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# English for Employability in Key Technical Productive Sectors in Peru

Research Report by NARIC-UK

**Education Services**



# English for Employability in Key Technical Productive Sectors in Peru

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## Acronyms

CEFR	Common European Framework of Reference for languages
CENFOTUR	Centro de Formación en Turismo
CETPRO	Centros de Educación Técnico-Productiva [technical-productive education centres]
CLIL	Content and Language Integrated Learning
ESP	English for Specific purposes
IDEX	Institutos de Excelencia [institutes of excellence]
IEST	Institutos de Educación Superior Tecnológica [institutes of higher technological education]
INEI	Instituto Nacional de Estadística e Informática [Peru's National Institute of Statistics and Information]
IRTP	Instituto Nacional de Radio y Televisión del Perú [Peru's national institute of radio and television]
MERCOSUR	Southern Common Market
MINEDU	Ministry of Education
SENATI	Servicio Nacional de Adiestramiento en Trabajo Industrial
SENCICO	Servicio Nacional de Capacitación para la Industria de la Construcción
TVET	Technical and Vocational Education and Training
UNASUR	Union of South American Nations.

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# Chapter 1

## Introduction





The Republic of Peru, a South American country which shares borders with Ecuador, Colombia, Brazil, Bolivia, and Chile, has a population of 32 million and covers an area of 1.28 million square kilometres.

Geographically diverse, the country has three main regions: coastal; highlands; and jungle. Its capital city is Lima, and the country is divided into 25 semi-autonomous regions, which are further divided into departments, provinces, and districts. It is a member of the Southern Common Market (MERCOSUR) and the Union of South American Nations (UNASUR). Estimated GDP per capita is US\$6,947 [2018, World Bank].

Its main industries include mining and refining of minerals, fishing and fish processing, the extraction of oil and livestock farming.

Internet penetration is 48.7% [2018, World Bank].



This project, commissioned by the British Council in Peru, seeks to investigate the teaching and learning of English in vocational education and training institutes.

**At a policy level, there is a clear emphasis on English language learning – English is considered a catalyst to overall national development and as such is targeted for integration at all levels of education.**

Proficiency in English language is promoted within the country as a tool for economic progression and internationalisation. In 2015, President Ollanta Humala's administration outlined the goal of national bilingualism by 2021. The English, Gateway to the World (Inglés, Puertas al Mundo) project, passed as part of the National Policy of Teaching, Learning and Use of English language decree (012-2015-MINEDU), focusses on the objective of increasing English language competency in order to widen access to opportunities in education, science, technology, training and work.<sup>1</sup>

The plan, implemented across multiple sectors and ministries, seeks to improve the skills of human capital and to raise the position within international markets. It focuses on four areas:

- The teaching and learning of English in basic education
- The teaching of English in higher education
- Learning of English for work
- Using English for competitiveness

As such, there is a clear drive at the highest level to implement and strengthen the teaching and learning of English in Peru to more closely meet the needs of employers and reflect the national objectives for a bilingual workforce.

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<sup>1</sup> Ministerio de Educación, Peru, 2015. Decreto Supremo que aprueba la Política Nacional de Enseñanza, Aprendizaje y Uso del Idioma Inglés - "Inglés, puertas al mundo" (DECRETO SUPREMO N° 012-2015-MINEDU). [<http://www.minedu.gob.pe/ingles-puertas-al-mundo/pdf/ds-n12-2015-minedu.pdf>].



This report focuses on the teaching and learning of English in technical and vocational education and training (TVET) institutions, and specifically whether it adequately prepares students for work in nine productive sectors, identified as priorities by the Ministry of Education (MINEDU):

- Accommodation and catering activities
- Agricultural, livestock farming, forestry and fishing
- Construction
- Electricity, gas and water
- Human healthcare and social assistance
- Information and communication
- Manufacturing industries
- Professional, scientific and technical activities
- Trade

TVET in Peru is offered by a range of providers. This report focuses on the provision of English in three key institution types:

- IEST (Institutos de Educación Superior Tecnológica – institutes of higher technological education)
- IDEX (Institutos de Excelencia – institutes of excellence)
- CETPRO (Centros de Educación Técnico-Productiva – technical-productive education centres).

The specific aims of the study were to:

1. Investigate the current teaching and learning of English in technical and vocational training institutes.
2. Determine the linguistic, sociolinguistic and pragmatic level of English and the communicative aims needed to facilitate integration to the labour market in the identified regions.
3. Analyse the professional profile of the English teachers of these institutes and contrast it with the desired profile.
4. Determine the level of English proficiency of the teachers responsible for the English courses in the IEST, IDEX and CETPRO.
5. Determine to what extent the teaching and learning of English in the IEST, IDEX and CETPROs responds or not to the demands of the labour market in the productive sectors.
6. Recommend the desirable conditions – in the short, medium and long term – so that the teaching and learning of the English language in technological and technical productive higher education better responds to the demands of the current Peruvian and international labour market.

## The project combined desk-based and in-country research designed to understand English language teaching and learning in policy and in practice.

A literature review of prior studies on the status of English language in Peru and Latin America, as well as national policies and strategic plans, served to highlight and contextualise some of the current challenges faced system-wide in Peru, whilst an in-country visit in December 2018 provided an excellent opportunity for UK NARIC to observe and engage with TVET institutions to establish the ways in and extent to which English language is currently taught.

The table below presents a summary of the methods used:

**Table 1: Summary of research methods applied in this study**

	Method/source								
	Students	Teachers				Institution Directors	Employers / other stakeholders		Literature review
	Questionnaire	Questionnaire	Focus group	APTIS test	Lesson observation	Structured interview	Questionnaire	Structured interview	
Information requirement									
Overarching policy aims and objectives for English									✓
Requirements to be a teacher		✓				✓			✓
English language level of teachers		✓		✓	✓	✓			
English language level of students on entry	✓		✓						
Development of English language level during the programme	✓		✓						
Pedagogical approaches – key teaching and learning activities	✓	✓			✓				
Time dedicated to English language teaching and learning	✓	✓	✓			✓			
Resources available		✓	✓			✓			

Target professions: • Key roles • General education pathway • Context • Expected domains of use				✓ ✓	
Expected tasks and minimally accepted CEFR level				✓ ✓	✓
Perceptions on labour market readiness	✓			✓ ✓	✓

The aim of the fieldwork research was to collect data and observe in-situ in order to understand better the context of the use of English within IESTs, IDEXs and CETPROs. Institutions were selected by the UK NARIC team to provide, where possible:

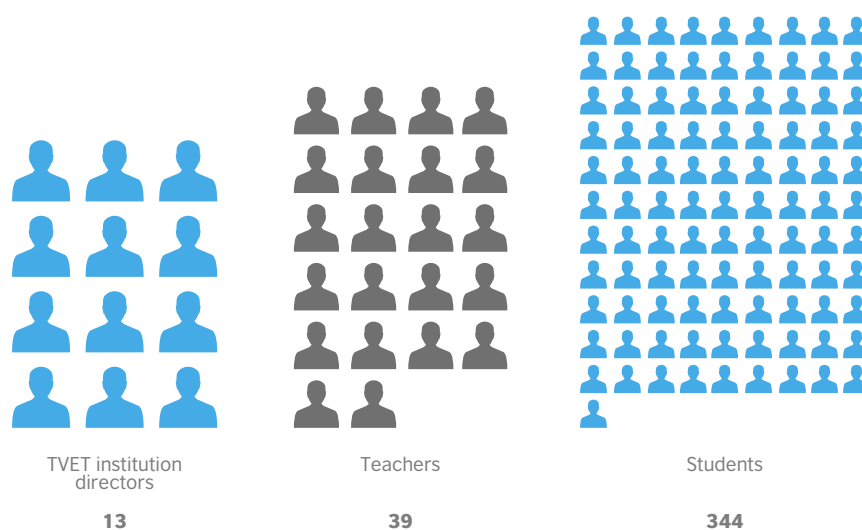
- Geographic spread; having a good geographic spread is important to ensure the findings are sufficiently representative since the supply of quality teachers and level of preparation of the cohort on entry may vary by physical location and socio-economic profile of the province. To an extent, this criterion is met by the inclusion of institutions across Arequipa, Cusco and Loreto, three distinct provinces of Peru.



- Coverage of the nine priority sectors – where possible, institutions were selected to provide the best coverage of the identified priority sectors.
- Lastly, the size and experience of the institution, in terms of, for example, the time established, the number of teaching staff, the number of students enrolled, and/or the number of programmes being delivered were also considered where sufficient information was publically available.

In total, the institution visits allowed UK NARIC to gather input from the following academic stakeholders:

*Figure 1: Institution directors, teachers and students consulted in this study<sup>2</sup>*



A group of 45 teachers was additionally asked to undertake an APTIS test of English language competence. APTIS tests language skills (speaking, writing, reading and listening), grammar, and vocabulary. The aim was to identify the current level of English language proficiency in relation to the Common European Framework of Reference for languages (CEFR). There was unfortunately low uptake of the test, and it is thought that this may in part be a reflection of workload/availability of teachers, alongside concerns over potential implications of a low score, despite assurances that the results would be anonymised. Nevertheless, UK NARIC had also asked all teachers to self-assess against the CEFR during its in-country visit and these findings can still be used to support understanding of the current teaching and learning of English.

The academic engagement activities were supplemented by consultation with employers to determine labour market needs for English language. In total over 700 employers were contacted, alongside Chambers of Commerce, job centres and sectoral bodies. Analysis of job postings in each of the nine sectors served to further support this research by identifying the key requirements and tasks of relevant roles.

<sup>2</sup> Institutional visits in Arequipa, Cusco and Loreto in December 2018.



# Chapter 2



**The teaching and learning of English in technical and vocational institutions in Peru – the reality on the ground.**

Before exploring the teaching and learning of English in IEST, IDEX and CETPROs, it is important to contextualise the institutions, and the qualifications they offer, with an overview of the wider Peruvian education system, in particular students' prior study.

Education in Peru is regulated by the Ley General de Educación<sup>3</sup> of 2003 and is divided into two stages: Educación Básica [basic / school education], and Educación Superior [Higher Education]. It is compulsory up to the age of 16, covering twelve years, including one year pre-school and six years' primary education. Secondary education takes five years to complete: secondary education (lower-cycle) consists of two years, and secondary education (upper-cycle) is three years. Students may take an academic or a vocational route in upper secondary. The language of instruction is primarily Spanish, although some regional primary schools use Aymará or Quechua.

The MINEDU is responsible for formal and vocational education at primary and secondary level and in many non-university higher education institutions, with its remit including policy, legislation;<sup>4</sup> and curriculum guidelines; including national curriculum for the mandatory school years, across both public and private institutions.

School management is regionalised, with each Regional Educational Directorate (Dirección Regional de Educación) receiving funding from the central government based on their proposed regional education plan. According to the law,<sup>5</sup> education within the technical productive sector is divided into two cycles: the Ciclo Básico [Basic Cycle] and the Ciclo Medio [Middle Cycle]. The Ciclo Básico is aimed at providing students with the requisite skills for low-level jobs and does not typically require any formal education entry requirements.

The Ciclo Medio aims to provide students with the skills to work in a specialised role. Entry requirements are either the Basic Cycle or equivalent competencies. MINEDU is responsible for establishing the requisites, contents and scope of each cycle. Successful students who complete a cycle receive a certificate corresponding to their speciality. Completion of these courses may, depending on circumstances, allow access to Higher Education.

The objectives of technical productive education are to:

- Develop work skills
- Motivate and prepare students to apply their learning to a specific field of production or services
- To update the skills of active or non-active workers according to the demands of the labour market
- Complete educational development for work as Basic Education offers

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3 El Presidente de la Republica (2003). Ley General de Educación, Ley No. 28044. [[http://www.minedu.gob.pe/p/ley\\_general\\_de\\_educacion\\_28044.pdf](http://www.minedu.gob.pe/p/ley_general_de_educacion_28044.pdf)].

4 MINEDU (n.d.). Ministerio de Educación. [<https://www.gob.pe/minedu>].

5 El Presidente de la Republica (2003). Ley General de Educación, Ley No. 28044.

This education is offered by a range of providers, including the three key institution types covered by this study (IEST, IDEX and CETPRO), as well as organisations such as SENCICO (*Servicio Nacional de Capacitación para la Industria de la Construcción*) and CENFOTUR (*Centro de Formación en Turismo*) which are generally focused on one key sector (e.g. construction, or tourism); and SENATI (*Servicio Nacional de Adiestramiento en Trabajo Industrial*), which covers a range of specialities such as information technology, textiles and graphical arts.

### What is a CETPRO?

CETPROs, Centros de Educación Técnico Productiva, provide training activities, skills updates and retraining. Courses taken as part of the Ciclo Básico may lead to the Certificado de Auxiliar Técnico whilst those taken as part of the Ciclo medio lead to the award of Técnico.

The majority of CETPROs are private, and many do not have formal entry requirements. Students may enter on completion of primary or secondary education, to undertake courses preparing them for work. Many institutions also accept mature students, on a full or part-time basis.

Each CETPRO is responsible for establishing its education mission and definition of the curriculum of different specialities. In doing this, they are required to take into account the needs of the work in the sector; changes in the working environment; the pace of future changes in technology; the development of knowledge and the characteristics of student; as well as the defined strategies and policies of the respective educational establishments. They are also permitted, on an experimental basis, to undertake productive activities of goods and services, which can constitute a source of complementary income.

## What is an IEST?

IENTs, or Institutos y Escuelas de Educación Superior Tecnológicos, offer technical programmes and professional education at tertiary level, covering both theoretical and practical knowledge. Students who wish to study in the IESTs need to have finished their Basic Education (Educación Básica). IESTs are authorised to award the following qualifications:

- *Grado de Bachiller Técnico* – a technical undergraduate degree, candidates must have achieved a minimum of 120 credits and the knowledge of a foreign or indigenous language. In November 2018 the Ministry of Education declared in its *Resolución Viceministerial* (Nov, 2018) that to obtain a *bachiller técnico*, students should reach level B1 of the Common European Framework of Reference (CEFR) for languages, in a foreign language, preferably English.
- *Título de Profesional Técnico* – candidates must hold a Bachiller Técnico for entry and to be awarded the *Título de Profesional Técnico*, have passed a training programme of 200 credits, research work or project and have the knowledge of a foreign or indigenous language.
- *Título de Profesional* – in addition to the *Grado de Bachiller*, candidates also need to complete a thesis, or work experience, or an equivalent project.
- *Título de Segunda Especialidad* – candidates need to have obtained a Licencia or other equivalent professional title according to their speciality, and have completed at least 40 credits along with a thesis or academic study.

IENTs may be private or public, with the majority of students attending private institutions.

The public executive body 'EDUCATEC' (*Organismo de Gestión de Institutos y Escuelas de Educación Superior Tecnológica Públicos*) is in charge of managing the national network of IESTs, working in conjunction with the regional governments. IESTs are expected to comply with a range of principles, including educational quality; relevance; flexibility; social inclusion; transparency; equality; merit; and cultural inclusion.

According to Article 8, IESTs have economic, administrative and academic autonomy within the established parameters of the current laws and regulations, although are still subject to supervision and sanctions by the relevant authorities. MINEDU establishes general academic guidelines for all IESTs, but the curriculum programme, the planning of classes and the instructional or teaching activities are the responsibility of each IEST. Both private and public IESTs are subject to five basic quality measures covering institutional management; academic management; infrastructure and equipment; academic staffing and economic outlook, aimed at supporting the objective to have professionals adequately prepared for the demands of the productive sectors.



## What is an IDEX?

The IDEXs, or Institutos de Excelencia, are institutions that have evolved (or are currently evolving) from IESTs through a process of upgrading in areas including infrastructure; teaching; equipment; academic networks and learning spaces. They are targeted with providing programmes tailored to meet the specific demands of the labour market where a disparity between the requirement for highly skilled workers and the incoming workforce has been growing.

The National Plan of Productive Diversification in 2014-8 particularly emphasised the importance of strengthening human capital, with the current lack of qualified workers acting as a barrier to the country's growth. It was recognised that it was not sufficient to give young people the opportunity to obtain a higher level of education without this simultaneously providing them with entry into the labour market, with over 60% of workers with a Higher, non-University level, education working in a role which does not correspond to their level of education. The IDEXs are intended to support this transition, and provide people in each region with the opportunity to access good quality technical education which allow them to enter the productive sector at an appropriate level, and develop their futures professionally. The growth of these institutions is still in a transition phase, with the aim of having a national network in each region by 2021, over a two- to three-year process.

Their objectives include development of a clear and relevant pedagogic offer, based in the development of the student and the needs of the productive sector; securement of specialist teachers; and acting as best practice models to improve the quality and relevance of technological education in a way that encourages and generates networks between other related institutions in order to share best practice, specialised knowledge, materials, equipment, and infrastructure.

In order to best meet the demands of the labour market, the IDEXs are intended to be informed directly by the participation of representatives from the productive sector, in order to identify the key skills areas and competencies and employment requirements for technical roles. This includes training models where students spend at least 50% of their programme hours in suitable businesses which provide training and development activities. Teachers are required to have direct experience in the world of work, as well as training in specific teaching. Learning spaces are aimed at being motivating and stimulating environments for collaboration and innovation between teachers and students. Entry is aimed to be inclusive and equitable, including allowing access to vulnerable or at-risk groups.

**It is worth noting that when undertaking fieldwork research some teachers and students at new IDEXs were unaware of the change in status and referred to the institution as an IEST.**

## At a practical level, the implementation of English within the national education system is still at an early stage.

English is introduced into the school system at primary level and continues at lower secondary. Those taught in Intercultural and Bilingual Education (Educación Intercultural Bilingüe), whose maternal language is one of the 46 indigenous languages of Peru, may be taught Spanish as their additional language instead of English. More widely, the status of indigenous languages impacts on the use of English, with British Council research finding that ‘attitudes towards English among minority communities have been, and to some extent remain, ambivalent,’<sup>6</sup> and that English has generally been treated as an academic subject due to a focus on protecting indigenous languages and culture.

Key dates impacting on the instruction of English include an agreement signed in the 1990s between the Peruvian and British government to support English language education and, more recently, the 2021 national reform plan. The main development areas of the government at the time of the British Council’s English in Peru (2015) report, were (i) an increase in instruction hours at school level, rising from two to five hours a week, and (ii) upskilling of English teachers, a particular issue given estimates that around 70% of English lessons are currently taught by teachers unqualified to teach English.<sup>7</sup>

Concerns over the quality of English provision in the state school sector have led to individual investment in private classes, whether at private schools or private language institutions. In many cases, this has a high correlation between household income and uptake. A number of barriers impacting on English language learning have been identified, including income; multilingualism; geographic diversity; teacher training; technology and technological infrastructure.<sup>8</sup> Some resistance to governmental reforms also has been raised as an issue.

In a study investigating English in Latin America, Peru was found to have a low level of English (2014-2015 figures),<sup>9</sup> (in fact, representing a drop in proficiency between 2014 and 2015). Similarly, in research by Pearson in 2013, workplace English levels were also found to be low.<sup>10</sup>

A significant barrier is also posed by recruiting and training teachers: a joint British Council and NILE education report outlined key challenges in English teaching including low salaries, poor resourcing and a deficit of qualified teachers, with approximately 70% of English classes in primary and secondary school being taught

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6 British Council (2015). English in Peru: an examination of policy, perceptions and influencing factors. [[https://www.britishcouncil.pe/sites/default/files/english\\_in\\_peru\\_may\\_2015.pdf](https://www.britishcouncil.pe/sites/default/files/english_in_peru_may_2015.pdf)].

7 Ibid.

8 Ibid.

9 EF (n.d.) English Proficiency Index – Peru. [<https://www.ef.co.uk/ept/regions/latin-america/peru/>].

10 Pearson. (2013). The 2013 Business English Index and globalization of English report. [[http://static.globalenglish.com/files/case\\_studies/GlobEng\\_BEIreport%202013\\_EN\\_A4\\_FINAL.pdf](http://static.globalenglish.com/files/case_studies/GlobEng_BEIreport%202013_EN_A4_FINAL.pdf)].

by non-specialists.<sup>11</sup> Since 2017, there has been an increase in teaching hours in secondary schools, and English now also forms part of the primary education of the 5th and 6th grade;<sup>12</sup> demand for teachers has consequently risen. Within this context, however, according to the 2017 report ‘El aprendizaje del inglés en América Latina’, Peru’s English provision is particularly weak in areas such as individual teachers’ and students’ level of English, with learning standards also a weaker area. Some positives were stated: Peru has national programmes in place to support teachers in English training, however, this needs to be contextualised within the wider issue that only 27% of teachers at secondary level hold a Título de Licenciado (Bachelor degree) in the subject. The same report found that curriculum documentation lacked clear sequencing and limited activities.<sup>13</sup>

Overall then, existing studies suggest an extensive programme of reforms and implementation support at the grassroots level are needed to achieve the national goals for English language learning. This reinforces a key finding of this report: that the varying quality and extent of students’ prior studies in English places pressure on TVET institutions.

## **Students’ self-reported levels of English proficiency are low on entry to CETPRO, IEST and IDEX programmes – and teachers agree**

The majority of students enter with little or no English and overwhelmingly selfassessed at CEFR A1-A2 across all skills.<sup>14</sup>

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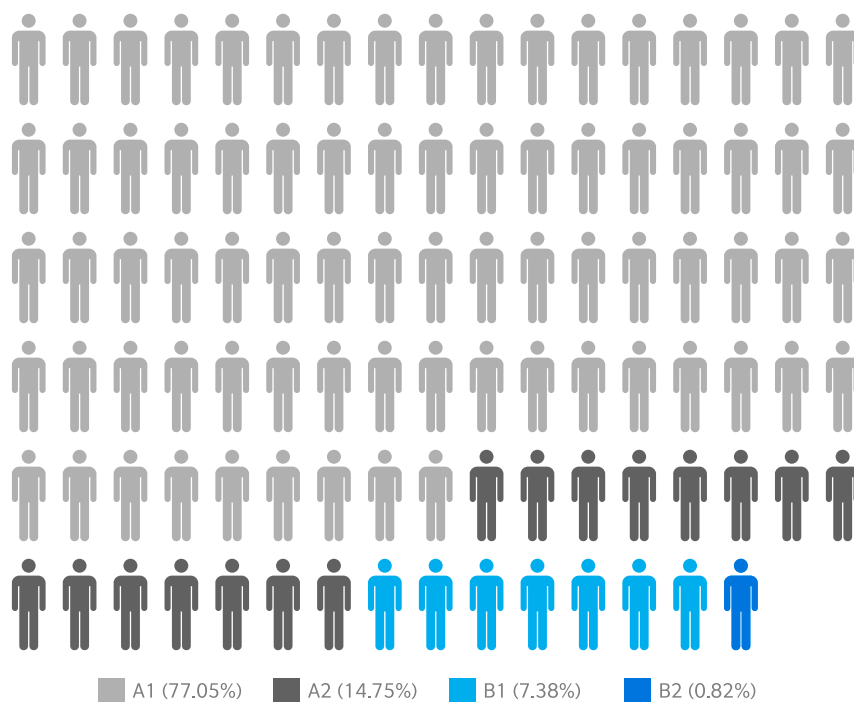
11 British Council - NILE (2017). *English teaching in the early years: research in Peru*. [[https://www.britishcouncil.pe/sites/default/files/informe\\_nile\\_english.pdf](https://www.britishcouncil.pe/sites/default/files/informe_nile_english.pdf)].

12 Ibid.

13 Cronquist, K; Fiszbein, A. (2017). *El aprendizaje del inglés en América Latina*. [<https://www.thedialogue.org/wp-content/uploads/2017/09/El-aprendizaje-del-ingles-en-Am%C3%A9rica-Latina-1.pdf>]

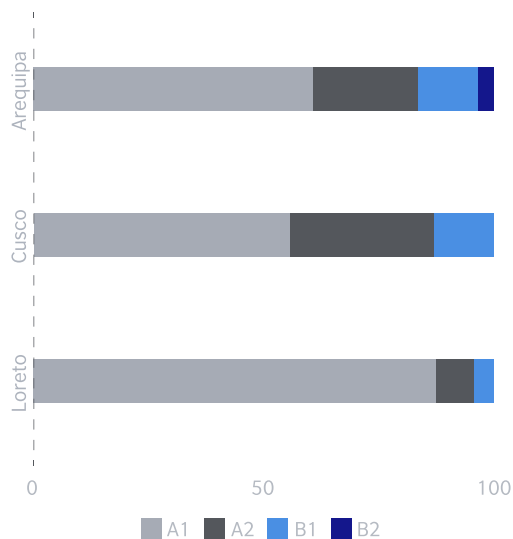
14 UK NARIC site visit 2018. Teachers and students self-evaluated their level of English proficiency using the CEFR scale to provide a common reference point. The scale outlines the typical competences and expectations at different levels from CEFR A1-CEFR C2. It should be noted that there are some limitations in the results found in that individuals may self-evaluate poorly, and that within a level proficiency is not specified in more detail (for example, it is not known if an individual considers that they are at an initial or competence stage of the level). Nevertheless, this method allowed participants to consider their individual skills within the practical and authentic activities that they were able to perform.

Figure 2: Students (self-reported) level of English on entry, all students<sup>15</sup>



Respondents in Loreto reported the lowest levels, with over 88% self-assessing at CEFR A1.

Figure 3: Students (self-reported) level of English on entry, by region<sup>16</sup>



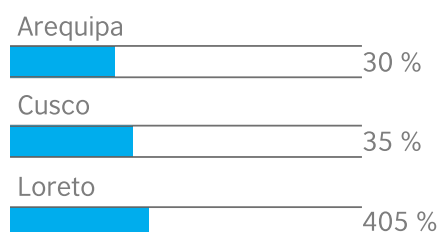
15 UK NARIC study visit 2018.

16 UK NARIC study visit 2018.



Perhaps this is unsurprising given that across the three regions, 30-40% of students surveyed reported no prior study of English.

**Figure 4: Percentage of students with reportedly no prior study of English<sup>17</sup>**



Variations by institution type, public vs private institutions are not pronounced, painting an overall picture of low proficiency levels, irrespective of region, institution type or institution status. Although some variation by subject could be seen, across all subjects over 65% of students self-report at CEFR A1 or A2.

Nonetheless, some students have a higher level. Teachers also highlighted that the range of student abilities within a given cohort made it especially difficult to find activities which provided a suitable level of differentiation for a wide range of ability levels. In lessons observed by UK NARIC, these disparities were obvious – from some students able to engage relatively fluently in conversation on a relatively wide range of topics, indicating perhaps a CEFR B1 to B1+ level, with others unable to understand spoken English graded at around A1 level used by one UK NARIC researcher with a background in ELT teaching. In one public IEST using a student presentation task, the discrepancies in student level within a single class were particularly noticeable: one student was able to produce statements such as *‘for example, here we can see the rectangular shape for to see the preservation of the archaeological site’*, whereas another was only able to say basic greetings and his name.

## **There is an evident disconnect between the levels of motivation reported by students and that reported by teachers.**

During teacher focus groups, student motivation was cited by some as problematic, or at least variable, and this was visible across all institution types. In other institutions more distinction was made between careers. In a public IEST stated that *‘those in agriculture aren’t very interested, but those in tourism are very motivated’*, and in a public IDEX teachers stated that *‘motivation is only in the careers which require English, like tourism. There are some students who work in 5 star hotels – this opportunity motivates them.’* Teachers in a public IDEX stated that *‘the motivation is low: it’s only a few who study it to improve, the majority do it only to graduate...the secretary career students think it’s important, but for the mechanics, they don’t consider it important – it’s quite complicated with them, in reality they don’t consider it to be important, it’s only when they become more advanced that they see the importance.’*

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<sup>17</sup> UK NARIC study visit 2018.

Affective and external factors were also cited, which could have an impact on motivation and engagement. Low economic resources amongst students were mentioned, with teachers in one Public IEST stating that *'some students get up at 4:00am: it's very common for students to be working, maybe in bakeries, on farms, or in taxis. Roughly 50% work. Many have families with children. All this serves to build up.'*

Overall, motivation levels are, as may be expected, mixed, but over 90% of students who answered, stated that they had either a medium or a high level of motivation to learn English, which contrasts somewhat with teacher feedback. There could be a number of explanations for this:

- Prestige or face-saving bias, where students may not wish to appear unmotivated – this is possible though the risk should be minimal by using anonymous student surveys.
- Teaching 'blind spots', where the choice and effectiveness of teaching strategies impact visible student engagement in class and this is perceived as a reflection of wider student motivation.

Reasons given by students with high levels of motivation often linked to the status of English as an global language, for example, one student studying metallurgy in a public IEST stated that *'English is very important as an international language.'* Others cited more career-focused reasons, such as a student in a public IDEX: *'now they ask for English in jobs.'* Some students reported lower level of motivation, such as a student studying Industrial Electrotechnics who stated that he/she had *'no'* motivation, *'because English is not useful for me,'* further stating that he/she would like to change it for another course of more relevance to his/her career.

## UK NARIC's study has found considerable variation in the teaching and learning of English from institution to institution, with few clear patterns by region or institution type.

The principal differences noted were in terms of the status of English in the curriculum.

As the table below shows, English is typically an integrated compulsory component of programmes offered by IEST and IDEX, reflecting compliance with the government requirements for minimum credits by offering timetabled classes in English that contribute to the overall qualification. Implementation by CETPROs is more varied.

**Table 2: Comparison of English in the curriculum in IEST, IDEX and CETPRO<sup>18</sup>**

Status of English in the curriculum:	IENT	IDEX	CETPRO
Integrated / compulsory	✓	✓	
Additional			✓
Not applicable (none)			✓
Time allocated to hours	Varía según la institución		
Assessment of English language Formally assessed	✓	✓	
Not assessed			✓

### Teaching hours vary substantially per institution and per subject

Most striking from the field research was the variation in the overall number of hours assigned to the teaching and learning of English. Some institutions include English in each semester, with the number of hours cited ranging from 36 to 92 hours per semester. Others may teach English in one semester only, with a total of 56 hours.

Such variations could also be seen between subjects. Generally speaking, subjects such as tourism and hospitality and secretarial studies were observed to include a higher proportion of English language teaching in terms of hours and level. For instance, at an IDEX visited in Loreto, 64 hours per semester (two hours per week) of basic English is required to be taken by students. For students studying secretarial studies, 92 hours of English language teaching are provided (three hours a week). The Tourist Guide programme taught at the IEST visited in Loreto, for instance, has four hours of English classes per week, whilst for secretarial studies three hours per week are provided. All other subjects offered by the IEST have a mandatory two hours of English

<sup>18</sup> UK NARIC study visit 2018.

language teaching per week. A minority of IEST and IDEX institutions teach general English courses (an IDEX in Arequipa and an IEST in Cusco), which all students take irrespective of their technical specialism whilst a larger proportion of these institutions adapt the English language provision to reflect the requirements of the specific occupation/technical area.

Many of the IEST and IDEX institutions comply with the government requirements for the minimum number of credits for English language, offering timetabled classes and courses which contribute to the overall qualification. The level and number of hours typically varies by subject and by institution, with secretarial studies and tourism and hospitality students generally reported as receiving the highest number of hours. English is generally assessed at the IEST and IDEX institutions, with continuous and end-of-course tests employed by teachers to assess students' skills.

The IEST and IDEX institutions visited as part of this study have compulsory English courses which are taught in scheduled timetabled classes alongside the student's chosen vocational subject, reflecting compliance with the Ministry of Education's policy for including English language. The English language course offered by these institutions is a credit-bearing course at these institutions which counts towards the final qualification.

At the public and private CETPROs, the provision for English language varies, in that some institutions offer it as a compulsory course whilst at others it is taken as an option or not offered at all. One public CETPRO visited, for example, includes compulsory English language classes as complementary to the technical subjects, focusing primarily on technical English. Another public CETPRO recommends eight hours of integral English per module for subjects in which it is beneficial, for example technical English. Some public and private CETPROs, do not currently offer any teaching or recommended hours of English language learning on-site. One of these CETPRO institutions had offered elementary English in the past but has since stopped the programme and there are no plans to reintroduce it.

A number of the public CETPRO institutions that currently do not offer English nevertheless recognise the importance of learning English for employability and that it is a national requirement for the Ciclo Medio. For example, a public CETPRO intends to work closely with the network, a CETPRO in Lima and specialists at the Regional Directorate of Education, to incorporate English as a mandatory part of the Ciclo Medio for certain occupations within the next two years. The focus will reportedly be on programmes that involve the use of machinery / equipment, which require the ability to interpret and use instructions in English.

English language teaching also varies among private CETPRO institutions. In one private CETPRO institution visited English is optional and is only offered to students studying the Hotel Receptionist programme. Moreover, a private CETPRO visited also offers English language in parallel to all subjects, fulfilling requirements for the Ciclo Medio, provided in the fifth semester of the programme (one and a half hours per week and 56 hours in total for each programme).



Where English is taught, CETPROs in general have a stronger focus on technical English, acknowledging the importance of English in interpreting instructions on machinery/laboratory equipment or in reading manuals but less frequently offer general English language classes.

### **Assessment of English language is inconsistent between institutions**

Assessment is the responsibility of course directors/teachers, typically conducted continuously throughout the course at IDEX and IEST institutions which offer English language classes. At a number of IEST and IDEX institutions, English is viewed as a minor course, and subsequently is not subject to the same level of evaluation as the vocational subject programmes and this is reflected in the approach to assessment where assessment in English is generally in a non-formal capacity. At CETPROs, English language is typically not assessed.

