EF EPI
EF English Proficiency Index
A Ranking of 113 Countries and Regions by English Skills

www.ef.com/epi
Executive Summary

Learning a language isn’t about translating words; it’s about coming to understand other cultures. As we learn, we come to understand the broader context, see things from new perspectives. These are valuable skills which, along with empathy and innovation, remain beyond the reach of AI.

The same benefits come with any additional language we learn but English is in a unique position in the modern world, not because of the language itself but because so many people speak it. The larger the English-speaking population, the more useful speaking English becomes.

The value of a shared language is most perceptible in the workplace, where English opens up opportunities for individuals and boosts both diversity and empathy. The larger the English-language we learn but English is in a unique position in the modern world, not because of the language itself but because so many people speak it. The larger the English-speaking population, the more useful speaking English becomes.

The region has some of the narrowest age-pyramid in the world. People live longer and when they die, they have children later in life. This is typical of a population with stable pro-
ficiency countries. In the Middle East, it has improved over the past decade, but only due to the addition of higher proficiency countries to the index. At a national level, we’ve seen few significant changes, apart from Lebanon—the past two years have been devastating and this is reflected in their test scores.

The term refers to the age structure of a country, which can have significant implications for economic growth and social stability. For example, in Somalia the population is young and growing, which could lead to instability if proper education and job opportunities are not provided.

The Middle East looks stuck

The average level of English proficiency in the Middle East has improved over the past decade, but only due to the addition of higher proficiency countries to the index. At a national level, we’ve seen few significant changes, apart from Lebanon—the past two years have been devastating and this is reflected in their test scores.

In Africa, the language spoken by people around the world is English. It is a global language, which means it is used in many different countries and regions. It is also a language of learning, as it is the language of instruction in many schools and universities around the world. This means that people who know English have a competitive advantage in the job market, as they can communicate with people from other countries and cultures.

The Middle East looks stuck

The average level of English proficiency in the Middle East has improved over the past decade, but only due to the addition of higher proficiency countries to the index. At a national level, we’ve seen few significant changes, apart from Lebanon—the past two years have been devastating and this is reflected in their test scores.

Latin America is improving, except its young people

In regard to English, Latin America is a region in flux. Central America’s level has improved more than any other region in the world over the past decade at an average pace of 6 points a year. South America has also improved steadily. On the other hand, Mexico has seen a significant decline and both Mexico and Argentina are drivers of the worldwide drop among 18–20-year-olds since 2015. The region as a whole saw a larger-than-average erosion in youth English proficiency during the pandemic, from which it has not yet recovered.

Europe plateaus

Despite dominating the top of the index, Europe is in a bit of a slump this year with a number of high and very high proficiency countries reporting slightly lower scores. Starting from an already high base, the long-term trend in Europe has been one of steady improvement, both in and outside the EU. Still, several of Europe’s largest economies (France, Spain, Italy) have not reached the same proficiency level as their neighbors, and some of the highest proficiency countries in Northern Europe have gender gaps in favor of men of more than 40 points.

The rest of Asia is predominantly stable

South and Southeast Asia have seen a slight drop in their level of English on average, although many countries in the region have stable or modestly rising scores. The regional averages are impacted by India’s level of English proficiency, which has been declining slowly over several years. In addition, the progress Thailand was making until 2020 has been erased by the pandemic. English proficiency in Central Asia is low and stable, with higher-than-average gender gaps in favor of men in almost every country.

North Africa is improving

English proficiency in North Africa has been improving steadily over the past decade, although the pace of improvement has slowed since 2021. It’s too early to say if proficiency will settle at this new level or continue rise. Universities appear to be contributing to these gains as proficiency is highest among 20-25 year-olds. Discussions continue around the roles of English and French in the education systems of the region.

Across Africa, English proficiency levels are largely stable with age groups testing at similar levels in all countries. The gap between men and women in Africa is the narrowest of any region and, with few exceptions, gender gaps are narrow at the national level as well.

Language is an essential part of sharing perspectives and building understanding. This is true of all languages, but because English is spoken by people around the world, it’s uniquely positioned to draw us closer across borders. More people deserve the opportunity to be part of that conversation.
EF EPI 2023 City Scores

Proficiency Bands:
- Very High
- High
- Moderate
- Low
- Very Low

Very High Proficiency
- Amsterdam 646
- Vienna 640
- Copenhagen 639
- Stockholm 637
- Oslo 629
- Berlin 625
- Sofia 622
- Bern 621
- Tallinn 621
- Helsinki 617
- Cape Town 614
- Zagreb 612
- Athens 611
- Tirana 610
- Lisbon 609
- Warsaw 605
- Bucharest 602
- Budapest 600

High Proficiency
- Belgrade 594
- Bratislava 592
- Buenos Aires 592
- Brussels 589
- Prague 589
- Manila 587
- Nairobi 586
- Paris 579
- Lagos 578
- Chisinau 573
- Kuala Lumpur 564
- La Paz 562
- Seoul 559
- Tirana 559
- Madrid 558
- Rome 555
- Santiago 553
- Accra 552
- Tbilisi 551
- Tegucigalpa 551

Moderate Proficiency
- Asunción 549
- Minsk 549
- Montevideo 549
- San José 549
- Kiev 547
- Balut 545
- Havana 543
- Brasilia 542
- Moscow 542
- Hanoi 538
- Erevan 538
- Erivan 536
- Lima 536
- San Salvador 534
- Turin 533
- Jakarta 531
- Colombo 528
- Santo Domingo 528
- Kathmandu 527
- Caracas 521
- Dhaka 521
- Guatemala City 521
- Tehran 521
- Kampala 520
- Addis Ababa 515
- Dar Es Salaam 515
- Beijing 514
- Algiers 513
- Quito 513
- Rio de Janeiro 513
- Shanghai 512
- Managua 511
- Dubai 510
- Rabat 506
- Ankara 503
- Tokyo 503
- Jerusalem 500
- Madinah 500
- Ulaanbaatar 500

Low Proficiency
- Panama City 491
- Nur-Sultan 485
- Bishkek 484
- Doha 484
- Damascus 477
- Cairo 476
- Guangzhou 475
- Amman 470
- Baku 466
- Mexico City 462
- Kabul 458
- Bangkok 457
- Delhi 451

Very Low Proficiency
- Kuwait City 446
- Tashkent 445
- Mogadishu 442
- Khartoum 440
- Muscat 436
- Yaoundé 436
- Nay Pyi Taw 433
- Luanda 428
- Port-au-Prince 427
- Abidjan 425
- Baghdad 425
- Phnom Penh 422
- Kinshasa 421
- Tripoli 419
- Kigali 409
- Sana’a 408
- Riyadh 407
- Dushanbe 392

English proficiency scores for over 1200 regions and cities, as well as national and regional gender and age data, are available at www.ef.com/epi.
EF EPI 2023 Facts and Figures

Who are the test takers?

