Education First

EF EPI

EF English Proficiency Index

A Ranking of 117 Countries and Regions by English Skills

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2026



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Key Findings

In a globalized world, the utility of a lingua franca is undeniable; English currently serves that purpose. However, despite the pivotal role it plays in enabling fluid cross-border communication, English proficiency among adults is not improving. The obvious question is why. Perhaps the current level of proficiency is sufficient. Or perhaps decision makers lack perspective on the potential benefits of improved English proficiency, or their strategies to address the issue are proving ineffective. Meanwhile, individual demand for English courses, tutoring and immersion programs continues to grow.

This year's EF English Proficiency Index is based on data from 2.3 million adults in 117 countries and regions who took the EF SET in 2025. For the fifth consecutive year, global average English proficiency declined. More than two-thirds of the countries for which year-on-year comparison is possible scored lower in 2026 than in 2025. The sustained nature of this decline warrants serious attention from governments, education systems and employers.

A voiceless crowd

The ability to understand English — to read a contract, draw meaning from an email, parse a news article — is a fundamentally different skill from speaking English. For the second year, this index includes data on reading, writing, speaking, and listening, and for the first year more than 40% of the tests administered included all four skills. The patterns that emerge from this expanded dataset tell us something important about the nature of global English proficiency — many of the people who can understand written English can't use the language to communicate.

Across the 115 countries and regions for which skill-level data is available in 2026, reading is the strongest skill in four out of five. Speaking is the weakest in about 40% of countries, and in another 40%, the weakest skill is listening. The average speaking score globally — 464 — trails the average reading score by 57 points, and that gap is slightly wider for listening. These are not marginal differences. They represent a consistent, global pattern in which learners have developed the ability to decode English, and to a lesser extent produce English writing, far more confidently than they can join a conversation.

This matters for reasons that go beyond the academic. When a professional can read a contract but struggles to negotiate its terms; when a student can prepare the reading for a course but cannot participate in the discussion that follows; when a job applicant scores well on a screening test but freezes in an interview — proficiency gaps have real consequences.

Inconsistent skill development

Reading, writing, speaking and listening skills do not develop evenly. Around the world, they're learned in an order determined largely by how English is taught: primarily through text and rarely through the kind of sustained, low-stakes conversational practice that would build confidence speaking English. One of the more surprising findings in this year's data is that the skill gap widens as overall proficiency rises. Among countries in the Very High proficiency band — those scoring above 600 — the average spread between the strongest and weakest skill is 100 points. Among Low and Very Low proficiency countries, that spread is 30 points narrower. The best English test takers in the world are not necessarily its most confident speakers.

For education systems, the practical implication is uncomfortable. Decades of English language teaching have produced learners who are, in many respects, highly competent decoders of English text, but listening and speaking — the skills that most directly enable participation, connection, and professional advancement — remain underserved. Assessment systems that rely primarily on reading comprehension and multiple-choice responses provide only a partial picture of learner ability, and they create incentives for teachers and students to invest in the skills that are measured at the expense of those that are not.

The argument for focusing on productive skills is not simply balance. It is also about the practical realities of how English is used in international settings. Participating in a videoconference is a productive task. Presenting findings to an international audience, contributing to a cross-border project, advocating for a community in an international forum — all of these are productive tasks. A world populated by those who can read English but struggle to speak it is a world in which communication is too often one-way, and essential voices are left out of the conversation.

Young adults need more support

One of the most significant longitudinal trends in this data set is the decline in English proficiency in the 18-20 cohort from 2011 to 2022 and the stabilization of this cohort at a lower proficiency level from 2022 onwards. Although not repeated in every country, the global trend or a variant of it in which the youngest cohort lost proficiency during the pandemic and subsequently stabilized at a lower level, is extremely common. If these young adults are to enter the workforce prepared for international collaboration, their loss of proficiency merits attention, as it further disadvantages a generation already facing significant challenges posed by the pressure AI services are placing on many entry-level jobs.

But not all the news is bad. Our data also shows that the workplace can be a driving force in developing English proficiency among adults, both by providing the motivation to improve through better job opportunities and by helping employees improve through formal training programs or access to frequent practice. Here the global trends are misleading because they indicate stability in all age groups where in fact at the national level, most countries have seen proficiency rise in at least one cohort of working age over the past decade. These improvements are offset by declines or stability in that age cohort in other countries.

Men remain ahead

Looking at the global average, the gender gap in English proficiency appears narrow, however this number masks the fact that once again this year, men outscored women in nearly 70% of countries surveyed.

The largest gaps in favor of men are in Libya (51 points), Kyrgyzstan (45), Costa Rica (40), Haiti (34), and Afghanistan (31). At a regional level, it is in Latin America that the gender gap is most pronounced — men outscore women by 14 points, the largest regional gap globally — and men have higher English proficiency in every country in the region except for Argentina. The Middle East has a gender gap of an equivalent size, 13 points, and in several of that region's countries men

significantly outpace women, such as Iraq (31), Israel (30) and Lebanon (30), but there are also Middle Eastern countries where women's English proficiency is stronger than men's.

Africa is the only region where women outperform men on average, a trend consistent with previous years' data. The widest female advantages globally are in Ethiopia (51), Malawi (44), Qatar (43), Nigeria (25) and Uganda (20).

Gender gaps in English proficiency can emerge due to inequalities in the educational system, but work is where most adults are practicing their English day to day, learning new vocabulary and gaining confidence as English speakers. Structural inequalities that lead to women doing different types of work than men reinforce existing skill gaps in the adult population.

Stable proficiency in Europe

Europe remains the world's highest-proficiency region, although this year's slight decline continues a modest softening in European English proficiency that has been underway for several years. The decline in 2026 is widespread: 27 of 33 European countries scored lower this year than last, with only Italy reporting significant improvement. As a high proficiency region, Europe also has a notably wide gap between reading and speaking skills (76 points). The longer-term picture for Europe is, however, positive. As a whole the region's score has been nearly stable since 2020, and most countries have improved their English in the past decade. Slovakia (+49 points since 2016), Bulgaria and Ukraine (both +43 points) stand out in the region for their progress.

Long-term gains in Latin America

Latin America declined as a region in 2026, however, over the longer term, Latin America's trajectory remains among the most positive globally: Guatemala, El Salvador, Peru, Uruguay and Venezuela have all gained at least 50 points in the past decade, and Honduras has gained 74 points since 2019, making it one of the fastest-improving countries in the world. The region has broadly shifted from Low to Moderate proficiency in 10 years — a significant achievement that the most recent year's decline does not erase.

The most persistent concerns in Latin America are the age and gender gaps. The region's 18-20 cohort currently trails the most proficient cohort aged 26-30 by 87 points, a wider age gap than in any other region. In addition, men outpace women in almost every country in Latin America. These patterns suggest that schools in the region are not yet delivering the language outcomes that post-secondary and professional environments require, and persistent gender inequality is having a measurable impact on the development of workplace skills.

Weaker listening skills in Asia

Asia's regional average declined slightly in 2026, continuing a trend from previous years of variable outcomes in the region. Since 2019, India (-48 points), China (-42 points), and Japan (-39 points) have all lost substantial ground. The counterweights to these declines in the region are stable high-proficiency countries such as The Philippines and Malaysia, and countries like Bangladesh (+56 points since 2019) and Nepal (+52 points) which have been steadily improving their English proficiency.

This year's enhanced skills data reveals that listening is the weakest skill across Asia on average and in 70% of the countries surveyed, a far higher proportion than in other regions. This would appear to reflect the dominance of reading and grammar-focused instruction in many Asian educational systems, as well as limited exposure to spoken English media.

Diverse national profiles in Africa

Africa continues to have the widest range of proficiency scores of any region, spanning nearly 200 points between the highest and lowest proficiency countries on the continent, a reflection of the region's colonial history and the varied roles English plays in modern African societies. Contrary to this wide disparity of skill levels between countries, gaps between age groups within countries are, on the whole, narrower in Africa than in other regions, with the notable exceptions of Algeria, Morocco and Rwanda where rapidly improving English skills in the youngest cohorts indicate major shifts in the approach to English-language education in schools and a coming wave of more proficient workers in those economies.

Weaker writing skills in the Middle East

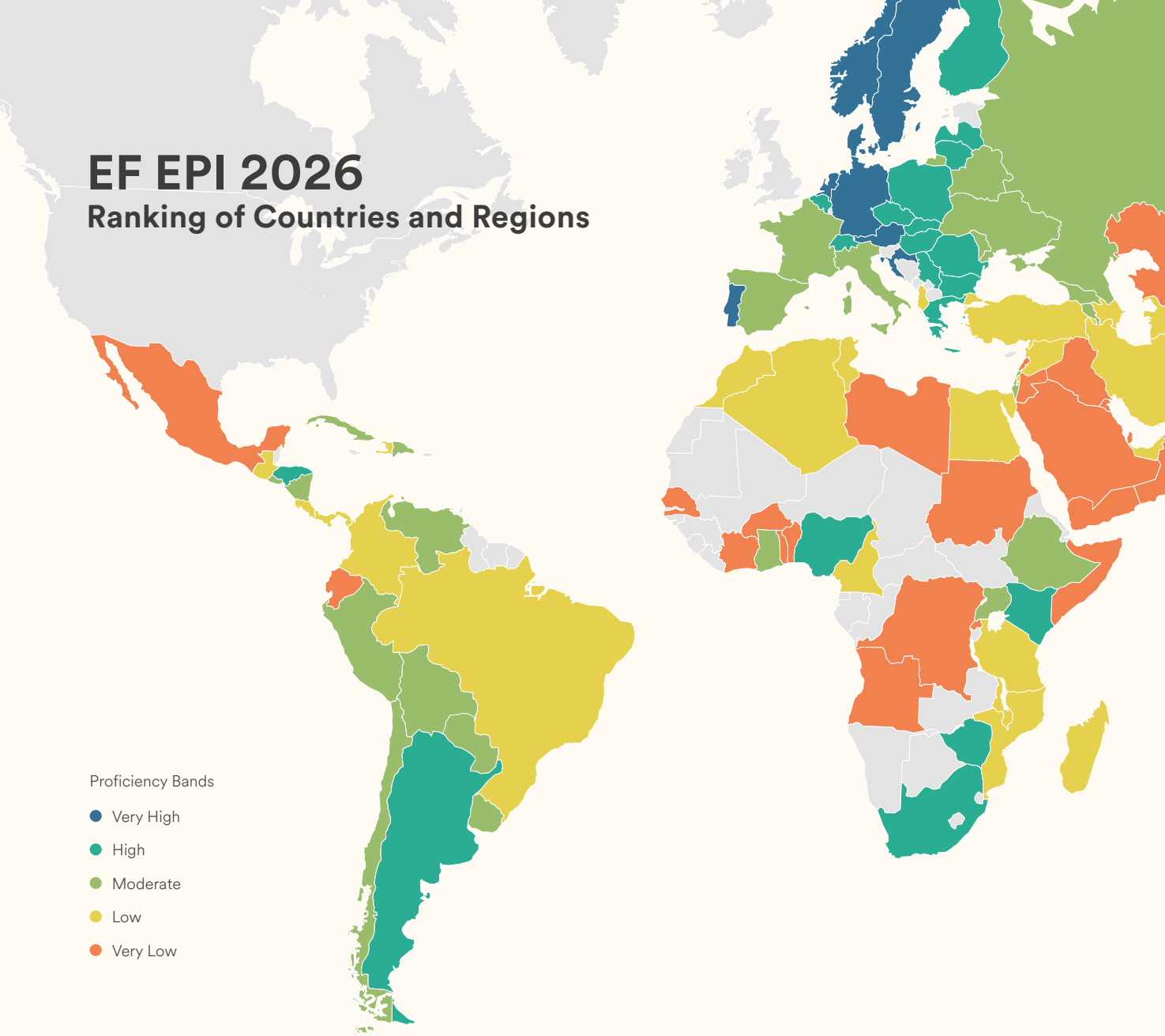
The Middle East experienced the largest regional decline of any region in 2026, however, recent regional conflict may have contributed to this trend by changing the profiles of test takers or degrading their test conditions. The region's longer-term trajectory is one of gradual improvement from a low base. Today, average proficiency levels across most of the region remain in the Low and Very Low bands, insufficient for international professional and higher education settings.

A distinctive feature of the Middle East's skill profile is the weakness of writing proficiency as compared to other skills. This pattern is common as well in countries outside the Middle East where Arabic script is widely used but rare in all other countries regardless of their writing system. It is of interest to note both for education authorities in Arabic-speaking countries who may need to place more emphasis on writing instruction, and for employers who may need to adapt training programs for Arabic speakers to build their writing proficiency.

Although the challenges in each situation are unique, the most significant finding of this year's index is the opportunity afforded by the gaps between skills. Those wishing to raise the English proficiency of a region, company or country would do well to invest in programs that focus on building up the weakest skill to empower individuals to join in the international conversation.

EF EPI 2026

Ranking of Countries and Regions



Very High Proficiency

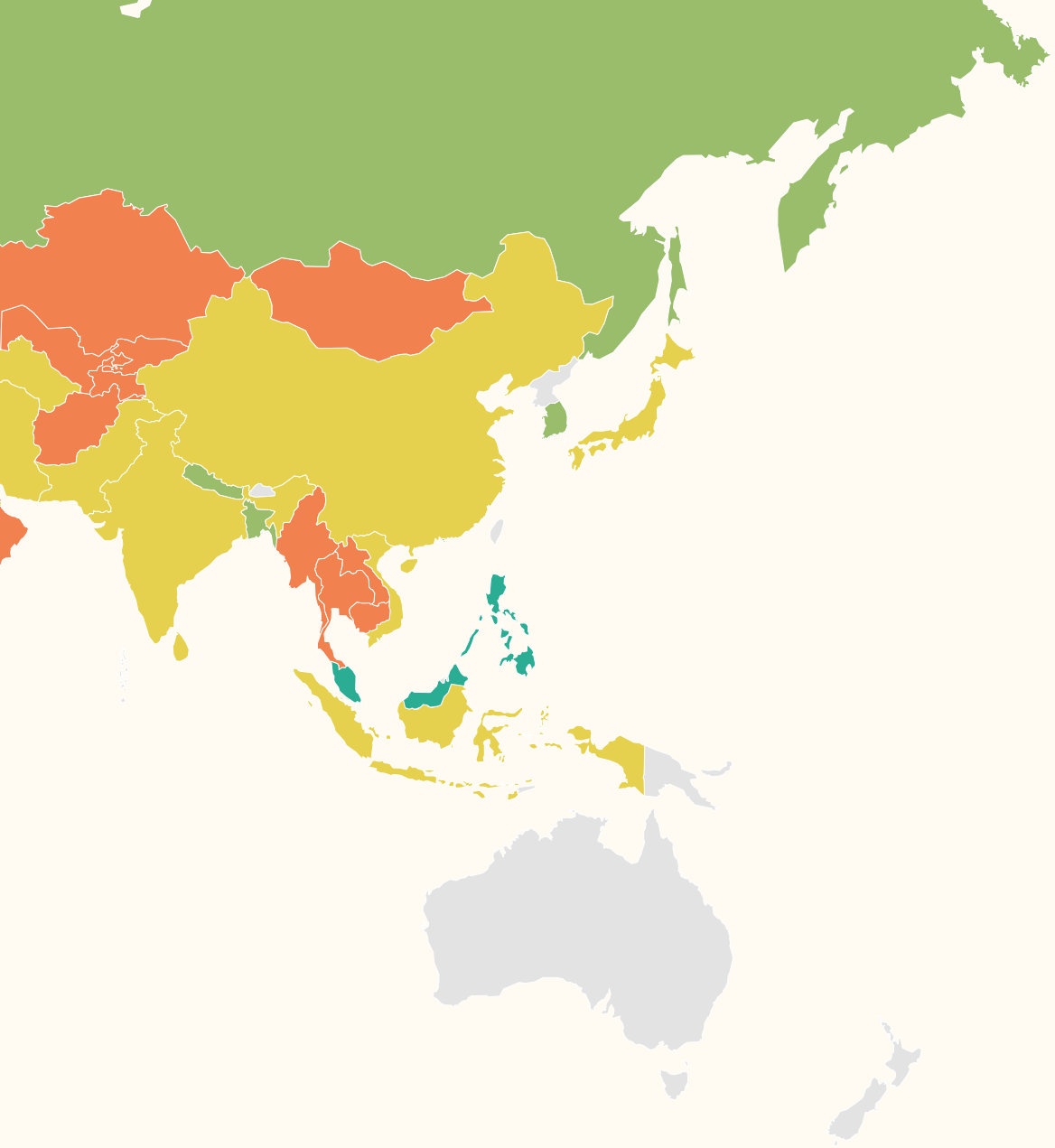
1	Sweden	615
2	Austria	613
3	Denmark	612
4	Germany	611
5	Netherlands	609
6	Croatia	608
7	Portugal	605
8	Norway	603

High Proficiency

9	Belgium	597
10	Greece	595
11	Slovakia	594
12	Romania	593
13	Latvia	592
14	South Africa	588
15	Poland	587
15	Zimbabwe	587
17	Finland	586
18	Hungary	585
19	Bulgaria	583
20	Kenya	582
21	Nigeria	578
22	Serbia	577
23	Malaysia	574
24	Czechia	569
25	Philippines	565
26	Argentina	563
27	Switzerland	557
28	Honduras	554
29	Lithuania	552

