

# Impact of English instruction on labor market outcomes

## The case of Mexico

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## Related literature

Most related to:

- Returns to English language skills
  - In English-speaking countries, e.g. Bleakley and Chin (2004); Chiswick and Miller (2015)
  - In non English-speaking countries, e.g. Lang and Siniver (2009); Azam, Chin and Prakash (2013)
- English instruction in schools
  - Policy change in the medium of instruction, e.g. Angrist, Chin and Godoy (2008); Eriksson (2014)
  - Policy change of English as a subject: Chakraborty and Bakshi (2016)

I study English instruction as a subject in Mexican public primary schools



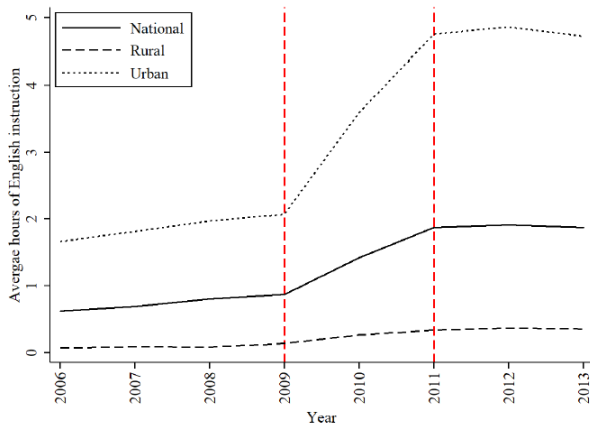
# Policy background

National English Program in Basic Education (NEPBE)  
launched in 2009 in Mexico

- Introduced English instruction in public primary schools
- Funded by the central government
- Implemented gradually



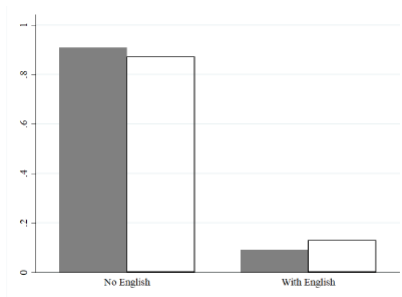
## Policy background: English instruction over time



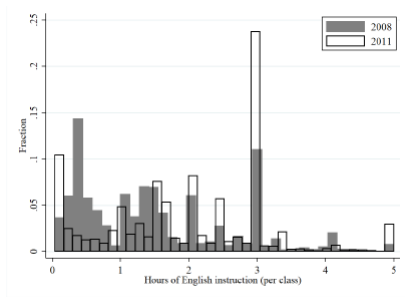
*Source:* Own elaboration with data from the Mexican school census, Ministry of Public Education (SEP).  
*Note:* Hours of English instruction are measured as the weekly hours average over the universe of Mexican elementary schools. Similarly, the number of English teachers refers to the average number of English teachers across elementary schools. The vertical dotted line in 2009 highlights the implementation year of the NEPBE's trial stage, while the dotted line in 2011 highlights the expansion of the program.



## Policy background: Distribution of hours of English instruction (2008 vs 2011)



(a) Proportion of schools with English



(b) Hours of English instruction (w/o zeros)

▶▶ Hours of Eng

►► Proportion of schools

# Human capital framework

How might English instruction in primary school affect labor market outcomes?

- English language skills
  - Expand the set of jobs individuals can get (multinational firms, tourism, professional jobs)
  - Potential heterogeneity in effect by cognitive skills
- Other skills
  - Reduces time on other subjects or school activities
  - Possible complementarities with other subjects

## Empirical strategy

- Challenging to estimate the effect of exposure to English instruction on labor market outcomes
- Key concern: schools that offered English instruction are systematically different from those that did not
  - Likely to have positive selection bias, e.g., schools offering English instruction located in richer neighborhoods
- I address this by using a school FE approach
  - Intuition: compare students from the same school, some with more English instruction and some with less
  - Data of the universe of primary school students, able to connect to their labor market outcomes

# Measure of exposure to English instruction

» Hrs

» Stages

Birth cohort	Primary school					
	1st	2nd	3rd	4th	5th	6th
1997	2003	2004	2005	2006	2007	2008
1998	2004	2005	2006	2007	2008	2009
1999	2005	2006	2007	2008	2009	2010
2000	2006	2007	2008	2009	2010	2011
2001	2007	2008	2009	2010	2011	2012
2002	2008	2009	2010	2011	2012	2013

