### Appendix D

**Table D.1: Descriptive quantiles, Mathematics scores**

<table>
<thead>
<tr>
<th>Variable / Quantile</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics score</td>
<td>7.55</td>
<td>13.01</td>
<td>18.02</td>
<td>22.54</td>
<td>26.65</td>
</tr>
<tr>
<td>Father with up to secondary education (%)</td>
<td>0.54</td>
<td>0.54</td>
<td>0.57</td>
<td>0.6</td>
<td>0.58</td>
</tr>
<tr>
<td>Mother with up to secondary education (%)</td>
<td>0.52</td>
<td>0.54</td>
<td>0.57</td>
<td>0.59</td>
<td>0.56</td>
</tr>
<tr>
<td>Father with up to tertiary education (%)</td>
<td>0.05</td>
<td>0.06</td>
<td>0.05</td>
<td>0.05</td>
<td>0.07</td>
</tr>
<tr>
<td>Mother with up to tertiary education (%)</td>
<td>0.04</td>
<td>0.06</td>
<td>0.05</td>
<td>0.07</td>
<td>0.08</td>
</tr>
<tr>
<td>Good classroom conditions (%)</td>
<td>0.84</td>
<td>0.88</td>
<td>0.9</td>
<td>0.91</td>
<td>0.94</td>
</tr>
<tr>
<td>Urban area (%)</td>
<td>0.47</td>
<td>0.53</td>
<td>0.53</td>
<td>0.47</td>
<td>0.44</td>
</tr>
<tr>
<td>Never failed to be promoted (%)</td>
<td>0.49</td>
<td>0.57</td>
<td>0.63</td>
<td>0.66</td>
<td>0.68</td>
</tr>
<tr>
<td>Illness rate &lt; 11 years, last 90 days (%)</td>
<td>0.56</td>
<td>0.56</td>
<td>0.55</td>
<td>0.54</td>
<td>0.56</td>
</tr>
<tr>
<td>Health insurance rate &lt; 11 years (%)</td>
<td>0.19</td>
<td>0.2</td>
<td>0.21</td>
<td>0.21</td>
<td>0.21</td>
</tr>
<tr>
<td>Teacher speaks usually Spanish (%)</td>
<td>0.81</td>
<td>0.86</td>
<td>0.88</td>
<td>0.9</td>
<td>0.92</td>
</tr>
<tr>
<td>Family only speaks Guaraní (%)</td>
<td>0.33</td>
<td>0.31</td>
<td>0.31</td>
<td>0.36</td>
<td>0.38</td>
</tr>
<tr>
<td>Frequently works for money (%)</td>
<td>0.37</td>
<td>0.31</td>
<td>0.27</td>
<td>0.23</td>
<td>0.19</td>
</tr>
<tr>
<td>Frequently absent due to work (%)</td>
<td>0.25</td>
<td>0.2</td>
<td>0.17</td>
<td>0.17</td>
<td>0.15</td>
</tr>
<tr>
<td>Low or moderate absence rates (%)</td>
<td>0.52</td>
<td>0.61</td>
<td>0.66</td>
<td>0.68</td>
<td>0.72</td>
</tr>
<tr>
<td>Population - extreme poverty (%-district mean)</td>
<td>0.14</td>
<td>0.15</td>
<td>0.15</td>
<td>0.16</td>
<td>0.17</td>
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<tr>
<td>Population - poverty (%-district mean)</td>
<td>0.32</td>
<td>0.33</td>
<td>0.33</td>
<td>0.34</td>
<td>0.34</td>
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<tr>
<td>Stunting risk (%-district mean)</td>
<td>0.24</td>
<td>0.23</td>
<td>0.24</td>
<td>0.24</td>
<td>0.26</td>
</tr>
<tr>
<td>Stunting (%-district mean)</td>
<td>0.11</td>
<td>0.12</td>
<td>0.12</td>
<td>0.12</td>
<td>0.13</td>
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<tr>
<td>Starving risk (%-district mean)</td>
<td>0.19</td>
<td>0.18</td>
<td>0.18</td>
<td>0.18</td>
<td>0.19</td>
</tr>
<tr>
<td>Starving (%-district mean)</td>
<td>0.09</td>
<td>0.09</td>
<td>0.09</td>
<td>0.09</td>
<td>0.08</td>
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Table D.2: Descriptive quantiles, Communication score

