One Teacher Thailand

A case study of a teacher learning network

About this document

About EdTech Hub

EdTech Hub is a global research partnership. Our goal is to empower people by giving them the evidence they need to make decisions about technology in education. Our evidence library is a repository of our latest research, findings, and wider literature on EdTech. As a global partnership, we seek to make our evidence available and accessible to those who are looking for EdTech solutions worldwide.

EdTech Hub is supported by UKAid, Bill & Melinda Gates Foundation, World Bank, and UNICEF. The views in this document do not necessarily reflect the views of these organisations.

To find out more about us, go to edtechhub.org/. Our evidence library can be found at docs.edtechhub.org/lib/.

EdTech Hub Helpdesk

The Helpdesk is the Hub's rapid response service, available to FCDO advisers, World Bank and UNICEF staff in more than 70 low- and lower-middle-income countries (LMICs). It delivers just-in-time services to support education technology planning and decision-making. We respond to most requests in 1–15 business days. Given the rapid nature of requests, we aim to produce comprehensive and evidence-based quality outputs, while acknowledging that our work is by no means exhaustive. For more information, please visit edtechhub.org/helpdesk/.

Contents

Abbreviations and acronyms

AAR　　　　　After Action review

AI　　　　　Artificial Intelligence

ICT　　　　　Information and communications technology

KII　　　　　Key informant interview

OTN　　　　　One Teacher Network

OTT　　　　　One Teacher Thailand

TCU　　　　　Thailand Cyber University

Executive summary

The One Teacher Network (OTN) was launched in the southern provinces of Thailand by UNICEF Thailand in 2015 to promote:

- Self and peer learning through the use of information and communications technology (ICT).

- The integration of technology to enhance teaching and learning for Thai students in the digital era.

The programme was a collaborative effort across a range of regional education stakeholders. Its primary aims are to:

- Strengthen teachers' digital competencies to utilise ICT for teaching, learning, and networking.

- Prepare teachers to incorporate digital technology into their practice with the necessary support.

- Empower teachers to create education opportunities for learners to benefit from ICT utilisation in learning.

At its core, OTN is a learning network designed for teachers and led by teachers. Its success has been mainly attributed to its core team of volunteer teacher leaders who bring an in-depth knowledge of classroom needs, an intrinsic desire for personal growth, and a commitment to supporting their colleagues' and students' development. They take a holistic approach to continuous professional development, addressing a range of issues related to the use of educational technology (EdTech) for classroom learning and beyond, such as mental health, safety, student engagement, and other needs of students and teachers.

OTN gained significant traction during the recent Covid-19 pandemic due to the prolonged school disruptions. Students needed to access education content through blended modalities and teachers needed adequate technological and pedagogical proficiencies to meet these evolving learning needs.

In 2022, the network expanded beyond the southern provinces and began engaging teachers in the Northern region to create a similar professional learning community in other parts of the country[1]. In December 2023, the Ministry of Education celebrated the OTN for its accomplishments and

---

[1] In March 2024, the Northern team had 11,000 Facebook followers.

awarded it a pin of recognition. Additionally, the OTN was formally renamed One Teacher Thailand (OTT) to better represent the growing scope and scale of the network. OTT is based on a Professional Standard Agreement with four underlying pillars:

- Personalised professional development

- Exemplary professional practice and evidence collection

- Collaborative peer review

- Comprehensive evaluation coaching and support

As of March 2024, the OTT community consists of over 15,000 teachers and 28 core volunteer team members who work to lead and engage their vast learning community. To date, more than 1,000 teachers have participated in OTT's offerings, with an estimated impact on 400,000 students in the southern provinces of Thailand alone.

This case study aims to examine OTN/OTT's journey and inform decision-making as the network continues to grow and scale across Thailand. To that end, we highlight the key elements of OTT that have been vital to its success, identify areas for growth and adaptation, and make recommendations for scale.

The OTT model

OTT is led by a volunteer-based core team that manages the design, coordination, and execution of all OTT activities. The team utilises a highly collaborative approach, working closely with key partners to ensure the network is demand-driven[2] and adequately supports government initiatives and processes. The group is supported by the Regional Education Office, which facilitates coordination with external agencies, and by UNICEF Thailand, who provides technical support as needed regarding thought partnership, strategic guidance, and funding. Other key partners include school and district leaders who provide logistical support and help ensure alignment between OTT activities at the school and district levels.

The core team has a relatively decentralised structure. Volunteers take up or are assigned roles and responsibilities based on their strengths and interests. Team members rotate between different roles based on their aptitude and the network's changing needs. At any given point, core team members are part of one of two teams: an academic or administrative

---

[2] For example, partners or participants may suggest priority training session topics.

team. These teams work closely to organise OTT's core professional development activities, which include virtual talks and training sessions.

Virtual talks

Training sessions

Each term, OTT and Regional Education Officers jointly organise virtual talks. Speakers are teachers and resource persons who are experienced with the tools being discussed. These sessions are designed to:

- Inspire teachers to engage more actively with digital tools.
- Help teachers build skills and capacities to effectively use offline and online tools to enhance classroom teaching and learning.

Training sessions take two forms: weekly sessions hosted via Facebook Live and an annual in-person training session. These sessions serve as a medium for:

- Disseminating knowledge about relevant EdTech, technology, and education management topics.
- Building teachers' technical skills and their ability to use EdTech tools.
- Facilitating knowledge sharing among teachers.
- Enabling network members to stay up to date with the current trends in EdTech (e.g. the use of Artificial Intelligence [AI])

Based on feedback from the core team and participants, this blended approach to delivery has been well received and has demonstrated success in enhancing programme uptake.

Topics of relevance and interest have included but are not limited to:

- learning recovery

- classroom assessment

- positive discipline

- active learning

- lively classrooms

- tools for students' scoring/grading

Following these sessions, OTT maintains a feedback loop (such as a one-page questionnaire shared with participants after in-person sessions and reviews on social media platforms after online sessions) to ensure continuous improvement and refinement of the training sessions based on the needs and experiences of participating teachers.

Apart from their focus on professional development, these weekly online sessions allow teacher members to maintain and build connections with each other, such as through the teaching team's use of teacher engagement strategies (see below). They are also spaces for teachers to seek or provide informal mentoring and coaching.

OTT utilises technologies and platforms that teachers are familiar with and already have access to, such as Zoom, LINE[3] groups, and Facebook groups.

Teacher engagement

OTT employs several engagement strategies across its various activities. These include:

- **Observation:** Teachers are provided with opportunities to observe how a tool or skill is used in the classroom, such as by watching videos of teachers modelling its use.

- **Lesson enactment:** OTT provides opportunities for teachers to apply the tools or skills taught in a practical way. Teachers receive accompanying materials or guidelines for these activities, and instructional assistants may be present to provide additional support. Teachers are also given handouts to encourage further review and reflection.

- **Teacher-led discussion and reflection:** Teachers are given time during sessions for teacher-led discussion and reflection.

- **Group learning:** Teachers can get to know each other, provide peer feedback, and share experiences.

In addition, OTT provides nationally recognised certificates of participation issued by the education districts, which are well-regarded by participants.

Participants voiced two main reasons for engaging with OTT:

- A personal desire to learn, grow, apply their learnings to their classroom, and, for some, to share their knowledge with their colleagues.

---

[3] See https://line.me/en/. Retrieved March 2025.

■ A desire to meet fellow teachers and be part of a shared learning community.

Benefits to core team members

The OTT core team is perceived as a professional learning community and a place where teachers have the autonomy to grow and develop as desired. Although no formal, structured training opportunities currently exist for OTT core team teachers, there are numerous activities through which teacher leaders can 'upskill' and 'reskill'. Those in leadership positions have further opportunities to develop additional career-relevant skill sets. Keeping these motivators in mind is important for maintaining a strong volunteer leadership team.

Impact on teaching and learning

Interviewees observed that OTT has positively impacted teachers, students, and schools. Several of their reflections are captured in this section.

Teacher level impact

> *"Due to the recognition and acceptance of OTT training among teachers in the southern region, teachers who have participated in the training strive to fully develop themselves with the skills they have learned because they want to be the next generation of OTs."*

■ Some teachers realised the importance of continually updating their teaching methods to adapt to the ever-evolving world and technological advances.

■ Several teachers highlighted how peer-to-peer collaborative learning or coaching led to the integration of new ideas into their teaching practice.

■ Some teachers observed improvements to their mental well-being, primarily from feeling less exhausted in their efforts to engage students. The tools and pedagogical approaches they developed through OTT helped improve engagement in their classrooms.

■ As OTT gains recognition among teachers, they desire to participate in the network and obtain a leadership position in a highly regarded initiative. In this way, OTT indirectly inspires and encourages teachers to improve their teaching practice, ensuring that their knowledge and abilities are current and continually strengthened.

■ Teachers did not generally identify a direct connection between OTT participation and career advancement. However, they acknowledged

that the skills they gained through OTT engagement may have contributed to their career growth, which was important to many of the teachers interviewed.

Impact of classroom practice

> "*Teachers engage in self-created media and search for subject-specific materials suitable for the student's age and the subjects they teach. These media are then used for teaching in a classroom environment that emphasises fun and engagement.*"

- Teachers have integrated EdTech into their pedagogical practices to improve student engagement and understanding of subject matter.

- OTT teachers identified shifts in their mindsets, attitudes, and approaches to teaching and lesson planning. For example, some reported an increased focus on applying learning to real-life situations; others noted that they employed a more inclusive and empathetic approach to education to ensure no student was left behind; and others realised the importance of continually updating their teaching methods.

- Teachers felt that they could strengthen the learning environment by employing a more inclusive approach to education.

Student level impact

> "*[Students] are more focused on their studies because they have new tools to play with.*"

- Teachers have leveraged EdTech to create more relevant, enjoyable, and varied experiences that allow students to build socio-emotional skills.

- OTT participants noted increased student engagement and believe that employing the techniques, strategies, or content studied in OTT's training sessions has helped their students learn better.

- Teachers attribute the use of technology in vocational training to increased student learning independence, better learning outcomes, improved Thai language skills, and elevated self-confidence.

School level impact

> "*OTT member teachers can expand the impact of their teaching beyond individual subjects, making learning enjoyable for students and fostering a strong bond between students and teachers.*"

- Teachers note the introduction of EdTech has enhanced students' enjoyment of the learning process and led to a greater desire to attend classes. This contributes to a strong overall school culture.

- At least one teacher observed that increased enjoyment from learning strengthened student–teacher relationships, which contributed to creating a positive school environment.

- When teachers receive additional training and support, they bring knowledge that they can share with their colleagues both formally and informally, as well as a renewed mindset of learning and growth.