2.2M
Total Test Takers

55% Female
99% aged 18-60

45% Male

26 Years old
Median Age

Regional trends (2011 - 2023)

Global age trends (2015 - 2023)

Global gender trends (2014 - 2023)

Participate in the EF EPI: take the free EF SET at efset.org

www.ef.com/epi
Simple measures of wealth and trade correlate consistently with English proficiency, however, those relationships aren’t as strong as the ones with more complex indicators of economic balance, productivity, and potential. In this way English is like other skills in a modern workforce: English alone doesn’t raise wages or increase trade, but more efficient workforces tend to speak better English.

Throughout history, scholars have learned each other’s languages in order to keep up with the latest ideas and participate in academic discussions beyond the confines of their nation’s borders. Indeed, innovation and research depends on the frictionless flow of ideas and information. Over the past century, as English has gained traction as a global language, its use has spread into increasingly varied domains, further accelerating innovation. Thanks to the power of AI, we may eventually innovate our way out of linguistic constraints, but until we do, people can only collaborate effectively to drive research forward when they speak the same language.
**Participate in the EF EPI: take the free EF SET at efset.org**

Differences in levels of English proficiency between industries are most likely a direct consequence of hiring practices and varying levels of investment in English training programs. Their persistence in the private sector is somewhat surprising given the level of international integration and competition in all industries. Government and non-profit employers do their staff a disservice by providing them with fewer upskilling opportunities than they would get elsewhere.

**EF EPI by Industry**

<table>
<thead>
<tr>
<th>Industry</th>
<th>EF EPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation</td>
<td></td>
</tr>
<tr>
<td>Media, Sports &amp; Entertainment</td>
<td></td>
</tr>
<tr>
<td>Professional services</td>
<td></td>
</tr>
<tr>
<td>Food &amp; Beverage</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>Logistics &amp; Transportation</td>
<td></td>
</tr>
<tr>
<td>Fast-moving Consumer Goods</td>
<td></td>
</tr>
<tr>
<td>Pharmaceuticals</td>
<td></td>
</tr>
<tr>
<td>Medical devices</td>
<td></td>
</tr>
<tr>
<td>Automotive</td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>Retail</td>
<td></td>
</tr>
<tr>
<td>Banking &amp; Finance</td>
<td></td>
</tr>
<tr>
<td>Manufacturing</td>
<td></td>
</tr>
<tr>
<td>Mining &amp; Energy</td>
<td></td>
</tr>
<tr>
<td>Apparel</td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td></td>
</tr>
<tr>
<td>Chemicals</td>
<td></td>
</tr>
<tr>
<td>Telecommunications</td>
<td></td>
</tr>
<tr>
<td>Healthcare</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Non-profit</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td></td>
</tr>
</tbody>
</table>

**EF EPI by Job Function**

<table>
<thead>
<tr>
<th>Function</th>
<th>EF EPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT</td>
<td></td>
</tr>
<tr>
<td>Accounting &amp; Finance</td>
<td></td>
</tr>
<tr>
<td>Strategy &amp; Planning</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td></td>
</tr>
<tr>
<td>R&amp;D</td>
<td></td>
</tr>
<tr>
<td>Purchasing &amp; Procurement</td>
<td></td>
</tr>
<tr>
<td>Customer Service</td>
<td></td>
</tr>
<tr>
<td>Sales</td>
<td></td>
</tr>
<tr>
<td>Legal</td>
<td></td>
</tr>
<tr>
<td>Operations</td>
<td></td>
</tr>
<tr>
<td>Admin &amp; Clerical</td>
<td></td>
</tr>
<tr>
<td>Technicians &amp; Maintenance</td>
<td></td>
</tr>
</tbody>
</table>

**EF EPI by Seniority**

<table>
<thead>
<tr>
<th>Region</th>
<th>EF EPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
<td></td>
</tr>
<tr>
<td>Middle East</td>
<td></td>
</tr>
<tr>
<td>Latin America</td>
<td></td>
</tr>
<tr>
<td>Europe</td>
<td></td>
</tr>
<tr>
<td>Asia</td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td></td>
</tr>
</tbody>
</table>

For many professionals, having a lower-than-average level of English proficiency is a barrier to career progression and limits access to information. When a promotion means relocating to a more central office with more international teams, non-English speakers are stuck. The problem is particularly acute for those in maintenance and clerical roles where English proficiency is weaker and opportunities to speak English at work more scarce. Employers can help by identifying individuals who may be struggling, funding targeted training programs and creating opportunities for teams from different countries to collaborate. Fields like programming, accounting and marketing, which appear near the top of this list, are especially suited to remote work, potentially putting candidates for these roles in competition with a more international pool of applicants.

Over the past decade, English proficiency levels have become increasingly homogenous between seniority levels, perhaps as a consequence of the closing proficiency gap between adults of different ages and the internationalization of tertiary education and career paths. Executives are often recruited from a borderless pool of candidates, especially in Asia, Europe and Latin America where proficiency levels in this group are nearly identical. We would also expect to see a closing of the proficiency gap between seniority levels in countries actively prioritizing the hiring and training of local talent.

