

**Continuity and Change in EFL Policy: A Comparative Analysis of Bogota's Public
Education under Claudia Lopez' and Carlos Galan's Administrations**

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Abstract

This study analyzes how the bilingual education policies in English as a Foreign Language proposed during the administrations of Claudia López (2020–2023) and Carlos Fernando Galán (2024–2027) focus on how the policies align in their conceptualization, strategic design, or intended impact on English learning. The research adopts a qualitative, descriptive case study approach based on documentary analysis of official educational policies, district development plans, MEN guidelines, and bilingual education reports. *Through the use of comparative document analysis matrixes, the study examines key categories such as policy orientation, teacher development, curriculum support, technology integration, equity considerations, implementation strategies, and educational impact.* The findings indicate that both administrations align structurally with national bilingual education frameworks and recognize English as a strategic component of educational quality and future opportunities. However, each administration frames bilingual education differently according to its political and educational priorities. While the López administration emphasizes inclusion, equity, and post-pandemic recovery, the Galán administration prioritizes modernization, innovation, and competitiveness. The study also identifies limitations regarding measurable EFL outcomes, localized implementation strategies, and evaluation mechanisms. Consequently, the research highlights the need for future bilingual education policies that respond more effectively to the contextual realities and educational inequalities present in Bogotá's public education system.

Keywords: Bilingual education policy, English as a Foreign Language (EFL), public education, Policy implementation, educational policy analysis.

Resumen

Este estudio analiza cómo las políticas de educación bilingüe en inglés como Lengua Extranjera (EFL) propuestas durante las administraciones de Claudia López (2020–2023) y Carlos Fernando Galán (2024–2027) se alinean en su influencia sobre el aprendizaje del inglés dentro del sistema de educación pública de Bogotá. La investigación adopta un enfoque cualitativo, descriptivo y de estudio de caso basado en el análisis documental de políticas educativas oficiales, planes distritales de desarrollo, lineamientos del Ministerio de Educación Nacional (MEN) e informes sobre educación bilingüe. Mediante el uso de matrices comparativas de análisis documental, el estudio examina categorías clave como orientación de políticas, formación docente, apoyo curricular, integración tecnológica, consideraciones de equidad, estrategias de implementación e impacto educativo. Los hallazgos indican que ambas administraciones se alinean estructuralmente con los marcos nacionales de educación bilingüe y reconocen el inglés como un componente estratégico de la calidad educativa y de las oportunidades futuras. Sin embargo, cada administración aborda la educación bilingüe desde prioridades políticas y educativas diferentes. Mientras la administración de López enfatiza la inclusión, la equidad y la recuperación posterior a la pandemia, la administración de Galán prioriza la modernización, la innovación y la competitividad. El estudio también identifica limitaciones relacionadas con resultados medibles en EFL, estrategias de implementación localizadas y mecanismos de evaluación. En consecuencia, la investigación resalta la necesidad de futuras políticas de educación bilingüe que respondan de manera más efectiva a las realidades contextuales y a las desigualdades educativas presentes en el sistema de educación pública de Bogotá.

Palabras Clave: política de educación bilingüe, inglés como Lengua Extranjera (EFL), educación pública, implementación de políticas, análisis de políticas educativas.

Contextualization

Education in Colombia has undergone significant transformations in recent decades, aimed at improving both the quality and equity of education for students across different regions and educational levels in the country. Cities like Bogota, educational and political strategies have been implemented to ensure that all students, regardless of their socio-economic background, have equal access to quality education in public schools. In this context, a key aspect of education conditions improvement has been the enhancement of education in a foreign language, with a particular emphasis on English, which is widely regarded as a universal language in today's globalized world. According to the Ministry of National Education (2021), English proficiency is now seen as an essential skill for economic and social mobility, both within Colombia and internationally.

An overview of Bogota's public education system reveals that several challenges continue to delay the effective implementation of bilingual education policies focused on English as a foreign language. *“Studies and official reports highlight persistent inconsistencies in program execution, limited teacher training opportunities, and unequal access to pedagogical and technological resources across schools”* (Ordóñez, 2023) reflected on the evaluation of student learning and its outcomes. These gaps are further aggravated by differences in infrastructure among localities and by policy discontinuity between successive administrations, which often interrupts ongoing initiatives and limits long-term progress (Miranda Montenegro, 2024).

Despite the importance of English as a global language and its place in the country's educational policy, research on the effectiveness of recent educational reforms on improving English proficiency remains limited, particularly regarding measurable gains in communicative competence and standardized assessment outcomes within the public education sector (Ordoñez, 2023). Fandiño-Parra (2014) addressed this limitation examining the tension between policy design and classroom realities demonstrating that bilingual education initiatives in Bogotá often reveal inconsistencies between linguistic policy, curricular guidelines, and actual school conditions.

The policies introduced by the mayors of Bogotá, Claudia López from 2020 to 2023, and the current mayor, Carlos Fernando Galán from 2024 to 2027, have sought to reshape the educational landscape in the city. Although, there are no official studies that reflect their impact. These policies, that have been primarily focused on English as a foreign language (EFL) - rather than other languages, have been created with different scopes, priorities, and methods of implementation based on the interests identified and evaluated by each administration.

The administration of Claudia López (2020–2023) emphasized inclusion, teacher training, and digital transformation as mechanisms for ensuring equitable access to quality English education for public education as established in Lopez' *Local Development Plan* (Plan Distrital de Desarrollo in Spanish). Initiatives such as *Aprende en Casa* and expanded teacher development programs sought to mitigate learning gaps exacerbated by the COVID-19 pandemic while embedding bilingualism within a framework of social justice and digital literacy (Secretaría de

Educación del Distrito [SED], 2022). In contrast, Carlos Fernando Galán, who became the mayor of Bogotá in 2024, has reframed, in his *Local Development Plan* (Plan Distrital de Desarrollo in Spanish), bilingualism policy as a driver of educational innovation and global competitiveness. His plan prioritizes the modernization of pedagogical practices, integration of digital tools, and establishment of international partnerships to enhance English instruction in public schools. Galán's government has announced collaborations with organizations such as the British Council to strengthen teacher certification and promote English language learning as part of his vision for a “bilingual and innovative Bogotá” (Galán, 2024).

Challenges such as the interruption of ongoing initiatives and limitation of long-term progress between successive administrations underscore the importance of examining policy alignment and continuity across administrations. This said, understanding whether the English-focused bilingual policies of Claudia López and Carlos Galán demonstrate continuity or divergence is critical for evaluating Bogotá's capacity to sustain coherent educational reform. The analysis of these English-focused bilingual policies also sheds light on how governance, planning, and teacher agency interact to shape English learning experiences in the city's public education system (Ordóñez, 2023).

This research aims to present the analysis and contrast of bilingual education policies for English as a foreign language developed under the López (2020–2023) and Galán (2024–2027) administrations in Bogotá's public education system. This research also examines how both governments have articulated their approaches to bilingualism, particularly in terms of goals, strategies, and implementation processes. By reviewing policy documents, official reports, and

academic literature, in alignment to the general objective, seeks to identify areas of orientation and between the two administrations and to interpret how these reflect broader trends in Bogotá's educational planning, governance, and commitment to English language learning.

Research Statement

In Bogotá's public education system, the promotion of bilingualism—centered on English as a foreign language—has become a key element of recent educational policies. This focus aligns with Colombia's broader national strategy to strengthen English proficiency as a means of enhancing academic competitiveness, employability, and social inclusion (Miranda Montenegro, 2024). Bogotá's bureau of education (*Secretaría de Educación del Distrito* - SED) has sought to translate these national priorities into local initiatives that promote equitable access to English learning within public schools. However, the articulation between national goals and district-level policies has not always been coherent, leading to uneven progress across schools and localities. In addition, the absence of consistent evaluation mechanisms has limited the ability to measure how these policies contribute to improving English language outcomes or to reducing educational inequities. Consequently, the bilingual education agenda in Bogotá continues to face challenges in achieving its intended goals of equity, quality, and continuity (Ordóñez, 2023; SED, 2022).

Public schools in Bogotá face multiple challenges that hinder the overall quality of education. These challenges include inadequate infrastructure, insufficient resources, and disparities in teaching quality, particularly in subjects like English. In a study by Romero and Pérez (2022),

the authors highlight that public schools in Bogotá often lack the necessary resources to implement effective foreign language programs, leading to gaps in students' English proficiency compared to their private school counterparts. Additionally, there is a lack of consistency in the teaching methods and the application of educational policies across different schools in the city.

According to the latest available *Saber 11 exam* results from 2023–2024 (ICFES, 2025), the average English score of students in Bogotá's public schools remains significantly lower than that of students from private institutions. Taking into consideration that The Saber 11 examination is a national standardized test administered by the Instituto Colombiano para la Evaluación de la Educación (ICFES) to assess the academic competencies of students completing secondary education in Colombia. It measures performance in core areas such as mathematics, reading, social studies, natural sciences, and foreign languages, and serves as a requirement for both high-school graduation and access to higher education (ICFES, 2024).

During the administration of Carlos Fernando Galán (2024–2025), Bogotá's bilingual education policy has been reframed through a vision of educational innovation and internationalization, prioritizing digital pedagogy, global partnerships, and English proficiency as indicators of modernization. Collaborations with institutions such as the British Council have sought to strengthen teacher certification processes and expand the city's access to English language learning (SED, 2025). This orientation contrasts with that of Claudia López's government (2020–2023), which focused on inclusion, digital access, and equity through initiatives such as *Aprende en Casa* and large-scale teacher training programs (SED, 2022). While López's approach linked bilingualism with social justice and digital transformation, Galán's emphasizes

global competitiveness and innovation. Examining how these policies align or diverge reveals the extent to which Bogotá's bilingual education agenda reflects continuity or change, as well as the broader implications for policy coherence in the city's public education system.

