

Buenos Aires and its Languages



Linguistic policies of the City of Buenos Aires

Educational Planning Division
Foreign Language Operational Department

Ministry of Education



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This document is directed to all those related to foreign languages and their instruction, and describes the decisions taken regarding the linguistic policies set by the City of Buenos Aires.

This material is also available on our web page.

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1. Introduction

The languages spoken by its inhabitants make up part of the strategic potential of a city or region in a growing, globalized world. The native and acquired languages that individuals are able to speak expand their work, cultural, economic, cognitive and interpersonal potential. Applying this concept to the population of a city as a whole, we can see that these potentials are broadened, and result in resources being attracted to areas such as education, tourism, and business.

This document offers an overview of the languages that are taught, seeking to answer the questions *which languages are spoken and taught, and where?*

In this sense, it can be seen that there are various, diverse offerings at various levels of the system, with origins and goals that are even more varied. There are ancestral languages associated with the various indigenous peoples represented in the City; the hearing-impaired community's Argentine Sign Language; traditional languages taught within education, such as French, English, and Italian; languages related to technical education, such as German; and languages associated with various immigrant communities, such as Chinese, Greek, Armenian, Polish, and others.

One aspect that has shown itself to be central to recent trends is a renewed interest among the population in learning global languages, specifically English, given to its pre-eminence in the world as a *lingua franca*. Technology and internet access have put children and adolescents in direct contact with other cultures, allowing them access to vast sources of information, integrating language with technology, in a form of 21st century literacy. Another important trend in the world currently is the certification of linguistic performance related to user demands and potential for readability and transferability.

The pillars supporting any population's linguistic development are based in the instruction and training of teachers dedicated to this task. In this sense, the City of Buenos Aires possesses a long and prestigious tradition of teaching foreign languages, considered to be excellent in various aspects.

This accumulated experience in a variety of areas is of great value. One might point to the pioneering character of initiatives such as the foundation in 1904 of the *Instituto de Enseñanza Superior en Lenguas Vivas "Juan R. Fernández"*, whose goal is to train teachers specifically in the field of language instruction. In addition, Buenos Aires had the early experience of teaching languages at the elementary level when this was far from common elsewhere in the world.

The teaching of languages is characterized by an enormous amount of diversification and heterogeneity both within and without the education system. This diversification can be seen in the choice of languages taught, the point at which instruction begins, the levels of achievement and the establishments in which instruction is conducted.

If the languages that are spoken by a given population are seen to be a fundamental part of the human capital that a city or country has, a true estimate can be made of the vast importance that teaching them has for the development of that group's potential. In a world that every day is more and more interconnected, this potential is increasingly crucial. It is for this reason that it is vital that there be a clear policy for promoting language education. Many countries have already grasped the central role that languages play, and have promulgated proactive educational policies, seeing them as playing a fundamental strategic role.

2. Language Policy Principles of the City of Buenos Aires

- **Linguistic richness** – The languages a population speaks are an essential part of its cultural heritage and, as such, fulfil an essential role in its ability to promote itself. Likewise, the development of intercultural faculties that learning new languages fosters comes to be of vital importance in a world that is growing more interconnected. At the same time, these skills allow individuals to have greater opportunities for developing themselves in the future.
- **Strategic value** – Languages afford their speakers opportunities for personal development on a cognitive, emotional, social, cultural and work level that, which likewise increases their value to society as a whole. In this sense, language instruction, as a central part of educational policy, aims at offering opportunities to the general population, thus guaranteeing the goal of greater inclusion.
- **Diversity of options** – It is fundamental to maintain the possibility of offering diverse learning options, both in terms of which languages are taught, as well as which levels and possibilities for specialization are made available. In order for this diversity to be possible, it is of elementary importance that the learning options available formally and informally be articulated and disseminated.
- **Starting early** – With the goal of achieving better results from language instruction, students are given the option of starting at an early age. All children in the City have the chance to learn a foreign language from the time they begin elementary school. There are also instances of foreign language learning opportunities at preschool level.
- **Instructor instruction and training** – Achieving excellence in language instruction requires strengthening teacher skills, using the long tradition of specialised institutions as a starting point and strengthening continuing education.
- **Evaluation** – The language instruction processes incorporate evaluational tools and feedback as integral parts of how they are applied. In the case of foreign languages, the importance of certifications is emphasized. These certifications accredit performance levels, offering those who obtain them the accreditation they will need in the workplace and academically.
- **Innovation** – Foreign language instruction has been characterised since its inception by the continuous incorporation of innovations. On the one hand, it has always stayed abreast of academic and methodological developments from the loci of education around the world. On the other hand it has embraced the incorporation of new technology, from the earliest tape recorders and language laboratories to interactive screens and the use of various forms of virtual communication. The use of laptops in classrooms will soon be a tool for accessing the languages that are taught.

