

# Challenges in English Teaching in Argentina

**Joint Research Project  
with CIPPEC**

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# Executive Summary

This document is a synthesis of the report on English teaching in Argentina, prepared in collaboration with CIPPEC (the Centre for the Implementation of Public Policies for Equity and Growth). The purpose of this summary is to present the key findings and public policy recommendations to strengthen English teaching in the Argentine educational system.



## Introduction

English learning is a key skill in today's world, particularly in a globalised context where the language is essential in technology, tourism, and services. In Latin America, English teaching has gained importance in educational policies, and several countries have introduced national programmes over the past decade.

In Argentina, National Education Law No. 26,206 establishes the obligation to teach at least one foreign language, with English as one of the options. Recent data shows that 54% of primary students and 84% of secondary students receive English instruction, demonstrating an increase over the past decade. This growth is partly due to the revision of curricular frameworks and the implementation of specific programmes in some provinces.

Nevertheless, challenges remain, such as a shortage of qualified teachers, a lack of coherence in teaching across educational levels, and a gap between official curricula and their actual implementation in classrooms.

This report seeks to describe the current challenges in English teaching in Argentina's public schools and explore opportunities for improvement. To do this, it analyses the broader context and then examines the cases of the Autonomous City of Buenos Aires, Córdoba, and Jujuy in greater depth, taking into account the decentralisation of the education system and the key role provincial governments play in managing language instruction.

# A Snapshot of English Teaching in Public Schools

English teaching in Argentina offers a diverse and constantly evolving landscape. Although English is recognised as a key skill for personal and professional development in a globalised world, its implementation in Argentina's education system varies significantly.

Below are the main findings regarding the current state of English teaching in the country.

**54%**  
primary



**84%**  
secondary

students receiving English classes,  
with marked differences between provinces  
and management sectors.



**244**

teacher training  
colleges or universities



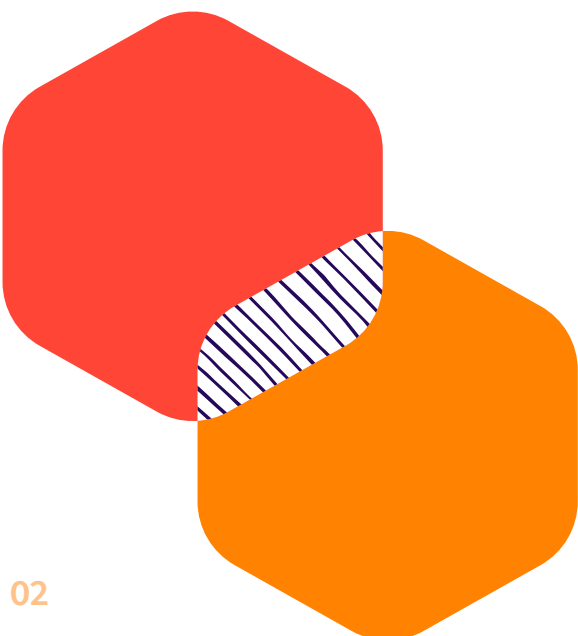
There is no national  
English curriculum  
design, resulting in  
heterogeneity among  
the provinces.

**46%**  
state



**74%**  
private

gap in access to English language  
teaching between state and private primary  
schools.



## Coverage and Access to English Teaching in Argentina

Access to English teaching in Argentina reveals a varied landscape with significant differences by province and type of school management. Despite a general increase in coverage in the past decade, major inequalities persist, especially in primary education.

- **Overall Coverage:** According to the 2023 Annual Survey by the National Secretariat of Education, 54% of primary-level students and 84% of secondary-level students receive English instruction in their schools.

- **Recent Expansion:** There has been a notable expansion over the last decade, with an increase of 7 percentage points in primary coverage and 6 percentage points in secondary coverage compared to 2013.

- **Primary Public-Private Gap:** There is a significant gap in access to English teaching between public primary schools (46%) and private primary schools (74%). Although still considerable, this gap has narrowed since 2013, when it was 37 percentage points.

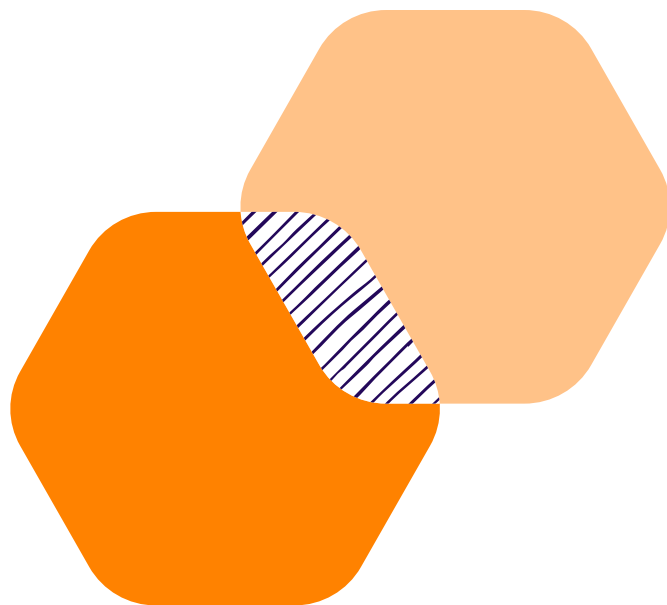
- **Secondary Access:** At the secondary level, the gap in access to English teaching between public and private schools is minimal.

