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Training Migrant Teachers along Thailand-Myanmar Border: A Public-Private Partnership between World Education at Mae Sot and the Faculty of Education of Naresuan University

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Abstract

Migrants from Myanmar are in Thailand in large numbers and most without legal status. Therefore, their children are not admitted to Thai schools however they are allowed to study in migrant learning centers (MLCs). The MLCs are run by volunteers and community based organizations. They are not accredited, and receive almost no supports from the Thai government. Most migrant teachers at these MLCs received minimal formal education before they fled from their native country. Since 2012, World Education at Mae Sot (WE-MS), as a branch of an international NGO in Boston, has started to work with a Thai higher institution named Naresuan University (NU) to train migrant teachers. This study aimed to identify the model of private-public partnership (P3) for the training, and to show the results of two training courses which took place in June 2012 and January 2015. The collection of data was based on qualitative methods including observation, personal interviews, and test results analysis. The data revealed that the P3 model was initially started by WE-MS. The initiation was led by a local staff of WE-MS who had been involved in a participative action research conducted by a research team from the Faculty of Education (FE) of Naresuan University. The contract brought about the first training in June 2012, followed by the second group in January 2015. Both training courses were highly satisfied by the migrant teachers. The P3 model created by the WE-MS in collaboration with FE-NU is similar to the model of DBFM (Design-Build-Finance-Maintain) of the Canadian Council of Public Private Partnership.

Key Words: Public-private partnership, Migrant teachers, Thailand-Myanmar border

Background

In 1984, after Karen civilians fled armed conflicts and human rights abuses in Myanmar, the government of Thailand allowed the first refugee settlements in Tak Province on the western border. Most refugees assumed that they could soon go home. However, throughout the 1980s and 1990s a growing number continued to pour across the border to Thailand. Reports by Burma Link show that about 120,000 refugees still remain in ten camps along the Thailand-Myanmar border and educational opportunities vary greatly from one camp to the next. (See <http://www.burmalink.org/background/thailand-burma-border/displaced-in-thailand/refu...>)

During 2005 to 2010, SHIELD (the Support to Health, Institution Building, Education, and Leadership in Policy Dialogue) Project was funded by the United States Agency for International Development (USAID) to be jointly implemented by the International Rescue Committee (IRC), World Education, and Program for Appropriate Technology in Health (PATH) and to collaborate with the Thai government, community groups, international and community-based organizations to find local solutions to migrant and refugee concerns and priorities. World Education Thailand has been in existence since 1999 in Chiang Mai, Chiang Rai, Kanchanaburi, Mae Hong Son, Ratchaburi, Samut Prakan, Samut Sakorn, and Tak provinces. (SHIELD Thai-Burma Booklet, 2010: pp.1-2)

The government of Thailand has attempted to regularize unauthorized migration. Migrants are categorized into 3 groups: displaced persons, migrant workers, and long-term migrants. And, those refugees who fled the fighting in Myanmar in 1984 and still living in the temporary shelter areas along the Thailand-Myanmar border belong the category of “displaced persons.” In 2005, the Ministry of Education of Thailand announced the Regulation on Proof of Admission of Students into Educational Institutes in 2005. The Cabinet Resolution on July 5, 2005, set up the operational guidelines related to the management of education so that educational institutions are duty bound to admit children of school age to study, including children of the migrants of all categories. Consequently, a number of NGOs and religious organizations set up migrant learning centers (MLCs) in areas with high concentrations of migrant workers. The data show that over 100,000 children of migrants attended classes at 130 MLCs across the country. (Ministry of Foreign Affairs. 2011)

According to Dowding (2014: p.12), Mae Sot is a district in Tak Province on a border with Myanmar to the west, a notable hub and for migrants from Myanmar, the majority of which come for economic reasons and predominantly work in agriculture, construction and the service industries. According to Dowding’s research, the majority of migrant children (72%) reported having migrated to Thailand with their families, and migrant parents in Mae Sot originate from both rural and urban areas in Myanmar in equal proportions (Dowding, 2014: p.13). The research found that there were 66 migrant learning centers (MLCs or LCs) in Mae Sot Area in order to meet the educational needs of the migrant children, and the number of LCs were not stable. She also mentioned that LCs operated independently and relied on funding from private foundations, some through intermediary or umbrella organizations, or from small public donations from the community of parents of students (Dowding, 2014: p.32).

