



EF EPI

EF English Proficiency Index

TAKE THE FREE
EF SET

The EF Standard
English Test

www.efset.org

2017

www.ef.com/epi

WHAT'S NEW THIS YEAR?

1. Seven new countries: Angola, Bangladesh, Cameroon, Cuba, Greece, Nigeria, and South Africa
2. Over one million test takers, the most to date
3. A closer look at English in Africa
4. Profiles of English learning initiatives in 20 countries
5. A detailed look at English proficiency levels among the world's secondary and tertiary students in the EF EPI-s companion report, available at www.ef.com/epi

TABLE OF CONTENTS

04	Executive Summary
06	EF EPI 2017 Rankings
08	EF EPI Facts and Figures
10	English, Economics, and Trade
12	English and Technology
14	English and Innovation
16	English and Society
18	Europe
22	Asia
26	Latin America
30	Africa
34	Middle East
38	Conclusions
40	Appendix A: About the Index
42	Appendix B: EF EPI Proficiency Bands
43	Appendix C: CEFR Levels and Can-Do Statements
44	Appendix D: EF EPI Country Scores
46	Appendix E: Selected References

EXECUTIVE SUMMARY

In 2017, English is as essential to international communication as it has ever been. It is the language of science, business, and diplomacy. The global adoption of English is not a testament to the cultural supremacy of any one country, but rather a reflection of the need for a shared language in our deeply interconnected world.

This year, for the seventh time, we have compiled the EF English Proficiency Index to measure adult English proficiency around the world. This year's index ranks 80 countries and territories based on test data from more than one million adults who took the EF Standard English Test (EF SET) in 2016.

For the first time, we have been able to analyze Africa as a distinct region thanks to the participation of thousands of adults in Angola, Cameroon, Nigeria, and South Africa. We have also calculated English proficiency levels for Bangladesh, Cuba, and Greece for the first time.

Finally, we have profiled 20 major English learning initiatives from around the world, ranging from curricular reform and teacher training to online learning platforms for working professionals. These initiatives showcase the breadth of approaches countries can take to improve their English skills.

Our key findings are:

FEWER COUNTRIES SHOWED SIGNIFICANT IMPROVEMENT IN ENGLISH PROFICIENCY

Globally, we saw only a slight improvement in English proficiency scores. Of the 80 countries

in the index, only Panama, Saudi Arabia, Singapore, and Thailand showed significant gains. For the most part, country scores were static. Although no country experienced a significant decline in its absolute score, the addition of new countries and the tightness of the field caused some countries' rankings to fall by more than 10 places.

EUROPEANS HAVE THE BEST ENGLISH, BUT NOT BY MUCH

Europe's average English proficiency score is slightly higher than that of Asia, the second highest scoring region. The gap widens if we exclude the lower proficiency countries on the edges of Europe from the regional average. Eight of the top 10 countries in this year's index are in Europe. High levels of English proficiency go hand in hand with Europe's multiculturalism, economic integration, tourism, and mobility—even at a time when some Europeans are questioning their common project and the value of globalization itself.

ADULTS IN LATIN AMERICA ARE CATCHING UP TO ADULTS IN ASIA

The average English proficiency score in Latin America is now just two points behind that of Asia, but English skills are distributed quite differently within the two regions. Countries in Latin America have the narrowest proficiency score range of any region, with just over 10

points separating Argentina, the region's highest proficiency country, from El Salvador, the lowest. The range of scores in Latin America is narrowing as lower proficiency countries improve more quickly than their more proficient neighbors. In Asia, on the other hand, the gap between the highest and lowest countries is nearly 30 points—the widest in the world.

AFRICA'S ENGLISH PROFICIENCY REMAINS DIFFICULT TO GAUGE

Based on the data available, English proficiency in Africa is slightly below the global average. However, this estimate includes test takers from only nine countries. South Africa and Nigeria, which are in the upper half of the index, have much larger populations than the other seven African countries surveyed, inflating the population-weighted regional average. We hope that more African countries will participate in the 2018 EF EPI research process, which will provide a clearer picture of English proficiency on the continent.

THE MIDDLE EAST HAS THE LOWEST ENGLISH PROFICIENCY

Average English proficiency in the Middle East is very low. In most of the countries included in this year's index, low-quality public education and fragile labor markets are slowing improvement in adult English proficiency.

Especially in conflict zones, basic access to education remains a problem. And though the Middle East's relatively young population allows great potential for growth, it also strains already-weak education systems.

WOMEN SPEAK ENGLISH BETTER THAN MEN

Worldwide, women's English proficiency is higher than men's. Women in most countries are more educated than men, more likely to complete general-track secondary school rather than vocational-track, and more likely to attend university. However, the gender gap is narrowing in some regions. In Latin America and the Middle East, men are on par with women.

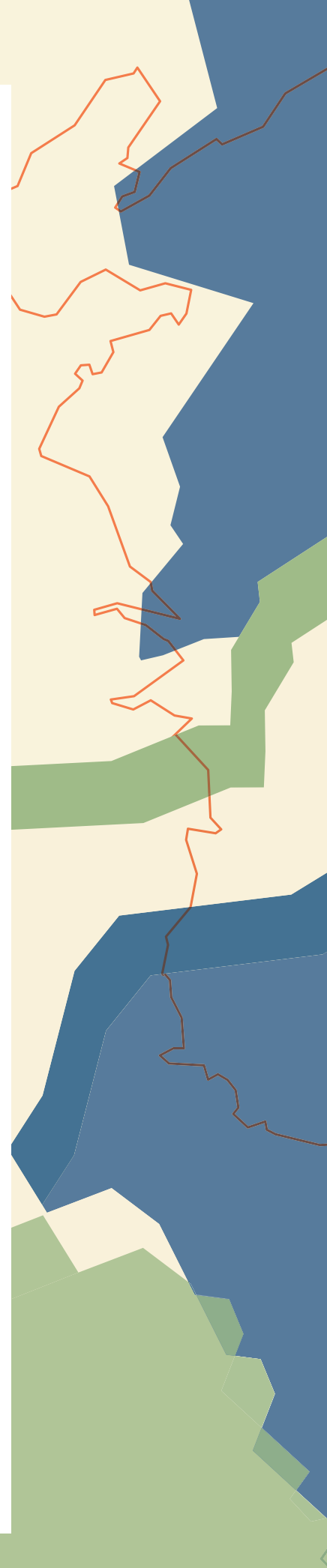
YOUNGER PEOPLE HAVE BETTER ENGLISH THAN OLDER PEOPLE

Globally, age and English proficiency have an inverse relationship, although the gap is not as wide as one might think. Working adults may have had more time to forget what they learned in school, but they have also had more time to apply their education and develop their English skills in the workplace or through travel. In some countries, including Brazil, India, Indonesia, and Japan, the gap between young graduates and adults over 40 is surprisingly narrow, indicating that education leaders have made little progress in improving English language instruction in schools over the past several decades. The generation gap is widest

in Austria, Germany, and Switzerland, where average proficiency scores for recent high school graduates are nearly 20 points higher than those of adults over 40.

ENGLISH CORRELATES WITH KEY ECONOMIC AND SOCIAL INDICATORS

Countries with higher levels of English proficiency tend to have more service exports, better Internet access, and more investment in research and development than countries with lower English proficiency. These strong correlations have been consistent across all seven editions of the EF EPI. It is unlikely that there is a simple causal relationship between English and any of these indicators; rather, they may be in a virtuous cycle. As better English facilitates the exchange of ideas and services, more people gain access to international opportunities, which in turn improves their English proficiency.



EF EPI 2017 RANKINGS

PROFICIENCY BANDS

- Very High
- High
- Moderate
- Low
- Very Low

VERY HIGH PROFICIENCY

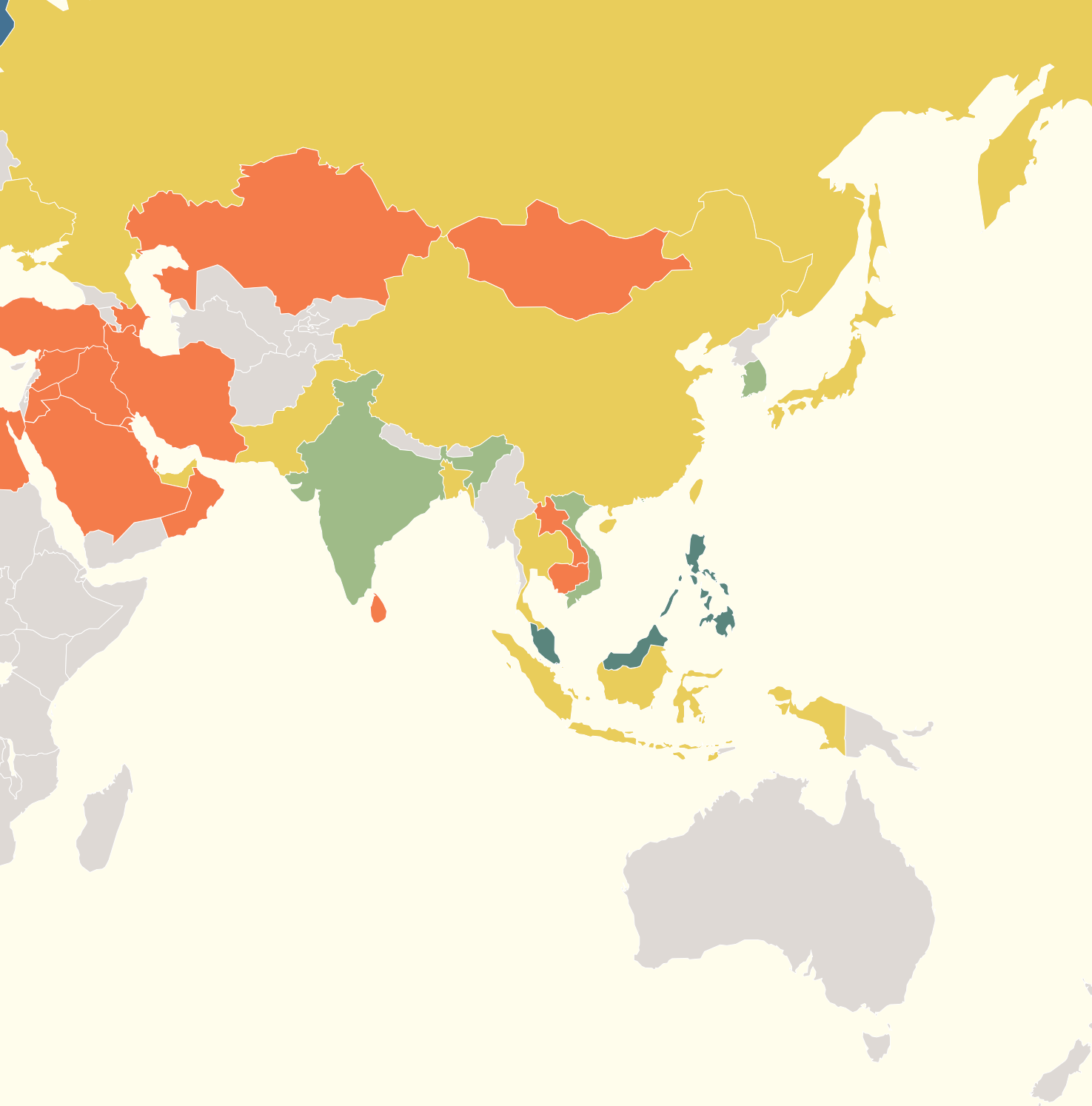
01	Netherlands	71.45
02	Sweden	70.40
03	Denmark	69.93
04	Norway	67.77
05	Singapore	66.03
06	Finland	65.83
07	Luxembourg	64.57
08	South Africa	63.37

HIGH PROFICIENCY

09	Germany	62.35
10	Austria	62.18
11	Poland	62.07
12	Belgium	61.58
13	Malaysia	61.07
14	Switzerland	60.95
15	Philippines	60.59
16	Serbia	59.37
17	Romania	59.13
18	Portugal	58.76
19	Hungary	58.61
20	Czech Republic	57.87
21	Slovakia	57.63

MODERATE PROFICIENCY

22	Bulgaria	57.34
23	Greece	57.14
24	Lithuania	57.08
25	Argentina	56.51
26	Dominican Republic	56.31
27	India	56.12
28	Spain	56.06
29	Hong Kong	55.81
30	South Korea	55.32
31	Nigeria	54.74
32	France	54.39
33	Italy	54.19
34	Vietnam	53.43
35	Costa Rica	53.13



LOW PROFICIENCY

36 China	52.45
37 Japan	52.34
38 Russia	52.19
39 Indonesia	52.15
40 Taiwan	52.04
41 Brazil	51.92
42 Macau	51.87
43 Uruguay	51.73
44 Mexico	51.57
45 Chile	51.50
46 Bangladesh	50.96

47 Ukraine	50.91
48 Cuba	50.83
49 Panama	50.68
50 Peru	50.50
51 Colombia	49.97
52 Pakistan	49.88
53 Thailand	49.78
54 Guatemala	49.52
55 Ecuador	49.42
56 Tunisia	49.01
57 U.A.E.	48.88

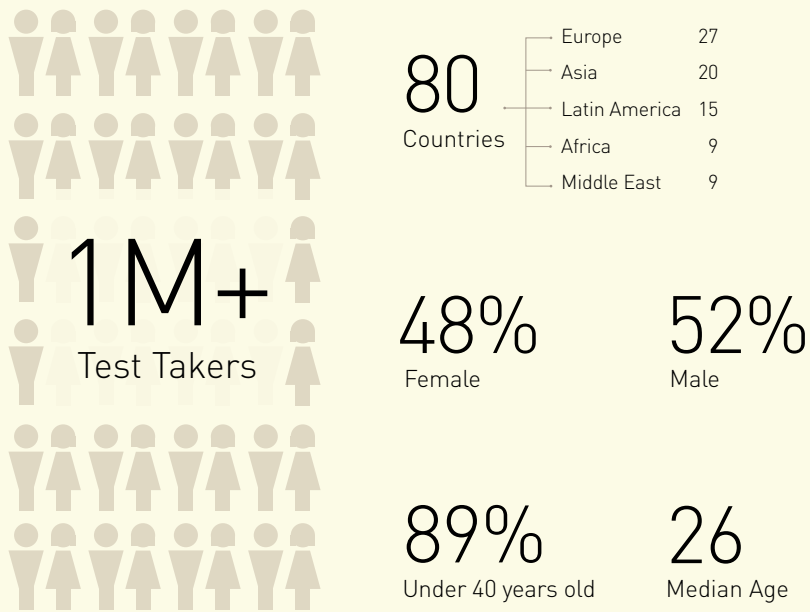
VERY LOW PROFICIENCY

58 Syria	48.49
59 Qatar	48.19
60 Morocco	47.91
61 Sri Lanka	47.84
62 Turkey	47.79
63 Jordan	47.40
64 Azerbaijan	46.97
65 Iran	46.60
66 Egypt	46.51
67 Kazakhstan	45.95
68 Venezuela	45.71
69 El Salvador	45.70

70 Oman	44.48
71 Mongolia	44.21
72 Saudi Arabia	43.98
73 Angola	43.49
74 Kuwait	43.14
75 Cameroon	42.45
76 Algeria	42.11
77 Cambodia	40.86
78 Libya	38.61
79 Iraq	38.12
80 Laos	37.56

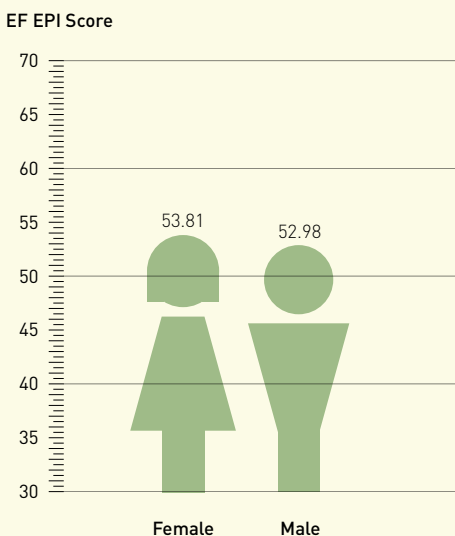
EF EPI FACTS AND FIGURES

WHO ARE OUR TEST TAKERS?

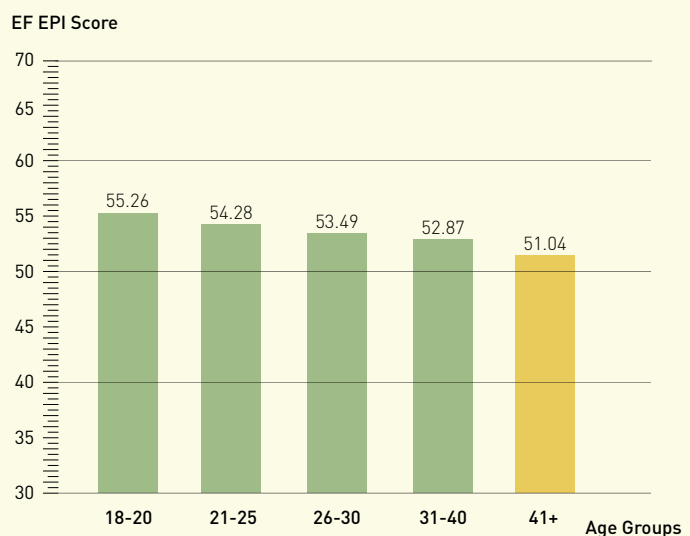


HOW DO GENDER AND AGE AFFECT ENGLISH PROFICIENCY?