- Using the Mexican school census, I calculate weekly hours of English instruction (per class), for each school-year
- For each school-cohort, I average the hours of English instruction from 1st to 6th grade
  - I assume students enter school at age 6 and had normal progression until 6th grade

## Impact on labor market outcomes

I estimate the following equation to get the effect of exposure to English instruction on labor market outcomes:

$$y_{isct} = \alpha + \beta \cdot ExpEng_{sc} + \mathbf{X}_{isct}\boldsymbol{\gamma} + \zeta_c + \nu_s + \tau_t + \varepsilon_{isct}$$

where  $y_{isct}$  is the labor market outcome of individual  $i$ , who attended school  $s$ , belongs to cohort  $c$  and observed at time  $t$

► Descriptive

# Allowing for heterogeneity in effect by cognitive skills

Now, I allow the effect of exposure to vary by cognitive skills:

$$y_{isct} = \alpha + \beta \cdot ExpEng_{sc} + \sum_{j=2}^4 \psi_j \cdot (ExpEng_{sc} \times Q_j) \\ + \sum_{j=2}^4 \pi_j \cdot Q_j + \mathbf{X}_{isct} \boldsymbol{\gamma} + \zeta_c + \nu_s + \tau_t + \varepsilon_{isct}$$

where  $Q_j$  are the dummy variables for cognitive skills quartiles with  $j = \{2, 3, 4\}$ ;  $Q_1$  is the reference category

# Data

I construct a unique data set connecting restricted-use administrative data of students and their labor market outcomes for birth cohorts 1997-2002

- ENLACE (2006-2013): universe of primary school students
  - I know what school they attended
  - Reading and mathematics test scores
- Mexican school census (2003-2013)
  - School characteristics: weekly hours of English instruction
- Social Security data (2018-2021)
  - I use individual ID to match students to their labor market outcomes
  - Formal sector
  - Individuals between 16-24 years old

Data: Labor market outcomes

I investigate the effect of exposure to English instruction on four main labor market outcomes:

- 1 Works in formal sector
  - Dummy for being in Social Security data among the universe of students
- 2 Wages (average monthly wage) » IMSS
- 3 Geographical mobility
  - Distance from home to working municipality
  - Moving from home state
- 4 Industries (NAICS) » codes
  - Dummies for agriculture, construction, manufacturing and services industries





# Proposed solution: Construction of low-enrollment sample

- 1 Using the 2020 Mexican Population Census, I construct a municipality-enrollment rate variable for 18 years old (2002 birth cohort)
- 2 I limit my sample to the municipalities with the lowest enrollment rates
- 3 The low-enrollment sample represents 6.4% of the full sample

[» Statutes](#)[» How?](#)

# Labor market outcomes with low-enrollment sample

**Table 2:** Exposure to English instruction and labor market outcomes (Social Security data)

	(1)	(2)	(3)	(4)
	Formal sector	ln(wage)	ln(distance)	Move state
<i>Panel B: Low enrollment sample</i>				
Hrs English	-0.012 (0.008)	-0.005 (0.011)	-0.058 (0.044)	0.015** (0.007)
Observations	1,554,827	259,666	259,666	259,666
Adjusted $R^2$	0.123	0.312	0.677	0.727
Mean of dep. var.	0.17	8.68	3.69	0.45

# Labor market outcomes with low-enrollment sample

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# Summary of results so far

- Looking at individuals 16-24 year old, I find that more exposure to English instruction makes them less likely to work in formal labor
- I use a low-enrollment sample that deals with selection into formal sector
  - No average effect on wages
  - Increase in mobility
  - Shifts across industries
- Do effects vary by cognitive abilities?





### Low-achieving individuals

*Note:* The quartile Q4 contains the top part of the abilities' distribution with individuals obtaining the highest Math test scores.

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(1)	(2)	(3)	(4)
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*Note:* The quartile Q4 contains the top part of the abilities' distribution with individuals obtaining the highest Math test scores.

