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Impact of the ELT in Education programme on female English teachers in the Venezuelan Amazon

In partnership with Universidad Nacional Experimental del Magisterio Samuel Robinson - UNEM

UNEM

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UNEM's contribution has been fundamental to the delivery of teacher training initiatives aimed at strengthening the teaching of English within Venezuela's public education system. Its support was also essential to the completion of this research, facilitating access to the teachers who participated in the study and providing the necessary support for data collection in rural and remote communities.

This publication highlights the value of inter-institutional collaboration in generating knowledge about the impact of teacher development opportunities in rural and multicultural contexts. In particular, it recognises the importance of highlighting the experiences and contributions of teachers whose professional journeys demonstrate how access to continuing professional development can foster empowerment, inclusion and active participation within their communities.

The British Council acknowledges and values UNEM's role as a strategic partner in creating learning opportunities that contribute to strengthening public education, promoting gender equality and supporting the sustainable development of communities across Venezuela.

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Study summary

The teaching of English as a second language in Venezuelan primary education was formalised in 2007; however, it was not until 2014–2015 that teacher training programmes were developed and implemented, enabling the language to be brought into the classroom more effectively (Romero and López D'Amico, 2024). This case study examines the transformative impact of the national English Language Teaching (ELT) training programme, promoted by the British Council in Venezuela and aimed at primary and secondary school teachers. In particular, it analyses how this initiative has contributed to the professional, personal and social empowerment of female educators in rural and disadvantaged areas of the municipality of Atures, in Amazonas state.

Although the ELT programme had a national scope aimed at reducing the shortage of English teachers in the public system, this study focuses on the effects observed in the state of Amazonas and in surrounding regions and communities, where access to teacher training represents a structural challenge. The study explores how training in English language teaching has strengthened the participants' pedagogical skills, while promoting their professional development, autonomy and participation in community life.

More broadly, the study seeks to understand how access to English language learning opportunities can act as a driver of social inclusion and gender equality, especially in rural contexts where economic, technological, and infrastructure constraints limit opportunities for training and teaching performance. Thus, the analysis of the ELT programme in the municipality of Atures offers an in-depth look at the links between education, female empowerment and sustainable development in culturally diverse communities in southern Venezuela.

1. Introduction

Since 2014, the British Council has been working with the Ministry of People's Power for Education to improve English language teaching in Venezuela's public sector. Through an innovative methodology, this initiative aims to provide teachers with tools to enhance English instruction in the classroom and has expanded through training programmes for tutors and facilitators.

The aim of the *ELT in Education* programme was to provide teachers with effective tools and strategies for developing English language teaching skills for children and young people in the country's public schools, under the guidance of consultants from the United Kingdom and other local experts who were responsible for designing, implementing, monitoring and evaluating the participants' progress.

Although the *ELT in Education programme* was not originally designed with a gender focus, analysis of data collected in Amazonas state revealed distinct dynamics that affect female teachers'; access to and retention in the profession, especially in rural areas and indigenous communities. This allowed for the incorporation of a gender perspective into the present study, linking its findings to the Sustainable Development Goals, particularly SDGs 4 and 5[1], and placing the results within a context marked by economic and infrastructure constraints that affect school attendance, teacher training, and the quality of learning in marginalised regions of the country (ENCOVI, 2024).

The training received by teachers and facilitators has been carried out with the fundamental support of the Samuel Robinson National Experimental University of the Teaching Profession (UNEM). This training ranges from workshops and access to in-person and online training programmes designed by the British Council, to the production of books and teaching materials. All of this is conducted under the guidance of British consultants and local experts, which allows for programme monitoring and the evaluation of teachers' progress to achieve the development and refinement[2] of pedagogical skills focused on English language teaching.

This study reports on the impact of the *ELT in Education programme* in Amazonas State, with particular emphasis on its impact on teachers in the state in terms of facilitating their equal access to learning opportunities. During the monitoring and evaluation phase of the national programme, qualitative data from Amazonas State revealed a more profound and complex impact on female teachers, especially those linked to indigenous communities. In addition, in recent decades, various studies have shown that there is a clear link between the quantity

[1] The relevant SDGs and specific targets are:
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Target 4.5 calls for the elimination, by 2030, of gender disparities in education and equal access to all levels of education and vocational training for vulnerable people, including people with disabilities, Indigenous peoples and children in vulnerable situations.
SDG 5. Achieve gender equality and empower all women and girls. Target 5.5 calls for ensuring women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

[2] The collaboration between the British Council and the Ministry of Education has enabled the implementation of various projects to strengthen English language teaching in Venezuela's public education sector. The results of this joint work have been published in a range of publications, available at: https://www.britishcouncil.org.ve/formacion-docente/ingles-escuelas-venezuela

and quality of education that women receive and their long-term ability to participate in the economy and contribute to the social fabric. Thus, the scope of this research aligns with the Gender Equality Indicator (GEM 1), which aims to promote gender equality by identifying and addressing barriers to participation with training methodologies that promote equality and enable the collection of monitoring data that can be translated into specific gender objectives.