GLOBAL GENDER GAP



GLOBAL GENERATION GAP



PROFICIENCY BANDS ● Very High ● High ● Moderate ● Low ● Very Low

WHAT ARE THE HIGHLIGHTS OF THIS YEAR'S EF EPI?

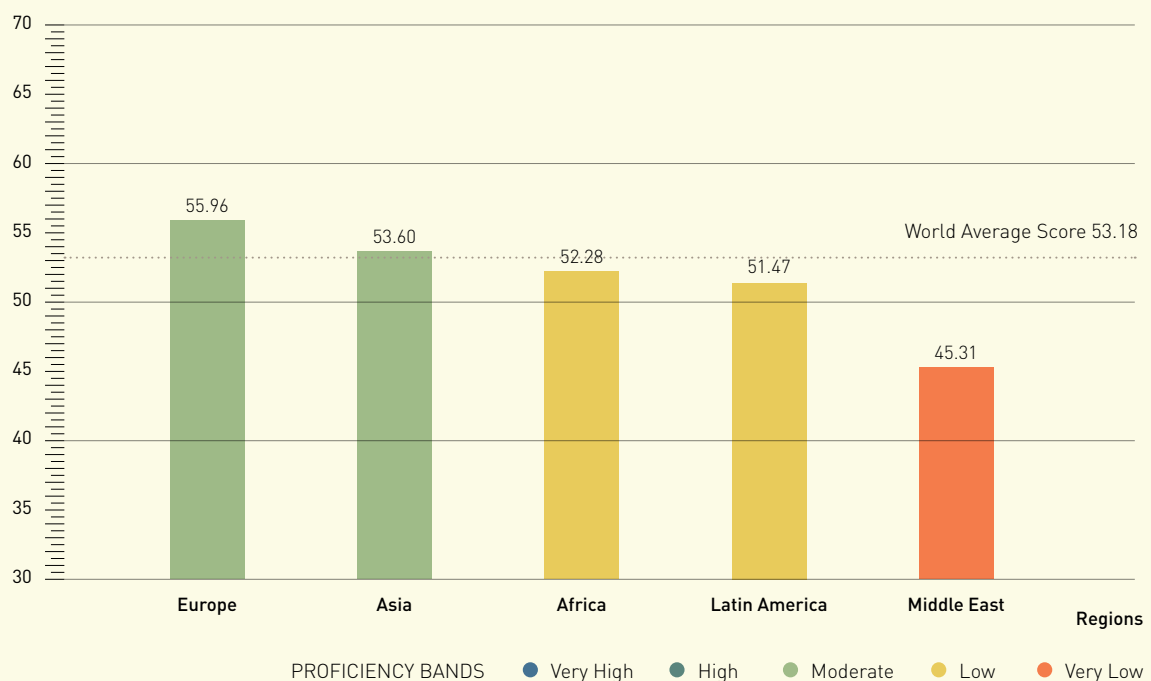


EF EPI 2017 REGIONAL TRENDS

	EUROPE	ASIA	LATIN AMERICA	AFRICA	MIDDLE EAST
HIGHEST COUNTRY	01 Netherlands	05 Singapore	25 Argentina	08 South Africa	57 U.A.E.
LOWEST COUNTRY	64 Azerbaijan	80 Laos	69 El Salvador	78 Libya	79 Iraq
MOST IMPROVED	+2.00 Lithuania	+2.57 Thailand	+2.60 Panama	+1.31 Tunisia	+3.07 Saudi Arabia
LARGEST DECLINE	-1.22 Czech Republic	-1.47 Kazakhstan	-1.89 Argentina	-1.95 Morocco	-0.93 U.A.E.

EF EPI REGIONAL AVERAGES

EF EPI Score



ENGLISH, ECONOMICS, AND TRADE

Most national economies are becoming increasingly dependent on international trade, which represents more than 30% of world GDP—up from 20% just two decades ago. The common language required for these global transactions is overwhelmingly English. Not surprisingly, there is a strong correlation between English proficiency and many import- and export-related indicators, including logistics performance (Graph A), documents to export, and time to import.

A BETTER ENVIRONMENT FOR BUSINESSES

The correlation between the ease of doing business and English proficiency (Graph B) has been strong across every edition of the EF EPI. While entrepreneurs may not need English to do business on a national or local level, a growing proportion of businesses operate internationally: as part of a global supply chain, as customers of finished products, or as competitors with similar businesses abroad.

ENGLISH AND ECONOMIC DEVELOPMENT

For economies around the world, higher English proficiency comes with significant benefits. English proficiency correlates with Gross Domestic Product, Average Gross Income (Graph C), and other key economic indicators. For developing countries, the transition from manufacturing to a knowledge-based economy requires adults with strong English skills who are able to collaborate internationally. Accordingly, there is a strong correlation between English proficiency and service exports (Graph D).

LINGUISTIC DIVERSIFICATION

While Europe has made a special point of promoting multilingualism, the continent is not alone in its linguistic diversity. Many countries have multiple national languages, as well as regional and tribal ones. Some developing economies have a single dominant trading partner, usually a previous colonial power, with whom they communicate in a language other than English. This language tends to be taught as

the first foreign language in schools, and it is often used as the medium of instruction in secondary or tertiary education.

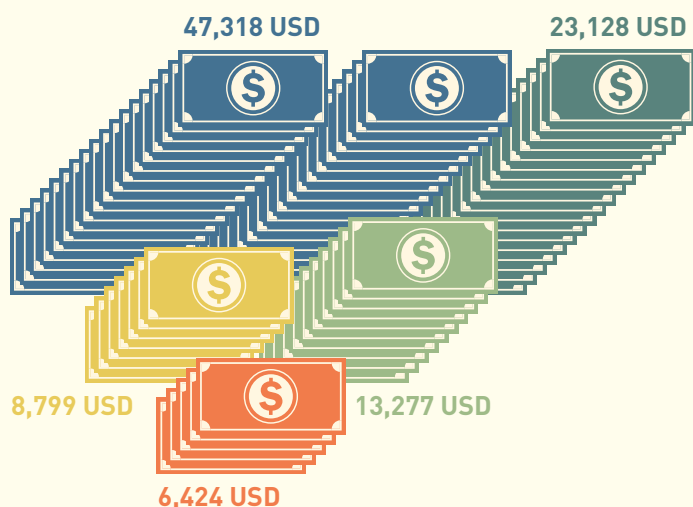
Although no one-size-fits-all approach exists to develop English proficiency in these diverse linguistic landscapes, policymakers should realize that teaching English does not necessarily come at the cost of teaching other foreign languages.

ENGLISH IN THE POOREST COUNTRIES

English is also an essential part of the economic landscape in the world's least developed countries (LDC). According to estimates based on UN World Tourism Organization data, international tourist arrivals to LDCs rose from four million in 1995 to 25 million in 2014. Although international tourists come from all over the world, they often use English as a lingua franca. A local workforce able to fill the growing demands of the tourism industry can bring much-needed growth to developing regions.

ENGLISH AND WEALTH GO HAND IN HAND

There is a clear relationship between English proficiency and individual earning power, as measured by average Adjusted Net National Income per capita of the countries in each EF EPI proficiency band.



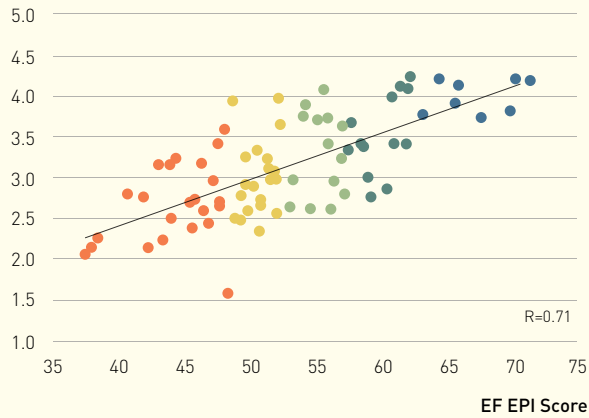
PROFICIENCY BANDS

- Very High
- High
- Moderate
- Low
- Very Low

Source: World Bank, 2015

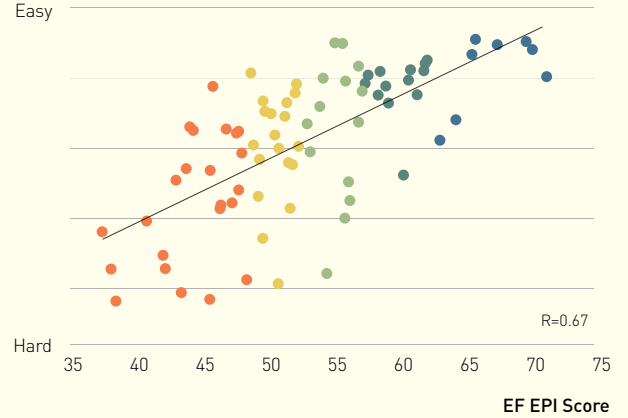
GRAPH A
ENGLISH AND LOGISTICS

Logistics Performance Index



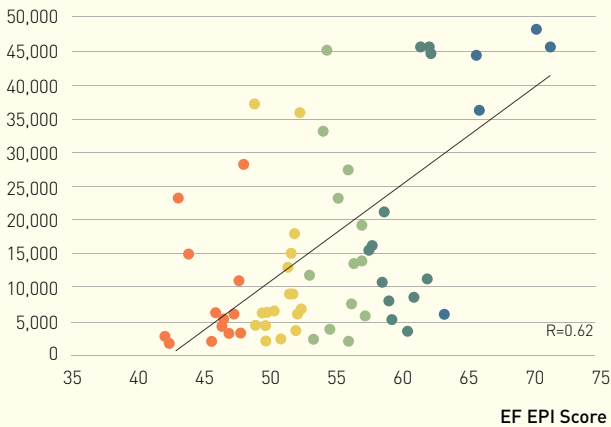
GRAPH B
ENGLISH AND BUSINESS

Ease of Doing Business Index



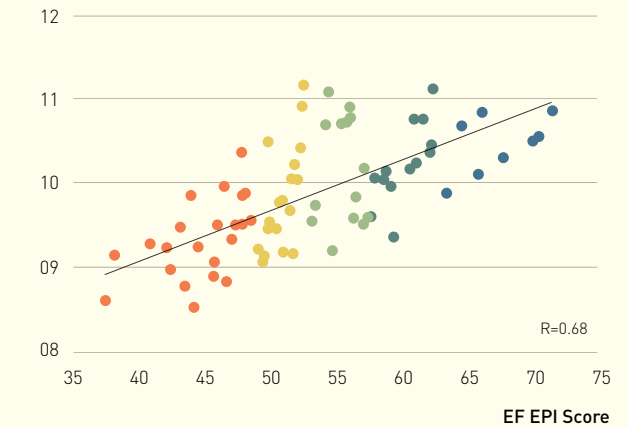
GRAPH C
ENGLISH AND INCOME

Average Gross Income (USD, 2016 exchange rate)



GRAPH D
ENGLISH AND SERVICE EXPORTS

Service Exports (BoP, current USD, log scale)



PROFICIENCY BANDS

- Very High
- High
- Moderate
- Low
- Very Low

ENGLISH AND TECHNOLOGY

An estimated 52% of the 10 million most visited websites on the Internet are in English. English proficiency allows Internet users to access these resources and share their ideas and perspectives with a wider audience. We find that higher levels of Internet use are strongly correlated with higher English proficiency (Graph E), as are measures of Internet access such as broadband subscriptions and the number of secure servers (Graphs F and G). Greater Internet access provides more exposure to the English language, which builds English proficiency. Stronger English skills in turn facilitate access to even more online English-language resources.

A WORLD OF SHARED KNOWLEDGE

The majority of the world's largest technology companies are American, and almost all of the most commonly used programming languages are rooted in English. As such, poor English proficiency hampers any

programmer's access to resources in IT development and computer science. On a national level, this limited access to resources hinders the formation of a technically savvy professional class that can manage IT infrastructure and e-commerce development.

TECHNOLOGY AND TRADE

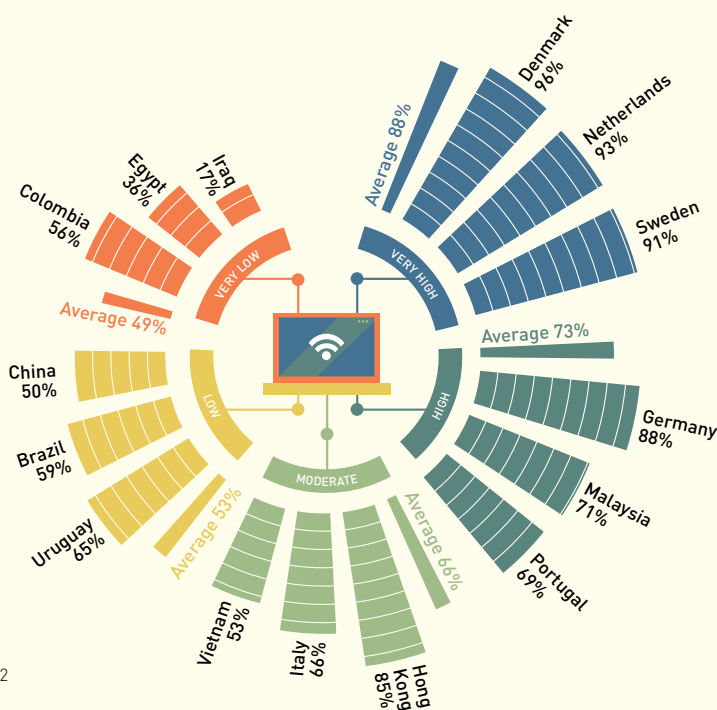
Technology bolsters all types of trade and creates entirely new sectors of exchange. World exports of computer and information services surpassed 300 billion USD in 2014. Europe, with its strong English proficiency, is the largest exporter of these services, accounting for 58% of global exports in the same year. It comes as no surprise that information and computer technology (ICT) service exports correlate very strongly with English proficiency (Graph H). In order to expand into this sector, developing economies need both technology skills and a workforce capable of communicating in English with international clients.

LEARNING ENGLISH ONLINE

Technology could become one of the most powerful drivers of English skill development by exposing individual learners to more authentic English sources and delivering higher quality English training than is available locally. In theory, the increasing availability of fast mobile connections and the diversification of both public and private online English training should make it much easier for adults to improve their English outside of formal schooling. In practice, however, MOOCs struggle to retain students, and English learners who earn certification through online programs may find that employers do not recognize their credentials. If online training is to reach its full potential, accrediting bodies will have to do more to inspect and certify online programs much as they do offline ones.

INTERNET CONNECTIVITY IS LINKED TO BETTER ENGLISH

Average Internet penetration—the percentage of people with Internet access—increases for each EF EPI proficiency band, indicating a positive correlation between English and Internet access.