Key takeaways

There were three key inputs to this case study:

- A deep-dive into a 2022 After Action Review (AAR) developed by UNICEF Thailand in collaboration with the Thailand Cyber University (TCU)

- Focus groups and key informant interviews

- A logistics and operations questionnaire.[45]

Based on this research, we highlight the following reflections on the current OTT programme's areas of strength and potential areas for growth.

- OTT provides a space for teachers to learn, grow, and connect with fellow teachers.

- Central to OTT's success has been the space it provides for core team members to cultivate the spirit of collaboration and strong internal processes.

- To ensure volunteer teachers' workloads are manageable and sustainable, find ways to reduce OTT core team members' time commitments.

---

[4] The focus group and interview protocols and questionnaire were designed by EdTech Hub and deployed by a TCU research team, in close collaboration with UNICEF Thailand.

[5] The logistics questionnaire was delivered to core team members by the TCU research team.

- Ensure the OTT team has sufficient time and resources for strategic planning and targeted professional development to meet the needs of all teachers.

- Seek additional financial support for training and programming materials.

- Empower OTT core team members to meet demand by providing the core team with structured professional development, particularly in high-priority topic or skill areas.

- Training sessions are well-structured, relevant, and engaging but could be better paced.[6]

- Elevate and recognise teachers' participation in OTT through formal certification opportunities.

- Build in opportunities for formal evaluation of the impact of the OTT model on student and teacher outcomes.

Recommended considerations for scale

As OTT looks toward continued expansion across Thailand, we recommend considering the following in planning for scale:

1. Sustain and strategically leverage teacher motivation

In particular, we found the following actions critical for continued success:

- Create a supportive environment that fosters and encourages peer-to-peer knowledge exchange.

- Provide teachers with opportunities to demonstrate their abilities and potential, and support members who wish to leverage their achievements to enhance their careers.

- Share examples of student growth and learning and demonstrate tangible benefits (e.g., improvements to teaching practice, career advancement) to teachers.

- Promote diversity within the network.

---

[6] For example, some teachers felt the material was too dense, which made it difficult to fully digest the information; they also felt that incorporating breaks or opportunities for teachers to catch-up would be helpful. Additionally, teachers would prefer an increased focus on practical application.

2. Build a culture of and processes for collaboration

Create clear, shared team goals with short-, medium-, and long-term objectives and efficient and well-defined project management processes. This speaks to the broader need for formalising OTT to ensure seamless operations across various teams.

3. Identify and address the resourcing needs for operating the network

To encourage equitable teacher participation, ensure budget allocation for critical project activities (such as travel allowances to in-person training sessions and funds to develop a learning resource repository) is available. This will also allow OTT to operate more fluidly and minimise heavy burdens on implementing teams.

4. Make strategic adaptations to ensure the network is locally relevant while balancing national priorities

Each region will have its own unique needs, such as different priority topic areas, language considerations, minority or marginalised populations, and cultural norms and traditions. OTT needs to be nimble and make strategic adaptations as necessary to cater to local teachers while still engaging a national audience.

5. Integrate peer-facilitated learning communities into Thailand's teacher professional development strategy.

Build on the OTT experience to actively explore ways to nurture and integrate professional learning communities within and across schools so they become an essential element of a continuous teacher professional development strategy. Not only is this aligned with the values around teacher and school autonomy in Thailand, it also has the potential to create a collaborative learning environment where teachers and school leaders learn from and with one another.

1. Introduction to One Teacher Thailand

1.1. Mission and goals

The One Teacher Network (OTN) was launched in the southern provinces of Thailand in 2015 by UNICEF Thailand to promote the following among all teachers.[7]

- Self and peer learning through the use of information and communications technology (ICT) (i.e., educational technology [EdTech] or digital technology).[8]

- The integration of technology to enhance teaching and learning for Thai students in the digital era.

The programme was a collaborative effort across a range of regional education stakeholders. Its primary aims are to:

- Strengthen teachers' digital competencies to utilise ICT for teaching, learning, and networking.

- Prepare teachers to incorporate digital technology into their practice with the necessary support.

- Empower teachers to create education opportunities for learners to benefit from ICT utilisation in learning.

1.2. History

Thailand's southern provinces have historically been affected by armed conflicts, which often disrupt education and make providing support through face-to-face professional learning communities difficult. Thus, OTN was first launched in the southernmost provinces of Thailand[9] as a response to learning disruptions caused by political unrest.

OTN gained significant traction during the recent Covid-19 pandemic due to the prolonged school closures and disruptions. Students needed to access educational content through blended modalities, and teachers need adequate technological and pedagogical proficiencies to meet these evolving learning needs.

---

[7] All teachers, regardless of background or grade level, are welcome to participate in OTN.

[8] For the purposes of this report, we use ICT, EdTech, and digital technology interchangeably.

[9] These provinces are Yala, Pattani, and Narathiwas.

In 2022, the network expanded beyond the southern provinces and began engaging teachers in the Northern region to create a similar professional learning community in other parts of the country.[10] In December 2023, the Ministry of Education celebrated the OTN for its accomplishments and awarded it a pin of recognition. The OTN was formally renamed One Teacher Thailand (OTT) to better represent the growing scope and scale of the Network. OTT is based on a Professional Standard Agreement with four underlying pillars:

- Personalised professional development

- Exemplary professional practice and evidence collection

- Collaborative peer review

- Comprehensive evaluation coaching and support.

1.3. Professional learning community

At its core, OTT is a learning network designed for and led by teachers. Its success has been mainly attributed to its core team of volunteer teacher leaders who bring in-depth knowledge of classroom needs, a commitment to supporting their colleagues' and students' development, and an intrinsic desire for personal growth. They take a holistic approach to continuous professional development, addressing a range of issues related to using EdTech for classroom learning and beyond, such as mental health, safety, student engagement, and other needs of students and teachers.

Furthermore, OTT uses a highly collaborative approach and has worked closely with key partners over the years to ensure that the network is demand-driven and adequately supports government initiatives and processes. Rather than function as a standalone programme, the network seeks to complement existing systemic and policy-level continuous professional development programmes by addressing classroom-level needs.

Through the network, teachers can attend training sessions designed to facilitate the incorporation of EdTech in their classroom practices, seek out informal mentoring relationships and support, and develop additional career-relevant skill sets. Those in leadership positions have further opportunities to develop additional career-relevant skill sets.

Since its establishment in 2015, more than 1,000 teachers have participated in OTT's offerings and improved their ability to integrate EdTech into their teaching practices, with an estimated impact on 400,000 students in the

---

[10] In March 2024, the Northern team had 11,000 Facebook followers.

southern provinces of Thailand alone. As of March 2024, the OTT community consists of over 15,000 teachers[11] and 28 core volunteer team members who work to lead and engage this vast learning community.

---

[11] The number of OTT followers on Facebook was 15,000 as of March 2024.

2. Methodology

In order to ensure an accurate and diverse representation of the OTT, we used a multipronged approach to develop this case study.

After Action Review   Focus Groups   Key Informant Interviews   Logistics and Operations Questionnaire

2.1. After Action Review

We first reviewed a 2022 After Action Review (AAR) developed by UNICEF in collaboration with Thailand Cyber University (TCU). This review provided a baseline understanding of OTT and helped identify areas for further inquiry. We then designed three tools to fill knowledge gaps: focus group protocols,[12] key informant interview (KII) questions, and a logistics and operations questionnaire.[13] These tools were designed by EdTech Hub and deployed by a TCU research team in close collaboration with UNICEF Thailand.

2.2. Focus groups

A total of six focus groups (see Appendix A for details) were conducted with a range of stakeholders through a combination of virtual and in-person modalities. These groups were created based on several factors, including how individuals engage with OTT, the level/frequency of engagement, and the regions they are based in.[14]

---

[12] These protocols were tested and vetted through an initial trial that was conducted with one of the six focus groups.

[13] The logistics questionnaire was delivered to core team members by the TCU research team.

[14] Focus groups were conducted with core OTT members, OTT participants in the Southern region (with separate groups for frequent and less frequent participants), OTT participants in the Northern region, and stakeholders who act as mentors or advisors for the OTT core team.

2.3. Key informant interviews

Five in-depth interviews were conducted with the UNICEF OTT point person, OTT mentors, and a Regional Education Office. These interviews were used to explore the vision for the network's future and to better understand the inner workings of OTT.[15]

2.4. Logistics and operations questionnaire

A representative from the core team completed a logistics and operations questionnaire to provide more details about how the network runs on a day-to-day basis (see Appendix B for further details).

---

[15] Quotations from respondents are unedited and it should be noted that some still refer to OTT as OTN given the relatively recent name change.

3. The OTT model

3.1. Who leads and runs OTT?

OTT is led by a core group of volunteer teacher leaders who ensure the smooth functioning of OTT's programme and network coordination. In this section, we discuss the core team's systems and structures that have contributed to OTT's growth. However, it is worth noting up front the impact of the team's sense of dedication and selflessness on the programme's achievements. Across all focus groups, participants noted how these characteristics undergird the success of OTT. According to OTT mentors:

> "*One of the most integral systems in place that allows the One Teacher Network to run smoothly is the deeply ingrained culture of selflessness and volunteering. The members have an exceptional spirit of volunteering, where they not only pay for their own travel expenses when required, but also cover the costs of using various applications. These resources are then shared and exchanged among the community, fostering a collaborative environment. The mentor has never seen a group so committed in this manner, where everyone is ready to act for the collective good.*"

Regional Education Officers echo similar sentiments:

> "*From the supporter's perspective, the most important system that allows One Teacher Network to run smoothly is the presence of a volunteer spirit among team members. This inherent willingness to contribute and support one another enables the team to carry out its operations seamlessly.*"

OTT core team members themselves agree:

> "*Dedication and volunteerism play crucial roles in OTT's work, given that members juggle multiple responsibilities.*"

This is particularly notable as several core team members mentioned that they spend an average of four hours weekly on OTT activities.

3.1.1. Core team structure

There are two groups within the core team:

- The academic team designs the curriculum, manages teaching and learning activities, and develops instructional content.

- The administrative team handles project management, communication, and government coordination tasks.

This is undergirded by support from the Regional Education Office, which facilitates coordination with external agencies.

The core team has a relatively decentralised structure, with volunteers taking up roles and assigning tasks or responsibilities within the team based on their strengths and interests. Team members rotate different roles based on their aptitude and the changing needs of the network. This flexibility and alignment with interest and ability creates space for autonomy and encourages self-motivated engagement, thus eliminating the need for significant changes to the overall team structure despite growth in OTT membership. The agile process is also perceived as a key strength, helping to optimise the core team's efficiency and effectiveness.