For many professionals, having a lower-than-average level of English proficiency is a barrier to career progression and limits access to information. When a promotion means relocating to a more central office with more international teams, non-English speakers are stuck. The problem is particularly acute for those in maintenance and clerical roles where English proficiency is weaker and opportunities to speak English at work more scarce. Employers can help by identifying individuals who may be struggling, funding targeted training programs and creating opportunities for teams from different countries to collaborate. Fields like programming, accounting and marketing, which appear near the top of this list, are especially suited to remote work, potentially putting candidates for these roles in competition with a more international pool of applicants.

Over the past decade, English proficiency levels have become increasingly homogenous between seniority levels, perhaps as a consequence of the closing proficiency gap between adults of different ages and the internationalization of tertiary education and career paths. Executives are often recruited from a borderless pool of candidates, especially in Asia, Europe and Latin America where proficiency levels in this group are nearly identical. We would also expect to see a closing of the proficiency gap between seniority levels in countries actively prioritizing the hiring and training of local talent.
For individuals, speaking English opens doors—broader access to information, a higher salary, more varied educational opportunities and greater independence from one’s local labor market. Most people who learn English pick up the basics in formal instructional settings. As a consequence, unequal access to good English instruction, like other deficiencies in educational access, is an inequality multiplier, curbing people’s potential and transmitting injustice from one generation to the next.

While speaking English allows people to study abroad, work for global companies and tap into international research, it also allows them to engage with people outside their bubble, gaining awareness of their lifestyles and priorities, the injustices they suffer and their dreams for the future. The value of a more interconnected world is difficult to estimate, but global threats like the climate crisis can only be addressed if we raise the level of international solidarity and cooperation.
<table>
<thead>
<tr>
<th>European Country</th>
<th>Profiency Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netherlands</td>
<td>647</td>
</tr>
<tr>
<td>Austria</td>
<td>616</td>
</tr>
<tr>
<td>Denmark</td>
<td>615</td>
</tr>
<tr>
<td>Norway</td>
<td>614</td>
</tr>
<tr>
<td>Sweden</td>
<td>609</td>
</tr>
<tr>
<td>Belgium</td>
<td>608</td>
</tr>
<tr>
<td>Portugal</td>
<td>607</td>
</tr>
<tr>
<td>Germany</td>
<td>604</td>
</tr>
<tr>
<td>Croatia</td>
<td>603</td>
</tr>
<tr>
<td>Greece</td>
<td>602</td>
</tr>
<tr>
<td>Poland</td>
<td>598</td>
</tr>
<tr>
<td>Finland</td>
<td>597</td>
</tr>
<tr>
<td>Romania</td>
<td>596</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>589</td>
</tr>
<tr>
<td>Hungary</td>
<td>588</td>
</tr>
<tr>
<td>Slovakia</td>
<td>587</td>
</tr>
<tr>
<td>Lithuania</td>
<td>576</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>575</td>
</tr>
<tr>
<td>Estonia</td>
<td>570</td>
</tr>
<tr>
<td>Serbia</td>
<td>569</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>565</td>
</tr>
<tr>
<td>Switzerland</td>
<td>553</td>
</tr>
<tr>
<td>Georgia</td>
<td>541</td>
</tr>
<tr>
<td>Belarus</td>
<td>539</td>
</tr>
<tr>
<td>Italy</td>
<td>535</td>
</tr>
<tr>
<td>Moldova</td>
<td>535</td>
</tr>
<tr>
<td>Spain</td>
<td>535</td>
</tr>
<tr>
<td>Albania</td>
<td>533</td>
</tr>
<tr>
<td>Russia</td>
<td>532</td>
</tr>
<tr>
<td>France</td>
<td>531</td>
</tr>
<tr>
<td>Ukraine</td>
<td>530</td>
</tr>
<tr>
<td>Armenia</td>
<td>528</td>
</tr>
<tr>
<td>Turkey</td>
<td>493</td>
</tr>
<tr>
<td>Azerbaijan</td>
<td>463</td>
</tr>
</tbody>
</table>

**Proficiency distribution (2011 - 2023)**

Percentage of European countries in each proficiency band over time.

**Age trends (2015 - 2023)**

**Gender trends (2014 - 2023)**
ASIA

EF EPI Rankings

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Singapore</td>
<td>631</td>
</tr>
<tr>
<td>20</td>
<td>Philippines</td>
<td>578</td>
</tr>
<tr>
<td>25</td>
<td>Malaysia</td>
<td>568</td>
</tr>
<tr>
<td>29</td>
<td>Hong Kong (China)</td>
<td>558</td>
</tr>
<tr>
<td>49</td>
<td>South Korea</td>
<td>525</td>
</tr>
<tr>
<td>57</td>
<td>Nepal</td>
<td>507</td>
</tr>
<tr>
<td>58</td>
<td>Vietnam</td>
<td>505</td>
</tr>
<tr>
<td>60</td>
<td>Bangladesh</td>
<td>504</td>
</tr>
<tr>
<td>60</td>
<td>India</td>
<td>504</td>
</tr>
<tr>
<td>64</td>
<td>Pakistan</td>
<td>497</td>
</tr>
<tr>
<td>67</td>
<td>Sri Lanka</td>
<td>491</td>
</tr>
<tr>
<td>73</td>
<td>Mongolia</td>
<td>482</td>
</tr>
<tr>
<td>79</td>
<td>Indonesia</td>
<td>473</td>
</tr>
<tr>
<td>82</td>
<td>China</td>
<td>464</td>
</tr>
<tr>
<td>87</td>
<td>Japan</td>
<td>467</td>
</tr>
<tr>
<td>88</td>
<td>Afghanistan</td>
<td>456</td>
</tr>
<tr>
<td>90</td>
<td>Kyrgyzstan</td>
<td>450</td>
</tr>
<tr>
<td>90</td>
<td>Myanmar</td>
<td>450</td>
</tr>
<tr>
<td>93</td>
<td>Uzbekistan</td>
<td>442</td>
</tr>
<tr>
<td>98</td>
<td>Cambodia</td>
<td>421</td>
</tr>
<tr>
<td>101</td>
<td>Thailand</td>
<td>416</td>
</tr>
<tr>
<td>104</td>
<td>Kazakhstan</td>
<td>415</td>
</tr>
<tr>
<td>112</td>
<td>Tajikistan</td>
<td>388</td>
</tr>
</tbody>
</table>