- **Potentially Higher Real Access:** It is important to note that these figures do not include students who take English classes at non-official institutes or through private tutoring, meaning the actual percentage of students learning English could be higher.

- **Territorial Fragmentation:** At the provincial level, English teaching in primary education varies significantly: in Formosa, only 6% of students have access, while in Jujuy and Catamarca, it exceeds 90%. In secondary education, coverage is high in almost all provinces, with figures nearing universal access in Córdoba, La Pampa, and Río Negro. These differences are partly explained by the absence of national regulations on mandatory English, leaving such decisions to each jurisdiction.

This analysis underscores the need to strengthen linguistic inclusion policies from the earliest years of schooling and to address the territorial fragmentation in English education offerings.





## Teaching Staff

Characterising the English teaching workforce is essential to complete the picture of English instruction in Argentina.

- **Teacher Training Institutes:** There are 244 teacher-training institutes and universities in Argentina that offer English teacher education programmes. However, their distribution is uneven across the country, potentially affecting teacher training and job coverage, especially in provinces with fewer programmes.

- **Information Limitations:** There is a serious lack of available data on teachers' training backgrounds and the number of teaching positions. This scarcity of information hinders effective planning and management of the teaching workforce at a national level. The mere number of teacher-training institutes does not reflect their size or capacity, the number of students enrolled, or their geographic location.

- **Job Stability and Workload:** Job stability and the number of working hours teachers can hold at a single school vary. In many provinces, teachers must divide their time among multiple institutions to complete their workload, limiting their ability to develop sustainable pedagogical projects and affecting the continuity of student learning.

- **Expectation for ReNPE 2025:** There are high expectations that the 2025 National Survey of Educational Personnel (ReNPE) will help address this information gap. ReNPE aims to quantify the teaching and non-teaching staff throughout Argentina and characterise their profiles, which is expected to improve the planning and management of the teaching workforce.

These data highlight the need to improve the distribution of teacher-training institutes, gather more precise data on English teachers, and enhance working conditions to ensure high-quality English instruction throughout the country.





## Curricular Frameworks

Implementing curricular frameworks for English teaching in Argentina shows notable variation by province. This diversity, together with the absence of a unified national policy and the misalignment with international standards, poses significant challenges for ensuring equitable, high-quality education nationwide.

### Legal and Regulatory Framework

- **National Education Law No. 26,206:** While it mandates the teaching of at least one foreign language, it does not prioritise English or establish specific nationwide guidelines. This lack of directives has led to wide variability in provincial implementation.
- **Resolution CFE No. 181/12:** This resolution establishes the Priority Learning Outcomes (NAP) for foreign languages, including English. The NAP promote the development of skills in listening comprehension, reading, speaking, and writing, as well as intercultural reflection. However, their implementation and impact vary considerably across provinces.

### Provincial Heterogeneity

- **Mandatory Status:** Some provinces have made English mandatory starting in the early years of primary education, while others consider it an elective or extracurricular subject. This disparity in mandatory status directly affects students' access to and continuity in learning English.
- **Grade/Year of Introduction:** The school year in which English is introduced also varies by province. Some begin in first grade, while others start in later grades.
- **Weekly Class Hours:** The number of weekly hours dedicated to English ranges from 1 to 3, depending on the province. This variation in language exposure influences the level of proficiency students can achieve.
- **Teaching Approaches:** The most commonly used approaches are communicative methods and Task-Based Learning. However, the application and effectiveness of these approaches can vary greatly among teachers and schools.
- **Progress Indicators and Achievement Levels:** An analysis of the current curricular frameworks reveals substantial differences in the inclusion of progress indicators and expected achievement levels. This lack of uniform criteria makes it difficult to evaluate and compare student progress nationwide.

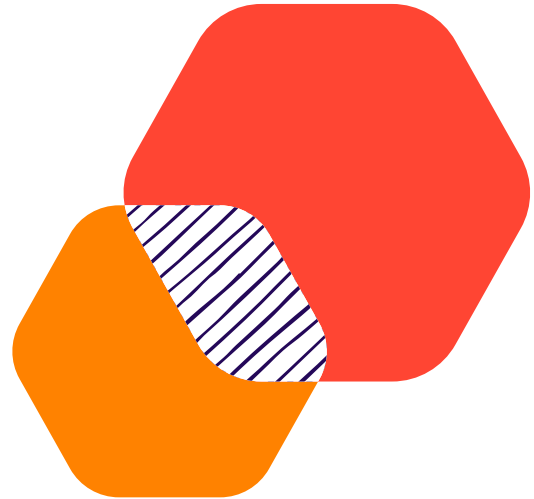
## Key Challenges

- **Lack of Alignment with the CEFR:** A major challenge is the lack of alignment of curricula with the Common European Framework of Reference for Languages (CEFR). This misalignment makes it difficult to establish unified national proficiency standards and to certify students' English levels.

