

PRELIM 3

ETA Clarification Questions and Answers

Please find below a summary of the ETA PRELIM 3 clarification questions and answers from the Zoom webinars held at 09:00 & 15:00 UK time on Monday 7th November 2022.

Q1: PRELIM Dissemination Fund of £5000 – what is this money to be used for?

A1: The partnerships need to negotiate the content / format together before applying for the dissemination fund. The funds can be flexibly used, but they are likely to support costs with production and sharing of resources in your own country.

Q2: How localised should resources be?

A2: The resources need to fit to the teachers' needs. This might include using the existing materials or creating new ones. The aim of PRELIM 3 is that these are localised to your teaching context, which could be in many ways – e.g. culturally, pedagogically, or linguistically. In terms of cultural context, there might be a possibility to bring in some relation to your UK partner's context if this is appropriate.

Q3: How important is it that the projects respect copyright of materials?

A3: Copyright should be respected so that the resource can be used without restrictions in your country.

Q4: Does the ETA need to conduct research regarding the implementation of the materials?

A4: A key ETA role is to inform the UK partner about the classroom context and the most effective strategies for dissemination and implementation of the resources, as your UK partner will not know this as well as you do. This is probably an area of expertise that the ETA will already have, but there may need to be some further investigation during the project. The methods of finding this information could be more or less formal, depending on what is most effective in the circumstances. Any formal research for PRELIM 3 Monitoring and Evaluation purposes will be supported by British Council and NILE.

Q5: How many teachers should be involved in using the materials?

A5: PRELIM 3 is more ambitious than PRELIM1 and PRELIM2 in terms of numbers, as the potential for beneficiaries will be greater than a single course for teachers. However, it is important to state that the number of teachers reached is only one factor that might make a partnership project successful. The quality of the resources, their access and adaptability, the level of user support, the enhancement of project management skills within the ETA etc. are just some of the many criteria against which success can be described. To a large extent, these criteria will be context dependent for each project, and monitoring and evaluation will be externally supported in PRELIM3.

Q6: Can resources be for online purposes?

A6: PRELIM 3 does not prescribe the nature of the resources. Anything is possible if it works for the context, and it's great to be creative and ambitious. This approach does, however, need to be realistic, so perhaps, for example, a whole new online platform would be over-ambitious even for this longer project timeframe. In addition, of course, the resources to be developed need to be within the capacity of the UK partner, too.

Q7: When do we survey our members' needs? Before applying or in January?

A7: Your own existing knowledge will inform your application, but it is expected that further, more targeted investigations will be carried out as the partnership with the UKI progresses and the identification of a project focus is developed.

Q8: Our textbooks will be changing. Can we focus on external exams instead?

A8: This is an example of why local contextual knowledge is so important. There is little sustainability in developing support resources for a textbook if it will be replaced in the near future. So, if there are other areas of focus that might be of greater utility to support teacher and student needs, then this is completely within the purpose of PRELIM 3.

Q9: Will teachers from our country have the chance to develop their skills and be involved in developing materials?

A9: One of the aims of PRELIM 3 is for stakeholders to develop sustainable skills. How or if this would work in practice would need to be agreed with your UK partner, but if the involvement of local teachers in the creation of the resources is appropriate to the partnership, then this is exactly what we would hope for in principle.

Q10: Can ETAs connect with each other?

A10: In PRELIM 3 we are hoping to create an ETA Community of Practice to support the ETA experience of the project, in order to share useful approaches and activities during the different phases of the project.

Q11: We have a range of different sectors in our membership, e.g. primary, secondary and tertiary. We also have different geographical regions with very different contexts. How might PRELIM3 approach this diversity?

A11: It is likely that the partnership will identify a particular sector to focus on, as the resource issues and requirements will be specific to each. Given the limited capacity of the project, it is unlikely that all sectors or geographical areas will be catered for, and so one of the tasks in the initial stages will be to identify who the beneficiaries of the resources will be.

Q12: Who will have the main responsibility for designing the resources?

A12: The process will be very much the result of a partnership with the UKI and the ETA. Within this partnership the UKI will have the main responsibility for developing the resources with continuous support and feedback from the ETA as they are drafted and then disseminated.

Q13: What is the optimum size of an ETA project team?

A13: It depends on your association and the way you communicate internally and with membership. We would advise against "too many cooks", but you'll know your ETA best.

Q14: What will these resources look like?

A14: It's not possible to be prescriptive here, as it will depend entirely on context, and what would be most supportive for the teachers and students there. For example, it might be a range of support in how existing materials are exploited; it might be activities and sequences of support for students in their assessments; it might be a package of additional standalone materials that align with curriculum aims, etc. But this will be the outcome of the finding-out stage and the explorations of possibilities between the ETA and the UKI partnership.

Q15: How will our UKI partners be able to learn about our culture, background etc.?

A15: This is an essential part of the project. All PRELIM projects have had partnerships between ETA and UKI at the core of their existence. There are 3 ways we hope that this will happen. In PRELIM 3 we hope that this will be continued through extensive communication and sharing of the relevant information and also through the personal relationships that develop between the two teams involved. Second, the resource creation process will be one of drafting and feedback between the partners as the resources are being made which will allow for further context-sharing. Finally, one of the features we hope that the resources will have is adaptability, so that teachers can fine tune them for even greater contextual appropriateness at the school level, if necessary.

Q16: Will there be a Monitoring and Evaluation mechanism for the project?

A16: We'll work together to make sure the M&E process developed is fit for purpose, and BC and NILE will help/guide – this will be a learning opportunity for partnerships to conduct more formal M&E, but you can certainly monitor, reflect and feedback on the success of the resources as you work on them with your UK partner. You'll also get support for this, and the chance to compare and reflect with other ETAs involved in PRELIM3 through the supported ETAs Community of Practice.

Q17: Is there a pre-determined schedule/timetable for project activities?

A17: There is no strict schedule. This is to be agreed with your UK partner and checked with NILE project team. Essentially, it would be good practice to working backwards from March 2024 to develop a timeframe for the main phase activities and this will also depend on the features of the academic year within your own context.