# Labor market outcomes by cognitive abilities

Table 3: Exposure to English instruction and labor market outcomes by abilities  
(Social Security data)

		(1)	(2)	(3)	(4)
		Formal sector	ln(wage)	ln(distance)	Move state
<i>Panel A: Low enrollment sample</i>					
High-achieving individuals	Hrs English	-0.007 (0.009)	-0.013 (0.012)	-0.079 (0.049)	0.021** (0.010)
	Eng×Q2	-0.003 (0.006)	-0.003 (0.009)	-0.018 (0.047)	-0.011 (0.008)
	Eng×Q3	-0.005 (0.006)	0.031*** (0.009)	0.012 (0.036)	-0.017 (0.011)
	Eng×Q4	-0.013** (0.006)	0.012 (0.012)	0.106*** (0.040)	0.001 (0.012)
	Observations	1,554,827	259,666	259,666	259,666
	Adjusted $R^2$	0.123	0.312	0.677	0.727

*Note:* The quartile Q4 contains the top part of the abilities' distribution with individuals obtaining the highest Math test scores.

## English instruction and industries by abilities

Table 5: Exposure to English instruction and economic industries by abilities  
(Social Security data)

		(1)	(2)	(3)	(4)
		Agri- culture	Con- struction	Manu- facture	Serv- ices
<i>Panel A: Low enrollment sample</i>					
Low-achieving	Hrs English	-0.005 (0.007)	-0.035*** (0.010)	0.049*** (0.018)	-0.008 (0.018)
	Eng×Q2	-0.014*** (0.004)	0.006 (0.005)	-0.010 (0.011)	0.017 (0.011)
High-achieving	Eng×Q3	-0.011* (0.006)	0.020*** (0.006)	-0.008 (0.012)	-0.001 (0.012)
	Eng×Q4	-0.005 (0.006)	0.022*** (0.007)	-0.022* (0.013)	0.004 (0.010)
	Observations	259,666	259,666	259,666	259,666
	Adjusted $R^2$	0.402	0.388	0.342	0.292



## Exploring mechanisms

- Mechanism 1: English abilities
  - I cannot test directly this mechanism because my data set does not have a measure of English abilities
  - Evidence I will show:
    - Ⓐ Galvez-Soriano (2023) shows that exposure to English instruction in primary school increases the probability of speaking English
    - Ⓑ Workers are systematically moving to economic industries requiring English abilities
- Mechanism 2: Other cognitive abilities
  - Language (Spanish)
  - Mathematics

## Mechanism 2: Other cognitive abilities

Effect of exposure to English instruction on student achievement:

$$test\_score_{isc} = \theta + \phi \cdot ExpEng_{sc} + \mathbf{X}_{isc}\boldsymbol{\gamma} + \zeta_c + \nu_s + \varepsilon_{isc}$$

where  $test\_score_{isc}$  is the 6th grade test score of student  $i$ , who attended school  $s$  and belongs to cohort  $c$

►► Data





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- ~~Mechanism 2: Other cognitive abilities~~
  - ~~Language (Spanish)~~
  - ~~Mathematics~~

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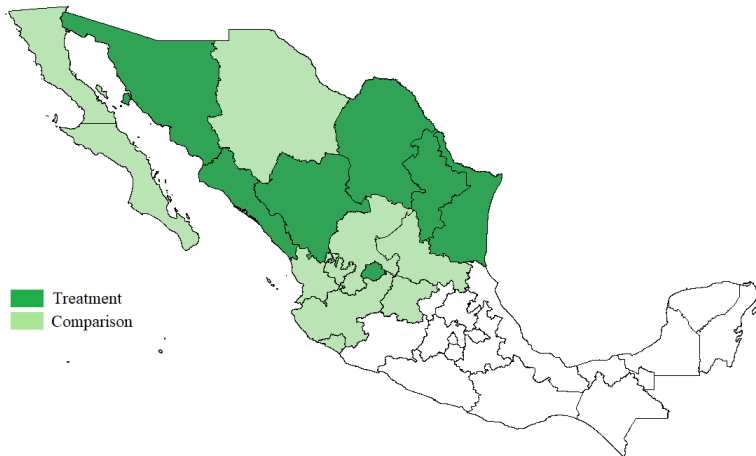
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# Mechanism 1a: English abilities (Galvez-Soriano, 2023)





# Mechanism 1a: English abilities (Galvez-Soriano, 2023)

Table: Intention to Treat effect of offering  
English instruction at school

	(1)	(2)
	Hrs	Speak
	Eng	Eng
<i>Panel A: Full sample</i>		
Had Policy	0.308*** (0.046)	0.015** (0.008)
Observations	13,131	13,131
Adjusted $R^2$	0.596	0.075