Moderate Proficiency

30	Uruguay	547
31	Italy	541
32	Georgia	540
33	Spain	539
34	Hong Kong (China)	536
35	Ghana	535
36	France	530
37	Belarus	528
37	Paraguay	528
39	Moldova	527
40	Israel	526
41	Ukraine	524
42	Peru	523
43	Bolivia	522
44	Chile	521
45	Armenia	519
45	Venezuela	519
47	Nepal	518
48	Uganda	517
49	Russia	516
50	South Korea	515
51	Nicaragua	512
52	Cuba	507
53	Ethiopia	506
54	Bangladesh	503
55	El Salvador	502
56	Dominican Republic	500



Low Proficiency

57	Guatemala	498
58	Pakistan	496
59	Albania	495
60	Morocco	492
61	Tunisia	490
62	Sri Lanka	489
62	Vietnam	489
64	Costa Rica	488
65	Panama	485
66	Turkey	484
67	United Arab Emirates	482
68	Colombia	481
69	India	479
70	Tanzania	477
71	Turkmenistan	476
72	Mozambique	475
73	Brazil	469
73	Indonesia	469
75	China	466
76	Algeria	464
77	Malawi	463
78	Iran	462
79	Palestine	456
79	Syria	456
81	Madagascar	455
82	Haiti	454
83	Cameroon	452
83	Egypt	452
85	Azerbaijan	451
86	Japan	450

Very Low Proficiency

87	Laos	449
88	Lebanon	448
89	Kuwait	447
90	Kyrgyzstan	445
91	Myanmar	443
92	Afghanistan	442
93	Ecuador	441
94	Senegal	440
95	Qatar	435
96	Angola	431
96	Mexico	431
98	Burkina Faso	427
99	Kazakhstan	424
100	Jordan	422
101	Uzbekistan	421
102	Mongolia	420
103	Oman	418
104	Rwanda	415
105	Democratic Republic of the Congo	411
106	Yemen	407
107	Benin	406
107	Saudi Arabia	406
107	Thailand	406
110	Iraq	405
110	Tajikistan	405
112	Libya	402
112	Togo	402
114	Sudan	400
115	Côte d'Ivoire	399
116	Cambodia	397
117	Somalia	395

EF EPI 2026 Capital City Scores



Proficiency Bands

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

Very High Proficiency

Copenhagen	640
Vienna	632
Stockholm	628
Amsterdam	622
Zagreb	620
Berlin	619
Lisbon	616
Oslo	615
Helsinki	610
Sofia	609
Riga	607
Athens	606
Budapest	606
Harare	606
Bern	601
Bucharest	601
Bratislava	600

High Proficiency

Buenos Aires	593
Manila	592
Warsaw	591
Brussels	589
Nairobi	589
Belgrade	588
Kuala Lumpur	586
Cape Town	585
Prague	585
Abuja	579
Paris	576
Vilnius	576
Chisinau	570
Tegucigalpa	567
Santiago	564
Asuncion	564
Madrid	556
Seoul	555
Tirana	555
Montevideo	554
Lima	553
Tbilisi	553
Accra	550

Moderate Proficiency

Rome	548
Kyiv	546
Minsk	545
San Jose	542
Moscow	538
Yerevan	537
Colombo	534
Islamabad	532
La Paz	531
Caracas	531
San Salvador	530
Ha Noi	529
Kathmandu	528
Addis Ababa	527
Beirut	527
Brasilia	527



Havana	526
Kampala	524
Jakarta	522
Managua	522
Santo Domingo	522
Dhaka	521
Tunis	521
Quito	519
Guatemala City	518
Rabat	518
Algiers	514
Bogota	512
Dar Es Salaam	512
Beijing	509
Jerusalem	509
Ankara	505

Low Proficiency

Maputo	494
Panama City	488
Abu Dhabi	486
Bishkek	484
Tokyo	482
Vientiane	477
Cairo	476
Tehran	473
Antananarivo	470
Damascus	470
Bangkok	469
Ashgabat	467
Lilongwe	466
Doha	465
Phnom Penh	465
Astana	464
Baku	464
Tashkent	463
Dakar	458
Kabul	455
Kuwait City	452

Very Low Proficiency

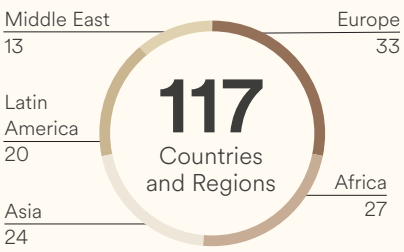
Amman	448
Ulaanbaatar	448
Yaounde	447
Port-au-Prince	444
Muscat	441
Nay Pyi Taw	436
Mexico City	433
Riyadh	430
Dushanbe	427
Luanda	426
Khartoum	422
Kigali	422
Delhi	421
Sana'a	420
Tripoli	417
Baghdad	415
Kinshasa	407
Lome	405
Abidjan	404
Porto-Novo	395
Mogadishu	385

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 2026 Facts and Figures

Who are the test takers?

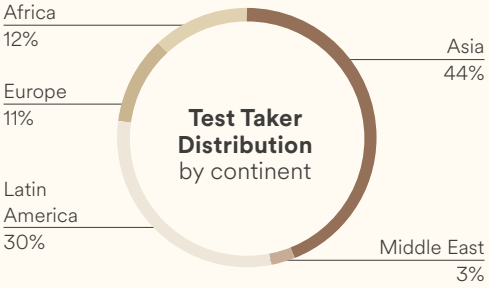
2.3M
Total Test Takers



48%
Female

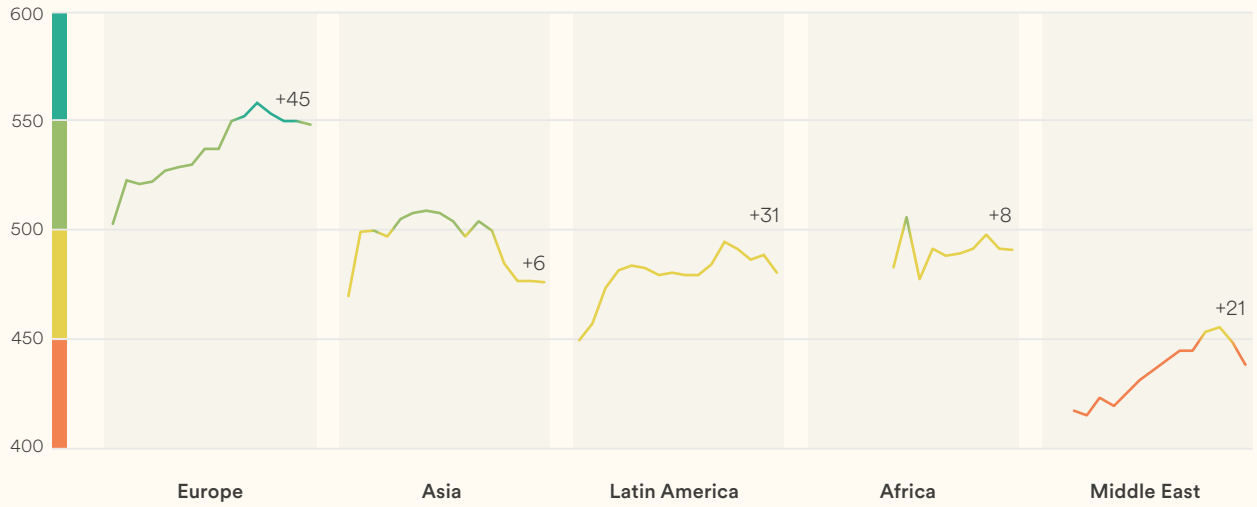
42%
Male

10%
did not provide gender information



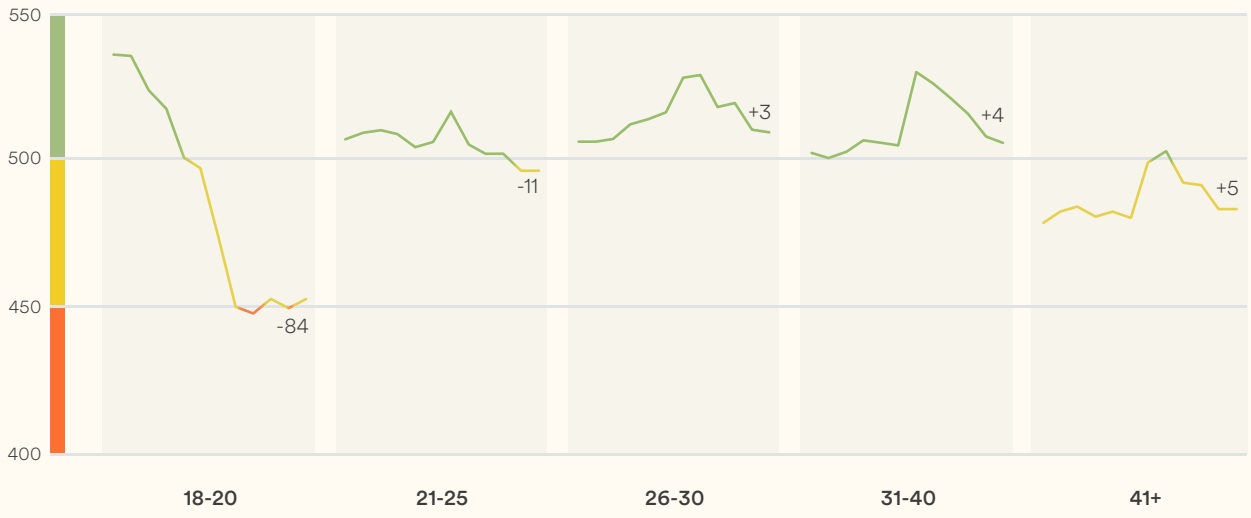
27 Years old
Average Age

Regional trends (2011 - 2026)

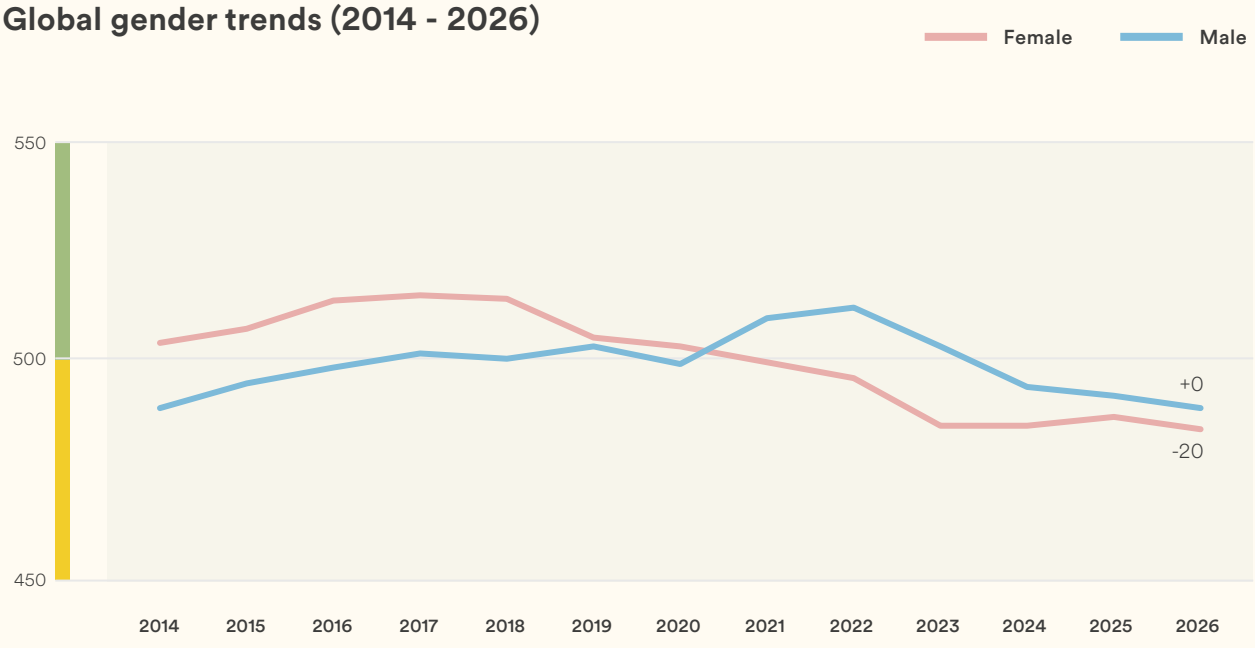


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Global age trends (2015 - 2026)



Global gender trends (2014 - 2026)



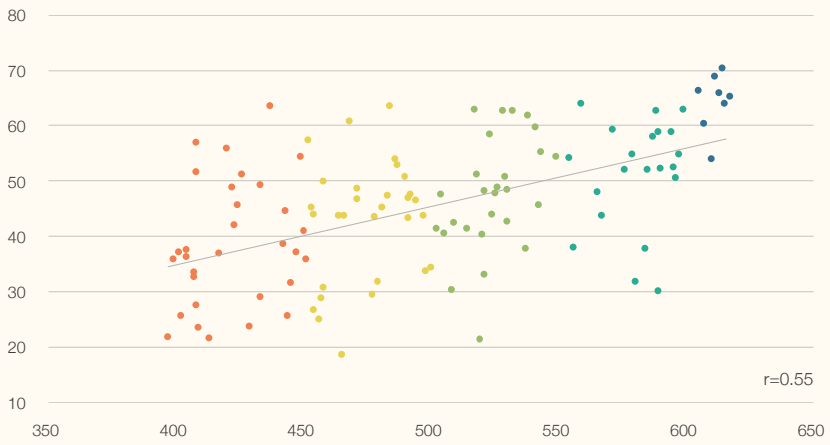
English and the Economy

English proficiency reflects a workforce's capacity to engage with the global economy beyond national borders. In economies transitioning toward knowledge-based and service-oriented sectors, comfort with English often signals adaptability to international standards and practices. The relationship between English proficiency and economic productivity is consistent across economies of different sizes, though its direction is complex: higher-proficiency workforces attract international investment and collaboration, while economic development in turn generates more demand for English in professional settings. Investments in language education both reflect and reinforce a country's broader economic trajectory.

GRAPH A

English and Productivity

Productive Capacities Index



EF EPI Score

Source: United Nations Conference on Trade and Development, 2023

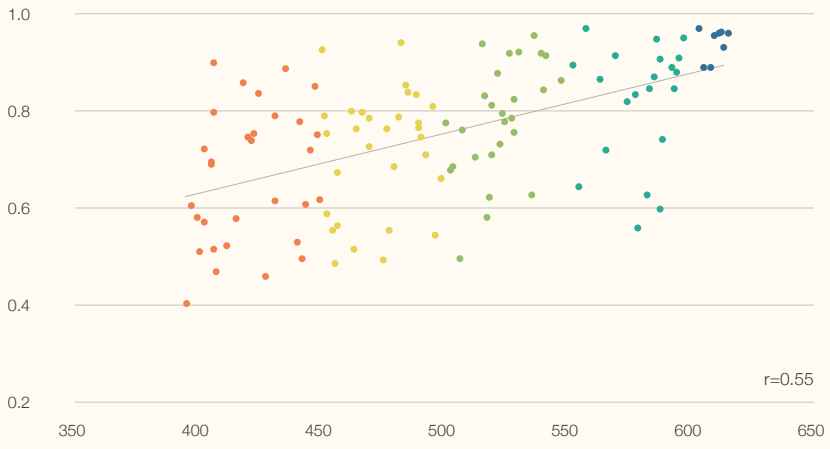
Proficiency Bands

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

GRAPH B

English and Human Development

Human Development Index



EF EPI Score

Source: United Nations Development Programme, 2026

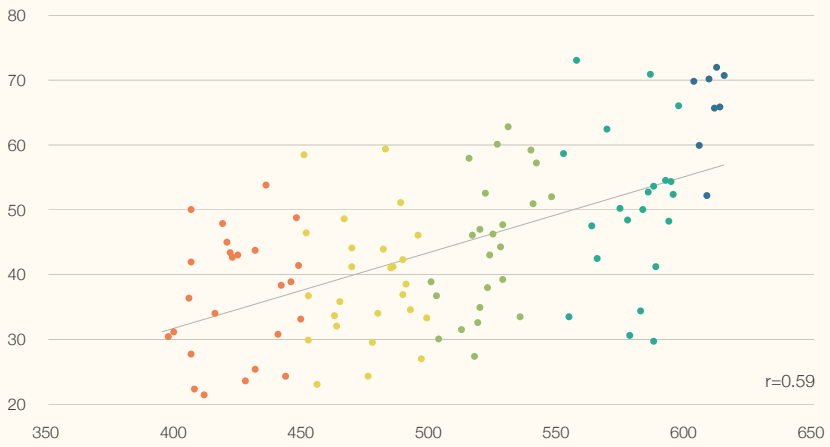
English and Innovation

English proficiency and innovation capacity share important enabling conditions — investment in education, international connectivity and the free exchange of ideas across borders. With English functioning as the primary language of scientific publication and technology development, access to the global knowledge ecosystem relies on English skills. Our 2026 skills data adds nuance to this picture: it is not only overall proficiency but conversational skills in particular that determine whether learners can contribute to, rather than merely consume, the global pool of knowledge and innovation.

