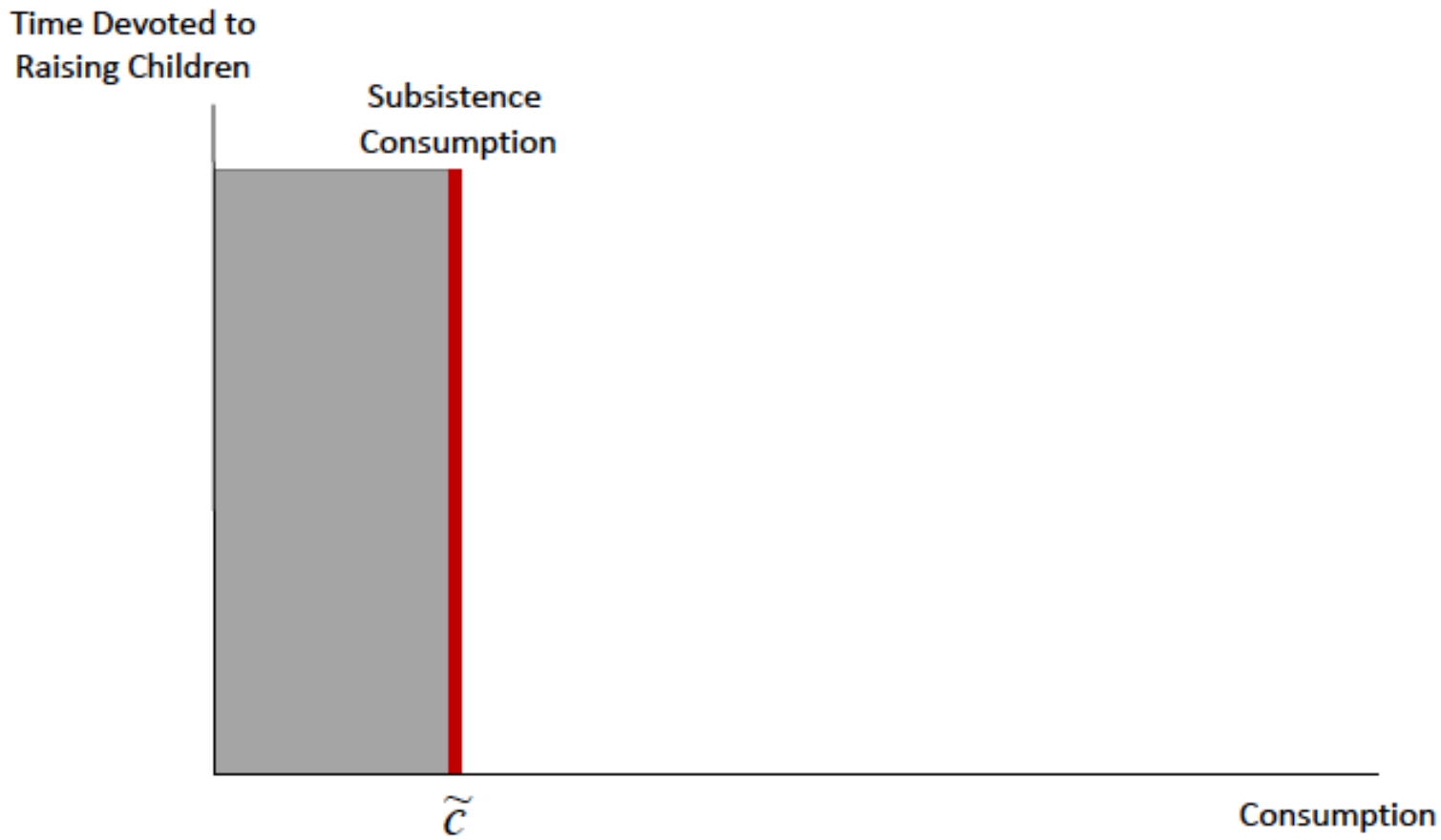
Cultural and Religion Traits that Promotes Education: Gender Quality, Human Rights

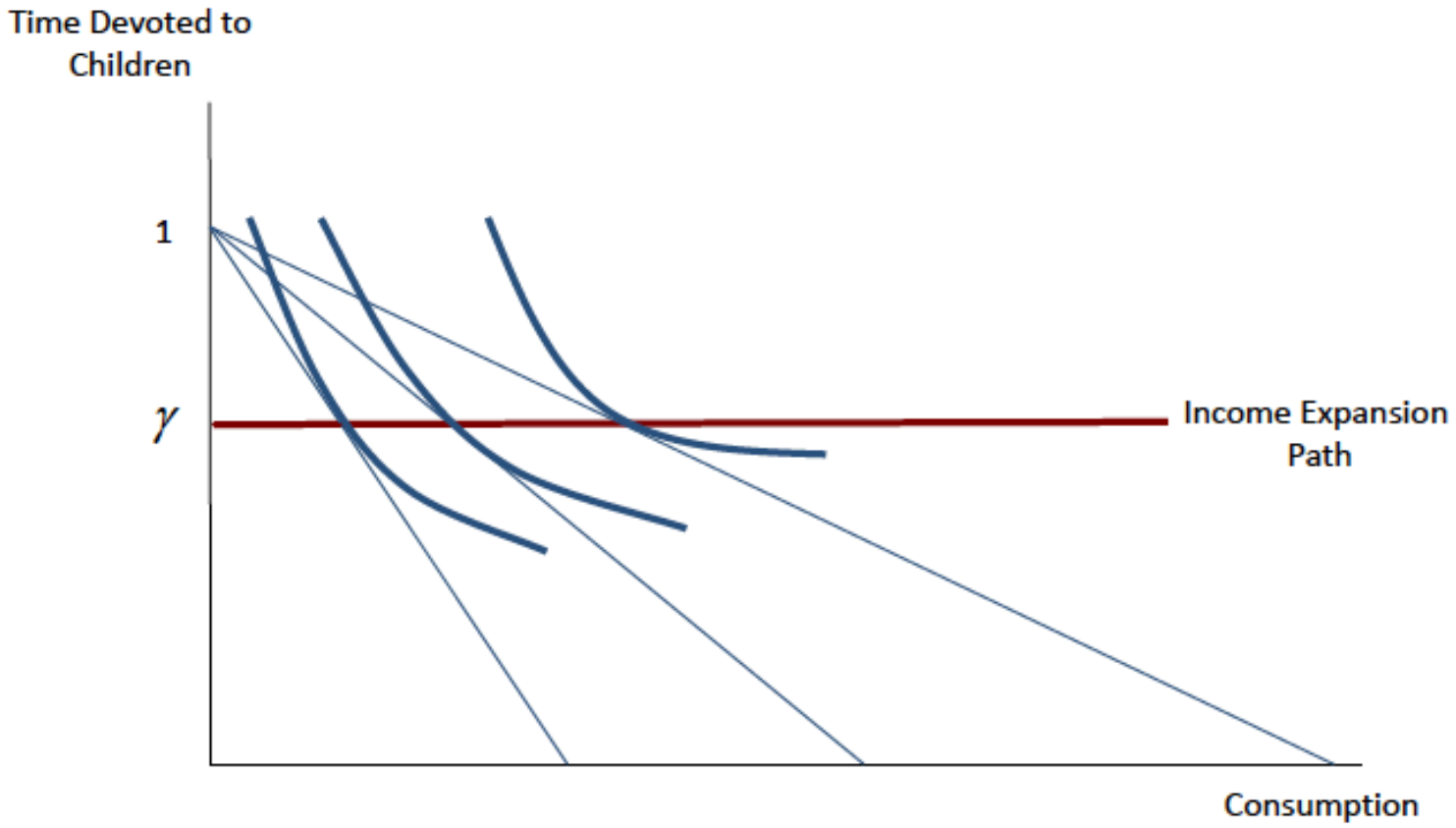
Current Global Macro Perspectives

Spring 2020 – Greg Siourounis

Theory Check: Subsistence Level



Once you escape subsistence

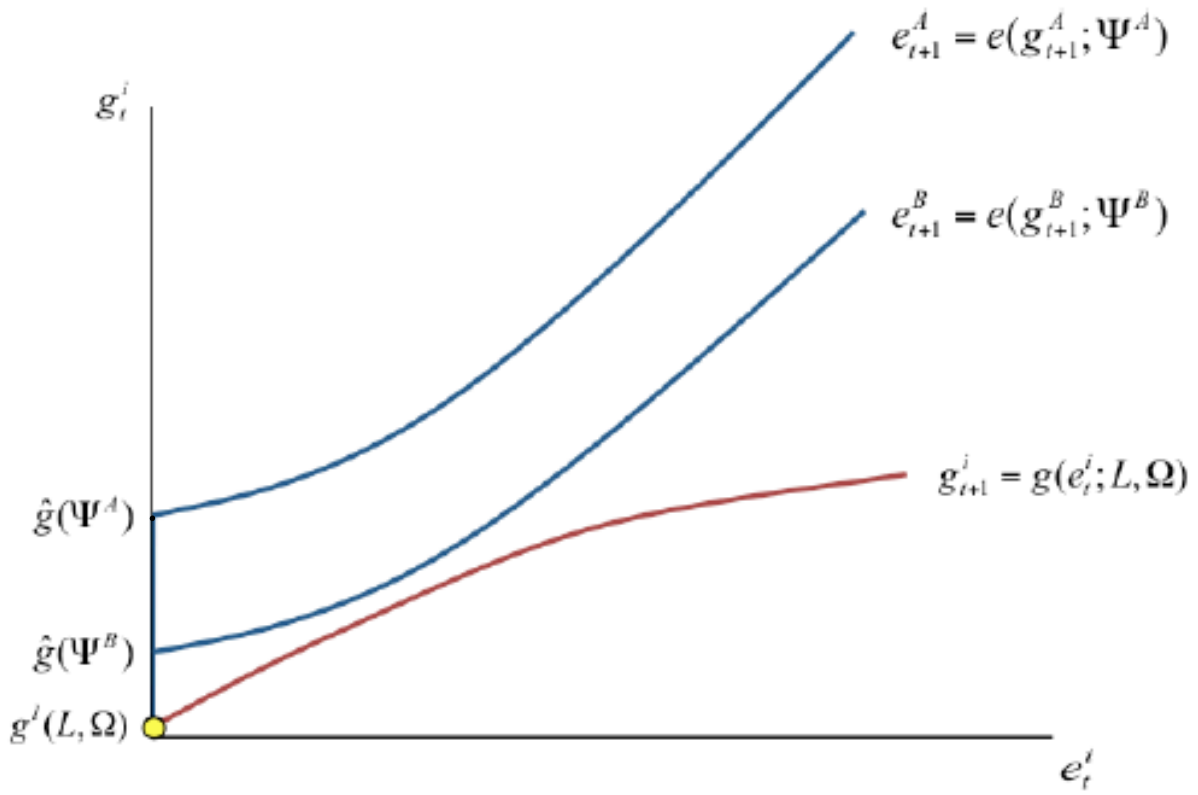


Theory Check: Improving the Education Path

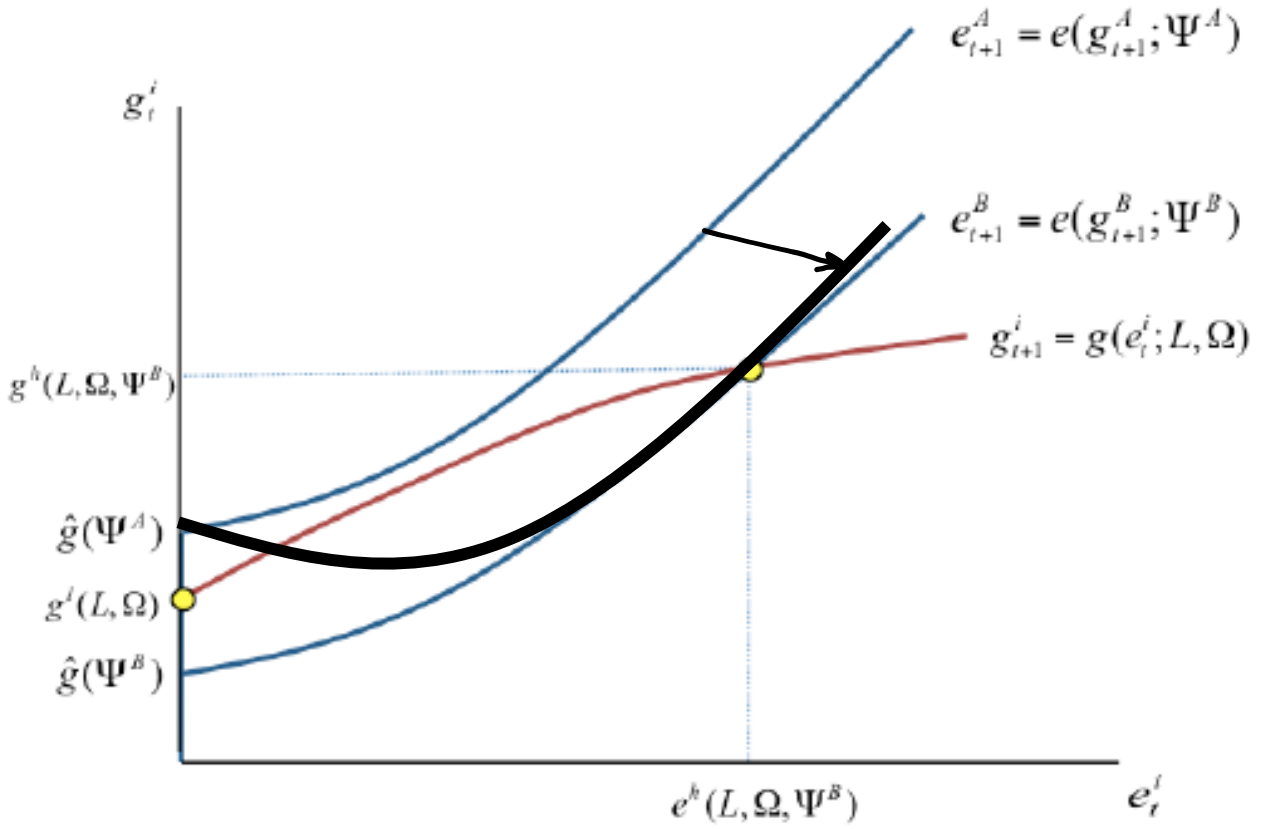
- For country-specific characteristics Ψ_t^i

$$e_{t+1}^i = e(g_{t+1}^i; \Psi_t^i) \begin{cases} = 0 & \text{if} \quad g_{t+1}^i \leq \hat{g}(\Psi_t^i), \\ > 0 & \text{if} \quad g_{t+1}^i > \hat{g}(\Psi_t^i) \end{cases}$$

Moving from no impact



Bisin & Verdier (2001): Parents transmit a particular cultural trait to their children if this grants utility to parents or children.



What is the definition of Culture? Cambridge Dictionary.

- "Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things
- The word "culture" derives from a French term, which in turn derives from the Latin "colere," which means to tend to the earth and grow, or cultivation and nurture. "It shares its etymology with a number of other words related to actively fostering growth,"

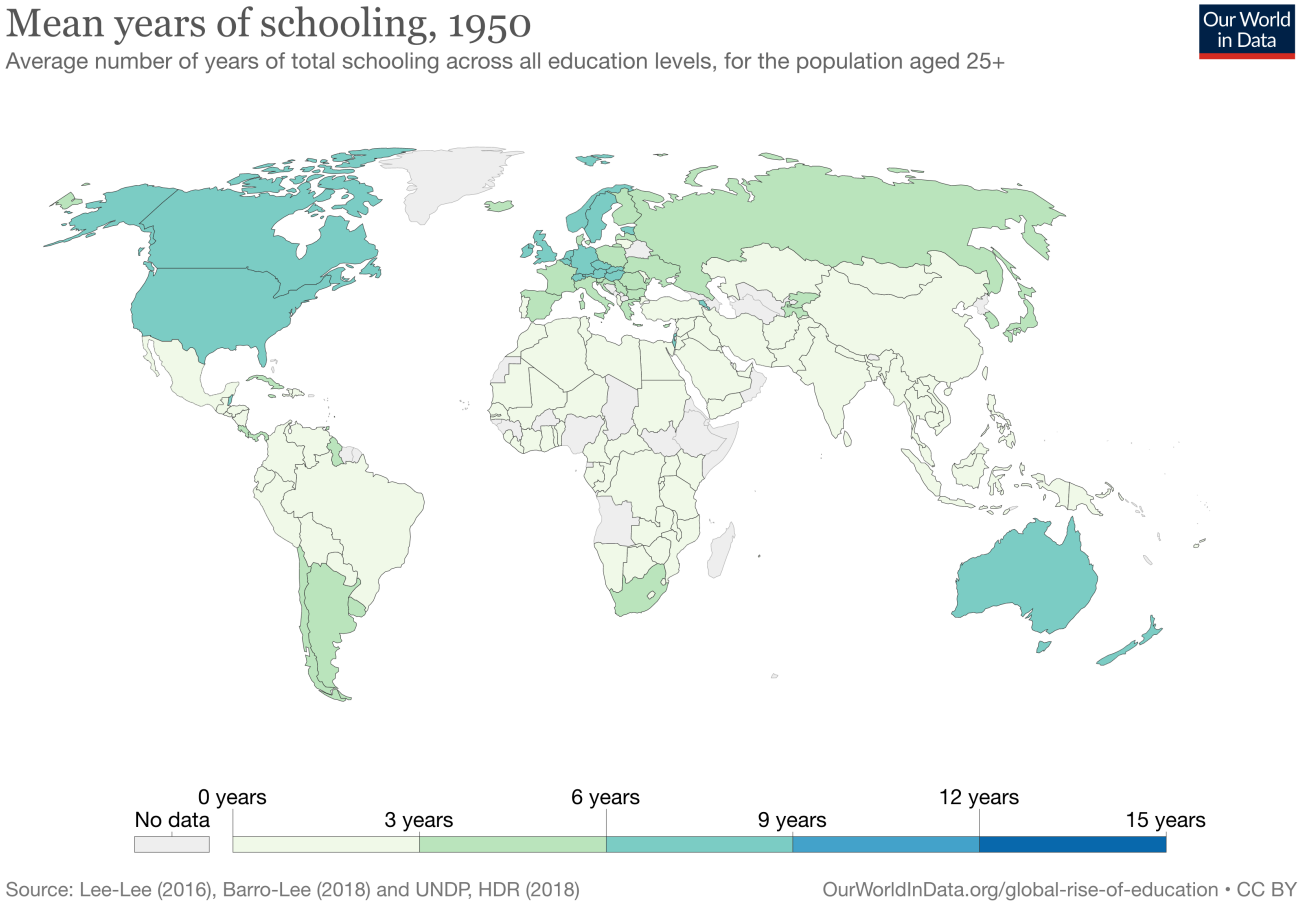
William Butler Yeats (1865-1939 - Irish)

- For without culture or holiness, which are always the gift of a very few, a man may renounce wealth or any other external thing, but he cannot renounce hatred, envy, jealousy, revenge. Culture is the sanctity of the intellect.