Proficiency Bands

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

Profiency distribution (2011 - 2023)

Age trends (2015 - 2023)

Gender trends (2014 - 2023)
LATIN AMERICA

EF EPI Rankings

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Argentina</td>
<td>560</td>
</tr>
<tr>
<td>31</td>
<td>Honduras</td>
<td>544</td>
</tr>
<tr>
<td>38</td>
<td>Costa Rica</td>
<td>534</td>
</tr>
<tr>
<td>39</td>
<td>Uruguay</td>
<td>533</td>
</tr>
<tr>
<td>41</td>
<td>Bolivia</td>
<td>532</td>
</tr>
<tr>
<td>43</td>
<td>Cuba</td>
<td>531</td>
</tr>
<tr>
<td>45</td>
<td>Paraguay</td>
<td>530</td>
</tr>
<tr>
<td>50</td>
<td>El Salvador</td>
<td>524</td>
</tr>
<tr>
<td>51</td>
<td>Peru</td>
<td>521</td>
</tr>
<tr>
<td>52</td>
<td>Chile</td>
<td>518</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>Guatemala</td>
<td>515</td>
</tr>
<tr>
<td>55</td>
<td>Dominican Republic</td>
<td>512</td>
</tr>
<tr>
<td>56</td>
<td>Venezuela</td>
<td>508</td>
</tr>
<tr>
<td>62</td>
<td>Nicaragua</td>
<td>503</td>
</tr>
<tr>
<td>70</td>
<td>Brazil</td>
<td>487</td>
</tr>
<tr>
<td>71</td>
<td>Panama</td>
<td>486</td>
</tr>
<tr>
<td>75</td>
<td>Colombia</td>
<td>480</td>
</tr>
<tr>
<td>80</td>
<td>Ecuador</td>
<td>467</td>
</tr>
<tr>
<td>89</td>
<td>Mexico</td>
<td>461</td>
</tr>
<tr>
<td>98</td>
<td>Haiti</td>
<td>421</td>
</tr>
</tbody>
</table>

Proficiency Bands: Very High, High, Moderate, Low, Very Low

Age trends (2015 - 2023)

Gender trends (2014 - 2023)
MIDDLE EAST

EF EPI Rankings

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>EF EPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>Israel</td>
<td>514</td>
</tr>
<tr>
<td>58</td>
<td>Iran</td>
<td>505</td>
</tr>
<tr>
<td>65</td>
<td>Lebanon</td>
<td>496</td>
</tr>
<tr>
<td>71</td>
<td>United Arab Emirates</td>
<td>486</td>
</tr>
<tr>
<td>73</td>
<td>Qatar</td>
<td>482</td>
</tr>
<tr>
<td>80</td>
<td>Syria</td>
<td>467</td>
</tr>
<tr>
<td>85</td>
<td>Kuwait</td>
<td>461</td>
</tr>
<tr>
<td>92</td>
<td>Palestine</td>
<td>445</td>
</tr>
<tr>
<td>96</td>
<td>Jordan</td>
<td>431</td>
</tr>
<tr>
<td>100</td>
<td>Oman</td>
<td>418</td>
</tr>
<tr>
<td>106</td>
<td>Iraq</td>
<td>410</td>
</tr>
<tr>
<td>108</td>
<td>Saudi Arabia</td>
<td>408</td>
</tr>
<tr>
<td>110</td>
<td>Yemen</td>
<td>392</td>
</tr>
</tbody>
</table>

Profiency Bands: Very High, High, Moderate, Low, Very Low

Age trends (2017 - 2023)

Gender trends (2014 - 2023)
Proficiency Detail

For full details, please visit: www.ef.com/epi

Greece
EF EPI score: 603
Top region: Athens (619)
Top city: Athens City (629)
Top age group: 26-30 (average score 625)

Guatemala
EF EPI score: 515
Top region: Sacatepéquez (545)
Top city: Guatemala City (521)
Top age group: 26-30 (average score 527)

Haiti
EF EPI score: 98
Top region: Sud (445)
Top city: Port-au-Prince (467)
Top age group: 21-25 (average score 496)

Iraq
EF EPI score: 106
Top region: Erbil (547)
Top city: Erbil (447)
Top age group: 21-25 (average score 418)

Israel
EF EPI score: 54
Top region: Ashdod (541)
Top city: Ashdod (547)
Top age group: 41+ (average score 456)

Italy
EF EPI score: 35
Top region: Torino (545)
Top city: Torino (547)
Top age group: 26-30 (average score 449)

Kenya
EF EPI score: 19
Top region: Coast (565)
Top city: Mombasa (547)
Top age group: 21-25 (average score 589)

Kuwait
EF EPI score: 85
Top region: Kuwait City (545)
Top city: Kuwait City (547)
Top age group: 26-30 (average score 534)

Kyrgyzstan
EF EPI score: 90
Top region: Bishkek (545)
Top city: Bishkek (547)
Top age group: 31-40 (average score 589)

Japan
EF EPI score: 457
Top region: Kanto (483)
Top city: Tokyo (503)
Top age group: 26-30 (average score 488)

Jordan
EF EPI score: 96
Top region: Central (445)
Top city: Amman (470)
Top age group: 21-25 (average score 456)

Kazakhstan
EF EPI score: 104
Top region: Central region (445)
Top city: Astana (470)
Top age group: 26-30 (average score 456)

Kuwait
EF EPI score: 85
Top region: Kuwait City (545)
Top city: Kuwait City (547)
Top age group: 26-30 (average score 534)

Hong Kong (China)
EF EPI score: 558
Top region: Hong Kong Island (567)
Top city: Hong Kong Island (567)
Top age group: 21-25 (average score 570)

Hungary
EF EPI score: 588
Top region: Central (567)
Top city: Budapest (567)
Top age group: 26-30 (average score 490)

