APPENDICES

APPENDIX A

Lists of the Experts

The Expert on Constructionism Theory Learning Process

Dr. Suchin Petcharak

Education Background

B.Ed. (Math.-English) Honors in 2nd Degree
Prasarnmit Educational Academic College
(Now is Srinakharinwirot University Prasarnmit Campus)

M.Ed. (Social Psychology)
Srinakharinwirot University Prasarnmit Campus

Ph.D. (Educ. Measurement & Statistics)
University of Iowa, USA

Experience Background

Instructor of Suan Sununtar Teacher Cllege

Instructor of Northern Region Non-formal Education Center

Instructor of Northern Region Non-formal and In-formal Education Institute

Director of Constructionism Lab, Northern Region Non-formal Education Center

Facilitator of The Learning Process According to Constructionism Theory

International seminars Representative of Thailand's Constructionist

Thesis Advisor of Graduate Students of Universities

The Expert on Curriculum Research and Development

Asst. Prof. Dr. Suchart Leetagool

Education Background

B.Ed. (Mathematics)
Nakhon Sawan Teacher College

M.Ed. (Educational Measurement)
Srinakharinwirot University Prasarnmit Campus

Ph.D. (Curriculum Research and Development)
Srinakharinwirot University Prasarnmit Campus

Experience Background

Instructor of Chiang Rai Teacher College
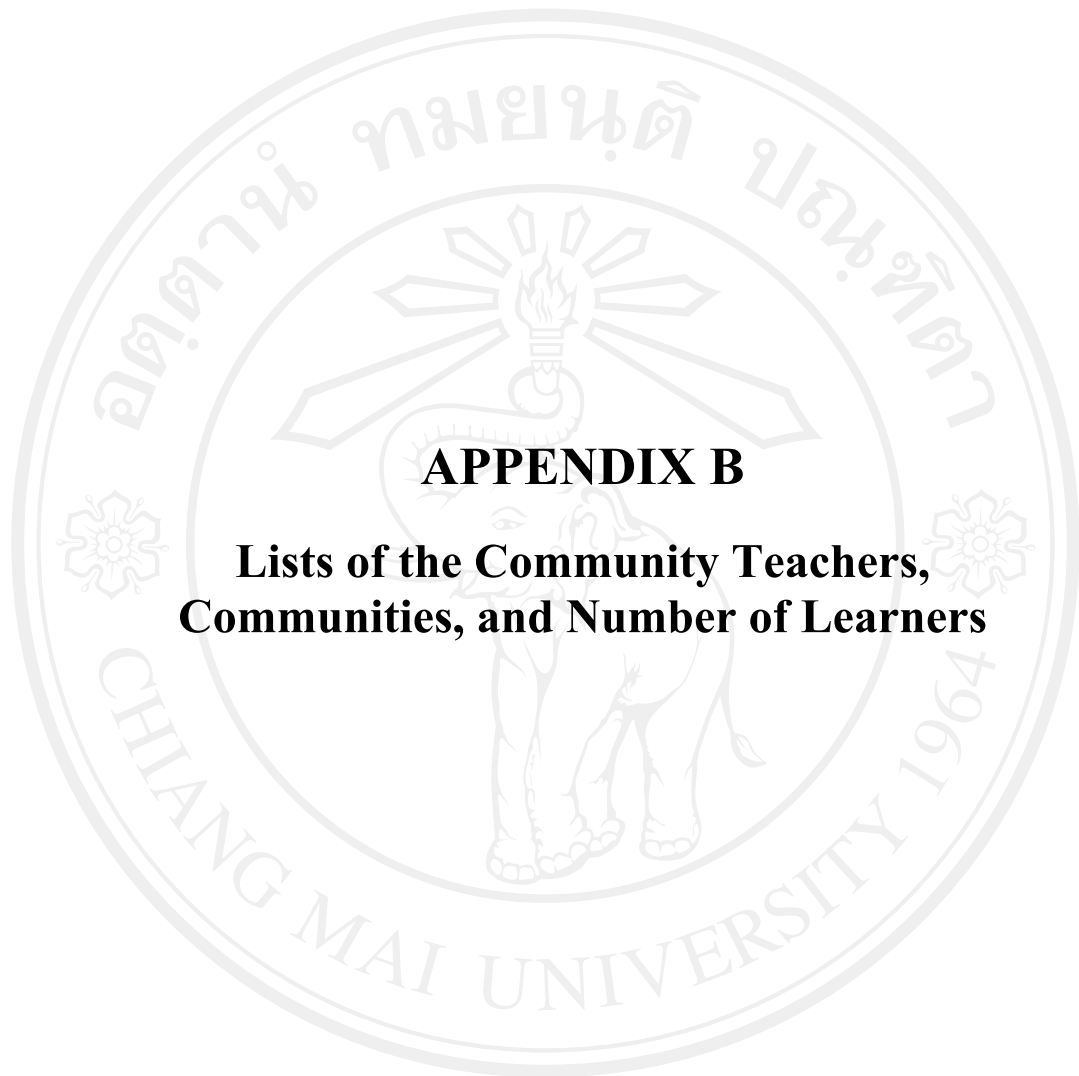
Instructor of Chiang Rai Rajabhat Institute

Instructor of Chiang Rai Rajabhat University

Chief of Educational Measurement and Evaluation Division of the College

Director of Institute of Research and Development of Local Area

Vice-rector of Chiangrai Rajabhat University

Thesis Advisor of Graduate Students of Universities

APPENDIX B

Lists of the Community Teachers, Communities, and Number of Learners

Name of Community Teachers	Name of Communities	Number of Learners
research and development of local curriculum in the group of tradition and culture in the local communities		
1 Kularb Karnkeb	Ban Ayo Anamai	20
2 Jutharat Chaowiang	Ban Pha Mussuh	50
3 Hathaikarn Liankrua	Ban Huay Kra	10
4 Panisa Chuamuangphan	Ban Lao Sib	30
5 Kriengsak Kitilue	Ban Pa Kluay	35
6 Nongnuch Kongmali	Huay Rai Samakki	25
7 Palida Namnai	Ban Huy Nam Khun	15
8 Thanandorn Ruamsook	Ban Huay Peung	25
	Total	**210**
the group of herbs in the local communities		
1 Natthawat Karnkeb	Ban Ayo Anamai	20
2 Kanong Piyakham	Ban Ja Thor	15
3 Thaweesak Saejen	Ban Pasang Soong	15
	Total	**50**
the group on the environment of the local communities		
1 Sopin Kunama	Ban Pha-bue	10
2 Pattama Pathapim	Ban Mae Poen	10
	Total	**20**
the group of agriculture in the local communitie		
1 Chumpol Liankrua	Ban Hua Mae Kham	15
2 Khwanchai Jai-inta	Ban A-lae	20
	Total	**35**
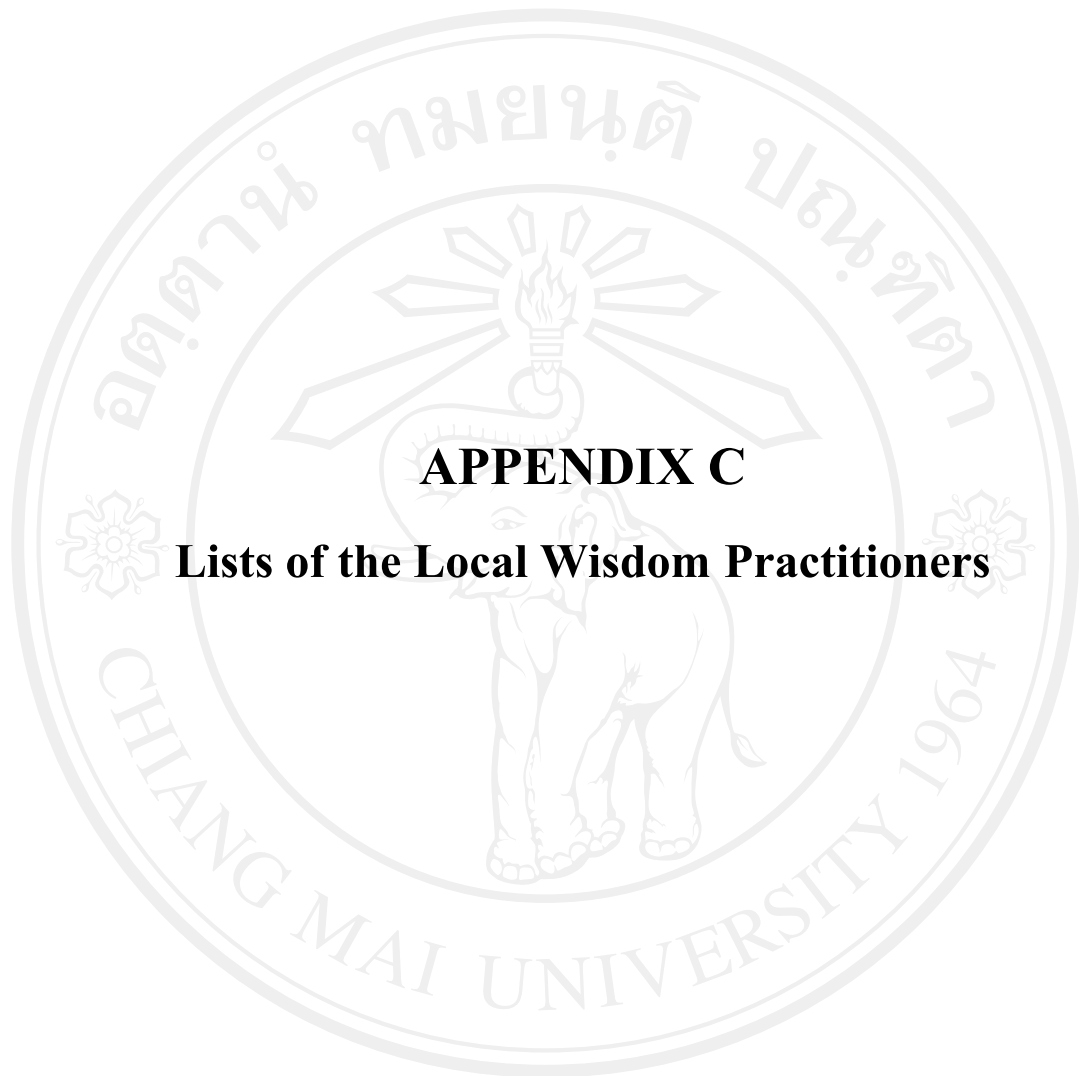
APPENDIX C