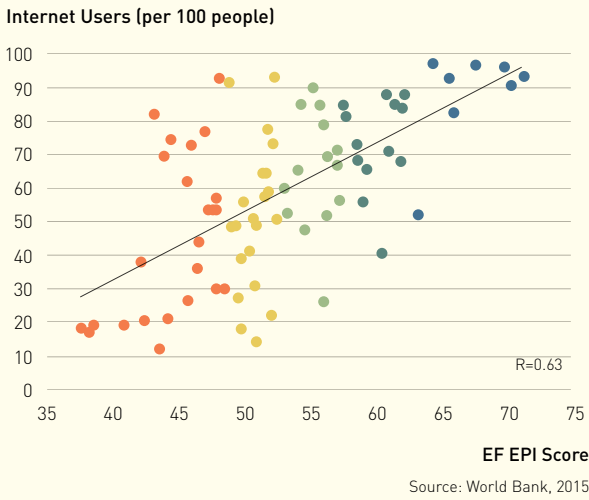


PROFICIENCY BANDS

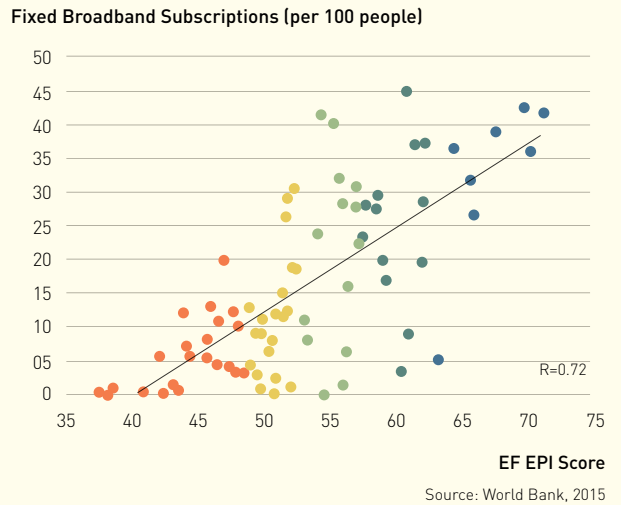
- Very High
- High
- Moderate
- Low
- Very Low

Source: World Bank, 2015

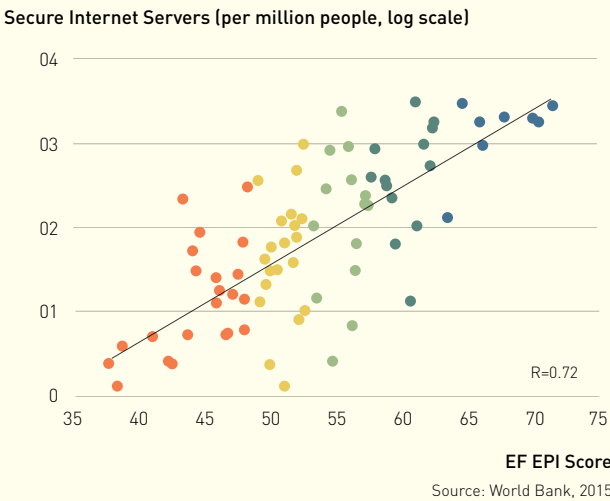
GRAPH E
ENGLISH AND INTERNET USERS



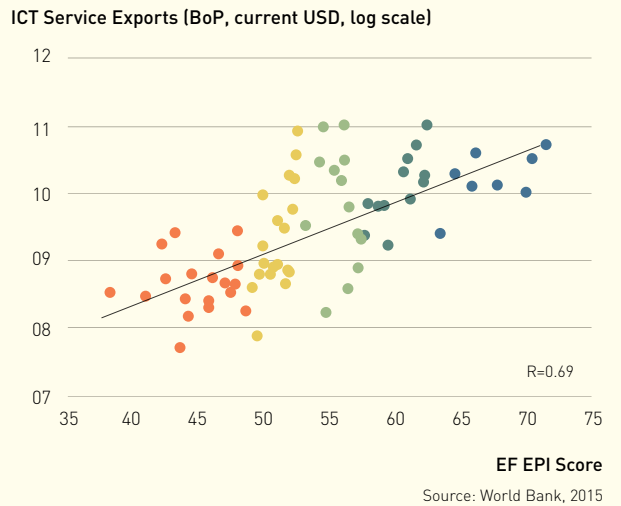
GRAPH F
ENGLISH AND BROADBAND ACCESS



GRAPH G
ENGLISH AND INTERNET SECURITY



GRAPH H
ENGLISH AND ICT SERVICE EXPORTS



PROFICIENCY BANDS ● Very High ● High ● Moderate ● Low ● Very Low

ENGLISH AND INNOVATION

Even though good ideas can be expressed in any language, they can reach a much wider audience when shared in English. In addition to the growing number of English speakers worldwide, the most influential platforms for sharing ideas—from academic journals to Twitter feeds and TED talks—overwhelmingly use English. Furthermore, science and technology progress at breakneck speed, leaving little time for translation.

RESEARCH AND DEVELOPMENT

Year after year, we have found a strong correlation between a country’s English proficiency and the number of researchers in research and development (R&D) per capita, as well as investment in R&D (Graphs I and J). Researchers need English to share their findings and access their international colleagues’ work. As such, there is a strong correlation between English skills and revenue for use of intellectual property (Graph K). Innovation in countries with higher English proficiency is less likely to be contained by language barriers, and more likely to be discovered, shared, and licensed internationally.

SHARING IDEAS IN ENGLISH

English is indisputably the language of science in the modern world, much as Latin was in the Middle Ages. All 100 of the world’s most influential scientific journals—as determined by SCImago Journal Rank—publish their articles in English, and there is a strong correlation between a country’s English proficiency and the number of scientific and technical journal articles per million people (Graph L). In addition, scientists who publish in English are much more likely to have their papers cited internationally than those who publish in other languages. Because ideas gain momentum when they are shared, increased integration in the global scientific community leads to more innovation.

WORKING TOGETHER

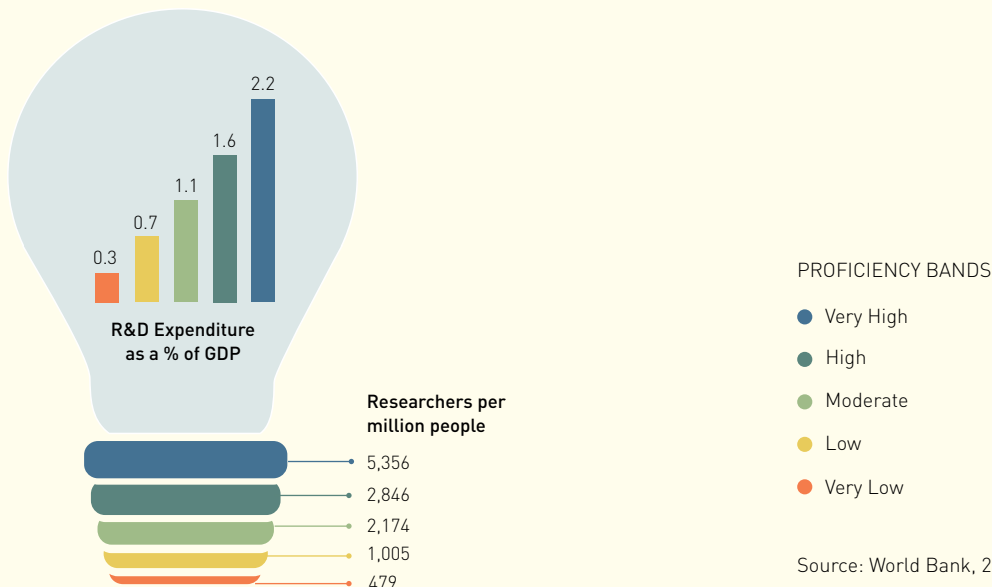
International collaboration on research is also increasingly the norm. As of 2015, more than half of the scientific papers published in very high English proficiency countries like the Netherlands, Singapore, and Sweden listed at least one international collaborator, compared to less than 30% in lower proficiency countries

like China, India, and Japan. Universities acknowledge the importance of international collaboration by including specialized English-language courses as part of graduate science programs; some also send graduate students abroad to improve their English in an immersive environment.

These initiatives improve students’ career prospects. They also benefit the reputations of the universities themselves—international university rankings are largely based on research publication and citations, both of which are boosted by strong English skills. Of the top 20 universities in the Times Higher Education 2017 ranking, only one institution has a primary language other than English.

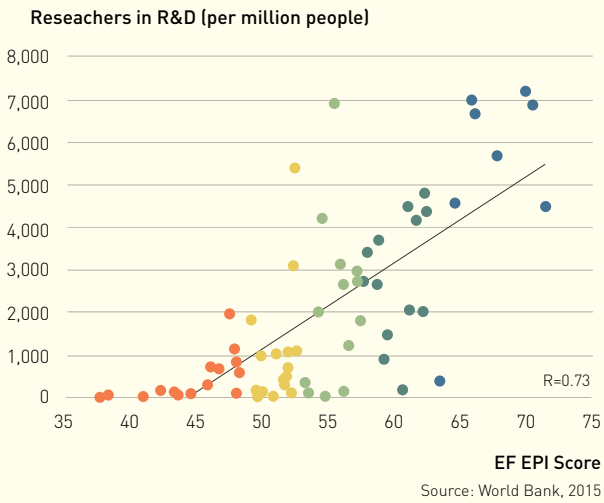
ENGLISH IS KEY FOR UNLEASHING INNOVATION

English proficiency is positively correlated with several key measures of innovation, including research and development spending and researchers and technicians per capita.

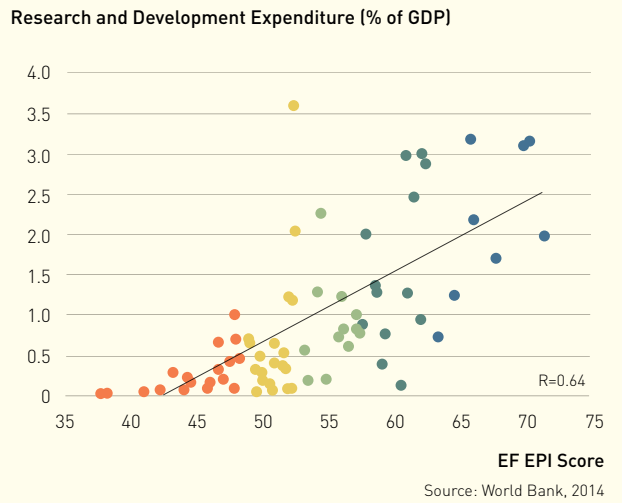


Source: World Bank, 2015

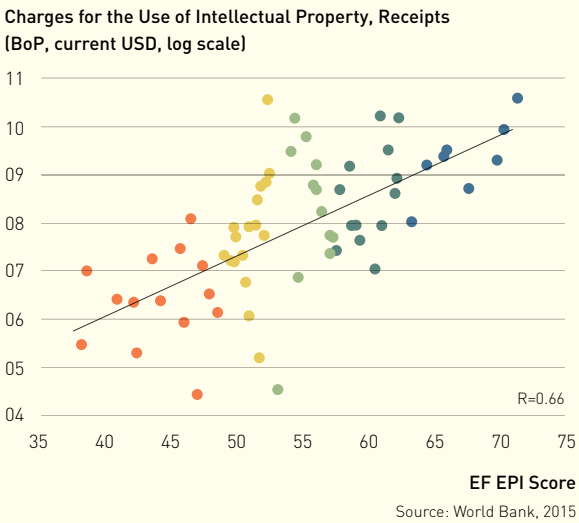
GRAPH I
ENGLISH AND RESEARCHERS



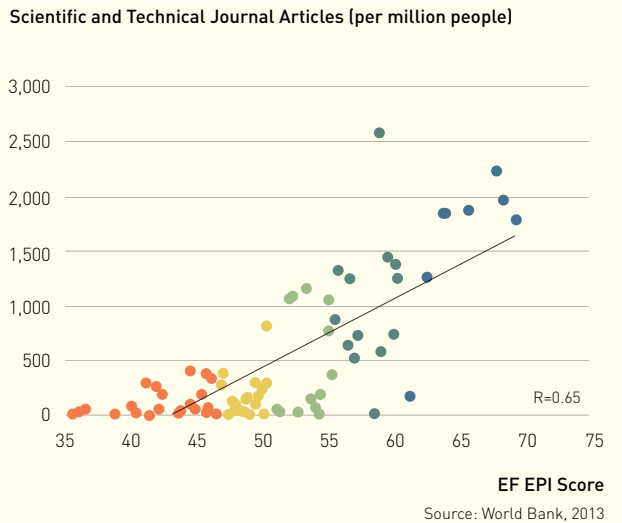
GRAPH J
ENGLISH AND R&D EXPENDITURE



GRAPH K
ENGLISH AND IP REVENUE



GRAPH L
ENGLISH AND SCHOLARSHIP



PROFICIENCY BANDS ● Very High ● High ● Moderate ● Low ● Very Low

ENGLISH AND SOCIETY

Levels of adult English proficiency are correlated with a range of development indicators, including the Human Development Index (Graph M), which provides an overall classification of a country's level of development. The connection between English and these societal factors is unlikely to be a simple cause-and-effect relationship. Instead, economic development offers new resources and incentives for English learning, which in turn help drive further growth.

ENGLISH TEACHING IN SCHOOLS

Ensuring access to basic education is a prerequisite for improving English levels. While the correlation between English proficiency and educational attainment (Graph N) reflects the need for universal access to education, school attendance alone is not enough to guarantee rising English proficiency. Although most schools around the world teach English, high-performing schools can teach English poorly, and

weaker schools can sometimes teach English well. There is no correlation between adult literacy levels and English proficiency, and education is only one of many factors—including exposure to English in daily life, the societal value placed on English skills, and the historic and current role of English in society—that determine English levels among adults.

ENGLISH AND THE YOUNG

In most countries, younger people speak English better than adults over 40. English instruction today starts earlier and is more intensive and ubiquitous than it was several decades ago. However, countries with older populations usually speak English at a higher level than those with younger populations: the correlation between the portion of the population over 65 and a country's level of English is quite strong (Graph O). This apparent paradox can be explained by examining which countries in the world are the oldest. The world's

youngest countries are located in Africa and the Middle East, where overall English levels are low, while European countries tend to be older and have the highest levels of English.

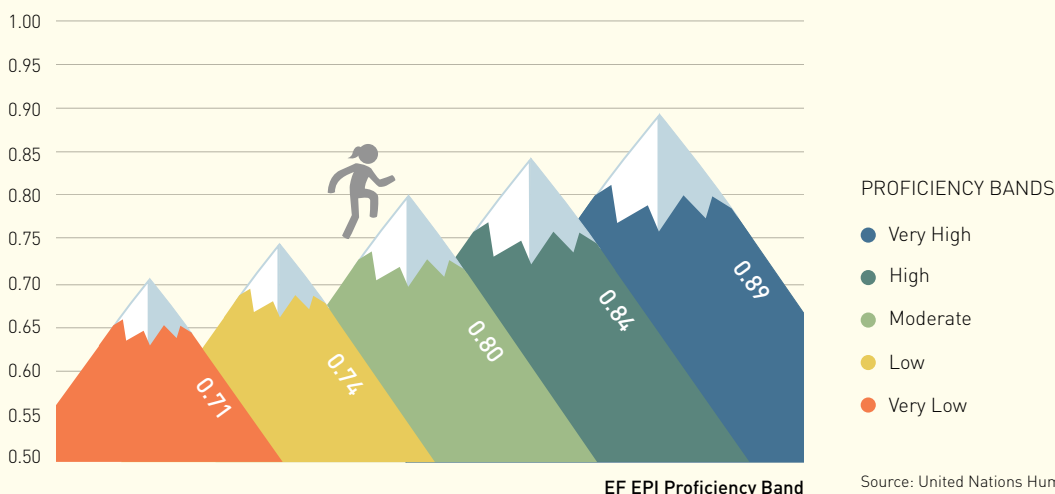
ENGLISH AND WOMEN

In societies with more progressive gender roles, people speak better English: there is a strong correlation between English proficiency and the percentage of adult women employed in non-agricultural work (Graph P). Every edition of the EF EPI has reported that women speak English better than men, both globally and in almost all countries, regardless of region, wealth, or overall English proficiency. Women form an essential part of any skilled 21st century workforce, and countries with the lowest levels of female employment outside the home have the most to gain by ensuring that women have access to education and careers.

ENGLISH IMPROVES AS COUNTRIES DEVELOP

The Human Development Index (HDI) ranks the quality of life for a country's citizens based on life expectancy, education, and per capita income. As shown by the average HDI scores for each EF EPI proficiency band, English and quality of life are positively correlated.

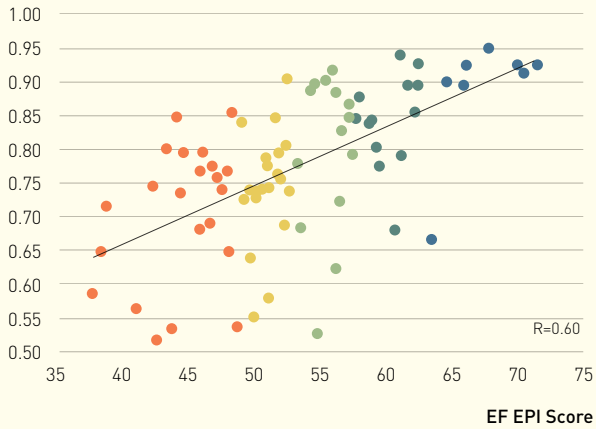
Human Development Index Score



Source: United Nations Human Development Report, 2016

GRAPH M
ENGLISH AND QUALITY OF LIFE

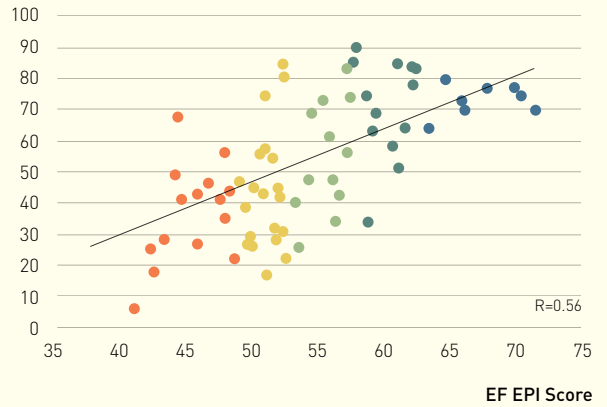
Human Development Index



Source: United Nations Human Development Report, 2016

GRAPH N
ENGLISH AND EDUCATION

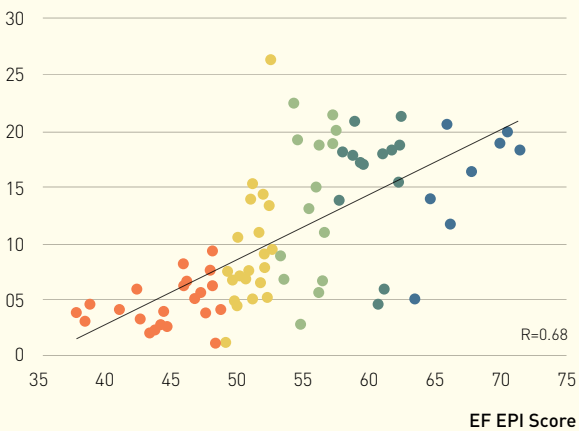
Education Attainment, At Least Completed Upper Secondary Population 25+ (cumulative of total population)