The alignment or divergence between the bilingual education policies of the López and Galán administrations has direct implications for the quality and equity of English instruction in Bogotá's public schools. Although both governments have promoted English learning as part of their educational agendas, persistent gaps through generalized policy objectives, limited implementation detail, weak monitoring provisions, unclear performance indicators, and insufficient contextual adaptation strategies continue to limit policy effectiveness, including insufficient teaching hours, shortages of qualified teachers, and unequal access to instructional and technological resources. These differences reveal that bilingualism initiatives often face structural and pedagogical barriers that hinder their continuity and impact across different localities. Scholars emphasize that fragmented implementation, policy discontinuity, and lack of long-term planning reduce the sustainability of bilingual education efforts and widen existing inequalities within the system (Jaramillo Calderón, 2025). Addressing these challenges requires coherent and sustained policies that ensure consistency, teacher empowerment, and equitable access to English education in Bogotá's public sector.

One factor that may explain this lack of progress is the issue of policy discontinuity across administrations. *“Although both López and Galán speak to bilingualism goals, changes in priorities, funding mechanisms and institutional partners may interrupt or reconfigure ongoing programs. Such discontinuities reduce the likelihood that schools will build on prior capacity*

and may create redundancies or implementation gaps limiting positive results in the Saber 11 exam” (Quintana & Bello-Serna, 2020).

Although Bogotá has made notable progress in developing bilingual education policies focused on English, limited research has examined the degree to which these initiatives are aligned across successive administrations. Most existing studies analyze bilingual programs in general terms or emphasize linguistic outcomes, leaving a gap in understanding how political priorities, resource allocation, and institutional continuity influence policy coherence in the city (Jaramillo Calderón, 2025; Ordóñez, 2023). This lack of comparative and longitudinal analysis prevents a deeper comprehension of how bilingualism is governed as a public policy field in Bogotá’s education system. By exploring this gap, the present study seeks to contribute a structured examination of bilingual education from a policy-analysis perspective, emphasizing alignment, consistency, and governance rather than classroom practice or language performance.

Research question

Based on all the above, the research question that guides this study is:

How do bilingual education policy proposals in English as a foreign language outlined in the development plans from the administrations of Claudia López (2020–2023) and Carlos Fernando Galán (2024–2027) align in their influence on English learning in Bogotá's public education system?

Main objective

To analyze how bilingual education policy proposals in English as a foreign language outlined in the development plans from the administrations of Claudia López (2020–2023) and Carlos Fernando Galán (2024–2027) align in their influence on English learning in Bogotá's public education system.

Specific Objectives

- To categorize bilingual education policies that ruled in Bogota from 2020 to 2027 regarding EFL teaching and learning in public schools.
- To compare between bilingual education policies that ruled in Bogota from 2020 to 2027 in public schools.
- To interpret how the observed policy alignment reflects broader trends in Bogotá's educational planning and governance.

Literature Review

Over the past two decades, Colombia has made sustained efforts to strengthen English education through a combination of national and local bilingual policies. The implementation of the Programa Nacional de Bilingüismo (PNB), launched by the the Ministerio de Educación Nacional (MEN) in 2004, together with subsequent initiatives such Colombia Bilingüe has sought to improve students' English proficiency as a key factor for academic mobility, employability, and international integration (MEN, 2016; Miranda Montenegro, 2024). Within this context, Bogotá has positioned itself as a central actor in promoting bilingual education, particularly in public schools, where English instruction is often constrained by resource limitations, teacher shortages, and unequal access to training opportunities (Ordóñez, 2023; SED, 2022). These persistent differences between policy design and classroom realities highlight the tightness between the ambitious goals of bilingual education and the complex social and institutional conditions in which they are implemented.

The role of Colombian national language policy has been central to the development of English language education in the country. One of the most influential initiatives was the Programa Nacional de Bilingüismo (PNB), a policy strategy launched by the Ministerio de Educación Nacional (MEN) launched in 2004, marked a foundational step toward improving English education in Colombia. The initiative sought to elevate English teaching through standardized training, curriculum reform, and partnerships with international organizations such as the British Council. As Sánchez and Velasco (2015) noted, the PNB aimed to produce a bilingual community by 2019. However, implementation challenges quickly emerged. Teacher shortages, regional inequalities, and curriculum misalignment hindered its impact, especially in economically disadvantaged urban areas like Bogotá.

Recent literature on bilingual education in Bogotá has increasingly emphasized the need to examine how local educational policies evolve across different administrations and how these shifts affect English learning outcomes. Studies such as those by Jaramillo Calderón (2025) and Quintana & Bello-Serna (2020) indicate that while bilingualism policies are recurrently prioritized in political agendas, their implementation often lacks coherence and continuity. Quintana-Arias and Bello-Serna (2020) explores in her study how English teaching policies are interpreted and applied in a public school in Bogotá. Their research analyzes the relationship between national bilingual education policies and the actual classroom practices that emerge from them. Using a qualitative approach based on classroom observation and document review, the authors examine how teachers adapt official EFL guidelines to their specific social and cultural contexts.

The study finds *that while Colombia's bilingualism policies promote English as a tool for progress and inclusion, their implementation often fails to consider the local realities of public schools, such as limited resources and the presence of diverse linguistic and cultural identities.*

Recent research argues that bilingual education policies become more effective when they incorporate contextualized implementation strategies, recognize differences in school resources, strengthen teacher support systems, and adapt policy expectations to the social and institutional conditions of each educational setting (Ramos, 2024).

Policies that are too general or disconnected from school realities risk reinforcing inequality rather than reducing it. This research is relevant to the present study because it highlights how English education policies in Bogotá can differ between what is written in official plans and what occurs in practice.

By focusing on the contrast between policy discourse and local implementation, the study provides a useful framework for analyzing how the bilingual education policies of Claudia López and Carlos Galán align—or fail to align—with the actual needs of Bogotá’s public schools.

Ordóñez (2012) examined how bilingual education policies in Colombia connect to teacher learning and professional development. Her research analyzed national EFL guidelines, curriculum standards, and teacher training programs, using a qualitative approach that combined document review with classroom observation. The study found that policy efforts often fail because they focus on theoretical objectives rather than the real conditions teachers face in schools. Ordóñez argues that improving English learning depends not only on curriculum reforms but also on supporting teachers through continuous professional development and opportunities to reflect on their teaching practices. The contribution of this study is the understanding that links between policy design and teacher capacity, a key factor in the success of English language initiatives in public education. By emphasizing the need for alignment between political objectives and pedagogical realities, Ordóñez provides an analytical foundation for examining how government policies influence the practical implementation of English teaching reforms in urban education systems such as Bogotá’s.

Nguyen (2018) investigated Vietnam's *National Foreign Languages Project 2020*, a large-scale government policy aimed at improving English language proficiency across the education system. The study employed a mixed-methods design combining policy document analysis, teacher interviews, and program evaluations to assess the effectiveness of national strategies for teacher development and curriculum reform. The findings reveal that despite substantial investment, the project encountered major obstacles related to uneven teacher qualifications, lack of localized materials, and unrealistic national proficiency targets. Nguyen concludes that English education policies require flexible planning, context-specific goals, and sustained monitoring to remain effective over time.

This study is significant because it demonstrates how large-scale English language policies may face implementation challenges when policymakers do not adequately consider local educational conditions. Nguyen (2018) found that factors such as uneven teacher qualifications, limited access to contextualized teaching materials, and ambitious proficiency targets reduced the effectiveness of Vietnam's National Foreign Languages Project 2020. These findings are particularly relevant to the Colombian context, where studies on bilingual education policies have also identified challenges related to teacher preparation, resource allocation, and differences in implementation across public schools (Ordóñez, 2022). By highlighting the importance of contextual adaptation and continuous policy evaluation, the study provides a useful framework for examining how bilingual education policies in Bogotá address—or fail to address—the realities of English language teaching in the public education system.

The British Council's (2019–2020) comparative reports on bilingual and English language education policies examine how countries design and implement large-scale EFL initiatives across varied socio-economic contexts. These studies employ a combination of survey data, policy analysis, and case studies from Latin America, Asia, and Europe to identify key elements that support successful bilingual policy outcomes. The main conclusions suggest that effective English education policies depend on three interrelated factors: long-term teacher training systems, curriculum alignment with local needs, and structured evaluation frameworks. The research also warns that applying uniform models of bilingualism without considering national or local realities can deepen educational inequalities. This form of research is valuable for understanding how policy coherence and contextual adaptation determine the success of English language reforms. It provides evidence that bilingual education initiatives must integrate social equity considerations, monitoring systems, and sustainable teacher preparation models to achieve inclusive and lasting results. These findings contribute to the broader discussion on how cities can design bilingual education policies that balance international competitiveness with local educational realities.

Romero and Pérez (2022) analyzed how English education policies have been implemented in Bogotá's public schools, focusing on the relationship between policy goals and school resources. Their study used a documentary and descriptive approach, examining district education reports and school management data to understand the main limitations that affect English instruction. The authors found that although Bogotá's bilingual education plans set ambitious goals for English proficiency, many public schools lack the necessary conditions—such as technology, teacher training, and suitable classroom environments—to achieve these targets. Their findings reveal that the gap between policy expectations and school realities continues to challenge the effectiveness of bilingual education initiatives.