- **Absence of a Unified National Policy:** The absence of a national policy specifically focused on English teaching results in a great deal of heterogeneity among the provinces. This lack of uniformity complicates long-term planning and the implementation of coherent strategies at the national level.

## Priority Learning Outcomes (NAP)

- Resolution CFE No. 181/12 sets out the NAP for foreign languages, including English, German, French, Italian, and Portuguese, in both primary and secondary education.
- The NAP promotes developing skills in listening comprehension, reading, speaking, and writing, along with intercultural awareness.
- They emphasise the importance of integrating the teaching of a foreign language with Spanish and aim to encourage a plurilingual and intercultural perspective among students.



- The inclusion of multiple languages in the NAP demonstrates an intent to adapt teaching to each province's context or specific needs.

In sum, English teaching in Argentina is characterised by a high degree of diversity in provincial curricular frameworks. This heterogeneity, combined with the absence of a unified national policy and the lack of alignment with international standards such as the CEFR, presents significant challenges to ensuring quality, equitable education across the country. Establishing a more standardised national educational policy that enables coherent curriculum implementation, clear competency standards, and the certification of students' English levels is essential.



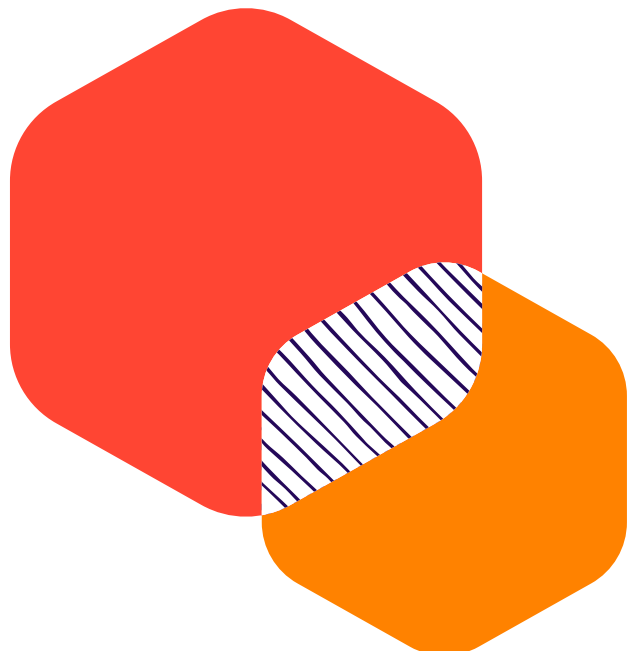




## Educational Policy Perspectives

In the last quarter of 2024, the National Secretariat of Education initiated a discussion forum on English teaching in Argentina, recognising it as a key skill for the country's development. Among the main issues identified are teacher training, a shortage of qualified professionals, and the need to review curricular frameworks while guaranteeing the required hours of instruction. Although there have been successful experiences, especially in privately managed schools, there is still no federal educational policy that regulates and promotes English teaching in an equitable manner. For English to hold a prominent place on the educational agenda, technical support, resource allocation, and coordination with the provinces through the Federal Education Council will be essential.

English teaching in Argentina is heterogeneous and varies by province and type of school management. The most pronounced differences appear at the primary level, where access to the language is unequal and more widespread in private schools than in public schools. At the secondary level, coverage is broader and more consistent among provinces. However, due to a lack of information, there is no clear picture of teacher training, or the challenges faced by English teachers nationwide. In the absence of a federal strategy, it is necessary to examine in detail the policies implemented in provinces such as the Autonomous City of Buenos Aires, Córdoba, and Jujuy, which will be addressed in the following section.







## In-Depth Study of Three Provincial Cases

A detailed analysis was conducted in the provinces of Córdoba, the Autonomous City of Buenos Aires, and Jujuy, aiming to identify trends, challenges, and best practices in English teaching.

To delve deeper into the issues surrounding English in Argentina, a case study was carried out in these three provinces: Córdoba, the Autonomous City of Buenos Aires, and Jujuy. This section presents the key findings of this study, including common challenges, strengths, and positive experiences.

# Córdoba

- **Coverage:** According to the report, in Córdoba, 72% of total provincial enrolment receives English education at the primary level, and 94% at the secondary level. These data come from the 2023 Annual Survey (RA).

- **Teachers:** The report indicates that Córdoba has 1,964 English teachers at the primary level and 2,799 at the secondary level. The majority of these teachers (96.9% in primary and 65.7% in secondary) work in the public sector. It is also noted that in primary education, nearly 100% of teachers are interim (i.e., non-tenured), whereas at the secondary level, more than 60% hold permanent positions.

- **Pedagogical Approach:** The report highlights that in Córdoba, at both the primary and secondary levels, the predominant pedagogical approach is communicative, with a strong emphasis on oral skills and play in primary education. At the secondary level, the goal is to develop communicative competencies from an intercultural and plurilingual perspective, using a task-based approach as a teaching strategy.

In the province of Córdoba, English teaching is viewed as a key tool for cognitive, personal, and professional development, as well as for accessing global opportunities. The 2024–2027 Provincial Educational Development Plan envisions a language policy that promotes the learning of English and other languages.

