

Impact of English instruction on labor market outcomes

The case of Mexico

Oscar Galvez-Soriano

University of Houston
Department of Economics

February 2023

Motivation

The value of English language skills in non-English speaking countries

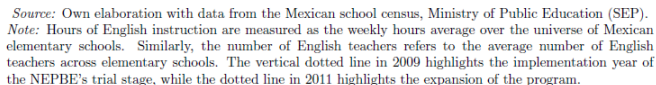
- Globalization
 - English is the *lingua franca*
 - Trade and information (internet, news, social media, etc.)
- Mobility

I will study the expansion of English instruction in Mexico

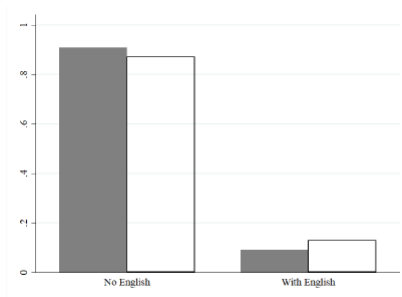
Policy background

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

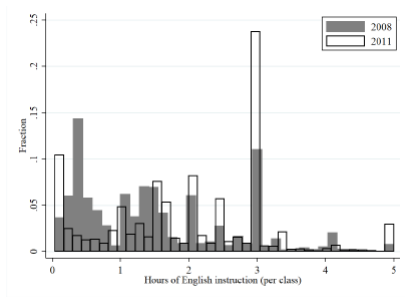
- Introduced English instruction in public primary schools
- Funded by the central government
- Implemented gradually



Policy background: 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:

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

where y_{isc} is the labor market outcome of individual i , who attended school s and belongs to cohort c

►► Descriptive

Allowing for heterogeneity in effect by cognitive skills

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

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

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

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

►► Statuses

►► 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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English instruction and economic industries

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

	(1)	(2)	(3)	(4)
	Agri- culture	Con- struction	Manu- facturing	Serv- ices
<i>Panel B: Low enrollment sample</i>				
Hrs English	-0.012** (0.006)	-0.025** (0.010)	0.040** (0.017)	-0.003 (0.016)
Observations	259,666	259,666	259,666	259,666
Adjusted R^2	0.402	0.388	0.342	0.292
Mean of dep. var.	0.11	0.16	0.39	0.34

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?

Labor market outcomes by cognitive abilities

Now let us allow the effect to vary by cognitive abilities

- I am able to explore this because I observe test scores in primary school

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

►► Distribution

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>				
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.

(1)	(2)	(3)	(4)
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$$(1) \quad (2) \quad (3) \quad (4)$$

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

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	(a)	(b)	(c)	(d)
1	1	1	1	1
2	1	1	1	1
3	1	1	1	1
4	1	1	1	1
5	1	1	1	1
6	1	1	1	1
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87	1	1	1	1
88	1	1	1	1
89	1	1	1	1
90	1	1	1	1
91	1	1	1	1
92	1	1	1	1
93	1	1	1	1
94	1	1	1	1
95				

		(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:
 - **a** Galvez-Soriano (2023) shows that exposure to English instruction in primary school increases the probability of speaking English
 - **b** 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

Mechanism 2: Other cognitive abilities

[▶ Full sample](#)

Table 7: Exposure to English instruction
and student achievement

	(1)	(2)
	Language 6th	Math 6th
<i>Low enrollment sample</i>		
Hrs English	0.0476 (0.0470)	0.0094 (0.0344)
Observations	259,666	259,666
Adjusted R^2	0.351	0.381

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

Data

- I use the 2014 Subjective Well-being Survey (BIARE)
- Representative at national and state level
- Asks if the respondent speaks English
- Only 3% reported they speak English

Empirical strategy

Take advantage of state policy changes in English instruction

$$y_{isc} = \theta + \psi \cdot HadPolicy_{sc} + \delta_s + \kappa_c + \mathbf{X}_{isc}\Psi + \varepsilon_{isc}$$

where $HadPolicy_{sc}$ takes the value of one if individual i lives in a treated state and he/she belongs to one of the affected cohorts (zero otherwise)

