Education First

EF EPI

EF English Proficiency Index

A Ranking of 123 Countries and Regions by English Skills

www.ef.com/epi

2025

FOREWORD

English in the age of AI

Artificial intelligence is reshaping how the world uses English, presenting both opportunities and challenges in English language education and adoption, from teachers to learners to international organizations to edtech companies. While it is too early to detect AI's impact on English proficiency in this year's EF English Proficiency Index, the technology is already transforming language learning and the use of English in workplace communication.

The strategic importance of English

The rise of automated translation and now AI raise the question of whether learning other languages, and particularly English, will remain relevant in the future. We think the answer is yes.

Robust AI translation tools are facilitating workplace training and cross-cultural communication, enabling more effective global collaboration. These technologies provide access to international research findings and help craft culturally appropriate messaging for diverse audiences. The result is more inclusive and productive international business environments. However, the spontaneity, humour and emotion of human conversation is still impossible for AI to reproduce, not to mention its dependency on connectivity and incompressible lag times that make AI-mediated conversations feel stilted. Because it is so much cheaper and easier, AI will continue to automate lower-stakes translation and interpretation tasks, but as it does, normal conversations will keep happening, human to human, in a shared language (like English). Rather than disappearing, these interactions are poised to gain value, especially where building trust and demonstrating understanding are key.

The most advanced AI technologies are predominantly being developed in English, a trend that appears likely to continue. Despite the native translation capabilities of most LLMs, many AI-powered enhancements are not LLMs, and they are being released first in English. This creates a significant productivity advantage for English speakers who can leverage the most sophisticated tools ahead of their peers, and in a language they are comfortable working in. The combination of English proficiency and AI literacy is already creating competitive advantages in workplace settings. Companies would do well to keep this in mind when determining their knowledge-sharing and training initiatives.

How AI is changing English learning

The approximately 2 billion people who speak English learned it at different times of their lives and through different learning techniques, from a teacher in a secondary school to video calls with a tutor and gamified vocabulary apps. AI will transform every one of them.

The consumer English learning market is experiencing unprecedented transformation as AI powers increasingly sophisticated mobile applications and online platforms. Major language learning apps like Efekta's are integrating AI-driven speech recognition, productive skill assessment, personalized curriculum pathways and adaptive difficulty adjustment to create fully individualized learning experiences. These platforms leverage user data to identify optimal learning patterns, predict when learners might abandon their studies and deploy targeted interventions to maintain engagement. AI-powered chatbots and virtual conversation partners now provide 24/7 speaking practice, addressing one of the most challenging aspects of self-directed language learning.

In-person language courses for adults have long faced competition from the transition to online learning. Those adults who still prefer to learn in a classroom are unlikely to go remote due to the arrival of AI. But secondary schools and universities are in a more interesting position. Many tried remote live lessons during Covid with limited success. AI-powered, individualized English tutoring isn't comparable to that experience. The near omnipresence of connected devices in younger learners' hands as well as the personalization and infinite practice potential offered by AI tutors are huge advantages in a language learning context: they make the technology well worth considering despite the privacy and data protection concerns that of course must also be placed in the balance.

AI's greatest training advantage lies in its ability to create bespoke learning situations that mirror specific language needs, across ages and occupations. AI tutors can construct familiar, relatable learning environments that provide inclusive and motivating experiences for diverse learner populations. This contextualization makes language learning more relevant and immediately applicable to professional or curriculum requirements. Learners from all linguistic and cultural backgrounds will be able to participate in tailored lesson delivery and receive detailed feedback on their developing English fluency, often in their native language. This democratization of high-quality language instruction has the potential to reduce global inequality in English proficiency and professional opportunities.

Large language models (LLMs) are language-driven systems and therefore particularly good at languages (including programming languages). For the self-directed language learner, this makes an LLM phenomenally useful for many aspects of language acquisition such as coming to grips with tricky grammatical concepts, understanding the nuances in meaning between two similar words, quizzing oneself on a specific subject or generating ideas for how to build proficiency in a given area. All of these applications have enormous potential to amplify learning outcomes for motivated students; however, these same applications could encourage cognitive offloading among those who see less value in learning these skills themselves.

Although the adoption of AI is a major improvement for many language learning situations, immersion programs abroad are unlikely to be replaced by these technologies. Immersion experiences appeal to those motivated by rapid language acquisition combined with cultural exchange and self-discovery in an international environment. The introduction of AI tools will likely speed up operational administrative tasks related to production of these programs, however, and they may prove a reassuring companion for those navigating an unfamiliar country.

The future of English language assessment

English tests have long been a bugbear for those who need to prove their English proficiency, costing hundreds of dollars and requiring months of planning. That landscape is finally shifting.

Artificial intelligence is fundamentally reshaping English language assessment through sophisticated automated scoring systems that can evaluate lengthy writing samples and spoken responses in seconds, in addition to marking multiple choice and other standardized item formats. These AI systems analyse grammatical accuracy, vocabulary, coherence, pronunciation and other aspects of language production with increasing precision, reducing the time between test completion and results delivery. The EF SET as well as other major testing organizations have integrated AI scoring to handle the growing global demand for English language certification. These exams maintain assessment reliability and validity by keeping expert human scorers in the loop throughout the development and evaluation process.

The assessment field is moving toward AI-powered adaptive testing that adjusts question difficulty in real-time based on test-taker responses, providing more accurate proficiency measurements with fewer questions and reduced testing time. Beyond traditional high-stakes examinations, AI can also enable continuous assessment in learning platforms that monitor learner production and progress dynamically, identifying skill gaps and proficiency changes over time rather than relying on periodic snapshot evaluations. This shift toward ongoing, formative assessment powered by AI creates more comprehensive and subtle proficiency profiles while reducing test anxiety and providing actionable insights for both learners and educators.

The evolving role of language teachers

Today, AI often has a bad rep in education ministries, seen as a new way of cheating on homework and an enabler of harmful social behaviors. That view is too narrow, ignoring the benefits AI can bring to schools, not least for educators themselves.

LLMs excel at brainstorming, offering teachers a ready collaborator in designing engaging lessons and identifying instructional gaps. With access to curriculum standards and existing lesson plans, AI can suggest fresh approaches to established content and generate options. Teachers can transform their notes into comprehensive lessons or refresh older materials with contemporary perspectives. AI enables the creation of precisely tailored educational content that meets specific linguistic and thematic criteria. For example, teachers can request a 500-word text or multimedia presentation about an event in the news using specific target language, providing perfectly aligned practice materials for their students' current proficiency levels.

As AI improves and is integrated into an increasing number of existing classroom management platforms, its promise is to manage routine, repetitive tasks, freeing educators to focus on high-value instructional activities that require human connection, insight and creativity. Over time, AI should empower teachers to provide differentiated instruction and personalized recommendations across large student populations, something previously impossible due to time and resource constraints. This capability is particularly valuable in regions where teacher-to-student ratios are low, allowing quality language education to reach more learners effectively. However, the promise of AI to lighten the administrative load for teachers is far from realized and will require not only platform enhancements but also training for educators.

Strategic recommendations

While optimism about AI's potential in language education is warranted, schools and organizations must address the skills gap in AI literacy urgently. Teachers and students need support to become responsible, informed users of AI to complement the learning process. There is legitimate concern about overreliance potentially hindering critical thinking and deep understanding. Success requires keeping humans actively involved in the process and training everyone to use AI strategically and ethically rather than as a replacement for human judgment.

Organizations and individuals must embrace AI tools enthusiastically while evaluating their capabilities and limitations. Educational institutions cannot afford to ignore AI's potential, as it offers transformative possibilities for teachers, students, and administrators. Schools that aim to prepare students for future workplaces must integrate AI training as an essential component of their curricula.

Companies adopting AI technologies should invest in comprehensive employee training to maximize productivity gains. Rather than leaving workers to independently navigate these new tools, organizations should provide structured learning opportunities. The combination of English proficiency and AI literacy represents the optimal skill set for maximizing professional potential in the evolving global economy.

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Key Findings

English remains the world's most common shared language for international communication, and despite tensions and doubts about the stability of the world order, the utility of a lingua franca in a globalized world is unquestionable. Demand for English courses and language acquisition programs has not dropped, and neither has investment by companies or governments in developing English skills, but unfortunately, progress has stalled. The last year this index was able to report global English proficiency gains was 2020.

This year's EF English Proficiency Index is based on data from 2.2 million EF SET test takers in 2024. It includes results from speaking and writing assessments for the first time, offering a broader view of English proficiency than previous editions. Prior to 2024, the EF SET tested only receptive English skills (reading and listening comprehension). New test sections were introduced in the first half of 2024 to assess productive skills (writing and speaking). These new sections are optional, and the majority of test takers continue to certify only their receptive English skills. While the extension of testing to include productive English skills did shift scores slightly (see appendix E), most changes reflect genuine trends rather than artifacts of testing.

Reading, listening, speaking and writing develop unevenly

Countries with higher English proficiency have larger skill gaps between their strongest and weakest skill, with the average gap almost twice as wide in very high proficiency countries compared to low and very low proficiency ones. This indicates that as countries build proficiency, they are prioritizing some skills over others. That said, significant skill gaps (larger than 20 points) are the norm across all proficiency bands. Only seven countries, including a cluster in Central America and the Caribbean, have a nearly homogenous level across all four skills.

Gender gap narrows

The gender gap that opened in favor of men at the start of this decade is now closing. It is narrower on every continent this year than last, and fewer countries around the world have a significant gap between genders (37 countries this year compared to 48 in 2024). Of the 33 countries where this gap has not narrowed, 82% have seen a very small change (5 points or less), indicating stability rather than a countertrend. The relatively brief period during which this gap appeared and then widened before narrowing again, as well as the timing of that appearance, would indicate that it was tied to the Covid pandemic, whose impact is receding over time.

Declining skills in the oldest and youngest adults

Proficiency among the youngest adults remains lower than before the pandemic, however, and this year, more countries saw further declines for this cohort than those that saw improvements. Scores for adults over 40 also slipped again this year at a worldwide level, returning this cohort to where it was a decade ago. The addition of speaking and writing tests had a slightly larger impact on this cohort than on younger adults because the gap between receptive and productive skills is wider among adults over 40.

Reading comprehension relatively strong

Reading is the strongest English skill in nearly 80% of countries. It is the easiest skill for school systems to develop, well-adapted to classroom instruction even when classes are large, and among the easiest skills to practice on one's own using assistive tools like auto translation, textbooks and AI. It is also the form of English people are most exposed to in a passive way in myriad formats such as advertising, packaging, video games, group chats, user manuals and websites. Almost all the countries where reading comprehension is not the strongest skill are in the low or very low proficiency band, and only one country has reading as its weakest skill.

Speaking skills lag far behind

Speaking is the weakest English skill in a majority of countries and has the lowest worldwide average score with only three countries scoring in the high proficiency band for speaking (Kenya, South Africa and Zimbabwe: all of which have English as one of their official languages), and none in the very high proficiency band. English speaking has historically been the most difficult skill for schools to develop and is often left out of national test schemes due to the challenges of assessing students' speaking skills individually. Speaking is also the most noticeable English skill among adults, the one which will allow an employee to shine in a meeting or make their way on a trip abroad. It is also the skill which gives foreign visitors their impression of a country's English level.

Understanding spoken English is challenging

Globally, listening comprehension scores trail reading comprehension scores by over 20 points, showing how much harder it is for English learners to understand spoken instructions than written ones. This is an important finding to keep in mind for those working with non-native English speakers. Listening comprehension is the weakest skill in 31 countries, especially in South Asia and West Africa, where familiarity with English accents and modes of speech not represented in the EF SET may be playing a role. EF SET audio recordings include speakers from the United States, Canada, the UK and Australia.

Writing skills are impacted by culture and first language

Writing is the strongest skill in 10 countries, and of these, 8 have listening comprehension as their weakest skill. Myanmar, Bangladesh, Bhutan and Nepal are all in this group, which would indicate a cluster of similarly structured education systems or workplaces where written English skills are prized. In contrast, the majority of countries where writing is the weakest skill in English use a non-Latin, right-to-left writing system. It is the direction of the writing system that appears to be having this impact, as countries using non-Latin character sets written left-to-right do not have proportionally weaker writing skills when compared to their other English skills.

Skills gaps apparent in Europe

Europe's average English level plateaued this year, while the EU gained modestly, with France, Germany, and Poland posting larger than average improvements. European countries, with their relatively high proficiency, have among the widest gaps between receptive and productive English skills in the world.

Age and gender gaps in Latin America

Latin America made slight gains as a whole, especially South America, but the youngest cohort trails working adults by almost 100 points in several countries—the widest gap between age cohorts in the world. Gender disparities in favor of men are also more persistent in Latin America than in other regions, with men outscoring women in every country except Argentina.

Narrow skills gap in Asia

Across Asia, scores were broadly stable with no countries gaining or losing significant ground when compared to last year. Central Asia's progress has stalled after several years of rising proficiency, with every country in the region losing some ground this year. As a whole, Asia is the region with the narrowest gap between receptive and productive skills (only 2 points) and the only region where productive skills outpace receptive skills, although only slightly.

Varied profiles in Africa

Africa's regional score dipped slightly due to the inclusion of a few large, low-proficiency countries for the first time, however, countries which were already in the index did not shift significantly. The continent remains the most varied with the widest score range (more than 200 points between the most and least proficient country) and unique in that women consistently outperform men. Although this gender gap is narrowing for the continent as a whole, 70% of the countries with significant proficiency gaps in favor of women are in Africa. Kenya and South Africa have some of the most homogenous scores across age groups in the world, and along with Nigeria, are among only a handful of high proficiency countries with narrow gaps between skills, again indicating that countries with a colonial history of English speaking may share unique linguistic traits.

Softening skills in the Middle East

The regional average declined slightly in the Middle East with almost all countries losing some ground this year compared to last. Contrary to the worldwide trend, the majority of countries in the region saw a widening skill gap between men and women, and although these changes are often slight, their geographic concentration makes them worth watching. Proficiency gaps between age groups in the Middle East are consistently narrower than average, indicating a lack of mechanisms like workplace exposure or education system reform which would raise proficiency in specific age cohorts.

Although worldwide stability in English proficiency masks shifting skills within countries, 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, which in most cases is the ability to speak English.