### **Teachers self-report across a wide range of CEFR levels with CETPRO teachers reporting the lowest levels: overall most report levels little higher than the students they are teaching**

English language proficiency among TVET institution teachers is explored further in Chapter 4; however, it is important to highlight – when discussing the current teaching and learning of English – that there was significant variation in the levels of English self-reported by teachers surveyed as part of this study, covering levels from CEFR A1-C1.

### **The typically low level of English language proficiency among teachers coupled with varying levels of experience and access to resources can place emphasis on more teacher-led and less interactive teaching strategies**

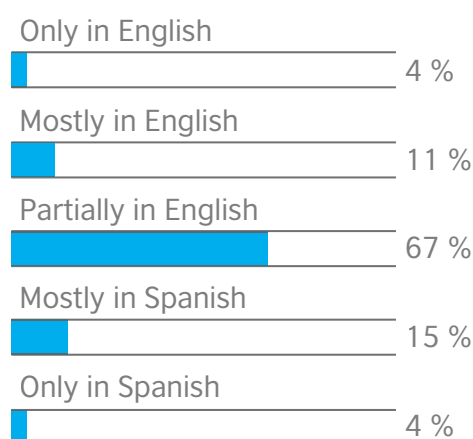
Research visits to institutions found that although a number of teachers held responsibility for English instruction, not all were ‘dedicated’ English teachers. Instead, some teachers operating as subject teachers are required to include English instruction within the curriculum.

The IDEX and IEST institutions included tend to have basic requirements to enter service as an English teacher. These requirements vary between institutions, although most require a degree level qualification; there is no specified level of English language competency for the recruitment of teacher, with directors relying instead on their qualifications and experience as an indicator of ability. According to interviews with directors, some institutions specify general experience in teaching English (the length of experience required varies) while others indicate that they may also ask for a qualification in English language teaching, for example, a Cambridge TEFL.

AT CETPROs which do not have separate scheduled English language classes or English language integrated course, teachers are typically hired based on technical subject knowledge, with no minimum requirement in terms of English language ability. Directors report that teachers have some very basic knowledge of English relevant to their specialism whilst not holding any formal English language qualifications.

In practice, this means that a number of teachers holding English teaching responsibility have little or no proficiency in English themselves or, in many cases, have little confidence in how to teach English in pedagogical terms. Teachers were asked about their use of language in the classroom, with the results presented below:

*Figure 5: Primary language use in lessons<sup>19</sup>*



Although the majority (70%) of teachers report trying to use English and Spanish in class, English tends to be used less than half of the time and a third of teachers state that they are not very, or not at all, confident in using English in the classroom.

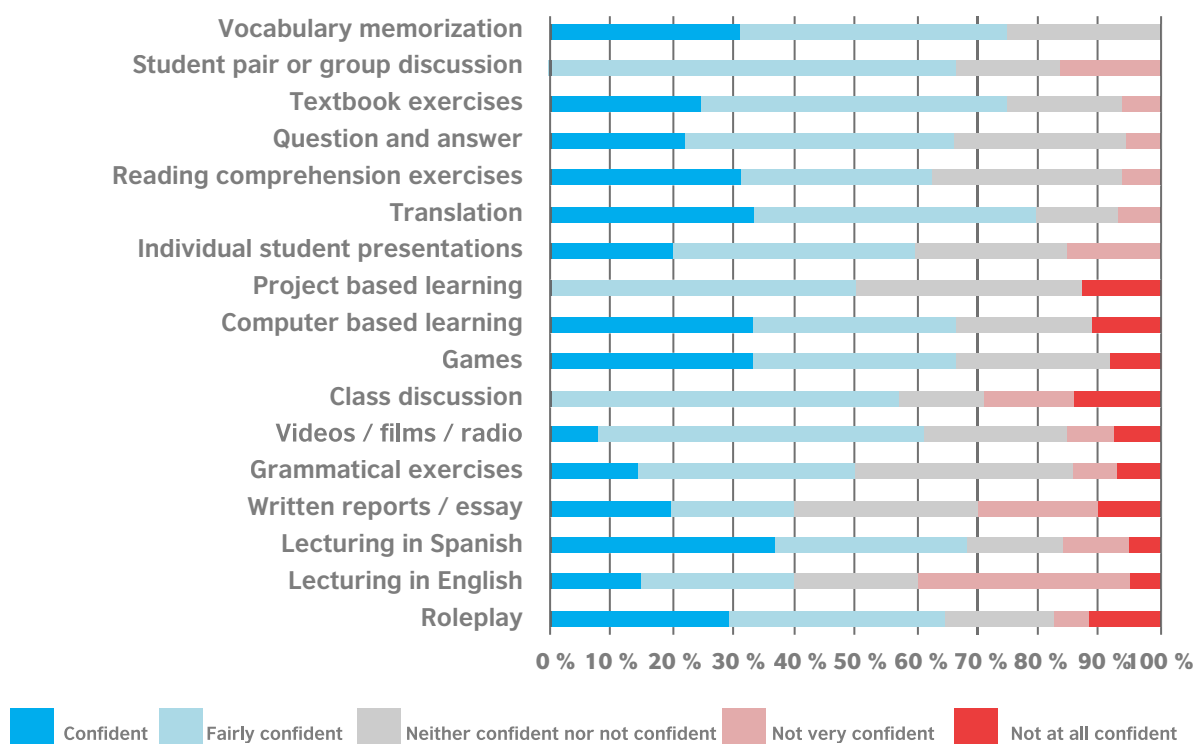
The most commonly used teaching activities include lecturing in English and Spanish, textbook and vocabulary memorisation exercises, oral presentations, and translation exercises from English into Spanish/ Vocabulary and memorisation exercises and lecturing in Spanish were the two most commonly used methods and those which teachers feel most confident in using in class, which lessens the time spent on more interactive activities such as pair work, role play and discussion in English, designed to develop students' productive and interactive skills in speaking and writing.

Less frequently, typically communicative activities were used such as group discussion, role play, conversations and experiential learning, involving interaction with tourists/ trips and interviews with tourists at key tourist sites. Other instances of occupational English are also in use: teachers report that they use technical manuals, focus on learning terminology/vocabulary relevant to the students' vocational field/area.

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<sup>19</sup> UK NARIC study visit 2018.

Figure 6: Teachers' (self-reported) level of confidence in teaching activities and methods, all teachers<sup>20</sup>



### Basic resources are available in institutions, although teachers report needing to bring their own resources in for teaching English.

Resources and classrooms vary considerably across institutions. In most cases some basic classroom resources are in place: all classrooms seen had large whiteboards, for example, and during observations, a number of projectors were seen with teachers making use of PowerPoint presentations. Computer equipment is generally limited to specific classrooms rather than available in all rooms, but computers were relatively modern with windows suites or technical programmes. However, this picture is not consistent: a teacher in a public IDEX stated that he/she has no resources for English and brings his/her laptop from home and a projector. No specific English textbooks were available in visited institutions and a number of teachers stated that they bring their own textbooks from home and photocopy them. All teachers raised the issue of a lack of resources related to English within the technical context (ESP).

# Chapter 3

A black and white photograph of a woman with long dark hair and glasses, seen in profile from the side. She is sitting at a desk in what appears to be a server room or data center, with several computer monitors in front of her. The monitors display various types of data, including network diagrams and code. The background is slightly blurred, showing vertical light sources and server racks.

## Labour market needs for English in the priority sectors

## **Internationally, English is widely recognised as important – by directors / executive level staff – for organisations. Its importance is less firmly established in sectors such as construction in nonmajority English countries.**

In its 2016 study, *English at Work: global analysis of language skills in the workplace*, Cambridge English, in collaboration with QS, sought to provide an analysis of English language skills needed by sector. Peru is among the countries included in the study, as are a number of the industries included in this current study.

Overall, 87% of responding employers in Peru (27/31) said English was significant for their organisation,<sup>21</sup> suggesting that Peruvian employers generally rate the importance of English above the average for countries where English is not an official language (the category into which Peru falls).

At a sector level though, clear variations can be seen among countries where English is not an official language. Cross-referencing the sectors included in UK NARIC's study with those included in the *English at work* report, we can see that in the Electricity, gas and water (covered in the "Energy" sector), accommodation and catering (covered under "Travel / leisure / hospitality") as well as in information and communications 81%, 75% and 73% of employers (respectively) said that English was significant for their organisation. By contrast, only 51% of employers in the field of construction considered English significant. This was also one of the industries most likely to report a skills gap among their workforce. Some differences were also evident by organisation size – for countries where English is not an official language, there was a 10% difference between employers in large enterprises (2500+) and micro business (1-9), with 78% of employers in large enterprises considering English significant for their organisation, contrasted with 68% for microbusinesses.<sup>22</sup> This distinction is interesting given the prevalence of small, family-run companies in the regions and many of the industries targeted by UK NARIC's study.

If the importance of English is recognised though, this might not immediately translate to an incentive for employees – of the 38 countries included in the *English at work* study, Peru ranked 28th for the percentage of employers offering better employment packages to applicants with good English skills. Focused only on the countries where English is not an official language, Peru came 23rd of 28 countries with 30% of employers offering better packages related to English language competence.<sup>23</sup>

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21 Cambridge English (2016). *English at Work: global analysis of language skills in the workplace*. [<https://www.cambridgeenglish.org/images/english-at-work-full-report.pdf>].

22 Ibid.

23 Ibid.

**In the regions targeted by this study, the level of demand among employers for English language skills varied by sector, as did the extent of constructive employer feedback.**

When looking at English, one of the principal challenges was that the roles considered by employers to need English were the ones also targeting university rather than TVET institution graduates.

Reflecting, to an extent, the findings of other international studies, response rates were stronger in some sectors than in others:

*Figure 7: Sectors in order of response rate<sup>24</sup>*



**There appears to be little current demand for English in the agriculture, livestock farming, forestry and fishing sector – except at senior levels, in companies involved in international export.**

The sector is characterised by family-run organisations, accounting for 97% of the total number of agricultural entities in Peru.<sup>25</sup> In both Loreto and Cusco, family farms account for 99% of the total agricultural entities.<sup>26</sup> In Arequipa, family farms represent 92% of all agricultural entities.<sup>27</sup> Formal qualifications are not always required.

There is considerable variation in TVET course provision by region with the charts below demonstrating that there are a greater number of courses among the coastal regions, spreading from north to south, whilst the inland provinces generally have fewer courses. The priority regions for this study all offer just above the national average for the number of courses by region.

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<sup>24</sup> UK NARIC employer engagement.(Feb-July 2019).

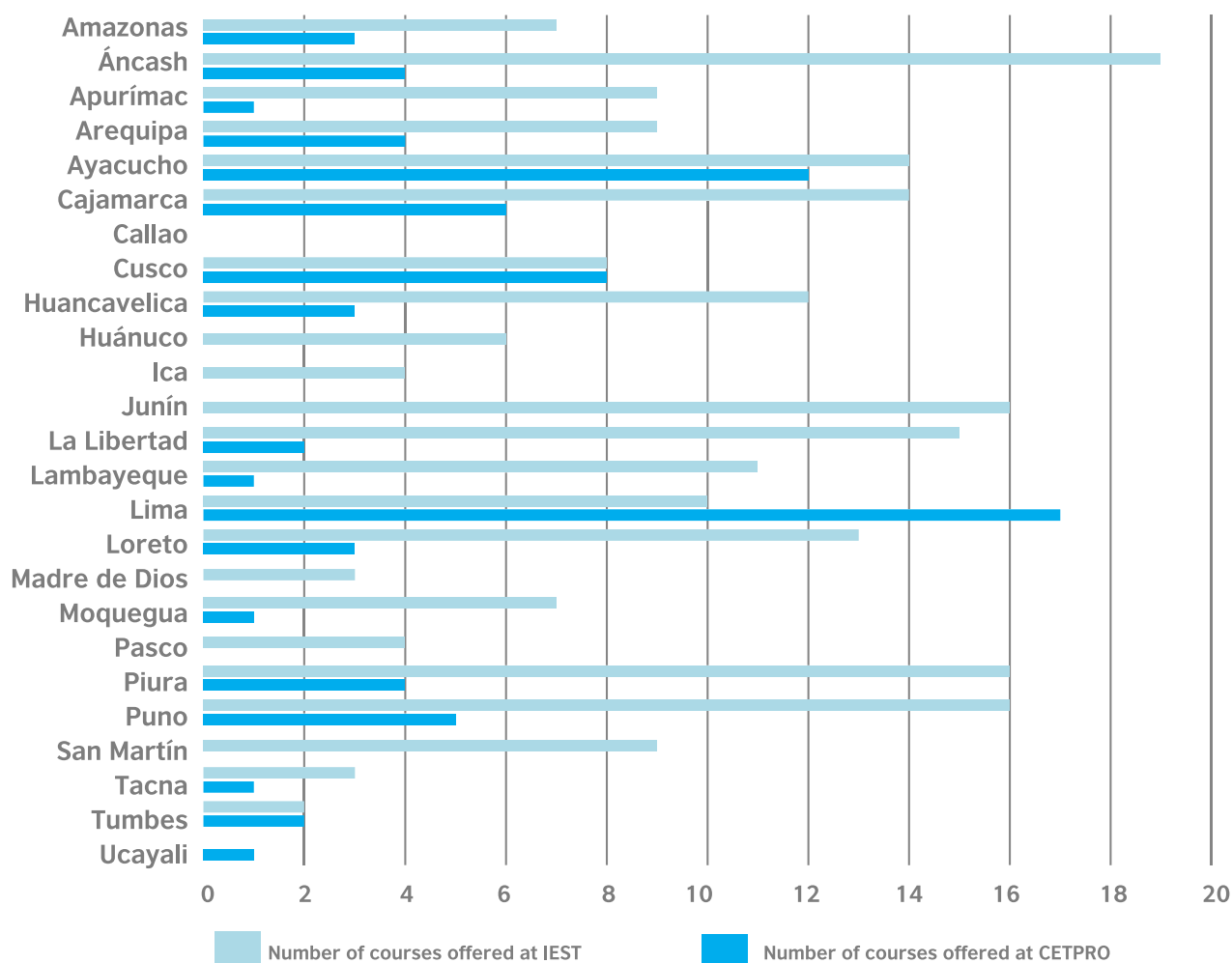
<sup>25</sup> INEI (2012) Censo Nacional Agropecuario 2012 –Encuesta Nacional de Hogares.

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.



Figure 8: Geographical spread of TVET courses (CETPRO and IEST) in the agricultural sector<sup>28</sup>



Employment opportunities for holders of a TVET qualification such a Técnico primarily exist in entry and/or manual roles. Engagement with employers and job centres in this sector revealed that roles at this level had little real need – in their view – for English language skills.

This tallies with the project team’s wider research of employment opportunities in this sector: English is not an explicit requirement for the majority of advertised roles, particularly those at entry-level or just above – the ones most likely to be targeted at graduates of the CETPRO, IEST and IDEX.

28 Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro - Encuentra los Centros de Educación Técnico-Productiva* [<http://proyectatufuturo.trabajo.gob.pe>].

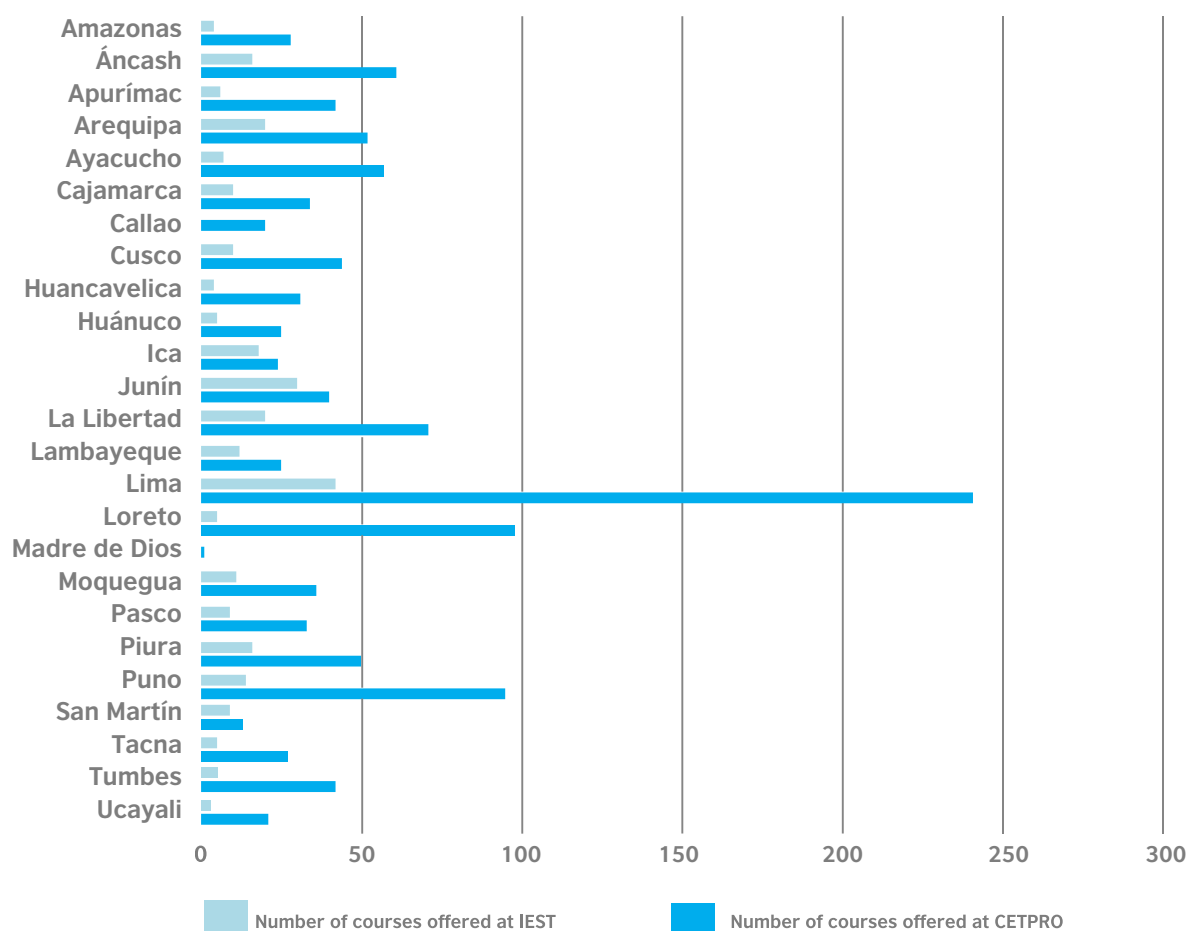
English is more commonly required at senior levels in companies involved in agricultural export noting that Peruvian agricultural exports are to linguistically diverse markets where English may be a common lingua franca across business. Nevertheless, English may have increasing significance in this industry over the long term given that:

- (i) there is a discernible aim to integrate family farming into wider markets, including the international context
- (ii) the top four export destinations for fishing and aquaculture, and four of the top five markets for forestry and logging are non-Spanish speaking.

**Across manufacturing industries, English is typically only required for managerial or analyst roles, which generally require a university education. A lack of proficiency in the language is nonetheless seen as hampering overall sectoral development.**

This is a broad sector, covering over 24 industries and accordingly, a large number of courses are offered in the TVET institutions, with the highest proportion at CETPROs: this quantity reflects the broad scope of the sector. The largest proportion of course offering in TVET institutions is in textile manufacture, with carpentry, leather and footwear, metal, and mechanic courses also well-represented. Notably, the majority of courses are in Lima.

Figure 9: Geographical spread of TVET courses (CETPRO and IEST) in the manufacturing industries<sup>29</sup>



29 Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro - Encuentra los Centros de Educación Técnico-Productiva* [<http://proyectatufuturo.trabajo.gob.pe>].

For organisations operating within the Peruvian market, job roles indicate a high demand for students with a técnico, whilst multinationals generally required university-level education. Entry into production worker roles is possible with secondary education, whilst those with a técnico were more likely to be in semiskilled or skilled roles such as mechanics or welders.

Roles requiring degrees typically related to analyst, managerial or research jobs.

English is largely absent from employer requirements, except in analytical or quality control roles and employers consulted suggested that English is either rarely used, or only used in specific job roles such as managerial roles or product development. In these roles, however, a high level of proficiency is required across all skills, aligning at CEFR B2-C1, seen as an appropriate level to deal with challenges such as understanding native speakers and being able to speak fluently.

Limited training in English is provided in some organisations. Data from FETRIMAP, the Federación de Trabajadores Industria Manufactura Peru, indicates, however, that approximately 30-40% of operative level staff have some level of English, and that increased proficiency in English across the sector could support meaningful participation in the international context, such as increased participation in international conferences conducted in English. FETRIMAP saw this as being particularly significant for higher-level positions such as production managers and business directors indicating that current lack of English proficiency is hindering wider development.

**Electricity, gas and water is a high growth sector with increasing opportunities for technical specialists, requiring at least undergraduate degrees. However, English is not a key focus for these roles.**

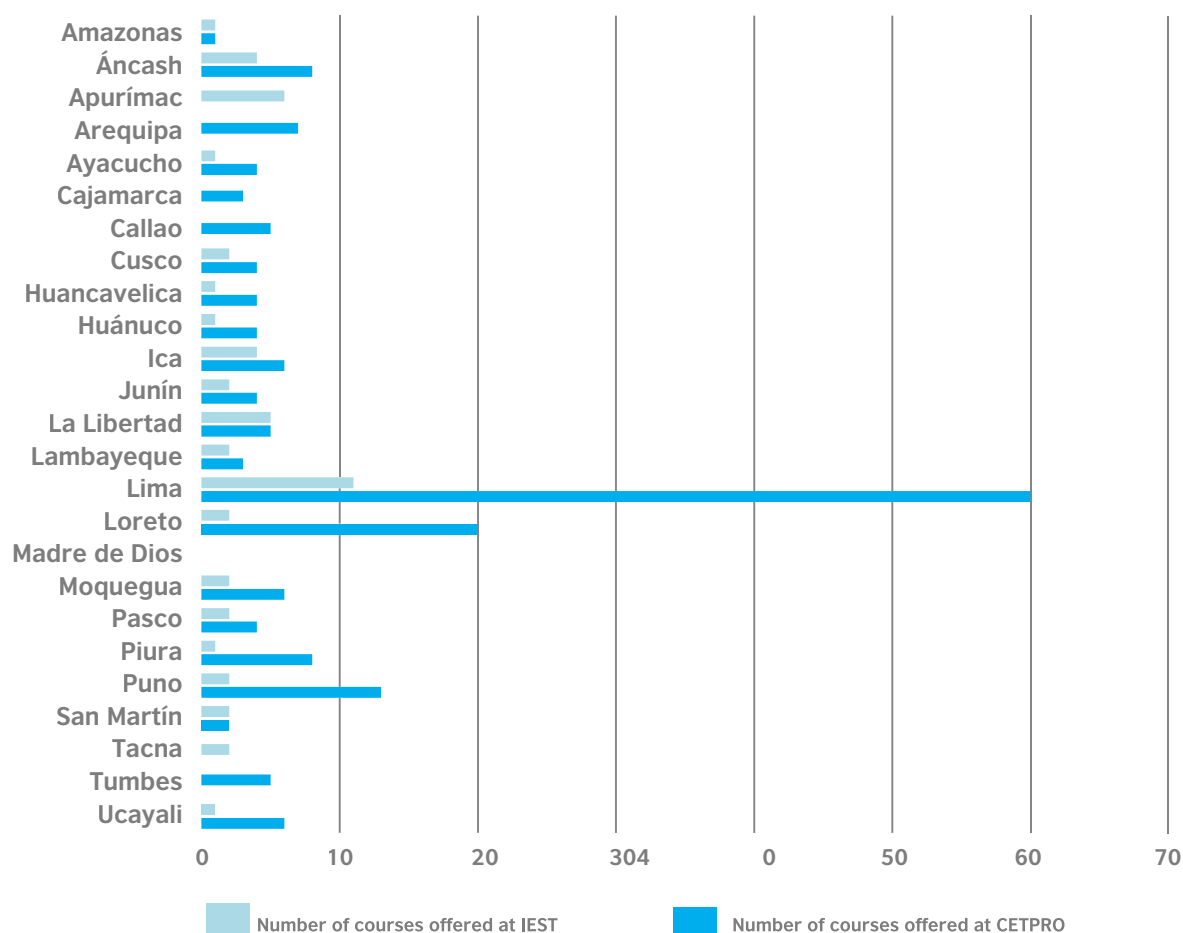
Due to the focus on sustainability and energy infrastructure as an overall foundation for national economic development, this sector is a growth sector with a particular emphasis on sustainable energy and improving access.<sup>30</sup> This agenda provides a number of opportunities for technical specialists, engineers and project managers across small, medium and large companies. These roles require a minimum of an undergraduate degree and a high level of technical specialism.

Nevertheless, English is not currently required in typical job roles although it is possible to envisage an increased need if the sector engages in research with an international dimension. A number of TVET courses are offered within this sector in electricity, electronics, and industrial electro-technology, but primarily reflect the electricity rather than gas or water industries. Course spread is relatively even across regions with the exception of Lima where substantially more courses are offered, and Loreto and Puno also offer proportionally more courses.

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<sup>30</sup> Dirección General de Electrificación Rural (2015). *Plan Nacional de Electrificación Rural (PNER) Periodo 2016-2025*.

Figure 10: Geographical spread of TVET courses (CETPRO and IEST) in the electricity, gas and water sector<sup>31</sup>



**The current construction sector has limited need for English except in toplevel roles such as architects or engineers; roles more closely associated with the professional, scientific and technical activities sector.**

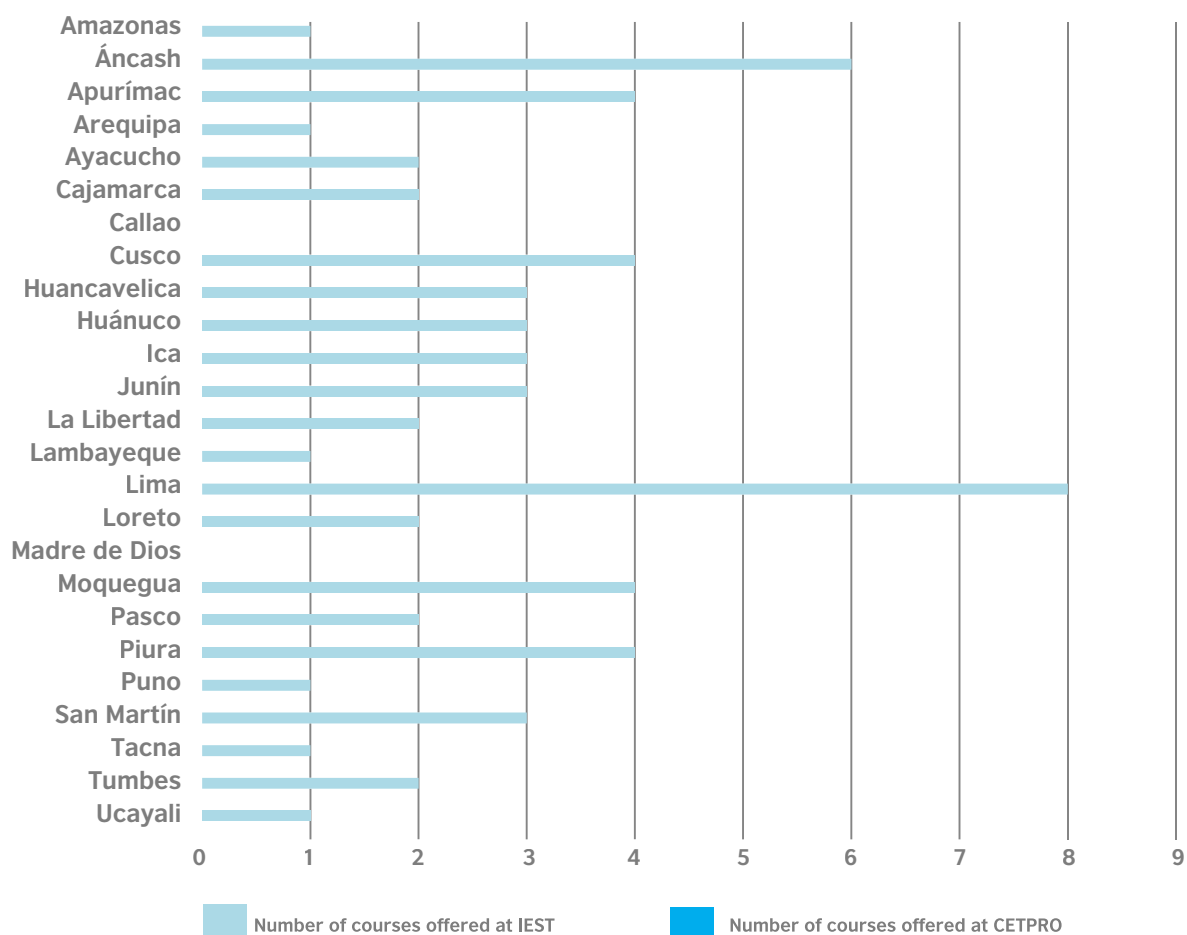
Sustained growth in this sector reflects an increase in private investment, public infrastructure projects and energy and utilities.<sup>32</sup> Demand for roles is high, and can be divided between businesses directly active in the construction sector, and those who are involved in other sectors but require construction staff for maintenance work.

31 Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro - Encuentra los Centros de Educación Técnico-Productiva* [<http://proyectatufuturo.trabajo.gob.pe>].

32 Deutsch Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (2015). *TransPeru Sustainable Urban Transport NAMA Peru* [[https://www.changing-transport.org/wpcontent/uploads/2015\\_Capone\\_Velezmoro\\_FullConcept-TransPeru.pdf](https://www.changing-transport.org/wpcontent/uploads/2015_Capone_Velezmoro_FullConcept-TransPeru.pdf)].

Manual roles, such as in carpentry, plumbing, bricklaying and gas-fitting generally require secondary education as a minimum requirement, although in some cases a técnico level qualification is required, typically with some work experience. English has a limited role and even in multinational businesses no English requirement was found in current job adverts. This reduced need for English was corroborated by data gathered from the Chambers of Commerce in Cusco and Arequipa, and SENCICO (Servicio Nacional de Capacitación para la Industria de la Construcción), where courses aimed primarily for training in construction operatives such as bricklayers do not contain and English element. Some professional courses and roles include English, such as architects or engineers, where interaction with international clientele or awareness of international health and safety guidelines may be significant, but these roles are more closely associated with the sector 'Actividades profesionales, científicas y técnicas.' Within institutions, the majority of courses are in basic house and building maintenance, or in civil construction.

Figure 11: Geographical spread of TVET courses (CETPRO and IEST) in the construction sector<sup>33</sup>



33 Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro - Encuentra los Centros de Educación Técnico-Productiva* [<http://proyectatufuturo.trabajo.gob.pe>].

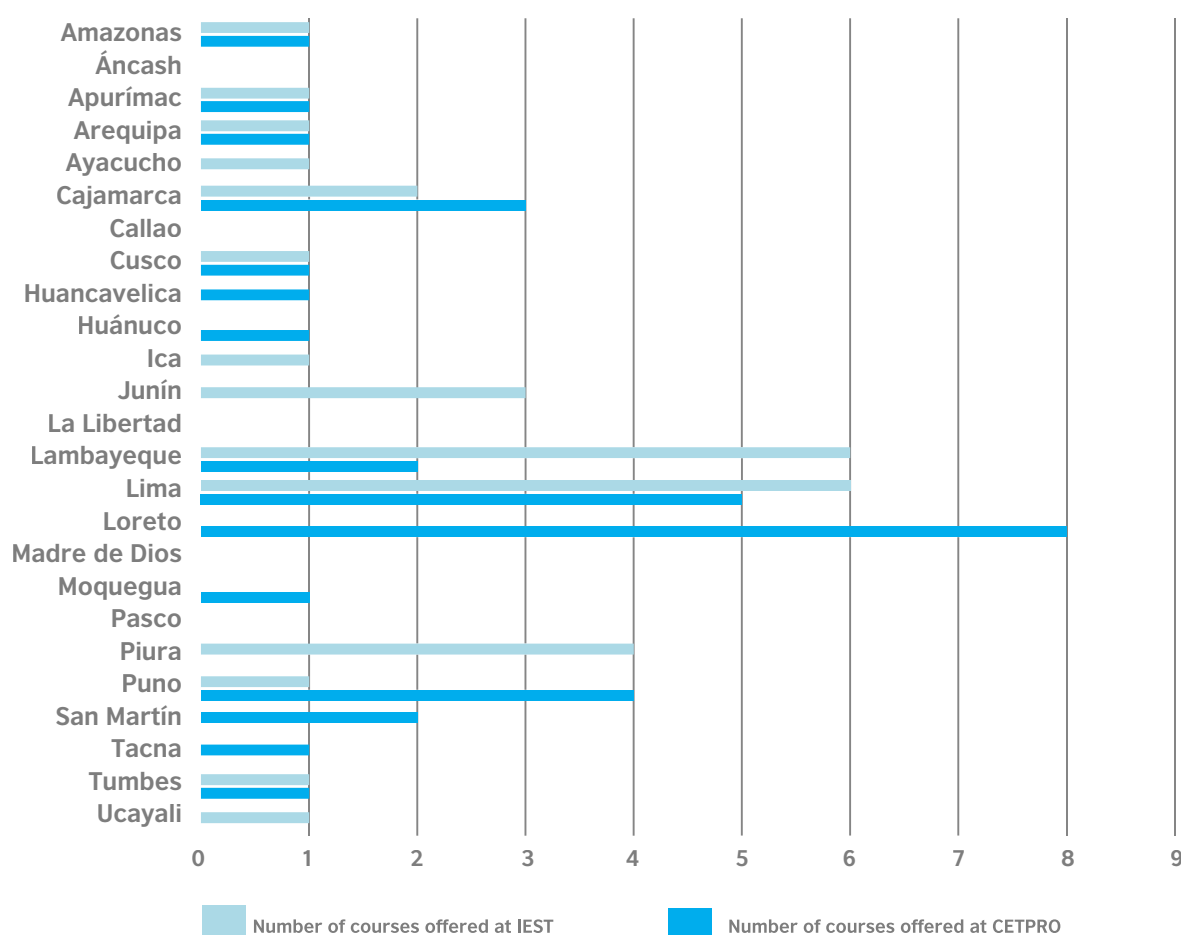


**English is required in key roles within the Commerce/Trade sector, and employers identified some key gaps in proficiency.**

This sector, including automotive activity, wholesale trading and retail, contributes around 10% of national GDP.<sup>34</sup>

TVET institution course offering is generally evenly spread throughout the country, and overall there are few courses provided in this sector compared to others with business administration and small engine mechanics as the major courses provided. Entry-level roles may include requirements for completed secondary education or a técnico level qualification. Job adverts in this sector often required English in roles related to purchasing and imports, requiring generally intermediate or advanced proficiency.