The highly collaborative nature of OTT's core team is equally critical to its success. Meetings are open to all team members regardless of the topic (e.g., when discussing academic-related topics, all team members participate, not just those focused on academic issues), ensuring that all members are aware of the big picture and key processes from the start.

3.1.2. Other processes

OTT's clear policies, strong collaboration tools, adaptive work assignments, and diligently maintained attendee database are also critical to the network's successful functioning.

Clear policies and practices

OTT core team members have clarity around the expectations for how they should approach work and collaboration:

- **Structured meetings** are designed to focus on efficient time management, preparation, and goal setting. The core team also has normalised expectations for setting regular meeting days and conducting online activities. For example, team members know to expect an increased frequency of meetings as the annual event approaches.

- **Clear timelines and work structure** for each task. These are discussed in meetings and documented in shared Google Sheets.

■ **Defined processes for launching new work** begin with a team meeting. This meeting includes time to divide tasks, provide training as needed, and schedule follow-up meetings. The team may also engage in activities such as reviewing academic content and creating space for rehearsals (e.g., practising training processes).

Collaboration tools

The team relies on three primary collaboration platforms:

■ ZOOM, a video conferencing platform, used for meetings

■ LINE, a messaging application, used for announcements, urgent work messages, and personal conversations

■ SWAY is a platform where materials can be uploaded and is used to access and exchange content.[16]

These platforms are essential as most of OTT's work is conducted online. For example, core team members convene virtually to discuss and plan training sessions, and if other team members are required to provide support or guidance, appointments and discussions are also held online.

Work assignments

Core team members have a strong culture of adaptability and team alignment, developed through years of collaboration. They have a sense of synergy and collaboration, are ready to adapt to any situation, and can perform their own tasks and step in for others as needed. Subteams are also poised to address specific tasks that arise. For example, a coordination team is responsible for gathering project details and ensuring ongoing project coordination.

Furthermore, relationships among team members are strong, and the teams accept differences. Members are familiar with each other's strengths and weaknesses, which enables them to assign responsibilities smoothly.

Attendee database

In order to attain its goal of building and expanding a teacher network, OTT maintains a database of training and event attendees. The database currently contains the training history of approximately over 2,000 new, returning, and past participants.

---

[16] See https://sway.cloud.microsoft/my. Retrieved 26 February 2025.

3.2. What does OTT do?

OTT conducts teacher training activities that are open to interested teachers across their regions. The majority of these training sessions are held remotely and free of charge, thus simplifying the logistical coordination for the core team and providing participating teachers greater flexibility.

Training sessions are generally led by core team members who develop and lead them with guidance from UNICEF Thailand and OTT mentors (i.e., experienced educators such as ICT specialists or principals) as needed. Each session includes both content delivery and interactive components (e.g., discussions) that allow participating teachers to engage more fully with the content and ultimately apply it.

3.2.1. Virtual talks

Each term,[17] OTT and Regional Education Officers jointly organise virtual talks. Speakers are teachers and resource persons who are experienced with the tools being discussed. These sessions are designed to:

- Inspire teachers to engage more actively with digital tools

- Help teachers build skills and capacities to effectively use both offline and online tools for enhancing teaching and learning in the classroom.

3.2.2. Teacher training

In addition to virtual talks, OTT conducts two primary types of activities for teachers: weekly sessions hosted via Facebook Live and an annual, in-person training session.

3.2.3. Weekly online sessions

Facebook Live sessions take place online weekly for two months during each school semester.[18] They are held in the evenings, last between one

---

[17] The Thai school year is broadly divided into two semesters, from mid-Mid to late September or early October, and then from late October to late February or early March.

[18] Teachers collaboratively determine the schedule so as to ensure school calendars are well-accommodated. For instance, programmes are held in the evenings so as not to interfere with the school day. Considerations such as religious holidays, which may differ across regions and affect school schedules (e.g. the Southern provinces have a larger Muslim community, while some other

and three hours, and are led by teachers who have experience applying the tool(s) that are the session's focus. Session leaders typically set the stage by opening with community-building activities such as interactive discussions before moving on to content.

Given teachers' familiarity with online platforms, the Facebook live format allows more teachers to participate in activities that are free of the budgetary, travel, and logistical constraints that are part of in-person events. This bolsters participation and serves as a tool for growing the network. The regular, online format also allows OTT leaders opportunities to develop their planning and pedagogical abilities without the burden of event or on-site management. Sessions are recorded and made available on the group's Facebook page, accessible for future reference or for those unable to attend the live session.

Topics of relevance and interest have included, but are not limited to:

------

regions have a larger Buddhist population), are also factored in when the team plans the annual schedule of activities over the summer.

- learning recovery

- classroom assessment

- positive discipline

- active learning

- lively classrooms

- tools for students' scoring/grading.

These sessions serve as a forum for:

- Disseminating knowledge about relevant EdTech, technology, and education management topics.

- Building teachers' technical skills and their ability to use EdTech tools.

- Facilitating knowledge sharing among teachers.

- Enabling network members to stay up-to-date with the current trends in EdTech (e.g. the use of Artificial Intelligence [AI])

Apart from their focus on professional development, these weekly online sessions allow teachers to maintain and build connections with each other, such as through the teaching team's use of teacher engagement strategies (see Section 3.2.6). They are also spaces for teachers to seek or provide informal mentoring and coaching.

3.2.4. Annual in-person training event

For teachers interested in more intensive professional development, OTT (in partnership with the Regional Education Offices in their respective provinces) hosts an annual in-person training event in October. In-person training events are free, with meals and accommodation fully covered by UNICEF; participants are responsible for transportation costs to and from the venue. This event is typically held over a three-day, two-night period[19] with approximately 100–120 participants in attendance. Its goals are to:

- Enable teachers to effectively integrate technology into teaching and learning.

- Provide a space for teachers to get to know each other and develop their networks.

---

[19] Factors such as the time burden on participants, budgetary constraints, and OTT leaders' availability and responsibilities were factors influencing decisions about the duration of the in-person training event.

The extended sessions at this event allow time for demonstrations of in-classroom teaching, thus providing teachers with models for integrating technology to benefit students. Additionally, OTT schedules networking activities and recreational programmes throughout the event to reduce teachers' stress and create additional opportunities for them to interact with each other outside the formal presentations.

This event also provides the OTT core team with the opportunity to recruit new members. For instance, OTT participants interested in being part of the core team may serve as volunteers and help to plan the event, thereby allowing core team members to get to know them better.

In-person training sessions are typically held in a group setting with designated leaders who facilitate learning and provide support roles (e.g., a secretary who takes notes).[20]

3.2.5. Session design

Training objectives determine session topics and formats, and OTT prioritises the utilisation of interactive and meaningful ways for participants to engage with the material. Quotations below are from interviews with participants.

For example,

> *"Various activities are organised in learning stations, allowing each group to send representatives to learn in different contexts and then share their knowledge within the group. The group leader facilitates the exchange of learning, while the secretary records the knowledge."*

Relevant tools and competencies are introduced, and participants have opportunities to engage through methods designed to help them apply what they learn, such as discussions and idea generation.

> *"For example, if the goal is to develop teachers as innovators, Design Thinking principles may be taught, and the Innovative Learner-centred Pedagogical Skills and Competencies — 4-Steps Checklist may be utilised as a guide for each activity. For instance, design thinking steps may include:*

- *Empathise: understanding the problems*
- *Define: Identify the problems*
- *Ideate: Brainstorming*
- *Prototype*
- *Test"*

---

[20] These positions are typically filled by OTT core team members.

After the conclusion of a session, participants receive guidelines and materials to help them apply their learning in their respective schools, share their knowledge with other teachers, and foster a network of teachers invested in continuous learning and growth. They are also added to a LINE[21] group comprising approximately 4,000[22] trained teachers, where they can seek and provide mutual support and advice.

OTT expects that as a result of this additional training, these teachers will demonstrate increased efficacy in their teaching practices, which will be evident to their colleagues and contribute to a positive perception of OTT among local educators, thus expanding the reach and impact of the network. Additionally, when educators develop a reputation for their strong skill set, they may receive invitations to train other teachers in the community, further extending the benefits of OTT training.

3.2.6. Engagement strategies

OTT employs several engagement strategies across its various activities. These include:

- **Observation:** Teachers are provided with opportunities to observe how a tool or skill is used in the classroom, for example, via videos of a teacher modelling usage in their classroom. For example, according to participants:

  "*One method is by providing videos of teachers modelling the use of the tool or skill in their own classrooms. These videos are made available in SWAY, which serves as a platform for reviewing and reflecting on the learning after the training sessions.*"

- **Lesson enactment:** OTT creates opportunities for teachers to practically apply the tools or skills taught.

  "*Participants are given guidelines to follow, receive explanations to ensure understanding, and engage in practical application together. Additionally, instructional assistants may be present to provide support. Post-training, participants are provided with handouts for reviewing and reflecting on the training.*"

- **Teacher-led discussion and reflection:** Teachers are given time during training sessions for teacher-led discussion and reflection. This allows teachers the opportunity to "engage in meaningful dialogue, share their insights, and reflect on their learning experiences."

---

[21] See https://line.me/en/. Retrieved March 2025.
[22] Figure for mid-2023.

- **Group learning:** Teachers can get to know each other, provide peer feedback, and share experiences, for example through dedicated time for teacher-led discussion and reflection at training sessions.

3.2.7. Other activities

In addition to training sessions, OTT runs Facebook[23] groups that allow teachers to connect, share knowledge, seek advice, and collaborate with each other. These groups also create informal opportunities for mentoring. Teachers agree that online groups allow them to lean on each other for help, obtain answers to questions or concerns, share challenges, collaborate, and foster networks.

In addition, LINE groups[24] are available for core team members and, as mentioned above, for teachers who participate in the in-person training events. Like the Facebook groups, these groups serve as platforms for sharing teaching techniques and troubleshooting challenges.

Social media groups also provide an easy way for new OTT participants to engage with OTT. Regular attendees may encourage their colleagues to 'follow' the social media group to ensure they stay up-to-date on OTT's latest activities and current EdTech practices and tools — a particularly crucial touchpoint given the rapid changes in technology.

Lastly, teachers may choose, at their discretion, to organise small group face-to-face meetings.

3.2.8. Communication

All communication (including updates and information about activities) with participants is conducted via LINE and Facebook groups. Online meetings are conducted primarily through LINE groups and Zoom, while virtual sessions are held via Facebook Live.

3.2.9. Feedback

OTT is committed to collecting feedback on each training session.

After an in-person session, participants provide feedback via a questionnaire that is designed to solicit feedback on the session's modality, the content covered, and the perceived effectiveness and impact of the

---

[23] The Southern and Northern regions have their own Facebook group pages that are managed by their respective administrative group members.