Linguistic richness

The Languages of the City of Buenos Aires form a distinct element of its cultural heritage. The first languages interchanged in our land were those of the indigenous population with the Spanish colonizers. Later, the immigrants who arrived in the Río de la Plata at the beginning of the Nineteenth Century left, among other legacies, their native languages, possibly sparking the interest in the study of foreign languages.

Actions

a. Instruction of various languages in the education system

The historical roots of foreign language instruction can be traced back to the Nineteenth Century with the rise in the importance of teaching French in public schools.¹ In 1826 the first English Department was created in the University of Buenos Aires. Currently, examples of the most traditional languages can be found in the City (English, French, German, Italian and Portuguese) at various levels and formats within the education system. The offerings vary based on the number of hours or curricular level that can be achieved in each context. In some institutions, for example those denominated as “Modern Languages” (*Lenguas Vivas*), most of these languages are offered, and students are given the opportunity to learn them throughout their academic careers.

b. Languages taught extra-curricularly

The city also has a considerable offering of language instruction outside of the curricular setting. The Complementary Foreign Language Education Centres (under the auspices of the Elementary Education Department) that are active in all school districts offer courses in English, French, Italian and Portuguese that are accessed by hundreds of children and teens. The “Lenguas en los Barrios” (“Languages in the Neighbourhoods”) program, the Professional Training Centres and the AENS courses (Advanced Level Extension Activities of the *Juan R. Fernández* Institute for Advanced Instruction in Modern Languages) all offer courses for adults in these languages, as well as in Arabic, Chinese, Japanese, Russian, etc., depending on each case.

The languages of indigenous peoples represented in the City are also included in the courses that are offered. Several workshops are conducted in languages such as Quechua, Guaraní and Mapudungan (the Mapuche language).

One trend that is new, but experiencing great growth of late, is the teaching of Spanish as a second or foreign language. On the one hand, the city has inhabitants with diverse origins for whom Spanish is a second language due to their being internal or external immigrants, in mixed marriages or refugees. It has become particularly necessary to attend to the educational needs of this segment of the population so that it will be fully included in society. Similarly, the City plays host to an increasing number of foreigners who travel to this part of the world with the goal of learning Spanish, an example of “linguistic tourism”.

There are also numerous associations and organisations that teach languages such as Basque, Catalan, Czech, Danish, Dutch, Esperanto, Galician, Greek, Hebrew, Japanese, Lithuanian, Polish, Russian, Swedish, Yiddish, etc.

All of these languages contribute to the linguistic richness of the City.

1. See Wilde (1960) and Brugiapaglia de Gregory and Morey de Monjo (1981).

Strategic value

Learning foreign languages builds bridges between individuals and nations, solidifies relations, and fosters understanding and consensus. This fact shows that the drive to learn and teach languages is without a doubt a strategic tool for those who know how to do so effectively. It shows the spirit of a city that is open-minded, integrated, inclusive and ready to relate with the world.

Actions

a. Mother tongue and foreign languages as practical linguistic tools

Learning a foreign language and about the culture(s) associated with it requires reflecting on one's own language and culture. On the one hand, the meta-linguistic and discursive analyses acquired in the context of the foreign language can be applied to the mother tongue, and vice-versa. In this sense, learning a foreign language can be considered an integral part of more broadly understood linguistic practices.

b. Exchange programs and international accords

Exchange programs supply a source of direct contact with the speakers of the language being studied. For years, the City has had language assistants who work in certificate-level schools and institutes thanks to the implementation of the Language Assistants Exchange Program administered by the National Ministry of Education, the Fulbright Commission, the French Embassy and the British Council. Likewise, the City has signed agreements with several countries through embassies and/or cultural institutions who, in some cases, provide materials for students and instructors in their language, as well as training and equipment.

c. Access to the world – The internet

Knowing foreign languages broadens individuals' possibilities for using resources such as the internet for searching for information, or even improving their application of these languages through the use of materials produced by speakers of the language around the world. Having a multilingual repertory allows access to a greater number of virtual environments, and an ability to generate contents in various languages.