EF EPI 2025

Ranking of Countries and Regions

Very High Proficiency

01	Netherlands	624
02	Croatia	617
03	Austria	616
04	Germany	615
05	Norway	613
06	Portugal	612
07	Denmark	611
08	Sweden	609
09	Belgium	608
10	Slovakia	606
11	Romania	605
12	Finland	603
13	South Africa	602
13	Zimbabwe	602
15	Poland	600

High Proficiency

16	Latvia	598
17	North Macedonia	595
18	Bulgaria	594
19	Kenya	593
20	Greece	592
21	Bosnia and Herzegovina	591
22	Hungary	590
23	Czechia	582
24	Malaysia	581
25	Serbia	578
26	Argentina	575
27	Zambia	573
28	Philippines	569
29	Nigeria	568
30	Switzerland	564
31	Estonia	561
32	Honduras	553

Moderate Proficiency

33	Lithuania	543
34	Uruguay	542
35	Georgia	541
36	Ghana	540
36	Spain	540
38	France	539
39	Hong Kong (China)	538
40	Cyprus	537
41	Belarus	533
42	Albania	532
43	Moldova	531
43	Paraguay	531
45	Ukraine	526
46	Israel	524
47	El Salvador	523
48	South Korea	522
49	Bolivia	521
49	Russia	521
51	Venezuela	520
52	Peru	519
53	Uganda	518
54	Chile	517
55	Costa Rica	516
56	Armenia	515
56	Cuba	515
58	Nepal	514
59	Italy	513
60	Nicaragua	512
61	Guatemala	510
62	Bangladesh	506
63	Dominican Republic	503
64	Vietnam	500

Low Proficiency

65	Ethiopia	499
66	Tunisia	498
67	Pakistan	493
68	Iran	492
68	Morocco	492
70	Panama	491
71	Turkey	488
72	United Arab Emirates	487
73	Sri Lanka	486
74	India	484
75	Brazil	482
76	Colombia	480
77	Tanzania	479
78	Lebanon	477
79	Bhutan	473
80	Indonesia	471
81	Qatar	469
82	Algeria	468
83	Ecuador	466
84	Malawi	465
84	Mozambique	465
86	China	464
87	Palestine	463
88	Laos	461
89	Egypt	458
90	Madagascar	457
91	Syria	456
91	Turkmenistan	456
93	Kuwait	455
94	Azerbaijan	454

Very Low Proficiency

95	Mongolia	447
96	Afghanistan	446
96	Japan	446
98	Cameroon	445
99	Haiti	444
99	Myanmar	444
101	Kyrgyzstan	443
102	Senegal	442
103	Mexico	440
104	Uzbekistan	429
105	Jordan	425
106	Sudan	421
107	Kazakhstan	417
107	Rwanda	417
109	Angola	413
110	Tajikistan	409
111	Mali	408
112	Oman	407
113	Benin	406
113	Iraq	406
115	Saudi Arabia	404
116	Thailand	402
116	Yemen	402
118	Democratic Republic of the Congo	400
119	Somalia	398
120	Togo	397
121	Libya	395
122	Côte d'Ivoire	393
123	Cambodia	390

EF EPI 2025 Capital City Scores

Very High Proficiency

Copenhagen	644
Vienna	634
Stockholm	633
Amsterdam	630
Helsinki	628
Berlin	625
Athens	616
Sofia	616
Zagreb	616
Oslo	615
Budapest	613
Lisbon	612
Riga	611
Harare	610
Bucharest	608
Cape Town	603
Manila	603
Bern	601
Bratislava	601
Skopje	600

High Proficiency

Nairobi	595
Belgrade	594
Buenos Aires	594
Lusaka	593
Warsaw	591
Brussels	588
Kuala Lumpur	588
Sarajevo	587
Abuja	583
Paris	583
Tallinn	582
Santiago	578
Prague	576
Chisinau	572
Vilnius	569
Tegucigalpa	565
Asunción	563
Madrid	560
Tirana	557
Lima	555
Accra	552
Nicosia	552
Seoul	550
Tbilisi	550

Moderate Proficiency

Minsk	549
San José	546
Brasilia	544
Montevideo	544
Colombo	543
Kyiv	543
La Paz	543
Rome	538
San Salvador	538
Moscow	537
Dhaka	532
Ha Noi	532
Kathmandu	531
Erevan	530
Caracas	529
Islamabad	529
Havana	528
Tunis	528
Santo Domingo	526
Kampala	525
Beirut	523
Jakarta	523
Managua	523
Addis Ababa	522
Guatemala City	519
Algiers	518
Quito	517
Rabat	517
Beijing	514
Bogota	513
Ankara	508
Dar Es Salaam	508

Low Proficiency

Jerusalem	498
Panama City	492
Vientiane	486
Bishkek	485
Tehran	485
Abu Dhabi	484
Maputo	482
Tokyo	480
Doha	479
Cairo	478
Thimphu	477
Lilongwe	474
Phnom Penh	472
Damascus	470
Tashkent	469
Bangkok	467
Baku	464
Ashgabat	463
Antananarivo	461
Astana	460
Dakar	459
Kabul	457
Ulaanbaatar	454
Yaoundé	450

Very Low Proficiency

Amman	447
Port-au-Prince	444
Kuwait City	441
Muscat	441
Dushanbe	440
Riyadh	440
Naypyidaw	438
Khartoum	432
Mexico City	428
Kigali	426
Bamako	425
Luanda	421
Tripoli	411
Sana'a	410
Baghdad	407
New Delhi	407
Kinshasa	404
Lomé	402
Porto-Novo	400
Abidjan	399
Mogadishu	391

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.

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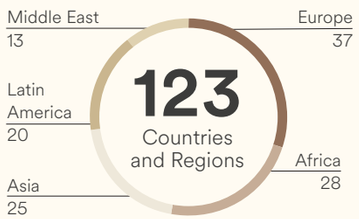
EF EPI 2025 Facts and Figures

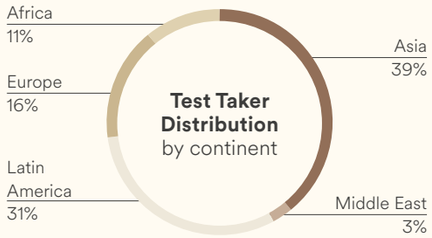
Who are the test takers?

2.2M
Total Test Takers



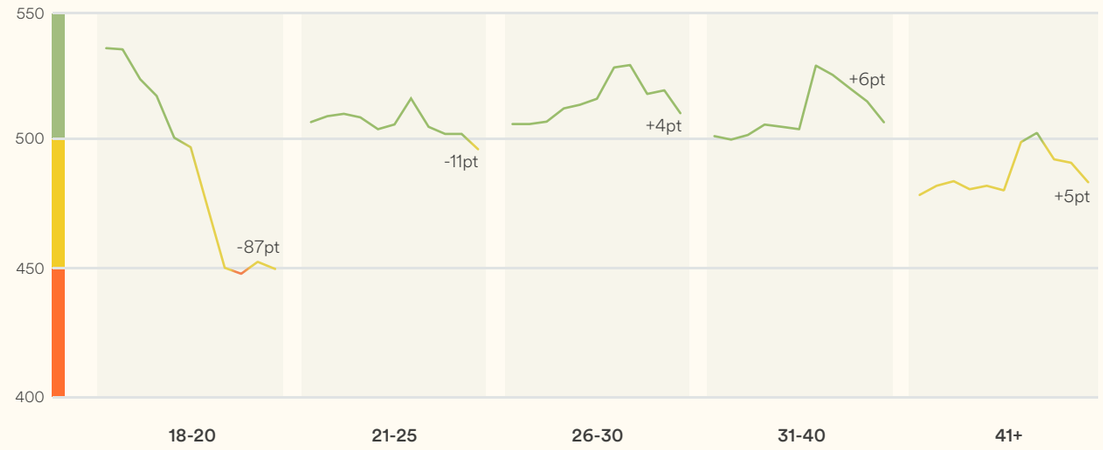
54%
Female

46%
Male

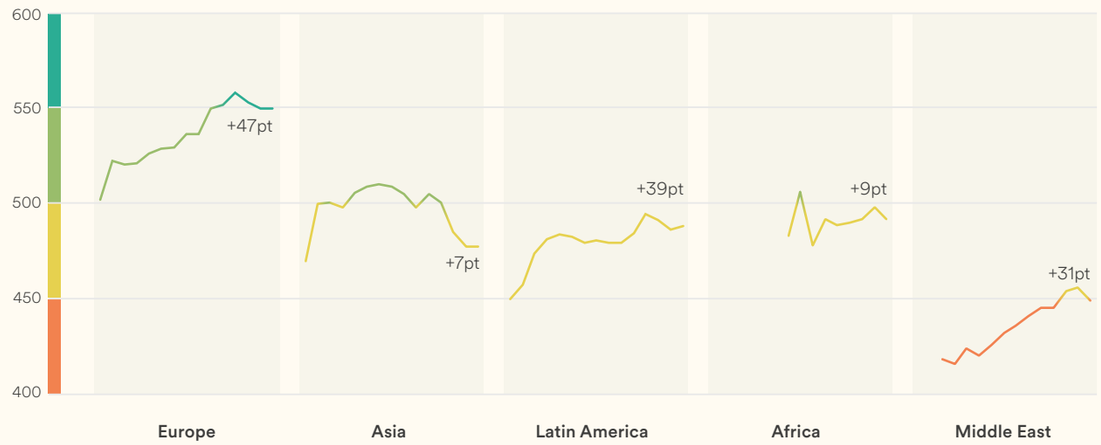


26 Years old
Average Age

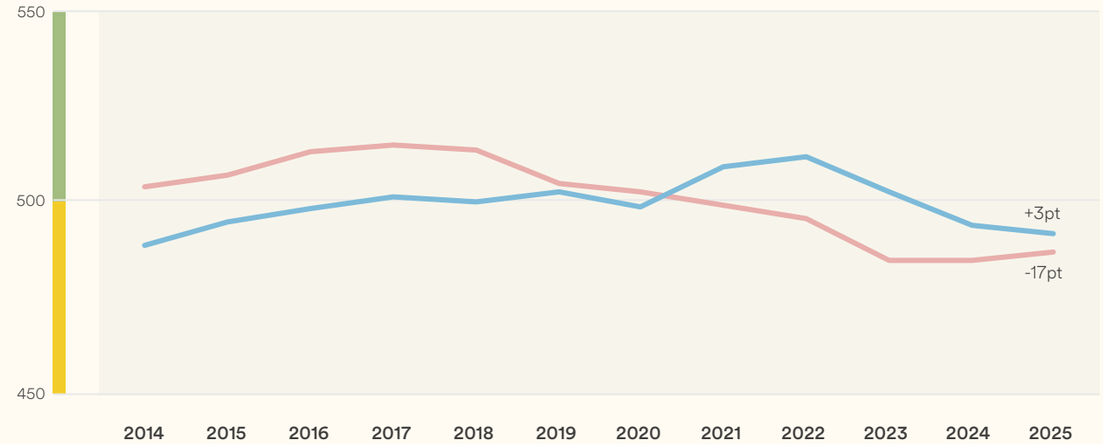
Global age trends (2015 - 2025)



Regional trends (2011 - 2025)



Global gender trends (2014 - 2025)



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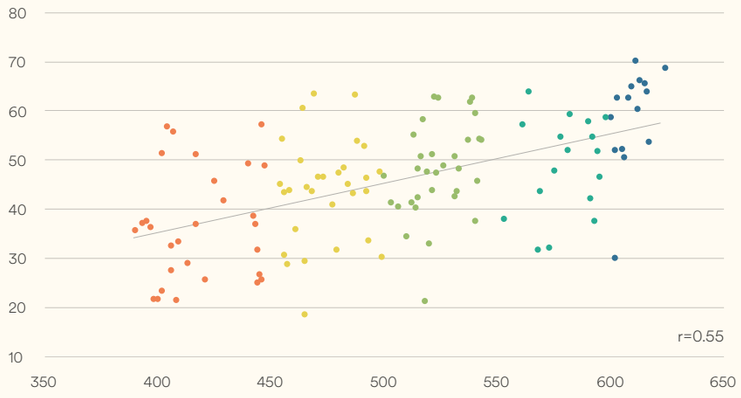
English and the Economy

English proficiency reflects a workforce's capacity to engage with the global economy beyond national boundaries. In economies transitioning toward knowledge-based sectors, comfort with English often signals adaptability to international standards and practices. This relationship suggests that investments in language education can complement other economic strategies aimed at achieving this transition, particularly in countries seeking greater integration with international markets and a wider range of work opportunities for their active populations.

GRAPH A

English and Productivity

Productive Capacities Index



EF EPI Score

Source: United Nations Conference of Trade and Development, 2023

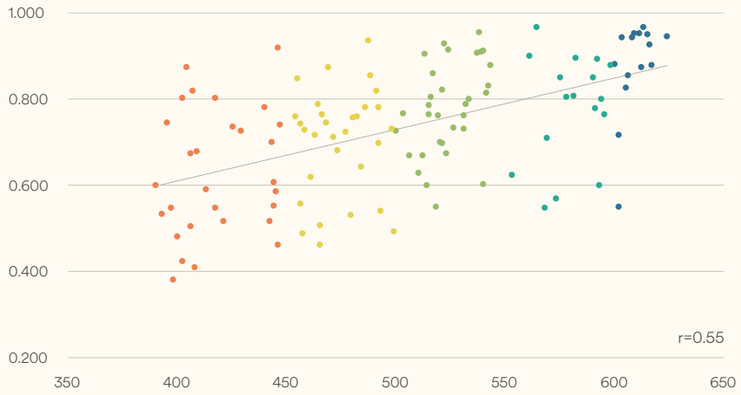
Proficiency Bands

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

GRAPH B

English and Human Development

Human Development Index



EF EPI Score

Source: United Nations Development Programme, 2024

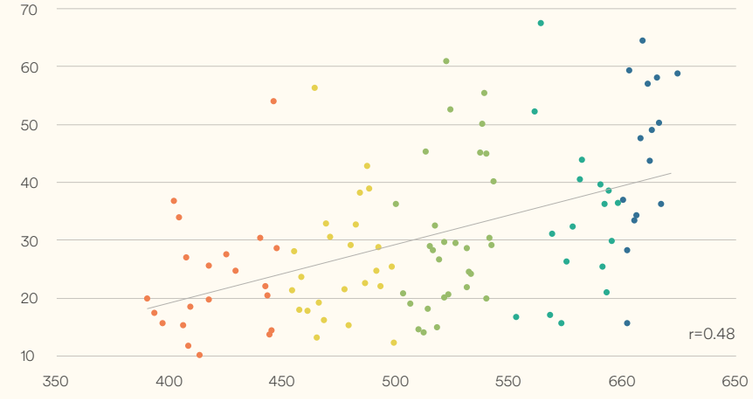
English and Innovation

English proficiency and innovation capacity share certain enabling conditions—educational investment, international connectivity and knowledge exchange frameworks. With English serving as a common language for the spread of research, communities worldwide can access knowledge about approaches to challenges from healthcare to renewable energy. However, the most effective innovation often involves translating these findings into contextually meaningful forms rather than simple adoption. English thus functions less as an endpoint than as a bridge, enabling dialogue between global knowledge and local understanding.

