

## 01 Why is English a Key Skill Today?

- Access to educational and job opportunities.
- Full participation in global citizenship.
- Cognitive, social, and professional development of students.
- Predominant language in international education.

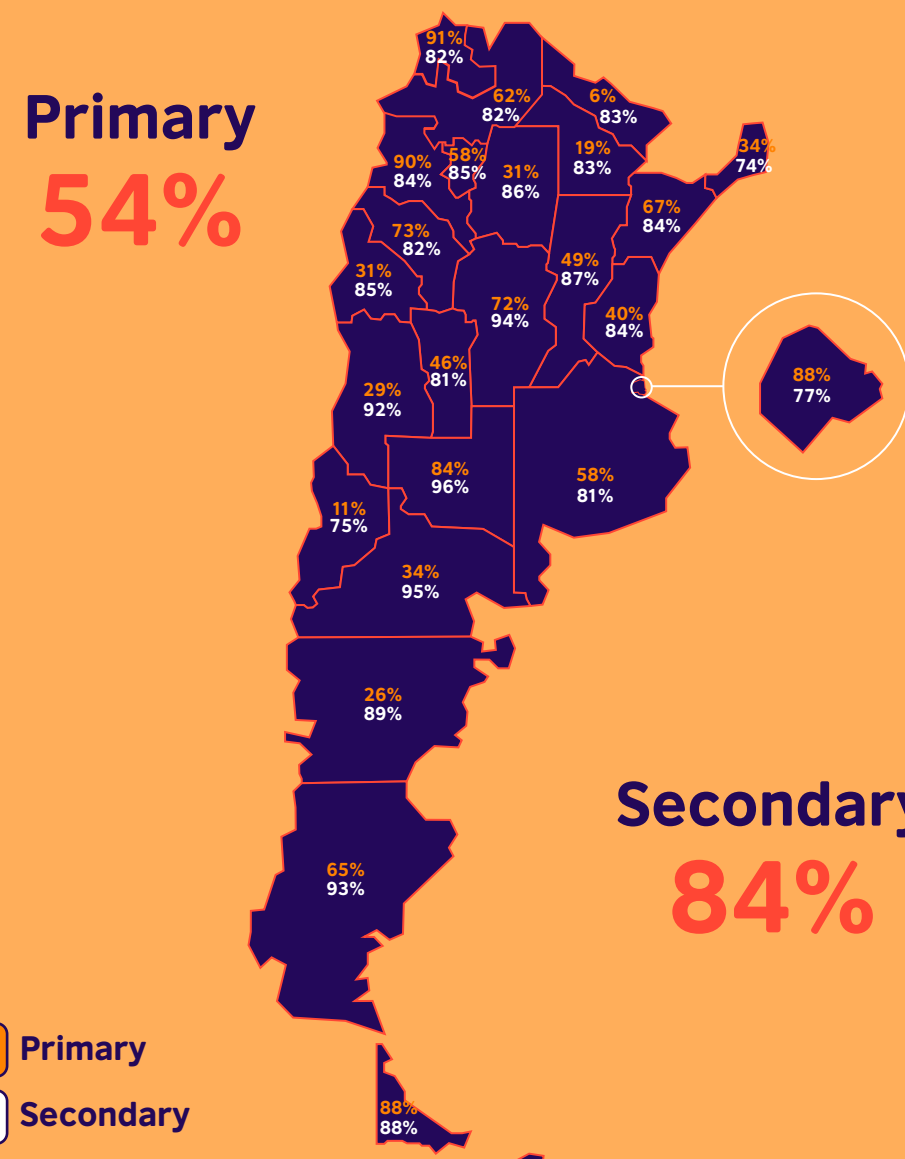
## 03 Common Challenges



- Difficulties with **literacy** in the mother tongue
- Weak curricular **articulation** between educational levels
- Limited teacher post **coverage**
- Insufficient continuing **professional development**
- Lack of support and teaching **materials**
- Weak **monitoring** and evaluation

## 02 Current Coverage

Variation across jurisdictions, education levels, and management types.



**Unequal access**  
Disparities between provinces, especially in rural areas and vulnerable contexts.

Source: Annual Survey 2023, National Secretariat of Education

## 04 Curriculum Designs: A Heterogeneous Model

- Significant **variation** in the school grade at which English is introduced
- Lack of a **standardised** minimum number of hours
- Predominant communicative **approach**
- Lack of common progress **indicators**
- Misalignment with the CEFR (Common European Framework of Reference for Languages)
- Weak **articulation** between levels

## 05 In-depth study

### Córdoba

#### Strengths

- Education policy:** programmatic lines, specialized areas, regulations, and support guidelines
- Plan to include **English-specific assessments** in the comprehensive evaluation system

#### Challenges

- Literacy in the **mother tongue** affects the acquisition of English competencies
- In primary education, English instruction is **intermittent**
- Weak coordination in **primary-secondary articulation**
- More **pedagogical resources** are needed
- Teacher job **instability**

#### Opportunities for improvement

- Institutionalize English** as a dedicated curricular subject in primary education
- Strengthen the visibility** of Entre Lenguas and complement it with **technological resources**
- Diversify continuous professional **development offerings**
- Improve **working conditions** for English teachers in primary schools

### CABA

#### Strengths

- Institutional commitment:** English is compulsory from first grade
- Robust institutional support:** GOLE (Languages Management Unit), supervisors, mechanisms, and resources
- Bilingual schools and CECIES: offer diverse options
- Alignment with the CEFR** and support for international exams

#### Challenges

- Variety of proficiency levels:** inequality in English access and learning outcomes
- Secondary coverage:** 25% of students do not have access to English
- Teacher staffing coverage:** shortage of teachers

#### Opportunities for improvement

- Address the **lack of professionals** in the public sector
- Resolve **coverage gaps** and provide differentiated support
- Leverage UEICEE's technical capacity to **evaluate policies**
- Develop assessments on **learning quality**

### Jujuy

#### Strengths

- Strong promotion** of English teaching
- Permanent **contracts** for primary teachers and efforts to consolidate hours in secondary education

#### Challenges

- Institutional support:** no specialized area within the Ministry of Education
- Lack of achievement **standards**
- Weak articulation **between primary and secondary**
- Low number** of English hours
- Wide variation in **learning levels**

#### Opportunities for improvement

- Teacher support:** materials, guidelines, and specialized advisors
- Regulatory development:** learning standards and articulation strategies between primary and secondary
- Support for **English teacher** training institutions