## Teaching Framework

English is part of the mandatory curriculum at both the primary and secondary levels.

- In the first cycle of primary school, it is taught through the “Fifth Hour” initiative.
- In the second cycle of primary school, it is part of the Extended School Day Programme, with two class hours per week.
- At the secondary level, the requirement is established by National Education Law No. 26,206, with a weekly schedule of three class hours.

Responsibility for English teaching falls to the Secretariat of Education and the Secretariat of Innovation, Professional Development, and Educational Technologies.

## Course Offerings

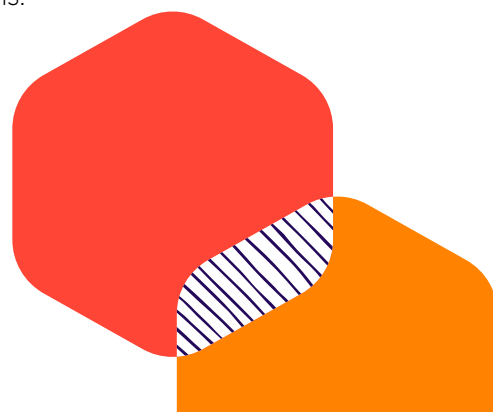
Córdoba has a total of 2,241 schools, 77% of which are primary schools.

According to the 2023 Annual Survey (RA), 72% of the province’s total enrolment receives English instruction at the primary level, and 94% at the secondary level.

- In **primary schools**, English instruction is lower in public schools (66%) than in private schools (85%).
- At the **secondary level**, the public-private gap is minimal (94% in public schools and 95% in private schools).

Publicly managed schools employ 79% of English teachers.

Almost 100% of primary-level English teachers are employed on an interim (non-tenured) basis, while over 60% of secondary-level teachers hold permanent positions.



## Perceptions of English Teaching

- In primary education, the main pedagogical approach is communicative, focusing on oral skills and play-based learning.
- In secondary education, the aim is to develop communicative competencies through an intercultural and plurilingual lens, using tasks as a teaching strategy (Task-Based Approach). However, implementation is limited by the local context, often leading to a more grammar-based approach.

## Achievement Levels

While the curricular frameworks set learning goals, they do not reference the CEFR. Teachers generally assume that students should finish primary school at the A1 level and progressively achieve B1 by the end of the lower secondary cycle, ultimately reaching B2 upon completing compulsory education. However, secondary teachers report that by the end of compulsory education, most students still perform at an A1 level.

## Challenges

- Irregular attendance of students during the extended school day in primary education.
- Weak articulation between primary and secondary education.
- Lack of up-to-date reference materials.
- Difficulties in literacy processes in the mother tongue.
- High job instability among primary-level teachers.

## Opportunities

- English holds a prominent place on Córdoba's educational agenda.
- There is an existing capacity to strengthen language instruction.
- A measurement tool to assess English learning is expected to be incorporated into the province's comprehensive evaluation system.
- A consultation is underway to gauge teachers' foreign language proficiency and better characterise the active teaching workforce.



# City of Buenos Aires

- **Coverage:** In CABA, 88% of primary school students and 77% of secondary school students receive English instruction, according to the 2023 Annual Survey.

- **Pedagogical Approach:** The report indicates that in CABA, the primary teaching approach is communicative, with teachers making significant use of technology and digital resources.

- **Teacher Participation:** The report notes that in the focus groups held in CABA, there was an overrepresentation of teachers from bilingual schools.

In CABA, the teaching of additional languages has been compulsory from first grade onward in primary education under Decree 39/09. The city is officially defined as a “Bilingual City,” with a strong emphasis on English. The “Buenos Aires Aprende (2024–2027)” government plan classifies English as a foundational learning skill.

## Teaching Framework

- **Primary School:** The new 2025 curriculum sets a minimum of three weekly class hours of English for schools with a single daily session.

- **Secondary School:** The mandatory nature of English depends on each school’s educational project. Under the 2015 curriculum for the New Secondary School (NES), four weekly class hours are allocated in the first cycle of secondary school and three in the specialised (final) years.

## Course Offerings

- **1,396 Educational Institutions** (primary and secondary).

- **Enrolment:** 272,296 students in primary school and 202,530 in secondary school.

- According to the **2023 Annual Survey (RA)**, 88% of primary students and 77% of secondary students receive English instruction.

- **77.3% of publicly managed schools** offer English as a first or second additional language.

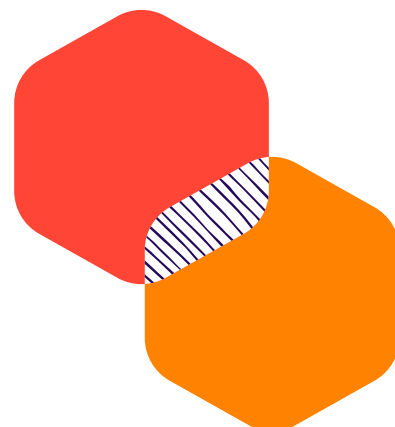
- The amount of English instruction varies by educational level and setting—from three weekly class hours in single-session primary schools to as many as 18 hours in bilingual secondary schools.