GRAPH C

English and Talent Competitiveness

Global Talent Competitiveness Index



EF EPI Score

Source: Portulans Institute, 2025

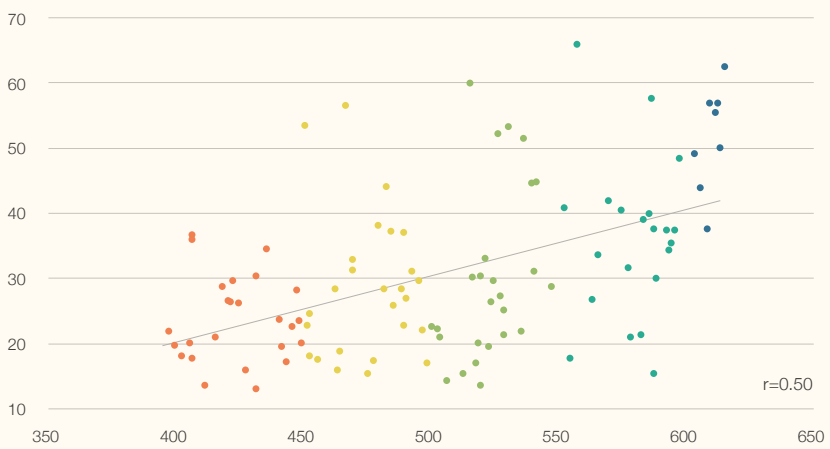
Proficiency Bands

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

GRAPH D

English and Global Innovation

Global Innovation Index



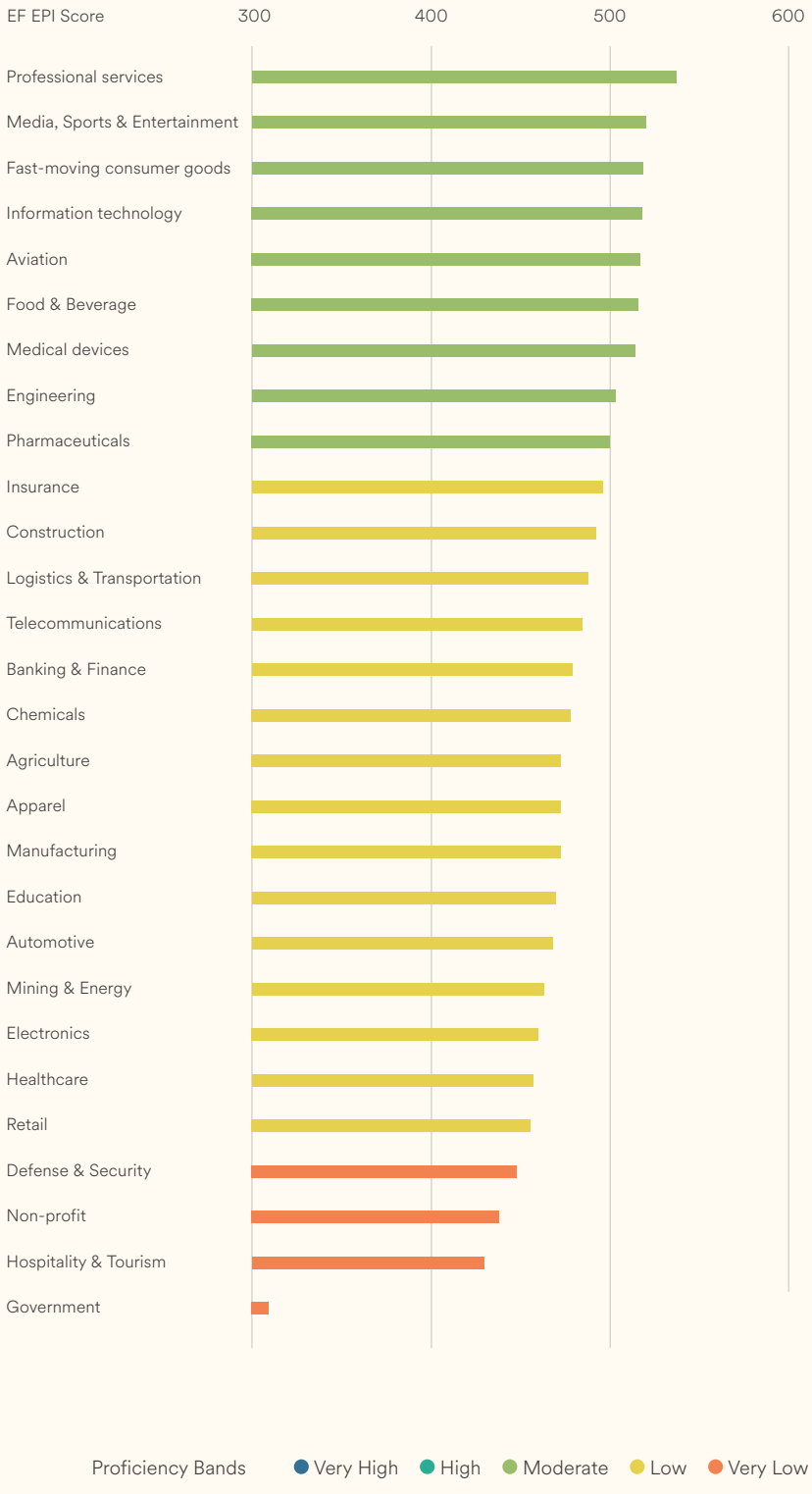
EF EPI Score

Source: World Intellectual Property Organization, 2025

English and Work

The changing nature of work — increasingly collaborative, distributed, and internationally connected — has deepened the role of English in professional life. As organizations build teams across borders and time zones, English functions less as a specialized skill and more as a baseline requirement for participation in a growing share of the global economy. The value of English in the workplace extends beyond individual advancement: it enables the collective problem-solving that complex, international challenges demand from diverse teams working toward shared goals.

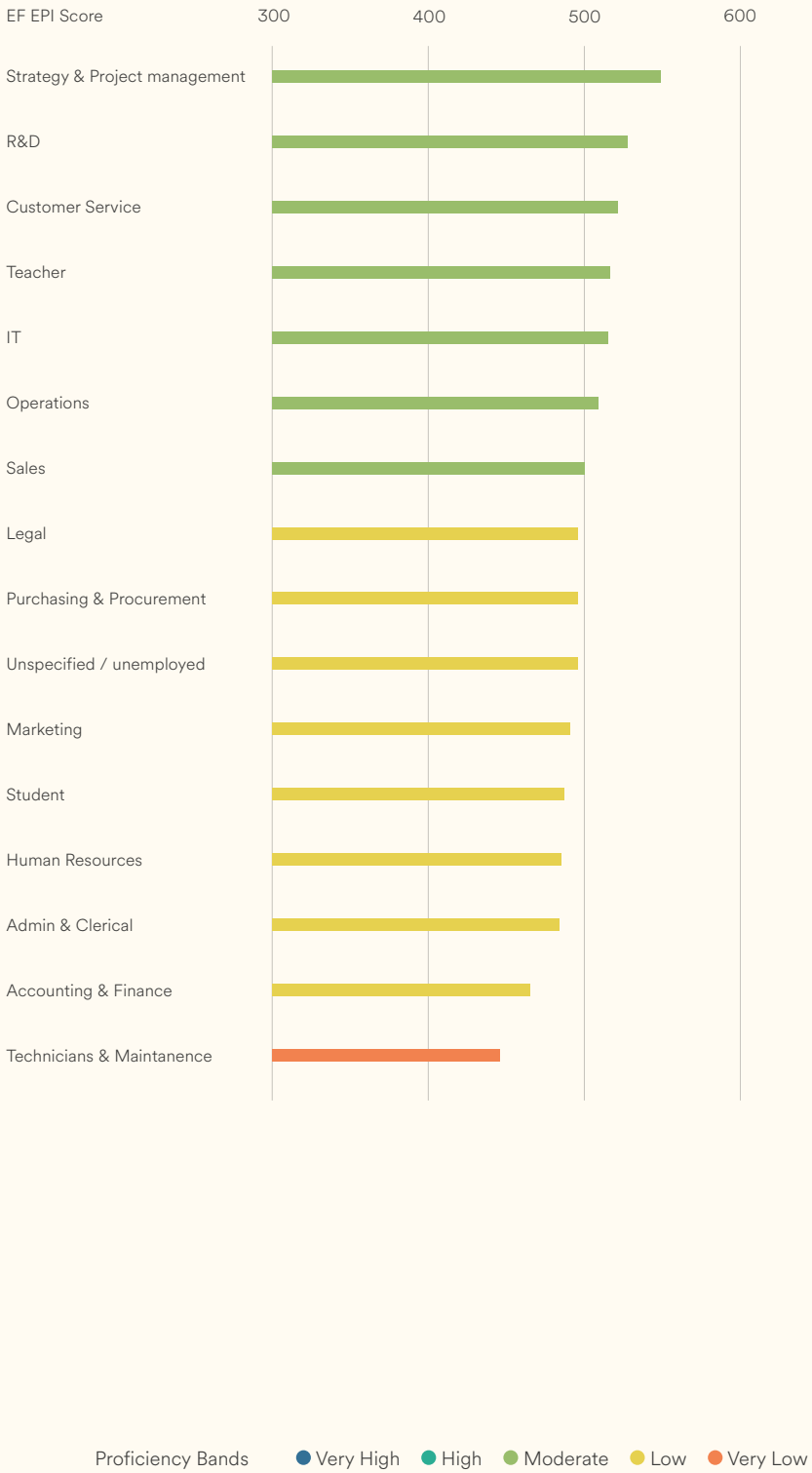
EF EPI by Industry



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Our 2026 skills data surfaces an important implication for employers: high overall proficiency does not always correspond to strong speaking ability. In many countries, test takers who score well on composite proficiency measures are often notably weaker at communication. Organizations that depend on English for meetings, knowledge transfer and cross-cultural negotiation would benefit from adopting training programs that explicitly target communication, and from assessing skills comprehensively rather than relying on composite scores to identify who needs more support.

EF EPI by Job Function



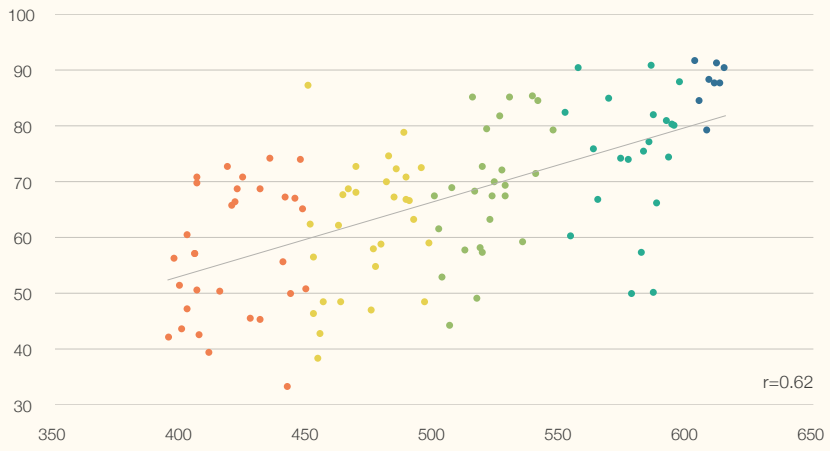
English and Society

English proficiency shapes the range of opportunities available to individuals, through access to information, higher education and labor markets that extend beyond national borders. For people in marginalized communities or geographically remote locations, English skills may represent one of the most accessible pathways to wider professional and social opportunities. While language alone cannot overcome structural barriers, this year's gender and age findings are a reminder that proficiency is distributed unequally within societies, and that equal access to quality English education remains an important dimension of fairer social outcomes.

GRAPH E

English and Social Progress

Global Social Progress Index



EF EPI Score

Source: Social Progress Imperative, 2026

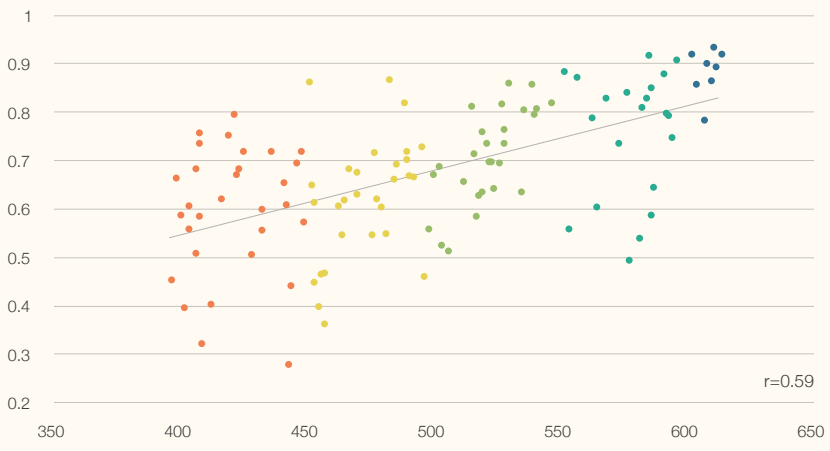
Proficiency Bands

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

GRAPH F

English and Gender Equality

Women Peace and Security Index



EF EPI Score

Source: Georgetown University, 2025

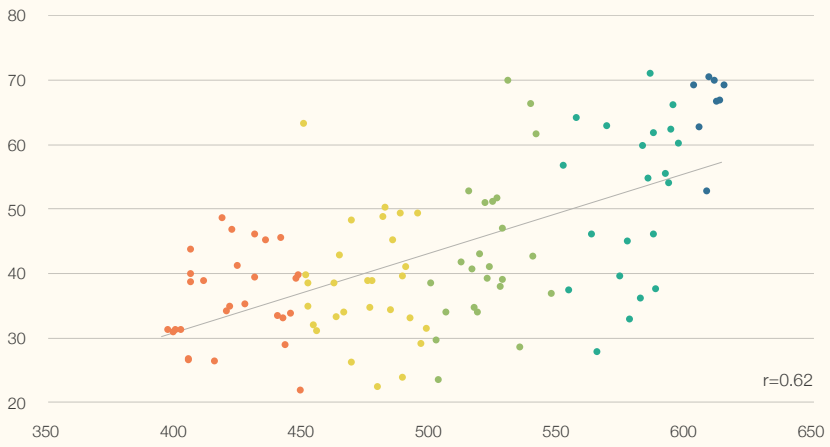
English and the Future

As technological and geopolitical landscapes continue to shift, English functions as a common language through which ideas are shared, alliances built and futures negotiated. The interplay between English proficiency and the ability to leverage emerging technologies — from AI workplace tools to international digital platforms — makes English skills increasingly inseparable from broader questions of digital equity. English also plays an indispensable practical role in addressing the shared challenges of our era: facilitating scientific exchange, cross-border advocacy and international diplomacy that complex international challenges require. Speaking English is, in this sense, a prerequisite for participation in this global dialog.

