$

From Table 4.15 showed that a high school education or equivalent degree, and attitudes towards tourism. The higher visitors People with different levels of education junior. And Primary The level of statistical significance .05.

**Table 4.16** The Comparison Between the Attitude of the Pair Tour of Samples with Different Levels of Education Parties within the Community

<table>
<thead>
<tr>
<th>Education</th>
<th>primary education</th>
<th>Secondary school</th>
<th>High school or equivalent</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\bar{X}$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>primary education</td>
<td>3.66</td>
<td>-</td>
<td>-.2976</td>
<td>-.4779*</td>
</tr>
<tr>
<td>Secondary school</td>
<td>3.96</td>
<td>-</td>
<td>-.1802</td>
<td>-.4423</td>
</tr>
<tr>
<td>High school or equivalent</td>
<td>4.14</td>
<td>-</td>
<td></td>
<td>-.2620</td>
</tr>
<tr>
<td>Bachelor</td>
<td>4.40</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: * at the significant $p = .05$
From Table 4.16 showed that a high school education or equivalent degree, and attitudes towards tourism. Parties within the greater community People with different levels of education junior. And Primary The level of statistical significance .05.

**Table 4.17** A Comparison of the Average Knowledge About Tourism by Domicile

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sukhothai (N=289)</th>
<th>Kampangpet (N=111)</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( \bar{X} )</td>
<td>S.D.</td>
<td>( \bar{X} )</td>
<td>S.D.</td>
</tr>
<tr>
<td>Travel industry</td>
<td>3.64</td>
<td>0.63</td>
<td>4.08</td>
<td>0.41</td>
</tr>
<tr>
<td>The positive impact</td>
<td>4.11</td>
<td>0.53</td>
<td>4.20</td>
<td>0.36</td>
</tr>
<tr>
<td>the tourists</td>
<td>4.10</td>
<td>0.54</td>
<td>4.16</td>
<td>0.40</td>
</tr>
<tr>
<td>Parties within the community</td>
<td>4.11</td>
<td>0.52</td>
<td>4.17</td>
<td>0.34</td>
</tr>
<tr>
<td>Overall</td>
<td>3.97</td>
<td>0.44</td>
<td>4.15</td>
<td>0.25</td>
</tr>
</tbody>
</table>

**Note:** ** with the significant \( p = .01 \)

From Table 4.17 showed that the resident has a different attitude toward tourism. Overall, the tourism industry varied by sample domiciled at Kamphaeng Phet attitude Tourism higher sample domiciled Sukhothai. The level of statistical significance. 01.

Objective 3: to enhance the knowledge of the youth in the province of Sukhothai and Kamphaeng Phet province to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns.

1) Needs Participants

From Table 20 that represent the information most needed by participants to strengthen their knowledge of 331 people, representing 82.80 per cent , on the contrary . The information section of 69 people, representing 17.30 per cent did not want to participate and strengthen their knowledge.
Table 4.18 Needs Participants

<table>
<thead>
<tr>
<th>Demand</th>
<th>number</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>331</td>
<td>82.80</td>
</tr>
<tr>
<td>no</td>
<td>69</td>
<td>17.30</td>
</tr>
<tr>
<td>total</td>
<td>400</td>
<td>100.00</td>
</tr>
</tbody>
</table>

2) Level of Demands

From Table 4.18 that represent the information most want to attend the event as a whole is in need of moderate (= 3.38) when the average individual items from most to least find that the representative of the majority. There needs to participate in a four-level requirements include the need to prepare to welcome tourists (= 3.42), the need for conservation. Community regeneration and culture (= 3.41). To develop a better understanding of their own to provide services to tourists and want to build a reputation in the community (= 3.40), however. Data are representative of the majority of participants overall demand in the fourth medium such as a common requirement. To earn income from tourism (= 3.37). The second solution needs to provide travel services (= 3.36), looking to hone their skills in providing services to tourists (= 3.36) and want to be involved in the development of tourism in the Community (= 3.35), respectively.

Table 4.19 Level of Demand to Join the Program

<table>
<thead>
<tr>
<th>No.</th>
<th>Level of Demand to Join the Program</th>
<th>( \bar{X} )</th>
<th>S.D.</th>
<th>results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To develop a better understanding of their own to serve tourists.</td>
<td>3.40</td>
<td>0.53</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To hone their skills in providing services to tourists.</td>
<td>3.35</td>
<td>0.56</td>
<td>High demand</td>
</tr>
<tr>
<td>3</td>
<td>To participate in the development of tourism in the community.</td>
<td>3.34</td>
<td>0.55</td>
<td>moderate</td>
</tr>
<tr>
<td>4</td>
<td>To earn from tourism.</td>
<td>3.37</td>
<td>0.58</td>
<td>moderate</td>
</tr>
</tbody>
</table>
Table 4.19 (Continued)

<table>
<thead>
<tr>
<th>No.</th>
<th>S.D.</th>
<th>results</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3.6</td>
<td>moderate</td>
</tr>
<tr>
<td>6</td>
<td>3.6</td>
<td>moderate</td>
</tr>
<tr>
<td>7</td>
<td>0.56</td>
<td>High demand</td>
</tr>
<tr>
<td>8</td>
<td>0.60</td>
<td>High demand</td>
</tr>
<tr>
<td>sum</td>
<td>0.43</td>
<td>moderate</td>
</tr>
</tbody>
</table>

Compare formats and approaches to enhancing the tourism potential quality. By following variables:

Table 4.20 Compare Formats and Approaches to Enhancing the Tourism Potential by Genders

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>X</th>
<th>S.D.</th>
<th>T</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>133</td>
<td>3.39</td>
<td>0.47</td>
<td>.399</td>
<td>.690</td>
</tr>
<tr>
<td>woman</td>
<td>267</td>
<td>3.38</td>
<td>0.41</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.20 found that men and women need different forms of tourism.

Table 4.21 A Comparison of the Average of the Tourism Demand Patterns Differ in Between

<table>
<thead>
<tr>
<th>Tourism Format requirements</th>
<th>Sources of variability</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>between</td>
<td>1.323</td>
<td>6</td>
<td>.221</td>
<td>1.184</td>
<td>.314</td>
</tr>
<tr>
<td></td>
<td>within</td>
<td>73.238</td>
<td>393</td>
<td>.186</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sum</td>
<td>74.561</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From Table 4.21 showed that the difference between the demand for different forms of travel.

**Table 4.22** Compared to the Average of the Tourism Model with Different Levels of Education

<table>
<thead>
<tr>
<th>About Tourism</th>
<th>Sources of variability</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>between</td>
<td>1.110</td>
<td>3</td>
<td>.370</td>
<td>1.995</td>
<td>.114</td>
</tr>
<tr>
<td></td>
<td>within</td>
<td>73.451</td>
<td>396</td>
<td>.185</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sum</td>
<td>74.561</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.22 that samples with different levels of education needs tourism model is no different.

**Table 4.23** A Comparison of the Average of the Tourism Demand Patterns by Domicile

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>X</th>
<th>S.D.</th>
<th>T</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sukhothai</td>
<td>289</td>
<td>3.35</td>
<td>0.44</td>
<td>-2.135*</td>
<td>.034*</td>
</tr>
<tr>
<td>Kamphaeng Phet</td>
<td>111</td>
<td>3.45</td>
<td>0.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** * A statistically significant level .05.

From Table 4.23 that the samples are domiciled have different needs, different forms of tourism by groups domiciled in Kamphaeng Phet. The demand for higher forms of tourism samples domiciled Sukhothai. The level of statistical significance .05.
3) Participants need to strengthen knowledge on three consecutive starts.

From Table 4.23 that represent young people want to join and strengthen their knowledge no one in descending order from most to least thus creating harmony in the community to work together to improve tourism 78 percent of 18.80 second figure out the level of service you travel 69 accounted for 17.30 percent and the training of local tour consisted of 53 percent 13.30 respectively.

Representative of the majority required participants to strengthen their knowledge No. 2 in descending order from most to least are trained to use English for tourism, 71 percent of 17.80, followed by unity. in the community to work together to improve tourist number 61, representing 15.30 per cent and creating the impression of a good host 58 percent. 14.50 respectively

Representative of the majority required participants to strengthen their knowledge of the first order by sorting out a little more as you elevate Figure providing travel services. And mapping in the community of 62 people, representing 15.50 per cent, followed by speaking in public, 45 percent and 11.30 local tour training of 44 per cent 11.00 respectively.

Table 4.24 Participants Demands to Strengthen Knowledge

<table>
<thead>
<tr>
<th>Activities</th>
<th>Rank</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Management Homestay</td>
<td>1</td>
<td>43</td>
<td>10.80</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>20</td>
<td>5.00</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>33</td>
<td>8.3</td>
</tr>
<tr>
<td>2. Training of the local tour</td>
<td>1</td>
<td>53</td>
<td>13.30</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>54</td>
<td>13.50</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>44</td>
<td>11.00</td>
</tr>
<tr>
<td>Figure 3. The level of service you provided.</td>
<td>1</td>
<td>69</td>
<td>17.30</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>52</td>
<td>13.30</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>62</td>
<td>15.50</td>
</tr>
<tr>
<td>Activities</td>
<td>Rank</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>4. Prepare a tour</td>
<td>1</td>
<td>30</td>
<td>7.50</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>36</td>
<td>9.00</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>34</td>
<td>8.50</td>
</tr>
<tr>
<td>5. To create the impression of being a good host.</td>
<td>1</td>
<td>51</td>
<td>12.80</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>58</td>
<td>14.50</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>35</td>
<td>8.80</td>
</tr>
<tr>
<td>6. To establish harmony in the community to work together to improve tourism .</td>
<td>1</td>
<td>75</td>
<td>18.80</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>61</td>
<td>15.30</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>38</td>
<td>9.50</td>
</tr>
<tr>
<td>7. training in English for Tourism.</td>
<td>1</td>
<td>43</td>
<td>10.80</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>71</td>
<td>17.80</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>39</td>
<td>9.80</td>
</tr>
<tr>
<td>8. Mapping of tourism in the community .</td>
<td>1</td>
<td>18</td>
<td>4.50</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>31</td>
<td>7.80</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>62</td>
<td>15.50</td>
</tr>
<tr>
<td>9. Public Speaking</td>
<td>1</td>
<td>17</td>
<td>4.30</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>13</td>
<td>3.30</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>45</td>
<td>11.30</td>
</tr>
<tr>
<td>10. Other ( specify )</td>
<td>2</td>
<td>2</td>
<td>0.50</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>7</td>
<td>1.80</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>400</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Table 4.25  Participants Need to Strengthen Knowledge on Three Consecutive Starts

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. To establish harmony in the community to work together to improve tourism.</td>
<td>75</td>
<td>18.80</td>
</tr>
<tr>
<td>7. training in English for Tourism.</td>
<td>71</td>
<td>17.80</td>
</tr>
<tr>
<td>3. The quality of the service provided</td>
<td>69</td>
<td>17.30</td>
</tr>
</tbody>
</table>

4) Tourism to attend three consecutive starts.

Representatives of most youth have to participate in tourism development respectively, in descending order from most to least as described by offering knowledge, ideas and experience of the speakers number 102, representing a percentage of 25.50, followed by the exchange. Comments to solve knowledge of 48 people, representing 12.00 per cent and group discussions by a group of 4-12 people by assigning points to each group discussion review of 45 percent. 11.30 respectively.

Representatives of most youth have to participate in enhancing the knowledge respectively, in descending order from most to least following the exchange of ideas to solve knowledgeable number 96, representing a percentage of 24.00, followed by a debate. Among the luminaries shared by 3-5 people and is the host of 44 people, representing 11.00 per cent and the study included 37 participants representing 9.30 per cent respectively.

Representatives of most youth want to participate in enhancing the knowledge respectively, in descending order from most to least following the study trip of 56 people, representing 14.00 minor discussions as a group together. 3-5 and qualified person has carried out a number of 46 people, representing 11.50 per cent and workshop by acting as knowledge. The insight gained from the speaker 43 percent. 10.80 respectively.
Table 4.26 Demands to Participate in Tourism Development

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture by offering knowledge, ideas and experience of the speakers</td>
<td>1</td>
<td>102</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>8.80</td>
</tr>
<tr>
<td>3</td>
<td>28</td>
<td>7.00</td>
</tr>
<tr>
<td>2. The discussion group is shared by 3-5 people and a qualified mediator</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>44</td>
<td>11.00</td>
</tr>
<tr>
<td>3</td>
<td>46</td>
<td>11.50</td>
</tr>
<tr>
<td>3. The discussion group is shared by 4-12 people and a qualified mediator</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
<td>5.30</td>
</tr>
<tr>
<td>3</td>
<td>36</td>
<td>9.00</td>
</tr>
<tr>
<td>4. The debate Catechism as the questions to the speakers who answered if and who have carried the debate</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>3.80</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>2.80</td>
</tr>
<tr>
<td>5. The discussion will share their knowledge to solve problems</td>
<td>1</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>96</td>
<td>24.00</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>5.30</td>
</tr>
<tr>
<td>6. brainstorming by small groups</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>28</td>
<td>7.00</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>6.00</td>
</tr>
<tr>
<td>7. demonstration by showing the trainees see the practicality and to allow trainees to practice on and ask questions</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>35</td>
<td>8.80</td>
</tr>
<tr>
<td>3</td>
<td>37</td>
<td>9.30</td>
</tr>
<tr>
<td>8. The role play by bringing hope that is the case, for example, comes in the form of display</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>4.30</td>
</tr>
<tr>
<td>3</td>
<td>26</td>
<td>6.50</td>
</tr>
<tr>
<td>9. The workshop followed by practical knowledge . The insight gained from the speakers</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>8.80</td>
</tr>
<tr>
<td>3</td>
<td>43</td>
<td>10.80</td>
</tr>
</tbody>
</table>
Table 4.26 (Continued)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Seminar on Participatory cause knowledge. There is a debate and criticize various processing problems</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>11. The educational externally</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>12. With the introduction of case studies, stories or events related to the offer to attend the training. Analysis Study Or find solutions to problems</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>13. Other</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>total</td>
<td>400</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The Three Top Priority

From Table 4.26 that most youth want to participate in development of tourism, including the first three. Lecture by offering knowledge, ideas and experience of the speaker 102 percent, followed by 25.50. Conference to exchange ideas, share knowledge to solve problems of 96 people, representing 24.00 per cent and the number of trips that 56 people representing 14.40 per cent respectively.

Table 4.27 The Demand for Participation in the First Three Tourism Development

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture by offering knowledge, ideas and experience of the speakers</td>
<td>102</td>
<td>25.50</td>
</tr>
<tr>
<td>5. The discussion will share their knowledge to solve problems</td>
<td>96</td>
<td>24.00</td>
</tr>
<tr>
<td>11. The educational outings</td>
<td>56</td>
<td>14.00</td>
</tr>
</tbody>
</table>
5) Place

From Table 4.27 that represent young people identify the training at the school, 142 percent of 35.50, followed by a 142 per cent 35.50 hotels were 70 percent 17:50 hall number 48 people. SAO 35.50 per cent of 39 people, representing 9.80 per cent and the District of 23 people, representing 5.80 per cent respectively.