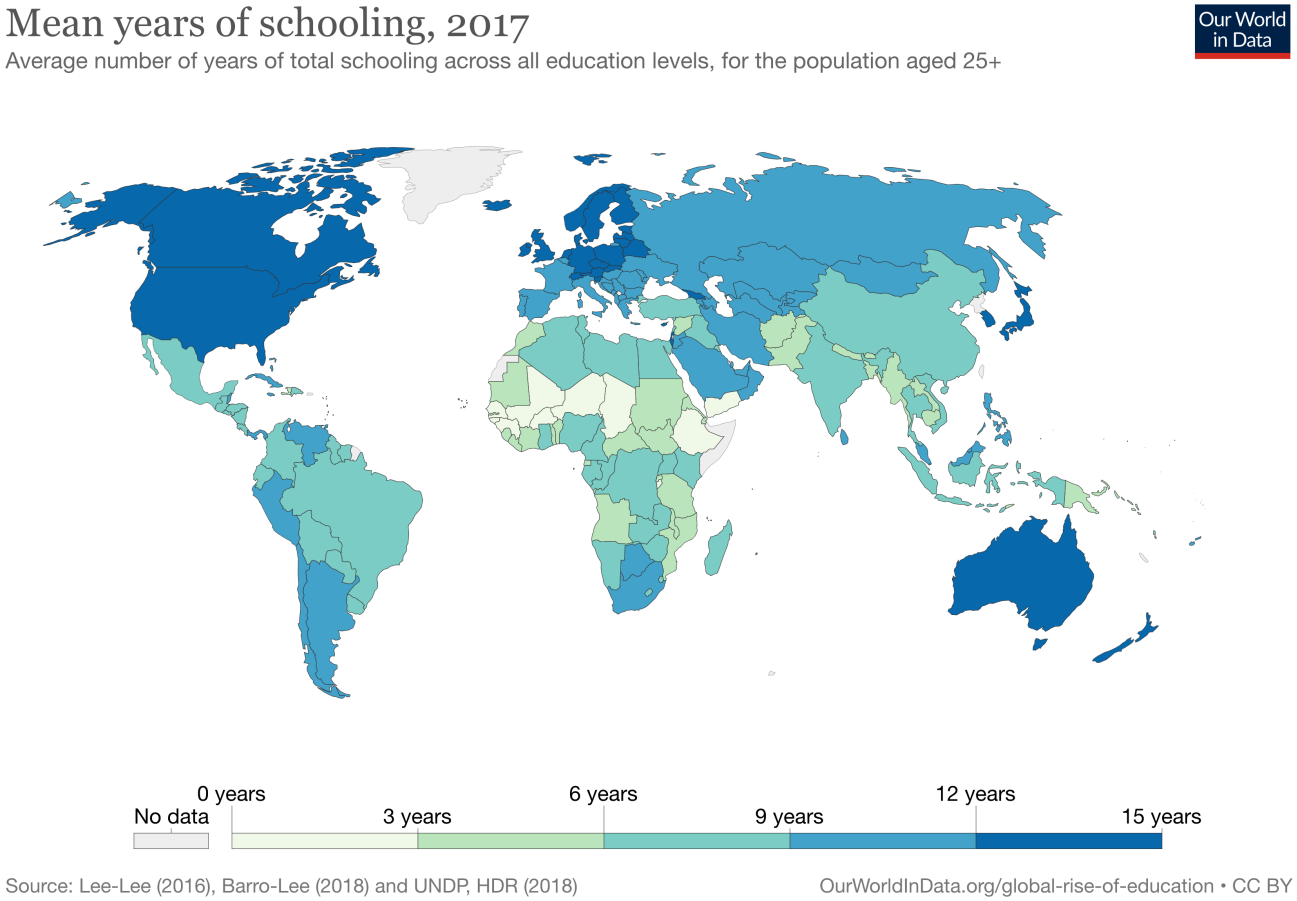
Data Sources

- https://ourworldindata.org/global-education

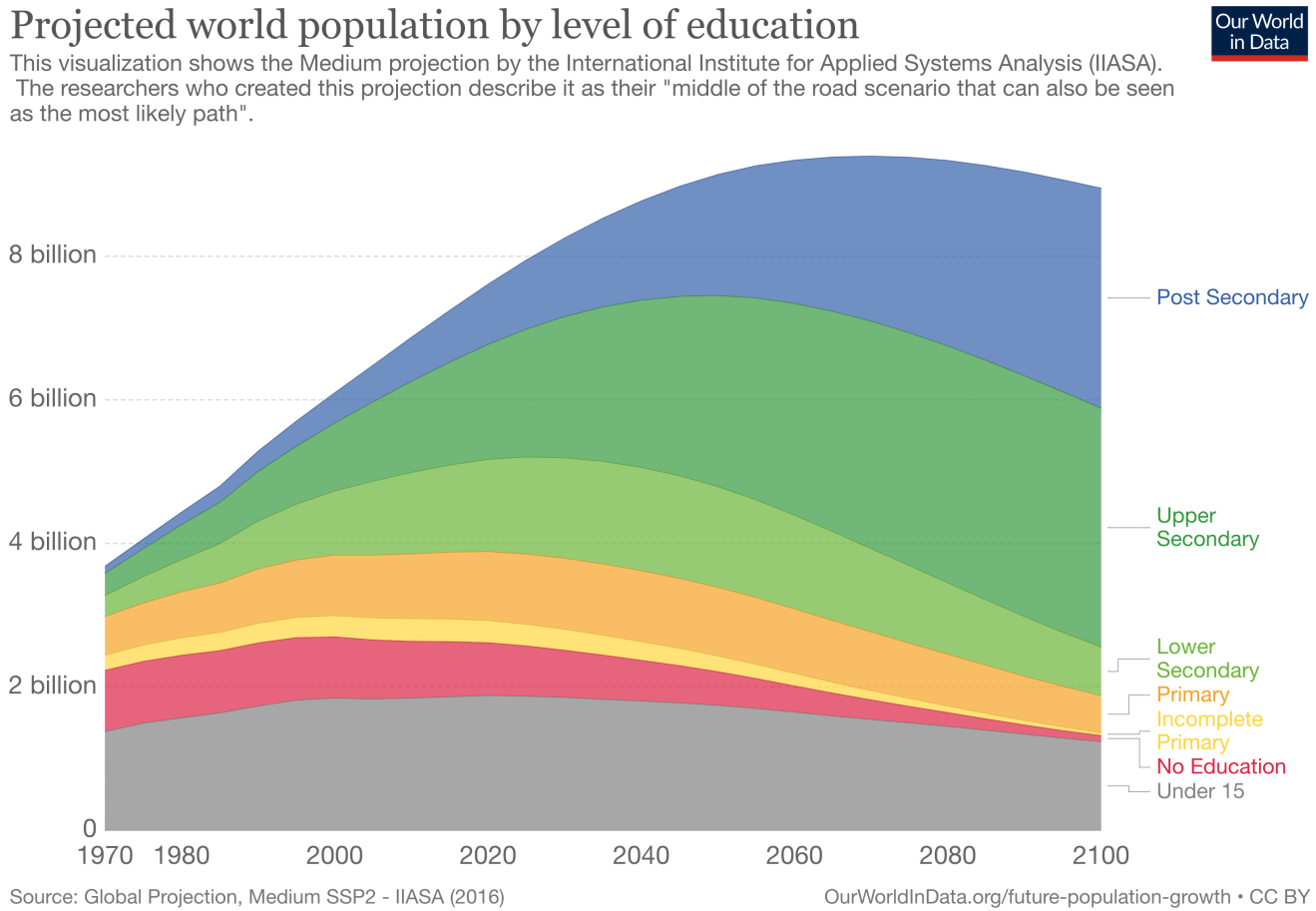
The state of the world



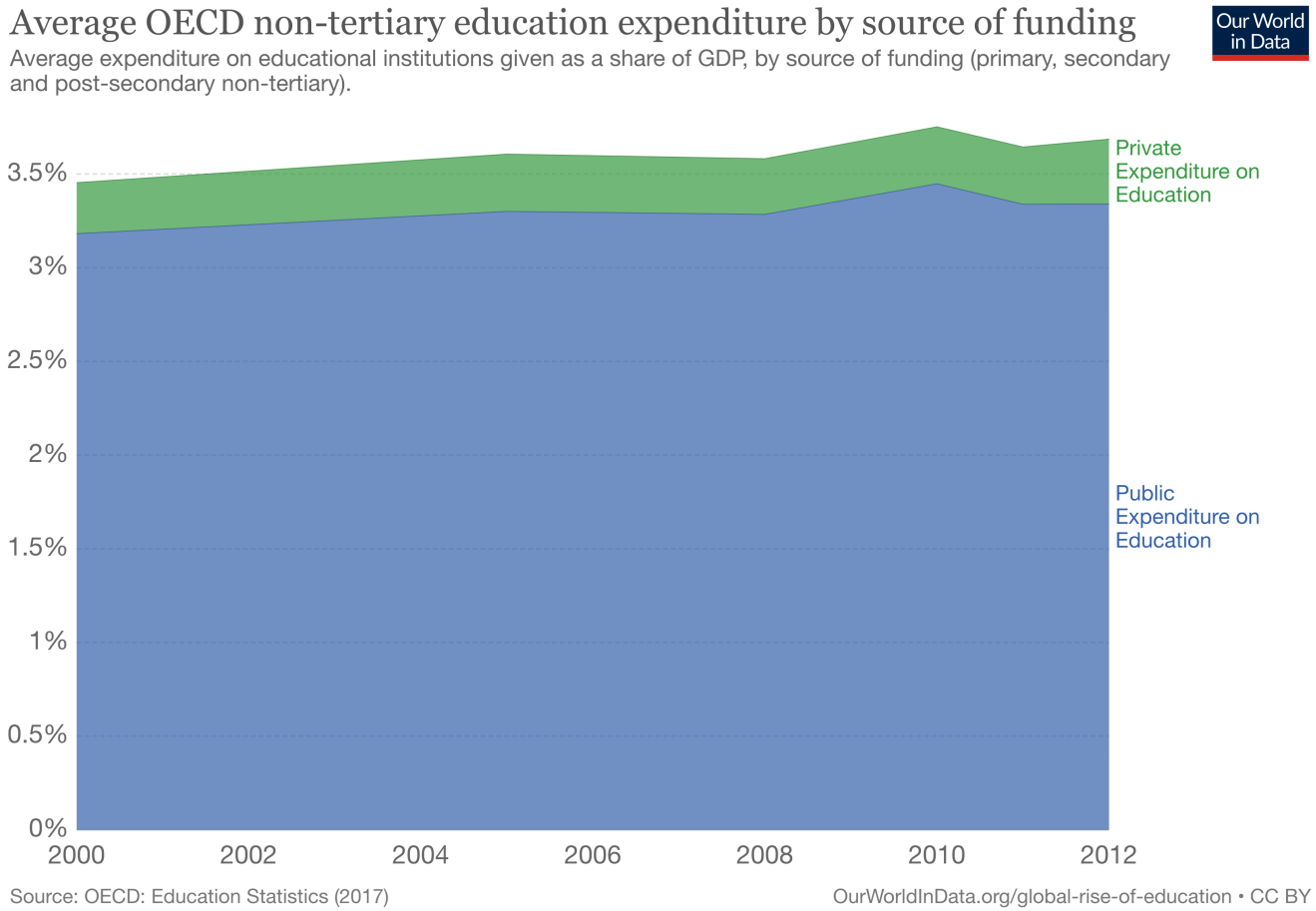
The state of the world today (2017)



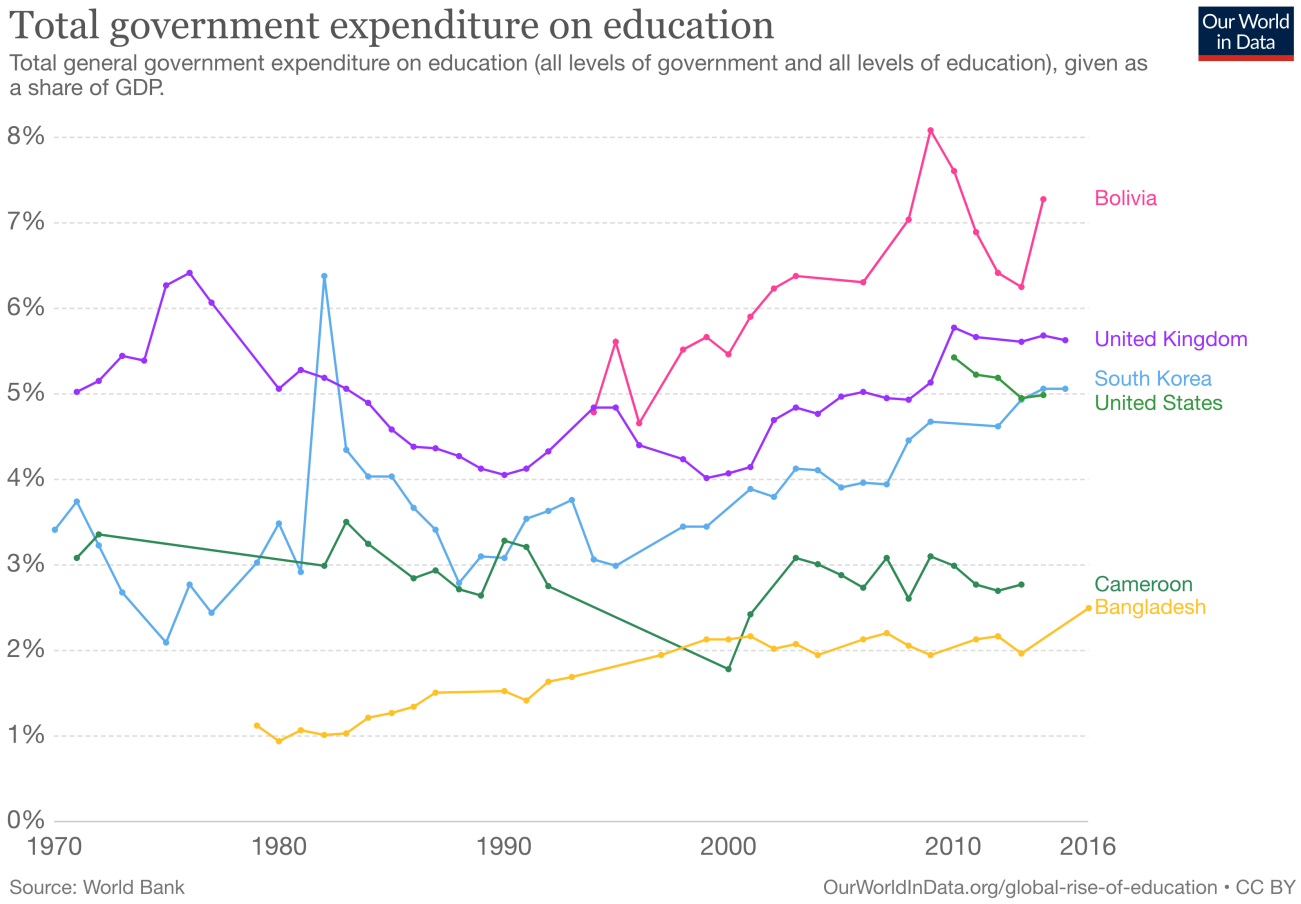
The state of the future world



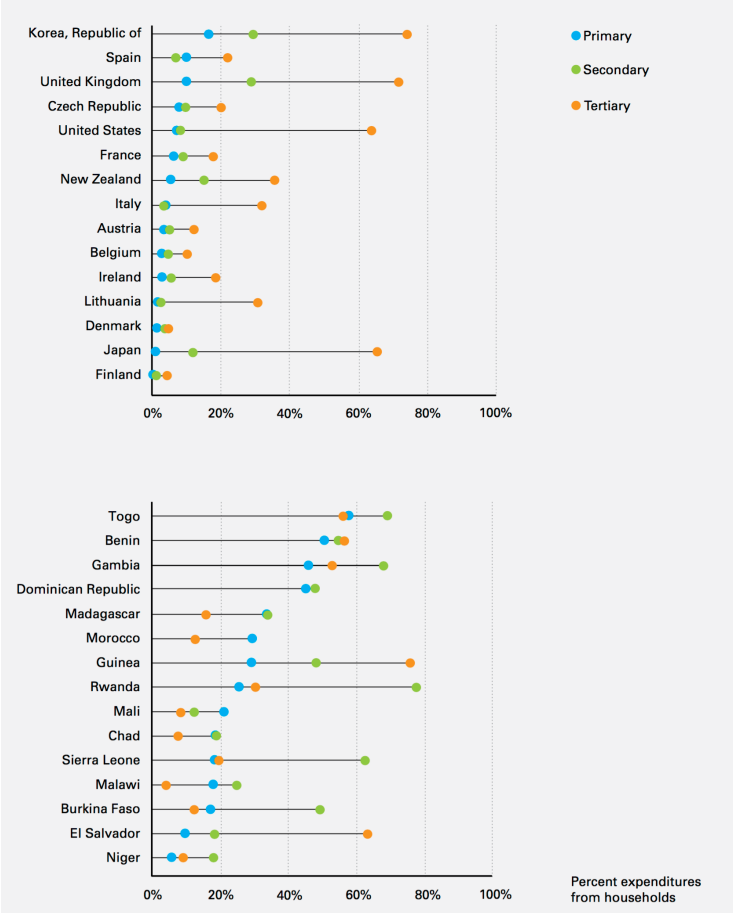
Collective vs Individual Culture: Private or Public



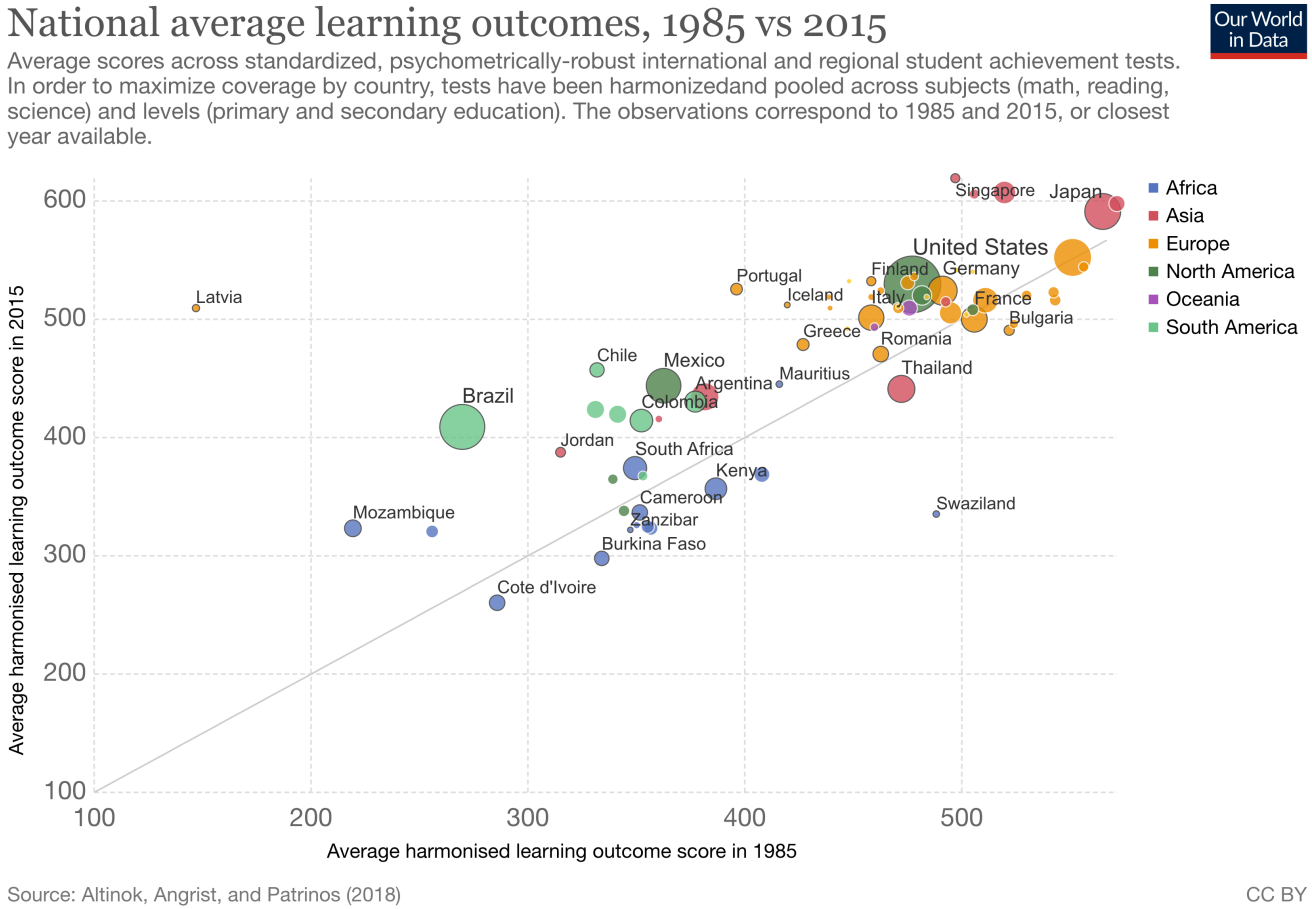
Countries are spending more in education



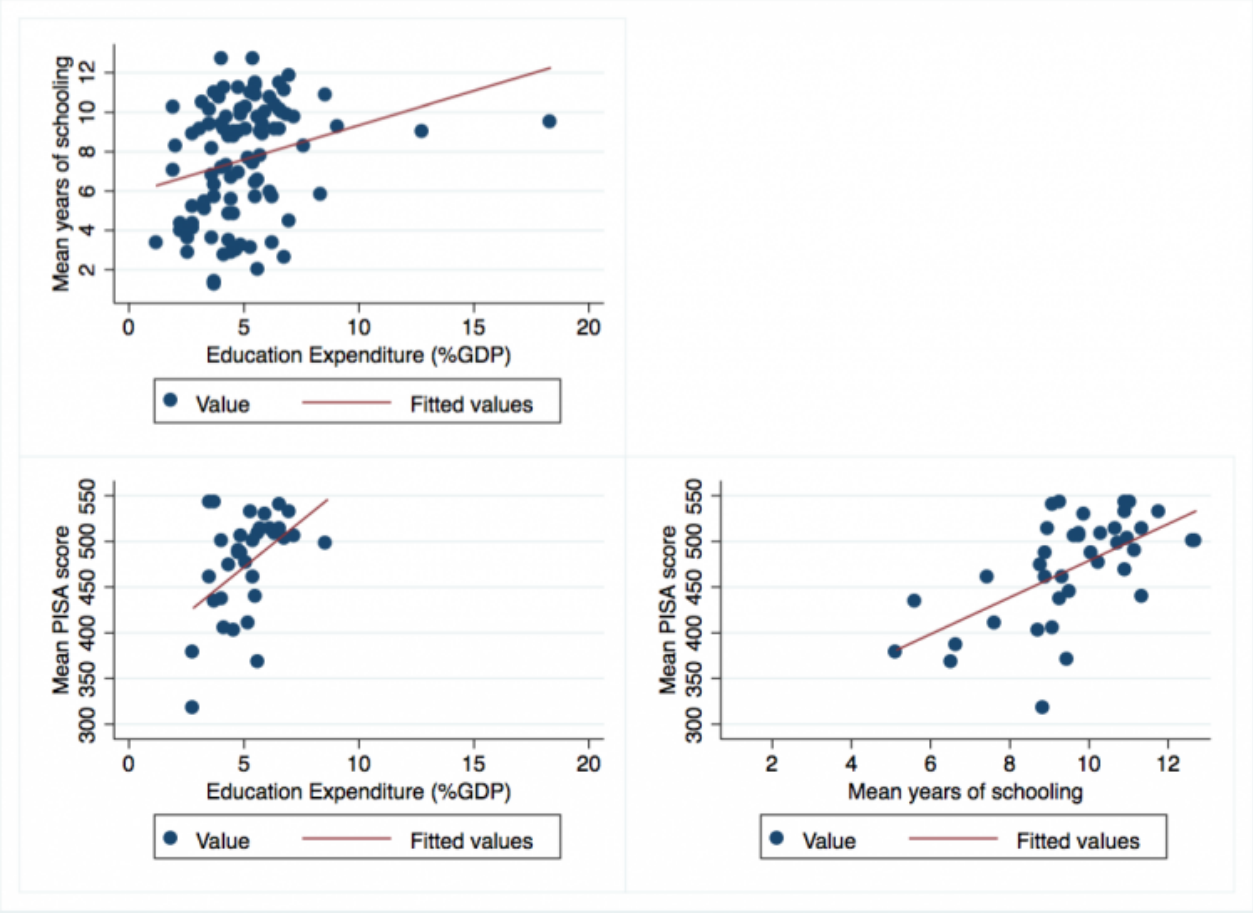
But how about households? high income households spend larger share in education.



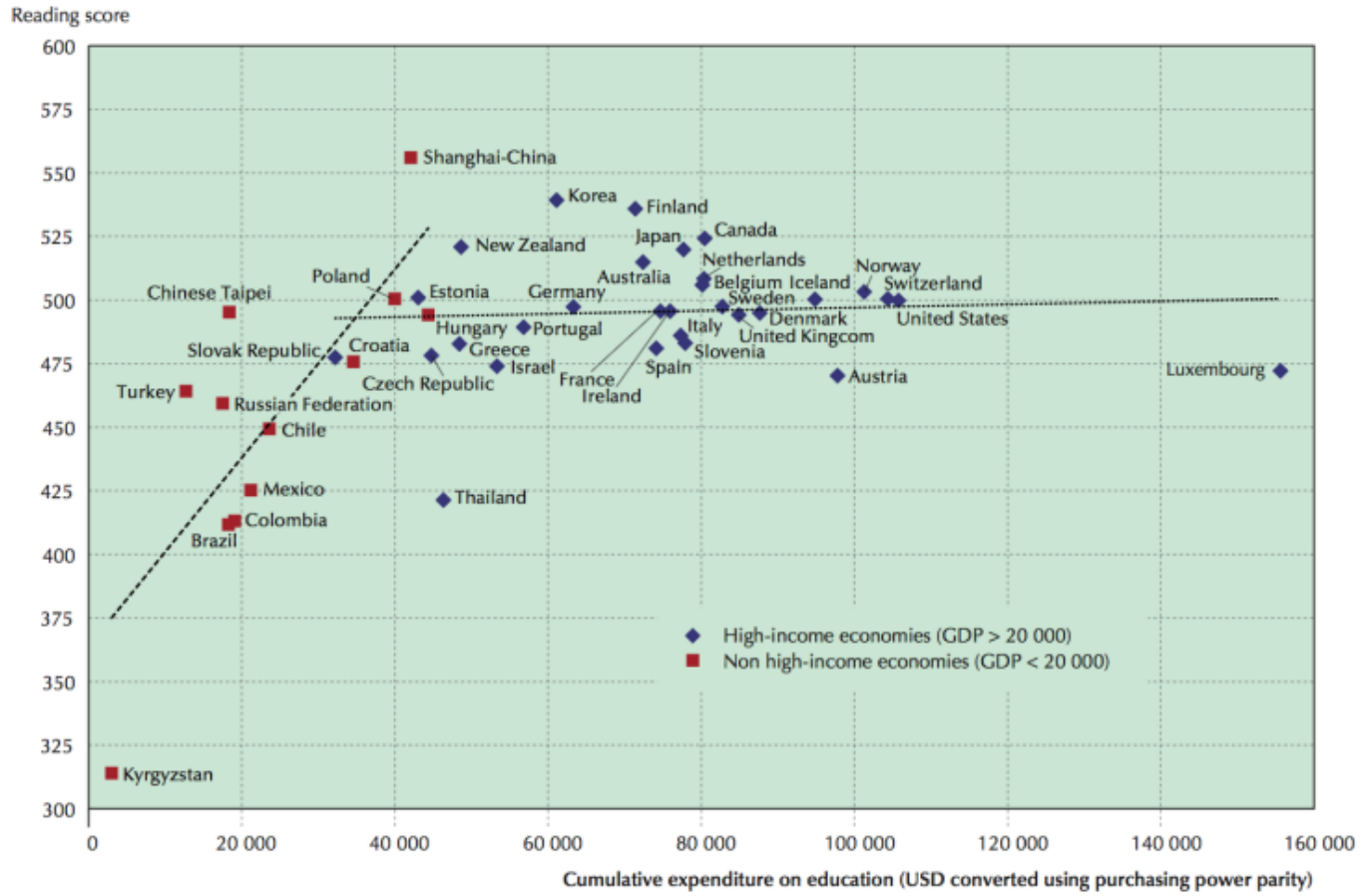
Spending vs learning? Careful its Correlations!!!



Spending vs Learning?



Does cross-country variation in government education expenditure explain cross-country differences in education outcomes?



Cuhna and Heckman (2008): it is culture in early life driven by rationality

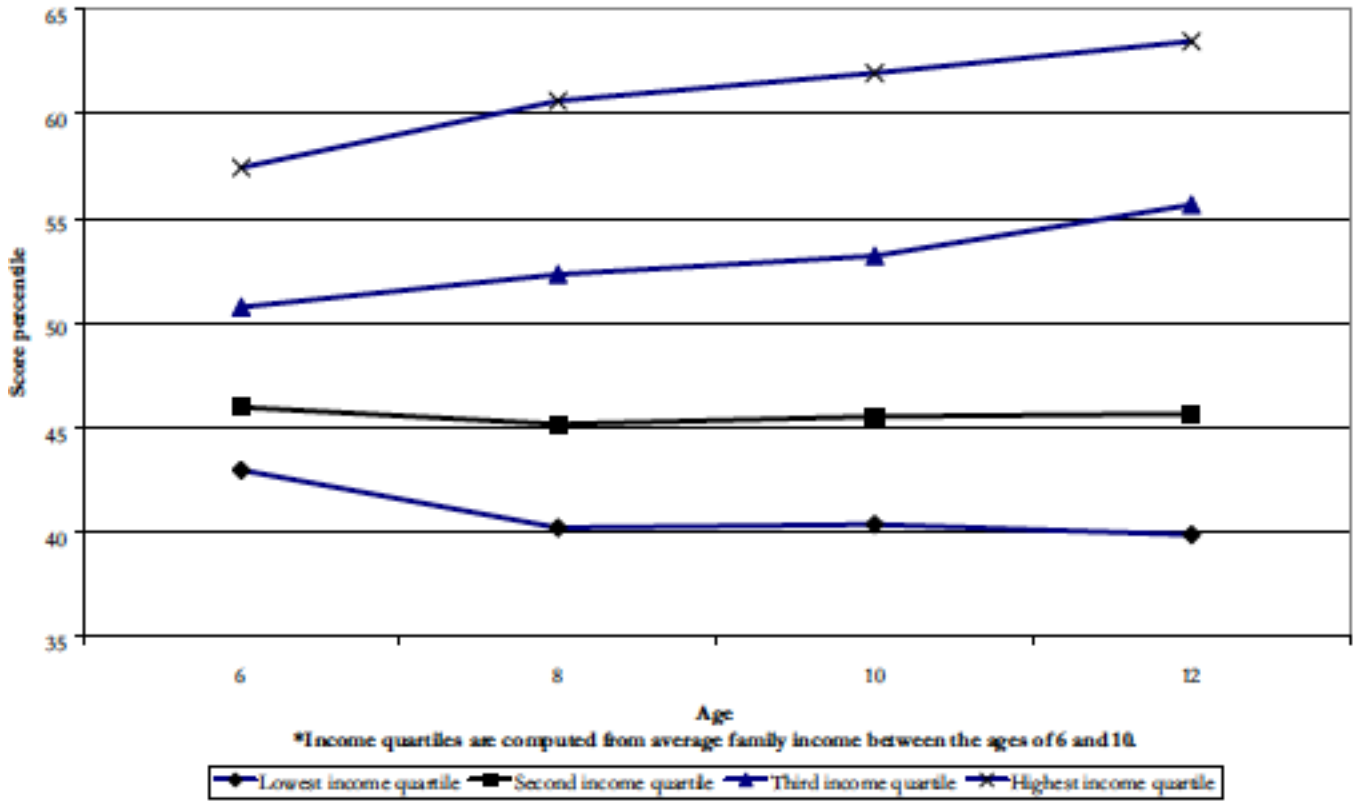
- The environment that children are exposed to early in life, plays a crucial role in shaping their abilities, behavior and talents.

- To a great extent, this is what drives large and remarkably persistent gaps in the education achievement between individuals in the same country, but in different socioeconomic environments.