GRAPH G

English and the Environment

Environmental Performance Index



EF EPI Score

Source: Yale University, 2026

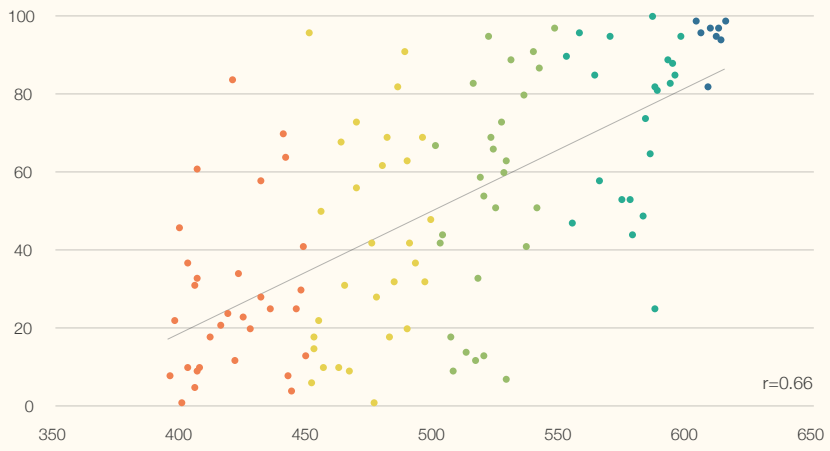
Proficiency Bands

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

GRAPH H

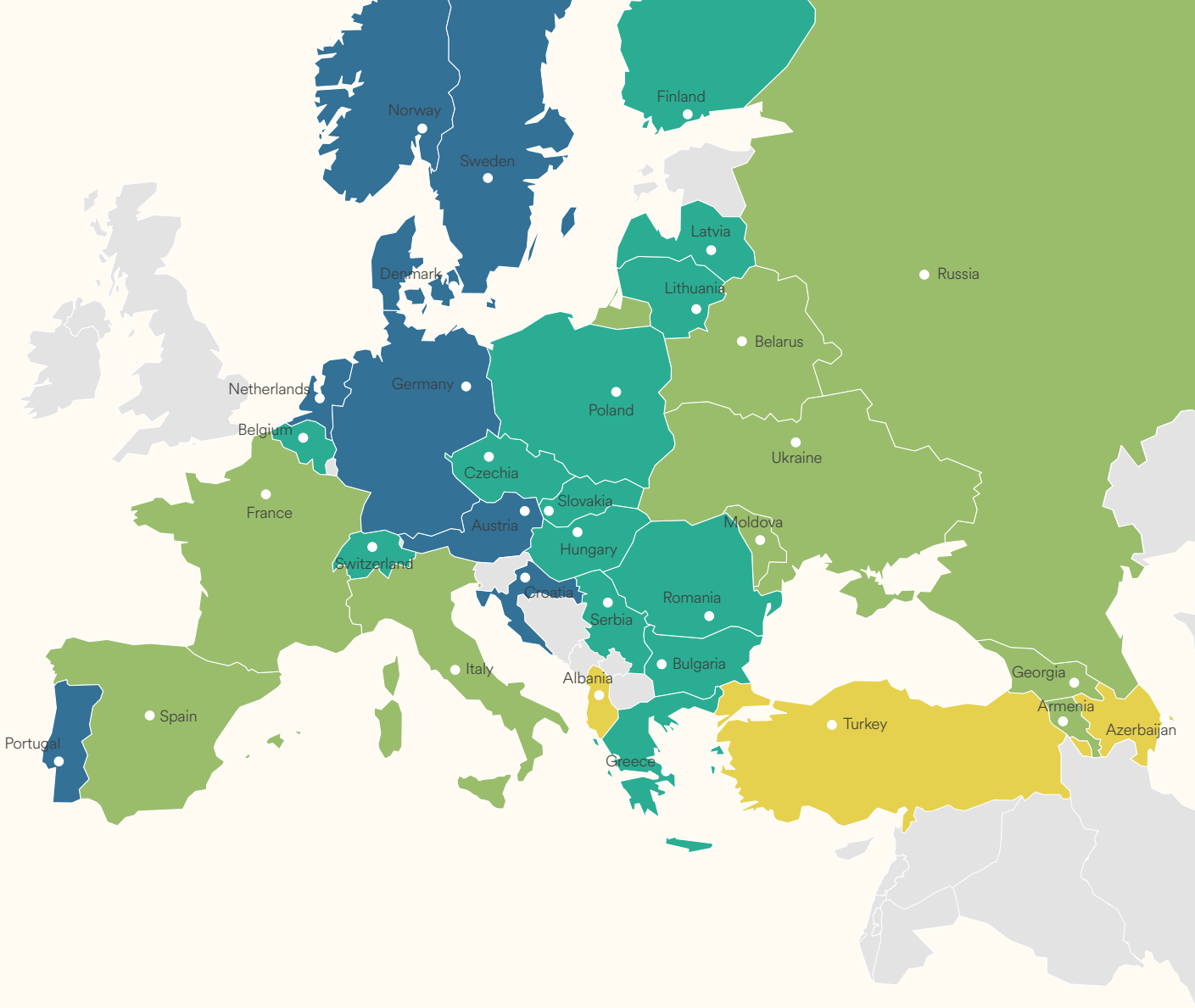
English and Freedom

Global Freedom Scores



EF EPI Score

Source: Freedom House, 2026



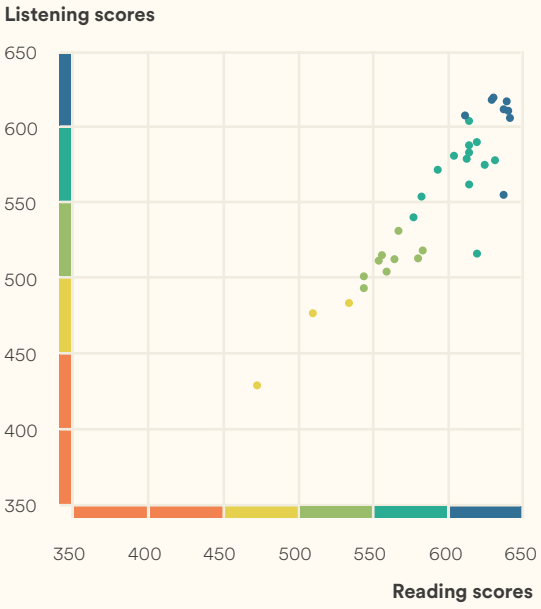
EUROPE

EF EPI Rankings

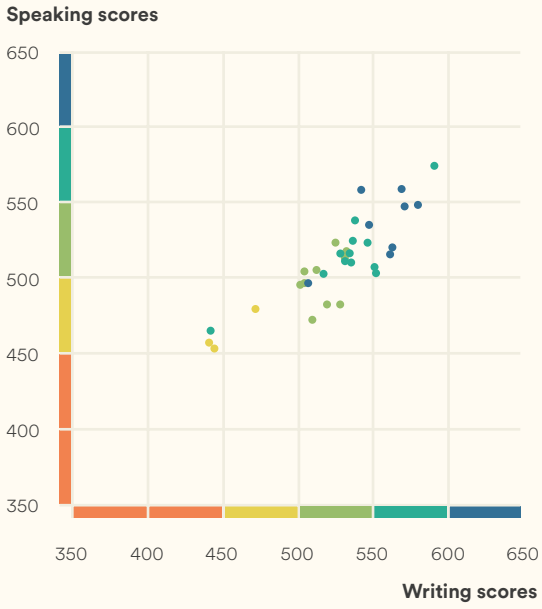
1	Sweden	615
2	Austria	613
3	Denmark	612
4	Germany	611
5	Netherlands	609
6	Croatia	608
7	Portugal	605
8	Norway	603
9	Belgium	597
10	Greece	595
11	Slovakia	594
12	Romania	593
13	Latvia	592
15	Poland	587
17	Finland	586
18	Hungary	585
19	Bulgaria	583
22	Serbia	577
24	Czechia	569
27	Switzerland	557
29	Lithuania	552
31	Italy	541
32	Georgia	540
33	Spain	539
36	France	530
37	Belarus	528
39	Moldova	527
41	Ukraine	524
45	Armenia	519
49	Russia	516
59	Albania	495
66	Turkey	484
85	Azerbaijan	451

Proficiency Bands ● Very High ● High ● Moderate ● Low ● Very Low

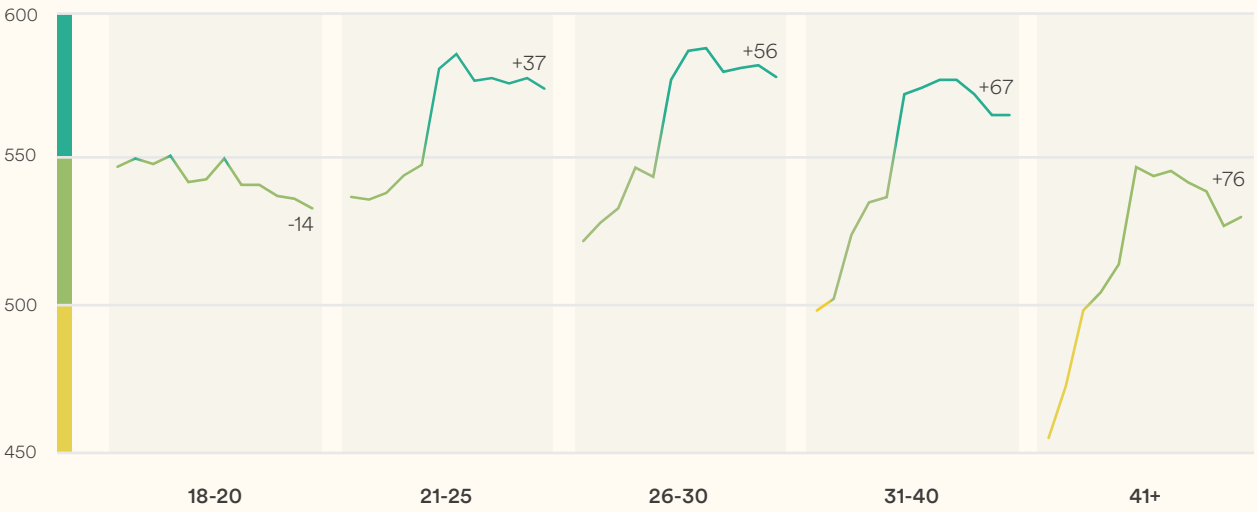
Receptive skills (2026)



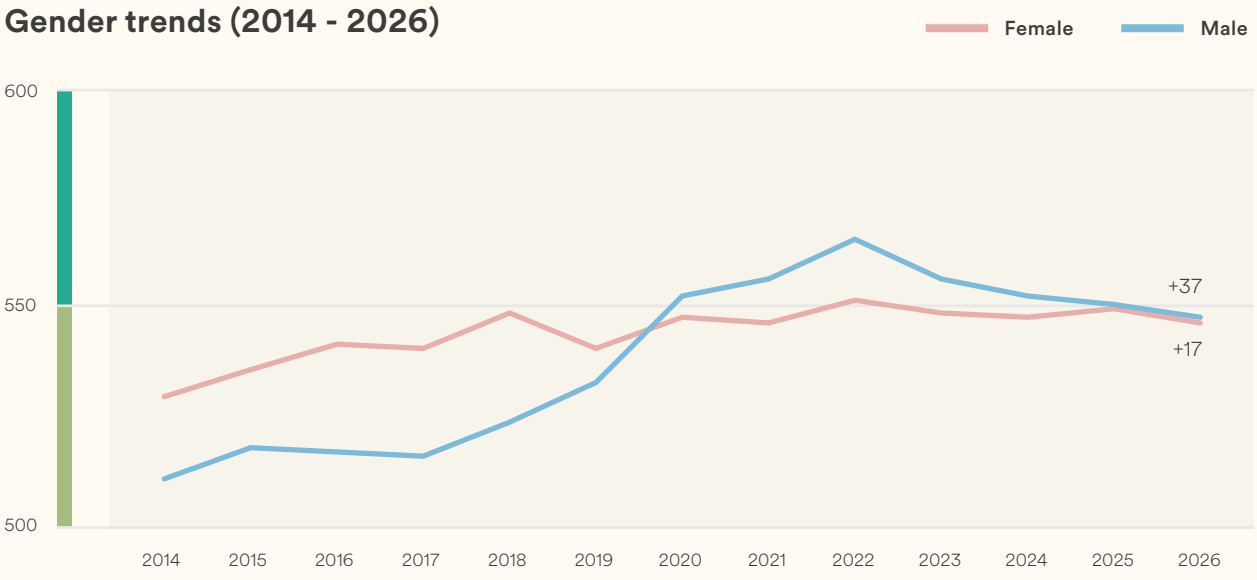
Productive skills (2026)

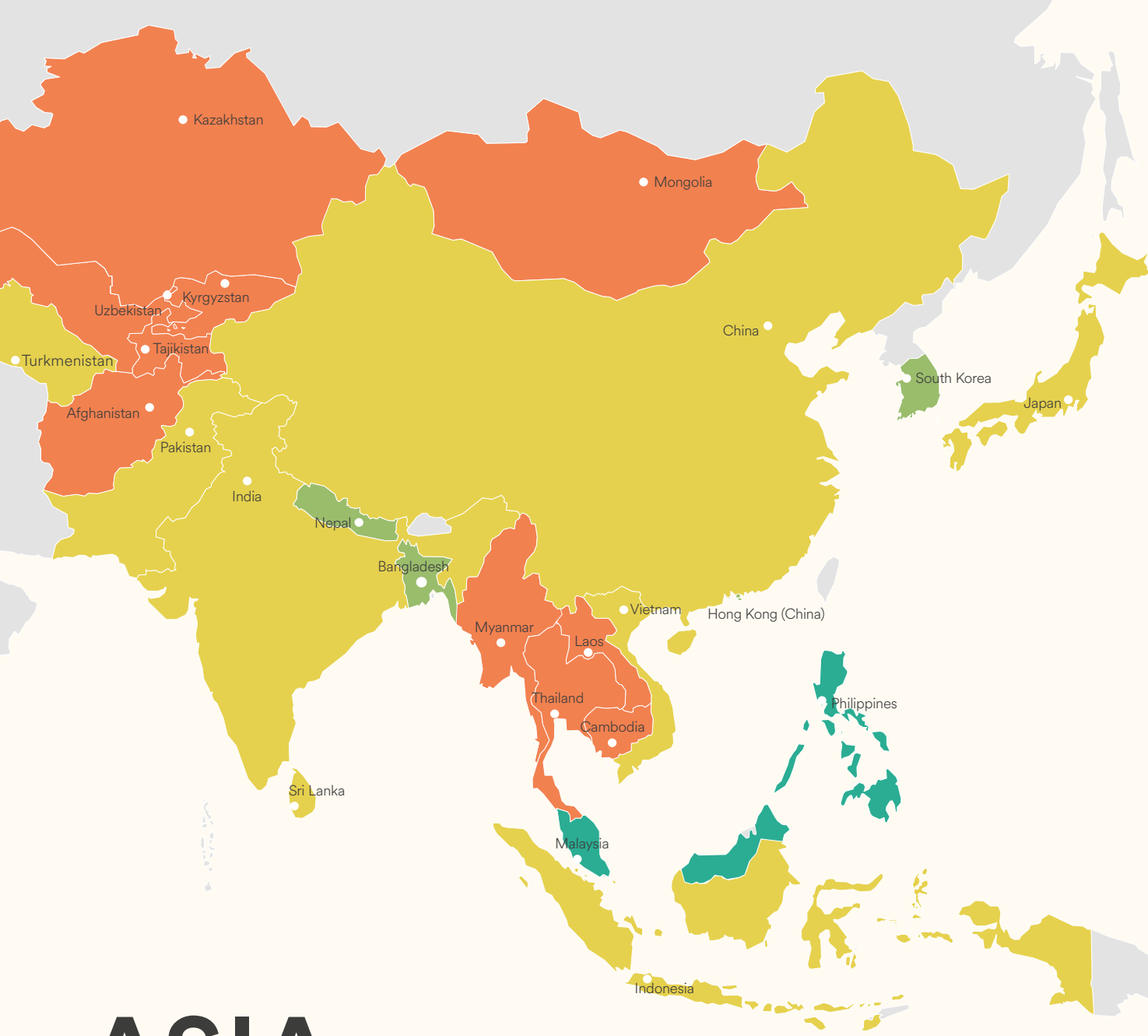


Age trends (2015 - 2026)



Gender trends (2014 - 2026)





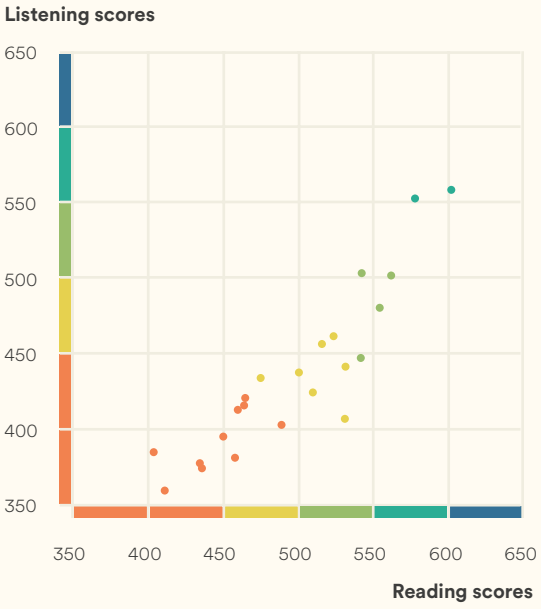
ASIA

EF EPI Rankings

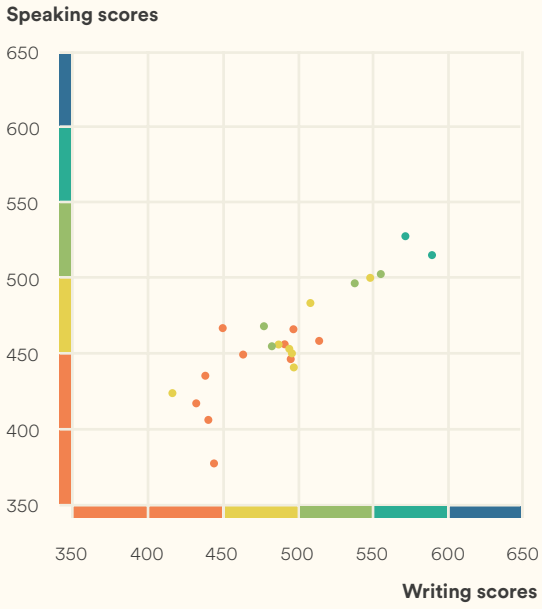
23 Malaysia	574	
25 Philippines	565	
34 Hong Kong (China)	536	
47 Nepal	518	
50 South Korea	515	
54 Bangladesh	503	
58 Pakistan	496	
62 Sri Lanka	489	
62 Vietnam	489	
69 India	479	
71 Turkmenistan	476	
73 Indonesia	469	
75 China	466	
86 Japan	450	
87 Laos	449	
90 Kyrgyzstan	445	
91 Myanmar	443	
92 Afghanistan	442	
99 Kazakhstan	424	
101 Uzbekistan	421	
102 Mongolia	420	
107 Thailand	406	
110 Tajikistan	405	
116 Cambodia	397	

Proficiency Bands ● Very High ● High ● Moderate ● Low ● Very Low

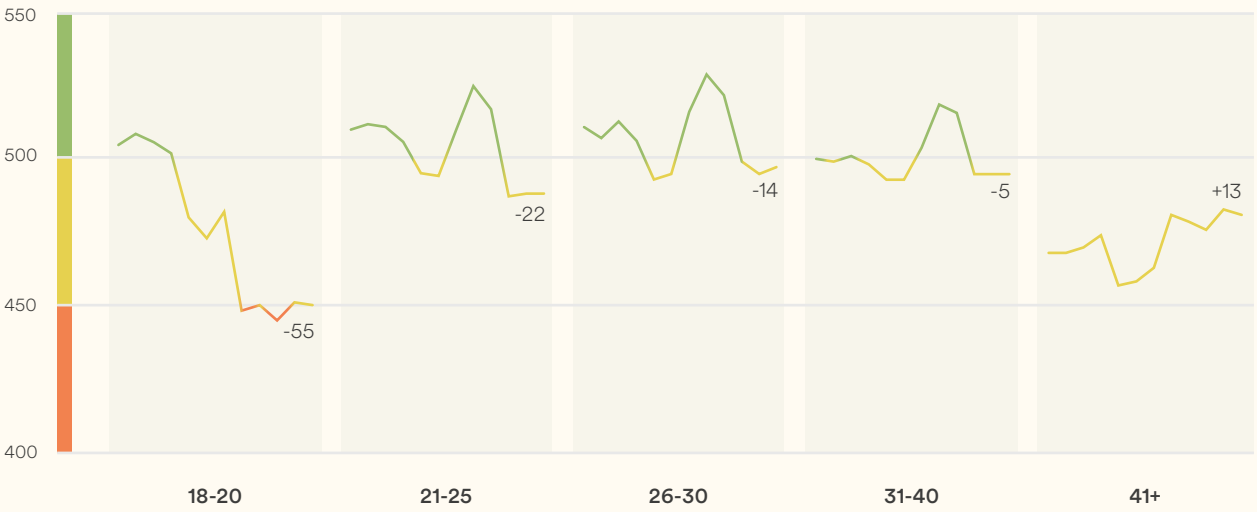
Receptive skills (2026)