Lists of the Local Wisdom Practitioners

Name of Local Wisdom Practitioners	Name of Communities

The group of tradition and culture in the local communities

1	Taou Ma-yer	Ban Ayo Anamai
2	Ar-cher Ma-yer	Ban Ayo Anamai
3	Laou-wu Wattanachaimongkol	Ban Pha Mussuh
4	Ja-er Ja-pheur	Ban Pha Mussuh
5	Na-sor Lahuna	Ban Pha Mussuh
6	Na-poo Ja-yor	Ban Pha Mussuh
7	A-fam-fung Jareanchaiwichit	Ban Lao Sib
8	Lailiam Sae-Phan	Ban Lao Sib
9	Farm-sieyw Sae-Lee	Ban Lao Sib
10	Feay-yian Sae-Phan	Ban Lao Sib
11	Hnai-Jeam Sae-Lee	Ban Lao Sib
12	Jung-joi Sae-Phan	Ban Lao Sib
13	Farm-joi Sae-tern	Ban Lao Sib
14	Suan-lin Sae-Jaou	Ban Lao Sib
15	Feay-kuan Sae-Pan	Ban Lao Sib
16	Ar-joo Ar-kher	Ban Huay Kra
17	Ar-lum Ar-kher	Ban Huay Kra
18	Ar-lae Ar-kher	Ban Huay Kra
19	Ampon Apisuntornkun	Ban Pa Kluay
20	Son=mkid Pimontitikun	Ban Pa Kluay
21	Ussawin Pimonsakunraksa	Ban Pa Kluay
22	Supaporn Pimonsakunraksa	Ban Pa Kluay
23	Pimon Wiboonjitjarean	Ban Pa Kluay

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Name of Local Wisdom Practitioners	Name of Communities

The group of tradition and culture in the local communities

24	Ar-her Ya-bieang	Ban Pa Kluay
25	Pong-few Sae-Lee	Huay Rai Samakki
25	Pong-few Sae-Lee	Huay Rai Samakki
26	Chankij Panommaneerat	Huay Rai Samakki
27	Ar-jeuw Apidumrongsak	Huay Rai Samakki
28	Sai Panommaneerat	Huay Rai Samakki
29	Yeuw-kwang Sae-Yang	Huay Rai Samakki
30	Kham Ta-kham-jing	Ban Huy Nam Khun
31	Luang Suwan	Ban Huy Nam Khun
32	Pongsak Junruntakarn	Ban Huy Nam Khun
33	Chutchawarn Pornsawunkiri	Ban Huy Nam Khun
34	Sompong Laberpanom	Ban Huy Nam Khun

The group of herbs in the local communities

1	Lee-pa Yer-sor	Ban Ayo Anamai
2	Lee-more Po-chea	Ban Ayo Anamai
3	Mee-kor Yer-sor	Ban Ayo Anamai
4	Mee-chu Yer-sor	Ban Ayo Anamai
5	Na-er Li-bo	Ban Ja Thor
6	Na-er Pattanapongtham	Ban Ja Thor
7	Ja-yor Kereepongsookjai	Ban Ja Thor
8	Ar-kong Ma-yer	Ban Pasang Soong
9	Weerapong Ma-yer	Ban Pasang Soong

Name of Local Wisdom Practitioners	Name of Communities
The group on the environment of the local communities	
1 Boonma So-pon-um-nuaw-kij	Ban Pha-bue
2 Umpon So-pon-peung-larb	Ban Pha-bue
3 Ar-mie Cher-mer-ku	Ban Pha-bue
4 Ja-yor Lahuna	Ban Mae Poen
The group of agriculture in the local communitie	
1 Ar-hnung Uay-yer	Ban Hua Mae Kham
2 Ar-ba-ta-keay Sae-Lee	Ban Hua Mae Kham
3 Ar-yo Ma-yer	Ban A-lae
4 Ar-cho Chae-mer	Ban A-lae
5 Ar-jea Por-chae	Ban A-lae
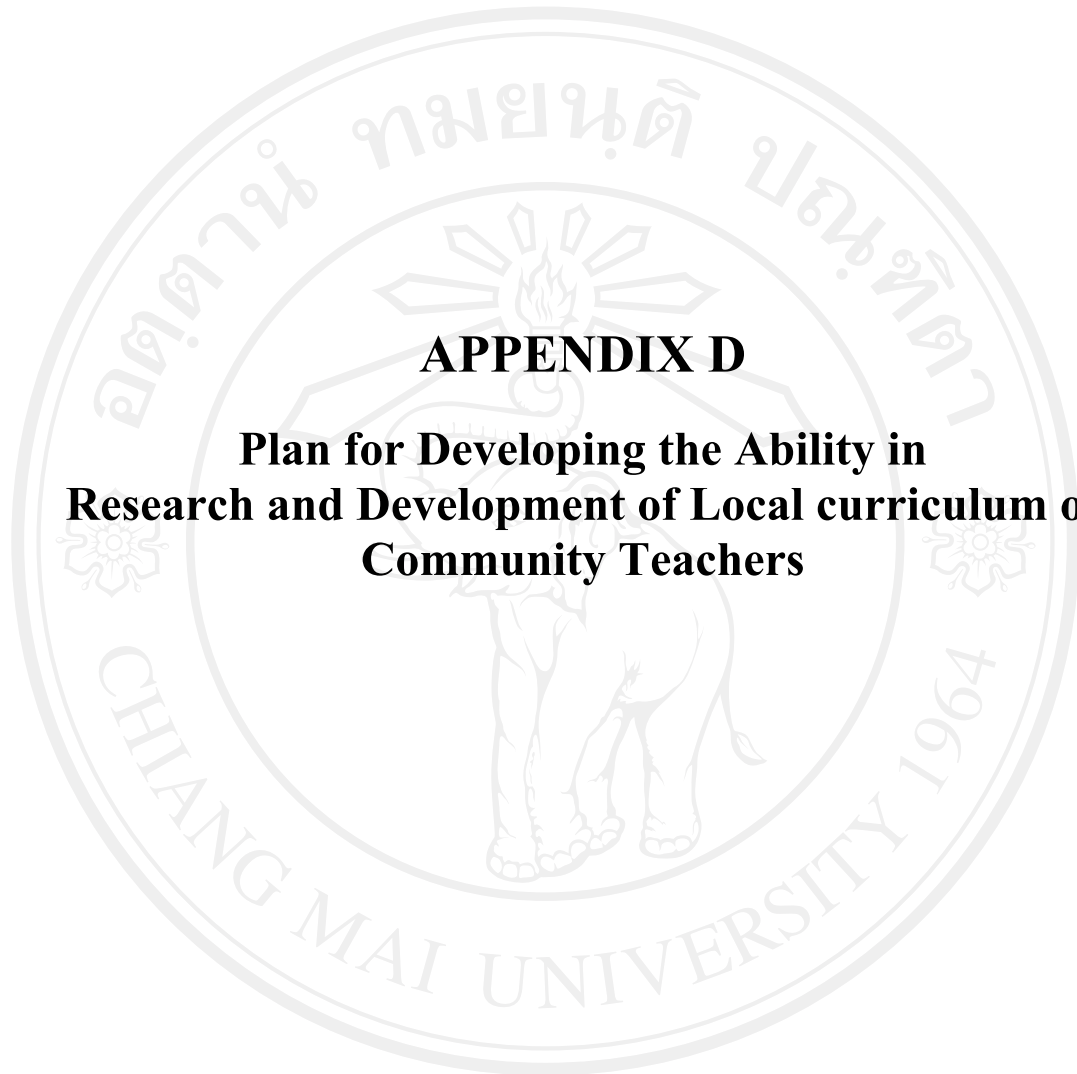
APPENDIX D