*Figure 12: Geographical spread of TVET courses (CETPRO and IEST) in the trade sector<sup>35</sup>*



34 INEI (n.d.). Perú: Producto bruto interno según actividad económica (nivel 9), 1951-2017.

35 Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro – Encuentra los Centros de ETFP* [<http://proyectatufuturo.trabajo.gob.pe/>].

Employers tend to be medium to larger-scale businesses with the automotive industry encompassing a wider variety of employers from automotive retailers to businesses engaged in other sectors looking to recruit automotive maintenance staff. The majority of opportunities are in Lima, particularly for higher-level managerial or professional roles and there is a focus on increasing internationalisation through a range of methods including increasing the export value of goods and increasing the number of Peruvian franchises operating internationally.

Employer engagement indicated that, generally, English is generally used in specific roles related to sales or customer support, roles which typically require higher education. Key markets are China, the USA and Japan, indicating that English is vital in these contexts. Language challenges were flagged particularly in the ability to explain product features, reading manuals, negotiating and closing sales, reading invoices, and solving complaints.

A number of gaps were identified by employers in current levels of English proficiency, including the ability to engage in international phone calls, reading technical manuals, with a particular emphasis on technical vocabulary with employers flagging this as a particular priority.

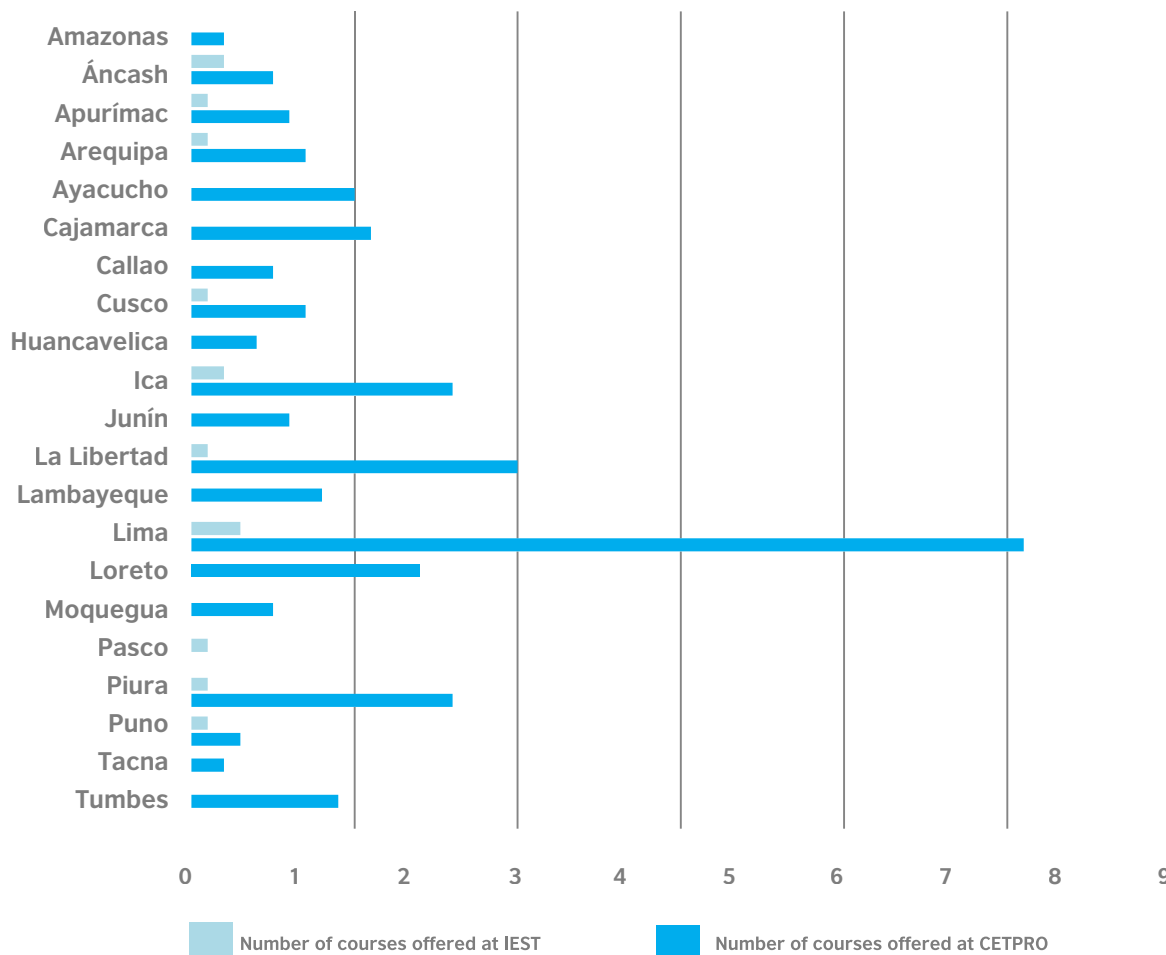
### **English is a necessity in many roles within the accommodation and catering activities sector.**

Accommodation and catering activities is a growth sector, particularly in the Amazonas regions.<sup>36</sup> CETPROs make up the main source for courses, with Lima the main region offering courses in this sector, reflecting the larger number of employment opportunities available in this region. Kitchen assistant and kitchen workers are the most common courses. Cusco is another key region for opportunities in tourism. Job roles reviewed generally had an English requirement, and in some cases, this was for advanced proficiency.

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<sup>36</sup> Ministerio de Comercio Exterior y Turismo (2016). *Evolución de la oferta aérea y hotelera*. [[http://www.turismoemprende.pe/documentos/compendio\\_estadistico.pdf](http://www.turismoemprende.pe/documentos/compendio_estadistico.pdf)]

Figure 13: Geographical spread of TVET courses (CETPRO and IEST) in accommodation and catering activities<sup>37</sup>



37 Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro - Encuentra los Centros de Educación Técnico-Productiva* [<http://proyectatufuturo.trabajo.gob.pe>].

This was the only sector where employers agreed that English was used frequently, and generally required a minimum of CEFR B1 with no clear difference across skills. It is estimated that a third of tourists to Peru are likely to be using English either as a native speaker,<sup>38</sup> or as a lingua franca, coming from diverse regions including Europe, Asia, Oceania and North America with employers highlighting that frequent visitors came from countries such as the USA, Korea, Germany, the UK and Australia

Job adverts show some overlap with the professional, scientific and technical professions, particularly in roles related to tour operating and travel agencies. Nevertheless, employer engagement indicates that even entry-level roles (such as waiters, housekeepers and front of house staff) require English to perform key tasks such as taking orders, dealing with customer queries and complaints and undertaking secretarial or administrative tasks such as taking messages, responding to phone calls. This need is reflected in the interview processes where employers stated that a number of questions are conducted in English.

Particular challenges were identified around the ability to explain food, ingredients and cooking preparation in detail sometimes in response to questions about allergies; responding to phone calls and a range of accents; dealing with customer complaints; giving general tourist information; and answering emails. Overwhelmingly, employers stated that graduates from IESTs and CETPROs were underprepared for these roles and identified a number of barriers, including a lack of motivation, poor teaching, a low level of proficiency within syllabus aims, and economic factors. This lack of preparation is reflected in the tendency of employers to draw on the university graduate pool rather than students from CETPROs, IDEXs or IESTs. Some on the job English training is provided by some employers, particularly international chains.

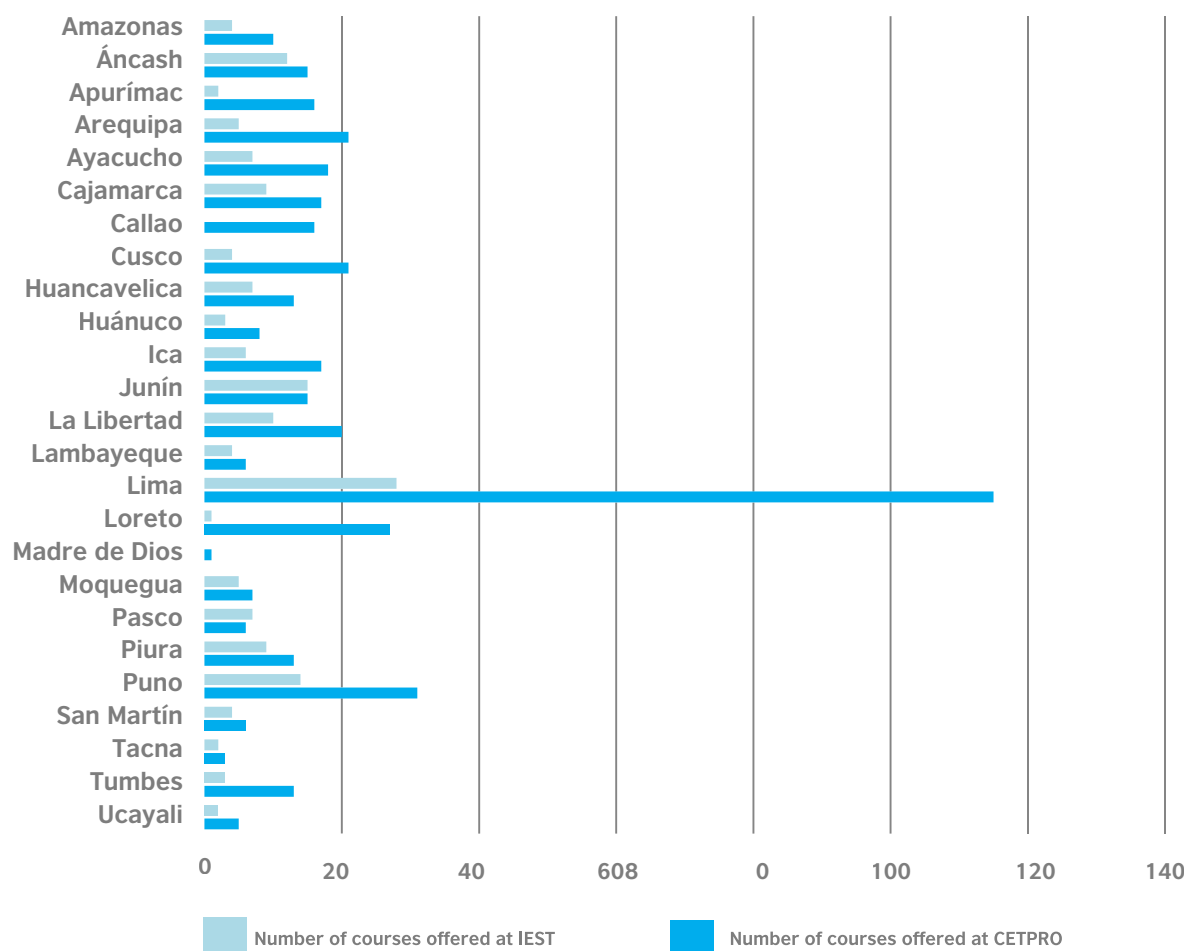
**Some technical or specialist roles in the Information and Communication sector, typically filled by university graduates, may require intermediate English but requirements for English across the sector are minimal.**

The ICT sector is seen as a tool for wider economic development with significant growth in roles related to cyber security and data protection. A number of courses are offered at CETPROs and IESTS nationally, with by far the most in Lima, but other regions such as Puno, Cusco, and Loreto have a relatively high course offering. The vast majority of courses are in computing or computing and information technology with a number also in digitisation.

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38 INEI (2017). 22.2 Ingreso de turistas internacionales, según zona geográfica y país de residencia, 2009-2017.

Figure 14: Geographical spread of TVET courses (CETPRO and IEST) in information and communication<sup>39</sup>



39 Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro - Encuentra los Centros de Educación Técnico-Productiva* [<http://proyectatufuturo.trabajo.gob.pe/>].

Roles generally require technical or specialised knowledge, with employers generally drawing upon university graduates. Job adverts indicated that English was required in some cases, generally at an intermediate level, in roles related to programming and technical support. Call centre workers tended not to need English which may reflect the national focus on diversification into markets where Spanish would be the main language, in both South America and Spain. The majority of roles are in Lima: at the time of researching of 1369 call centre jobs reviewed, 1051 were Lima-based.

**Specific roles require English in the professional, scientific and technical sector. These are generally filled by university-level graduates.**

The professional, scientific and technical sector is another one focused on as a catalyst for national development, through both structural change and an increase in technological sophistication and innovation.<sup>40</sup> It is a particularly broad sector, covering 13 industries as diverse as veterinary workers, landscaping and accountancy.

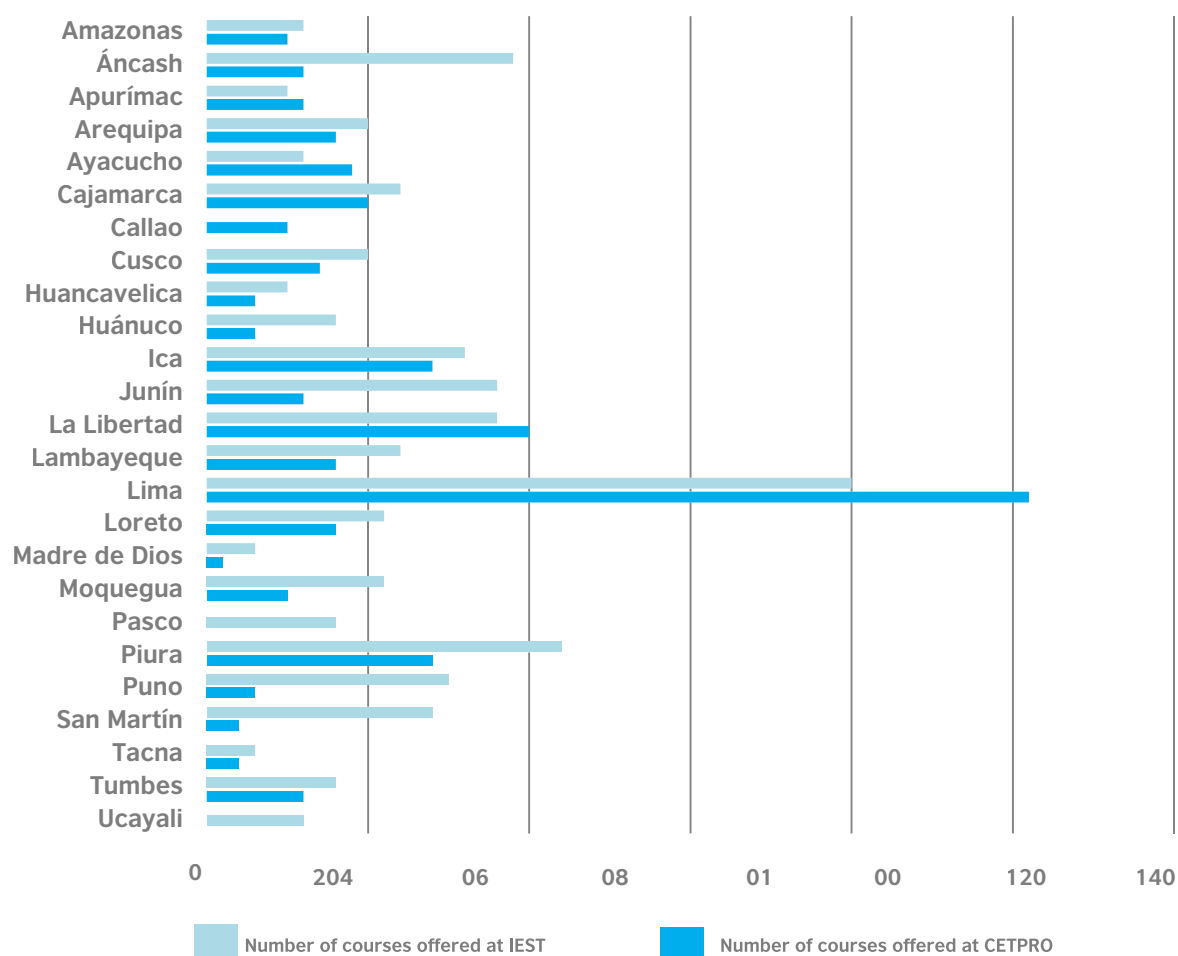
Courses are available across the country, with Lima, La Libertad, Piura, Junín and Cajamarca providing a number of CETPRO and IEST courses. Accountancy, office, business administration and executive secretary courses were best represented in IESTs and CETPROs with a number of tourist guide courses also provided, although some of these courses may lead to jobs within the accommodation and catering services sector.

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<sup>40</sup> *Ministro de Economía y Finanzas - Consejo Nacional de la Competitividad (2015). Agenda de Competitividad 2014-2018.*



Figure 15: Geographical spread of TVET courses (CETPRO and IEST) in professional, scientific and technical activities<sup>41</sup>



41 Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro - Encuentra los Centros de ETFP* [<http://proyectatufuturo.trabajo.gob.pe/>].

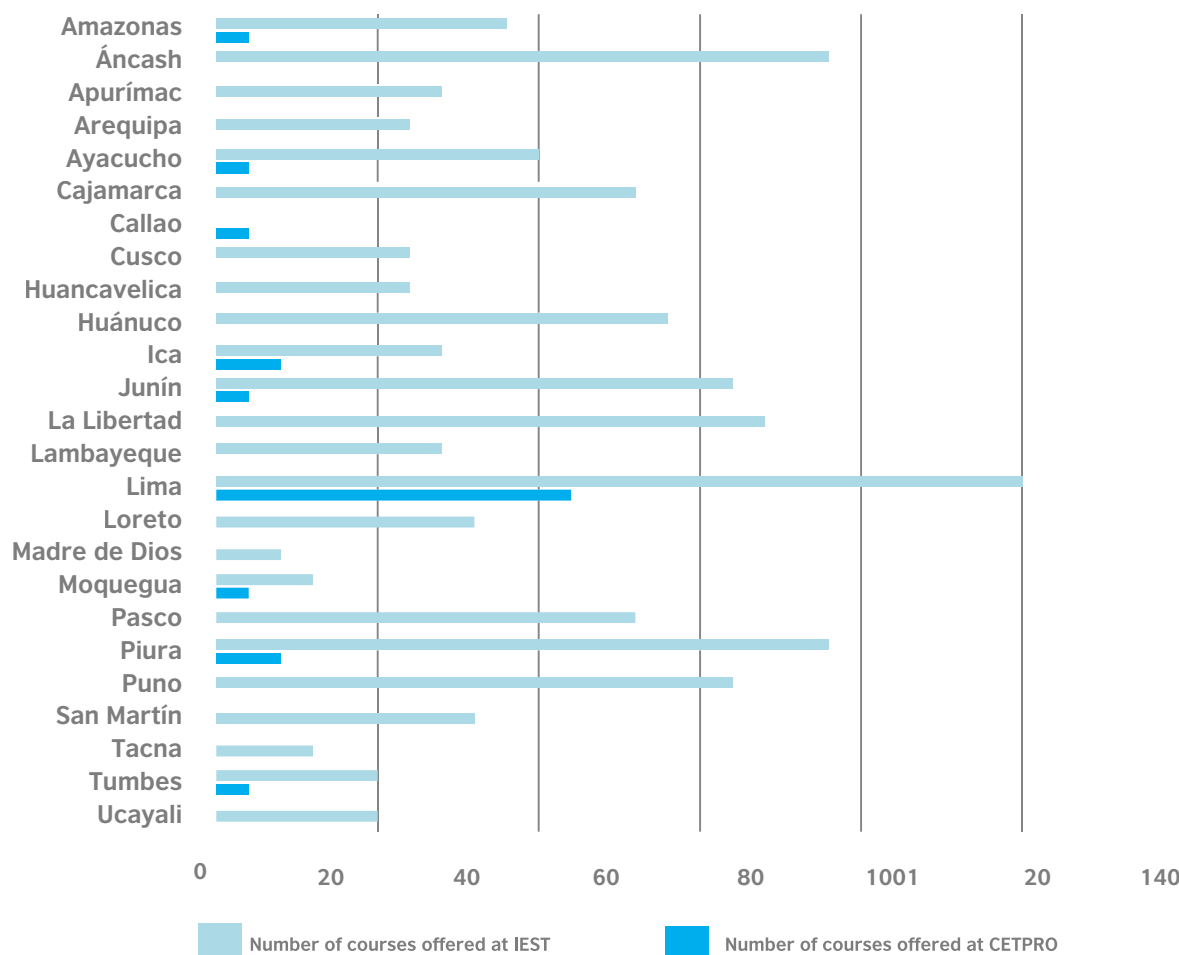
Job opportunities cross a number of employers from medium-scale businesses operating solely in Peru to large-scale multinational companies. A scarcity of qualified people presents some problems given the growth of the sector, particularly in roles such as administrative services, private security and personal bodyguards, market research and advertising as well as in tourism-related roles. Across the sector, English plays a role, with employers responding that it was used occasionally or in specific roles, particularly in analyst, research, laboratory-based, or managerial roles. Employers typically looked for university-level graduates for these roles which they saw as requiring around a CEFR B2 level. This tallied with the project team's findings from job advert reviews which indicated that accountant assistants, marketing and travel agency roles may require intermediate to advanced level English.

Responses indicated that employers felt that CETPRO, IEST and IDEX graduates were either insufficiently prepared for the roles in terms of language proficiency or they were unsure as they tended not to employ them. Particular language challenges were cited, including putting research protocols into practice, reading research in English, communicating with non-Spanish speakers, and dealing with visiting auditors or supervisors.

**Highly technical or specialist roles in the human health and social care sector may require English, but the majority of roles have no specific requirement.**

The majority of opportunities are in medium to large-sized businesses. Employer engagement indicates that where English is required in this sector, it is generally in highly technical roles or roles requiring professional qualifications such as technicians; doctors; team leads. Roles with professional titles tend to require university-level qualifications whereas technician or support roles may require a *técnico*.

Figure 16: Geographical spread of TVET courses (CETPRO and IEST) in human healthcare and social assistance<sup>42</sup>



Only 4% of roles reviewed required English, with 50% of those within an analysis or regulation role, and 21% for doctors.

Key tasks requiring English include attending international events, reading industry publications or documentation, communicating with experts and, on occasion, interacting with English speaking clients. Some health and safety English may be required by those operating technical machinery or working with regulatory legislation.

<sup>42</sup> Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro - Encuentra los Centros de Educación Técnico-Productiva* [<http://proyectatufuturo.trabajo.gob.pe/>].

**Whilst English is not considered an immediate priority for employers among many of the sectors, this may, to some extent, be a reflection of workarounds that have been put in place to mitigate the lack of suitably skilled workers. In some cases, the lack of English clearly presented barriers to industry progression.**

Employers in the majority of sectors do not currently require high levels of English. The exception to this is graduates involved in the tourism sector, whether in accommodation and restaurants, or in travel agents and reservations where English demand is high. There was a broad consensus that the teaching and learning of English language was unlikely to produce the candidates they would be looking for in roles using English.

It was found that some sector bodies discussed needing to ‘work round’ a lack of English – FETRI-MAP stated that poor levels of proficiency impacted on meaningful participation in international conferences conducted in English, whilst IRTP stated that there was a reliance on google translate by those working with equipment or software.

There are also perhaps some barriers to recognition of tertiary-level technical education, noting in particular that the Bachiller Técnico is designed to provide a level of technical education on a par with a university undergraduate degree but is not considered comparable among employers.

A further complication comes with the focus on development in various industries and sectors: it is difficult to predict to what extent English may be required if markets diversify: if development is primarily within the Latin American market, then English will have limited use. If European, Asian, North American and other markets are targeted, then the role of English will be much more significant.

As can be seen from the sectoral analysis above, it is difficult to make any overriding judgements on specific English skills that may be required.

Table 3: Likely domains of use, by sector

	Domain			
	Personal	Public	Occupational	Educational
Agriculture, livestock farming, forestry and fishing	( ✓ )	✓	✓	( ✓ )
Accommodation and catering activities	( ✓ )	✓	✓	( ✓ )
Professional, scientific and technical activities	( ✓ )	✓	✓	( ✓ )
Construction	( ✓ )	✓	✓	( ✓ )
Trade	( ✓ )	✓	✓	( ✓ )
Electricity, gas and water	( ✓ )	✓	✓	( ✓ )
Manufacturing industries	( ✓ )	✓	✓	( ✓ )
Information and communication	( ✓ )	✓	✓	( ✓ )
Human healthcare and social assistance	( ✓ )	✓	✓	( ✓ )

	Locations	Institutions	Persons	Objects	Events	Operations	Texts
<b>Agriculture, livestock farming, forestry and fishing</b>	Farms, natural areas, nationalised industries	The law, political bodies, public authorities, trade unions, multinational corporations, nationalised industries	Employers, employees, managers, colleagues, workmates, drivers, members of the public, officials	Business machinery, industrial machinery, industrial and craft tools, trees, plants, ponds	Trade fairs, industrial accidents, industrial disputes, natural phenomena	Business administration, journeys, trucking, sales operations, selling, marketing, industrial management or administration	Notices, regulations, safety notices, contracts, business letter
<b>Accommodation and catering activities</b>	Hotels, restaurants, cafes	The law, public authorities, trade unions, multinational corporations, nationalised industries	Employers, employees, managers, colleagues, receptionists, secretaries, cleaners, clients, drivers, members of the public, waiters, barpersons, officials, porters	Furnishing and furniture, business machinery, food, clothing, kitchen/bathroom etc. equipment, luggage	Weddings, conferences, receptions, performances, parties, family occasions, events, meetings, interviews	Business administration, journeys, trucking, sales operations, selling, marketing, industrial management or administration	Menus, emails, brochures, notices, regulations, contracts, labelling and packaging, signposting, tickets, timetables, business letter
<b>Professional, scientific and technical activities</b>	Laboratories, offices	The law, public authorities, trade unions, multinational corporations, nationalised industries, public health	Employers, employees, managers, colleagues, researchers, assistant staff, cleaners, officials, members of the public, secretaries, receptionists, clients	Industrial machinery, business machinery, industrial and craft tools, licences	Conferences, industrial accidents, incidents, disputes, consultations,	Office maintenance, office procedures, business administration, computer operation, laboratory work, discussions, selling, marketing, journeys	Notices, regulations, safety notices, contracts, academic texts, journal articles, instructional material, business letter, advertising material



	Locations	Institutions	Persons	Objects	Events	Operations	Texts
<b>Construcción</b>	Building sites, construction areas	The law, trade unions, multinational corporations, nationalised industries, public health	Employers, employees, managers, colleagues, officials, clients, workmates	Business machinery, industrial machinery, industrial and craft tools, licences	Trade fairs, conferences, industrial accidents, disputes, lawsuits, natural phenomena	Office procedures, production operations, industrial management, business administration, computer operation, journeys, selling, marketing	Safety notices, regulation, instructional manuals, sign posting, contracts, business letter
<b>Trade</b>	Offices, markets, trade fairs, conference, factories, customs	The law, public authorities, political bodies, trade unions, multinational corporations, nationalised industries	Employers, employees, managers, colleagues, officials, clients, drivers, members of the public, shop personnel	business machinery, industrial machinery, industrial and craft tools, manufactured goods	incidents, accidents, industrial disputes, conferences, trade fairs	office procedures, production operations, industrial management, business administration, computer operation, journeys, selling, marketing	Labels and packaging, notices, regulation, contracts, instructional material, business letter
<b>Electricity, gas and water</b>	Offices, sites, conference, operating floors	The law, public authorities, multinational corporations, nationalised industries	Employers, employees, managers, colleagues, officials, clients, members of the public	Industrial machinery, business machinery, industrial and craft tools, licences	Conferences, trade fairs, lawsuits, public meetings	office procedures, production operations, industrial management, business administration, computer operation, journeys, selling, marketing, buying and obtaining public services	Notices, business letter, safety notices, sign posting, regulation, instructional manuals, contracts

	Locations	Institutions	Persons	Objects	Events	Operations	Texts
<b>Manufacturing industries</b>	Factories, conference venues, trade fairs	The law, public authorities, multinational corporations, nationalised industries	Employers, employees, colleagues, subordinates, workmates, customers, clients	Business machinery, industrial machinery, industrial and craft tools, licences, manufactured goods	Incidents, industrial accidents, public meetings, conferences, trade fairs	Business administration, industrial management, production operations, office procedures, sales operations, selling, marketing, computer operation	Notices, business letter, safety notices, sign posting, regulation, instructional manuals, contracts
<b>Information and communication</b>	Offices, factories, call centres	The law, public authorities, multinational corporations, nationalised industries	Employers, employees, colleagues, officials, clients, customers, receptionists, secretaries	Business machinery, industrial machinery, licences	Trade fairs, conferences, incidents, lawsuits	Business administration, industrial management, production operations, computer operation, selling, marketing	Notices, business letter, safety notices, sign posting, regulation, instructional manuals, contracts
<b>Human healthcare and social assistance</b>	Hospital, clinics, surgeries, care homes, domestic properties	The law, public authorities, multinational corporations, nationalised industries, political bodies, public health	Employers, employees, colleagues, officials, members of the public, receptionists, secretaries, cleaners, clients, customers	Business machinery, industrial tools, licences, medical equipment	Consultations, illnesses, industrial disputes, lawsuits, public meetings, trade fairs, conferences	Using medical services, office procedures, industrial management, production operations, computer operation, business administration, buying and obtaining public services	Notices, business letter, safety notices, sign posting, regulation, instructional manuals, contracts

## There is a clear need to first develop TVET students' key competencies in English, to better prepare them for work in an evolving labour market

The general approach taken in terms of UK NARIC's English recommendations has been to aim to prepare graduates for a future which, to some extent, is unpredictable. Thus the analysis has focused on the development of key competencies that are likely to be valuable within a business context of emergent and/or established markets. This should be understood with the caveat that UK NARIC recommends a greater emphasis on the provision of on the job training in English by employers in order to more precisely tailor needs to the exact roles undertaken.

These recommendations have been defined as ten communicative aims which have been developed in line with feedback from local sectoral employers and with information from sectoral bodies based in Peru and the UK. Engagement from sectoral bodies highlighted seven key challenge areas which shaped the communicative aims: informing/describing items to customers; handling complaints; sales/negotiation; use of technical language; taking part in meetings; presenting to an audience; handing telephone calls/emails.

The challenge areas included above cover a broad cross-section of employment sectors, workplace settings and requirements of some more specialist roles and it is acknowledged that these may vary based on employer-specific requirements. As a result, the communicative aims below have been devised to allow for a broad skillset with the aforementioned challenges integrated into the work processes and activities to provide students with the ability to handle challenges in a variety of settings and across multiple media. Thus UK NARIC extended the tasks identified as challenging by employers, and, additionally focused on some other typical workplace competences such as health and safety and general administrative tasks.

The ten communicative aims selected were:

- Administration
- Emails
- Health and safety
- Instructions
- Presentations
- Computer Software
- Small talk
- Social media
- Telephone calls
- Meetings and group tasks (collaborative interaction)

Figure 17: The 10 communicative aims



In the image above, those communicative aims primarily linked to receptive skills are shaded in purple, and those which will require more productive skills are shaded orange. Nevertheless, all communicative aims do require integrated skills.

It should be noted that these communicative aims are not intended to be the only English input that students would receive in the TVET sector, but rather form ideal outcomes for students by the end of their studies in order to bridge gaps identified by employers and to provide a base of useful English subskills and competences which can be built upon in the workplace. It is also anticipated that students entering with a low level of English proficiency (CEFR A1-A2) may need introductory, beginner or pre-intermediate general English courses. Not all aspects of the communicative aims will be relevant to all programmes, and coordinators and institutions will need to consider which would be most useful for the needs of their specific students. The aims themselves may need to be supported with further general English study as appropriate to the class and context.