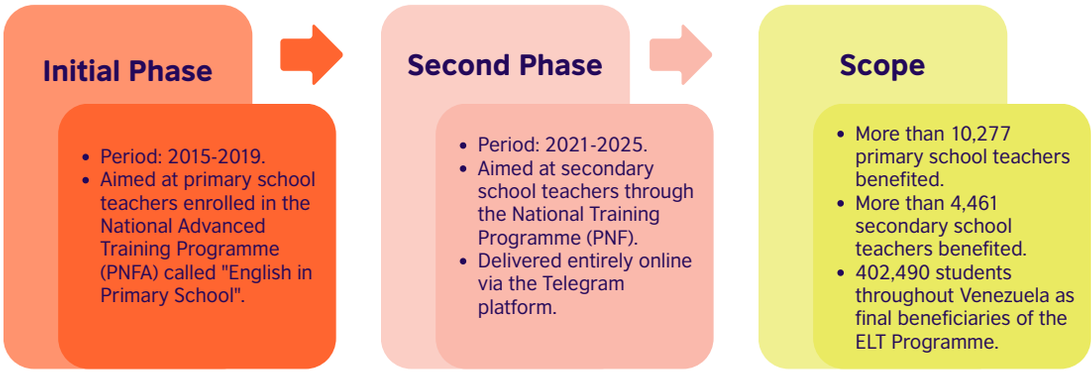
Despite their rich cultural heritage, many women in these communities face structural barriers, such as patriarchal norms, poor infrastructure, and limited access to higher education or stable employment. Language, in particular, is fundamental to their identity and community leadership. This made learning English not only a professional asset, but also a symbolic and practical tool for inclusion.

Issues such as equality, inclusion, and respect for diversity are central to education. Therefore, professional development projects should be evaluated not only in terms of their impact in the classroom, but also in terms of their impact on the wider environment, since 'it is impossible to separate education from the historical and social context in which it is immersed' (Castillo and Gamboa, 2013, p. 2). Thus, the objective of this study was to evaluate the impact of the ELT project in rural and disadvantaged areas of the Atures Municipality in Amazonas State and some surrounding territories, with an emphasis on assessing the impact on access to equal opportunities for learning English among the programme's beneficiaries.

Assessing how the ELT project has impacted the Atures Municipality in Amazonas State not only allows us to understand the programme's reach beyond the classroom, but also enables us to study in greater depth the lifestyles and empowerment of a vulnerable population, made up mostly of women, without abandoning the roles and tasks assigned to them by their community, improving their capacity for action and decision-making power, cultural pride and socio-economic participation. Therefore, this study was conducted to assess the extent and nature of this impact in a region with twenty recognised indigenous communities

2. Background

The ELT programme is an initiative for teaching English as a foreign language, developed by the British Council in partnership with the Samuel Robinson National Experimental University of the Teaching Profession (UNEM). In Venezuela, the direct beneficiaries are primary school teachers (4th, 5th and 6th grades) and secondary school teachers in the public sector throughout the country with limited or no knowledge of English or ELT methodology. The programme was carried out in two phases with successful results:



The objective of the initial phase was for these teachers to achieve at least level A1 in English and learn teaching techniques suitable for young learners, so that they could share a basic level of the language with pupils from 4th to 6th grade. The second phase, meanwhile, delivered entirely online due to the pandemic, was a successful experiment in educational technology (Ed-Tech), despite the difficulties faced by the country in terms of connectivity, electricity, lack of computers and absence of Wi-Fi (López de D'Amico and Hutchinson, 2020).

This is an innovative initiative, both in terms of its approach (equipping primary school teachers to integrate a basic level of English into their lessons) and its incorporation of inclusive teaching strategies and digital tools despite the country's infrastructure challenges. The evaluation of these training programmes gave important results in terms of their impact on democratising access to information, professional development and improving conditions for understanding equality as a social principle. It also revealed a significant impact on women from vulnerable communities and/or communities linked to indigenous communities, which has enabled them to transcend their role as teachers.

This research reports on teachers' perceptions of English language teaching in rural areas of a region in the state of Amazonas: Puerto Ayacucho, Atures Municipality, is the entity with the highest population density in that region and where 388 teachers participating in the ELT programme also live. The teachers interviewed for this case study are active teachers in their regions, belong to the academic community of Amazonas State, and work in different rural areas. Through in-depth interviews and observations, it was possible to identify the challenges that persist in rural contexts in terms of access to education and professional development opportunities, language teaching, and the opportunities that these teachers have had thanks to the introduction of new British Council initiatives to strengthen English language teaching and learning processes.

3. Methodology

This is a descriptive study that uses a mixed methodology to assess whether participation in the programme has benefits and a positive impact on the performance of English teachers. It combines quantitative data, with statistical samples that are more appropriate for assessing causality, and qualitative methods to understand the perspectives of the beneficiaries, who have unique and diverse cultural, linguistic and social characteristics. This research design 'combines quantitative data from statistical samples, which are more suitable for assessing causality using econometric methods or for establishing generalisable conclusions, [...] with information obtained through qualitative methods on the perspectives of beneficiaries, the dynamics of certain processes, or the reasons behind some of the results obtained through quantitative methods' (Baker, 2000, pp. 8–9).