- There are **Complementary Educational Centres for Foreign Languages (C.E.C.I.E.S.)** that offer language classes outside regular school hours.

## Perceptions of English Teaching

- **Pedagogical Approach:** A communicative approach is used, focusing on contextualised task-based learning at both primary and secondary levels.

- **Achievement Levels:** The goal is to reach A1 English by fourth grade of primary school, A2 by seventh grade, A2+ by the third year of secondary school, and B1 by the fifth year of secondary school, according to the CEFR. However, achievement levels vary depending on the course offerings and attendance at supplementary classes.





- **Variety in Instructional Approaches:** Teachers adapt content based on students' interests and work across multiple subject areas. Assessment is ongoing and based on continuous monitoring of progress.

- **Teaching Resources:** Each primary-level student receives a textbook with a digital component. Schools can choose from four recognised publishers. The use of digitised novels and educational platforms is encouraged.

- **Teaching Workforce:** There is a significant shortage of English teachers. Measures include allowing “qualified individuals” with B2-level CEFR certification to teach and the “Novice Teachers” programme.

## Strengths

CABA places a strong emphasis on teaching English, supported by a solid policy framework and substantial institutional support. Of particular note are the Office of Foreign Languages (GOLE) and the foreign-language supervisory staff.

## Challenges

- **Varied Primary School Curricular Paths:** These differences complicate the consistency of English proficiency levels in secondary school.

- **Insufficient Secondary Coverage:** 25% of secondary students do not have access to English classes.

- **Shortage of English Teachers:** There are not enough qualified teachers to meet demand.

## Opportunities

- **Strengthen Teacher Workforce:** Improve the coverage of teaching positions.

- **Leverage the Technical Capacity of UEICEE:** Enhance the evaluation and monitoring of English-teaching policies.

- **Secondary School Focus:** Address coverage gaps and implement levelling programmes as needed.



# Jujuy

- **Coverage:** Jujuy reports high coverage rates for English instruction, with 91% of primary school students and 82% of secondary school students receiving English classes.

- **Teachers:** The report highlights the difficulty of attracting and retaining English teachers in Jujuy, particularly in rural areas.

- **Pedagogical Approach:** There is an emphasis on a plurilingual approach to English teaching in Jujuy.

**In Jujuy, English teaching was recently institutionalised, becoming mandatory from the first grade of primary school through the final year of secondary school.** This policy aims to ensure all students have access to educational and employment opportunities, as well as to foster the province's productive development.

## Teaching Framework

- **Primary Education:** The 2019 curriculum mandates English instruction starting in first grade, with one to three weekly class hours depending on the grade level. Effective implementation was postponed until 2023 due to the pandemic.

- **Secondary Education:** English teaching depends on each school's institutional educational plan, although learning at least one foreign language is encouraged. The 2018 secondary curriculum specifies an objective for students to understand and communicate in "a foreign language" without identifying any particular one.

- **Institutional Responsibility:** Oversight of English teaching falls under the Secretariat of Educational Innovation and Quality, although there is no specific office dedicated to language policy.

- **Class Hours:** Hours vary by school type—three hours in a single-session schedule, four in a full-day schedule, and five in residential ("boarding") schools. Secondary schools generally dedicate three weekly class hours to English.

## Course Offerings

- **657 Schools in Total:** 421 primary schools and 249 secondary schools.

- **Enrolment:** 92,115 students in primary school and 67,725 in secondary school.

- According to the **2023 Annual Survey (RA)**, 91% of total enrolment receives English instruction: 90% in public primary schools and 79% in public secondary schools.

- **1,104 English Teachers in total:** 584 in primary and 521 in secondary.

- **56% of Teaching Positions Are Permanent**, with 75% in primary schools and 34% in secondary schools.

## Perceptions of English Teaching

- **Pedagogical Approach:** In primary education, instruction follows a plurilingual and intercultural approach that seeks to foster communicative competencies in multiple languages without displacing indigenous languages. In secondary education, there is no specific stated pedagogical approach.



- **Achievement Levels:** The curricular frameworks do not reference the CEFR or specify achievement levels. Teachers' expectations vary, ranging from a basic level of English to comprehensive development of the four macro skills (listening, speaking, reading, and writing).

- **Teaching Resources:** Jujuy has invested in digital resources, such as the Mobile Digital Classrooms (ADM) programme. Teachers also use workbooks, visual aids, flashcards, and digital resources from publishers like the British Council, Pearson, and Macmillan.

- **Teaching Workforce:** Only certified English teachers can fill primary-level positions. In secondary education, there is an effort to consolidate teachers' working hours within a single institution. However, attracting qualified teachers to rural schools remains a challenge.

## Strengths

- Recent momentum in English teaching, with mandatory instruction beginning in first grade.
- Investment in digital resources (ADM).
- Improvements in teachers' working conditions.

## Challenges

- No specialised area for language policy.
- Insufficient professional development and training opportunities for teachers.
- Lack of clear proficiency standards.
- Difficulties in alignment between primary and secondary education.

## Opportunities

- Strengthening teacher support programmes.
- Developing regulations that define specific achievement standards.
- Supporting English teacher-training colleges located in rural areas of the province.