**Table 4.28 Place**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>temple</td>
<td>78</td>
<td>19.50</td>
</tr>
<tr>
<td>school</td>
<td>142</td>
<td>35.50</td>
</tr>
<tr>
<td>Tambon Administration Organization</td>
<td>39</td>
<td>9.80</td>
</tr>
<tr>
<td>district office</td>
<td>23</td>
<td>5.80</td>
</tr>
<tr>
<td>town hall</td>
<td>48</td>
<td>12.00</td>
</tr>
<tr>
<td>hotel</td>
<td>70</td>
<td>17.50</td>
</tr>
<tr>
<td>total</td>
<td>400</td>
<td>100.00</td>
</tr>
</tbody>
</table>

6) Number of Participants

From Table 4.28 found that youth are identified by the participants no more than 50 people of 116 people accounted for 29.00 percent, followed by no more than 60 people were 114 percent 28.50 100 people were 85 per cent 21.30. no more than 80 people, 44 people, representing 11.01 per cent and no more than 70 people, 41 per cent in 1030.

**Table 4.29 Number of Participants**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No more than 50 people</td>
<td>116</td>
<td>29.00</td>
</tr>
<tr>
<td>No more than 60 people</td>
<td>114</td>
<td>28.50</td>
</tr>
<tr>
<td>No more than 70 people</td>
<td>41</td>
<td>10.30</td>
</tr>
<tr>
<td>No more than 80 people</td>
<td>44</td>
<td>11.00</td>
</tr>
<tr>
<td>Up to 100 people</td>
<td>85</td>
<td>21.30</td>
</tr>
<tr>
<td>total</td>
<td>400</td>
<td>100.00</td>
</tr>
</tbody>
</table>
7) Program Duration

Table 4.29 were youth representatives from most of the period specified in the three -day training of 157 people, representing 39.30 per cent lower. During the second day of the 188 days of training, representing 29.50 per cent. During the day, the first day of training 69 people, representing 17.30 per cent . During the four days of training in the 31 day period, 7.80 percent in the five -day training of 23 people, representing 5.80 per cent and the other two people, representing 0.50 per cent respectively.

Table 4.30 Program Duration

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day</td>
<td>69</td>
<td>17.30</td>
</tr>
<tr>
<td>2 days</td>
<td>118</td>
<td>29.50</td>
</tr>
<tr>
<td>3 days</td>
<td>157</td>
<td>39.30</td>
</tr>
<tr>
<td>4 days</td>
<td>31</td>
<td>7.80</td>
</tr>
<tr>
<td>5 days</td>
<td>23</td>
<td>5.80</td>
</tr>
<tr>
<td>others</td>
<td>2</td>
<td>0.50</td>
</tr>
<tr>
<td>total</td>
<td>400</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Objective 4: it is to enhance awareness among the youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns.

Step 1 survey to enhance the knowledge of the youth is a step taken for the purposes 1-3 as detailed belo .

1) Activity 1 Current Aspects in Educating the Youth

By studying the synthesis and to educate the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns of the entities involved in the heritage tourism in the world. The researchers discuss in -depth interviews . (In-Depth Interview) Individually with agency officials involved in tourism in the world with specific
features. The experts who are competent. A person who is reliable. It considered that the dissemination of knowledge, information, knowledge and experiences of the past to others. Both in and outside the community to get to know. It is an important activity in the learning process for the preliminary hearing, also the format and the opinions of the authorities involved in the World Heritage town.

(1) The Governor
(2) Deputy Governor
(3) Provincial Development
(4) Official Tourism
(5) Tourism and Sports Office
(6) Superintendents
(7) Director of Historical Park
(8) Director of Fine Arts
(9) Head of the National Museum
(10) Head of Park

2) Activity 2 Evaluating the knowledge of youth.

The researchers collected questionnaires from the youth in the province of Sukhothai and Kamphaeng Phet 400 to assess the knowledge of the World Heritage Historic Town of Sukhothai and Associated Historic Towns were representative of the majority are women and 267 men per cent. 66.80 18 161 people, representing 40.30 per cent are enrolled in secondary schools to 364 people, representing 91.00 per cent, located in the province of 289 people, representing 72.30 per cent had knowledge about travel between 60-100 score of 388, representing 97.00 per cent.

3) Activity 3 Compare the Strength of Youth Education

The researchers collected questionnaires from the youth in the province of Sukhothai and Kamphaeng Phet 400 to compare to strengthen their knowledge to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns. The representative of the majority have a need to participate in overall demand moderate level ( = 3.38) when they are considering the matter.

Representative of the majority have a need to participate in a four -level requirements include the need to prepare to welcome tourists ( = 3.42 ), the need for conservation. Community regeneration and culture ( = 3.41) To develop a better
understanding of their own to serve tourists. And want to build a reputation in the community (= 3.40).

The main representative of the majority have a need for the school. Participants up to 50 people and lasts three days of training on the course should have a variety of formats such as the actual experience of the instructor 's lecture teaching. Using the medium of instruction formats. Allows learners to comment. The exchange of knowledge and ideas to topics like student satisfaction Participants enhance their knowledge, including the first three. Creating harmony in the community to work together to improve tourism 18.80 percent, followed. Trained to use English for tourism 17.80 percent and raise you a travel service Figure 17.30 percent. For teaching the information most want to attend three consecutive starts, including tourism development. Lecture by offering knowledge, ideas and experience of the speakers, followed by 25.50 per cent. Conference to discuss solutions knowledgeable 24.00 percent and study trips at 14.40 percent.

Step two of the process of strengthening of educating youth. Step by step implementation of the four objectives as detailed below.

4) Activity 4 draft form, strengthening, educating the youth.

The researchers collected data for the purposes 1-3 as quantitative data and qualitative information. Based Drafting format enhancing the knowledge of the youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns composed.

(1) Training
(2) Responsible
(3) Rationale
(4) Purpose
(5) Training Schedule
(6) Participants
(7) Budget
(8) Area of operations
(9) The results are expected to receive
(10) The contents of the training
Youth activities at five selected for the test patterns generated. The researcher recruited youth in the province of Sukhothai and Kamphaeng Phet specific number to 50 by the following features.

1) A person older than 14 years of age but not yet 20 years of age in the province of Sukhothai and Kamphaeng Phet. And not the legal age of marriage was considered legal persons aged between youth and if this is liable to a penalty, it would be different from adults.

2) Those who want to attend activities to strengthen their knowledge to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns voluntarily.

3) Ready to lead the tourists to different places. World Heritage Historic Town of Sukhothai and Associated Historic Towns willingly.

6) Activities 6 Testing the patterns enhance the knowledge created. The research, the results of the test pattern generated to develop an appropriate format to enhance the knowledge of the youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns. The details are as follows.

(1) Training
(2) Responsible
(3) Rationale
(4) Purpose
(5) Training Schedule
(6) Participants
(7) Budget
(8) Area of operations
(9) The results are expected to receive.
(10) Training schedule

Step 3 development activity continues to strengthen. The process of monitoring and evaluation after the participants to strengthen their knowledge to young people and to improve the continued active participation of the youth and strengthen their knowledge as detailed below.
7) Activity 7 monitoring and evaluation to enhance the knowledge of youth.

After the evaluation enhance the knowledge of youth. In-depth interviews were The group has been involved in creating knowledge. To get a more comprehensive and clearer. And from the perspective of the youth leader and intellectual in order to evaluate the potential of youth Figure monitoring of activities to strengthen their knowledge. To carry out an action plan for tourism development partnerships that have made it more during activity and strengthen their knowledge.

In order to complete the plan, which has organized the essay contest. The Sukhothai World Heritage in Young Hands by courtesy of Lord unblemished tiered fund. To ask Her Majesty's Cup HRH Princess Sirindhorn's Royal. In honor of the 60th anniversary will be the winner of the middle school students and high school. Granted an audience with the trophy

After the evaluation enhance the knowledge of youth in the province of Sukhothai and Kamphaeng Phet . The depth interviews with agency officials involved in the current world tour. Participation entitles. And the power to carry Decided to evaluate fully. As the saying

From observing children most love to have a seminar on history. The study visit And practice in place. It can be seen that the children Has improved Say more assertive . Technically speaking, the tour would have to practice a lot. Information about Sukhothai to update any of the materials. The archaeological evidence was unearthed new passive . In recent years, the Department has a new excavation and restoration of the World Heritage Historic Town of Sukhothai and Associated Historic Towns of an additional six. (National City, Personal, Communication, August 17, 2014).

Days after the training is completed, there will be some kids who are really interested. It will come as a volunteer tour guide on Sunday but easy. Thailand is a tourist will not have much trouble communicating knowledge. However, if a foreign tourist. English said it was wrong to say that the tourists will say this. Or to say this. (Sukhothai and Kamphaeng Phet, Personal, Communication, August 17, 2014).
8) Activity 8 to Improve Continuously.

Figure screening processes to create and develop a test pattern. Which will lead to improvement and continuous development. To get the right model in Figure capable of enhancing youth to participate in sustainable tourism development.

The revised form of strengthening of educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns to find a style that suits the context of the World Heritage historic Town of Sukhothai and Associated Historic Towns. The result will be a benefit to the community.

**Figure 4.1** Pattern Strengthen Youth Education in the Province of Sukhothai and Kamphaeng Phet
Step 1 survey to enhance the knowledge of the youth. Educating the youth of today. Knowledge of Youth Compare to enhance the knowledge of the youth.

Step 2 the process of strengthening of educating youth. Drafting style enhancing the knowledge of the youth. Youth selected for test patterns generated. Experiment strengthen educating youth created.

Step 3 development activity continues to strengthen. Monitoring and Evaluation Enhancing knowledge of youth. Continuous improvement.

Figure 4.2 Procedures and Activities to Enhance the Knowledge of the Youth
Figure 4.3 Constructive Knowledge Activities
### Table 4.31 Training Program

<table>
<thead>
<tr>
<th>Training program</th>
<th>hours</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guiding principles</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>- Knowledge of the World Heritage Historic Town of Sukhothai and Associated Historic Towns</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>- Sites on the World Heritage Historic Town of Sukhothai and Associated Historic Towns</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Study Visit</td>
<td>4</td>
<td>16.67</td>
</tr>
<tr>
<td>In actual practice facility</td>
<td>4</td>
<td>16.67</td>
</tr>
<tr>
<td>The role-play</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>RECREATION</td>
<td>2</td>
<td>8.33</td>
</tr>
<tr>
<td>Testing before and after training</td>
<td>1</td>
<td>4.17</td>
</tr>
<tr>
<td>Assessment of Knowledge Builder</td>
<td>1</td>
<td>4.17</td>
</tr>
</tbody>
</table>

Knowledge of the tour includes. 3 hours guiding principles of knowledge about World Heritage Historic Town of Sukhothai and Associated Historic Towns three hours and heritage tourism in the Historic Town of Sukhothai and Associated Historic Towns three hours, a total of nine. Hours accounted for 37.50 percent of the visits of four. Hours accounted for 16.67 percent of the practice in place of 4 hours, 16.67 per cent.

The role-play three hours of recreation per cent 12.50 per cent of two hours. 8.33 tests before and after training, one hour of 4.17 percent and evaluation activities enhance the knowledge of one hour, representing 4.17 per cent respectively.
CHAPTER 5

THE CONCLUSION, DISCUSSION AND SUGGESTIONS

5.1 Conclusion

Research on strengthen educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns. The main purpose is to

1) Educate the youth in the synthesis of Sukhothai and Kamphaeng Phet province, the World Heritage Historic Town of Sukhothai and Associated Historic Towns of official agencies involved in heritage tourism in the world.

2) Assessment of Tourism World Heritage Historic Town of Sukhothai and Associated Historic Towns of youth in the province of Sukhothai and Kamphaeng Phet

3) Compare to enhance the knowledge of the youth in the province of Sukhothai and Kamphaeng Phet province to promote tourism to World Heritage city. historical and acropolis And

4) Study the form of strengthening of educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns in further detail as follows

How to educate the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns of agency staff related to heritage tourism in the world.

Sukhothai province with a history of over 700 years as the first capital of Thailand. Both historic monuments and cultural traditions that are still handed down to the present. But the most important thing is indicative of the beginning of the nationalization Thailand is the first stone inscription of King Ramkhamhaeng.
Calligraphers Thailand is a cornerstone of the national language in Thailand. In the year 2010 Organization UNESCO has declared a World Heritage Sukhothai Historical Park with playground and Sukhothai. Under the name " Historic Town of Sukhothai and Associated Historic Towns" (Historic Town of Sukhothai and Associated Historic Towns) is the pride of the City and the entire country Thailand. Sukhothai has many things that reflect the identity of Sukhothai like gold Sukhothai gold 99.99 crafting handmade antique by mimicking patterns from antique gold found on archaeological sites in the province and stripes stucco moldings in a queen like striped shirt and striped Ram Sharan native flora and fauna and so on.

Sarong ideally Ban Hat Siao fabric of Thailand that were established with the province, there are two types of fabric to wear in everyday fabric of this type is not exquisite, but will focus on that. firmness, thickness of fabric to use, durable and long-lasting as possible, such as sarong blankets, duvets etc. Tugieam.

Another type of fabric woven neatly for a special occasion or occasions only. Also it is important that the chinaware reflected a distinct identity of the province as well. Chinaware, as the pottery is painted onto a container such as a fish bowl with a wheel and flowers, etc., and are coated with a liquid, particularly meat-type Ka ivory stripes color pattern of the City.

Tourism promotion activities for World Heritage Historic Town of Sukhothai and Associated Historic Towns can be classified into one. The main features include;

1) Travel to visit the magnificent architecture of the city's World Heritage Historic Town of Sukhothai and Associated Historic Towns institutions. There has been a learning and growing awareness homeland. By bringing all students from kindergarten to first grade until high school field trip in six years at the Sukhothai Historical Park in Sukhothai and Kamphaeng Phet Historical Park.

2) Festivals tour to promote World Heritage Historic Town of Sukhothai and Associated Historic Towns like Loi Krathong and Candle. It is traditionally held on the 12th lunar month of every year at Sukhothai Historical Park, the nature of the job consists of. Joining the spot light lamp light pinwheel firework folk dance parade and speeches important archaeological collection. A light and sound show on the glorious history of the Southern Kingdom annually. Works Loi Krathong and Candle activity is an expression that reflects the lifestyle of the stone inscription of King Ramkhamhaeng of Sukhothai.
King Ramkhamhaeng Day Commemorate and publicize the fame of King Ramkhamhaeng on January 17 of each year at the monument of him is within the rites and ritual procession to worship the King, offering to play with fireworks and dancing and amusement in the day and night.

Bathing Festival be held in April each year at the Sukhothai Historical Park in Sukhothai succession tradition of the evidence presented in the stone inscription of King Ramkhamhaeng that. "City people often eat often Songsin Ohno often eat” event consisted of religious folk dance competition, product and drama of light and sound power play so Songkran parade.

Festivals tour to promote World Heritage Historic Town of Sukhothai and Associated Historic Towns have been cooperating very well from organizations, government agencies, academia, private sector and public sector activities.

Government policies to promote tourism.