This research is especially relevant for the current study because it provides clear evidence of the structural limitations that influence how English policies are implemented at the local level. By highlighting the importance of resources and monitoring systems, Romero and Pérez's work helps identify concrete elements, like funding, training programs, and implementation follow-up, that can be used to evaluate the continuity and coherence of the bilingual education policies developed under the López and Galán administrations.

While government reports often emphasize improvements in English proficiency and access to resources, independent evaluations reveal a more nuanced—and frequently contradictory—picture. For example, the Ministerio de Educación Nacional in 2021 cited progress in bilingual training and digital tool deployment (MEN, 2021), yet Romero and Pérez (2022) documented ongoing deficits in classroom materials, uneven curriculum application, and disparities in teacher quality. This gap between official discourse and empirical evidence suggests a need for greater transparency and critical evaluation of public education programs.

Many reforms are launched with strong rhetorical backing but lack mechanisms for systematic monitoring and accountability. As a result, initiatives with promising goals may yield limited, if any, long-term impact.

In Chile, the government's bilingual education strategy called Programa Inglés Abre Puertas (PIAP) emphasizes early English instruction in primary schools, supported by consistent teacher mentoring and widespread access to digital learning tools. According to the British Council (2020), one of the key strengths of Chile's model is its focus on both pedagogy and infrastructure. By providing targeted professional development and pairing it with robust curriculum reforms, Chile has seen measurable improvements in student performance on language assessments, particularly in public institutions. While in Vietnam offers another compelling example through its National Foreign Languages Project 2020. This initiative included nationwide training programs, regional English resource centers, and customized curricula tailored to students' linguistic backgrounds and socioeconomic conditions. A critical factor in Vietnam's success was its emphasis on regional adaptability—ensuring that urban and rural schools alike received differentiated support based on their specific needs. Sustained government investment and strong coordination between ministries of education, technology, and labor contributed to the program's broad and lasting impact.

Costa Rica, on the other hand, has achieved progress in English language education by fostering community engagement and public-private partnerships. The inclusion of parents, local businesses, and international NGOs in language initiatives helped reinforce learning beyond the classroom. Schools that implemented collaborative programs—such as volunteer language exchanges and weekend immersion camps—reported higher student motivation and greater retention of language skills.

From these international examples, several common lessons emerge that are relevant for Bogotá. First, successful programs share a commitment to long-term policy continuity, allowing reforms to mature and produce sustained outcomes. In contrast, bilingual education initiatives in Bogotá often depend on the priorities of each administration, which may limit the continuity of specific strategies over time. Second, these programs prioritize teacher training and retention, ensuring that instructors are not only well-prepared but also motivated to remain in the public education system. Although Bogotá's policies include teacher development initiatives, policy documents provide limited information regarding long-term retention strategies and measurable improvements in English proficiency. Third, countries such as Chile and Vietnam emphasize context-sensitive implementation by adapting resources and methodologies to local educational realities. By comparison, bilingual education policies in Bogotá tend to establish broad objectives while providing fewer guidelines for adapting English language teaching to the diverse socioeconomic and institutional conditions of public schools. These differences highlight the importance of examining how policy objectives translate into implementation within Bogotá's educational context.

Conceptual framework

As stated previously, this research seeks to analyze how bilingual education policies in English as a foreign language developed under the administrations of Claudia López (2020–2023) and Carlos Fernando Galán (2024–2027) align in their influence on English learning within Bogotá’s public education system. In order to conduct this analysis, it is necessary to first examine the regulatory and conceptual foundations that shape EFL policy in Colombia at both the national and local levels. Understanding how and why bilingual education policies have evolved provides essential context for interpreting their objectives, implementation strategies, and potential impact. English learning conditions. Additionally, reviewing scholarly perspectives on key concepts such as bilingual education, English as a foreign language, policy alignment, and teacher development allows for the construction of a solid conceptual framework. Therefore, the following section develops these core concepts and regulatory foundations to support the comparative analysis undertaken in this study.

National and Local Regulatory Framework for EFL Teaching in Colombia

English as a Foreign Language (EFL) teaching in Colombia is regulated through a combination of national legislation and local educational planning instruments. At the national level, Law 115 of 1994 (Ley General de Educación) establishes foreign language instruction as a mandatory component of basic and secondary education. This legal foundation was strengthened through Law 1651 of 2013 (Ley de Bilingüismo), which formally positioned English as a strategic priority within Colombia’s education system. The Ministerio de Educación Nacional (MEN) operationalized this mandate through initiatives such as the Programa Nacional de Bilingüismo (PNB) released in 2004, and later Colombia Bilingüe in 2017, aiming to align English proficiency

standards with the Common European Framework of Reference (CEFR) (MEN, 2016). These national regulations frame bilingualism primarily as English proficiency and link it to competitiveness, mobility, and economic development.

In addition to legislative mandates, the Ministerio de Educación Nacional (MEN) established the curricular foundations for foreign language teaching through the *Lineamientos Curriculares para Idiomas Extranjeros* (1999), which promote communicative language teaching, intercultural competence, learner autonomy, and institutional curriculum flexibility as guiding principles for English language education. Building upon these guidelines, the MEN later issued the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (2006), which define expected proficiency levels across grade levels. These standards establish benchmarks aligned with CEFR descriptors (A1–B1), thereby introducing measurable targets for English learning outcomes. National policies emphasize communicative competence, teacher professional development, and quality assurance mechanisms. However, several scholars have noted persistent implementation gaps between policy expectations and public-school realities, particularly regarding teacher preparation and resource allocation (Ordóñez, 2012).

At the local level, Bogotá’s Secretaría de Educación del Distrito (SED) translates national mandates into district-specific development plans and technical guidelines. The Plan Distrital de Desarrollo 2020–2024 under Claudia López and the Plan Distrital de Desarrollo 2024–2027 under Carlos Fernando Galán incorporate bilingual education within broader strategies of quality improvement and innovation. While both administrations align with national bilingual goals, they frame English education within distinct political narratives—equity and digital access in the

López administration, and modernization and global competitiveness in the Galán administration. These local regulatory adaptations form the institutional basis for the comparative analysis undertaken in this study.

EFL Teaching in Colombia: Purposes, Implications, and Current Challenges

The promotion of English in Colombia reflects broader global trends that position English as a lingua franca for academic, economic, and technological participation (British Council, 2020). In developing contexts, EFL policies often serve dual purposes: enhancing international competitiveness while addressing domestic inequalities in educational access. In Colombia, English proficiency is associated with improved higher education opportunities, employability, and social mobility. Consequently, bilingual education has been framed as both an economic strategy and a social inclusion policy.

Despite this emphasis, empirical studies indicate that public-school students frequently underperform in English proficiency compared to private-school counterparts, particularly in standardized assessments such as the Saber 11 examination. For example, *the study Nivel de suficiencia y percepciones de profesores de inglés: Implementación de una política de bilingüismo* found that structural factors—including insufficient teacher training, limited exposure to authentic language use, and unequal access to technological and educational resources—continue to hinder the effective implementation of bilingual education policies in Colombia (Ramos, 2024; British Council, 2020). These findings suggest that policy intentions do not automatically translate into measurable proficiency gains, highlighting the importance of examining implementation processes rather than policy rhetoric alone.

In Bogotá specifically, English instruction has expanded in curricular presence, yet disparities remain across schools and localities. The post-pandemic educational recovery period further emphasized digital learning platforms and hybrid teaching strategies, reshaping the landscape of EFL instruction. These contextual factors make Bogotá an appropriate case for examining how policy alignment across administrations may influence English learning conditions within a large urban public education system.

Characteristics of EFL Policy Design and Analytical Dimensions for Comparison

Educational policies related to EFL typically include several core components: *(1) a conceptual vision of bilingualism, (2) clearly defined objectives, (3) teacher development strategies, (4) implementation mechanisms, (5) resource allocation, (6) equity considerations, and (7) evaluation frameworks* (Creswell, 2018; Johnson & Christensen, 2020). These elements determine whether a policy is merely declarative or operationally viable. Effective EFL policy design requires coherence among these components and alignment between national standards and local execution.

The vision of bilingualism refers to the ideological framing of English within educational discourse—whether it is presented as a tool for competitiveness, inclusion, innovation, or intercultural communication. Policy objectives define measurable or aspirational goals related to proficiency levels or access expansion. Teacher development encompasses professional training, certification, and pedagogical support mechanisms necessary for instructional quality. Implementation strategies involve partnerships, curricular adjustments, and institutional coordination. Equity considerations address whether policies explicitly seek to reduce socio-

educational gaps. Finally, evaluation frameworks determine how progress is monitored and assessed.

These analytical dimensions constitute the comparative framework for examining the López and Galán administrations. By defining each component conceptually and operationally, the study establishes a structured lens through which policy alignment can be assessed. Alignment, in this context, refers to the degree of coherence between administrations in terms of vision, objectives, implementation mechanisms, and their potential influence on English learning conditions within Bogotá's public education system. This structured comparison enables a systematic evaluation of continuity, divergence, and policy evolution across political periods.