Plan for Developing the Ability in
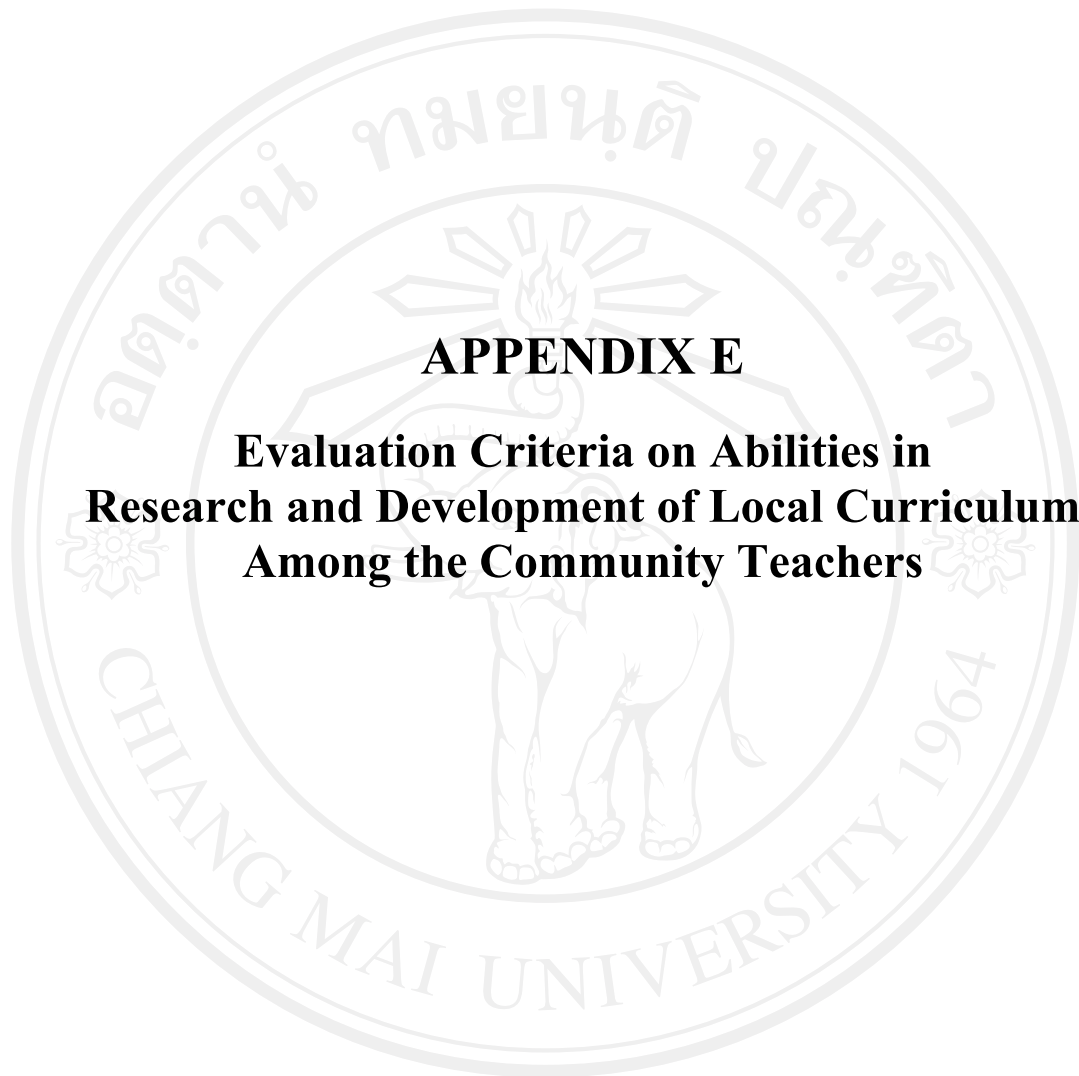## Research and Development of Local curriculum of
Community Teachers

Plan for Developing the Ability in Research and Development of Local curriculum of Community Teachers

The Sub-issues that used to Develop the Abilities	Duration
Pre-Assessment the Abilities before the Developing	**4** Oct. 2006
Topic 1 Study and analysis of the context of the local communities that lead to identification of the issues in research and development of local curriculum	**4** - 20 Oct. 2006
1.1 The study of the local contexts	
1.2 The analysis of the local context	
1.3 The identification of issues for research and Development of local curriculum consistently with the local contexts	
Topic 2 Basic preparation for the implementation of research and development of local curriculum	**2**0-31 Oct. 2006
2.1 Identification and writing of the themes of research and development of local curriculum	
2.2 Presentation of the background and the importance of the problems that lead to research and development of local curriculum	
2.3 Presentation of the objectives of research and development of local curriculum	
2.4 Presentation of the limitation of research and development of local curriculum	
2.5 Presentation of the benefits gained from the research and development of local curriculum	
2.6 Presentation of the definitions	
2.7 Presentation of the review of literature about research and development of local curriculum	
2.8 Writing of conceptual framework of the research and development of local curriculum	
2.9 writing the references for sources and writing the Bibliography	

Note: The number of date that **B**ig and **Bold** is **the date of seminar,** such as **4** - 20 Oct. 2006, the date of seminar is 4 Oct. 2006.

The Sub-issues that used to Develop the Abilities	Duration
Topic 3 Preparation for the methodological steps of research and development of local curriculum	**31** Oct. - 6 Nov. 2006
3.1 Identification of the target group in the research and development of local curriculum	
3.2 Identification of the steps of process for research and development of local curriculum	
3.3 Preparation of the tools for research and development of local curriculum	
3.4 Preparation of data collection of research and development of local curriculum	
3.5 Preparation for analysis of data derived from the data gathering during the implementation of the research and development of local curriculum	
Topic 4 Step of implementation of research and development of local curriculum according to the plan and/or prepared research timeline	**6 Nov. 06** **To** **31 July 07**
4.1 The steps of implementation of research and development of local curriculum according to the plan and/or prepared research calendar	**The Date of** **Big** **Group** **Seminar** Nov. 2006
4.2 Data collection during doing research and development of local curriculum	is **6** and **20** **Dec. 2006**
4.3 Analyzing the data from the collection	is **4,18, 29**
4.4 Preparation of data collection of research and development of local curriculum	
4.5 Discussion, summary of the results of research and development of local curriculum	**Small** **Group** **Seminar**
4.6 Writing technical suggestions	continuously **2 months** per **time**
	Seminar **for** **conclude** **the result** **31 July 07**

The Sub-issues that used to Develop the Abilities	Duration
Topic 5 Step of publication of the implementation and distribution of the results of research and development of local curriculum	**1 August To 30 Sept. 07**
5.1 Arrangement and report of published finding for research and development of local curriculum	**1** - 31 **Aug. 2007**
5.2 Distribution of the results of research and development of local curriculum	**5 - 7 Sep. 2007**
5.3 Preparation for expand to using the local curriculum that arise from the research and development of local curriculum	8 - **30 Sep. 2007**
Post-Assessment the Abilities after the Developing	**1 - 31 Oct. 2007**

APPENDIX E

**Evaluation Criteria on Abilities in
Research and Development of Local Curriculum
Among the Community Teachers**

Evaluation Criteria on Abilities in Research and Development of Local Curriculum Among the Community Teachers

Created by

Jirachai Booranaritthithawee

And the Community Teachers of

Nonfomal Education Service Center of Mae Fah Luang District

September 2006

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
Topic 1 Study and analysis of the context of the local communities that lead to identification of the issues in research and development of local curriculum						
1.1 The study of the local contexts	Having the data collection of the local context as the followings: the way of life, population, vocation, tradition, culture, local wisdom, education, natural resources, physical and environment, geographic and climate that can show the complete and clear data record, and arrange data by systematic method, which ready for analyze the local context.	Having the data collection of the local context as the followings: the way of life, population, vocation, tradition, culture, local wisdom, education, natural resources, physical and environment that can show the complete and clear data record, and arrange data by systematic method, which ready for analyze the local context.	Having the data collection of the local context as the followings: the way of life, population, vocation, tradition, culture, local wisdom, education that can show the complete and clear data record, and arrange data by systematic method, which ready for analyze the local context.	Having the data collection of the local context as the followings: the way of life, population, vocation, tradition, culture, local wisdom, education that can show the complete and clear data record, and arrange data by systematic method, which ready for analyze the local context.	Having ability to explain the issues and the way to study the local context. But no practice.	Inability to explain the issues and the way for study the local context.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
1.2 The analysis of the local context	Having ability to analyze the local context and clearly explain the important issues with the data as the followings: the way of life, population, vocation, tradition, culture, local wisdom, education, natural resources, physical and environment, geographic and climate. And, having ability to analyze to arrange in order of important issues from the local context analysis.	Having ability to analyze the local context and clearly explain to important issues with the data as the followings: the way of life, population, vocation, tradition, culture, local wisdom, education, natural resources, physical and environment. And, having ability to analyze to arrange in order of important issues from the local context analysis.	Having ability to analyze the local context and clearly explain to important issues with the data as the followings: the way of life, population, vocation, tradition, culture, local wisdom, education. And, having ability to analyze in order of important issues form the local context analysis.	Having ability to analyze the local context and clearly explain to important issues with the data as the followings: the way of life, population, vocation, tradition, culture, local wisdom, education.	Having ability to explain the way to analyze the local context. But no practice.	Inability to explain the way for analyze the local context.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
1.3 The identification of issues for research and development of local curriculum consistently with the local contexts	Having ability to identify the issues and lead to set the issues to be the research questions that should to study in research and development of local curriculum, which according to the local context and the learning from the issue 1.2, and point to the importance and the highest possibility for developing the research questions to be the theme of research and development of local curriculum on the next step.	Having ability to identify the issues and lead to set the issues to be the research questions that should to study in research and development of local curriculum, which according to the local context and the learning from the issue 1.2, and point to the importance and high possibility for developing the research questions to be the theme of research and development of local curriculum on the next step.	Having ability to identify the issues and lead to set the issues to be the research questions that should to study in research and development of local curriculum, which according to the local context and the learning from the issue 1.2, and point to the importance and possibility for developing the research questions to be the theme of research and development of local curriculum on the next step.	Having ability to identify the issues and lead to set the issues to be the research questions that should to study in research and development of local curriculum, which according to the local context and the learning from the issue 1.2, but point to a little importance or a little possibility to develop the research questions to be the theme of research and development of local curriculum for the next step.	Having ability in explanation the way to identify the issues and lead to set the issues to be the research questions that should to study in research and development of local curriculum which according to the local context But no practice.	Inability to explanation the way to identify the issues and lead to set the issues to be the research questions that should to study in research and development of local curriculum which according to the local context.