World Education at Mae Sot (WE-MS, in short) has worked with refugees and migrants from Myanmar to empower individuals by providing educational opportunities and support to local community-based organizations. Since 1999, World Education Thailand has worked in five Burmese refugee camps through the Education Assistance to Burmese Refugees project. World Education achievements under SHIELD (2005-2010) included the training of 9,000

teachers, 400 school directors, and 8,000 parents from Myanmar who were currently living in Thailand; establishing child protection systems in nine refugee camps, developing the first standards-based curricula for migrant schools, in Thai, English, math, and science; training of Thai public school teachers who worked with migrant children, and so on (SHIELD Thai-Burma Booklet, 2010: pp.5-6).

Naresuan University is a government university, established in 1990 to serve the development of the lower-northern region of Thailand which covers 8 provinces including Tak (see <http://www.nu.ac.th>). Previously, the university used to be called Phitsanulok Campus of the College of Education. Its headquarters were in Bangkok, and the College of Education was upgraded to Srinakarinwirot University in 1974. The Faculty of Education of Naresuan University was the first faculty under the Phitsanulok Campus of the College of Education, since 1967 (see <http://www.edu.nu.ac.th>).

From July 2010 to March 2011, a researcher team of the Faculty of Education of Naresuan University conducted a pilot project to develop a model of non-formal education for stateless children in farming areas along the border near Mae Sot District. The research incidentally engaged a few local staff of World Education at Mae Sot (WE-MS, in short) in the participatory action research process. Consequently, a model of On-Farm Night Class for Stateless Children along the border was created, and the model was submitted to the Office of National Education Council of Thailand for its application (Chanbanchong, 2012).

The incident has become the starting point of the public-private partnership between World Education at Mae Sot and the Faculty of Education of Naresuan University. The term "public-private partnership" carries a specific meaning. The Canadian Council for Public-Private Partnership gives the definition that it is “a cooperative venture between the public and private sectors, built on the expertise of each partner that best meets clearly defined public needs through the appropriate allocation of resources, risks and rewards.” In the Canadian context, it relates to the provision of public services or public infrastructure, and necessitates the transfer of risk between partners. (<http://www.pppcouncil.ca/resources/about-ppp/definitions.html>)

The National Council for Public-Private Partnership defines that a public-private partnership (P3) is a contractual arrangement between a public agency and a private sector entity. Through the agreement, the skills and assets of each sector are shared in delivering a service or facility for the use of the general public. In addition to the sharing of resources, each party shares in risks and rewards potential in the delivery of the service or facility. The Council suggests 7 key point to success in public-private partnership: public sector champion; statutory environment; public sector’s organization structure; detailed contract; clearly defined revenue stream; stakeholder support; and, pick your partner carefully (<http://www.http://www.ncppp.org/ppp-basics/7-keys/>).

The Canadian Council for Public-Private Partnership classifies seven models of P3: Finance Only; Operation and Maintenance Contract (O&M); Build-Finance; Design-Build-Finance-Maintain (DBFM); Design-Build-Finance-Maintain-Operate (DBFMO); Build-Own-Operate (BOO); and Concession. The Council suggests that the options are available for delivery of public infrastructure where the government transfers all responsibilities, risks and rewards for service delivery to private sector. Within this spectrum, P3 can be categorized based on the extent of public and private sector involvement and the degree of risk allocation. (<http://www.pppcouncil.ca/resources/about-ppp/models.html>)

The P3 between World Education at Mae Sot and the Faculty of Education of Naresuan University does not occur between the public and private sectors within the same country. It

started with an informal approach between key local staff of World Education at Mae Sot to the researcher team of the Faculty of Education of Naresuan University with whom she had been acquainted. Although Naresuan University is a public university, its administrative system is flexible enough to allow for academic service to be given to stateless people.