d. The City's long-standing tradition – pioneer institutions

An interest in foreign languages has been clearly demonstrated in the actions undertaken by the educational leadership promoting language instruction. This interest has been shown throughout history by prestigious institutions that have blazed the trail for linguistic education. The City has three Higher Education institutions, (two of which are over a hundred years old)², that are notable for their teacher and translator training programs: the *Instituto de Enseñanza Superior en Lengas Vivas "Juan R. Fernández"*, the *Instituto Superior del Profesorado "Dr. Joaquín V. González"* and *Escuela Normal Superior en Lengas Vivas "Sofía Esther Broquen de Spangenberg"*. Their curricula, staffs and programs are a permanent reference point for the creation of similar institutes and for curricular advice and evaluations. The *Instituto Nacional Superior del Profesorado Técnico*, located in the City was established in 1959 and belongs to the National Technological University. It also provides upper level instruction in English and technical English.

2. See, for example, Vanbiesen de Burbridge and Zamacona (1982).

Variety of options

In schools several foreign languages are taught as foreign languages (English, French, German, Italian and Portuguese) depending on the institution or program in question. Likewise, it is possible for children, teens or adults to complement this set of languages with languages learned in informal settings.

Actions

a. The possibility of learning languages at various levels

The Foreign Language Curriculum of the City of Buenos Aires offers individuals the possibility of beginning to study a language at various different points throughout their academic paths. It is possible to begin at the start of the elementary cycle (First Grade), at the beginning of the second cycle (Fourth Grade), upon starting High School or in the fourth year of High School. Each level requires three years for completion, although the hourly load and thus level of intensity may vary for each institute. In this sense, it is possible to begin first grade with three weekly hours (half-day program), with five weekly hours (full day programs in Modern Languages) or with eight weekly hours (Plurilingual schools).

At the High School level, the offerings vary based on the type of institute in question. In baccalaureate programs, one language is generally taught in the basic cycle (first to third years) and another one in the advanced cycle (fourth and fifth years). In High Schools, Lyceums and Business Schools, French, English, Italian and Portuguese are taught. In Technical Schools, students study a language from their first to fifth or sixth years, generally English. In art schools, students are taught French and English in various combinations of the basic and advanced cycles.

b. Extra-curricular options

The foreign languages that are offered in academic institutions are complemented by those taught in informal settings. The Complementary Foreign Language Education Centres (CECIEs) date from 1982 and were founded by the Elementary Level Foreign Language Supervisors. Here children from 9 to 14 years of age can begin learning a foreign language or can supplement what they studied in school.

In the Professional Training Centres, language courses are given in English, French and Portuguese at various levels and formats, for students over age 18 who have completed their elementary studies. These courses are offered in 33 locations at various hours.

The Languages in the Neighbourhoods program offers courses for students over age 18 who have completed their elementary and/or high school studies and has no age limit. This program offers foreign language classes in six neighbourhoods: Caballito, Boedo, Barracas, Floresta Norte, Recoleta and Retiro. The languages offered, depending on location, are: Arabic, English, French, German, Italian Mandarin, and Portuguese.

For students over age 14 who have completed or are in the process of completing their elementary studies, the Adult Elementary Schools and the Educational Centres offer art and work training courses. Those attending these courses have access to a number of varied options, including English, French and other languages depending on the neighbourhood. These courses are held two or three times a week.

The City also offers indigenous language workshops in its educational centres, and these are organised depending on each educational community and its needs.

Actions

c. Options in new settings

In the area of Special Education which attends to the needs of children and adolescents who require a specific type of service, it bears pointing out that Sign Language is an official language and is incorporated in special education as a teaching medium through the participation of Argentine Sign Language Interpreters.

Likewise, beginning in 2010, English has begun to be taught optionally in schools belonging to the Special Education Department.

d. Access to information

The “GCBA Linguistic Policies Bulletin” (*Boletín de Política Lingüística – GCBA*) periodically publishes information regarding activities organised by state organisations, universities, instructor training institutes and associations, for all those related to foreign languages, their teaching and propagation. By subscribing to the group through the Language Department’s web site or directly at <http://groups.google.com/group/politicalinguisticagcba> the mailings can be received along with access to previous publications.

It is also possible to access tools related to the teaching of foreign languages through the Integrar.bue.edu.ar page. Here materials that have been produced by instructors, language assistants, certificate students and other students can be found.

