

## *Appendix C: Supplementary Material*

Gendered Fertility Intentions and Child Schooling: Insights on the Quantity-Quality Trade-off from Ethiopia

Eva Boonaert\*, Kaat Van Hoyweghen, Ashenafi Duguma Feyisa, Peter Goos, Miet Maertens

\* Corresponding author. E-mail address: [eva.boonaert@kuleuven.be](mailto:eva.boonaert@kuleuven.be). Telephone number: +3216194986. Correspondence to: Celestijnenlaan 200E bus 2411, 3001 Leuven, Belgium.

Table C1: Experimental design of the DCE

Block	Set	Option A										Option B												
		a	X1	X11	X12	X13	X14	X2	X21	X22	X23	X24	a	X1	X11	X12	X13	X14	X2	X21	X22	X23	X24	
1	1	1	0	0	0	0	0	1	0	0	1	0	3	3	1	2	0	0	0	0	0	0	0	0
	2	1	1	0	0	1	0	0	0	0	0	0	4	1	0	0	1	0	3	0	0	1	2	
	3	3	0	0	0	0	0	3	1	0	2	0	3	0	0	0	0	0	3	0	2	1	0	
	4	3	0	0	0	0	0	3	1	0	0	2	10	6	0	0	0	6	4	4	0	0	0	
	5	3	3	1	1	1	0	0	0	0	0	0	4	2	1	0	1	0	2	0	0	0	2	
	6	2	0	0	0	0	0	2	0	0	1	1	8	6	0	0	0	6	2	2	0	0	0	
	7	3	3	0	3	0	0	0	0	0	0	0	10	4	2	2	0	0	6	2	0	0	4	
	8	5	3	1	0	2	0	2	2	1	0	1	0	12	8	4	0	4	0	4	0	0	4	
	9	5	4	0	2	0	2	1	1	0	0	0	12	8	4	0	4	0	4	0	0	4	0	
	10	5	4	0	0	2	2	1	0	0	1	0	5	4	2	2	0	0	1	0	1	0	0	
	11	2	2	0	1	1	0	0	0	0	0	0	10	4	0	4	0	0	6	0	0	6	0	
	12	9	6	3	3	0	0	3	0	0	0	3	12	6	2	0	0	4	6	2	0	0	4	
2	1	5	1	1	0	0	0	4	1	3	0	0	5	4	1	0	0	3	1	1	0	0	0	
	2	5	4	1	3	0	0	1	1	0	0	0	12	4	0	4	0	0	8	2	0	0	6	
	3	1	0	0	0	0	0	1	0	0	0	1	4	3	0	3	0	0	1	0	0	0	1	
	4	1	1	0	1	0	0	0	0	0	0	0	5	4	2	0	2	0	1	0	0	1	0	
	5	10	6	2	0	4	0	4	0	0	0	4	3	0	0	0	0	0	3	1	1	1	0	
	6	10	4	4	0	0	0	6	0	0	6	0	3	0	0	0	0	0	3	0	0	3	0	
	7	8	2	0	0	0	2	6	0	2	4	0	12	8	0	0	8	0	4	0	0	4	0	
	8	12	4	0	4	0	0	8	4	0	4	0	3	3	1	0	1	1	0	0	0	0	0	
	9	3	2	1	0	0	1	1	0	0	0	1	12	4	4	0	0	0	8	0	4	0	4	
	10	3	0	0	0	0	0	3	0	3	0	0	9	6	0	3	3	0	3	0	0	3	0	
	11	3	1	0	0	1	0	2	1	0	1	0	5	1	1	0	0	0	4	1	0	3	0	
	12	2	0	0	0	0	0	2	0	1	1	0	12	6	0	0	0	6	6	0	0	6	0	
3	1	2	1	0	0	0	1	1	0	0	0	1	5	1	0	1	0	0	4	2	0	0	2	
	2	3	3	1	0	2	0	0	0	0	0	2	2	0	0	1	1	0	0	0	0	0	0	
	3	2	1	0	1	0	0	1	0	1	0	0	3	0	0	0	0	0	3	0	1	0	2	
	4	3	0	0	0	0	0	3	1	0	1	1	5	2	0	2	0	0	3	2	0	1	0	
	5	10	6	0	4	0	2	4	4	0	0	0	4	3	0	0	3	0	1	1	0	0	0	
	6	5	1	1	0	0	0	4	1	0	0	3	12	4	0	4	0	0	8	4	0	0	4	
	7	3	1	0	0	0	1	2	1	1	0	0	5	4	1	0	0	3	1	1	0	0	0	
	8	3	0	0	0	0	0	3	1	2	0	0	5	3	0	1	2	0	2	2	0	0	0	
	9	12	4	0	0	4	0	8	4	0	4	0	2	1	0	0	1	0	1	0	1	0	0	
	10	5	1	0	0	1	0	4	2	2	0	0	12	4	4	0	0	0	8	0	0	4	4	
	11	5	2	1	0	0	1	3	1	2	0	0	12	8	0	0	8	0	4	0	0	0	4	
	12	2	1	0	1	0	0	1	0	0	0	1	9	6	0	0	0	6	3	0	0	0	3	
4	1	10	4	0	4	0	0	6	2	0	4	0	5	2	2	0	0	0	3	0	0	0	3	
	2	2	1	0	0	1	0	1	0	0	0	1	12	4	0	0	0	4	8	4	0	0	4	
	3	1	1	0	0	0	1	0	0	0	0	0	12	4	0	0	0	4	8	0	8	0	0	
	4	3	0	0	0	0	0	3	1	1	0	1	8	6	0	6	0	0	2	2	0	0	0	
	5	10	6	4	0	0	2	4	0	4	0	0	3	1	0	0	1	0	2	1	0	0	1	
	6	5	1	1	0	0	0	4	0	0	4	0	5	4	2	0	0	2	1	0	0	1	0	
	7	10	6	4	0	0	2	4	0	0	0	4	12	8	2	0	0	6	4	0	4	0	0	
	8	9	6	3	0	3	0	3	0	3	0	0	4	2	0	2	0	0	2	0	0	2	0	
	9	8	2	0	2	0	0	6	0	4	0	2	12	4	0	0	0	4	8	4	0	4	0	
	10	8	4	2	2	0	0	4	0	4	0	0	5	4	2	2	0	0	1	0	0	1	0	
	11	3	1	0	1	0	0	2	1	1	0	0	12	4	0	0	4	0	8	4	4	0	0	
	12	12	4	4	0	0	0	8	0	4	4	0	9	6	0	0	3	3	3	3	0	0	0	
5	1	5	2	2	0	0	0	3	0	3	0	0	12	8	0	4	4	0	4	4	0	0	0	
	2	12	8	0	0	4	4	4	4	0	0	0	5	1	0	0	0	1	4	2	0	2	0	
	3	1	0	0	0	0	0	1	0	1	0	0	12	8	0	8	0	0	4	0	4	0	0	
	4	5	3	0	3	0	0	2	2	0	0	0	2	2	0	1	0	1	0	0	0	0	0	
	5	4	2	1	0	0	1	2	0	0	2	0	10	6	0	0	0	6	4	0	4	0	0	
	6	10	6	2	4	0	0	4	0	0	4	0	3	3	1	1	0	1	0	0	0	0	0	
	7	3	2	0	0	0	2	1	0	1	0	0	10	4	0	0	4	0	6	4	0	0	2	
	8	3	3	1	0	0	2	0	0	0	0	0	5	4	2	0	2	0	1	0	0	0	1	
	9	12	4	0	0	4	0	8	0	8	0	0	3	1	0	0	0	1	2	1	0	0	1	
	10	8	4	0	0	4	0	4	0	0	4	0	12	8	4	0	4	0	4	0	4	0	0	
	11	8	2	0	2	0	0	6	0	0	0	6	2	0	0	0	0	0	2	0	1	0	1	
	12	5	1	1	0	0	0	4	1	0	3	0	5	4	1	0	3	0	1	1	0	0	0	