[24] Each province (in the Southern, Northern, and Eastern regions) has its own LINE group to facilitate regional communication. Regional Education officials also have their own LINE group.

session. Because a group representative is assigned to collect feedback forms and follow up with teachers, response rates tend to be close to 100%.

In the case of virtual sessions, OTT collects feedback and insights via social media platforms such as LINE and Facebook. Teachers are encouraged to provide reviews of training sessions, share their learning experiences, and discuss how they have applied their newly acquired skills via their personal Facebook pages. OTT then captures screenshots of Facebook posts that review the training sessions.

This feedback loop ensures continuous improvement and refinement of the training sessions based on the needs and experiences of the participating teachers. It has been used to inform the selection and design of activities and to help OTT cater to the needs and interests of participating teachers. For example, based on feedback, a training session on teaching using free software programs was conducted (see Section 3.3.2 on how to keep content relevant).

3.2.10. Recognition

OTT provides nationally recognised certificates of participation issued by the education districts. These certify teachers as 'One Teachers' and are well-regarded by participants.

Schools with exemplary One Teachers are presented with certificates of recognition at the school level. Their school administrators also receive certificates for their efforts supporting the project, and the Regional Education Office is awarded certificates for sending teachers to, or encouraging teacher participation in, OTT.

3.3. How are sessions designed and content determined?

3.3.1. Session design

Training sessions are designed and led by OTT core team members with strategic guidance from UNICEF, who helps to set the vision and priorities for the year. In addition to providing teacher participants with professional development, OTT also hopes to build core team members' ability to utilise active learning techniques (including in group settings), focus on learner outcomes, and develop robust training sessions.

The OTT core team works collaboratively to determine the most suitable approaches for meeting training session objectives and participating teachers' needs. To ensure that training session topics are relevant to

participants, the OTT core team begins the design process by determining if a topic is timely and in demand. Core team teachers have identified this as the most time-intensive and challenging step in the process.

Over the course of several meetings, the team identifies relevant teaching strategies and subsequently assigns topic areas to core team members who have the expertise and knowledge to effectively deliver the training. Quotations below are from interviews with participants.

> "*The leadership role for discussions and activities within the group rotates based on who takes on which task and who has a better understanding of a particular topic. The person who is most capable in that area leads the discussion or facilitates the activity.*"

The identified core team member then takes on the role of designing the teaching methods and content for their respective session. This serves as a platform for the members to showcase their abilities and is largely possible due to members' willingness to be flexible and adaptive.

> "[…] *all members are supportive and ready to contribute, and everyone is offered the opportunity to showcase their abilities.*"

Session leaders are required to create an action plan[25] and present on the topic(s) of interest. The action plan includes backup plans to account for potential issues such as internet stability and student computer performance. Training is provided to teacher leaders who are unfamiliar with this process. When ready, the teacher or group presents the action plan and engages in a rehearsal where they obtain feedback from a teacher mentor. Throughout this process, teachers are expected to be open-minded, accept feedback, and acknowledge that there are areas for continued personal development. They also often gain confidence following a positive assessment by the mentor. Additionally, the mentor may clarify any outstanding concerns about the topic at hand.

Apart from providing feedback, teacher mentors' responsibilities include:

- Inspiring the OTT team to think of new ideas or try new approaches

- Encouraging reflection on what did not work well

- Facilitating the group's active learning process

---

[25] Other members of the OTT team may be assigned to support group work during the training session.

- Encouraging teachers to be proactive and share their ideas with the group

- Identifying which members might be ready for promotion within OTT

- Monitoring the progress of the work

- Evaluating how well the teachers work as a team and complete their tasks

- Providing technical and other support.

After the close of the training session, an additional clinic is held for the dual purpose of:

- Supporting attendees who struggled with the material via individual or small group consultations with experienced core team members. [26]

- Allowing session leaders time together to review and iterate on activities and operations.

OTT core team members primarily depend on open-source resources when designing and delivering learning sessions. When software licences or recourse access are required, the core team member personally bears the cost. UNICEF also offers technical support by providing relevant materials and resources where possible.

3.3.2. Content selection

As mentioned above, the content curation process is highly iterative and is responsive to teacher needs and session feedback. The core team reviews the evaluation findings and insights from the comments and feedback provided. They also assess teachers' participation and work submissions (where applicable) to determine their engagement in the training activities. These reviews allow core team members to reflect on their teaching strategies, including:

- What worked well during the session

- What challenges arose during the session

- What was missing or not covered during the session

---

[26] The clinic is open to participants who struggled with any aspect of the session, such as the workshop materials, technological issues, etc. Teachers who require additional help are encouraged to attend these consultations.

■ Potential ways of addressing the identified challenges and gaps.

The reports from these review sessions are shared with UNICEF for feedback and an evaluation of work performance.

Looking to the future, OTT mentors have identified the ability to integrate technology into their lesson plans (above and beyond the teaching of technology itself) as a key focus area:

> "*What should be provided is mindset training and teaching methodologies* [...] *there should be training that focuses on pedagogy to sustain the development of knowledge transfer and achieve the learning objectives in the classroom. This will empower teachers to intelligently use technology that aligns with the learning objectives.*"

3.4. Who supports OTT?

3.4.1 The Regional Education Office

The Regional Education Office promotes and supports OTT by managing the coordination and communication with schools. It informs schools about the importance of OTT and disseminates information through OTT teacher advocates.[27] Additionally, it encourages school leaders to celebrate OTT teachers' skills development and urges schools to create opportunities for OTT teachers to facilitate ICT skills development in their schools.

The Regional Education Office also presents certificates and awards that designate participating teachers as One Teachers at the regional level. By acknowledging these teachers' contributions, they hope to create awareness of and foster collaboration between the Regional Education Office and the local schools.

Finally, the Regional Education Office monitors OTT's work as part of its mandate to strengthen teacher capacity networks in the region and to improve teacher morale.

---

[27] The Regional Education Office "designates participating teachers as One Teachers at the regional level to create awareness and foster collaboration between the Regional Education Office and the affiliated schools". Being a One Teacher includes responsibilities such as continually improving one's own skill set, supporting the network, and assisting with the professional development of teachers in their affiliated schools. One Teachers also facilitate collaboration between the Regional Education Office and their school. For example, One Teachers may be asked to participate in activities organised by their school and the Regional Education Office.

3.4.2 School and district leaders

OTT is designed to support and build up existing systems and teacher professional development programmes across Thailand. The network works in close collaboration with government officials as well as school and district leaders in participating districts. School and district leaders act as advisors and thought partners for strategic decisions, ensure alignment of OTT activities at the school, district, and system levels, and provide logistical support. Several leaders have additionally taken on roles as mentors. Their involvement is particularly helpful as the network scales and expands across new regions, and the logistical support provided reduces the time commitment required of volunteer core team members.

3.4.3. Mentors

Ensuring that core team members are growing and learning is a priority for OTT, and mentors are instrumental in helping OTT meet this objective. They bring with them a variety of experiences and expertise—some are ICT specialists, while others are school leaders or academics. Through mentors' engagement with OTT, core team members have developed their ICT, management, and coordination capabilities.

Role evolution

The mentor role has evolved with OTT needs. During the network's early stages, mentors were involved in designing and developing the project concept, mapping key digital skills, and supporting the team's efforts to source tools and resources. They also trained OTT core team members to enhance their skill sets and better position them to become trainers.

As the network has developed and OTT core team members' capacities and expertise have grown, mentors have taken a step back from programme design and implementation, although they continue to engage with the training programmes by providing feedback during practice runs and by helping to identify relevant topics and content for core team members' consideration. Mentors also strengthen the network by creating or identifying opportunities for growth and development (such as by pushing the core team to think of new ideas or identify areas for improvement) and support network members by motivating and inspiring them.

3.4.4. Development partners

Since its conception in 2015, UNICEF Thailand has worked closely with OTT and the Regional Education Office and provided technical support.

Technical support

UNICEF provides OTT with technical support about thought partnership, strategic guidance, and funding.

Thought partnership: UNICEF supports the network's technical work by providing materials for preparing for training sessions. During the network's early days, UNICEF also actively worked with the core team to design and plan the training sessions.

Strategic guidance: UNICEF works continuously to provide OTT with strategic guidance while prioritising ground-up input and needs. For example, they have worked with the Regional Education Offices to ensure that all in-person workshop and training participants receive a nationally recognised certification of participation.

Funding: More recently, technical support has focused primarily on providing funds for conducting workshops and supporting teachers who wish to attend the in-person sessions.[28] To date, UNICEF has invested approximately USD 30,000 annually in the programme.

Collegial relationship

UNICEF has maintained a collegial relationship with OTT. It works with the core team to troubleshoot, iterate, and grow sustainably, utilise social media platforms (e.g., LINE) to stay in touch and coordinate with the core team, and provide support and guidance in an informal capacity.

Expected evolution of UNICEF's role

OTT has identified the need to formalise the OTT system as it grows and scales. As a first step, OTT core team members will begin taking on more strategic planning and day-to-day coordination responsibilities, and UNICEF will in turn be positioned to take on a more advisory role.

Additionally, OTT's expansion requires diversifying its partner network to ensure OTT aligns well with the broader education ecosystem.[29] As OTT engages with other strategic partners (e.g., the Bureau of ICT and the

---

[28] UNICEF funds are used to cover costs of accommodation and incidentals such as food during the in-person workshops. Participating teachers pay for personal expenses such as transport to and from the in-person sessions.

[29] OTT currently strives to ensure their initiatives are locally and regionally aligned. As the programme scales to a national level, additional alignment considerations and stakeholder coordination needs to be considered.

Teacher Council), UNICEF will continue to advocate for inclusivity and sustainability in an advisory and supportive role.

3.5. How is the core team selected and engaged?

OTT takes pride in being a network for teachers, by teachers. The team consists of teachers who volunteer their time and energy to run, grow, and improve the network. The core group has developed organically over time and is a testament to the benefits of empowering teachers who want to support one another and grow together. Interactions and interviews with team members highlight their palpable passion and love for their work, students, and the OTT team.

3.5.1 Core team selection and expertise

Participation in OTT is voluntary. Teachers are therefore selected for the core team based on their desire to participate as well as their willingness to contribute and learn; no other specific skill sets are required. Members cite this spirit of volunteerism as a key factor that allows the team to smoothly execute their planned operations. That said, having a basic understanding of ICT is a preferred, helpful skill set.

Teachers interested in being part of the core team may be assigned an initial task along with any available training. This allows them to demonstrate their ability to collaborate and their areas of expertise, which eventually leads to their becoming a core team member.