Organizations, government agencies involved in tourism in the province, such as the Office of the province. Provincial Administration Organisation Administration of Designated Areas for Sustainable Tourism. (ITD) and the Ramkhamhaeng National Museum focus on the importance of promoting tourism. This is because Tourism Promotion World Heritage Historic Town of Sukhothai and Associated Historic Towns of. Is one of the strategic importance of developing the province. According to the vision of the province at the Sukhothai World Heritage Site. impressive tour It's good health care.

Thus, a strategy Projects and activities Supporting the development of the province's vision for the development of basic infrastructure such as the maintenance of peace and order to promote one of its products, one parish to support tourism, land use management world heritage for the development. In particular, the project sustainable tourism initiative to continue to make it useful to farmers and the income from tourists.

The main budget, the province received from the government each year more than 150 million baht was used to promote tourism around 30-40 percent by the participating organizations, government agencies. The public sector and academia.

The idea that Sustainable Tourism World Heritage Historic Town of Sukhothai and Associated Historic Towns to have occurred from people in the
community as the owner of a local transport and tourism resources to truly share a common perception. Jointly develop joint activities. Mutual communication and mutual responsibility, the impact of tourism, both positive and negative, that occur together.

Programs to educate youth on the World Heritage Historic Town of Sukhothai and Associated Historic Towns related to heritage tourism in the past.

Programs to educate the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns of official agencies involved in tourism in the world can be classified into two types.

1) The course provides knowledge about the history of the Southern Kingdom of DAG and local youth-focused knowledge about the history of Sukhothai. Ruins and Antiques Arts, culture and traditions, etc., to stimulate awareness about the value and cherish tourism resources World Heritage and Historic Town of Sukhothai and Associated Historic Towns.

2) Study the development of local youth for a world tour in the Historic Town of Sukhothai and Associated Historic Towns such as training guides. English language training for tourism.

5.1.1 Lecturing the Knowledge to the Youth

Agency officials involved in educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns by describing a method of interest in issues of narrative, such as Sukhothai. literary and archaeological evidence of ancient human bones discovered in Sukhothai Sukhothai or Buddhist art and so on. By the narrative will change indefinitely. This is because there are various aspects of archaeological material. The key speakers who have expertise as a famous person is known by the common people will get interested and join the lecture very much.

5.1.2 Educating Young People by Observing Externally

Agency officials involved in educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns by observing outings to explore and create opportunities. local youth
get to see and experience the atmosphere of the historic site. And artifacts in place to do activities together. It creates a feeling of fun And enjoy the ride differently from the classroom. The Coast transplant to educate young people about World Heritage Historic Town of Sukhothai and Associated Historic Towns to encourage those youth awareness . To conserve and cherish tourism resources within the community .

5.1.3 Educating the Youth in the Camp

Agency officials involved in educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns with how the tour is to educate the youth in tourism through various activities such as;

Workshop The drawing, coloring The Camp Fire And exchange experiences on tourism for young people absorb a good host. As well as being a great traveler. Most of the tour is to educate youth about the history of the Southern Kingdom's culture and traditions and skills as a World Heritage Tour in Historic Town of Sukhothai and Associated Historic Towns.

5.1.4 Monitoring and Evaluation, To Educate the Youth of the Agencies Involved in Tourism

Agency officials involved in tourism, no monitoring and evaluation of educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns and due. Agencies involved in tourism to the lack of personnel in the monitoring and evaluation. It also supplies budget. Or not worth operating. Most of the evaluation immediately after the training. An assessment of the tests and observations of participants . Scene of the authorities involved in tourism . Evaluation of the results to educate the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns found that;

1) The behavior Most youth participants will feel embarrassment and lack of confidence about communicating in foreign languages . Especially the grammatically correct when interacting with foreign tourists. This is because those youngsters to learn a foreign language exam to pass the class only. They are not trained to communicate.
2) The cognition Most youth lack the knowledge and understanding of the history of Sukhothai. This is because the content is quite difficult for a young and very long, even with the improvement of the training content as easy anymore.

5.1.5 The Need to Educate the Youth

Agency officials involved in tourism, there needs to educate the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns of both theory and practice together. The main agencies involved in tourism officials are required to educate the youth on a regular basis and the other as a community. Another success of tourism in historic sites. The cooperation of all sectors involved in the development of a local tour. Specifically aimed at young people who are really interested. The students in the school.

5.1.6 Pursuit of Self-knowledge

How the pursuit of self-knowledge to the attention of the youth themselves. Even with the lecturer to spark the knowledge, but if you do not want youth to information. Content and knowledge that speakers have described to you, it will not benefit whatsoever. In contrast, young love Or do they seek self-knowledge without being forced.

5.1.7 How to Use Theoretical and Practical Skills to Practice

Agency officials involved in educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns with the theoretical and practical expertise to the practice. It provides a visual two key issues are.

1) Educating with the theory with the practice of the authorities involved in educating young people are operating a regular basis anyway. Most of the lectures to study. A workshop about the history, architecture, sculpture, stone inscriptions and literature, speeches and so on. Already, a lot. Most of the students from various educational institutions.
2) Educating the youth practical skills to practice. Agency officials involved in tourism have to remark that. The practical skills and practice based on the desire of young people to know themselves.

Such as training guides Which is training on a regular basis, but the practice has been so adept at it. Requires patience Perseverance The duration of the training and skills development as a key to volunteerism. So young people attending the presentation of theory to practice, but not fluently. In addition to the money paid as wages in the service of tourists during the holidays only.

5.1.8 The Interdependence of the Conflict by Peaceful Means, Respecting the Cultures of Others, To Enhance Mutual Understanding of Each Other

Respect for other cultures to strengthen mutual understanding as well as the right to behave in such attractions as not wear sleeveless shirts, shorts or skirts to the temple or monument.

5.1.9 How to Develop Their Own Capabilities

How to develop their own skills to the attention of the youth themselves. Even with the lecturer to spark the knowledge, but if you do not want youth to information. Content and knowledge that speakers have described to you, it will not benefit whatsoever. In contrast, young love Or do they seek self-knowledge without being forced.

5.1.10 To Raise Awareness

Agency officials involved in tourism, mainly reflecting the Bureau and Mahasarakham loved and cherished local tourism resources. Recognizing the importance of patriotism, religion and monarchy. And the recognition of a World Heritage Historic Town of Sukhothai and Associated Historic Towns. The awareness should be instilled by the family before. Because parents have an important role and are closer to the youth. Through various activities Related to World Heritage Historic Town of Sukhothai and Associated Historic Towns like to lecture history. The fieldtrips And attending festivals and traditions that promote Tourism.
5.1.11 Activities to Enhance the Knowledge

Activities to enhance the knowledge of the youth should be implemented in a World Heritage Historic Town of Sukhothai and Associated Historic Towns is a real place. And age-appropriate youth This is because Youth will gain direct experience of the activity to enhance their knowledge. Have fun, such as drawing, coloring staging camps, lectures and activities related to Buddhism. Festivals, etc.

5.1.12 Numbers of Participants

Educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns of official agencies involved in tourism heritage in the past. Most participants about 30-50 people, if the number of participants will not have too many benefits. However, the number of participants depends on the budget at the expense of its own.

5.1.13 Participants

Participants should be appropriate to the students. Especially high school students at grade four and five who have dared to comment assertive than students in junior high. And students

Most high school students in Year 6 at the end of compulsory education, mainly to study in higher education in the province, however, agency officials involved in tourism have also provided additional insights. Educating the youth should be instilled from early primary school onwards. Because educating the sooner it will become even more useful, while the primary school children learn easily and remember best. But the title and content of knowledge that must vary according to the appropriate ages and interests of the youth.

5.1.14 Duration

1) Time to educate the youth should take at least two days and should be a continuous knowledge. In particular, knowledge about World Heritage Historic Town of Sukhothai and Associated Historic Towns. When young people have a better understanding about World Heritage and Historic Town of Sukhothai and Associated Historic Towns. Those youngsters will be able to apply the knowledge to continue to have a local guide.
2) Assessment of Tourism World Heritage Historic Town of Sukhothai and Associated Historic Towns of youth in the province of Sukhothai and Kamphaeng Phet. Representative of the majority was female, age 18 years studying in the high school level. And residents of the province.

Representative of the majority attitude on overall tourism in the agreed level ( = 4.02), considering the average income is descending from the representative of the majority attitude. The positive impact The agreed level ( = 4.13). Tourism can build a career on providing the people in the community ( = 4.26) and revenues from tourism affects the quality of life of people in the community ( = 4.22), followed by the tourists ( = 4.12) by name. No. average of descending first 3 include tourists as income to the community ( = 4.18) suggested tourists will benefit the destination management ( = 4.17), the traveler will not do for the environment ( = 4.14)

The Parties within the Community ( = 4.12) represented the majority attitude of the parties within the community as they are in the strongly agree 2 they include people in the community are willing to unite to prevent and problems from. Travel ( = 4.23), and the community is ready to welcome tourists ( = 4.21) and tourism ( = 3.76), respectively.

Considering that it was found. Representative of the majority attitude of the tourism industry in the agreed terms of the issue of tourism, causing waste and sewage sludge incinerators ( = 3.88), tourism contributes to the changing lifestyles of people in the community ( = 3.87), and make travel in the higher cost of living ( = 3.83 ), respectively.

Representative of the majority. Knowledgeable about travel between 60-100 score of 388 percent. 97.00 However, Representatives of the little information there is to know about travel between 0-59 rating of 12 people, representing 3.00 per cent.

Attitudes about tourism

Representative of the majority attitude on the tour was at the agreed level ( = 4.02) when considering the individual aspects from descending the representative of the majority attitude in class. agree on the positive impact ( = 4.13), followed by the tourists ( = 4.12), the Parties within the Community ( = 4.12 ) and tourism ( = 3.76), respectively.
1) Tourism Industry

2) Most of the data is representative of the attitude of the tourism industry in the agreed terms. In descending order from the most to least three top three. Tourism contributes to solid waste and sewage sludge (= 3.88), tourism contributes to the changing lifestyles of people in the community (= 3.87) and tourism make up the cost of living in the community (= 3.83), respectively.

3) Positive Effects

4) Representative of the majority attitude and positive impact as they are in the strongly agree 2 deals include tour can build a career on providing the people in the community (= 4.26) and revenues. Travel affect the quality of life of people in the community (= 4.22), the attitude is an important positive impact on the level agreed by the sort of descending first three.

5) People in the community are proud of the traditions and culture (= 4.19) tourism causes friendship between people in communities across the country, across the border to tourists (= 4.15), making tourism turnover in the area (= 4.13), respectively.

6) Tourist

Most of the data is representative of the attitude of the tourists in the agreed terms. The sort of averaging descending three top three tourist Leadership revenue into the community (= 4.18) suggested tourists will benefit the destination management (= 4.17), the traveler will not do damage. environment (= 4.14), respectively.

7) The Parties within the Community

Representative of the majority attitude of the parties within the community as they are in the strongly agree 2 they include people in the community are willing to unite to prevent and problems from tourism (= 4.23) and in-person. the community is ready to welcome tourists (= 4.21), the attitude within the community is an associate in the agreed level in order descending from the top three including people in the community are friendly to visitors (= 4.17) in the community is willing to cooperate tourism development (= 4.15) and official government agencies in your community to cooperate on tourism development (= 4.13) accordingly.

Compare to enhance the knowledge of the youth in the province of Sukhothai and Kamphaeng Phet tour to promote World Heritage Historic Town of Sukhothai and Associated Historic Towns.
Representative of the majority have a need to participate in the overall level of demand, moderate (= 3.38) when the average as they were representative of the data.

Most want to participate in a four-level requirements include the need to prepare to welcome tourists (= 3.42), the need for conservation. Community regeneration and culture (= 3.41) To develop a better understanding of their own to serve tourists. And want to build a reputation in the community (= 3.40).

Representative of the majority required participants to strengthen their knowledge, including the first three. Creating harmony in the community to work together to improve tourism accounted for 75 percent, followed by 18.80. Training for the English tour of 71 people, representing 17.80 per cent and to raise the quality of services in tourism of 69 people, representing 17.30 per cent respectively.

The information most want to attend three consecutive starts, including tourism development. Lecture by offering knowledge, ideas and experience of the speaker 102 percent, followed by 25.50. Conference to exchange ideas, share knowledge to solve problems of 96 people, representing 24.00 per cent and the number of trips that 56 people representing 14.40 per cent respectively.

The majority identified the training school, 142 percent of 35.50, followed by a 142 per cent 35.50 hotels were 70 percent 17:50 capitol in 48 per cent 35.50. Tambon Administration Organization, the number 39, representing 9.80 per cent and the District of 23 people, representing 5.80 per cent respectively.

The majority identified the participants no more than 50 people of 116 people accounted for 29.00 percent, followed by no more than 60 people were 114 percent 28.50 100 people were 85 percent 21:30 not more than 80 people, 44 people, representing 11.01 per cent and not more than 70 people, 41 per cent in 1030.

The most-day period specified in the three-day training of 157 people, representing 39.30 per cent, followed by a period of days in training two days of 188 per cent. Period of training 1 day 69 per cent 17.30 day period in training four days a total of 31 people representing 7.80 time in training five days a total of 23 people representing 5.80 respectively.

Study the form of strengthening of educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns.
Step 1 The Survey Reinforce the Need to Educate Young People.

1) Activity 1 Educating the Youth

Education and synthetic educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns of agencies related to heritage tourism in the world has to talk in -depth interviews (In-Depth Interview) individually with agency officials involved in tourism world heritage considered that the dissemination of knowledge and information exchange learning experiences of the past. It is an important activity in the learning process for the preliminary hearing. The format and the opinions of official agencies involved in tourism heritage.

2) Activity 2 Knowledge of Youth

Assessment of the World Heritage Historic Town of Sukhothai and Associated Historic Towns. Representative of the majority are women and 267 men representing 66.80 18 161 people, representing 40.30 am studying at the high school level, the number of 364 people representing 91.00 domiciled in the province. Sukhothai number 289, representing 72.30 per cent had knowledge about travel between 60-100 score of 388, representing 97.00 per cent.

3) Activity 3 Compare to Strengthen to Educate Youth

A needs assessment participants representing a majority there needs to participate in the overall activity level needs moderate (= 3.38) when the average as they were representative of the majority of the information is needed. Participants in the undemanding four deals include requirements to prepare to welcome tourists (= 3.42), the need for conservation. Community regeneration and culture (= 3.41). To develop a better understanding of their own to serve tourists. And want to build a reputation in the community (= 3.40) topic to participate in three consecutive starts, including enhancing knowledge. Creating harmony in the community to work together to improve tourism 18.80 percent. Including secondary Trained to use English for tourism 17.80 percent and raise the quality of services in tourism 17.30 percent for the teaching of information most want to attend three consecutive starts, including tourism development. Lecture by offering knowledge, ideas and experience of the speakers, followed by 25.50 per cent. Conference to discuss solutions knowledgeable 24.00 percent and study trips at 14.40 percent.
Step 2 The Process of Strengthening of Educating Youth

4) Activity 4 draft form, strengthening, educating the youth. The information is compiled for the purposes 1-3 as quantitative data and qualitative information. Based Drafting style enhancing the knowledge of the youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns.