Each individual communicative aim comprises of the following areas:

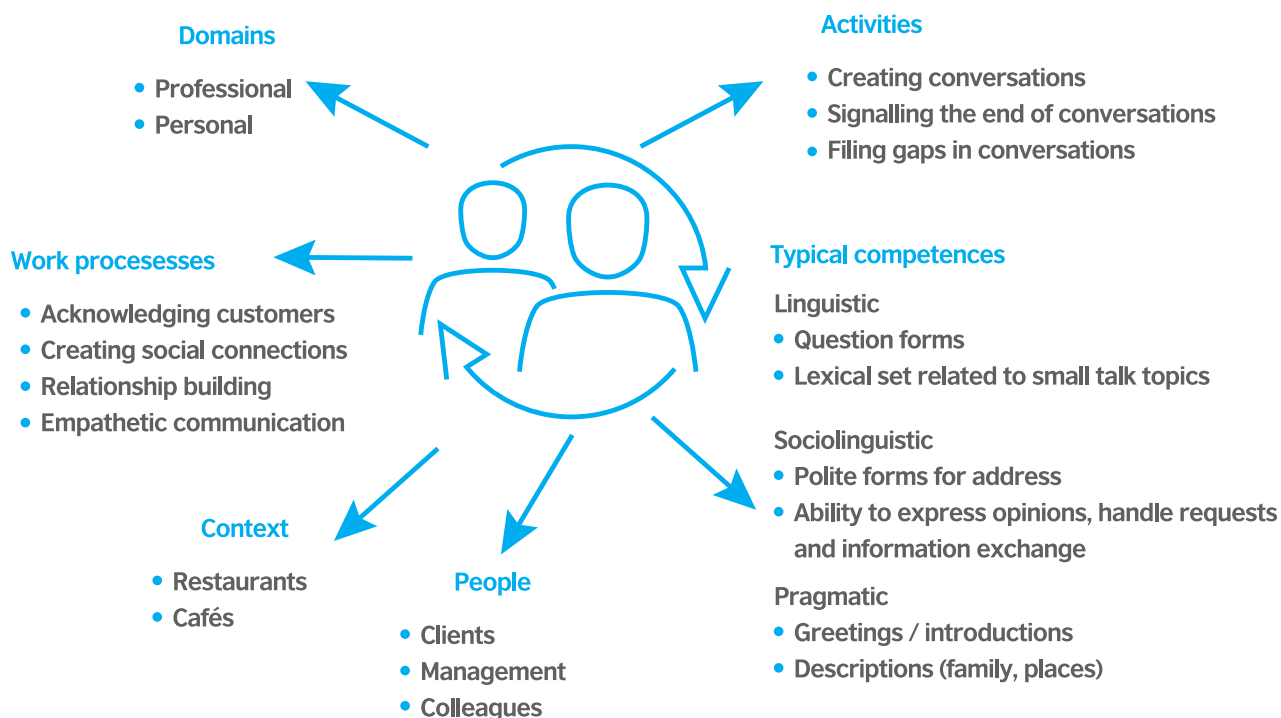
- Summary: A brief description of the aim with a recommended threshold CEFR level(s) for successful achievement of associated core tasks.
- Domain: The professional field in which the communicative aim is likely to take place.

- Work processes: Areas of work which are likely to include the communicative aim.
- Activities: Specific tasks students may have to undertake in their roles as part of the communicative aim
- Texts: Possible texts student may have to engage with in order to complete specific activities
- Linguistic / Sociolinguistic / Pragmatic competences: A range of competences deemed relevant to the performance of the communicative aim.
- CEFR levels and descriptors (Receptive / Productive / Interactive skills): Illustrative descriptors relevant to the performance of the communicative aim including threshold and other recommended levels of language competence.

In producing these recommendations, short term- as well as aspirational long-term goals were considered. This identifies tasks at different levels which may improve employability opportunities for a CETPRO, IEST or IDEX graduate, which may be attainable through short term curriculum development, whilst also recognising that for Peru's long term development goals, higher levels of proficiency would support more complex undertakings, and may prepare these students for a wider range of jobs in order to enter the job market competitively or at a higher entry-level. Thus, for example, in 'emailing', it was considered that even at a relatively low CEFR level an entry-level employee would be able to produce a simple email in English requesting basic information, but that for higher-level roles or more complex tasks, students would need a more advanced level of English proficiency (e.g. composing an email for marketing purposes).







It is also intended that coordinators, Heads of English and teachers will adapt and tailor the communicative aims to the career path of the students. The image below indicates how the communicative aim 'small talk' could be adapted for a student in the hotel and catering services sector for example in the role of a waiter.

Figure 18: Example communicative aim – small talk



The tables below present the domain, context, processes, activities and texts with which TVET institution graduates in the nine sectors may need to operate in English. Recommended CEFR levels are colour coded as follows:

Key:

	A1		B1		C1
	A2		B2		C2

## COMMUNICATIVE AIM: Administration

Administration covers a range of tasks; the majority do not require strong productive skills as language tends to be focused around instructions and set-phrases and does not require spontaneous or colloquial language use. Receptive and interactive tasks are highly likely to be simple and routine to the nature of the role. Based on this UK NARIC recommends a threshold level of A2 for administrative tasks with B1 level recommended for tasks with the possibility for more extensive interaction.

*Table 5: Profile of workplace needs for English (administration)*

Domain	Context	Work Processes	Activities	Texts
Professional	<b>Location:</b> Office  <b>Persons:</b> Colleagues / external companies / office visitors	<ul style="list-style-type: none"> <li>Registration [A2];</li> <li>Reading and completing documentation [A2];</li> <li>Booking and organising transport / accommodation [B1];</li> <li>Information management [A2];</li> </ul>	<ul style="list-style-type: none"> <li>Filling in forms</li> <li>Providing instructions and clarification</li> <li>Reading and understanding forms</li> <li>Filing and document storage</li> <li>Composing emails to arrange transport / accommodation</li> <li>Reading a letter and understanding who to forward it to</li> </ul>	<ul style="list-style-type: none"> <li>Forms</li> <li>Emails</li> <li>Letters</li> </ul>

*Table 6: Linguistic, sociolinguistic and pragmatic competences in the workplace (administration)*

	Typical competences
Linguistic	<ul style="list-style-type: none"> <li>Question forms</li> <li>Modal verbs (can/could/would/may/might – polite requests)</li> <li>Modal verbs (must/to have – obligation / insisting)</li> <li>Lexical set for administrative tasks (form (n). fill-in (v). complete (v.) name (n). date of birth (n). identity card (n.) etc.)</li> <li>Lexical set for information management (filing, spreadsheets, etc.)</li> <li>Set phrases for small talk</li> </ul>
Sociolinguistic	<ul style="list-style-type: none"> <li>Register</li> <li>Polite forms</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>Asking questions for confirmation, identification, information</li> <li>Giving instructions</li> <li>Greetings</li> <li>Clarifying</li> <li>Seeking, granting or denying permission</li> <li>Expressing thanks/gratitude</li> <li>Requests</li> <li>Obligation / necessity</li> <li>Insisting</li> </ul>

Table 7: Recommended CEFR range (administration)

CEFR scale		A1	A2	B1	B2	C1	C2
Reception	Overall listening comprehension						
	Overall reading comprehension						
	Reading correspondence						
	Reading for orientation						
	Reading instructions						
Production	Overall spoken production						
	Overall written production						
	Compensating						
Interaction	Monitor and repair						
	Overall spoken interaction						
	Understanding an interlocutor						
	Conversation						
	Obtaining goods and services						
	Information exchange						



## COMMUNICATIVE AIM: Emails

Communication through emails has been identified by employers as a key English competency area. UK NARIC recommends that students attain a threshold level of B1 to allow them to perform core email-based tasks within their future workplaces. Other email-based tasks such as negotiation and marketing have been deemed to require a higher level of English proficiency, B2 and C1 respectively. It should be noted that negotiation and marketing would not be considered to form core tasks in the majority of sectors reviewed.

*Table 8: Profile of workplace needs for English (emails)*

Domain	Context	Work Processes	Activities	Texts
Professional	<b>Location:</b> Office / Hospitality industry  <b>Persons:</b> Customers / English-speaking colleagues / Business partners	<ul style="list-style-type: none"> <li>Information transfer [B1];</li> <li>Handling complaints [B1];</li> <li>Negotiation [B2];</li> <li>Clarification of information [B2];</li> <li>Marketing [C1].</li> </ul>	<ul style="list-style-type: none"> <li>Making enquiries</li> <li>Replying to correspondence</li> <li>Forwarding correspondence</li> <li>Including other persons in a conversation</li> <li>Speculative writing</li> <li>Creating email marketing material</li> </ul>	<ul style="list-style-type: none"> <li>Various</li> </ul>

*Table 9: Linguistic, sociolinguistic and pragmatic competences in the workplace (emails)*

	Typical competencies
Linguistic	<ul style="list-style-type: none"> <li>Linguistic • Question forms</li> <li>Adverbs (probability)</li> <li>Positive / Negative statements</li> <li>Modal verbs (possibility/ability)</li> <li>Discourse markers</li> </ul>
Sociolinguistic	<ul style="list-style-type: none"> <li>Polite forms for address e.g. Sir / Madam</li> <li>Positive polite set phrases for small talk</li> <li>Formal register but receptive recognition of impoliteness e.g. complaining customer</li> <li>Negative polite set phrases for complaints etc.</li> <li>Ability to express opinions, handle requests and information exchange</li> <li>Formal / Informal email structure</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>Apologies</li> <li>Asking / Answering questions</li> <li>--Discourse structuring</li> <li>Responding to emotions, controlling own emotions</li> <li>Clarification</li> <li>Socialising</li> <li>Advice, warning</li> <li>Description, explanation</li> </ul>

Table 10: Recommended CEFR range (emails)

CEFR scale		A1	A2	B1	B2	C1	C2
Reception	Reading correspondence						
	Identifying cues and inferring						
	Reading for information and argument						
Production	Overall written production						
	Planning						
Interaction	Overall written interaction						
	Correspondence						
	Notes, messages and forms						
	Information exchange						

## COMMUNICATIVE AIM: Health and Safety

The awareness of and ability to inform others of health and safety in the workplace, form a key communicative aim for all roles within an organisation. UK NARIC recommends that students attain a threshold level of B1 in order to satisfy this function to the minimum capacity. Students who are studying to work in role which may have an above- average risk level would benefit from a B2 level knowledge in this field. Those students who are going to work in the field of health and safety would benefit from C1 level knowledge in this field due to the specialised nature and complex lexicon

*Table 11: Profile of workplace needs for English (health and safety)*

Domain	Context	Work Processes	Activities	Texts
<b>Professional</b> Público	<b>Location:</b> Office / Client office / External site / Factory / Workshop  <b>Persons:</b> Management / Customers / Subcontractors / Team members / Subordinates	<ul style="list-style-type: none"> <li>• General emergency procedures</li> <li>• (evacuation) [B1-B2];</li> <li>• Health and safety for specific work areas (factory floor / kitchen etc.) [B2];</li> <li>• First aid [B1];</li> <li>• Safety equipment (clothing / hardware etc.) [B2];</li> <li>• Materials safety (chemical volatility / dust /noise etc.) [C1].</li> </ul>	<ul style="list-style-type: none"> <li>• Delivering training</li> <li>• Checking understanding (concept questions)</li> <li>• Receiving instructions</li> <li>• Negotiating instructions</li> <li>• Clarifying instructions</li> <li>• Monitoring and adapting instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Product information</li> <li>• Product instructions</li> <li>• Internal company policies/guid elines</li> </ul>

Table 12: Linguistic, sociolinguistic and pragmatic competences in the workplace (health and safety)

	Typical competences
Linguistic	<ul style="list-style-type: none"> <li>• Question forms</li> <li>• Positive / negative statements</li> <li>• Future tense</li> <li>• Past tense</li> <li>• Imperative mood</li> <li>• Modals of obligation (have to / must / should / could / ought to)</li> <li>• Adverbs of manner</li> <li>• Adverbs of frequency</li> <li>• Adverbs of place</li> <li>• Adverbs of sequence</li> <li>• Prepositions (temporal/spatial)</li> <li>• Subordinating conjunctions</li> <li>• Adjectives (size / length / pressure / volume / speed / weight / volume / space / temperature)</li> <li>• Numbers (cardinal / ordinal)</li> <li>• Lexical set for the specific field of work (safety risks of operating specific machinery)</li> <li>• Lexical set for general hazards and workplace procedures (using a first aid kit/evacuation procedures)</li> </ul>
Sociolinguistic	<ul style="list-style-type: none"> <li>• Appropriate register for audience</li> <li>• Adjust tone to suit the severity/urgency of situation</li> <li>• Negative polite set phrases for giving instructions</li> <li>• Negative polite set phrases for discomfort or disagreement</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Asking questions (confirmation / identification / information)</li> <li>• Correcting information</li> <li>• Giving instructions</li> <li>• Giving personal information</li> <li>• Understanding and using numbers</li> <li>• Clarifying</li> <li>• Describing people</li> <li>• Describing items (abstract / concrete)</li> <li>• Expressions opinions (agreement / disagreement)</li> <li>• Seeking, granting or denying permission</li> <li>• Reporting facts</li> <li>• Obligation and necessity</li> <li>• Suggestions</li> </ul>

Table 13: Recommended CEFR range (health and safety)

CEFR scale		A1	A2	B1	B2	C1	C2
Reception	Overall listening comprehension						
	Listening to announcements and instructions						
	Overall reading comprehension						
	Reading for orientation						
	Reading for information and argument						
	Reading instructions						
Production	Overall spoken production						
	Sustained monologue: giving information						
	Public announcements						
	Overall written production						
	Compensating						
	Planning						
	Monitor and repair						
Interaction	Overall spoken interaction						
	Understanding an interlocutor						
	Goal-orientated co-operation						
	Information exchange						
	Cooperating						
	Asking for clarification						

## COMMUNICATIVE AIM: Instructions

The ability to give and follow instructions forms is a key communicative aim for all roles within an organisation. UK NARIC recommends that students attain a threshold level of B1 in order to perform their future roles safely and to a satisfactory level. Dependant on the task however, some students may benefit from B2 level knowledge. Instructions through the medium of English may vary dependant on workplace. In some situations, productive and interactive skills may not be prioritised as students are mainly required to negotiate English language instructions whilst operating hardware or software specific to their role. Alternatively some students may work in wholly English medium environments whereby they will be expected to understand and give instructions related to all company operations and protocol.

Table 14: Profile of workplace needs for English (Instructions)

Domain	Context	Work Processes	Activities	Texts
Professional	<b>Location:</b> Office / Client office / External site / Factory / Workshop <b>Persons:</b> Management / Suppliers / Customers / Subcontractors / Team members / Subordinates	<ul style="list-style-type: none"> <li>• Operating equipment (hardware / software) [B1- B2];</li> <li>• Assembling equipment (hardware) [B2];</li> <li>• Administration in the workplace (HR policy / working hours / annual leave / regulations) [B2];</li> <li>• General procedural tasks [B2];</li> <li>• Role-specific procedural tasks (staff) [B1-B2];</li> <li>• Task-specific procedures (clients) [B1-B2];</li> <li>• Health and safety (see individual communicative aim) [B2].</li> </ul>	<ul style="list-style-type: none"> <li>• Giving instructions</li> <li>• Checking understanding (concept questions)</li> <li>• Receiving instructions</li> <li>• Negotiating instructions</li> <li>• Clarifying instructions</li> <li>• Monitoring and adapting instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Product information</li> <li>• Product instructions</li> <li>• HR guides</li> <li>• Internal company policies/guidelines</li> </ul>

Table 15: Linguistic, sociolinguistic and pragmatic competences in the workplace (Instructions)

	Typical competences
Linguistic	<ul style="list-style-type: none"> <li>• Question forms</li> <li>• Positive / negative statements</li> <li>• Future tense</li> <li>• Past tense</li> <li>• Imperative mood</li> <li>• Modals of obligation (have to / must / should / could / ought to)</li> <li>• Adverbs of manner</li> <li>• Adverbs of frequency</li> <li>• Adverbs of place</li> <li>• Adverbs of sequence</li> <li>• Prepositions (temporal/spatial)</li> <li>• Subordinating conjunctions</li> <li>• Adjectives (size / length / pressure / volume / speed / weight / volume / space / temperature)</li> <li>• Numbers (cardinal / ordinal)</li> <li>• Lexical set for the specific field of work</li> </ul>
Sociolinguistic	<ul style="list-style-type: none"> <li>• Polite forms for address e.g. Sir / Madam</li> <li>• Negative polite set phrases for giving instructions</li> <li>• Negative polite set phrases for discomfort or disagreement</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Asking questions (confirmation / identification / information)</li> <li>• Correcting information</li> <li>• Giving instructions</li> <li>• Understanding and using numbers</li> <li>• Clarifying</li> <li>• Describing items (abstract / concrete)</li> <li>• Expressing thanks / gratitude</li> <li>• Expressions opinions (agreement / disagreement)</li> <li>• Obligation and necessity</li> <li>• Suggestions</li> <li>• Compromising</li> </ul>

Table 16: Recommended CEFR range – Instructions

CEFR scale	A1	A2	B1	B2	C1	C2
Reception	Listening to announcements and instructions					
	Reading for information and argument					
	Reading for orientation					
	Reading instructions					
	Identifying cues and inferring (written)					
Production	Overall spoken production					
	Sustained monologue: giving information					
	Overall written production					
	Planning					
	Compensating					
	Monitor and repair					
Interaction	Overall spoken interaction					
	Understanding an interlocutor					
	Goal-orientated co-operation					
	Information exchange					

## COMMUNICATIVE AIM: Presentations

Due to the variety of tasks possible as part of presentations, UK NARIC recommends that students obtain a threshold level of B1 in order to perform to a satisfactory level in presentations aimed at informing or raising awareness. Presentations with the aim of persuading, motivating and entertaining have been deemed to require a level of B2 – C1 as a threshold. It may be the case that students are able to present at A2 level in the classroom setting, although this would be limited to short and basic presentations which with limited scope for the workplace. Presentations aimed at motivating and entertaining may include skills seen at C2 level although attaining skills at this level is not vital to perform the task.

*Table 17: Profile of workplace needs for English (presentations)*

Domain	Context	Work Processes	Activities	Texts
Professional	<b>Location:</b> Office / Client office / External site / Factory / Workshop  <b>Persons:</b> Management / Customers / Subcontractors / Team members / Subordinates	<ul style="list-style-type: none"> <li>• Informing / raising awareness (Sales / Training) [B1];</li> <li>• Persuasion (Sales / Team management) [B2];</li> <li>• Motivation (Team management) [B2-C2];</li> <li>• Entertainment (Team management / client interaction) [B2-C2];</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing</li> <li>• Closing</li> <li>• Taking follow-up questions</li> <li>• Segues</li> <li>• Maintaining long turns</li> <li>• Using presentations aids</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Visual aids (software, flip-charts, boards)</li> </ul>



Table 18: Linguistic, sociolinguistic and pragmatic competences in the workplace (presentations)

	Typical competences
Linguistic	<ul style="list-style-type: none"> <li>• Passive voice</li> <li>• Relative clauses</li> <li>• Reported speech</li> <li>• Future tense</li> <li>• Question tags</li> <li>• Comparatives / superlatives</li> <li>• Question forms</li> <li>• Positive / negative statements</li> <li>• Future tense</li> <li>• Past tense</li> <li>• Present tense</li> <li>• Modals of obligation (have to / must / should / could / ought to)</li> <li>• Adverbs of manner</li> <li>• Adverbs of frequency</li> <li>• Adverbs of place</li> <li>• Adverbs of sequence</li> <li>• Prepositions (temporal/spatial)</li> <li>• Subordinating conjunctions</li> <li>• Lexical set for the specific field of work</li> </ul>
Sociolinguistic	<ul style="list-style-type: none"> <li>• Appropriate register for audience</li> <li>• Appropriate tone for the task purpose</li> <li>• Body language</li> <li>• Eye contact</li> <li>• Forms of addressing the audience</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Asking questions (confirmation / identification / information)</li> <li>• Greetings</li> <li>• Introducing self, others</li> <li>• Describing people, places, things</li> <li>• Expressing thanks / gratitude</li> <li>• Expressions opinions</li> <li>• Requests / responding to requests</li> <li>• Giving advice</li> <li>• Reporting facts, actions</li> <li>• Persuading</li> <li>• Narrating and describing past, present and future events</li> <li>• Suggestions</li> <li>• Comparing things</li> <li>• Synthesising, evaluating, glossing</li> <li>• Emphasizing or exemplifying a point, feeling, issue</li> <li>• Expressing attitudes and feelings precisely</li> <li>• Hedging</li> </ul>

Table 19: Recommended CEFR range (presentations)

CEFR scale		A1	A2	B1	B2	C1	C2
Reception	Overall listening comprehension						
	Listening as a member of a live audience						
	Identifying cues and inferring						
Production	Overall spoken production						
	Sustained monologue: describing experience						
	Sustained monologue: giving information						
	Sustained monologue: putting a case						
	Addressing audiences						
	Planning						
	Compensating						
	Monitoring and repair						
Interaction	Turntaking						

## COMMUNICATIVE AIM: Computer Software

Using computer-based software and hardware is an integral skill for the workforce. The variety of software used may vary based on the role but will commonly include a form of an office suite, internet browser and sector-specific software. Students looking to work in an IT-focused will require a deeper knowledge extending to network systems, programming and beyond. Whilst computer software is available to purchase in languages other than English, it is the lingua franca of the IT world and employers may benefit from the flexibility of staff being familiar with the lexicon of computer software in English. Familiarity with specific lexical sets will be most advantageous to students as using computer software requires minimal productive and interactive skills. Due to the proliferation of technical terminology in this communicative aim, students may not have previously encountered some terms in their mother language. This may have implications for teaching. UK NARIC recommends that student attain a threshold level of A2 in order to satisfactorily integrate IT into their roles. This increases to B2 for students whose role will have a greater IT focus.

Table 20: Profile of workplace needs for English (computer software)

Domain	Context	Work Processes	Activities	Texts
Professional	<b>Location:</b> Office / Site  <b>Persons:</b> N/A	<ul style="list-style-type: none"> <li>• Navigating the internet [A2];</li> <li>• Using an office suite [A2];</li> <li>• Developing and maintaining network systems [B2];</li> <li>• Programming [B2];</li> <li>• Using rolespecific software (CAD / Business Management / Customer Support ) [A2 -B1].</li> </ul>	<ul style="list-style-type: none"> <li>• Reading (Skimming / Scanning)</li> <li>• Understanding and using numbers</li> <li>• Inferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Websites / Software</li> </ul>

Table 21: Linguistic, sociolinguistic and pragmatic competences in the workplace (computer software)

	Typical competences
Linguistic	<ul style="list-style-type: none"> <li>• Lexical sets relating to the software and hardware relevant to the role</li> </ul>
Sociolinguistic	<ul style="list-style-type: none"> <li>• n/a</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• n/a</li> </ul>

Table 22: Recommended CEFR range (computer software)

CEFR scale	A1	A2	B1	B2	C1	C2
Reception						
Identifying cues and inferencing						
Reading for orientation						
Reading instructions						

## COMMUNICATIVE AIM: Small Talk

The ability to conduct small talk has been identified by employers as a key English competency area. UK NARIC recommends that students attain a threshold level of B1, although very simple small talk tasks may be possible at A2. Attaining B1 would allow students to conduct small talk to a level required of their future workplaces, and without detriment to the customer or workplace. Small talk which revolves around the topic of social status and categorisation have been deemed to require a higher level of English proficiency (B2-C1), although it should be noted that these would not be considered to form core tasks in the majority of employment sectors reviewed.

Table 23: Profile of workplace needs for English (small talk)

Domain	Context	Work Processes	Activities	Texts
Professional Personal	<b>Location:</b> Office Client offices  <b>Persons:</b> Management / Suppliers / Customers / Subcontractors / Team members / Subordinates	<ul style="list-style-type: none"> <li>• Acknowledging customers</li> <li>• Apologising for issues [B1];</li> <li>• Introductions [A2];</li> <li>• Creating social connections [B1-B2];</li> <li>• Relationship building [B1-B2];</li> <li>• Signalling authority / status [B2 C1];</li> <li>• Empathetic communication [B1-B2];</li> <li>• Social categorisation [B2 C1].</li> </ul>	<ul style="list-style-type: none"> <li>• Creating conversations</li> <li>• Signalling the end of conversations</li> <li>• Filling gaps in conversation</li> </ul>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>

Table 24: Linguistic, sociolinguistic and pragmatic competences in the workplace (small talk)

	Typical competences
Linguistic	<ul style="list-style-type: none"> <li>• Question forms</li> <li>• Positive / negative statements</li> <li>• Future tense verbs</li> <li>• Vague language</li> <li>• Modal verbs (possibility/ability)</li> <li>• Adverbs (probability)</li> <li>• Used to (past habit)</li> <li>• Fixed expressions (introductions/opinions/phatic/suggestions/offering)</li> <li>• Lexical set related to small talk topics (weather/sports/travel/food/arts and entertainment)</li> </ul>
Sociolinguistic	<ul style="list-style-type: none"> <li>• Polite forms for address e.g. Sir / Madam</li> <li>• Positive polite set phrases for small talk</li> <li>• Ability to express opinions, handle requests and information exchange</li> <li>• Recognising required formality based on status/familiarity</li> <li>• Ability to identify 'safe ground' for small talk topics</li> <li>• Appropriate body language</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Greeting / Introductions</li> <li>• Apologies</li> <li>• Describing habits and routines</li> <li>• Describing past experiences</li> <li>• Describing places</li> <li>• Expressing likes/dislikes</li> <li>• Describing hopes/plans</li> <li>• Suggestions</li> <li>• Discourse markers</li> <li>• Expressing opinion</li> <li>• Explaining</li> <li>• Giving directions</li> <li>• Asking informational / clarification questions</li> <li>• Making suggestions and recommendations</li> <li>• Simplifying (rephrasing) and clarifying</li> <li>• Initiating/ending conversation</li> </ul>

Table 25: Recommended CEFR range (small talk)

CEFR scale		A1	A2	B1	B2	C1	C2
Reception	Overall listening comprehension						
	Understanding conversation between other speakers						
	Identifying cues and inferring						
Production	Overall spoken production						
	Sustained monologue: describing experience						
	Sustained monologue: putting a case						
	Compensating						
	Monitoring and repair						
Interaction	Overall spoken interaction						
	Understanding an interlocutor						
	Conversation						
	Informal discussion						
	Turntaking						
	Cooperating						
	Asking for clarification						

## COMMUNICATIVE AIM: Social media

Communication through social media has been identified by employers as a key English competency area. UK NARIC recommends that students attain a threshold level of B1 to allow them to perform core social media-based tasks within their future workplaces. Other tasks such as interacting with clients, professional networking and marketing have been deemed to require a higher level of English proficiency, B2 and C1 respectively. It should be noted that professional networking and marketing would not be considered to form core tasks in the majority of employment sectors reviewed.

Table 26: Profile of workplace needs for English (social media)

Domain	Context	Work Processes	Activities	Texts
Professional	<p><b>Location:</b> Office / Client office / External site / Factory / Workshop</p> <p><b>Persons:</b> Management / Customers / Subcontractors / Team members / Subordinates</p>	<ul style="list-style-type: none"> <li>• Providing information / raising awareness [B1];</li> <li>• Marketing (brand promotion, market analysis, reputation management) [C1];</li> <li>• Professional networking [C1];</li> <li>• Interacting with clients (enquiries, complaints, speculative contact, client engagement) [B2].</li> </ul>	<ul style="list-style-type: none"> <li>• Writing blog posts</li> <li>• Writing posts on social networking platforms</li> <li>• Writing comments</li> <li>• Responding to comments</li> <li>• Writing direct messages</li> <li>• Responding to direct messages</li> <li>• Creating visual content (video/image)</li> <li>• Writing captions</li> </ul>	<ul style="list-style-type: none"> <li>• Websites</li> <li>• Mobilebased communication applications</li> <li>• Desktopbased communication applications</li> <li>• Social media platforms</li> </ul>

Table 27: Linguistic, sociolinguistic and pragmatic competences in the workplace (social media)

	Typical competences
Linguistic	<ul style="list-style-type: none"> <li>• Question forms</li> <li>• Adverbs (probability/time/place/manner)</li> <li>• Positive / Negative statements</li> <li>• Modal verbs (possibility/ability)</li> <li>• Discourse markers</li> <li>• Lexical set for specific field of work</li> <li>• Imperatives</li> <li>• Contractions</li> <li>• Question tags</li> <li>• Common prepositions</li> </ul>
Sociolinguistic	<ul style="list-style-type: none"> <li>• Use of acronyms (meaning across languages)</li> <li>• Use of emojis (symbolism)</li> <li>• Text brevity</li> <li>• Polite and casual forms for address</li> <li>• Ability to express opinions, handle requests and information exchange</li> <li>• Formal / Informal dialogue</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Giving information</li> <li>• Greetings</li> <li>• Introducing self, others</li> <li>• Clarifying</li> <li>• Describing places</li> <li>• Describing things</li> <li>• Describing people</li> <li>• Expressing likes and dislikes</li> <li>• Expressing thanks/gratitude</li> <li>• Expressing opinions (agreement/disagreement)</li> <li>• Responding to requests</li> <li>• Comparisons</li> <li>• Expressing regret</li> <li>• Giving advice</li> <li>• Reporting facts or actions</li> <li>• Persuading</li> <li>• Suggestions</li> <li>• Critiquing, reviewing</li> <li>• Compromising</li> <li>• Complimenting</li> <li>• Expressing empathy</li> </ul>



Table 28: Recommended CEFR range – (social media)

CEFR scale		A1	A2	B1	B2	C1	C2
Reception	Overall listening comprehension						
	Listening to audio media and recordings						
	Overall reading comprehension						
	Reading correspondence						
	Identifying cues and inferring						
Production	Overall spoken production						
	Sustained monologue: describing experience						
	Sustained monologue: giving information						
	Sustained monologue: putting a case						
	Overall written production						
	Creative writing						
	Planning						
	Compensating						
	Monitoring and repair						
Interaction	Using telecommunications						
	Overall written interaction						
	Online conversation and discussion						

## COMMUNICATIVE AIM: Telephone calls

Making and receiving telephone calls has been identified by employers as a key English competency area. UK NARIC recommends that students attain a threshold level of B2 to allow them to conduct telephone calls, whose topic may be commonplace or key to the everyday running of their future workplaces, and without detriment to the customer or workplace. Telephone calls focusing around the topics of negotiations and marketing have been deemed to require a higher level of English proficiency, although it should be noted that these would not be considered to form core tasks in the majority of employment sectors reviewed.

*Table 29: Profile of workplace needs for English (telephone calls)*

Domain	Context	Work Processes	Activities	Texts
Professional	<b>Location:</b> Office  <b>Persons:</b> Management / Suppliers / Customers / Subcontractors / Team members / Subordinates	<ul style="list-style-type: none"> <li>• Information transfer (clients / colleagues / company) [B2];</li> <li>• Complaint handling [B2];</li> <li>• Negotiation (Sales / Followup) [C1];</li> <li>• Clarification (clients, colleagues, company) [B2];</li> <li>• Marketing [C1- C2]</li> </ul>	<ul style="list-style-type: none"> <li>• Making enquiries</li> <li>• Answering enquiries</li> <li>• Forwarding calls</li> <li>• Following-up correspondence</li> <li>• Conference calls</li> <li>• Telephone-based discussion</li> <li>• Speculative calls</li> <li>• Delivering marketing information</li> <li>• Listening to / leaving messages</li> </ul>	<ul style="list-style-type: none"> <li>• Script</li> <li>• Promotional material</li> </ul>

Table 30: Linguistic, sociolinguistic and pragmatic competences in the workplace (telephone calls)

	Typical competences
Linguistic	<ul style="list-style-type: none"> <li>• Question forms</li> <li>• Positive / negative statements</li> <li>• Modal verbs (possibility / ability)</li> <li>• Adverbs (probability)</li> <li>• Conditional forms</li> <li>• Fixed expressions (introductions/interruptions/requests for input//summarising/segue/opinions)</li> <li>• Reported speech Lexical set related to field of work</li> </ul>
Sociolinguistic	<ul style="list-style-type: none"> <li>• Polite forms for address e.g. Sir / Madam</li> <li>• Positive polite set phrases for small talk</li> <li>• Negative polite set phrases for complaints Ability to express opinions, handle requests and information exchange</li> <li>• Formal / Informal dialogue</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Greeting / Introductions</li> <li>• Apologies</li> <li>• Discourse markers</li> <li>• Giving and requesting phone numbers</li> <li>• Expressing opinion</li> <li>• Persuading</li> <li>• Defending</li> <li>• Explaining</li> <li>• Expressing</li> <li>• Giving directions</li> <li>• Asking informational / clarification questions</li> <li>• Making suggestions and recommendations</li> <li>• Simplifying (rephrasing) and clarifying</li> <li>• Interrupting</li> <li>• Initiating / ending conversation</li> <li>• Requesting action / support</li> <li>• Speaking on behalf of others</li> <li>• Summarising</li> <li>• Inferencing</li> </ul>

Table 31: Recommended CEFR range (telephone calls)

CEFR scale		A1	A2	B1	B2	C1	C2
Reception	Overall listening comprehension						
	Identifying cues and inferring						
Production	Overall spoken production						
	Sustained monologue: giving information						
	Sustained monologue: putting a case						
	Planning						
	Compensating						
	Monitoring and repair						
Interaction	Overall spoken interaction						
	Understanding an interlocutor						
	Conversation						
	Obtaining goods and services						
	Information exchange						
	Using telecommunications						

## COMMUNICATIVE AIM: Collaborative interaction

Collaboration in the workplace has been identified by employers as key English competency areas. UK NARIC recommends that students attain a threshold level of B1 to allow them to participate in meetings and group tasks (in-person or online) whose topic may be commonplace or key to the everyday running of their future workplaces. Meetings and group tasks focusing around the topics of dispute resolution / contracting / negotiation / personal development / human resources have been deemed to require a higher level of English proficiency (B2-C1), although it should be noted that these would not be considered to form core tasks in the majority of employment sectors reviewed.