GRAPH C

English and Global Innovation

Global Innovation Index



EF EPI Score

Source: World Intellectual Property Organization, 2024

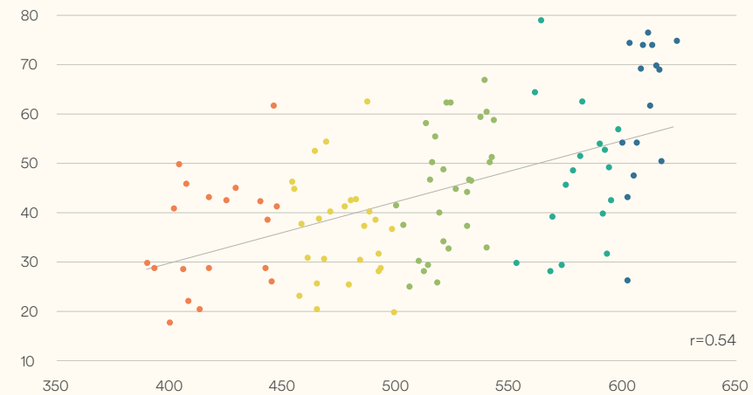
Proficiency Bands

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

GRAPH D

English and Talent Competitiveness

Global Talent Competitiveness Index



EF EPI Score

Source: Lanvin & Monteiro, 2023

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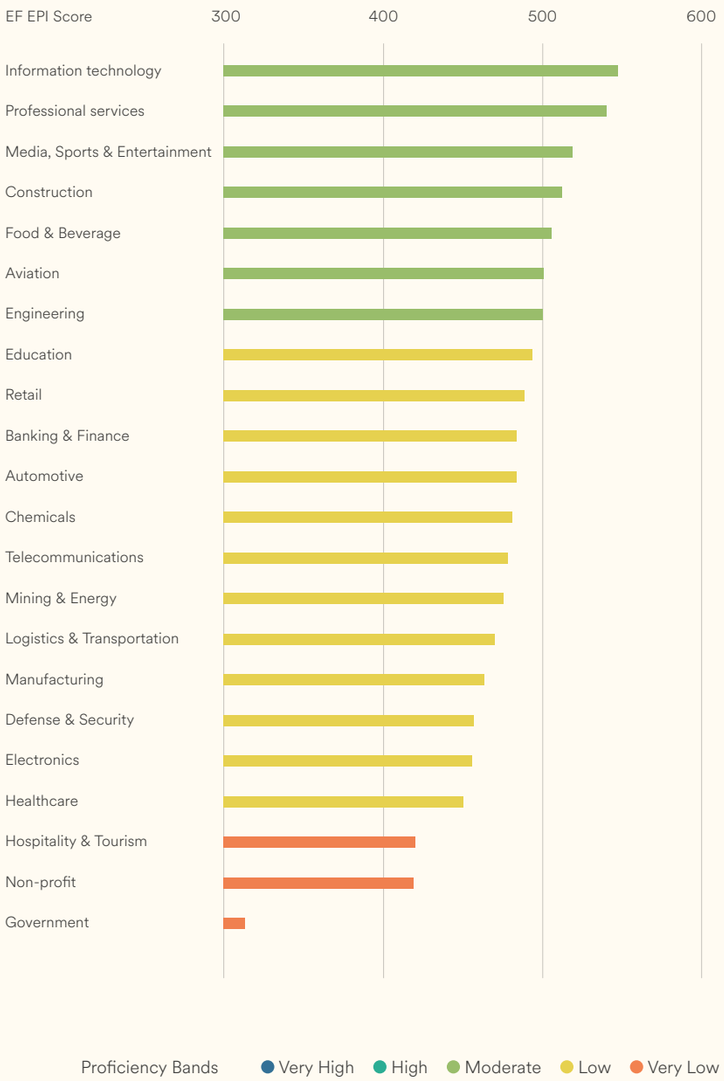
English and Work

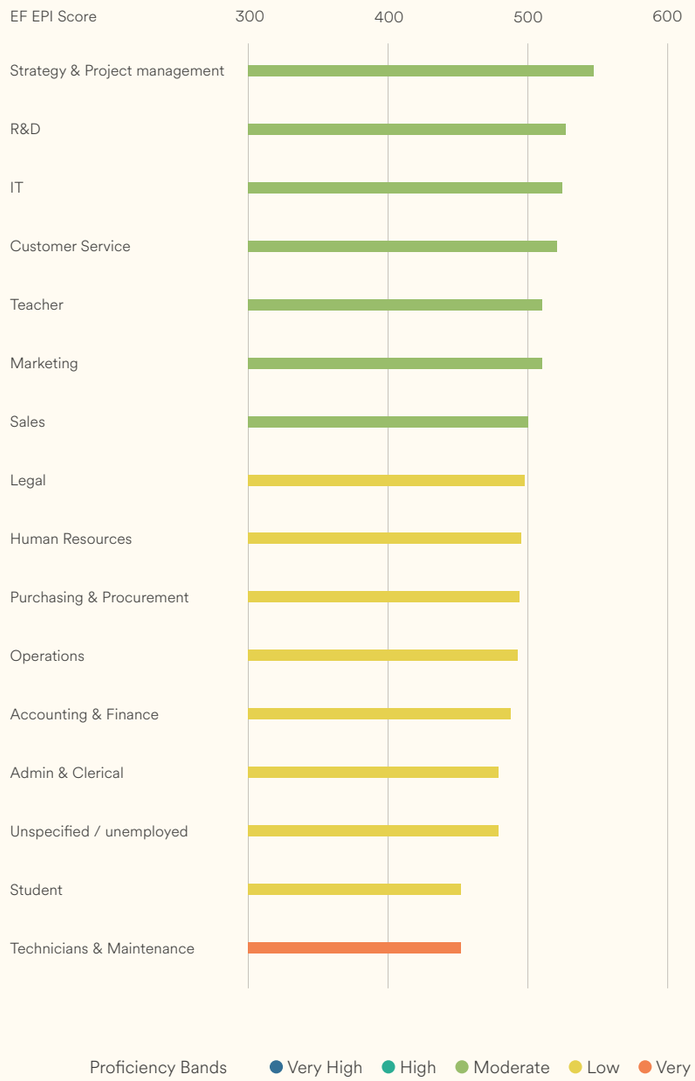
The increasing presence of English in professional settings reflects the changing nature of work for many employees—collaborative, knowledge-based and internationally connected. As organizations face stiff competition and complex global challenges, English allows teams in different locations from diverse backgrounds to build mutual understanding and shared purpose. Although English proficiency also supports professional autonomy and adaptability in changing circumstances, the workplace value of English extends beyond individual advancement to enabling collective intelligence when attempting to build optimized solutions for an interconnected world.

EF EPI by Industry



The distribution of English skills across job functions confirms that fields which emphasize global collaboration and access to a wide range of knowledge sources have the highest level of English proficiency. Customer-facing and supplier-facing roles have seen recent improvements in proficiency, suggesting a growing recognition of English as a service advantage. Weaker skills among students and technical workers, raise questions about educational alignment with future workforce needs and technical knowledge transfer across borders.

EF EPI by Job Function



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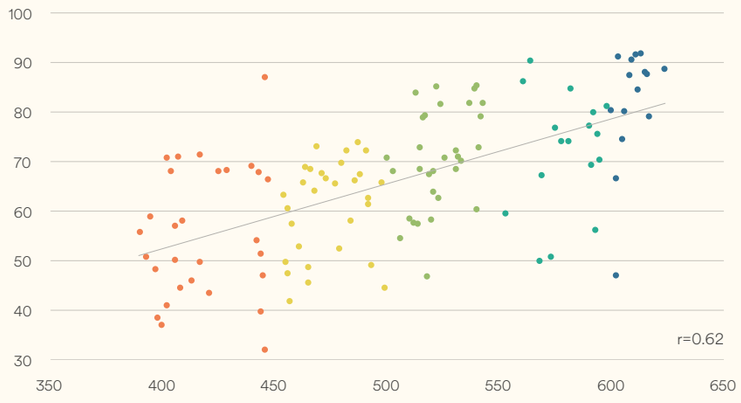
English and Society

Working adults who speak English in addition to their other languages have access to a wider range of information and more diverse professional opportunities. For individuals in marginalized groups or geographically disadvantaged locations, a professional level of English may represent a pathway to financial independence they could not otherwise attain. While language alone cannot overcome structural barriers, because of its high value in many labor markets, it can complement other reforms and investments aimed at creating more equitable societies.

GRAPH E

English and Social Progress

Global Social Progress Index



EF EPI Score

Source: Social Progress Imperative, 2025

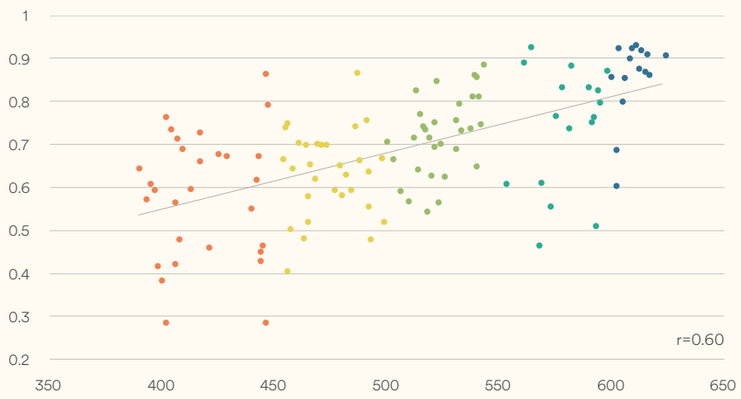
Proficiency Bands

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

GRAPH F

English and Gender Equality

Women Peace and Security Index



EF EPI Score

Source: Georgetown University, 2023

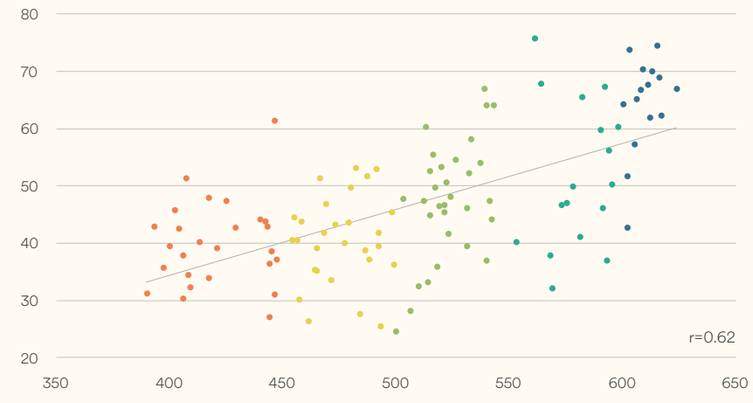
English and the Future

As artificial intelligence looks poised to reshape society, English proficiency has a role to play both in allowing people around the world to leverage the power of these technologies and in providing them critical agency in shaping them in their nascent form as regards bias, privacy and the future of work. English also plays a role in another central issue of our times, functioning as a shared language through which climate scientists can communicate findings, activists coordinate campaigns and diplomats negotiate solutions. By facilitating conversations between people of diverse backgrounds and experiences, English helps build the mutual understanding and collective will necessary for transformative action across borders.

GRAPH G

English and the Environment

Environmental Performance Index



EF EPI Score

Source: Yale University, 2024

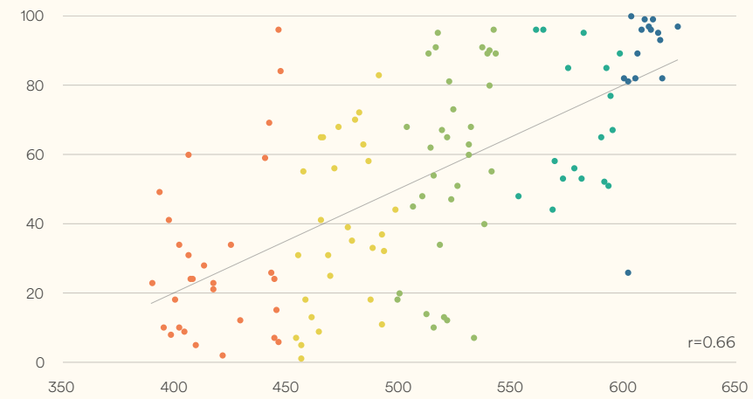
Proficiency Bands

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

GRAPH H

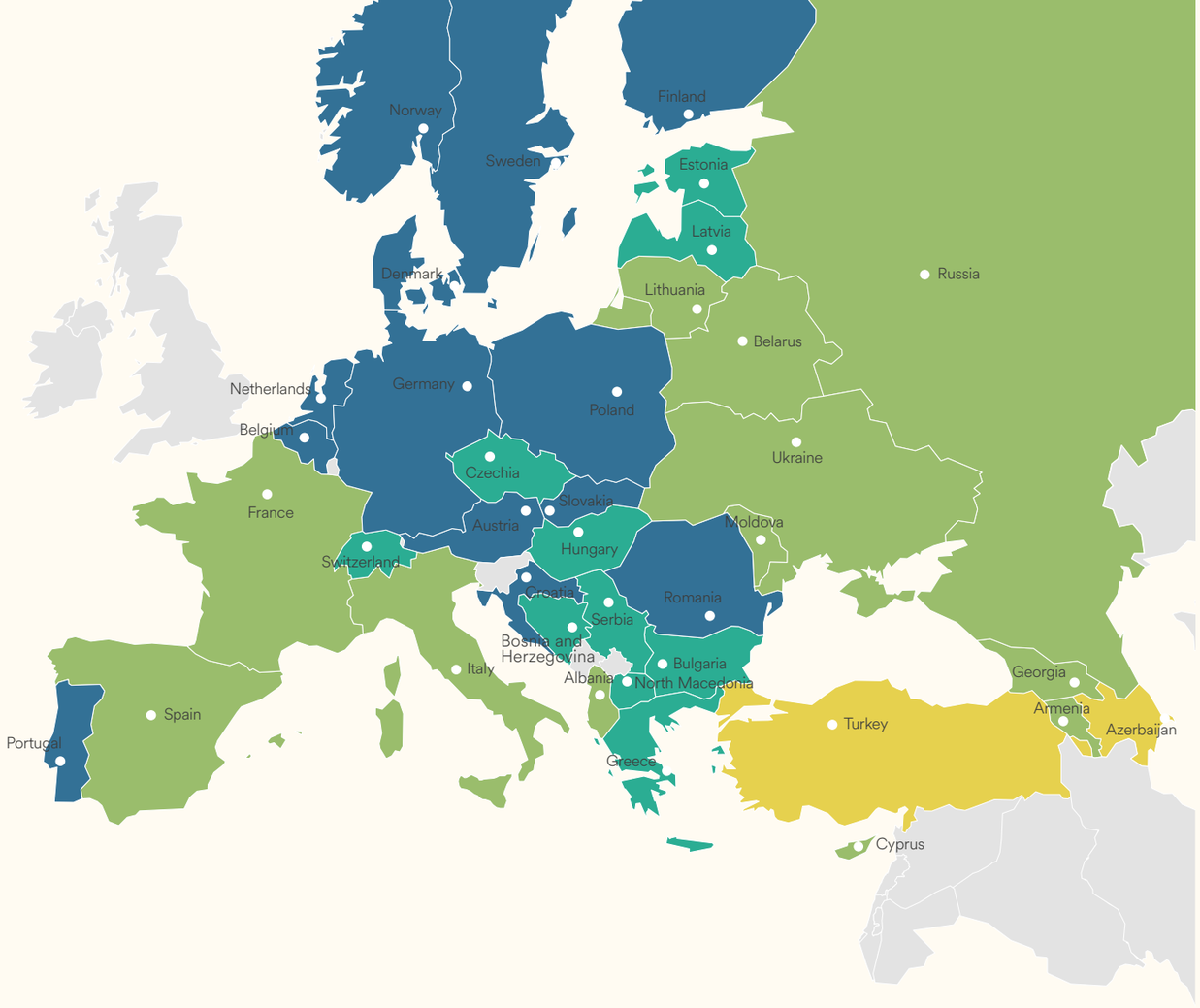
English and Freedom

Global Freedom Scores



EF EPI Score

Source: Freedom House, 2025



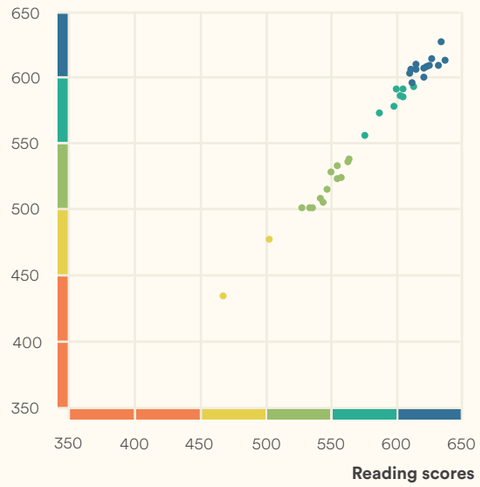
EUROPE

EF EPI Rankings

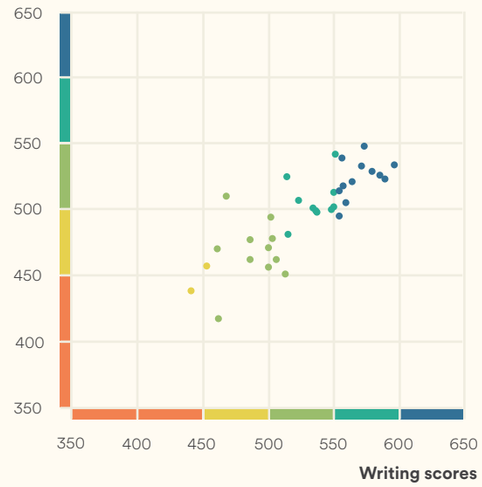
01	Netherlands	624
02	Croatia	617
03	Austria	616
04	Germany	615
05	Norway	613
06	Portugal	612
07	Denmark	611
08	Sweden	609
09	Belgium	608
10	Slovakia	606
11	Romania	605
12	Finland	603
15	Poland	600
16	Latvia	598
17	North Macedonia	595
18	Bulgaria	594
20	Greece	592
21	Bosnia and Herzegovina	591
22	Hungary	590
23	Czechia	582
25	Serbia	578
30	Switzerland	564
31	Estonia	561
33	Lithuania	543
35	Georgia	541
36	Spain	540
38	France	539
40	Cyprus	537
41	Belarus	533
42	Albania	532
43	Moldova	531
45	Ukraine	526
49	Russia	521
56	Armenia	515
59	Italy	513
71	Turkey	488
94	Azerbaijan	454