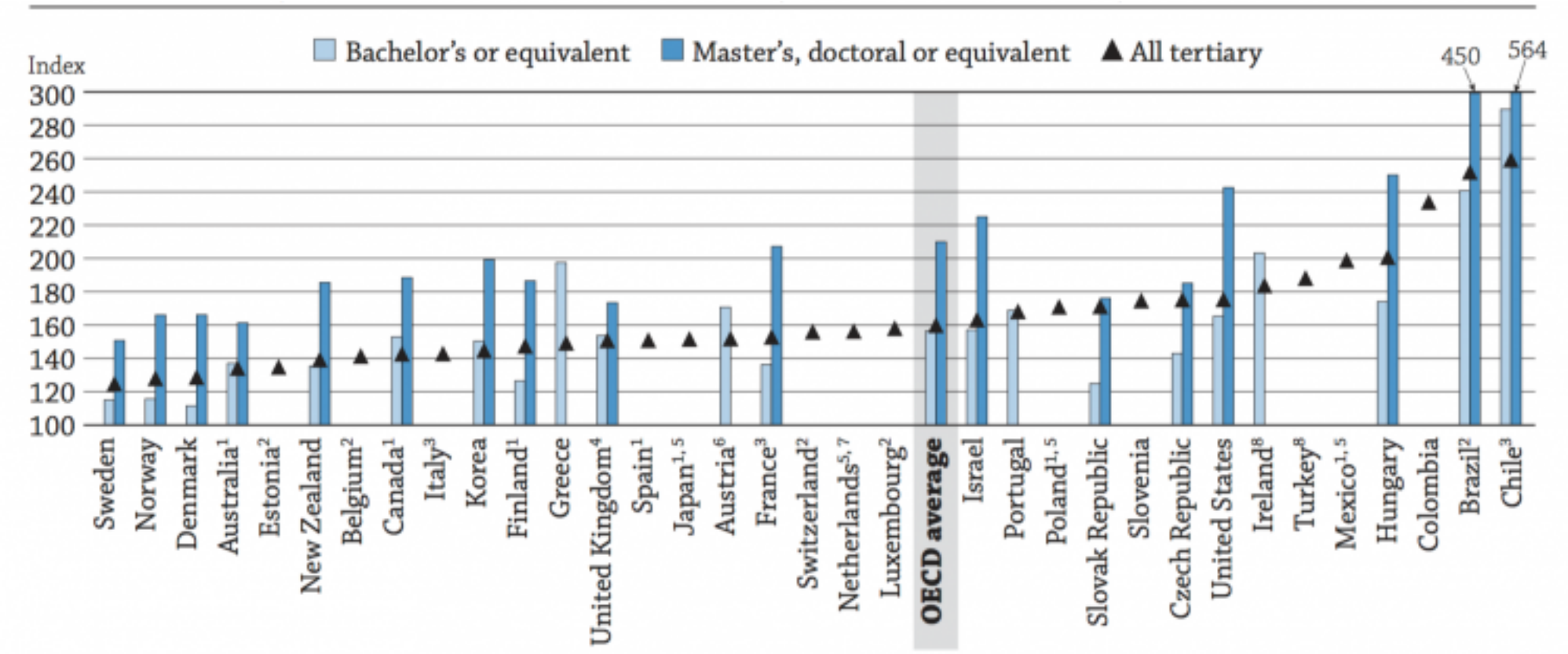
- Cognitive and Non-Cognitive Skills Equally Important

Endogenous Decisions on investments in Education

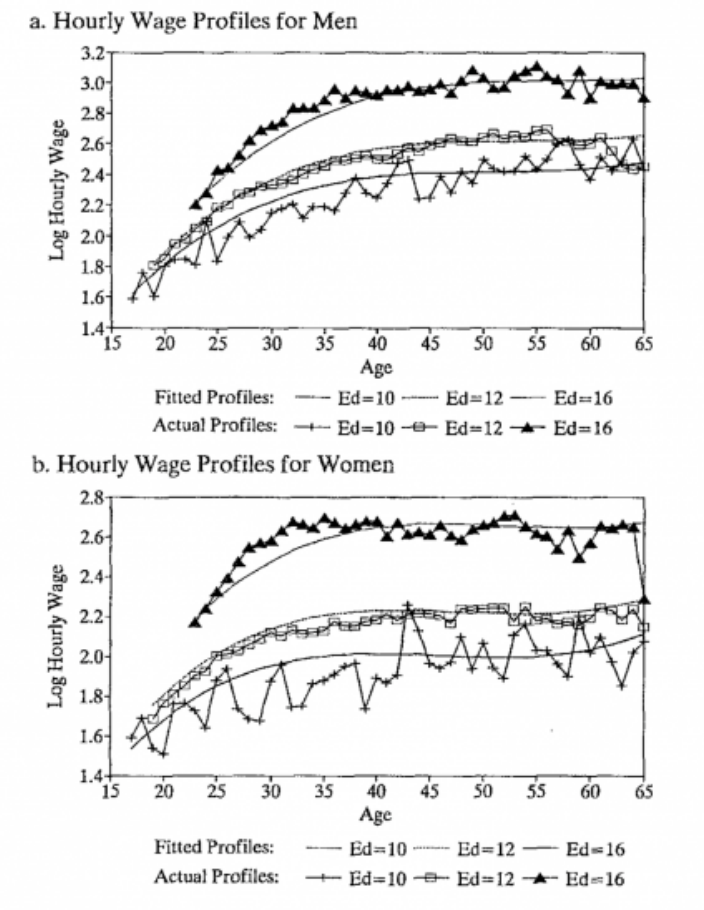
Figure 1. Children of NLSY: Average percentile rank on PIAT Math score, by income quartile.*



Is it rational to spend to education? Earnings…



Earnings over time by sex



The elasticity of investment in education spending

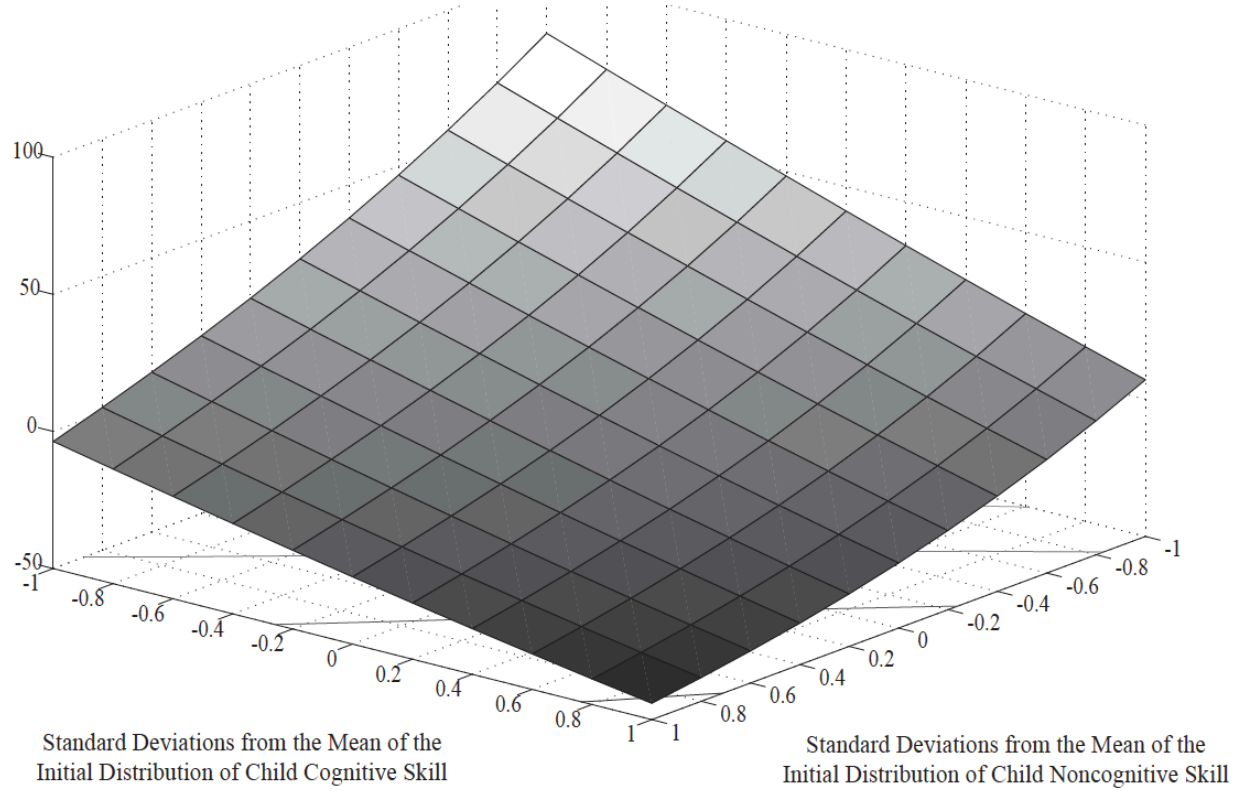
Table 2: Percentage Impact of an Exogenous Increase by 10% in Investments of Different Periods for Two Different Anchors White Males, CNLSY/79

Log earnings at age 23 – 28			Probability of graduating from high school		
Total percentage impact	Percentage impact exclusively through cognitive skills	Percentage impact exclusively through noncognitive skills	Total percentage impact	Percentage impact exclusively through cognitive skills	Percentage impact exclusively through noncognitive skills
	Period 1			Period 1	
0.2487	0.1247	0.1240	0.6441	0.5480	0.0961
(0.0302)	(0.0151)	(0.0150)	(0.0789)	(0.0672)	(0.0118)
	Period 2			Period 2	
0.3065	0.0445	0.2620	0.3980	0.1951	0.2029
(0.0358)	(0.0052)	(0.0306)	(0.0466)	(0.0229)	(0.0238)
	Period 3			Period 3	
0.2090	0.0540	0.1550	0.3565	0.2366	0.1198
(0.0230)	(0.0059)	(0.0170)	(0.0389)	(0.0258)	(0.0131)

Note. From Cunha & Heckman (2008, Table 17). Standard errors in parentheses.

Where should you invest? Where is needed!

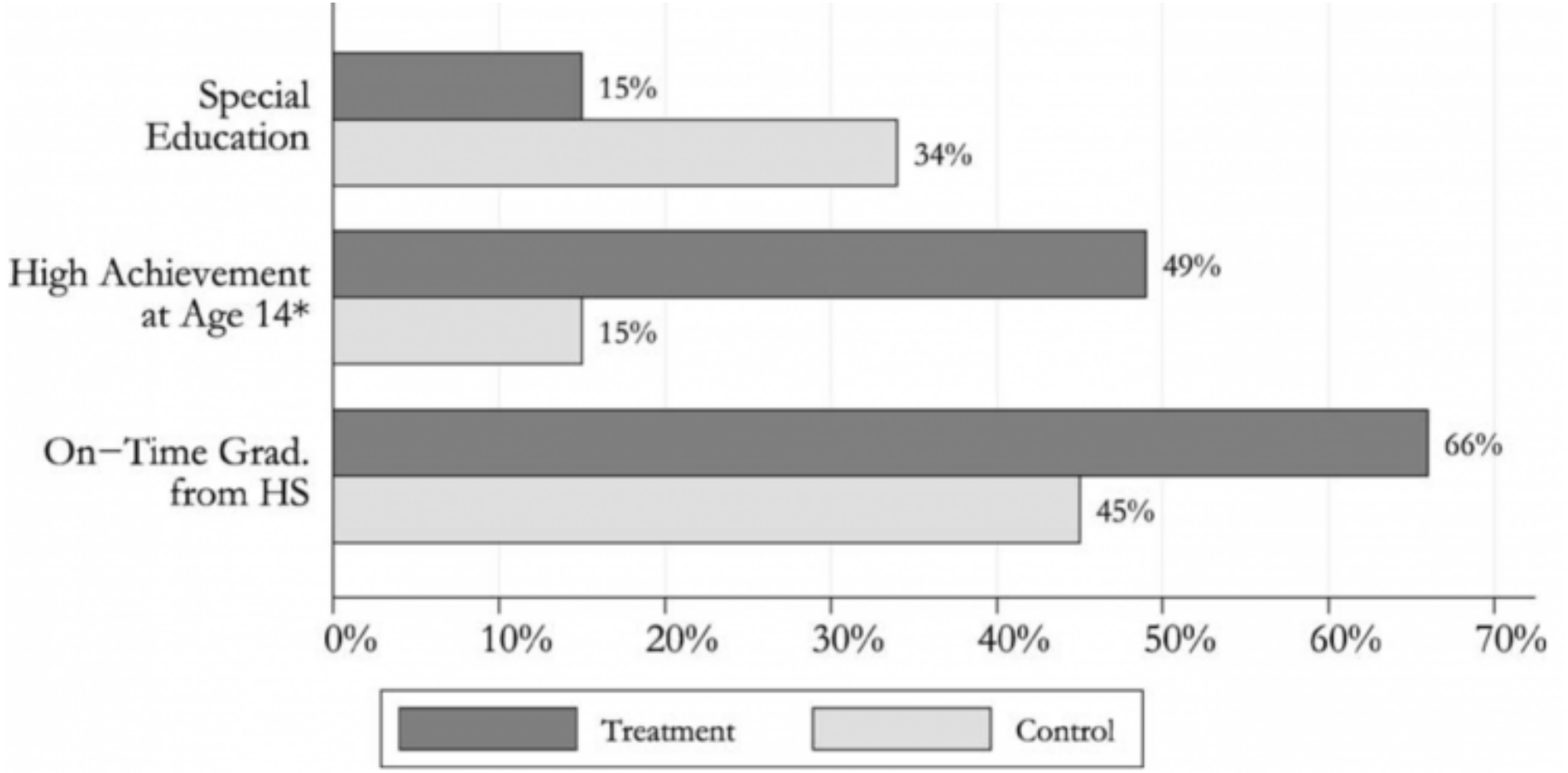
Figure 3. Percentage increase in total investments as a function of child initial conditions of cognitive and noncognitive skills.



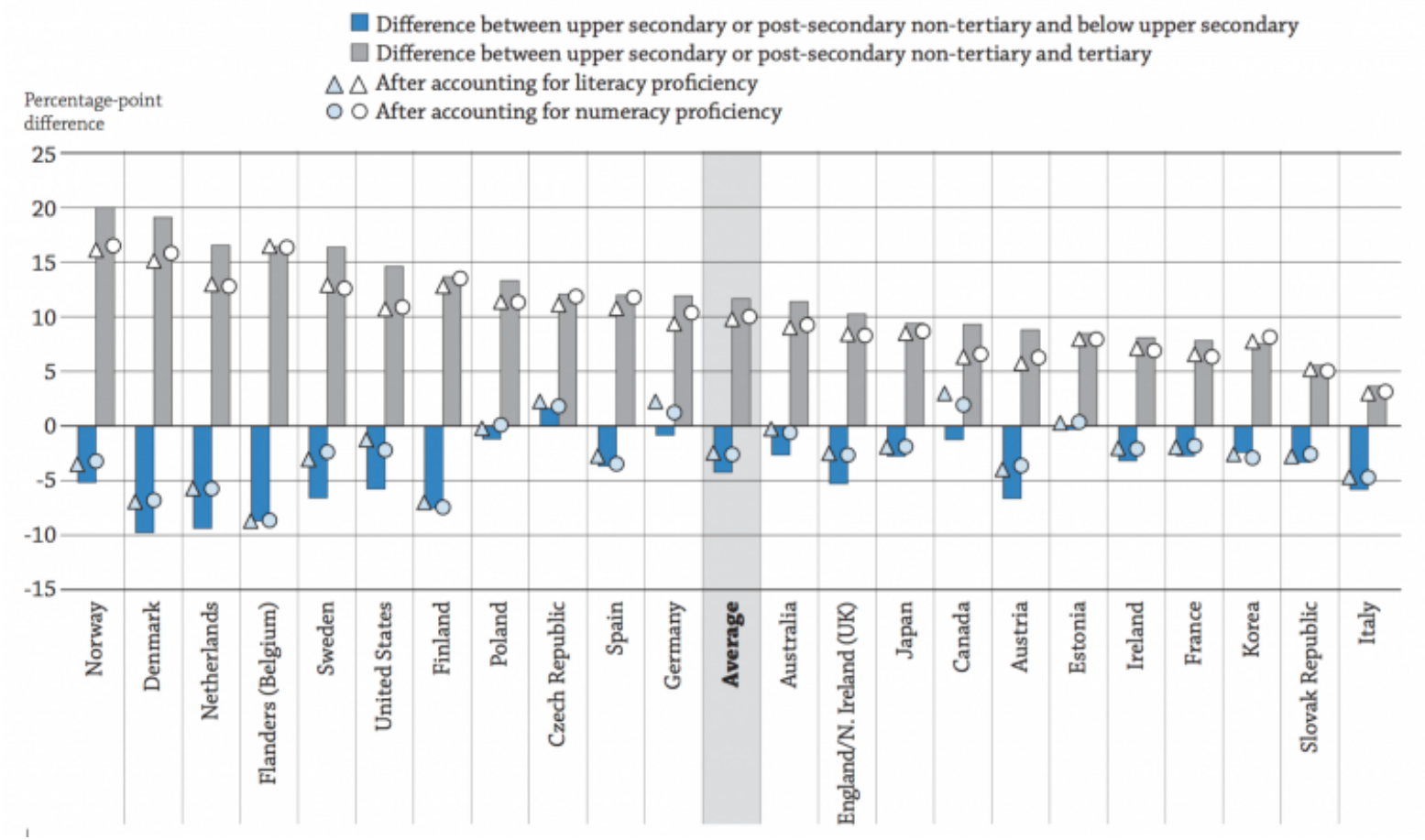
Is it effective?

- Perry pre-school ‘experiment’ consisted in enrolling 65 randomly selected black children in a pre-school program, and comparing their outcomes later in life against those achieved by a control group of roughly the same size.
- The treatment consisted of a daily 2.5-hour classroom session on weekday mornings and a weekly 90-minute home visit by the teacher on weekday afternoons to involve the mother in the child’s educational process.
- More information and details on the intervention are available in Cunha et al. (2006).

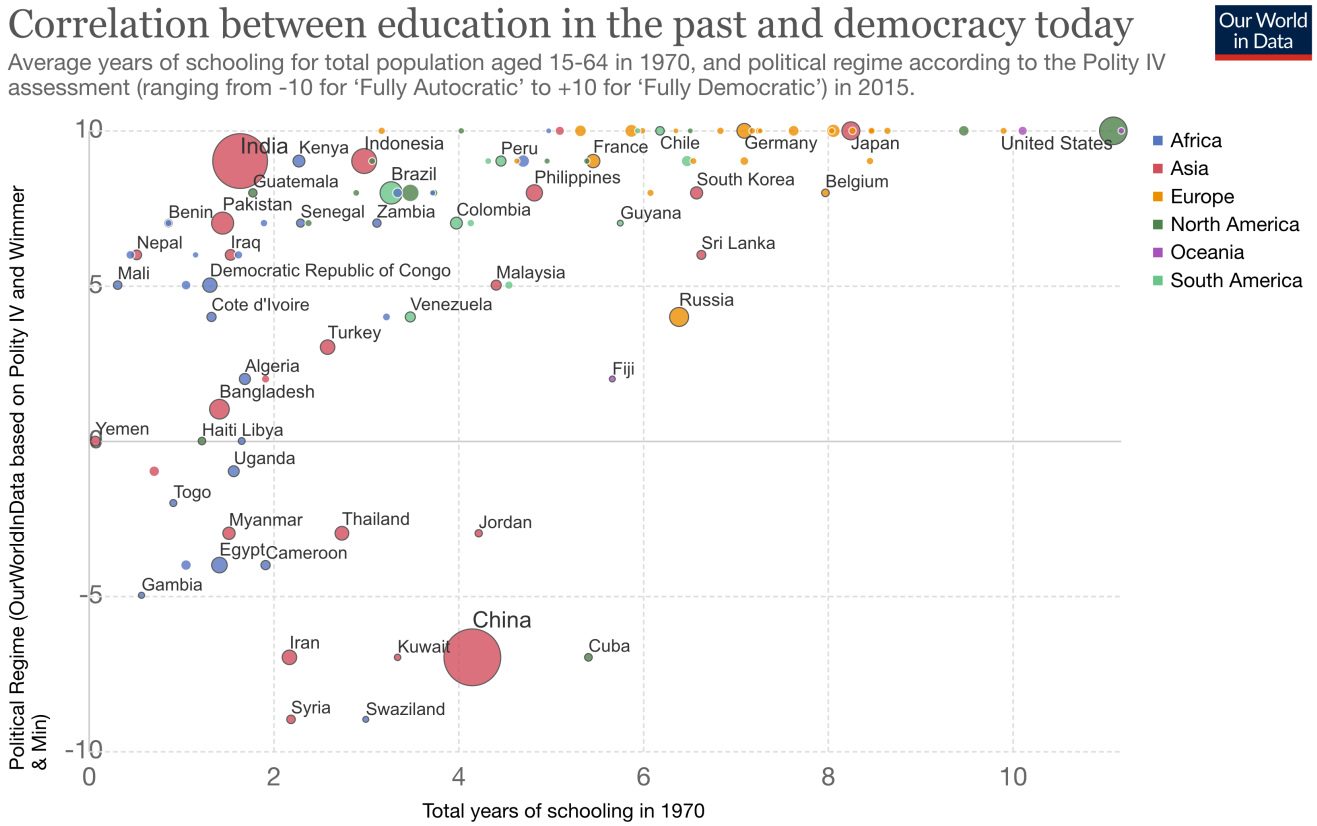
You bet!


Special Education
15%
34%
High Achievement at Age 14*
49%
15%
On–Time Grad. from HS
66%
45%
0%
10%
20%
30%
40%
50%
60%
70%
Treatment
Control

How does education shape culture? Education correlates with prosocial behavior

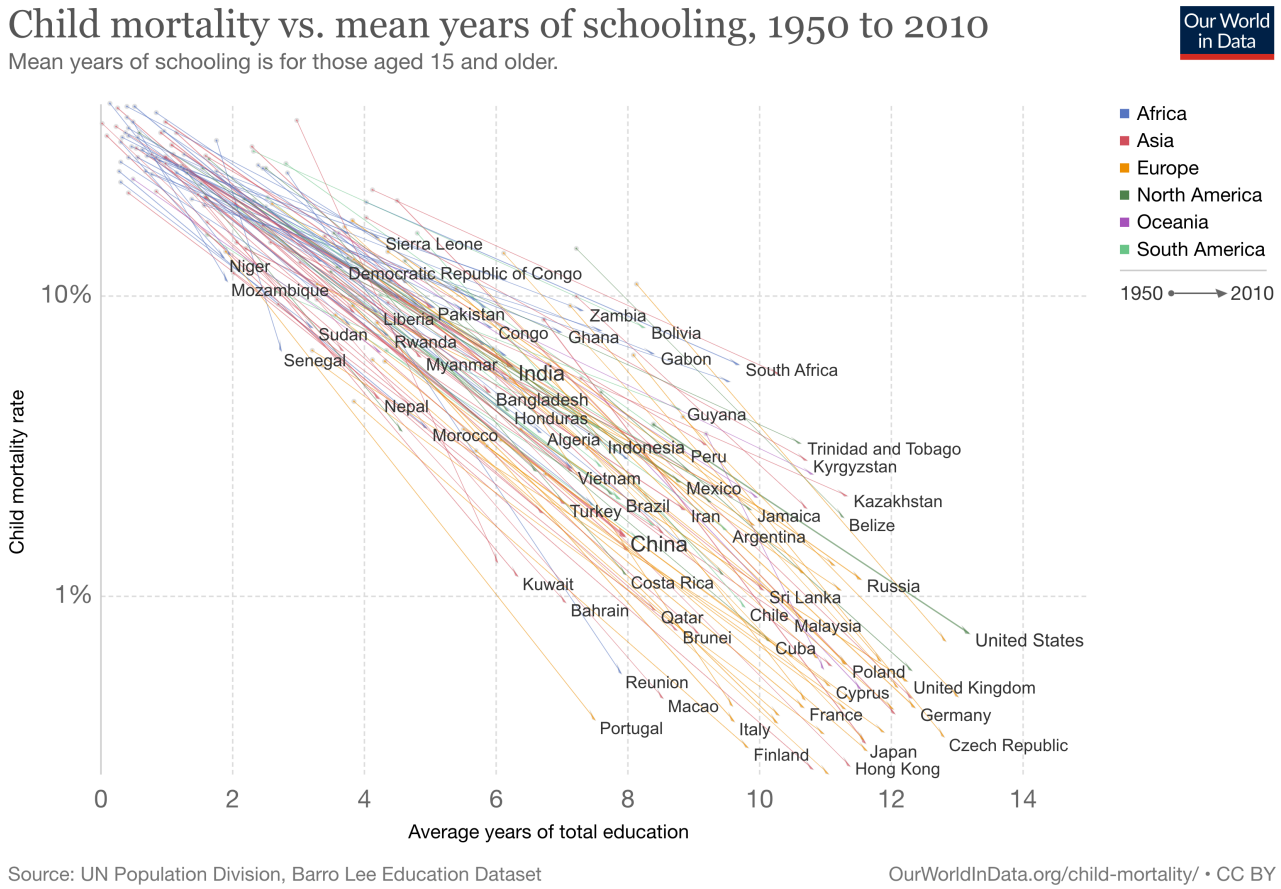


Countries with higher educational attainment in the past are more likely to have democratic political regimes today



Source: Lee and Lee (2016), Political Regime (OWID based on Polity IV and Wimmer & Min), Population (Gapminder, HYDE(2016) & UN (2019))
OurWorldInData.org/democracy/ • CC BY