Early start

The international trends based on the conclusions of studies into language acquisition indicate that language instruction is conducted at increasingly earlier ages. While in the early Twentieth Century the general trend was to add an additional language only during high school, currently language instruction tends to begin at elementary level, as early as the first year.

Beyond its institutes that specialise in foreign languages, the City set an early trend in the 1960s with the introduction of a foreign language beginning in the fourth grade of elementary school. Later this innovation would be expanded to include half-day schools.

Plurilingual schools are created as the Twenty First Century dawns, offering intensive instruction (8 hours weekly) in a foreign language at the elementary level, with the incorporation of a second foreign language in Fourth Grade. This program has been implemented in 26 schools, and includes classes in English, French, Italian and Portuguese.

Actions

a. Elementary level – Incorporation of foreign languages

Beginning in 2009, continuing the tradition of the City of Buenos Aires and in response to an established demand for fluency in a second language, foreign language instruction has been incorporated into curricula beginning in the First Grade in all schools within the Department of Elementary Education. In most schools, instruction in English has been incorporated, although some schools have expanded to include French or Italian at the entry level, since these languages were already being offered beginning in Fourth Grade. The program includes the purchase of books for student and instructor use and for each school's library. Indirectly all of this results in impacting families educationally, but primarily at the school level of language instruction and learning.

b. Languages in Preschool

Although foreign language instruction in preschool is widely implemented in privately administered schools, its implementation in state-run institutions is still in its incipient stages.

The Instituto Superior del Profesorado de Educación Inicial "Sara C. Eccleston" offers a Specialisation in Foreign Languages (English) in its Preschool Teaching Certification Program which provides an introduction to teaching children foreign languages. Another Specialisation in this same program focuses on Bilingual Intercultural Education.

In other Preschool institutions, certain language instruction practices are included as part of their instructor training programs.

Training and development

The city offers a wide variety of initial instruction and continuing education programs for instructors and translators. The advanced institutes offer teacher training programs in English, German, French, Italian and Portuguese, as well as scientific/technical and literary instructor training programs. Similarly, the City's universities offer programs in teacher training, legal translation and advanced degrees in several languages.

In addition, the last decade has seen an increase in the creation of postgraduate degree programs, particularly Specialisation and Master's degree programs at various universities.

Actions

a. Professional training – for instructors and translators

Within the City of Buenos Aires' initial training offerings there are programs for training teachers and scientific/technical and literary translators.

In addition to its three state-run institutes (*Instituto de Enseñanza Superior en Lenguas Vivas “Juan R. Fernández”, Escuela Normal Superior en Lenguas Vivas “Sofía Esther Broquen de Spangenberg” and Instituto Superior del Profesorado “Dr. Joaquín V. González”*), the city also has Teacher Training Institutes that are under the Private Education Division.

b. Specific instructor certification

The City offers a variety of degrees for teachers oriented toward initial and elementary levels on the one side, and advanced levels on the other. This division arose from a need to preserve the specificity of how instructors are trained with regard to the actual situation of those they will be instructing, taking into account the possibility of performing both offerings.

c. Open training offerings in the CePA

The Anticipation Pedagogy Centre (CePA) offers continuing training for instructors. Here, teachers are given an opportunity to bring themselves up to date, improve themselves and share experiences. In this setting, regular four-month long and intensive courses are offered during school summer and winter recesses. They are held after working hours, and points are awarded for taking them. Foreign language teacher development is also present in the form of correspondence courses, along with other subjects for supplementing various facets of the instructor's job: classroom conflict resolution, social inclusion, evaluation, ICT use, and others.

d. Elementary instructor training

The challenge of implementing language instruction in all of the City's elementary schools makes it necessary for instructors to have supplemental training and continuing education. With this goal, the CePA's team of instructors along with the Language Supervisors have designed a training program that was implemented in 2009 and 2010, and is being continually updated each year to offer quality continuing education.

Evaluation

Evaluation is an integral part of the teaching process. Foreign languages have a long tradition of certifications that accredit various levels of performance. These certifications are useful both in the workplace and academically. For a decade, the City has offered a variety of certificates that accredit several levels of performance. In order for this to be possible, a team of specialists designs, applies and analyses the results produced by students.

Actions

a. Foreign Language Certificates (CLE)

Students who are studying in state and private schools in the City of Buenos Aires have the possibility of having their knowledge of English, French, German, Italian and Portuguese accredited with Foreign Language Certificates. CLEs are free, optional certificates awarded and based on a series of examinations focusing on the criteria and content of the Foreign Language Curriculum Plan of the City of Buenos Aires. These exams can be taken without any pre-requisites and are not sequential.

