
Suriya Hemtasilpa and research team of the lower southern Thailand education research network
Research Purposes

1. To develop strategies for driving the development innovations in developing desired characteristics of students for sustainable development,
2. To develop strategies or innovations for the development of students’ desired characteristics for sustainable development, and
3. To recommend to the government policy suggestions for the development of students’ desired characteristics for sustainable development as well as strategies for driving the development of students’ desired characteristics.
The first main research purpose includes two sub-purposes as follow

1.1 Is to empower the personnel in the higher education institute that is the core of Lower Southern Thailand educational research network and education institutes in six lower southern provinces in seeking strategies for driving the development of innovations in developing desired characteristics for sustainable development in students.
1.2 Is to plan the empowerment training that the core of the research network can use to empower the administrators and teachers in schools that are members of network to be able to conduct researches in the development of innovations for sustainable development characteristics.
Samples

The school samples of this research are selected schools in the six provinces, that are Wat Satitcholatan School from Songkhla province, Kampaengwittaya School from Satun province, Papayormpittayakhom School from Phattalung province, Muangpattani School from Pattani province, Narathiwat Kindergarten School from Narathiwat province, and Kanarasadonbumrung 2 School from Yala province.
Strategies

To drive the development of innovations in developing students’ desired characteristics for sustainable development, the core of the research network has implemented integrated strategies of:
• Research network strategy,
• Participation and multi-partnership strategy,
• Empowerment strategy and
• The strategy of integration of education for sustainable development in developing students’ desired characteristics for sustainable development into their teaching in all learning substance groups.
The innovations for the development of students’ desired characteristics for sustainable development

1. Learning provision innovations in values development, such as the valuing process-based learning provision plan, character education innovation and

2. Other innovations for desired characteristics development as preferred by each school.
Results

The research found the outcome of research network driving in terms of the knowledge on research for developing innovation in the development of students’ desired characteristics for sustainable development among members that have participated in the network’s research project have increased with the statistic significance of .01.
Values and desired characteristics among students that participated in the projects have increased with the statistic significance of .05.

Sub-networks or schools that are research conducting units in the six provinces have successfully conducted researches for developing innovations for the development of desired characteristics for sustainable development that meet the purposes of this research project.
The sub-networks have conducted six researches as follow:

1. The Development of the Learning Formation Model to Develop Desired Characteristics for Sustainable Development through Valuing Process for Students of Stage 1 and 2 at Wat Satitcholathan School, Songkhla Province: Songkhla Sub-network.
The research conducting unit in Songkhla, Wat Satitcholatan School, has found desired characteristics for sustainable development in terms of environment dimension, core value: having lifestyle and the ways of improving quality of life that harmonized with environment;
In social dimension, core value: being good citizen in the ways of democracy;

In cultural dimension, core value: being proud in their local culture and ways of life, as well as positive attitude towards reading, writing, speaking, listening and watching activities,
And in economic dimension, core value: using the patterns of production and consumption in sustainable ways;

*They have increased significantly* after they have gone through the learning formation process according to the lesson plan that integrates valuing process into the learning cycles.
The research conducting unit in Satun, Kampaengwittaya School, has found desired characteristics for sustainable development in terms of social values on morality and sacrifice; in social dimension on democracy; in cultural dimension on skills and values on participation, cooperation and teamwork and working with others;
In terms of morality on frugality, moral characteristics, discipline;

In terms of morality on tolerance, responsibility, gratitude, self-esteem, and knowledge sharing;

In terms of morality on honesty

They have increased significantly after they have gone through the learning provision process according to the lesson plan which integrated with desired characteristics.
The research conducting unit in Phatthalung, Papayormphittayakhom school has found students’ desired characteristics for sustainable development on being Thai values (community contribution, responsibility, sufficiency, immunity, social manner and peace loving value) have increased significantly after they have gone through integrated valuing process.
The research conducting unit in Pattani, Muangpattani School, has found that students’ desired characteristics for sustainable development in terms of responsibility, teamwork skill and learning interest have increased significantly after they have gone through an integrated learning activities plan with multi-media usage.
5. The Innovations in Developing Desired Characteristics for Sustainable Development of Narathiwat Kindergarten School: Narathiwat Sub-network.
The research conducting unit in Narathiwat, Narathiwat Kindergarten School, has found students’ desired characteristics for sustainable development in terms of self-discipline, responsibility, and diligence; in terms of honesty, diligence, gratitude and responsibility; and in terms of good citizenship in democracy have increased significantly after they have gone through the innovative exercises for disciplinary development with tale telling as supporting activities.
The research conducting unit in Yala, Kanarasadonbumrungrung 2 School, has found students’ desired characteristics for sustainable development in terms of good citizenship in democracy has increased significantly after they have gone through the child-centered learning provision process which integrated desired characteristics for sustainable development with learning provision process in each group of learning substance.
Conclusion

In conclusion, researching teachers or all school samples in the six sub-networks have integrated desired characteristics for sustainable development in their teaching in each learning substance group by stating clear learning process in developing desired characteristics in their lesson plans.
They also select innovations or learning provision model by basing their judgment on academic principles, so that the innovations or learning provision model suit learning objectives of which inclining towards affective domain as desired values or characteristics.
As a result, the development of desired characteristics has been successful and innovations were proved to be effective.

ESD has been injected into every learning substance groups in every level of basic education in six provinces of the lower southern Thailand.

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