The suitability of a qualitative-quantitative study lies in the fact that it allows for the collection

of statistically quantifiable or measurable results, as well as data on the individual perceptions and sensitivities of the teachers who benefited from the project. In this case, a mixed methodology allowed us to capture the specific perceptions, needs, and challenges of the participants and identified barriers and opportunities in the context of the implementation of the ELT in Education programme in the state of Amazonas, with an emphasis on how it affects teachers and their equitable access to learning opportunities.

In recent decades, research in the field of education has shown that there is a clear link between the quantity and quality of education women receive and their ability to participate in the economy and contribute to the social fabric in the long term. Therefore, the data review was based on a holistic approach, which provided relevant sociodemographic data so that the team responsible for implementing the programme, as well as partner organisations and teaching staff, had useful information to analyse and evaluate the potential of this training and its impact on the professional development of the beneficiaries.

Data collection and systematisation were carried out using mixed methods, including the use of forms and interviews to gather data, which was then analysed and categorised into concepts in order to extract statements. Implementing these techniques made it possible not only to quantify results, but also to understand the perceptions and priorities of the participants, identify the different factors that may have affected their participation, and learn how the programme participants perceive its impact and benefits on their own learning process and on the teaching of English.

The survey, conducted among 128 primary school teachers, and the complementary interviews provided insight into the scope and contribution of the programme to educational development, especially given the various economic and infrastructure constraints related to the country's situation (ENCOVI, 2024).

Of the 128 teachers surveyed, 77.3% were women, aged between 18 and 60. Within this group, a significant number belong to an indigenous community in the Amazon.

More than 75% of the participants are women

Some of them come from rural areas and minority groups such as indigenous communities

49.5% live in the Amazon State

388 are women teachers from the Amazon State

To measure the impact of this training programme, items were taken into account to quantify the number of participants and others that allowed for the consideration of additional benefits to skills development through the knowledge imparted and tools offered, recognising the contribution of this to the general well-being of participants, including variables such as increased social and labour participation.

The design of the instrument[3] and selection of indicators for collecting data on the project's impact took into account the following six dimensions:

- **Characterization of the population**
- **Presence of specific characteristics or special needs**
- **Stereotypes**
- **Gender roles**
- **Knowledge and use of technology for training**
- **Participation in the programme, seniority, frequency, and benefits**
- **Application of acquired knowledge and tools for professional practice**

[3] The instrument can be seen in detail in Appendix 1

In-depth interviews, participatory observations, and contextual analyses were conducted to capture the experiences of these educators. Thanks to this, the present study measured several dimensions: prior access to training, use of programme materials, professional and personal growth, gender roles, and inclusion of indigenous perspectives in pedagogical practice.

The teachers described how they used the methodology in settings beyond the school: running workshops, helping young people apply to university, and creating learning spaces and community centres. Some linked their knowledge of English to raising awareness of global issues, such as climate change, in their communities.

The information collection instruments were delivered in printed format to the beneficiaries of the programme in the state of Amazonas. However, they did not limit themselves to this single format: they also used digital surveys, face-to-face and virtual interviews (via video calls or telephone calls), as well as electronic questionnaires sent by post and messaging applications. This diversity of resources made it possible to expand coverage and ensure the participation of a larger number of teachers, despite limitations in access to the area and deficiencies in communications, which posed a significant challenge during the data collection process. This enabled us to obtain a representative and reliable sample of the participating population.

4. Amazon region: context & challanges

The Venezuelan Amazon covers around 400,000 square kilometers in the southern part of the country, mainly in the states of Amazonas and Bolívar. It is a region with unique and diverse cultural, linguistic and social characteristics. It features tropical rainforest landscapes, rivers, waterfalls and mountains, and is home to diverse indigenous communities.

