Abstract

This is a study of procedure of community participation in the process of educational tourism management of the learning center case study: Banjumrung, Tambon Neonkor, Klang District, Rayong. It is a qualitative study aiming to examine the procedure of educational tourism management of Banjumrung's Learning Center. The information gaining from committees and from working teams of the Learning Center as well as from the touristic activity groups was collected by using semi-structured interview with prepared questions and employing both participating and non-participating observation. Moreover, the information also gained from the researcher's experiences in staying with a family which was a member of Homestay Community Accommodation Group in order that the data collection and the data analysis of the study would be accurate and trustworthy.

From the study it was found out that the pattern of educational tourism management organized by Banjumrung Community was related to the presentation of stories and successful experiences of the community by using nature of local identity and the community identity gaining from people's lifestyles and traditions. Thus, the community leader organized the tourism as a tool for developing the community and people and for distributing income into the locality. Then, people who were voluntary, interested in, and fond of serving as ones who provide services for the tourists were chosen. Furthermore, people and places were prepared in order to support the activity observation, create the opportunities of mutual learning between hosts and tourists, prepare basic facility for tourists, and manage the tourists' security. The procedure of educational tourism management was divided into four main parts: primary association and coordination, listening to lectures, the concretely touch of areas used for arranging activities and staying overnight at the community homestay. This community participation in the process of educational tourism management focused on the encouragement of learning process and tourism activities and helped increase the tourists' knowledge, experiences, and impressions. As a result, the working teams had

accumulated experiences and lessons from working on various kinds of development tasks, and they also passed on and displayed those experiences to outside community.

From the study it is recommended that the Learning Center of Banjumrung should be made known as the provincial learning center so that it can serve as the learning source regarding the community development, and it can also be managed as a curriculum, which can be proposed to school in the community area and the surrounding areas as well. Also, every district should be encouraged to create model of the development tasks supporting the community development in order to expand the results gaining from the community's learning to other communities. Besides, there should be some research studying about the strength of community participation in managing educational tourism management and the network of learning center that can connect the activity groups of the community should be built. Moreover, people should be gathered so that they can participate in the development tasks helping them to know the factors resulting in strong working performance and to learn the characteristics of working in the development network. In addition, the lessons of organizing tourism of the community, which were used as the tool for developing the community, should be summarized and publicized in the form of documents or in various forms of media. Also, the time should be managed so that tourist can exchange their learning and experiences for the convenience in picking up the tourists, and there should be a plan for reserving areas where the lecture of experts will be arranged. Besides, clear and up-to-dated financial management system for education should be managed, and the media should be made so that the tourists will be able to concretely imagine the procedures and activities and the lectures will be more concise also.