<table>
<thead>
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<th>Variable / Quantile</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication score</td>
<td>6.37</td>
<td>10.54</td>
<td>13.95</td>
<td>17.41</td>
<td>22.1</td>
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<tr>
<td>Father with up to secondary education (%)</td>
<td>0.57</td>
<td>0.57</td>
<td>0.56</td>
<td>0.57</td>
<td>0.57</td>
</tr>
<tr>
<td>Mother with up to secondary education (%)</td>
<td>0.56</td>
<td>0.57</td>
<td>0.56</td>
<td>0.54</td>
<td>0.55</td>
</tr>
<tr>
<td>Father with up to tertiary education (%)</td>
<td>0.04</td>
<td>0.05</td>
<td>0.06</td>
<td>0.06</td>
<td>0.07</td>
</tr>
<tr>
<td>Mother with up to tertiary education (%)</td>
<td>0.04</td>
<td>0.05</td>
<td>0.06</td>
<td>0.06</td>
<td>0.09</td>
</tr>
<tr>
<td>Good classroom conditions (%)</td>
<td>0.85</td>
<td>0.87</td>
<td>0.9</td>
<td>0.93</td>
<td>0.93</td>
</tr>
<tr>
<td>Urban area (%)</td>
<td>0.42</td>
<td>0.48</td>
<td>0.55</td>
<td>0.53</td>
<td>0.46</td>
</tr>
<tr>
<td>Never failed to be promoted (%)</td>
<td>0.49</td>
<td>0.55</td>
<td>0.64</td>
<td>0.68</td>
<td>0.68</td>
</tr>
<tr>
<td>Illness rate &lt; 11 years, last 90 days (%)</td>
<td>0.56</td>
<td>0.56</td>
<td>0.56</td>
<td>0.54</td>
<td>0.55</td>
</tr>
<tr>
<td>Health insurance rate &lt; 11 years (%)</td>
<td>0.18</td>
<td>0.2</td>
<td>0.23</td>
<td>0.22</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher speaks usually Spanish (%)</td>
<td>0.8</td>
<td>0.86</td>
<td>0.88</td>
<td>0.9</td>
<td>0.93</td>
</tr>
<tr>
<td>Family only speaks Guarani (%)</td>
<td>0.39</td>
<td>0.35</td>
<td>0.28</td>
<td>0.32</td>
<td>0.36</td>
</tr>
<tr>
<td>Frequently do paid work (%)</td>
<td>0.36</td>
<td>0.33</td>
<td>0.26</td>
<td>0.22</td>
<td>0.18</td>
</tr>
<tr>
<td>Frequently absent due to work (%)</td>
<td>0.25</td>
<td>0.21</td>
<td>0.17</td>
<td>0.15</td>
<td>0.16</td>
</tr>
<tr>
<td>Low or moderate absence rates (%)</td>
<td>0.55</td>
<td>0.61</td>
<td>0.65</td>
<td>0.67</td>
<td>0.71</td>
</tr>
<tr>
<td>Pop. in extreme poverty (% - district mean)</td>
<td>0.14</td>
<td>0.15</td>
<td>0.15</td>
<td>0.15</td>
<td>0.18</td>
</tr>
<tr>
<td>Population in poverty (% - district mean)</td>
<td>0.31</td>
<td>0.33</td>
<td>0.34</td>
<td>0.34</td>
<td>0.35</td>
</tr>
<tr>
<td>Stunting risk (% - district mean)</td>
<td>0.24</td>
<td>0.23</td>
<td>0.23</td>
<td>0.24</td>
<td>0.25</td>
</tr>
<tr>
<td>Stunting (% - district mean)</td>
<td>0.12</td>
<td>0.12</td>
<td>0.12</td>
<td>0.11</td>
<td>0.13</td>
</tr>
<tr>
<td>Starving risk (% - district mean)</td>
<td>0.19</td>
<td>0.18</td>
<td>0.18</td>
<td>0.18</td>
<td>0.19</td>
</tr>
<tr>
<td>Starving (% - district mean)</td>
<td>0.09</td>
<td>0.09</td>
<td>0.09</td>
<td>0.09</td>
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Table D.3: Descriptive schooling statistics