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

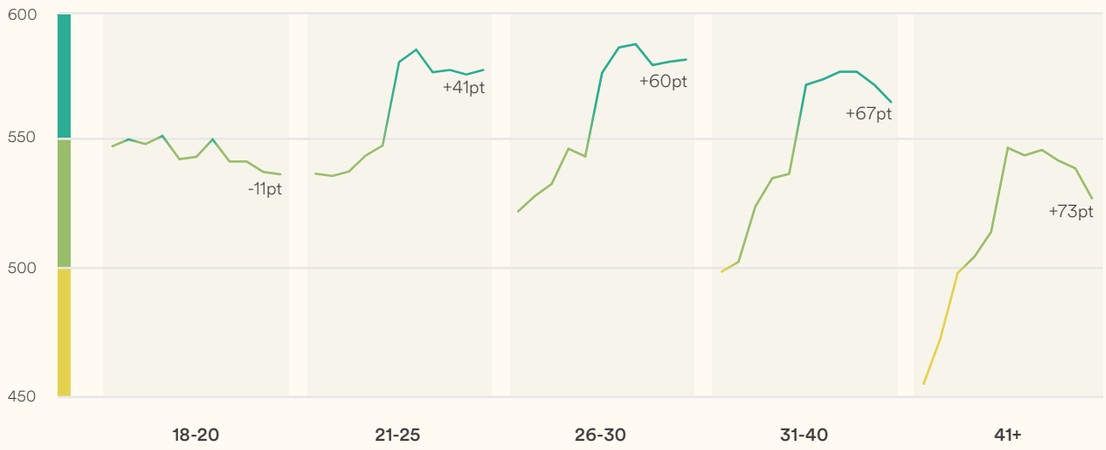
Receptive skills (2025)



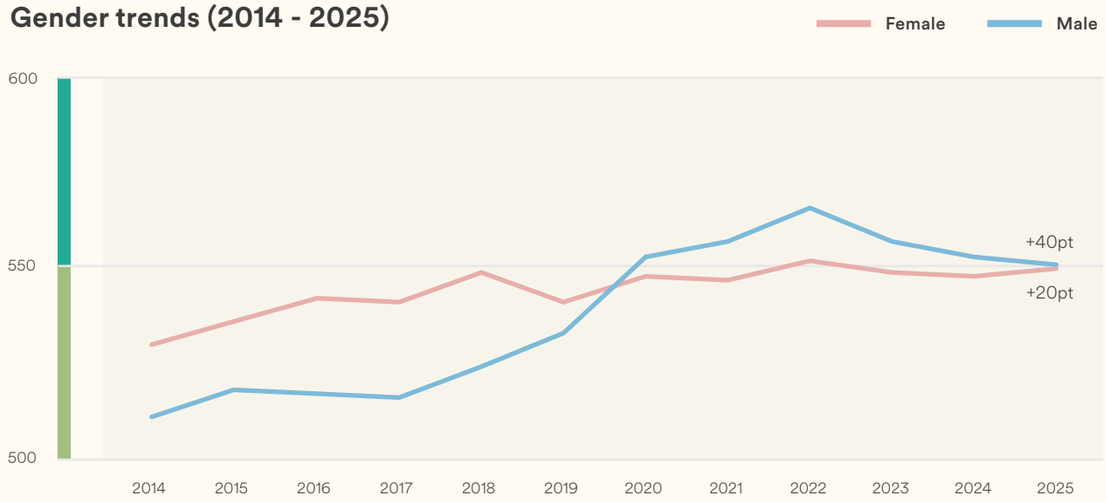
Productive skills (2025)

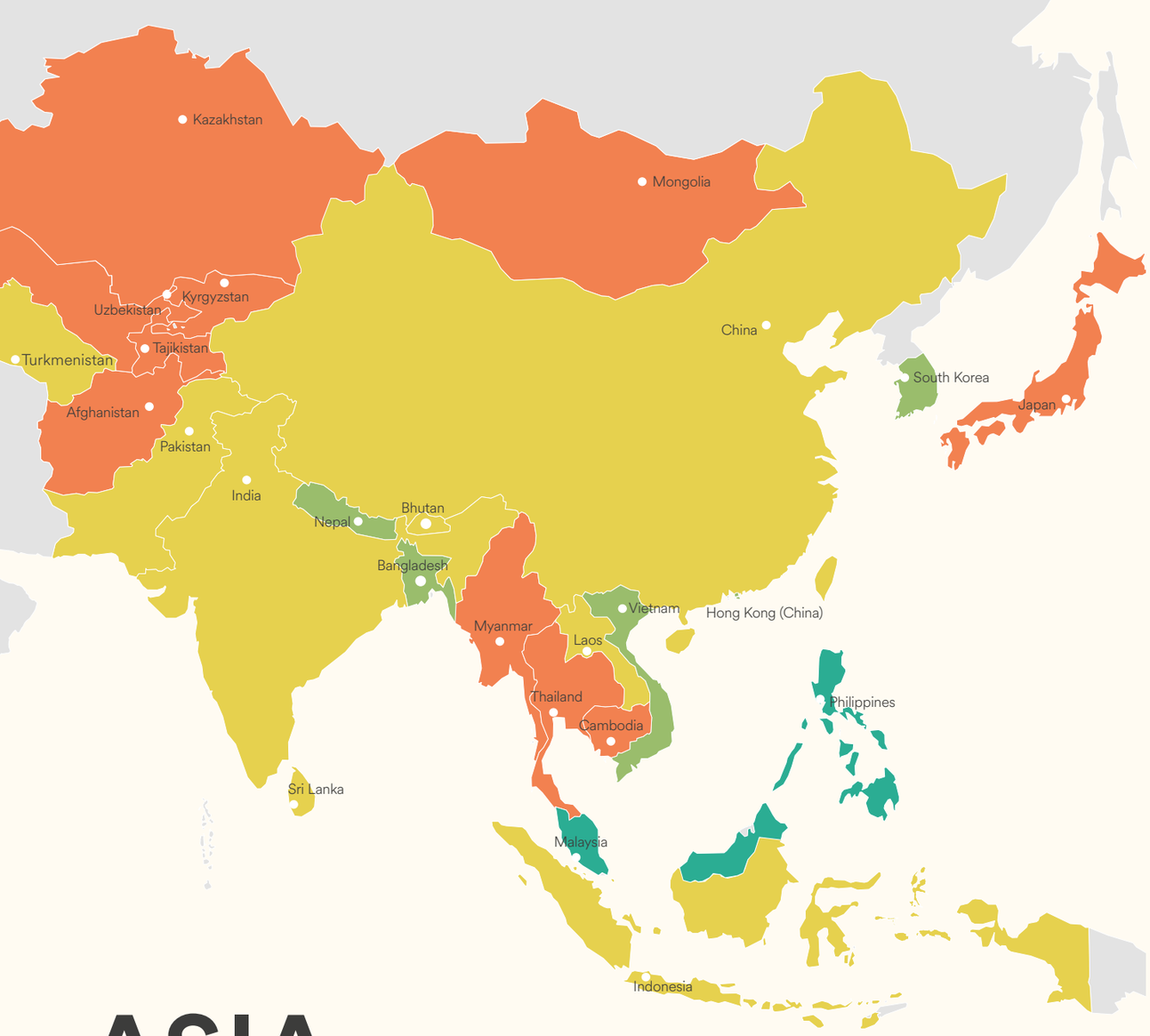


Age trends (2015 - 2025)



Gender trends (2014 - 2025)





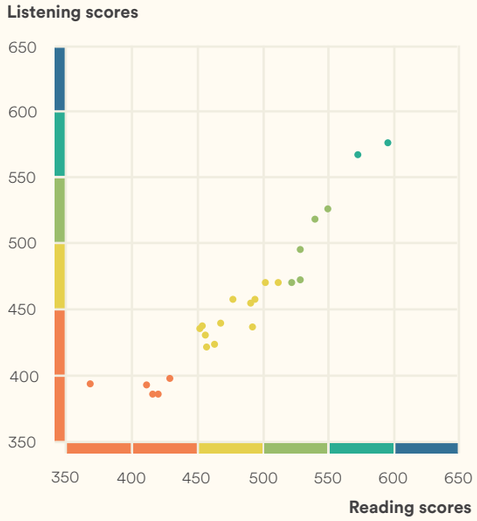
ASIA

EF EPI Rankings

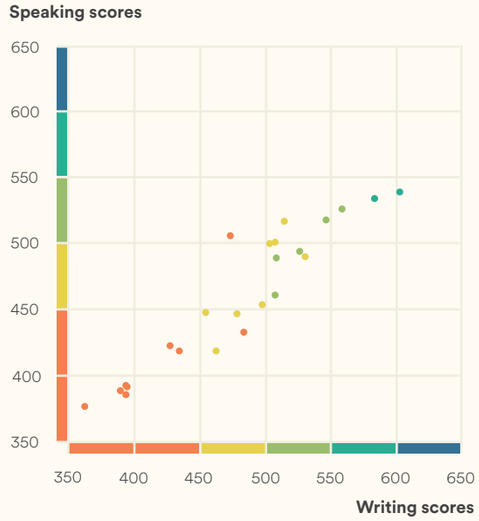
24 Malaysia	581	
28 Philippines	569	
39 Hong Kong (China)	538	
48 South Korea	522	
58 Nepal	514	
62 Bangladesh	506	
64 Vietnam	500	
67 Pakistan	493	
73 Sri Lanka	486	
74 India	484	
79 Bhutan	473	
80 Indonesia	471	
86 China	464	
88 Laos	461	
91 Turkmenistan	456	
95 Mongolia	447	
96 Afghanistan	446	
96 Japan	446	
99 Myanmar	444	
101 Kyrgyzstan	443	
104 Uzbekistan	429	
107 Kazakhstan	417	
110 Tajikistan	409	
116 Thailand	402	
123 Cambodia	390	

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

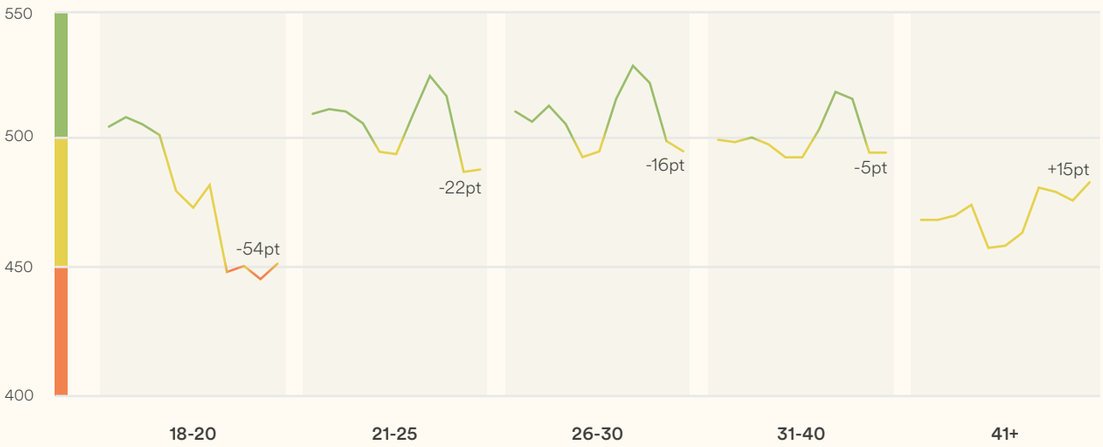
Receptive skills (2025)



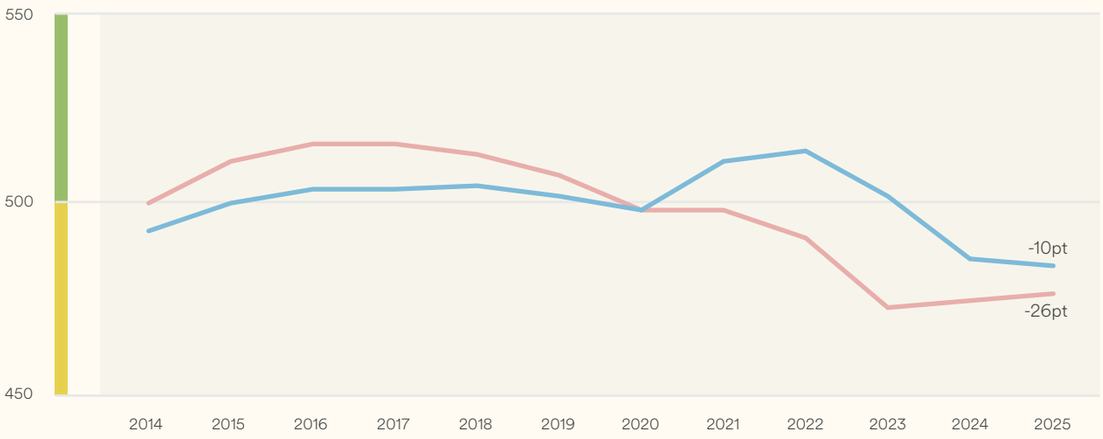
Productive skills (2025)



Age trends (2015 - 2025)



Gender trends (2014 - 2025)