Research Design

This study adopts a qualitative, descriptive case study design to *examine how bilingual education policies focused on English were conceptualized and implemented under the administrations of Claudia López (2020–2023) and Carlos Fernando Galán (2024–2025) in Bogotá*. According to Creswell and Creswell (2018), a qualitative approach is appropriate because it enables an in-depth exploration of policy documents, institutional reports, and contextual factors that shape educational decision-making within the public system. As a descriptive study, it aims to provide a detailed and systematic account of the orientations, priorities, and policy mechanisms proposed by each administration, allowing the phenomenon to be understood within its natural context (Johnson & Christensen, 2020). The case study methodology positions Bogotá as a bounded case, allowing for a holistic examination of policy continuity and change within a single urban governance context. According to Yin (2018), case studies are appropriate when researchers seek to investigate a contemporary phenomenon within its real-life context using multiple sources of evidence. Drawing on official policy documents, institutional reports, and national educational guidelines, this approach captures the complexity of bilingual education policymaking and highlights how political agendas, institutional capacities, and local conditions influence the development of English-focused educational initiatives.

Sample

This study analyzes a purposefully selected sample of policy documents, rather than a human population, to examine how bilingual education has been framed and implemented in Bogotá. The corpus includes key national and local policy instruments such as Law 1651 of 2013 (Ley de

Bilingüismo), the Programa Nacional de Bilingüismo technical reports, and district planning documents including the Bogotá Educación de Calidad Plan (SED, 2020–2023) and the Plan de Desarrollo Distrital 2024–2027 under Mayor Carlos Fernando Galán. Additional materials include evaluation reports of the Colombia Bilingüe program, district-level monitoring reports on English instruction, and peer-reviewed academic literature on English education in Colombian public schools. To ensure relevance, the document sample is limited to materials published between 2017 and 2024, with inclusion criteria prioritizing direct relevance to Bogotá’s public education sector and English language policy. Following Prior (2008), the analysis incorporates both official documents and independent evaluations to balance institutional perspectives and reduce potential political or administrative bias.

Instruments

In this study, the primary instrument used to identify topics and organize the documentary data are a set of Document Analysis Matrices, specially designed for qualitative case study research. These matrices function as structured analytical tools that enable the systematic extraction, classification, and comparison of information from policy documents. As noted by Creswell (2018) and Johnson and Christensen (2020), matrices in qualitative research support the identification of patterns across textual data by ensuring that all sources are examined using consistent and transparent criteria. In this study, the use of matrices is particularly appropriate because it allows for the organization of complex policy components—such as objectives, implementation strategies, and evaluation mechanisms—across two different administrations, thereby facilitating a rigorous comparative analysis of bilingual education policies in English as a foreign language.

The instruments consist of three complementary matrices, each aligned with the core analytical categories of the study. The first matrix, *Vision of Bilingualism and Policy Objectives* as in Annex 1, is designed to capture how each administration conceptualizes bilingualism and defines its goals for English learning. The second matrix, *Implementation Mechanisms* as in Annex 2, focuses on the operational dimension of policy, including teacher development, programs, institutional partnerships, and the use of technology. The third matrix, *Evaluation, Conditions, and Policy Support* as in Annex 3, examines how policies address learning conditions, resource allocation, equity considerations, and evaluation processes. Each matrix includes guiding questions and subcategories that function as coding criteria, allowing the researcher to extract and synthesize relevant information from each document in a systematic manner.

These instruments were developed through an iterative process based on an initial review of the selected documents and the analytical categories defined during the research design stage under approval by an expert as in Annex 4. The structure of each matrix reflects both pre-established categories—derived from the conceptual framework. Additionally, a comparative dimension is embedded within each matrix by including parallel columns for the López and Galán administrations, which allows for direct identification of similarities, differences, and gaps in policy discourse and design. Following Hernández Sampieri (2018), this flexible yet structured approach enhances the depth and credibility of the documentary analysis while maintaining alignment with the qualitative nature of the study.

Ethical aspects

The study also addresses the challenge of maintaining comparability between the two administrations. It recognizes that educational outcomes are influenced by long-term processes and that some reforms may have cumulative effects or face delayed implementation. Therefore, attention will be given to identifying overlapping timelines, shifts in resource allocation, and external factors such as post-pandemic educational recovery or digital infrastructure constraints. By narrowing the scope to a specific city, time frame, and subject area, this research design aims to generate context-sensitive insights into the complex interaction between public policy and language education in Bogotá's public schools.

Data Analysis and Discussion

Methodology for data analysis

As discussed in the literature review, this project analyzes how the bilingual education policies in English as a Foreign Language proposed during the administrations of Claudia López (2020–2023) and Carlos Fernando Galán (2024–2027) align in their influence on English learning in Bogotá's public education system. To achieve this objective, the study adopts a qualitative case study approach based on documentary analysis of official policy documents, including Bogotá's *Planes Distritales de Desarrollo*, *MEN bilingual education guidelines*, and *reports from the Secretaría de Educación de Bogotá*. This research uses Document Analysis Matrixes to organize and compare information systematically across categories such as policy orientation, teacher development, curriculum support, technology integration, equity, and educational impact. These

matrixes facilitate the identification of similarities, differences, and gaps in the EFL policies proposed by both administrations.

Categorization

The documentary analysis followed a systematic process of identification, selection, classification, and interpretation of documents related to bilingual education policy and English as a Foreign Language (EFL) in Bogotá. The documentary corpus covered the period from 2020 to 2025 and included national and district policy texts, development plans, curricular guidelines, technical reports, and academic studies. The primary sources analyzed were the Plan Distrital de Desarrollo Un Nuevo Contrato Social y Ambiental para la Bogotá del Siglo XXI (2020–2024) presented by Claudia Lopez, and the Plan Distrital de Desarrollo Bogotá Camina Segura (2024–2027) by Carlos Galán, the Ministry of Education’s Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, the Currículo Sugerido de Inglés, the Derechos Básicos de Aprendizaje de Inglés, and official ICFES reports on Saber 11 English results. The selection criteria prioritized documents that explicitly addressed English language teaching, bilingual education policy, educational quality, teacher development, or English learning outcomes within Bogotá’s public education system. Documents that referred exclusively to higher education, private education, or educational issues unrelated to EFL policy were excluded from the analysis as they did not address the public education context examined in this research.

The analytical categories emerged from three complementary sources. First, several categories were derived deductively from the theoretical framework of Language Policy and Planning (LPP). Scholars such as Spolsky (2004), Baldauf (2006), and Tollefson (2013) argue that

language policies should be examined through components such as curriculum, language acquisition strategies, teacher preparation, and implementation mechanisms. Consequently, categories such as Teacher Development, Curriculum Support, Programs and Initiatives, and Technology Integration emerged from established theoretical understandings of how governments promote language learning. Second, other categories arose from the Colombian context and the historical development of bilingual education policies. Previous studies have identified persistent concerns regarding educational inequality, access to English learning opportunities, and the gap between policy objectives and learning outcomes in public schools (Ordóñez, 2022; Ramos, 2024). For this reason, categories such as *Equity Considerations*, *Access to English Learning*, and *Educational Impact* became necessary dimensions for understanding how district policies address long-standing challenges within the public education system.

A third group of categories emerged inductively through an initial reading and classification of the selected documents. During the preliminary review of the development plans and policy texts, recurrent concepts, priorities, and discursive patterns appeared across both administrations. For example, the category *Policy Orientation and Conceptualization of Bilingualism* emerged from the contrasting language used in each plan, where the López administration frequently emphasized inclusion, equity, educational recovery, and territorial approaches, while the Galán administration emphasized innovation, modernization, competitiveness, and internationalization. Similarly, Technology Integration emerged as a significant category because both administrations assigned a strategic role to digital tools, although they justified their use through different policy narratives. After identifying these themes, the information was organized into

three document analysis matrices that grouped the findings according to policy orientation, implementation strategies, and educational impact. These matrices functioned as analytical instruments that enabled the systematic comparison of policy discourses, strategic actions, and expected outcomes, while also allowing new themes and patterns to emerge throughout the analysis process.

Category 1: On the side of **Vision of Bilingualism and Policy Objectives**, the analysis of the Matrix 1(Annex 1) reflects on the bilingual education policies proposed during the administrations of Claudia López (2020–2023) and Carlos Fernando Galán (2024–2027) align in several structural and conceptual aspects related to English learning within Bogotá’s public education system. Both administrations maintain continuity with the national bilingualism agenda promoted by the Ministerio de Educación Nacional (MEN), particularly through the adoption of communicative and competency-based approaches to English language teaching. In both development plans, English appears as the principal foreign language associated with educational quality and future opportunities for students in public schools. Likewise, both administrations align their policy discourse with national frameworks such as Colombia Bilingüe, the Estándares Básicos de Competencias en Lenguas Extranjeras, and Law 1651 of 2013, which strengthened the role of English within Colombian education policy (Ministerio de Educación Nacional [MEN], 2006, 2013). Both administrations demonstrate to have a connection on bilingual education with broader educational reform objectives, particularly regarding quality improvement, teacher development, and technology integration within public education.

Despite these similarities, Matrix 1 also reveals important differences in the ideological orientation and strategic discourse used by each administration to justify bilingual education policies. The López administration frames English learning mainly through educational inclusion, equity, and post-pandemic recovery, emphasizing access to opportunities for vulnerable populations within Bogotá's public schools. For example, the Plan Distrital de Desarrollo Un Nuevo Contrato Social y Ambiental para la Bogotá del Siglo XXI associates educational quality with reducing social inequalities and strengthening digital access after COVID-19 (Alcaldía Mayor de Bogotá, 2020). In contrast, the Galán administration frames English learning through modernization, innovation, and global competitiveness. The Plan Distrital de Desarrollo Bogotá Camina Segura connects bilingual education with technological transformation, employability, and future-oriented competencies required in globalized contexts (Alcaldía Mayor de Bogotá, 2024). Consequently, the analysis indicates that both administrations share the objective of strengthening English learning, but they justify bilingual education through different policy approaches. The López administration links English education to reducing educational inequalities and expanding opportunities for vulnerable students, whereas the Galán administration associates it with improving educational competitiveness, technological transformation, and students' readiness for international contexts.

