

## PRELIM 3

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# Peru: ASCEI and PERU ELT NETWORKS (Community of English Teachers in Peru 'ETIP')

with

## York Associates International Ltd

August 2024

## Project background

Partnership overview		
<b>Partners</b>	<b>ETA partners</b>	Association of University Students - Asociación de Egresados de Educación e Idiomas Extranjeros] ASCEI and PERU ELT NETWORKS/ Community of English Teachers in Peru 'ETIP'
	<b>UKI partner</b>	York Associates International Ltd
<b>User profile</b>	<b>Context overview</b>	Secondary classrooms
	<b>Learner age group(s)</b>	Primary target group 11/12 years plus
	<b>Curriculum overview</b>	Based on National Curriculum. Seven principles (Equal rights; Diversity-Inclusion; Intercultural; Gender Equality; Environmental; Well-being; Excellence)
<b>Teacher support resource package</b>	<b>Resource format and organisation</b>	<ul style="list-style-type: none"> <li>• Seven 'resource kits', one for each core principle.</li> <li>• Materials are built on two key methodologies, the communicative approach, and task-based learning</li> </ul>
	<b>Resource content</b>	Each 'resource kit' contains: <ul style="list-style-type: none"> <li>• a core lesson, with:               <ul style="list-style-type: none"> <li>○ a lesson summary / detailed lesson plan</li> <li>○ suggested useful language</li> <li>○ three optional extension activities</li> <li>○ a teacher reflection exercise</li> </ul> </li> <li>• five extra activities on targeted core approach</li> <li>• a reflection task for teachers after lessons</li> </ul> an essential accompanying teacher guide, 'The Teachers' Handbook'
	<b>Resource sustainability</b>	<ul style="list-style-type: none"> <li>• Webinars encouraged independent materials design by teachers</li> <li>• ETA-designed new website to collect and distribute new resources</li> </ul>
<b>Dissemination</b>	<b>Methods</b>	<ul style="list-style-type: none"> <li>• series of regional, face-to-face workshops, with representatives from the 14 regions of Peru</li> <li>• teachers participating acted later as workshop coordinators in their own or neighbouring regions</li> <li>• website created to enable teachers to download materials and extra resources</li> </ul>
	<b>Timeframe</b>	<b>August 2023-June 2024</b> Various dissemination activities to take place nationwide

		<b>From June 2024 onwards</b> remote (Zoom) teacher training webinars to collect feedback on use of materials and support ongoing dissemination
	<b>Number of teachers reached</b>	Approximately 1800 teachers in total

## Description of the partners

**Peru ELT Networks** is a registered, non-profit organisation aiming to: contribute to the improvement of both personal and professional development of English language teachers in Peru; identify and promote teamwork among English language teachers; provide teachers with a chance to network in its various events of the year.

**The Pedro Ruiz Gallo Alumni Association**, led by President Carlomagno Sancho Noriega, comprises 250 members. The association's primary aim is to enhance English language teaching by introducing innovative methodologies and strategies. Its members, who are English teachers in urban and rural public secondary schools across Chiclayo province in Peru, join to enhance their language proficiency and broaden teaching techniques, applying new knowledge directly in their classrooms.

**York Associates** is a training centre and English language school situated in the historic city of York in the north of England with over 40 years of experience. A core staff supports a large group of associate trainers, many of whom contribute knowledge and experience in specialised areas, such as soft skills, intercultural communication, neurodiversity and leadership.

## Key features of the context

The National Education Law of Peru has produced a set of value-driven educational principles that schools should incorporate in their ethos and teaching: Equal rights; Diversity and Inclusion; Intercultural; Gender Equality; Environmental; Well-being; pursuit of Excellence - <https://www.minedu.gob.pe/curriculo/>. These core principles seek to consolidate key values and develop socially responsible attitudes and behaviours of students, teachers and headteachers. Schools in Peru vary significantly, some being in rural and poorer contexts, some in inner-city locations and some in more affluent suburbs. Students are equally diverse. Classes are often very large. Challenges arise from social inequalities, poor attendance, unequal gender opportunities, varying levels of parental support and aspects of discrimination, for example, for indigenous communities speaking different indigenous languages.

## Outline of the teacher support resource package and rationale

Our focus-group based research highlighted a lack of speaking skills in English as the predominant need to address within the state school language teaching context. Our project rationale was created with the objective to:

- develop a set of easily disseminated, context-appropriate resources and activities which are innovative, stimulating for students and teachers, extremely practical, requiring little preparation such that teachers can easily integrate into existing lesson plans
- align with the curriculum's seven education principles set in the National Educational Law of Peru, thus ensuring relevance and usability of materials for teachers and students
- support a teacher's ability to develop the spoken confidence and skills of learners, ensuring that classrooms become more meaningfully communicative, bearing in mind classes are often groups
- meet the needs of teachers working with very limited resources
- inspire teachers to make the most effective and creative use of existing materials, incorporating new ideas, approaches and activity types
- produce materials and approaches which can be added to by teachers independently during and after the lifetime of the project – ensuring sustainability beyond the life of PRELIM 3 itself
  - create short- and longer-term opportunities for professional collaboration and development for all involved, both in the short and longer term.