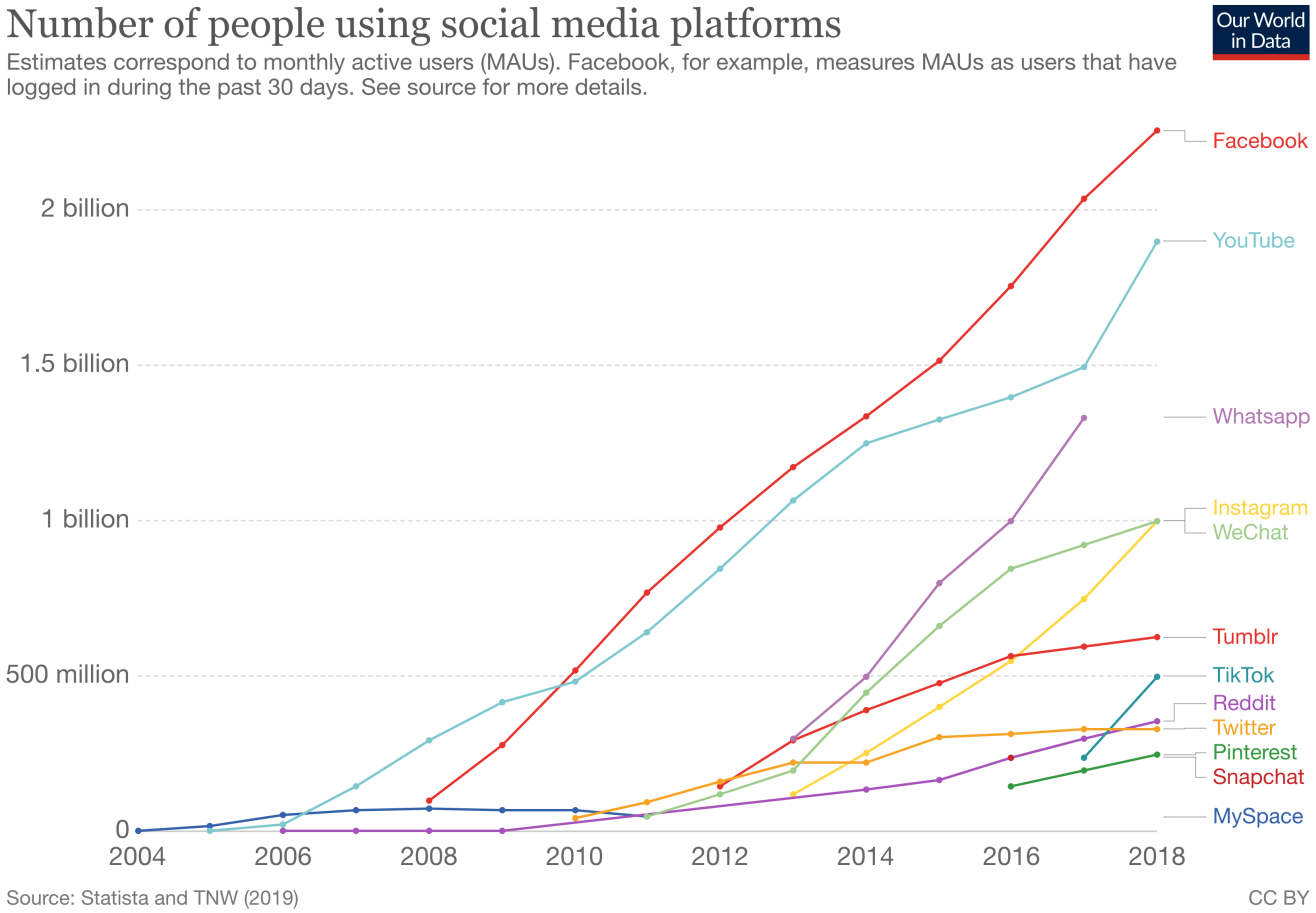
Education and Maternity



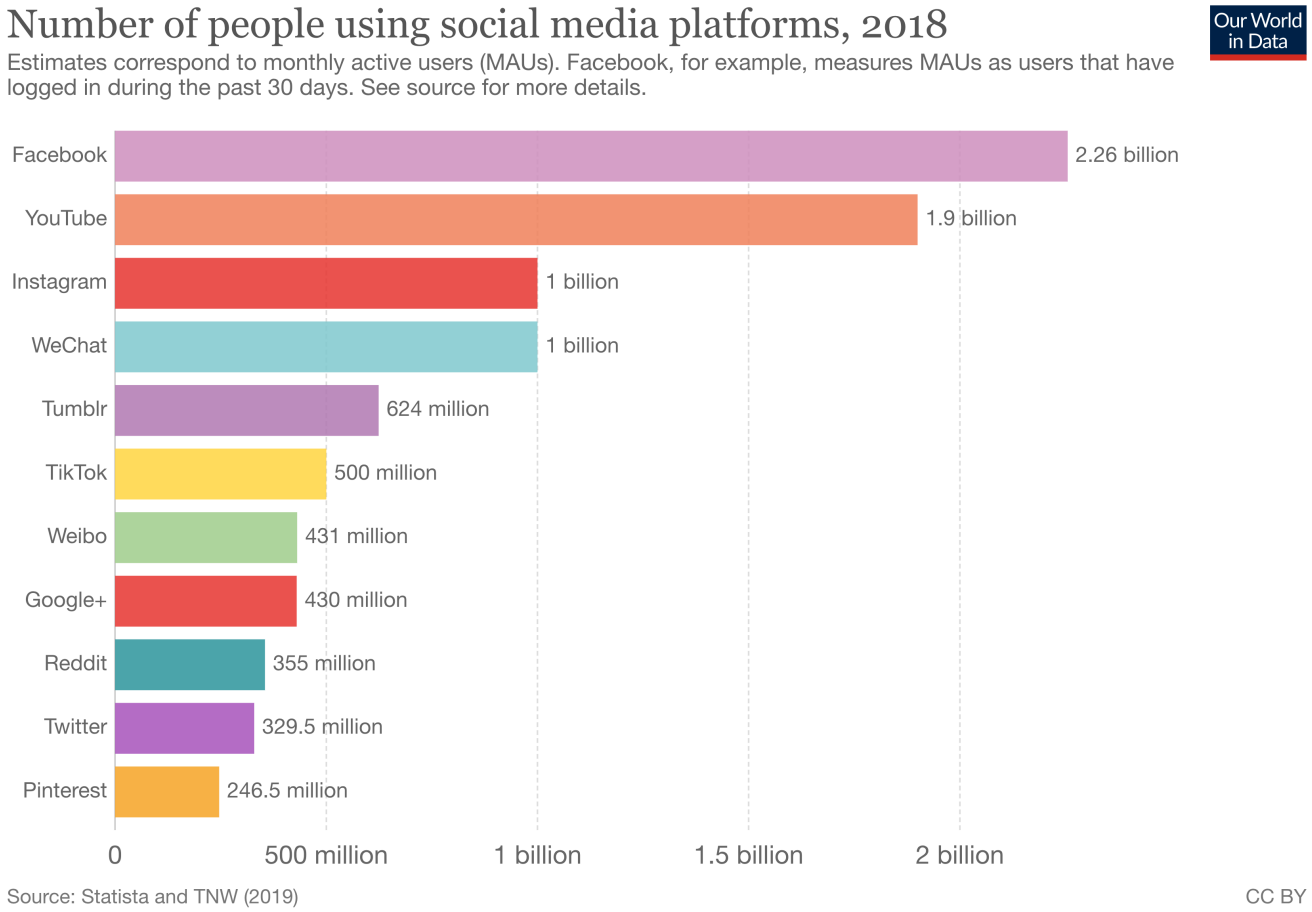
And then Social Media Came….

- Social media has changed the world. The rapid and vast adoption of these technologies is changing how we find partners, educte ourselves, how we access information from the news, and how we organize to demand political change.

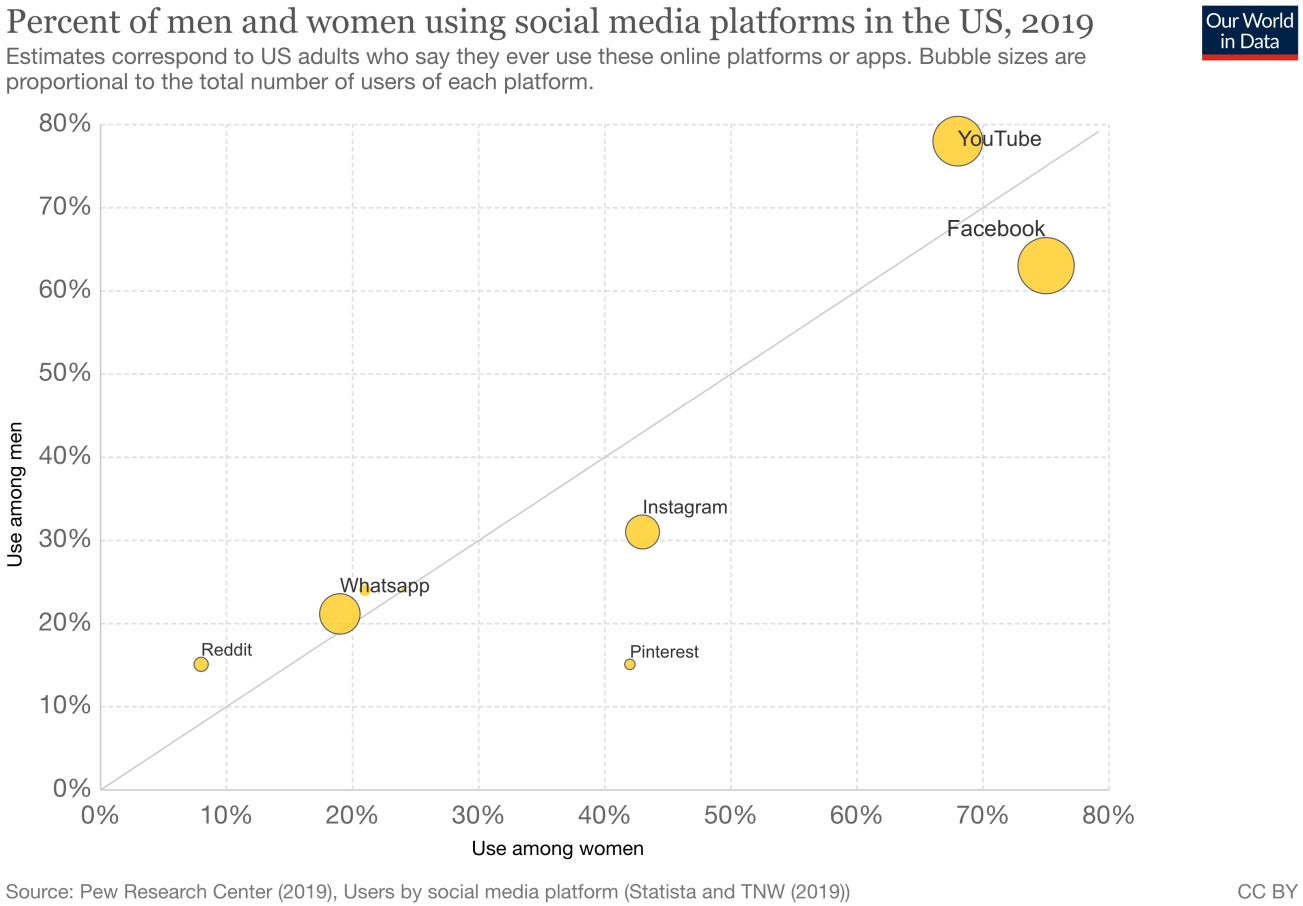
Number of People Using Social Media Platforms



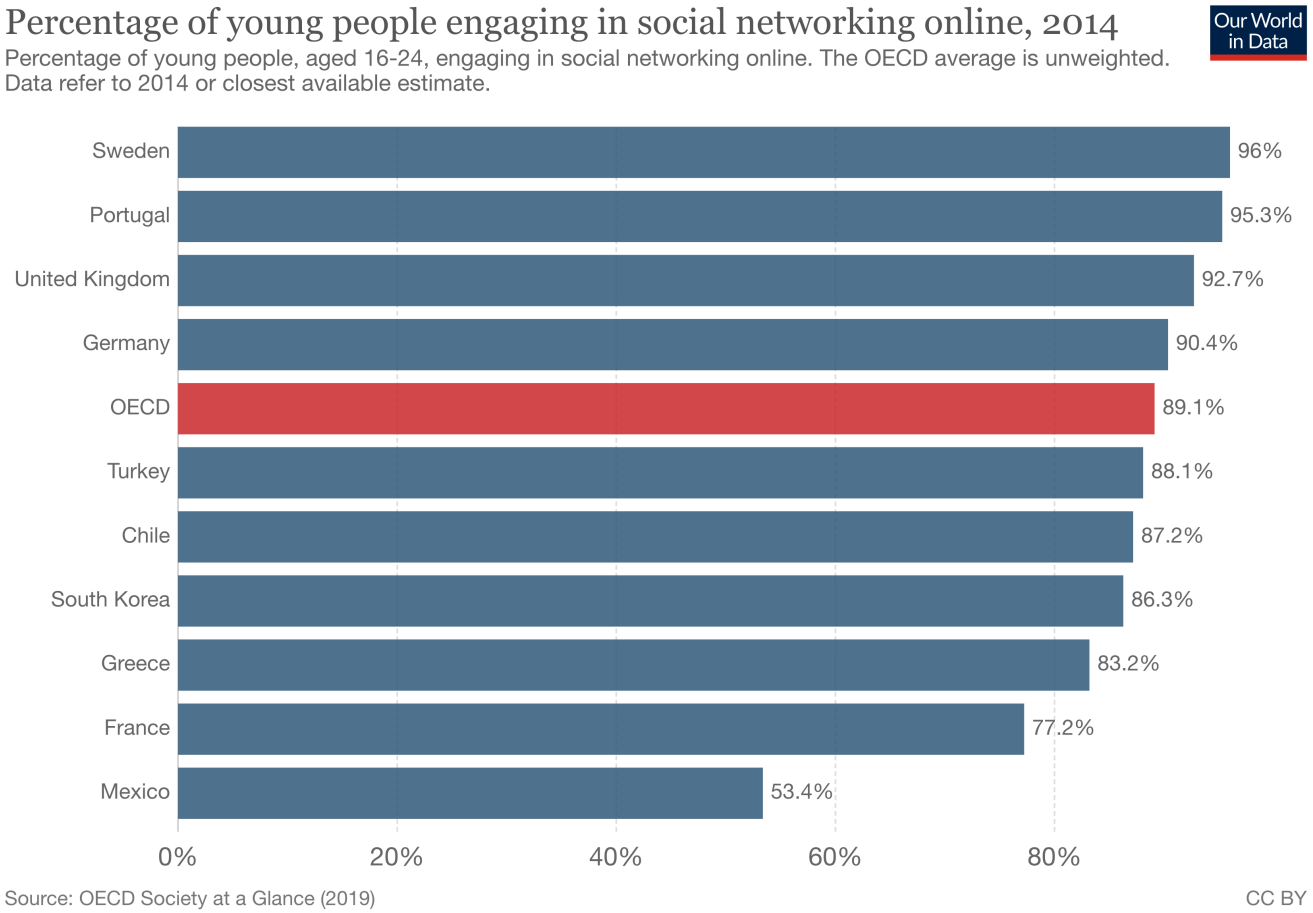
Facebook has dominated the social media market for a decade, but five other platforms also have more than half a billion users each



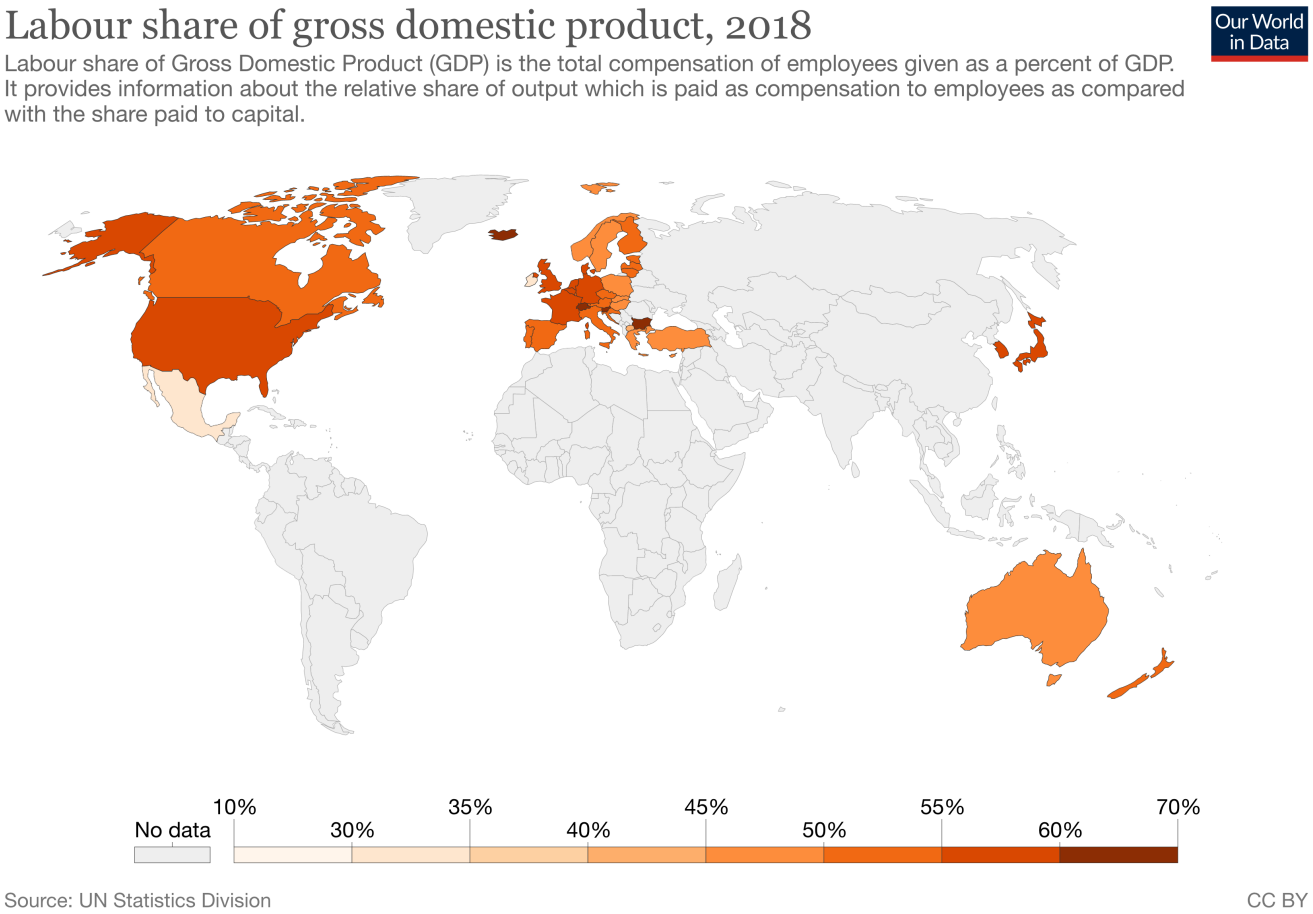
Gender difference are prevalent!!



Accessibility is of paramount importance for young people!!!



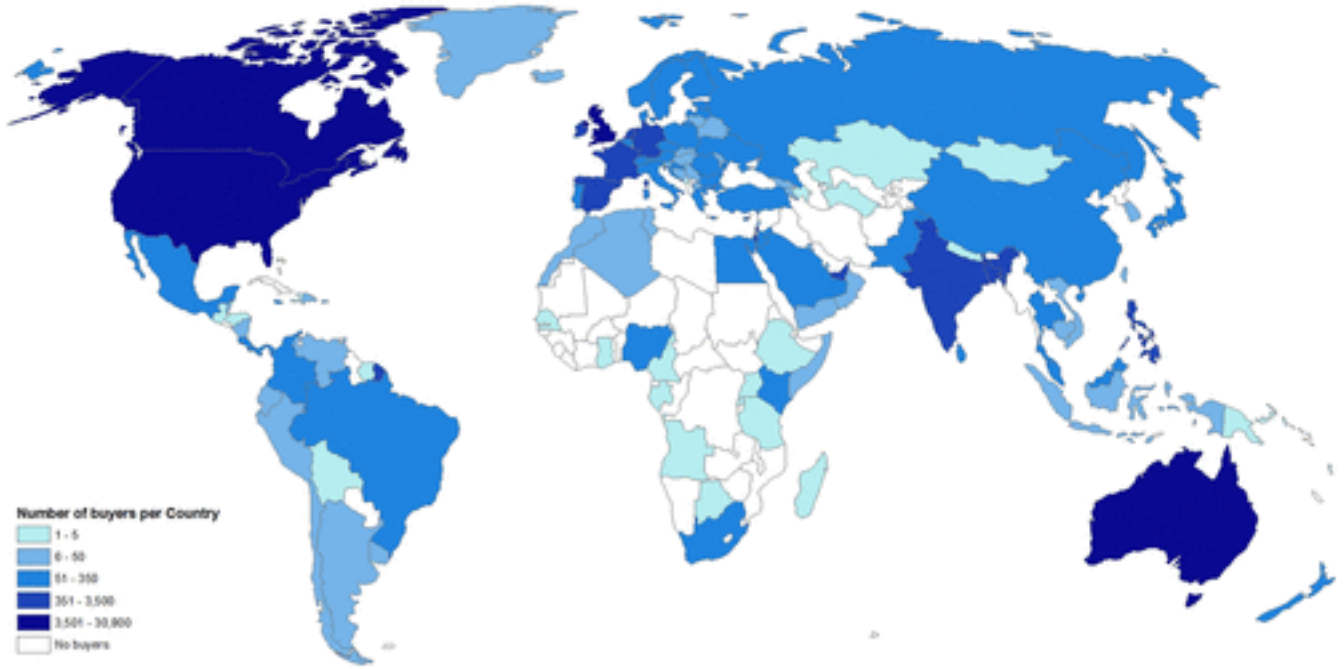
How much valuable is human capital around the globe? Lets see labor share in GDP



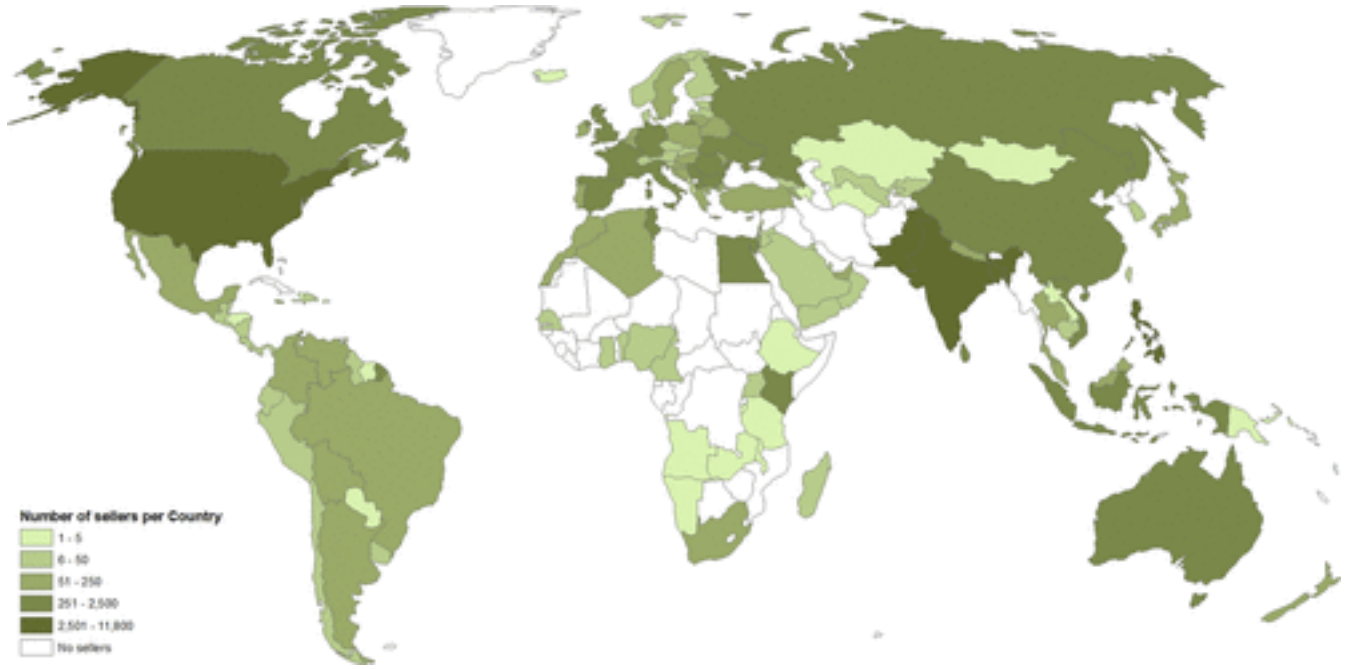
Digital Traits: The Gig Economy and Education