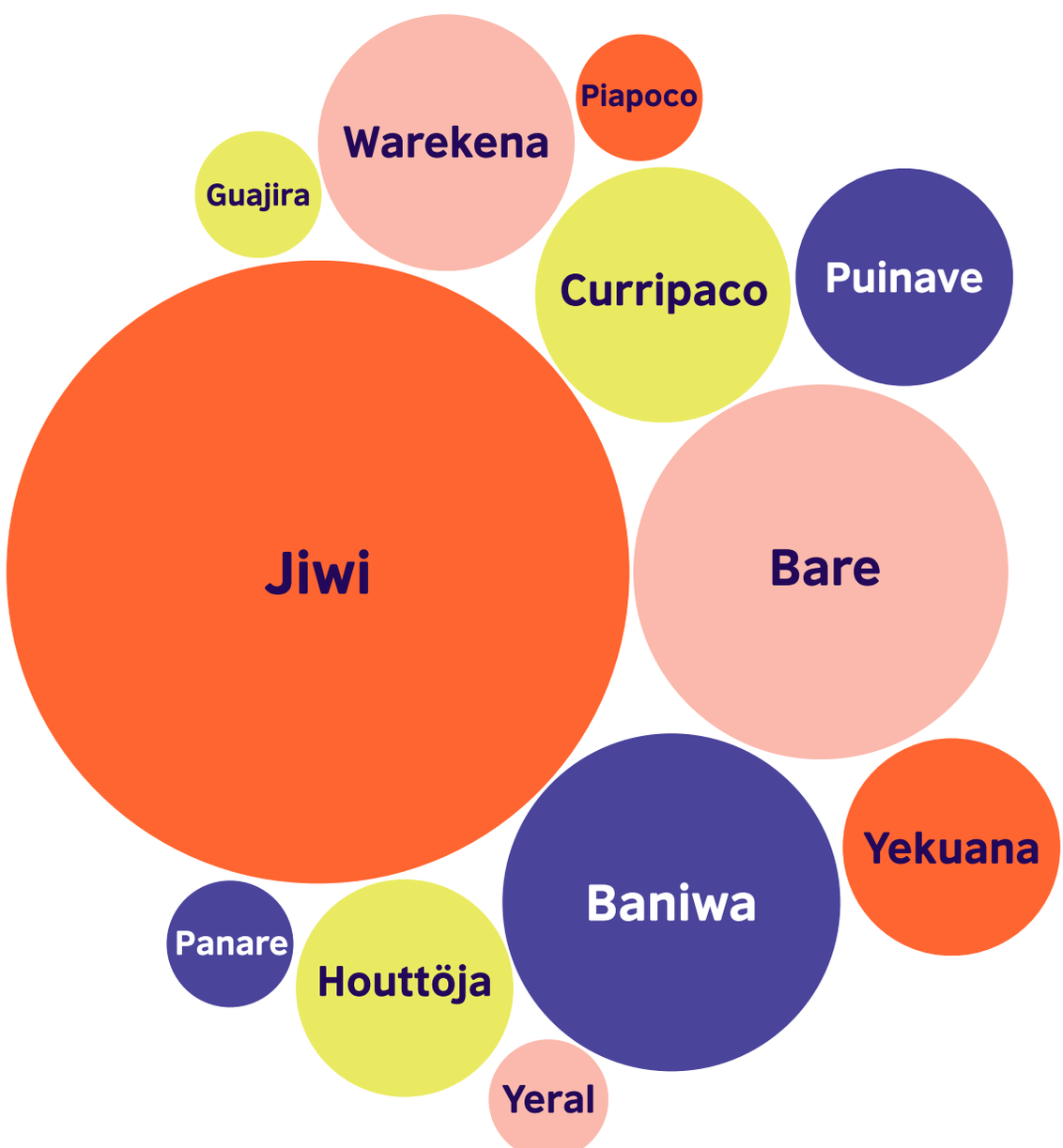
The Autonomous Municipality of Atures is one of the seven municipalities that make up the state of Amazonas[4] and accounts for 63% of its population. Its capital is Puerto Ayacucho, which is also the capital and seat of the state government. As part of the ELT programme for the state of Amazonas, the study was carried out with facilitators and beneficiaries from schools located in the municipality of Atures, specifically in the parishes of Parhueña, Platanillo, Fernando Girón Tovar and Luis Alberto Gómez. This municipality brings together members of various indigenous communities who, although originally settled in different parts of the state, have gradually moved to Puerto Ayacucho in search of better opportunities and services.

[4] The state of Amazonas has 142,143 inhabitants, according to the 2011 census conducted by the National Institute of Statistics (INE). Of that total, 76,314 (53.7%) identify as indigenous members of one of the 21 indigenous peoples living in the area. Source: https://elpitazo.net/reportajes/la-mujer-indigena-del-amazonas-forja-su-liderazgo-defendiendo-su-tierra-y-su-idioma/

Atures is home to the seven educational institutions where the programme was carried out, and it was also possible to incorporate teachers from neighbouring areas belonging to the municipalities of Atabapo, Manapiare, Maroa, Autana, and Rio Negro.

Amazonas has a rich linguistic and cultural heritage, represented by 20 indigenous peoples and communities: Baniva, Baré, Curripaco, Jivi, Joti, Panare, Piapoco, Piaroa, Puinave, Saliva, Warekena, Yabarana, Yanomami, Yekuana, Yeral, Ñengatu, Ticucas, Bora, Yagua and Hitito; the teachers interviewed belong to the following communities:

Name of the ethnic groups to which they are part of



In terms of language, it is well known that language is one of the main cultural elements that define human groups. In Venezuela, 32 indigenous languages and two Creole languages (Yeral or Ñengatú and Paria Patois) coexist alongside Spanish as official languages (Spanish is used as the official and government language throughout the country, while the others are used in their respective communities (González and Medina, 2012); However, many of these indigenous languages are currently spoken by few people and in domestic contexts, as Spanish is prioritised in schools as the language of instruction, along with French and, above all, English as foreign languages. Therefore, this research is of great academic importance, as it accounts – from a dialectical perspective – for the methodological and sociolinguistic contributions of teachers in the classroom and the social use of languages to facilitate learning in a multicultural context. It also highlights the role of women in these academic programmes from a sociocultural perspective and the wide-ranging benefits offered by the programme.