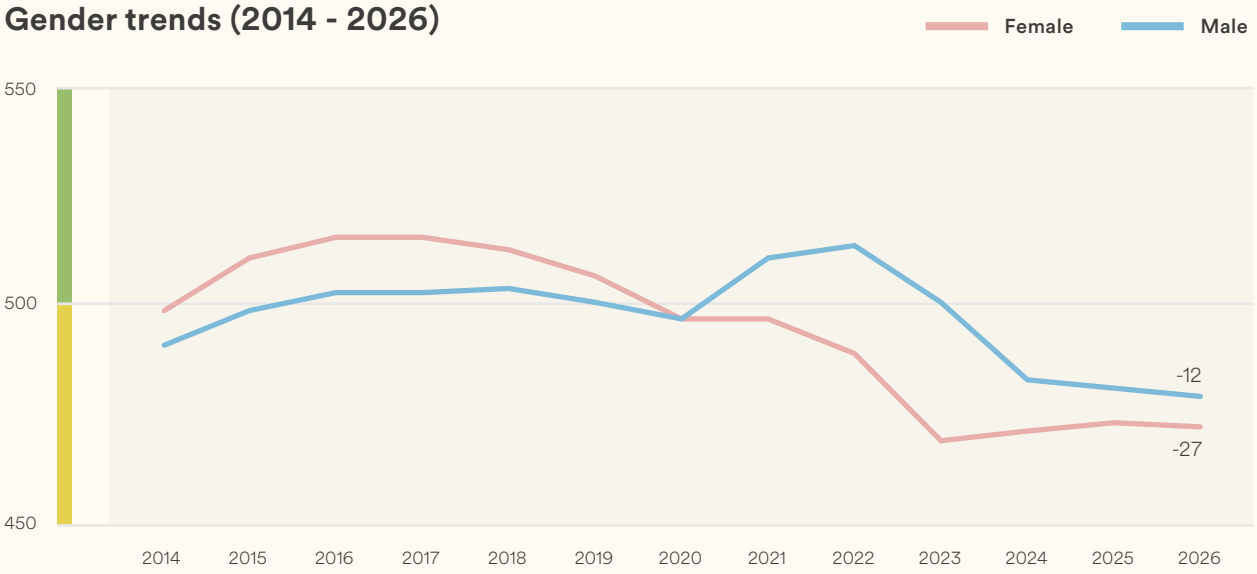
Productive skills (2026)



Age trends (2015 - 2026)



Gender trends (2014 - 2026)





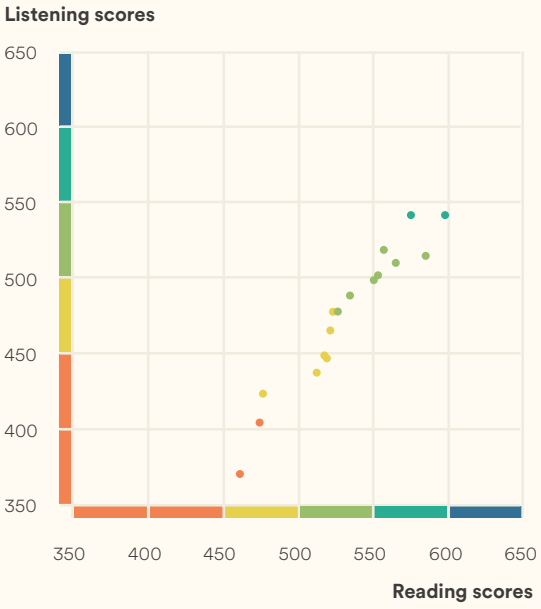
LATIN AMERICA

EF EPI Rankings

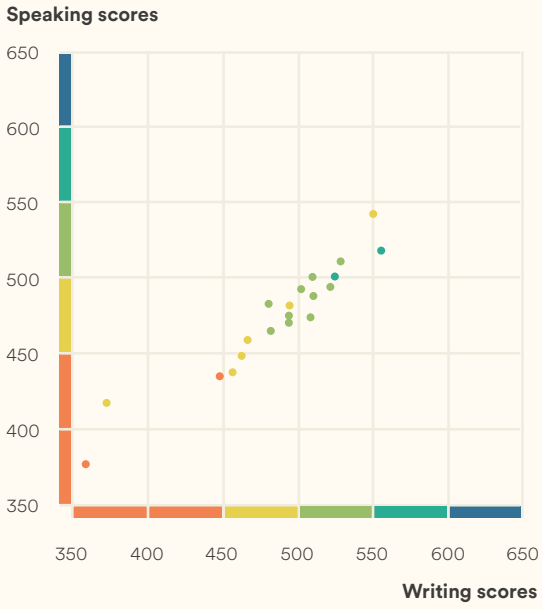
26	Argentina	563
28	Honduras	554
30	Uruguay	547
37	Paraguay	528
42	Peru	523
43	Bolivia	522
44	Chile	521
45	Venezuela	519
51	Nicaragua	512
52	Cuba	507
55	El Salvador	502
56	Dominican Republic	500
57	Guatemala	498
64	Costa Rica	488
65	Panama	485
68	Colombia	481
73	Brazil	469
82	Haiti	454
93	Ecuador	441
96	Mexico	431

Proficiency Bands ● Very High ● High ● Moderate ● Low ● Very Low

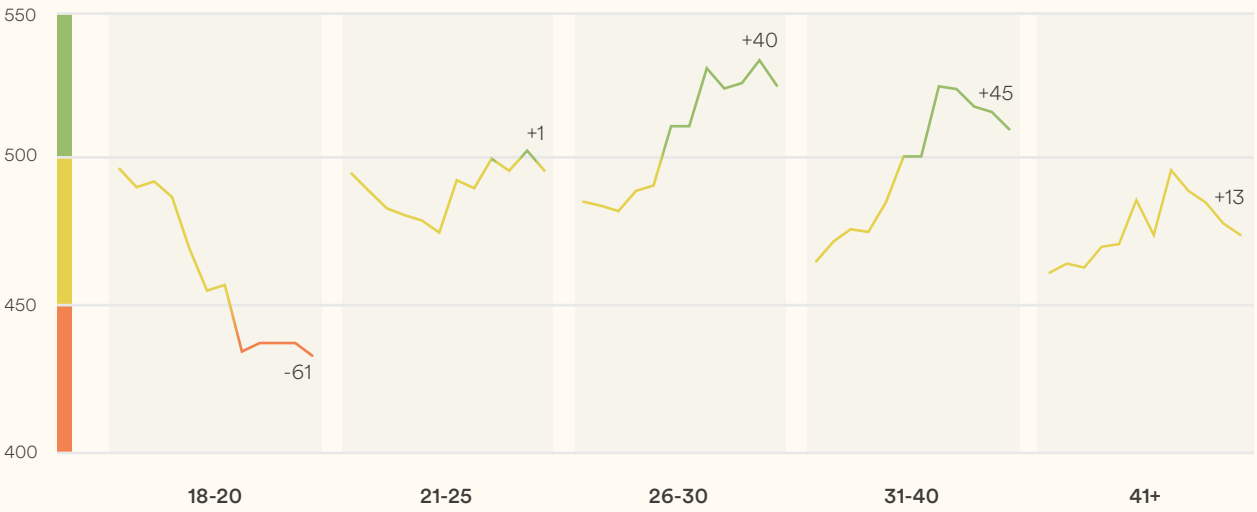
Receptive skills (2026)



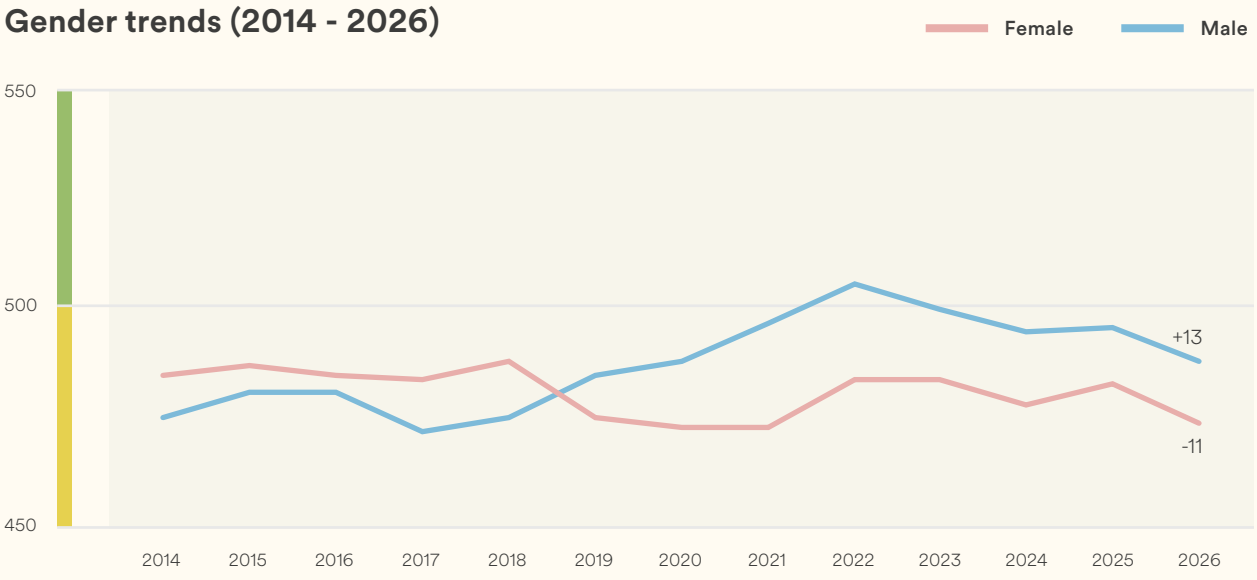
Productive skills (2026)



Age trends (2015 - 2026)



Gender trends (2014 - 2026)





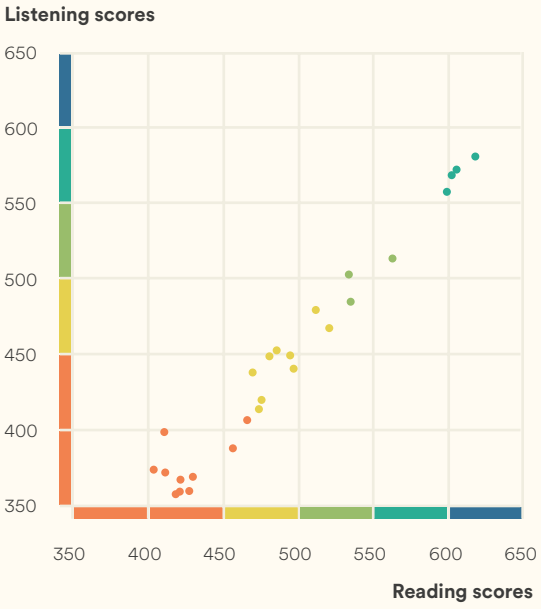
AFRICA

EF EPI Rankings

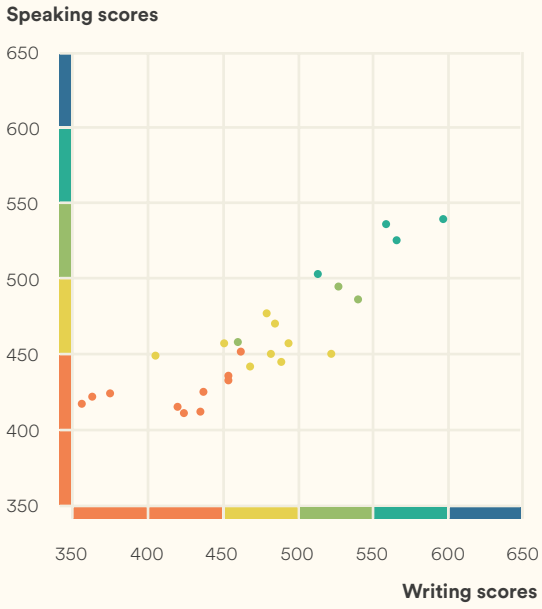
14	South Africa	588
15	Zimbabwe	587
20	Kenya	582
21	Nigeria	578
35	Ghana	535
48	Uganda	517
53	Ethiopia	506
60	Morocco	492
61	Tunisia	490
70	Tanzania	477
72	Mozambique	475
76	Algeria	464
77	Malawi	463
81	Madagascar	455
83	Cameroon	452
83	Egypt	452
94	Senegal	440
96	Angola	431
98	Burkina Faso	427
104	Rwanda	415
105	Democratic Republic of the Congo	411
107	Benin	406
112	Libya	402
112	Togo	402
114	Sudan	400
115	Côte d'Ivoire	399
117	Somalia	395

Proficiency Bands ● Very High ● High ● Moderate ● Low ● Very Low

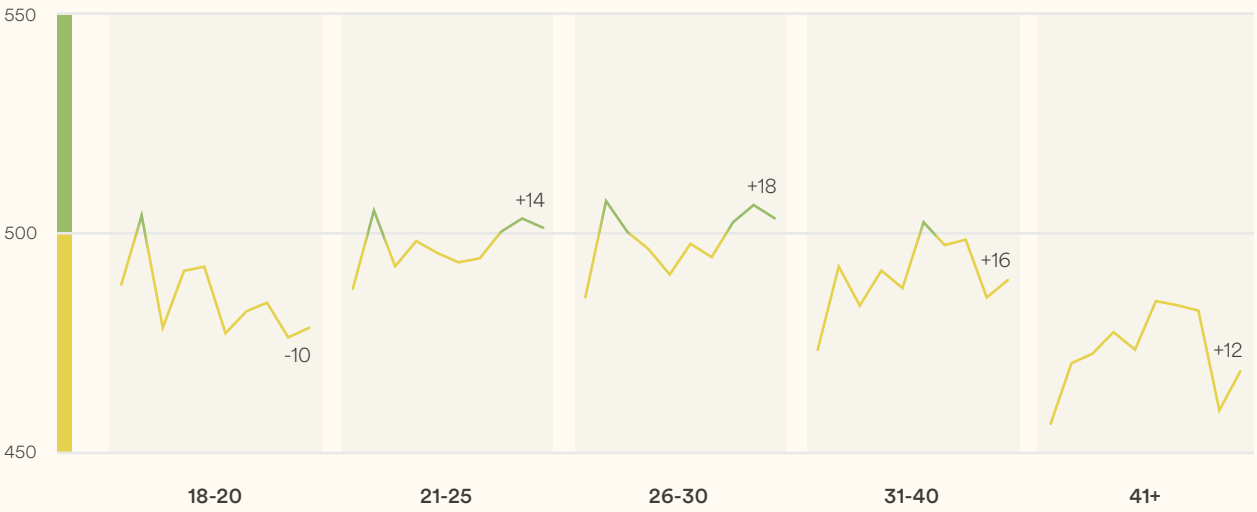
Receptive skills (2026)



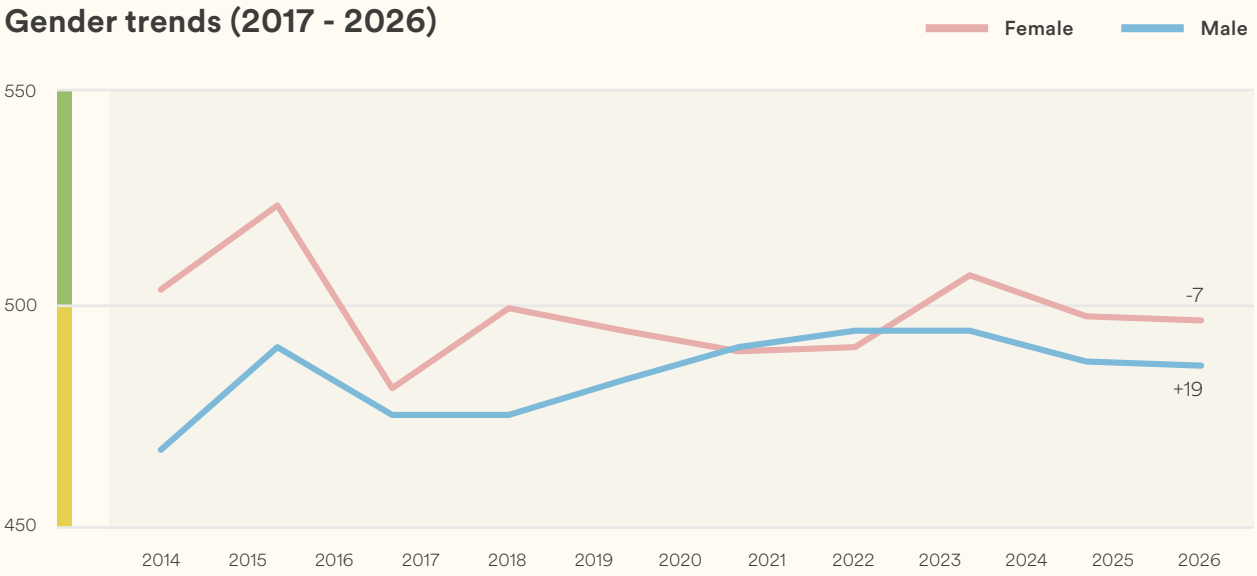
Productive skills (2026)