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

- Same Social Security data I use in the labor market analysis
- Use BIARE to I construct an index of economic industries by English skills
 - According to the NAICS at four-digit code
- For each manufacturing and services, I form the following dummies reflecting English-intensive jobs
 - Dummy for individuals having a job in top-quartile of English speakers distribution
 - Dummy for individuals having a job in bottom-three-quartiles of English speakers distribution

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

Conclusions and discussion

[» Next steps](#)

- I exploit a policy change and construct a novel database to estimate the causal effect of English instruction
- Exposure to English instruction affects outcomes of workers across the cognitive skills distribution
 - On average: no effect on wages, increase in mobility and shifts across industries
 - High-skill workers: rise in wages
 - Low-skill workers: increase in mobility, industry shifts
- Consistent with English skills mediating these effects
 - No effects on other cognitive skills
 - Acquisition of English skills (Galvez-Soriano 2023)
 - Shifts to industries requiring English skills
- In Mexico, having second language skills (English) expands individual's labor market opportunities

Thank you!

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



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

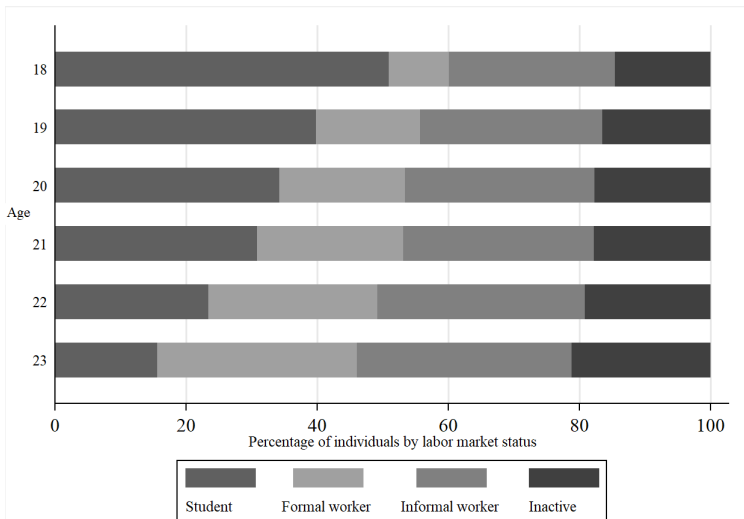
►► Distribution

Descriptive statistics (matched data sets)