Mechanism 1b: Workers moving to jobs requiring English skills

Table 6: Exposure to English instruction and economic industries (Social Security data)

	(1)	(2)	(3)	(4)
	Manufacturing		Services	
	High English	Low English	High English	Low English
<i>Panel B: Low enrollment sample</i>				
Hrs English	0.060*** (0.013)	-0.026** (0.012)	0.046*** (0.014)	-0.039*** (0.011)
Observations	259,666	259,666	259,666	259,666
Adjusted $R^2$	0.175	0.189	0.145	0.116

# Robustness Checks

- Concern about TWFE estimator in the presence of heterogeneous treatment effects ▶ TWFE
- Concern about differential cohort trends across labor markets ▶ State by cohort
- Different exposure variable ▶ Exposure
- Different enrollment thresholds ▶ Threshold ▶ Test scores
- No-changes in private school enrollment ▶ Private enrollment
- No-effects on other resources ▶ Teachers





# Thank you!

*For more about me and my research, please scan here:*



# Next steps

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- These findings are for individuals who stay in Mexico
  - Currently, I am examining effect on migration to US
- In a companion paper, using a different data set (BIARE), I estimate the effect of having English skills on labor market outcomes
  - Preliminary evidence is consistent with my findings here: English skills do not raise wages, on average, but do affect labor choices

## Measuring hours of English instruction



Benito Juarez Elementary School

Weekly hours of English instruction	18
Number of classes	6
Hours of English instruction (per class)	3

