



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

One Teacher Network: Peer networking for teacher professional development in the deep South in Thailand

2. Country or countries where the practice is implemented *

Thailand

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

UNICEF

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Professional learning community, digital learning, ICT for Education Development, Education Technology

6. What makes it a best practice? *

-The initiative has strong commitments with national education authorities with support from education regional office. The innovative thinking emerged from teachers' participation. 30 core volunteer teachers with more than 3000 followers in its Facebook page. -It has a strong partnership and collaboration across the government entities as well as teachers networking themselves. The network addresses all relevant and concurrent issues which teachers face and demonstrates sustainability through the growth of the network and support from education authorities at local and national levels. Education regional office has championed the network while sharing practices at the national level themselves in concert with UNICEF. -The innovation has proven to be scalable since it has been introduced to other regions and similar approaches will be also employed systematically with support from the government entities with volunteer teachers in other regions. Systematic approach of expansion in consultation of the new target areas is employed to ensure that the new emerging network reflects needs of different regions.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

The goal of the Thailand education reform is to instill learners with transferable skills that are essential to thriving in the 21st Century society, i.e., creativity, higher-order thinking, and citizenship.

In 2015 UNICEF worked with the regional education authorities to assess demand and facilitate a teacher and peer-led approach to professional development with a focus on ICT-enabled engagement modalities. This resonated strongly in Thailand's southern provinces which have historically been affected by armed conflicts, often resulting in education disruption, and where providing face-to-face professional community support is difficult. It involved nearly 3,000 teachers in a learning community.

The One Teacher Network took on more significance during the pandemic and the accompanying school disruptions. As education went increasingly on-air, on-line, and on-demand in Thailand, there was also growing awareness of the digital divide in the country. The MICS6 (2019) highlights that nearly 6 out of 10 households have access to internet at home; however only 3 out of 10 poorest households have internet access compared to universal access among the richest households. While 95 percent of households own a mobile phone, only a quarter of households own a computer or a tablet. According to the OECD-PISA (2018) survey, there is also considerable variation in adequacy of school infrastructure, with rural, small, and remote schools being most disadvantaged. On an average 82 percent of learners attend schools with internet connectivity, however only 62 percent of learners attending disadvantaged schools have access to internet versus 95 percent of learners attending advantaged schools.

This programme aims to 1) strengthen teachers' digital competencies to utilize ICT for their networking as well as teaching and learning, 2) prepare and support teachers to incorporate digital technology into their teaching, and 3) empower teachers to create education opportunities for learners to cultivate benefit from ICT utilization in learning. The One Teacher Network is a demand-driven and teacher-led approach. Currently, the network includes 30 core teacher members who have expanded the network to reach more than 3,000 teachers which could enhance learning effectiveness for more than 120,000 students in southern provinces in Thailand.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation? *

UNICEF has been collaborating with Education Region 7, Ministry of Education conducting workshops on teacher capacity building on ICT in Education since 2015, reaching more than 1000 teachers in five provinces in the southern part of Thailand. Education Region 7 recognized the relevance of continuous teacher professional development and identified 30 volunteer teachers to promote and support to ensure that the digital learning tools and pedagogical support serve teachers' demands and their classroom/school contexts. This was the beginning of the One Teacher Network.

Face-to-face ICT in teaching and learning programme has been designed annually and over 300 teachers apply each year. The content for ICT in education training was designed by a core teacher team with peer consultation before putting those ideas into a three-day face-to-face workshop.

Social network tools: A Facebook group was set up with more than 3000 teachers as members. Facebook Live events are held on the following themes of relevance and interest to teachers: learning recovery, classroom assessment, positive discipline, active learning, lively classroom, tools for students' scoring, etc. These themes were discussed openly among 30 core volunteer teachers. The focal points from the core team will be assigned to seek expertise, knowledgeable resource persons from academia and private sector, or capable teachers in their network to share with support from education regional office. In addition, it was also also complemented by also other social media tools employed like line group, e-mail groups etc. among others..

Each school term, the Education Region Authority and One Teacher Network jointly organize virtual teacher talks and invite inspiring teachers, resource persons to chat and inspire teachers to employ both offline and online tools for enhancing teaching and learning effectiveness. The live broadcast is held every Wednesday evening for two months during the semester. This approach attracts teachers to attend more than 10,000 teachers every year.

Those activities are both physical setting in different provinces hosted by education region and virtual events on Facebook live. The Education Regional Office provides administrative support by communicating to each teacher's school to acknowledge their contribution and recognize the school leadership and teachers as role models for providing support to their peer teachers.

UNICEF has closely worked with the Regional Education Office which has played a critical role linking all schools in the region as well as other provincial and education service area offices in the region to ensure the initiative is seen as teacher-driven, government-endorsed and UNICEF-supported.