<table>
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<tr>
<th>Official school age (years)</th>
<th>Graduation age</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Pre-school, 2005</td>
<td>5</td>
<td>3</td>
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<tr>
<td>Primary school, 2005</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Secondary school, 2005</td>
<td>17</td>
<td>6</td>
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<tr>
<td>Compulsory education, 2005</td>
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<td>9</td>
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<table>
<thead>
<tr>
<th>Population (1,000)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school age, 2006</td>
<td>221</td>
<td>213</td>
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<tr>
<td>Primary school age, 2006</td>
<td>429</td>
<td>415</td>
</tr>
<tr>
<td>Secondary school age, 2006</td>
<td>408</td>
<td>395</td>
</tr>
<tr>
<td>Total population, all ages, 2007</td>
<td>3096</td>
<td>3031</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Net enrolment ratio (%)</th>
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</thead>
<tbody>
<tr>
<td>Pre-school NER, 2004</td>
<td>29.5</td>
<td>30.4</td>
</tr>
<tr>
<td>Primary school NER, 2004</td>
<td>93.6</td>
<td>94</td>
</tr>
<tr>
<td>Secondary school NER, 1991</td>
<td>25.6</td>
<td>27</td>
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</table>

<table>
<thead>
<tr>
<th>Gross enrolment ratio (%)</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school GER, 2004</td>
<td>34.1</td>
<td>34.5</td>
</tr>
<tr>
<td>Primary school GER, 2004</td>
<td>113.4</td>
<td>109.9</td>
</tr>
<tr>
<td>Secondary school GER, 2004</td>
<td>66</td>
<td>67.3</td>
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<table>
<thead>
<tr>
<th>Entrance and transition (%)</th>
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</thead>
<tbody>
<tr>
<td>Primary net intake rate, 1991</td>
<td>72.8</td>
<td>71.4</td>
</tr>
<tr>
<td>Primary gross intake rate, 2004</td>
<td>117.2</td>
<td>114.3</td>
</tr>
<tr>
<td>Primary entrants with ECCE, 2004</td>
<td>74</td>
<td>76.4</td>
</tr>
<tr>
<td>Transition rate primary-secondary, 2003</td>
<td>90.3</td>
<td>90.3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Repetition and completion</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary repetition rate (%), 2004</td>
<td>7.9</td>
<td>5.4</td>
</tr>
<tr>
<td>Secondary repetition rate (%), 2004</td>
<td>1.2</td>
<td>0.6</td>
</tr>
<tr>
<td>Survival rate to grade 5 (%), 2003</td>
<td>79.4</td>
<td>83.3</td>
</tr>
<tr>
<td>Survival rate to last primary grade (%), 2003</td>
<td>74.4</td>
<td>78.7</td>
</tr>
<tr>
<td>Primary completion rate (%), 2004</td>
<td>93.6</td>
<td>95.3</td>
</tr>
<tr>
<td>School life expectancy (years), 2004</td>
<td>10.9</td>
<td>10.7</td>
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Total public expenditure on education

<p>| | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>As % of GDP, 2003</td>
<td>4.7</td>
</tr>
<tr>
<td>As % of total government expenditure, 2003</td>
<td>11</td>
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</table>

Table D.4: Baseline OLS regressions. Mathematics and communication test scores, only individual and household characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mathematics</th>
<th></th>
<th>Communication</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-0.0489</td>
<td>0.0903</td>
<td>-0.1393</td>
<td>0.0765</td>
</tr>
<tr>
<td>Female</td>
<td>0.0343</td>
<td>0.1567</td>
<td>0.2895**</td>
<td>0.127</td>
</tr>
<tr>
<td>Perspectives</td>
<td>0.3837*</td>
<td>0.2137</td>
<td>0.6413</td>
<td>0.1605</td>
</tr>
<tr>
<td>Secondary Education Father</td>
<td>0.5816***</td>
<td>0.2187</td>
<td>0.3426**</td>
<td>0.1587</td>
</tr>
<tr>
<td>Secondary Education Mother</td>
<td>0.3278</td>
<td>0.2074</td>
<td>0.0515</td>
<td>0.1648</td>
</tr>
<tr>
<td>College Education Father</td>
<td>0.0673</td>
<td>0.4047</td>
<td>0.6789**</td>
<td>0.2834</td>
</tr>
<tr>
<td>College Education Mother</td>
<td>1.1249**</td>
<td>0.3649</td>
<td>0.4409</td>
<td>0.2886</td>
</tr>
<tr>
<td>Parents and Homework</td>
<td>1.3131***</td>
<td>0.2494</td>
<td>1.1158***</td>
<td>0.1958</td>
</tr>
<tr>
<td>Parents as co educators</td>
<td>1.5672***</td>
<td>0.4189</td>
<td>0.8424**</td>
<td>0.3414</td>
</tr>
<tr>
<td>Family language Guarani</td>
<td>0.9247***</td>
<td>0.2928</td>
<td>0.3003</td>
<td>0.2555</td>
</tr>
<tr>
<td>Media</td>
<td>0.9263***</td>
<td>0.1234</td>
<td>0.7751***</td>
<td>0.0921</td>
</tr>
<tr>
<td>Brother/Sister look after</td>
<td>-0.9606***</td>
<td>0.2726</td>
<td>-0.7655***</td>
<td>0.216</td>
</tr>
<tr>
<td>Constant</td>
<td>14.4317***</td>
<td>0.9844</td>
<td>12.7322***</td>
<td>0.8113</td>
</tr>
</tbody>
</table>