*Table 32: Profile of workplace needs for English (collaborative interaction)*

Domain	Context	Work Processes	Activities	Texts
Professional	<p><b>Location:</b> Office / Online</p> <p><b>Persons:</b> Management / Suppliers / Customers / Subcontractors / Team members / Subordinates</p>	<ul style="list-style-type: none"> <li>• Organisational planning meetings [B1-B2]</li> <li>• Information transfer meetings [B1-B2]</li> <li>• Dispute resolution [C1];</li> <li>• Contractual meetings [C1];</li> <li>• Negotiation meetings [B2-C2];</li> <li>• Personal development meetings [B2];</li> <li>• Human resource meetings [C1].</li> </ul>	<ul style="list-style-type: none"> <li>• Listening as a participant</li> <li>• Taking and making notes</li> <li>• Contributing to discussion</li> <li>• Leading discussion</li> <li>• Seeking and preparing agenda and follow-up items</li> <li>• Meeting set-up</li> <li>• Transmitting meeting summaries or notes</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Notes</li> <li>• Summaries</li> </ul>

Table 33: Linguistic, sociolinguistic and pragmatic competences in the workplace (collaborative interaction)

	Typical competences
Linguistic	<ul style="list-style-type: none"> <li>• Question forms</li> <li>• Positive / Negative statements</li> <li>• Discourse markers</li> <li>• Fixed expressions (introductions/interruptions/requests for input//summarising/segue/opinions)</li> <li>• General lexical set for meeting (roles/stages/procedures)</li> <li>• Past / Present / Future tenses</li> <li>• Reported speech Subject-specific lexical set</li> </ul>
Sociolinguistic	<ul style="list-style-type: none"> <li>• Polite forms for address e.g. Sir / Madam</li> <li>• Positive polite set phrases for small talk</li> <li>• Ability to express opinions, handle requests and information exchange</li> <li>• Formal / Informal dialogue.</li> </ul>
Pragmatic	<ul style="list-style-type: none"> <li>• Polite forms for address e.g. Sir / Madam</li> <li>• Positive polite set phrases for small talk</li> <li>• Ability to express opinions, handle requests and information exchange</li> <li>• Formal / Informal dialogue</li> <li>• Defending</li> <li>• Explaining</li> <li>• Asking informational / clarification questions</li> <li>• Making suggestions and recommendations</li> <li>• Simplifying (rephrasing) and clarifying</li> <li>• Interrupting</li> <li>• Entering / leaving discussion</li> <li>• Requesting action / support</li> <li>• Speaking on behalf of others</li> <li>• Summarising</li> <li>• Turn-taking</li> <li>• Inferencing</li> </ul>

Table 34: Recommended CEFR range (collaborative interaction)

CEFR scale		A1	A2	B1	B2	C1	C2
Reception	Overall listening comprehension						
	Understanding conversation between other speakers						
	Identifying cues and inferring						
Production	Overall spoken production						
	Addressing audiences						
	Planning						
	Compensating						
	Monitoring and repair						
Interaction	Overall spoken interaction						
	Understanding an interlocutor						
	Formal discussion (meetings)						
	Goal-orientated co-operation						
	Information exchange						
	Online conversation and discussion						
	Goal-oriented online transactions and collaboration						
	Turntaking						
	Cooperating						

# Chapter 4

**English language proficiency  
among TVET teachers**

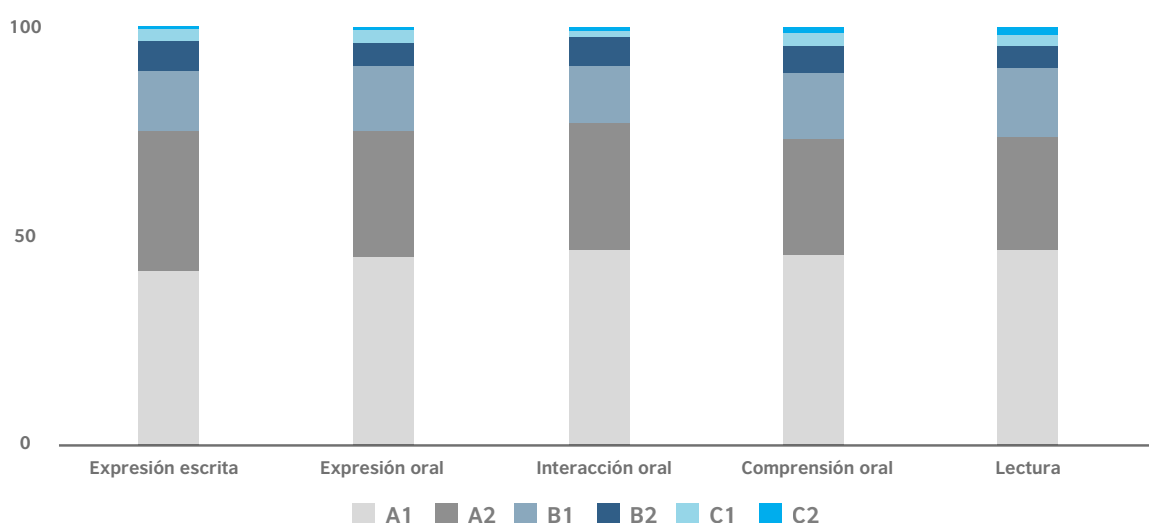


## The average (median) level of proficiency reported by teachers is B1 in reading, writing, spoken production and listening, with spoken interaction closer to CEFR A2.

Teachers were asked to refer to the CEFR descriptors and indicate the level which best reflected their competency in reading, writing, spoken production, spoken interaction and listening.

The following chart illustrates the teacher self-estimated CEFR levels for all participants, by modality:

*Figure 19: Teachers' self-assessed level of English on the CEFR, all teachers*



Although there are some variations by region, these are minimal. There are some variations by institution type: CETPRO teachers report lower proficiency on average when compared to those teaching in the IEST and IDEX.

In general, this is a clear challenge to the aim of increasing student capacity in order to reach the objective of CEFR B1. Furthermore, teachers in the CETPROs reported lower levels of English proficiency, which may reflect the fact that teachers are generally contracted for their subject expertise, rather than their English language ability.

75% of teachers surveyed undertake activities to maintain or develop their English proficiency. The frequency of these activities varies but, in general, 60% of teachers surveyed stated that they 'regularly' or 'sometimes' dedicate time to improving their English. Activities include taking courses in other institutions, spending time speaking with English-speaking tourists, reading books in English and using Internet sources such as news websites, apps or YouTube videos. Some teachers mentioned more specific practices, such as preparing for the Cambridge First Certificate.

Spoken interaction is, on average, the skill that teachers had the lowest level of confidence in, classifying their competency level as CEFR A2. Reading and writing were the areas in which proficiency was slightly stronger, as indicated in the following figures.

Figure 20: Teachers' self-assessed level of English on the CEFR – reading

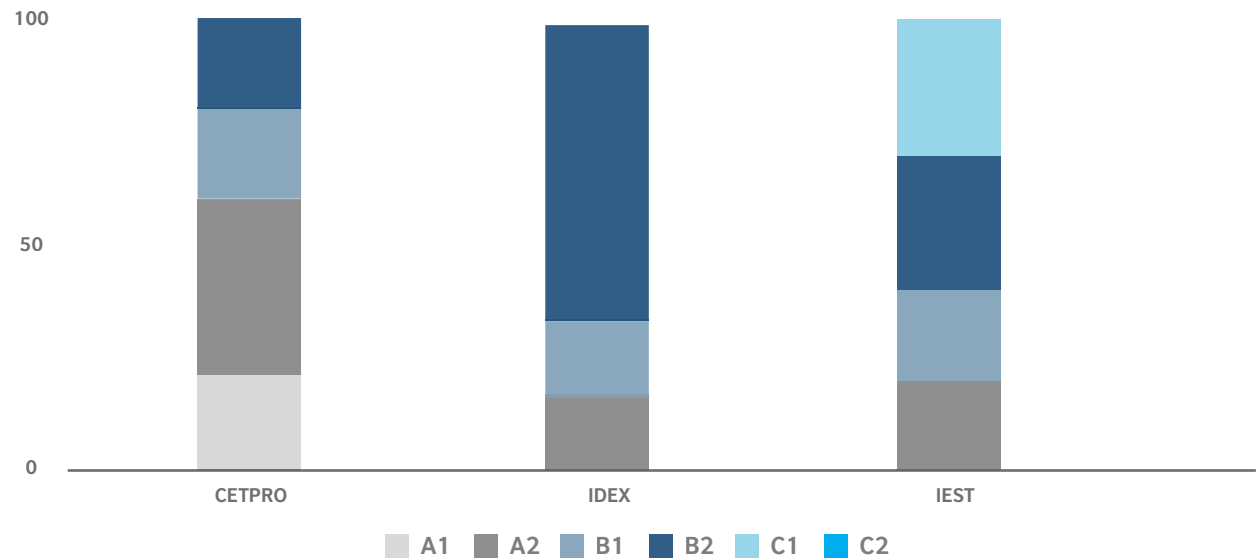


Figure 21: Teachers' self-assessed level of English on the CEFR – writing

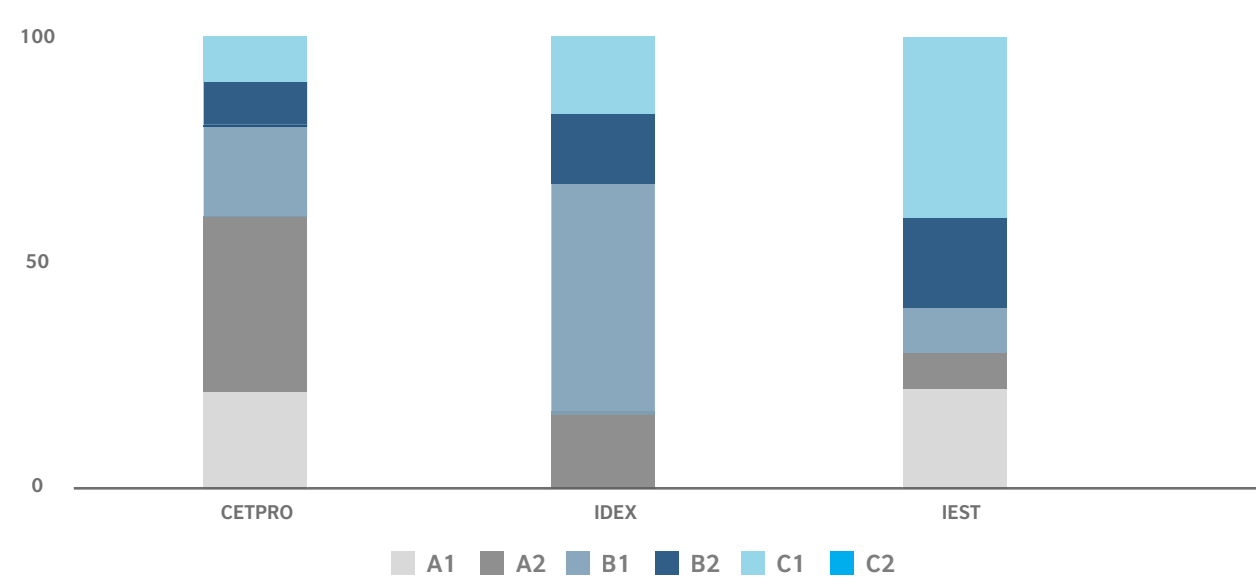


Figure 22: Teachers' self-assessed level of English on the CEFR – spoken interaction

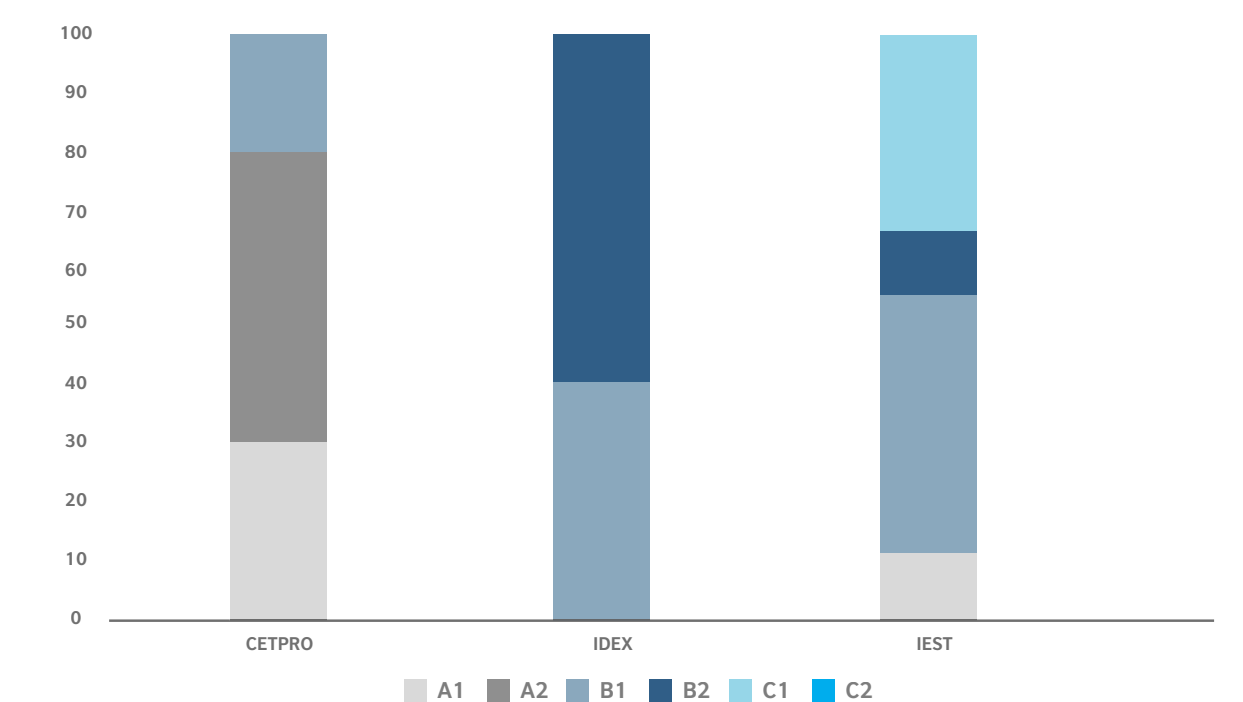


Figure 23: Teachers' self-assessed level of English on the CEFR – spoken production

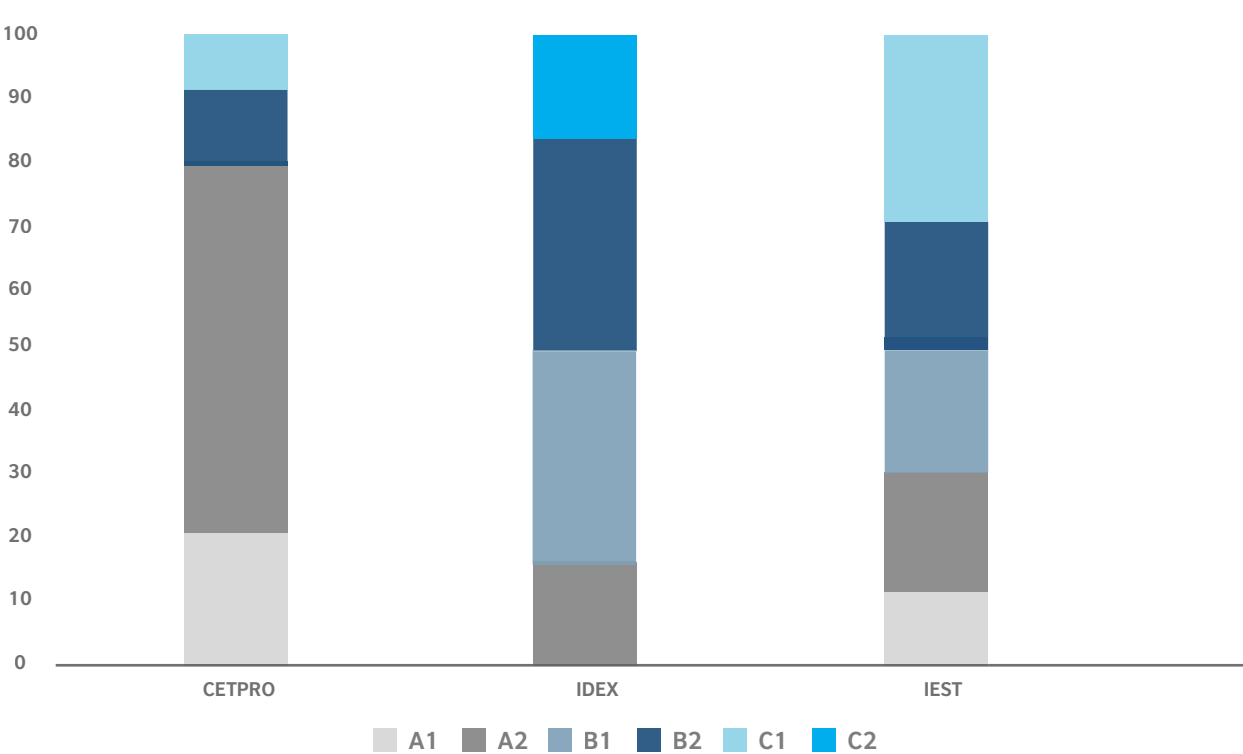
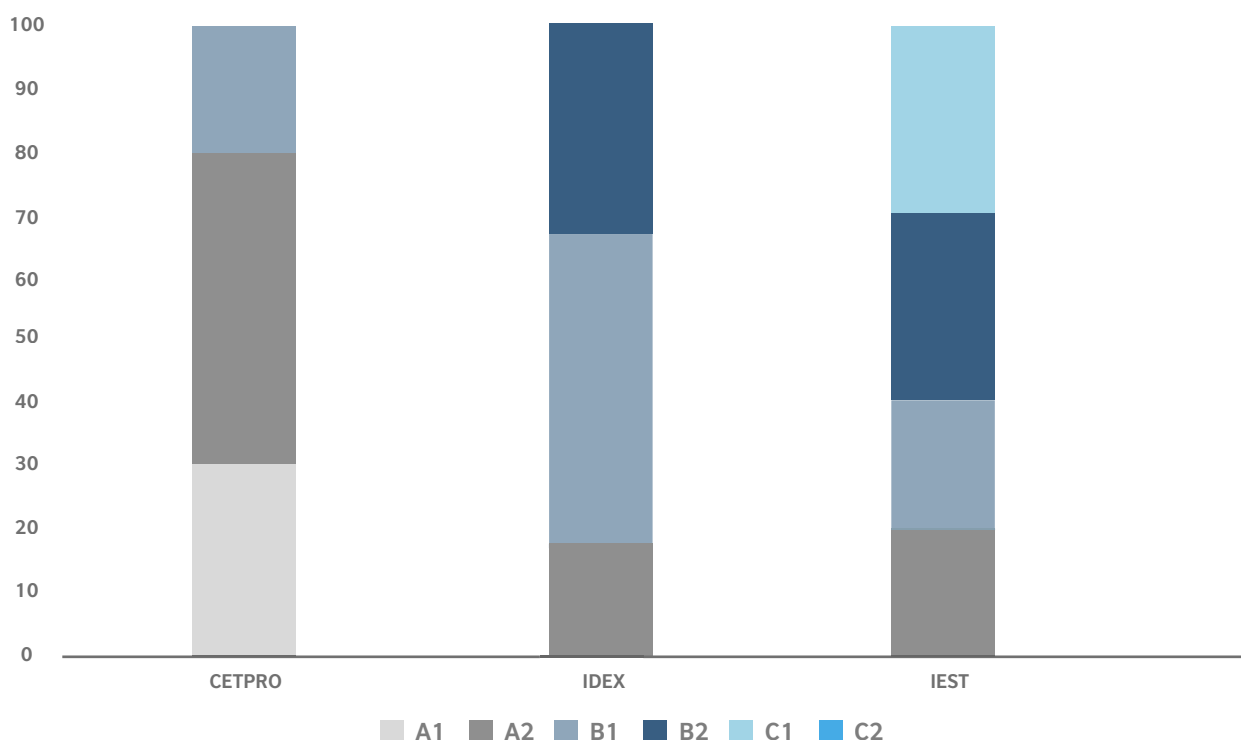
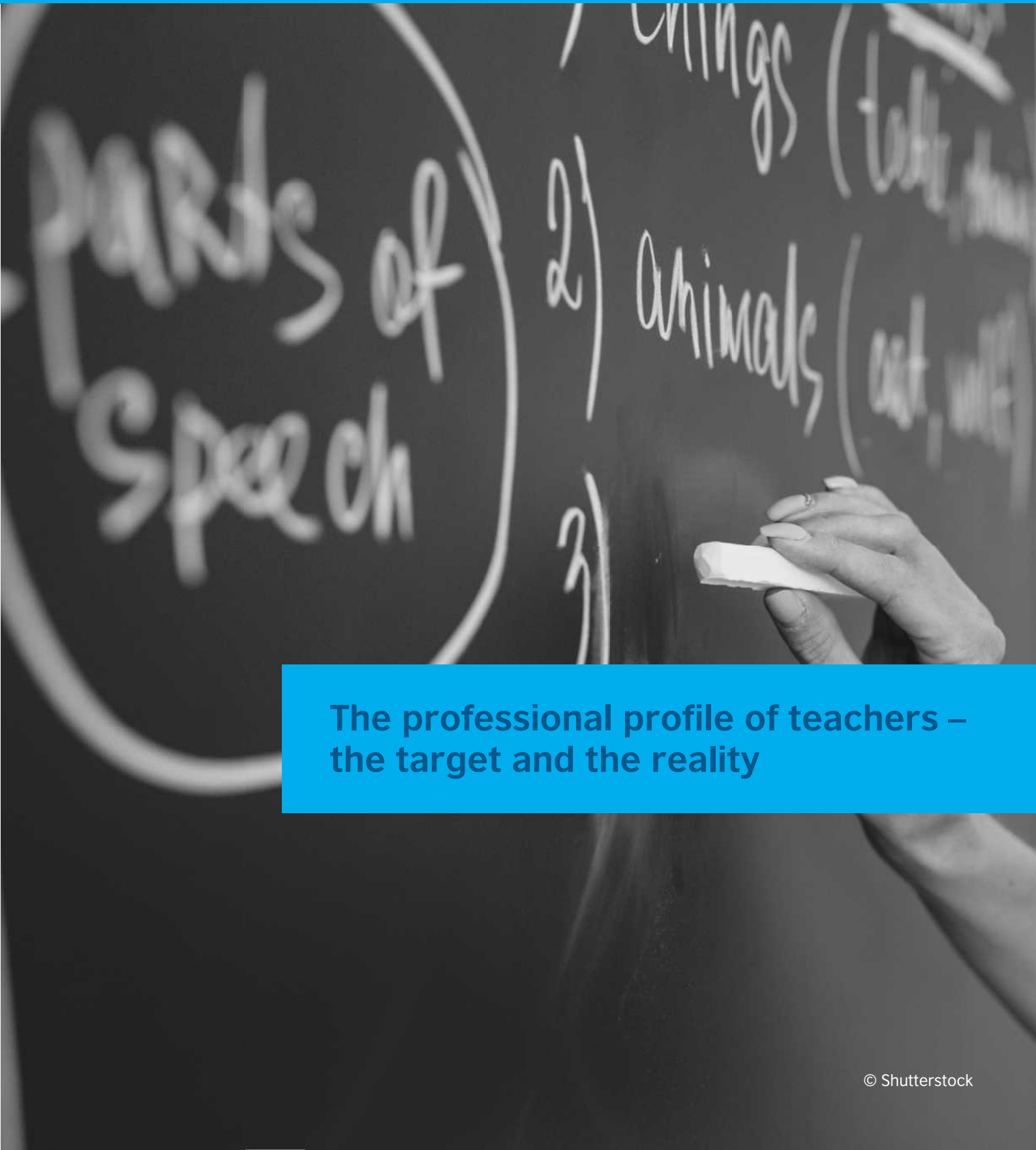


Figure 24: Teachers' self-assessed level of English on the CEFR – listening



As figures 2-24 above demonstrate, there are differences between the institution types and linguistic skills. The teachers from the IESTs tend to have a higher overall level of English. The majority of the teachers from the CETPROs report that they have a level of A1 or A2 in each skill, compared to A2-B2 in the IESTs and IDEXs. Responses to the APTIS tests were limited but, nevertheless when compared with the results of the self-assessment, it indicates that some teachers overestimated their level of English, so the figures above may represent the 'best-case scenario.' The development of students' English proficiency will depend on the previous, or at least the parallel, development of teachers' English proficiency.

# Chapter 5



**The professional profile of teachers –  
the target and the reality**

## This study has found teachers to be insufficiently prepared and supported to reach Peru's wider goals for English development in the TVET sector.

When determining the desired profile of teachers, consideration has been given to:

- Qualifications
- Training, quality assurance and CPD arrangements
- Pedagogical considerations in relation to the British Council *Continuing Professional Development (CPD) Framework for teachers*.

### As noted earlier in the report, qualification requirements for a TVET teacher with English teaching responsibilities vary by institution.

The table below outlines indicators for the desired profile together with an assessment by the project team of the current situation in TVET institutions in Arequipa, Cusco and Loreto, based on observations,<sup>43</sup> APTIS results, teachers' surveys, students' surveys and focus groups with teachers. Where "no evidence" has been ticked, this does not mean that teachers do not have this ability or competency, or that institutions do not engage in this activity; but rather that no evidence of this was seen during visits, observations, or in surveys or questionnaires.

Table 35: Qualifications of TVET teachers

Desired profile indicators	UK NARIC assessment				Comments
	No evidence	Few / no teachers demonstrate this	Some teachers demonstrate this	The majority of teachers evidence this	
Teachers hold a higher education level qualification in their technical or vocational subject with experience in the field.				✓	The majority of teachers hold a higher education qualification in their subject.

<sup>43</sup> The sample size for teacher observations was very small and the findings below need to be understood within this context: this is partly due teacher and student availability during the visits as for some institutions examinations were being held, or no English classes were available due to teaching timetables (e.g. in some institutions English is only taught in one term). It is also likely that in some cases teachers and/or directors were reluctant to have observers in their classes. Nevertheless, a diverse range of pedagogical and English abilities was seen even in this small sample, indicating clearly that teachers are operating across a range of professional competencies; an observation which echoes the feedback from teachers and students in the surveys and focus groups.

	UK NARIC assessment				Comments
	No evidence	Few / no teachers demonstrate this	Some teachers demonstrate this	The majority of teachers evidence this	
Teachers hold a recognised and recent English language proficiency qualification at least at CEFR B2, with a preference for CEFR C1. Teachers whose proficiency levels are below CEFR B2 are given adequate training in the language and reduced teaching hours to support them.			✓		Few teachers have CEFR B2 proficiency. Training is limited and inconsistent by region and institution.
Teachers hold a recognised ELT qualification in pedagogy to teach English to speakers of other languages or can demonstrate equivalent with an assessed practical teaching component.			✓		Although most teachers hold English language qualifications, a much smaller percentage have a specific ELT qualification.

### There appears to be little to no meaningful training, quality assurance and ongoing development of teachers

Ideally, training and CPD should be provided to existing in-service teachers. As the table below illustrates, current support was found to be limited.

Table 36: Training, quality assurance and CPD for in-service teachers

Desired profile indicators	UK NARIC assessment				Comments
	No evidence	Few / no teachers receive this	Some teachers receive this	The majority of teachers receive this	
Teachers receive regular, ongoing, quality bespoke training and CPD programmes to support them in their English teaching.		✓			Few teachers receive formalised CPD for English and ELT. Most, however, undertake activities to improve their own language proficiency.
Teachers are observed in their English teaching classes against a range of transparent criteria that are shared with them. Those who require more support are provided with it.		✓			A number of teachers said that they were observed but whether the lesson was English was dependent on the timing rather than on a specifically targeted observation to view English teaching.
Teachers have a reduced teaching timetable and administrative burden to support them to reach training and CPD goals for teaching English.		✓			
Teachers demonstrate understanding the importance of CPD in English through active involvement in their professional development and the ability to reflect on their teaching and identify strengths and points for development.	✓				<i>There was no evidence of a formalised process for this</i>



Teachers lack awareness or confidence in pedagogical approaches for English language learning, English language proficiency or both – though strong variations between teachers mean that any overall patterns are hard to discern

**Table 37: Subject knowledge and proficiency – teachers' level and abilities in English and technical or vocational subjects.** técnicas o vocacionales

Desired profile indicators	UK NARIC assessment				Comments
	No evidence	Few / no teachers demonstrate this	Some teachers demonstrate this	The majority of teachers evidence this	
Teachers are able to develop their own and students' proficiency in grammar, lexis, phonology, reading writing listening speaking skills, register, genre, communication strategies, sociolinguistic skills, learning strategies, varieties and standards of English.			✓		Observed classes showed evidence of abilities in some of these areas, with T1 and T4 strongest.
Teachers have an awareness of learning theories related to wider pedagogy and language acquisition.			✓		Some teachers were able to demonstrate awareness of pedagogical and linguistic theories
Teachers have a high level of relevant, up-to-date technical and subject knowledge.			✓		Observed teachers seemed to have a good grasp of their subject but assessing teachers' level of technical or vocational subject knowledge is outside the remit of this study.

	UK NARIC assessment				Comments
	No evidence	Few / no teachers demonstrate this	Some teachers demonstrate this	The majority of teachers evidence this	
Teachers are able to model English well for their students and to recognise when use of L1 can support students' understanding.			✓		Some teachers are able to do this. A number observed were not able to. Surveys indicated that a number of teachers are not confident in this.

*Table 38: Planning lessons – teachers' ability to plan valuable and quality lessons*

Desired profile indicators	UK NARIC assessment				Comments
	No evidence	Few / no teachers demonstrate this	Some teachers demonstrate this	The majority of teachers evidence this	
Teachers are able to identify appropriate aims and learning outcomes.			✓		During observation T4 put learning objectives up on the board and incorporated them into the teaching in a limited way.
Teachers are able to plan classes in line with the established curriculum and understand how the lesson fits into a wider scheme of work.		✓			Achievement in this area is hampered by the apparent lack of overall detailed curriculum documentation.
Where appropriate, teachers are able to collaborate with other colleagues.			✓		A number of teachers mentioned that they co-planned and shared resources during focus groups conducted.

	UK NARIC assessment				Comments
	No evidence	Few / no teachers demonstrate this	Some teachers demonstrate this	The majority of teachers evidence this	
Teachers are able to recognise when students may need review, extra support, scaffolding or different approaches.		✓			Very limited success at this was seen in observed classes. In most cases teachers seemed unable to identify when students were struggling with content, or unsure how to rectify or provide scaffolding.
Teachers are able to plan a range of interaction patterns including successful pair and group interaction activities which promote communication in English.			✓		Some, but not all, teachers demonstrated successful use of a range of interaction patterns. The majority of teachers observed require more support in this area.
Teachers are able to plan clear and useful board work to support learning.			✓		Two teachers demonstrated good, clear board work including using visuals to support. Other teachers' board work was confusing or, at times, incorrect.

Desired profile indicators	UK NARIC assessment				Comments
	No evidence	Few / no teachers demonstrate this	Some teachers demonstrate this	The majority of teachers evidence this	
Teachers are able to select and plan a range of good quality activities and resources in an efficient way to engage and motivate learners and support them to reach the overall aims of the lesson through effective staging.			✓		Some evidence of this was seen in observed classes. T1 demonstrated some evidence of staging and some good activities. In other classes, activities were not appropriately selected to support learning outcomes.

*Table 39: Teaching – Teachers demonstrate a range of pedagogical approaches appropriate to the 'live' context of the classroom*

Desired profile indicators	UK NARIC assessment				Comments
	No evidence	Few / no teachers demonstrate this	Some teachers demonstrate this	The majority of teachers evidence this	
Teachers are able to respond to any changes in direction, unexpected situations or fluctuations in motivation in class flexibly and with the students' learning and wellbeing at centre.			✓		Some teachers demonstrated this ability. Others failed to respond to the changing situations.

	UK NARIC assessment				Comments
	No evidence	Few / no teachers demonstrate this	Some teachers demonstrate this	The majority of teachers evidence this	
Teachers are able to give clear instructions, supported by demonstrations and examples as appropriate, clearly signpost transitions between activities and redirect students where miscommunication or misunderstanding may occur.			✓		All teachers gave instructions and used English to some extent to do this. Transition signals, however, were less successful and few examples or demonstrations were seen.
Teachers are able to grade their English to the level of the students and to scaffold their communication.			✓		A number of teachers were able to do this. Others code-switched to support understanding.
Teachers are able to execute a range of activities carefully and with appropriate timing and pace.			✓		Some activities worked well in observed classes. A number of teachers said they were less confident with communicative activities in surveys and focus groups.
Teachers model and promote positive behaviour in the classroom including inclusion and valuing diversity.			✓		Generally, classroom environments were welcoming and supportive environments with a few exceptions (such as students laughing at others' mistakes).