5) Activities 5; Youths were selected to test the model created by the researchers recruited youth in the province of Sukhothai and Kamphaeng Phet specific. The following features are identified as individuals older than 14 years of age but not yet 18 years of age in the province of Sukhothai and Kamphaeng Phet. There needs to participate in activities to strengthen their knowledge to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns voluntarily and who are ready to take tourists to various destinations. World Heritage Historic Town of Sukhothai and Associated Historic Towns willingly.

6) Activities 6; test patterns enhance the knowledge of the youth training program created by the youth volunteer docents. Sukhothai period in training three days.

Step 3 Development Activity Continues to Strengthen

7) Monitoring and evaluation activities to enhance the knowledge of youth by in-depth interviews. To get a more comprehensive and clearer. And from the perspective of the youth leader and intellectual in order to evaluate the potential of youth.

Tracking the results of activities to strengthen their knowledge. To carry out an action plan for tourism development partnerships that have made it more during the event in order to enhance the knowledge of the plan was completed.

After the evaluation enhance the knowledge of youth in the province of Sukhothai and Kamphaeng Phet. The depth interviews with agency officials involved in the current world tour.

8) Activity 8: to Improve Continuously

The revised form of strengthening of educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated
Historic Towns to find a style that suits the context of the World Heritage historic Town of Sukhothai and Associated Historic Towns. This will be a benefit to the community.

### 5.2 The Research Discussion

United Nations Educational, Scientific and Cultural Organization) is a specialized agency of the United Nations Organization. Established to promote peace. The men around the world can live together in peace. Respect for human rights and freedoms that they are not considered by race, sex, language or religion, by the Charter. Cultural cooperation The Convention on the Protection of the World Cultural and Natural Heritage (Federico Mayor, 1995). Similarly, Sukhothai province with a history of over 700 years as the first capital of Thailand. Both historic monuments and cultural traditions that are still handed down to the present.

But the most important thing is indicative of the beginning of the nationalization Thailand is the first stone inscription of King Ramkhamhaeng the shape calligraphers Thailand. The foundation was developed as a national language in Thailand.

In the year 25 534 Organization UNESCO has declared a World Heritage Sukhothai Historical Park with playground and Sukhothai. Under "Historic Town of Sukhothai and Associated Historic Towns" (Historic Town of Sukhothai and Associated Historic Towns) through the requirements and criteria in the consideration of the heritage as 1) are represented, showing the masterpieces prepared by the creative ingenuity and 2) is testimony to the evidence of culture or civilization to appear currently. It is the pride of the City and people of Thailand for the whole country.

According to the concept of tourism development, heritage include the balance five aspects: 1) economic strength of the community, the host community, which has shown its readiness to manage infrastructure or facilities to accommodate 2) tour. formed to promote the quality of life for local people to have a better quality of life 3) develop a capacity to protect tourism resources in the community. 4) strengthening cultural awareness to protect and preserve the local culture and 5) creating the
potential involvement of community heritage tourism development. With regard to
the satisfaction of all parties (Muller, 1994, pp. 131-135).

Communities will have a high potential for self-reliance. And self-
development will continuously make 1) the ability to develop economic self-reliance.
And reduce poverty in the community 2) control and social organization of the
community, contributing members of the community to live together in peace 3) to fix
the problem with intelligence. The exchange of knowledge widely and continuously.
Intellectual heritage and take pride in their community. 4) to create a system to
manage natural resources for the benefit and unfair to members of the community,
and 5) be a model of good management. (Chatchapon Songsuntornvong, 2004; Pojana
Suansri, 2003, pp. 68-70) Vorawit Avirutvarakun (2001, p. 18) Given that the
reunited. "Community Organization" by learning. Management and troubleshooting
of common people in the community, so it's going to change. Consistent with
Educating the youth in the province of Sukhothai and Kamphaeng Phet, the World
Heritage Historic Town of Sukhothai and Associated Historic Towns of official
agencies involved in tourism heritage.

It changes the traditional role of official agencies involved with expertise and
interest in teaching with an emphasis on the content of the lessons. Teaching methods
Attracting learners' curiosity to learn. The development of learner behavior And
creating a learning atmosphere to learn more effectively.

Similarly, Form of instruction based on a student-centered. The principles
focus on teaching the learners. Only by allowing students to participate in the learning
process. Helps students with role and participation in the learning process as much as
possible. Interact with each other and learn from each other.

The exchange of information, knowledge, Opinions and Experiences Students
learn the processes with which to produce a variety of creative and can put that
knowledge to use in everyday life.

Community-managed ecotourism A feasibility Survey in Phnom BasisCambodia
study found. Tourism is the main policy developments for the local communities
involved. Taking into account the importance of the exchange of information. And
empower local and need to know about the conservation of the environment to the
tourists.
Especially the programme to educate the youth of the authorities involved in World Heritage tourism-oriented.

1) To provide knowledge about the history of the Southern Kingdom, to stimulate awareness about the value and cherish tourism resources World Heritage Historic Town of Sukhothai and Associated Historic Towns such as the history of the Southern Kingdom, Ruins and Antiques Arts, culture and traditions, etc.

2) The potential development of local youth for a world tour in the Historic Town of Sukhothai and Associated Historic Towns such as training and guides. English language training for tourism etc. to enhance the quality of tourism services. As Lawson and Buad-Bovy (1977) has said. To demonstrate their knowledge, imagination, emotion, emotional impression shows the image. Party towards that place. Especially Chon (1990) have discussed the interaction of individuals. Reflect the thoughts, feelings, expectations and impressive sights.

Community development must be based on the development of people. By allowing people to participate in activities at every stage from planning to consult together to decide the issue. As well as to develop and expand the community (Wirat Nipawan, 1989, pp. 14-17). Consistent with educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns of official agencies involved in heritage tourism in the world. Is to educate the youth with diverse formats such as;

Lectures, excursions, trips to the camps to seek self-knowledge. Using theoretical and practical skills to practice. The interdependence of the conflict by peaceful means, respecting the cultures of others, to enhance mutual understanding of each other. Developing the skills of their lectures and learning experience. Etc. It is an incentive for visitors interested in tourism as well, which is usually determined by the resources provided by various travel agencies or organizations to get more details (Fakeye and Crompton, 1991).

The multilateral process is involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns are different according to the ability of each party to comply with Jules N. Pretty and Simplice D. Vodouhé (1995) did said Participation into seven categories. 1) eager to engage themselves (Self Mobilization) 2) engaging each other (Interactive Participation)
Participation by structure (Functional Participation) 4) To contribute to the reward and the reward. (Participation for Material Incentives) 5) To participate in the consultation. (Participation by Consultation) 6) involvement in providing information. (Participation in Information Giving) 7) Participation in sloth (Passive Participation) shows that participation by means of developing the ability of citizens. Opportunities to participate in decision-making solution should be the empowerment of the population. Similarly, a study of PradeepRacherla Clark Hu (2010, pp.1012-1034), who studied A Social Network Perspective Of Tourism Research Collaborations find valuable network of cooperation over the outcome of the work. Showing the process of developing a cooperative network. And improving the quality of the network.

Teaching should be a variety of formats such as the actual experience of the instructor’s lecture teaching. Using the medium of instruction formats. Allows learners to comment. The exchange of knowledge and ideas between students and instructors regularly (Asawin, 2555, p. 22). The law requires the promotion of research in Article 24 that "the learning process encourages teachers to the atmosphere. Learning environment And to facilitate the students' learning. And knowledgeable Including the ability to benefit from research. As part of the learning process, the instructor and the student may learn along the way of learning and teaching and various sources of knowledge"

The main representative of the youth in the province of Sukhothai and Kamphaeng Phet majority. 97.00 percent are knowledgeable about travel between 60-100 score reflects that. The achievement is important that teachers want answers as to why the students have higher academic achievement. What are the factors that can enhance the learning of students. On the other hand The instructor may doubt that. Why the students have low achievement. There are factors that make students' low academic achievement. Or why the students do not study hard. What a student needs Why not take part in classroom activities. Or work with a group of friends Can be summarized as follows.

Representatives of the youth in the province of Sukhothai and Kamphaeng Phet majority. Attitudes about tourism and impact positively on the issue of tourism can build a career on providing the people in the community (= 4.26) and revenues from tourism affects the quality of life of people in the community (= . 4.22) that is
consistent with Sermsak (1998, pp. 182-183) specified that people need to be involved (Involvement) in the mission. And as a result has ties (Commitment) activities and organizations.

Moreover Yuvat Wutthimethee (1991, p. 67) to allow people to responsible participation in matters that affect the public itself. Causing faith in themselves (Self-Reliance) confidence in themselves. (Self-Confidence) ownership (Self of Belonging) in development activities that can lead to effective self-government and democracy.

The main requirement to join enhance the knowledge of youth were at a desirable level, moderate (= 3.38) when the average individual items from most to least find that the representative of the information most want to attend. Activities in demand include requirements to prepare to welcome tourists (= 3.42) needs conservation. Community regeneration and culture (= 3.41).

Similarly, David J. Greenwood (1982. pp. 27-28) have studied Hosts and Guests: The Anthropology of Tourism, stated that tradition is more important public celebrations. It provides an opportunity for community members, whether poor or rich, male or female children and young people have the chance to unite. Which is voluntary Build solidarity with the community of faith, and faith the same thing.

And yet, according to The development process of the constitutional role of the Kingdom of Thailand BE 2540 under section 46, 78, 289 and 290, that "local communities are entitled to preserve or restore the original tradition. Local knowledge Art or culture of local and national. And participation in management. Maintenance And the exploitation of natural resources in a balanced and sustainable ". (Pornchai Saksirisophol, 2012, p. 2)

The main topic to participate in three consecutive starts, including enhancing knowledge. Creating harmony in the community to work together to improve tourism 18.80 percent, followed. Trained to use English for tourism 17.80 percent and raise the quality of tourism services reflects that 17.30 per cent. The involvement of developing awareness information in the form of a decision to define their own lives, Thaveethong Hongwiwat (1984, p. 2); Nantiya (2003, p. 64)

For teaching the information most want to attend three consecutive starts, including tourism development. Lecture by offering knowledge, ideas and experience of the speakers 25.50 percent of that happen in the classroom is an important tool that teachers can use to learn about the process of teaching and learning. (Campoy, Renee
2005, p. 5) The second was a meeting to discuss solutions knowledgeable 24.00 percent and study trips that corresponds to 14.40 percent of Thitiya (2012, abstract) found that teaching by means of a field trip affect cultural awareness in Thailand and achievement of students.

While Walla (2001, pp. 24-28) Given that the learning process Interacting with each other and exchange information and knowledge. Comments and diverse experience Students will be able to put their knowledge to use in everyday life.

Most of the information needed for the school. Participants up to 50 people and lasts three days of training on the course should have a variety of formats such as the actual experience of the instructor’s lecture teaching. Using the medium of instruction formats. Allows learners to comment. The exchange of knowledge and ideas to make the learner satisfaction.

The concept is based on learning about human nature are as follows: 1) learning by trial and error 2) learning with real action in the circumstances and the physical environment 3) Learning from demonstration Teaching by telling 4) Learning a sacred ritual. Shared values and exemplary behavior took place. 5) Learning from religion In various doctrines And ritual religious practice that is measured as a community center 6) Learning from the exchange of knowledge. Human experience together Cause a variety of new concepts, new ways of harmony and conflict become a society of learning. 7) Learning from the cultural reproduction (Cultural reproduction) and 8) Learning by imitation, emulation, try to become more knowledge and get out on their own can actually do. (Akewit na Talang, 2001, pp. 111-115) While Assawin (2012, p. 22) shows the attitude Teaching as detail following tutorial to teach any student satisfaction. Teaching the learners who develop the learner does. Instructors use teaching methods that students are interested and want to learn. The students will get the best results. Teaching the exercises individually with a trainer. The students will Learn the difference or not.

The media will make the students understand the lessons better. How will you have the joy of learning. Comparison of teaching the freedom to choose topics according to their interests priority learners with instruction. Or teaching style The instructor who teaches the trial. Students want teachers to have the feature. Students need to be taught how to treat people. Any behavior of teachers that encourage
learners to learn optimally. Teachers must behave Students like to learn how teachers treat students who want to teach you how to take care of outside of the classroom learning resources and materials management. Instructors should have a problem question or that teachers know that learning any kind. Aroused the interest of learners The use of teaching materials used. It allows the students to develop learning as well. Activities or projects that affect learning outcomes of the students or not. Scheduling classes during the morning and afternoon, affecting the math or not. Studies also have learning problems. And learning how to get better results. To find answers or solutions to a real problem.

The main theme of strengthening of educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns is the mechanism. process-driven instruction that benefits both valued and valuable to tour the World Heritage Historic Town of Sukhothai and Associated Historic Towns focusing on the participation of multilateral areas. The community will be able to continue to exist. Creating a public attitude to the idea of sacrificing the minority to benefit the great majority of the group. A member of that group Private interests will grow even larger in the future have the benefit of the group itself.

Especially type of strengthen educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns need to practice constantly together, since its start until after the project was completed and consists of three steps below eight events.

Step 1 survey reinforce the need to educate young people in the province of Sukhothai and Kamphaeng Phet tour to promote World Heritage Historic Town of Sukhothai and Associated Historic Towns.

Activity 1; study and synthesis of educating the youth in the province of Sukhothai and Kamphaeng Phet, the World Heritage Historic Town of Sukhothai and Associated Historic Towns of the agencies involved in tourism heritage in the present and to meet and talk in an interview. depth (In-Depth Interview) individually with agency officials involved in tourism heritage.
It is the dissemination of knowledge and information exchange learning experiences of the past. It is an important activity in the learning process for the preliminary hearing. The format and the opinions of the authorities involved in World Heritage tourism in line with the concept of Taba (Taba, 1962) and Oliva (Oliva, 1992, p. 108) That said, the curriculum knowledge is required to explore the needs of the learner. It is important to be applied in determining the aims of the program, including the selection and the content of the course according to the nature of knowledge itself.

Activity 2; Assessment of the World Heritage Historic Town of Sukhothai and Associated Historic Towns. Representative of the majority are women and 267 men representing 66.80 18 161 people, representing 40.30 am studying at the high school level, the number of 364 people representing 91.00 domiciled in the province. Sukhothai number 289, representing 72.30 per cent had knowledge about travel between 60-100 score of 388, representing 97.00 per cent.

Activity 3; needs assessment activities. Representative of the majority of the information available to participate in overall levels of demand, moderate (= 3.38) when the average as they were representative of the majority of the information available to participate in huge demand. Article 4 also need to prepare to welcome tourists (= 3.42), the need for conservation. Community regeneration and culture (= 3.41.) To develop a better understanding of their own to serve tourists. And want to build a reputation in the community (= 3.40) topic to participate in three consecutive starts, including enhancing knowledge. Creating harmony in the community to work together to improve tourism 18.80 percent, followed. Trained to use English for tourism 17.80 percent and raise the quality of services in tourism 17.30 percent.