Honduras
EF EPI score: 544
Top region: Cortés & Francisco Morazán (550)
Top city: San Pedro Sula (564)
Top age group: 21-30 (average score 565)

Honduras
EF EPI score: 29
Top region: Central (567)
Top city: San Pedro Sula (564)
Top age group: 21-30 (average score 565)

Hong Kong (China)
EF EPI score: 29
Top region: Central (567)
Top city: Hong Kong Island (567)
Top age group: 21-30 (average score 565)

Haiti
EF EPI score: 17
Top region: Sud (445)
Top city: Port-au-Prince (467)
Top age group: 21-30 (average score 469)

Haiti
EF EPI score: 58
Top region: Sud (445)
Top city: Port-au-Prince (467)
Top age group: 21-30 (average score 469)

Haiti
EF EPI score: 58
Top region: Sud (445)
Top city: Port-au-Prince (467)
Top age group: 21-30 (average score 469)

Haiti
EF EPI score: 58
Top region: Sud (445)
Top city: Port-au-Prince (467)
Top age group: 21-30 (average score 469)

Haiti
EF EPI score: 58
Top region: Sud (445)
Top city: Port-au-Prince (467)
Top age group: 21-30 (average score 469)

Haiti
EF EPI score: 58
Top region: Sud (445)
Top city: Port-au-Prince (467)
Top age group: 21-30 (average score 469)

Haiti
EF EPI score: 58
Top region: Sud (445)
Top city: Port-au-Prince (467)
Top age group: 21-30 (average score 469)

Haiti
EF EPI score: 58
Top region: Sud (445)
Top city: Port-au-Prince (467)
Top age group: 21-30 (average score 469)

Haiti
EF EPI score: 58
Top region: Sud (445)
Top city: Port-au-Prince (467)
Top age group: 21-30 (average score 469)

Haiti
EF EPI score: 58
Top region: Sud (445)
Top city: Port-au-Prince (467)
Top age group: 21-30 (average score 469)
## Proficiency Detail

For full details, please visit www.ef.com/epi

### Lebanon
- EF EPI Score: 650
- Top City: Beirut (543)
- Top Age Group: 18-20 (Average score 520)

### Libya
- EF EPI Score: 482
- Top City: Tripoli (515)
- Top Age Group: 18-30 (Average score 606)

### Lithuania
- EF EPI Score: 576
- Top City: Vilnius (520)
- Top Age Group: 26-30 (Average score 616)

### Morocco
- EF EPI Score: 476
- Top Region: Rabat-Salé-Kénitra (560)
- Top City: Rabat (546)
- Top Age Group: 18-30 (Average score 586)

### Myanmar
- EF EPI Score: 90
- Top Region: Yangon* (468)
- Top City: Yangon (469)
- Top Age Group: 21-25 (Average score 520)

### Nicaragua
- EF EPI Score: 503
- Top Region: Managua* (511)
- Top City: Managua (511)
- Top Age Groups: 26-30 & 31-40 (Average score 521)

### Oman
- EF EPI Score: 418
- Top City: Muscat (436)

### Pakistan
- EF EPI Score: 497
- Top Region: Punjab (512)
- Top City: Islamabad (539)
- Top Age Group: 21-30 (Average score 560)

### Netherlands
- EF EPI Score: 647
- Top Region: Limburg (674)
- Top City: Breda (671)
- Top Age Group: 31-40 (Average score 665)

### Norway
- EF EPI Score: 576
- Top Region: Nord-Norge (611)
- Top City: Oslo (620)
- Top Age Group: 21-30 (Average score 543)

### Qatar
- EF EPI Score: 535
- Top City: Doha (563)

### Mexico
- EF EPI Score: 451
- Top City: Guadalajara (547)
- Top Age Group: 26-30 (Average score 475)

### Madagascar
- EF EPI Score: 78
- Top Region: Pouk (567)
- Top City: Antananarivo (465)
- Top Age Group: 26-30 (Average score 682)

### Malaysia
- EF EPI Score: 568
- Top City: Kuantan (603)
- Top Age Group: 26-30 (Average score 582)

### Mozambique
- EF EPI Score: 536
- Top City: Chipinge (572)

### Mongolia
- EF EPI Score: 462
- Top City: Ulaanbaatar (500)
- Top Age Group: 26-30 (Average score 475)

### Nepal
- EF EPI Score: 607
- Top City: Kathmandu (527)
- Top Age Group: 21-25 (Average score 520)
Proficiency Detail

For full details, please visit www.ef.com/epi
Proficiency Detail

For full details, please visit: www.ef.com/epi
Conclusions

After a decade of surging demand and unprecedented investment, worldwide English proficiency levels haven’t changed—a reminder of both the challenge and potential for progress; but this superficial stability hides variation at the regional and national level, as well as gains and losses in specific age and gender groups. To the extent that these changes are consequences of policy, our data can help validate or interrogate those decisions.

Teaching English to those who need it now...

Contrary to popular belief, adults can learn languages to a high level, however, the amount of training and practice required are usually underestimated. In an optimal learning environment, it takes an adult about 150 hours of instruction and practice to improve by one CEFIR level. That means a beginner with two hours of English instruction a week would need three years to reach a B1 level. Adult language training programs rarely last that long. Approaching adult training with realistic expectations helps organizations and individuals align investment with goals.

Adult English instruction can take several forms, but the most effective large-scale solutions give the learner an on-demand communication-based experience at a reasonable price by blending guided self-study and with teacher-led instruction. AI has the potential to upcharge such platforms. Learners can work together on authentic documents, and what they produce can be corrected by AI, then those corrections can be explained again and again in different ways with no irritation or fatigue. Immersive interaction with generative AI can feel a lot like a real-life language exchange, if real life were peopled by chatty, helpful folks with nowhere else to be. AI course managers can prompt learners to revise tasks at the right time for optimal retention and spot people who are losing motivation.

However, research on educational outcomes indicates that student-teacher bonds are among the most highly predictive measures of achievement. Organizations that develop a culture of language learning will reap the benefits of that motivating social environment. For those learning English on their own, the learning platform itself has to create that momentum. Most people need time to feel what others care about their success in order to succeed, which is why the arrival of MOOCs hasn’t turned us all into rocket scientists. The availability of information isn’t enough.