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Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
Topic 2 Basic preparation for the implementation of research and development of local curriculum						
2.1 Identification and writing of the themes of research and development of local curriculum	Having ability to set the theme of research and development of local curriculum that developed from the research question and the learning from the issue 1.3. The theme that the teacher want to do, is a very closed-fitting and very clear theme, and according to the job of the community teachers and the main content of research and development of local curriculum.	Having ability to set the theme of research and development of local curriculum that developed from the research question and the learning from the issue 1.3. The theme that the teacher want to do, is a closed-fitting and clear theme, and according to the job of the community teachers and the main content of research and development of local curriculum.	Having ability to set the theme of research and development of local curriculum that developed from the research question and the learning from the issue 1.3. The theme that the teacher want to do, is a moderate closed-fitting and moderate clear theme, and according to the job of the community teachers and the main content of research and development of local curriculum.	Having ability to set the theme of research and development of local curriculum that developed from the research question and the learning from the issue 1.3. The theme that the teacher want to do, according to the job of the community teachers, but do not according to the main content of research and development of local curriculum, or is not closed-fitting and clear topic.	Having ability in explanation the way to set the theme of research and development of local curriculum which according to the local context and the job of the community teachers. But no practice.	Inability to explanation the way to set the theme of research and development of local curriculum which according to the local context and the job of the community teachers.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
2.2 Presentation of the background and the importance of the problems that lead to research and development of local curriculum	Having ability to write and present the background and the importance of the problems, which lead to the research and development of local curriculum that according to the theme, was set from the issue 2.1. And, refer to the confident resources not less than 5 resources, By the correct format of the reference.	Having ability to write and present the background and the importance of the problems, which lead to the research and development of local curriculum that according to the theme, was set from the issue 2.1. And, refer to the confident resources about 3-4 resources, By the correct format of the reference.	Having ability to write and present the background and the importance of the problems, which lead to the research and development of local curriculum that according to the theme, was set from the issue 2.1. And, refer to the confident resources about 1-2 resources, By the correct format of the reference.	Having ability to write and present the background and the importance of the problems, but do not point to the importance of the problems, which lead to the research and development of local curriculum that according to the theme, was set from the issue 2.1. Or, do not refer to the confident resources Or, used the incorrect format of the reference.	Having ability in explanation to the background and the importance of the problems that lead to the research and development of local curriculum, but the background had not been written.	Inability to explanation the background and the importance of the problems that lead to the research and development of local curriculum.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
2.3 Presentation of the objectives of research and development of local curriculum	Having ability to write and present the objective that according to the research questions and the theme of the research and development of local curriculum that was set from the issue 2.1. The objectives are correct, clear complete, arrange in order of importance, and succinct word.	Having ability to write and present the objective that according to the research questions and the theme of the research and development of local curriculum that was set from the issue 2.1. The objectives are correct, clear complete, arrange in order of importance, but using too many word.	Having ability to write and present the objective that according to the research questions and the theme of the research and development of local curriculum that was set from the issue 2.1. The objectives are correct, clear complete, but disorder of importance and using too many word.	Having ability to write and present the objective that according to the research questions and the theme of the research and development of local curriculum that was set from the issue 2.1. The objectives are incorrect, or unclear, or incomplete, or disorder of importance, or using too many word.	Having ability in explanation to the objectives of the research and development of local curriculum, but the objectives had not been written.	Inability to explanation to write and present the objectives of the research and development of local curriculum.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
2.4 Presentation of the limitation of research and development of local curriculum	Having ability to write and present the limitation of the study that are composed of: the target or population, content of the study, method of the study, and duration of the study, which are clearness and according to the research question and the theme of the research and development of local curriculum.	Having ability to write and present the limitation of the target or population, content, and method of the study, which are clearness and according to the research question and the theme of the research and development of local curriculum. But, the duration of the study is unclearness.	Having ability to write and present the limitation of the target or population and content, which are clearness and according to the research question and the theme of the research and development of local curriculum. But, method and the duration of the study are unclearness.	Having ability to write and present the limitation of the target or population is discord to the research question and the theme of the research and development of local curriculum. And the duration of the study is unclearness.	Having ability in explanation to the limitation of the research and development of local curriculum, but the limitation had not been written.	Inability to explanation to the limitation of the research and development of local curriculum

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
2.5 Presentation of the benefits gained from the research and development of local curriculum	Having ability to write and present the benefits gained from the research and development of local curriculum that expect to the possibility and arrange in order of the importance of benefits in the side of academic and applied for using in the communities that the teachers working, another communities in the general social.	Having ability to write and present the benefits gained from the research and development of local curriculum that expect to the possibility and arrange in order of the importance of benefits in the side of academic and applied for using in the communities that the teachers working, another communities.	Having ability to write and present the benefits gained from the research and development of local curriculum that expect to the possibility and arrange in order of the importance of benefits in the side of academic and applied for using in the communities that the teachers working.	Having ability to write and present the benefits gained from the research and development of local curriculum that expect to the possibility and arrange in order of the importance of benefits in the side of academic and applied for using in the special job of the teachers.	Having ability in explanation to the benefits gained from the research and development of local curriculum, but the benefits gained from the research had not been written.	Inability to explanation to the benefits gained from the research and development of local curriculum

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
2.6 Presentation of the definitions	Having ability to write and present the definitions that are complete and enough for communication, which are correct, clear and succinct.	Having ability to write and present the definitions that are complete and enough for communication, which are correct and clear but using too many word.	Having ability to write and present the definitions that are complete and enough for communication, which are correct but unclear and using too many word.	Having ability to write and present the definitions that are complete and not enough or too much for communication, which are incorrect unclear and using too many word.	Having ability in explanation to write and present the definitions from the research and development of local curriculum, but the definitions had not been written.	Inability to explanation to write and present the definitions from the research and development of local.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
2.7 Presentation of the review of literature about research and development of local curriculum	Having ability to write and present the review of literature about research and development of local curriculum that according to the research question and the theme of the research, which are systematic composed ,arrange in order of the content and lead to the conceptual framework of the research with the logically, clear and complete. And, refer to the confident resources more than 15 resources.	Having ability to write and present the review of literature about research and development of local curriculum that according to the research question and the theme of the research, which are systematic composed ,arrange in order of the content and lead to the conceptual framework of the research with the logically, clear and complete. And, refer to the confident resources about 13-14 resources	Having ability to write and present the review of literature about research and development of local curriculum that according to the research question and the theme of the research, which are systematic composed ,arrange in order of the content and lead to the conceptual framework of the research with the logically, clear and complete. And, refer to the confident resources about 5-9 resources	Writing and presentation the review of literature about research and development of local curriculum that according to the research question and the theme of the research, which are non-systematic composed, disorder to the content and unleaded to the conceptual framework of the research with the logically. And, refer to the confident resources less than 5 resources	Having ability in explanation to write and present the review of literature about research and development of local curriculum, but the review of literature had not been written.	Inability to explanation to write and present the review of literature about research and development of local curriculum.

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Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
2.8 Writing of conceptual framework of the research and development of local curriculum	Having ability to write and present the conceptual framework of the research and development of local curriculum according from the review of literature, and show to linkage of the variables with logically method lead to set the planning of the research, design diagram and communicate to cover about conceptual frame work with clear and succinct word.	Having ability to write and present the conceptual framework of the research and development of local curriculum according from the review of literature, and show to linkage of the variables with logically method lead to set the planning of the research, design diagram and communicate to cover about conceptual frame work with clear but rather using too many word.	Having ability to write and present the conceptual framework of the research and development of local curriculum according from the review of literature, and show to linkage of the variables with logically method lead to set the planning of the research, design diagram and communicate to cover about conceptual frame work with clear but using too many word.	Having ability to write and present the conceptual framework of the research and development of local curriculum according from the review of literature, and show to linkage of the variables with logically method lead to set the planning of the research, design diagram and communicate to cover about conceptual frame work with clear but using too many word.	Having ability in explanation to write and present the conceptual framework of the research and development of local curriculum, but the conceptual framework of the research had not been written.	Inability to explanation to write and present the conceptual framework of the research and development of local curriculum according from the review of literature, and show to linkage of the variables with logically method.

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Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
2.9 writing the references for sources and writing the Bibliography	Having ability to write and present the references for sources and writing the bibliography that are correct and complete, using the format according to the standard of CMU, and do not find the mistake.	Having ability to write and present the references for sources and writing the bibliography that are correct and complete, using the format according to the standard of CMU, and find the 1 mistake.	Having ability to write and present the references for sources and writing the bibliography that are correct and complete, using the format according to the standard of CMU, and find the 2 mistakse.	Having ability to write and present the references for sources and writing the bibliography that are correct and complete, using the format according to the standard of CMU, and find the 3-4 mistakes.	Having ability to explanation to write and present the references for sources and writing the bibliography that are correct, but the references for sources and the bibliography had not been written.	Inability to explanation to write and present the references for sources and writing the bibliography that are incorrect , or find more than 5 mistakes.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
Topic 3 Preparation for the methodological steps of research and development of local curriculum						
3.1 Identification of the target group in the research and development of local curriculum	Having ability to write and present the Identification of the target group according to the objectives of the research and development of local curriculum. The Identification of the target group that write by the community teacher, is clear and using the succinct word.	Having ability to write and present the Identification of the target group according to the objectives of the research and development of local curriculum. The Identification of the target group that write by the community teacher, is clear but rather using too many word.	Having ability to write and present the Identification of the target group according to the objectives of the research and development of local curriculum. The Identification of the target group that write by the community teacher, is clear but using too many word.	Having ability to write and present the Identification of the target group discord to the objectives of the research and development of local curriculum. The Identification of the target group that write by the community teacher, is unclear and using too many word.	Having ability to explanation to identification of the target group correct, but the identification of the target group had not been written.	Inability to explanation to Identification of the target group correct.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
3.2 Identification of the steps of process for research and development of local curriculum	Having ability to write and present the identification of the steps of process for research and development of local curriculum according to CIPAR. The steps of the process was written in the form of the plan and the research schedule that is suitable for the actual condition, addition with clearly and succinct for communication.	Having ability to write and present the identification of the steps of process for research and development of local curriculum according to CIPAR. The steps of the process was written in the form of the plan and the research schedule that is suitable for the actual condition, addition with clearly but rather using too many word.	Having ability to write and present the identification of the steps of process for research and development of local curriculum according to CIPAR. The steps of the process was written in the form of the plan and the research schedule that is suitable for the actual condition, addition with clearly but using too many word.	Having ability to write and present the identification of the steps of process for research and development of local curriculum according to CIPAR. The steps of the process was written in the form of the plan and the research schedule that is suitable for the actual condition, but unclearly and using too many word.	Having ability to explanation to identification of the steps of process for research and development of local curriculum according to CIPAR. but the plan and the research schedule had not been written.	Inability to explanation to identification of the steps of process for research and development of local curriculum according to CIPAR.