Because of their members' commitment, the OTT core team has worked together for several years. Through this extended engagement, they have gained expertise in areas such as the effective use of technology for learning and the ability to manage activities and events efficiently. These skills were developed through a combination of hands-on experience, guidance from mentors, and knowledge exchange.

3.5.2 Core team motivation and engagement

Core team members' intrinsic motivation is at the heart of OTT and vital to its success. Key motivators for joining OTT include:

- a desire to volunteer and contribute

- a desire to improve student learning and learning experiences

- a desire to utilise what they have learnt to improve their schools

- a desire for personal development

■ being inspired by exemplary former participants whom they view as role models.

Several core team teachers expressed that they wished to take on a leadership role because they wanted to raise a new generation of teachers with strong teaching and EdTech skills, for example, according to one teacher:

> "*I want to see the new generation who are knowledgeable about ICT. As for me, I can remain as before, but I am ready to help others. You don't have to have any position, but let's continue to produce and encourage the next generation to work smoothly.*"

Additionally, OTT core team members identified several key reasons for their continued involvement as volunteer leaders. These include a combination of good management, the ability to increase their ICT knowledge and skills as well as ability as an ICT instructor, being part of a group that allows them to share ideas and take care of each other, and having fun while working.

3.5.3 Network leader training

The OTT core team is perceived as a professional learning community where teachers have the autonomy to grow and develop as desired. Although no formal, structured training opportunities currently exist for OTT core team teachers, there are numerous activities through which teacher leaders can 'upskill' and 'reskill'. Those in leadership positions have further opportunities to develop additional career-relevant skill sets. Keeping these motivators in mind would be necessary for maintaining a strong volunteer leadership team.

One way core team members can develop their skills is through feedback from mentors during training session planning (see Section 3.2.1). OTT team members report learning a great deal from mentors and peers through this process. Key takeaways include learning to work together, being open to new ideas, and realising they can continually develop and find good in others.

Taking a leadership role in organising the annual in-person training sessions is another avenue through which core team members develop their skills. Team members engage with the entire planning cycle, first by familiarising themselves with the concepts to be taught, then by designing the activities, and finally by creating a process for evaluating learning. In this way, they build the diverse set of skills required across these stages.

They also gain experience determining the scope of their responsibilities, presenting their ideas to team members, and implementing the plans. Additionally, they have opportunities to receive feedback from team members and mentors, including at simulated rehearsals that provide structured times for practice, feedback, and improvement. These sessions conclude with dedicated time at the end of the in-person meetings to summarise and evaluate the work as a team.

Teachers who organise and lead the weekly online sessions receive similar opportunities to develop teaching, collaboration, and teamwork skills. However, structured times for feedback and iteration are not built into the work but are received through an ongoing engagement process.

3.6. How are participants engaged?

OTT participants voiced two main reasons for engaging with OTT:

- A personal desire to learn, grow, and apply their learnings to their classroom, and share their knowledge with their colleagues.

- A desire to meet fellow teachers and be part of a shared learning community.[30]

OTT's strong reputation also contributed to teachers' desire to participate. One participant noted that they had "heard praises about the OT [One Teacher] camp's benefits and its wealth of knowledge on various subjects". Another highlighted the "reputation of the project, which is well known and popular". Word of mouth or a positive experience with an OTT team member was a significant motivator.

Regular OTT participants attributed their continued engagement to factors that include:

- The ability to apply what they learn, in particular, to online teaching during the Covid-19 pandemic.

- Strong peer interactions through "a network of teacher friends who attend the training together" and "opportunities to recharge and draw inspiration from fellow teachers in the Covid era".

---

[30] Teachers who are regular vs irregular participants may frame this motivation differently. One regular attendee expressed a desire to "get to know and collaborate with other teachers in developing teaching methods" while an irregular participant emphasised their desire to "[seek] new inspiration and networking opportunities with fellows to reignite [my] passion for teaching".

- Enjoyment of learning and participation. One teacher noted that "it's fun, and the content is intense. The training day is packed with lesson[s]." Another teacher said they "[like] the selection process and missions assigned are very challenging".

- General opportunities to learn, with learning "about various teaching tools", were specifically cited. One teacher noted that "the software program used for teaching in the project is seen as highly beneficial," indicating that content relevance was key.

Notably, although several factors facilitating ongoing participation were specific to the Covid-19 pandemic, these teachers continued to attend even after the most acute period of the pandemic's disruption had passed.

4. Results to date

4.1. Teacher-level impact

Overall, OTT teachers found the network training session content relevant to their practice, noting that the collaboration between OTT session leaders and participants was key to ensuring this relevance. At least one teacher reflected that even when topics were less aligned with specific skills they used in the classroom, the knowledge shared still enhanced their overall teaching ability.

When teachers did find a training session less directly relevant, they identified reasons such as appropriate levelling (i.e., a programme may be suitable for younger but not older students) and technological limitations (e.g., when they found that the teaching tool ClassPoint[31] was not compatible with their iOS system).

4.1.1. Classroom practice

OTT teachers highlighted various ways in which their classroom practices shifted as a result of attending OTT training sessions. Of note is how teachers have been able to integrate the use of EdTech into their pedagogical practices to improve student engagement and understanding of subject matter:

> *"Teachers engage in self-created media and search for subject-specific materials suitable for the student's age and the subjects they teach. These media are then used for teaching in a classroom environment that emphasises fun and engagement, as young students tend to be less interested in academic subjects."*

> *"Teachers utilise technological devices such as tablets and large-sized TVs to facilitate teaching and provide additional explanations conveniently and with clear visuals. Moreover, this increases students' enthusiasm to participate in competitive question-and-answer activities."*

4.1.2. Shifts in mindsets

Beyond incorporating tools and techniques, OTT teachers identified shifts in their mindsets, attitudes, and approaches to teaching and lesson planning.

---

[31] See https://www.classpoint.io/. Retrieved March 2025.

Some of these have an immediate and noticeable impact in the classroom, for example, when teachers go beyond a focus on exams and emphasise the application of learning to real-life situations, when they incorporate more opportunities for problem-solving and discussion, when they prioritise student needs and interests, or when they explore ways in which they may capture students' interest through visual appeal and motivation techniques or tools. Teachers also noted feeling more open to different problem-solving methods, which encourages students to explore their own ways of arriving at solutions.

Additionally, teachers felt that they could strengthen the learning environment by employing a more inclusive approach to education. Examples include ensuring that every student participates in activities and no one is left behind and adopting a more empathetic and open-minded attitude towards their students, thus fostering better communication and understanding.

Other mindset shifts have had a more direct impact on teachers themselves. For example, some teachers realised the importance of continually updating their teaching methods to ensure they adapt to the ever-evolving world and technological advances. Others saw the need to be skilled at different software programs, which would allow them to combine tools and better meet various instructional design needs, thus improving students' learning experiences.

4.1.3. Peer learning

Some OTT teachers have developed a strong belief in the importance of sharing knowledge and skills with their colleagues. Several teachers highlighted how peer-to-peer collaborative learning or coaching helped them integrate new ideas and best practices into their teaching practices. Spurred on by cross-generational knowledge sharing, teachers have also come to recognise the power of having and being a positive role model for their colleagues, as it can inspire others and motivate the pursuit of lifelong learning.

4.1.4. Improved teacher well-being

Notably, some teachers observed improvements in their mental well-being. The tools and approaches they learned through OTT led to better student attentiveness, enthusiasm, and participation in the classroom, which in turn allowed teachers to feel less exhausted in their efforts to engage students.

Improved well-being and mental health in teachers may lead to lower levels of burnout, higher teacher retention rates, and a strengthened ability to engage in the classroom, all of which can impact students' learning environments and outcomes.

4.1.5. Inspiring teachers to leadership

As OTT gains recognition among teachers, teachers also have a greater desire not only to participate in the network but to obtain a leadership position in a highly regarded initiative:

> "*Due to the recognition and acceptance of OTT training among teachers in the southern region, teachers who have participated in the training strive to fully develop themselves with the skills they have learned because they want to be the next generation of* [*One Teachers*]."

In this way, OTT indirectly inspires and encourages teachers to improve their teaching practice, ensuring that their knowledge and abilities are current and continually strengthened.

4.1.6 Career progression

Teachers did not generally identify a direct connection between participation in OTT and career advancement. However, they acknowledged that the skills that they gained through OTT engagement,[32] coupled with opportunities to showcase their accomplishments through becoming a One Teacher, may have contributed to their career growth, which was important to many teachers interviewed.

For one teacher, learning to use the online design tool Canva opened up opportunities to conduct training sessions for their colleagues and to produce work for competitions. Another teacher noted that they were able to obtain higher teaching achievements as a result of their newfound skills in creating new media and teaching aids. Another teacher felt that their new understanding of the process of conducting research could be a useful contribution to their career advancement. Even a teacher who did not participate regularly in OTT training sessions reflected that OTT "greatly influenced [my] professional development, enhancing skills, and sharing these skills with fellow teachers."

---

[32] Examples include: instructional management, use of technology, teaching, problem-solving, working efficiently as a team, critical thinking, and "a perspective that enhances the development of effective teaching practices".

Additionally, at least one teacher noticed increasing "recognition and trust from the school community and colleagues with [a] personal brand as a One Teacher who is a committed and innovative educator". Teachers have been invited as guest speakers in and outside of schools and have been asked to present their work on different platforms. A few teachers also shared that their achievements or certificates may contribute to their promotion under the performance assessment scheme.[33] Finally, at least one teacher reported that they gained a network of colleagues through OTT who could guide them in their career progression.

4.2. Student-level impact

Although there has been no formal data collection or evaluation of the impact of OTT's training on student learning to date, the core theory behind the programme is that student learning will be positively impacted by teacher development. Quotations in this section are from participants interviewed.

> "*The project aims to develop children's access to technology through teacher instruction, so there is a focus on teacher development. It is expected that teachers will then continue to develop the children. Teachers have developed themselves to the extent that they can mutually help each other to learn independently.*"

Overall, teachers have noticed an increase in student engagement and believe that employing the techniques, strategies, or content from OTT's training sessions has helped their students learn better.

> "*The feedback received indicates that students are more engaged, actively participating in classroom activities, and answering questions. There is a noticeable difference compared to classrooms where teachers do not use technology in their teaching.*"

> "*The classrooms have a lively atmosphere, as students feel confident to express themselves and are not afraid of giving wrong answers.*"

4.2.1. Student learning

Teachers have leveraged EdTech to create experiences that are more relevant, enjoyable, and varied, and allow students to build socio-emotional skills. Some examples of the ways teachers have incorporated EdTech into

---

[33] A Ministry of Education regulation.

their classrooms include:

- Employing more interactive methods of measuring and evaluating students' progress, which students often find more enjoyable.