The first training course for migrant teachers in Mae Sot Area took place in June 2012. Again, around the end of 2014, World Education at Mae Sot and the Faculty of Education of Naresuan University signed another agreement to train another group of migrant teachers. The second training course took place in January 2015, expanded to two refugee camps at Mae La and Nu Poe. Both camps were outside of Mae Sot District. Mae La is in Tha Songyang District of Tak Province. Nu Poe is in Umphang District of Mae Hongson Province.

As a member of the training team from the Faculty of Education of Naresuan University who has been engaged in the training courses, together with Chanbanchong who had lit up the relationship between World Education at Mae Sot and the Faculty of Education of Naresuan University, the researcher became interested to learn how P3 between the two organizations has been working. Also, the results of the training should be evaluated, about the learning outcomes and the satisfaction of trainees whom previously trained by World Education at Mae Sot and volunteer experts from abroad.

Both sectors have the common mission of providing education service to people without any discrimination. Successful P3 between World Education at Mae Sot and the Faculty of Education of Naresuan University should be an applicable model to other government universities in Thailand which are in search for successful collaboration with international non-profit organizations.

The specific objectives of this research were: (1) to identify the public-private partnership model implemented by World Education at Mae Sot in collaboration with the Faculty of Education of Naresuan University; (2) To evaluate the effectiveness of the two training courses; and (3) to clarify trainee attitudes towards the program.

Methods of Research

This research was descriptive, based on qualitative data collection. Firstly, the identification of the P3 model was conducted through interviews of stakeholders and the analysis of related documents. The target group included the key local staff of World Education at Mae Sot: two researchers of the Faculty of Education of Naresuan University who started the participatory action research that involved the staff of World Education at Mae Sot in the process; two deputy deans of the Faculty of Education of Naresuan University who have been engaged in the P3 system; and two professors of the Faculty of Education of Naresuan University who have been involved in the training. The documentary analysis was based on the final agreement paper signed by both parties.

Secondly, training effectiveness was measured by means of interviewing, observation, and analysis of workshop outputs in response to the objectives of the training. The interview and observation of trainees' reactions took place in the reflection sessions of the training courses. The i-phone video taking was employed to help supplementing the researchers' note taking. In the first training course, there were 24 trainees, and there were 30 in the second course.

Thirdly, the trainees' satisfaction of training program was based on observation and the After Action Review that the trainees were allowed to freely expressed their opinions. The researchers analyzed their opinions to see both positive and negative sides, and then put them in orders by means of the frequency.

Findings

The Model of Public Private Partnership

The P3 model is similar to “Design-Build-Finance-Maintain” (DBFM) of the Canadian Council of Public Private Partnership, and involved the Deming’s quality cycle (P-D-C-A) along the partnership process. When considered about the key success factors in accordance with the framework of the Canadian Council of Public Private Partnership, the findings were as follows:

Public Sector Champion was recognized by World Education at Mae Sot. The informal interviews with the key local staff of World Education at Mae Sot revealed that the organization had seen the strengths and possibility to work with the Faculty of Education of Naresuan University since her involvement in the participatory action research in 2011. Again, she found the first training course highly successful and cost-effective. In the meeting to sign the agreement for the second time, she mentioned that, “the Burmese trainees could understand the lectures very well, and they highly enjoyed the learning activities because they could apply quite easily to the real situations.”