Source: World Bank, 2014

GRAPH O
ENGLISH AND POPULATION AGE

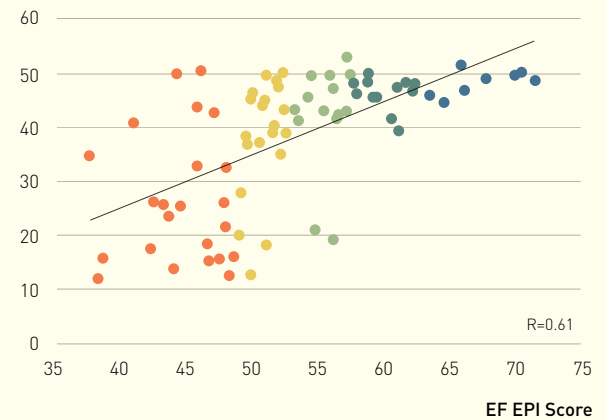
Populations Ages 65 and Above (% of total population)



Source: World Bank, 2015

GRAPH P
ENGLISH AND FEMALE WORKFORCE

Share of Women in Wage Employment in the Non-agricultural Sector (% of total non-agricultural employment)



Source: World Bank, 2013

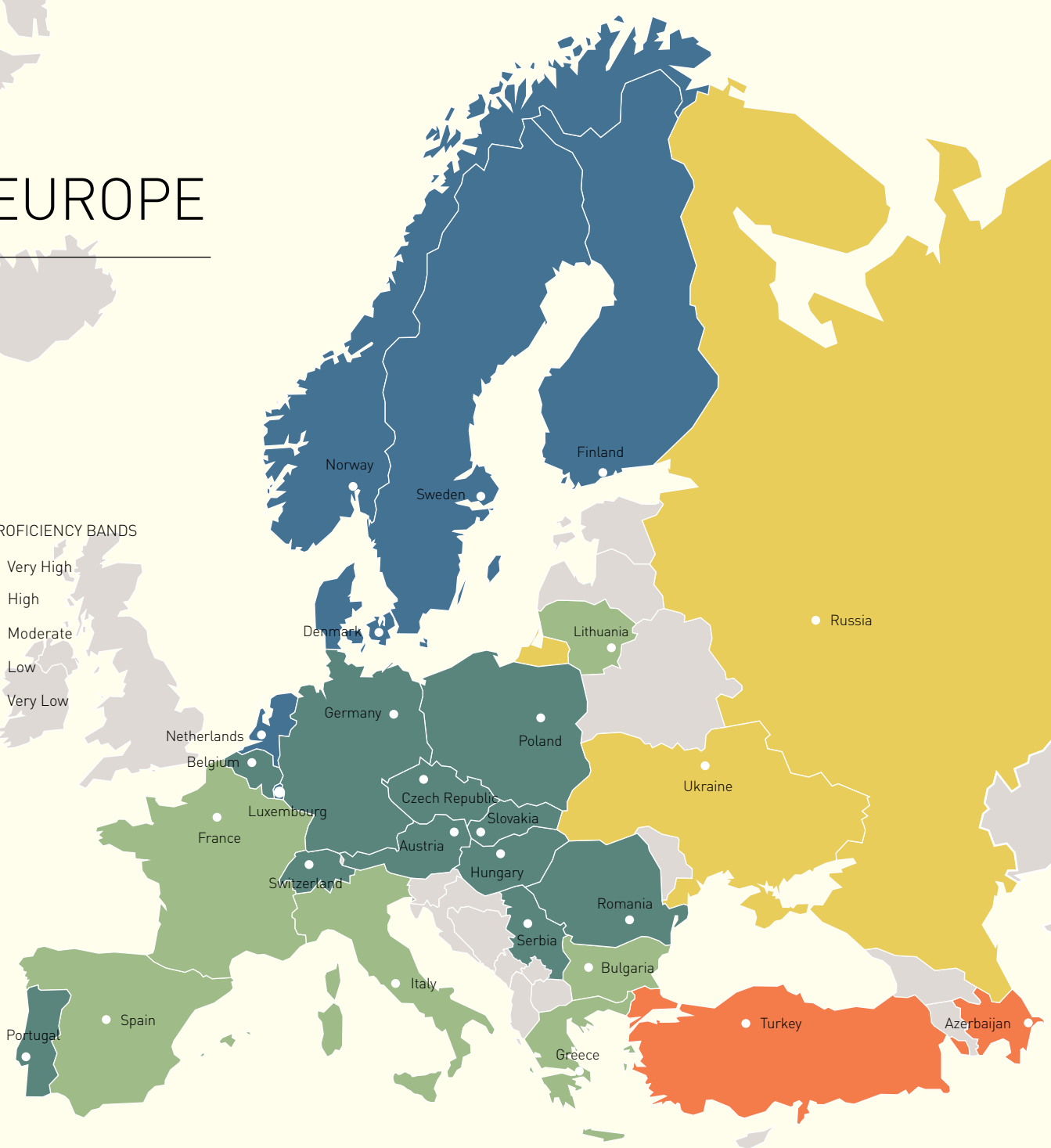
PROFICIENCY BANDS

- Very High
- High
- Moderate
- Low
- Very Low

EUROPE

PROFICIENCY BANDS

- Very High
- High
- Moderate
- Low
- Very Low



EF EPI RANKINGS

<ul style="list-style-type: none"> 01 Netherlands 71.45 02 Sweden 70.40 03 Denmark 69.93 04 Norway 67.77 06 Finland 65.83 07 Luxembourg 64.57 09 Germany 62.35 10 Austria 62.18 11 Poland 62.07 	<ul style="list-style-type: none"> 12 Belgium 61.58 14 Switzerland 60.95 16 Serbia 59.37 17 Romania 59.13 18 Portugal 58.76 19 Hungary 58.61 20 Czech Republic 57.87 21 Slovakia 57.63 22 Bulgaria 57.34 	<ul style="list-style-type: none"> 23 Greece 57.14 24 Lithuania 57.08 28 Spain 56.06 32 France 54.39 33 Italy 54.19 38 Russia 52.19 47 Ukraine 50.91 62 Turkey 47.79 64 Azerbaijan 46.97
--	---	---

COLLABORATION PROMOTES ENGLISH IN EUROPE

Europe has the highest English proficiency of any region in the world. This makes sense: cosmopolitanism and international collaboration are the defining features of modern Europe, and today's globalized world requires this collaboration to be in English.

Of the five regions profiled, Europe has the highest levels of tertiary education exchange, the most cross-border movement of professionals, and the most complete economic integration.

At the same time, however, more and more Europeans are questioning their common project. Nationalist politicians are earning votes by promising to undo much of the work of the past decades. The U.K., the birthplace of the English language, has voted to leave the European Union. While the role of English on the worldwide stage is not likely to change, it remains to be seen whether parts of Europe will experience a backlash against English language instruction.

REGIONAL TRENDS

Northern Europeans are the best non-native English speakers in the world. Very High Proficiency countries in Europe share a few key characteristics. First, they teach English as a required foreign language for all students, starting in primary school. Second, English classes at all levels use a communicative approach rather than emphasizing grammatical accuracy, and many university courses and degree programs use English as the language of instruction. Third, these countries' citizens travel widely, and they benefit from everyday

exposure to English in the workplace and on television, where English-language programming is rarely dubbed.

High Proficiency countries share many—but not all—of the characteristics that allow their Very High Proficiency neighbors to excel. Germany, for example, teaches English communication well in schools but lacks the everyday exposure to English that is characteristic of Scandinavian countries. In Belgium and Switzerland, although schools offer a range of tertiary degree programs in English, the role of English as a companion or competitor to other national languages is controversial. And while Portugal broadcasts English-language television without dubbing, tertiary degree programs in English are rare.

AREAS FOR IMPROVEMENT

On average, English proficiency is higher in Europe than in other regions, but it is not improving. In some of Europe's largest economies, adult English proficiency is still too low for efficient workplace interactions. France, Italy, and Spain in particular would benefit from teaching more practical English communication skills in public schools, including field-specific English instruction in all university degree programs, and helping adults build English skills applicable to their careers. Exposure to English is a major hurdle

in these countries, and a pragmatic effort to broaden exposure would make adults more confident in their language skills.

Countries on the margins of Europe have much lower levels of English, hampering integration and exchange. People in Russia, Turkey, and Ukraine, for example, speak much less English than people in Lithuania, Greece, Bulgaria, and Romania. The rise of nationalist politicians who reject globalization and celebrate local languages could also threaten English language instruction in schools and universities. As long as these countries continue to neglect their English proficiency, they will remain at a disadvantage when competing with their more proficient counterparts elsewhere in Europe.

INITIATIVES

Initiatives to improve English proficiency in Europe often involve reforming curricula and assessment in the public education system. The Bologna Process and the popular Erasmus student exchange program have successfully increased student mobility at the university level. Although no national initiatives in Europe currently aim to improve adult English proficiency, corporate language training programs are common, and individuals can pay for retraining courses by taking advantage of many public schemes.

ENGLISH LEARNING INITIATIVES IN EUROPE

GERMANY

High Proficiency
EF EPI score: 62.35
#09 out of 80 countries

INSTITUTE FOR QUALITY DEVELOPMENT IN EDUCATION

Established in 2004, this nonprofit is tasked with setting the math, reading, writing, and foreign language standards for the country's primary and secondary schools. Learning a foreign language is mandatory across schools for at least five years, and English is the most popular choice. The institute has been testing students across Germany since 2006. School test results are kept private to avoid creating a competitive atmosphere, but third-party assessment by the OECD shows improvement in overall educational outcomes and narrowing inequality in the German education system as a whole.

HUNGARY

High Proficiency
EF EPI score: 58.61
#19 out of 80 countries

CAMPUS HUNGARY

From 2012 to 2015, the Balassi Institute's Campus Hungary program sought to internationalize Hungarian higher education through student and faculty exchange. It awarded more than 20,000 scholarships to Hungarian students who wanted to study abroad, many in English-speaking countries, and provided a web portal that international students could use to search for foreign language university programs within Hungary. The Balassi initiative was unusual in that it encouraged travel in both directions, sending more Hungarian students abroad, even as it tried to internationalize the student body on Hungarian campuses.

SPAIN

Moderate Proficiency
EF EPI score: 56.06
#28 out of 80 countries

BILINGUAL EDUCATION PROJECT

This Education Ministry-sponsored project, which began 20 years ago, aims to promote bilingualism by starting English classes from a young age and implementing a whole-school approach. Over 350 public primary schools in Madrid and another 180 private primary schools now offer instruction in both English and Spanish. Other regions in Spain have adopted similar bilingual models. Teachers in these schools are required to have a C1 level of English, with additional training available for those who need it. However, a university study last year raised questions about the effectiveness of this bilingual education project. Students in Madrid who studied science in English were found to know less than their peers by the end of primary school.

RUSSIA

Low Proficiency
EF EPI score: 52.19
#38 out of 80 countries

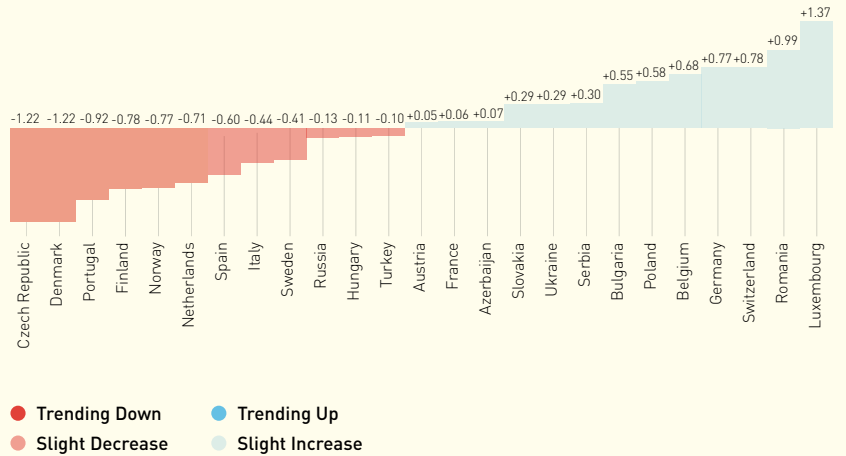
5/100

The 5/100 program aims to get five Russian universities ranked in the top 100 universities in the world by 2020. The country still has a long road ahead: in 2017, the highest ranking for a Russian university in the Times Higher Education World University Rankings was 188th. The Times' ranking calculation is primarily based on research, citations, and the "international outlook" of a university—all of which require English proficiency. To improve their rankings and meet the 5/100 goal, designated universities in Russia are increasing the number of subjects taught in English and introducing compulsory teacher qualification programs in English.

EF EPI TRENDS

Europe saw few dramatic score changes this year, with most countries posting either slight improvements or slight declines. Luxembourg and Romania experienced the most progress, while the Czech Republic saw the largest decline in the region. Slovakia's small improvement, meanwhile, was enough to raise it from Moderate Proficiency to High Proficiency.

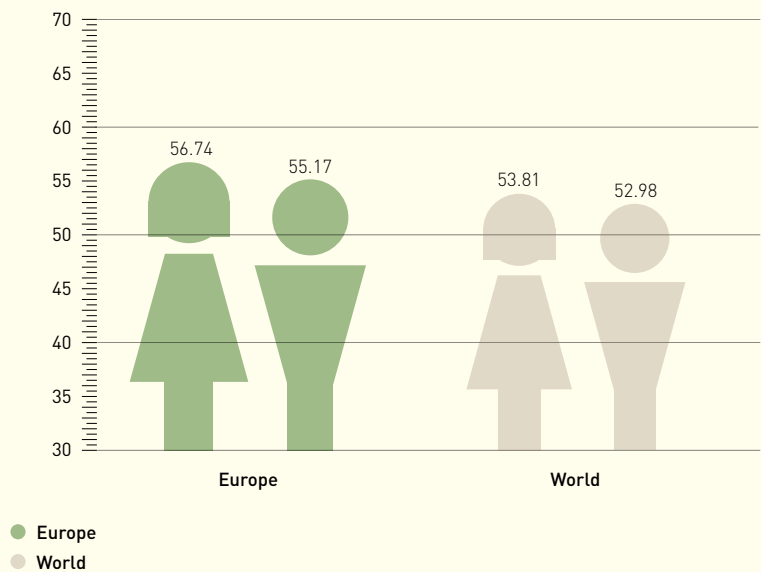
EF EPI Score Change from Last Year



GENDER GAP

Average scores for Europeans of both genders remain significantly above global averages. While European women still outpace European men in English proficiency, the gap is narrowing: European women scored worse this year, while European men scored slightly better.