In addition, from the information compiled and reflected as input in Matrix 1 (Annex 1) also demonstrates that both administrations align in their emphasis on technology integration and teacher development as mechanisms for strengthening English learning conditions. The López administration promotes digital inclusion and virtual learning strategies as responses to educational disruptions caused by COVID-19, encouraging schools and teachers to incorporate

online platforms and ICT tools into EFL instruction. Similarly, the Galán administration prioritizes technological innovation and modernization in classroom practices, proposing the incorporation of digital resources and future-oriented educational environments across public institutions. In both cases, teacher development appears as a central component of educational quality improvement, particularly through pedagogical innovation and adaptation to communicative approaches promoted by MEN. Nevertheless, the matrix also reveals that neither administration establishes concrete English proficiency targets for teachers or students, nor do the policies specify detailed mechanisms for evaluating the effectiveness of EFL implementation.

Category 2: Related to Implementation Mechanisms which information was analysed and develop in Matrix 2 (Annex 2), the administrations of Claudia López (2020–2023) and Carlos Fernando Galán (2024–2027) demonstrate an alignment in their recognition of teacher development, technology integration, and curriculum support as essential mechanisms for strengthening English learning in Bogotá’s public education system. Both administrations frame teacher training as a necessary strategy for improving educational quality and adapting public education to contemporary educational demands. In addition, both policy frameworks maintain alignment with communicative and competency-based approaches promoted by the Ministerio de Educación Nacional (MEN), particularly regarding curriculum development and the integration of ICT into educational practices (MEN, 2006). From this Matrix 2, both administrations connect English learning with broader educational modernization processes, encouraging schools to incorporate digital resources, innovation-oriented methodologies, and virtual learning environments into classroom practices. Consequently, both governments preserve continuity

with national bilingual education policies while proposing district-wide educational improvement strategies connected to EFL learning.

Although both administrations prioritize similar implementation components, The analysis from Matrix 2 (Annex 2) discloses important differences in the way each government conceptualizes the purpose of these strategies. The López administration focuses primarily on educational inclusion, pedagogical adaptation, and post-pandemic recovery. For example, the Plan Distrital de Desarrollo 2020–2024 proposes strengthening digital accessibility and supporting vulnerable schools affected by educational interruptions generated during COVID-19 (Alcaldía Mayor de Bogotá, 2020). In this context, the administration frames ICT integration as a mechanism for guaranteeing educational continuity and reducing inequalities in access to English learning opportunities. In contrast, the Galán administration frames teacher development, curriculum innovation, and technology integration through modernization, competitiveness, and future-oriented educational transformation. The Plan Distrital de Desarrollo 2024–2027 emphasizes innovation, institutional efficiency, and global competencies as central educational priorities (Alcaldía Mayor de Bogotá, 2024). Therefore, while both administrations promote similar educational strategies, they justify these initiatives through different political and educational narratives.

Category 3: Evaluation, Conditions, and Policy Support categorized in Matrix 3 (Annex 3) determines the administrations of Claudia López (2020–2023) and Carlos Fernando Galán (2024–2027) align in their intention to strengthen educational quality and improve English learning opportunities within Bogotá’s public education system. Both administrations connect

EFL learning with broader educational reform objectives and recognize the importance of technological integration, institutional support, and public-school improvement strategies. The analysis of this Matrix 3 also reveals that both governments align with national educational frameworks promoted by MEN, particularly regarding competency-based education, digital transformation, and quality assurance mechanisms. In both policy frameworks, educational evaluation appears associated with institutional monitoring systems, quality indicators, and public education improvement goals rather than with localized EFL performance assessment. Consequently, both administrations preserve continuity with the national bilingual education agenda while integrating English learning into broader district educational planning processes.

Despite this continuity, Matrix 3 (Annex 3) proves that each administration frames educational impact and equity considerations differently. The López administration prioritizes educational inclusion and post-pandemic recovery, particularly for vulnerable populations affected by inequalities in digital access and educational continuity. For example, the Plan Distrital de Desarrollo 2020–2024 proposes reducing educational gaps by strengthening access to digital resources, virtual learning environments, and institutional support mechanisms for public schools (Alcaldía Mayor de Bogotá, 2020). In this context, the administration frames English learning as part of a broader strategy for improving social mobility and equal educational opportunities. In contrast, the Galán administration associates educational impact with modernization, competitiveness, and future-oriented competencies. The Plan Distrital de Desarrollo 2024–2027 emphasizes innovation, technological transformation, and institutional efficiency as mechanisms for improving educational quality and preparing students for globalized labor contexts (Alcaldía Mayor de Bogotá, 2024). Therefore, although both policy proposals recognize

English learning as a tool for improving educational quality, they diverge in their strategic orientation. The López administration links bilingual education to equity and social inclusion, whereas the Galán administration associates it with educational innovation, technological transformation, and international competitiveness.

Matrix 3 additionally reveals that both administrations present significant limitations regarding the operationalization and evaluation of EFL policies. Although both governments propose educational quality indicators and district-wide improvement strategies, neither administration establishes concrete English proficiency benchmarks for students or teachers within their policy frameworks. Likewise, the matrix demonstrates that both administrations broadly associate bilingual education with educational quality without detailing localized mechanisms for monitoring English learning outcomes in Bogotá's public schools. Both policy frameworks also depend heavily on schools' technological infrastructure and institutional capacities to implement ICT-supported educational strategies effectively. As a result, schools with limited connectivity, insufficient digital resources, or weaker institutional conditions may experience difficulties implementing proposed bilingual education initiatives consistently. This limitation supports previous findings in Colombian bilingual education research, which highlight persistent gaps between national or local policy objectives and the realities of public-school implementation (Ordóñez, 2022).

Conclusions

As discussed throughout this study, Colombia has promoted multiple bilingual education policies to strengthen English learning within the public education system and prepare students for the academic, social, and professional demands of an increasingly globalized world. Within this national framework, the administration of Claudia López (2020–2023), through the Plan Distrital de Desarrollo Un Nuevo Contrato Social y Ambiental para la Bogotá del Siglo XXI, and the administration of Carlos Fernando Galán (2024–2027), through the Plan Distrital de Desarrollo Bogotá Camina Segura, incorporated English as a Foreign Language (EFL) into their educational agendas, although they proposed different approaches for achieving this objective. The López administration emphasized reducing educational inequalities by strengthening teacher professional development, expanding access to digital learning environments, improving educational continuity after the COVID-19 pandemic, and promoting equitable learning opportunities for students in public schools. In contrast, the Galán administration proposed bilingual education as part of a broader strategy for educational modernization, prioritizing technological innovation, internationalization, institutional efficiency, and the development of competencies associated with employability and global competitiveness. Although both administrations aligned their proposals with the national bilingual education policies established by the Ministerio de Educación Nacional, the differences in their strategic orientation raise important questions about how each government conceptualizes the role of English within Bogotá's public education system. Consequently, comparing both policy proposals is essential to identify areas of continuity and divergence in their objectives, implementation strategies, and projected educational impact, while also determining whether

changes in political leadership produce substantive shifts in the district's approach to bilingual education or merely reframe similar policy goals through different governmental priorities.

Policy Orientation and Conceptualization of Bilingualism indicate that the bilingual education policies proposed during the administrations of Claudia López (2020–2023) and Carlos Fernando Galán (2024–2027) partially align in their influence on English learning within Bogotá's public education system. Both administrations maintain continuity with the national bilingual education frameworks promoted by the Ministerio de Educación Nacional and prioritize teacher development through professional training and certification opportunities, curriculum support through the adoption of national curricular guidelines and competency standards, ICT integration through the expansion of digital learning environments and technological resources for English instruction, and educational quality improvement through strategies intended to strengthen students' communicative competencies and institutional performance.

However, each administration conceptualizes bilingual education through distinct policy orientations. López frames English learning as a mechanism to promote educational inclusion, equity, and post-pandemic recovery by reducing barriers to learning and expanding opportunities for vulnerable student populations. In contrast, Galán positions English as a strategic component of educational modernization, emphasizing innovation, digital transformation, and the development of competencies that respond to international and labor market demands. Furthermore, although both policy proposals articulate ambitious objectives, neither provides sufficiently detailed implementation mechanisms, measurable English proficiency indicators, nor localized evaluation strategies capable of demonstrating how the proposed actions would

translate into improved EFL outcomes across Bogotá's diverse public-school contexts.

Consequently, the study concludes that both administrations align primarily at the structural and discursive levels, while significant gaps remain regarding the operationalization and evaluation of their bilingual education policy proposals.

Policy Implementation and Educational Strategies indicate that the administrations of Claudia López (2020–2023) and Carlos Fernando Galán (2024–2027) align in their intention to strengthen English learning through systemic educational reform within Bogotá's public education system. Both administrations maintain continuity with national bilingual education objectives and prioritize teacher development, curriculum support, institutional collaboration, and ICT integration as mechanisms for improving educational quality. However, each administration adopts a different strategic orientation. López prioritizes inclusion, accessibility, and post-pandemic educational recovery, whereas Galán prioritizes modernization, innovation, and competitiveness within globalized contexts. Additionally, both policy frameworks remain broad regarding measurable EFL outcomes, implementation timelines, and localized institutional support mechanisms. Consequently, the comparative analysis indicates that both administrations align more strongly in their structural educational strategies than in the specificity of their operational implementation processes.