	UK NARIC assessment				Comments
	No evidence	Few / no teachers demonstrate this	Some teachers demonstrate this	The majority of teachers evidence this	
Teachers are able to pre-empt or cope with the majority of behavioural issues that may arise.			✓		Behaviour problems were a feature of some classes, with some students allowed to disrupt the class.
Teachers are able to exploit resources to meet learning aims and outcomes.			✓		Some teachers were able to do this successfully, using a range of media and resources such as visuals, whiteboards, and projectors to support learning.
Teachers are able to encourage critical thinking, creativity, collaboration, and personal development in students.			✓		Some instances of student collaboration were observed, and T4 had encouraged student creativity in a number of homework project tasks which students could tailor to their interests. Overall, however, there was limited evidence of opportunities for critical thinking or for student reflection on their personal development

**Table 40: Assessment – teachers regularly and appropriately assess students**

Desired profile indicators	UK NARIC assessment				Comments
	No evidence	Few / no teachers demonstrate this	Some teachers demonstrate this	The majority of teachers evidence this	
Teachers are able to plan and reflect upon a range of assessments including regular formative and summative assessment to check students' understanding.			✓		Teachers T3 and T4 demonstrated this ability in observed classes, being able to develop formative assessment tasks that checked student understanding and learning.
Teachers are able to apply criteria consistently and provide clear and fair feedback to support students to improve in their language use.	✓				No clear examples observed.
Teachers are able to balance assessment to test both subject knowledge and English proficiency.		✓			At this point in the institutions visited subject knowledge is prioritised over English in assessment.
Teachers are able to record results consistently and communicate results to key stakeholders, including students themselves, as appropriate.	✓				No examples seen.
Teachers are able to use assessment in a positive way to impact on their teaching (positive washback) and planning.			✓		T4 was able to redirect student errors following a formative assessment activity. T1 'retaught' an area which a number of students had made errors with.

Teachers are able to encourage students to use peer and selfassessment in order to take responsibility for their own learning.			✓		Some evidence of peer feedback seen in observation of T1.
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**Table 41: Resources – the extent to which teachers are able to use resources to support learning**

Desired profile indicators	UK NARIC assessment				Comments
	No evidence	Few / no teachers demonstrate this	Some teachers demonstrate this	The majority of teachers evidence this	
Teachers are able to integrate ICT where appropriate following safety procedures regarding data security and other e-safety aspects.			✓		Observed in two classes and particularly strong in T3 and T4 where student created materials or student-centred ICT activities were highly integrated into the classes.
Teachers are able to select and exploit relevant and appropriate resources which support the learning in an efficient way.			✓		Some teachers demonstrated this ability.

The above has been informed by analysis with reference to the British Council *Continuing Professional Development* (CPD) Framework for teachers. The supporting analysis can be found in Appendix 2.



# Chapter 6

## Conclusions and Recommendations

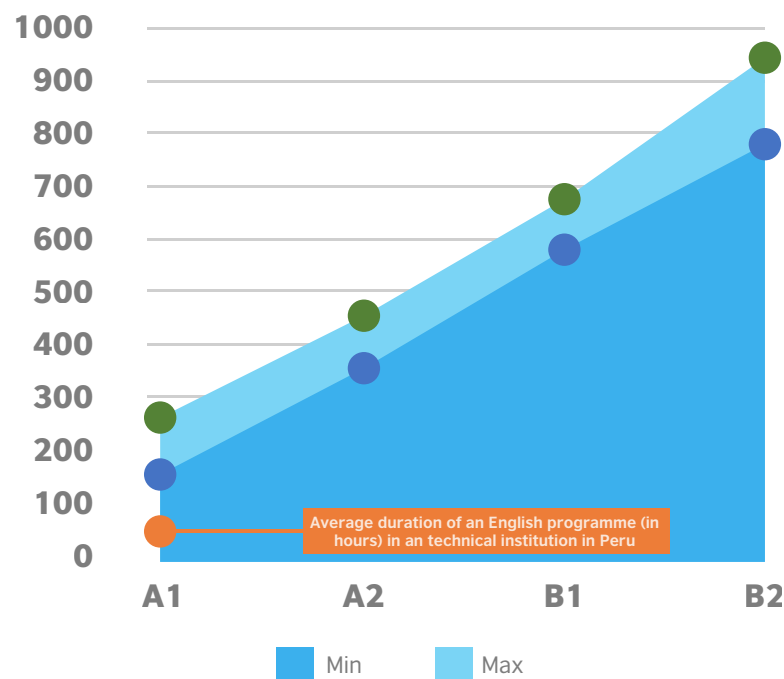
The findings of this report demonstrate that current provision of English in the CETPROs, IDEXs and IESTs is insufficient to meet long-term needs in the labour market of the nine productive sectors researched as part of this study.

Gaps in current provision are due to a number of factors, including:

- Typically low and/or varying levels of English language proficiency among students on entry
- Inadequate integration of English language in the overall TVET curriculum and poor or limited curriculum development within English as a subject.
- Largely low levels of English language competence and understanding of language pedagogy among teachers, including inadequate use of class time.

As shown earlier, the vast majority of students come in with a self-assessed level of English A1 and 92% report being either A1 or A2. From here, they have significantly fewer hours of English language tuition than they would likely need to achieve the levels required by employers. The figure below provides an estimate of this visually, based on research by Cambridge into second language learning:

*Figure 25: The time required to learn English vs the time spent studying in CETPROs, IESTs and IDEXs.*



Research by Cambridge University Press outlines a number of factors which impact on language learning including the context of the individual learner, quality of delivery, pedagogical methods and external factors such as resources, time of day, and other affective factors.<sup>44</sup> These issues have direct relevance for the specific number of hours timetabled for students in TVET institutions. Self-study may also be a significant component to consider, through either guided or unguided approaches. It would be most beneficial for students to be exposed to the language regularly, and over an extended period of time: for this reason limiting the teaching of English to a single or isolated term is not recommended. Cambridge research provides three estimations: the most relevant to the TVET sector is their second example, ‘secondary, in a more mixed content’, characterised by reasonable or basic access to resources and good teaching. The table has been replicated below:

**Table 42: Estimated timeframe for English development<sup>45</sup>**

	Guided learning hours to get to each level from the level below	Cumulative number of GLHs to get to level from beginner	Number of weeks to reach level from the level below, if following a programme of 3 hours in class plus 2 hours homework each week	Number of additional hours of learning a week needed to complete the level in 35 weeks.
B2	220 - 270	750 - 950	44 - 54	1 - 3
B1	200 - 250	530 - 680	40 - 50	1 - 2
A2	180 - 230	330 - 430	36 - 46	0 - 2
A2	150 - 200	150 - 200	30 - 40	0 - 1

This indicates that, in the best-case scenario (4 full-hours of quality instruction per week), it would take 50 weeks for a student to move from CEFR A2 to CEFR B1. This is around one academic year and a third. With an additional two hours of quality self-study (homework, self-study allocated time in school hours) students could potentially move from CEFR A2 to CEFR B1 in just over one academic year (40 weeks). It should be noted that, in many cases, institutions reported that their classes were not a full hour.

Time, as well as being limited, is also not used in an optimum way. Teachers, whose level of English may be little higher than the students they are trying to teach, may have to rely on more teacher-led activities which may support some receptive skills development among students but provide insufficient opportunity for students to develop productive skills. It is understood that this links in also with teachers’ limited awareness of communicative methodologies – noting that most are not dedicated language teachers and few will have undertaken specific training or CPD in teaching English.

44 Cambridge University Press (2018). *How long does it take to learn a foreign language?* [<https://www.cambridge.org/elt/blog/wp-content/uploads/2018/10/How-long-does-it-take-to-learn-a-foreign-language.pdf>].

45 Cambridge University Press (2018). *How long does it take to learn a foreign language?* [<https://www.cambridge.org/elt/blog/wp-content/uploads/2018/10/How-long-does-it-take-to-learn-a-foreignlanguage.pdf>].

This is further contextualised against sectoral analysis, which can be found in Appendix 1, which indicates a disconnect with the current and future needs of the labour market. The [sector overview](#) indicates that for many of the industries there is an explicit focus on market diversification to non-Spanish speaking countries or for engagement within the international field. This suggests that although requirements for English may currently be limited, it is likely to have increased importance in the future and contribute to overall national development. The [employer](#) section outlines typical sources of employment: where multinational organisations occur it is likely that English will have a more prominent role. The section [key job roles](#) gives a perspective into the education level of roles where English may be required. It may be, for example, that for highly technical roles English is required at an advanced level but that these jobs are the preserve of university graduates and entry-level roles typical for TVET graduates may only require limited or no English. Nevertheless, a long-term view is crucial here: if TVET graduates are to have the opportunity to progress in their industry their need for English may grow as they move into higher-level roles. An exception to this is the Accommodation and Catering sector, where most roles will require some English language competence even at entry-level.

Consultation with employers and sectoral bodies corroborates this picture of insufficient provision: a number of responses indicate that incoming employees lack the English skills needed and in many cases, a compensatory approach has been found to be necessary. Overall, the lack of English proficiency is perceived as impacting on overall industry development and international engagement within the fields and sectors. As such, UK NARIC has identified a series of short-, medium- and long-term recommendations designed to support more consistent and aligned with the overarching national goals for bilingualism.

The table below presents the conclusions and the corresponding recommendation(s).

Table 43: Conclusions and recommendations

<b>Levels of English - students</b> <ul style="list-style-type: none"> <li>• The majority of students have low or varying levels of English - 92% report CEFR A1 or A2.</li> <li>• Some students have never studied English and some are not native Spanish speakers.</li> <li>• Students have a range of abilities</li> <li>• There is no monitoring and evaluation of students' progression in English</li> </ul>	3, 4, 5, 6, 7, 9, 10
<b>English in the curriculum</b> <ul style="list-style-type: none"> <li>• The integration and development of English in the general curriculum in the TVET institutions is inadequate, and the time is limited</li> <li>• Teaching hours vary by institution and by subject</li> <li>• English is not subject to the same level of evaluation or assessment as the professional subjects</li> <li>• In some institutions, English is taught in a sporadic way, for example in one single term</li> <li>• There is no common standard for the teaching of English</li> </ul>	1, 2
<b>Levels of English - teachers</b> <ul style="list-style-type: none"> <li>• English proficiency amongst some teachers is low</li> <li>• There is no specified level of English required when contracting teachers.</li> <li>• Teachers report a lack of confidence in using English</li> </ul>	5,8
<b>Pedagogy</b> <ul style="list-style-type: none"> <li>• There is a lack of use of communicative methodologies</li> <li>• In general, teachers have low levels of understanding of English teaching methodologies</li> <li>• The majority of teachers are not dedicated English teachers</li> <li>• Some teachers use class time inadequately</li> <li>• There are few specific English resources</li> <li>• Generally, teachers use more teacher-centred activities, which impacts on students' opportunity to develop productive skills</li> <li>• There is a lack of confidence in teaching English amongst some teachers</li> </ul>	3, 4, 5, 6, 7
<b>Employers</b> <ul style="list-style-type: none"> <li>• A lot of employers perceive that the lack of English proficiency impacts on the general development of the industry.</li> <li>• In many cases, employers have to use workarounds to compensate for low levels of English</li> <li>• In general, employers indicate a preference for university graduates</li> </ul>	1, 2, 11

These recommendations can be categorised into four themes:

- Programme development
- Resource provision
- Teacher upskilling and support
- System-wide monitoring and development.

## Programme development

- 1. Develop a set of common core standards for general and technical English content which can apply across numerous sectors.*

This is essential in the short- to medium- term because students come in with inadequate grounding in English to meet the general communicative aims of employment, not least any subject-specific English. These standards will set out the expected learning outcomes in reading, writing, speaking and listening, with all skills prioritised due to diverse job roles. Some differentiation for CETPROs may be needed noting that English is typically less well embedded and that the entry profile of incoming students may be lower and more diverse than in IESTs and IDEXs. English should be a credit-bearing, assessed unit to ensure it is given sufficient attention in the institution. A common core will also allow for better collaboration between teachers within an institution which may provide informal opportunity for teacher upskilling. In this report, ten communicative aims are suggested, to act as a foundation for this common core standard.

- 2. In the longer term, establish sector-specific standards for English.*

It would be important to establish working groups comprising English language and industry experts that can set out benchmark statements for TVET programmes aligning to labour market needs across the diverse specific job roles.

## Resource provision

- 3. Create, or provide access to, a repository of relevant resource materials.*

This should include sample class activities, sample lesson plans for general and technical English, guides on teaching each skill (reading, writing, speaking, listening and grammar) and vocabulary and authentic English language written texts and audio files designed for A1-B2 learners. This could be online, but with some materials made available in hard copy format on request, noting that internet connectivity may be limited or unreliable in all institutions. A well-constructed and detailed bank of curriculum and lesson plan documentation will also help to mitigate teacher pedagogy deficits in the short term.

- 4. Ensure basic resource provision to each institution, with each to have a laptop, projector, textbook and photocopier.*

## Teacher upskilling and support

To support existing teachers:

### *5. Introduce an immediate support structure for English proficiency and pedagogy.*

A range of approaches may be considered, such as a team-teaching model, partnering existing teachers with native English Teaching Assistants, bringing in teacher trainers for bespoke initial training courses, or using a cascade model of top-performing Peruvian or Latin American English teachers. The course should focus on upskilling teachers in communicative and inclusive methodologies as well as English proficiency.

### *6. Establish long-term CPD*

Post initial training, introduce an ongoing mentoring and CPD programme including time off in the teaching schedule against pre-agreed competencies and best practice approaches including a practicum element with lesson observations and reflective practice.

Moving forward, the system of teacher training would benefit from review:

### *7. Establish a professional competences framework for English language teachers*

This should be tailored to the specific needs of TVET institution teaching in Peru. It should be used as a basis for mapping and reviewing individual teachers at an institutional level. Training on its use will need to be provided to regional departments or master trainers in each region.

### *8. Develop a dedicated qualification in TVET teaching, as a requirement for employment.*

This should incorporate module(s) on English communicative language pedagogy, content and language integrated learning, and core English language skills for teachers.



## System-wide monitoring and development

### 9. Monitor developments to English language teaching and learning at primary and secondary level.

Whilst outside of the scope of this project, the low and varying profile of incoming students inevitably limits what can be feasibly achieved in terms of English language proficiency within the overall TVET programme timeframe. Programme standards and requirements set by the Ministry will need to account for the expected outcomes of secondary education.

### 10. Introduce a language test on entry and completion of the student's programme.

A test on entry covering all skills will serve both as a diagnostic tool to help identify the profile of classes and operate as a needs analysis stage. Over time, central statistics on assessment outcomes will provide a useful monitoring and evaluation tool both nationally and at institutional level serving to provide a basis for further identification of priority CPD areas

### 11. Develop an overarching employer engagement strategy designed to explore and raise the profile of TVET institution graduates among employers.

Whilst not a focus of this study, the literature review and employer engagement indicated a preference for university graduates, suggesting that TVET institutions are not, or at least are not perceived to be, producing graduates that meet labour market needs.

These recommendations, and the sequencing of short- (Stage 1), medium- (Stage 2) and long- (Stage 3) term implementation, is presented in the table below:

Table 44: Recommendations

	Stage 1	Stage 2	Stage 3
Programme development	1		2
Resource provision	3 4		
Teacher upskilling	5 6	7	8
System-wide development and monitoring	9		
	10		11

# Appendix



## Appendix 1: Sector profiles

### Agriculture, Livestock Farming, Forestry and Fishing

Within the sector, primary industries include:

- Agriculture
- Hunting and related services
- Cattle raising
- Forestry and logging
- Fishing and aquaculture.

#### Agriculture

The industry is characterised by family-based agriculture, which represents 97% of overall agricultural entities. Within these family-based units, around 3 million people are employed, equating to 83% of all agricultural workers in Peru.<sup>46</sup> ENAF categorises these small agricultural organisations into three types: subsistence farming (AFS), intermediate farming (AFI), and consolidated farms (AFC).<sup>47</sup> The majority of these (60%) rely on (unpaid) family labour, whereas the remainder supplement family labour with some external workers. The majority of family-based farms are in the Sierra, whilst agricultural business units are primarily on the coast. Across sierra, costa and selva, roughly 60% of workers have a maximum education level of compulsory primary, with the remaining 30-40% with secondary and above.<sup>48</sup>

Despite this small scale locally-focused farming, where English has a minimal function, where agricultural exports do occur, they are to linguistically diverse markets including the US, Spain, the Netherlands, and Germany.<sup>49</sup> This, coupled with the fact that one of the 2021 strategic actions focuses on the integration of family farming into wider markets including internationally, indicates that English may have increasing significance in this industry over the long term.<sup>50</sup>

#### Fishing and aquaculture

The fishing and aquaculture industry has seen sustained growth throughout previous years.<sup>51</sup> The industry is focused around the production of fishmeal, fish oil and frozen fish products, and contributed to 6.7% of all Peruvian exports in 2018.<sup>52</sup> According to recent figures from February – March 2019, the top 4 export destinations for this industry are China, South Korea, Japan and the United States.<sup>53</sup> In terms of employment, figures from Sociedad Nacional de Pesquería suggest that in 2018 the industry directly

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46 Ministerio de Agricultura y Riego (2015). *Estrategia nacional de agricultura familiar 2015-2021*. [<https://www.agrorural.gob.pe/wp-content/uploads/2016/02/enaf.pdf>].

47 Ibid.

48 Ibid.

49 Asociación de exportadores (n.d.). [<http://www.adexperu.org.pe/sector/agroexportaciones/>].

50 Ministerio de Agricultura y riego, 2015. *Estrategia nacional de agricultura familiar 2015-2021*.

51 Sociedad Nacional de Pesquería (2018). *Memoria Institucional de la SNP 2018*.

52 Ibid.

53 Sociedad Nacional de Pesquería (2019). *Exportaciones Pesqueras Enero – Marzo 2019*.

employed 134,000 workers and indirectly employed 108,000 workers.<sup>54</sup> Information suggests that the industry is dominated by six major companies: Tecnológica de Alimentos S.A (TASA), Pesquera Hayduk S.A., Pesquera Exalmar S.A.A., Pesquera Diamante, Corporación Pesquera Inca S.A.C. and Austral Group.<sup>55</sup>

## Forestry and logging

In 2015 the domestic market reportedly represents approximately 90% of sales in this sector.<sup>56</sup> Microenterprises form 96% of business fabric, however, their turnover only accounts for 29% of the national total.<sup>57</sup> This is exemplified by turnover in the forest management field whereby medium and large companies account for only 0.6% of all companies in the field but generate 39% of sales.<sup>58</sup> According to the Asociación de Exportadores exports from the forestry and logging industry total more than US\$ 120 million with the key products being flooring, sawed timber and plywood.<sup>59</sup> The key export markets of China, Mexico, United States, Dominican Republic and France represent 86% of the total products exported in 2017.<sup>60</sup> In its 2019-2022 strategic plan, the Servicio Nacional Forestal y de Fauna Silvestre (SERFOR) has set increasing agricultural productivity and integration into national and international markets as an objective through strengthening governance, product quality and producer management at a national level.<sup>61</sup> In addition the manufacturing of timber has been designated as priority sector/production line by the Comisión de Promoción del Perú para la Exportación y el Turismo – PROMPERÚ.<sup>62</sup>

## Cattle raising (Livestock)

The livestock sector represents 40% of the gross value of agricultural production in Peru.<sup>63</sup> The sector is characterised by subsistence livestock husbandry and the fact that a relatively high percentage of cattle farmers live in poverty.<sup>64</sup> There is, however, a clear disparity in the sector based on geographic location. Farmers in the coastal region are less likely to be classified as poor and commercial farming is more widespread. The Ministry of Agriculture and Irrigation has set in place specific objectives for the development of the sector in its 2017-2027 plan, these mainly focus on improving competitively and sustainable productive and commercial development of the sector with no current emphasis on internationalisation of the market.<sup>65</sup>

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54 Sociedad Nacional de Pesquería (2018). *Memoria Institucional de la SNP 2018*.

55 Revista Pesca & Medio Ambiente (2017). *Las Principales Empresas Pesqueras del País* [<https://pescaymedioambiente.com/2017/11/07/las-principales-empresas-pesqueras-del-pais/>].

56 Organización de la Naciones Unidas para la Alimentación y la Agricultura y el Instituto Tecnológico de la Producción (ITP)(2019). *CITEmadera: La Industria de la madera en el Perú*.

57 Ibid.

58 Ibid.

59 Asociación de Exportadores (n.d.) *Industrias Extractivas*. [<http://www.adexperu.org.pe/sector/industriasextractivas/>].

60 Comisión de Promoción del Perú para la Exportación y el Turismo (PromPerú) – Departamento de Inteligencia de Mercados (2018). *Informe Especializado: Panorama mundial de maderas de la oferta exportable peruana 2018*.

61 Ministerio de Agricultura y Riego (n.d.) *Servicio Nacional Forestal y de Fauna Silvestre (SERFOR): Plan Estratégico Institucional 2019-2022*.

62 Comisión de Promoción del Perú para la Exportación y el Turismo (PromPerú) (2018). *Sectores y líneas de productos priorizados por promperú*. [<http://media.peru.info/FormatosCartaServicios/Sectores-Lineas-Productos-Priorizados-por-PROMPERU.pdf>].

63 Ministerio de Agricultura y Riego (2017) – *Diagnóstico de Crianzas Priorizadas para el Plan Ganadero 2017- 2021*

64 Ibid.

## Course offering

The table below presents the courses available in the sector at the time of writing:

Table 45: Course offerings in the sector<sup>66</sup>

Course name and number (CETPRO / IEST)			
CETPRO Course name	Number of courses offered:	IEST Course name:	Number of courses offered:
Agricultura de costa	7	Administración de negocios agropecuarios	6
Agricultura de sierra	13	Administración de recursos forestales	6
Agricultura orgánica	9	Fruticultura	1
Crianza de animales menores	11	Fruticultura y olivicultura	1
Cultivos hidropónicos	5	Horticultura	1
Extracción y transformación primaria de recursos maderables en selva	1	Producción agropecuaria	206
Ganadería y transformaciones lácteas	15	Producción agrícola	2
Manejo de ganado vacuno	3	Producción pecuaria	1
Manejo de instalaciones hortofrutícolas	4	Tecnología pesquera	8
Procesamiento de lácteos	3	Viticultura y enología	1
Tripulación de Pesca	4		

## Employers

Using data from roles advertised within Peru at the time of writing, employers in this field varied who recruited on national platforms ranged from large multinational and Peruvian organisations to medium-sized agricultural companies. The geographic distribution of advertised roles indicated a concentration in the Costa region of the country. Roles in agricultural industry were spread across the north to the south of the Costa region; however roles in the fishing industry were mainly centred around the Lima region.

## Key job roles

The below roles are designed to show an overall picture of recruitment requirements for employment opportunities in agriculture and fishing at a national level. Roles advertised at national level in this sector were often found to be at a supervisory or managerial level and required a técnico level qualification as the minimum level of academic entry,

<sup>66</sup> Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro - Encuentra los Centros de ETP* [<http://proyectatufuturo.trabajo.gob.pe/>].

although the fishing industry generally required university-level education for entry into supervisory or managerial level roles. In the agricultural industry roles no evidence was found that employers specify English language as a required or desired skill. Roles in the fishing industry infrequently required English language skills, however roles in fishing management and research and development exhibited the greatest tendency to set an English requirement. Considering the subsistence nature of the agricultural sector, it is assumed that the example roles listed in Table 43 represent a small percentage of the agricultural and fishing workforce. This corroborates feedback from employers and job centres who state that a técnico level qualification and knowledge of English language generally not required to work in the agricultural sector.

**Table 46: Example key roles in the sector**

<b>Job title</b>	<b>Typical academic requirement</b>	<b>Typical English requirement</b>
<i>Técnico agropecuario</i>	<i>Técnico agropecuario</i>	<i>None</i>
<i>Supervisor de Producción</i>	<i>Técnico / ingeniero agropecuario</i>	<i>None</i>
<i>Supervisor de Campo</i>	<i>Técnico / ingeniero agropecuario</i>	<i>None</i>
<i>Ingeniero agrónomo</i>	<i>Ingeniero Agrónomo</i>	<i>None</i>
<i>Jefe de Producción</i>	<i>Ingeniero Agrónomo</i>	<i>None</i>
<i>RTC Agrónomos</i>	<i>Ingeniero Agrónomo</i>	<i>None</i>
<i>Controller de Pesca</i>	<i>Ingeniero Pesquero</i>	<i>Intermedio</i>
<i>Supervisor de Producción Harina de Pescado</i>	<i>Ingeniero Industrial, Pesquero, Químico</i>	<i>None</i>
<i>Jefe de calidad y ambiente</i>	<i>Ingeniero Industrial, Pesquero, Químico, Biológico</i>	<i>None</i>
<i>Asistente de Oceanografía y Sostenibilidad Pesquera</i>	<i>Ingeniero Biológico (Pesquero y Marino), Ambiental.</i>	<i>None</i>



## Manufacturing industries

Manufacturing industries is a broad sector, covering 13 different productive families, and 24 industries.

Overall, the manufacturing industry has begun to recover after some losses. In September 2018, Manufacturing showed a growth of 1.19% in comparison with the previous year.<sup>67</sup> This has been attributed to increased activity in primary manufacture, including precious metals, fishing, crustaceans, molluscs and meat. For non-primary manufacture, key growth areas have been in capital and intermediate goods.<sup>68</sup>

According to INEI figures from 2016, the industries with the highest GVA (Gross Value Added) in terms of manufacturing output were in milling, spaghetti, baking; manufacture of chemical products; manufacture of non-metallic mineral products; and manufacture of metals.<sup>69</sup> Production within the metal mechanic industry has fluctuated. In some cases, production between 2016-2017 has fallen, such as floor and wall ceramics, and brick manufacture. Others have increased: for example, concrete blocks showed a significant increase in production, from 866,930 units in 2016 to 1,147,068 in 2017.<sup>70</sup> This may reflect the growth in the construction sector as explored below/above. Similarly, in the chemical industry there was some decrease in production in diesel, lubricating oil, sulphuric acid, and sulphates. However, industrial petrol saw rapid growth in production, from 342,238,171 gallons in 2016 to 556,010,763 gallons in 2017.<sup>71</sup> Growth was also seen in some chemical products such as cleaner and degreaser. The textile, leather, and paper industry showed a similar pattern, with nominal growth in production of polyester, but reduced production of cotton and increase in cardboard box production, but reduction in corrugated card.<sup>72</sup> Food and drink manufacture saw a similar pattern with some products increasing in production such as chorizos and hotdog, and others showing a reduction, such as evaporated milk and fresh cheeses. Chocolate production was up slightly, whilst cocoa itself was down. White wine saw growth, but carbonated drinks saw a decline.

Although a number of projects and programmes have been established in order to support productive development (PDP), these have been criticised for being under planned or lacking coordination or their impact has not been sufficiently measured.<sup>73</sup> Desires to focus on increasing quality and quantity of production in order to compete in external markets in exportation, as well as imported products are hampered by current low competitiveness.

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67 INEI (2018). *Producción Nacional Informe Técnico* [[https://www.inei.gob.pe/media/principales\\_indicadores/11-informe-tecnico-no-11-produccion-nacional-setiembre-2018.pdf](https://www.inei.gob.pe/media/principales_indicadores/11-informe-tecnico-no-11-produccion-nacional-setiembre-2018.pdf)].

68 INEI (2018). *Producción Nacional Informe Técnico* [[https://www.inei.gob.pe/media/principales\\_indicadores/11-informe-tecnico-no-11-produccion-nacional-setiembre-2018.pdf](https://www.inei.gob.pe/media/principales_indicadores/11-informe-tecnico-no-11-produccion-nacional-setiembre-2018.pdf)].

69 INEI, (2017) 16.2 Valor Agregado Bruto del Sector Manufactura: Valor agregado bruto a precios corrientes del sector manufactura, según clase de actividad económica.

70 Ibid.

71 Ibid.

72 INEI (2016). 16.10 Producción de las industrias textiles, cuero y calzado, papel y edición e impresión, 2016- 2017

73 Ministerio de Economía y Finanzas - Consejo Nacional de la Competitividad (2015). *Agenda de Competitividad 2014-2018*.

## Course offering

The table below presents the courses available in the sector at the time of writing:

**Table 47: Course offerings in the sector<sup>74</sup>**

Course name and number (CETPRO / IEST)			
CETPRO Course name	Number of courses offered:	IEST Course name:	Number of courses offered:
Artesanía en Cuero y Pieles	5	Análisis Químico	1
Artesanía en Madera	2	Electrónica Industrial	25
Artesanía En Metales	17	Electrotecnia Industrial	29
Artesanía en Piedra Tallada	3	Farmacia	14
Artesanía en Textiles	9	Industria del Vestido	1
Bordados a Maquina	6	Industrias Alimentarias	48
Bordados Computarizados y Manuales	22	Industrias Alimentarias Lácteas	1
Carpintería	114	Mecánica Agrícola	10
Carpintería Metal y Madera	4	Mecánica Automotriz	81
Carpintería Metálica	16	Mecánica de Producción	53
Confección de Calzado	14	Metalurgia	9
Confección Industrial	35	Química Industrial	6
Confección Textil	601	Tecnología de Análisis Químico	3
Construcciones Metálicas	93		
Cuero y Calzado	78		
Estampado Computarizado y Manual	2		
Estampado Textil	6		
Hilandería Industrial	8		
Industria del Calzado	4		
Instalaciones Internas Y Artefactos Electrodomésticos	6		

<sup>74</sup> Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro - Encuentra los Centros de ETP* [<http://proyecta-tu-futuro.trabajo.gob.pe/>].



Course name and number (CETPRO / IEST)

CETPRO Course name	Number of courses offered:	IENT Course name:	Number of courses offered:
<i>Mecánica Automotriz</i>	72		
<i>Mecánica de Motores Menores</i>	13		
<i>Mecánica de Motos</i>	7		
<i>Mecánico Tornero</i>	9		
<i>Sastrería</i>	13		
<i>Soldadura</i>	21		
<i>Tapicería</i>	3		
<i>Textil</i>	19		
<i>Vidriería</i>	5		
<i>Zapatería</i>	4		

## Employers

Information related to current recruitment demand at the time of writing indicates that this sector contains a wide range of employers, with the most commonly found being engineering, food and beverage, construction and machinery. These businesses ranged from large multinational corporations to medium-sized businesses operating locally. Trends in recruitment opportunities appear to show that there is a higher demand for técnico level employees from Peruvian businesses whereas demand from multinational companies tends to be for university-level graduates. The geographical distribution of employment opportunities shows that the vast majority of roles available in this sector are located in the Lima region. Outside of the Lima region, employment availability is generally found in regions which form the Costa.

## Key job roles

Roles representative of those available in this sector at a national level show a variation in skill requirement. Production worker roles generally required completion of secondary education whilst holders of técnico level qualifications were generally sought for semi-skilled and skilled roles such as welding and mechanics. For roles at managerial, research and analysis level, an undergraduate qualification is generally required. Search results did not identify trends in specific manufacturing industries, the sector as a whole appears to be relatively homogeneous in its requirements. This also applied to English language knowledge, which was widely absent from employer requirements apart from in analysis/quality control roles.

Table 48: Example key roles in the sector

Job title	Typical academic requirement	Typical English requirement
<i>Supervisor de Mantenimiento</i>	<i>Bachiller en Ing. Eléctrica o Refrigeración Industrial</i>	<i>None</i>
<i>Soldador</i>	<i>Técnico en soldadura</i>	<i>None</i>
<i>Operario de Producción</i>	<i>Secundaria completa</i>	<i>None</i>
<i>Analista de Control de Calidad</i>	<i>Bachiller en Biología</i>	<i>Intermedio</i>
<i>Asistente de mantenimiento y proyectos</i>	<i>Bachiller en Ing. Mecánica, Eléctrica, Electrónica, Mecatrónica o Industrial</i>	<i>None</i>
<i>Mecánico de Mantenimiento</i>	<i>Técnico en Mecánica Industrial</i>	<i>None</i>
<i>Supervisor de Producción</i>	<i>Bachiller en Ing. Mecánica o Ingeniería Metalúrgica</i>	<i>None</i>
<i>Técnico de Operación</i>	<i>Técnico electricista, mecánico, electrónico</i>	<i>None</i>
<i>Coordinador desarrollo de producto</i>	<i>Bachiller en Ing. Industrias Alimentarias, Ing. Industrial</i>	<i>None</i>
<i>Técnico Mecánico</i>	<i>Técnico en Mecánica o Mecatrónica automotriz</i>	<i>None</i>

## Electricity, gas and water

Electricity, gas and water is part of the ‘energy, water and sanitation’ productive group, and is comprised of the following industries:

- Supply of electricity, gas, steam and air conditioning
- Water catchment, treatment and distribution
- Drainage
- Collection, treatment and elimination of wastewater
- Decontamination and other services related to waste management.