►► Eng over time

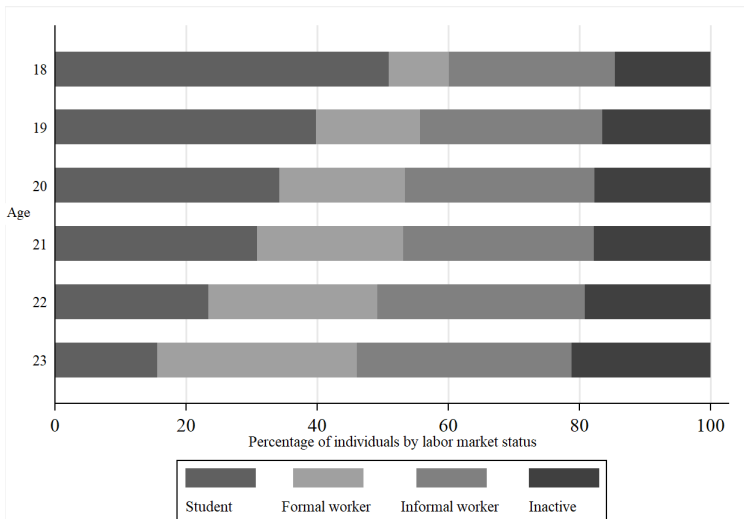
▶▶ Exposure

## ►► Distribution

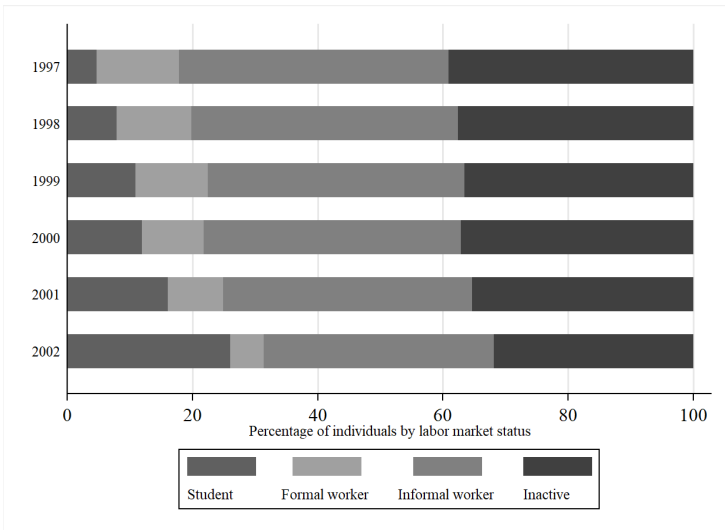
Table 1: Descriptive statistics

Variable	Mean	SD	Min	Max
<i>Individual characteristics</i>				
Female	0.39	0.49	0	1
Age	20.88	1.51	16	24
Language test score	-0.06	0.97	-2.84	3.53
Math test score	-0.04	0.97	-2.69	3.40
<i>School characteristics</i>				
Hours of English instruction	0.23	0.60	0	9.41
English teachers	0.02	0.05	0	1
Number of students (6th grade)	28.87	9.49	1	119
Number of teachers with college	0.87	0.20	0	2.15
Number of teachers with masters	0.05	0.07	0	0.91
Rural (%)	0.27	0.44	0	1
<i>Labor market characteristics</i>				
Wage (monthly pesos)	6,586	3,383	2,510	67,215
Permanent job	0.81	0.39	0	1
Number of jobs (in a year)	1.48	0.83	1	17
Number of permanent jobs	1.20	0.83	0	14
Company size (workers)	1,922	5,456	1	92,972
Distance home-work (km)	107	265	0	2,029
Observations	4,055,434			

Potential problem: many 16-24 year olds are enrolled in school (2020 Mexican census) [» Back](#)



# Statuses with low-enrollment sample



1. *Journal of Management Studies*, 1996, 33, 1, 1-14.



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[illegible]

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Table A.7: Economic Services Industries

4-digit code	Industry name	5-digit code	Industry name
4310	Wholesale trade of groceries, food, beverages and tobacco	43111	Grocery merchant wholesalers
		43112	Tobacco and alcoholic beverage merchant wholesalers
4350	Wholesale trade of industrial machinery and equipment	43522	Wholesale trade of manufacturing machinery and equipment
		43541	Computer and software merchant wholesalers
4620	Retail trade in self-service shops and department stores	46211	Retail trade in self-service shops
		46221	Retail trade in department stores
4641	Retail trade of health care items	46412	Optical goods and other health care stores
4651	Retail trade of perfumery and jewelry	46511	Cosmetics, beauty supplies, and perfume stores
4661	Retail trade of household furniture	46611	Furniture stores
4682	Automotive parts and accessories	46821	Automotive parts, accessories, and tire stores
4841	Freight truck transportation	48410	General freight trucking
4931	Warehousing services	49310	Warehousing and storage
5170	Telecommunications	51731	Wired and wireless telecommunications carriers
5324	Commercial and industrial machinery	53242	Office machinery and equipment rental and leasing
5610	Administrative and support services	56160	Investigation and security services
		56170	Services to buildings and dwellings
7100	Artistic, cultural and sporting services	71121	Spectator sports
		71311	Amusement parks and arcades
7211	Traveler accommodation	72111	Hotels and motels
7223	Special food services	72231	Food and beverage preparation services
7224	Drinking places (alcoholic beverages)	72241	Nightclubs, bars and similar drinking places
8114	Personal and household goods repair	81140	Personal and household goods repair and maintenance
8131	Religious organizations	81311	Religious organizations
9314	Justice, public order, and safety	93141	Justice, public order, and safety activities

## NAICS codes in my classification

Industries	NAICS code	Industry Title
Agriculture	11	Agriculture, Forestry, Fishing and Hunting
Construction	21	Mining
	22	Utilities
	23	Construction
Manufacturing	31-33	Manufacturing
Services	42	Wholesale Trade
	44-45	Retail Trade
	48-49	Transportation and Warehousing
	51	Information
	52	Finance and Insurance
	53	Real Estate Rental and Leasing
	54	Professional, Scientific, and Technical Services
	55	Management of Companies and Enterprises
	56	Administrative and Support and Waste Management
	61	Educational Services
	62	Health Care and Social Assistance
	71	Arts, Entertainment, and Recreation
	72	Accommodation and Food Services
	81	Other Services (except Public Administration)
	92	Public Administration

# Data: Student achievement

- 1 I look at test scores as one of the mechanisms
- 2 I standardize test scores,  $ts_{isct}$ , of each student  $i$  in school  $s$  at time  $t$  using the following formula:

$$test\_score_{isc} = \frac{ts_{isct} - \mu_t}{\sigma_t}$$

where  $test\_score_{isc}$  is the standardized test score, while  $\mu_t$  and  $\sigma_t$  are the mean and standard deviation of test scores, respectively, pooling all Mexican students by grade and by each observed year

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## Estimation results: exposure to Eng and test scores