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Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
3.3 Preparation of the tools for research and development of local curriculum	Having ability to choose and create the tools for the research and development of local curriculum according to the steps of the process that set in the issues 3.2. The tools are complete preparation for using.	Having ability to choose and create the tools for the research and development of local curriculum according to the steps of the process that set in the issues 3.2. The tools are rather complete preparation for using.	Having ability to choose and create the tools for the research and development of local curriculum according to the steps of the process that set in the issues 3.2. The tools are prepared more than a half of using.	Having ability to choose and create the tools for the research and development of local curriculum according to the steps of the process that set in the issues 3.2. The tools are prepared less than a half of using.	Having ability to explanation to choosing and creation the tools for the research and development of local curriculum. But no practice.	Inability to explanation to choosing and creation the tools for the research and development of local curriculum.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
3.4 Preparation of data collection of research and development of local curriculum	Having ability to planning for collect the data according to the steps of the process that set in the issues 3.2. The planning was set by the systematic and covered complete all the steps.	Having ability to planning for collect the data according to the steps of the process that set in the issues 3.2. The planning was set by the systematic and covered complete rather all the steps.	Having ability to planning for collect the data according to the steps of the process that set in the issues 3.2. The planning was set by the systematic and covered complete more than a half of the steps.	Having ability to planning for collect the data according to the steps of the process that set in the issues 3.2. The planning was set by the systematic and covered complete less than a half of the steps.	Having ability to explanation to planning for collect the data ccording to the steps of the process that set in the issues 3.2, but the plan for collect the data had not been written.	Inability to explanation to planning for collect the data according to the steps of the process that set in the issues 3.2.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
3.5 Preparation for analysis of data derived from the data gathering during the implementation of the research and development of local curriculum	Having ability to choose method for analysis of the data derived from the data gathering during the implementation of the research and development of local curriculum according to the steps of the process that set in the issues 3.2 and using the tools that prepared in the issues 3.3. Preparation by write the plan for analysis of the data derived from the data gathering during the implementation with suitable correct cover and complete all of the steps.	Having ability to choose method for analysis of the data derived from the data gathering during the implementation of the research and development of local curriculum according to the steps of the process that set in the issues 3.2 and using the tools that prepared in the issues 3.3. Preparation by write the plan for analysis of the data derived from the data gathering during the implementation with suitable correct cover and complete rather all of the steps.	Having ability to choose method for analysis of the data derived from the data gathering during the implementation of the research and development of local curriculum according to the steps of the process that set in the issues 3.2 and using the tools that prepared in the issues 3.3. Preparation by write the plan for analysis of the data derived from the data gathering during the implementation with suitable correct cover and complete more than a half of the steps.	Having ability to choose method for analysis of the data derived from the data gathering during the implementation of all the steps. But the plan was unsuitable incorrect or uncover or incomplete.	Having ability to explanation to choose method for analysis of the data derived from the data gathering, but the plan for analysis of data had not been written.	Inability to explanation to choose method for analysis of the data derived from the data gathering. .

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
Topic 4 Step of implementation of research and development of local curriculum according to the plan and/or prepared research timeline						
4.1 The steps of implementation of research and development of local curriculum according to the plan and/or prepared research schedule	Having ability to implementation on the steps and the process of the research and development of local curriculum according to the plan and/or prepared research schedule that prepared on the steps in the issue 3.2, which are complete and according to the time line of the plan and/or prepared research schedule.	Having ability to implementation on the steps and the process of the research and development of local curriculum according to the plan and/or prepared research schedule that prepared on the steps in the issue 3.2, which are complete and similar the time line of the plan and/or prepared research schedule.	Having ability to implementation on the steps and the process of the research and development of local curriculum according to the plan and/or prepared research schedule that prepared on the steps in the issue 3.2, which are rather complete and similar the time line of the plan and/or prepared research schedule.	Having ability to implementation on the steps and the process of the research and development of local curriculum according to the plan and/or prepared research schedule that prepared on the steps in the issue 3.2, but the implementation was incomplete and dissimilar the time line of the plan and/or prepared research schedule.	Having ability to explanation to implementation on the steps and the process of the research and development of local curriculum. But no practice.	Inability to explanation to .

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
4.2 Data collection during doing research and development of local curriculum	Having ability to collect the data during doing research and development of local curriculum by the tools that were prepared in the issues 3.3 and implemented the complete of data collection according to the plan that set in the issue 3.2.	Having ability to collect the data during doing research and development of local curriculum by the tools that were prepared in the issues 3.3 and implemented the rather complete of data collection according to the plan that set in the issue 3.2.	Having ability to collect the data during doing research and development of local curriculum by the tools that were prepared in the issues 3.3 and implemented the most of data collection according to the plan that set in the issue 3.2.	Having ability to collect the data during doing research and development of local curriculum by the tools that were prepared in the issues 3.3 and implemented some of data collection according to the plan that set in the issue 3.2.	Having ability to explanation to the tools and the plan of data collection, which prepared in the issues 3.2 and 3.3. But no practice.	Inability to explanation to the tools and the plan of data collection, which prepared in the issues 3.2 and 3.3.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
4.3 Analyzing the data from the collection	Having ability to correct and complete analyzing the data from the collection according to the plan for analysis of the data that prepared in the issue 3.5 all of the plan.	Having ability to correct and complete analyzing the data from the collection according to the plan for analysis of the data that prepared in the issue 3.5 rather all of the plan.	Having ability to correct and complete analyzing the data from the collection according to the plan for analysis of the data that prepared in the issue 3.5 the most of the plan .	Having ability to correct and complete analyzing the data from the collection according to the plan for analysis of the data that prepared in the issue 3.5 the most of the plan .	Having ability to explanation to analyzing the data from the collection according to the plan for analysis of the data that prepared in the issue 3.5. But No practice.	Inability to explanation to the analyzing the data from the collection according to the plan for analysis of the data that prepared in the issue 3.5.

| Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
4.4 Presentation of data analysis of research and development of local curriculum	Having ability to arrange in order of the presentations of data analysis and data interpretation, and communicate to the finding from the data analysis of the research by the simply language that the community teachers, participate in seminar can understanding upper 80 percent .	Having ability to arrange in order of the presentations of data analysis and data interpretation, and communicate to the finding from the data analysis of the research by the simply language that the community teachers, participate in seminar can understanding upper 50-79 percent .	Having ability to arrange in order of the presentations of data analysis and data interpretation, and communicate to the finding from the data analysis of the research by the simply language that the community teachers, participate in seminar can understanding upper 20-49 percent .	Having ability to arrange in order of the presentations of data analysis and data interpretation, and communicate to the finding from the data analysis of the research by the simply language but the community teachers, participate in seminar can understanding less than 20 percent .	Having ability to explanation to arrange in order of the presentations of data analysis and data interpretation, but the presentation of the data analysis had not been written.	Inability to explanation to arrange in order of the presentations of data analysis and data interpretation from the research. .

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
4.5 Discussion, summary of the results of research and development of local curriculum	Having ability to write and present the discussion and summary of the results by logic according to the results of the analysis. The discussion and summary of the results are clear and succinct.	Having ability to write and present the discussion and summary of the results by logic according to the results of the analysis. The discussion and summary of the results are clear and rather succinct.	Having ability to write and present the discussion and summary of the results by logic according to the results of the analysis. The discussion and summary of the results are clear but using too many word.	Having ability to write and present the discussion and summary of the results by logic according to the results of the analysis. The discussion and summary of the results are unclear and using too many word.	Having ability to explanation to discussion and summary of the results, but the discussion and summary of the results had not been written.	Inability to explanation to discussion and summary the results.

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Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
4.6 Writing technical suggestions	Having ability to write technical suggestions for the application of the research findings and for future research that arose from the results of the research and the logical discussions. The suggestions are very high possibility	Having ability to write technical suggestions for the application of the research findings and for future research that arose from the results of the research and the logical discussions. The suggestions are high possibility	Having ability to write technical suggestions for the application of the research findings and for future research that arose from the results of the research and the logical discussions. The suggestions are possibility	Having ability to write technical suggestions for the application of the research findings and for future research that arose from the results of the research and the logical discussions. The suggestions are a little possibility	Having ability to explanation to write technical suggestions for the application of the research findings and for future research, but the suggestions had not been written.	Inability to explanation to write technical suggestions for the application of the research findings and for future research.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
Topic 5 Step of publication of the implementation and distribution of the results of research and development of local curriculum						
5.1 Arrangement and report of published finding for research and development of local curriculum	Having ability to arrange the report of published finding for research with correct Thai language and published in a correct format of *Manual for Thesis Writing of Faculty of Education, Chiang Mai University 2002.* The report is elaborately made and beautiful, the cover present the picture which communicate the theme of the research, mistake of wording less than 5 words.	Having ability to arrange the report of published finding for research with correct Thai language and published in a correct format of *Manual for Thesis Writing of Faculty of Education, Chiang Mai University 2002.* The report is elaborately made and beautiful, the cover present the picture which communicate the theme of research, mistake of wording 6-10 words.	Having ability to arrange the report of published finding for research with correct Thai language and published in a correct format of *Manual for Thesis Writing of Faculty of Education, Chiang Mai University 2002.* The report is elaborately made and beautiful, mistake of wording 11-15 words.	Having ability to arrange the report of published finding for research with correct Thai language and published in a correct format of *Manual for Thesis Writing of Faculty of Education, Chiang Mai University 2002.* The report is not elaborately made and mistake of wording more than 15 words.	Having ability to explanation to arrange the report of published finding for research with correct Thai language and published in a correct format of *Manual for Thesis Writing of Faculty of Education, Chiang Mai University 2002,* but had not been published.	Inability to explanation to arrange the report of published finding for research with correct Thai language and published in a correct format of *Manual for Thesis Writing of Faculty of Education, Chiang Mai University 2002.*

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
5.2 Distribution of the results of research and development of local curriculum	The local curriculum that constructed by the community teacher is actual using and accepted by another teachers and relevant people in the community. The research and development of local curriculum was selected to present in the level of district or upper more than 1 time.	The local curriculum that constructed by the community teacher is actual using and accepted by another teachers and relevant people in the community. The research and development of local curriculum was selected to present in the level of sub district more than 1 time.	The local curriculum that constructed by the community teacher is actual using and accepted by another teachers and relevant people in the community. The research and development of local curriculum was selected to present in the level of group more than 1 time.	The local curriculum that constructed by the community teacher is actual using and accepted by another teachers and relevant people in the community. But the research and development of local curriculum was not selected to present in the level of group.	Having ability to explanation to preparation of present the research. But did not use to present.	Inability to explanation to preparation of present the research.