Dialogue around the development of the electricity, water and gas industry is closely focused on the challenge of securing provision of the resources in order to support wider economic growth of the country, whilst aiming to use resources sustainably.<sup>75</sup> This is reflected in the electricity industry, for example, where the main source of electricity production is from hydroelectricity and thermal energy, although solar energy power is increasing.<sup>76</sup> According to the Renewable Energy Country Attractiveness Index conducted by Ernst and Young, Peru ranked 38th amongst the 40 countries surveyed in terms of its renewable energy attractiveness.<sup>77</sup> Peru produces 11.3 Mtoe of gas per year, making it one of the largest natural gas reserve holders in South America.<sup>78</sup> This relatively rich resource has led to negotiations regarding exports/imports or joint ventures for energy integration, such as that between Bolivian YPFB and Petroperu which may result in the export of gas to a range of neighbouring countries. There does, however, appear to be a fall in investment in the hydrocarbons section in recent years with 2017 investment standing at \$486.9 million compared to a high of \$1880.2 million in 2012.<sup>79</sup> A range of industries make use of natural gas or products derived from natural gas, including the ceramic, metallurgy, glass, textile, commercial and chemical industries. Natural gas is produced primarily in the northeast, and in the central Selva region.<sup>80</sup>

At a social level, inequalities can be seen across different regions within this sector, which may signpost future employment developments: for example, a national plan for improved access to electricity in rural areas is in place, outlining some of the major challenges in these rural areas, including distance, poor accessibility, and dispersed populations.<sup>81</sup> Similarly, as of figures from 2018, across the country, 89% of people have access to public network water, although the discrepancy between urban and rural areas is significant: 94% of urban dwellers have access, in contrast to 72% in rural areas.<sup>82</sup> INEI statistics indicate that, despite significant improvements, around 30% of Peruvians lack access to safe drinking water, with particular inequalities in rural areas.<sup>83</sup>

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75 Ministerio de Economía y Finanzas - Consejo Nacional de la Competitividad (2015). *Agenda de Competitividad 2014-2018*.

76 INEI (2017). *Principales indicadores del sector Electricidad y Agua: 2017*

77 Ernst and Young (2019), *Renewable Energy Country Attractiveness Index*.

78 World Energy Council (n.d.). [<https://www.worldenergy.org/data/resources/country/peru/gas/>].

79 INEI (2017). *Inversión en hidrocarburos, por destino 2008-2017*.

80 INEI (2017). *Reservas y Recursos de Gas Natural, según zona geográfica*.

81 Dirección General de Electrificación Rural (2015). *Plan Nacional de Electrificación Rural (PNER) Periodo 2016-2025*.

82 INEI (2018). *Peru: Formas de Acceso al Agua y Saneamiento Básico*. [[https://www.inei.gob.pe/media/MenuRecursivo/boletines/boletin\\_agua\\_y\\_saneamiento.pdf](https://www.inei.gob.pe/media/MenuRecursivo/boletines/boletin_agua_y_saneamiento.pdf)].

83 INEI (2010). *Peru: Mapa del Deficit de Agua y Saneamiento Básico a Nivel Distrital, 2007*. [[https://www.inei.gob.pe/media/MenuRecursivo/publicaciones\\_digitales/Est/Lib0867/libro.pdf](https://www.inei.gob.pe/media/MenuRecursivo/publicaciones_digitales/Est/Lib0867/libro.pdf)].

Development plans across the sector are in place; for example, in the electricity industry, development focuses on improving basic infrastructure and services, as well as increasing the number of hydroelectric centres, transmission lines and electrical systems. Across the country, broader goals include increasing technical irrigation by 18%, increasing the number of hydroelectricity projects, and the investment of 1250 million USD in new lines, or in improving existing lines, of transmission<sup>84</sup>. Meanwhile, the Ministry of Energy and Mining (El Ministerio de Energía y Minas) is aiming to connect 1.5 million homes to natural gas by 2021.

Across this sector, the projected growth in access, along with the growing focus on sustainable development in the sector indicates that opportunities for engineers, technical specialists, and project managers may increase in this sector over the forthcoming years, including within rural areas.

## Course offering

The table below presents the courses available in the sector at the time of writing:

**Table 49: Course offerings in the sector<sup>85</sup>**

Course name and number (CETPRO / IEST)			
CETPRO Course name	Number of courses offered:	IEST Course name:	Number of courses offered:
<i>Electricidad</i>	75	<i>Electrotecnia Industrial</i>	29
<i>Electrónica</i>	55	<i>Electrónica Industrial</i>	25
<i>Instalaciones Eléctricas</i>	20		
<i>Instalaciones Eléctricas y Electrónicas</i>	16		
<i>Instalaciones Electrotécnicas</i>	13		
<i>Asistencia de Electrónica</i>	1		
<i>Asistencia en Electricidad</i>	2		

84 Ministro de Economía y Finanzas - Consejo Nacional de la Competitividad (2015). *Agenda de Competitividad 2014-2018*.

85 Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro - Encuentra los Centros de EFTP* [<http://proyectatufuturo.trabajo.gob.pe/>].

## Employers

A number of large, medium, and small companies are responsible for the provision of water, electricity and gas across a range of regions in Peru.<sup>86</sup> Information from recruitment sources indicates that the employment market comprises of a range of Peruvian and international businesses, the majority of which would be classified as large businesses. Employers range from businesses directly involved in the provision of utility services (gas, electricity, water), regulation (inspection, verification, testing) and mineral extraction. The geographic distribution is focused in the Lima region, although there are opportunities for employment in other regions, specifically in Ica (gas) and Arequipa (electricity, water, gas), Piura (electricity), Junín (electricity) and Ancash (water).

## Key job roles

The below roles are designed to show a snapshot of recruitment requirements at national level for employment opportunities in the electricity, gas and water sector. Roles in this sector were found to require a high level of technical specialism in the fields of engineering or analysis. It is clear that the minimum academic entry requirement for the majority of roles in this sector is an undergraduate degree in Engineering. In cases where the role sits at technician level the entry is typically a técnico level qualification in industrial or mechanical electrics. There does not appear to be a distinct variation in academic and English requirements between the electricity, gas and water industries; knowledge of English language is commonly not required across all industries.

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86 INEI (2017). *Producción de agua potable, según tamaño de empresa prestadora de servicios de saneamiento, 2012-2017*.

Table 50: Example key roles in the sector

Job title	Typical academic requirement	Typical English requirement
<i>Supervisor de operaciones eléctricas</i>	<i>Ingeniero Eléctrico, Mecánico Eléctrica y/o Energía</i>	<i>None</i>
<i>Técnico de mantenimiento Eléctrico</i>	<i>Técnico de Electricidad Industrial</i>	<i>None</i>
<i>Supervisor de mantenimiento eléctrico (Infraestructura)</i>	<i>Ingeniería Eléctrico, Electrónico, Mecatrónica o Mecánica Eléctrica</i>	<i>None</i>
<i>Supervisor obras electromecánicas de líneas de transmisión aéreas y subterráneas</i>	<i>Ingeniero Mecánico – Electricista o Electricista</i>	<i>None</i>
<i>Hidrogeólogo senior</i>	<i>Ingeniero</i>	<i>None</i>
<i>Supervisor de planta de agua</i>	<i>Ingeniero</i>	<i>None</i>
<i>Jefe de planta de tratamiento de agua residual industrial</i>	<i>Ingeniero Mecánico</i>	<i>None</i>
<i>Analista de cromatografía de gases</i>	<i>Ingeniero Químico</i>	<i>None</i>
<i>Supervisor de redes externas</i>	<i>Ingeniería Mecánica, Mecánica-eléctrica, Electrónico</i>	<i>None</i>
<i>Practicante de operaciones</i>	<i>Técnico de Electrotecnia y Automatización, Industrial, Instrumentación, Controles Industriales</i>	<i>None</i>
<i>Técnico de preperación – planta de cogeneración</i>	<i>Técnico electricista, mecánico, electrónico</i>	<i>None</i>

## Construction

Construction in Peru is demonstrating sustained growth,<sup>87</sup> attributable to increased work in private investment projects, energy and utilities facilities, as well as public infrastructure projects such as the *TransPerú Nama*, aimed at improving metro lines and cycle lanes.<sup>88</sup> Expansion in other industries, such as aviation, is also fueling significant growth in construction: the expansion of Jorge Chávez International Airport in Lima is an extensive project being undertaken by the construction company Salini Impregilo and worth approximately USD 600 million.<sup>89</sup>

Similarly, a number of construction projects are being planned or currently undertaken in the mining sector, such as at Toromocho, Mina Justa, Tía María, and Quellaveco.<sup>90</sup> The housing sector in Peru has been negatively impacted by a range of factors including self-construction, and a lack of accessibility in some areas to utilities, such as water treatment has created issues in terms of deciding on locations for new housing development. However, tightening of banking regulations has stabilised mortgage lending and resulted in lower interest rates, and the reduction in average home sizes has increased house sales. Projects such as *El Programa Nacional de Viviendo Rural* (PNVR) aims to improve, reconstruct and strengthen living conditions in lower income rural areas through measures such as constructing quality and structurally sound housing units. Overall, construction is a growth sector with a range of job opportunities.

However, jobs requiring English are likely to be those in the multinational or international organisations rather than national or local companies. Poor employer engagement regarding the use of English was reinforced by data gathered from Chambers of Commerce in Cusco and Arequipa which confirmed that the construction sector had limited use of, and for, English. Some high level jobs may require more English: for example, architects and engineers, who may be working with international clientele or need to be aware of international health and safety guidelines, but these roles are more closely associated with the sector '*Actividades profesionales, científicas y técnicas*'.

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87 Deutsch Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (2015). 'TransPeru Sustainable Urban Transport NAMA Peru'. [[https://www.changing-transport.org/wpcontent/uploads/2015\\_Capone\\_Velezmoro\\_FullConceptTransPeru.pdf](https://www.changing-transport.org/wpcontent/uploads/2015_Capone_Velezmoro_FullConceptTransPeru.pdf)].

88 Ibid.

89 International Airport Jorge Chávez (n.d.). A greater airport for Peru. [<https://www.lima-airport.com/eng/lapbusinesses-and-projects/airport-expansion/airport-expansion/>].

90 Ministerio de Energía y Minas (2019). [[http://www.minem.gob.pe/\\_detallenoticia.php?idSector=9&idTitular=8967](http://www.minem.gob.pe/_detallenoticia.php?idSector=9&idTitular=8967)]; [<https://peruconstruye.net/cosapi-y-belfi-construiran-instalaciones-para-el-muelle-del-proyecto-quellaveco/>].

## Course offering

The table below presents the courses available in the sector at the time of writing:

*Table 51: Course offerings in the sector<sup>91</sup>*

Course name and number (CETPRO / IEST)			
CETPRO Course name	Number of courses offered:	IENT Course name:	Number of courses offered:
<i>Carpintería Metal y Madera</i>	4	<i>Construcción Civil</i>	49
<i>Carpintería Metálica</i>	16	<i>Diseño de Interiores</i>	1
<i>Cocina (Alta Cocina)</i>	5	<i>Administración de Servicios de Hostelería</i>	12
<i>Mantenimiento Básico de Casa y Edificios</i>	56	<i>Topografía Superficial y Minera</i>	1

## Employers

The broad demand for the construction sector and roles within is shown in the range of employers looking to recruit in this field although they can be generally divided between businesses active in the construction sector and those whose main line of business is not directly construction-related but who require construction staff for maintenance work. The recruitment market sample used for this sector indicated that the majority of construction businesses were medium to large scale and mainly headquartered in Peru, although it is acknowledged that small businesses may not use national employment boards and that it has not been possible to take the informal sector into consideration. Non-construction based business that require construction staff range from small to large organisations, however there appears to be a greater ratio of multinational organisations recruiting compared to construction focused businesses. The geographical distribution of employment opportunities in this sector centres around the Lima region with opportunities also available in Piura, Ancash, Arequipa and Moquegua.

## Key job roles

This sector includes a large variety of roles with a large number of technical roles requiring a Bachelor degree level qualification in Civil Engineering. Manual roles such as carpenter, plumber, bricklayer and gasfitter show a tendency to set completion of secondary education as a minimum academic entry requirement; however, a number of examples requiring carpenters to hold a *técnico* level qualification were found. A common requirement for all roles in this sector is experience in the field of work. Knowledge of English language was not found to be a common requirement in this sector; this includes roles advertised by multinational businesses.

<sup>91</sup> Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro – Encuentra los Centros de ETEP* [<http://proyectatufuturo.trabajo.gob.pe>].



Table 52: Example key roles in the sector

Job title	Typical academic requirement	Typical English requirement
<i>Operario Albañil</i>	<i>Secundaria completa</i>	<i>None</i>
<i>Operario Carpintero</i>	<i>Secundaria completa / técnico</i>	<i>None</i>
<i>Operario Gasfitero</i>	<i>Secundaria completa</i>	<i>None</i>
<i>Especialista de Suelos y Pavimentos - Carretera</i>	<i>Bachiller en Ing. Civil</i>	<i>None</i>
<i>Jefe de Planeamiento de Obra</i>	<i>Bachiller en Ing. Civil</i>	<i>None</i>
<i>Técnico CAD proyectista</i>	<i>Técnico Cadista</i>	<i>None</i>
<i>Jardinero</i>	<i>Secundaria completa</i>	<i>None</i>
<i>Operario Andamiero</i>	<i>Secundaria completa / técnico</i>	<i>None</i>
<i>Topógrafo</i>	<i>Bachiller en Ing. Topográfica / Técnico</i>	<i>None</i>
<i>Supervisor de Campo Obras Civiles</i>	<i>Bachiller en Ing. Civil</i>	<i>None</i>
<i>Ingeniero civil</i>	<i>Bachiller en Ing. Civil</i>	<i>None</i>

## Commerce / Trade

The commercial sector comprises of three distinct productive areas, these include:

- Automotive activity: wholesale and retail automotive sales and repairs
- Wholesale trading: wholesale trading (excluding automotive trade)
- Retail: retail trading (excluding automotive trade).

In recent years, the commercial policy was focused on the commercial opening achieved through the establishment of various trade agreements, which will continue to allow continued growth in the value of exports that, for 2013, exceeded US \$42 billion (increased by 227% compared to 2004) for 175 countries.<sup>92</sup> The government has also set in place a number of aims for the expansion of the internationalisation of the Peruvian economy.<sup>93</sup> Aims which are particularly relevant to the commercial sector include:

- Increasing the export value of goods from SME exporters by 70%
- Multiplying the number of Peruvian franchises operating internationally by 3.5
- Increasing the number of businesses that receive information about commercial opportunities from OCEX (Commercial Offices Abroad) by 90%.
- Assemble 25 companies in global value chains and identify 8 global value chains.

The commercial sector's contribution to the gross domestic product has remained stable between the years 1997-2017 contributing on average 10.3% of national GDP. The sector has also demonstrated sustained revenue growth; however, growth in revenue appears to have slowed in recent years with an average growth rate of 2.4% over the period 2014-2017 compared to 8.5% for the period 2010-2014.<sup>94</sup>

According to statistics from the INEI covering 2014-2017, <sup>95</sup> there was some fluctuation in the number of new light and heavy automotive vehicles sold and registered during this period. An overall drop in sales was registered between the 2015 and 2016, although 2017 figures indicate a return to 2014 levels of overall sales. Despite the fluctuation in overall sales, there is emerging trend towards fewer sales of heavy automotive vehicles. Information from the INEI related to the wholesale industry shows that food and drink businesses form the largest share with 28% of wholesale business being dedicated to this area. Construction material and hardware businesses form 18.1% of the industry, followed by machinery with 15% of all business in the industry. In terms of sales, food and drink businesses hold 19.8% of all sales in the wholesale industry, followed by intermediate products (19.5%) and machinery (17.3%).

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<sup>92</sup> Ministerio de Economía y Finanzas - Consejo Nacional de la Competitividad (2015). *Agenda de Competitividad 2014- 2018*.

<sup>93</sup> *Ibid*.

<sup>94</sup> INEI (2017). *Perú: Producto bruto interno según actividad económica (nivel 9), 1951-2017*.

<sup>95</sup> INEI (n.d). *Venta e inmatriculación de vehículos livianos, pesados y menores según clase de vehículos, 2014- 2017*.

Figures from the INEI related to the retail industry show that the majority of businesses operating in this industry are comprised of hardware, paint and glass companies (20.2%), other products (18.1%), fuels and lubricants (16.8%) and food, drink and bazaar products (15.9%). Net sales in this industry show that it is dominated by the food, drink and bazaar products (32%) followed by fuel and lubricants (20.2%) and pharmaceutical and perfume products (13.9%).

## Course offering

The table below presents the courses available in the sector at the time of writing:

**Table 53: Course offerings in the sector<sup>96</sup>**

Course name and number (CETPRO / IEST)			
CETPRO Course name	Number of courses offered:	IEST Course name:	Number of courses offered:
<i>Asistencia en Cocina</i>	1	<i>Administración de empresas</i>	23
<i>Mantenimiento de vehículos motorizados</i>	2	<i>Administración de negocios</i>	1
<i>Mecánica de motores menores</i>	13	<i>Administración de negocios agropecuarios</i>	6
<i>Mecánica de motos</i>	7	<i>Administración de negocios internacionales</i>	2
<i>Reparación de motocicletas</i>	2		
<i>Venta al detalle en tienda</i>	8		

## Employers

Details from a sample of nationally available positions in this sector indicate that employers in this sector tend to be medium to larger scale businesses mostly headquartered in Peru. They vary across the retail sectors, although the food and textile retail industries are healthily represented amongst these. The demand for skills in the automotive sector tends to demonstrate a wider variety of employers, from automotive retailers to businesses engaged in other sectors looking to recruit automotive maintenance staff. The distribution of opportunities falls in line with many of the sectors sampled, with the majority of opportunities available in the Lima region, especially when considering roles at managerial or professional levels.

<sup>96</sup> Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro – Encuentra los Centros de ETFP* [<http://proyectatufuturo.trabajo.gob.pe>].

## Key job roles

Academic requirements for roles in this sector showed some variation. Entry-level roles such as cashier (cajero(a)) required either completed secondary education or a *técnico* level qualification. Junior roles, especially those in sales and store management, tended to require *técnico* level qualifications as a minimum requirement. Bachelor degree level qualifications were often found to be required for roles with a greater emphasis on business, such as purchasing (buyer) and operations manager. Knowledge of English language was found to be a requirement in a broad spectrum of roles in this sector, however the only noticeable pattern was found in roles related to purchasing and imports.

Table 54: Example key roles in the sector

Job title	Typical academic requirement	Typical English requirement
<i>Cajero(a)</i>	<i>Secundaria completa / Técnico en administración, contabilidad, administración bancaria</i>	<i>None</i>
<i>Comprador</i>	<i>Bachiller en Ing. industrial, Administración</i>	<i>Intermediate</i>
<i>Supervisor de ventas</i>	<i>Bachiller en administración, marketing, contabilidad, ingeniería industrial</i>	<i>Intermediate</i>
<i>Asistente de importaciones</i>	<i>Bachiller en administración, negocios internacionales, comercio exterior</i>	<i>Intermediate/advanced</i>
<i>Jefe de operaciones retail</i>	<i>Bachiller en administración, ingeniería industrial</i>	<i>None</i>
<i>Gerente de tienda</i>	<i>Técnico / Bachiller en administración, marketing, logística</i>	<i>None</i>
<i>Lavador de autos</i>	<i>None</i>	<i>None</i>
<i>Supervisor de neumáticos</i>	<i>Técnico en mecánica</i>	<i>None</i>
<i>Jefe de flota</i>	<i>Bachiller en Ing. industrial, transporte</i>	<i>None</i>
<i>Vendedor de rubro/repuestos Automotriz</i>	<i>Técnico en administración, mecánica</i>	<i>None</i>

## Accommodation activities and catering/food services

The hotel industry is rapidly expanding in Peru. Recent figures from the Ministerio de Comercio Exterior y Turismo show growth of 33% in numbers of accommodation establishments between 2011 and 2015, an increase in rooms of 18%, and a 17% increase in bed spaces in the same timeframe. A significant increase in the number of 4 and 5-star establishments has also been seen, with 115 in 2011, and 157 in 2015. The most significant growth has been in the Amazonas regions.<sup>97</sup> The restaurant industry is also showing growth, according to INEI statistics, across restaurants, over food services, drink services and food supply, and in particular amongst restaurants offering fast food, tourist restaurants, chicken restaurants, fusion food, and ceviche restaurants.<sup>98</sup>

Excluding home visitors, INEI data from 2017 indicates that a majority of tourists come from South America: in 2017 these accounted for 2,345 158 out of 4,032 339 visitors. This indicates that, overwhelmingly, the majority of visitors are likely to be Spanish speakers (with the exception of Portuguese-speaking e.g. from Brazil, which accounted for 173,753 visitors) if home visitors are included. Those visitors more likely to be using English do, nevertheless, account for a significant percentage: Europeans (632,048, excluding 147,214 likely Spanish speakers from Spain), Asia (158,439), Oceania (50,190) and North America (770,011, excluding 93,763 likely Spanish speakers from Mexico).<sup>99</sup> Even allowing for some visitors having Spanish language skills, a significant number, perhaps as much as a third of international visitors, is likely to be using English as a lingua franca. This indicates that this sector is likely to have high needs in terms of English language proficiency, particularly in large cities, business destinations or areas with a high number of visiting tourists, with those working in the industry needing a level appropriate to deal with day-to-day interactions with global Englishes whether in accommodation or food and drink services. To a large extent, the areas of this sector which require most English relate to the tourism industry, which has some overlap with the sector '*Actividades Profesionales, Científicas y Técnicas*' with roles such as travel agencies and tour operators. Notably, even those in entry-level positions within this wider sector, such as waiters, housekeepers, and front of house staff, are likely to need English in areas where significant numbers of international tourists or visitors are present.

### Course offering

The table below presents the courses available in the sector at the time of writing:

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97 Ministerio de Comercio Exterior y Turismo (2016). *Evolución de la oferta aérea y hotelera* [[http://www.turismoemprende.pe/documentos/compendio\\_estadistico.pdf](http://www.turismoemprende.pe/documentos/compendio_estadistico.pdf)].

98 INEI (2018). *Negocios de restaurantes aumentó 3,04% abril de 2018 y creció por décimo tercer mes consecutivo* [<https://www.inei.gob.pe/prensa/noticias/negocios-de-restaurantes-aumento-304-abril-de-2018-y-crecio-por-decimotercer-mes-consecutivo-10812/>].

99 INEI (n.d.). 22.2 Ingreso de turistas internacionales, según zona geográfica y país de residencia, 2009-2017.

Table 55: Course offerings in the sector<sup>100</sup>

Course name and number (CETPRO / IEST)			
CETPRO Course name	Number of courses offered:	UEST Course name:	Number of courses offered:
Asistencia en Cocina	100	Administración De Empresas Turísticas Y Hoteleras	2
Barman	2	Administración De Hoteles y Restaurantes	2
Cocina (Alta Cocina)	9	Administración de Servicios de Hostelería	6
Cocina y Repostería	58	Administración Hotelera	1
Recepción Hostelería	4	Administración Turística	1
Servicio De Mesa	7	Gastronomía y Arte Culinario	2
Servicios Básicos De Hostelería	17		
Servicios Básico De Recepción Hostelería	12		
Servicios Hosteleros	2		

## Employers

Employment in this sector appears to be more homogenous than in other sectors however there is some variation. The majority of employer appears to be small-medium sized Peruvian businesses, some multinational hotel and food chains are also represented. Opportunities in multinational and larger businesses are centered on the Lima region with small, medium and large national businesses recruiting in other regions. Academic and English language requirements appear to be mainly set by the role requirements as opposed to the employer, employers advertising multiple roles may vary English requirement. The vast majority of employment in this sector is available in the Lima region. Outside of the Lima region, Lambayeque and Arequipa provided the most opportunities in food and accommodation whilst Cusco provided opportunities in tourism.

Employer engagement findings reflected the relatively high use of English in this sector. The majority of respondents stated that English is 'used frequently' within their organisations, with employees required to communicate with both native and non-native speakers of English. A number of jobs require English: waiters, managers, and in particular receptionists and those working a front-of-house or front desk position. All respondents stated that they conduct part of their entry interview in English and that, in some cases, this is undertaken by multiple staff at senior management level. In response to this requirement for English, some organisations provided in house training in English, such as an international hotel network which uses virtual courses from their organisation's global training programme. This indicates that this sector has a particularly high demand for English skills.

<sup>100</sup> Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro - Encuentra los Centros de ETEP* [<http://proyectatufuturo.trabajo.gob.pe>].

## Key job roles

Key job roles in this sector showed clear opportunities for técnico level graduates alongside a strong demand for English language knowledge; the majority of key roles in this sector required English and in some cases (repcionista) job adverts were more likely to contain information pertaining to required English level as opposed to academic qualification required. Among the key job roles those requiring the lowest academic requirement were waiter, kitchen assistant and housekeeper and the higher academic requirements were generally for chef, hotel manager and reservation supervisor.

*Table 56: Examples of key positions in the sector*

Job title	Typical academic requirement	Typical English requirement
<i>Ayudante de Cocina</i>	<i>Secundaria completa</i>	<i>None</i>
<i>Bartender</i>	<i>Técnico</i>	<i>Intermediate</i>
<i>Chef</i>	<i>Técnico o Bachiller en Cocina / Gastronomía / Artes Culinarias</i>	<i>None</i>
<i>Gerente de Hotel</i>	<i>Técnico y/o Bachiller en Administración Hotelera, Administración de Empresas, Administración de Servicios</i>	<i>Advanced</i>
<i>Recepcionista</i>	<i>Técnico y/o Bachiller en Administración Hotelera</i>	<i>Advanced</i>
<i>Guías de Atracción</i>	<i>Técnico y/o Bachiller en Turismo y Hotelería, Comunicaciones, Marketing, Idiomas</i>	<i>Intermediate</i>
<i>Supervisor de Reservaciones</i>	<i>Técnico y/o Bachiller en Administración, Turismo, Contabilidad</i>	<i>Advanced</i>
<i>Mesero</i>	<i>-</i>	<i>Intermediate</i>
<i>Camarero / Camarera</i>	<i>Secundaria completa</i>	<i>None</i>
<i>Ayudante de Cocina</i>	<i>Secundaria completa</i>	<i>None</i>
<i>Bartender</i>	<i>Técnico</i>	<i>Intermediate</i>

## Information and communications

The Information and Communication sector is part of the wider family of information and communication technology.<sup>101</sup> The sector includes:

- Publishing
- Film, TV, audio and music production
- Programming and broadcasting activities
- Telecommunications
- Computer programming, consulting and related activities
- Information service activities.

Overall, this is a rapidly growing sector. The ICT industry is viewed as a significant tool to support and stimulate wider economic growth and development.<sup>102</sup> The Ministry of Economy and Finance's Agenda de Competitividad 2014-2018 outlines 37 goals within the industry. These include an overall focus on supporting growth in access to technology across the country.<sup>103</sup>

The cinematographic industry has also been subject to rapid growth, and, according to infoartes, a publication of the Peruvian Ministry of Culture, has quintupled during 2007-2015: increases have been in domestic and international production and infrastructure.<sup>104</sup> Peru's call centre industry is touted as being one of the key industries for millennials, with statistics from 2017 stating that more than 50,000 young people are employed in the sector. The president of the Asociación Peruana de Centros de Contacto (APECCO) described the industry as 'flourishing' not only within the domestic market but with a longer term aim to reach countries such as Spain.<sup>105</sup>

## Course offering

The table below presents the courses available in the sector at the time of writing:

Table 57: Course offerings in the sector<sup>106</sup>

Course name and number (CETPRO / IEST)			
CETPRO Course name	Number of courses offered:	IEST Course name:	Number of courses offered:
Asistente de computación	4	Computación e informática	158
Asistente en el manejo y operación de computadoras	4	Comunicación audiovisual	1

101 Ministerio de Educación, Perú (2018). Resolución Ministerial no. 178-2018-MINEDU.

Anexo 'A': Organización Sectorial: 17 sectores, 34 familias productivas y sus correspondientes actividades económicas.

102 Ministerio de Economía y Finanzas - Consejo Nacional de la Competitividad (2015). Agenda de Competitividad 2014-2018.

103 Ibid.

104 InfoArtes (n.d.). [<http://www.infoartes.pe/>].

105 Asociación Peruana de Centros de Contacto (n.d.). [[http://www.apecco.org/cms/?page\\_id=4449](http://www.apecco.org/cms/?page_id=4449)].

106 Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro – Encuentra los Centros de ETP* [<http://proyectatufuturo.trabajo.gob.pe/>].



Course name and number (CETPRO / IEST)			
CETPRO Course name	Number of courses offered:	IEST Course name:	Number of courses offered:
Computación	228	Diseño gráfico	1
Digitación	36	Diseño publicitario	2
Encuadernación	4	Sistemas automáticos programables	1
Ensamblaje y mantenimiento de computadoras	8		
Estampado computarizado y manual	2		
Instalación y mantenimiento de computadoras	1		
Locución y comunicación de radio y TV	2		
Mantenimiento de equipo de cómputo	8		
Mantenimiento de equipos de cómputo y administración de redes	2		
Ofimática	28		
Operación de computadoras	92		
Operación de programas de computación e informática	8		
Serigrafía	13		

## Employers

Using data from roles advertised within Peru at the time of writing, employers in this field varied from large multinational and Peruvian organisations to smaller more specialised employers. The greatest diversity of employers was seen in publishing, film and broadcasting activities; these ranged from engineering, education, retail and media. The least variation of employers was seen in the call centre market and mainly consisted of overseas telecom employers; the large majority based in Latin America and Spain. Computer programming and consulting saw a wider range of employers and spanned across recruitment, insurance, construction, engineering, retail and finance. In terms of distribution of employment opportunities in this sector, there is a very strong trend in favour of the Lima region. At the time of sampling, of the 1369 jobs advertised in the call centre sector Lima (1051) dominated with

the second highest number based in Arequipa (19).<sup>107</sup> The same pattern was seen in other sectors; in the field of design Lima (106) clearly held the strongest market with the second and third highest La Libertad (3) and Arequipa (2) respectively.

## Key job roles

The below roles are designed to show an overall picture of recruitment requirements for roles commonly found in the information and communication sector. Information informing the below table was compiled from current job market data.

*Table 58: Example key roles in the sector*

Job title	Typical academic requirement	Typical English requirement
<i>Diseñador</i>	<i>Grado de bachiller/Título profesional</i>	<i>None</i>
<i>Técnico de Equipos Audiovisuales</i>	<i>Grado de bachiller/Título profesional</i>	<i>Basic / Intermediate</i>
<i>Programador</i>	<i>Grado de bachiller/Título profesional</i>	<i>None / Intermediate</i>
<i>Asistente de soporte (sistemas / técnico / aplicaciones)</i>	<i>Grado de bachiller/Título profesional</i>	<i>None / Intermediate</i>
<i>Teleoperador</i>	<i>Secundaria completa</i>	<i>None</i>
<i>Gerente de operaciones</i>	<i>Diploma / Grado de bachiller / Título profesional</i>	<i>None</i>

Training and development in these sector areas is provided across a range of educational institutions. Key job roles within this sector tend to reflect specialisation in a particular area. As ICT is integral to most organisations and companies, employers may range from a small local company needing e.g. web presence to large multinationals and public sector. Particular growth areas relate to cyber security and data protection. TIC is viewed as a potential tool to support and stimulate wider economic growth and development,<sup>108</sup> with the growth in access to technology across the country, and represents a rapidly growing sector.

<sup>107</sup> Bumerán (2019). [<https://www.bumeran.com.pe>].

<sup>108</sup> Ministro de Economía y Finanzas - Consejo Nacional de la Competitividad (2015). *Agenda de Competitividad 2014-2018*.

## Professional, scientific and technical activities

Professional, scientific, and technical activities is a particularly broad sector, encompassing a wide range of professional and industries presented below:

- Legal and accountancy activities
- Main office and management consultancy activities
- Renting and leasing
- Employment activities
- Administration activities, office support, and other business support activities
- Scientific research and development
- Veterinary activities
- Architecture and engineering activities, testing, and technical analysis
- Publicity / Advertising and market research
- Other professional, scientific and technical activities
- Tourist agencies and operators, reservation services and connected activities
- Security and private investigation
- Building services and landscaping.

According to the Agenda de Competitividad (2014-2018), Ciencia, Tecnología e Innovación (CTI) is considered to be a source of improvement and renewal for the economy in the goods and services sector, both through structural change and an increase in technological sophistication and innovation.<sup>109</sup> Government intervention since 2012 has seen strengthening of SINACYT, the national system of science, technology and innovation,<sup>110</sup> with concurrent increased investment in CTI. A number of other measures, including scholarship programmes and an increase in the number of researchers have helped to initiate reform in this sector.<sup>111</sup> A key challenge for the sector is the scarcity of qualified people, particularly in research, which indicates that this could be a potential opportunity for the TVET sector, if provision is increased.

Overall, the sector is experiencing growth, indicating that increased job opportunities may arise. The financial and insurance industry saw an increase of 4.38% in production between January 2018 and 2019. The increase was seen to be due to an increase in corporation credits, consumer credits, and mortgage credits. A slightly lower increase was seen in services for companies, but growth was still relatively significant, up 3.44%, primarily in administrative services and support; such as an increase in private security; personal bodyguards and risk prevention; advances in professional, scientific and technical activities, market research and publicity/advertising, particularly in areas such logo development, design and market strategy, as well as more reduced increases in the tourism industry with travel agencies

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109 *Ministro de Economía y Finanzas - Consejo Nacional de la Competitividad (2015). Agenda de Competitividad 2014-2018.*

110 *Consejo Nacional de Ciencia, Tecnología e Innovación Tecnológica (n.d.).*  
[<http://portal.concytec.gob.pe/index.php/concytec/quienes-somos>]. *Ministerio de la Producción (n.d.). FOMITEC*  
[<https://www.innovateperu.gob.pe/quienes-somos/nuestros-fondos/fomitec>].