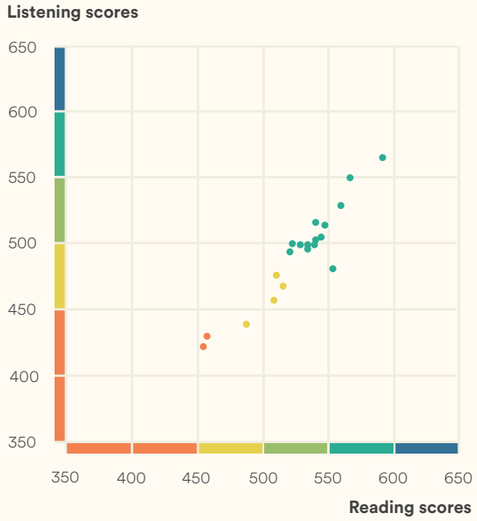
LATIN AMERICA

EF EPI Rankings

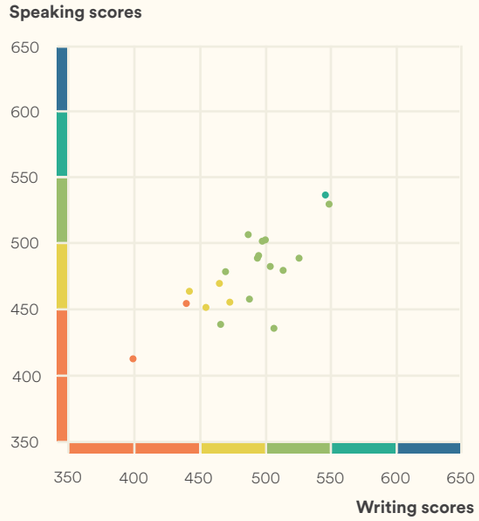
26	Argentina	575	**56**	Cuba	515
32	Honduras	553	**60**	Nicaragua	512
34	Uruguay	542	**61**	Guatemala	510
43	Paraguay	531	**63**	Dominican Republic	503
47	El Salvador	523	**70**	Panama	491
49	Bolivia	521	**75**	Brazil	482
51	Venezuela	520	**76**	Colombia	480
52	Peru	519	**83**	Ecuador	466
54	Chile	517	**99**	Haiti	444
55	Costa Rica	516	**103**	Mexico	440

Proficiency Bands: Very High · High · Moderate · Low · Very Low

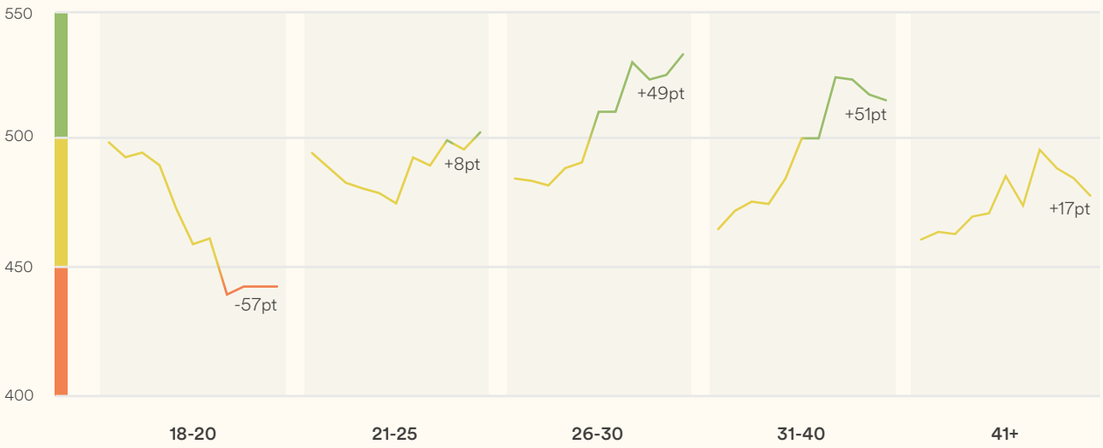
Receptive skills (2025)



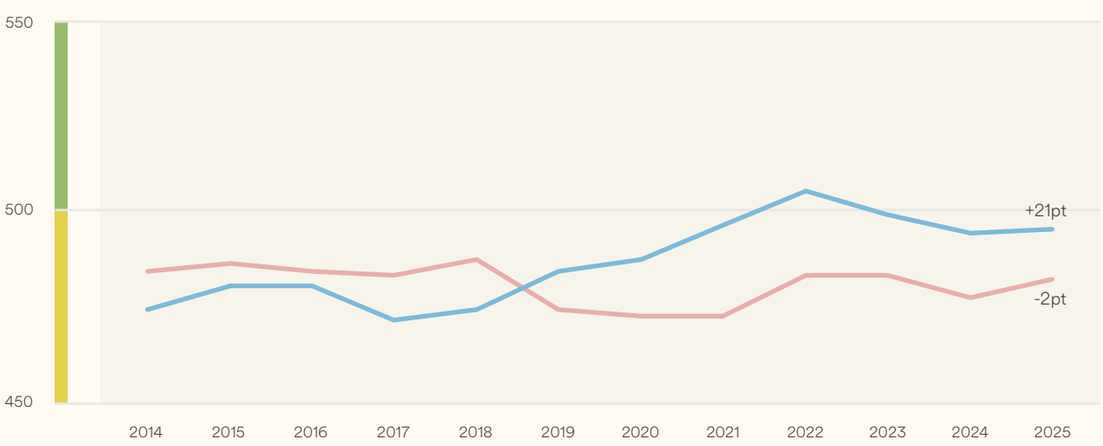
Productive skills (2025)



Age trends (2015 - 2025)



Gender trends (2014 - 2025)



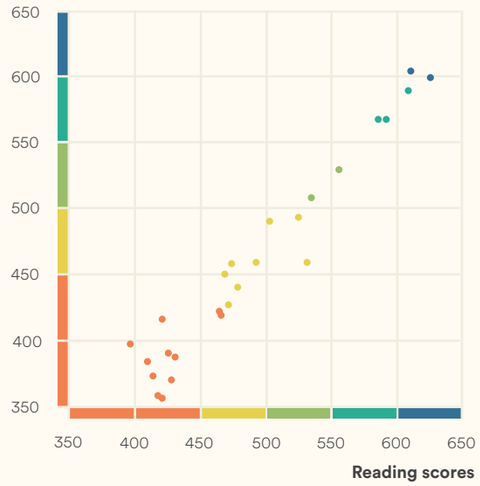
AFRICA

EF EPI Rankings

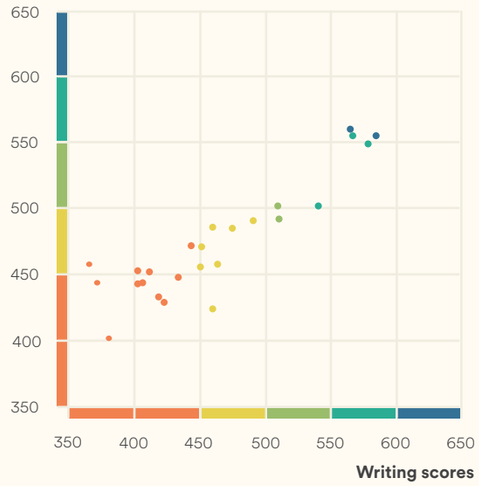
13	South Africa	602
13	Zimbabwe	602
19	Kenya	593
27	Zambia	573
29	Nigeria	568
36	Ghana	540
53	Uganda	518
65	Ethiopia	499
66	Tunisia	498
68	Morocco	492
77	Tanzania	479
82	Algeria	468
84	Malawi	465
84	Mozambique	465
89	Egypt	458
90	Madagascar	457
98	Cameroon	445
102	Senegal	442
106	Sudan	421
107	Rwanda	417
109	Angola	413
111	Mali	408
113	Benin	406
118	Democratic Republic of the Congo	400
119	Somalia	398
120	Togo	397
121	Libya	395
122	Côte d'Ivoire	393

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

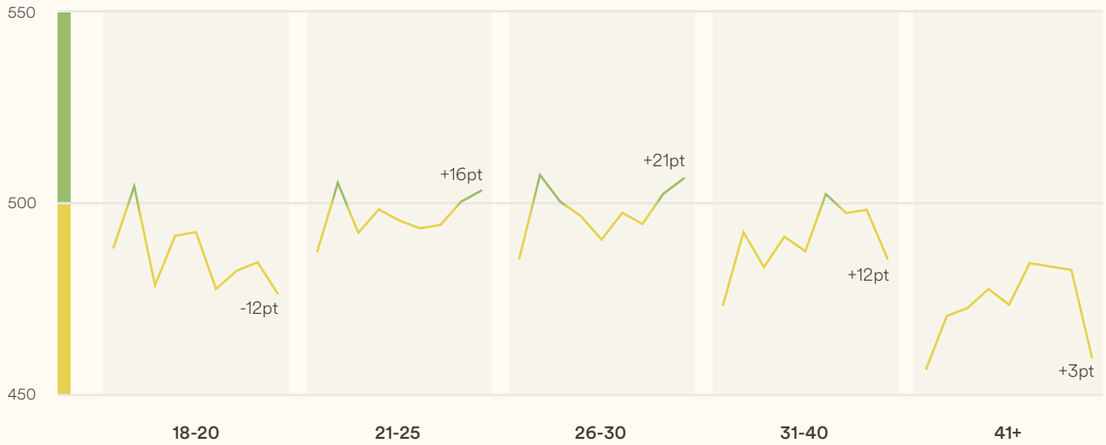
Receptive skills (2025)



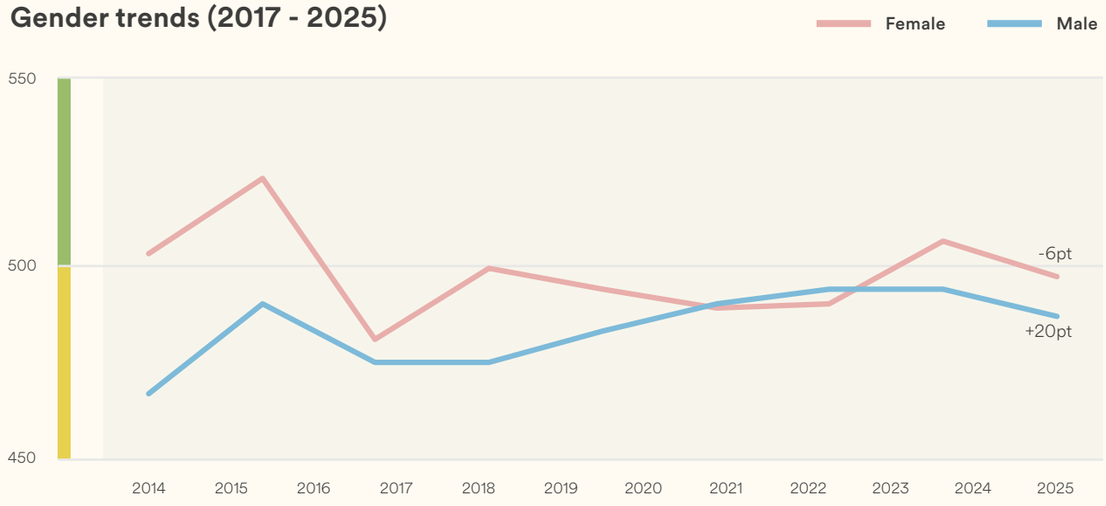
Productive skills (2025)

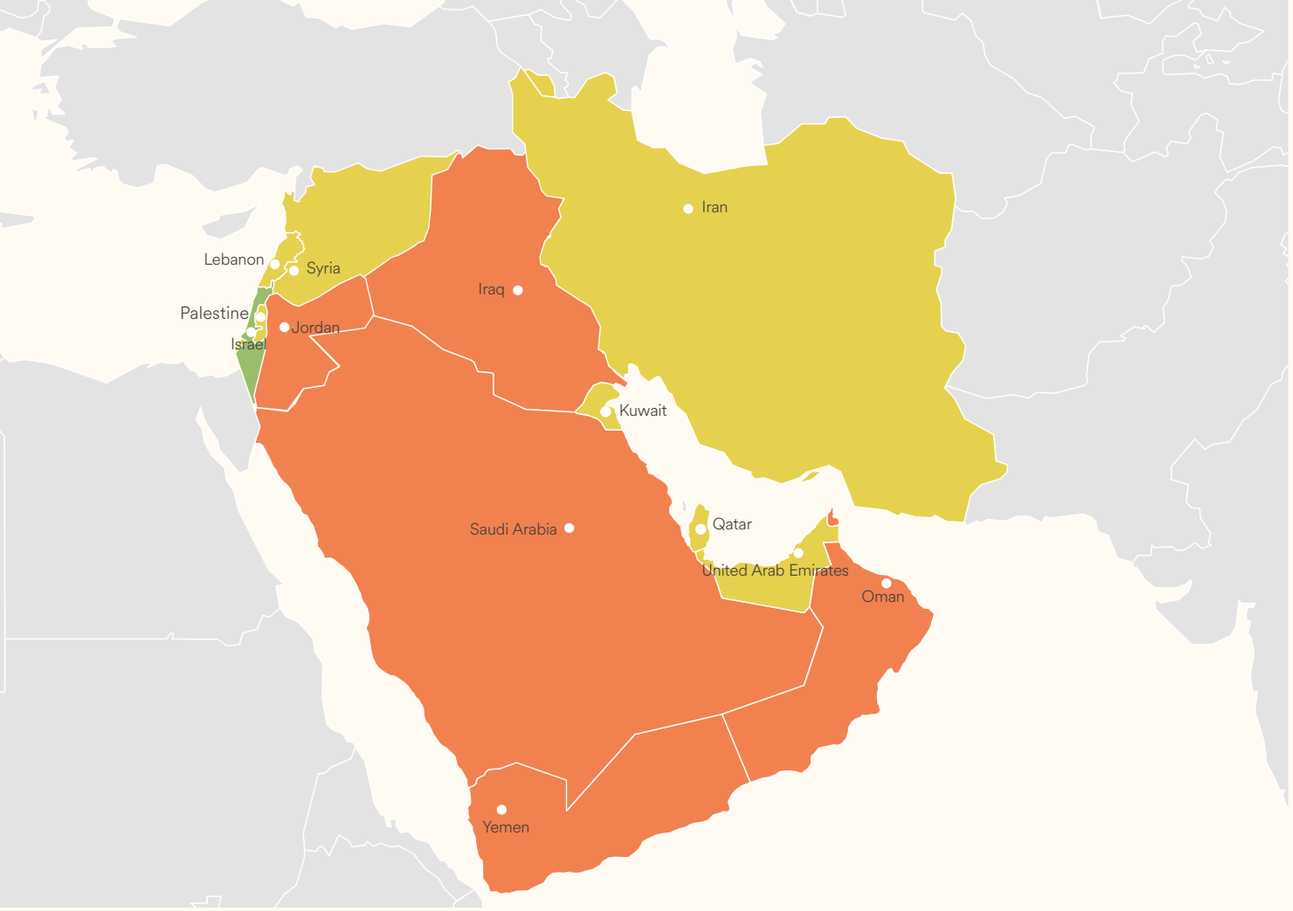


Age trends (2017 - 2025)



Gender trends (2017 - 2025)