...and to those who will need it later

Teaching English well in schools and universities is the most effective way to build adult proficiency over time. Ambitious curriculum reform starts with teacher training. Teachers, like other adults, can learn English to a high level, but they need time, motivation, training, and practice. The same language learning solutions used in companies can be used by teachers to strengthen their English skills, but with the same caveat: social cues about the importance of the project will inevitably influence its success.

Teachers may not be integrated into a team like office workers. Successful professional development projects pay particular attention to creating learner cohorts with strong ties who can reinforce each other’s motivation.

In addition to English skills, teachers who weren’t trained in communicative methods need professional development and mentoring in that area. When language classes are large, students rarely get enough time to practice speaking English. Techniques to address that challenge deserve particular attention. Those who have been teaching for years using other methods may need extra encouragement to change their habits.

In English classes at schools and universities, technology of course has a role as well. One of the most interesting possibilities is to teach students how to use English-language media and participatory social spaces to improve their skills autonomously. Many English teachers already use media in class with the aim of giving lessons a modern feel. Helping students master the tools to turn their entertainment experiences into educational ones would be a powerful shift in perspective, given how many young people interact with English-language media every day. In the same way, generative AI can be used as a personal language coach and copy editor if students are taught how to use it for those purposes.

The influence of tests

In many countries, graduation and university entrance exams help concentrate class time on the education system’s desired outcomes. If one of those goals is to teach young people how to communicate in English, important exams must test those skills. Major assessments which test mainly translation, vocabulary or grammar will inevitably push teachers to use most of their class time on those subjects. Assessments that allow English out entirely send a clear message about its importance relative to other academic subjects.

For students wanting to study in an English-language university, taking the required score on a standardized English test like TOEFL is a major source of stress and expense. On top of the test fees, students may need to travel to a test center, sometimes in another country, sometimes accompanied by a parent. Although these English tests are useful to admissions teams, filtering large numbers of potential international applicants automatically, they may want to reconsidder their blanket use for the same reason many universities are moving away from standardized national testing like the SAT. These tests are prohibitively expensive and, like all standardized tests, cannot hope to measure subtle variations in student profiles.

Leveraging linguistic diversity

To reach their full potential, all children need to learn to read and write in their first language. Where English is a common medium of instruction but rarely spoken at home, a careful approach to its introduction is called for, with the aim of developing full multilingualism among pupils rather than devaluing home languages in the faces of English. The same applies to any situation where children speak a different language at home than the one used in school. Educational outcomes are better when young children learn to read and write in their mother tongue, and a multilingual workforce literate in all its languages is more versatile than a monolingual one.

Although English has historic ties to a few countries, the vast majority of English speakers today are not from those places. There is no international body that sets norms for the English language, and indeed that is part of its appeal as a global lingua franca—because it belongs to no one, it can belong to everyone. But, like other languages, such as French and Russian, English does get caught up in politics and private English tutors? And why would English courses be the top choice in countries with nationalized adult education schemes?

English opens doors. Everyone deserves a fair chance at learning it.
Recommendations

Most organizations and individuals are convinced of the advantages of English proficiency. However, not everyone knows how to get there. Here are our recommendations:

For companies
- Set realistic goals that take into account the hours needed to close the gap between current and target proficiency levels for each individual.
- Build a culture of internationalism and mobility, including in branch offices.
- Use platforms that facilitate frequent contact between teams in different countries.
- Build diverse, multinational teams in all functions, including the back office.
- Test the entire workforce to identify strategic weaknesses in English.
- Train employees using a role-specific English curriculum.
- Leverage technology to bring flexible learning at scale.
- Set minimum standards of English proficiency for different roles, and test that those standards are being met.
- Reward employees who invest time in improving their English.
- Encourage executives and managers to lead by example and share their experiences as English learners.
- Prioritize access to English learning for all employees.

For governments and education authorities
- Consider the hours available in the curriculum and the proficiency level achievable for each major educational milestone.
- Use large-scale assessment of both teachers and students to set benchmarks then track progress over time.
- Adjust entrance and exit exams so that they evaluate communicative English skills.
- Include English in the training regimens for all new teachers.
- Re-train English teachers in communicative teaching methods if they were initially trained using other methods.
- Ensure that English is taught only by people who speak the language well enough to instruct in it.
- Set a minimum level required to teach English, test instructors regularly, and train those who miss the mark.
- Teach children to read and write in their own native language.
- Assess the English skills of all public servants and provide training as necessary, not only for their current jobs, but also for their careers.
- Provide English language instruction in job centers and unemployment reduction programs.
- Give adults access to lifelong learning programs and include English training in the provision.
- Ensure that government-funded adult-language courses are long enough and intensive enough for learners to meet their goals.
- Develop standardized micro-credentials that certify course quality and improve skill portability.
- Allow TV shows and movies to be shown in their original language, with subtitles rather than dubbing.
- Consider online options for regular conversation practice and access to a teacher.

For teachers, schools, and universities
- Teach English using a communication-based methodology.
- Reward successful acts of communication rather than focusing on mistakes.
- Engage students outside the classroom with English-language media and encourage them to share their favorites.
- Give students frequent opportunities to speak English through activities like English clubs, theme days, classroom twinning, school trips, and guest speakers.
- Provide a forum for teachers to share best practices and get advice about teaching English effectively.
- Give teachers of all subjects a straightforward path to improve their English and time in their schedule to do so.
- Include English language requirements for all university majors.
- Offer subject classes to be taught in English if both the students and the professor meet the requisite English level.
- Create a remedial English program to help those who have fallen behind.
- Re-train English teachers in communicative teaching methods.
- Develop standardized micro-credentials that certify course quality and improve skill portability.
- Include English in the training regimens for all new teachers.
- Re-train English teachers in communicative teaching methods if they were initially trained using other methods.
- Ensure that English is taught only by people who speak the language well enough to instruct in it.
- Set a minimum level required to teach English, test instructors regularly, and train those who miss the mark.
- Teach children to read and write in their own native language.