N 9.655 9.655
Population Size 120,670 116,145
R² 0.079 0.065
F 9.21 10.63

Significance levels: *** p<0.01, ** p<0.05, * p<0.1.
Source: Own estimates based on joint database EPH 2005 (DGEEC), SNEPE 2003 (MEC), WEI SPS 2006 (UNESCO).
### Table D.5: Complete OLS regressions. Mathematics and communication test scores

<table>
<thead>
<tr>
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<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-0.0001</td>
<td>0.0889</td>
<td></td>
<td>-0.0837</td>
<td>0.0723</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>-0.145</td>
<td>0.1574</td>
<td></td>
<td>0.1634</td>
<td>0.1279</td>
<td></td>
</tr>
<tr>
<td>Perspectives</td>
<td>0.3981*</td>
<td>0.2134</td>
<td></td>
<td>0.633***</td>
<td>0.1607</td>
<td></td>
</tr>
<tr>
<td>Paid Work</td>
<td>-0.799***</td>
<td>0.2552</td>
<td></td>
<td>-0.4069**</td>
<td>0.1882</td>
<td></td>
</tr>
<tr>
<td>Unpaid Work</td>
<td>-1.3013***</td>
<td>0.2182</td>
<td></td>
<td>-1.1442***</td>
<td>0.1672</td>
<td></td>
</tr>
<tr>
<td>Secondary Education Father</td>
<td>0.4983**</td>
<td>0.214</td>
<td></td>
<td>0.327**</td>
<td>0.1554</td>
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</tr>
<tr>
<td>Secondary Education Mother</td>
<td>0.1458</td>
<td>0.2091</td>
<td></td>
<td>-0.042</td>
<td>0.1659</td>
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</tr>
<tr>
<td>College Education Father</td>
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<td>0.3875</td>
<td></td>
<td>0.6636**</td>
<td>0.2779</td>
<td></td>
</tr>
<tr>
<td>College Education Mother</td>
<td>1.0822***</td>
<td>0.3532</td>
<td></td>
<td>0.3311</td>
<td>0.2705</td>
<td></td>
</tr>
<tr>
<td>Parents and Homework</td>
<td>0.9426***</td>
<td>0.2429</td>
<td></td>
<td>0.8589***</td>
<td>0.1922</td>
<td></td>
</tr>
<tr>
<td>Parents as co educators</td>
<td>1.4883***</td>
<td>0.4055</td>
<td></td>
<td>0.788**</td>
<td>0.3424</td>
<td></td>
</tr>
<tr>
<td>Family language - Guarani</td>
<td>0.7621***</td>
<td>0.2914</td>
<td></td>
<td>0.2751</td>
<td>0.2522</td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>0.738***</td>
<td>0.1104</td>
<td></td>
<td>0.6185***</td>
<td>0.0864</td>
<td></td>
</tr>
<tr>
<td>Brother / Sister look after</td>
<td>-0.8708***</td>
<td>0.268</td>
<td></td>
<td>-0.6818***</td>
<td>0.2127</td>
<td></td>
</tr>
<tr>
<td>Urban area</td>
<td>-0.2817</td>
<td>0.503</td>
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<td>-0.0072</td>
<td>0.4222</td>
<td></td>
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<td>Public sector</td>
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<td>0.5572</td>
<td></td>
<td>-0.8196*</td>
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<tr>
<td>District health insurance rate</td>
<td>2.1826*</td>
<td>1.1345</td>
<td></td>
<td>0.554</td>
<td>0.8475</td>
<td></td>
</tr>
<tr>
<td>District sickness rate</td>
<td>-4.0249**</td>
<td>1.5734</td>
<td></td>
<td>-3.8469***</td>
<td>1.3201</td>
<td></td>
</tr>
<tr>
<td>District malnutrition rate</td>
<td>-5.5158**</td>
<td>2.6295</td>
<td></td>
<td>-2.8985</td>
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<td></td>
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<tr>
<td>School Language</td>
<td>1.2945***</td>
<td>0.4131</td>
<td></td>
<td>1.0687***</td>
<td>0.3399</td>
<td></td>
</tr>
<tr>
<td>Classroom conditions</td>
<td>1.4993***</td>
<td>0.3928</td>
<td></td>
<td>0.9436***</td>
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<td>14.3255***</td>
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Significance levels: *** p<0.01, ** p<0.05, * p<0.1.