Table 7: Exposure to English instruction and student achievement

	(1)	(2)	(3)	(4)
	Language 6th	Language 6th	Math 6th	Math 6th
<i>Panel A: Full sample in ENLACE database</i>				
Hrs English	0.0335*** (0.0033)	0.0099* (0.0054)	0.0155*** (0.0036)	-0.0081 (0.0062)
Observations	16,938,183	16,938,183	16,938,183	16,938,183
Adjusted $R^2$	0.426	0.472	0.429	0.482
<i>Panel B: Full sample in Social Security data</i>				
Hrs English	0.0284*** (0.0033)	-0.0015 (0.0075)	0.0105*** (0.0037)	-0.0225*** (0.0086)
Observations	4,055,434	4,055,434	4,055,434	4,055,434
Adjusted $R^2$	0.404	0.453	0.413	0.470

▶ Robustness checks

## ►► Test scores

Wages

## Gender heterogeneous effects

Table 2: Exposure to English instruction and labor market outcomes (Social Security data)

	(1) Formal sector	(2) ln(wage)	(3) ln(distance)	(4) Move state
<i>Panel C: Low enrollment sample (Men)</i>				
Hrs English ( $\beta^M$ )	-0.016 (0.011)	-0.002 (0.016)	-0.130** (0.057)	0.004 (0.012)
Observations	750,812	166,165	166,165	166,165
Adjusted $R^2$	0.149	0.315	0.680	0.729
<i>Panel D: Low enrollment sample (Women)</i>				
Hrs English ( $\beta^W$ )	-0.010 (0.010)	-0.022 (0.015)	0.063* (0.034)	0.033** (0.012)
Observations	804,015	93,501	93,501	93,501
Adjusted $R^2$	0.107	0.363	0.700	0.756
$\beta^M = \beta^W$ [p-value]	[0.012]	[0.448]	[0.190]	[0.090]
State of work FE	NO	YES	YES	YES

## Gender heterogeneous effects

Table 3: Exposure to English instruction and labor market outcomes by abilities  
(Social Security data)

	(1) Formal sector	(2) ln(wage)	(3) ln(distance)	(4) Move state
<i>Panel B: Low enrollment sample (Men)</i>				
Hrs English	-0.014 (0.012)	-0.010 (0.018)	-0.145** (0.064)	0.008 (0.014)
Eng×Q2	0.007 (0.009)	-0.001 (0.011)	-0.023 (0.060)	-0.005 (0.010)
Eng×Q3	-0.006 (0.011)	0.040*** (0.014)	0.008 (0.049)	-0.014 (0.012)
Eng×Q4	-0.013 (0.011)	0.010 (0.017)	0.104* (0.058)	-0.001 (0.014)
Observations	750,812	166,165	166,165	166,165
Adjusted $R^2$	0.149	0.315	0.680	0.729
<i>Panel C: Low enrollment sample (Women)</i>				
Hrs English	-0.007 (0.010)	-0.030* (0.016)	0.029 (0.084)	0.042** (0.017)
Eng×Q2	-0.006 (0.007)	-0.007 (0.012)	-0.002 (0.065)	-0.024** (0.012)
Eng×Q3	-0.000 (0.006)	0.017* (0.010)	0.017 (0.087)	-0.020 (0.017)
Eng×Q4	-0.008 (0.007)	0.017 (0.017)	0.109 (0.080)	0.004 (0.019)
Observations	804,015	93,501	93,501	93,501
Adjusted $R^2$	0.107	0.363	0.701	0.756

## Gender heterogeneous effects

Table 4: Exposure to English instruction and economic industries (Social Security data)

	(1) Agri- culture	(2) Con- struction	(3) Manu- facturing	(4) Serv- ices
<i>Panel C: Low enrollment sample (Men)</i>				
Hrs English ( $\beta^M$ )	-0.005 (0.008)	-0.026* (0.014)	0.040** (0.020)	-0.010 (0.020)
Observations	166,165	166,165	166,165	166,165
Adjusted $R^2$	0.424	0.424	0.352	0.273
<i>Panel D: Low enrollment sample (Women)</i>				
Hrs English ( $\beta^W$ )	-0.024*** (0.008)	-0.006 (0.006)	0.043** (0.021)	-0.012 (0.024)
Observations	93,501	93,501	93,501	93,501
Adjusted $R^2$	0.446	0.139	0.383	0.383
$\beta^M = \beta^W$ [p-value]	[0.055]	[0.000]	[0.003]	[0.974]
Shares	0.04	0.08	0.35	0.53