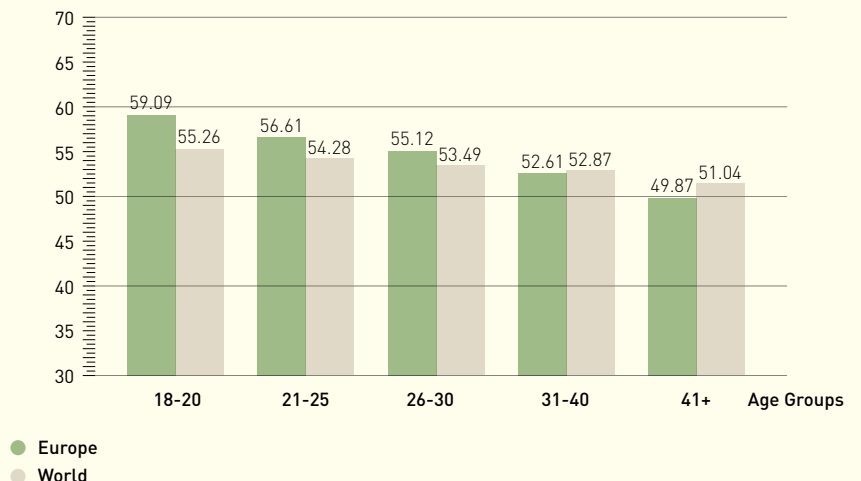
EF EPI Score



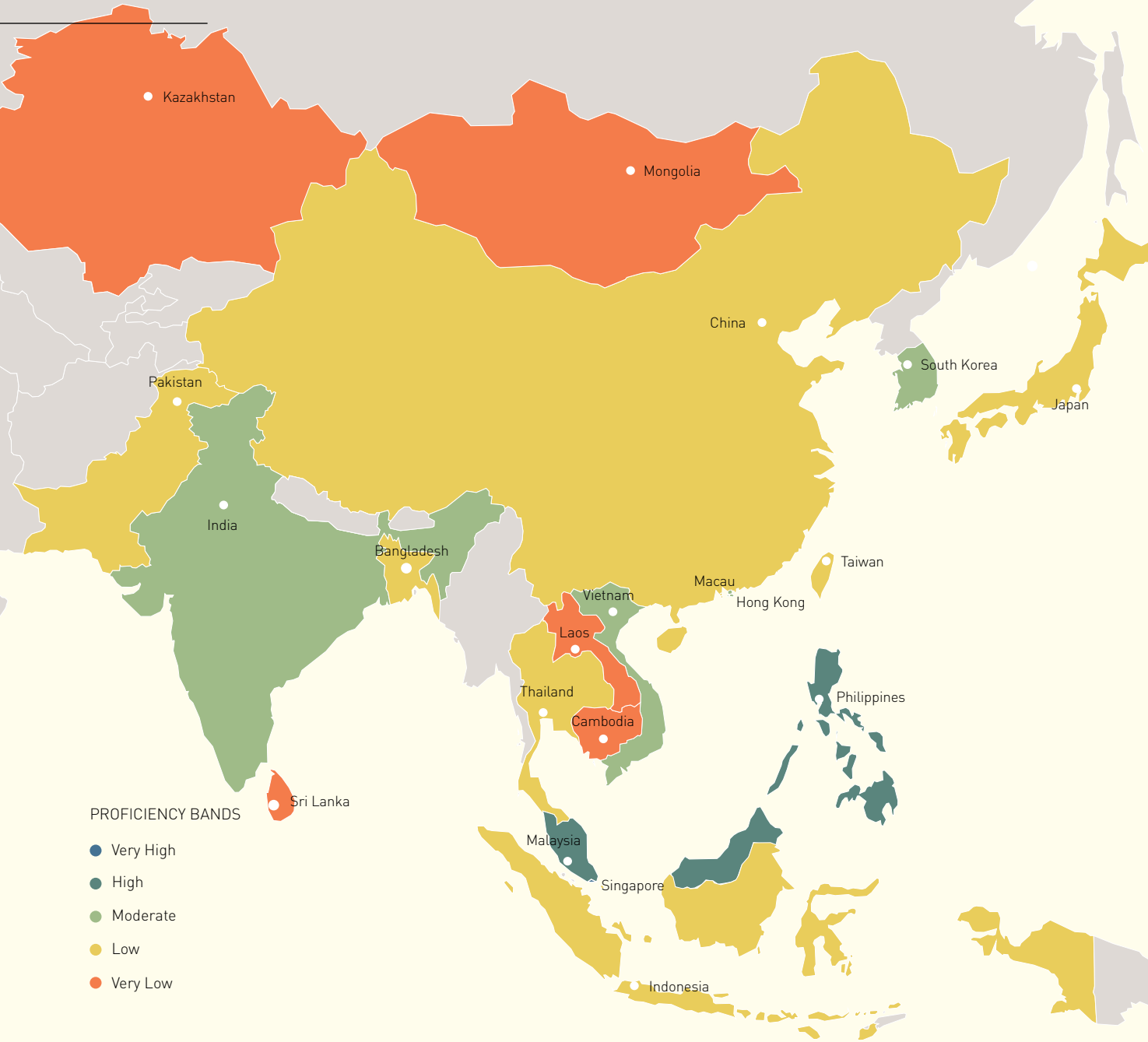
GENERATION GAP

Younger European adults continue to outpace global English proficiency averages, while older adults are at or slightly below average. However, scores in most age groups declined from last year, and young adults aged 21-25 experienced a decline of nearly two points.

EF EPI Score



ASIA



PROFICIENCY BANDS

- Very High
- High
- Moderate
- Low
- Very Low

EF EPI RANKINGS

<ul style="list-style-type: none"> 05 Singapore 66.03 13 Malaysia 61.07 15 Philippines 60.59 27 India 56.12 29 Hong Kong 55.81 30 South Korea 55.32 34 Vietnam 53.43 	<ul style="list-style-type: none"> 36 China 52.45 37 Japan 52.34 39 Indonesia 52.15 40 Taiwan 52.04 42 Macau 51.87 46 Bangladesh 50.96 52 Pakistan 49.88 	<ul style="list-style-type: none"> 53 Thailand 49.78 61 Sri Lanka 47.84 67 Kazakhstan 45.95 71 Mongolia 44.21 77 Cambodia 40.86 80 Laos 37.56
---	---	---

ENGLISH IN ASIA: AS DIVERSE AS THE CONTINENT ITSELF

The average English proficiency of adults in Asia is the second highest in the world, only behind Europe. A closer look at the data, however, reveals that Asia has wider proficiency disparities than any other region.

Malaysia, the Philippines, and Singapore all rank in the upper quartile of this year's index, while Cambodia and Laos rank in the lowest 10%. As a result, while some of our findings may apply across Asia, the majority of trends and recommendations will only be relevant to a subset of this diverse, populous region.

REGIONAL TRENDS

Although Asia is becoming more economically integrated as a region, the flow of people between countries remains low. Asia has about half the world's population but only 17% of its immigrants, many of whom are unable to obtain the visas necessary to reside legally in their host countries. Yet countries like Japan and South Korea will have a greater need for immigrants as their populations age, while India, Indonesia, and Pakistan have more people than jobs. Higher English proficiency across the region, as well as much-needed immigration reform, would facilitate the migration necessary to keep Asia's largest economies healthy.

Although countries with historical ties to English-speaking countries often display higher levels of English proficiency than their neighbors, this is not always the case. Among the former British colonies in Asia, Singapore is the highest-rated Asian country overall, while Bangladesh and Pakistan are both in the Low Proficiency band, and Hong Kong and India sit more toward the middle. In all of these countries, English has a privileged status in both the education system and society as a whole. But history is not destiny.

AREAS FOR IMPROVEMENT

The education systems in Hong Kong, Japan, Singapore, and South Korea are often held up as models thanks to their stellar scores on the OECD's Program for International Student Assessment (PISA). In these countries, high standards for every student are the norm, and there is a relatively small difference in performance between rich and poor students. Of these four countries, however, only Singapore teaches English to a high level.

Learning English requires less memorization and emphasis on accuracy than learning math or science. In Hong Kong, Japan, and South Korea, English education suffers from a misplaced focus on grammatical rules, rather than practical communication. If they want to see real gains in English proficiency, these otherwise effective education systems should allow for more conversation practice and prioritize communication skills over perfect grammar and vocabulary.

In this year's EF EPI, China remains in the Low Proficiency band and shows only slight improvement from the previous year. This lack of significant progress comes at a time when the country needs a large English-speaking workforce more than ever. Jobs in manufacturing have been declining in China, and since 2013, industry has contributed less to the country's GDP than the service sector. Successfully transitioning large segments of the workforce to a service-driven economy

will require better English skills. This is no small task, but, in an encouraging sign, China is gradually adopting a more communicative approach to language instruction. Adults in China are also investing more heavily in English training every year, and more than 100 million Chinese citizens received visas for foreign travel in 2016.

Low-performing education systems like Cambodia, Laos, Mongolia, and Thailand have major deficits in many areas. Education reform in these countries should first focus on increasing access to education and improving teacher qualifications.

INITIATIVES

Countries across Asia are interested in improving English proficiency, and they have devised a myriad of projects to do so. These range from sweeping teacher retraining initiatives to small-scale projects that increase exposure to native English speakers. However, parents across the region remain dissatisfied with English teaching in public schools, and those who can afford it often pay for after-school English tutoring. Hong Kong and Singapore are unique in sponsoring ongoing public awareness campaigns that use humor to encourage adults to improve their English.

ENGLISH LEARNING INITIATIVES IN ASIA

SINGAPORE

Very High Proficiency
EF EPI score: 66.03
#05 out of 80 countries

THE SPEAK GOOD ENGLISH MOVEMENT

In 2000, Singaporean Prime Minister Goh Chok Tong launched the Speak Good English Movement. This campaign encourages Singaporeans to speak and write using Standard English rather than the local Singlish dialect. The Speak Good English Movement runs workshops, seminars, contests, and programs throughout the year. However, the program is not universally popular: local advocacy groups have criticized the campaign for demonizing Singlish, which has a distinctive place in Singaporean culture and heritage.

MALAYSIA

High Proficiency
EF EPI score: 61.07
#13 out of 80 countries

PROFESSIONAL UP-SKILLING OF ENGLISH LANGUAGE TEACHERS

The Professional Up-skilling of English Language Teachers (Pro-ELT), funded by the Malaysian Ministry of Education, aims to develop the English and teaching skills of Malaysian primary and secondary school teachers. Since 2012, the project has trained over 15,000 teachers across all 13 states in Malaysia. The training itself consists either of weekly six-hour sessions throughout the year, or an intensive, one-time training that lasts four weeks.

HONG KONG

Moderate Proficiency
EF EPI score: 55.81
#29 out of 80 countries

WORKPLACE ENGLISH CAMPAIGN

In 2000, the Hong Kong government launched the Workplace English Campaign (WEC) to raise awareness of the importance of English in the workplace. The campaign promotes the Hong Kong Workplace English Benchmarks (HKWEB), which uses standardized English tests to set written and spoken English benchmarks for employees in various job positions. The WEC runs annual awareness campaigns online, on the radio, and on TV, and it has produced several open-access TV and radio programs aimed at developing spoken English proficiency among adults.

JAPAN

Low Proficiency
EF EPI score: 52.34
#37 out of 80 countries

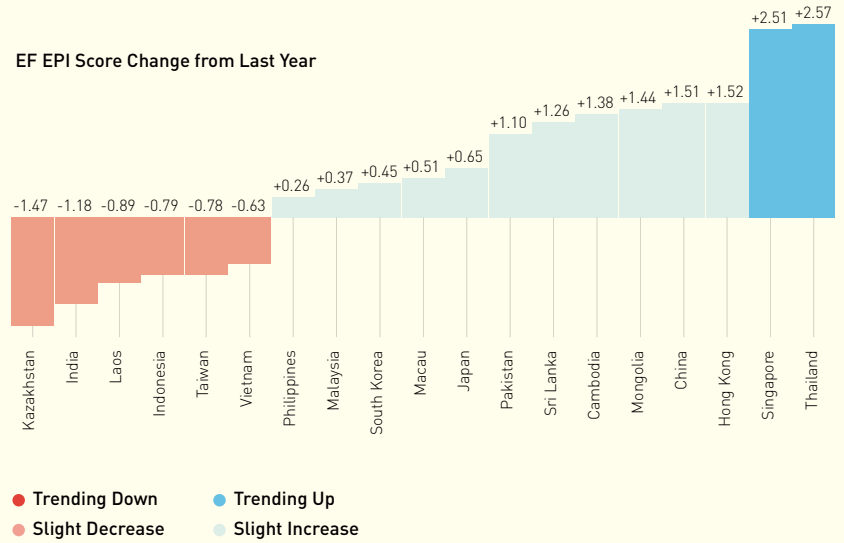
TOP GLOBAL UNIVERSITY PROJECT

Created by the Japanese government, the Top Global University Project directs public funds to more than 30 universities to help internationalize their programs. A portion of the funds are set aside to allow universities to increase the number of English courses and hire foreign professors. The program aims to increase the number of Japanese universities ranking near the top of international league tables. As of 2016, only the University of Tokyo (#39) and Kyoto University (#91) ranked within the top 100 in the Times Higher Education (THE) World University Rankings.

EF EPI TRENDS

Several Asian countries experienced significant increases in their EF EPI scores this year. Thailand's rise is particularly impressive: it improved enough this year to break out of the Very Low Proficiency band. Singapore also continues to improve rapidly, while India and Kazakhstan experienced the largest declines.

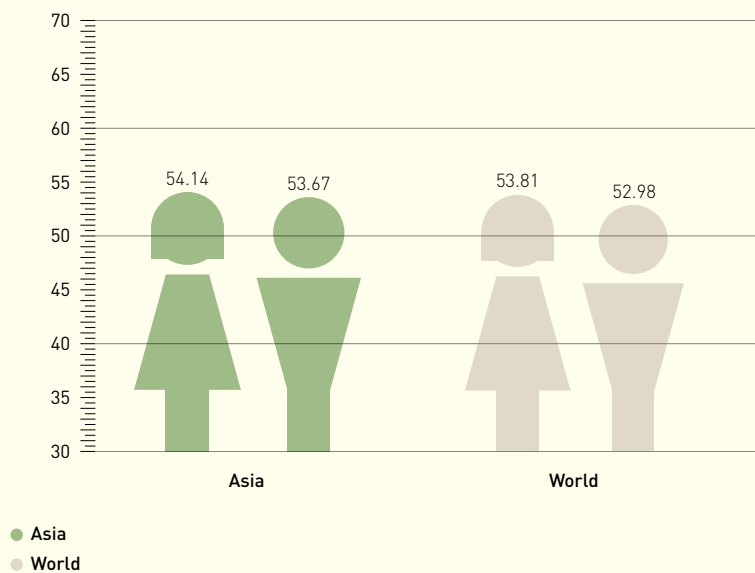
EF EPI Score Change from Last Year



GENDER GAP

Asian men and women score slightly above global averages, and have done so for the past several years of the EF EPI. This year, Asian men improved slightly, while Asian women declined.

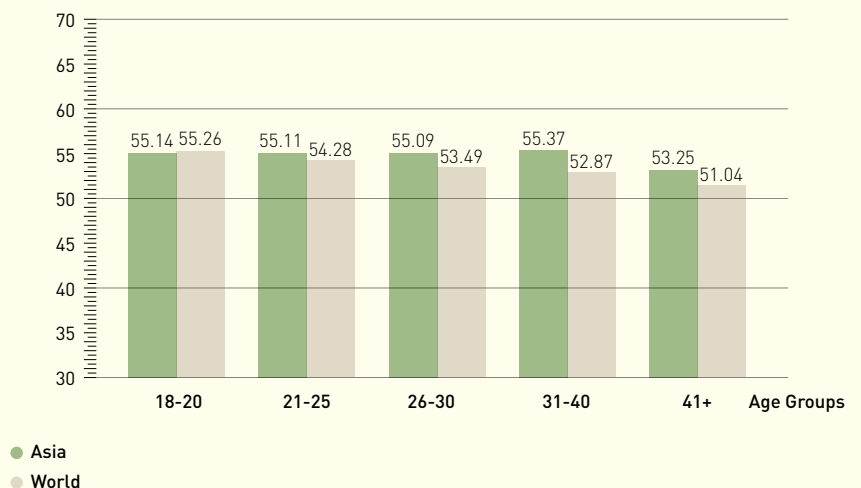
EF EPI Score



GENERATION GAP

Remarkably, there is almost no overall age gap in English proficiency in Asia. While young graduates are more proficient than older adults in all other regions, Asian age groups are equally proficient up to age 40. This finding, combined with the lack of improvement in Asia's average English proficiency score over the past year, suggests that English teaching in schools and universities is not improving in the region.

EF EPI Score



LATIN AMERICA



PROFICIENCY BANDS

- Very High
- High
- Moderate
- Low
- Very Low

EF EPI RANKINGS

	25 Argentina	56.51		49 Panama	50.68	
	26 Dominican Republic	56.31		50 Peru	50.50	
	35 Costa Rica	53.13		51 Colombia	49.97	
	41 Brazil	51.92		54 Guatemala	49.52	
	43 Uruguay	51.73		55 Ecuador	49.42	
	44 Mexico	51.57			68 Venezuela	45.71
	45 Chile	51.50			69 El Salvador	45.70
	48 Cuba	50.83				

LATIN AMERICA SPENDS, BUT ENGLISH SKILLS STAY LOW

Latin American countries have increasingly similar English proficiency levels, with only 10 points separating Argentina, the highest proficiency country, from El Salvador, the lowest.

People across Latin America have enjoyed convenient access to primary education for more than 20 years, with fewer students repeating a grade or dropping out of primary school over the past decade. Adult literacy is also above 90% in almost every country in the region. Public spending on education has risen and is currently in line with Europe as a percentage of GDP. Despite these successes, and extensive economic and social ties to the United States and Canada, English proficiency levels in Latin America are still slightly below the global average.

REGIONAL TRENDS

Although some rural areas still suffer from a lack of access to education, the primary challenge in Latin America is poor educational outcomes. UNESCO test results indicate that 50% of third-grade pupils in Latin America have not achieved a basic level of competency in mathematics and 30% have not achieved basic competency in literacy. The latest PISA results found a similar pattern among secondary students. This deficit reflects broader problems within the education system that impact English language instruction as well.

Across the region, teachers earn small salaries, receive inadequate initial training and support, and enjoy few professional development opportunities. In Brazil,

teachers from other subject areas who do not have full course loads are often assigned to teach English classes, despite typically having no relevant training. Overcrowded schools teach children in shifts, shortening the school day and leaving little spare time for the review and practice necessary to learn English.

AREAS FOR IMPROVEMENT

In order to improve the English proficiency of their students, Latin American countries must first improve the English proficiency of their teachers. Testing teachers' English proficiency and retraining those who do not meet expected proficiency levels would be a good start. Hiring more qualified English teachers, improving English teachers' pre-service training, and standardizing the English curriculum would also hugely benefit the region.

Merit-based promotions, regular opportunities for professional development, and special rewards for high performance will help build more effective education systems as well. More robust student assessment would help educators identify deficiencies and implement effective reforms.

Some countries have attempted to attract volunteer English teachers from the U.S. and Canada. These programs are

only stopgaps, though, and are neither scalable nor sustainable. A more productive alternative, which several countries are already exploring, is to send teachers and students to North America to improve their English and learn better teaching practices. Although these exchange programs would be significantly more expensive than designing effective English teacher training systems at home, they are straightforward to implement and highly motivational for the teachers who are selected to participate.

INITIATIVES

Most programs to improve English proficiency in Latin America focus on funding either teacher training or student exchange to North America. This emphasis on training is well placed given the insufficient number of teachers in the region who are proficient in English. Additional innovative initiatives are also underway, including one program that uses technology to deliver high-quality English lessons taught remotely by teachers in other countries. This initiative offers a more scalable alternative to costly foreign teacher exchange programs.