For individuals
- Play the long game: plan for the hundreds of hours it takes to move from one proficiency level to the next.
- Be aware of growing competence at different stages and celebrate your successes.
- Study English every day, even if only for a few minutes.
- Study in sessions of maximum 1 hour and take a break when you feel your attention waning.
- Set specific, achievable goals and write them down.
- Memorize vocabulary relevant to your job or field of study and begin using it immediately.
- Practice speaking, even if it’s just reading a book aloud.
- Engage with content you enjoy in English when you need a break.
- Watch TV, read, or listen to the radio in English.
- When traveling to an English-speaking country, speak as much as possible.
- Use social media in English and set computers and apps to English to get more built-in exposure to the language.
- Consider online options for regular conversation practice and access to a teacher.
APPENDIX A

About the Index

**Methodology**

This edition of the EF EPI is based on test data from more than 2,200,000 test takers around the world who took the EF Standard English Test (EF SET) in 2022.

**The EF Standard English Test (EF SET)**

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). The EF SET is available to any Internet user for free. For more information about the research and development of the EF SET, visit www.efset.org/about/.

EF EPI 2023 scores have been found to correlate strongly with TOEFL-IBT 2021 scores (r=0.77) and IELTS Academic Test 2022 scores (r=0.59). These correlations 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 and younger adults, the sample is roughly balanced between male and female respondents and represents adult language learners from a broad range of ages.

- Female respondents comprised 42% of the overall sample, male respondents 35% and respondents who did not provide gender information 23%.
- The median age of respondents who provided age information was 26, with 88% of those respondents under the age of 35, and 99% under the age of 60. 29% of those respondents under the age of 35, and 99% under the age of 60.
- The median age of male respondents was 26, slightly higher than the median age of female respondents, which was 25.
- Only cities, regions, and 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.

**Sampling Biases**

The test-taking population represented in this Index is self-selected and not guaranteed to be representative. 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.

The EF SET is 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 would be automatically excluded. The EF SET site is fully adaptive and 37% of test takers complete the exam from a mobile device. In parts of the world where Internet usage is low, we would expect the impact of an online format to be strong. This sampling bias would tend to pull scores upward by excluding poorer and less educated people, and those living in areas with little or no Internet connectivity.

Nevertheless, open access online tests have proven effective in gathering very large amounts of data about a range of indicators, and we believe they provide valuable information about global English proficiency levels.

**Score Calculation**

National EF EPI scores are calculated using a three year rolling average. First, we calculate the average EF SET score achieved by all test takers residing in a country during the previous calendar year.

Then, we average that score with the published EF EPI score for Y-1 and Y-2. This stabilizes the index and reduces turbulence from sampling variation year over year. We calculate scores for industries, job functions and seniority levels in the same way.

Once national EF EPI scores are calculated, we use them to calculate rolloff scores for world regions (Europe, Asia, etc.) as well as global scores. These scores are population weighted by country, so for example, India’s score carries a much heavier weight than Thailand’s in the calculation of Asia’s score. This applies to all scores calculated at the supranational level (world and region scores along with their gender and age group breakdowns).

Scores for subgroups within a country are not population weighted. We calculate these directly based on the previous calendar year’s EF SET data then calibrate them against the national score for coherence.

Based on score thresholds, we assign countries, regions, and cities to proficiency bands. This allows recognition of clusters with similar English skill levels and comparisons within and between regions.

**Other Data Sources**

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, region, 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.

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. Because they have been composed using complex sampling methods, they are considered representative of the entire population.

PISA will include an English as a foreign language assessment for the first time in 2025 which will provide an interesting comparison data set for the EF EPI as it benchmarks skill levels among 15-year-olds. Another source of data about English proficiency comes from national education systems. Many schools test the English skills of every high school student or university applicant 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 part of the world, they cannot be used for international comparison, nor can they tell us much about adult English proficiency levels.

**EF Education First**

EF Education First (www.ef.com) is an international education company that focuses on language, academics, cultural exchange, and educational travel. Founded in 1965, EF’s mission is “opening the world through education.” Millions of students, companies and organizations have participated in an EF program. The EF English Proficiency Index is published by Signum International AG.
APPENDIX B

EF EPI Proficiency Bands

About EF EPI Proficiency Bands
The EF English Proficiency Index places the surveyed countries and territories into five proficiency bands, from Very High to Very Low. The bands make it easier to identify countries and regions with similar skill levels and to draw comparisons between and within regions.

In the chart on the right, 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 proficiency band merely indicates the skills of an average test taker. The EF EPI seeks to compare countries and territories, which necessitates overlooking individual strengths and weaknesses.

Proficiency

Very High
Netherlands
Portugal
Singapore

High
Argentina
Kenya
Philippines

Moderate
Chile
India
Honduras

Low
China
Pakistan
Turkey

Very Low
Haiti
Saudi Arabia
Thailand

Sample Tasks
✓ Use nuanced and appropriate language in social situations
✓ Read advanced texts with ease
✓ Negotiate a contract with a native English speaker
✓ Make a presentation at work
✓ Understand TV shows
✓ Read a newspaper
✓ Participate in meetings in one’s area of expertise
✓ Understand song lyrics
✓ Write professional emails on familiar subjects
✓ Navigate an English-speaking country as a tourist
✓ Engage in small talk with colleagues
✓ Understand simple emails from colleagues
✓ Introduce oneself simply (name, age, country of origin)
✓ Understand simple signs
✓ Give basic directions to a foreign visitor