- Utilising technology to support students' abilities to engage in self-directed learning that has clear learning objectives.

- Providing students with hands-on learning experiences.

- Allowing students the option of alternative modes of presentation and expression (e.g., by using Canva), thereby creating a learning experience that is fun and allows for creative expression.

  > "[…] *creative media is used in various subjects. In English class, for instance, the teacher utilises the Quizlet program to create flashcards, enabling students to memorise vocabulary. The learned vocabulary is then used in role-playing activities, allowing students to express themselves through hypothetical scenarios fully. The teacher records these performances as video clips for further learning. This teaching and learning activity results in students enjoying the learning process, becoming motivated to learn, daring to ask questions, and experiencing joyful learning. They eagerly look forward to studying these subjects."*

One teacher also reflected on the way technology can create a more welcoming classroom environment, as it "reduces the distance between the teacher and the students, making the learning environment more friendly and understanding".

Aside from improving the learning experience for students, the introduction of EdTech has provided students with the opportunity to acquire technology-related skills. According to one teacher,

> "*Introducing the Chat GPT program for students to help search for scientific knowledge and comparing the information gained from Chat GPT with traditional textbooks, which may differ, leads to collaborative verification of which source is accurate and why others might not be. This helps students develop the skill of verifying information from multiple sources, a necessary digital skill.*"

Finally, EdTech has not only enhanced student learning within the classroom but has improved parents' and caregivers' abilities to support their students' learning, as learning outcomes can be more efficiently communicated through the use of technology.

4.2.2. Student engagement

Relatedly, teachers observed that the introduction of EdTech enhanced students' enjoyment of the learning process and led to a greater desire to attend classes. Students "are more focused on their studies because they have new tools to play with" and "feel more enthusiastic and interested in learning when teachers use applications as tools to assist in teaching." When students are

> "More enthusiastic about attending class, paying attention to the teacher, and using technology in their lessons, [this] lead[s] to improved discipline, order in the classroom, fewer instances of absenteeism, and increased attentiveness during lessons".

Through the incorporation of EdTech, students "learn that learning can be enjoyable and not just a stressful or boring task".

Some teachers attribute students' increased engagement to technology's ability to strengthen the connection between what students learn and its connection to everyday life. They observe that:

> "Teachers have introduced platforms like metaverse, where students can create portfolios and utilise their work in real-life contexts. This has motivated students to be more dedicated to their assignments, as they see the value and benefits of their homework".

> "The subject of computing science has been integrated with computer science and information technology. The teacher employs the concept of active learning, specifically using project-based learning as the main approach. Students are challenged to engage in project work, where the teacher guides them to recognise the importance of their immediate environment. For example, in the agricultural society of the Southern region, students create a Smart Farm programme."

Teachers also note that certain teaching tools have changed the dynamics of the classroom and provided students with more opportunities for participation, thus increasing their engagement levels:

> "With the introduction of teaching tools, teachers are now able to engage every student in the class. Unlike before, when time constraints meant that only one or two students could answer, now every student gets a chance to participate."

EdTech can also be used to introduce "a competitive aspect in the learning, making it fun and engaging".[34] For example, the introduction of competition into question-and-answer sessions can elevate student interest in these assessments and increase their confidence in participating:

> *"Students have been more actively involved in enjoyable activities, more willing to answer questions, and less fearful of exams."*

> *"There hasn't been systematic data collection, but it is believed that students have become more diligent in their learning because teachers have made learning more enjoyable. Students are more motivated to read and actively participate in activities where teachers use technology to enhance their teaching, such as collaborative question-answering."*

4.2.4. Student development beyond the classroom

Because students in the Southern region of Thailand may have been impacted by conflict, teachers work to build a school culture that promotes positive interactions with students. Examples include using positive language and praise, as well as showing love and care towards students. Teachers have also used technology to extend this culture beyond the school compound by encouraging students to support each other on platforms such as LINE and Facebook. Additionally, teachers have used technology to organise activities that promote a positive school atmosphere and culture.

Strengthening teacher–student relationships and school culture has a cascading effect beyond the individual. These positive relationships enable the school to strengthen its relationship with parents and the community, instilling confidence in the quality of education students receive.

4.3. School-level impact

OTT's impact on students and teachers is not confined simply to individuals. As illustrated above, changes to student-teacher relationships, teaching, and learning have broader impacts on a school's culture and its interactions with parents and the community.

When teachers receive additional training and support, they can "share their knowledge and insights with their colleagues, encouraging them to adopt new teaching approaches they have learned from OTT". They also

---

[34] Quizizz and Quote.org as two platforms that teachers have found to be effective.

bring a renewed mindset of learning and growth, and increased confidence to share and disseminate these new skills. This can foster or strengthen a culture of continuous improvement within a school or district, impact teachers' mindsets towards professional development, and ultimately improve a school's teaching and learning environment.

Some examples of knowledge sharing by OTT teachers include:

- Organising in-person and online meetings with colleagues in the area to share examples of how they apply technology in their classrooms.

- Planning activities jointly hosted by a group of OTT members to encourage new teachers to participate in the network.

- Hosting a training session at their school or district, or serving as a guest speaker.[35]

OTT teachers' impact on their communities does not merely come about organically. Mentors and other supporters of OTT believe that their key responsibilities include elevating teacher networks and assisting in the professional development of teachers. Accordingly, schools, the District Education Office, and the Regional Education Office can and do request OTT teacher participation at activities or events.

5. Reflections

5.1 Key Takeaways

1. OTT provides a space for teachers to learn, grow, and connect with fellow teachers.

As one teacher put it:

> *"The One Teacher project is the best project, always number one in my heart. It's been 6 years now, and I haven't seen any project from any organisation that can replace or compare to it."*

Teachers are proud of the personal development gained through the network and enjoy connecting with fellow teachers.

---

[35] Due to the recognition of OTT's expertise in Thailand's Southern region, OTT teachers are at times invited to be guest speakers by schools and the Regional Education Office.

"Thank you for the programme that allows us to communicate and exchange information. It's a great opportunity to share knowledge and build a network."

Teachers also enjoy working on the programme:

"The One Teacher programme is fun and promotes learning."

Teachers express a desire for continuous development

"Teachers must never stop learning to ensure that students develop skills."

"Technology is advancing, and we must never stop learning."

2. Space for core team members to cultivate the spirit of collaboration and strong internal processes has been central to OTT's success.

The OTT core team attracts teachers who are intrinsically motivated and committed to continuous growth — not only for themselves but for their colleagues as well. Over time, the team has developed strong ways of collaborating that ensure teachers feel included while leveraging each other's unique expertise.

One team member described how this collaboration strengthened over time as the team worked through initial differences:

"Initially, there was a clear division between senior and junior members, but now they collaborate seamlessly, supporting each other in planning and problem-solving. This integration has fostered camaraderie and eliminated fear of encountering issues, as we trust and rely on one another."

This spirit of camaraderie and care is evident to participants, who "provided feedback expressing their admiration for the team of trainers who provided close care and genuinely shared knowledge without seeking personal benefits".

The core team's synergy is hard-won and critical to its success. Going forward, it will be important to continue making time to cultivate and nurture the core team's culture and share strategies for team-building and collaboration with the team in the Northern region.

3. To ensure volunteer teachers' workloads are manageable and sustainable, find ways to reduce OTT core team members' time commitments.

One of the primary challenges OTT core team members highlighted is the significant time commitment the group requires. As mentioned, core team members estimate that they spend an average of four hours per week on OTT work. This is in addition to their already heavy workloads as teachers. Some participants have additional care responsibilities for their children and family members. It is thus difficult for teachers to balance OTT, work, and family responsibilities. One teacher notes:

> "*The workload is a major obstacle. Everything takes time to complete. If it's too much, take a break. Take a step back and tell yourself, 'It'll be over soon, keep doing it.' We are not machines. We need to take a break and go play sports or go to a café. When we are no longer being tired, we can go back.*"

Early and proactive consideration should be given to how work can be streamlined, time for tasks accurately estimated and allocated, and additional resources provided (e.g., a regional coordinator to provide administrative support so that core team members can focus on programme priorities). Opportunities for junior members to take on responsibilities with oversight from mentors could further reduce the load on core team members while providing training to potential future core team leaders. This will minimise the risk that core team members may burn out or be unable to participate due to other time commitments and may open up opportunities for developing or expanding future programming that core team members hope to provide. Ensuring that core team members have the time to reflect on and plan for the future will be critical to ensuring that OTT can continue to iterate and grow.

4. To meet the needs of all teachers, ensure the OTT team has sufficient time and resources for strategic planning and targeted professional development.

Core team members want to ensure that all learners have a good learning experience and leave with the ability to apply their newfound knowledge to their teaching practice. Given that participants often come with varying levels of ICT and EdTech foundational skills, this can be a challenging goal to attain.

Some participants also suggested that there could be additional opportunities for teachers in remote areas to engage in activities and for teachers in provinces to access or establish One Teacher networks.

To achieve this goal, core team members will need sufficient time for strategic planning, developing, and testing new training provision models, and obtaining new knowledge and skills.

UNICEF and OTT mentors may also consider supporting these efforts by identifying funding sources and professional development (e.g., experts on adult learning, agile development, etc.) that may strengthen core team members' ability to design and iterate on their model.

5. Seek additional financial support for training and programming materials.

OTT currently receives funding for its annual training event. Software and tools such as Zoom and Canva Pro are also provided to facilitate the core team's work. However, teachers are responsible for procuring other required materials.

OTT core team teachers noted that the provision of software or other materials, which the teachers themselves currently fund, would be a welcome addition. Well-organised and accessible knowledge storage spaces catering to teachers' varied needs would also be helpful resources. Finally, core team members indicated that assistance promoting project activities would add value to the network.

6. Empower OTT core team members to meet demand by providing structured professional development, particularly in high-priority topics or skill areas.

OTT core team members, participants, and mentors identified a range of additional skills and topics that they would like to incorporate into future training sessions. Providing core team members with professional development in these areas will increase their confidence when conducting the training sessions, reduce the amount of time required to research and prepare for these sessions, and allow them to focus more on the 'how' rather than the 'what' of the sessions. Teacher professional development opportunities must be based on what teachers want/need as well as on what EdTech research has identified as being most effective for supporting teachers and improving student learning.

The list of desired topics and skills can be split broadly into three categories:

- Pedagogy: OTT mentors identified that teachers need training that will further their ability to integrate technology into lesson plans and "intelligently use technology that aligns with learning objectives". Relatedly, several teachers expressed a desire to understand learning theories and teaching methods better.