111 *Ministro de Economía y Finanzas - Consejo Nacional de la Competitividad (2015). Agenda de Competitividad 2014-2018.*

and tourist operators due to flight and package holiday offers. This increase was bolstered through development of new projects, advances in civil works, and more investment in the area of advertising and marketing. The biggest growth was in marketing and advertising, at 6.03% and professional, scientific and technical activities, making up 4.23%.<sup>112</sup>

Across this sector, the role of English may be quite significant. Travel agencies and tourist operators working on an international basis are likely to need English when handling bookings with external parties, whether that be others working in the industry or the tourists themselves. Those working in market research will primarily be sited within the Peruvian or Latin American context, but engagement with international campaigns and marketing will be a valuable element of the role which may require some English, particularly at higher level roles. Scientific activities that are laboratory-based may also include some use of English, whether in technical language, health and safety legislation, or engaging with international research. Legal activities and renting / leasing may be more likely to be undertaken in Spanish, with particular reference to Peruvian law and processes, but participation in international conferences or occasional work with non-Spanish speakers may be required although possibly in a more limited way. The levels of English required in office support and consultancy work is likely to be heavily context dependent: English may be required when working with or in a multinational corporation, but will have limited application in a rural or regional small scale SME.

## Course offering

The table below presents the courses available in the sector at the time of writing:

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112 INEI (2019). *Producción Nacional*. [[https://www.inei.gob.pe/media/principales\\_indicadores/03-informe-tecnicon03\\_produccion-nacional-ene2019.pdf](https://www.inei.gob.pe/media/principales_indicadores/03-informe-tecnicon03_produccion-nacional-ene2019.pdf)].

Table 59: Course offerings in the sector<sup>113</sup>

Course name and number (CETPRO / IEST)			
CETPRO Course name	Number of courses offered:	IEST Course name:	Number of courses offered:
<i>Crianza de Animales Menores</i>	11	<i>Administración de Empresas</i>	23
<i>Idiomas</i>	2	<i>Administración de Empresas Turísticas y Hoteleras</i>	2
<i>Jardinería</i>	5	<i>Administración de Negocios</i>	1
<i>Mantenimiento Básico de Casa y Edificios</i>	56	<i>Administración de Negocios Internacionales</i>	2
<i>Ofimática</i>	28	<i>Administración Turística</i>	1
<i>Secretariado Comercial</i>	1	<i>Administración y Sistemas</i>	1
<i>Secretariado Computarizado</i>	1	<i>Construcción Civil</i>	49
<i>Secretariado Ejecutivo Computarizado</i>	2	<i>Contabilidad</i>	103
<i>Servicios Básicos de Turismo e Idiomas</i>	1	<i>Guía Oficial de Turismo</i>	27
		<i>Laboratorio Clínico</i>	16
		<i>Mantenimiento de Estructuras</i>	12
		<i>Marketing</i>	1
		<i>Química Industrial</i>	6
		<i>Relaciones Públicas</i>	1
		<i>Secretariado Ejecutivo</i>	41

## Employers

Due to the broad range of professions covered in this sector, there is a great deal of variation in employer types: employers vary from medium-scale businesses operating solely in Peru to large-scale multinational companies. The demand for the roles covered in this sector also leads to recruitment from businesses which do not directly operate in one of the sectors covered; for example, accountants, engineers and security personnel will often be employed by businesses as support staff who are not engaged in the business' primary revenue stream. The patterns of English

113 Ministerio de Trabajo y Promoción del Empleo (2019). *Proyecta tu futuro - Encuentra los Centros de ETFP* [<http://proyectatufuturo.trabajo.gob.pe/>].

knowledge requirements also do not identify type of employer as a deciding factor. Multinational non-Peruvian employers do not appear to require higher numbers of English speaking staff compared to medium-sized Peruvian employers. The variation is seen more clearly in the type of role.

## Key job roles

Employment opportunities in the multiple sectors which comprise of this sector vary in terms of typical academic requirement. Roles focused around engineering, law, accounting, and veterinary sciences did not tend to employ técnico level staff. Técnico level staff were more commonly required in travel/tourism, building maintenance/facility management, administration / office-related roles. English language requirements were found across this sector although most commonly in accounting, engineering and advertising/marketing roles. The only industry for which no English language requirements were found was security. It may be important to note that English requirements in this sector are more commonly found than the below table might suggest. The below table focuses on common roles found in this sector and does not comment of the full range of less frequently found roles that may require English.

Table 60: Example key roles in the sector

Job title	Typical academic requirement	Typical English requirement
<i>Asistente de Contabilidad</i>	<i>Bachiller</i>	<i>None / Intermediate</i>
<i>Practicante Ingeniería Industrial</i>	<i>Egresado de Ingeniería Eléctrica o Mecánica Eléctrica.</i>	<i>None / Intermediate</i>
<i>Asistente de Viajes</i>	<i>Técnica y/o estudios universitarios en curso de Administración, Turismo, Administración hotelera y/o afines</i>	<i>Intermediate / Advanced</i>
<i>Agente de Seguridad</i>	<i>Secundaria completa (Certificado de Estudios).</i>	<i>None</i>
<i>Médico veterinario</i>	<i>Bachiller o Titulado de medicina veterinaria o Ingeniería zootecnia</i>	<i>None</i>
<i>Asistente de Laboratorio</i>	<i>Bachiller o Titulado como Biólogo, Microbiólogo, Tecnólogo médico</i>	<i>None</i>
<i>Asistente de Investigación y Desarrollo</i>	<i>Bachiller en Biólogo, Microbiólogo, Tecnólogo médico</i>	<i>None</i>
<i>Consultor Marketing</i>	<i>Egresado de las carreras de Marketing, Publicidad y Comunicaciones</i>	<i>None / Intermediate</i>
<i>Asistente Administrativo</i>	<i>Profesional universitario con estudios en administración</i>	<i>None</i>

## Human health and social assistance

The Human Health and Social Care sector is part of the wider family of Health and Social Services. The sector includes:

- Activities related to human health
- Non-residential social care activities.

The World Health Organisation estimated that domestic spending on health care in Peru was 3.3% in 2016. This compares to 4.3% in Ecuador, 3.7% in Colombia, 5.0% in Chile, 5.6% in Argentina, and 3.9% in Brazil.<sup>114</sup>

In 2007 the Ministerio de Salud set out a national plan to combat problems it identified with the health system and also to adapt to the increasingly urbanised and aging population.<sup>115</sup> On a wider national level aims from the Plan Bicentenario el Perú hacia el 2021 note a drive towards providing universal access to reproductive health services, promoting good health habits to control communicable, chronicdegenerative diseases, mental health and drug addiction, introducing regulations to protect environmental health and guaranteeing universal access to healthcare services with priority given to those living in poverty and extreme poverty. Information from the Ministerio de Salud also states an aim to establish universal health insurance coverage, which in 2011 only covered 21.9% of the population.<sup>116</sup>

Staffing levels of health care professionals vary widely across Peru's regions. The best-served regions can often boast double the level of staffing compared to the least served. The below table shows health professional staffing per 10,000 inhabitants in the 5 best and worst served regions:<sup>117</sup>

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114 World Health Organization (n.d.). *Global Health Expenditure Database*.  
[[https://apps.who.int/nha/database/country\\_profile/Index/en](https://apps.who.int/nha/database/country_profile/Index/en)].

115 Ministerio de Salud (2007). *Plan Nacional Concertado de Salud*.

116 Centro Nacional de Planeamiento Estratégico (2010). *Plan Bicentenario: El Perú hacia el 2021*.

117 Ministerio de Salud (2017). *Información de Recursos Humanos en el Sector Salud*.

Table 61: Health care professional staffing across 5 best and worst served regions in Peru

Besy served	Region	Number of health care professionals per 10,000 inhabitants
1	Callao	53.5
2	Apurímac	45.0
3	Tacna	42.6
4	Moquegua	42.5
5	Arequipa	41.1
<b>Worst served</b>		
1	Puno	23.7
2	Cajamarca	23.2
3	Piura	19.5
4	Loreto	19.1
5	San Martín	19.0

Along with the geographical imbalance of staffing in the distribution of key roles. 41% of all doctors are registered in the Lima region. 32% of psychologists are registered in the Lima region. 50% of social workers are registered in the Lima region.<sup>118</sup> The Lima region contains 30% of the total population of Peru.<sup>119</sup>

A similar picture was indicated by employers in this area. Where English was required, it was in highly technical or qualified roles (technicians; doctors; team leads). Key tasks where English was necessary included when attending international events, reading industry publications or documentation, communicating with experts and, in some cases, interacting with English speaking clients. Some roles would need to use English within a health and safety context, such as machinery technicians or those working with regulatory legislation.

## Course offering

The table below presents the courses available in the sector at the time of writing:

<sup>118</sup> Ministerio de Salud (2017). *Información de Recursos Humanos en el Sector Salud*.

<sup>119</sup> INEI (n.d.). *Población censada, según departamento y año censal*. [<https://www.inei.gob.pe/estadisticas/indice-tematico/poblacion-y-vivienda/>].



Table 62: Course offerings in the sector<sup>120</sup>

Course name and number (CETPRO / IEST)			
CETPRO Course name	Number of courses offered:	IENT Course name:	Number of courses offered:
<i>Asistente Adulto Mayor</i>	7	<i>Enfermería Técnica</i>	199
<i>Asistente de Niños</i>	5	<i>Laboratorio Clínico</i>	16
<i>Cuidado de Niños</i>	2	<i>Farmacia</i>	14
<i>Cuidado de Niños Y Ancianos</i>	5	<i>Prótesis Dental</i>	8
<i>Primeros Auxilios</i>	2	<i>Fisioterapia y Rehabilitación</i>	3
<i>Cosmética y Dermatoología</i>	3		

## Employers

Trends identified on national employment websites demonstrate that the majority of employment opportunities are available in medium to large-sized businesses. There is a clear split between roles recruited for, as businesses in the medical sector recruit for a wide range of roles, in comparison to the manufacturing and retail sector whose recruitment focuses on occupational health and social services for their staff. Geographical distribution of available roles in this sector is heavily weighted towards the Lima region. This may not, however, be representative of overall demand and shortage areas as the employers tended to be medium to large businesses that would typically be expected to be based in this region. This information is based on a reflection of demand for employment in the private sector as information pertaining to recruitment levels in the public sector was not publically available.

## Key job roles

Roles in the human health and social care sector cover a wide range of positions and range from vocational to highly technical positions. This sector demonstrated a structured approach to role types which typically delineated between senior and assistant level positions. Roles with professional titles required university-level education whereas those containing the title *técnico* or *auxiliar* showed a strong tendency to accept individuals with *técnico* level awards. Knowledge of English language was not commonly listed as a requirement or desirable characteristic with only 4% of roles surveyed listing it as such. Of the roles with English language knowledge listed as a requirement or desirable characteristic, the 50% were listed in the fields of analysis or regulation and 21% for doctors.

120 Ministerio de Trabajo y Promoción del Empleo (2019) *Proyecta tu futuro – Encuentra los Centros de ETEP* [<http://proyectatufuturo.trabajo.gob.pe>].

Table 63: Example key roles in the sector

Job title	Typical academic requirement	Typical English requirement
<i>Técnico(a) en Farmacia</i>	<i>Técnico</i>	None
<i>Técnico(a) en Enfermería</i>	<i>Técnico</i>	None
<i>Médico Ocupacional</i>	<i>Médico colegiado y habilitado</i>	None
<i>Técnico de Laboratorio Clínico</i>	<i>Técnico</i>	None
<i>Enfermera</i>	<i>Licenciado (Bachiller)</i>	None
<i>Médico General</i>	<i>Médico colegiado y habilitado</i>	None
<i>Nutricionista</i>	<i>Licenciado (Bachiller)</i>	None
<i>Químico Farmacéutico</i>	<i>Licenciado (Bachiller)</i>	None
<i>Asistente Social</i>	<i>Bachiller Trabajo Social</i>	None
<i>Trabajador(a) Social</i>	<i>Bachiller Trabajo Social</i>	None
<i>Practicante Profesional de Bienestar</i>	<i>Bachiller Trabajo Social</i>	None

## Appendix 2 – Supporting analysis of teachers against the British Council CPD Framework

This section analyses current provision against the British Council CPD Framework. It was selected as it provides a reference point of professional practices for teachers of all subjects at four stages of development: awareness, understanding, engagement, integration.<sup>121</sup>

The table below summarises UK NARIC's findings of the levels across different professional practices currently, and the levels considered to be important in order to support students to achieve the goals of the communicative aims and English proficiency development in general. In the table, orange denotes the current observed level, and the blue denotes the desired level. It should be noted that this assessment is based on a relatively small sample of observations undertaken and may not be representative of all teachers within CETPROs, IESTs and IDEXs.

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<sup>121</sup> British Council (n.d.). *Continuing Professional Development (CPD) Framework*. [<https://www.teachingenglish.org.uk/article/british-council-cpd-framework>].

	Observed level versus desired level			
	1	2	3	4
Pedagogical considerations	Awareness	Understanding	Engagement	Integration
Planning lessons and courses		●	● ●	
Understanding learners		●	● ●	
Managing the lesson		●	● ●	
Knowing the subject		●	● ●	●
Managing resources		●	● ●	●
Assessing learning			● ●	
Integrating ICT		●	● ●	●
Taking responsibility for professional development		●	● ●	●
Using inclusive practices		●	●	
Using multilingual approaches		●	●	
Promoting 21 <sup>st</sup> Century Skills		●	● ●	●
Understanding educational policies and practice		●	●	●

## Planning lessons and courses

Current Picture	Desired Profile
<p>Collectively, the teachers were able to demonstrate some elements from the professional practice Planning lessons and courses. Some teachers were able perform this professional competency at an Engagement level.</p> <p>For example, teachers 3 and 4 showed competency in the ability to define learning aims/outcomes that men learners' needs using activities or providing target language which met students' needs. Competency in selecting the appropriate time and methods to provide feedback for learners' performance was witnessed in teachers 1 and 4 through the use of immediate error correction and/or peer correction.</p> <p>On the other hand, teacher 2 seemed to have knowledge of some elements encompassed in planning lessons and courses, but was unable to execute these at an engagement level: the lesson was not coherent and lesson aims were not clearly defined with the result that student progress was minimal and the content of the lesson did not reflect their needs.</p>	<p>The elements outlined in this professional competency are key to having a successful lesson benefitting students in a range of ways.</p> <p>The ability to tailor classes to the specific context will be particularly significant for the TVET sector where students are undertaking English with specific relevance to their careers: teachers need to ability to recognise which activities are relevant to their needs and how to best exploit these.</p> <p>Moreover, teachers must be able to effectively assess learners' needs in relation to the Communicative aim being taught in order to outline appropriate lesson aims and identify the specific outcome(s). For instance, communicative aims which require written input (writing emails, blog posts on a social media platform, etc.), may require the teacher to begin with developing basic writing skills depending on students' level. A process writing approach may be beneficial, necessitating careful staging of steps such as model presentation, analysis in terms of style, register, lexical chunks, language analysis, practice, assessment, and reflection or review. This is likely to only be achieved at a solid 'engagement' level.</p>
Current Observed level:	Recommended Threshold level:
Understanding-Engagement	Engagement

## Understanding learners

Current Picture	Desired Profile
<p>Teacher 2 demonstrated competencies in making assessment decision by applying an understanding of individual learners by giving personalised examples during teaching based on students' interests. Teacher 3 was able to plan an activity where the outcome met lesson objectives but the content was mainly influenced by individual students' career interests, language ability and they had an overall say in the presentation of their ideas.</p> <p>Some poor 'reading' of group dynamics was observed in classes where individual student errors were met with laughter, or teachers targetted questions at students who were clearly too low-level to engage appropriately, leading to embarrassment for the student concerned. Nevertheless, most teachers observed demonstrated good rapport with students indicating a good understanding of some learner characteristics.</p> <p>In focus groups, teachers often commented on the lack of motivation shown by students, but given student survey feedback this may indicate an issue more with teaching approaches rather than low levels of intrinsic motivation. This suggests that some teachers may be performing lower in their ability to reflect on how their teaching approaches impact on their learning.</p>	<p>Some elements of this professional practice may require a higher level of competency than others. Although it is desirable for teachers to be able to conduct needs analyses, both formally and informally on a regular basis, a solid curriculum would mitigate lower level competency in this area to some extent.</p> <p>On the other hand, some elements will have a significant impact on learning, such as the ability to recognise the impact of learning environment or an understanding of theories of learning: teachers lacking this knowledge may plan unsuitable activities, fail to review language or become frustrated when students progress slowly due to poor pedagogical approaches.</p> <p>It will also be important for teachers to be able to take into account aspects such as group dynamics in order to be able to experiment more with delivery modes and interaction patterns in a reflective way.</p>
<p>Current Observed level:</p> <p>Understanding-Engagement</p>	<p>Recommended Threshold level:</p> <p>Engagement</p>

## Managing the lesson

Current Picture	Desired Profile
<p>Teachers' strengths in these areas were primarily related to their ability to grade language and use humour and rapport to establish a generally positive learning environment. Some teachers demonstrated an ability to set up activities through providing model examples and instructions.</p> <p>Nevertheless, at times transitions were unclear, instructions confusing (whether in Spanish or English) and it was observed that students were not always clear on whether they should be participating in an activity or listening to the teacher. Few pair work or group work activities were observed, or were not fully exploited. One teacher was able to produce quite a learner-centred class where students presented their own work, and other students gave some initial feedback.</p> <p>Behaviour management was an issue in some lessons observed, with disruptive behaviour including talking over the teacher, arriving late and general disengagement reducing opportunity for teaching and learning.</p>	<p>Given the collaborative focus of some of the communicative aims such as 'Small Talk'; 'Telephone Calls'; 'Collaborative Interaction'; a high level of competency in this professional practice is important. For example, competency in responding to unexpected classroom events is crucial - during pair/group work personality clashes and/or uncomfortable topics/situations may emerge. This may cause disruptions in the classroom, and in order to avoid losing learning time, the teacher will need to be able to respond in an effective and efficient manner such as by changing partners or moving to a new topic.</p> <p>Teachers need to be able to maximise the time available to them by signalling transitions clearly, establishing careful practice of setting up activities including modelling and checking understanding as appropriate. Effective instruction giving and checking for understanding ensure that students are able to follow the lesson and carry out activities that are being set up for them. This is particularly important for working with students of a lower proficiency level who may be facing a significant barrier in terms of the medium of instruction.</p> <p>For some of the communicative aims, students would need to practice subskills such as turntaking, paraphrasing/summarising, and politely defending ideas in addition to a range of other two-way/group communicative skills. Good time management will give students an opportunity to practice these skills in a variety of scenarios (interviews, dealing with complaints, informing colleagues about a new company product/system, etc.) which may be suitable for their future jobs.</p>
Current Observed level:	Recommended Threshold level:
Understanding-Engagement	Engagement

## Knowing the subject

Current Picture	Desired Profile
<p>The current picture is mixed: some teachers demonstrated a reasonable level of proficiency in the language, perhaps commensurate with CEFR level B2 or above. A number of others observed were approximately B1 or below. With this lower level of proficiency, the model provided was at times incorrect and impacted on the extent to which the teacher was comfortable teaching the language. Focus groups and questionnaires further drew out discomfort on the part of a number of teachers who lack confidence in their English or who felt that they relied too heavily on Spanish as a result.</p> <p>Some teachers demonstrated competency in this professional practice: one teacher was able to identify a useful lexical set for his/her students with direct relevance for their careers, and successfully drilled this and incorporated a range of activities to practise the lexis. Another teacher was able to clearly present modals including being able to flag irregular uses.</p>	<p>Across all communicative aims, teachers will need to be able to draw out the key language aspects required for successful task completion and consider how best to support students in acquiring these skills. For example, in the Communicative aim 'Collaborative Interaction', students will need to demonstrate the ability to recognise the importance of using different registers, and in particular neutral or formal registers. For instance, a register used when speaking/addressing a client over the telephone or email compared to one used when speaking to a colleague* (*depending on the context).</p> <p>In order to do this, teachers will need a good level of understanding of sociolinguistic skills so as to be able to recognise inappropriate use by students. Similarly, in Communicative Aim Emails it is important that teachers are able to recognise that providing students with specific practice in composing emails (whether in written form or digitally) would be a suitable medium to develop skills in this area.</p> <p>In some aspects, an 'engagement' level will be sufficient, e.g. if teachers are able to engage with theories of language competently that will ensure that they are able to select some appropriate activities. Long-term, however, it may be necessary for teachers to demonstrate 'integration' in key subject knowledge areas related to language proficiency in order to support the wider goals on English within the TVET sector. This professional practice is a priority area for development. It is of particular importance in terms of status where it will be important for teachers to be able to demonstrate a level</p>
Current Observed level:	Recommended Threshold level:
Understanding-Engagement	Engagement-Integration



## Managing resources

Current Picture	Desired Profile
<p>Some of the teachers surveyed during the site visit expressed a variety of ways in which they managed resources for their lessons. Due to the lack of some resources in some institutions, teachers provide their own or adapt material in order to meet lesson objectives. For example, one teacher reported not being able to sufficiently teach lessons that require the use of multimedia as a projector was not available for him/her to use. This would affect the teaching of Communicative aims such as computer software, emails and social media which require some use of ICT. Teachers would not be able to efficiently demonstrate tasks such as navigating an office suite or developing and maintaining network systems; steps taken to compose an email, forward correspondence or (blind) carbon copy people in an email; how to create visual content, sign up for/register a blog domain, tag a person/client or company in a comment/image (Social media).</p> <p>However, a good example of resource management, which links to the Communicative aim Computer software, was observed during the site visit. One of the teachers presented lexical items students needed for the lesson by incorporating board work (students had to match images displayed on the board to the correct word). A worksheet with the English vocabulary was then provided for students to translate into Spanish, which helps re-enforce the target language. Finally, students had to use the English version of the programme Google Sketchup as a practice activity.</p> <p>It should be noted, however, that teachers at times did not fully exploit the resources they had: another teacher used the whiteboard in an extremely limited way, where language models would have been useful for students. Others used resources in a primarily teacher-focused way and missed opportunities to engage students in their use.</p>	<p>Responsibility for some elements prescribed in 'Managing resources' can be shared amongst several people within individual institutes. Thus, heads of subjects/departments can be responsible for selecting appropriate resources and would ideally have the highest level of competency (Integration) as good resources, supported by good curriculum design, will provide a good foundation for learning.</p> <p>Subject teachers can then help develop the material/resources, with the addition of sample lesson plans, to later be adapted to meet students' needs if required. Training can also be provided in order to support subject teachers in recognising how best to exploit resources, in order that they are able to demonstrate 'engagement' level as a minimum threshold.</p>
<p>Current Observed level:</p> <p>Understanding-Engagement</p>	<p>Recommended Threshold level:</p> <p>Engagement-Integration</p>

## Assessing learning

Current Picture	Desired Profile
<p>It is a little difficult to give a clear picture of the current situation regarding teachers' abilities to assess learning, as there was a stronger focus on teaching and learning in observations. There were instances of formative assessment conducted, and all teachers did provide feedback on errors made although to differing degrees of success.</p>	<p>Assessing learning will be a critical practice to develop in order to support students' development in English in the communicative aims and across general proficiency areas. If teachers are able to facilitate peer and selfassessment, they will also increase student independence in learning as well as helping students to understand their weaknesses and strengths.</p> <p>Overall, it will be very important for teachers to develop the ability to prepare learners for assessment, tailor assessment tasks, and share data with stakeholders etc. This will enable them to map progress and to ascertain where students may need more support.</p>
<p>Current Observed level:</p> <p>Unknown</p>	<p>Recommended Threshold level:</p> <p>Engagement</p>

## Integrating ICT

Current Picture	Desired Profile
Where ICT was available, observed teachers demonstrated a good level of engagement. Demonstrations were competent, technical issues resolved quickly, and subject expertise was clear. Nevertheless, a number of institutions lack facilities and this has an impact on the ICT skills which students can also develop, particularly those aiming to join the Information and Communication sector.	In the globalised context, many of the communicative aims will include an ICT element within the job context. A number of communicative aims reflect this, such as 'Presentations'; 'Social Media'; 'Computer Software'; 'Emails'. Nevertheless, ICT is also likely to be a component of other communicative aims such as 'Collaborative Interaction' where videoconference technology may be useful. Similarly, a number of administration tasks are likely to require ICT. As a result, a high level of competency in this area is necessary in order to support students to achieve these goals. Moreover, teachers themselves will need reasonable ICT skills to fulfil their own jobs, such as through the creation of materials, use of online learning environments, browsing the internet for resources, the capability to use audio-visual materials.
Current Observed level:  Understanding-Engagement	Recommended Threshold level:  Engagement-Integration

## Taking responsibility for professional development

Current Picture	Desired Profile
Teachers currently reported limited opportunities for CPD in English. A significant number (75%) stated that they undertook activities in their own time to improve their English, although overall few had a clear focused approach to this, and few were practising productive skills. No teacher reported independently researching English language teaching or Content and Language Integrated Learning (CLIL)-based methodologies although it may be that they are developing skills informally through collaborative practices and shared best practice.	It is recommended that teachers have in-depth, continuous and relevant training that focuses both on English and methodology. Any broader programme will also need to be supplemented with subject-specific, or at least sector-specific training to support teachers in being able to identify specific student needs (e.g. key lexical sets, skills prioritisation dependent on jobs).  Teachers may also benefit from a mentoring approach where they are able to discuss development areas with another professional. In the short-term engagement may be an appropriate level here, but in the longer term, it would be preferable for CPD to inform pedagogy at an integrated level.
Current Observed level:  Understanding-Engagement	Recommended Threshold level:  Engagement-Integration

## Using inclusive practices

Current Picture	Desired Profile
<p>Although a judgement is difficult due to limited observation time, some positive behaviours were seen with regard to teachers' use of inclusive practice with no issues seen with sex, gender or race. Issues arose more in terms of ability: teachers are struggling, in many cases, with mixed-ability classes and how to cater for this. This means in some cases that teachers select activities that are too complex for some and too easy for others with an absence of scaffolding or varied outcomes in many cases. On occasion a less supportive learning environment was witnessed, where some students laughed at the mistakes of some struggling students: This reaction might have had a negative impact on the struggling students, such as loss of confidence in using the target language or being discouraged to further improve their spoken English.</p>	<p>Given the collaborative nature of some of the communicative aims and the importance of a positive learning environment to support progress, this is an area where teachers will need to demonstrate a good level of competence.</p>
<p>Current Observed level:</p> <p>Understanding</p>	<p>Recommended Threshold level:</p> <p>Engagement</p>

## Using multilingual approaches

Current Picture	Desired Profile
<p>A number of teachers stated that they rely heavily on Spanish during instruction: the use of students' mother tongue (L1) to support instruction may be a useful pedagogical tool. L1 can support lower-level students to understand the input and may make aspects such as a grammatical explanation more efficient. It also provides teachers who are less confident with their English a way to teach the material without making errors and potentially with more efficiency. Similarly, teachers may be able to highlight false friends between students' L1 and the target language and make that explicit in order to help students avoid misunderstandings; or being aware of the reasons behind typical mistakes (both phonologically and lexically) made by students due to the influence from their L1 and adapting their teaching strategies to better assist with eliminating the re-occurrence.</p> <p>Nevertheless, in this case it may cause barriers to some students for whom Spanish is not a first language, whereas the use of well-graded English may provide a more level playing field. The institutions do not represent a monolingual context and students with Quechuan, for example, as an L1 may be disadvantaged: in teacher interviews it was acknowledged that a number of these students did not speak Spanish well. There was no evidence seen of teachers engaging with linguistic diversity.</p>	<p>Although using L1 in the classroom can support learning, increased confidence in teachers' use of English may help to mitigate over-reliance on Spanish and similarly provide more examples of models of English. Given the context of a multilingual environment in some cases it may be that a medium of instruction of English is more significant than in a monolingual environment.</p> <p>It will be important for teachers to recognise multilingualism more widely in order that students from a wide range of backgrounds are able to access lessons equally and to feel appropriately included.</p>
<p>Current Observed level:</p> <p>Understanding</p>	<p>Recommended Threshold level:</p> <p>Engagement</p>

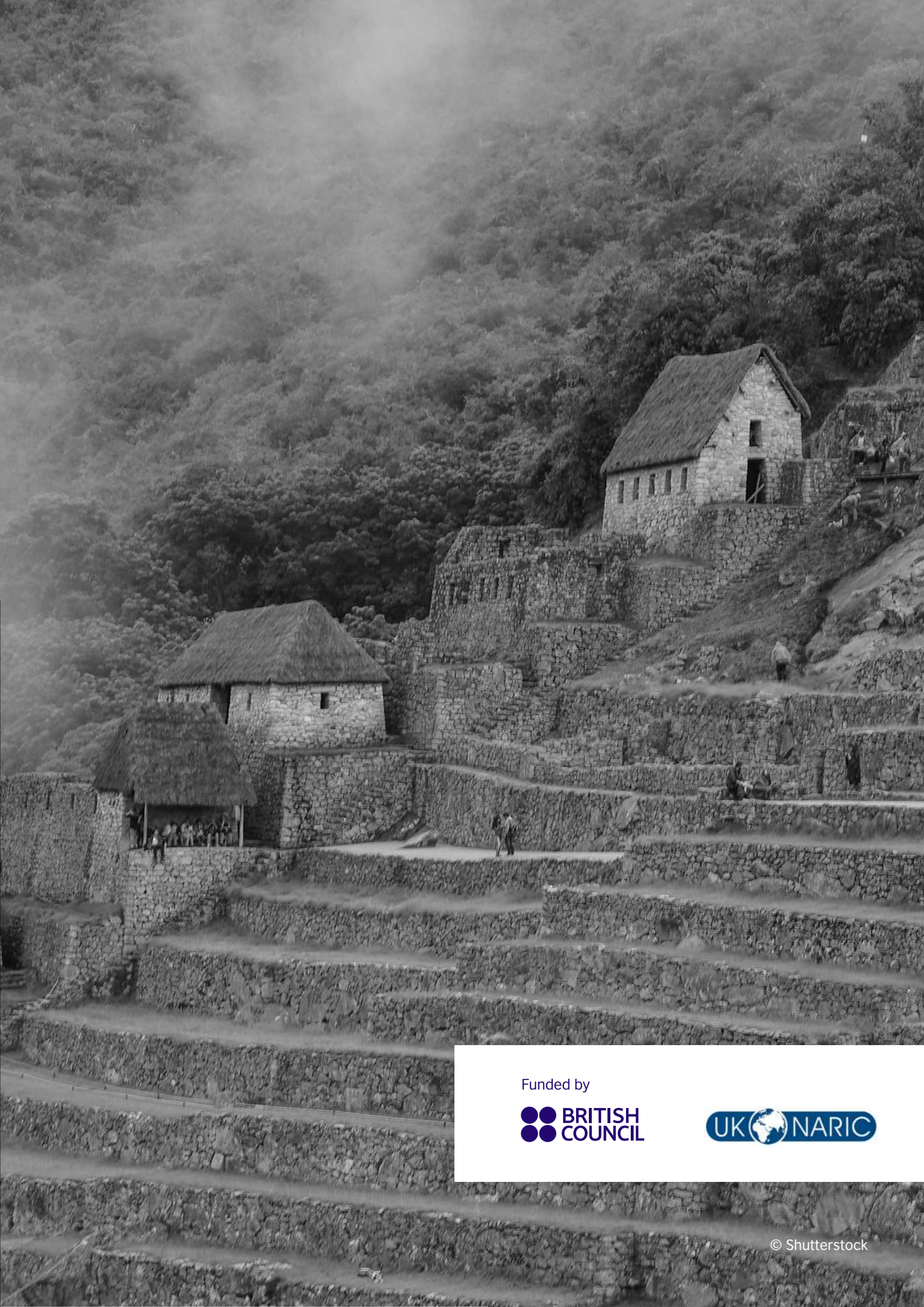
## Promoting 21<sup>st</sup>-century skills

Current Picture	Desired Profile
Some teachers demonstrated some aspects of this in their lessons. Student presentations covered skills in digital literacy as well as creativity and communication skills. In other classes, digital literacy skills were also developed through the use of computer activities. Broadly, however, 21st-century skills were limited in the observations seen and critical thinking and collaboration were generally absent.	Some communicative aims require a good level of engagement in 21st-Century skills. Digital literacy, for example, will be a key aspect of communicative aims such as social media and emails. Communication will be across all aims, and some soft skills will also be required such as negotiation, marketing, dispute resolution. Although it may be that some sectors do not currently engage in detail with ICT, this is a growth area for Peru and it is valuable to ensure that all students are prepared for a rapidly changing global context where technology plays a major role. In a number of careers these skills will be a vital component.
Current Observed level:  Understanding-Engagement	Recommended Threshold level:  Engagement-Integration

## Understanding educational policies and practice

Current Picture	Desired Profile
Although teachers discussed policy changes and some aspects of curriculum, it is difficult to provide a clear picture of the current situation in this area. Teachers who discussed these issues demonstrated 'understanding' at least but it is less easy to accurately assess their level in implementation.	Given the likely number of changes to be forthcoming within the Peruvian education system, teachers will need to demonstrate a high level in this area and to be able to understand the relevance of policies and practice for their own classroom teaching. Teachers will need to be able to access, understand, and integrate this into their day-to-day roles. Teachers holding a higher-level role such as heads of department are likely to need a higher level of integration than others and, moreover, be able to cascade information in a clear way.
Current Observed level:  Understanding	Recommended Threshold level:  Engagement-Integration





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