For teaching the information most want to attend three consecutive starts, including tourism development. Lecture by offering knowledge, ideas and experience of the speakers, followed by 25.50 per cent. Conference to discuss solutions knowledgeable 24.00 percent and study trips, which corresponds to 14.40 percent that also argued by Nuntiya Tongsriked (2003, p. 64). That said, the participation as an indicator component of the survival of the group. The participation will contribute to a feeling of belonging to a group, causing obligations. The need to work together to hold commitment to the group. Participation is a social process in which the person
involved (Self involved) want to see the results of the group. Responsible development must start from the people (Start where the people are).

Step two of the process of strengthening of educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns.

Activity 4 draft form, strengthening, educating the youth in the province of Sukhothai and Kamphaeng Phet. The information is compiled for the purposes 1-3 as quantitative data and qualitative information. Based Drafting style enhancing the knowledge of the youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns. This is consistent with the notion of Davis (1977, p. 26) proposed that Forms of participation in learning in a friendly atmosphere. The guidance will help reinforce positive attitudes to learning something which the activities at each stage of the course. The emphasis on practicality exchange the mutual aid.

Activity 5; selected for the test patterns generated. The researcher recruited youth in the province of Sukhothai and Kamphaeng Phet. Specific The following features are identified as individuals older than 14 years of age but not yet 18 years of age in the province of Sukhothai and Kamphaeng Phet, who needs to participate in activities to strengthen their knowledge to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns voluntarily and who are ready to take tourists to various destinations. World Heritage Historic Town of Sukhothai and Associated Historic Towns with a willingness to comply with the concept of Taba (1962) and Oliva (1992, p. 108). That said, the important step of course is to create and develop courses to trial should also evaluate courses. To tell the Advancement of Students as well as to evaluate the effectiveness of programs that aim to achieve a defined or not, making it clear that training courses are composed

Activities 6; test patterns created by enhancing the knowledge. Youth volunteer docent training program. Sukhothai Historical Park The three-day training period in accordance with the field. Khemmani (2003) has said that learning from experience. The discovery of any truth. From their experience Will contribute to a
deeper understanding of what is well remembered and cause changes in thinking and behavior of the students. In addition, the guide also affect tourists as Milman and Pizam (1995) have discussed the impressive sight and feel to the place. Travel Products Witness or experience.

Step three is updated constantly evolving. The process of monitoring and evaluation after the participants to strengthen their knowledge to the youth and to improve ongoing activities to enhance the knowledge of the youth.

Donald (2008, pp. 403-428) studying Event tourism: Definition, evolution, and research. The study found that Evaluation is a goal-driven and value investing. The people are the owners of tourism resources must valuation or value of the festival. Most of the economic value usually always wins. Consistent with the results of the study

Dogan, Kyungmi and Muzaffer (2004, pp. 171–181) studied Perceived impacts of festivals and special events by organizers: an extension and validation. The study found that Communities need to analyze the costs and benefits associated with the community. If the evaluation shows and special events are likely to generate more benefits than costs, the community should be seriously considered. If the evaluation shows that the higher interest expense incurred with the community. Consider planning and development The organizers carefully and do not impact negatively on the community. Moreover Heather, Willmingb and Holdnakc (2003, pp. 181-190) studied Small-scale event sport tourism: fans as tourists. The results showed that. Competition generally smaller. Although not directly related to tourism. But in terms of community development in those areas involving the use of the event to occur.

Activity 7; evaluation activities to reinforce the knowledge of youth. In-depth interviews To get a more comprehensive and clearer. And from the perspective of the youth leader and intellectual in order to evaluate the potential of the youth to follow the results of activities to strengthen their knowledge. To carry out an action plan for tourism development partnerships that have made it more during activity and strengthen their knowledge. According to the plan, which was completed in accordance with Somsak (2001, p. 93-95) who said that. Authentic assessment designed to reflect the behavior and skills of the students in real-life situations. The
evaluation will focus on the practical expression. And emphasize the learning process.

Activity 8; amended the form of strengthening of educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns to find patterns. the context of the World Heritage historic Town of Sukhothai and Associated Historic Towns.

This will be a benefit to the community is consistent with the findings of Ket nectar Sirichai (2006, pp. 91-101) found that students who have a training curriculum guides the Wat Phra Si Rattana Mahathat, found that achievement. After learning training above a predetermined threshold level of statistical significance. 01 and skilled workers are in a very good guide to the very best.

The findings confirm that the concept of strengthen educating youth in the province of Sukhothai and Kamphaeng Phet by multilateral processes involved in tourism to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns appropriate to the context of the community.

Classified as "Key-driven management model with the participation of local communities" Combining the knowledge of participants to a wide range of management, innovation, causing a new teaching. It is a mutual learning. And incorporating knowledge from theory and practice together in accordance with Economic and Social Development Plan No. 5 to present to the "people" as the main aim of the management is involved in the development. (Thailand Development Research Institute, 2001, pp.3-4).

Enhancing the knowledge of youth by the multilateral process to promote world heritage tourism (Sukhothai-Sri satchanalai-KamphaengPhet) An important factor in learning. If the student does not have the interest and desire to learn. Despite the knowledge that good. Students can not be obtained especially Learning activities that require students to engage intellectually (Intellectual Participation) can stimulate the learner's brain Motion Helps students become ready to learn. Fun to think that the age and ability of the students.

Enhancing the knowledge of the youth in the province of Sukhothai and Kamphaeng Phet tour to promote World Heritage Historic Town of Sukhothai and
Associated Historic Towns. This would encourage and provide opportunities for learners to think or do anything. Helps students with social participation (Social Participation) Social interaction with the community and tourism resources, which will contribute to learning the other side with an emotional involvement. (Emotional Participation) To raise awareness and realize conservation cherished World Heritage Historic Town of Sukhothai and Associated Historic Towns. It allows to learn the meaning of self. Affecting the sense of learning through activities related to life. Experience and the reality of the students directly.

5.3 Recommendation

1) Programme manager should explore the requirement of the participants in terms of type of training, knowledge exploration method, topics, activity initiative. This aims to exchange the opinion among mentors and audiences regularly and will lead to consistent programme revision.

2) Programme manager should be able to solve the problems and seek for the causes or factors affecting the programme. This will help develop the learning efficiency of the audience effectively.

3) Mentors should evaluate the understanding of the audience both prior and after the programme that the results will be analyzed and contribute into the future activities.

4) Government personnel should promote such activities to the youths and related should provide support in training to educate the youth. And who is involved to achieve a better understanding of the culture and heritage tourism information accurate and continuous information dissemination and promotion of World Heritage sites for tourists to get accurate information. The community takes pride in tourism resources, culture and traditions of their own.

5) Community leaders should continue to encourage the community to participate in the management of tourism more in the process. As the owner of the resources available in the community. To be aware of the use of resources and the conservation of resources, self-sustainable. The idea should be to cultivate community
awareness of the importance of prevention rather than fixing the problems that occur in their communities.

5.4 Future Research

1) Further research may focus on the knowledge development training within Sukhothai and Kampangpetr. The plan should include the prompt learning materials, study tools, and qualified mentors by providing initial knowledge to the mentors. The preparation is to be certain on the objectives and basic understanding.

2) The next learning activity in the area should attract better interest from the audiences with the friendly environment.

3) Since the current study conducted the activities among the related networks in the area aiming on the creative tourism in Sukhothai and surrounded area only, this may lead to the future research that cover all four elements of tourism key factors; landscape, recreation, procedure and coordination. The results will create better impact to the locals, also to the government and business in term of setting up the strategy and the direction for the tourism policy ahead. The study will promote the true creative tourism of the area and benefit the better value to the locals effectively.

4) The foreign languages; for example Chinese, Korea, Japanese, should be arranged into the future programme that will improve the language efficiency of the personnel in the area.
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APPENDIX A

EXAMPLES OF TRAINING COURSES TO ENHANCE THE KNOWLEDGE OF THE YOUTH
EXAMPLES OF TRAINING COURSES TO ENHANCE THE KNOWLEDGE OF THE YOUTH

Appropriate format to enhance the knowledge of the youth in the province of Sukhothai and Kamphaeng Phet by engaging multilateral process to promote tourism World Heritage Historic Town of Sukhothai and Associated Historic Towns as detailed below.

1. Training Courses

   Youth Program Volunteer docents World Heritage Historic Town of Sukhothai and Associated Historic Towns

2. Project Manager

   Mr Taviz Tatnormjit

3. Problem Statement

   Sukhothai Historical Park Or the ancient city of Sukhothai The archaeological site of national importance As evidence of ancient civilization traces its former glory. They are learning the culture.

   It shows the history of the people of Thailand. And also the pride of Thailand. The Organization UNESCO (UNESCO) has declared honored as World Cultural Heritage (Cultural World Heritage) currently Sukhothai Historical Park. There is an important role as a source of learning and Cultural sustainability tourism.

   Each year there are many tourists visiting both the general public and students. Both in Thailand and overseas, Sukhothai and Kamphaeng Phet, Sukhothai Historical Park today has been preserved and developed as a source of learning and a major tourist attraction of the country.
Both areas are characterized by the use of a historic site that has been maintained by the Department of Fine Arts. And adjoining areas which the residents of the local community. The allocation and utilization is extremely spacious. Including building control and exploitation in the area.

The community is located in the historic area began expanding simultaneously. With the development is not consistent with the city's history and the city as a world heritage building. Buildings Within the old town The scenic surroundings Or landscape The lack of historic elegance and value. Including a lack of agency action is required. The conservative enough Therefore, an understanding of the public. To realize the value of cultural heritage. And help preserve the invaluable heritage handed down to future generations.

Youth are a powerful force to grow up as adults in the future, should be guided and indoctrinated youth to be a force in the economy. Which have been developed to produce enough power.

School and outside the school system as an important tool. They are the successors in Thailand. So young, so it is important for one to disseminate world heritage sites. The youth groups, some groups are able to act as guides. Knowledge Transfer with confidence I love to be guides.

These would result in the youth patriotism and culture of Thailand, but more ancient. Pay attention to the historic sites of Sukhothai. They spent their time and valuable benefits. As the knowledge to outreach to tourists and other interested parties.

The Sukhothai Historical Park, recognized the importance of disseminating knowledge. The ancient city of Sukhothai widely. The youth volunteer docent training program up. For the youth to acquire knowledge. And can put that knowledge to publish the tourists. It also instilled in young people to realize the importance of the archaeological site. And to behave as a good host. Here tourists.

4. Objectives

1) For the youth to get to know the culture. History and Archaeology.
2) Encouragement to visit the archaeological site. Knowledge of the history of Sukhothai tourists accurately and appropriately. And a good host to visitors.

3) To make the youth aware of the importance of the archaeological site. Caring and sharing

5. Training Schedule

Day 1 to 3 February 2015

6. Qualifications

1) A person aged over 14 years of age but not yet 20 years old in the province of Sukhothai and Kamphaeng Phet. And not the legal age of marriage was considered legal persons aged between youth and if this is liable to a penalty, it would be different from adults.

2) Participants who wish to enhance their knowledge to promote tourism to World Heritage Historic Town of Sukhothai and Associated Historic Towns voluntarily.

3) Those who are ready to take tourists to various destinations. In the world heritage town of Sukhothai and the associated city willingly.

7. Budget

Total budget 50,000 THB

8. Area of Operations

1) Meeting Memorial Building, Times Laisua, Ramkhamhaeng National Museum

2) Sukhothai Historical Park
9. The Results are Expected to Receive

1) Youth to gain knowledge about the archaeological site, history Sukhothai and archeology. Develop talent and have experience in bringing viewers.

2) Youth can visit historic and behave as a good host. Visitor satisfaction and service visit.

3) Youth and tourists. An appreciation of the cultural heritage of the nation.

10. Schedule

1 February 2015

08.00-08.30 Register report at Ramkhamhaeng National Museum Sukhothai.

08.30-09.30 Inaugurated by R. Chatsawalee Svasti Lord President of the Fund, said the report by the governor.

09.30-10.30 Special Lecture "Sukhothai resources and sustainable cultural tourism," Mrs. Belle smiling lecturer at Sukhothai Historical Park.

10.30-10.50 Break

10.50-11.50 Lecture "Sukhothai prehistoric times. And important archaeological sites in the province," said lecturer Rattiya Ponchaiwong archaeologists operations. 6 Office of Fine Arts, Sukhothai.

12.00-13.00 Lunch

13.00-14.00 Lecture "Sukhothai historical curiosities Mr. Parkpoom. Archaeologists Operations Sukhothai Historical Park.

14.00-14.20 Break

14.20-15.00 Lecture "antiquities in the National Museum. Ramkhamhaeng" by lecturer Ms Kan Mr. Ajith natural Curator Manon Ramkhamhaeng National Museum.

15.00-16.00 Review and summary of daily activities.
2 February 2015
08.00-08.30 Register report at Ramkhamhaeng National Museum
Sukhothai.
08.30-09.30 Lecture on "Techniques and Principles tours for impression "
By Mr Taviz Thanomjit
09.30-10.30 Lecture on " English for Tourism Sukhothai Historical Park "
Speaker
Mr. Vivat Tara Vivat president Entrepreneurs Chamber of the
new generation Sukhothai .
10.30-10.50 Break
10.50-11.50 Lecture on " knowledge about the role and responsibility of
guiding you Hathairat views of Barth equipment business,
academic freedom and free guides .
12.00-13.00 lunch
13.00-14.00 Speech explained by lecturer
14.00-14.20 Break
14.20-15.00 Speech explained by lecturer
15.00-16.00 Review and summary of daily activities .

3 February 2015
08.00-08.30 Register and report to the front of Ramkhamhaeng National
Museum.
08.30-09.30 Lecture " Ruins in Sukhothai Historical Park " by . Speakers
Sukhothai Historical Park
10.00-10.30 Break and visit Sukhothai Historical Park
10.30-12.00 Practice activity led by speakers from the audience remains
Sukhothai Historical Park in Sukhothai .
12.00-13.00 Lunch
13.00-15.00 Practice activity led by speakers from the audience remains
Sukhothai Historical Park in Sukhothai .
15.00-16.00 The closing ceremony and presented certificates to those who
trained at Wat Mahathat .

Note: This schedule is subject to change as appropriate .
Training Content

1. The Contents of the Training Theory. Consists of the Following Major Contents

1.1 Guiding Principles

The Definition of tourist guides

(Tour Guide)

The term "guide" refers to those who served to bring more people to the various locations and a description hints about where it is due in bringing tourists to places that need those. know Expertise on route As well as knowledgeable about local things in place that tour as well. To facilitate safety and awareness. Including the enjoyment of visitors. The people who do this as a career later became one of the important tourism industry.

The Importance of Tourist Guides

The guide is a very important tourism industry. Because there is a chance to get closer to tourists. Can build trust and satisfaction to tourists easily. A statement said the guide serves as a messenger. Or a representative of the country or local. This is true because tourists do not usually have close contact with the local people as much as your guide. If you have a good guide The feeling of satisfaction in tourism. The impression in various fields will lead to a better sense for the country. Or local tourists that have visited.

Guides are made available to take visitors to various locations and provide knowledge about the location of objects and persons receiving compensation. Career Guide is one that many people dreamed of becoming. And when you have a guide then. Do not forget that you are representing the country. Quality of service and impress your duty is to treat tourists simultaneously protecting the resource and tourism industries. Your duty is to treat the nation as well.
The Role of Tourist Guides

It is often said that Guiding role should include a combination of several professional role of teachers, psychologists, actors and diplomats, which can be used to guide each role that is beneficial to the performance of their duties.