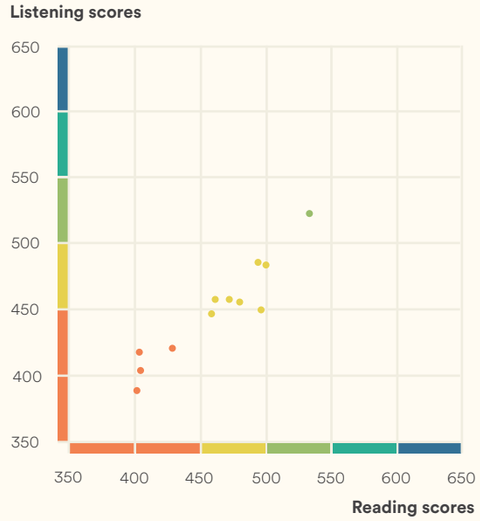
MIDDLE EAST

EF EPI Rankings

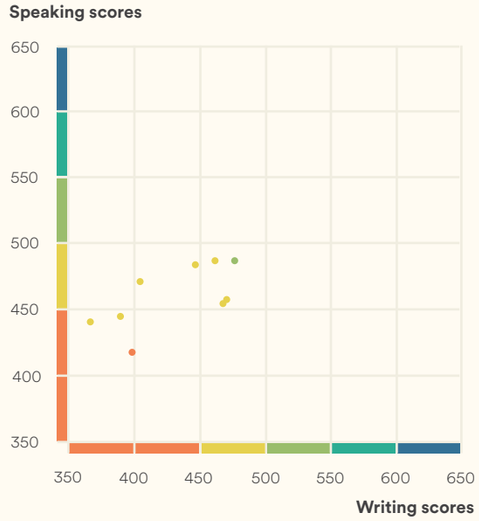
46	Israel	524	**93**	Kuwait	455
68	Iran	492	**105**	Jordan	425
72	United Arab Emirates	487	**112**	Oman	407
78	Lebanon	477	**113**	Iraq	406
81	Qatar	469	**115**	Saudi Arabia	404
87	Palestine	463	**116**	Yemen	402
91	Syria	456			

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

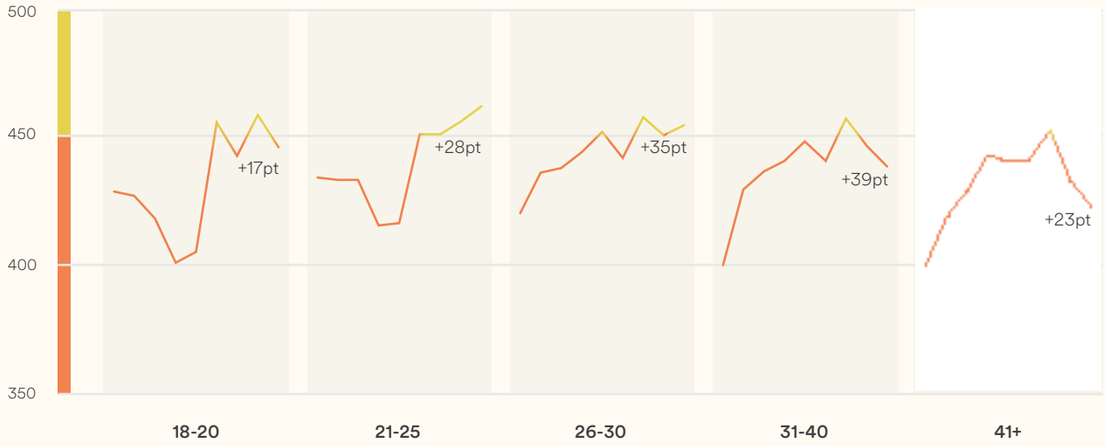
Receptive skills (2025)



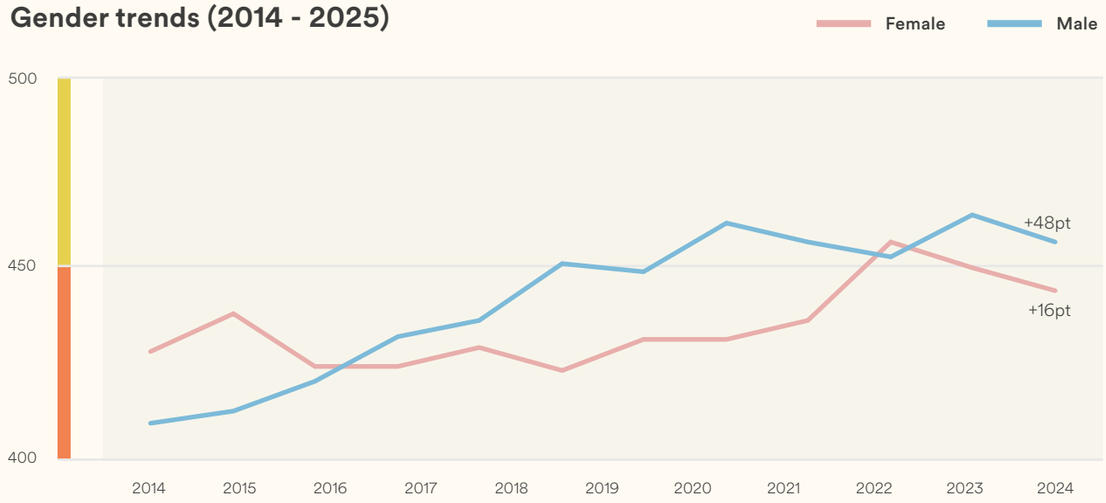
Productive skills (2025)



Age trends (2017 - 2025)



Gender trends (2014 - 2025)



Proficiency Detail

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

Afghanistan 96

EF EPI score: **446**

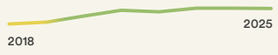
Reading: **452**
Writing: **474**
Speaking: **506**
Listening: **435**

♀ 427 ♂ 465

Top region: **East (467)**
Top city: **Kandahar (479)**
Top age group: **26-30 (average score 453)**

Albania 42

EF EPI score: **532**



Reading: **550**
Writing: **503**
Speaking: **478**
Listening: **529**

♀ 534 ♂ 531

Top city: **Tirana (557)**
Top age group: **18-20 (average score 540)**

Algeria 82

EF EPI score: **468**

Reading: **474**
Writing: **403**
Speaking: **443**
Listening: **459**

♀ 463 ♂ 474

Top region: **Algiers* (511)**
Top city: **Algiers (518)**
Top age group: **21-25 (average score 493)**

Belarus 41

EF EPI score: **533**

Reading: **547**
Writing: **500**
Speaking: **471**
Listening: **516**

♀ 538 ♂ 529

Top region: **Minsk Region* (547)**
Top city: **Minsk (549)**
Top age group: **26-30 (average score 554)**

Belgium 9

EF EPI score: **608**

Reading: **611**
Writing: **554**
Speaking: **495**
Listening: **607**

♀ 606 ♂ 611

Top region: **West Flanders (661)**
Top city: **Leuven (674)**
Top age group: **21-25 (average score 643)**

Benin 113

EF EPI score: **406**

Reading: **428**
Writing: **423**
Speaking: **429**
Listening: **371**

Top city: **Cotonou (427)**
Top age group: **21-25 (average score 414)**

Angola 109

EF EPI score: **413**

Reading: **431**
Writing: **407**
Speaking: **444**
Listening: **388**

♀ 423 ♂ 404

Top city: **Luanda (421)**
Top age group: **31-40 (average score 435)**

Argentina 26

EF EPI score: **575**

Reading: **592**
Writing: **526**
Speaking: **489**
Listening: **565**

♀ 577 ♂ 573

Top region: **Neuquén* (586)**
Top city: **Mar del Plata (597)**
Top age group: **21-25 (average score 602)**

Armenia 56

EF EPI score: **515**

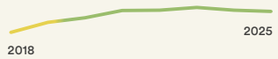
Reading: **528**
Writing: **502**
Speaking: **494**
Listening: **502**

♀ 513 ♂ 517

Top city: **Erevan (530)**
Top age group: **21-25 & 31-40 (average score 529)**

Bolivia 49

EF EPI score: **521**



Reading: **541**
Writing: **549**
Speaking: **530**
Listening: **503**

♀ 508 ♂ 534

Top region: **Cochabamba* (564)**
Top city: **Cochabamba (564)**
Top age group: **31-40 (average score 588)**

Bosnia and Herzegovina 21

EF EPI score: **591**

Reading: **605**
Writing: **573**
Speaking: **548**
Listening: **592**

♀ 599 ♂ 584

Top region: **Federation of Bosnia and Herzegovina (594)**
Top city: **Sarajevo (587)**

Brazil 75

EF EPI score: **482**

Reading: **516**
Writing: **442**
Speaking: **464**
Listening: **468**

♀ 476 ♂ 489

Top region: **Distrito Federal* (541)**
Top city: **Florianopolis (577)**
Top age group: **21-25 (average score 538)**

Austria 3

EF EPI score: **616**

Reading: **627**
Writing: **550**
Speaking: **513**
Listening: **615**

♀ 608 ♂ 624

Top region: **Styria (627)**
Top city: **Graz (655)**
Top age group: **26-30 (average score 640)**

Azerbaijan 94

EF EPI score: **454**

Reading: **468**
Writing: **453**
Speaking: **457**
Listening: **435**

♀ 459 ♂ 449

Top city: **Baku (464)**
Top age group: **21-25 (average score 468)**

Bangladesh 62

EF EPI score: **506**

Reading: **529**
Writing: **559**
Speaking: **526**
Listening: **472**

♀ 513 ♂ 499

Top region: **Dhaka* (527)**
Top city: **Dhaka (532)**
Top age group: **26-30 (average score 526)**

Bulgaria 18

EF EPI score: **594**

Reading: **613**
Writing: **534**
Speaking: **501**
Listening: **594**

♀ 587 ♂ 602

Top city: **Sofia (616)**
Top age group: **26-30 (average score 616)**

Cambodia 123

EF EPI score: **390**

Reading: **368**
Writing: **394**
Speaking: **386**
Listening: **393**

♀ 379 ♂ 401

Top city: **Phnom Penh (472)**

Cameroon 98

EF EPI score: **445**

Reading: **466**
Writing: **444**
Speaking: **472**
Listening: **420**

♀ 439 ♂ 451

Top region: **Northwest (501)**
Top city: **Bamenda (508)**
Top age group: **31-40 (average score 454)**

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

Proficiency Detail

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

Chile 54

EF EPI score: **517**

Reading: **535**
Writing: **466**
Speaking: **439**
Listening: **499**

♀ 505 ♂ 529

Top region: **Región Metropolitana de Santiago* (560)**
Top city: **Vina del Mar & Santiago (578)**
Top age group: **26-30 (average score 592)**

China 86

EF EPI score: **464**

Reading: **492**
Writing: **455**
Speaking: **448**
Listening: **436**

♀ 464 ♂ 464

Top region: **Hong Kong (538)**
Top city: **Hangzhou (515)**
Top age group: **21-25 (average score 485)**

Colombia 76

EF EPI score: **480**

Reading: **509**
Writing: **465**
Speaking: **470**
Listening: **457**

♀ 470 ♂ 490

Top region: **Bogotá D.C.* (513)**
Top city: **Bucaramanga (518)**
Top age group: **26-30 (average score 521)**

Costa Rica 55

EF EPI score: **516**

Reading: **535**
Writing: **494**
Speaking: **489**
Listening: **496**

♀ 495 ♂ 537

Top region: **Heredia* (576)**
Top city: **Heredia (576)**
Top age group: **26-30 (average score 556)**

Côte d'Ivoire 122

EF EPI score: **393**

Reading: **418**
Writing: **381**
Speaking: **402**
Listening: **359**

♀ 394 ♂ 393

Top city: **Abidjan (399)**
Top age group: **18-20 (average score 445)**

Croatia 2

EF EPI score: **617**

Reading: **637**
Writing: **585**
Speaking: **526**
Listening: **614**

♀ 609 ♂ 625

Top city: **Zagreb (616)**
Top age group: **21-25 (average score 642)**

Cuba 56

EF EPI score: **515**

Reading: **554**
Writing: **470**
Speaking: **479**
Listening: **481**

♀ 504 ♂ 526

Top city: **Havana (528)**

Cyprus 40

EF EPI score: **537**

Reading: **564**
Writing: **468**
Speaking: **510**
Listening: **539**

♀ 532 ♂ 543

Top region: **Limassol* (551)**
Top city: **Nicosia (552)**

Czechia 23

EF EPI score: **582**

Reading: **598**
Writing: **537**
Speaking: **498**
Listening: **579**

♀ 572 ♂ 592

Top region: **South Moravian (612)**
Top city: **Brno (620)**
Top age group: **26-30 (average score 613)**

Democratic Republic of the Congo 118

EF EPI score: **400**

Reading: **414**
Writing: **412**
Speaking: **452**
Listening: **374**

♀ 391 ♂ 410

Top city: **Kinshasa (404)**
Top age group: **26-30 (average score 414)**

Denmark 7

EF EPI score: **611**

Reading: **615**
Writing: **579**
Speaking: **529**
Listening: **607**

♀ 608 ♂ 615

Top region: **Midtjylland (636)**
Top city: **Copenhagen (644)**
Top age group: **26-30 (average score 664)**

Dominican Republic 63

EF EPI score: **503**

Reading: **521**
Writing: **487**
Speaking: **507**
Listening: **494**

♀ 496 ♂ 510

Top region: **Ozama (525)**
Top city: **Santo Domingo (526)**
Top age group: **26-30 (average score 526)**

Ecuador 83

EF EPI score: **466**

Reading: **488**
Writing: **473**
Speaking: **456**
Listening: **439**

♀ 461 ♂ 471

Top region: **Pichincha (516)**
Top city: **Quito (517)**
Top age group: **26-30 (average score 515)**

Egypt 89

EF EPI score: **458**

Reading: **469**
Writing: **403**
Speaking: **453**
Listening: **451**

♀ 446 ♂ 470

Top region: **Alexandria* (480)**
Top city: **Alexandria (480)**
Top age group: **26-30 (average score 482)**

El Salvador 47

EF EPI score: **523**

Reading: **541**
Writing: **495**
Speaking: **491**
Listening: **516**

♀ 509 ♂ 537

Top region: **La Libertad* (548)**
Top city: **La Libertad (542)**
Top age group: **31-40 (average score 567)**

Estonia 31

EF EPI score: **561**

Reading: **570**
Listening: **559**

♀ 555 ♂ 568

Top city: **Tallinn (582)**

Ethiopia 65

EF EPI score: **499**

Reading: **525**
Writing: **460**
Speaking: **486**
Listening: **494**

♀ 524 ♂ 474

Top region: **Tigray (519)**
Top city: **Addis Ababa (522)**
Top age group: **21-25 (average score 526)**

Finland 12

EF EPI score: **603**

Reading: **610**
Writing: **548**
Speaking: **500**
Listening: **604**

♀ 592 ♂ 615

Top region: **Varsinais-Suomi (604)**
Top city: **Tampere (631)**
Top age group: **26-30 (average score 641)**

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

Proficiency Detail

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

France 38

EF EPI score: **539**

Reading: **555**
Writing: **500**
Speaking: **456**
Listening: **524**

♀ 546 ♂ 533

Top region: **Île-de-France (558)**
Top city: **Grenoble (600)**
Top age group: **21-25 (average score 566)**

Georgia 35

EF EPI score: **541**

Reading: **563**
Writing: **523**
Speaking: **507**
Listening: **537**

♀ 529 ♂ 553

Top city: **Tbilisi (550)**
Top age group: **26-30 (average score 549)**

Germany 4

EF EPI score: **615**

Reading: **623**
Writing: **564**
Speaking: **521**
Listening: **609**

♀ 616 ♂ 615

Top region: **Bavaria (624)**
Top city: **Karlsruhe (673)**
Top age group: **26-30 (average score 649)**

Ghana 36

EF EPI score: **540**

Reading: **556**
Writing: **511**
Speaking: **492**
Listening: **530**

♀ 546 ♂ 534

Top region: **Greater Accra (550)**
Top city: **Accra (552)**
Top age group: **21-25 (average score 556)**

Greece 20

EF EPI score: **592**

Reading: **600**
Writing: **571**
Speaking: **533**
Listening: **592**

♀ 586 ♂ 598

Top city: **Athens (616)**
Top age group: **31-40 (average score 613)**

Guatemala 61

EF EPI score: **510**

Reading: **523**
Writing: **498**
Speaking: **502**
Listening: **500**

♀ 505 ♂ 515

Top region: **Guatemala* (519)**
Top city: **Guatemala City (519)**
Top age group: **31-40 (average score 564)**