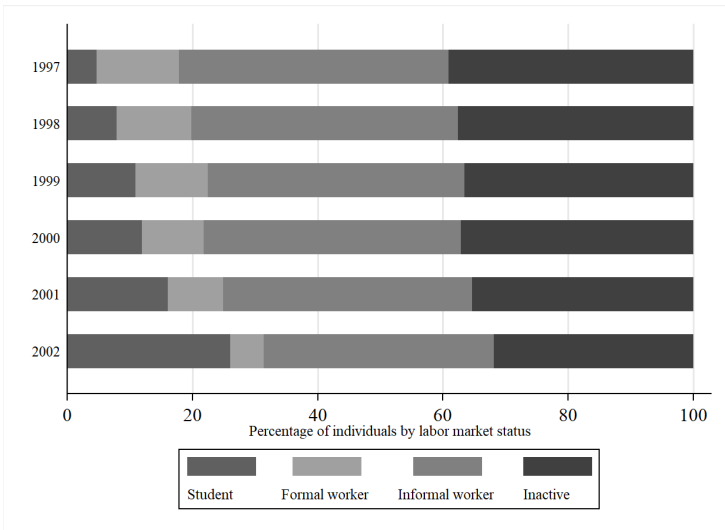
Table 1: Descriptive statistics

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			

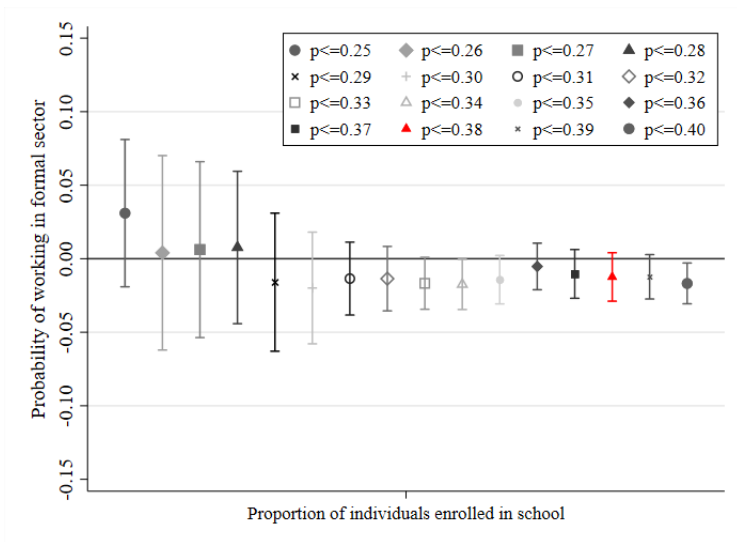
Potential problem: many 16-24 year olds are enrolled in school (2020 Mexican census) [» Back](#)



Statuses with low-enrollment sample



How I chose the 38 percent enrollment rate?



High-English intensive manufacturing industries

Table A.6: Economic Manufacturing Industries

4-digit code	Industry name	5-digit code	Industry name
3110	Animal food manufacturing	31131	Sugar and confectionery product manufacturing
		31141	Fruit and vegetable preserving manufacturing
		31151	Dairy product manufacturing
		31161	Animal slaughtering and processing
3120	Beverage and tobacco industries	31211	Beverage manufacturing
3150	Apparel manufacturing	31511	Apparel knitting mills
		31521	Cut and sew apparel manufacturing
3160	Leather and hide tanning and finishing	31611	Leather and hide tanning and finishing
		31621	Footwear manufacturing
3220	Paper industry	32211	Pulp, paper, and paperboard mills
3250	Chemical industry	32511	Basic chemical manufacturing
		32521	Resin, synthetic rubber, and artificial and synthetic fibers
		32541	Pharmaceutical and medicine manufacturing
		32551	Paint, coating, and adhesive manufacturing
		32591	Other chemical product and preparation manufacturing
3270	Nonmetallic mineral products	32711	Clay product and refractory manufacturing
		32731	Cement and concrete product manufacturing
3320	Metal products manufacturing	33241	Boiler, tank, and shipping container manufacturing
		33251	Hardware manufacturing
		33281	Coating, engraving, heat treating, and allied activities
3340	Manufacturing of computer	33461	Manufacturing and reproducing magnetic and optical media
3350	Electric appliances and electric power generation	33511	Electric lighting equipment manufacturing
		33521	Household appliance manufacturing
		33531	Electrical equipment manufacturing
3360	Transportation equipment	33611	Motor vehicle manufacturing
		33641	Aerospace product and parts manufacturing
		33651	Railroad rolling stock manufacturing
		33661	Ship and boat building
3370	Household furniture	33710	Nonupholstered wood household furniture manufacturing

5-digit	Industry name
2000	Food and kindred products
2001	Textile mill
2002	Textile mill
2003	Textile mill
2004	Textile mill
2005	Textile mill
2006	Textile mill
2007	Textile mill
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2151	Textile mill
2152	Textile mill
2153	Textile mill
2154	Textile mill
2155	Textile mill

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 μ_t and σ_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 (β^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 (β^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

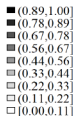
Gender heterogeneous effects

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 (β^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 (β^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

	(1) Manufacturing	(2)	(3) Services	(4)
	High English	Low English	High English	Low English
<i>Panel C: Low enrollment sample (Men)</i>				
Hrs English (β^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 (β^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

(2008 vs 2011)