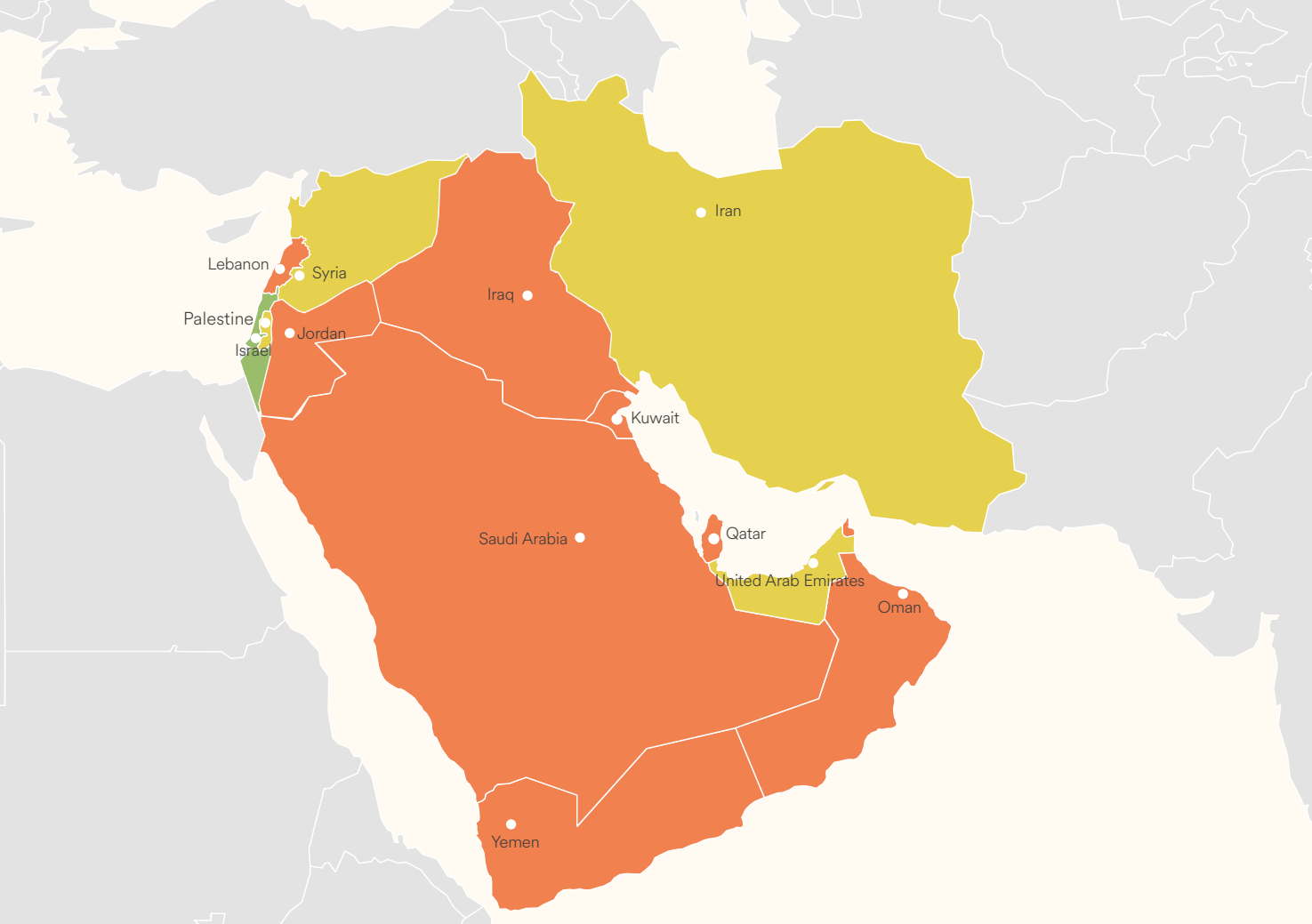


Age trends (2017 - 2026)



Gender trends (2017 - 2026)





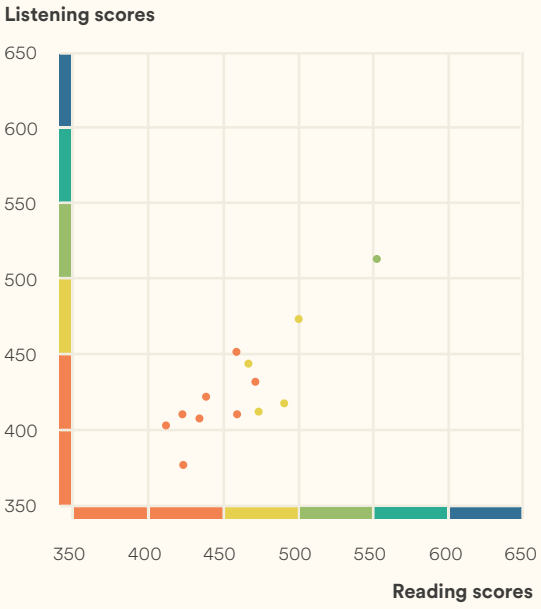
MIDDLE EAST

EF EPI Rankings

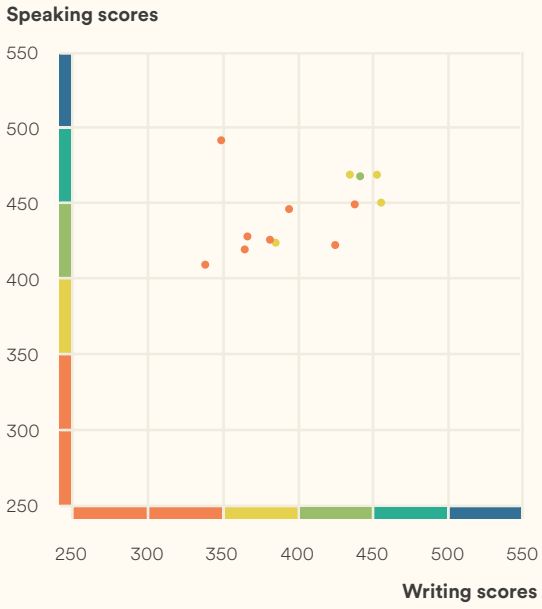
40	Israel	526
67	United Arab Emirates	482
78	Iran	462
79	Palestine	456
79	Syria	456
88	Lebanon	448
89	Kuwait	447
95	Qatar	435
100	Jordan	422
103	Oman	418
106	Yemen	407
107	Saudi Arabia	406
110	Iraq	405

Proficiency Bands ● Very High ● High ● Moderate ● Low ● Very Low

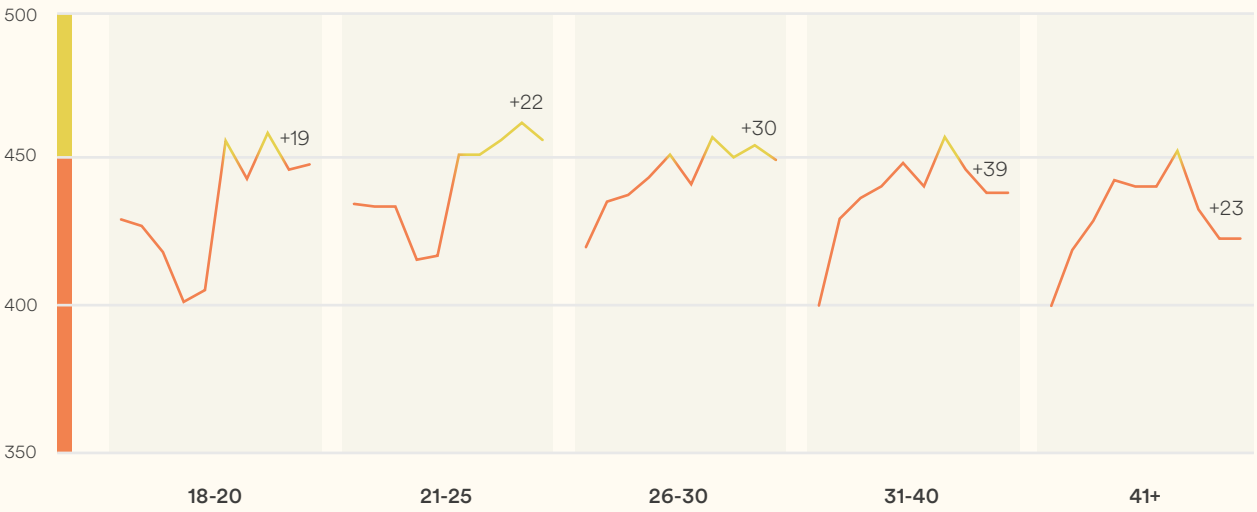
Receptive skills (2026)



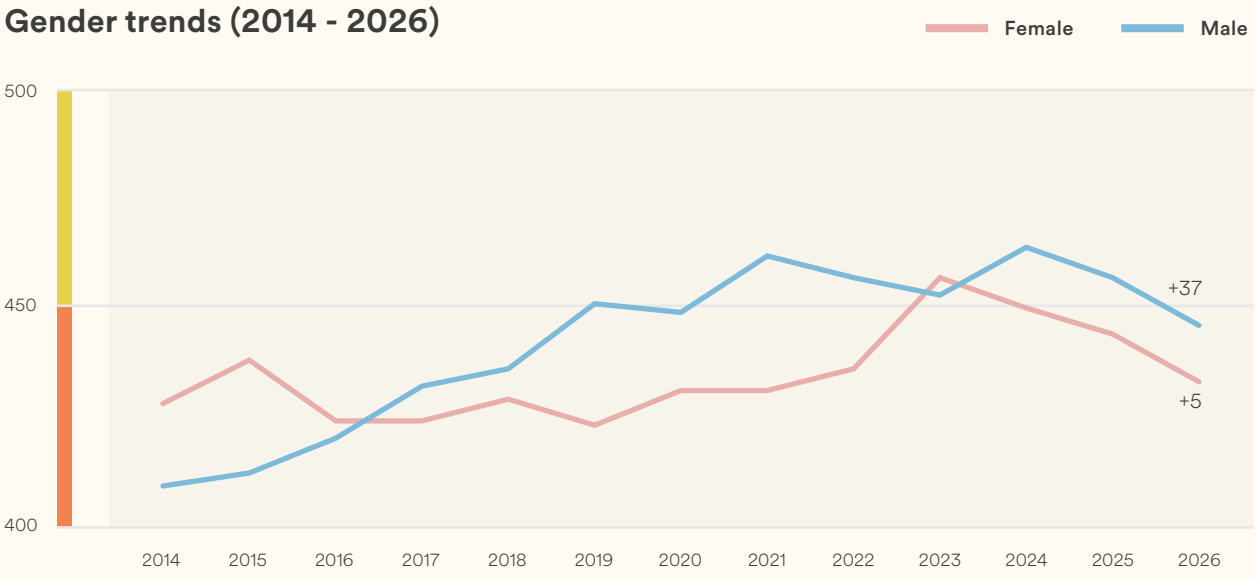
Productive skills (2026)



Age trends (2017 - 2026)



Gender trends (2014 - 2026)



Proficiency Detail

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

Afghanistan 92

EF EPI score: **442**



Reading: **459**
Writing: **450**
Speaking: **469**
Listening: **412**

♀ 427 ♂ 458

Top region: **East (469)**
Top cities: **Kandahar & Jalalabad (480)**
Top age group: **26-30 (average score 456)**

Albania 59

EF EPI score: **495**



Reading: **534**
Writing: **472**
Speaking: **480**
Listening: **483**

♀ 497 ♂ 494

Top city: **Tirana (555)**
Top age group: **26-30 (average score 521)**

Algeria 76

EF EPI score: **464**



Reading: **486**
Writing: **451**
Speaking: **458**
Listening: **453**

♀ 458 ♂ 471

Top region: **Algiers* (507)**
Top city: **Algiers (514)**
Top age group: **21-25 (average score 491)**

Angola 96

EF EPI score: **431**



Reading: **457**
Writing: **454**
Speaking: **434**
Listening: **388**

♀ 440 ♂ 422

Top city: **Luanda (426)**
Top age group: **26-30 (average score 435)**

Argentina 26

EF EPI score: **563**



Reading: **599**
Writing: **556**
Speaking: **519**
Listening: **542**

♀ 565 ♂ 561

Top regions: **Rio Negro & Santa Fe* (579)**
Top city: **Mar del Plata (602)**
Top age group: **26-30 (average score 591)**

Armenia 45

EF EPI score: **519**



Reading: **544**
Writing: **505**
Speaking: **505**
Listening: **501**

♀ 522 ♂ 517

Top city: **Yerevan (537)**
Top age group: **26-30 (average score 540)**

Austria 2

EF EPI score: **613**



Reading: **630**
Writing: **572**
Speaking: **548**
Listening: **620**

♀ 608 ♂ 619

Top region: **Styria (624)**
Top city: **Graz (652)**
Top age group: **21-25 (average score 639)**

Azerbaijan 85

EF EPI score: **451**



Reading: **473**
Writing: **445**
Speaking: **453**
Listening: **428**

♀ 458 ♂ 445

Top city: **Baku (464)**
Top age group: **21-25 (average score 464)**

Bangladesh 54

EF EPI score: **503**



Reading: **542**
Writing: **556**
Speaking: **504**
Listening: **446**

♀ 510 ♂ 497

Top region: **Dhaka* (518)**
Top city: **Rajshahi (531)**
Top age group: **26-30 (average score 514)**

Belarus 37

EF EPI score: **528**



Reading: **554**
Writing: **526**
Speaking: **524**
Listening: **511**

♀ 532 ♂ 525

Top region: **Minsk Region*** **(544)**
Top city: **Minsk (545)**
Top age group: **26-30 (average score 548)**

Belgium 9

EF EPI score: **597**



Reading: **614**
Writing: **537**
Speaking: **525**
Listening: **604**

♀ 598 ♂ 596

Top region: **Antwerp Province (644)**
Top city: **Leuven (669)**
Top age group: **21-25 (average score 633)**

Benin 107

EF EPI score: **406**



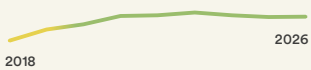
Reading: **421**
Writing: **437**
Speaking: **426**
Listening: **359**

♀ 403 ♂ 410

Top region: **Atlantique (424)**
Top city: **Cotonou (425)**
Top age group: **21-25 (average score 412)**

Bolivia 43

EF EPI score: **522**



Reading: **551**
Writing: **511**
Speaking: **489**
Listening: **499**

♀ 511 ♂ 534

Top region: **Cochabamba*** **(555)**
Top city: **Cochabamba (556)**
Top age group: **31-40 (average score 575)**

Brazil 73

EF EPI score: **469**



Reading: **513**
Writing: **373**
Speaking: **418**
Listening: **438**

♀ 462 ♂ 476

Top regions: **Distrito Federal* & Rio Grande do Sul (527)**
Top city: **Porto Alegre (551)**
Top age group: **21-25 (average score 527)**

Bulgaria 19

EF EPI score: **583**



Reading: **614**
Writing: **536**
Speaking: **511**
Listening: **583**

♀ 577 ♂ 589

Top regions: **Plovdiv* & Sofia City Province (610)**
Top city: **Plovdiv (610)**
Top age group: **26-30 (average score 606)**

Cambodia 116

EF EPI score: **397**



Reading: **405**
Writing: **491**
Speaking: **458**
Listening: **385**

♀ 383 ♂ 412

Top city: **Phnom Penh (465)**
Top age group: **26-30 (average score 480)**

Cameroon 83

EF EPI score: **452**



Reading: **476**
Writing: **468**
Speaking: **443**
Listening: **420**

♀ 447 ♂ 458

Top region: **Southwest (500)**
Top city: **Buea (514)**
Top age group: **26-30 (average score 459)**

Chile 44

EF EPI score: **521**



Reading: **566**
Writing: **503**
Speaking: **493**
Listening: **511**

♀ 512 ♂ 531

Top region: **Biobío (559)**
Top city: **Vina del Mar (567)**
Top age group: **26-30 (average score 578)**

* Region not identical to city
- - - Gaps in data

Proficiency Detail

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

China 75

EF EPI score: **466**



Reading: **510**
Writing: **485**
Speaking: **457**
Listening: **425**

♀ 467 ♂ 465

Top region: **Hong Kong (China) (536)**
Top city: **Hangzhou (517)**
Top age group: **21-25 (average score 484)**

Colombia 68

EF EPI score: **481**



Reading: **520**
Writing: **467**
Speaking: **460**
Listening: **447**

♀ 471 ♂ 491

Top region: **Bogotá D.C.* (512)**
Top city: **Manizales (517)**
Top age group: **26-30 (averge score 520)**

Costa Rica 64

EF EPI score: **488**



Reading: **522**
Writing: **495**
Speaking: **483**
Listening: **466**

♀ 468 ♂ 508

Top region: **Heredia* (561)**
Top city: **Heredia (562)**
Top age group: **26-30 (average score 545)**

Côte d'Ivoire 115

EF EPI score: **399**



Reading: **428**
Writing: **424**
Speaking: **412**
Listening: **360**

♀ 396 ♂ 403

Top region: **Top region: Vallée du Bandama (437)**
Top city: **Abidjan (404)**
Top age group: **18-20 (average score 420)**

Croatia 6

EF EPI score: **608**



Reading: **639**
Writing: **562**
Speaking: **516**
Listening: **617**

♀ 602 ♂ 615

Top city: **Zagreb (620)**

Cuba 52

EF EPI score: **507**



Reading: **556**
Writing: **509**
Speaking: **475**
Listening: **472**

♀ 493 ♂ 522

Top city: **Havana (526)**
Top age group: **26-30 (average score 539)**

Czechia 24

EF EPI score: **569**



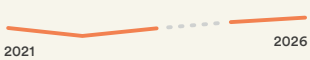
Reading: **593**
Writing: **532**
Speaking: **514**
Listening: **572**

♀ 558 ♂ 581

Top region: **South Moravian (606)**
Top city: **Brno (613)**
Top age group: **26-30 (average score 609)**