## Common Themes in English Teaching Across the Three Jurisdictions

The three-province study identified shared challenges in English teaching throughout Argentina, such as difficulties with literacy in students' first language—which affects their foreign-language learning—lack of articulation between education levels, and discrepancies in students' skill levels when they enter secondary school.

A shortage of teachers and the difficulty of consolidating their hours at a single institution undermine job stability. Ongoing professional development does not always meet system needs, and there is a need for increased teacher support, better access to materials, and improved monitoring and evaluation systems. The absence of systematic data collection hampers measurement of the impact of English instruction. These findings highlight the need for comprehensive policies to strengthen English teaching nationwide.





## Public Policy Recommendations

Based on the study's findings, a series of public policy recommendations are proposed to strengthen English teaching in Argentina. These recommendations address various aspects of the education system, including governance, staffing, teaching practices, curricula, and teaching/learning processes.

### State Capacity and Governance

To improve the teaching of English in Argentina, it is essential to strengthen state capacities and governance. This involves creating structures and practices that ensure the effective and coordinated implementation of language policies.

- **Specialised ministerial teams:** Establish a dedicated area within ministries of education responsible for planning, implementing, and evaluating English language teaching, supported by specialised technical teams with stable employment conditions to ensure continuity.

- **Organisational structures and governance practices:** Develop organisational frameworks and governance mechanisms that promote the integration and continuity of English language education policy, ensuring effective coordination among strategic departments within ministries.

- **Federal-level exchange:** Promote federal networks for the exchange of information and experiences among provincial technical teams, encouraging the inclusion of English language education in provincial education agendas.

- **Reliable information systems:** Build or enhance digital systems to collect relevant data on teacher profiles, teaching hours, staff distribution, and attendance of both teachers and students.

- **Cross-sector collaboration:** Foster partnerships between the public sector, teacher associations, the private sector, academia, and international cooperation agencies, with the aim of leading a collaborative ecosystem that enhances English teaching.

## Strategic Planning of the Teaching Workforce

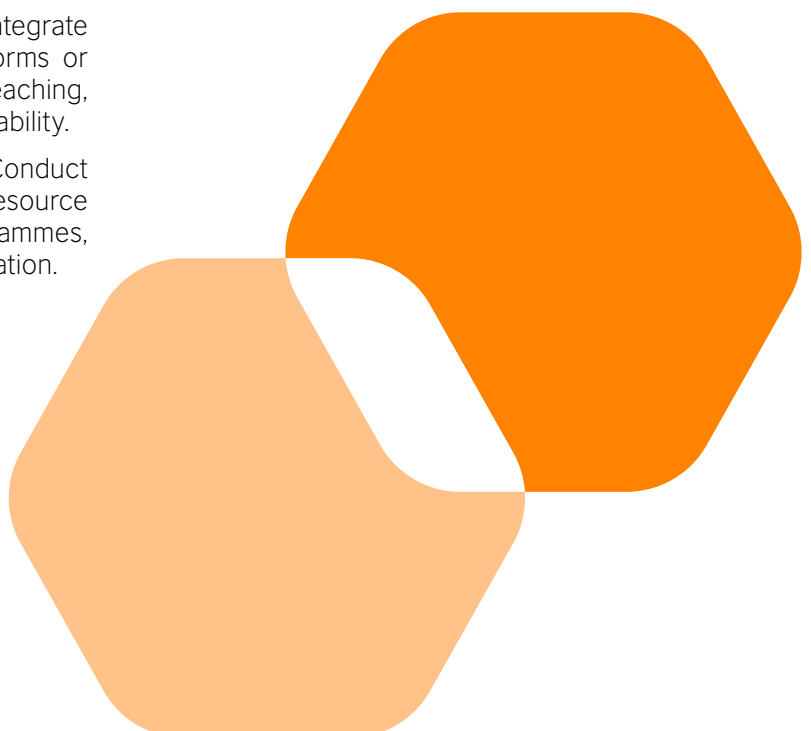
Strategic planning of the teaching workforce is critical to ensuring that there are enough well-trained English teachers who are equitably distributed across the country.

- **Demand studies and projections:** Conduct studies to estimate the current and future demand for English teachers, taking into account qualifications, curriculum needs, retirements, leave of absence, and geographic distribution.
- **Incentives for training and graduation:** Provide financial and professional incentives to attract and retain students in English teacher training programmes, including scholarships, promotional campaigns, and opportunities for immediate entry into the teaching profession.
- **Availability in priority areas:** Develop accessible and high-quality training programmes in regions facing teacher shortages, using hybrid formats and offering specific incentives to attract teachers to these locations.
- **Diversification of training pathways:** Create more flexible and dynamic teacher education programmes, including targeted pathways for professionals or experienced individuals, with intermediate certifications and emergency training schemes.
- **Competency certification:** Implement a standardised assessment process for English language proficiency, based on international frameworks (e.g., CEFR), including modules on core pedagogical skills such as lesson planning, classroom management, and activity design.
- **Technology-enhanced approaches:** Integrate hybrid models and the use of virtual platforms or artificial intelligence to support English teaching, particularly in areas with limited teacher availability.
- **Analysis before expanding provision:** Conduct thorough diagnostics of teacher and resource availability prior to expanding English programmes, ensuring gradual and high-quality implementation.