1) The role of the teacher guides required to explain the story of the history, geography, art and culture.

2) The role of psychologist Guides must know the psychology of what tourists want.

3) Starring role The tour guide will be wearing a starring role in some times to create a more vibrant atmosphere of the tour.

4) The role of diplomat Guides must know how to explain about the country or their local area to listen.

The Function of the Guide

In front of tourist guides Mission and responsibility To practice the following.

1) Facilitate travel for tourists who are in charge and their responsibilities.

2) UNDERSTANDING sights are as specified in the list. The knowledge of history. Local tradition and culture with interpolations. Including the description Story Interestingly, while traveling in a vehicle.

3) Ensuring the safety and welfare of tourists during the trip.

Etiquette and Ethics Guide

Manners and etiquette guides to the proper conduct many respects. In that this will be the only significant addition.

1) The guides must wear attire appropriate to the dignity of the tour guides.

2) Conduct and manners guides must have good conduct. And polite manners while on duty. The friendly suites.

3) There must be honesty, integrity, guiding the tourists. Not claim any compensation. Traveler
4) The attention on duty to escort duties with enthusiasm and attention. To smile while on duty Do not show emotion or expression sullen rage. Do not fight or argue with tourists decisively.

5) Providing accurate information to travelers, the guide explained to the correct information. Non-misleading information if the wrong information is likely to cause damage to the guiding profession as a whole has.

6) Punctuality is the courtesy that one important and guiding it should be punctual in their duties.

7) Do not say to blame others guide should not be criticized. Or blame the performance of guiding others.

A Nice Feature of Tourist Guides

The professional guides A chance to be a good guide. Should feature the following:

1) Should guide a personality with good looks healthy and strong leadership. A melodious voice Speak clearly pronounced Always keep ourselves clean and neat.

2) Have a good knowledge of tourist guides to be knowledgeable about the various attractions. As well as a basic knowledge of history, geography, culture and traditions of the nation and locally. Should be engaged in various pursuits at all times.

3) Good command guides should have a good relationship. Visitors can attend to visitors without distrust.

4) There was a guiding spirit of this feature is very important. Professional guides will have a patriotic spirit of the guiding spirit was similar to that of a teacher.

1.2 World Heritage Historic Town of Sukhothai and Associated Historic Towns

Historic Town of Sukhothai and Associated Historic Towns; UNESCO declared the "Sukhothai-Sukhothai-Kamphaeng Phet" of Thailand as World Heritage sites by the year 2534 the World Heritage City. Sukhothai and Kamphaeng Phet A historic town that unidentified traces of civilization glory. Reflected in the image of
the Sukhothai Kingdom. "Dawn of happiness" and the dawn of the history of Thailand.

When it was established as an independent country. Into a state of Southeast Asia during the 18-19 century lasting more than 200 years with its own. The Historic Town of Sukhothai and Associated Historic Towns. Have been conserved and developed into a historic park.

And have been registered in the list of World Heritage Sites since 2534, with values and standards are outstanding.

The first rule is to demonstrate the uniqueness and the beauty of the arts as a masterpiece of creative genius was truly art.

The second rule is to show the unique rare. Or evidence of extant traditions or civilizations. Or may be lost.

Antiquities and archaeological sites appearing in this historic city, the third city shows creations. Sublime human Grand beauty of architecture Fine speeches and a model that influenced all artistic Thailand currency technician at a later stage. A unique feature of the pagoda Bin. And Buddha style It is a testament to the success of this art in the first as well as archaeological evidence.

The third source of ancient artifacts which are still visible today. Show the evolution of the economic, social, political and religious.

Sukhothai count "Dawn of happiness" and the dawn of the history of Thailand. Since its establishment as an independent state house. Even the state of South-East Asia in that period. And distribution of power and prosperity to the satellite town of Sukhothai, Kamphaeng Phet.

Combining a mighty empire. With the architectural beauty and distinctive. As a representative of Siam in the early art. And creating national origin It Sukhothai-Sukhothai-Kamphaeng Phet. Have been registered as world heritage. When the year 2534.

The Historic Town of Sukhothai

Dawn of Happiness A clear definition of the small town of Sukhothai, the build up of the ancestors Thailand who want independence. Even a solid capital Since the 18th century and is still a mighty empire up to 200 years.

Sukhothai-Sri Satchanalai-Kamphaeng Phet.
3 Historic Park is in close proximity and with about the same age. Sukhothai Historical Park District is located in the Old Town district of the province. With a total area of approximately 70 square kilometers.

In the former capital of Thailand. During the 18-20 century, when people began to colonize Thailand's political and economic foundation. A source at one of the most exuberant culture.

There were at least 25 archaeological sites located in the hills and nature. Sukhothai is one of the nation's culture has evolved to its maximum. It is recognized as a precious cultural heritage of the world. UNESCO has been sent experts to provide advice in the preparation of the master plan Sukhothai. And provide financial assistance and other equipment.

Meanwhile, the international campaign operatives to the preservation of historic speeches. It also established a Joint Working Group Thailand - UNESCO. To monitor the implementation of this project. The implementation of UNESCO in Historic Preservation Project of Sukhothai. The reputation of Sukhothai is widespread throughout the world and has become a source of information for the conservation of historic examples of international experts in this region. Kamphaeng Phet Province Not far from the old town of Sukhothai much. The nature of art and architecture in this park as an art form as they appear in the Sukhothai Historical Park. Ruins of many beautiful and big. In Kamphaeng Phet is an important outpost of Sukhothai is located in the district of Sukhothai. Sukhothai Province In Sri Satchanalai As a captain of Kochi city of Sukhothai. Architecture extant show that the population is organized social good. Many temples have been built Both in and outside the city walls. There are more than 100 temples of art, architecture appears that the city of Sukhothai capable of digging laterite natural materials used in the construction of places of worship. And other infrastructure, The main object is to create a sculpture. In addition, stucco patterns Which is adorned by historic sites It is also exquisite show the progression of art. The pattern of people throughout Thailand. In addition, Sukhothai also a source of chinaware most important in this region as well.
1.3 World Heritage Sites in the Historic Town of Sukhothai and Associated Historic Towns

Sukhothai Historical Park

A total area of approximately 70 square kilometers. Ruins than 200 of which are divided into the following five areas are important archaeological sites.

Figure 1A Map of Sukhothai Historical Park
Historic Downtown

Wat Mahathat

Wat Mahathat or Mahathat Temple is the most important and impressive temple in Sukhothai Historical Park. The temple’s name translates to “temple of the great relic”. The temple was founded by Sri Indraditya, between 1292 and 1347 as the main temple of the city as well as the Sukhothai Kingdom. The design based on Mandala, representing the universe with main principal stupa, built in 1345 to enshrine relics of the Buddha, surrounded by smaller stupas in eight directions. The main stupa has the graceful shape of a lotus bud, which characterizes the Sukhothai architectural arts. Its base is adorned with 168 stuccoed sculptures of Buddhist disciples walking with their hands clasped together in salutation. The eight smaller stupas, of which the four at the corners are in Mon Haripunchai - Lannastyle and the four in between show Khmer influence. At both sides of the main stupa has two 9 metre tall standing Buddha images called Phra Attharot. The temple also comprises assembly hall (vihara), mandapa, ordination hall and 200 subordinate stupas.

Figure 2A  Wat Mahathat
Wat Si Sawai

Wat Si Sawai or Si Sawai Temple is one of the oldest temples in Sukhothai. The temple was founded in the late 12th or early 13th century as Hindu Shrine for Vishnu and the place for Thiruppavai ceremony before the liberation from Lawo and foundation of Sukhothai Kingdom. The temple has three well preserved laterite prang, representing the Hindu trinity, enclosed by a double rampart and a moat. The lower parts of prangs are apparently Khmer, while the upper have been expanded or renovated by Thai in brick and stucco. The central prang is held in Lawo or Hindu-style. Each prang contains a cella, possibly a podium for lingam and crypt. There are few remain stucco work on the top of central prang. Later around the 14th century the temple was adapted to the needs of the Buddhist faith, vihara have been added in the south of central prang. Numerous Chinese porcelains and Hindu god statues had been found in the area, one of artifect is the Shiva statue discovered by Vajiravudh in 1907. The temple is important for study how Khmer art transforming into Thai art.

**Figure 3A** Wat Si Sawai
Wat Sa Si

Wat Sa Si is a small temple close to Ramkhamhaeng Monument. Wat Sa Si is beautifully situated in the midst of Traphang-Trakuan lake northwest of Wat Mahathat. Due to its location, the temple is one of the most beautiful place in Sukhothai. The temple has a Lanka styled stupa. The vihara of Wat Sa Si is situated on the east side of the stupa. Further east lies the ordination hall on its own little island. Also a large number of smaller stupas, of which today only the foundations are visible. Due to the similarities in structure and similar Bai Sema landmarks, it is believed today that Wat Sa Si were built at the same time of Wat Tra Kuan and Wat Chana Songkram.

Figure 4A Wat Sa Si
Wat Traphang Ngoen

Wat Traphang Ngoen means silver lake monastery. The temple was probably built in the 14th century, around the same time with Wat Mahathat. Wat Traphang Ngoen is oriented so that it is illuminated by both rising and setting sun. The main structures of the temple are a central stupa, the ruins of a vihara, a large Buddha image on a pedestal in the west and an ordination hall on an island in the middle of an artificial lake, "Traphang Ngoen" (Silver Lake). The stupa is typical 10 meters Sukhothai style in the form of a closed lotus flower stands on a square laterite base, followed by five smaller and smaller levels of brick with a plain stucco, standing Buddha image in niches in the four cardinal directions. An ordination hall lies to the east of the main stupa on a small island in the middle of the lake. In the Sukhothai time, the ordination hall was separated by a water area from the rest of the temple complex to symbolize purity. Today only foundation bricks, some fragments of columns and a pedestal on which probably used to be a Buddha image are visible.

Figure 5A Wat Traphang Ngoen
Wat Sorasak

The temple is a stone inscription found called. Inscriptions Wat Sorasak Said Mr. Inthason Holy Year 1959 was a royal land from Phraya Kings (Dlamini 3), while the city of Sukhothai. To build a monastery dedicated After successfully created then invited to the three worlds fair Sangha. Stars from Khon district. Kings of Phraya of Sukhothai temple to temple, with characteristics of this measure is. A bell shaped chedi Or Trglagka with elephants around the base. By creating the belief that the elephants are sacred animals as a vehicle of divine emperor. Elephant is the world waiting for an universe or sustain a lasting 5000 years of Buddhism.

Figure 6A Wat Sorasak
Archaeological Site Outside the City Walls on the North Side.

**Wat Phra Phai Luang**

Wat Phra Phai Luang was the ritual center of Sukhothai and the biggest temple in the city area. Built in the late 12th century during the reign of Jayavarman VII when the city was still under control of Khmer-Lawo. After the liberation and the construction of Wat Mahathat, Wat Phra Phai Luang lost its main ceremonial role and become Theravada Buddhist temple. Similar to Wat Si Sawai, the temple has three laterite prang, but only one still preserved in good condition. Archaeologists suspect that the three prangs originally stood on a common laterite base. All three prangs were open to the east, with doors flanked by columns which carry a richly decorated tympanum depicting scenes from the life of Buddha. The doors on the other three sides were so-called "false doors". The tympanum. The complex is enclosed by double moat. The outer moat is 600 meters length and is fed by the Lam-Pan River. In the north-west of prang complex are the remains of late 14th century vihara, mandapa and a small ordination hall with eight Bai Sema. The temple is an importance place to study the transition of Khmer art to Thai art. Since in 14th century the prang has been renovated by adding elaborate stucco in leaves and frames patterns which become the basic pattern of Thai art; however, most of stucco arts are now kept at Ramkhamhaeng National Museum.

![Figure 7A  Wat Phra Phai Luang](image)
**Wat Si Chum**

Wat Si Chum has a massive mandapa in the middle of the complex which was built in the late 14th century by King Maha Thammaracha II. Inside the mandapa, there is a huge 11 meters wide and 15 meters high seated Buddha image called "Phra Achana", which was mentioned in Ramkhamhaeng stele. The Mandapa has a square base of 32 meters on each side and 15 meters high, and its walls are three feet thick. In the south wall there is a narrow staircase passage which can be used to reach the roof. In this passage more than 50 slates were discovered on which images from the life of Buddha (Jataka) are engraved. These slates are the oldest surviving examples of Thai art of drawing. East of mandapa are the ruins of vihara with column fragments and three Buddha image pedestals. North of the Mandapa are the ruins of another small vihara and another smaller mandapa with a Buddha image. The entire complex is surrounded by a moat. There is a legend that to boost morale of the ancient soldiers and people, the kings went through the hidden passageway and address the people through a hole, making them believed the voice they were hearing was actually the Buddha's.

![Figure 8A Wat Si Chum](image-url)
Thuriang Kilns

The Thuriang Kilns are ruins of the old celadon factory, which may have been founded in the late 13th century, are situated near the city moat near Wat Phra Phai Luang. This is a site where Sukhothai celadons were made. So far, 49 kilns have been discovered in 3 different areas: 37 lie north of the moat, 9 to the south, near the city wall, and 3 to the east. The vaulted brick kilns measure 1.5 – 2 metres wide and 4.5 metres long. The ceramic wares found here are generally large bowls and jars; they have a matt yellowish grey glaze, and a design, usually of a flower, a fish, or a whirling circle, painted in black.

Figure 9 A Thuriang Kilns
Archaeological site outside the city walls on the east.

**Wat Traphang Thong**

Wat Traphang Thong means golden lake monastery. The temple is located next to the Sukhothai eastern ramparts and the eastern city gate, the "Kamphaeng-Hak" gate. The temple itself is located on an island in a lake and can be reached via a pedestrian bridge from the main road. There is a typical main stupa in Sukhothai style and eight smaller stupas around the main one. A simple ordination hall was founded in 1917 by a governor of Sukhothai. The most important artifact of the temple is a footprint of the Buddha, which is located in a modern mandapa next to the stupa. The footprint was created in 1359 out of dark gray stone by Lithai. Wat Traphang Thong is the only temple of the historical park, in which an active community of monks lives.

![Figure 10 A  Wat Traphang Thong](image-url)
Wat Chedi Sung

The name of the temple is known by locals as the appearance of a stupa at a height of 33 meters and width of 14 meters, the tower base masonry pedestal base. Twenty high recess Similar to the Buddha, but the thick walls on all sides. The top of the pagoda’s bell shape with a rounded crown and complete Pīgāna relatively high probability Pagoda temple built in Sukhothai late 20th Century characterized by a high base. And the nature of the pagoda is the development of models made of bronze pagoda at Wat Sra Sri in Sukhothai and Leaning Tower.