Educational Impact, Equity, and Policy Limitations indicate that the administrations of Claudia López (2020–2023) and Carlos Fernando Galán (2024–2027) align in their general commitment to strengthening English learning conditions within Bogotá's public education system; however, neither policy proposal fully addresses the conditions required to ensure measurable

improvements in English proficiency. While both administrations articulate ambitious objectives, the analysis reveals limited specificity regarding implementation timelines, EFL performance indicators, and monitoring mechanisms capable of evaluating policy effectiveness. From a comparative perspective, the López administration places greater emphasis on reducing educational inequalities and expanding learning opportunities for vulnerable populations, whereas the Galán administration proposes a more future-oriented vision that connects English learning with technological innovation, internationalization, and workforce preparation. Nevertheless, the current administration has the opportunity to strengthen its proposal by complementing this modernization agenda with more explicit strategies for teacher professional development, contextualized curriculum implementation, and continuous evaluation of English learning outcomes through indicators aligned with Bogotá's educational realities.

Prioritizing these elements would contribute to reducing the persistent gap between policy design and classroom practice identified throughout this study and would provide stronger evidence of the effectiveness of bilingual education policies beyond their strategic discourse. Consequently, the study concludes that future bilingual education policies should not only maintain continuity with national frameworks but also establish measurable objectives, localized implementation strategies, and systematic evaluation mechanisms that respond to the diverse needs of Bogotá's public schools.

Finally, this research contributes to the understanding of how local bilingual education policies influence English learning within Bogotá's public education system and highlights the importance of analyzing not only policy discourse, but also the alignment between educational

objectives and implementation strategies. The study demonstrates that although both administrations maintain continuity with national bilingual education frameworks, important gaps remain regarding measurable EFL outcomes, localized implementation, and contextual adaptation in public schools. For this reason, the research may support future studies focused on evaluating the real impact of bilingual education policies on English proficiency, teacher preparation, and educational equity in Bogotá and other regions of Colombia. Additionally, this study encourages future researchers to examine how political priorities shape educational reforms and how public policies can respond more effectively to the social and institutional realities of public education contexts.

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Annexes

Annex 1

Matrix 1 - Vision of Bilingualism and Policy Objectives

Subcategory	Question	López Administration (2020–2023)	Galán Administration (2024–2027)	Comparative Insight
Definition of Bilingualism	How is bilingualism defined or framed?	Bilingualism is mainly framed through English language learning in public education.	Bilingualism is framed as part of educational modernization and innovation	Both administrations define bilingualism mainly through English
		English is associated with educational equity and social inclusion	English is associated with competitiveness and global participation.	Both relate EFL learning to educational quality improvement.
		The policy connects bilingualism to equal opportunities for vulnerable students.	The policy links bilingualism to future labor-market demands.	López prioritizes inclusion and access, while Galán prioritizes competitiveness.
		English learning is presented as part of quality education reform.	English learning is presented as a strategic skill for economic growth.	Both administrations frame English as a tool for students' future opportunities.
		Bilingualism is linked to students' integral and communicative development	Bilingualism is connected to internationalization processes in education	The communicative function of English appears in both policy discourses.
		The administration emphasizes access to English learning across public schools.	The administration highlights innovation-oriented educational transformation.	The ideological focus shifts from equity-centered to innovation-centered language.
Role of English	What role does English play?	English is presented as a mechanism for educational inclusion.	English is presented as a strategic skill for global competitiveness.	Both administrations recognize English as essential for students' futures.
		English supports access to higher education opportunities.	English supports innovation and international engagement.	Both connect English learning with educational quality and opportunity.
		English is linked to social mobility in public education.	English is linked to workforce preparation and employability.	López frames English through social inclusion; Galán through competitiveness.
		The policy emphasizes English as part of digital learning after COVID-19.	The policy connects English learning to technological transformation.	Technology and globalization appear in both administrations' discourse.

		English is associated with reducing educational inequalities.	English is considered a key competency for future economic development.	Both consider English important for participation in broader social contexts.
		English is considered part of strengthening public education quality,	English is associated with modernization of the education system.	The administrations differ mainly in the political orientation of EFL policy.

Policy Objectives	What are the main goals for English learning?	Strengthen English learning in Bogotá's public schools.	Improve educational quality through innovation and EFL development.	Both administrations seek to improve English learning conditions.
		Expand access to bilingual education opportunities.	Strengthen students' global competencies and employability.	Teacher development appears as a shared policy objective.
		Promote teacher development in EFL instruction.	Promote modernization in public education systems.	López prioritizes educational equity; Galán prioritizes competitiveness.
		Support post-pandemic digital education strategies.	Enhance technological integration in language education.	Both administrations incorporate technology into educational planning.
		Improve quality in public education through English learning.	Align educational goals with economic development strategies.	EFL is connected to broader quality education reforms in both cases.
		Reduce educational gaps through language learning initiatives.	Encourage future-oriented skills through English instruction.	Both policies align English learning with long-term development goals.
Key Discourses	What are the keywords?	Equity	Innovation	Both administrations use quality improvement discourse.
		Inclusion	Competitiveness	López uses socially oriented language focused on inclusion.
		Public education quality	Internationalization	Galán uses economically oriented language focused on competitiveness.
		Digital access	Modernization	Innovation and technology appear in both policy narratives.
		Social mobility	Employability	Both associate English learning with future opportunities.

		Educational opportunity	Global engagement	The discourse evolves from social equity toward strategic modernization.
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Target Population	Who benefits from the policy?	Students in Bogotá's public schools.	Students in Bogotá's public schools.	Both administrations focus primarily on public-school communities.
		Teachers in the public education system.	Teachers involved in innovation-oriented educational programs.	Teachers and students remain central beneficiaries in both policies.
		Vulnerable student populations.	Students preparing for global labor-market participation.	López emphasizes vulnerable populations and educational access.
		Schools affected by digital access limitations.	Educational institutions involved in modernization processes.	Galán emphasizes students' preparation for global contexts.
		Secondary education students preparing for higher education.	Youth populations requiring technological competencies.	Both policies frame public education as the main intervention space.
		Public institutions requiring educational support after the pandemic.	Public schools participating in district innovation initiatives.	The target population remains similar, although policy priorities differ.
Alignment with National Policy	How does the policy connect to MEN policies?	Aligns with the objectives established in Colombia's National Bilingualism Program (PNB).	Aligns with MEN frameworks that promote educational modernization through innovation, digital transformation, and the strengthening of quality standards within public education institutions.	Both administrations demonstrate continuity with the Ministry of National Education's bilingual education policies by maintaining English as the principal foreign language promoted within Bogotá's public education system.

		Incorporates the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés proposed by MEN.	Maintains English learning objectives connected to the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés and the competency levels established by the Common European Framework of Reference (CEFR), as promoted by the Ministry of National Education.	The López and Galán administrations adopt competency-based and communicative approaches aligned with MEN guidelines, particularly those established in the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés and the Common European Framework of Reference (CEFR).
		Reinforces communicative approaches to English teaching promoted at the national level.	Reinforces bilingualism as part of innovation and international competitiveness strategies.	While both governments connect English learning to educational quality improvement, López frames bilingual education primarily through equity, inclusion, and access for public-school students, whereas Galán emphasizes modernization, innovation, and global competitiveness.
		Supports equity-oriented educational goals consistent with Law 1651 of 2013.	Supports digital transformation initiatives promoted within national education policies.	Both policies recognize teacher professional development and the incorporation of digital resources as essential mechanisms for strengthening English learning; however, the López administration focuses more on educational recovery and accessibility after the pandemic, while the Galán administration frames technology as part of long-term educational transformation.

		Promotes teacher professional development in accordance with MEN bilingual education strategies.	Continues the emphasis on communicative English learning approaches established by MEN.	The comparative analysis suggests that both administrations preserve the strategic importance of English within Bogotá's educational agenda, yet they differ in the political and ideological discourse used to justify bilingual education policies.
		Integrates national quality education policies into Bogotá's public education planning,	Incorporates long-term educational development goals aligned with Colombia Bilingüe policies.	Although the policy narratives differ, both administrations maintain strong alignment with national bilingualism initiatives such as Colombia Bilingüe and Law 1651 of 2013, demonstrating institutional continuity despite changes in local government priorities.

Annex 2

Matrix 2 - Implementation Mechanisms

Subcategory	Question	López Administration (2020–2023)	Galán Administration (2024–2027)	Comparative Insight
Teacher Development	What training or certification is proposed?	The development plan proposes strengthening teacher professional development in Bogotá's public schools through digital pedagogical training and innovation workshops.	The development plan promotes teacher training processes connected to educational innovation and digital transformation.	Both administrations recognize teacher development as essential for strengthening English learning conditions in public schools.
		The administration encourages teachers to use virtual learning environments such as Aulas Virtuales and Google Classroom to support English instruction after COVID-19.	The administration encourages teachers to strengthen competencies related to technological integration and innovation-oriented methodologies.	López prioritizes pedagogical adaptation and educational inclusion after COVID-19, while Galán prioritizes innovation and modernization strategies.
		The Secretaría de Educación promotes communicative teaching approaches aligned with MEN EFL standards and CEFR competencies.	The policy framework promotes updated pedagogical strategies linked to global competencies, employability, and educational competitiveness.	Both governments align teacher-training proposals with MEN communicative and competency-based EFL approaches.
		The administration prioritizes teacher support in vulnerable schools where students experienced greater learning interruptions during the pandemic.	The administration proposes strengthening teachers' use of digital educational tools and interactive classroom resources.	Both administrations encourage the incorporation of digital tools such as virtual classrooms and ICT-supported activities into English teaching practices.
		The policy framework proposes integrating ICT tools into classroom practices to improve participation and language exposure.	The plan associates teacher development with long-term modernization processes within Bogotá's public education system.	López frames teacher support as a response to educational inequality, whereas Galán frames it as part of educational competitiveness and transformation.