Elementary school.

- **CLE CIPI – Initial Elementary Language Cycle**
(for students in 4th and/or 5th grade).
- **CLE CIP – Elementary Language Cycle**
(For students below age 14 currently in elementary school).

High school (students over age 15)

- **CLE CIC – Short Language Cycle.** This certification is designed for students who have studied the language in question for at least 180 hours or approximately two to three years.
- **CLE CIL – Long Language Cycle.** This certification is designed for students who have studied the language in question for at least 300 hours or approximately five years.

Students who have studied foreign languages throughout their elementary and high school careers are offered the option of accrediting their skill levels with two certificates:

- **CLE CIE – Extended Language Cycle** (Level III of the Curriculum)
- **CLE CIA – Advanced language Cycle** (Level IV of the Curriculum)

Students that are currently in high school and who opt to accredit only their reading ability in a foreign language may do so by using the CLE CT (Text Comprehension)

b. Production of materials for instructors

With the goal of aiding instructors who work with students who would like to obtain foreign language certificates, the CLE has prepared support materials for theoretical and practical topics related to preparing for the examinations.

Innovation

Innovation occurs through the development of language education in the City. Foreign language instruction in the context of national development, institutes for instructor training that are now over one hundred years old, the implementation of instructing one language in elementary schools followed by a second language, preparation of language professors for the initial level, all of these have done nothing less than demonstrate a vanguard spirit that progresses with time. With the goal of working towards improving quality, various initiatives have been proposed, such as teaching in levels, to improve student performance levels.

Actions

a. Use of technology

Technology has been an integral part of foreign language instruction from the outset. Whether it implied the use of reel-to-reel tape recorders, sophisticated language laboratories, or simple CD players, technological innovations have always been incorporated in so far as they have been available.

In recent years, innovations such as the use of interactive digital screens, or laptops for each student (as in the Comprehensive Plan for Digital Education), have demonstrated the interest that instructors have in making the best possible use of these new technological advances.

b. Multilingualism

Learning a second language helps individuals develop linguistically and aids them in their exchanges with others and their cultures. By learning even more languages, they multiply their ability to progress in their own personal growth in the workplace and socially. Multilingualism contributes to their ability to live in diversity and understand and accept the differences of others. The City places this within the reach of its inhabitants. A multilingual focus aims at targeting the interplay of the different languages a person knows and how they interact in society.

c. Interculturality

Learning a foreign language implies also learning about the culture(s) associated with it, and is the launching point for an intercultural dialogue between individuals and communities.

As a part of the initiatives in this area, the Curriculum and Instruction Department of the Ministry of Education has published material for teaching foreign languages (English, French, Italian, and Portuguese) with an inter-cultural focus.

Interculturality has been given an explicit role in bilingual intercultural education, and is considered a formal modality the National Education Law³, with a special focus on intercultural dialogues with aboriginal peoples. Within this framework, it is crucial that the educational system implement concrete actions for training its instructors.

3. National Education Law N° 26.206 Chapter. XI, Article 52.

3. Language Statistics

In 1968 foreign languages were introduced in the City elementary school curriculum. In 2009 the curriculum offering was extended to first grade incorporating 20,000 pupils during the first year and 60,000 by 2011. As part of this program, during 2009 and 2010, 252,155 first and second grade language books were acquired and distributed to school libraries. In 2011 textbooks will be distributed to all pupils from first to third grade.

In the twenty one CECIEs (*Centros Educativos Complementarios de Idiomas Extranjeros*) of the City of Buenos Aires, children from ages nine to fourteen, are admitted to study French, English, Italian and Portuguese (in a six stage learning process). In 2010 there were 9,049 students on 529 courses.

“Lenguas en los Barrios” is a language learning program (Arabic, German, Chinese, French, English, Italian, and Portuguese) offered in six district centers. In 2010, there were 93 courses providing teaching for 1,834 adult learners (18 + years old).

In 2010, 28 CLE exams (*Certificado de Lengua Extranjera*) were developed and offered in five different languages (German, French, English, Italian, and Portuguese). Enrolled for these exams were 9020 students in 205 centers across the city.

4. Languages and the future

Without trying to predict the future or forecast what will occur in the field of language instruction, and given the actual panorama discussed regarding mother tongues, second languages and foreign languages, it is nonetheless important to establish which trends are being proposed for the future.