- Digital tools and platforms: Suggested topics were varied, such as artificial intelligence and the use of gamification to increase student engagement. Some teachers wanted to understand better real-world use cases for digital tools, including solutions and strategies for overcoming challenges in using these tools. Others were interested in additional platforms that would allow teachers to present their work, share knowledge, and exchange experiences.

- Soft skills: Teachers reported that they saw communication and soft skills as essential, particularly in speaking as well as in presenting and exchanging information.

7. Training sessions are well-structured, relevant, and engaging, but could be better paced.

Teachers are satisfied with the structure, quality, and frequency of the training sessions. Many relevant topics are offered, and numerous activities are planned. Occasional challenges with online teaching are addressed promptly, and the content is adjusted as needed. Sessions are pleasant and engaging, and most teachers said that they would recommend the training sessions to others.

However, some teachers felt that the material was too "dense and intense" for the time allotted, making it difficult to digest the content thoroughly. They would also prefer spending more time on practical application, which they believe should be a primary focus. Additionally, teachers suggested incorporating breaks would be helpful and allow participants who fall behind (e.g., due to internet difficulties) to catch up.

One teacher recommended that smaller programmes might not require an entire dedicated session. An introduction could sufficiently set teachers up to explore the programme independently.

8. Elevate and recognise teachers' participation in OTT.

Teachers responded positively to the idea of receiving formal certification through OTT. They said they would feel "proud [...] as it would serve as a recognition and assurance of their knowledge and the quality of their work within the network" or act "as a guarantee of skills and competence". It

would also benefit their career as it would "enhance [their] credibility and could be kept as a portfolio for professional credentials". This could be used for "advancing in academic status, transferring schools, or attending interviews".

At the school level, the certificate would "contribute to showcasing the achievements of their school and raise awareness of the importance of IT education, prompting the school to provide resources and support for effective teaching".

9. Include opportunities for formal evaluation of the OTT model's impact on student and teacher outcomes.

OTT currently has no formal evaluation process for assessing how teachers are implementing what they learnt in the classroom or improvements in student outcomes. OTT relies on feedback on activities, the feedback form, and reports participants are asked to complete a month or two following their engagement to understand how training sessions went and whether teachers are applying what they learnt. They also collect participant data to assess participation trends and inform outreach efforts. Stories of change and impact, while positive, tend to be anecdotal:

> "*There has been no formal evaluation, but it is perceived among the teachers that the effectiveness of student learning has changed. This is evident from the stories that teachers write about their teaching after training, which provides insights into how teachers have developed and how students have progressed.*"

Understanding OTT's impact on teacher skills and well-being (e.g., digital competencies, mindsets, pedagogies) and student outcomes (e.g., engagement, learning) will be critical to OTT's continued expansion and development. Studying the exciting, positive outcomes highlighted in this report, such as the effects on teacher well-being, may further guide OTT's future strategic directions (see Section 4.1.4.)

Moreover, the core team expressed a desire to better understand how teachers apply their new ICT and EdTech skills in their classrooms. They hope to measure outcomes such as teachers' ability to improve their classroom learning environments, foster self-directed learning, develop their skills, and gain new perspectives on enhancing student learning that include and go beyond the incorporation of technology.

Teacher participants also suggested creating mechanisms for sharing feedback and for OTT leaders to incorporate these ideas for improvement, fostering further confidence and growth within the network.

Although evaluations are essential, it is important to note that teachers have raised concerns that must be considered. These concerns relate to the impact that data collection on student outcomes has on teaching practices.

> *"Bearing in mind that the use of assessment tools in the classroom may limit teachers' autonomy in their teaching practices, the project assesses the frequency of teacher participation in training as an indication of a desire to learn and a tendency towards successful application of knowledge in classroom management."*

Teachers' concerns also relate to the impact an evaluation of student outcomes may have on teacher behaviour and participation:

> *"If there are conditions set with monitoring and evaluating student learning outcomes after the completion of teacher training, teachers may feel hesitant to participate in OTT."*

5.2 Hopes for future plans

When asked about their vision for OTT over the next five years, OTT teachers identified three areas of change:

1. **Develop policies that encourage, enable, or require teachers to develop familiarity with the use of ICT for teaching and learning management and provide the requisite training.** They also recommend creating a network of ICT teachers in each region to be expanded across the country.[36]

2. **Encourage teachers to integrate ICT use into academic work in a way that develops positive behaviours and attitudes in learners in the digital age.** To support this effort, work closely with departments to provide technical, logistical, hardware, and budgetary support.

3. **Create a national network of ICT students that help each other in learning.** Students should have a healthy attitude towards ICT, striking a balance between using ICT to promote lifelong learning and innovation while being mindful of social responsibility.

OTT mentors have a similar vision for the network's teachers and students. They would like to see "transformative education […] take place [over the next five years], revolutionising the education system in the southern region". This means nurturing teachers who can create educational

---

[36] OTT teachers are required to build the network under the OTT name. However, teachers with EdTech and ICT knowledge from across the country could build their own networks separately from OTT.

experiences that foster lifelong learners and who can cultivate empathy and an understanding of the world in students. They also hope the network will grow and continue training and supporting teachers while establishing itself as a group that is sustainable and capable of self-management, with full ownership of its activities. Additionally, they desire that the platform become "accessible to external users, allowing for the broader dissemination of knowledge and resources".

Finally, a Regional Education Officer who was interviewed said that she "envisions a model where every teacher can be a One Teacher without having to join OTT". That is, all teachers:

> "[…] *should be able to identify and designate themselves as One Teachers*

> "[…] *if they have the spirit of volunteerism, the willingness to give, and the desire to develop themselves. They should be able to continuously improve their teaching practices for the benefit of the students."*

Similarly, teachers should have the opportunity to become exemplary teachers.

6. Considerations for expansion and scale

The report thus far has focused mainly on OTT in the Southern region. Looking forward, OTT hopes to replicate the OTT model in the Northern region and develop the network there in parallel.

We found the facilitation of many of the factors OTT attributes to its success are present in the team in the Northern region, including teachers' intrinsic desire for growth and facilitation of the development of their colleagues and students.

> "[*The volunteer*] *spirit and a strong commitment to actively participate in activities, driven by the belief that the network addresses self-development and teacher work*."

Teachers in the Northern region articulated similar motivations for participation as the team in the Southern region, including a "personal drive to self-improvement and skill enhancement" and the "opportunity to make new connections and learn from the experiences of others, enabling them to enhance their own work and support the growth of fellow teachers in their school". They also desired to "enhance the quality of education for children" and "share [their new] knowledge with their students, ensuring they have relevant and up-to-date knowledge for the 21st century." In particular, they felt that "being part of a strong network like OTT would empower them [and make it easier to] facilitate widespread development".

Teachers also felt a connection to or belief in the OTT model, describing it as "fascinating and captivating, which sparked their interest in being actively involved". They see great value in a strong "digital technology and innovation-focused" network that creates opportunities for collaborative learning to improve teaching and learning in Thailand.

> "*It fosters a sense of joy in sharing knowledge among members, encouraging the exchange of ideas and collective problem-solving to ensure the best teaching and learning outcomes. It instils a sense of pride that motivates teachers to develop themselves and support the growth of their fellow teachers and schools*."

Teachers in the Northern region feel that their continued engagement with the network is "driven by the challenging learning environment that fosters personal growth in teaching". Like the teachers in the Southern region, they "value the opportunity to learn alongside their peers, gaining

diverse perspectives and new ideas". They are "motivated to explore innovative teaching practices and find it rewarding to apply their acquired knowledge and new perspectives to enhance their teaching, particularly in utilising various tools and promoting holistic learning".

Their desire to take on a leadership role in the network is fueled by the positive impact the network has already had on them and their willingness to share their newfound knowledge with their colleagues and schools.

> "*Once they have experienced personal development, they feel a strong desire to represent their school and fellow teachers. They want to share what they have learned with others and bring back new knowledge to benefit their school and colleagues.*"

The following recommendations are based on key findings from the report and are intended to provide strategic guidance for OTT expansion and scale.

Recommendation 1: Sustain and strategically leverage teacher motivation.

Given the vital role of teacher motivation, teacher motivation in the Northern region must be sustained as it has been in the Southern region. To that end, teachers in the Northern region feel that the following approaches should be considered. Notably, several of these strategies are not unique to the Northern region; they have been similarly identified growth areas for the Southern team and could be developed nationally in collaboration with both teams.

- Create a supportive environment that fosters and encourages peer-to-peer knowledge exchange.

- Provide teachers with opportunities to demonstrate their abilities and potential and support members who wish to leverage their achievements to enhance their careers.

- Share examples of student growth and learning and demonstrate tangible benefits (e.g., improvements to teaching practice, career advancement) to teachers.

- Promote diversity within the network.

Recommendation 2: Build a culture of and processes for collaboration.

Just as the team in the Southern region needed to build a culture of and processes for collaboration, the team in the Northern region identified a

need for "clear and shared goals with short-term, medium-term, and long-term objectives", as well as well-defined processes and efficient project management.

Recommendation 3: Identify and address the resourcing needs for operating the network.

To encourage equitable teacher participation, ensure that budget allocation for critical project activities (such as travel allowances to in-person training sessions and funds to develop a repository of learning resources) are available. This will also allow OTT to operate more fluidly and minimise heavy burdens on implementing teams.

Recommendation 4: Make strategic adaptations to ensure the network is locally relevant while balancing national priorities.

Each region has its unique needs, such as different priority topic areas, language considerations, minority or marginalised populations, and cultural norms and traditions. OTT needs to be nimble and make strategic adaptations as necessary. Two initial recommended adaptations were identified by the Northern team:

> "*OTT should utilise technology to promote and preserve the unique arts, culture, and traditions of the minority ethnic groups/tribal people in the north. This can include integrating digital platforms to enhance the learning of underprivileged individuals and generate income. For example, developing teacher development programmes that are tailored to the specific needs and finding ways to adapt them to the local lifestyle and learning methods. Additionally, creating websites to showcase and sell local students' products can provide opportunities for economic growth.*"

> "*It is also important to implement a curriculum that incorporates a central Thai and English language learning programme using technology and self-development courses that help students understand global society and adapt to it.*"

Identified priority training session topics also differed from those of the Southern region and are guided by regional needs.

- Using technology to increase student literacy levels, develop problem-solving skills, and enhance life skills that can be applied to real-life situations.

- Addressing the negative effects of technology, such as the overuse of mobile phones.

- Exploring the application of technology to facilitate "community-based product manufacturing processes, from production to sales, using tools like Python to help in calculation".

- Establishing a teacher network that is geared towards supporting disadvantaged students.

Ultimately, teachers in the Northern region hope that OTT will, in five years, become a network that "involves various social welfare and education management organisations" and where teachers from all regions can be active participants and can access learning resources that match their self-development and teaching needs.