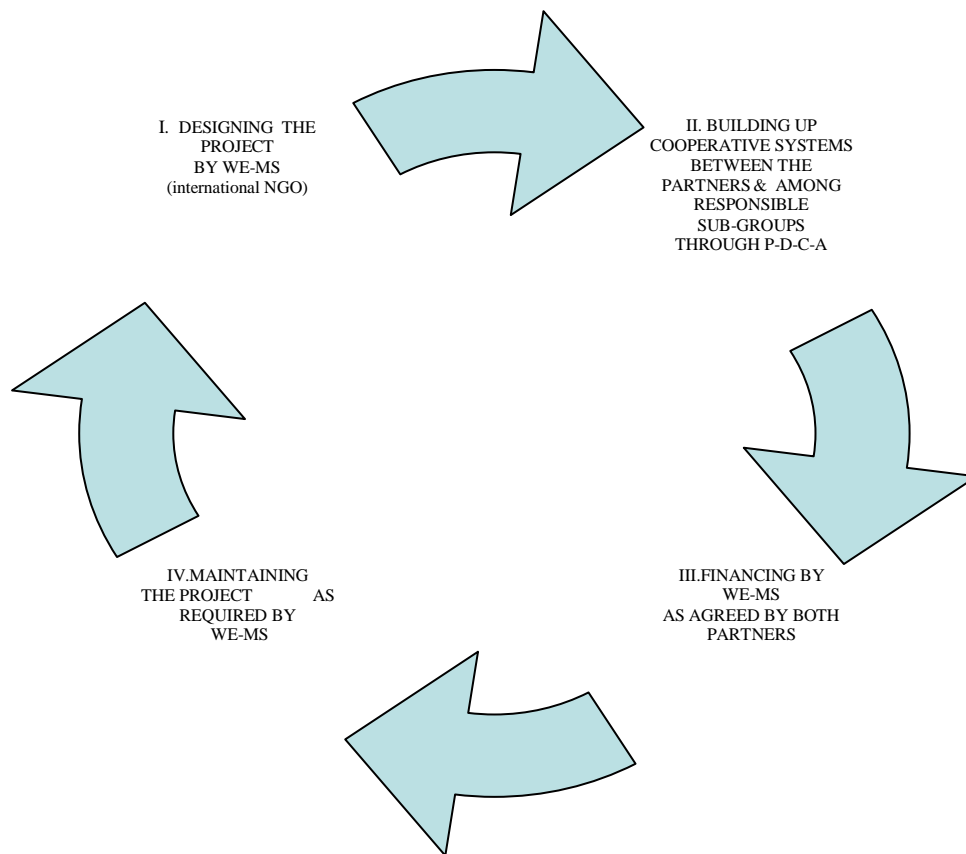
Detailed Contract in Statutory Environment was agreed by both sectors. Both World Education at Mae Sot and the Faculty of Education of Naresuan University have their own regulations, with a common mission related to providing educational service to the less-advantaged. They worked up the first contract in 2012 after a series of informal negotiation.

According to the vice dean in administrative affairs of FE-NU, Dr.Chalong Chatrupracheewin, Naresuan University was established by the government to serve the lower northern region of Thailand in the development of all educational disciplines. After signing the contract with World Education at Mae Sot in 2012, both parties worked together to design the course, the budget, and the training venue. The Faculty of Education of Naresuan University set up a working committee and sub-committees to work up the project through careful selection of teaching staff. Such criteria as doctoral degrees in education, competency in English language communication, and volunteerism were set up by the committee. The trainers were involved in course designing, cost material preparing, and the training in remote places at Mae Sot and the refugee camps nearby.

The Quality Management has been employed by the Faculty of Education of Naresuan University throughout the training courses. According to Dr.Panuwat Pakdeesong, a professor who has been involved with this partnership project since 2012, and Dr.Varinthorn Boonying who was actively involved in the first training course on “Education and Community Development,” the P-D.C-A Cycle has been followed at all time by the project managerial committee and the working groups for training. Boonying mentioned that, “...I have trained the first group to use the AIC Technique and the P-D-C-A Cycle, too.”

The financial agreement was based on the negotiation and the regulations of Naresuan University. According to the interview with the Deputy Dean of Administrative Affairs of the Faculty of Education of Naresuan University, the trainers were paid by the Faculty of Education as being regulated by Naresuan University, while the Faculty of Education was paid by World Education at Mae Sot as said in the agreement signed by the two partners.

In conclusion, the P3 Model of WE-MS and FE-NU may be put into a conceptual map as shown below.



The working process of the P3 of World Education at Mae Sot and the Faculty of Education of Naresuan University can be explained in the scope of the above model as follows :

Step I: Designing the partnership project by World Education at Mae Sot, an international NGO. This happened after the realization of the ability of the Faculty of Education of Naresuan University and the decision of World Education at Mae Sot to take risks.

Step II: Building up cooperative systems. This action took place after negotiation and the formal agreement, with the Terms of Reference designed by World Education at Mae Sot. The internal cooperative system using P-D-C-A Cycle among sub-committees of the Faculty of Education of Naresuan University was not interfered by World Education at Mae Sot.