The role of women in indigenous cultures

Analysing the roles of women in indigenous cultures and how gender stereotypes affect their access to learning opportunities and career progression is of fundamental importance in this case study. Therefore, the evaluation of the ELT programme in the municipality of Atures in Amazonas State reveals the importance of addressing such stereotypes assigned to women in order to understand some of the challenges and benefits of the project, especially in indigenous communities.

There are conflicting but equally significant views on the role of women in communities in the Venezuelan Amazon, as women's self-perception varies according to the indigenous community to which they belong; sometimes this self-perception is strongly linked to their relationship with their people and with the ancestral territories they have inhabited for generations (Molero, 2023). Their main activities and responsibilities include:

- Provision of education and childcare
- Teaching of culture, values and traditions
- Household tasks
- Planting and harvesting of food
- Handicrafts
- Safeguarding and promotion of the community's cultural heritage
- Leadership roles

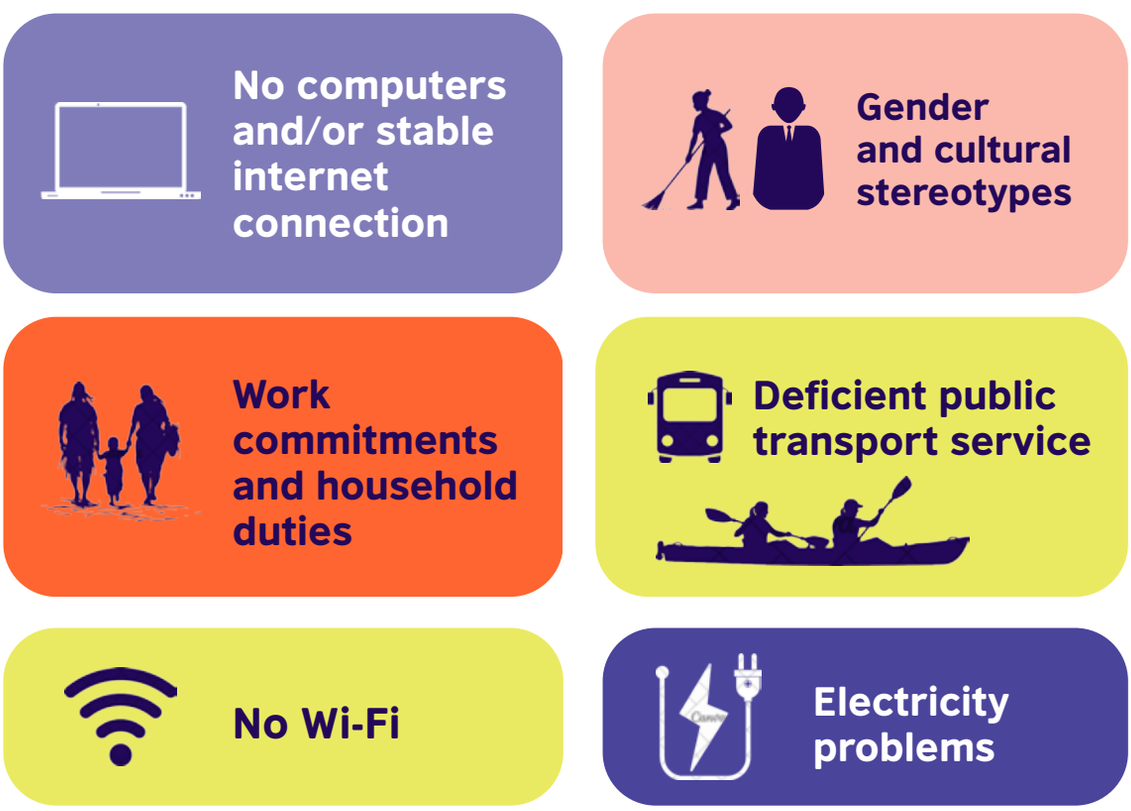
Indigenous women are pillars of ancestral knowledge and play a fundamental role in passing on identity, culture and traditions to future generations.

Some non-governmental organisations have reported that indigenous women currently tend to suffer from unequal conditions such as lack of access to education, health services or social discrimination. However, these situations are often overlooked due to the lack of contact between these communities and the rest of the country (Kapé-Kapé Asociación Civil, 2021). In this regard, the ELT programme helps to close the opportunity gap because, although it is not a programme aimed at indigenous communities, it does allow participating women to obtain tools to improve their quality of life through education.

Challenges

Implementing the programme in an area of the Venezuelan Amazon presented two major challenges, the first being technological and the second contextual. The technological challenges relate to poor, or sometimes non-existent, connectivity in the rural areas where the programme was implemented, while the latter are related to the way of life of the inhabitants of the area.