APPENDIX C

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 themselves 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 meanings.
• Can express themselves 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 their 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 their 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 themselves and others and can ask and answer questions about personal details such as where they live, people they know, and things they have.
• 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 and regions in the EF EPI fall into bands corresponding to levels A2-C1.
A look at changes in English skills over the past year:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Netherlands</td>
<td>647</td>
<td>661</td>
<td>-14</td>
</tr>
<tr>
<td>Singapore</td>
<td>631</td>
<td>642</td>
<td>-11</td>
</tr>
<tr>
<td>Austria</td>
<td>616</td>
<td>628</td>
<td>-12</td>
</tr>
<tr>
<td>Denmark</td>
<td>615</td>
<td>625</td>
<td>-10</td>
</tr>
<tr>
<td>Norway</td>
<td>614</td>
<td>627</td>
<td>-13</td>
</tr>
<tr>
<td>Sweden</td>
<td>609</td>
<td>618</td>
<td>-9</td>
</tr>
<tr>
<td>Belgium</td>
<td>608</td>
<td>620</td>
<td>-12</td>
</tr>
<tr>
<td>Portugal</td>
<td>607</td>
<td>614</td>
<td>-7</td>
</tr>
<tr>
<td>South Africa</td>
<td>605</td>
<td>609</td>
<td>-4</td>
</tr>
<tr>
<td>Germany</td>
<td>604</td>
<td>613</td>
<td>-9</td>
</tr>
<tr>
<td>Croatia</td>
<td>603</td>
<td>612</td>
<td>-9</td>
</tr>
<tr>
<td>Greece</td>
<td>602</td>
<td>598</td>
<td>4</td>
</tr>
<tr>
<td>Poland</td>
<td>598</td>
<td>600</td>
<td>-2</td>
</tr>
<tr>
<td>Finland</td>
<td>597</td>
<td>615</td>
<td>-18</td>
</tr>
<tr>
<td>Romania</td>
<td>596</td>
<td>595</td>
<td>1</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>589</td>
<td>581</td>
<td>8</td>
</tr>
<tr>
<td>Hungary</td>
<td>588</td>
<td>590</td>
<td>-2</td>
</tr>
<tr>
<td>Slovakia</td>
<td>587</td>
<td>597</td>
<td>-10</td>
</tr>
<tr>
<td>Kenya</td>
<td>584</td>
<td>582</td>
<td>2</td>
</tr>
<tr>
<td>Philippines</td>
<td>579</td>
<td>578</td>
<td>0</td>
</tr>
<tr>
<td>Lithuania</td>
<td>576</td>
<td>589</td>
<td>-13</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>575</td>
<td>596</td>
<td>-21</td>
</tr>
<tr>
<td>Estonia</td>
<td>570</td>
<td>570</td>
<td>0</td>
</tr>
<tr>
<td>Serbia</td>
<td>569</td>
<td>567</td>
<td>2</td>
</tr>
<tr>
<td>Malaysia</td>
<td>568</td>
<td>574</td>
<td>-6</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>565</td>
<td>575</td>
<td>-10</td>
</tr>
<tr>
<td>Nigeria</td>
<td>562</td>
<td>564</td>
<td>-2</td>
</tr>
<tr>
<td>Argentina</td>
<td>560</td>
<td>562</td>
<td>-2</td>
</tr>
<tr>
<td>Hong Kong (China)</td>
<td>558</td>
<td>561</td>
<td>-3</td>
</tr>
<tr>
<td>Switzerland</td>
<td>553</td>
<td>563</td>
<td>-10</td>
</tr>
<tr>
<td>Honduras</td>
<td>544</td>
<td>532</td>
<td>12</td>
</tr>
<tr>
<td>Georgia</td>
<td>541</td>
<td>524</td>
<td>17</td>
</tr>
<tr>
<td>Belarus</td>
<td>539</td>
<td>533</td>
<td>6</td>
</tr>
<tr>
<td>Ghana</td>
<td>537</td>
<td>529</td>
<td>8</td>
</tr>
<tr>
<td>Italy</td>
<td>536</td>
<td>548</td>
<td>-13</td>
</tr>
<tr>
<td>Moldova</td>
<td>536</td>
<td>528</td>
<td>7</td>
</tr>
<tr>
<td>Spain</td>
<td>535</td>
<td>545</td>
<td>-10</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>534</td>
<td>536</td>
<td>-2</td>
</tr>
<tr>
<td>Albania</td>
<td>533</td>
<td>523</td>
<td>10</td>
</tr>
<tr>
<td>Uruguay</td>
<td>533</td>
<td>521</td>
<td>12</td>
</tr>
<tr>
<td>Bolivia</td>
<td>532</td>
<td>525</td>
<td>7</td>
</tr>
<tr>
<td>Russia</td>
<td>532</td>
<td>530</td>
<td>2</td>
</tr>
<tr>
<td>Cuba</td>
<td>531</td>
<td>531</td>
<td>0</td>
</tr>
<tr>
<td>France</td>
<td>531</td>
<td>541</td>
<td>-10</td>
</tr>
<tr>
<td>Paraguay</td>
<td>530</td>
<td>526</td>
<td>4</td>
</tr>
<tr>
<td>Ukraine</td>
<td>530</td>
<td>539</td>
<td>-9</td>
</tr>
<tr>
<td>Uganda</td>
<td>529</td>
<td>512</td>
<td>17</td>
</tr>
<tr>
<td>Armenia</td>
<td>528</td>
<td>506</td>
<td>22</td>
</tr>
<tr>
<td>South Korea</td>
<td>526</td>
<td>537</td>
<td>-11</td>
</tr>
<tr>
<td>El Salvador</td>
<td>524</td>
<td>519</td>
<td>5</td>
</tr>
<tr>
<td>Peru</td>
<td>521</td>
<td>517</td>
<td>4</td>
</tr>
<tr>
<td>Chile</td>
<td>518</td>
<td>524</td>
<td>-6</td>
</tr>
<tr>
<td>Guatemala</td>
<td>515</td>
<td>505</td>
<td>10</td>
</tr>
<tr>
<td>Israel</td>
<td>514</td>
<td>483</td>
<td>31</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>512</td>
<td>514</td>
<td>-2</td>
</tr>
<tr>
<td>Venezuela</td>
<td>508</td>
<td>492</td>
<td>16</td>
</tr>
</tbody>
</table>

APPENDIX D
EF EPI Country and Region Rankings

A look at changes in English skills over the past year:
Visit www.ef.com/epi to download previous editions of the EF EPI.