Step III: Financing by World Education at Mae Sot was based on the formal agreement between the two partners.

Step IV: Maintaining the project as required by World Education at Mae Sot. This means that the project would not be able to continue if World Education at Mae Sot, the international NGO, decided not to. After the first training course finished, it took more than one year to start the second training.

Training Effectiveness

Effectiveness of the Training Materials and Methods: For the first group, an unpublished Text titled “Education and Community Development” was approved as relevant and then put into practice. Dr.Chantana Chanbanchong, a senior professor in Comparative Education Systems, and in Educational Administration, employed variety of sources, including Google as

she drafted the text. Afterward, the drafted text was reviewed by three other professors in the training team before submitting via e-mailing to WE-MS for its consideration.

The text has the content which is divided into 5 modules. Module I is entitled “Education: Definition, History and Trends, comprising such themes as Definition and Function of Education, Education in the Past; Education System of Thailand - Early Childhood Education, Basic Education, Vocational and Technical Education, Higher Education, Non-formal Education and Lifelong Learning; Education in the Industrial Era; Educational Revolution in Post-Industrial Era; Education for the Development of an International Mind; and Education for Sustainable Development. (Chanbanchong, 2012: pp. 1-8)

The theme of Module 2 is “Community and Its Role in Education,” with sub-themes that include “Community as Social Unit That Shares Common Values – Senses of Community,” and “Role of Community in Education, the case of Uttar Pradesh” (Ibid, pp. 10-14). In Module 3, the text is about education and sustainable development in details, defining the term community development, explaining how people participate in community development and how teachers build up a community of sustainable development, i.e. through a participatory action research (Ibid, pp. 17-31). In Module 4, the content is about ASEAN Community by 2015 and the study tour that should bring the trainees to an ASEAN learning center in Mae Sot area, and a suggested activity called “Language-Link Activity” (Ibid, pp. 34-37). Finally, in Module 5, the text is about “Sustainable ASEAN” that includes environmental issues in Thailand, Vietnam, Indonesia, and Myanmar; regional cooperation; education for sustainable development; and sufficiency economy and the case study of Muang Nan Community (Ibid, pp. 38-41 and 43-48).

The text requires that a variety of methods are employed. Module 1 is designed for lecturing and cooperative learning. In Module 2, the lecture is followed by Jigsaw reading and a workshop. In Module 3, the lecture is supplemented by the examples, VDO viewing, group discussion, and a workshop. In Module 4, the lecture is followed by VDO viewing, study tour planning, the actual field survey, and a language-link activity. In Module 5, the lecture is followed by VDO viewing, group discussion, concept mapping, and a workshop.

Three trainers, who were involved in the second training course, mentioned that the text “Education and Community Development” was used by the team, with a supplementary on knowledge and skills for ICT using and child-centered instruction methods. They agreed that the methods used in the first training course were applicable, but not enough to fill up the gap for the migrant teachers who had little access and approach to ICT and child-centered instruction.

Qualification of the Trainers

To reflect the effectiveness of the P3, the qualification of the Trainers in both courses was assessed, by means of educational background, English language communicative skills, and cross-cultural understanding. The following evidences show that the trainers have high qualification.

In both of the training courses, one hundred per cent (100%) of trainers were doctors in Education. For the first course, a trainer received a doctoral degree in comparative education from Japan, another one got his doctoral degree in development education from Chulalongkorn University, then another who got her doctoral degree in human resource development from The University of Victoria in Australia, and the other one who got his doctoral degree in HRD from Naresuan University.

For the second course, the two female professors who had studied in Japan and Australia were substituted by two male philosophical doctors, one in Educational Technology and the other one in Curriculum and Instruction. The reason was related to the change of training venues to work inside of 2 refugee camps where over-night stay would be too difficult for the female professors. To replace them, five volunteer graduate students were allowed to serve as assistant trainers.

Communicative skills in English was necessary because the migrant teachers were all from Myanmar, mostly the Burmese and the Karen. Most could not understand Thai language, but had mainly been educated in schools where English language was regularly used. According to informal interviews and daily acquaintance with other trainers, the researcher can say that none of them has difficulty in basic English communication and academic English reading.

