



The Distributional Impacts of Large School Size on Learning Outcomes in Senegal

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We investigate the causal effect of school size on learning outcomes by adopting methodologies of quasi-experimentations. Such a study is important in a context of massive increases in school enrolment and school systems' limited seat capacities, especially in Senegal. To achieve this goal, we assume selection on observables and provide estimates of not only mean effects, but also quantile treatment effects. The motivation for looking at quantile treatment effects is that the conditional expectation function of learning outcomes may not be informative enough, which would cause us to underestimate the overall effect of school size. The results point to no effect at all for second graders, whereas positive effects for a very small fraction of top performing fourth graders are noted. For this same grade, low-achievers are harmed by large school size. We show that the optimal school size lies between 470 and 500 students.

Keywords: school size; learning outcomes; impact evaluation; quantile treatment effects.