## Gender heterogeneous effects

Table 6: Exposure to English instruction and economic industries (Social Security data)

	(1)	(2)	(3)	(4)
	Manufacturing		Services	
	High English	Low English	High English	Low English
<i>Panel C: Low enrollment sample (Men)</i>				
Hrs English ( $\beta^M$ )	0.075*** (0.016)	-0.035** (0.016)	0.033** (0.015)	-0.035** (0.014)
Observations	166,165	166,165	166,165	166,165
Adjusted $R^2$	0.175	0.202	0.163	0.111
<i>Panel D: Low enrollment sample (Women)</i>				
Hrs English ( $\beta^W$ )	0.038* (0.020)	-0.011 (0.018)	0.047* (0.027)	-0.039* (0.023)
Observations	93,501	93,501	93,501	93,501
Adjusted $R^2$	0.226	0.229	0.191	0.173
$\beta^M = \beta^W$ [p-value]	[0.058]	[0.070]	[0.454]	[0.594]
Shares	0.17	0.17	0.29	0.24

# Proportion of **rural** schools with English instruction (2008 vs 2011)



(a) Rural schools in 2008



(b) Rural schools in 2011

►► Back

# Proportion of urban schools with English instruction (2008 vs 2011)



(c) Urban schools in 2008



(d) Urban schools in 2011

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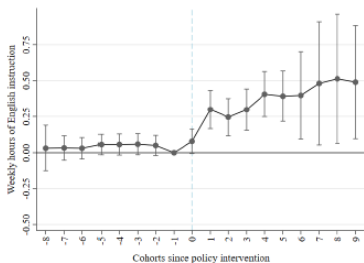
## Industries requiring English skills by abilities

Table A.2: Exposure to English instruction and economic industries by abilities  
(Social Security data)

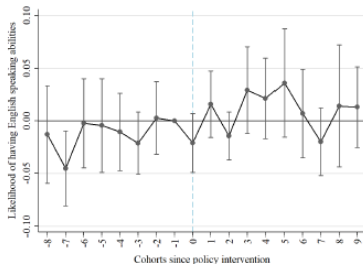
		(1)	(2)	(3)	(4)
		Manufacturing		Services	
		High English	Low English	High English	Low English
Low- English	<i>Panel A: Low enrollment sample</i>				
	Hrs English	0.065*** (0.014)	-0.020 (0.015)	0.040*** (0.015)	-0.037*** (0.012)
	Eng×Q2	0.001 (0.009)	-0.012 (0.010)	0.021* (0.011)	-0.005 (0.008)
	Eng×Q3	-0.007 (0.011)	0.000 (0.011)	0.001 (0.010)	-0.003 (0.007)
	Eng×Q4	-0.012 (0.011)	-0.014 (0.014)	0.004 (0.009)	0.000 (0.008)
High- English	Observations	259,666	259,666	259,666	259,666
	Adjusted $R^2$	0.175	0.189	0.145	0.116

## Mechanism 1a: English abilities (Galvez-Soriano, 2023)

$$y_{isc} = \theta + \sum_c \psi_c \cdot I_{(treatment_{sc}=c-c_s^*)} + \delta_s + \kappa_c + \mathbf{X}_{isc}\Psi + \varepsilon_{isc}$$



(a) Hours of English



(b) Speak English

TWFE correction (Callaway, Goodman-Bacon and Sant'Anna (2021))

Table 8: Solutions for TWFE with heterogeneous treatment effects (Social Security data)

	(1) Formal sector	(2) ln(wage)	(3) ln(distance)	(4) Move state
<i>Panel A: Binary treatment</i>				
Eng	-0.009 (0.006)	0.000 (0.011)	-0.020 (0.042)	0.014* (0.008)
Observations	1,554,827	259,666	259,666	259,666
Adjusted $R^2$	0.125	0.292	0.675	0.726
<i>Panel B: Binary treatment w/o always treated</i>				
Eng	-0.011* (0.006)	0.002 (0.011)	-0.016 (0.043)	0.016* (0.009)
Observations	1,531,834	254,287	254,287	254,287
Adjusted $R^2$	0.125	0.292	0.675	0.726