If current trends continue, it is likely that the population will require greater and better skills in various languages, and will need opportunities for learning that will span their entire lifetimes. From as early as the 1970's up to the present, there has been discussion in this context of instruction for senior citizens and students with special goals and needs, etc. The growing diversity of contexts in which languages are being taught requires new and innovative instructional techniques.

Within the academic context in particular, the City's panorama offers a progressive perspective for the future. The inclusion of foreign language instruction in the initial elementary cycle indicates a significant increase in the expectations of what students will achieve upon finishing elementary school, and how they will later be articulated in the graded-level work implemented at the middle level. With international trends in mind, it is to be hoped that the multiple learning opportunities provided by the City will allow all of the children in its jurisdiction to have access to at least two languages in addition to their mother tongues.

The centrality of developing interpersonal and intercultural skills is a trend that reaches beyond the field of linguistic education, and its importance will only increase in the future. Learning to work collaboratively in a team both orally and in writing are necessary skills in today's world, and will continue to be so in the future. These activities are conducted in a linguistic medium, and as such the experience individuals have accrued in language instruction will also be of great interest to instructors in other disciplines.

The use of technology has and will continue to play a key role in language classrooms, both in terms of which materials and methods are employed as well as in the dynamics of the classroom itself. This is a one-way street in all educational contexts. Using the most current technology helps students access written and oral texts autonomously, opening the possibility of recording, filming and broadcasting their own work so as to share it with their classmates and others. In this sense, the combination of technology and linguistic ability affords students the opportunity to insert themselves into the community of knowledge and allows them to develop skills that will prepare them for a world that is in a constant state of flux.

The growing presence and visibility of various languages must also be taken into account when they are being taught. Students' experiences outside of the classroom in the language being taught or in others broaden their linguistic consciousness. The interplay between an individual's different languages and communication styles and those of a larger community will no doubt be the object of studies in the future.⁴ The curiosity and motivation actually accrued in these experiences will foment interest in learning languages, and this can be of great use to language instructors.

The demands implied by these situations indicate a need for more and better initial level continuing education for instructors in order to be able to create and implement adequate education programs, design appropriate materials and share knowledge regarding which types of evaluations are most effective.

4. See García (2008).

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6. Institutions and Organisations related to linguistic education

For up-to-date descriptions of the curricula, visit each institution's web site.

Escuela Normal Superior en Lenguas Vivas “Sofía Broquen de Spangenberg”

<http://www.spangenberg.edu.ar/>

Elementary and High School Level

Higher Education: Teaching certificates in English and Portuguese; Degree in English translation.

Instituto de Enseñanza Superior en Lenguas Vivas “Juan R. Fernández”

<http://ieslvf.caba.infed.edu.ar/sitio/index.cgi>

Elementary and High School Level

Higher Education: Teaching certificates in German, French, English and Portuguese. Translation degrees in German, French, English and Portuguese. Post-Graduate: Specialisation in Spanish as a second or foreign language -- ELSE

Instituto Superior del Profesorado “Dr. Joaquín V. González”

<http://institutojvgonzalez.buenosaires.edu.ar/>

Teacher Training programs in French, English and Italian; Diploma in Language Sciences (MA in agreement with Universidad Nacional de Tres de Febrero)

Escuela Normal Superior en Lenguas Vivas “Mariano Acosta”

<http://www.gcba.gov.ar/areas/educacion/escuelas/escuelas/superior/ens02/default.htm>

Elementary and High School Level

Escuela Normal Superior en Lenguas Vivas “Roque Sáenz Peña”

<http://ens1de1.buenosaires.edu.ar/>

Elementary and High School Level

CePA - Centro de Pedagogías de Anticipación

www.buenosaires.gov.ar/areas/educacion/cepa/index.php

CECIEs – Complementary Foreign Language Educational Centres

www.buenosaires.gov.ar/areas/educacion/niveles/primaria/supervisiones/supervision_idiomas/cecies.php

Languages in the Neighbourhoods – Lenguas en los Barrios

www.buenosaires.gov.ar/areas/educacion/niveles/idiomas/lenguas_en_los_barrios.php

Professional Training Centres

www.buenosaires.gov.ar/areas/educacion/formacion_profesional/oferta.php

Integrar homepage:

<http://integrar.bue.edu.ar/>

For information on the CLE:

www.buenosaires.gov.ar/areas/educacion/programas/cle/index.php



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