Democratic Republic of the Congo 105

EF EPI score: **411**



Reading: **430**
Writing: **420**
Speaking: **416**
Listening: **369**

♀ 410 ♂ 413

Top region: **Sud-Kivu (413)**
Top city: **Bukavu (413)**

Denmark 3

EF EPI score: **612**



Reading: **637**
Writing: **543**
Speaking: **559**
Listening: **612**

♀ 615 ♂ 610

Top region: **Midtjylland (631)**
Top city: **Copenhagen (640)**
Top age group: **26-30 (average score 644)**

Dominican Republic 56

EF EPI score: **500**



Reading: **527**
Writing: **482**
Speaking: **466**
Listening: **478**

♀ 493 ♂ 508

Top region: **Ozama (521)**
Top city: **Santo Domingo (522)**
Top age group: **26-30 (average score 528)**

Ecuador 93

EF EPI score: **441**



Reading: **475**
Writing: **448**
Speaking: **436**
Listening: **405**

♀ 440 ♂ 443

Top region: **Pichincha (516)**
Top city: **Quito (519)**
Top age group: **26-30 (average score 511)**

Egypt 83

EF EPI score: **452**



Reading: **470**
Writing: **405**
Speaking: **450**
Listening: **438**

♀ 442 ♂ 463

Top region: **Ismailia* (480)**
Top city: **Ismailia (480)**
Top age group: **26-30 (average score 476)**

El Salvador 55

EF EPI score: **502**



Reading: **524**
Writing: **481**
Speaking: **484**
Listening: **478**

♀ 488 ♂ 516

Top region: **La Libertad* (539)**
Top city: **La Libertad (532)**
Top age group: **31-40 (average score 550)**

Ethiopia 53

EF EPI score: **506**



Reading: **535**
Writing: **460**
Speaking: **459**
Listening: **485**

♀ 532 ♂ 481

Top region: **Tigray (519)**
Top city: **Addis Ababa (527)**
Top age group: **26-30 (average score 517)**

Finland 17

EF EPI score: **586**



Reading: **619**
Writing: **442**
Speaking: **466**
Listening: **516**

♀ 579 ♂ 593

Top region: **Pirkanmaa (606)**
Top city: **Helsinki (610)**
Top age group: **26-30 (average score 619)**

France 36

EF EPI score: **530**



Reading: **564**
Writing: **529**
Speaking: **483**
Listening: **512**

♀ 537 ♂ 524

Top region: **Île-de-France (552)**
Top city: **Grenoble (595)**
Top age group: **26-30 (average score 557)**

Georgia 32

EF EPI score: **540**



Reading: **567**
Writing: **502**
Speaking: **496**
Listening: **531**

♀ 530 ♂ 551

Top region: **Abkhazia (554)**
Top city: **Tbilisi (553)**
Top age group: **26-30 (average score 548)**

Germany 4

EF EPI score: **611**



Reading: **640**
Writing: **581**
Speaking: **549**
Listening: **611**

♀ 612 ♂ 611

Top regions: **Bavaria & North Rhine-Westphalia (623)**
Top city: **Karlsruhe (673)**
Top age group: **21-25 (average score 639)**

* Region not identical to city
- - - Gaps in data

Proficiency Detail

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

Ghana 35

EF EPI score: **535**



Reading: **563**
Writing: **540**
Speaking: **487**
Listening: **514**

♀ 540 ♂ 530

Top region: **Greater Accra (548)**
Top city: **Accra (550)**
Top age group: **21-25 (average score 550)**

Greece 10

EF EPI score: **595**



Reading: **614**
Writing: **553**
Speaking: **504**
Listening: **588**

♀ 593 ♂ 598

Top city: **Thessaloniki (615)**

Guatemala 57

EF EPI score: **498**



Reading: **524**
Writing: **551**
Speaking: **543**
Listening: **478**

♀ 489 ♂ 508

Top region: **Sacatepèquez (519)**
Top city: **Guatemala City (518)**
Top age group: **31-40 (average score 546)**

Haiti 82

EF EPI score: **454**



Reading: **447**
Writing: **457**
Speaking: **439**
Listening: **424**

♀ 437 ♂ 471

Top region: **South (466)**
Top city: **Les Cayes (445)**
Top age group: **26-30 (average score 463)**

Honduras 28

EF EPI score: **554**



Reading: **576**
Writing: **525**
Speaking: **501**
Listening: **542**

♀ 545 ♂ 564

Top region: **Francisco Morazán (566)**
Top city: **Tegucigalpa (567)**
Top age group: **26-30 (average score 572)**

Hong Kong (China) 34

EF EPI score: **536**



Reading: **562**
Writing: **477**
Speaking: **470**
Listening: **501**

♀ 532 ♂ 540

Top region: **Kowloon (549)**
Top age group: **26-30 (average score 558)**

Hungary 18

EF EPI score: **585**



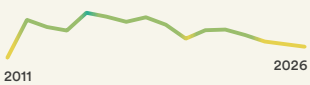
Reading: **612**
Writing: **535**
Speaking: **517**
Listening: **579**

♀ 581 ♂ 590

Top city: **Budapest (606)**
Top age group: **26-30 (average score 612)**

India 69

EF EPI score: **479**



Reading: **531**
Writing: **494**
Speaking: **454**
Listening: **408**

♀ 470 ♂ 489

Top region: **Chandigarh (534)**
Top city: **Kochi (558)**
Top age group: **41+ (average score 515)**

Indonesia 73

EF EPI score: **469**



Reading: **501**
Writing: **497**
Speaking: **443**
Listening: **438**

♀ 466 ♂ 472

Top region: **Java (490)**
Top city: **Jakarta (522)**
Top age group: **21-25 (average score 500)**

Iran

78

EF EPI score: **462**



Reading: **474**
Writing: **385**
Speaking: **424**
Listening: **412**

♀ 455 ♂ 470

Top region: **Region 1 (478)**
Top city: **Rasht (494)**
Top age group: **21-25 (average score 484)**

Iraq

110

EF EPI score: **405**



Reading: **412**
Writing: **367**
Speaking: **428**
Listening: **403**

♀ 390 ♂ 421

Top region: **Halabja (460)**
Top city: **Sulaimaniyah (466)**
Top age group: **21-25 (average score 417)**

Israel

40

EF EPI score: **526**



Reading: **553**
Writing: **442**
Speaking: **468**
Listening: **514**

♀ 511 ♂ 541

Top region: **Haifa* (560)**
Top city: **Haifa (558)**
Top age group: **26-30 (average score 551)**

Italy

31

EF EPI score: **541**



Reading: **583**
Writing: **510**
Speaking: **473**
Listening: **518**

♀ 538 ♂ 544

Top region: **Trentino-Alto Adige (560)**
Top city: **Bergamo (578)**
Top age group: **26-30 (average score 578)**

Japan

86

EF EPI score: **450**



Reading: **475**
Writing: **416**
Speaking: **425**
Listening: **434**

♀ 455 ♂ 446

Top region: **Kanto (473)**
Top city: **Yokohama (489)**
Top age group: **31-40 (average score 488)**

Jordan

100

EF EPI score: **422**



Reading: **439**
Writing: **365**
Speaking: **419**
Listening: **422**

♀ 418 ♂ 426

Top region: **Central Region (473)**
Top city: **Amman (448)**
Top age group: **21-25 & 26-30 (average score 443)**

Kazakhstan

99

EF EPI score: **424**



Reading: **450**
Writing: **438**
Speaking: **437**
Listening: **397**

♀ 420 ♂ 428

Top region: **East Kazakhstan (455)**
Top city: **Almaty (467)**
Top age group: **26-30 (average score 464)**

Kenya

20

EF EPI score: **582**



Reading: **606**
Writing: **566**
Speaking: **526**
Listening: **573**

♀ 585 ♂ 580

Top region: **Coast (590)**
Top city: **Mombasa (592)**
Top age group: **26-30 (average score 591)**

Kuwait

89

EF EPI score: **447**



Reading: **459**
Writing: **395**
Speaking: **446**
Listening: **452**

♀ 452 ♂ 443

Top city: **Kuwait City (452)**

* Region not identical to city
- - - Gaps in data

Proficiency Detail

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

Kyrgyzstan 90

EF EPI score: **445**



Reading: **465**
Writing: **496**
Speaking: **468**
Listening: **422**

♀ 423 ♂ 468

Top region: **Batken (367)**
Top city: **Bishkek (484)**
Top age group: **26-30 (average score 531)**

Laos 87

EF EPI score: **449**



Reading: **489**
Writing: **495**
Speaking: **449**
Listening: **404**

♀ 457 ♂ 442

Top city: **Vientiane (477)**

Latvia 13

EF EPI score: **592**



Reading: **631**
Writing: **592**
Speaking: **575**
Listening: **578**

♀ 584 ♂ 600

Top city: **Rīga (607)**
Top age group: **26-30 (average score 622)**

Lebanon 88

EF EPI score: **448**



Reading: **472**
Writing: **438**
Speaking: **449**
Listening: **432**

♀ 433 ♂ 463

Top region: **Keserwan-Jbeil (456)**
Top city: **Beirut (average score 527)**

Libya 112

EF EPI score: **402**



Reading: **411**
Writing: **375**
Speaking: **425**
Listening: **399**

♀ 377 ♂ 428

Top region: **Tripolitania (415)**
Top city: **Benghazi (average score 427)**

Lithuania 29

EF EPI score: **552**



Reading: **577**
Writing: **539**
Speaking: **539**
Listening: **540**

♀ 540 ♂ 564

Top region: **Kaunas County (584)**
Top cities: **Vilnius & Kaunas (576)**
Top age groups: **21-25 & 26-30 (average score 592)**

Madagascar 81

EF EPI score: **455**



Reading: **474**
Writing: **522**
Speaking: **451**
Listening: **414**

♀ 463 ♂ 448

Top city: **Antananarivo (470)**
Top age group: **26-30 (average score 490)**

Malawi 77

EF EPI score: **463**



Reading: **481**
Writing: **489**
Speaking: **446**
Listening: **449**

♀ 485 ♂ 441

Top region: **Southern Region (500)**
Top city: **Blantyre (496)**

Malaysia 23

EF EPI score: **574**



Reading: **603**
Writing: **572**
Speaking: **529**
Listening: **559**

♀ 571 ♂ 578

Top region: **Pahang (595)**
Top city: **Kuantan (601)**
Top age group: **26-30 (average score 587)**

Mexico 96

EF EPI score: **431**



Reading: **462**
Writing: **359**
Speaking: **378**
Listening: **371**

♀ 424 ♂ 439

Top region: **Nuevo León (511)**
Top city: **Monterrey (529)**
Top age group: **26-30 (average score 497)**

Moldova 39

EF EPI score: **527**



Reading: **556**
Writing: **533**
Speaking: **518**
Listening: **515**

♀ 525 ♂ 529

Top city: **Chisinau (570)**

Mongolia 102

EF EPI score: **420**



Reading: **458**
Writing: **444**
Speaking: **379**
Listening: **382**

♀ 417 ♂ 423

Top region: **Orkhon (494)**
Top city: **Ulaanbaatar (448)**
Top age group: **26-30 (average score 462)**

Morocco 60

EF EPI score: **492**



Reading: **521**
Writing: **494**
Speaking: **458**
Listening: **468**

♀ 486 ♂ 498

Top region: **Fès-Meknès (504)**
Top cities: **Fes & Rabat (518)**
Top age group: **21-25 (average score 512)**

Mozambique 72

EF EPI score: **475**

Reading: **497**
Writing: **482**
Speaking: **451**
Listening: **441**

♀ 483 ♂ 468

Top city: **Maputo (494)**

Myanmar 91

EF EPI score: **443**



Reading: **464**
Writing: **463**
Speaking: **450**
Listening: **415**

♀ 434 ♂ 453

Top region: **Yangon* (463)**
Top cities: **Yangon & Pyin U Lwin (461)**
Top age group: **21-25 (average score 453)**

Nepal 47

EF EPI score: **518**



Reading: **555**
Writing: **538**
Speaking: **496**
Listening: **481**

♀ 513 ♂ 524

Top city: **Lalitpur (549)**
Top age group: **21-25 (average score 536)**

Netherlands 5

EF EPI score: **609**



Reading: **637**
Writing: **507**
Speaking: **497**
Listening: **555**

♀ 608 ♂ 610

Top region: **Overijssel (632)**
Top city: **Utrecht (632)**
Top age group: **31-40 (average score 622)**

Nicaragua 51

EF EPI score: **512**



Reading: **535**
Writing: **510**
Speaking: **501**
Listening: **489**

♀ 500 ♂ 524

Top region: **Managua* (521)**
Top city: **Managua (522)**
Top age group: **26-30 (average score 541)**

* Region not identical to city
- - - Gaps in data

Proficiency Detail

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

Nigeria 21

EF EPI score: **578**



Reading: **602**
Writing: **596**
Speaking: **540**
Listening: **569**

♀ 591 ♂ 566

Top region: **South West (584)**
Top city: **Abeokuta (592)**
Top age group: **26-30 (average score 585)**

Norway 8

EF EPI score: **603**



Reading: **611**
Writing: **570**
Speaking: **560**
Listening: **608**

♀ 592 ♂ 614

Top region: **Vestlandet (623)**
Top city: **Oslo (615)**
Top age group: **21-25 (average score 646)**

Oman 103

EF EPI score: **418**



Reading: **434**
Writing: **382**
Speaking: **425**
Listening: **408**

♀ 419 ♂ 417

Top city: **Muscat (441)**

Pakistan 58

EF EPI score: **496**



Reading: **524**
Writing: **508**
Speaking: **485**
Listening: **463**

♀ 493 ♂ 496

Top region: **Khyber Pakhtunkhwa (508)**
Top city: **Islamabad (532)**
Top age group: **31-40 (average score 502)**

Palestine 79

EF EPI score: **456**



Reading: **491**
Writing: **456**
Speaking: **450**
Listening: **418**

♀ 446 ♂ 467

Top region: **Ramallah* (506)**
Top city: **Ramallah (506)**

Panama 65

EF EPI score: **485**



Reading: **518**
Writing: **463**
Speaking: **449**
Listening: **449**

♀ 477 ♂ 494

Top region: **Región Metropolitana** (496)**
Top city: **San José de David (494)**
Top age group: **26-30 (average score 513)**

**not the same as Panama City

Paraguay 37

EF EPI score: **528**



Reading: **558**
Writing: **529**
Speaking: **512**
Listening: **519**

♀ 524 ♂ 532

Top region: **Itapúa (530)**
Top city: **Asuncion (564)**
Top age group: **26-30 (average score 552)**

Peru 42

EF EPI score: **523**



Reading: **561**
Writing: **522**
Speaking: **495**
Listening: **489**

♀ 520 ♂ 527

Top region: **Lima Province** (545)**
Top city: **Lima (553)**
Top age group: **26-30 (average score 552)**

**contains Lima city, not contained within Lima region

Philippines 25

EF EPI score: **565**



Reading: **578**
Writing: **590**
Speaking: **517**
Listening: **553**

♀ 567 ♂ 564

Top region: **Cordillera Administrative Region (598)**
Top city: **Tagbilaran (595)**
Top age group: **26-30 (average score 594)**

Poland 15

EF EPI score: **587**



Reading: **614**
Writing: **518**
Speaking: **503**
Listening: **562**

♀ 582 ♂ 592

Top region: **Lesser Poland (604)**
Top city: **Lublin (610)**
Top age group: **21-25 (average score 610)**

Portugal 7

EF EPI score: **605**



Reading: **641**
Writing: **564**
Speaking: **522**
Listening: **606**

♀ 602 ♂ 609

Top region: **Coimbra* (629)**
Top city: **Guimaraes (635)**
Top age group: **21-25 (average score 635)**

Qatar 95

EF EPI score: **435**



Reading: **460**
Writing: **349**
Speaking: **491**
Listening: **410**

♀ 457 ♂ 414

Top region: **Al Khor* (552)**
Top city: **Al Khor (482)**

Romania 12

EF EPI score: **593**



Reading: **624**
Writing: **552**
Speaking: **508**
Listening: **575**

♀ 591 ♂ 596

Top region: **West (608)**
Top city: **Iasi (619)**
Top age group: **26-30 (average score 615)**

Russia 49

EF EPI score: **516**



Reading: **544**
Writing: **513**
Speaking: **506**
Listening: **493**

♀ 520 ♂ 512

Top region: **Novgorod Oblast (553)**
Top city: **Saint Petersburg (551)**
Top age group: **26-30 (average score 552)**

Rwanda 104

EF EPI score: **415**



Reading: **422**
Writing: **462**
Speaking: **453**
Listening: **367**

♀ 421 ♂ 410

Top region: **Eastern (422)**
Top city: **Kigali (422)**
Top age group: **18-20 (average score 471)**

Saudi Arabia 107

EF EPI score: **406**



Reading: **423**
Writing: **339**
Speaking: **409**
Listening: **410**

♀ 413 ♂ 400

Top region: **Eastern Province (427)**
Top city: **Khobar (452)**
Top age group: **21-25 (average score 420)**

Senegal 94

EF EPI score: **440**



Reading: **466**
Writing: **454**
Speaking: **436**
Listening: **407**

♀ 449 ♂ 431

Top city: **Dakar (458)**

Serbia 22

EF EPI score: **577**



Reading: **604**
Writing: **547**
Speaking: **524**
Listening: **581**

♀ 567 ♂ 587

Top region: **Vojvodina (589)**
Top city: **Belgrade (588)**
Top age group: **21-25 (average score 594)**