ENGLISH LEARNING INITIATIVES IN LATIN AMERICA

BRAZIL

Low Proficiency

EF EPI score: 51.92

#41 out of 80 countries

LANGUAGES WITHOUT BORDERS

Brazil's Ministry of Education created Languages Without Borders in 2014 to prepare university students to study abroad. The initiative involves seven languages—English, French, German, Italian, Japanese, Mandarin, and Spanish—and provides language training through face-to-face courses, self-instructional online courses, and placement and proficiency tests. A related program, Science Without Borders, funded 100,000 students to complete postgraduate science degrees abroad between 2011 and 2015.

URUGUAY

Low Proficiency

EF EPI score: 51.73

#43 out of 80 countries

PLAN CEIBAL IN ENGLISH

Starting in 2012, Uruguayan students in fourth to sixth grades in 20 schools received remote English lessons from teachers in Argentina, the Philippines, the U.K., and other countries. By 2016, approximately 87,000 primary students were receiving remote English lessons. An internal evaluation in 2015 showed that 66% of sixth graders who had received Ceibal in English lessons had an A2 level in vocabulary, grammar, and reading, and 40% had an A2 level in listening comprehension; these results were significantly higher than the scores of their peers outside the program.

MEXICO

Low Proficiency

EF EPI score: 51.57

#44 out of 80 countries

PROJECT 100,000

Project 100,000, a public scholarship fund launched in 2013, plans to send 100,000 Mexican students to the United States for intensive short-term English language courses by 2018. In return, the United States has promised to send 50,000 students to study in Mexico. Although the project has successfully stimulated exchange, recent political events have caused some universities in Mexico to start sending their Project 100,000 scholarship recipients to Canada instead.

PANAMA

Low Proficiency

EF EPI score: 50.68

#49 out of 80 countries

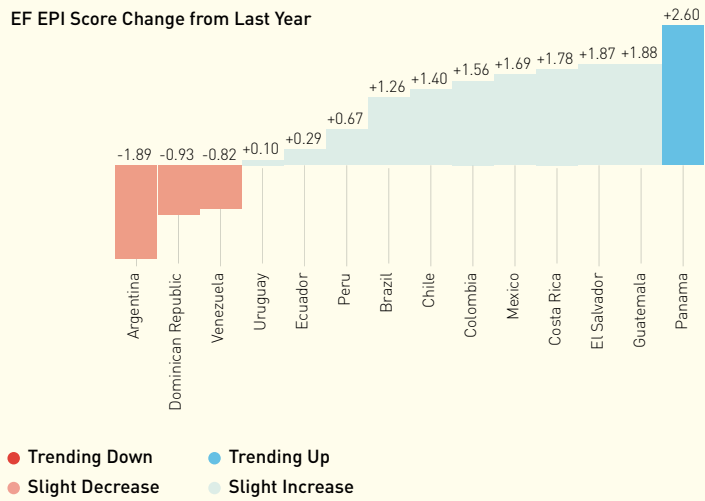
PANAMA BILINGUAL PROGRAM

The Panama Bilingual Program, launched in 2014, aims to improve English skills by adding more classroom hours of English instruction for students, and by sending teachers to training sessions both in Panama and abroad. The new classroom standards require 300 hours per year of after-school English classes for upper secondary students and five or 10 hours of English classes during the school week for pre-kindergarten to third grade students. By 2016, the program had impacted 6,200 teachers, 13,800 secondary students, and 260,000 pre-primary and primary students. The program intends to reach 20,000 teachers, 45,000 secondary students, and 433,000 pre-primary and primary students by 2019.

EF EPI TRENDS

Most countries in Latin America experienced a slight increase in English levels, and Colombia, Guatemala, and Panama rose from the Very Low Proficiency band to Low. These gains illustrate the region's consistent but slow progress. Argentina, an outlier, experienced a modest drop from High to Moderate Proficiency.

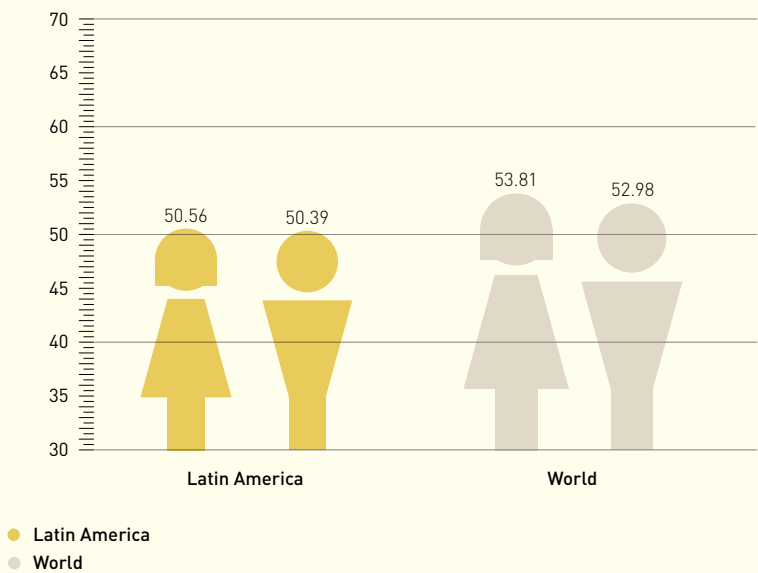
EF EPI Score Change from Last Year



GENDER GAP

Latin American men and women both score below global averages. In contrast to most other regions, the gender gap in Latin America is statistically insignificant, with men and women roughly on par in terms of English ability.

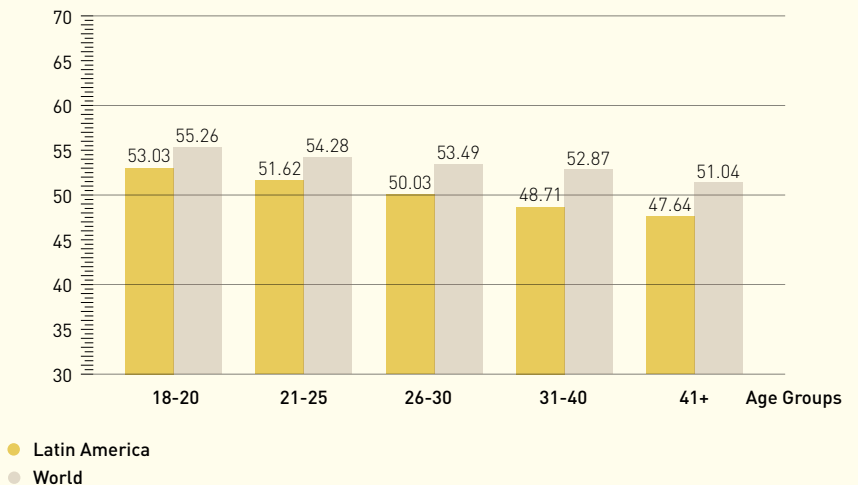
EF EPI Score



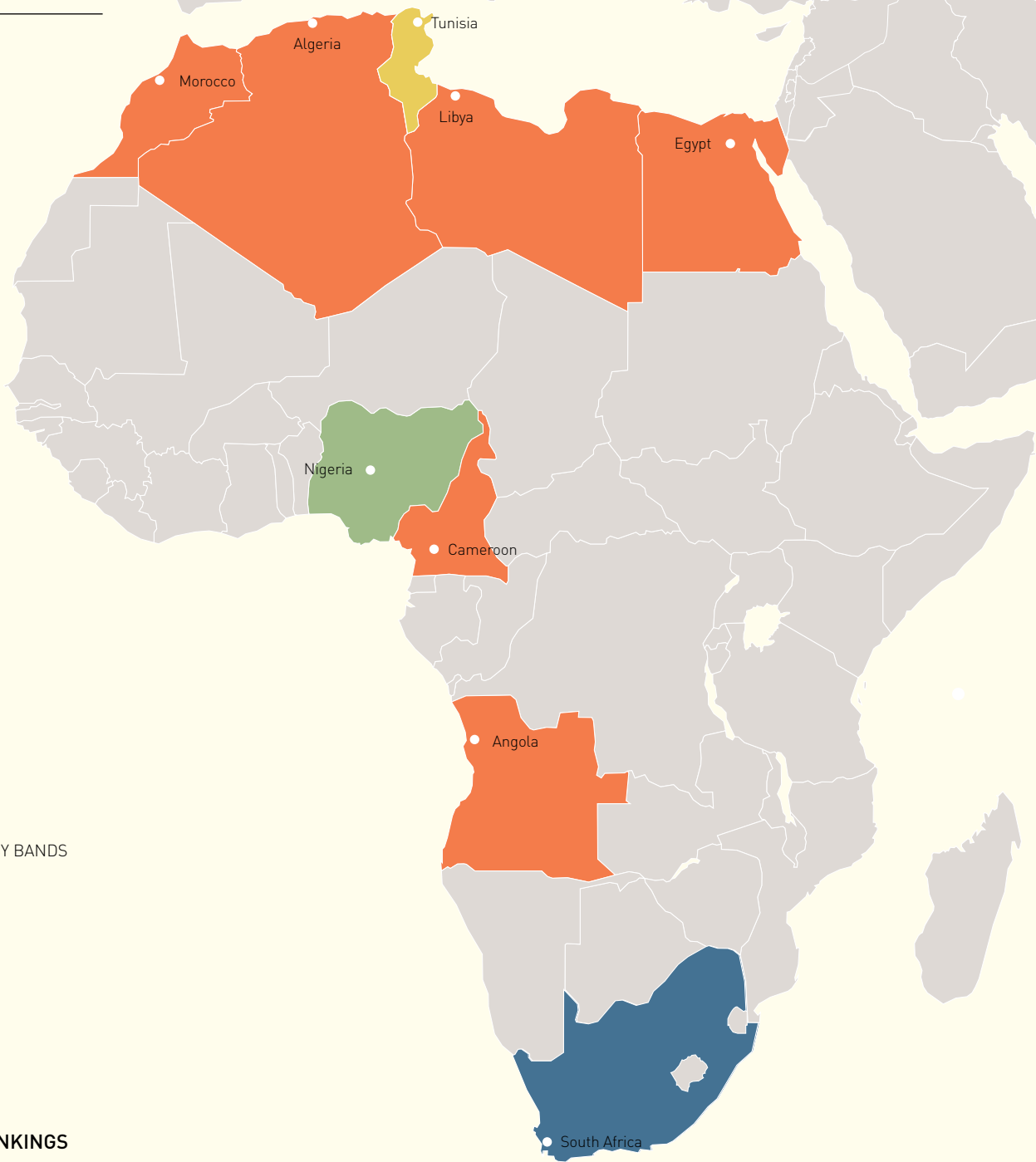
GENERATION GAP

Most age cohorts in Latin America saw insignificant changes in English proficiency this year, and all remain below global averages. Young adults in Latin America have improved relative to their global peers, but this small bump may not be enough to serve the region's future English needs.

EF EPI Score



AFRICA



PROFICIENCY BANDS

- Very High
- High
- Moderate
- Low
- Very Low

EF EPI RANKINGS

<ul style="list-style-type: none"> 08 South Africa 31 Nigeria 56 Tunisia 60 Morocco 66 Egypt 	<ul style="list-style-type: none"> 63.37 54.74 49.01 47.91 46.51 	<ul style="list-style-type: none"> 73 Angola 75 Cameroon 76 Algeria 78 Libya 	<ul style="list-style-type: none"> 43.49 42.45 42.11 38.61
--	---	--	--

STARK INEQUALITIES DEFINE ENGLISH IN AFRICA

African adults have low English proficiency on average, with the exception of adults in South Africa, where English levels are well above those of the other African countries surveyed.

The population of Africa is younger than that of any other continent, with nearly 50% of the population under age 15. Many countries have low levels of adult literacy and face longstanding difficulties providing education to rural students and the urban poor. In some areas of Africa, many children never go to school. As such, it is not surprising that these countries have not prioritized English education.

REGIONAL TRENDS

Despite enormous progress over the past 20 years in improving equal access to education across Africa, access to preschool and secondary education remains scarce in many parts of the continent. Even in places with adequate infrastructure, students often lack motivation to complete secondary school, due to a lack of job opportunities and little obvious connection between education and employment. In Algeria and Tunisia, more than 30% of boys drop out before reaching the end of lower secondary school. Girls are far more likely to complete lower secondary school in these two countries. Indeed, the gender gap in English proficiency is more pronounced in Africa than in any other region, with women significantly outpacing men.

While there are more students than ever in the classroom, the quality of instruction remains poor in many countries. In fact, some students in African primary schools do not perform much better on basic literacy and numeracy tests than children who do not attend school, according to a 2015 report by the Africa-America Institute. In sub-

Saharan countries like Cameroon, teacher absenteeism is a persistent problem. Even when teachers do come to work, they are often unqualified to teach and are assigned to schools haphazardly, without taking into account student numbers. In 2012, the continent's average student-teacher ratio in primary schools was 42:1. Class sizes of 70 or more students of varying ages are not uncommon. Private institutions, NGOs, and social entrepreneurs are increasingly stepping in to educate children, with several countries running pilot projects testing charter schools against public schools.

Three of the African countries surveyed have English as an official language. In Nigeria, English is the only official language, and the public education system, which is free but not mandatory, uses English as the language of instruction. It is striking, then, that English proficiency in Nigeria is only moderate. This in part reflects the linguistic diversity of Nigeria, which has hundreds of languages. It also reflects deficiencies in an education system that has a UN Monitoring Learning Achievement (MLA) score of 28.6, meaning that students understood just 28.6% of the curriculum when tested—one of the lowest MLA scores in the world. By comparison, the average for students in the OECD is 80%. In North Africa, national averages are around 65%.

AREAS FOR IMPROVEMENT

Three-fourths of Africans do not use the Internet. As a result, their access to English learning resources and English-language

materials remains limited. As infrastructure projects, regulation reform, and mobile phones expand Internet access across Africa, people will gain more exposure to English.

Young Africans face uncertain employment prospects, and there is significant brain drain toward Europe and the United States. As a result, many countries face a shortage of workers in certain high-skilled professions and high rates of unemployment among graduates in other fields. With companies in the region citing insufficiently skilled labor as a major barrier to growth, African policymakers should improve coordination between universities and the private sector and offer programs to train graduates in English, entrepreneurship, and vocational skills.

INITIATIVES

African countries are pursuing a variety of approaches to improve their English proficiency. In countries where English is not an official language, policymakers tend to prioritize retraining teachers and raising the visibility of English as a foreign language. In countries with colonial ties to a language other than English, policymakers are often slow to recognize the importance of English as a global language and adjust curricula accordingly. In contrast, those countries with English as an official language see it as an invaluable bridge between ethnic and linguistic groups.

ENGLISH LEARNING INITIATIVES IN AFRICA

SOUTH AFRICA

Very High Proficiency
EF EPI score: 63.37
#08 out of 80 countries

UNIVERSITY LANGUAGE POLICIES

In response to calls for greater linguistic equality in higher education, the universities of Stellenbosch and Pretoria adopted new language policies in June 2016. The University of Stellenbosch's new policy, in effect since the start of the 2017-2018 school year, makes English and isiXhosa official languages of instruction and communication within the institution, alongside Afrikaans. The University of Pretoria's new policy makes English the primary medium of instruction. In both cases, board members said the change was intended to make the university a more inclusive environment.

NIGERIA

Moderate Proficiency
EF EPI score: 54.74
#31 out of 80 countries

SPELLAFRICA

SpellAfrica is a social enterprise established in 2013 as a daily, SMS-based English vocabulary-building tool for Nigerians. Since then, SpellAfrica has developed into one of the fastest-growing education startups in the country. It has since expanded to offer other English learning services, primarily delivered by mobile phone. This year, in partnership with the Swedish NGO Action10, SpellAfrica launched face-to-face English and literacy retraining for adults under the program name Back2School.

MOROCCO

Very Low Proficiency
EF EPI score: 47.91
#60 out of 80 countries

INTERNATIONAL SECTIONS OF THE BACCALAUREATE

Since the 2014-2015 school year, three Moroccan public high schools have had international sections. Students in these international sections follow the same curriculum as other students, which is taught in French, but they also receive additional instruction in either English or Spanish, and that second language is also the medium of instruction for some of their other coursework. The project is still in the pilot stage, but the first students graduated from the three-year program in 2017.

ANGOLA

Very Low Proficiency
EF EPI score: 43.49
#73 out of 80 countries

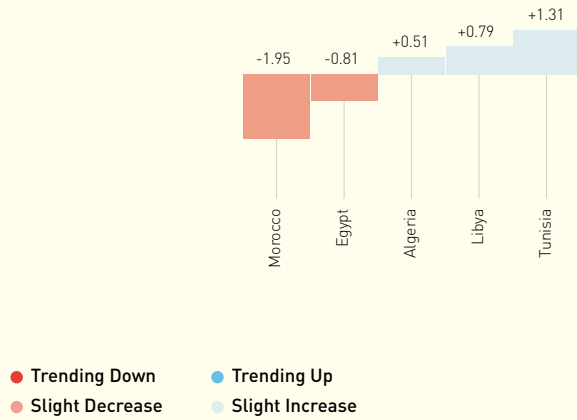
ANELTA TEACHER WORKSHOPS

In 2015 and 2016, the Angolan English Language Teachers' Association (ANELTA), in partnership with the American Embassy in Angola and the Ministry of Education of Angola, held 17 workshops across the country on English language teaching issues such as lesson planning, classroom management, and vocabulary building. Around 1,000 teachers participated in the workshops. Through the project, ANELTA was able to expand to 15 new regions and open local offices to serve teachers' day-to-day requests for support.