Source: Own estimates based on joint database EPH 2005 (DGEEC), SNEPE 2003 (MEC), WEI SPS 2006 (UNESCO).
Table D.6: Quantile Regression, dependent variable: Mathematics scores

<table>
<thead>
<tr>
<th>Variable</th>
<th>Q(0.1)</th>
<th>Q(0.25)</th>
<th>Median</th>
<th>Q(0.75)</th>
<th>Q(0.9)</th>
</tr>
</thead>
<tbody>
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<td>-0.35571**</td>
</tr>
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<td>0.04793</td>
<td>0.58662**</td>
<td>0.42608**</td>
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<td>-1.060***</td>
<td>-0.666***</td>
<td>-0.38651*</td>
</tr>
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<td>-1.093***</td>
<td>-0.9439***</td>
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<td>0.9744**</td>
<td>0.644**</td>
<td>0.24883</td>
<td>0.10963</td>
</tr>
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<td>0.28055</td>
<td>0.18983</td>
<td>-0.1551</td>
<td>-0.02582</td>
</tr>
<tr>
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<td>1.33207**</td>
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<td>0.65121**</td>
</tr>
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<td>1.46262***</td>
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<td>0.35884**</td>
</tr>
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<td>0.69359**</td>
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<td>0.36665***</td>
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<tr>
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<td>-1.40344***</td>
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<td>-0.46376*</td>
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<td>-5.16944***</td>
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<td>-3.13622***</td>
</tr>
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<td>1.68139***</td>
<td>1.18315**</td>
<td>0.932**</td>
</tr>
<tr>
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<td>1.21399***</td>
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<td>1.88915**</td>
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<td>-1.80700***</td>
<td>-1.40433***</td>
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<td>6.65209***</td>
<td>3.12544***</td>
<td>3.37199***</td>
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<td>-2.90349***</td>
<td>-1.21972***</td>
<td>-0.83977***</td>
</tr>
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<td>-4.039***</td>
<td>-3.85499***</td>
<td>-2.80988***</td>
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<td>-2.5383***</td>
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<td>-1.2345***</td>
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Bootstrapped Std. Errors

500 Repetitions

Significance levels: *** p<0.01, ** p<0.05, * p<0.1.

Source: Own estimates based on joint database EPH 2005 (DGEEC), SNEPE 2003 (MEC), WEI SPS 2006 (UNESCO).
Table D.7: Quantile Regression, dependent variable: Communication scores

<table>
<thead>
<tr>
<th>Variable</th>
<th>Q(0.1)</th>
<th>Q(0.25)</th>
<th>Median</th>
<th>Q(0.75)</th>
<th>Q(0.9)</th>
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</tr>
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</tr>
<tr>
<td>Brother / Sister look after</td>
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<td>-0.7869***</td>
<td>-0.52098***</td>
<td>-0.39774*</td>
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<td>1.09077***</td>
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Bootstrapped Std. Errors 500 Repetitions

Significance levels: *** p<0.01, ** p<0.05, * p<0.1.
Source: Own estimates based on joint database EPH 2005 (DGEEC), SNEPE 2003 (MEC), WEI SPS 2006 (UNESCO).