- https://journals.sagepub.com/eprint/3FMTvCNPJ4SkhW9tgpWP/full

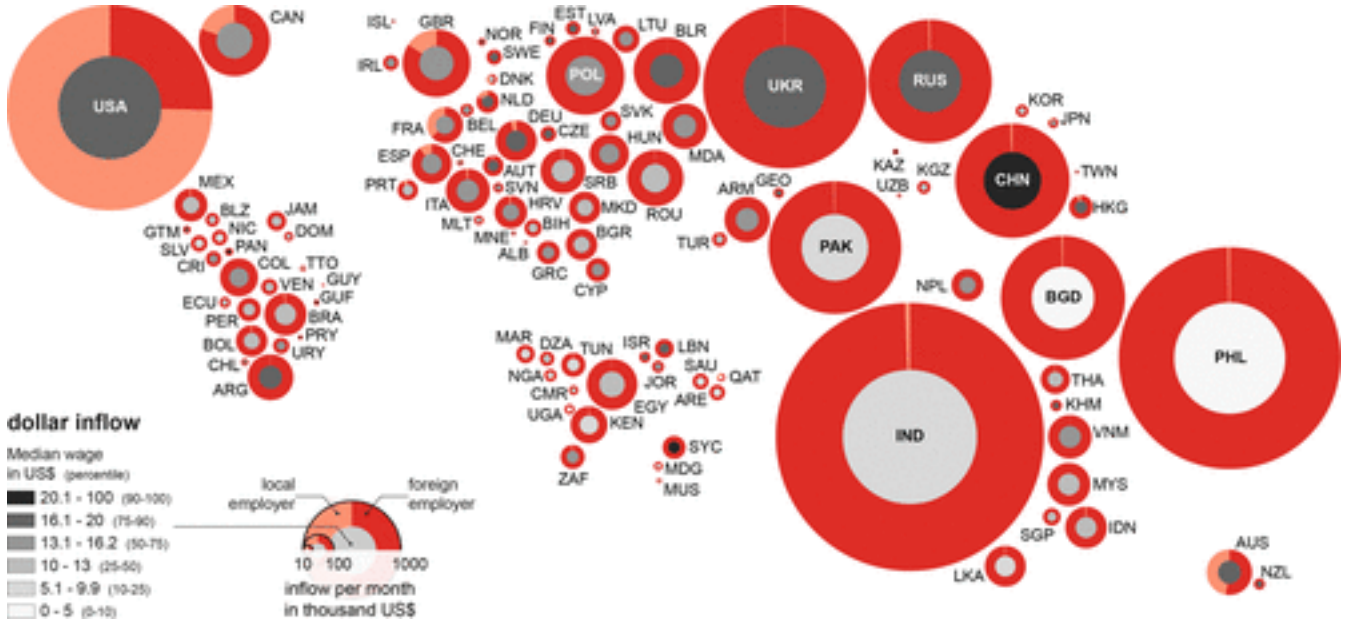
So how does change demand for education? Global Demand for Gig Workers



Global Supply of Gig Workers



Global Wages for Gig Workers

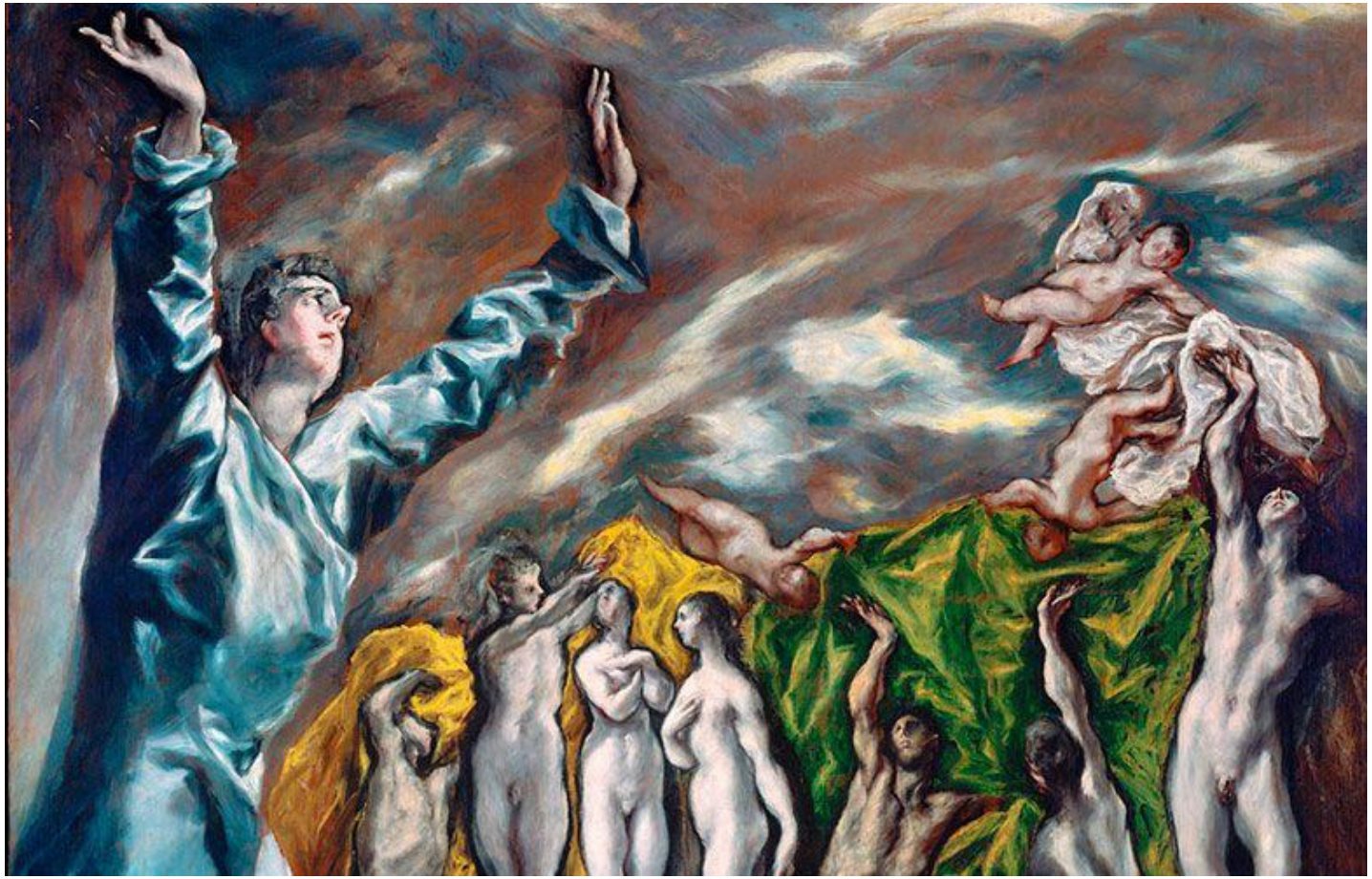


Who produces more knowledge? Is it a cultural issue or depends on socioeconomic factors?

- Ojanperä, S., Graham, M., Straumann, R. K., De Sabbata, S., & Zook, M. (2017). Engagement in the knowledge economy: Regional patterns of content creation with a focus on sub-Saharan Africa. Information Technologies & International Development, 13, 33–51

In Deo Speramus (Robinson Hall Script)

The Vision of Saint John (1608-14): by Domenikos Theotokopoulos Known as El Greco



Why do we need Religion?

- Individuals draw on religious beliefs and practices to understand and deal with unbearable and unpredictable situations.
- People seek a closer relationship with God or they find a reason for the event by attributing it to an act of God.
- Believers often answer that coping with adversity is one of the main purposes of religion, and scholars have emphasized that all major religions potentially provide coping.
- Indeed, Karl Marx and Sigmund Freud maintained that all religions evolved to provide individuals with a higher power to turn to in times of hardship.

Jeanet Sinding Bentzen (2019): Acts of God? Religiosity and Natural Disasters Across Subnational World Districts

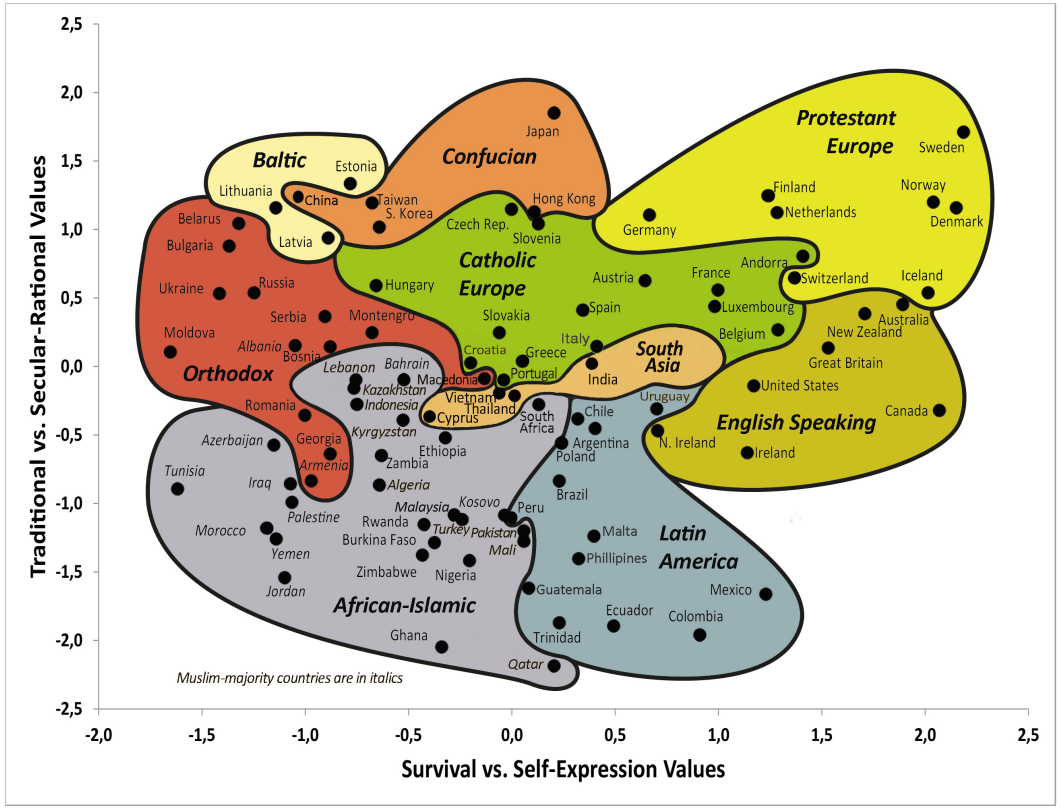
Tests whether the need to cope psychologically with adverse shocks is an important determinant of differences in religiosity.

- This is known as the religious coping hypothesis. The hypothesis states that individuals draw on religious beliefs and practices to understand and deal with unbearable and unpredictable situations.
- People seek a closer relationship with God or they find a reason for the event by attributing it to an act of God. Believers often answer that coping with adversity is one of the main purposes of religion, and scholars have emphasized that all major religions potentially provide coping.
- Indeed, Karl Marx and Sigmund Freud maintained that all religions evolved to provide individuals with a higher power to turn to in times of hardship

Data: WVS and EVS

- The World Values Survey (www.worldvaluessurvey.org) is a global network of social scientists studying changing values and their impact on social and political life, led by an international team of scholars, with the WVS Association and WVSA Secretariat headquartered in Vienna, Austria.
- http://www.worldvaluessurvey.org/wvs.jsp
- The WVS Wave 6 data covering the 2010-2014 wave. With 60 countries and societies around the world and more than 85,000 respondents, this is the latest ressource made available for the research community.
- https://europeanvaluesstudy.eu

Cultural Map – WVS wave 6 (2010-2014)



How Important is God in your Life?

Table 1. Summary statistics of the main religiosity measures

		Data with district information			Full WVS-EVS dataset		
Survey questions	Answers	N	Mean	Std.dev.	N	Mean	Std.dev.
How important is God in your life?	0="not at all important", 0.1,..., 1="very important"	203,514	.72	0.34	302,690	.69	0.36
Are you a religious person?	0="no", 1="yes"	107,137	.71	0.45	282,618	.70	0.46
How often do you attend religious services?	0="Never, practically never", 0.15,..,1="More than once a week"	201,674	.40	0.36	296,211	.47	0.35
Do you find comfort in God?	0="no", 1="yes"	130,284	.74	0.44	284,631	.69	0.47
Do you believe in God?	0="no", 1="yes"	134,201	.87	0.34	290,650	.84	0.37
Do you believe in life after death?	0="no", 1="yes"	122,068	.65	0.48	268,850	.60	0.49

Notes. The unit is an individual. The first columns show summary statistics for the dataset that has information on the subnational district. The last columns show averages for the entire pooled WVS-EVS 1981-2009 dataset. Source: Pooled WVS-EVS 1981-2009.

How religious are we?

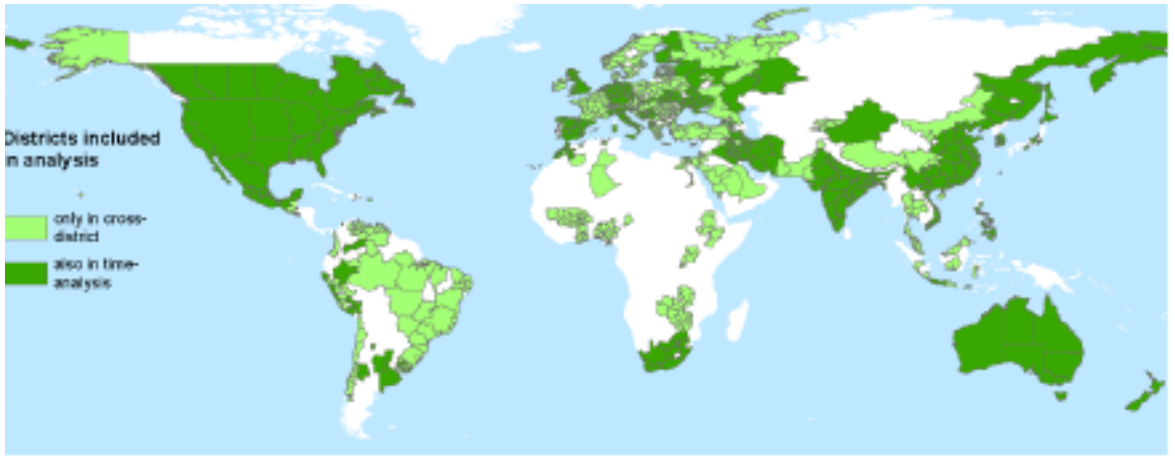


Figure 2. Subnational districts included in the analysis

Earthquakes

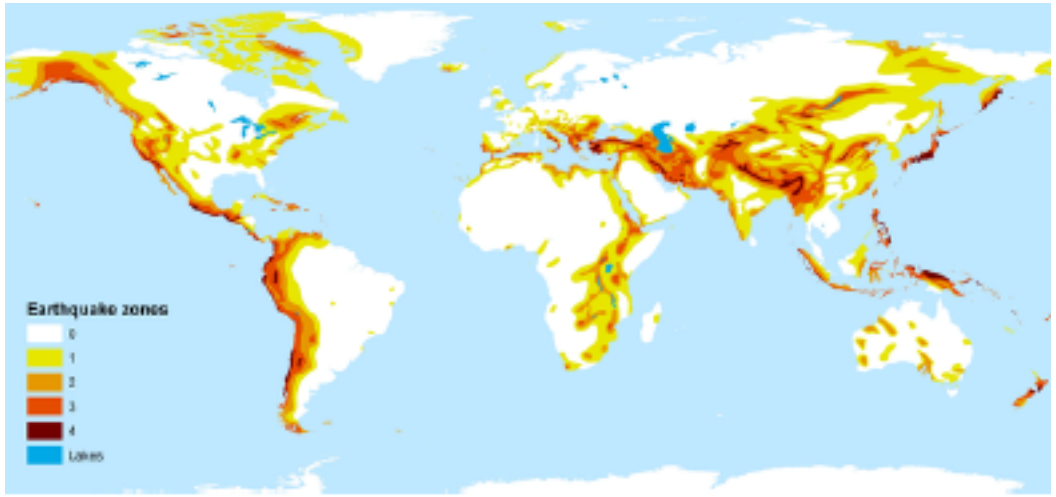


Figure 3. Earthquake zones

The closer I am to acts of god, the more I believe…

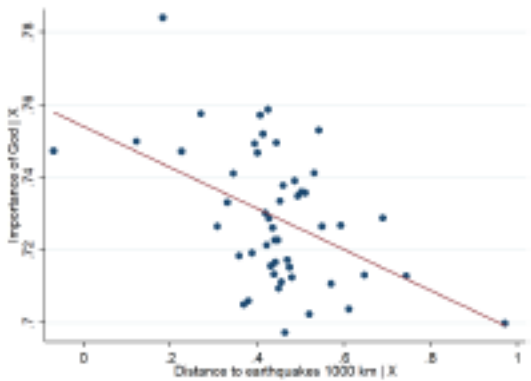


Figure 4. Binned scatterplot of the main result including baseline controls

Notes. The plot shows the regression in column (1) of Panel A of Table 2, binned into 50 bins.

So what about religiosity and education? Importance of God when you leave close to acts of god

Table A51. Main results restricted to different education categories

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Education category	All	1	2	3	4	5	6	7	8
Panel A. Dependent variable: D.importance of God									
Earthquake dummy	0.003***	0.003***	0.005***	0.003***	0.005***	0.005***	0.004***	0.006***	0.005***
	(0.028)	(0.027)	(0.027)	(0.028)	(0.028)	(0.027)	(0.027)	(0.027)	(0.027)

Are you a religious person and leave close to acts of god?

Panel B. Dependent variable: D.Religious person									
Earthquake dummy	0.062**	0.062**	0.061**	0.059**	0.062**	0.062**	0.064**	0.062**	0.064**
	(0.027)	(0.026)	(0.027)	(0.026)	(0.027)	(0.026)	(0.026)	(0.026)	(0.026)

Do you attend religious services? That is not significant…

Panel C. Dependent variable: D.attend religious services									
Earthquake dummy	0.024	0.024	0.027	0.025	0.026	0.026	0.024	0.028	0.026
	(0.044)	(0.045)	(0.045)	(0.045)	(0.044)	(0.045)	(0.045)	(0.045)	(0.045)

Does religiosity and acts of god depend on the level of education? Surprise!!!

Table A24. Main results with interactions with individual level development

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Dependent variable: Strength of Intrinsic Religiosity Scale								
Measure of development	Inc	Inc	Edu	Edu	Agri	Agri	Unempl	Unempl
Dist(earthq), 1000km	-0.048***		-0.061***		-0.053***	-0.046***	-0.059***	-0.048***
	(0.017)		(0.018)		(0.014)	(0.014)	(0.016)	(0.015)
Dist(earthq) x development	-0.001		-0.001		-0.002	-0.002	-0.036***	-0.026***
	(0.002)		(0.001)		(0.011)	(0.011)	(0.008)	(0.007)
Dist(earthq) x dev1		-0.053***		-0.053***				
		(0.016)		(0.018)				
Dist(earthq) x dev2		-0.042**		-0.055***				
		(0.016)		(0.018)				
Dist(earthq) x dev3		-0.052***		-0.051***				
		(0.015)		(0.018)				
Dist(earthq) x dev4		-0.056***		-0.077***				
		(0.016)		(0.018)				
Dist(earthq) x dev5		-0.054***		-0.073***				
		(0.017)		(0.021)				
Dist(earthq) x dev6		-0.047***		-0.072***				
		(0.016)		(0.017)				
Dist(earthq) x dev7		-0.053***		-0.051***				
		(0.017)		(0.018)				
Dist(earthq) x dev8		-0.038**		-0.068***				
		(0.016)		(0.018)				
Dist(earthq) x dev9		-0.071***						
		(0.022)						
Dist(earthq) x dev10		-0.059***						
		(0.023)						
Observations	71,376	71,376	98,278	98,278	76,464	67,589	101,045	68,569
R-squared	0.310	0.310	0.329	0.330	0.311	0.310	0.330	0.317
Baseline controls	Y	Y	Y	Y	Y	Y	Y	Y
Development	Inc	Inc	Edu	Edu	Agri	Agri	Unempl	Unempl
Income FE	N	N	N	N	N	Y	N	Y

Epidemiology Approach: Parental Cultural Traits

- (Bisin & Verdier (2001)). Parents transmit a particular cultural trait to their children if this grants utility to parents or children.
- Religious individuals often have:
- Better mental health (Miller et al. (2014), Park et al. (1990))
- Higher life satisfaction (Ellison et al. (1989), Campante & Yanagizawa-Drott (2015)),
- Are better able to cope with adverse life events (Clark & Lelkes (2005)), and engage less in deviant behavior (Lehrer (2004))
- Thus, religion might have some benefits that parents would like to transmit to their children.

Traits persist over time

Table 5. OLS estimates of religiosity on earthquake risk in parents' home country

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Dependent variable:	pray	pray	pray	religious	religious	religious	service	service	service
Panel A. Simple linear effect									
Dist(earthq zones),	-0.050***	-0.036***	-0.028**	-0.054***	-0.039***	-0.031**	-0.041***	-0.027**	-0.021**
1000 km	(0.014)	(0.011)	(0.011)	(0.017)	(0.014)	(0.013)	(0.014)	(0.011)	(0.010)
Observations	17,155	17,058	14,156	17,271	17,174	14,250	17,334	17,236	14,304
R-squared	0.122	0.120	0.175	0.074	0.085	0.120	0.100	0.110	0.127
Org countries	171	166	155	171	166	155	171	166	155

Max Weber

Weber argues ithat capitalism developed to the advanced stage that it did in the West due to the fact that Protestantism encouraged the embrace of work as a calling from God, and consequently, a dedication to work that allowed one to earn a lot of money. This, combined with the value asceticism -- of living a simple earthly life devoid of costly pleasures -- fostered an acquisitive spirit. Later, as the cultural force of religion declined, Weber argued that capitalism was freed from the limits placed on it by Protestant morals, and expanded as an economic system of acquisition

But More importantly he said something deeper by studying India and China (strong authoritative countries):

- There is a definite relationship between power and administrative control and the educated class. Those in powerful or administrative positions influence and decide what qualifies as valuable and worthy education, and those who are educated fill the cadres of the administrative system.
- Essentially, those in power and in positions of administrative authority control education, and education thus becomes the key to joining the administrative cadres and to holding positions of power and influence. Weber, however, also highlights the status of those who are educated but not necessarily in positions of power or administrative authority. Here, the educated are seen as valuable and respected mem- bers of society even though they do not occupy seats of power

However, economists show that religion had little to do with growth. Becker and Woessmann (2008)

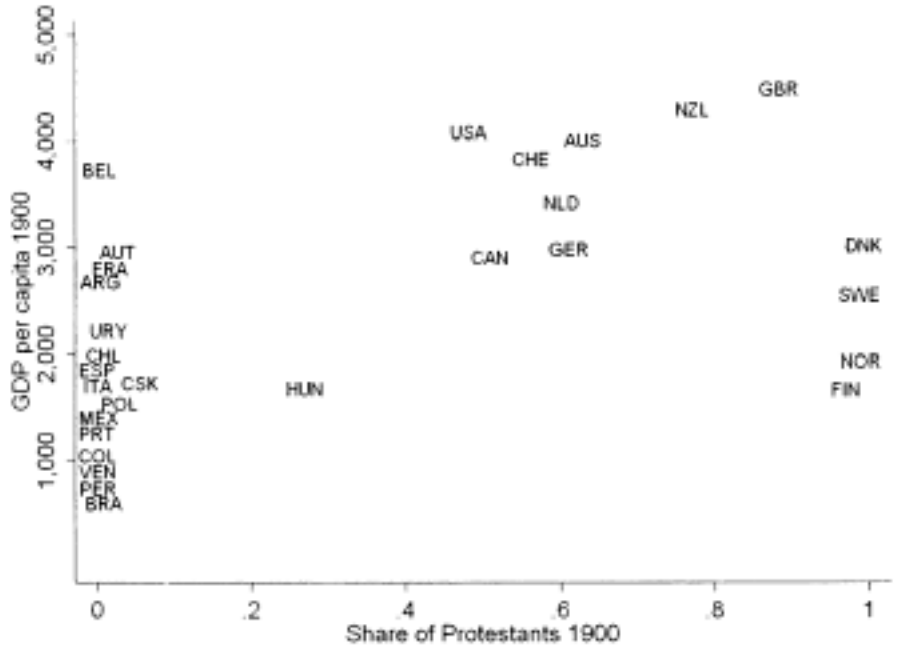


FIGURE I
The Cross-Country Pattern of Protestantism and GDP Per Capita, 1900
See Appendix III for data details.

Its all about literacy…

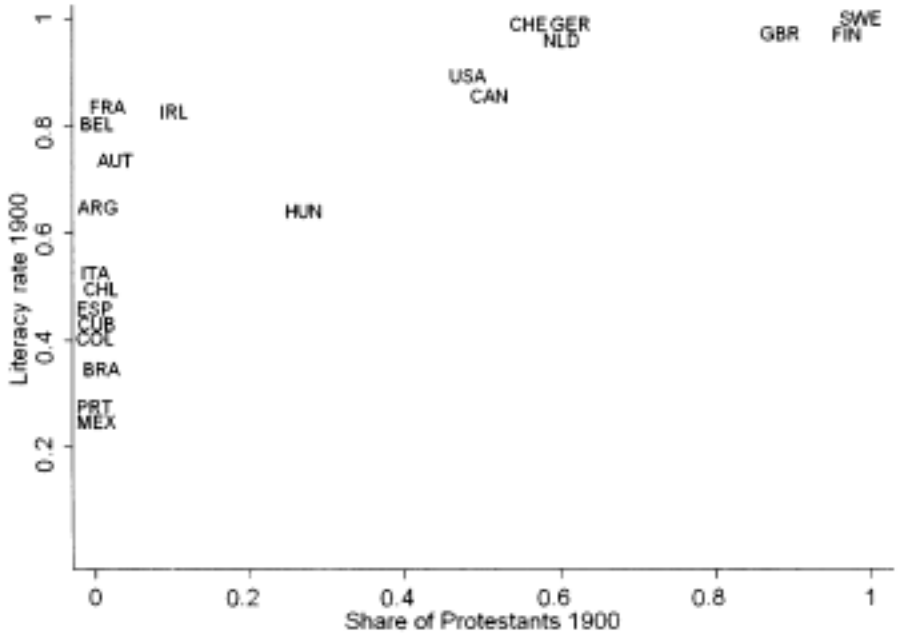


FIGURE II
The Cross-Country Pattern of Protestantism and Literacy, 1900
See Appendix III for data details.