Haiti 99

EF EPI score: **444**

Reading: **458**
Writing: **440**
Speaking: **455**
Listening: **430**

♀ 431 ♂ 457

Top region: **Center (446)**
Top city: **Port-au-Prince (444)**
Top age group: **26-30 (average score 454)**

Honduras 32

EF EPI score: **553**

Reading: **567**
Writing: **546**
Speaking: **537**
Listening: **550**

♀ 543 ♂ 564

Top region: **Cortés & Francisco Morazán (563)**
Top city: **San Pedro Sula (570)**
Top age group: **26-30 (average score 576)**

Hong Kong (China) 39

EF EPI score: **538**

Reading: **550**
Writing: **527**
Speaking: **494**
Listening: **526**

♀ 535 ♂ 541

Top region: **Kowloon (551)**

Top age group: **31-40 (average score 587)**

Hungary 22

EF EPI score: **590**

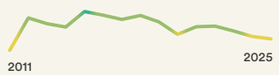
Reading: **603**
Writing: **589**
Speaking: **523**
Listening: **587**

♀ 588 ♂ 592

Top city: **Budapest (613)**
Top age group: **31-40 (average score 612)**

India 74

EF EPI score: **484**



Reading: **494**
Writing: **504**
Speaking: **500**
Listening: **457**

♀ 474 ♂ 495

Top region: **Punjab (554)**
Top city: **Kochi (577)**
Top age group: **41+ (average score 528)**

Indonesia 80

EF EPI score: **471**

Reading: **491**
Writing: **479**
Speaking: **447**
Listening: **454**

♀ 469 ♂ 474

Top region: **Java (493)**
Top city: **Jakarta (523)**
Top age group: **21-25 (average score 503)**

Iran 68

EF EPI score: **492**

Reading: **500**
Writing: **447**
Speaking: **482**
Listening: **484**

♀ 483 ♂ 501

Top region: **Region 1 (503)**
Top city: **Tabriz (513)**
Top age group: **21-25 (average score 508)**

Iraq 113

EF EPI score: **406**

Reading: **404**
Writing: **336**
Speaking: **418**
Listening: **404**

♀ 390 ♂ 422

Top region: **Sulaimaniyah* (460)**
Top city: **Sulaimaniyah (460)**
Top age group: **21-25 (average score 419)**

Israel 46

EF EPI score: **524**

Reading: **533**
Writing: **477**
Speaking: **485**
Listening: **523**

♀ 511 ♂ 537

Top region: **Haifa* (552)**
Top city: **Haifa (551)**
Top age group: **26-30 (average score 554)**

Italy 59

EF EPI score: **513**

Reading: **534**
Writing: **462**
Speaking: **417**
Listening: **502**

♀ 510 ♂ 516

Top region: **Friuli-Venezia Giulia (553)**
Top city: **Bergamo (575)**
Top age group: **26-30 (average score 582)**

Japan 96

EF EPI score: **446**

Reading: **454**
Writing: **394**
Speaking: **393**
Listening: **437**

♀ 450 ♂ 443

Top region: **Kanto (478)**
Top city: **Kawasaki (489)**
Top age group: **31-40 (average score 487)**

Jordan 105

EF EPI score: **425**

Reading: **428**
Writing: **340**
Speaking: **412**
Listening: **421**

♀ 420 ♂ 431

Top region: **Central Region (446)**
Top city: **Amman (447)**
Top age group: **26-30 (average score 452)**

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

Proficiency Detail

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

Kazakhstan 107

EF EPI score: **417**

Reading: **429**
Writing: **395**
Speaking: **392**
Listening: **397**

♀ 412 ♂ 423

Top region: **Kostanay* & Pavlodar (457)**
Top city: **Astana (460)**
Top age group: **26-30 (average score 459)**

Kenya 19

EF EPI score: **593**

Reading: **609**
Writing: **567**
Speaking: **555**
Listening: **590**

♀ 597 ♂ 590

Top region: **Coast (600)**
Top city: **Mombasa (600)**
Top age group: **26-30 (average score 598)**

Kuwait 93

EF EPI score: **455**

Reading: **461**
Writing: **367**
Speaking: **441**
Listening: **458**

♀ 464 ♂ 446

Top city: **Kuwait City (441)**
Top age group: **21-25 (average score 470)**

Kyrgyzstan 101

EF EPI score: **443**

Reading: **456**
Writing: **435**
Speaking: **419**
Listening: **430**

♀ 422 ♂ 464

Top region: **Jalal-Abad (375)**
Top city: **Bishkek (485)**
Top age group: **26-30 (average score 553)**

Laos 88

EF EPI score: **461**

Reading: **468**
Writing: **463**
Speaking: **419**
Listening: **439**

♀ 474 ♂ 448

Top city: **Vientiane (486)**

Latvia 16

EF EPI score: **598**

Reading: **605**
Writing: **551**
Speaking: **542**
Listening: **586**

♀ 584 ♂ 612

Top city: **Riga (611)**
Top age group: **26-30 (average score 629)**

Lebanon 78

EF EPI score: **477**

Reading: **496**
Writing: **468**
Speaking: **454**
Listening: **450**

♀ 461 ♂ 494

Top region: **Mount Lebanon (536)**
Top city: **Beirut (523)**
Top age group: **26-30 (average score 522)**

Libya 121

EF EPI score: **395**

Reading: **397**
Writing: **319**
Speaking: **417**
Listening: **398**

♀ 371 ♂ 419

Top region: **Tripolitania (415)**
Top city: **Benghazi (426)**
Top age group: **26-30 (average score 412)**

Lithuania 33

EF EPI score: **543**

Reading: **555**
Writing: **461**
Speaking: **470**
Listening: **534**

♀ 523 ♂ 564

Top city: **Vilnius (569)**
Top age group: **21-25 (average score 600)**

Madagascar 90

EF EPI score: **457**

Reading: **472**
Writing: **460**
Speaking: **424**
Listening: **428**

♀ 464 ♂ 451

Top city: **Antananarivo (461)**
Top age group: **26-30 (average score 486)**

Malawi 84

EF EPI score: **465**

Reading: **469**
Listening: **455**

♀ 497 ♂ 448

Top region: **Southern Region (508)**
Top city: **Lilongwe (474)**

Malaysia 24

EF EPI score: **581**

Reading: **596**
Writing: **584**
Speaking: **534**
Listening: **576**

♀ 580 ♂ 583

Top region: **Pulau Pinang (589)**
Top city: **Kuantan (601)**
Top age group: **26-30 (average score 595)**

Mexico 103

EF EPI score: **440**

Reading: **455**
Writing: **399**
Speaking: **413**
Listening: **422**

♀ 433 ♂ 448

Top region: **Nuevo León (519)**
Top city: **Monterrey (532)**
Top age group: **31-40 (average score 520)**

Moldova 43

EF EPI score: **531**

Reading: **542**
Writing: **513**
Speaking: **451**
Listening: **509**

♀ 527 ♂ 535

Top city: **Chisinau (572)**

Mongolia 95

EF EPI score: **447**

Reading: **463**
Writing: **390**
Speaking: **389**
Listening: **423**

♀ 449 ♂ 446

Top city: **Ulaanbaatar (454)**
Top age group: **26-30 (average score 496)**

Morocco 68

EF EPI score: **492**

Reading: **532**
Writing: **491**
Speaking: **491**
Listening: **460**

♀ 487 ♂ 497

Top region: **Fès-Meknès (502)**
Top city: **Rabat (517)**
Top age group: **21-25 (average score 516)**

Mozambique 84

EF EPI score: **465**

Reading: **479**
Writing: **451**
Speaking: **456**
Listening: **441**

♀ 473 ♂ 458

Top city: **Maputo (482)**

Myanmar 99

EF EPI score: **444**

Reading: **457**
Writing: **484**
Speaking: **433**
Listening: **421**

♀ 435 ♂ 454

Top region: **Yangon* (464)**
Top city: **Yangon (458)**
Top age group: **21-25 (average score 452)**

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

Proficiency Detail

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

Nepal 58

EF EPI score: **514**

Reading: **529**
Writing: **547**
Speaking: **518**
Listening: **495**

♀ 512 ♂ 517

Top city: **Lalitpur (545)**
Top age group: **21-25 (average score 541)**

Netherlands 1

EF EPI score: **624**

Reading: **634**
Writing: **554**
Speaking: **514**
Listening: **628**

♀ 619 ♂ 629

Top region: **Overijssel (642)**
Top city: **Groningen (656)**
Top age group: **21-25 (average score 651)**

Nicaragua 60

EF EPI score: **512**

Reading: **529**
Writing: **500**
Speaking: **503**
Listening: **499**

♀ 502 ♂ 523

Top region: **Managua* (522)**
Top city: **Managua (523)**
Top age group: **26-30 (average score 542)**

Paraguay 43

EF EPI score: **531**

Reading: **548**
Writing: **507**
Speaking: **436**
Listening: **514**

♀ 525 ♂ 538

Top city: **Asunción (563)**
Top age group: **26-30 (average score 547)**

Peru 52

EF EPI score: **519**

Reading: **540**
Writing: **514**
Speaking: **480**
Listening: **499**

♀ 517 ♂ 521

Top region: **Lima Province* (544)**
Top city: **Lima (555)**
Top age group: **26-30 (average score 559)**

Philippines 28

EF EPI score: **569**

Reading: **573**
Writing: **603**
Speaking: **539**
Listening: **567**

♀ 571 ♂ 567

Top region: **Cordillera Administrative Region (606)**
Top city: **Manila (603)**
Top age group: **26-30 (average score 601)**

Nigeria 29

EF EPI score: **568**

Reading: **586**
Writing: **579**
Speaking: **549**
Listening: **568**

♀ 583 ♂ 553

Top region: **South West (579)**
Top city: **Lagos (585)**
Top age group: **26-30 (average score 580)**

Norway 5

EF EPI score: **613**

Reading: **625**
Writing: **556**
Speaking: **539**
Listening: **610**

♀ 601 ♂ 625

Top region: **Vestlandet (616)**
Top city: **Oslo (615)**
Top age group: **21-25 (average score 640)**

Oman 112

EF EPI score: **407**

Reading: **407**
Listening: **405**

♀ 405 ♂ 409

Top city: **Muscat (441)**
Top age group: **26-30 (average score 423)**

Poland 15

EF EPI score: **600**

Reading: **612**
Writing: **557**
Speaking: **518**
Listening: **597**

♀ 595 ♂ 605

Top region: **Silesian (617)**
Top city: **Gdansk (625)**
Top age group: **26-30 (average score 622)**

Portugal 6

EF EPI score: **612**

Reading: **632**
Writing: **550**
Speaking: **502**
Listening: **610**

♀ 608 ♂ 616

Top region: **Coimbra* (635)**
Top city: **Coimbra (639)**
Top age group: **21-25 (average score 639)**

Qatar 81

EF EPI score: **469**

Reading: **472**
Writing: **471**
Speaking: **457**
Listening: **458**

♀ 483 ♂ 455

Top city: **Doha (479)**
Top age group: **21-25 (average score 486)**

Pakistan 67

EF EPI score: **493**

Reading: **512**
Writing: **515**
Speaking: **517**
Listening: **470**

♀ 487 ♂ 499

Top region: **Khyber Pakhtunkhwa (501)**
Top city: **Islamabad (529)**
Top age group: **41+ (average score 509)**

Palestine 87

EF EPI score: **463**

Reading: **480**
Writing: **405**
Speaking: **470**
Listening: **456**

Top region: **Ramallah* (537)**
Top city: **Ramallah (537)**

Panama 70

EF EPI score: **491**

Reading: **511**
Writing: **455**
Speaking: **452**
Listening: **476**

♀ 483 ♂ 499

Top region: **Región Occidental (503)**
Top city: **David (498)**
Top age group: **26-30 (average score 530)**

Romania 11

EF EPI score: **605**

Reading: **621**
Writing: **596**
Speaking: **534**
Listening: **601**

♀ 604 ♂ 606

Top region: **Bucharest - Ilfov (612)**
Top city: **Sibiu (614)**
Top age group: **26-30 (average score 629)**

Russia 49

EF EPI score: **521**

Reading: **536**
Writing: **486**
Speaking: **462**
Listening: **502**

♀ 526 ♂ 517

Top region: **North Ossetia (551)**
Top city: **Chelyabinsk (566)**
Top age group: **26-30 (average score 559)**

Rwanda 107

EF EPI score: **417**

Reading: **426**
Writing: **464**
Speaking: **458**
Listening: **391**

♀ 424 ♂ 410

Top region: **Eastern (433)**
Top city: **Kigali (426)**
Top age group: **18-20 (average score 449)**

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

Proficiency Detail

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

Saudi Arabia 115

EF EPI score: **404**

Reading: **403**
Writing: **295**
Speaking: **400**
Listening: **418**

♀ 412 ♂ 397

Top region: **Eastern Province & Qassim (429)**
Top city: **Khobar (445)**
Top age group: **21-25 (average score 430)**

Senegal 102

EF EPI score: **442**

Reading: **465**
Writing: **434**
Speaking: **448**
Listening: **423**

♀ 452 ♂ 432

Top city: **Dakar (459)**

Serbia 25

EF EPI score: **578**

Reading: **587**
Writing: **536**
Speaking: **499**
Listening: **574**

♀ 565 ♂ 592

Top region: **Vojvodina (587)**
Top city: **Belgrade (594)**
Top age group: **21-25 (average score 596)**

Slovakia 10

EF EPI score: **606**

Reading: **621**
Writing: **559**
Speaking: **505**
Listening: **608**

♀ 601 ♂ 611

Top region: **Košice* (605)**
Top city: **Košice (609)**
Top age group: **21-25 (average score 624)**

Somalia 119

EF EPI score: **398**

Reading: **410**
Writing: **366**
Speaking: **458**
Listening: **385**

♀ 391 ♂ 405

Top city: **Hargeisa (439)**

South Africa 13

EF EPI score: **602**

Reading: **611**
Writing: **565**
Speaking: **560**
Listening: **605**

♀ 602 ♂ 602

Top region: **Northern Cape (617)**
Top city: **Port Elizabeth (617)**
Top age group: **26-30 (average score 608)**

South Korea 48

EF EPI score: **522**

Reading: **540**
Writing: **509**
Speaking: **489**
Listening: **518**

♀ 526 ♂ 518

Top region: **North Jeolla (535)**
Top city: **Seoul (550)**
Top age group: **26-30 (average score 565)**

Spain 36

EF EPI score: **540**

Reading: **558**
Writing: **506**
Speaking: **462**
Listening: **525**

♀ 541 ♂ 539

Top region: **Galicia (563)**
Top city: **Vigo (569)**
Top age group: **26-30 (average score 575)**

Sri Lanka 73

EF EPI score: **486**

Reading: **502**
Writing: **508**
Speaking: **501**
Listening: **470**

♀ 469 ♂ 504

Top region: **Central Province (515)**
Top city: **Colombo (543)**
Top age group: **26-30 (average score 520)**

Sudan 106

EF EPI score: **421**

Reading: **421**
Writing: **372**
Speaking: **444**
Listening: **417**

♀ 415 ♂ 427

Top region: **Northern State (440)**
Top city: **Khartoum (432)**
Top age group: **18-20 (average score 431)**