## Project findings

### Working in partnership

Partners were:

- highly motivated and dedicated educationalists, engaged fully in the collaborative project process, genuinely interested to work with innovative ideas
- very active in providing information on education in Peru secondary schools
- happy to commit significant resources in terms of research; setting up working groups and regional coordinators; communicating on our behalf to local teachers; arranging workshops and webinars, etc.
- able to provide invaluable local knowledge, cross check our understanding of the context and quickly get answers to questions arising during the writing of the modules
- able to successfully find workarounds to challenges arising from one project partner who did not attend any of the core developmental meetings because of issues/illness at home.

### Designing the teacher support resources

The decision to base material design on the seven core principles of the educational system of Peru provided a clear project logic and rationale. It also provided a severe challenge to authors.

Therefore, we had to:

- balance very ambitious learning outcomes embedded in the seven principles, against the practicality of the activities and tasks we set
- operate as a highly flexible writing team using an iterative process
- consider at all times support for the Peruvian teachers, many of whom lacked experience in using such materials, and had diverse level of language skills themselves
- use a modern, task-based approach to classroom activities which could meet location challenges faced by many of the schools in Peru, which entailed frequent thinking outside the box to design activities that genuinely worked for low-resourced schools

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- find innovative ways to make the materials meaningful for younger age groups and lower language level, and promote collaboration amongst students within the activities.

## Disseminating the teacher support resources

Overall, the dissemination of teacher support resources was very smooth:

- materials were transferred via email and WeTransfer without an issue
- York Associates worked closely with ETAs to plan the most effective way to present materials, and engage regional coordinators, through a series of regional workshops and webinars
- York Associates participated in webinars at Lima, Chiclayo, Piuria and Puno with the role to:
  - provide an introduction to the session which clarified project scope and objectives
  - create and deliver a slideshow that would provide a structure to the workshop/webinar and act as a useful reference when distributed later to attendees
  - deliver Presentation 1: Design of the Prelim 3 materials; our rationale and choice of methodology; our process for creation of the resources
  - deliver Presentation 2: Creation of the resources; resource set 'Pursuit of Excellence'; lesson plan logic; how to use the activities
  - reiterate the importance of sustainability, explain how to develop new resources and give practical examples
  - host a question-and-answer session.

## Collecting, monitoring and evaluating feedback/data

Feedback was embedded explicitly as a core principle across the project as the UK organisation was very mindful not to embed false assumptions and expectations into materials design and content. Therefore, in partnership with our ETAs, we developed survey tools and questions, and followed up with monitoring and evaluation meetings to discuss results, with great effort made to include relevant feedback into the project deliverables.

York Associates and the ETAs had a series of Zoom meetings to plan appropriate research methods, to identify which types of resources the teachers really wanted and needed, in line with the following process steps:

- 14 teacher representatives/regional coordinators were appointed
- a needs analysis questionnaire was produced on Google Forms and distributed by them to 659 teachers
- feedback was collated and discussed by focus groups with key objectives and project scope defined and agreed
- circa 50 teachers from a selection of regions in Peru were recruited for the pilot stage
- initial pilot stage work involved:
  - attending Zoom induction sessions in preparation for using the materials
  - trialling pilot materials with their classes,
  - providing feedback in documentary form at a live feedback webinar
  - posting photos showing themselves using the materials in class.
- feedback was collected and communicated to the York Associates writing team
- finalised resources were sent to the ETAs by email and WeTransfer.

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# Project outcomes

## Comments on Project success

Feedback from the Peruvian teachers who interacted with the project has been overwhelmingly positive. Satisfaction with the UK partner from the Peruvian ETAs was explicitly noted,

*'Working with York Associates has been a rewarding experience. Their commitment and involvement from the project's inception were remarkable.' Weekly meetings facilitated collaboration, ensuring that the course design aligned perfectly with the Peruvian national curriculum and the seven core approaches of Peruvian education. Moreover, their invaluable support during the dissemination phase, especially during seminars in Lima, Chiclayo, and Piura, was instrumental in reaching a wider audience.'*

The Regional Coordinators consistently praised the impact of the resources in the classroom. One coordinator said,

*'Teachers are very happy to have teaching materials related to the seven core approaches that they can use in their classroom with their students according to their context and needs.'* The resources were described as 'filling a gap' in terms of materials previously available, even described as 'golden materials.'

A small selection of representative positive feedback comments concerning the project – collaboration, content and learning outcomes – is documented below:

*'First time we have materials and very useful where our students find themselves, see local and international contexts.'*

Magaly Sandoval, School: Isolina Baca Haz, Chulucanas, Piura, Perú

*'In PRELIM 3, when I met York Associates Professors, I proved they are kind and great professionals.'*

Maria Elena Ricse, School: Carlos Wiese, Comas, Lima, Peru

*'Useful, varied, interesting, realistic, innovative materials, which fills the need ELT in state schools in Peru has had.'*

EdgarGuzman, Director of Quality Assurance at the Faculty of Education - Universidad Nacional de la Amazonía Peruana, Iquitos, Peru


*'Prelim 3 changed my students` perspective of life and my professional perspective.'*

Violeta Noriega, School San Pedro, Chimbote, Ancash, Peru

## Emergent learning

In terms of York Associates, the following represent our own learnings:

- ELT can contribute meaningfully to societal change by creating values-driven material
- It's important to think beyond dissemination in such projects and focus also on sustainable implementation. York Associates will continue to engage with its ETAs beyond the close of the project to support fuller implementation.

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- Working across cultures always brings with it both the challenge and opportunity of working with diversity. The project team made a real effort to show a disciplined positivity to diversity, which allowed it to drive creative thinking and innovation.