## Teaching Conditions

Improving the working conditions of English teachers is essential to valuing their work and ensuring their commitment to teaching.

- **Consolidated teaching hours:** Assign teachers a substantial number of hours in a single school or in a limited number of institutions, concentrated on specific days, with pedagogical support and supervision to facilitate planning and implementation.
- **Improved contractual conditions:** Organise regular and rigorous recruitment processes to enable teachers to access permanent positions or stable teaching hour packages.
- **Professional learning alternatives:** Provide pedagogical training and advisory opportunities specifically for English teachers, including lesson observations, feedback, didactic planning, analysis of student work, and peer learning spaces. Expand continuing professional development offers through partnerships with educational institutions and international organisations, and formally recognise these through teaching career progression points.



## Curriculum

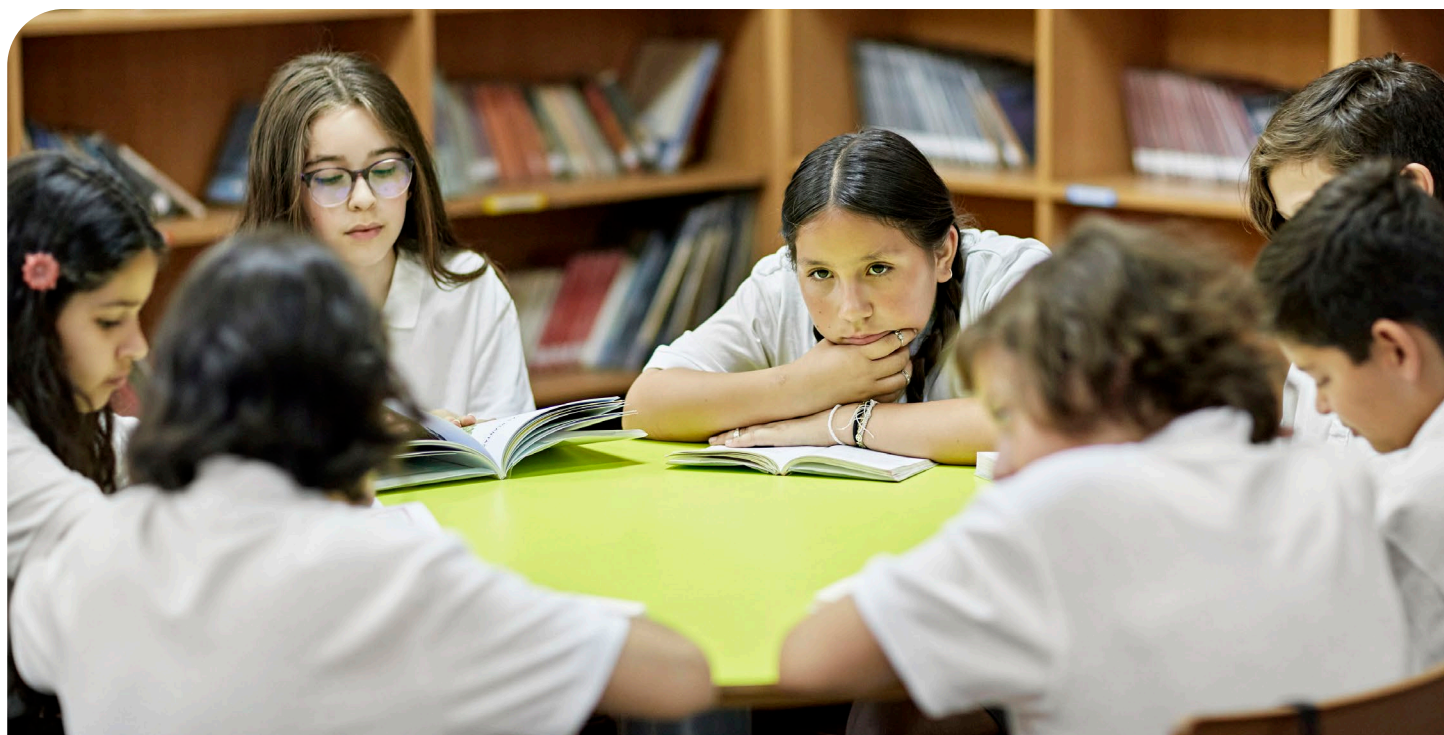
The curriculum is a core component of English language teaching and should be regularly updated and aligned with educational needs and international standards.

- **Specific curricular frameworks:** Develop or revise curricular guidelines for English teaching—particularly in secondary education—clearly defining learning expectations, progression, approaches, and content.
- **Clear year-level standards:** Establish precise performance standards for each school year, aligned with international frameworks such as the CEFR, and effectively communicate them to education authorities and teachers.
- **Alignment between school curriculum and teacher education:** Ensure coherence by updating the school curriculum in parallel with initial and in-service teacher education curricula, providing targeted programmes to enhance teaching strategies.
- **Support materials and programmes:** Ensure teachers have access to teaching guides, continuing education opportunities, and supervision systems to effectively deliver the official curriculum's approaches and content.