Among the trainers, four of them had studied or trained in English-speaking countries for over a year. Furthermore, the Faculty of Education of Naresuan University had provided opportunities for its teaching staff to go abroad to attend intermediate or advanced English language training, and to join international seminars. All of the trainers could fluently use the internet to search and deliver the messages in English. Four of these trainers had experienced working in several research projects led by Dr. Chantana Chanbanchong, who required them to explore the comparative data through Google and other data bases. All of them, including the other trainers and the graduate students were able to create their own powerpoint presentation in English.

Cross-cultural understanding of the trainers was very important, especially the understanding about the situations of the migrants from Myanmar. Among the trainers in the first course, three out of four had already been acquainted with Mae Sot since their previous research project. Another had experienced working in research projects related to health problems of the migrants in Rayong Province. The two male trainers who came in for the second training course was highly interested in learning about the migrants's situations. Both have got very good international understandings, judged from their informal conversations with the researcher. The one who majors Educational Technology mentioned that he had changed his attitudes towards Myanmar and her people, after he joined the study tour led by the Faculty of Education of Naresuan University to visit Rangoon a few years ago. The other, with educational background in Science Education (Curriculum and Instruction) from the United States, was very anxious to see the actual states of the refugees - with strong desire to help and bring about the sustainable development of the ASEAN Community and the world.

Positive Outcomes of the First Training Program

According to an interview with the deputy dean for administrative affairs of the Faculty of Education of Naresuan University, the first training course was highly effective and led to the success of the second course. In the first training program, the trainers were divided into two sub-teams, each went to work at the training venue for three days. It was located in Mae Sot District, about 300 km. from Naresuan University.

The professors, though very busy with their regular work, communicated among each other through internets and mobile phones. The intensive contents and practical learning methods, together with other factors described in this section brought about the outstanding outcomes as explained below.

Test Results:

The result of testing on the last day of the first course revealed that 80% of the trainees passed with a high level, while the rest 20% of passed at a moderate level.

Observable Learning Behaviors:

Through unstructured interviews of five trainees and the classroom observation on 15 June 2015, it is found that over a half of the trainees had previously been active leaders in their migrant communities. A woman aged about 60 years had been in Thailand for over 45 years. A man, with about the same age as the woman, used to teach at a Burmese university. However, not only these two persons, but also most of the other trainees, were confident to express their thoughts upon exchanging ideas with the trainers. Most of them spoke English quite well, though a few had some difficulty with the language, as it was not their first language. They all agreed that the oral explanations of all trainers were understood well enough, and the cooperative learning activities and the textbook were very useful.

Applicability of Knowledge and Skills Learned from the First Training Course:

Through an unstructured interview with Dr.Panuwat Pakdeewong, a trainer of the first course, it is found that the decision to carry on the partnership and to expand to the other target groups was related to the success of the first course. According to this resource person, he got the information directly from the project manager of World Education at Mae Sot that the trained migrants were able to successfully apply the techniques such as cooperative learning, case study, brain storming, and mind mapping to their own teaching and working.

Cost-effectiveness of the P3:

The measurement of the cost-effectiveness could be qualitatively made by means of an interview with the deputy dean for administrative affairs of the Faculty of Education of Naresuan University. The financial support from World Education at Mae Sot was not very high, but enough for the stipends paid to the trainers and their travel costs. For example, the budget for the management of the first training course was about 3,000 US dollars on the part of the Faculty of Education of Naresuan University that had to give 10% to the university for its permission of personnel to work outside. World Education at Mae Sot managed the other necessary costs such as trainees' transportation from the refugee camps to the training venue near World Education at Mae Sot Office, meals during the training, and so on.

Attitudes of the Trainees towards the Program

Towards the Content of the Courses:

From the short answers in the After Action Review (AAR) of each course, it is found that more than 20% in the first group would like to learn more especially about the ICT skills and the child-centered instruction methods. From the second group, over 50% of them mentioned that all of the contents were useful. Approximately 10% of this particular group mentioned that they would like to have more time for the training.