Criteria / Abilities	5 Very Good	4 Good	3 Fair	2 Need Improvement	1 Should be Brought into Practice	0 Should Study Further
5.3 Preparation for expand to using the local curriculum that arise from the research and development of local curriculum	Having ability to write and present the plan for expand to using the local curriculum that arise from the research and development of local curriculum. The plan shows the continuously of using in 2 term.	Having ability to write and present the plan for expand to using the local curriculum that arise from the research and development of local curriculum. The plan shows the continuously of using in 1 term.	Having ability to write and present the plan for expand to using the local curriculum that arise from the research and development of local curriculum. The plan shows the continuously of using less than 1 term.	To Be Planning for expand to using the local curriculum that arise from the research and development of local curriculum.	Having ability to explanation to write and present the plan for expand to using the local curriculum that arise from the research and development of local curriculum, but the plan had not been written.	Inability to explanation to write and present the plan for expand to using the local curriculum that arise from the research and development of local curriculum. .
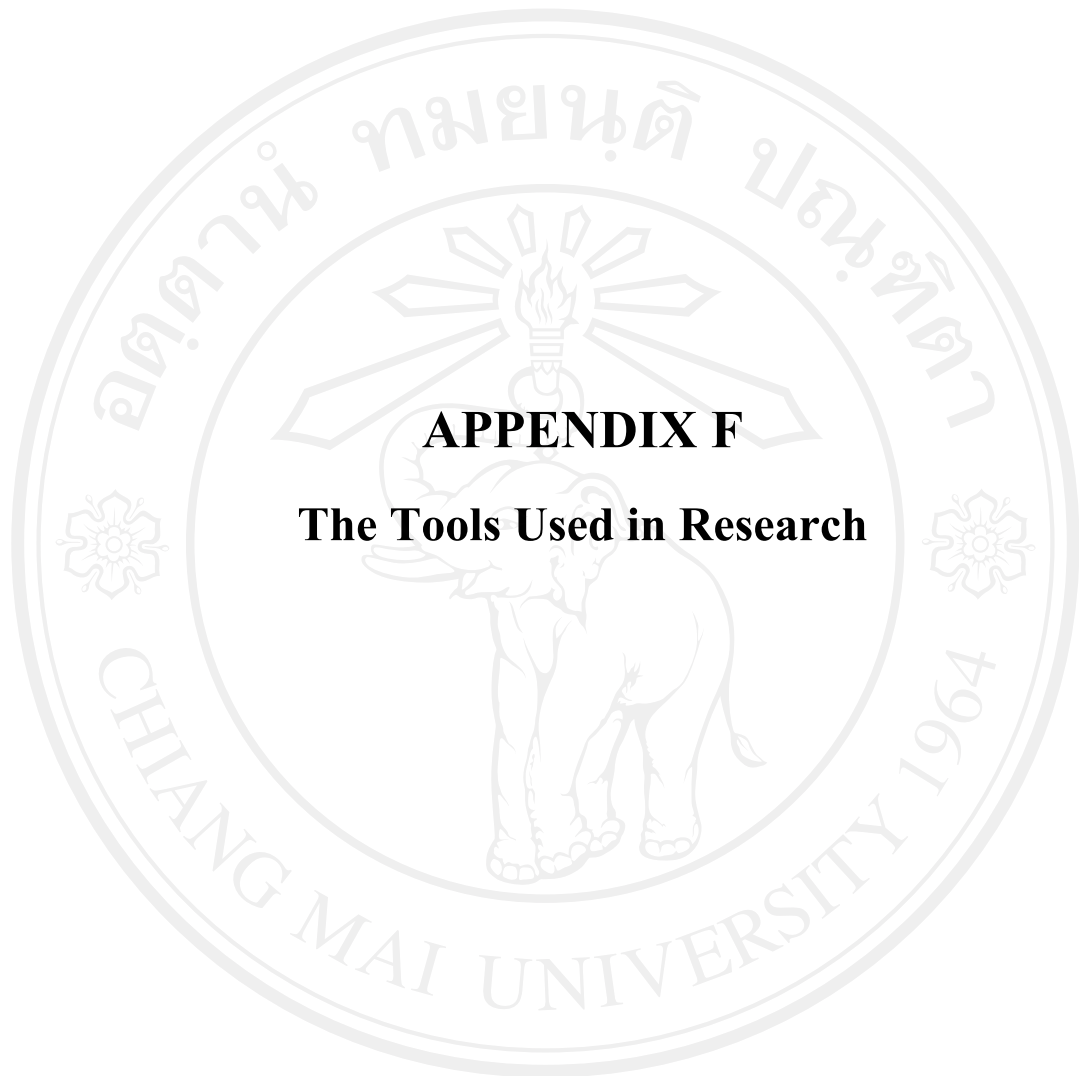
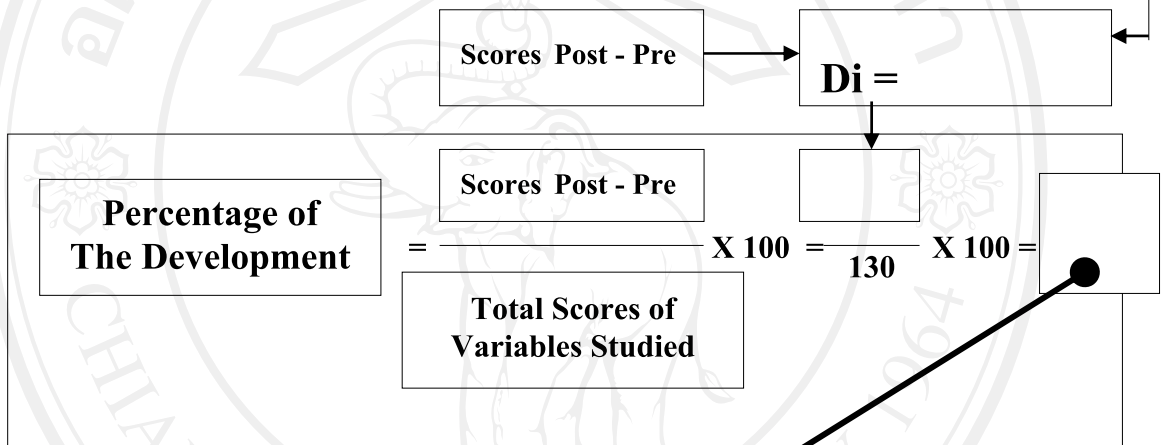# APPENDIX F

The Tools Used in Research

The Summary Form of the Reported Scores of the Assessments

Community Teacher's Name ………………………………..……File Code……...

Topics and Issues for Evaluation	Post	Pre	Di
Topic 1 Study and analysis of the context of the local communities that lead to identification of the issues in research and development of local curriculum			
1. The study of the local contexts			
2. The analysis of the local context			
3. The identification of issues for research and development of local curriculum consistently with the local contexts			
Sum of Topic 1			
Topic 2 Basic preparation for the implementation of research and development of local curriculum			
1. Identification and writing of the themes of research and development of local curriculum			
2. Presentation of the background and the importance of the problems that lead to research and development of local curriculum			
3. Presentation of the objectives of research and development of local curriculum			
4. Presentation of the limitation of research and development of local curriculum			
5. Presentation of the benefits gained from the research and development of local curriculum			
6. Writing of conceptual framework of the research and development of local curriculum			
7. writing the references for sources and writing the bibliography			
8. Writing of conceptual framework of the research and development of local curriculum			
9. writing the references for sources and writing the bibliography			
Sum of Topic 2			

Topics and Issues for Evaluation	Post	Pre	Di
Topic 3 Preparation for the methodological steps of research and development of local curriculum			
1. Identification of the target group in the research and development of local curriculum			
2. Identification of the steps of process for research and development of local curriculum			
3. Preparation of the tools for research and development of local curriculum			
4. Preparation of data collection of research and development of local curriculum			
5. Preparation for analysis of data derived from the data gathering during the implementation of the research and development of local curriculum			
Sum of Topic 3			
Topic 4 Step of implementation of research and development and development of local curriculum according to according to the plan and/or prepared research timeline			
1. The steps of implementation of research and development of local curriculum according to the plan and/or prepared research schedule			
2. Data collection during doing research and development of local curriculum			
3. Analyzing the data from the collection			
4. Presentation of data analysis of research and development of local curriculum			
5. Discussion, summary of the results of research and development of local curriculum			
6. Writing technical suggestions			
Sum of Topic 4			
Topic 5 Step of publication of the implementation and distribution of the results of research and development of local curriculum			
1. Arrangement and report of published finding for research and development of local curriculum			

Topics and Issues for Evaluation	Post	Pre	Di
2. Distribution of the results of research and development of local curriculum			
3. Preparation for expand to using the local curriculum that arise from the research and development of local curriculum			
Sum of Topic 5			
Total			

Scores Post - Pre → **Di =**

$$\text{Percentage of The Development} = \frac{\text{Scores Post - Pre}}{\text{Total Scores of Variables Studied}} \times 100 = \frac{}{130} \times 100 =$$

Interpretation for the Meanings of Percentage Recorded in the Development, as the Followings.