* Region not identical to city
- - - Gaps in data

Proficiency Detail

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

Slovakia 11

EF EPI score: **594**



Reading: **619**
Writing: **529**
Speaking: **517**
Listening: **590**

♀ 590 ♂ 598

Top region: **Bratislava* (596)**
Top city: **Bratislava (600)**
Top age group: **21-25 (average score 619)**

Somalia 117

EF EPI score: **395**



Reading: **412**
Writing: **363**
Speaking: **423**
Listening: **372**

♀ 387 ♂ 404

Top region: **Marodi Jeh (436)**
Top city: **Hargeisa (449)**

South Africa 14

EF EPI score: **588**



Reading: **599**
Writing: **513**
Speaking: **504**
Listening: **558**

♀ 588 ♂ 589

Top city: **Port Elizabeth (611)**
Top age group: **26-30 & 31-40 (average score 591)**

South Korea 50

EF EPI score: **515**



Reading: **543**
Writing: **481**
Speaking: **456**
Listening: **504**

♀ 516 ♂ 515

Top region: **Gyeonggi (515)**
Top city: **Seoul (555)**
Top age group: **26-30 (average score 560)**

Spain 33

EF EPI score: **539**



Reading: **580**
Writing: **520**
Speaking: **483**
Listening: **513**

♀ 537 ♂ 541

Top region: **Galicia (557)**
Top city: **Oviedo (565)**
Top age group: **26-30 (average score 568)**

Sri Lanka 62

EF EPI score: **489**



Reading: **516**
Writing: **496**
Speaking: **452**
Listening: **458**

♀ 474 ♂ 504

Top region: **Central Province (508)**
Top city: **Colombo (534)**

Sudan 114

EF EPI score: **400**



Reading: **404**
Writing: **356**
Speaking: **418**
Listening: **374**

♀ 394 ♂ 406

Top region: **Nothern State (423)**
Top city: **Khartoum (422)**
Top age group: **21-25 (average score 421)**

Sweden 1

EF EPI score: **615**



Reading: **629**
Writing: **548**
Speaking: **536**
Listening: **618**

♀ 608 ♂ 622

Top region: **Stockholm* (621)**
Top cities: **Stockholm & Goteborg (628)**
Top age group: **26-30 (average score 639)**

Switzerland 27

EF EPI score: **557**



Reading: **582**
Writing: **532**
Speaking: **512**
Listening: **554**

♀ 550 ♂ 564

Top region: **Zürich* (596)**
Top city: **Zürich (620)**
Top age group: **26-30 (average score 582)**

Syria

79

EF EPI score: **456**



Reading: **467**
Writing: **435**
Speaking: **469**
Listening: **444**

♀ 448 ♂ 465

Top region: **Latakia Governorate (489)**
Top city: **Latakia (492)**
Top age group: **21-25 (average score 468)**

Tajikistan

110

EF EPI score: **405**



Reading: **411**
Writing: **440**
Speaking: **408**
Listening: **360**

♀ 404 ♂ 407

Top region: **Sughd (400)**
Top city: **Dushanbe (427)**

Tanzania

70

EF EPI score: **477**

Reading: **495**
Writing: **485**
Speaking: **471**
Listening: **450**

♀ 485 ♂ 469

Top region: **Dar es Salaam* (509)**
Top city: **Dar es Salaam (512)**

Thailand

107

EF EPI score: **406**



Reading: **435**
Writing: **432**
Speaking: **419**
Listening: **377**

♀ 398 ♂ 414

Top region: **Central (440)**
Top cities: **Bangkok & Mae Sot (469)**
Top age group: **26-30 (average score 467)**

Togo

112

EF EPI score: **402**



Reading: **419**
Writing: **435**
Speaking: **413**
Listening: **358**

♀ 405 ♂ 399

Top city: **Lome (405)**

Tunisia

61

EF EPI score: **490**



Reading: **512**
Writing: **479**
Speaking: **478**
Listening: **480**

♀ 476 ♂ 504

Top region: **North East (512)**
Top city: **Ariana (522)**
Top age group: **21-25 (average score 505)**

Turkey

66

EF EPI score: **484**



Reading: **510**
Writing: **441**
Speaking: **458**
Listening: **476**

♀ 480 ♂ 488

Top region: **Central Anatolia (497)**
Top city: **Eskisehir (513)**
Top age group: **21-25 (average score 492)**

Turkmenistan

71

EF EPI score: **476**



♀ 479 ♂ 474

Top city: **Ashgabat (467)**

Uganda

48

EF EPI score: **517**



Reading: **534**
Writing: **527**
Speaking: **496**
Listening: **503**

♀ 527 ♂ 507

Top city: **Kampala (524)**
Top age group: **26-30 (average score 525)**

* Region not identical to city
- - - Gaps in data

Proficiency Detail

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

Ukraine 41

EF EPI score: **524**



Reading: **559**
Writing: **505**
Speaking: **497**
Listening: **504**

♀ 527 ♂ 522

Top region: **Lviv Oblast (555)**
Top city: **Lviv (564)**
Top age group: **26-30 (average score 548)**

United Arab Emirates 67

EF EPI score: **482**



Reading: **501**
Writing: **453**
Speaking: **469**
Listening: **474**

♀ 487 ♂ 477

Top region: **Dubai* (504)**
Top city: **Dubai (503)**
Top age group: **31-40 (average score 487)**

Uruguay 30

EF EPI score: **547**



Reading: **586**
Writing: **494**
Speaking: **471**
Listening: **515**

♀ 547 ♂ 548

Top region: **Montevideo* (552)**
Top city: **Montevideo (554)**
Top age group: **26-30 (average score 572)**

Uzbekistan 101

EF EPI score: **421**



Reading: **436**
Writing: **514**
Speaking: **460**
Listening: **375**

♀ 422 ♂ 420

Top region: **Fergana* (461)**
Top city: **Tashkent (463)**
Top age group: **41+ (average score 454)**

Venezuela 45

EF EPI score: **519**



Reading: **554**
Writing: **494**
Speaking: **476**
Listening: **502**

♀ 511 ♂ 528

Top region: **Capital (535)**
Top city: **Maracaibo (541)**
Top age group: **21-25 & 26-30 (average score 532)**

Vietnam 62

EF EPI score: **489**



Reading: **532**
Writing: **548**
Speaking: **502**
Listening: **440**

♀ 484 ♂ 494

Top region: **Red River Delta (523)**
Top city: **Ha Noi (529)**
Top age group: **26-30 (average score 538)**

Yemen 106

EF EPI score: **407**



Reading: **423**
Writing: **425**
Speaking: **422**
Listening: **377**

♀ 398 ♂ 416

Top region: **Hadramaut (412)**
Top city: **Sana'a (420)**
Top age group: **18-20 (average score 405)**

Zimbabwe 15

EF EPI score: **587**



Reading: **618**
Writing: **559**
Speaking: **537**
Listening: **582**

♀ 592 ♂ 582

Top region: **Northwest (600)**
Top city: **Harare (606)**

* Region not identical to city
- - - Gaps in data



Moving Forward

The sustained decline in global English proficiency combined with this year's skills data showing a consistent gap between reading and other skills, underscores both the scale of the challenge and the specificity of the response it requires. General investments in English education are valuable when overall proficiency is low, but the evidence suggests that in many instances, what is most needed is targeted investment in the skills that are systematically underserved: speaking, listening, writing and the communicative confidence to use English not just to read and understand, but to participate.

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.
- Embrace a culture of curiosity and learning across all teams.
- Train staff in AI literacy and responsible use. AI can assist with language skill development but can also become a crutch.

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.
- Actively discuss how AI can and should be used in schools, alongside teaching ethical and critical reasoning.
- 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.
- Ensure national and English language training programs are available for migrants and refugees who need them.

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.
- Allow 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.
- Guide teachers in using AI in English lesson planning, and encourage open discussion about how all members of your academic community are using these tools.

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, read the signs, labels and advertisements. Speak as much as possible, even if only to shopkeepers, hotel receptionists and people on the street.
- Use social media in English and set computers, apps and your favorite AI to English to get more built-in exposure to the language.
- Consider online options for regular conversation practice and access to a teacher.
- Periodically return to work you have completed to try and improve on it.
- Explore how LLMs can help you overcome your English learning challenges, whether by helping you understand concepts you've always struggled with or providing feedback on your writing. Use these tools to learn, not just to take shortcuts.

APPENDIX A

About the Index

Methodology
This edition of the EF EPI is based on test data from more than 2,300,000 test takers around the world who took the EF SET in 2025.

The EF SET
The EF SET is an online, adaptive English test of reading, listening, speaking and writing skills. It is an 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 2026 scores have been found to correlate strongly with TOEFL iBT 2024 scores (r=0.72) and IELTS Academic Test 2024 scores (r=0.65). These correlations show that, while these tests have different designs and test taker profiles, they reveal similar trends in national English proficiency.

Test Takers
Although the sample of test takers for the EF EPI is biased toward respondents who are interested in pursuing language study 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 48% of the overall sample, male respondents 42% and respondents who did not provide gender information 10%.
- The average age of respondents who provided age information was 27, with 85% of those respondents under the age of 35, and 99.6% under the age of 60. 15% of respondents did not provide their birth year.
- The average age of male respondents was 27, slightly higher than the average age of female respondents, which was 26.

Only cities and regions with a minimum of 100 test takers were included in the Index, and only countries with a minimum of 700 test takers, 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 38% of test takers in 2025 completed the exam from a mobile device. It is accessible to people who use screen readers and adapted versions exist for test takers requiring additional time or support. 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 rollup 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 Vietnam'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 as a three-year rolling average calibrated against the national score for coherence.

Skill scores were calculated as the average for that skill within a country, so for example, the speaking score for Germany is the average of all speaking tests taken in Germany in 2025. A country's skill scores do not necessarily average up to the national score because not all tests evaluate all skills. Approximately 40% of test takers in 2025 chose to test their speaking and writing skills.

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.

CEFR	EF EPI Score	EF EPI Band
C2	700-800	Very high
C1	600-699	Very high
B2	550-599	High
	500-549	Moderate
B1	450-499	Low
	400-449	Very low
A2	300-399	Very low
A1	200-299	Very low
Pre-A1	1-199	Very low

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 included an English as a foreign language assessment for the first time in 2025 which provides 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) 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	Sample Tasks
Very High Sweden Austria Portugal	✓ Use nuanced and appropriate language in social situations ✓ Read advanced texts with ease ✓ Negotiate a contract with a fluent English speaker
High Nigeria Malaysia Honduras	✓ Make a presentation at work ✓ Understand TV shows ✓ Read a newspaper
Moderate Italy South Korea El Salvador	✓ Participate in meetings in one's area of expertise ✓ Understand song lyrics ✓ Write professional emails on familiar subjects
Low Vietnam Colombia Egypt	✓ Navigate an English-speaking country as a tourist ✓ Engage in small talk with colleagues ✓ Understand simple emails from colleagues
Very Low Afghanistan Mexico Sudan	✓ Introduce oneself simply (name, age, country of origin) ✓ Understand simple signs ✓ Give basic directions

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 him/herself spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	• Can understand a wide range of demanding, longer texts, and recognize implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic, and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
Independent User	**B2**	• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. • Can interact with a degree of fluency and spontaneity that makes regular interaction with other speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.
	B1	• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while traveling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	**A2**	• Can understand sentences and frequently used expressions related to most relevant areas (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate during routine tasks requiring a simple and direct exchange of information on familiar matters. • Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	A1	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Quoted From the Council of Europe
All countries and regions in the EF EPI fall into bands corresponding to levels A2-C1.

APPENDIX D

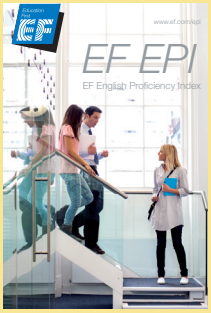
EF EPI Country and Region Rankings

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

	EF EPI 2026 Edition	EF EPI 2025 Edition	Score Change
Sweden	615	609	+6
Austria	613	616	-3
Denmark	612	611	+1
Germany	611	615	-4
Netherlands	609	624	-15
Croatia	608	617	-9
Portugal	605	612	-7
Norway	603	613	-10
Belgium	597	608	-11
Greece	595	592	+3
Slovakia	594	606	-12
Romania	593	605	-12
Latvia	592	598	-6
South Africa	588	602	-14
Poland	587	600	-13
Zimbabwe	587	602	-15
Finland	586	603	-17
Hungary	585	590	-5
Bulgaria	583	594	-11
Kenya	582	593	-11
Nigeria	578	568	+10
Serbia	577	578	-1
Malaysia	574	581	-7
Czechia	569	582	-13
Philippines	565	569	-4
Argentina	563	575	-12
Switzerland	557	564	-7
Honduras	554	553	+1
Lithuania	552	543	+9
Uruguay	547	542	+5
Italy	541	513	+28
Georgia	540	541	-1
Spain	539	540	-1
Hong Kong (China)	536	538	-2
Ghana	535	540	-5
France	530	539	-9
Belarus	528	533	-5
Paraguay	528	531	-3
Moldova	527	531	-4
Israel	526	524	+2
Ukraine	524	526	-2
Peru	523	519	+4
Bolivia	522	521	+1
Chile	521	517	+4
Armenia	519	515	+4
Venezuela	519	520	-1
Nepal	518	514	+4
Uganda	517	518	-1
Russia	516	521	-5
South Korea	515	522	-7
Nicaragua	512	512	0
Cuba	507	515	-8
Ethiopia	506	499	+7
Bangladesh	503	506	-3
El Salvador	502	523	-21
Dominican Republic	500	503	-3
Guatemala	498	510	-12
Pakistan	496	493	+3

	EF EPI 2026 Edition	EF EPI 2025 Edition	Score Change
Albania	495	532	-37
Morocco	492	492	0
Tunisia	490	498	-8
Sri Lanka	489	486	+3
Vietnam	489	500	-11
Costa Rica	488	516	-28
Panama	485	491	-6
Turkey	484	488	-4
United Arab Emirates	482	487	-5
Colombia	481	480	+1
India	479	484	-5
Tanzania	477	479	-2
Turkmenistan	476	456	+20
Mozambique	475	465	+10
Brazil	469	482	-13
Indonesia	469	471	-2
China	466	464	+2
Algeria	464	468	-4
Malawi	463	465	-2
Iran	462	492	-30
Palestine	456	463	-7
Syria	456	456	0
Madagascar	455	457	-2
Haiti	454	444	+10
Cameroon	452	445	+7
Egypt	452	458	-6
Azerbaijan	451	454	-3
Japan	450	446	+4
Laos	449	461	-12
Lebanon	448	477	-29
Kuwait	447	455	-8
Kyrgyzstan	445	443	+2
Myanmar	443	444	-1
Afghanistan	442	446	-4
Ecuador	441	466	-25
Senegal	440	442	-2
Qatar	435	469	-34
Angola	431	413	+18
Mexico	431	440	-9
Burkina Faso	427	-	NEW
Kazakhstan	424	417	+7
Jordan	422	425	-3
Uzbekistan	421	429	-8
Mongolia	420	447	-27
Oman	418	407	+11
Rwanda	415	417	-2
Democratic Republic of the Congo	411	400	+11
Yemen	407	402	+5
Benin	406	406	0
Saudi Arabia	406	404	+2
Thailand	406	402	+4
Iraq	405	406	-1
Tajikistan	405	409	-4
Libya	402	395	+7
Togo	402	397	+5
Sudan	400	421	-21
Côte d'Ivoire	399	393	+6
Cambodia	397	390	+7
Somalia	395	398	-3

Visit www.ef.com/epi to download previous editions of the EF EPI.



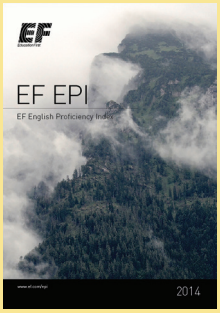
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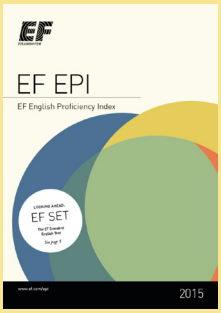
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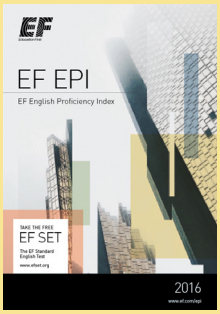
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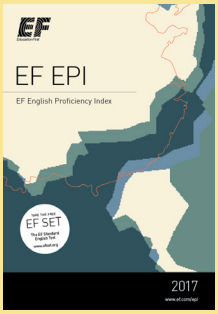
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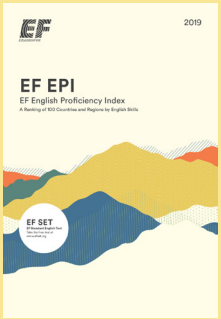
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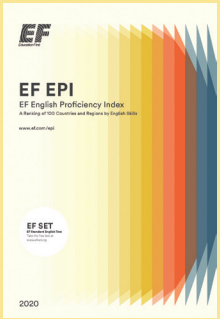
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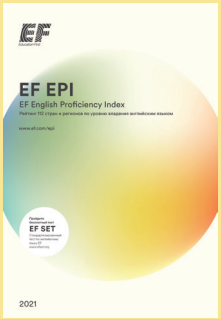
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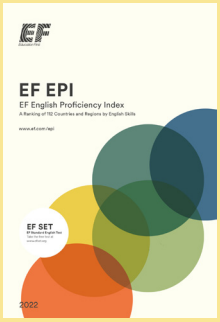
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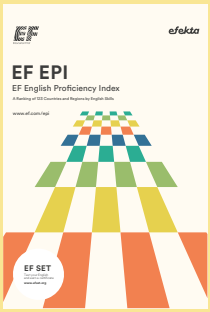
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