Very Important Paper: Squicciarini and Voigtlander (2015) - : The Model

$$Y_{A,n} = A_A h_n^{\beta_A} X_n^{\alpha_A} L_{A,n}^{1-\alpha_A}$$

$$A_{M,n,t} = \eta \bar{A}_t + (1-\eta) A_{M,n,t-1} \left(1 + s_n \cdot \gamma_{\bar{A},t}\right)$$

Prediction

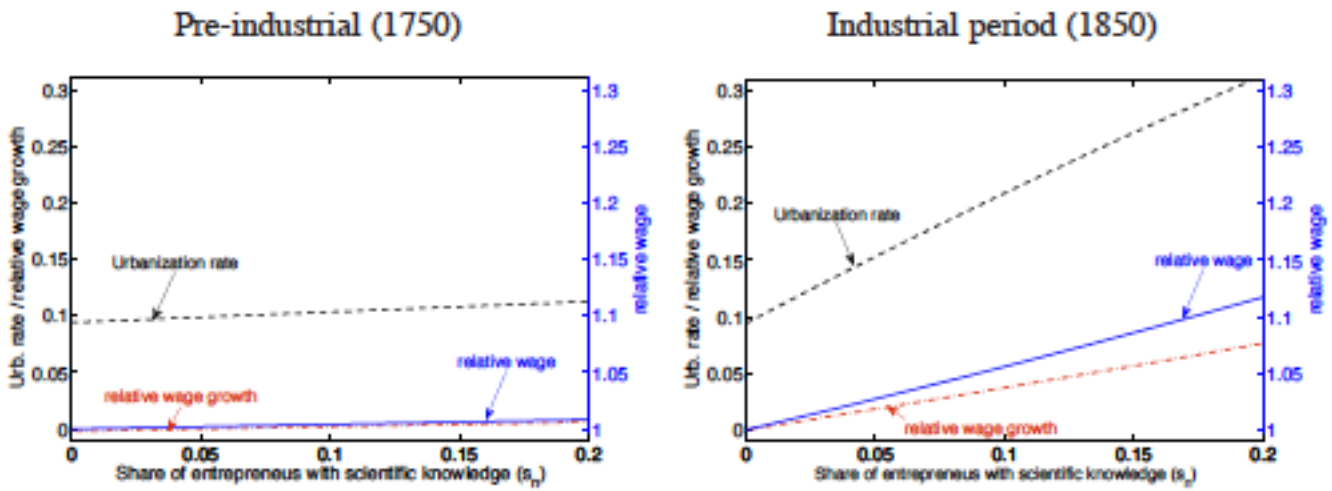
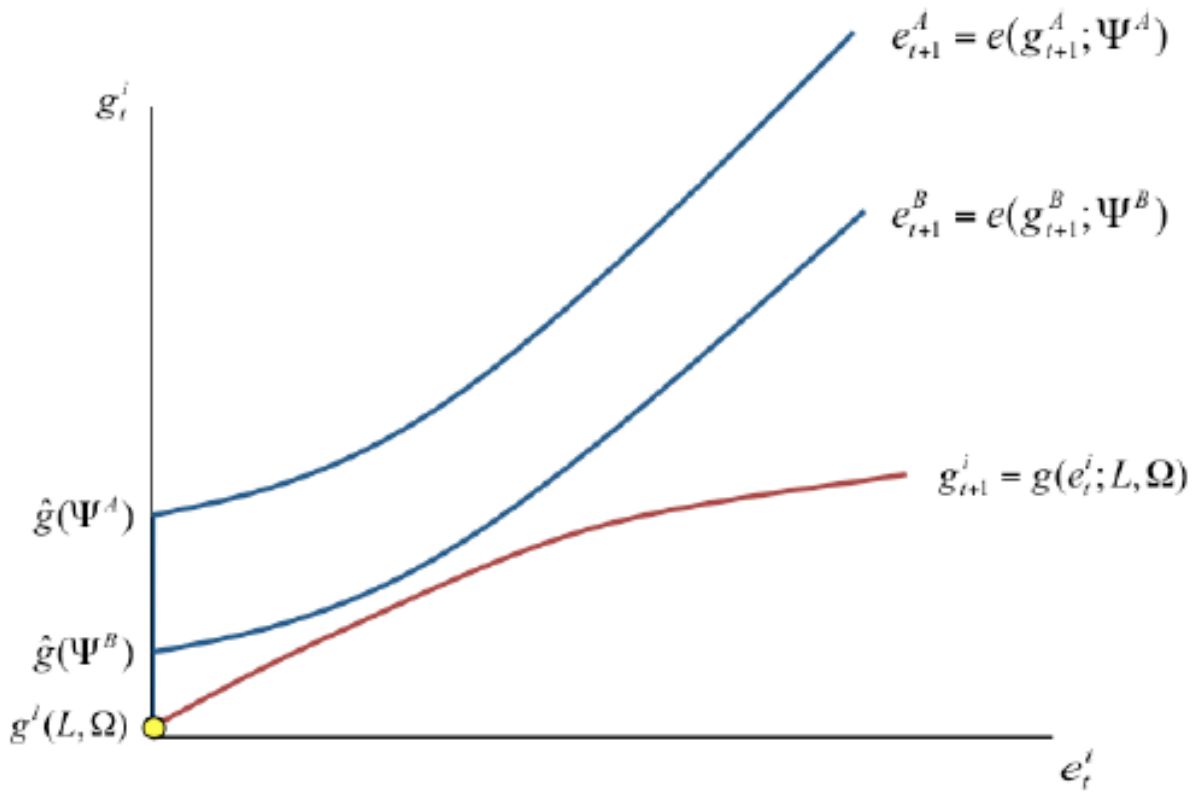


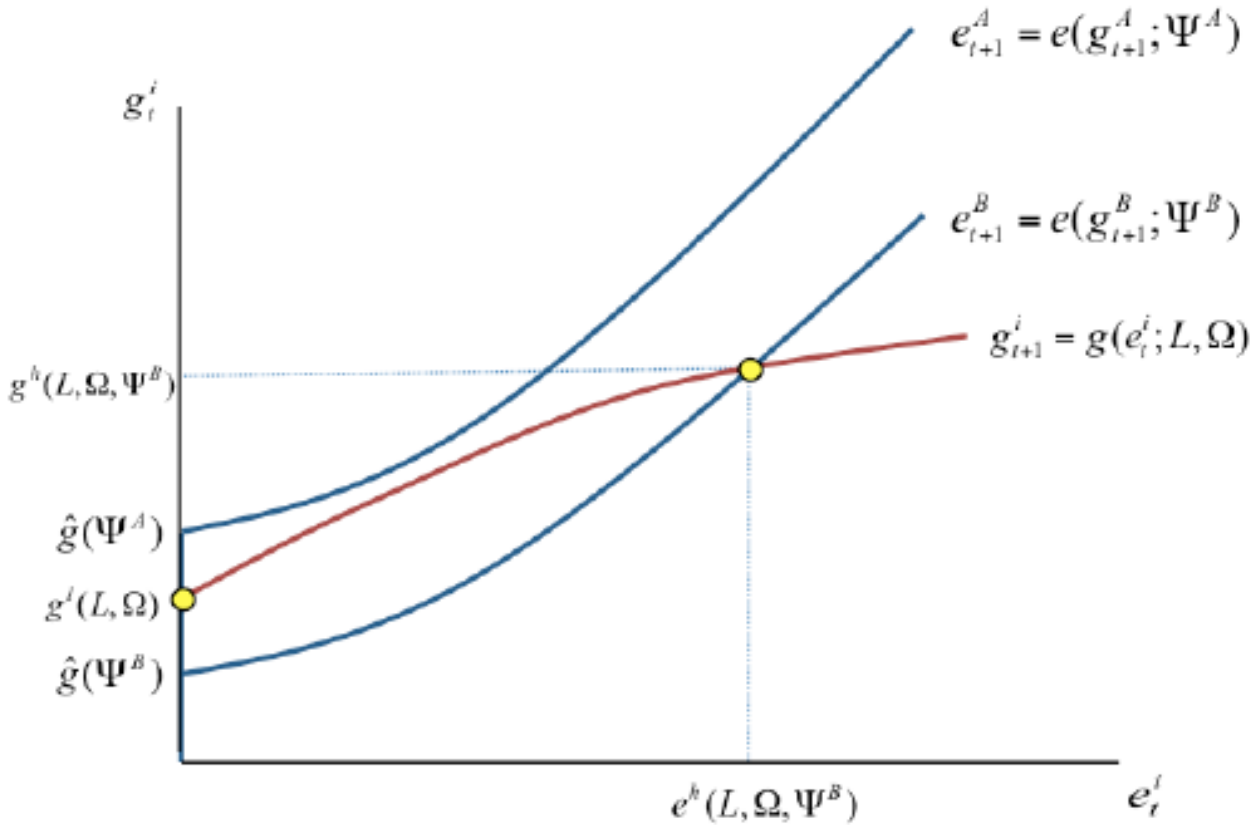
Figure A.1: Scientific knowledge and economic development

Notes: The figure illustrates how the share of entrepreneurs with scientific knowledge in region n, s_n, affects urbanization, wages, and economic growth. The left panel refers to the pre-industrial period (illustrating model Prediction 1), and the right panel illustrates Prediction 2, referring to the industrial period. The urbanization rate corresponds to the labor share in manufacturing. Wages (right axis) are reported relative to regions without scientific knowledge ($s_n = 0$). Relative wage growth (left axis) is measured as annual percentage growth in region n, net of growth in regions with $s_n = 0$.

Galor's Model Analog (before industrialization): Nada



After Industrialization? Cities with higher education picked up faster!!!



Empirical Evidence:

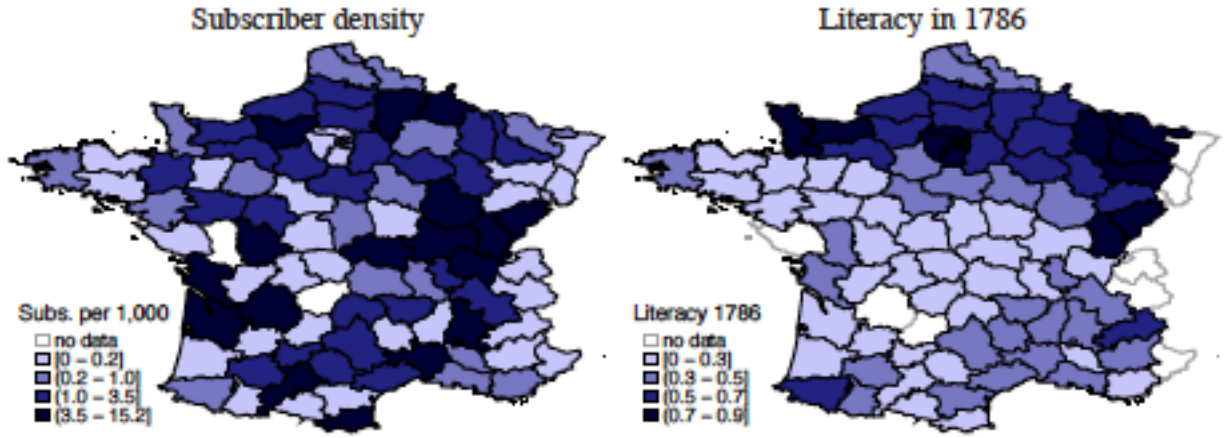


Figure 1: *Encyclopédie* subscriber density and literacy rates

Notes: The left panel shows the spatial distribution of *Encyclopédie* subscribers per 1,000 city inhabitants in the second half of the 18th century. The right panel shows the distribution of literacy rates (percentage of males signing their marriage certificate) across French departments in 1786. Both variables are described in detail in Section 3.1. Figure C.4 in the Appendix plots the two variables against each other, showing that they are not correlated.

Cities grew faster the more top skilled person they had

Table D.2: Restricting the sample to cities with available data for the pre-1750 period

Dependent variable: log city growth, 1750-1850					
	(1)	(2)	(3)	(4)	(5)
Data on city size in	1750	1700	1600	1500	1400
lnSubDens	0.169***	0.154***	0.139***	0.157***	0.193***
	(0.033)	(0.036)	(0.042)	(0.037)	(0.052)
Controls	✓	✓	✓	✓	✓
R^2	0.36	0.39	0.57	0.55	0.57
Observations	193	148	58	62	50

Notes: All regressions are run at the city level, include a dummy for Paris, and are weighted by city population in 1750. The dependent variable is log city population growth in 1750-1850. We use cities where data on population from Bairoch et al. (1988) are available over for the year indicated in the header. "Controls" include the baseline controls and early knowledge controls listed in Table 1. For details on *lnSubDens* and controls see the notes to Table 1. Robust standard errors in parentheses. * p<0.1, ** p<0.05, *** p<0.01.

Cities with more highly skilled residents grew much faster in industrial revolution though!!

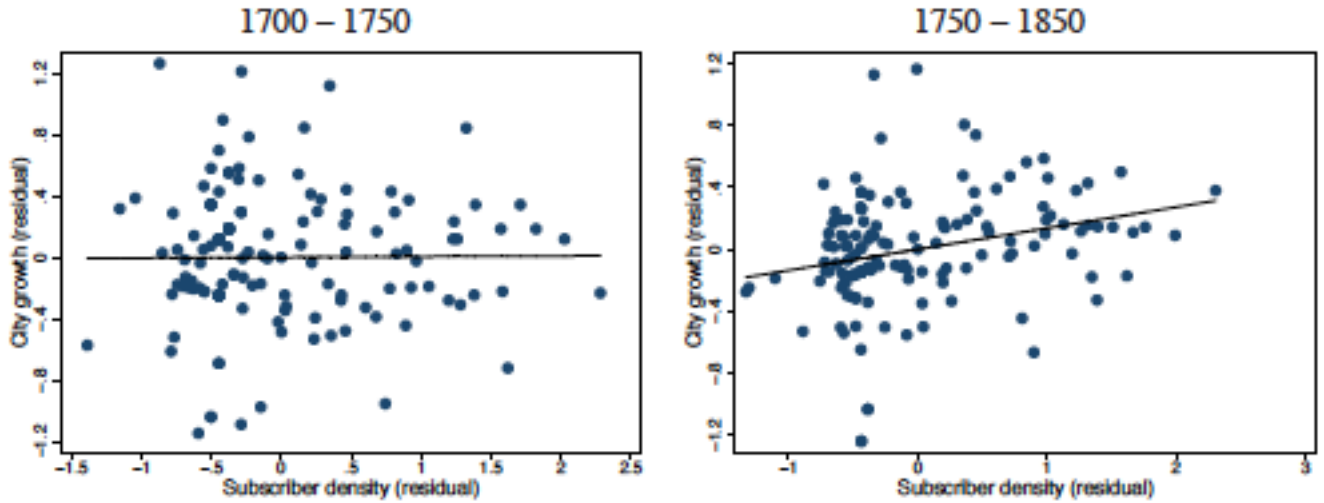


Figure D.2: *Encyclopédie* subscriptions and city growth – before and after 1750

Notes: The figure plots average annual city growth in France against *Encyclopédie* subscriber density ($lnSubDens$), after controlling for our baseline controls (listed in Table 1). The left panel uses the period before industrialization set in (1700-1750). The right panel examines the same cities over the period of French industrialization, 1750-1850. The sample is the same in both panels, including only cities for which growth can be computed over both periods. Among these, average annual city growth was 0.28% and 0.38% over the two periods, respectively.

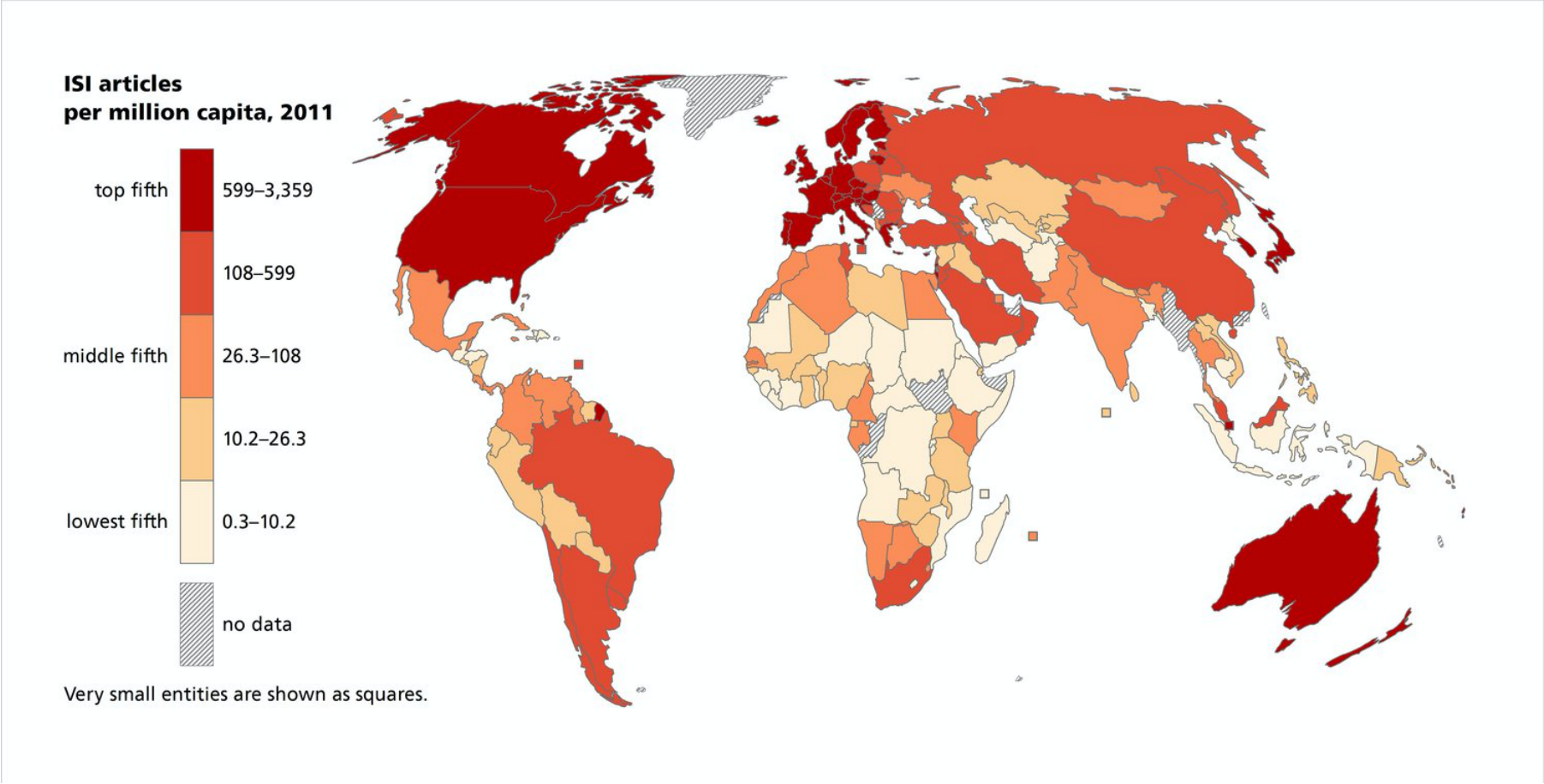
What about today? Knowledge creation in the new Internet Economy, the 4TH Industrial Revolution

Table 1. Descriptive Statistics of the Dependent Variables (logarithm transformed).

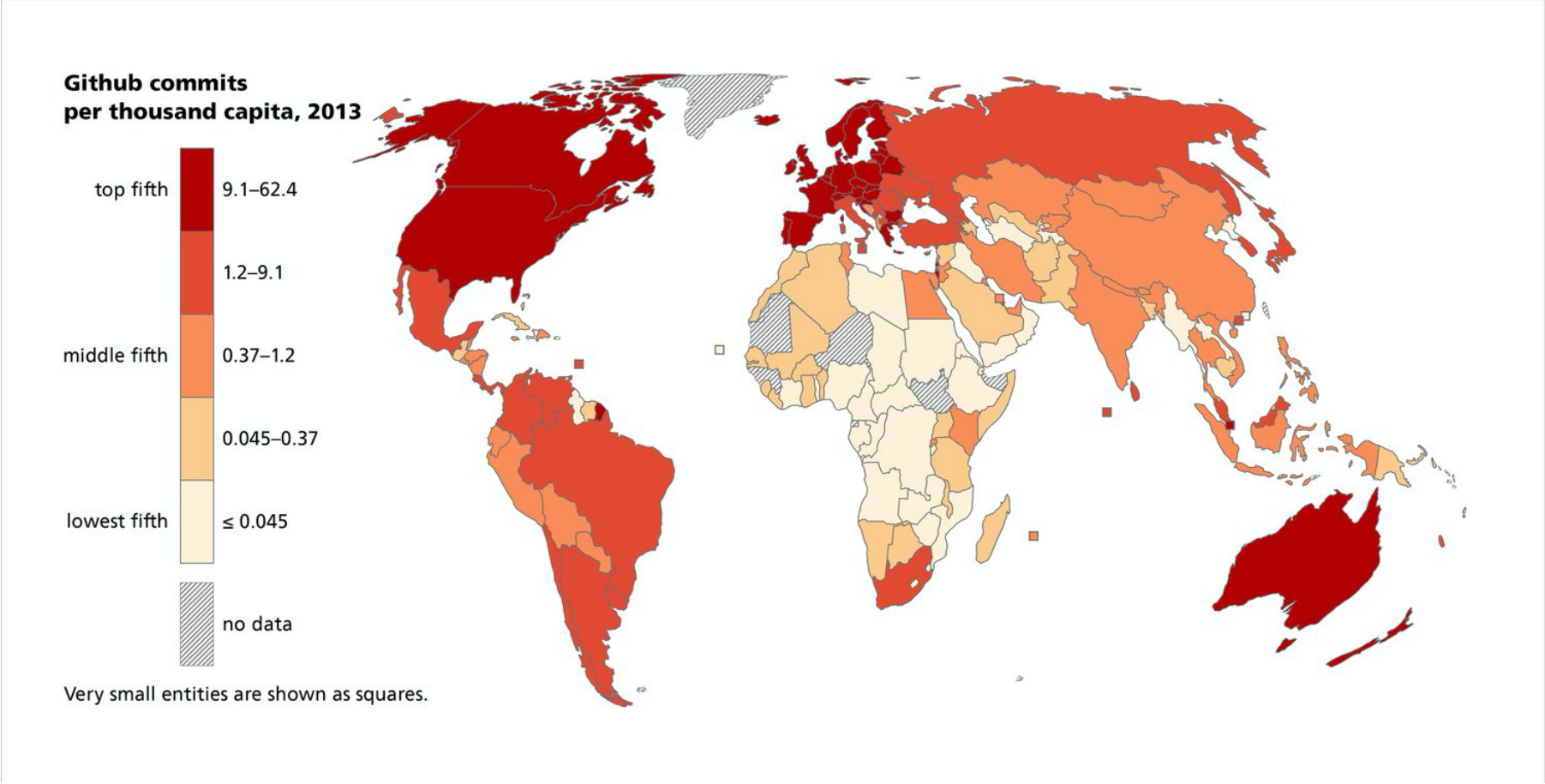
Dependent Variable	Mean	Median	Standard Deviation	Year	# of Country Obs.	# of Units Across All Countries
Academic articles (l)	6.38	6.11	2.61	2011	168	1,799,695
GitHub commits (l)	8.50	8.57	3.48	2013	171	35,069,679
Domain registrations (l)	10.69	10.61	3.00	2013	172	245,141,725

Note: As the dependent variables had skewed heavy right tails, we logarithmized them to reduce the skewness and allow the patterns in the data to emerge more clearly in the analysis.