# Differential cohorts trends across labor markets?

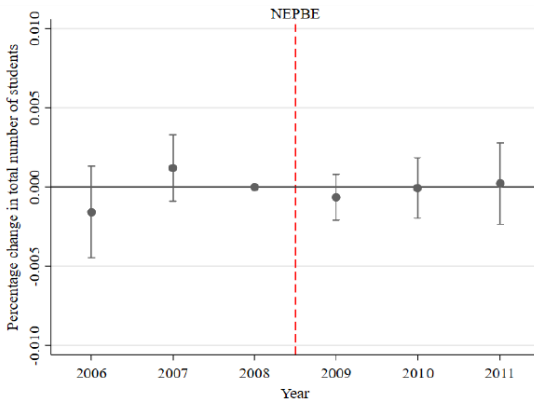
Table 10: Exposure to English instruction and labor market outcomes  
(with state-by-cohort FE, Social Security data)

	(1)	(2)	(3)	(4)
	Formal sector	ln(wage)	ln(distance)	Move state
<i>Panel B: Low enrollment sample</i>				
Hrs English	-0.007 (0.010)	0.008 (0.013)	-0.045 (0.051)	0.012 (0.010)
Observations	1,554,827	259,666	259,666	259,666
Adjusted $R^2$	0.124	0.313	0.677	0.728

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» Women

## No-changes in private school enrollment





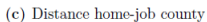
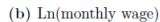
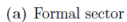
# Different exposure variable

Table 9: English instruction and labor market outcomes (Alternative exposure variable)

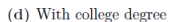
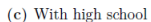
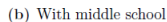
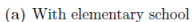
	(1)	(2)	(3)	(4)
	Formal sector	ln(wage)	ln(distance)	Move state
<i>Panel B: Low enrollment sample</i>				
Eng Teachers	-0.202* (0.120)	-0.127 (0.196)	-0.772 (0.751)	0.072* (0.040)
Observations	1,554,827	259,666	259,666	259,666
Adjusted $R^2$	0.123	0.312	0.677	0.727

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# Gender heterogeneous effects

- Increase in mobility is driven by women » Labor mkt
  - Women move away from rural areas » Industries
- Positive effect on wages is driven by men » High achieving
  - High achieving men substitute proportionally more agricultural than construction jobs for manufacturing ones » Abilities

# Examining labor market statuses using Mexican census

- Estimate effect of policy exposure on labor market statuses
- Modify empirical strategy using municipality FE (do not have school ID)

Table : English instruction (Mexican census data)

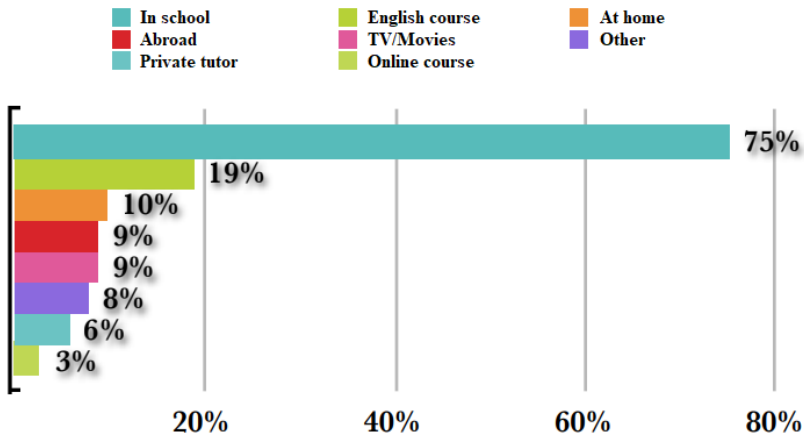
	(1) Student	(2) Formal sector	(3) Informal sector	(4) Inactive
Hrs English	0.059*** (0.008)	-0.058*** (0.008)	-0.008 (0.005)	0.006 (0.006)
Observations	1,415,827	1,415,827	1,415,827	1,415,827
Adjusted $R^2$	0.111	0.109	0.083	0.111

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Where did you learn English? [» Back](#)



*Note:* This question was answered only by individuals who reported having English abilities. The answers are independent, i.e. do not sum 100 percent.

*Source:* CIDAC (2008). Encuesta CIDAC sobre Capital Humano en México. México.