They also hope that the network will foster a nationwide community of collaborative learning, which can transform all students' education, allowing students access to quality education and "suitable career opportunities in their local communities". This vision requires close collaboration with various organisations, including "local government agencies, educational institutions, vocational schools, and universities".

Recommendation 5: Integrate peer-facilitated learning communities into Thailand's teacher professional development strategy.

Build on the OTT experience to actively explore ways to nurture and integrate professional learning communities within and across schools so they become an essential element of a continuous teacher professional development strategy. Not only is this aligned with the values around teacher and school autonomy in Thailand, but it also has potential to contribute to creating a collaborative learning environment where teachers and school leaders learn from and with one another.

Annexes

Annex A: List of Focus Group and Key Informant Interviews

1. Meelerd, W., Chai, O., Hamdeen, & Husnun. (2023, June 7). Focus Group 1: One Teacher Network Case Study. Personal.
2. Limpongpan, P., Srikasem, N., Madchudchoo, A., Ba-ngo. T., & Rungrojrangsan, P. (2023, July 3). Focus Group 2: One Teacher Network Case Study. Personal.
3. Chanthrawongkasem, B., Asawaphumi, R., Jatae, A., Manirat, P., & Hayeeda-oh, M. (2023, July 4). Focus Group 3: One Teacher Network Case Study. Personal.
4. Boontai, P., Chakkham, A., Jomkhanngern, N., & Sup-chun, K., (2023, July 6). Focus Group 4: One Teacher Network Case Study. Personal.
5. Bula, U., Boonthum, E., & Mad-yod, A., (2023, August 19). Focus Group 5 One Teacher Network Case Study. Personal.
6. A-wae, N., Chaikaeo, C., Waedueraman, P., Chuaykongma, S., & Eia-kerd, S., (2023, August 19). Focus Group 5 One Teacher Network Case Study. Personal.
7. Wichai, S., (2023 July 10). Interview 1 One Teacher Network Case Study. Personal.
8. Chanthawong, J., (2023 July 10). Interview 1 One Teacher Network Case Study. Personal.
9. Yangcheepyeunyuedee, C., (2023 July 10). Interview 1 One Teacher Network Case Study. Personal.
10. Es-ae , S., (2023 July 10). Interview 1 One Teacher Network Case Study. Personal
11. Wiboonuppatum, R., (2023 August 25). Interview 1 One Teacher Network Case Study. Personal

Annex B: Focus Group and Key Informant Interview Participants

Focus Group or Key Informant Interview	Participant Details
Focus Group 1: Southern Core Group	**Ms. Wipawadee Meelerd** Position: School Principal, Ban Jaropatai Elementary School, Yala Primary Educational Service Area Office 3 **Mr. Hamdeen Kasuemao**

	Position: Deputy School Principal, Ban Sala Mai Elementary School, Narathiwat Primary Educational Service Area Office 3
	Mr. Husnun Jeteh
	Position: Teacher, Ban Pongta Elementary School, Yala Primary Educational Service Area Office 1
	Mr. Oui Chai
	Position: Details not recorded
Focus Group 2: Southern Participants and Working Group	**Ms. Ploypailin Limpongpan**
	Position: Educational Supervisor, Yala Primary Educational Service Area Office 2
	Ms. Nurisa Srikasem
	Position: Educational Supervisor, Yala Primary Educational Service Area Office 2
	Mr. Aiyu Madchudchoo
	Position: Deputy Principal, Piman-pittayasan School, The Secondary Educational Service Area Office Satun
	Ms. Saguntala Ba-ngo
	Position: Teacher, Ban Lakkhet School, Yala Primary Educational Service Area Office 2
	Mr. Pibhop Rungrojrangsan
	Position: Deputy Principal, Phokirirat Suksa School, The Secondary Educational Service Area Office Pattani
Focus Group 3: Southern Participants	**Mrs. Banyen Chanthrawongkasem**
	Position: Expert Teacher, Somboonkunkanya School, The Secondary Educational Service Area Office 1
	Miss Rossukon Asawaphumi
	Position: Education Supervisor, Yala Primary Educational Service Area Office 1
	Ms. Areena Jatae
	Position: Teacher, Yala Provincial Office of The Non-Formal and Informal Education
	Mr. Panaprai Manirat

	Position: Head of General Administration, Anuban Narathiwat School
	Mr. Manase Hayeeda-oh
	Position: Deputy School Principal, Sungai Kolok Elementary School, Narathiwat Primary Educational Service Area Office 2
Focus Group 4: Northern Group	**Mr. Patthavikorn Boontai**
	Position: Teacher, Fang Vocational College
	Ms. Aphiwan Chakkham
	Position: Deputy College Director, Lampang Vocational College
	Mr. Natthapon Chomkhanngeon
	Position: Teacher, Northern Mubankru Technical College
	Mr. Keerati Supjoon
	Position: Teacher, Wachiralai School, Chiang Mai
Focus Group 5: Non-Regular Participants	**Mr. Us-ha Bula**
	Position: Teacher, Learning Promotion Center, Mai Kaen District, Pattani Provincial Office of The Non-Formal and Informal Education
	Ms. Ethima Boonthum
	Affiliation: Wuttichaiwittaya School, Pattani Secondary Education Service Area Office
	Mr. Adam Mad-yod
	Affiliation: Ban Na Ywak School, Songkhla District Primary Education Office, Zone 3
Focus Group 6: Regular Participants	**Miss Nuriya A-wae**
	Position: Teacher, Pattani Technical College
	Mr. Chatchai Chaikaeo
	Position: Educational Supervisor, The Secondary Educational Service Area Office Yala
	Miss Pirata Waedueraman

	Position: Teacher,: Ban Sramala Elementary School, Pattani Primary Educational Service Area Office 1
	Mr. Songpao Chuaykongma
	Position: Teacher, Yala Technical College
	Miss Somruthai Eia-kerd
	School: Tha Phae Kindergarten
Interview 1 : Mentor to OTT	**Mr. Wichai Srisud**
	Position: Deputy Director of Innovation and Planning, Bangkok Christian College
Interview 2: Mentor to OTT	**Mr. Jakkrapong Juntawong**
	Position: Expert Teacher, Hangdongrathrathuppatham School, under the Secondary Educational Service Area Office in Chiang Mai
Interview 3: Mentor to OTT	**Mr. Chaisit Yangcheepyeunyoodee**
	Position: Education Officer Affiliation: The Bureau of Information and Communication Technology, , Office of the Permanent Secretary, Ministry of Education
Interview 4: Regional Education Officer	**Ms. Sai-nap Es-ae**
	Position: Expert Educational Officer (Special level) Affiliation: Educational Service Area Office 7, Office of the Permanent Secretary, Ministry of Education
Interview 5: UNICEF Focal	**Mr. Rangsun Wiboonuppatum**
	Position: Education Specialist
	Affiliation: UNICEF Thailand Country Office

Appendix B: Logistics and Operations Questionnaire

	Questions
Understand how One Teacher Network (OTT) is structured and run	How is the core OTT team structured? Follow-up questions: ■ What are the roles and responsibilities of different team members? ■ How are teachers selected to be part of the core team? Are there certain skill sets you look for? ■ Has the structure of the core team evolved since OTT expanded, and if so, how? Please describe the most important systems you have in place that allow the One Teacher Network to run smoothly. Examples of systems could include meeting cadences, roles and responsibilities, use of platforms/tools to facilitate your work, etc. Follow-up questions: ■ How often do you meet and how did you decide on this cadence? ■ What do you use for planning and to stay organised? ■ Are there digital tools you use that help facilitate your work? ■ What is your process for deciding who is leading the next professional development session and its topic?
Understand what is necessary to carry out training sessions	How often do training sessions take place? How did you decide that this would be the best frequency? How does this vary during the school year? How long does a training session typically last? How did you decide that this would be the most useful length of time? Apart from Facebook platforms, what other tools or platforms does OTT use to communicate with teachers? Do you send out other types of communications, and if so, what and how often? Where are meeting and training materials stored?

	Follow-up questions: ■ Are past materials made available to teachers, and if so, how?
Understand the structure and content of training sessions	What does a typical training session look like? (Prompt if needed: for instance, a training session might start with a demonstration, then go to a time of discussion, then break into groups to practise, and close with a time of reflection) Follow-up questions as needed: ■ Are there opportunities for teachers to observe how a tool or skill is used in the classroom (e.g. by watching a video of a teacher modelling it in his/her classroom)? ■ Do you incorporate lesson enactment into training sessions? ■ Do you include time for teacher-led discussion and reflection? ■ Are there opportunities for teachers to share, develop, and critique ideas? What proportion of training sessions are virtual vs in-person? Follow-up question ■ How might the structure and purpose of virtual sessions differ from in-person? How are teaching strategies covered in the training sessions selected and by whom? Follow-up question ■ How often are these selections updated? ■ Are there ways for teachers who attend training sessions to suggest topic areas or needs? Do you revisit strategies that were previously shared? If so, how often? Follow-up question ■ How do you identify that there is a need to review these strategies? What content or teaching resources does OTT utilise? Follow-up question ■ How do you find these resources?

	What do you do if you find a resource that requires payment?
Understand how feedback on training sessions is collected and used	Do you collect feedback on training sessions, and if so, how often?
	How do you collect the feedback? (E.g. is a survey emailed to all participants?)
	How many people typically respond to your request for feedback?
	How do you use the feedback that you receive?
	Follow-up question
	■ Can you provide examples of times when you have incorporated feedback into the training sessions?
Understand what happens after a training session	Does OTT keep lists of teachers who attend each session?
	Follow-up question
	■ Do you keep track of new vs returning teachers, and if so, for what purposes?
	Does OTT follow up with teachers after the sessions? If so, how and for what purposes?
	Follow-up question
	■ What would you like to learn about what happens after a training session is concluded? (Prompt if needed: for example, what would you like to learn about how teachers are applying what they learn in the classroom?)
	How are teachers bringing what they learn from the training sessions into the classroom?
	Follow-up question
	■ If time and resources were not a factor, what forms of (additional) support do you think would help teachers bring what they learn into their day-to-day teaching activities? (Prompt if needed: for instance, opportunities to go into other teachers' classrooms to observe and provide feedback)
	Are there instances where teachers at the same school or district attend a training session?
	Follow-up question
	■ Can you describe any opportunities for peer learning that may occur? (Prompt if needed: for instance, do teachers get together informally to discuss the content and how they might apply it, visit each

	other's classrooms for observation and to provide feedback, etc.?) In what ways can teachers who have completed the training introduce the skills they have learnt through the sessions at their schools or districts? How might they be presented with the tools and resources for knowledge sharing when they return to their schools/ districts?