Percentage of development ranges from **0 to 20.0** means there is development in **"very low"** level.

Percentage of development ranges from **21 to 40.9** means there is development in **"rather low"** level.

Percentage of development ranges from **41 to 60.9** means there is development in **"moderate"** level.

Percentage of development ranges from **61 to 80.9** means there is development in **"rather high"** level.

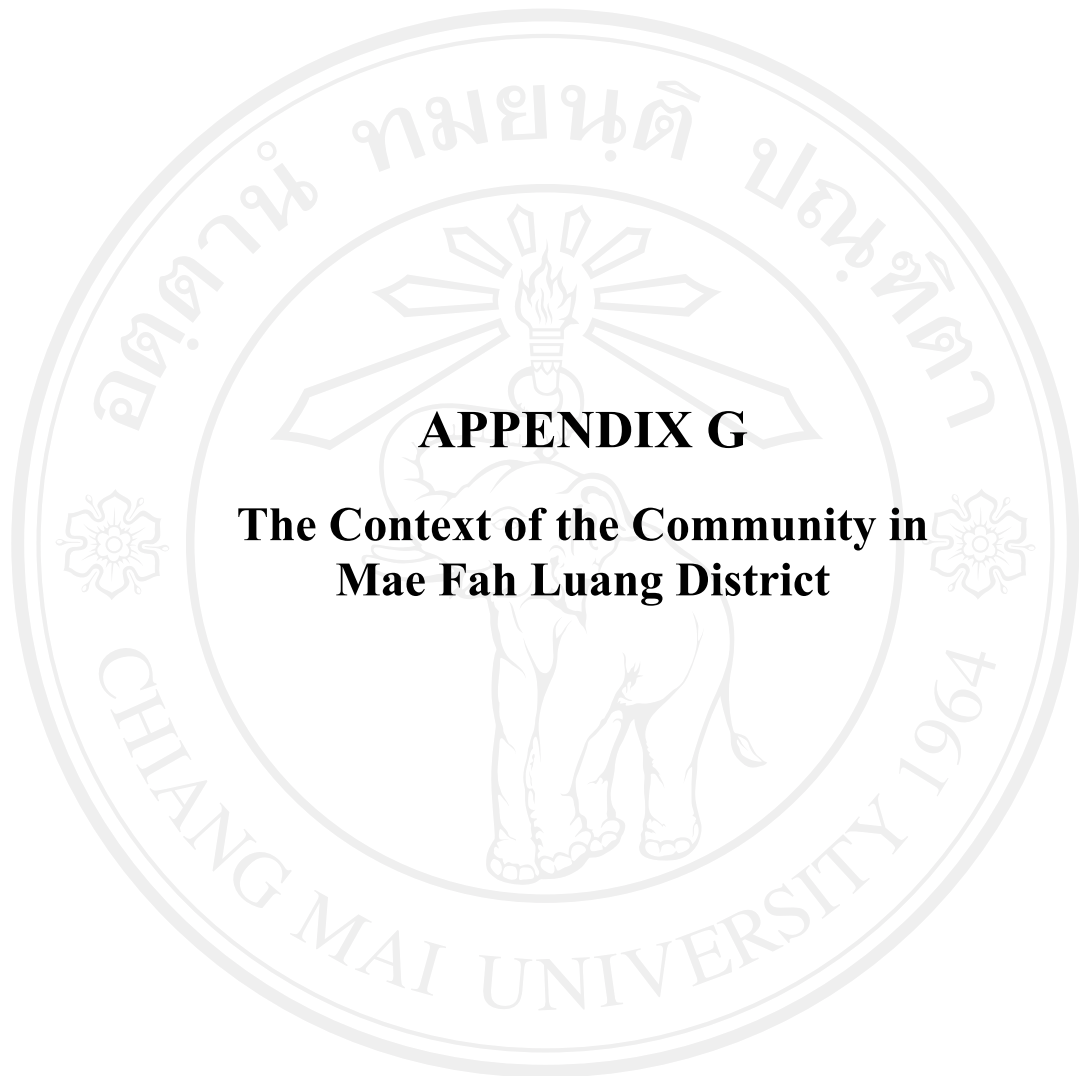Percentage of development ranges from **81 to 100** means there is development in **"high"** level.

The Record Form of the Implementation According to the Research Process

Issue	D/M/Y
Record from Observation / informal Interview	**Notice**

The record form for the reflection of opinions

Name …………………………………………………

Issues	Opinions

APPENDIX G

The Context of the Community in
Mae Fah Luang District

The Context of the Community in Mae Fah Luang District

Mae Fah Luang District, Chiang Rai Province sits in the Northern Region of Thailand. Composed of 4 sub districts: (1) Mae Fah Luang sub district (19 villages), Thoet Thai sub district (18 villages), Mae Salong Nok sub district (26 villages), and Mae Salong Nai sub district (13 villages).

The most of the area composed of the mountains and forest. The north close border line of Thai-Myanmar, The east close Mae Sai and Mae Jun District, Chiang Rai Province, The west close Myanmar and Fang District, Chiang Mai Province, and the south close border line of Thai-Myanmar Jun District, Chiang Rai Province.

The most of population more than 80 percent are the hill tribes, which composed of: Akha hill tribe, Lahu hill tribe, Yao hill tribe, Leesu hill tribe and the others. The people had identities of the hill tribe languages, life styles, clothes, Foods, herbs and traditions. In present the identities are loosening by the social change from outsides that are effect to the identities of the people, the cultures are very fast changing. Because of the area was promoted to the tourism, but did not prepare for adaptation. So, everything is changing according to the social change, too.

Environment of the area are changing, forest is loosening, and traditions are loosening, too. The climate that were used to cool all of the year, Now is not sure, However in the cool season have many tourist come in the area, which are effect to the vocations of the people, too.

The infrastructure was prepared for the tourist that facilitated the people change the life style in the short time, too. When many tourists stay the area, the economic in the area are wake up, which exchange with the changes of the identities addition the quality and quantity of the used water, too. Because of the main used water come from the mountain that limited. Beside that, the cutting mountain for the road, effected to the problems of soil slider, too. Because of the soil in the area are not sticky enough for the cutting.

Economic area of Mae Fah Luang District composed of: The area of Doi Tung Development Project in Mae Far Luang sub district, the model of holistic and integrated sustainable and livelihood development, in the area have the important place is Pra Tum Nuk Doi Tung and very beautiful garden in the well-known name "Mae Fah Luang Garden". And Mae Salong or Suntikiri village in Maesalong Nok sub district, the place of the best of tea and beautiful village in Chiness style.

Education in the area of Mae Fah Luang District composed of the formal schools and the non-formal learning centers cover of the communities in the area. Specially, the non-formal learning centers have more than 50 centers sits in the communities, which have community teachers are working in the communities all time in a day, because they stay in the villages together with the villagers. This is the identity of the community teachers who should to be supported, promoted and facilitated to be able to research and development of local curriculums for prepare the learners in the area, can conserve the local wisdom and adapt the local wisdom integrated with the modern on the balance.
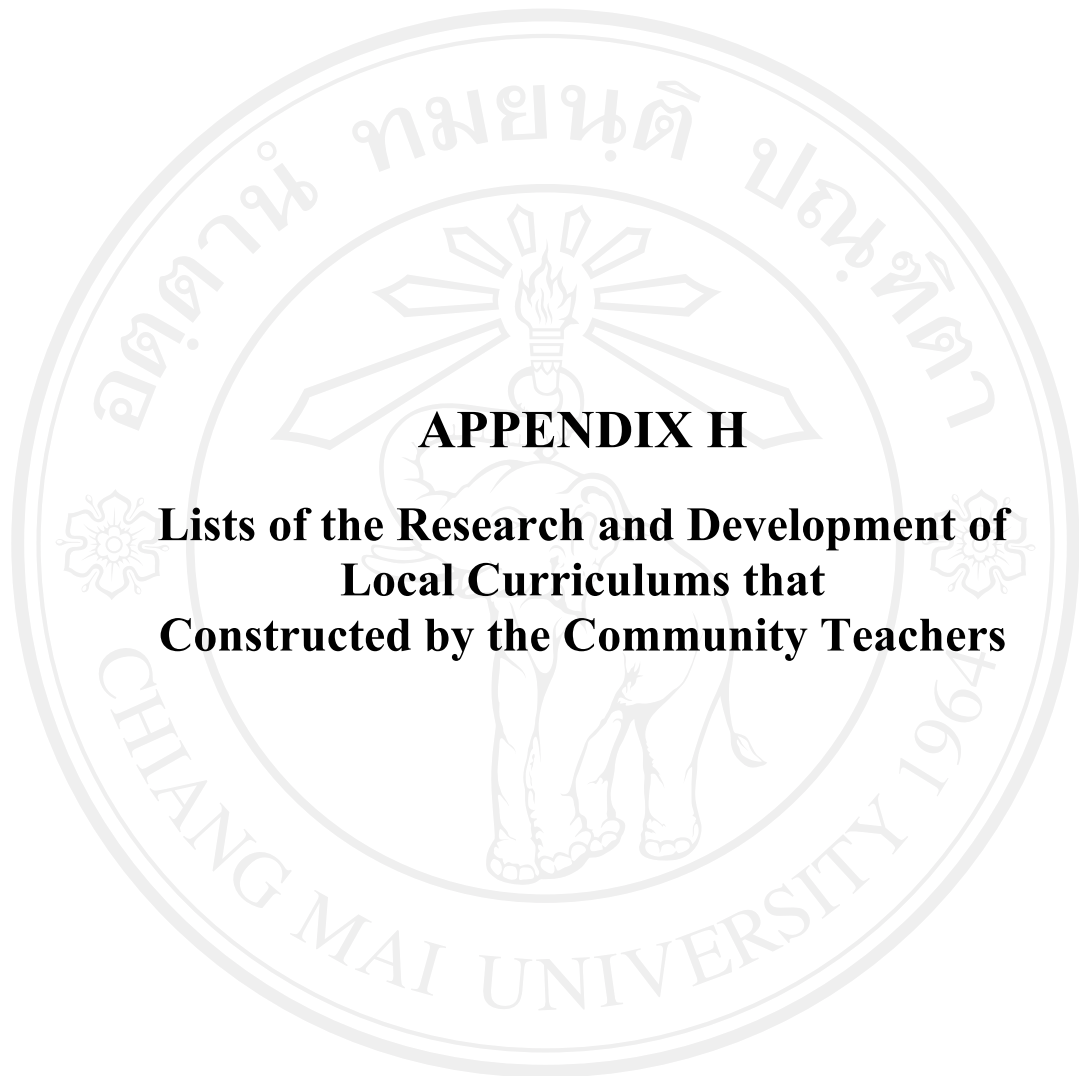
APPENDIX H