Towards the Training Methods:

Among 24 members of the first group, 20 (83.33%) of them mentioned that they enjoyed the cooperative learning, the field survey, and the case study. These answers were in agreement with the second group that 29 out of 30 (96.67%) who answered that they enjoy all of the

learning activities. Only one of the 30 was not satisfied with his seating position in class. He mentioned that he was seated too far away.

Towards the Trainers:

None of the trainees in both courses expressed their dissatisfaction with any of the trainers. To have the graduate students as assistant trainers was considered to be highly satisfactory by more than half of the trainees in the second group. They also mentioned that the graduate students would be very welcome to return again, if World Education at Mae Sot and the Faculty of Education of Naresuan University carried on this type of training for them.

Towards the training management. All the trainees (100%) in the first group expressed their satisfaction with the management which allowed them to receive the knowledge from Thai professors who knew their actual situations. Ten of them (41.67%) mentioned that they would like to be trained at Naresuan University, if possible.

The opinions from the second group reveals that the on-site training at the refugee camps was also highly satisfactory. Out of all, five trainees (16.67%) stated that they would like to be trained outside of the camp so that they could observe the successful cases in Thai communities and see more examples from various other resources.

Discussion

The public-private partnership between World Education at Mae Sot and the Faculty of Education of Naresuan University which initiated the training of migrant teachers along the border of Thailand-Myanmar in June 2012 has proved that an international NGO can successfully work in partnership with a public university in Thailand if the project is well designed and professionally operated. The P3 model created by World Education at Mae Sot and the Faculty of Education of Naresuan University is similar to the model of Design-Build-Finance-Maintain of the Canadian Council of Public Private Partnership, but with the P-D-C-A Cycle employed throughout the management process at the Faculty of Education of Naresuan University.

Chanbanchong, a senior professor who joined this research project, has come up with another interesting assumption that government universities in Thailand, like Naresuan University, should be able to work as successfully in partnership with international NGOs like World Education Thailand, if they possess skilful educational workforce and strong willpower to cooperate for the sake of educational service and knowledge advancement.

Since 2006, the government of Thailand has applied criteria of the Malcolm Baldrige National Quality Award (MBNQA) to create the Public Sector Management Quality Award (PMQA) that all government universities in this country are required to follow. Previously, in 2003, the Good Governance Act was launched. The Act has demanded public management based on the good governance principles: people-orientation, public benefits as the final goals, efficiency and cost-effectiveness, clear work procedures, timeliness, responsiveness to the needs of people, and continuity of performance evaluation (Chanbanchong, 2014: pp.13-14).

The Report on the State of Comptrollership in the Government of Canada (2012) states that in P3 the private sector consortium is responsible for securing a significant portion of the financing. This statement is supported by the fact that the financing of the P3 project of World Education at Mae Sot affected the continuity of the training program. The evidence from an informal interview of the deputy dean of the Faculty of Education of Naresuan University shows

that the first and second training courses were not continued year by year because of the financial reason on the side of World Education at Mae Sot.

The other problems included the migrant teachers' low ability to use ICT for their instruction. During the training, the trainees could only present their learning results by flip charts, oral explanation, and so on.

Conclusion

With the good governance, and the championship of its teaching workforce, the Faculty of Education of Naresuan University has been able to continuously manage its mission in Partnership with the international NGO like World Education at Mae Sot as described in the findings of this research. Both partners have been rewarded. The P3 model created by World Education at Mae Sot to work in collaboration with the Faculty of Education of Naresuan University is similar to the model of Design-Build-Finance-Maintain of the Canadian Council of Public Private Partnership.

To benefit more from this basic research, there should be further studies to answer the following questions: (1) the contract system has been carefully designed to cover the significant elements such as the rationale for partnership, expectation, duration, roles and responsibility of both, or not; (2) what are the success factors underlying the use of the P-D-C-A Cycle among the sub-committees from various departments of the Faculty of Education of Naresuan University though the professors are quite busy and come from various disciplines; (3) how has ICT literacy of the Thai trainers from the Faculty of Education of Naresuan University influenced the learning outcomes of the migrant teachers; and (4) what would happen if the migrant teachers were able to access more freely to ICTs.

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