Figure 11 A  Wat Chedi Sung
Wat Chang Lom

Wat Chang Lom is a temple complex consist of a large stupa in Lanka style with the remains of a gallery, the ruins of avihsara and an ordination hall, surrounded by moat. Numerous small stupas, of many is only the foundation remain, are scattered around the grounds. The large bell-shaped stupa stands on a square brick base with about 18 meters on each side. 32 elephant sculptures stand around the base. Each elephant seems to be on a small brick niche, only the front part of the elephant is visible. A square portico with brick foundation and remains of laterite pillars surrounding the stupa area at some distance. East of the Stupa are the ruins of a vihara with a Buddha image and round and square laterite pillars.

Figure 12 A  Wat Chang Lom
Archaeological site outside the city walls on the south side.

**Wat Chetuphon**

Wat Chetuphon is a temple located about two kilometers south of the southern city wall, which surrounds the historic city of Sukhothai. According to Wat Sorasak Inscription, the temple have been built before 1412 and was restored in 1970-1972 by the Fine Arts Department. A moat and a brick wall surround this temple and in the center stands a large brick mandapa, at the four outer sides they are 14th or early 15th century stucco Buddha sculptures with different postures. The eastern side depicts a walking Buddha, the northern one is sitting, the western one is standing, and the southern one is a reclining Buddha. The two large statues in the west and in the east are called "Phra Attharot". Another special feature of this temple is the use of slate in the galleries around the mandapa and the door frame. To the west, there is a slightly smaller mandapa with a Buddha image, which is called by the locals "Phra Sri Ariya" (Maitreya). Traces of black floral patterns can be identified on the walls. There is a vihara, of which only the foundations and a few fragments of columns can be seen today. About 100 meters south of the moat is an ordination hall on a slightly elevated mound and has two sets of Bai Sema.

![Wat Chetuphon](image-url)

**Figure 13 A** Wat Chetuphon
**Wat Jedi Si Hong**

The temple is located outside the city walls on the south side. And near Temple Chetupon. Ruins surrounded by a moat The temple consists of a stupa and pagoda. What is the importance of the measure. The base stupa adorned with stucco around. Wear a costume and jewelry together. The containers have emerged flora species represents abundance. The party said if the head will notice many traces Naga head cobra hood spread behind. It is interpreted that the human future, a tradition derived from Lanka. There is also emblazoned with the Elephant and Lion.

![Wat Jedi Si Hong](Image)

**Figure 14 A** Wat Jedi Si Hong
Wat Sri Pichit Kirati Kalayaram

The temple is known by the locals, but the old saying. Wat Ta stretch film The stone inscriptions found 46 unidentified temple called that. Rati Ram Ki Phichit Si Belle, built in 1947 AD by King Rat Da Si Thammarat. Nat King Dilok precious royal coffin activities. The queen of Dlamini Lithai and the Queen Mother of Dlamini city of Sukhothai. She invited Thera senior creative director from Kamphaeng Phet to this ancient temple is surrounded by a moat. A bell shaped chedi is round. Which has changed from a common form of speeches that often have a low base. But pagoda at Wat This is mounted on a high There are three layers to the base anekig flat rectangular recess twenty. Then the bell round

The east side of the tower met grandstand. The pattern on a crescent (half circle) is patterned animals. This influence is derived from art Lanka.

Figure 15 A Wat Sri Pichit Kirati Kalayaram
Archaeological site outside the city walls on the west side.

**Wat Pa Mamuang**

Wat Pa Mamuang or Pa Mamuang Temple (Thai: วัดป่ามะม่วง) means the mango forest monastery and was a temple of the prestigious forest monks in which the Sangharaja resided. According to legend, Ramkhamhaeng planted a mango grove in front of the city. Here Luethaifounded a royal temple, Wat Pa Mamuang was called. He built a Mandapa for the "Devalayamahaksetra", a Brahmin shrine. Although Sukhothai kings were devoted Buddhists, the royal Brahmin ceremonies was still practiced in the court. The excavations found in the 20th century that Lithai made two larger than life bronze statues of Shiva and Vishnu. The statues are now on display in the National Museum in Bangkok. In 1341 when Sukhothai adopted Ceylon Theravada Buddhism or Lankavamsa, Luethai invited a monk from Ceylon, Sumana Thera, to Sukhothai and resided in this temple. In 1361 Lithai appointed the famous monk Mahasamī to be Sangharaja, Mahasami had also acquired his profound knowledge of the Tipitaka during long studies in Ceylon. He renovated and enlarged the temple. On November 23, 1361 Lithai had ordained to become the monk, thus the first Siamese king who spent time in the Buddhist monastic life. A tradition which continue until present day.

![Wat Pa Mamuang](image)

**Figure 16 A** Wat Pa Mamuang
Wat Saphan Hin

Wat Saphan Hin is located on the 200 metres hill above the plain of Sukhothai. The name of the temple means Stone Bridge Monastery, since there is a slate pathway and staircase in front of the temple complex. In various stone inscriptions found in Sukhothai, this temple was also called "Wat Aranyik", and since Wat Saphan Hin and Wat Aranyik are only about 500 meters away from each other, so perhaps originally a single temple. When Ramkhamhaeng invited a learned monk from the distant Nakhon Si Thammarat in the south of present-day Thailand to become Sangharaja of Sukhothai, he built Wat Saphan Hin with beautiful vihara for Sangharaja to reside. The temple also has a large 12.5 meters tall standing Buddha image named "Phra Attharot". Another large Buddha image was found in mid-20th century. The image has features of Dvaravati style, but more likely made in the 8th century in the kingdom of Srivijaya.
Figure 17 A Wat Saphan Hin
Saritphong Dam or Thamnop Phra Ruang

Saritphong Dam or Thamnop Phra Ruang is an ancient dam, now restored by the Irrigation Department, comprises earthenworks that stretched between Khao Phra Bat Yai Mountain and Khao Kio Ai Ma Mountain. There was a spillway and pipes to carry water across canals towards the city gates to be further reserved at the Traphang Ngoen and Traphang Thong lakes. Water from these reservoirs was used in the old city and the palace of Sukhothai.

Figure 18 A  Saritphong Dam or Thamnop Phra Ruang
Si Satchanalai Historical Park

A total area of 45.14 square kilometers Ruins than 200 of which are divided into the following five areas are important archaeological sites.

![Map of Si Satchanalai Park](image)

**Figure 19 A** Map of Si Satchanalai Park
Wat Chang Lom

Wat Chang Lom is a temple complex consist of a large stupa in Lanka style with the remains of a gallery, the ruins of avihara and an ordination hall, surrounded by moat. Numerous small stupas, of many is only the foundation remain, are scattered around the grounds. The large bell-shaped stupa stands on a square brick base with about 18 meters on each side. 32 elephant sculptures stand around the base. Each elephant seems to be on a small brick niche, only the front part of the elephant is visible. A square portico with brick foundation and remains of laterite pillars surrounding the stupa area at some distance. East of the Stupa are the ruins of a vihara with a Buddha image and round and square laterite pillars.

Figure 20 A  Wat Chang Lom
Wat Jedi Jed Taew

The name was later set up by local people. Why this name because of its many pagodas in the temple. Her Majesty and His Royal Highness The Prince Damrong Rajanupab. He assumed that Temple is enshrined Praaṣi seventh row of the Royal Sukhothai historical sights including the stupa. Bin lotus shape or behind the temple and pagoda, including 33 different types of the small building. These pagoda style has been influenced by various arts such as Cambodia, Sri Lanka and rear chedi pagoda in Bagan, which features a castle, a pagoda top. Inside a hall facade A Buddha statue stands stucco and painting using color to monochrome. As the former Buddha image And the angels who surrounded the king, offerings of flowers. The temporary kiosks bring back the statue Nacprk very spectacular.

![Wat Jedi Jed Taew](image)

Figure 21 A Wat Jedi Jed Taew
**Wat Nang Paya**

The temple is a building consisting of bell shaped chedi on the base clockwise originally Haye Stucco switch on a lamp post. Like Wat Chang Lom Front porches with stairs The bell is the hall Meegan pagoda decorated with stucco. The center has four arches Buddha and the Temple of laterite porch and back porch. Cathedral Square wall hole The south wall is decorated with beautiful frescoes. Semi- shaped semi- human apes running native flora and fauna motifs and a scroll, a skilled teacher in art class early Ayutthaya period in 20-21 centuries.

![Figure 22 A Wat Nang Paya](image-url)
Historic Eastern Outskirts

**Wat Suan Sak**

Remains an important sphere laterite pagoda is quite complete. Cathedral rectangular laterite laterite wall surrounds.

**Wat Pa Kaew**

There is an important archaeological site Laterite pagoda sphere Cathedral Square and rectangular laterite base. Royal Chronicle mentioned above, this measure is a measure of the Patriarchs Wat Kaew. It is also the name of monastic sect, one of the continent Lanka.

Outside the Ancient City North

**Wat Gudi Rai**

Buddha Temple of the laterite and laterite formations overlap each other after the roof using a gable imitating woodwork. Gable tracks Wood notch to connect roof of the building. Front Buddha lotus petal shaped arch which is the entrance to the Buddha.

![Figure 23 A Sukhothai Historical Park](image)

Figure 23 A Sukhothai Historical Park
Thuriang Kilns

The survey found that about 200 kiln incinerator major groups that have conducted surveys and excavations and conservation and preparation of building an exhibit number 61 is a furnace with a 4-burner stove underground oven dug into the soil. Most of the containers were large jars of water or dry kiln group numbers are 42 archaeological sites make note of the development and manufacture of microwave furnaces. Because the ground is excavated kiln chinaware overlap of 19 ovens.

Figure 24 A Sukhothai Historical Park- Thuriang Kilns
Remains Outside the Western City

**Wat Paya Dum**

The reason is because the black king and queen meat type excavators found a lot of black. Allowing people then called the measure. Black Dragon Temple building of this temple. Footprint president laterite roof shaped like the hood vessel formation by subduction together by laterite Buddha inside a cave. Stand in front of Buddha Buddha. But then the malfunctioning.

Stand back two or three Lord Buddha statue stands in the middle. Old photos found on the south side with Buddha lotus pagoda shape the current one is already lost in front of Buddha temple laterite plaster roof is shingle tiles.

*Figure 25 A Wat Paya Dum*
Wat Prom Si Na

This temple is an archaeological site, facing east, with what is Buddha president acts like a temple. The laterite Buddha plaster roof is thatched wooden tiles. Big Buddha image Buddha Temple in front of laterite. Pinnacle Lord Buddha stands a semicircular booths all four sides.

The east facade booths found a monochrome mural is a person holding a sword. Total collapse, but found a piece Buddha Buddha peak -peak pagoda spire and the lobe recess gooseberry. Lord Buddha was widely assumed that this would be the best pagoda shaped lobe recess gooseberry.

Figure 26 A  Wat Prom Si Na
Wat Yai Ta

Building consists of Lord President of the size and the largest city of Sukhothai. The roof Roofed with clay tiles within There are altars, Lord Buddha sitting cross-legged large. Buddha temple in front of the Cathedral of laterite laterite wall. Drill a light box The kiosks have a small laterite both in front and behind the altar. There is also a growing Prasrimahabhodi in front of a Buddha statue inside the octagon laterite soil.

Figure 27 A  Wat Yai Ta
Wat Jedi Jed Yod

A name which locals call The pagoda has several peaks The stupa has Buddha with a small elite Adorn the four corners and adorned the facade above the other with four arches pinnacle president. The top nine Buddha stupa president or president. Located slopeside on natural rock tune to a flat area and then pose as a Buddha temple and pagoda. Buddha inside the cave frescoes and inscriptions fair Lanna. Century at age 21.

Figure 28 A  Wat Jedi Jed Yod
Wat Sra Patum

Ruins Buddha is the front entrance wall three laterite. The curved pediment backed down imitation wood tiles. A pagoda bell behind the Buddha. Stranger than the pagoda bell found in the town of Sukhothai. Since the first class was made up by a rectangular, circular base. Like the other pagoda sphere. Found in the town of Sukhothai. The excavation has revealed two gold Buddha statue style temple in front of the Buddha and is laterite paving the way toward a black serpent. What all of this temple Surrounded by a moat.

Figure 29 A  Wat SraPathum
Archaeological Site Outside the Town on the South Side

**Wat Mahathat**

Wat Mahathat or Mahathat Temple is the most important and impressive temple in Sukhothai Historical Park. The temple’s name translates to “temple of the great relic”. The temple was founded by Sri Indraditya, between 1292 and 1347 as the main temple of the city as well as the Sukhothai Kingdom. The design based on Mandala, representing the universe with main principal stupa, built in 1345 to enshrine relics of the Buddha, surrounded by smaller stupas in eight directions. The main stupa has the graceful shape of a lotus bud, which characterizes the Sukhothai architectural arts. Its base is adorned with 168 stuccoed sculptures of Buddhist disciples walking with their hands clasped together in salutation. The eight smaller stupas, of which the four at the corners are in Mon Haripunchai - Lanna style and the four in between show Khmer influence. At both sides of the main stupa has two 9 metre tall standing Buddha images called Phra Attharot. The temple also comprises assembly hall (vihara), mandapa, ordination hall and 200 subordinate stupas.

*Figure 30 A  Wat Mahathat*
Wat Chomchuen

Building consists of Laterite chedi in a bell shape. Laterite temple porch out front with the back of the temple is a solid connection with Buddha-like in the temple. The overlap is laterite roof together a pitched gable, although the current pattern is characteristic of the art of Sukhothai, but the digging area brick temple found in the original building, but later was covered with laterite temple.

Meet rectangular building with a facade resembling a Cambodian pagoda within the excavation area in front of the temple, found evidence of a human skeleton was about 15 projects requiring the 9th century onwards and until Dvaravati. (12-16 centuries) found the remains of brick with a large group and found two more cups Echliyong which determine the age of the 17th century onwards, until into the speeches that contemporary audiences are measured.

Figure 31 A Wat Chomchuen
Kamphaeng Phet Historical Park

A total area of 3.4 square kilometers. There remains more than 60 of which are divided into two areas, there remains a significant following.

Figure 32 A  Carson Map
The Historic City Walls

Temple of the Emerald Buddha

Located in the heart of Kamphaeng Phet There is a rectangular map At the front of the chapel on the base Apti size large. Next to the big Apti To the west is a large bell shaped chedi. Singh stucco facade adorned the base within around 32 kiosks.

Next up a facade of 16 arches, stucco Buddha image temple Buddha Big Buddha Reclining Buddha and the second one features the face of the Lord Buddha, the third one is a triangle. His eyebrows together with a brace . Eyes taper tip up It has been suggested that the Buddha, such as art or U at the end of the early Ayutthaya temple pagoda bell square base. Ornamental stucco elephants around the rope and the number 32 in front of the pagoda bells Chang Lom .

There are traces of large standing Buddha statue inside the arch . Currently, the only two feet either side is assumed that the Attharot popular built in Sukhothai Palace is a place where the Emerald Buddha. When brought to the shrine city of Kamphaeng Phet. According to legend, Buddha Monk and Mali ‘s interim Pakorn said the main temple building.

The bell brick stupa perfect condition. A rectangular cloister-tarps surrounding chedi balcony. Crooks is connected to the base chapel. End or back edge of the temple into the cloister. Front base with pagoda temple bell shape brick two cognitive style pagoda bells of the monastery. Located on an octagonal base stacking multiple layers cascaded so high pagoda. A specific type of Kamphaeng Phet.