**Lists of the Research and Development of
Local Curriculums that
Constructed by the Community Teachers**

Theme	The Name of The Research	The Name of The Researcher
	Group of tradition and culture in the local communities	
1	Development of the curriculum on the wedding tradition of the Ulo-Akha Tribe by participation of the local communities of Ban Ayo Anamai, Mae Salong Nai Subdistrict, Mae Fah Luang District, Chiang Rai Province.	Kularb Karnkeb
2	Development of curriculum in preserving the costumes of Lahu Na Group through the participation of the communities at Ban Pha Mussuh, Mae Salong Nai Subdistrict, Mae Fah Luang District, Chiang Rai Province	Jutharat Chaowiang
3	Curriculum development on preservation of the costumes of Lomie Akha Tribe with the participation of the community at Ban Huay Kra	Hathaikarn Liankrua
4	Curriculum development on the Yao woven clothes by the participation of the community at Ban Lao Sib, Mae Salong Nok Subdistrict, Mae Fah Luang District, Chiang Rai Province	Panisa Chuamuangphan
5	Curriculum development on consuming the new rice of the Akha Tribe with the participation of the community at Ban Pa Kluay, Mae Fah Luang Subdistrict, Mae Fah Luang District, Chiang Rai Province	Kriengsak Kitilue
6	Research to prepare/make and development of curriculum on the Chinese New Year tradition with the participation of the community at Ban Huay Rai Samakki, Mae Fah Luang Subdistrict, Mae Fah Luang District, Chaing Rai Province	Nongnuch Kongmali
7	Research to construct and develop the curriculum on folk dance called Ten To and Fon King Ka Lah of the Shan Tribe with the participation with the community at Ban Huy Nam Khun	Palida Namnai

Theme	The Name of The Research	The Name of The Researcher
	Group of tradition and culture in the local communities	
8	Curriculum development on the Shan language with the participation of the community at Ban Huay Peung	Thanandorn Ruamsook
	Group of herbs in the local communities	
9	Curriculum development on conserving the local herbs in Ulo Akha Tribe communities with the participation from the communities at Ban Ayo Anamai, Mae Salong Nai Subdistrict, Mae Fah Luang District, Chiang Rai Province	Natthawat Karnkeb
10	Curriculum development on preservation of the local herbs of the Lahu Na Tribe with the participation from the communities at Ban Ja Thor	Kanong Piyakham
11	Curriculum development on application of herbal medicines to heal ailments with the participation from the communities of the Akha Tribe at Ban Pasang Soong Village	Thaweesak Saejen
	Group of the environment of the local communities	
12	Curriculum development on management of the risk of soil erosion with participation with villagers at Ban Pha-bue, Mae Fah Luang Subdistrict, Mae Fah Luang District, Chiang Rai Province	Sopin Kunama
13	Curriculum development on water management for consumption with participation of Ban Mae Poen	Pattama Pathapim
	Group of agriculture in the local communities	
14	Curriculum development on planting tea with participation from the local communities at Ban Hua Mae Kham	Chumpol Liankrua
15	Curriculum development on raising the native pigs with participation of the local communities at Ban A-lae, Mae Salong-nai, Mae Fah Luang District, Chiang Rai Province	Khwanchai Jai-inta

VITA

Name	Mr. Jirachai Booranaritthithawee.
Date of Birth	June 25, 1961.
Place of Birth	Pom Prab Suttru Pai, Pra Na Korn (Bangkok).
Present Address	191 Moo 2 Ban Hong Or, Doi Hang sub districrt, Mueng Chiang Rai District, Chiang Rai 57000.
Present Position	Director of Non-formal and informal education center of Wieng Chai District, Chiang Rai Province.

Education Background

Primary Education

1968-1971   Prathom Suksa 1-3, Sirithon Suksa School, Thonburi.
1971   Dropout.
1972   Prathom Suksa 4,   Wat Sa Buow School, Bangkok.
1973-1975   Prathom Suksa 5-7, Wat Yannawa School, Bangkok.

Secondary Education

1976-1980   Wat Suthiwararam School, Bangkok.

High Education

1987   B.Ed. (Educational Measurement) Ramkhamhaeng University.

Graduate Education

1987-1988   Studied in Major "Applied Behavioral Research"
              Srinakharinwirot University Prasarnmit Campus.
2501-2003   M.Ed.(Research and Statistics in Education)
              Chiang Mai University.
2001-2003   M.Ed.(Educational Administration)
              Sukhothai Thammathirat Open University.

Experience in School

1978-1979   The President of Special Company of Boy Scout
              Wat Suthiwararam School.
1983   The President of Major and Minor in Educational Measurement
              Ramkhamhaeng University.
1987   Committee of Graduate Student
              Srinakharinwirot University Prasarnmit Campus.
2001   Committee of Graduate Student
              Chiang Mai University.

Experience in Work and Social

1984	Teacher of Mittaphap Commercial School (Teaching the subject of Statistics and Mathematics).
1985	Started to be the officer, worked in Planning Section Chiang Rai Non-formal Education Center.
1985	Trainer in Developing the Youth and Voluntary Teachers
1993	The head of Planning and Policy Section Chiang Rai Non-formal Education Center.
1994	The head of Non-formal Education Service Center of Mae Fah Luang District, Chiang Rai Province.
1995	The Secretary of the working committee to develop the quality of life of people in the Doi Tung Development Project, under Doi Tung Development Project.
1997	The Director of Non-formal Education Service Center of Mae Fah Luang District, Chiang Rai Province.
2007	The Director of Non-formal Education Service Center of Pa Dad District, Chiang Rai Province.
2008	The Director of Non-formal and informal Education Center of Wieng Chai District, Chiang Rai Province.
2008-2009	The President of Parent Network Committee of Samakkhicomwitthayakhom School, Chiang Rai.
2009	Advisor of Local Wisdom and Culture Learning Center of Wieang Chai District, Chiang Rai Province.

Experience in Academic

1991-2003	Special instructor in the subject of Educational Measurement Chiangrai Teacher Collage Chiangrai Rajabhat Institute Chiangrai Rajabhat University
2005	Special instructor in the Topic: Classroom Research for Administrator (Graduate Student) Mae Fah Luang University
1996-2009	Facilitator of Constructionism Theory Learning Process

Experience in Research/Article/Academic Report

Wichai Booranaritthithawee. (1990). **Research report "Behavior of the Leaders in Community Development: A Case Study of BAWORN Project.** Chiang Rai: Chiang Rai Non-formal Education Center.

Jirachai Booranaritthithawee. (1999). **The Conclusion of the Light House Project of Non-formal Education Service Center of Mae Fah Luang District.** Chiang Rai: Non-formal Education Service Center of Mae Fah Luang District.

Jirachai Booranaritthithawee. (2003). **The Development of Information Systems Prototype for Strategic Planning of Non-formal Education Service Center at District Level.** Bangkok: Thesis of Master in Education (Educational Administrtion), Sukhothai Thammathirat Open University. **(Good Honor Thesis of Sukhothai Thammathirat Open University)**

Jirachai Booranaritthithawee. (2003). **Process of Participatory Action Research for Research Competent Development of Non-formal Education Volunteer Teachers in Mae Fah Luang Sub district, Chiang Rai Province.** Chiang Mai: Thesis of Master in Education (Research and Statistics in Education), Graduate School, Chiang Mai University. **(Very Good Honor Thesis of Faculty of Education, Chiang Mai University)**

Jirachai Booranaritthithawee. (2007). **The Development of Non-formal Educational Administrtion in the Area of Mae Fah Luang District according to The theory of Sufficiency Economic Through The Integrated Research.** Chiang Rai: Non-formal Education Service Center of Mae Fah Luang District.

Jirachai Booranaritthithawee. (2007). **Evaluation of Developing Youth Training Camp Project in Maesalong Nok sub district, Mae Fah Luang district, Chiang Rai Province.** Chiang Rai: Non-formal Education Service Center of Mae Fah Luang District.

Jirachai Booranaritthithawee. (2009). **What happen in Communities when Northern Community Teachers of Thailand be able to do Research and Develop the Local Curriculum : The Article for Presentation to The Training and Dialogue Programmes on Promotion of Non-Formal Education for Asia: Thai Experience in Lifelong Learning and Community Development on 10-17 February 2009**. Participatory Organized by APPEAL UNESCO, JICA, Northern Regional Institute for Non-Formal and Informal Education, Office of the Non-Formal and Informal Education, and Office of the Secretary for Education Ministry of Education, Thailand.