		The administration connects teacher development with improving educational quality and reducing inequalities in public education.	The administration frames continuous teacher training as a mechanism for improving institutional quality indicators and educational performance.	Neither administration specifies concrete EFL certification requirements or district-wide English proficiency benchmarks for teachers.
Programs & Initiatives	What specific EFL programs exist?	The development plan proposes strengthening bilingual education initiatives within Bogotá's public schools through broader quality-education strategies.	The development plan promotes innovation-oriented educational initiatives that incorporate English learning and technological competencies.	Both administrations incorporate EFL initiatives into broader educational reform agendas rather than through isolated bilingual programs.
		The administration integrates English learning into post-pandemic educational recovery plans and digital learning initiatives.	The administration frames EFL instruction as part of broader modernization and internationalization strategies within public education.	López emphasizes educational inclusion, recovery, and digital accessibility, whereas Galán emphasizes innovation, competitiveness, and modernization.
		The Secretaría de Educación promotes access to virtual educational resources that may support English instruction in public institutions.	The policy framework promotes future-oriented competencies connected to globalization and labor-market preparation.	Both governments maintain articulation with MEN bilingualism policies such as Colombia Bilingüe.
		The administration articulates local educational actions with national programs such as Colombia Bilingüe.	The administration proposes strengthening digital and innovation-based learning environments in public schools.	Both policy frameworks integrate technology-supported educational strategies into English learning proposals.
		The policy framework associates bilingual education with equal educational opportunities and social inclusion.	The plan associates English learning with educational competitiveness and institutional modernization.	Neither administration presents highly detailed operational descriptions of district-wide EFL programs or implementation timelines
		The administration promotes district educational strategies that integrate language learning with digital transformation processes.	The administration maintains continuity with MEN bilingual education frameworks and national educational quality goals.	The comparative analysis demonstrates continuity in the strategic importance assigned to English learning despite differences in policy discourse and priorities.

Curriculum Support	Are there curricular guidelines or changes?	The administration maintains curriculum alignment with MEN English competency standards and CEFR proficiency levels.	The development plan maintains alignment with national competency-based EFL frameworks promoted by MEN.	Both administrations maintain curricular alignment with MEN standards and communicative approaches to English teaching.
		The Secretaría de Educación promotes communicative approaches to English teaching in public schools.	The administration promotes innovation-oriented curricular practices connected to technology integration and global competencies.	López prioritizes curricular flexibility and educational accessibility after COVID-19, whereas Galán prioritizes modernization and innovation.
		The administration encourages curricular flexibility to address learning gaps generated by school closures during COVID-19.	The policy framework associates English learning with future-oriented educational and professional skills.	Both governments encourage the use of digital educational resources to support English learning processes.
		The policy framework proposes integrating digital resources such as virtual platforms and multimedia materials into English classroom practices.	The administration proposes ICT integration as part of curriculum modernization processes in public schools.	Both policy frameworks associate curriculum support with improving educational quality in public education.
		The administration connects English learning with broader educational quality and inclusion objectives.	The plan links curriculum development with educational competitiveness and internationalization goals.	National competency standards remain the principal curricular reference for both administrations.
		The policy framework supports classroom adaptations that respond to the diverse conditions of public-school students.	The administration promotes innovation and digital transformation as central elements of educational practices.	The comparative analysis reveals continuity in curriculum orientation despite differences in political priorities and strategic discourse.
Institutional Partnerships	Are there interinstitutional alliances?	The administration maintains coordination with MEN bilingual education initiatives and national quality-education strategies.	The development plan promotes institutional partnerships connected to educational modernization and technological innovation.	Both administrations rely on institutional collaboration to support EFL-related educational policies and broader quality-education initiatives.

		The policy framework promotes institutional cooperation to strengthen digital accessibility and educational inclusion in public schools.	The administration encourages cooperation strategies that support digital transformation in public education.	López emphasizes partnerships connected to educational inclusion and post-pandemic recovery, whereas Galán emphasizes modernization and innovation.
		The Secretaría de Educación encourages partnerships that support virtual and hybrid educational environments.	The policy framework associates partnerships with strengthening competitiveness, efficiency, and educational quality.	Both governments promote cooperation strategies linked to digital transformation and technology integration in schools.
		The administration articulates educational actions with district institutions and public educational programs.	The administration articulates local educational initiatives with national modernization frameworks promoted by MEN.	Both administrations maintain articulation with MEN and national educational frameworks.
		The policy framework associates institutional alliances with improving educational continuity after COVID-19.	The plan promotes long-term cooperation strategies related to educational transformation and innovation.	Both policy frameworks present institutional alliances as mechanisms for strengthening educational quality in Bogotá's public education system.
		The administration promotes collaboration strategies to reduce inequalities in vulnerable educational contexts.	The administration frames interinstitutional collaboration as essential for strengthening public education performance.	The comparative analysis demonstrates continuity in collaborative approaches despite differences in strategic priorities and political discourse.

Use of Technology	How is ICT used for English learning?	The administration promotes ICT integration as a mechanism for supporting educational continuity after COVID-19.	The development plan frames ICT as a central component of educational modernization and innovation.	Both administrations recognize ICT as essential for strengthening English learning conditions in Bogotá's public schools.
		The policy framework encourages schools to use digital platforms such as Google Classroom and Microsoft Teams to complement English learning processes.	The administration promotes technology integration to strengthen global competencies and future-oriented learning processes.	López frames technology primarily as a mechanism for accessibility and educational recovery after COVID-19, whereas Galán frames ICT through modernization and competitiveness.

		The administration associates technology with improving access to educational materials and virtual classroom participation.	The policy framework associates digital transformation with improving educational quality and competitiveness indicators.	Both governments encourage schools to integrate virtual platforms and digital educational tools into classroom practices.
		The Secretaría de Educación promotes digital inclusion strategies in vulnerable educational contexts with limited technological access.	The administration proposes ICT tools as part of modern classroom practices and institutional efficiency strategies.	Both policy frameworks associate digital learning with improving educational quality and institutional performance.
		The administration encourages teachers to incorporate multimedia resources, videos, and online activities into English instruction.	The plan promotes innovation-based learning environments supported by digital technologies.	Technology supports broader educational reform agendas in both administrations.
		The policy framework connects ICT use with reducing educational gaps and improving educational quality in public schools.	The administration connects digital education with long-term educational transformation and modernization goals.	The principal difference lies in López's emphasis on educational inclusion and Galán's emphasis on innovation and global competitiveness.
Implementation Scope	Is it system-wide or limited?	The development plan directs bilingual education proposals toward Bogotá's district public education system as a whole.	The development plan directs modernization and EFL-related proposals toward Bogotá's entire public education system.	Both administrations propose district-wide implementation within Bogotá's public education system rather than limiting policies to specific localities.
		The administration prioritizes vulnerable schools and populations affected by educational inequalities and post-pandemic learning gaps.	The administration promotes district-wide educational transformation through innovation and technology integration.	López prioritizes educational inclusion and post-pandemic recovery, whereas Galán prioritizes modernization and educational competitiveness.
		The policy framework proposes district-wide educational recovery strategies that include English learning support.	The policy framework encourages schools to adapt institutional practices to digital and future-oriented learning environments.	Both governments recognize that institutional infrastructure and technological access may influence policy implementation processes.

		The administration conditions part of the implementation process on schools' technological infrastructure and internet connectivity.	The administration recognizes that implementation may vary according to schools' technological resources and administrative capacities.	Both policy frameworks encourage schools to integrate digital and EFL-related strategies according to their contextual conditions.
		Schools with limited digital access may experience difficulties implementing virtual or ICT-supported English learning activities.	Institutions with stronger digital infrastructure may adapt more rapidly to innovation-oriented educational strategies.	Educational inequalities among schools may affect the scope and consistency of implementation in both administrations.
		The Secretaría de Educación encourages all public institutions to integrate bilingual and digital education strategies according to their institutional capacities.	The development plan promotes long-term quality improvement across all district public educational institutions.	The comparative analysis demonstrates continuity in district-level educational coverage despite differences in strategic priorities and policy discourse.

Annex 3

Matrix 3 - Evaluation, Conditions, and Policy Support

Subcategory	Question	López Administration (2020–2023)	Galán Administration (2024–2027)	Comparative Insight
Evaluation Mechanisms	How is progress measured or monitored?	The development plan proposes monitoring educational quality through institutional performance indicators and district evaluation processes.	The development plan proposes monitoring educational quality through innovation, efficiency, and institutional performance indicators.	Both administrations propose monitoring educational quality through institutional and district-level evaluation mechanisms.
		The administration associates educational progress with improvements in learning conditions and access to digital education.	The administration associates educational progress with modernization and technological transformation processes.	López emphasizes educational continuity and pedagogical adaptation after COVID-19, whereas Galán emphasizes innovation and modernization indicators.
		The Secretaría de Educación promotes the use of institutional follow-up reports to supervise educational implementation.	The policy framework promotes data-driven educational monitoring aligned with district quality objectives.	Both governments align evaluation processes with MEN educational standards and quality frameworks.
		The policy framework references national educational standards promoted by MEN to guide evaluation processes.	Schools are expected to evaluate the incorporation of ICT and innovation-oriented classroom practices.	Both policy frameworks encourage schools to monitor the integration of technology into educational practices.