(a) Rural schools in 2008



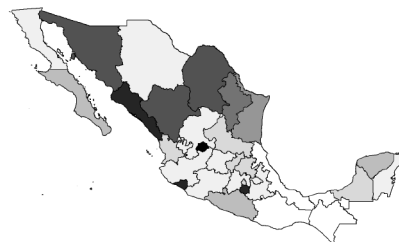
(b) Rural schools in 2011

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



(c) Urban schools in 2008



(d) Urban schools in 2011

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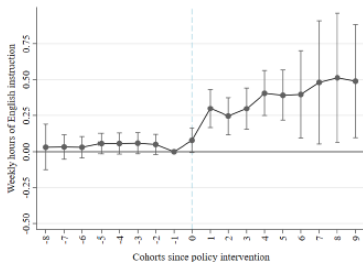
Industries requiring English skills by abilities

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

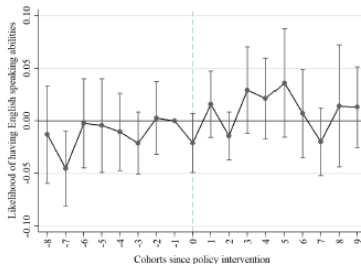
		(1)	(2)	(3)	(4)
		Manufacturing		Services	
		High English	Low English	High English	Low English
Low-English	<i>Panel A: Low enrollment sample</i>				
	Hrs English	0.065*** (0.014)	-0.020 (0.015)	0.040*** (0.015)	-0.037*** (0.012)
	Eng×Q2	0.001 (0.009)	-0.012 (0.010)	0.021* (0.011)	-0.005 (0.008)
	Eng×Q3	-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

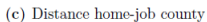
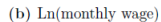
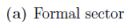
Different exposure variable

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

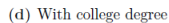
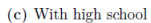
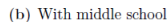
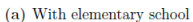
	(1)	(2)	(3)	(4)
	Formal sector	ln(wage)	ln(distance)	Move state
<i>Panel B: Low enrollment sample</i>				
Eng Teachers	-0.202* (0.120)	-0.127 (0.196)	-0.772 (0.751)	0.072* (0.040)
Observations	1,554,827	259,666	259,666	259,666
Adjusted R^2	0.123	0.312	0.677	0.727

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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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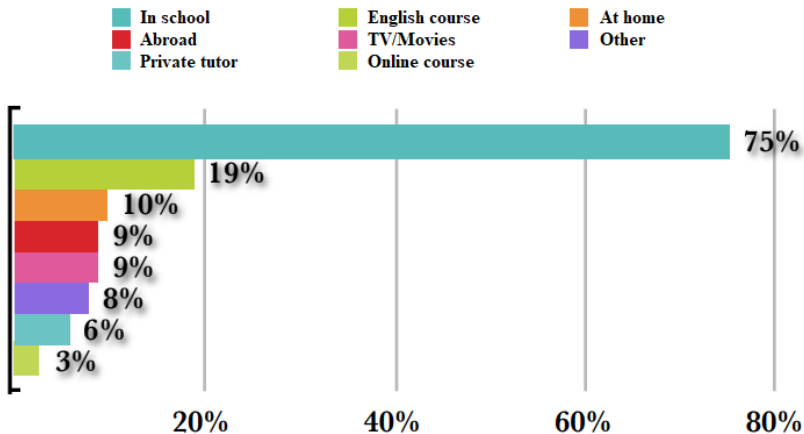
Wages in IMSS data [▶ Back](#)

The social security data has a monthly frequency, and each month could have more than one observation for the same worker because some workers have more than one job

- ① I take the average of the wages reported over one year, by worker, by economic sector and by employer
- ② When a worker has multiple jobs, I drop the jobs with the lowest wages if those are non-permanent jobs
- ③ If there are individuals with permanent and non-permanent jobs, I only use permanent jobs
- ④ For individuals who have more than one job with the same wage I choose the job in which they have worked most part of the year

I assume that an employee works 30 days, on average

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.