- No computers and/or stable internet connection
- No Wi-Fi
- Electricity problems
- Deficient public transport service
- Work commitments and household duties
- Gender and cultural stereotypes

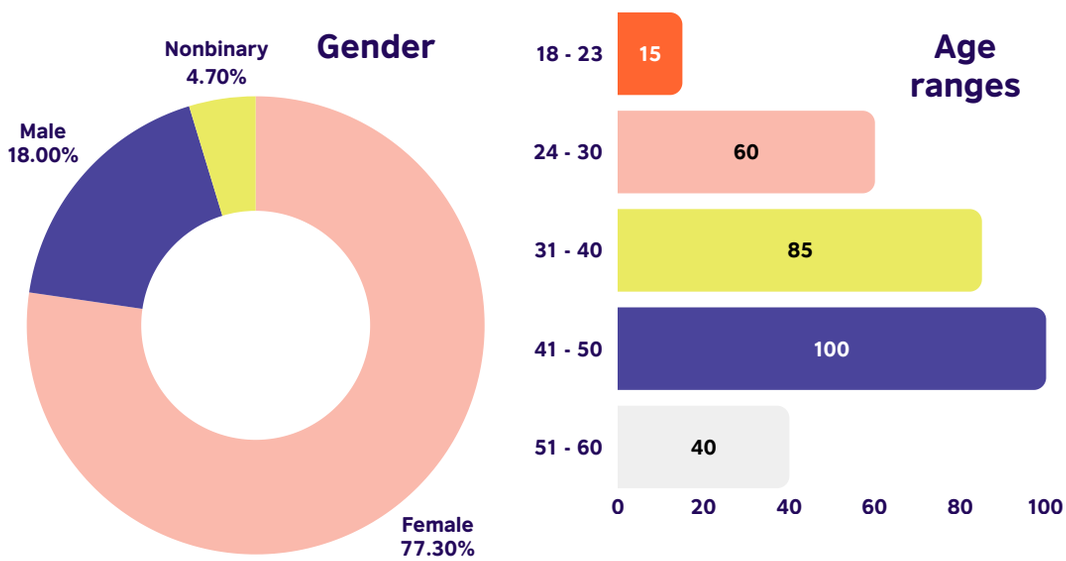


5. Key Findings

The results of the case study reveal how the programme has addressed educational disparities and supported the professional and personal development of teachers and their students, which in turn has an impact on the preservation of the cultural heritage of indigenous groups.

Of the 128 people surveyed for this study, the majority of whom are between 41 and 50 years of age, 66% belong to an indigenous group.

Demographic gender analyse



50% of the teachers surveyed were between 41 and 50 years old; of these, 99 were women (73.3% of the sample). Among this group of educators, 66.7% responded that they did not believe that being a woman presented different challenges for participating in the programme. Some come from rural areas and minority groups (66% belong to indigenous communities); 49.5% live in Amazonas and 388 are educators trained in our training programme[5].

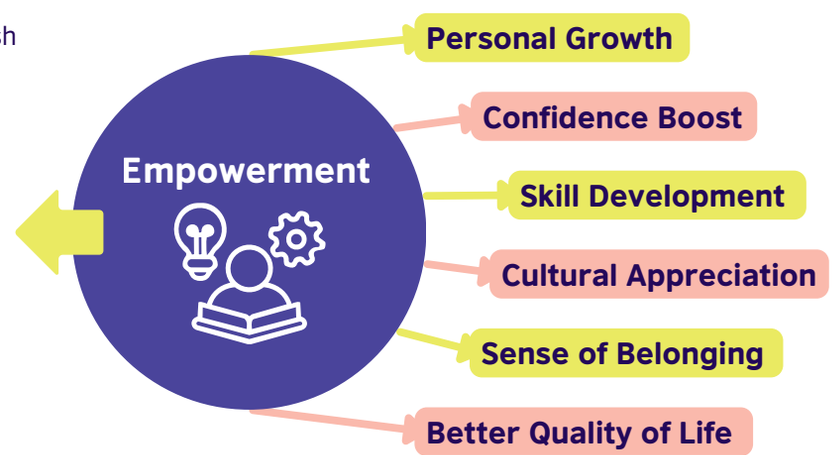
[5] Through the ELT programme, members of 12 ethnic groups from the Amazon were reached.

5.1 Empowerment through English

Learning English, as well as acquiring knowledge of English teaching methodology, has been a deeply empowering experience for the programme participants, bringing about profound changes on a personal, professional and community level. Through the training they have received, these teachers have managed to close gender gaps, strengthen their participation in the socio-productive system, and improve the quality of life of their families and communities.

Benefits of the ELT programme

- **Strengthening** English vocabulary
- Enhancing **oral expression skills**
- Improving **work with students**
- Developing **teaching materials and resources**
- Fostering **creative dynamics**
- Acquiring **new knowledge**
- Facilitating **access to technology**



The scope of this empowerment manifests itself in two main dimensions:

1. Opportunities for Professional Growth:

The programme has enhanced the professional skills of the participants by strengthening both their language skills and their teaching abilities. Among the main achievements, the following stand out:

- Strengthening English vocabulary and improving oral expression.
- Optimisation of classroom work through new strategies and participatory approaches.
- Design and development of teaching materials adapted to your local context.
- Promotion of creative dynamics that stimulate student motivation and learning.
- Acquisition of new knowledge in pedagogy, methodology, and educational management.
- Access to educational technologies and greater digital literacy.