EF EPI TRENDS

African countries that were included in last year's EF EPI showed only slight changes in English proficiency. Morocco reversed its upward trend and fell by almost two points, dropping into the Very Low Proficiency band.

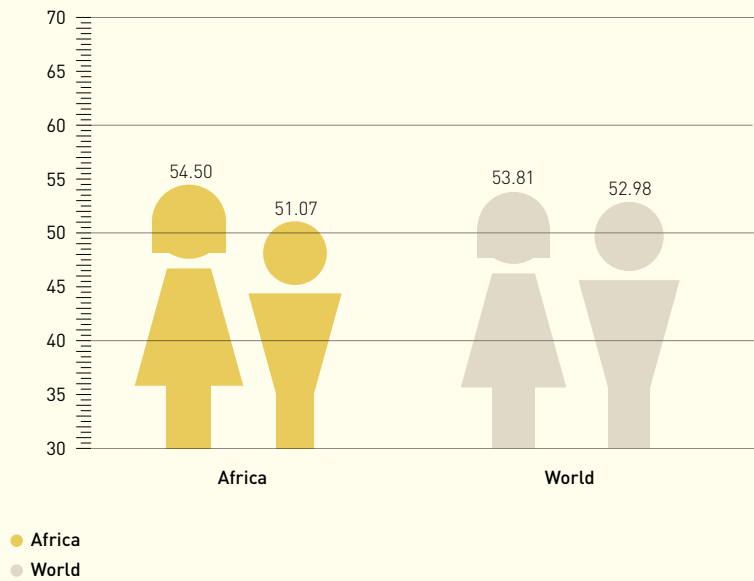
EF EPI Score Change from Last Year



GENDER GAP

In keeping with their lower dropout rates, African women outscore men by over three points, making Africa the region with the largest gender disparity. African women also score slightly above the global average, while African men score slightly below.

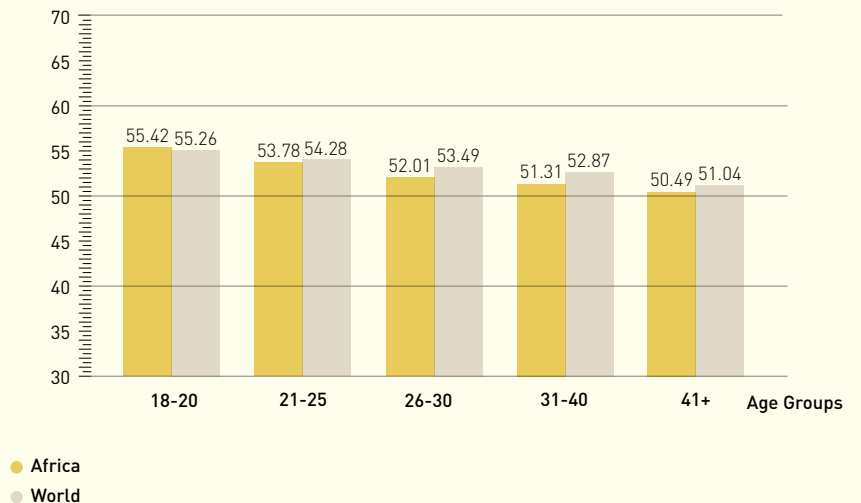
EF EPI Score



GENERATION GAP

African age cohorts are on par with or slightly below global averages. In a hopeful sign for the region's future, young adults ages 18-20 score above their global peers.

EF EPI Score



MIDDLE EAST



PROFICIENCY BANDS

- Very High
- High
- Moderate
- Low
- Very Low

EF EPI RANKINGS

<ul style="list-style-type: none"> 57 U.A.E. 48.88 58 Syria 48.49 59 Qatar 48.19 63 Jordan 47.40 65 Iran 46.60 	<ul style="list-style-type: none"> 70 Oman 44.48 72 Saudi Arabia 43.98 74 Kuwait 43.14 79 Iraq 38.12
---	--

WEAK ENGLISH HURTS EXCHANGE IN THE MIDDLE EAST

Despite the heterogeneity of the Middle East, where areas of great wealth sit next to areas of great poverty, and where stable regimes exist alongside war zones, the region's low English proficiency levels are surprisingly uniform.

Compared to last year, English proficiency has improved slightly in nearly every country in the Middle East, with Saudi Arabia making the most progress. Still, average English proficiency across the region remains too weak for academic or professional use. This presents a serious problem for a region that sits at the crossroads of Europe, Africa, and Asia and would benefit greatly from international exchange.

REGIONAL TRENDS

Most societies in the Middle East are strikingly young. In the region as a whole, an estimated 38% of the population is under 18. Youth unemployment in the region is high: between 20 and 30% for young men in most countries, and twice that for young women, with the added complication that the most educated young people suffer the highest rates of unemployment. The most desirable jobs tend to be in the public sector. These jobs are the highest paid and the most secure, but there are far too few of them to absorb the growing numbers of university graduates. Predictably, the region has experienced social tensions caused by rising levels of youth unemployment in an increasingly educated and technologically savvy generation.

One outlet for these tensions is emigration, and the Middle East as a whole has high levels of brain drain toward Europe and North America. Some entrepreneurial young people have begun to look for sustainable employment at home, but low-quality Internet infrastructure, high cross-border tariffs, and fluctuating currencies have stifled the emergence of a significant startup culture.

AREAS FOR IMPROVEMENT

The Middle East has experienced a disproportionate share of violent conflict since the end of World War II. These conflicts have made it a challenge to provide basic education to children in parts of the region. When even the most basic education is not guaranteed, it is futile to discuss English language proficiency.

In the region's more stable countries, English skills would improve if school systems decided to teach English as a foreign language to all children starting in primary school, modernize instructional methods, and ensure that all teachers receive high-quality initial English training. For the most part, large investments in educational technology in the Gulf states have not coincided with the necessary investments in academic

content and teacher training. As a result, schools have been unable to use the new technology effectively.

Some parts of the region rely heavily on foreign English teachers. That can be a temporary fix for countries lacking qualified instructors, but in the long run it is no replacement for a high-quality local teacher training system. At the university level, some Middle Eastern countries have developed foreign branch campuses with international faculty and students recruited from both Arab and non-Arab countries. This openness to international exchange can improve English proficiency among students, but these institutions could make an even bigger difference by engaging in outreach programs to train local English teachers.

INITIATIVES

In the Middle East, governments tend to roll English education initiatives into larger programs aimed at modernizing or bypassing one particular part of the education system that does not meet international standards. Wealthier Gulf states most often focus on investment in technology and study abroad scholarships, although fluctuations in the price of oil can threaten funding for these expensive programs.

ENGLISH LEARNING INITIATIVES IN THE MIDDLE EAST

U.A.E.

Low Proficiency
EF EPI score: 48.88
#57 out of 80 countries

MOHAMMED BIN RASHID SMART LEARNING INITIATIVE

In 2012, the United Arab Emirates launched a new smart learning initiative to transform the country's classrooms. When fully implemented, the initiative will introduce "Smart Classes" in all public schools and give each student a tablet with 4G network access, facilitating access to online English resources as well as other materials. By 2015, the initiative had reached more than 34,000 students in 208 schools and delivered 1,735 smart screens and 5,295 laptops to teachers. Still, some educators say that a lack of training for teachers and a lack of investment in online pedagogical material limit the instructional value of this new technology.

QATAR

Very Low Proficiency
EF EPI score: 48.19
#59 out of 80 countries

QATAR NATIONAL E-LEARNING PORTAL

In order to meet the Qatar National Vision 2030, which aims to transform the country into a globally focused society, the Ministry of Transportation and Communication launched the Qatar National e-Learning Portal in 2016. This portal teaches adults a variety of skills through virtual interactions and self-paced lessons. The country is using the portal to train hospitality personnel in English in preparation for the 2019 World Athletics Championships and the 2022 FIFA World Cup.

SAUDI ARABIA

Very Low Proficiency
EF EPI score: 43.98
#72 out of 80 countries

KING ABDULLAH SCHOLARSHIP PROGRAM

In 2005, the late King Abdullah introduced a scholarship program to sponsor Saudi citizens to study abroad. As part of the King Abdullah Scholarship Program (KASP), students received four months of English training before starting their degree programs. The program also paid for tuition, flights, medical insurance, and pocket money. For a decade, KASP funded 90% of all Saudi students in undergraduate and graduate degree programs abroad. Although KASP has supported hundreds of thousands of students since its inception, the falling price of oil has forced the Saudi government to reduce the scope of the program, and both Saudi students and universities in English-speaking countries are feeling the pinch.

KUWAIT

Very Low Proficiency
EF EPI score: 43.14
#74 out of 80 countries

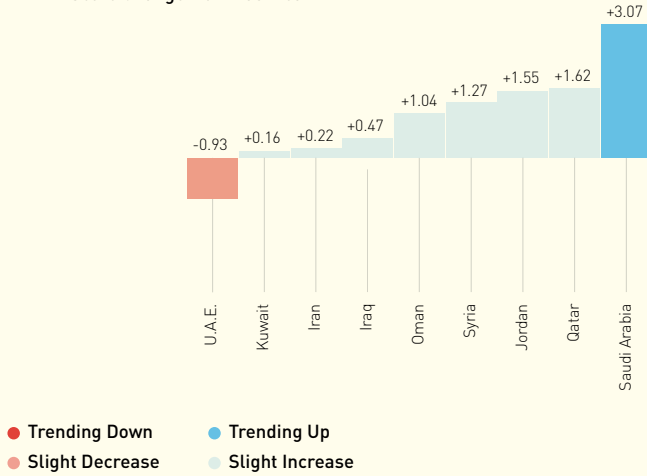
ENGLISH LANGUAGE TEACHING GENERAL SUPERVISION DEPARTMENT

The Kuwaiti Ministry of Education's English Language Teaching (ELT) General Supervision department is responsible for steering the direction of the country's English instruction, from setting national curricular standards to preparing teaching materials and assessments. Its website provides English-language resources for students and teachers, as well as opportunities for feedback. While the Ministry requires students to study English for 12 years, public school students' English performance remains relatively poor: a 2010 study cited poor teacher preparation and the lack of professionalism as potential contributing factors.

EF EPI TRENDS

Despite Saudi Arabia's significant improvement this year, English proficiency in the Middle East is largely confined to the Very Low Proficiency band. Still, most countries saw modest gains this year, with the exception of the United Arab Emirates.

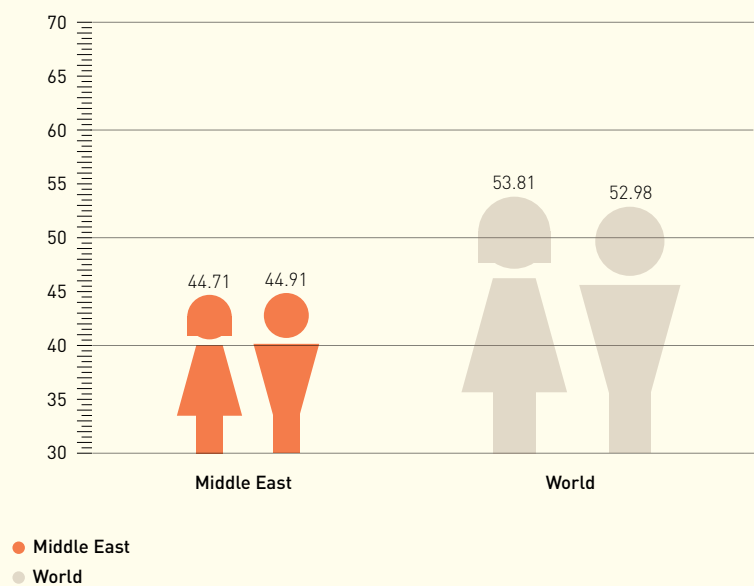
EF EPI Score Change from Last Year



GENDER GAP

Both men and women in the Middle East lag behind their respective global proficiency averages by nearly 10 points. As with Latin America, the gender gap is statistically insignificant.

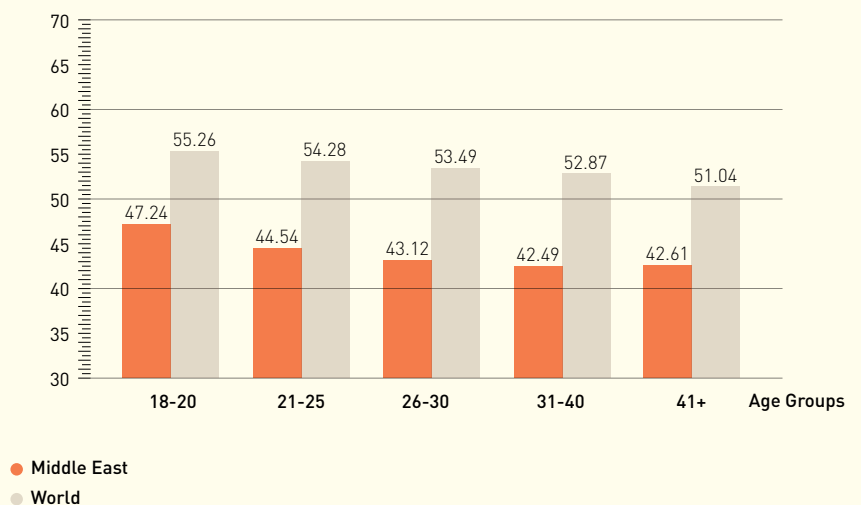
EF EPI Score



GENERATION GAP

Middle Eastern age groups consistently score below global averages. Young adults outpace other groups, but this trend will need to accelerate for the region to compete with other parts of the world.

EF EPI Score



CONCLUSIONS

Every year, countries spend billions to improve their citizens' English proficiency. Mastering a foreign language takes years, if not decades, and there is no one-size-fits-all approach. To illustrate the range of possible approaches for improving a country's English level, we profiled 20 countries' English learning initiatives in this year's report.

Because so many different kinds of people—from students to professionals to retirees—want to learn English, it is difficult to pick a single, generalized approach to English education. Instead, programs must adapt to different target populations' needs and constraints. A successful policy would look to support people at various stages in this journey.

Given limited resources, leaders would ideally coordinate with nonprofits, higher education institutions, and the private sector to create a comprehensive plan that (a) identifies the distinct needs of each target population, (b) sets realistic, measurable goals, and (c) supports programs that meet these goals. To the best of our knowledge, no country has come up with this kind of comprehensive plan—a missed opportunity.

Still, the 20 initiatives in this report show the range of possibilities available for addressing English deficiencies in diverse populations:

- **English as a medium of instruction:**

While many private schools use English as a medium of instruction (EMI) for all or part of their curricula, a number of countries are experimenting with using EMI more broadly in the public education system. Panama

and Spain have bilingual programs, for example, while Morocco offers English-enhanced high school classes. There's nothing new about using English as a medium of instruction, but it's essential to ensure that students are learning the material just as effectively in English as they would in their first languages.

- **Curricular reform and standardized assessment:**

Countries are preparing their students for a competitive international job market, so it makes sense to align foreign language curricula and assessment with international standards. Germany and Kuwait created national organizations to set curricular standards and create standardized assessments, often in alignment with international standards. It can be painful when students perform poorly on international assessments, but highlighting a problem is the first step toward solving it.

- **Internationalization of higher education:**

In an effort to draw more international students and faculty, and to earn better rankings in international league tables,

universities around the world are conducting more classes in English and requiring more faculty to publish in English. Japan and Russia have national programs underway to increase the use of English in universities, and many individual universities in other countries, such as South Africa, are making similar adjustments.

- **Scholarships for university students to study abroad:**

One of the most popular investments in English training is funding study abroad scholarships for university students. These programs are less politically controversial than education reform. They are also simpler to implement and extremely popular with students. Hungary, Mexico, and Saudi Arabia have relatively large scholarship programs in place, while Brazil prepares students to succeed abroad with preparatory language classes.

- **Training for adults:**

Strikingly few countries have national initiatives aimed directly at improving English proficiency among working adults. Singapore and Hong Kong have ongoing campaigns to encourage adults to improve their English. Companies and individuals, of course, often invest in

their own English training, and schemes to finance continuing education often include the option to study foreign languages. But these initiatives are rarely coordinated at the national level.

- **Technology-assisted learning:** Uruguay has given a laptop to every primary school student, and the U.A.E. has given all students a tablet with a 4G connection. These devices are supposed to help personalize instruction in multiple subjects, including English. It is not yet clear, though, if teachers will learn to leverage the new technology effectively. Uruguay has also connected teachers in English-speaking countries to its primary school classrooms via the Internet, and Nigeria uses SMS technology to provide easy access to English education. For adult learners, tools like Qatar's online education portal help provide convenient access to vocational training in English. Technology-assisted English instruction has real potential, even if for most people it has yet to be realized.