		Schools are expected to monitor student participation and continuity in virtual and hybrid learning environments.	The administration promotes institutional monitoring systems connected to long-term educational transformation goals.	Neither administration provides detailed EFL-specific monitoring instruments or English proficiency evaluation strategies.
		The administration encourages schools to evaluate pedagogical adaptation and technology integration after COVID-19 disruptions.	The policy framework aligns educational evaluation processes with national standards and modernization frameworks promoted by MEN.	The comparative analysis shows continuity in quality-monitoring approaches despite differences in strategic priorities and policy discourse.
Indicators of Success	Are there defined outcomes or benchmarks?	The administration associates educational success with improved access to quality education in public schools.	The development plan associates educational success with innovation, modernization, and competitiveness indicators.	Both administrations connect educational success with improvements in public education quality and institutional performance.
		The policy framework proposes reducing educational inequalities through inclusion-oriented educational strategies.	The administration connects educational improvement with technological transformation and institutional efficiency.	López prioritizes inclusion, accessibility, and educational continuity, whereas Galán prioritizes innovation and competitiveness.
		The administration connects educational progress with strengthening digital access and continuity in learning processes.	The policy framework promotes future-oriented competencies linked to globalization and employability.	Both governments reference MEN competency-based standards as general educational benchmarks.

		The Secretaría de Educación promotes improvements in institutional educational quality indicators.	The administration associates educational quality with digital integration and modernization processes.	Neither administration establishes detailed EFL-specific proficiency targets or localized English-learning indicators.
		The administration associates bilingual and EFL-related initiatives with broader public education improvement goals.	Institutional performance indicators are expected to support district quality objectives.	Both policy frameworks associate technology integration with educational improvement outcomes.
		The policy framework references national competency standards as general educational benchmarks.	The policy framework aligns educational benchmarks with national quality and competency-based standards promoted by MEN.	The comparative analysis suggests that both administrations maintain broad educational goals while limiting the specificity of EFL performance indicators.

Resources & Infrastructure	What materials, funding, or ICT are included?	The administration promotes the expansion of digital educational resources to support public-school learning environments.	The development plan promotes technological modernization within Bogotá's public education system.	Both administrations prioritize ICT integration and digital resources within public education policies.
		The Secretaría de Educación encourages schools to use virtual platforms such as Google Classroom and Microsoft Teams.	The administration encourages schools to strengthen digital infrastructure and innovation-oriented learning environments.	López emphasizes accessibility and educational continuity after COVID-19, whereas Galán emphasizes modernization and innovation.

		The policy framework associates ICT access with improving educational continuity after COVID-19.	The policy framework promotes ICT integration as part of institutional modernization strategies.	Both governments encourage schools to incorporate virtual platforms and digital educational tools into classroom practices.
		The administration prioritizes digital inclusion in vulnerable educational contexts with limited technological access.	Schools are expected to incorporate digital tools and technological resources into classroom practices.	Both policy frameworks recognize that infrastructure conditions may influence policy implementation and educational quality.
		Schools are expected to incorporate multimedia materials and online educational content into English learning processes.	The administration associates infrastructure improvement with competitiveness and educational efficiency.	Educational inequalities related to technological access remain visible in both administrations' proposals.
		The development plan connects educational infrastructure improvement with reducing inequalities in public education.	The development plan frames technological investment as part of long-term educational transformation goals.	The comparative analysis demonstrates continuity in digital transformation efforts despite differences in strategic orientation and political discourse.
Equity Considerations	How are inequalities addressed?	The administration prioritizes educational inclusion within Bogotá's public education system.	The development plan promotes educational quality improvement across the district public education system.	Both administrations recognize inequalities within Bogotá's public education system and propose strategies to strengthen educational opportunities.

		The policy framework proposes reducing educational gaps affecting vulnerable populations after COVID-19.	The administration associates modernization processes with strengthening opportunities for students in public schools.	López directly emphasizes inclusion, vulnerability, and post-pandemic recovery, whereas Galán emphasizes modernization and institutional transformation.
		The Secretaría de Educación promotes digital accessibility strategies in schools with limited technological resources.	The policy framework promotes technological integration as part of broader educational transformation strategies.	Both governments associate technology integration with improving educational conditions in public schools.
		The administration associates English learning opportunities with social mobility and equal educational access.	The administration encourages innovation-oriented educational practices connected to future opportunities and employability.	Both policy frameworks connect English learning with broader educational quality and opportunity goals.
		The policy framework encourages support for students affected by social and economic inequalities.	The development plan recognizes the importance of strengthening institutional capacities across schools.	Structural inequalities related to infrastructure and access remain implicit challenges in both administrations.
		The administration frames public education strengthening as a mechanism for improving educational equity.	The administration frames educational modernization as a mechanism for improving long-term public education conditions.	The comparative analysis reveals that López adopts a more explicit equity-oriented discourse, whereas Galán frames equity indirectly through modernization strategies.

Access to English Learning	Are conditions improved for public schools?	The administration promotes broader access to educational resources that support English learning in public schools.	The development plan promotes educational modernization processes that include access to technological and innovation-oriented learning environments.	Both administrations propose improving conditions for English learning within Bogotá's public schools.
		The policy framework encourages schools to integrate virtual and digital tools into EFL classroom practices.	The administration associates English learning with global competencies and future employability opportunities.	López prioritizes accessibility, inclusion, and educational continuity, whereas Galán prioritizes modernization and innovation.
		The administration associates English learning with educational inclusion and equal opportunities.	The policy framework encourages schools to incorporate digital resources into classroom practices.	Both governments promote ICT integration as a mechanism for strengthening EFL learning opportunities.
		The Secretaría de Educación promotes digital accessibility strategies that may facilitate participation in language-learning activities.	The administration promotes institutional transformation strategies across Bogotá's public education system.	Institutional infrastructure and technological capacity continue to influence access conditions in both policy frameworks.
		The administration proposes strengthening educational continuity and reducing learning interruptions after COVID-19.	Schools are expected to strengthen innovation-oriented educational practices connected to English learning.	Both administrations connect English learning with broader educational quality objectives.

		Public schools are expected to adapt bilingual and digital learning strategies according to institutional capacities.	The policy framework frames educational quality improvement as part of broader district modernization goals.	The comparative analysis demonstrates continuity in efforts to strengthen EFL access despite differences in strategic priorities and discourse.
Policy Limitations	What gaps or weaknesses are visible?	The development plan does not establish specific English proficiency targets for students or teachers.	The development plan emphasizes modernization and innovation but provides limited detail regarding concrete EFL implementation strategies.	Both administrations present broad bilingual and educational quality goals but provide limited EFL-specific operational details.
		The administration provides limited operational details regarding district-wide EFL implementation processes.	The administration does not specify district-wide English proficiency benchmarks or measurable language-learning indicators.	Both governments depend on schools' technological and institutional capacities to implement policy proposals effectively.
		The policy framework depends heavily on schools' technological infrastructure and digital access capacities.	The policy framework assumes schools possess sufficient technological infrastructure to implement modernization initiatives.	Neither administration establishes concrete English proficiency benchmarks for students or teachers within district policy frameworks

		Schools with limited connectivity or ICT resources may face difficulties implementing digital English-learning strategies.	Institutions with limited digital resources may experience difficulties adapting to innovation-oriented educational models.	Both policy frameworks emphasize technology integration while underestimating structural inequalities across public schools.
		The administration broadly references bilingualism without clearly defining localized EFL evaluation mechanisms.	The administration broadly connects English learning with competitiveness without detailing localized EFL monitoring mechanisms.	López focuses on inclusion and recovery limitations, whereas Galán faces challenges related to operationalizing modernization goals.
		The policy framework prioritizes broad educational goals over measurable EFL-specific outcomes.	The policy framework prioritizes long-term transformation discourse over operational EFL implementation details.	The comparative analysis reveals continuity in the lack of detailed localized EFL evaluation and implementation mechanisms within Bogotá's public education policies.

Annex 4

Expert Approval of Research Matrixes

JUICIO FINAL Y FORMALIZACIÓN DEL EXPERTO

Instrucción: El experto debe completar sus datos personales, el título de Doctorado y el título de Pregrado (área de Inglés), y formalizar su aval mediante la firma digital o escaneada. Es obligatorio anexar copia legible de la Cédula/Pasaporte y del Diploma de Doctorado junto con este formato.

Campo	Espacio para el Experto
Nombre Completo del Experto	Humberto Sánchez Rueda
Máximo Título Académico:	Mg. En Educación
Institución / Organización de Adscripción	USTA, Maestría en Educación
Conclusión Final y Comentario sobre la Validez (Síntesis narrativa del porqué el instrumento es Aceptable, Mejorable o Rechazable)	El instrumento es viable y pertinente. Sus mejores apuestas es cuándo interroga curricularmente a las políticas y vale la pena revisar las búsquedas que están más allá de lo curricular. Se sugieren preguntas en cada ítem para dialogar con las búsquedas de la investigación.

Firma del Experto


Activar Wii
Ve a Configuración