Figure 33 A Temple of the Emerald Buddha
Shiva Court

The Hindu shrines Currently, the only building rectangular laterite base. The pillars and the roof is made of wood. The ruins until then This court has previously enshrined Bronze Shiva idol The base has an inscription. Built in 2053 AD also found the idol of Vishnu and hardships women included. It may be possible that has led to a later date or be placed elsewhere in the city Kamphaeng Phet, which profoundly Buddhist. It has been established by the central Shiva idol was that reason. Brahman involved in the ceremonies. To the courts and is used to treat Scripture Thammasat rule.

Figure 34 A  Shiva Court
The Ancient Palace or a Rounded Pool

Located on the north side of the Temple of the Emerald Buddha. Adjacent to the city wall on the north side near Gate Bridge fixture. Style layout has a rectangular outer boundary ridge. Within a rectangular trench parallel to the ridge line on all four sides.

The area is divided into two parts. The inner and outer regions. The center of the area where the pool is rectangular called. Swimming rounded out the excavation of archaeological excavation. The building has a rectangular laterite base, which use a clay tile roofing. Earthenware fragments found on many different parts of the area. It is believed to be building. Other shingle structure A number of other important artifacts such as pottery fragments unearthed a chinaware. Chinese wares And the door chain is made of bronze and so on.

Archaeological site outside the city walls Or forest area
Temple of the four performances

Building consists of Located in front of the temple sanctuary A second base layer Base is the database giant lotus crystal chicken breast. The side wall using a grid of low laterite formation. Imitation Wood

Leo altar adorned with stucco front platform and porter. The base is a temple on a rectangular second projecting portico at the front. After the temple altar and the altar platform seat for monk statue of Buddha behind the temple is a large Buddha. Features a cruciform

A rectangular middle to the top of the roof. Then a porch extending the four sides, each side wall and a concave stucco Buddha image. The east wall style Buddha image. The north is the reclining Buddha. The south side is a sitting Buddha. And the west side is a standing Buddha. Which is still better than the other.

Figure 35 A Wat Sri IriyaBot
Wat Pranon

The Reclining Buddha temple is located at the front. The building is a rectangular recess on the front porch and rear. A parapet engraved flora species Some leaves are carved That's been the Ramayana. Next lie behind the temple. The Buddha lying down erosion. But the key pillars of the temple is a rectangular laterite pole rods as well. The size is very large unique Distinguished Kamphaeng Phet Chedi next to the Cathedral to the rear. The pagoda bell The octagonal multi-layer stacked in descending order.

Figure 36 A Wat Pranon
**Wat Chang Rop**

Wat Chang Rop lies two kilometers west of Sukhothai in the wooded hills as a forest temple. In Sukhothai period the Buddhist monks could be divided according to their way of life in two groups. The first group preferred to live in monasteries within the city and focus on tripitaka study, therefore this group called "city monks" or Kamawasi. The other group preferring to practice meditation and often lived in monasteries outside the city in quiet forest areas, therefore "forest monks" or Aranyawasi. Wat Chang Rop was one the temples for forest monks during that time. The main structure of the temple is bell-shaped stupa stands on a large square base. There are niches with 24 elephants on the four sides of the stupa. This stupa is probably the first in Sukhothai having the Lanka style. In front of the stupa are the remains of a small vihara with laterite pillars.
Figure 37 A  Wat Chang Rop
Wat Awat Yai

The temple has a main building, including the front end of a rectangular base. A deductible is the amount of second base. Top with a pagoda base in the eighth episode of the temple, which sits next to the shrine area. The temple is situated on a large base of Thaksin.

Behind the temple is a large stupa. The bottom is octagonal base formation. Next up is a lotus base octagonal recess. Next up at the spire collapsed. It cannot indicate the exact shape temple is Wat temple presents a spectacular building tree. A temple priest mature forest dweller Department of Kamphaeng Phet temple is located. The base building is expected to be larger than many Buddhist monk in the monastery area.

Figure 38 A  Carson - A Large Temple
Nakornchum Heritage

Wat Pra Borom Tat

Located in downtown Junction City Presumably made since the Sukhothai period. According to evidence in the inscriptions of three major speeches. Dlamini said the Lithai have enshrined Phra Si Rattana Mahathat. And planting Prasrimahabhodi Which is derived from Ceylon Continental in Junction City.

In the Year 1900 Temple Pagoda, Myanmar pagoda relics current form. Originally said to be a brick pagoda pagoda Sukhothai Trinity. But the reign of the fifth, allowed the Burmese merchant prince named Ta Gila repaired renovate a pagoda bigger by building a new pagoda Myanmar, as it appears today.

Figure 39 A Carson - Relics
**Wat Jedi Glang Tung**

This temple does not appear the walls of the temple. But dig a moat surrounding the extent to measure.

Important buildings include a chapel inside a brick. Behind the temple is shaped chedi Bin. Perfect condition.

The shape of the chedi contains Index squares stacked three tiers base layer. Then a marble lotus base layer chicken breast denominations sided wooden stands twenty- two floors. The octagonal wooden stands Er ᥱantatu Twenty- round pick of the top of a lotus bud.

*Figure 40 A  Carson - Temple of the Field*
Nong Pikul Temple

The shape of the temple is rectangle facing to the east, surrounded by 4-side canals, so called Utok Sima. The important construction inside the temple is the square footprint place keeping abode of Lord Buddha. The place is 1.5m high with 3-side solid walls. Inside the footprint place is the gigantic Buddha statue. The roof is similar to those at Sri Chum temple.

Figure 41 A  Carson - Wat Pikul
Toon Setthi Grave

Toon Setthi grave sit in the south of Nakorn chum. The shape of the grave is square and surrounded with laterite 84 m. length. The entrance and exit accesses are in the middle. Outside has the high fences. Inside has been arranged as stages that could be guarded around. On top of the grave are SeMa leaves used to place the cannons on each leaf.

The construction is similar to those found in Ayuthaya era, especially after the era of King Narai. The grave may be built in the mid of Ayuthaya era that has strong influence from Europe in 22 a.c.

Figure 42 A  Carson - Fort rich fields
Figure 43 A  Map of Sukhothai and Associated Historic Towns
APPENDIX B

QUESTIONNAIRE AND INTERVIEWS
Dear Participant,

This query is part of the storage operator thesis. It aims to explore ways of enhancing the knowledge of the youth in the province of Sukhothai and Kamphaeng Phet. The process of engaging multilateral Tourism to promote tourism World Heritage Historic Town of Sukhothai and Associated Historic Towns. This study is an academic education. This will result in the development of teaching and learning something concrete. The learner is at the center of important research. Of the respondents were considered to be confidential by this questionnaire divided into the following.

**Part 1** Privacy youth in the province of Sukhothai and Kamphaeng Phet

**Part 2** Knowledge of the World Heritage Historic Town of Sukhothai and Associated Historic Towns of youth in the province of Sukhothai and Kamphaeng Phet

**Part 3** To enhance the knowledge of the youth in the province of Sukhothai and Kamphaeng Phet tour to promote World Heritage Historic Town of Sukhothai and Associated Historic Towns.

Please answer all questions truthfully in order to match this information will be the basis for the next step.

Thank you very much

Researcher
Part 1 Privacy youth in the province of Sukhothai and Kamphaeng Phet
1. gender
   □1. male          □2. female
2. age........(More than six months please count into the next year.)
3. education
   □1. primary       □3. secondary       □4. High school
   □5. undergraduate □6. other..................
4. hometown
   □1. Sukhothai     □2. Kamphaeng Phet

Part 2 Knowledge of the World Heritage Historic Town of Sukhothai and Associated Historic Towns of youth in the province of Sukhothai and Kamphaeng Phet

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<td>A description of tourist information to visitors , everyone in the community can do .</td>
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<td>Improving care places clean , tidy considered the duty of government officials .</td>
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<td>Reducing the price and quality of service to the community tourism can compete with other communities .</td>
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<td>Service in tourism income can be distributed to people in the community .</td>
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<td>The landscape of the beautiful sights of interest .</td>
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<td>The timing of the event in advance, making travel arrangements accordingly .</td>
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<td>Create an attractive tourism can make tourists come back repeatedly .</td>
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<td>Creating a selling point about the sights. The tourists know more communities</td>
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<td>The company has joined the tour to promote tourism in the area.</td>
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<td>A good host can make a big impression on tourists.</td>
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<td>A common set of policies and programs in the tourism sector of the private sector and concerned citizens to contribute to sustainable tourism.</td>
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<td>Tourism activity should be consistent with the lifestyle of people in the community.</td>
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<td>The involvement of the community is vital to the development of tourism.</td>
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<td>People in the community should be involved in tourism management.</td>
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2. Attitudes about Tourism

Do you have a comment about the travel industry and tourism partners in the community.

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<th>Level of attitudes</th>
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<td>Tourism contributes to waste and sewage sludge incinerators.</td>
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<td>Tourism contributes to air pollution .</td>
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<td>Tourism contributes to the uncertainty in the employment of people in the community .</td>
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<td>Tourism contributes to crime</td>
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<td>Visitor change for the better into the community.</td>
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<td>Items</td>
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<td>People in the community are ready to welcome tourists.</td>
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</table>
Part 3  Style and Approach to Enhance the Knowledge of Tourism.

1. You want participants to strengthen their knowledge, to jointly develop tourism in the community or not.
   □ 1. yes  □ 2. no

2. The need to strengthen the knowledge of tourism.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Level of need</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop a better understanding of their own</td>
<td></td>
</tr>
<tr>
<td>To hone their skills in providing services to tourists.</td>
<td></td>
</tr>
<tr>
<td>To participate in the development of tourism in the community.</td>
<td></td>
</tr>
<tr>
<td>To earn from tourism.</td>
<td></td>
</tr>
<tr>
<td>1. To solve the problem with the service.</td>
<td></td>
</tr>
<tr>
<td>2. To build a reputation in the community.</td>
<td></td>
</tr>
<tr>
<td>3. To prepare to welcome tourists.</td>
<td></td>
</tr>
<tr>
<td>4. To conserve Community regeneration and culture</td>
<td></td>
</tr>
</tbody>
</table>

3. To participate in enhancing the knowledge of tourism issues. Please only three top priorities by numbers 1-3 on the issues you want.

No. .......... (1) Management homestay.
No. .......... (2) Training of local tour.
No. .......... (3) Figure elevating you to travel services.
No. .......... (4) Preparation of tours.
No. .......... (5) Creating the impression of being a good host.
No. ....... ( 6 ) To create harmony in the community to work together to improve tourism .
No. ....... ( 7 ) Training for English tourism.
No. ....... ( 8 ) Mapping in the community.
No. ....... ( 9 ) Speaking in public.
No. ....... ( 10 ) Other ( specify ) ...........................................................................

4. You need to join to strengthen knowledge of tourism development in any form . Please only three top priorities by 1-3 p. number format that you want .

No. ....... ( 1 ) Lecture by offering knowledge, ideas and experience of the speakers .
No. ....... ( 2 ) The discussion group is shared by 3-5 people and a qualified operator .
No. ....... ( 3 ) Group discussions by a group of 4-12 people by assigning points to each member of the group discussions, exchange opinions .
No. ....... ( 4 ) Catechism debate is the question to the speakers who answered the question , and the debate is conducted .
No. ....... ( 5 ) Conference to exchange ideas , share knowledge to solve problems .
No. ....... ( 6 ) Small brainstorm
No. ....... ( 7 ) Demonstration by showing the trainees see the practicality and to allow trainees to practice on and ask questions .
No. ....... ( 8 ) The role play by bringing hope that is the case, for example, comes in the form of display .
No. ....... ( 9 ) The workshop followed by practical knowledge . The insight gained from the speakers .
No. ....... ( 10 ) Seminar on Participatory cause knowledge . There is a debate and criticize various processing problems .
No. ....... ( 11 ) The study trips.
No. ....... ( 12 ) With the introduction of case studies , stories or events related to the offer to attend the training . Study or analysis
No. ....... ( 13 ) other please specify ...........................................................................
5. Place the event in enhancing the knowledge of tourism should be any. (Choose only one)
temple
school
Tambon Administration Organization
district office
town hall
hotel

6. Participants enhance their knowledge of tourism should have a number.

   No more than 50 people
   No more than 60 people
   No more than 70 people
   No more than 80 people
   Up to 100 people

7. During the event, saw fit to enhance the knowledge of tourism should take a few days.

   1 day
   2 days
   3 days
   4 days
   5 days
   others
Questionnaire

Dear Respondent,

This questionnaire is part of the doctoral research under the programme of NIDA. The objectives is to understand the knowledge integration to the youths within the area of Sukhothai and Kampangpetr by the concepts of multilateral in creative tourism. The outcomes are expected to develop practical means in student-center knowledge management. Your contribution will be kept in confidential.

Kindly state your true opinions to be beneficial to the research.

Thank you very much for your kind corporation.

Researcher
Questionnaire

Stage 1 Respondent Information
Date: .................
Respondent’s name: ...........................................................................................................
Function: .........................................................................................................................
Office: ..............................................................................................................................
Telephone /email: ...........................................................................................................

Stage 2 Knowledge training to the youths by the related agency regarding the world heritage in Sukhothai and Kampangpetr.

1. Have you been involved in the youth education in Sukhothai and Kampangpetr regarding the world heritage? If so, please state how.
   ..........................................................................................................................................
   ..........................................................................................................................................
   ..........................................................................................................................................

2. Have you trained the youths to integrate independent study and self-analysis?
   ..........................................................................................................................................
   ..........................................................................................................................................
   ..........................................................................................................................................

3. Have you trained the youths by using theory and activity to be such efficient procedure?
   ..........................................................................................................................................
   ..........................................................................................................................................
   ..........................................................................................................................................
4. Have you delivered the training by adopting reliance, cultural admiration, harmonious to develop the comprehensive connection? Please state how.

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…………………………………………………………………………………………

5. Have you educated the youths in order to improve their personal proficiencies such as personality training, communication skills, motivation, and physical efficiency? Please state how.

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…………………………………………………………………………………………
…………………………………………………………………………………………

6. At what year do you think is proper for the students to join the creative activity?
Why? …………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

7. Please suggest the constructive learning that should be included into the program and the reasons.

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…………………………………………………………………………………………

8. Where should the creative activity be arranged and why?

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…………………………………………………………………………………………
…………………………………………………………………………………………
9. How many participants should be recruited into the creative activity? ……………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

10. Within what period of time that you may suggest the creative activity to the youths in the area should be and why?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

11. Please state your suggestion and reasons in terms of tourism promotion in the world heritage area.
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
APPENDIX C

Activity Reviews on Knowledge Integration to the Youths in Sukhothai and Kampangpetr by the Tourism Multilateral to Promote the World Heritage in Sukhothai and Nearby
BIOGRAPHY

NAME
Taviz Tatnormjit

ACADEMIC BACKGROUND
Master of Arts Administration, 
Central Queensland University, Australia
Year of Graduation 2009

Master of Communication Arts, 
Sripatum University 
Year of Graduation 2006

Bachelor of Art (Hotel and Tourism), 
Bangkok University 
Year of Graduation 2001

PRESENT POSITION
Lecturer, School of Liberal Arts, 
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