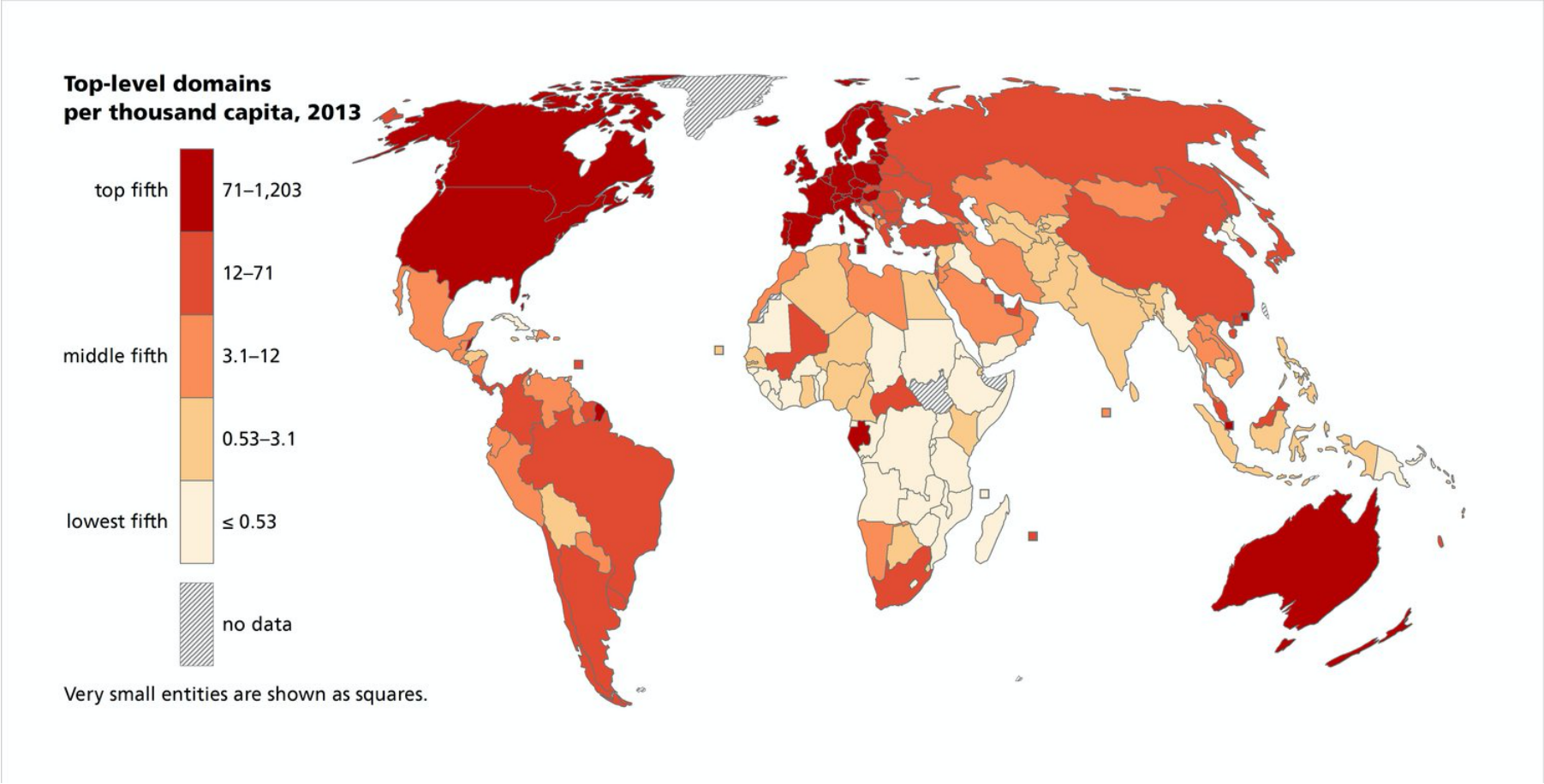
Global Published and Codified Knowledge



Global GitHub commitments



Global domains registration across the world



Global Content Creation

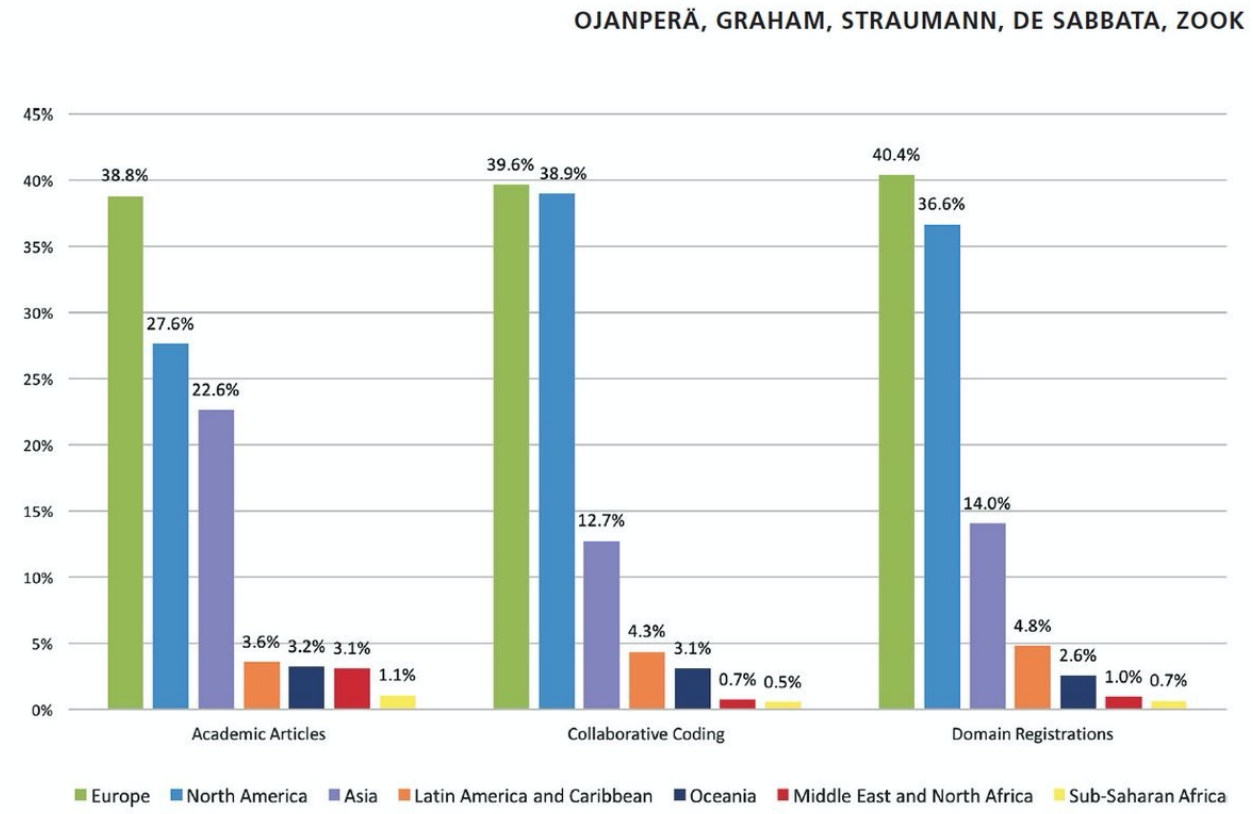


Figure 1. Content creation across continents.

Lets control for level of attainment in terms of broadband connectivity, education, innovation capacity, and public spending on education.
Academic Articles:

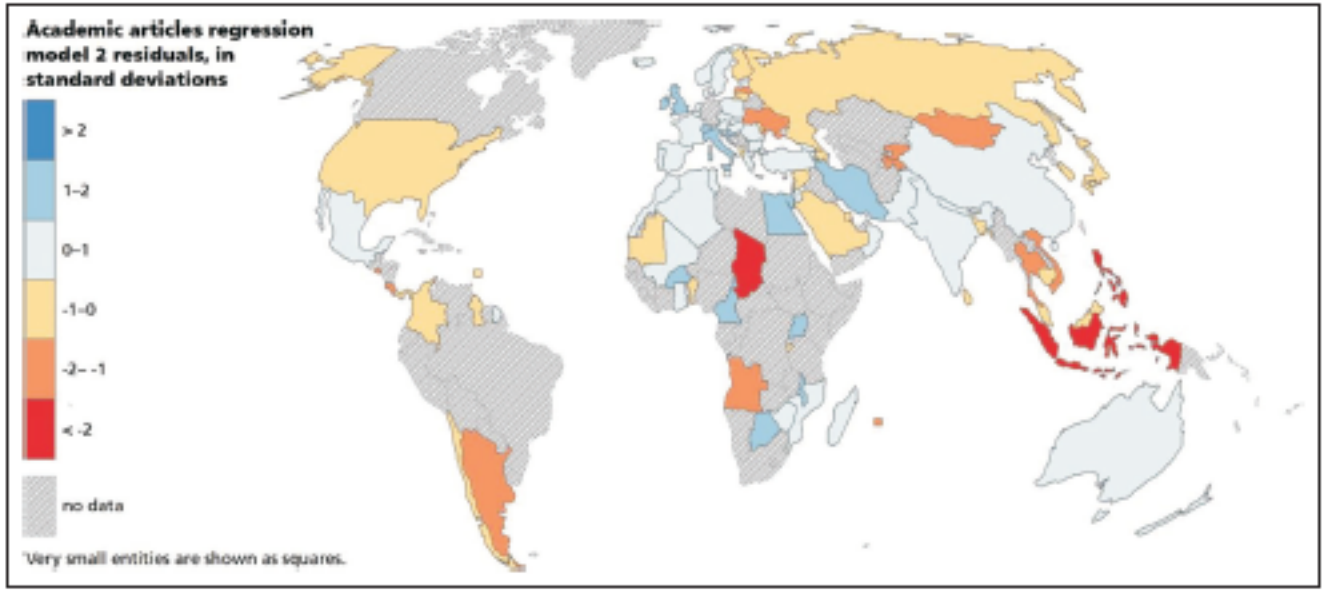


Figure 5. Residual map of academic articles.

GitHub Commitments:

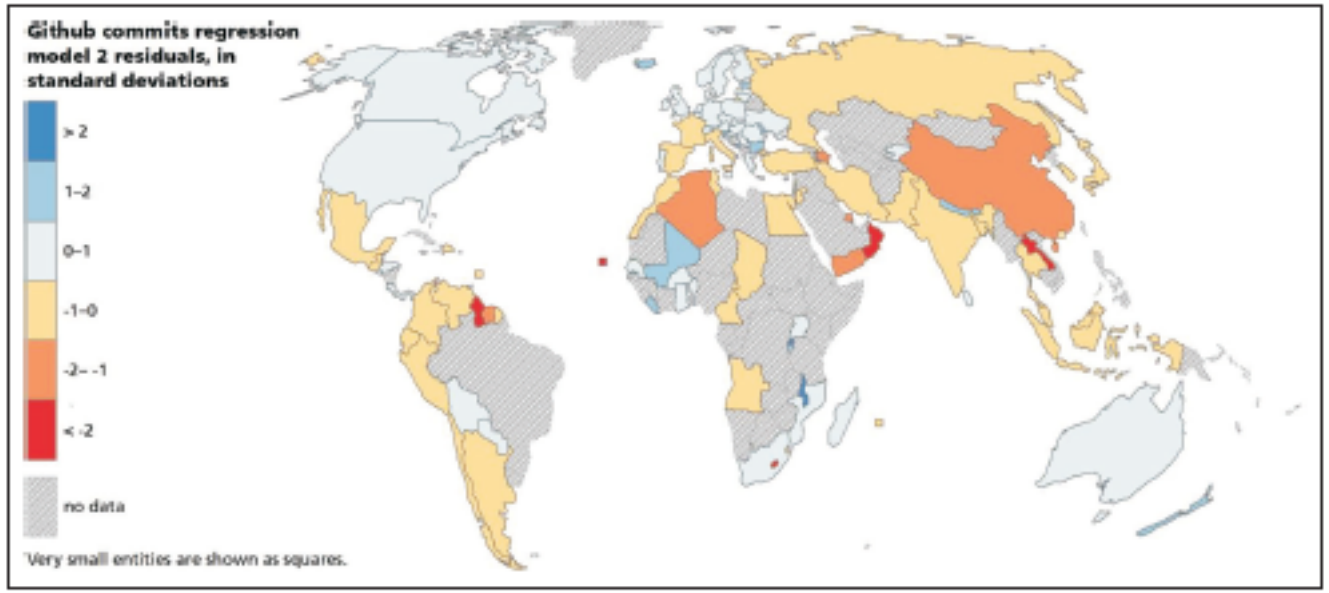


Figure 6. Residual map of GitHub commits.

Domain registration:

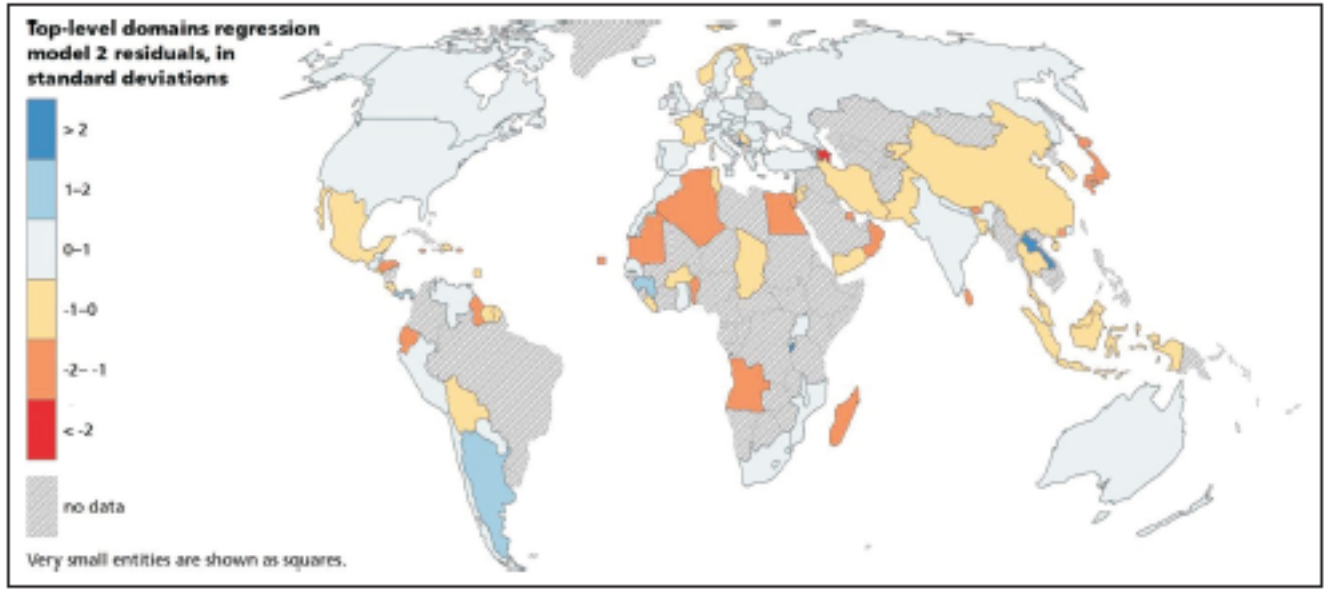


Figure 7. Residual map of top-level domains.

Why Gender Quality matters? Theory Check:

$$Y_t = H_t^{\alpha}(A_t X)^{1-\alpha}$$

- $H_t \equiv$ efficiency units of labor
- $A_t \equiv$ technological level
- $X \equiv$ land

Output per efficient worker! Not just L!

- Output per worker produced at time t

$$y_t = h_t^{\alpha} x_t^{1-\alpha}$$

  - $h_t \equiv H_t / L_t \equiv$ efficiency units per-worker

Utility Function

- The utility function of individual t (adult at time t)

$$u^t = (1-\gamma)\ln(c_t) + \gamma \ln(n_t h_{t+1})$$

  - $c_t \equiv$ consumption of individual t
  - $n_t \equiv$ number of children of individual t
  - $h_{t+1} \equiv$ level of human capital of each child

Remember the budget Constraint!

$$z_t n_t(\tau + e_{t+1}) + c_t \leq z_t$$

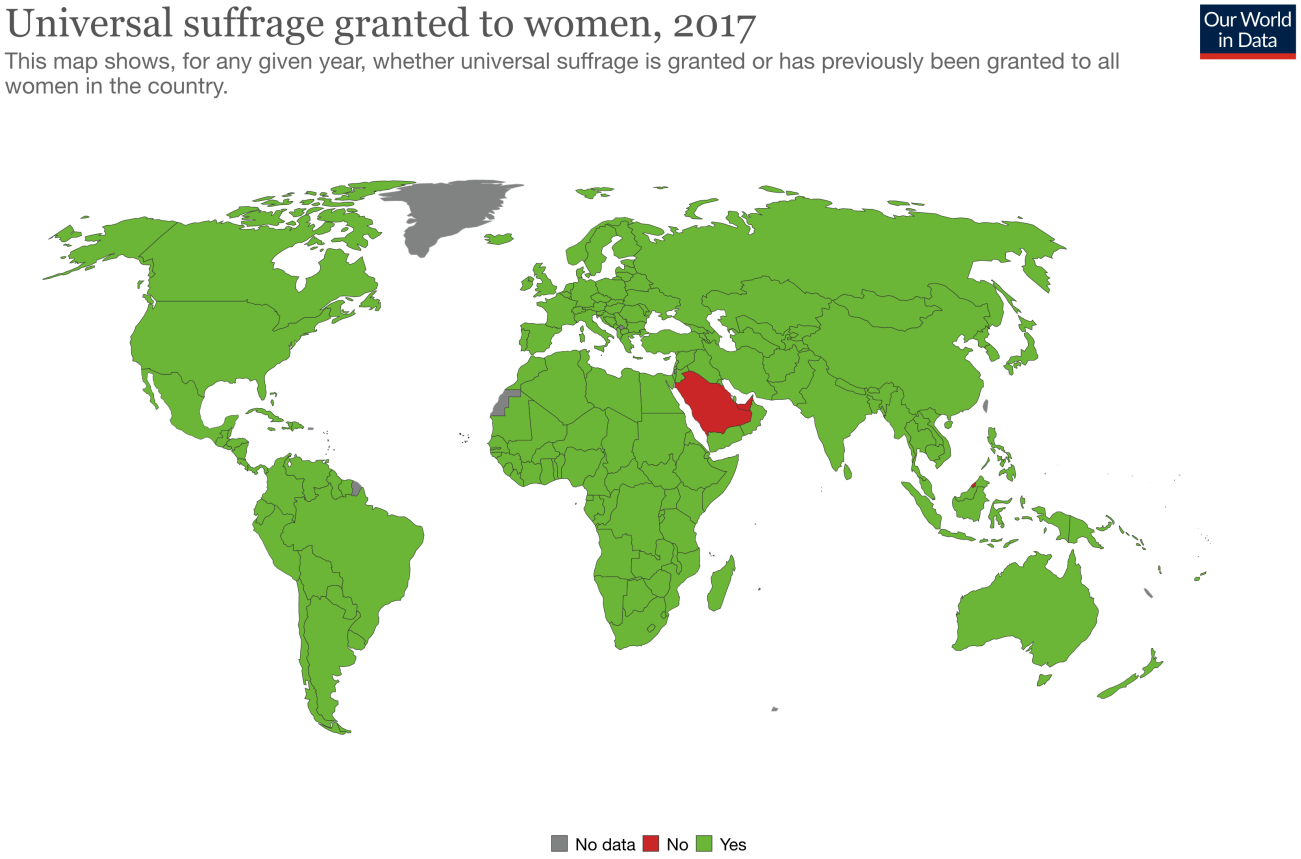
- $z_t \equiv$ potential income of individual t
- $\tau \equiv$ time required to raise a child, regardless of quality
- $\tau + e_{t+1} \equiv$ time needed to raise a child with education e_{t+1}
- $z_t(\tau + e_{t+1}) \equiv$ opportunity cost of raising 1 child with education e_{t+1}

$$z_t \equiv y_t = h_t^{\alpha} x_t^{1-\alpha}$$

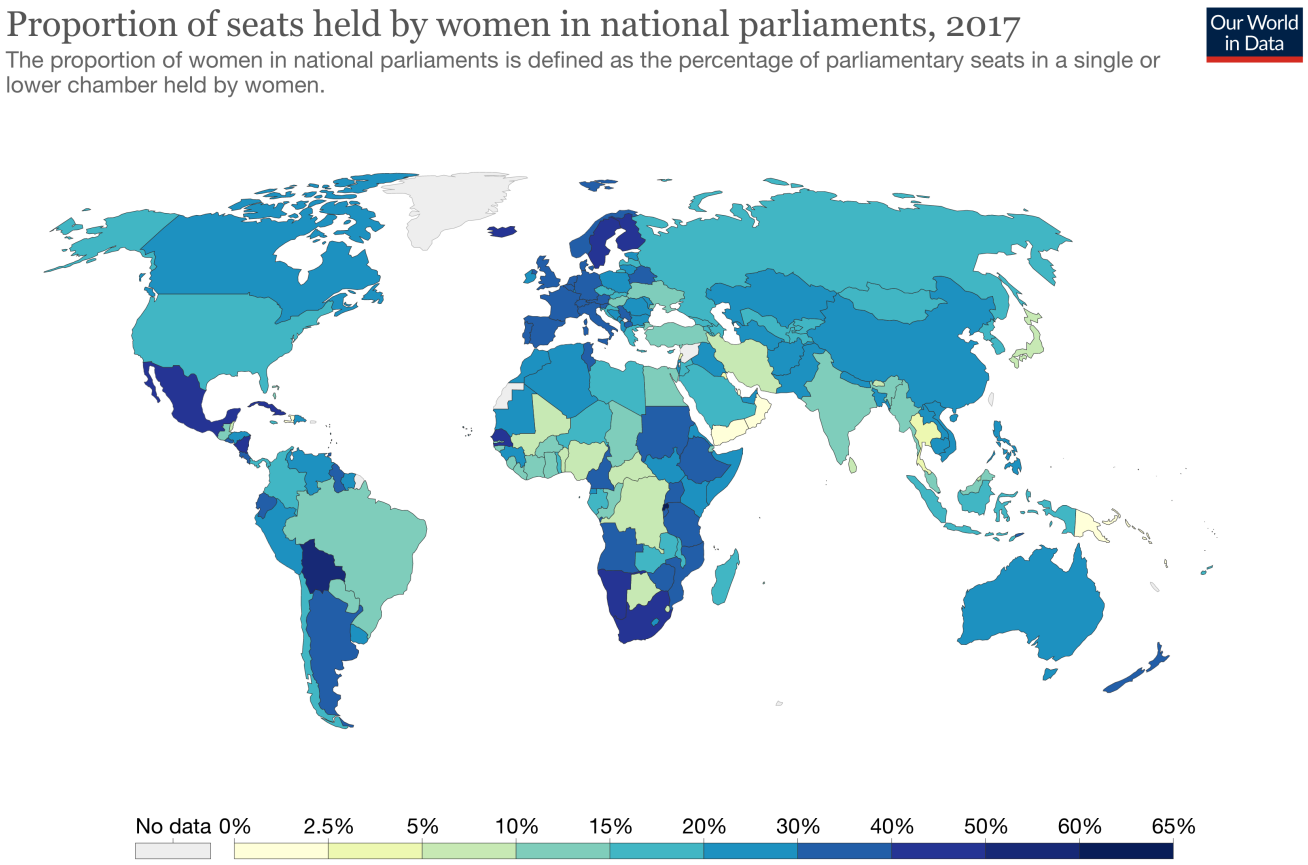
So output is a function of education, technological progress and resources

$$z_t \equiv y_t = h_t^{\alpha} x_t^{1-\alpha} = h(e_t, g_t)^{\alpha} x_t^{1-\alpha} = z(e_t, g_t, x_t)$$

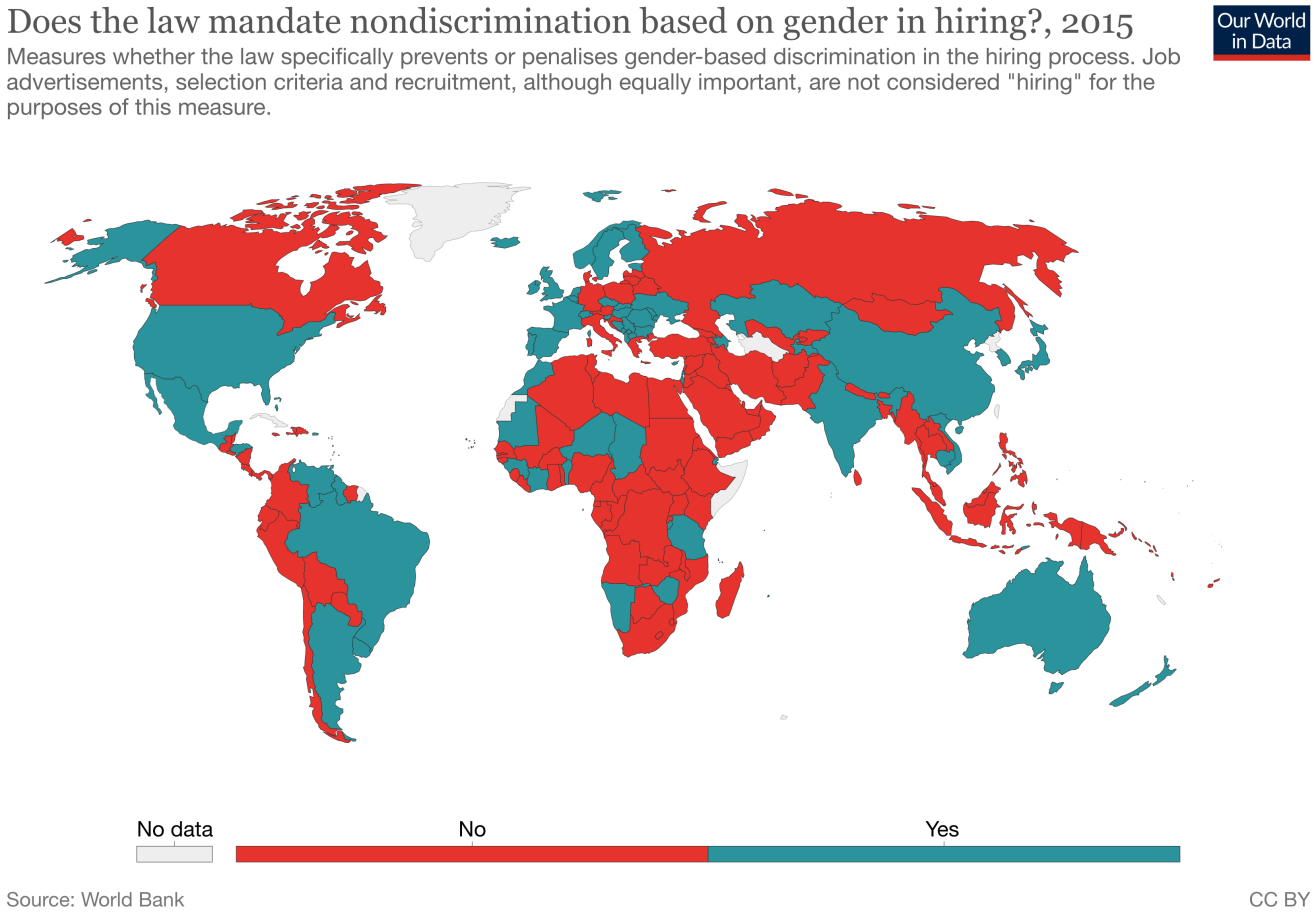
Gender Equality: Lets start from the basic



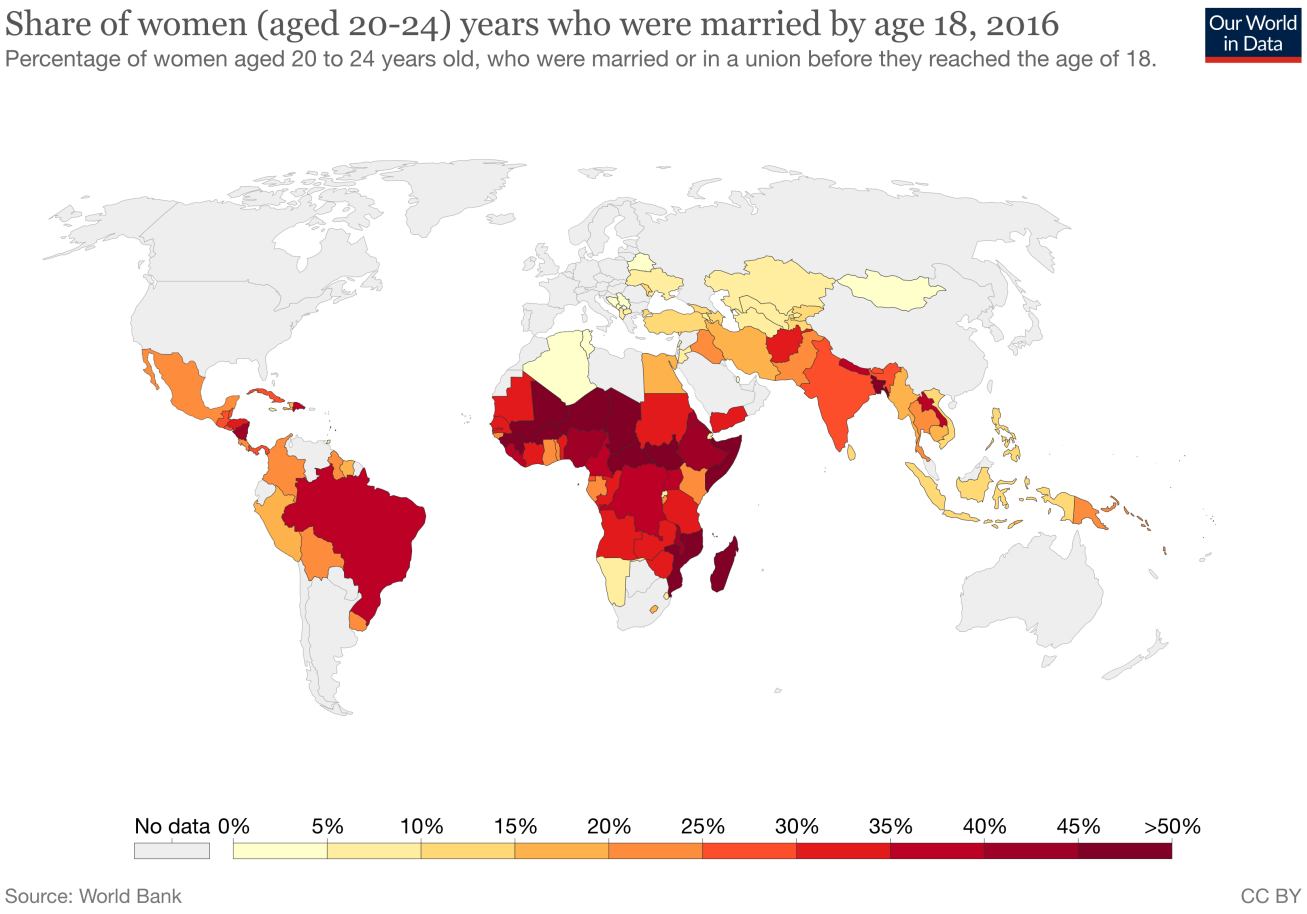
Political Power?



