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Bilingual education in Peru: evidence on how Quechua-medium education affects indigenous children's academic achievement.

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Summary: This study uses the Peruvian Young Lives International Study of Childhood Poverty's School Level data to investigate the effect of Quechua-medium instruction on academic achievement. We find that Indigenous children who attend Quechua-medium schools achieve 0.429 standard deviations higher scores in mathematics compared to Indigenous children who attend Spanish-medium schools. There is no evidence that these effects are caused by quantitative or language achievement acquired prior to entering school. Our findings suggest that Quechua-medium education for children of Quechua speaking parents may play a role in ameliorating the Indigenous test score gap.

Classification: C50 C30 C60

Keywords: bilingual education; education production function

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