- **Training local English teachers:** Teachers are the heart of every education system, and raising the level of English instruction

in schools inevitably involves reskilling English teachers and improving initial teacher training. These kinds of initiatives include structured, nationwide programs, like the Professional Up-skilling of English Language Teachers program in Malaysia, as well as association-driven, local meetings, like a promising new initiative in Angola. English teachers do not just need to speak English well. They also need ongoing professional support, practical training, adequate facilities and materials, and recognition for doing an important job well.

It takes a great deal of effort and investment to steer a country or company toward a future with an English-speaking workforce. We hope that, by sharing our data and analysis on global adult English proficiency trends, we have contributed to discussions about the future of English language education.

METHODOLOGY

The EF English Proficiency Index is increasingly cited as an authoritative source by journalists, educators, officials, and business leaders. EF is pleased to contribute to the ongoing global conversation about English language education.

This seventh edition of the EF EPI is based on test data from more than one million test takers who completed three different versions of the EF Standard English Test (EF SET) in 2016.

THE EF STANDARD ENGLISH TEST

The EF SET is an online, adaptive English test of reading and listening skills. It is a standardized, objectively-scored test designed to classify test takers' language abilities into one of the six levels established by the Common European Framework of Reference (CEFR). For more information about the research and development of the EF SET, visit www.efset.org/research.

The EF EPI is based on results from three different versions of the EF SET. Two versions are available to any Internet user for free. The third is an online placement test used by EF during the enrollment process for English courses. An analysis was conducted of 48,200 test takers who completed multiple versions of the EF SET to establish a uniform and consistent method for scoring across them.

The EF EPI 2017 country scores have been found to correlate strongly with TOEFL iBT 2016 country scores ($r = 0.82$) and IELTS Academic Test 2015 country scores ($r = 0.71$). These correlations show that, while these tests have different designs and test taker profiles, they reveal similar trends in national English proficiency.

TEST TAKERS

Although the sample of test takers for the EF EPI is biased toward respondents who are interested in pursuing language study, the sample is balanced between male and female respondents and represents adult language learners from a broad range of ages.

- Female respondents comprised 47.8% of the overall sample.
- The median age of adult respondents was 26 years.
- 79% of all respondents were under the age of 35, and 99% under the age of 60.
- The median age of male and female respondents was the same.

Because respondents are motivated to take the test by their interest in learning English, the sample should consist primarily of working-aged adults, with a bias toward students and people at the beginning of their careers.

Only countries with a minimum of 400 test takers were included in the index, but in most cases the number of test takers was far

greater. A total of 80 countries and territories were included.

SAMPLING BIASES

We recognize that the test-taking population represented in this index is self-selected and not guaranteed to be representative of the country as a whole. Only those who want to learn English or are curious about their English skills will participate in one of these tests. This could skew scores lower or higher than those of the general population. There is no incentive for test takers to inflate their scores artificially on these low-stakes tests by cheating or cramming, as the results do not lead to certification or admission to a program.

These tests are free and online, so anyone with an Internet connection can participate. Almost all of our test takers are working adults or young adults finishing their studies. People without Internet access are excluded. In countries where Internet usage is low, we expect the impact of this exclusion to be the strongest. This sampling bias would tend to pull scores upward by excluding poorer and less educated people. Nevertheless, open-access methods of Internet tests have proven effective in gathering very large amounts of data about global English proficiency levels.

SCORE CALCULATION

To calculate a country's EF EPI score, each test score was normalized to obtain the percentage of correct answers for that test. All the scores for a country were then averaged

across the three tests, giving equal weight to each test. Regional and global averages were weighted by the populations of each country within each region.

Each country has been assigned to a proficiency band based on its score. These proficiency bands allow recognition of groups of countries with similar English skill levels and comparisons within and between regions. The proficiency bands are aligned to the Common European Framework of Reference (CEFR) and EF's course levels.

- The Very High Proficiency band corresponds to CEFR level B2.
- The High, Moderate, and Low Proficiency bands correspond to CEFR level B1, with each band corresponding to a single EF course level.
- The Very Low Proficiency band corresponds to CEFR level A2.

See pages 42-43 for more details about the specific abilities of English speakers in each band.

OTHER DATA SOURCES

The EF EPI is created through a different process from the one used by public opinion research organizations such as Euromonitor and Gallup, or by the OECD in skills surveys such as PISA and PIAAC. Those studies select survey participants using age, gender, level of education,

income, and other factors. Their survey panels tend to be small, with at most a few thousand participants per country. Because they have been composed using complex sampling methods, they are considered representative of the entire population.

Another source of data about English proficiency comes from national education systems. Many countries test the English skills of every high school student using a standardized national assessment. The results may or may not be made public, but educators and government officials use the data to assess the efficacy of education reform and pinpoint areas for improvement. Unfortunately, those national assessments are not comparable to each other, and they are not administered to adults, so while they give a good indication of English proficiency among high school students in one country over time, they cannot be used for comparison between countries, nor can they tell us much about adult English proficiency levels.

The EF EPI does not aim to compete with or contradict national test results, language polling data, or any other data set. Instead, these data sets complement each other. Some are granular, but limited in scope to a single age group, country, or test taker profile. The EF EPI is broad, examining working-aged adults around the world using a common assessment method. There is no other data set of comparable size and scope,

and, despite its limitations, we, along with many policymakers, scholars, and analysts, believe it to be a valuable reference point in the global conversation about English language education.

RELATED EF EPI REPORTS

The EF EPI research series has three separate reports: this main EF EPI report, which looks at adult English proficiency; the EF EPI for Companies (EF EPI-c), which examines workforce English; and the EF EPI for Schools (EF EPI-s), which tests secondary school and university students. This year, we are publishing the EF EPI seventh edition and the EF EPI-s second edition. The EF EPI-c third edition was published in 2016. All reports are available for download at www.ef.com/epi.

EF EDUCATION FIRST

EF Education First (www.ef.com) is an international education company that focuses on language, academics, and cultural experience. Founded in 1965, EF's mission is "opening the world through education." With more than 500 schools and offices in 54 countries, EF is the Official Education Services Sponsor for the PyeongChang 2018 Olympic and Paralympic Winter Games. The EF English Proficiency Index is published by EF Learning Labs, the research and innovation division of EF Education First.

EF EPI PROFICIENCY BANDS

ABOUT EF EPI PROFICIENCY BANDS

The EF EPI proficiency bands make it easier to identify countries with similar skill levels and to draw comparisons between and within regions. The tasks listed for each proficiency band demonstrate some of what an individual should be able to accomplish at each level. The countries listed are the top three countries in each band.

The EF English Proficiency Index places the surveyed countries and territories into five proficiency bands, from Very High to Very Low. These proficiency bands make it easier to identify countries with similar skill levels and to draw comparisons between and within regions. In the chart below, we give examples of tasks that an individual could accomplish at each proficiency band. The selection of tasks is not meant to be exhaustive, but it is a

useful reference for understanding how skills advance across the bands.

It is important to keep in mind that a country's proficiency band merely indicates the level of the "average" person surveyed there. The EF EPI seeks to compare countries and territories, which necessitates overlooking individual strengths and weaknesses.

PROFICIENCY BAND	COUNTRIES	SAMPLE TASKS
VERY HIGH PROFICIENCY	NETHERLANDS SWEDEN DENMARK	<ul style="list-style-type: none"> ✓ Use nuanced and appropriate language in social situations ✓ Read advanced texts with ease ✓ Negotiate a contract with a native English speaker
HIGH PROFICIENCY	GERMANY AUSTRIA POLAND	<ul style="list-style-type: none"> ✓ Make a presentation at work ✓ Understand TV shows ✓ Read a newspaper
MODERATE PROFICIENCY	BULGARIA GREECE LITHUANIA	<ul style="list-style-type: none"> ✓ Participate in meetings in one's area of expertise ✓ Understand song lyrics ✓ Write professional emails on familiar subjects
LOW PROFICIENCY	CHINA JAPAN RUSSIA	<ul style="list-style-type: none"> ✓ Navigate an English-speaking country as a tourist ✓ Engage in small talk with colleagues ✓ Understand simple emails from colleagues
VERY LOW PROFICIENCY	SYRIA QATAR MOROCCO	<ul style="list-style-type: none"> ✓ Introduce oneself simply (name, age, country of origin) ✓ Understand simple signs ✓ Give basic directions to a foreign visitor

CEFR LEVELS AND CAN-DO STATEMENTS

PROFICIENT USER

- C2** Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations.
- C1** Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.

INDEPENDENT USER

- B2** Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.
- B1** Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling in an area where the language is spoken. Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.

BASIC USER

- A2** Can understand sentences and frequently used expressions related to most relevant areas (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate during routine tasks requiring a simple and direct exchange of information on familiar matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
- A1** Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

QUOTED FROM THE COUNCIL OF EUROPE

All countries in the EF EPI fall into bands corresponding to levels A2-B2.

EF EPI COUNTRY SCORES

A look at changes in English skills over the past year:

The EF EPI score change is the difference between a country's EF EPI sixth edition and seventh edition scores. Any change greater than two points—positive or negative—indicates a significant shift in English ability. The EF EPI sixth edition used test data from 2015, and the seventh from 2016.

COUNTRY	EF EPI SIXTH EDITION	EF EPI SEVENTH EDITION	SCORE CHANGE
ALGERIA	41.60	42.11	+0.51
ANGOLA	—	43.49	new
ARGENTINA	58.40	56.51	-1.89
AUSTRIA	62.13	62.18	+0.05
AZERBAIJAN	46.90	46.97	+0.07
BANGLADESH	—	50.96	new
BELGIUM	60.90	61.58	+0.68
BRAZIL	50.66	51.92	+1.26
BULGARIA	56.79	57.34	+0.55
CAMBODIA	39.48	40.86	+1.38
CAMEROON	—	42.45	new
CHILE	50.10	51.50	+1.40
CHINA	50.94	52.45	+1.51
COLOMBIA	48.41	49.97	+1.56
COSTA RICA	51.35	53.13	+1.78
CUBA	—	50.83	new
CZECH REPUBLIC	59.09	57.87	-1.22
DENMARK	71.15	69.93	-1.22
DOMINICAN REPUBLIC	57.24	56.31	-0.93
ECUADOR	49.13	49.42	+0.29
EGYPT	47.32	46.51	-0.81
EL SALVADOR	43.83	45.70	+1.87
FINLAND	66.61	65.83	-0.78
FRANCE	54.33	54.39	+0.06
GERMANY	61.58	62.35	+0.77
GREECE	—	57.14	new
GUATEMALA	47.64	49.52	+1.88
HONG KONG	54.29	55.81	+1.52
HUNGARY	58.72	58.61	-0.11
INDIA	57.30	56.12	-1.18
INDONESIA	52.94	52.15	-0.79
IRAN	46.38	46.60	+0.22
IRAQ	37.65	38.12	+0.47
ITALY	54.63	54.19	-0.44
JAPAN	51.69	52.34	+0.65
JORDAN	45.85	47.40	+1.55
KAZAKHSTAN	47.42	45.95	-1.47
KUWAIT	42.98	43.14	+0.16
LAOS	38.45	37.56	-0.89
LIBYA	37.82	38.61	+0.79

COUNTRY	EF EPI SIXTH EDITION	EF EPI SEVENTH EDITION	SCORE CHANGE
LITHUANIA	55.08*	57.08	+2.00
LUXEMBOURG	63.20	64.57	+1.37
MACAU	51.36	51.87	+0.51
MALAYSIA	60.70	61.07	+0.37
MEXICO	49.88	51.57	+1.69
MONGOLIA	42.77	44.21	+1.44
MOROCCO	49.86	47.91	-1.95
NETHERLANDS	72.16	71.45	-0.71
NIGERIA	—	54.74	new
NORWAY	68.54	67.77	-0.77
OMAN	43.44	44.48	+1.04
PAKISTAN	48.78	49.88	+1.10
PANAMA	48.08	50.68	+2.60
PERU	49.83	50.50	+0.67
PHILIPPINES	60.33	60.59	+0.26
POLAND	61.49	62.07	+0.58
PORTUGAL	59.68	58.76	-0.92
QATAR	46.57	48.19	+1.62
ROMANIA	58.14	59.13	+0.99
RUSSIA	52.32	52.19	-0.13
SAUDI ARABIA	40.91	43.98	+3.07
SERBIA	59.07	59.37	+0.30
SINGAPORE	63.52	66.03	+2.51
SLOVAKIA	57.34	57.63	+0.29
SOUTH AFRICA	—	63.37	new
SOUTH KOREA	54.87	55.32	+0.45
SPAIN	56.66	56.06	-0.60
SRI LANKA	46.58	47.84	+1.26
SWEDEN	70.81	70.40	-0.41
SWITZERLAND	60.17	60.95	+0.78
SYRIA	47.22*	48.49	+1.27
TAIWAN	52.82	52.04	-0.78
THAILAND	47.21	49.78	+2.57
TUNISIA	47.70	49.01	+1.31
TURKEY	47.89	47.79	-0.10
UKRAINE	50.62	50.91	+0.29
UNITED ARAB EMIRATES	49.81	48.88	-0.93
URUGUAY	51.63	51.73	+0.10
VENEZUELA	46.53	45.71	-0.82
VIETNAM	54.06	53.43	-0.63

* This country did not appear in the EF EPI sixth edition, so this score comes from earlier EF EPI editions.

Africa-America Institute. (2015). State of Education in Africa Report 2015. Retrieved from <http://www.aionline.org/wp-content/uploads/2015/09/AAI-SOE-report-2015-final.pdf>

Arbaoui, L. (2014). After French and Spanish, Morocco to introduce English baccalaureate. Morocco World News. Retrieved from <https://www.morocroworldnews.com/2014/07/133950/after-french-and-spanish-morocco-to-introduce-english-baccalaureate/>

British Council. (2014). Ceibal en Inglés. Retrieved from <https://www.britishcouncil.uv/en/programmes/education/ceibal-en-ingles>

Central Intelligence Agency. (2017). The World Factbook. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/>

Council of Europe. (2017). Language Education Policy Profiles. Retrieved from http://www.coe.int/t/dg4/linguistic/Profils1_EN.asp

Council of Europe. (2001). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, U.K: Press Syndicate of the University of Cambridge.

The Economist. (2016). Youth unemployment in the Arab world. Retrieved from <http://www.economist.com/blogs/graphicdetail/2016/08/daily-chart-7>

Euromonitor International. (2016). Retrieved from <http://www.euromonitor.com/income-and-expenditure>

European Commission/EACEA/Eurydice Facts and Figures. (2015). National Sheets on Education Budgets in Europe 2015. Luxembourg: Publications Office of the European Union.

Holland, P. (2016). Why is Argentina suffering from StagLearning? The World Bank Group. Retrieved from <http://blogs.worldbank.org/education/why-argentina-suffering-staglearning>

Kottasova, I. (2016). Saudi Arabia cuts funding for students abroad. CNN Money. Retrieved from <http://money.cnn.com/2016/02/09/news/saudi-arabia-students-overseas/index.html>

Majgaard, K. and Mingat, (2012). Education in Sub-Saharan Africa: a comparative analysis. The World Bank Group. Retrieved from <https://openknowledge.worldbank.org/bitstream/handle/10986/13143/9780821388891.pdf;sequence=1>

Organization for Economic Cooperation and Development. (2016). Low-Performing Students: Why They Fall Behind and How To Help Them Succeed. Paris: OECD Publishing.

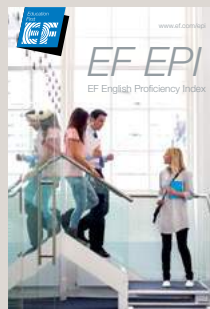
Organization for Economic Cooperation and Development. (2015). Programme for International Student Assessment. Retrieved from <http://www.oecd.org/pisa/>

United Nations Development Programme. (2016). Human Development Report 2016: Human Development for Everyone. Retrieved from <http://report.hdr.undp.org/>

United Nations Educational, Scientific, and Cultural Organization. (2014). Education Systems in ASEAN+6 Countries: A Comparative Analysis of Selected Educational Issues. Retrieved from <http://unesdoc.unesco.org/images/0022/002267/226757E.pdf>

United Nations Educational, Scientific, and Cultural Organization. (2014). Regional Report about Education for All in Latin America and the Caribbean. Retrieved from http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/LAC-GEM-2014-ENG.pdf

VISIT WWW.EF.COM/EPI TO DOWNLOAD PREVIOUS EDITIONS OF THE EF EPI.



EF ENGLISH PROFICIENCY INDEX
1st Edition (2011)



EF ENGLISH PROFICIENCY INDEX
2nd Edition (2012)



EF ENGLISH PROFICIENCY INDEX
3rd Edition (2013)



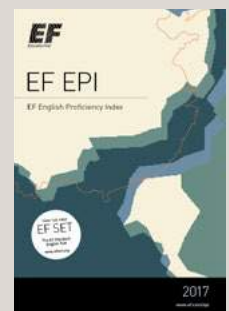
EF ENGLISH PROFICIENCY INDEX
4th Edition (2014)



EF ENGLISH PROFICIENCY INDEX
5th Edition (2015)



EF ENGLISH PROFICIENCY INDEX
6th Edition (2016)



EF ENGLISH PROFICIENCY INDEX
7th Edition (2017)



EF EPI

EF English Proficiency Index

CONTACT US
www.ef.com/epi