These opportunities have enabled teachers not only to expand their teaching methodology, but also to strengthen their professional autonomy and their capacity to innovate within contexts with limited resources..

2. Personal and Social Benefits:

The programme's impact transcends academics and promotes both personal growth and social empowerment. Teachers reported:

- Increased self-confidence and professional self-esteem.
- Development of personal skills and community leadership.
- Greater sense of belonging and appreciation of their cultural identity.

- Better quality of life, both individually and for the family.
- Active participation in community initiatives and local educational projects.

These benefits translate into greater agency, resilience, and social influence, reinforcing their role as agents of change within their communities. Understanding the value of education and how to empower women through English are some of the findings we discovered in this research. Below are specific examples of how the training programme has contributed to teachers' skills, confidence and professional advancement.

5.2 Cultural and Community Impact

The programme's impact helped to strengthen cultural identity and heritage from an educational and community perspective, promoting intercultural teaching practices that link English language learning with local knowledge. Participating teachers thus contribute to promoting cultural identity and educational heritage in their communities, extending the scope of their work beyond the classroom and encouraging active participation in community life.

By linking language learning to cultural identity and education, the programme supports Sustainable Development Goals 4 (Quality Education) and 5 (Gender Equality). Likewise, the teaching methodology has proven useful for teaching other subjects both inside and outside of school, strengthening cultural identity from an inclusive educational perspective.

'Training in English has enabled me to develop other activities, such as the Science Seedbed, offering students the opportunity to strengthen their cognitive and linguistic skills in the areas of science and technology.'

Nathalie Covo, Generalist Teacher, Marahuaca Bolivarian Secondary School



5.3 Promoting equality and inclusion in the classroom

The study has demonstrated that teaching English can be a key tool for promoting equality, inclusion, and empowerment for women in vulnerable contexts. The study's findings show that the programme has had a positive impact on the self-esteem, confidence and professional opportunities of female teachers, many of whom come from rural communities or have links to indigenous communities.

In these contexts, women, and particularly indigenous women, often face multiple forms of discrimination stemming from geographical, economic, and social factors that limit their access to education, health, and political participation (Molero, 2023). Understanding the value of education and empowering women through English in vulnerable areas has been one of the programme's most significant achievements.

Professor Maritza Reina, from the Mesones Educational Complex, works with children from various indigenous communities, promoting an inclusive environment where her students feel valued and respected. She teaches both English and Cumanagoto, helping her students preserve their cultural identity through bilingual and creative teaching.

"Knowing English has helped me explore other cultures, develop my skills, and support others. Learning about different cultures has broadened my horizons and deepened my appreciation for diversity. Thanks to the programme, I have devised new ways of teaching English. I have learnt how to create fun games and activities to help my students acquire vocabulary more easily.

Maritza Reina, Generalist Teacher







A playful handcrafted strategy for learning English and Cumanagoto vocabulary

Professor Reina is among the 30% of teachers surveyed who highlighted the creativity and innovation of the programme's teaching strategies, which encourage participation, collaboration and meaningful learning. Among the most valued experiences is the creation of unique, handmade teaching resources, such as cup games and bingo, used to learn vocabulary in English and the indigenous Cumanagoto language, strengthening cultural identity and educational inclusion.

Another aspect mentioned by some of the teachers was the change in attitude they observed in some of their students, who at first seemed uninterested in English but eventually became engaged through activities that promote equality, inclusion, and recognition of indigenous identity.

5.4 Impact on education and sustainability

The participating teachers agreed that this training experience not only strengthened their rofessional skills but also increased their enthusiasm for teaching and contributing to the well-being of their communities. The tools, methodologies, and creative dynamics were valued as innovative and transformative, generating a change in attitude and a notable increase in self-esteem.

English language learning transcended the classroom: teachers applied the knowledge acquired in everyday life, connecting with people from other countries and cultures, addressing topics of global interest such as climate change, and supporting neighbours and students in continuing their studies or seeking academic and employment opportunities.



Learning English has helped me advance in my career and share information about climate change with nearby indigenous communities that otherwise would not have had access to it.

Lilia Zurita, Generalist Teacher

In the technological sphere, the programme facilitated access to digital tools and promoted technological literacy. In addition, the knowledge acquired has served as a basis for local and community entrepreneurship, promoting the economic autonomy of female teachers. This experience confirms the potential of English as a tool for empowerment, citizen participation and sustainable development.

Outside the classroom, Yaritza Solano leads workshops for children and young people at her church's community centre, using the materials and strategies she learned during her training, such as workbooks and participatory activities[6]. Her testimony reflects the sustainability of the programme's impact, which continues to expand into new areas of learning and social action.

[6] Para conocer el testimonio completo y el impacto de la aplicación de estas estrategias pedagógicas, puede consultar: https://www.youtube.com/watch?v=_LwrfZ5nQ5E&t=66s

Through education, Indigenous women pave the way for future generations, strengthening their opportunities without losing the connection to their cultural roots.



This has been a wonderful and valuable opportunity for my personal and professional growth. It has helped me build my confidence and believe more in myself.