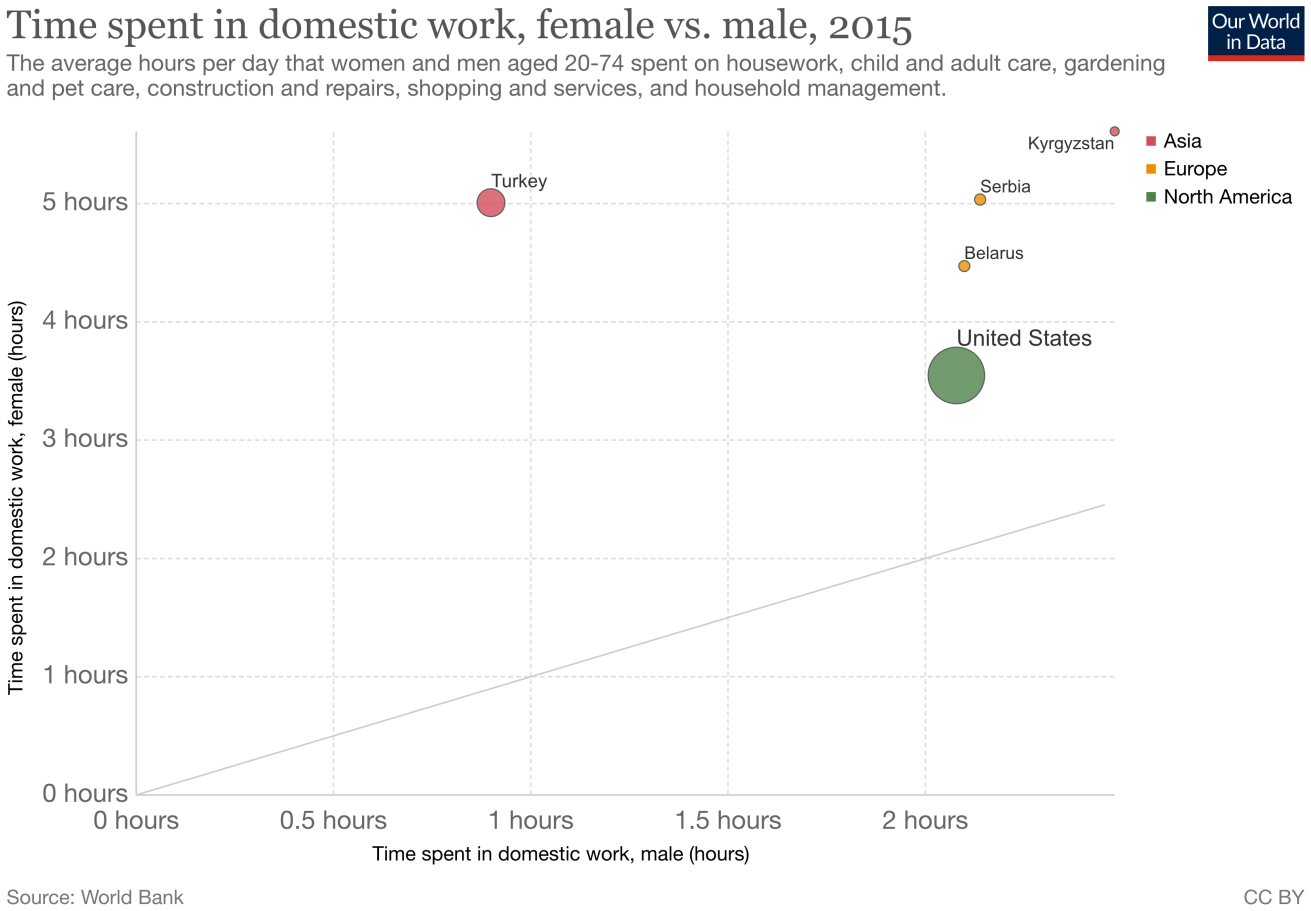
Gender Equality: Same access?



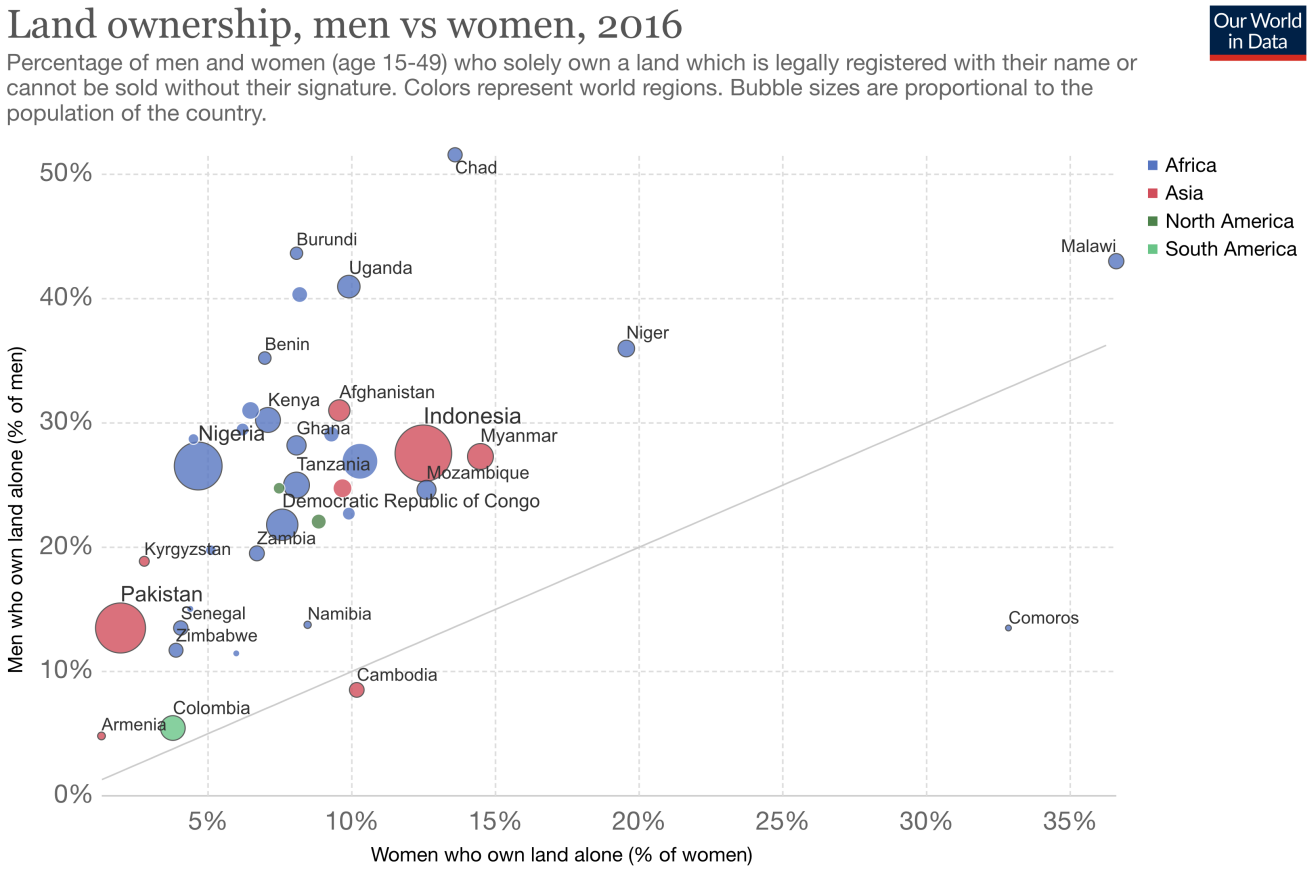
If married early, then no time for school!



Why? Household tasks are not easy



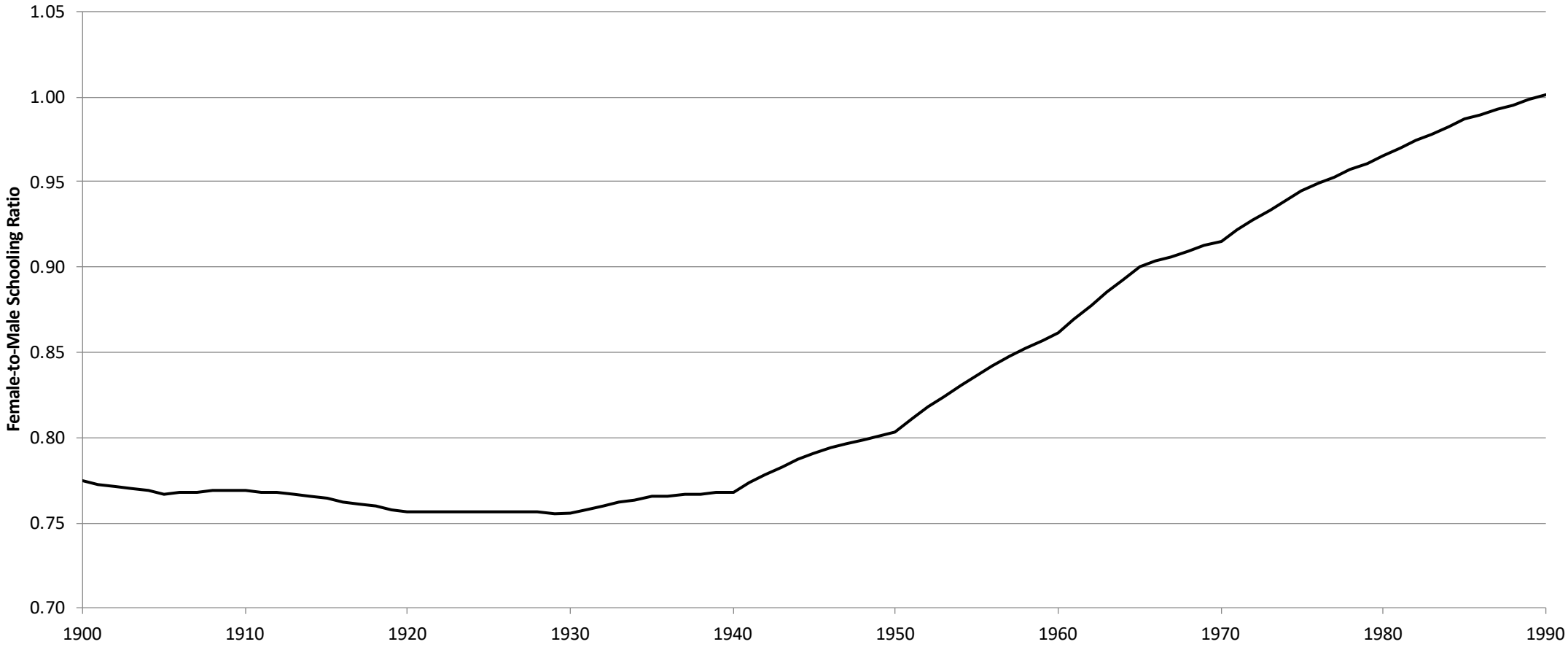
What about property rights?



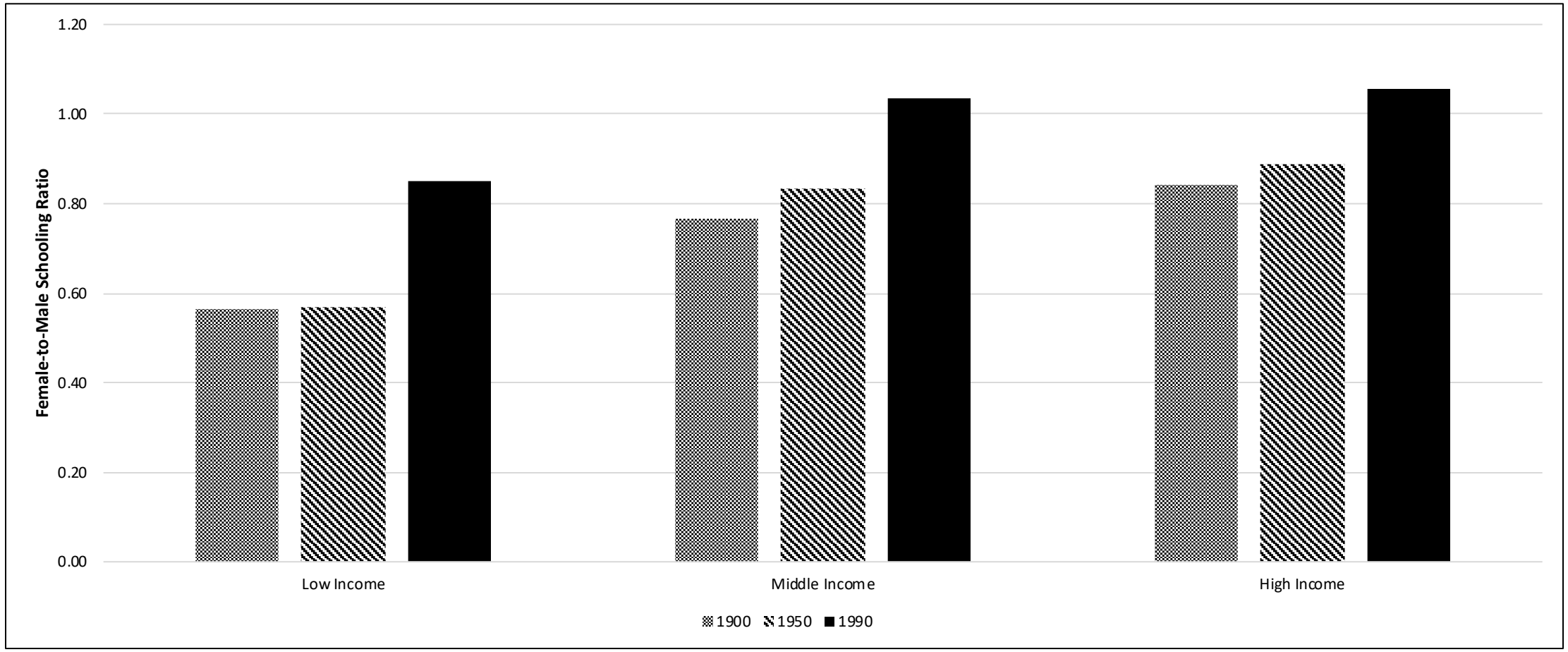
Klasing and Milionis (2020): The International Epidemiological Transition and the Education Gender Gap

Year	Life expectancy at birth, Females	Life expectancy at birth, Males	Female-Male Life Exp. Ratio	Aver. years of schooling, Females	Aver. years of schooling, Males	Female-Male Schooling Ratio
1900	46.3	43.7	1.059	5.0	5.5	0.919
1913	51.0	48.1	1.059	5.5	6.0	0.906
1928	55.7	52.7	1.056	6.4	7.2	0.894
1939	60.0	56.0	1.071	7.3	8.0	0.908
1950	66.6	62.2	1.071	8.9	9.5	0.931
1964	73.0	67.2	1.086	11.2	11.3	0.990
1977	75.9	69.2	1.098	12.2	12.0	1.019
1990	78.3	71.5	1.094	12.7	12.2	1.042

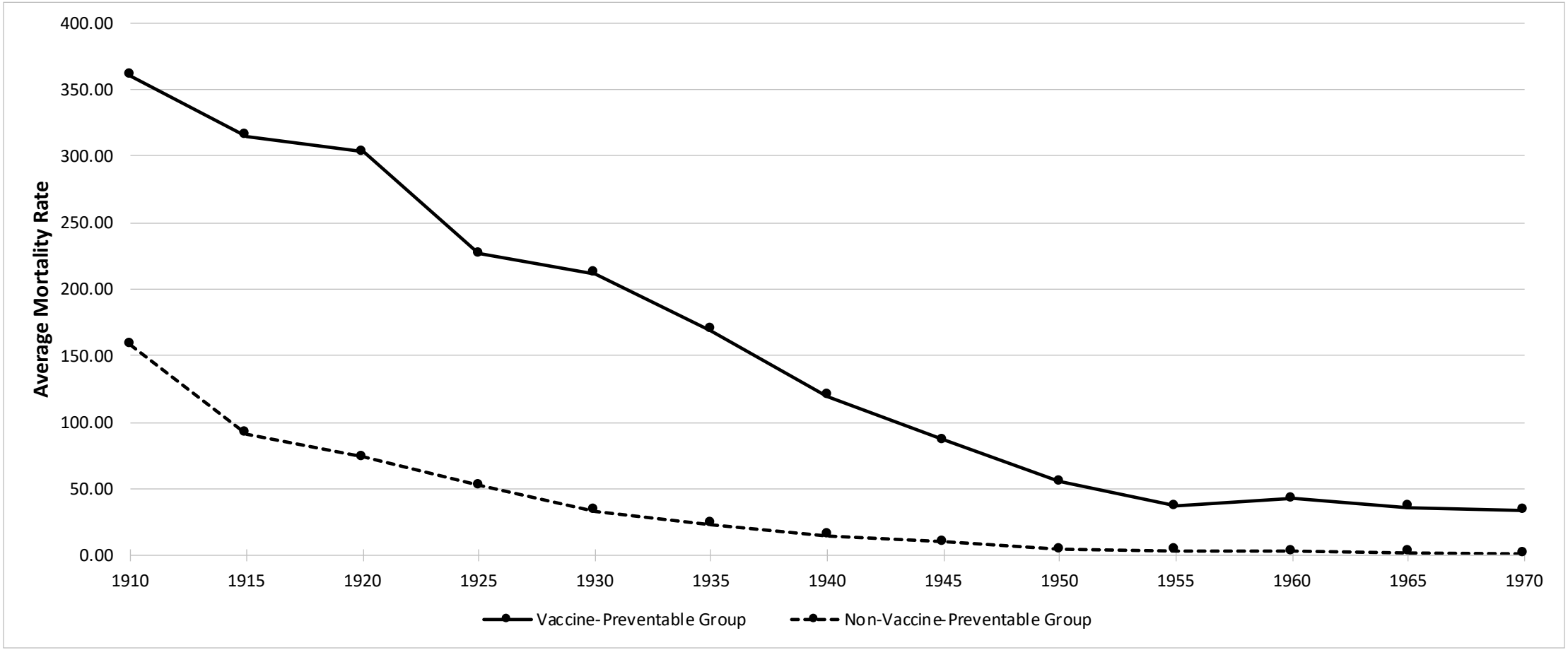
Gender Inequality over time



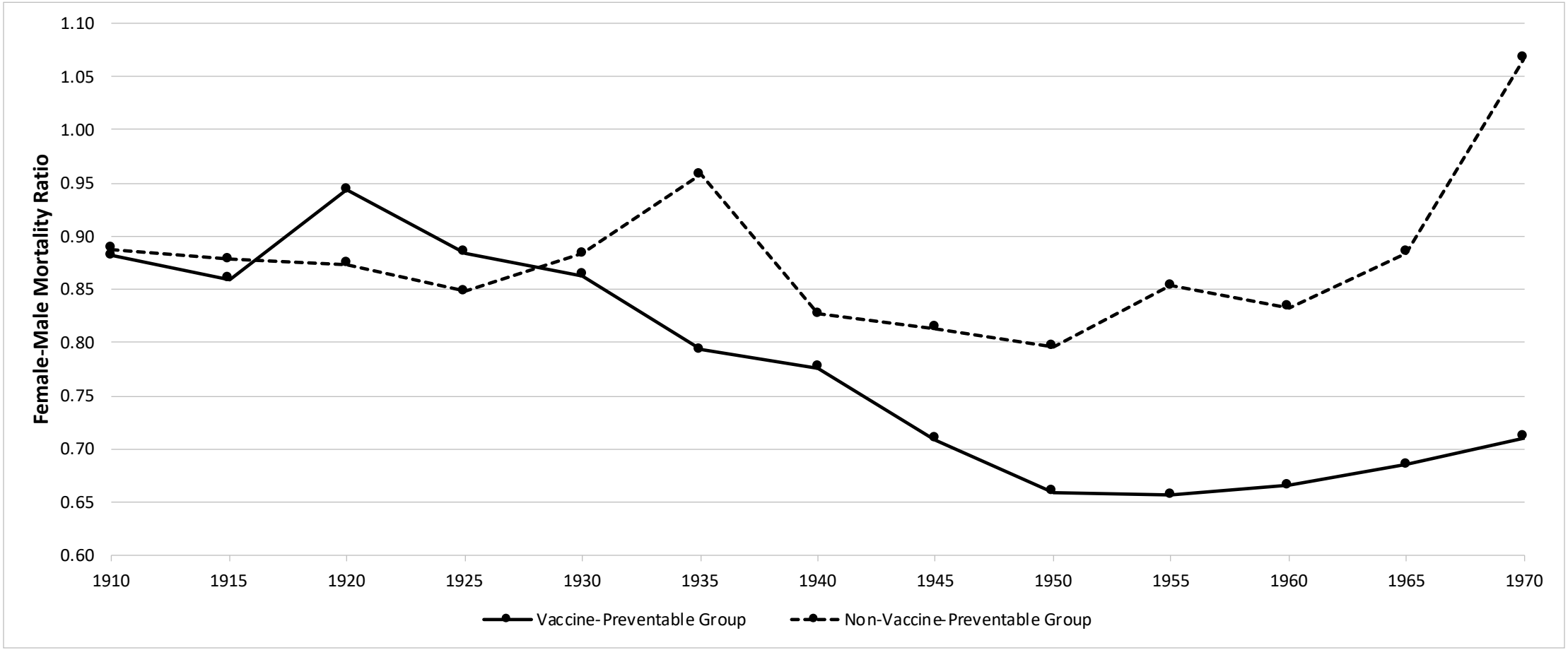
Gender Inequality is closing



Mortality Rates and vaccination



Female-male vaccine acceptance: mortality rates



Female expected life and educational attainment

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Estimation Method	2SLS with Baseline Mortality Instrument			2SLS with Global Mort. Instrument	2SLS with US Mort. Instrument	2SLS with Adv. Countries Mort. Instrument	OLS	Reduced Form		
Panel A: 1st stage results	Life expectancy at birth							Avg. years of schooling		
Mortality, overall	-15.388***	-12.938***						-1.803**	-1.582*	
	[2.108]	[2.167]						[0.880]	[0.875]	
Female x Mortality, overall		-4.900**							-0.441**	
		[2.154]							[0.172]	
Mortality, VP-group			-11.538***	-13.606***	-11.211***	-11.439***				-1.639*
			[2.410]	[2.842]	[2.465]	[2.451]				[0.969]
Female x Mortality, VP-group			-4.959**	-5.847**	-5.139*	-5.158*				-0.416**
			[2.440]	[2.877]	[2.648]	[2.647]				[0.207]
Mortality, NVP-group			-18.534***	-18.839***	-18.120***	-18.350***				-1.715
			[4.588]	[4.663]	[4.597]	[4.586]				[1.576]
Female x Mortality, NVP-group			-5.618	-5.711	-6.008	-5.985				-0.673
			[6.799]	[6.911]	[6.776]	[6.776]				[0.531]
Panel B: 2nd stage results	Avg. years of schooling									
Life expectancy at birth	0.117***	0.115***	0.114***	0.114***	0.112***	0.114***	0.100***	-	-	-
	[0.044]	[0.043]	[0.041]	[0.041]	[0.043]	[0.042]	[0.032]	-	-	-
Observations	300	300	300	300	296	300	300	300	300	300
Countries	75	75	75	75	74	75	75	75	75	75
Effective F-Statistic	26.56	15.21	9.17	9.17	8.72	9.09	-	-	-	-