Syria 91

EF EPI score: **456**

Reading: **458**
Writing: **390**
Speaking: **445**
Listening: **447**

♀ 446 ♂ 467

Top region: **Latakia Governorate (489)**
Top city: **Latakia (493)**
Top age group: **21-25 (average score 474)**

Thailand 116

EF EPI score: **402**

Reading: **416**
Writing: **363**
Speaking: **377**
Listening: **385**

♀ 394 ♂ 410

Top region: **Central (438)**
Top city: **Pattaya (474)**
Top age group: **26-30 (average score 481)**

Sweden 8

EF EPI score: **609**

Reading: **615**
Writing: **514**
Speaking: **525**
Listening: **611**

♀ 602 ♂ 616

Top region: **Upper Norrland (622)**
Top city: **Halmstad (634)**
Top age group: **26-30 (average score 650)**

Tajikistan 110

EF EPI score: **409**

Reading: **411**
Writing: **428**
Speaking: **423**
Listening: **392**

♀ 407 ♂ 412

Top region: **Sughd (389)**
Top city: **Dushanbe (440)**

Tunisia 66

EF EPI score: **498**

Reading: **503**
Writing: **452**
Speaking: **471**
Listening: **491**

♀ 486 ♂ 511

Top region: **North East (515)**
Top city: **Ariana (530)**
Top age group: **21-25 (average score 515)**

Switzerland 30

EF EPI score: **564**

Reading: **576**
Writing: **515**
Speaking: **481**
Listening: **557**

♀ 556 ♂ 572

Top region: **Basel-Stadt (616)**
Top city: **Zurich (621)**
Top age group: **26-30 (average score 583)**

Tanzania 77

EF EPI score: **479**

Reading: **493**
Writing: **475**
Speaking: **485**
Listening: **460**

♀ 485 ♂ 473

Top city: **Dar Es Salaam (508)**
Top age group: **21-25 (average score 502)**

Turkey 71

EF EPI score: **488**

Reading: **503**
Writing: **441**
Speaking: **438**
Listening: **478**

♀ 487 ♂ 489

Top region: **Marmara (500)**
Top city: **Izmir (515)**
Top age group: **21-25 (average score 497)**

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

Proficiency Detail

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

Uganda 53

EF EPI score: **518**

Reading: **535**
Writing: **510**
Speaking: **502**
Listening: **509**

♀ 530 ♂ 506

Top city: **Kampala (525)**
Top age group: **31-40 (average 531)**

Ukraine 45

EF EPI score: **526**

Reading: **544**
Writing: **486**
Speaking: **477**
Listening: **506**

♀ 528 ♂ 524

Top region: **Ternopilska Oblast (560)**
Top city: **Lviv (572)**
Top age group: **26-30 (average score 552)**

United Arab Emirates 72

EF EPI score: **487**

Reading: **494**
Writing: **462**
Speaking: **485**
Listening: **486**

♀ 491 ♂ 483

Top region: **Dubai* (513)**
Top city: **Dubai (509)**
Top age group: **31-40 (average score 496)**

Uruguay 34

EF EPI score: **542**

Reading: **560**
Writing: **504**
Speaking: **483**
Listening: **529**

♀ 539 ♂ 545

Top city: **Montevideo (544)**
Top age group: **26-30 (average score 574)**

Uzbekistan 104

EF EPI score: **429**

Reading: **420**
Writing: **498**
Speaking: **454**
Listening: **385**

♀ 430 ♂ 428

Top region: **Fergana* (470)**
Top city: **Fergana (470)**
Top age group: **41+ (average score 472)**

Venezuela 51

EF EPI score: **520**

Reading: **545**
Writing: **488**
Speaking: **458**
Listening: **505**

♀ 512 ♂ 528

Top region: **Capital (537)**
Top city: **Maracaibo (536)**
Top age group: **21-25 (average score 534)**

Vietnam 64

EF EPI score: **500**

Reading: **522**
Writing: **508**
Speaking: **461**
Listening: **470**

♀ 495 ♂ 505

Top region: **Red River Delta (526)**
Top city: **Ha Noi (532)**
Top age group: **26-30 (average score 544)**

Yemen 116

EF EPI score: **402**

Reading: **401**
Writing: **399**
Speaking: **419**
Listening: **389**

♀ 395 ♂ 409

Top region: **Hadramaut (424)**
Top city: **Aden (412)**
Top age group: **18-20 (average score 416)**

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

Moving Forward

Given the value of raising English proficiency for companies, governments and individuals, it is no surprise that both interest and investment in this area remain high. However, language acquisition is a long process fraught with potential points of failure. In addition, traditional language teaching methods such as rote memorization and a focus on grammatical precision are extremely inefficient. A better understanding of effective language acquisition strategies will help to optimize the time and effort invested in developing English proficiency, whether at an organizational or a personal level.

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.
- 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.
- Actively discuss how AI can and should be used in schools, alongside teaching ethical and critical reasoning.

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 2,200,000 test takers around the world who took the EF Standard English Test (EF SET) in 2024.

The EF Standard English Test (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 2025 scores have been found to correlate strongly with TOEFL iBT 2023 scores (r=0.74) and IELTS Academic Test 2024 scores (r=0.61). 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 46% of the overall sample, male respondents 40% and respondents who did not provide gender information 14%.
- The average age of respondents who provided age information was 26, with 85% of those respondents under the age of 35, and 99.5% under the age of 60. 10% 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 400 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 46% of test takers in 2024 completed the exam from a mobile device. In parts of the world where Internet usage is low, we would expect the impact of an online format to be strong. This sampling bias would tend to pull scores upward by excluding poorer and less educated people, and those living in areas with little or no Internet connectivity. Nevertheless, open access online tests have proven effective in gathering very large amounts of data about a range of indicators, and we believe they provide valuable information about global English proficiency levels.

Score Calculation
National EF EPI scores are calculated using a three-year rolling average. First, we calculate the average EF SET score achieved by all test takers residing in a country during the previous calendar year. Then, we average that score with the published EF EPI score for Y-1 and Y-2. This stabilizes the index and reduces turbulence from sampling variation year over year. We calculate scores for industries, job functions and seniority levels in the same way.

Once national EF EPI scores are calculated, we use them to calculate 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, published for the first time this year, 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 2024. A country's skill scores do not average up to the national score in most cases. Less than 20% of test takers in most countries 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 includes an English as a foreign language assessment for the first time in 2025 which will provide an interesting comparison data set for the EF EPI as it benchmarks skill levels among 15-year-olds.

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

EF Education First
EF (Education First) 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.

About Efekta
Efekta Education Group is an innovative EdTech company focused on improving educational outcomes at scale. Efekta is an EF company.

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 Netherlands Romania Zimbabwe	✓ Use nuanced and appropriate language in social situations ✓ Read advanced texts with ease ✓ Negotiate a contract with a fluent English speaker
High Kenya Malaysia Honduras	✓ Make a presentation at work ✓ Understand TV shows ✓ Read a newspaper
Moderate France South Korea Peru	✓ Participate in meetings in one's area of expertise ✓ Understand song lyrics ✓ Write professional emails on familiar subjects
Low Morocco Brazil Indonesia	✓ Navigate an English-speaking country as a tourist ✓ Engage in small talk with colleagues ✓ Understand simple emails from colleagues
Very Low Japan Mexico Yemen	✓ 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 2025 Edition	EF EPI 2024 Edition	Score Change
Netherlands	624	636	-12
Croatia	617	607	10
Austria	616	600	16
Germany	615	598	17
Norway	613	610	3
Portugal	612	605	7
Denmark	611	603	8
Sweden	609	608	1
Belgium	608	592	16
Slovakia	606	584	22
Romania	605	593	12
Finland	603	590	13
South Africa	602	594	8
Zimbabwe	602	-	NEW
Poland	600	588	12
Latvia	598	-	RE-ENTRY
North Macedonia	595	-	NEW
Bulgaria	594	586	8
Kenya	593	581	12
Greece	592	602	-10
Bosnia and Herzegovina	591	-	RE-ENTRY
Hungary	590	585	5
Czechia	582	567	15
Malaysia	581	566	15
Serbia	578	568	10
Argentina	575	562	13
Zambia	573	-	NEW
Philippines	569	570	-1
Nigeria	568	557	11
Switzerland	564	550	14
Estonia	561	578	-17
Honduras	553	545	8
Lithuania	543	569	-26
Uruguay	542	538	4
Georgia	541	543	-2
Spain	540	538	2
Ghana	540	534	6
France	539	524	15
Hong Kong (China)	538	549	-11
Cyprus	537	558	-21
Belarus	533	539	-6
Albania	532	533	-1
Moldova	531	536	-5
Paraguay	531	531	0
Ukraine	526	535	-9
Israel	524	522	2
El Salvador	523	513	10
South Korea	522	523	-1
Bolivia	521	525	-4
Russia	521	532	-11

	EF EPI 2025 Edition	EF EPI 2024 Edition	Score Change
Venezuela	520	510	10
Peru	519	519	0
Uganda	518	518	0
Chile	517	525	-8
Costa Rica	516	534	-18
Armenia	515	537	-22
Cuba	515	520	-5
Nepal	514	512	2
Italy	513	528	-15
Nicaragua	512	505	7
Guatemala	510	507	3
Bangladesh	506	500	6
Dominican Republic	503	503	0
Vietnam	500	498	2
Ethiopia	499	498	1
Tunisia	498	496	2
Pakistan	493	493	0
Iran	492	499	-7
Morocco	492	479	13
Panama	491	488	3
Turkey	488	497	-9
United Arab Emirates	487	489	-2
Sri Lanka	486	486	0
India	484	490	-6
Brazil	482	466	16
Colombia	480	485	-5
Tanzania	479	487	-8
Lebanon	477	492	-15
Bhutan	473	-	NEW
Indonesia	471	468	3
Qatar	469	480	-11
Algeria	468	471	-3
Ecuador	466	465	1
Malawi	465	447	18
Mozambique	465	469	-4
China	464	455	9
Palestine	463	448	15
Laos	461	-	RE-ENTRY
Egypt	458	465	-7
Madagascar	457	463	-6
Syria	456	473	-17
Turkmenistan	456	-	NEW
Kuwait	455	456	-1
Azerbaijan	454	462	-8
Mongolia	447	464	-17
Afghanistan	446	447	-1
Japan	446	454	-8
Cameroon	445	445	0
Haiti	444	432	12
Myanmar	444	449	-5

APPENDIX D

EF EPI Country and Region Rankings

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

	EF EPI 2025 Edition	EF EPI 2024 Edition	Score Change
Kyrgyzstan	443	457	-14
Senegal	442	429	13
Mexico	440	459	-19
Uzbekistan	429	439	-10
Jordan	425	431	-6
Sudan	421	432	-11
Kazakhstan	417	427	-10
Rwanda	417	401	16
Angola	413	409	4
Tajikistan	409	412	-3
Mali	408	-	NEW
Oman	407	421	-14
Benin	406	413	-7
Iraq	406	414	-8
Saudi Arabia	404	417	-13
Thailand	402	415	-13
Yemen	402	394	8
Democratic Republic of the Congo	400	-	RE-ENTRY
Somalia	398	399	-1
Togo	397	-	NEW
Libya	395	405	-10
Côte d'Ivoire	393	399	-6
Cambodia	390	408	-18

APPENDIX E

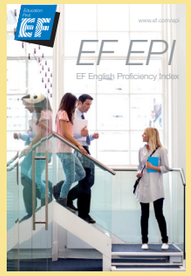
EF EPI Country Scores With and Without Productive Skills

With the addition of productive skill tests (speaking and writing) for the first time this year, overall scores were expected to shift. However, due to the small proportion of test takers who chose to assess their productive skills, as well as the limited time period during which these new test sections were available (second half of 2024), the impact on country and region scores this year was small, as can be seen in the following table.

	EF EPI 2025 Edition	Without productive skills	Impact of adding productive skills
Netherlands	624	631	-7
Croatia	617	626	-9
Austria	616	621	-5
Germany	615	616	-1
Norway	613	618	-5
Portugal	612	621	-9
Denmark	611	611	0
Sweden	609	613	-4
Belgium	608	609	-1
Slovakia	606	615	-9
Romania	605	611	-6
Finland	603	607	-4
South Africa	602	608	-6
Zimbabwe	602	613	-11
Poland	600	605	-5
Latvia	598	596	2
Bulgaria	594	604	-10
Kenya	593	600	-7
Greece	592	596	-4
Bosnia and Herzegovina	591	599	-8
Hungary	590	595	-5
Czechia	582	589	-7
Malaysia	581	586	-5
Serbia	578	581	-3
Argentina	575	579	-4
Zambia	573	580	-7
Philippines	569	570	-1
Nigeria	568	577	-9
Switzerland	564	567	-3
Honduras	553	559	-6
Lithuania	543	545	-2
Uruguay	542	545	-3
Georgia	541	550	-9
Ghana	540	543	-3
Spain	540	542	-2
France	539	540	-1
Hong Kong (China)	538	538	0
Cyprus	537	552	-15
Belarus	533	532	1
Albania	532	540	-8
Moldova	531	526	5
Paraguay	531	531	0
Ukraine	526	525	1
Israel	524	528	-4
El Salvador	523	529	-6
South Korea	522	529	-7
Bolivia	521	522	-1
Russia	521	519	2
Venezuela	520	525	-5
Peru	519	520	-1
Uganda	518	522	-4
Chile	517	517	0
Costa Rica	516	516	0
Armenia	515	515	0
Cuba	515	518	-3
Nepal	514	512	2
Italy	513	518	-5
Nicaragua	512	514	-2

	EF EPI 2025 Edition	Without productive skills	Impact of adding productive skills
Guatemala	510	512	-2
Bangladesh	506	501	5
Dominican Republic	503	508	-5
Vietnam	500	496	4
Ethiopia	499	510	-11
Tunisia	498	497	1
Pakistan	493	491	2
Iran	492	492	0
Morocco	492	496	-4
Panama	491	494	-3
Turkey	488	491	-3
United Arab Emirates	487	490	-3
Sri Lanka	486	486	0
India	484	476	8
Brazil	482	492	-10
Colombia	480	483	-3
Tanzania	479	477	2
Lebanon	477	473	4
Bhutan	473	467	6
Indonesia	471	473	-2
Qatar	469	465	4
Algeria	468	467	1
Ecuador	466	464	2
Mozambique	465	460	5
China	464	464	0
Palestine	463	468	-5
Laos	461	454	7
Egypt	458	460	-2
Madagascar	457	450	7
Syria	456	453	3
Kuwait	455	460	-5
Azerbaijan	454	452	2
Mongolia	447	443	4
Afghanistan	446	444	2
Japan	446	446	0
Cameroon	445	443	2
Haiti	444	444	0
Myanmar	444	439	5
Kyrgyzstan	443	443	0
Senegal	442	444	-2
Mexico	440	439	1
Uzbekistan	429	403	26
Jordan	425	425	0
Sudan	421	419	2
Kazakhstan	417	413	4
Rwanda	417	409	8
Angola	413	410	3
Tajikistan	409	402	7
Benin	406	400	6
Iraq	406	404	2
Saudi Arabia	404	411	-7
Thailand	402	401	1
Yemen	402	395	7
Democratic Republic of the Congo	400	394	6
Somalia	398	398	0
Togo	397	389	8
Libya	395	398	-3
Côte d'Ivoire	393	389	4
Cambodia	390	381	9

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



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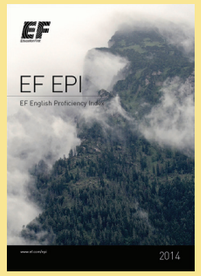

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