Yaritza Solano, Generalist Teacher, Cerro Autana Educational Unit

6. Conclusion

The ELT in Education programme was designed to train and provide specialised support to generalist education teachers, enabling them to offer quality education and impart English language skills in the classroom. The cutting-edge methodology implemented by the British Council since 2014 has provided teachers with effective tools for developing teaching skills geared towards teaching English to children and young people in Venezuelan state schools.

An analysis of the impact of the ELT in Education programme in Amazonas State, from a gender perspective, reveals that the methodology applied has been particularly beneficial for a high percentage of female teachers, providing them with opportunities for training, professional development and the acquisition of useful tools to improve their teaching performance. However, the programme's scope extends far beyond the school environment, as it has fostered personal growth, professional confidence and the strengthening of the participant's cultural identity.

By facilitating access to educational and technological resources, as well as new skills and knowledge, the programme contributed not only to improving English language teaching, but also to promoting gender equality, strengthening self-esteem and cultural resilience, and building stronger and more inclusive communities.

In short, this case study demonstrates that the English language training programme had a profound and transformative impact on teachers in Amazonas State. Beyond its immediate teaching responsibilities, it promoted processes of personal empowerment, community participation and appreciation of cultural diversity, consolidating an innovative, sustainable and socially inclusive educational model.

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8. Appendices

Anexo1: Tabla de preguntas e indicadores del instrumento de recolección de información.

Dimension / Indicator	**Questions for teachers**
Characterisation of the surveyed population.	Are you currently an active teacher? Are you an English teacher? Name of the educational institution where you teach. Since when have you been participating in the ELT Programme?
Presence of particular characteristics or special needs.	Do you have any disabilities? - Type Do you belong to an indigenous community? If you belong to an indigenous community, please indicate which one. Are you a parent? Please indicate the number of children you have.
Stereotypes - Gender roles.	In the indigenous culture and native people to which you belong, do women have a specific role? If the previous answer is affirmative, please indicate what that role is and whether you fulfil it. Do you think that, as a woman, you face different challenges when participating in the programme? If your previous answer is yes, please indicate which ones.

Dimension / Indicator	**Questions for teachers**
Knowledge and use of technology for training.	¿Ha realizado una capacitación para aprender otra lengua a distancia a través de plataformas digitales como Telegram o WhatsApp? En caso de que su respuesta anterior sea afirmativa, por favor, indique nombre de la capacitación y plataforma. ¿Tiene conocimientos y utiliza herramientas tecnológicas o aplicaciones para comunicarse, recibir clases o trabajar? ¿Utiliza aplicaciones de mensajería instantánea (WhatsApp, Telegram, Signal) para la realización de actividades académicas?
Participation in the programme, length of service, frequency and benefits. Application of acquired knowledge and tools to professional practice..	Have you encountered any difficulties in participating in the programme? Please state which one. If you have participated in various ELT Programme activities, please tell us which ones. What benefits do you think the programme has brought to your professional development? Have you used the programme material for other activities? Which ones?

9. About the authors

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Head of Cultural Engagement at the British Council in Venezuela and a Cultural Manager specialising in Visual Arts, Cultural Project Management and Museology. She has developed a solid track record in the field of artistic management and institutional communication, working in various cultural organisations in Venezuela. Her experience includes directing and executing medium- and large-scale artistic programmes, as well as coordinating international cultural cooperation and relations initiatives aimed at strengthening ties between institutions and countries.

At the same time, she has been involved in education through the planning and implementation of arts training programmes aimed at young people, artists and teachers, in coordination with the formal education system. Furthermore, she has also managed teacher training programmes in English language teaching, promoting professional development strategies and educational projects with a social focus. Her work is characterised by an integrative vision that brings together the arts and education, with a firm commitment to inclusion and the creation of opportunities for young people from vulnerable sectors.

Nathalie Covo

English teacher with extensive experience in teaching at primary, secondary and university level. She lives and carries out her educational work in the state of Amazonas, where she has contributed to the education of generations from different academic fields. She holds a Bachelor’s degree in Comprehensive Education and Secondary Education, with a specialisation in English, from the Simón Rodríguez National Experimental University (UNESR), and a Master's degree in Higher Education from the National Experimental Polytechnic University of the Armed Forces (UNEFA). She has taught at institutions such as the Bolivarian University of Venezuela (UBV), the Amazonas University Institute of Technology (IUTAMA), the La Salle Foundation, and the Samuel Robinson National Experimental University of Education (UNEM). Since 2012, she has been part of the teaching staff at UNESR as a Modern Languages facilitator and lecturer in areas related to research methodology and educational psychology.

Yenni Peña

Sociologist specialising in gender, women's rights, empowerment and social inclusion. She is co-founder and Director of EmpoderaRSE, an organisation through which she leads and develops initiatives promoting women's rights, equality, empowerment and ethical and socially responsible leadership.

She has specialised training in Women's Empowerment and Rights, Social Inclusion and Intersectionality, Transformational Leadership, Inclusive Innovation and Digitalisation, as well as Management of Social Organisations and Programmes. Her professional experience includes designing and delivering training programmes, advising NGOs and businesses on projects and communications, and providing consultancy in organisational development and corporate social responsibility.

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