Since 2015, UNICEF has annually invested approximately \$30,000 in the One Teacher Network; and the Education Regional Office maintains a monitoring role as part of its regular policy to strengthen teacher capacity networks in the region and morale improvement.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

The programme successfully established a One Teacher Network to support teacher professional development in southern provinces of Thailand. The core team of 30 teachers has been recognized by different authorities in the region and promoted the network to more than 3000 teachers members while engaging more than 10,000 teachers each year with the power of social network to facilitate knowledge sharing.

The one teacher network has successfully established in southern provinces to promote professional learning community in this armed conflict-affected region. It has become a good practice to share its lesson-learned to other regions. In 2022, UNICEF and Education Region 7 encouraged education region 15 in northern Thailand to expand the One Teacher Network to support a professional learning community in northern provinces. Each year, more than 150 teachers participate in face-to-face training workshops to incorporate ICT in teaching and learning classroom practices, which benefits 6,000 students annually. Since the initiative was established in 2015, more than 1000 teachers have participated and improved their ICT integration in teaching which could benefit more than 400,000 students in southern provinces.

The One Teacher Network has been assessed and documented through a robust "After Action Review" conducted in Thai which will be the base line for further policy recommendation at the national level. The review has highlighted that the network members find it relevant and that the knowledge and pedagogical sharing are linked to teachers' classroom contexts and that core team teachers in southern provinces are trusted and related to their peer teachers.

With concern for sustainability, the One Teacher Network is strongly supported by the regional government agency which already has as a core activity to provide annual monitoring and support.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

UNICEF initiated the One Teacher Network to promote technology integration to enhance learning and teaching achievement for Thai youths in the digital era in alignment with the Sustainable Development Goals (SDGs) and Thailand's National Education Plan B.E. 2560-2579 (2017-2036). Both emphasize improving citizens' digital literacy and adaptation to the fast-changing world and aim to stimulate quality learning under the digital influence of Thailand 4.0.

UNICEF in collaboration with a regional education entity launched the Teacher Network in collaboration with many stakeholders from the Southern region of Thailand to recruit teachers with a voluntary mindset to participate in the ICT self-learning and group practicing process until they master the ICT teaching skills and form a group of experts. Potential volunteer teachers have been devoting time to improve their peer teachers' learning and teaching and willingness to contribute to group activities fully. More importantly, they have demonstrated strong social-emotional competencies and a teamwork mindset.

The timetable to work with government counterparts must be flexible and allow it to foster school break so that teachers are not competing with their own priority. Education region authority plays a significant role to ensure MOE policy alignment and communicating to schools in different jurisdiction at the provincial levels.

At the network level, the social media formulated in different forms are very useful and save time and cost for traveling and communicating. Plus, the division of work among teacher members in the team has been mutually agreed and fully committed after face-to-face agreement was reached. The virtual communication afterward has been delivered effectively and One Teacher Network members have produced a core common worksheet to ensure that everyone is on the same page without duplication of communication.

The improvement is about accommodating teachers' needs at the classroom level. Since teachers are quite differently equipped and have different contexts, it has taken time to ensure that the full range of teachers' concerns are addressed. However, having support from more core team teachers has improved this and a lesson learned has been to not over-commit support without full information on the specific teacher needs.

One Teacher Network is a teacher network for teachers by teachers. It presents wider concern which has more than just classroom teaching and learning, mental health, safety, various needs of children, etc. The more the network expands, more complex issues emerge. Therefore, the One Teacher Network must also find a "parking lot" for concerns which can be picked up or referred to the right person or authority at later stage.

While the teachers in southern provinces were familiar with the prospect of school closures due to conflict and relied on ICT to network and remain engaged, COVID19 has helped to further speed up the uptake and reinforced the importance of flexible teaching-learning processes as an integral part of the education system.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”.

What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

One Teacher Network is grounded in the values of human rights, and gender equality, as well as promoting equitable access for all to quality services. Both female and male teachers are core members of the group championing on right to education for both boys and girls as well as value the participation of young students, especially marginalized and vulnerable children. The initiative has gained commitment from the Ministry of Education due to early involvement and support from the education authority at the national level as well as regional education authorities.

One Teacher Network initiative has a core partnerships and collaboration between several education stakeholders, including the inputs of youth representatives. The initiative has clearly demonstrated how partnerships support learning and human development in Thailand which is aligned with Thailand 4.0 as well as SDGs.

This initiative could be replicated easily due to the strong network exemplar to demonstrate that teacher commitments at their own time and space through ICT environment and peer support approaches. Co-planning design led by their peers made a more friendly and joyful activity which teachers could see benefit in when they join the activities. Moreover, One Teacher Network provides safe space to teachers to express and work together - this is particularly the case in the Southern region where the initiative was created in areas impacted by armed conflict where teachers felt isolated in their schools or communities.

In ensuring the One Teacher Network could be created and supported, the local education agency must be consulted and their support and approval obtained from the first phase. They are the key main driver to support teacher networks because they are the authorities who represent MOE at the regional level.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

<https://www.unicef.org/thailand/>