## Teaching and Learning Processes

It is vital to develop diagnostic tools and assessments that help understand what happens in the classroom and support consistent student learning outcomes.

- **Systemic learning assessment:** Carry out accurate diagnostics of students' English proficiency using standardised provincial, national, or international assessments, alongside teacher-led evaluation strategies.
- **Research into teaching practices:** Conduct studies on English teaching practices in schools to inform training and support mechanisms based on evidence.
- **Continuity and progression of learning** Organise English teaching by performance levels, strengthen links across education cycles and levels, and ensure smooth transitions in language learning.
- **Learning resources:** Guarantee access to essential materials such as textbooks, digital resources, technological equipment, and internet connectivity, and train teachers in their effective use.
- **Strengthening English teaching in secondary education:** Increase English teaching hours at the secondary level, either within the current curriculum or through complementary programmes, and design targeted interventions for upper-year students.

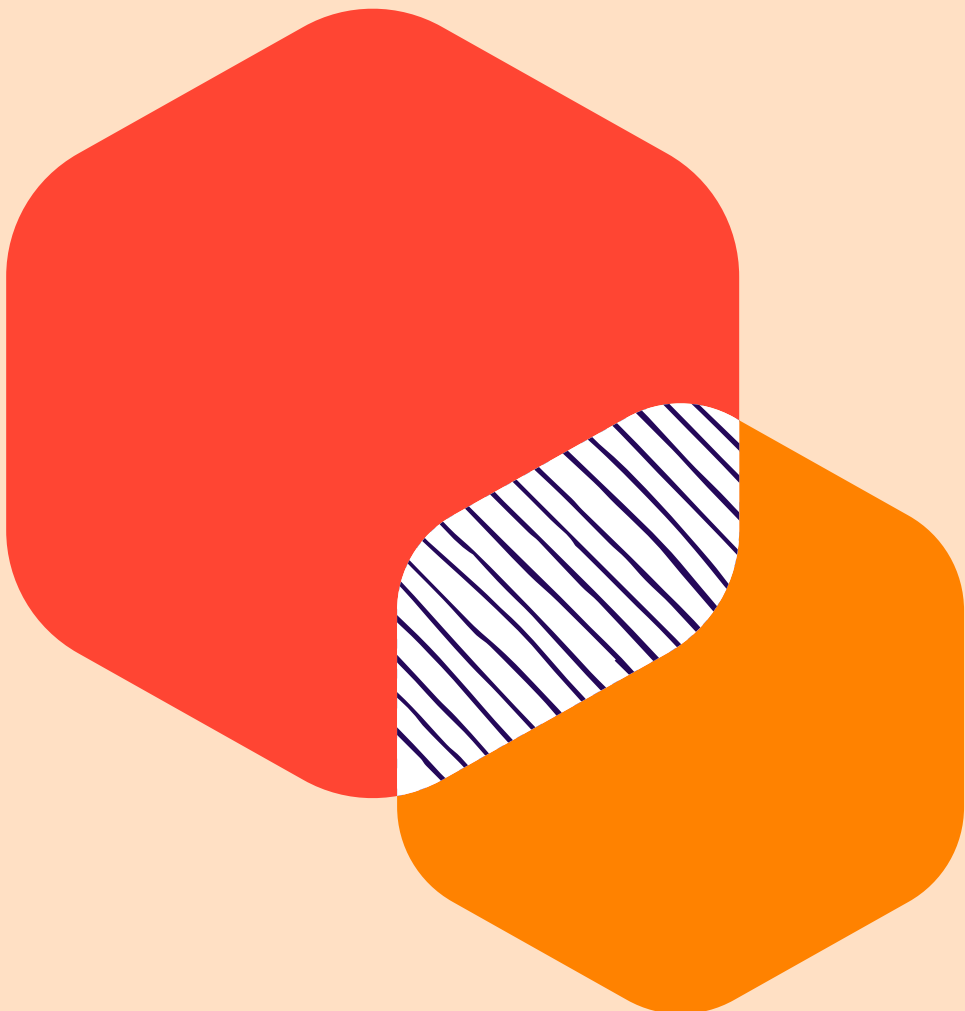


## Final Reflections

This document seeks to spark a necessary debate on the challenges of English teaching in Argentina, highlighting the potential benefits of making it a key part of the education policy agenda. The analysis reveals deep inequalities in language access, especially at the primary level and depending on geographic region and school management type. Limited exposure to English during this stage affects the proficiency level students achieve upon graduating from the education system.

However, the study also underscores a significant lack of information on learning quality and the teacher workforce, making it difficult to plan effectively for improvements in English teaching. The teacher census scheduled for 2025 may provide crucial data, but there is still a need to develop nationwide tools for assessing learning outcomes.

To advance an agenda for strengthening English instruction, it would be valuable to complement this study with additional research, explore innovative strategies, and examine successful experiences in other Latin American countries. This report offers public policy recommendations to stimulate discussion and motivate concrete actions. Although government leadership is crucial, it must work in tandem with the private sector, academia, and international partners. The teaching community, with its strong identity and commitment, is a key resource in this process. Its support and engagement are essential to moving forward with an agenda for improving English proficiency in Argentina.







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