Note: with a the amount,  $x_{11}$ - $x_{14}$  the number of girls attending no schooling, primary, secondary or tertiary schooling respectively and  $x_{21}$ - $x_{24}$  the number of boys attending no schooling, primary, secondary or tertiary schooling respectively

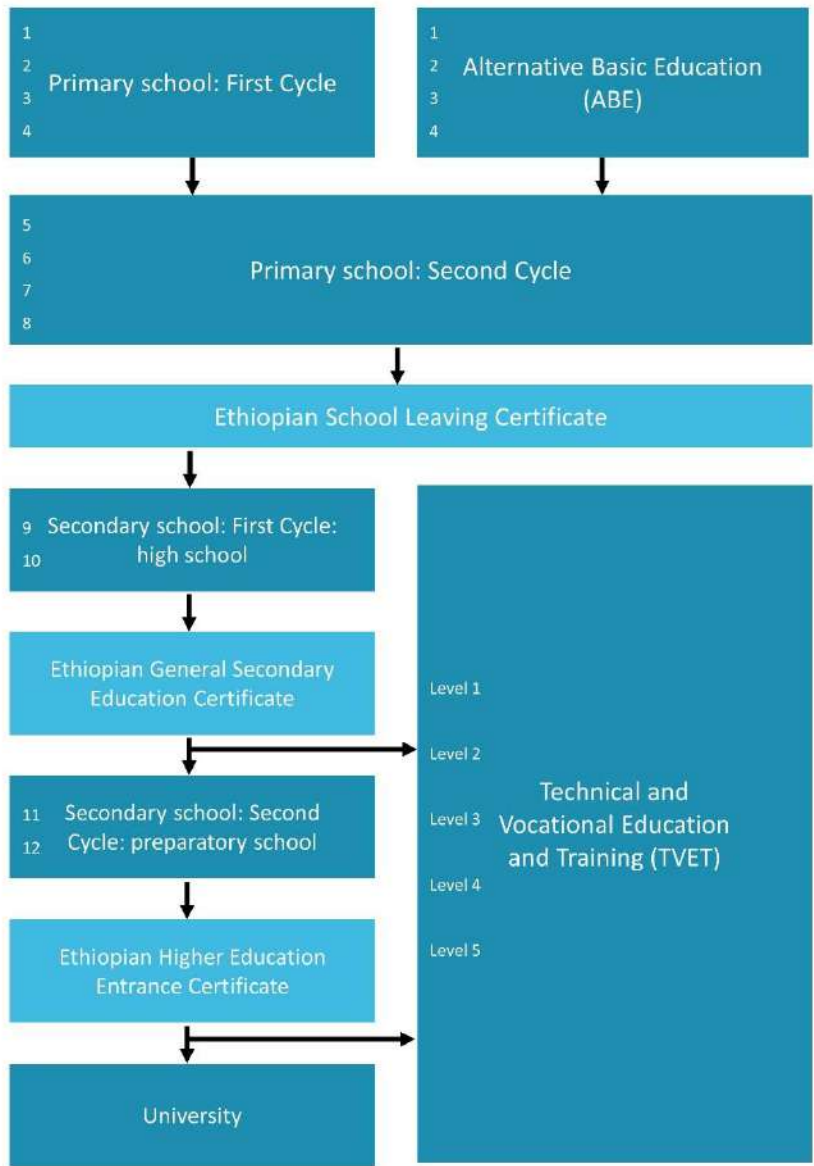


Figure C1: Visualization of the educational system in Ethiopia

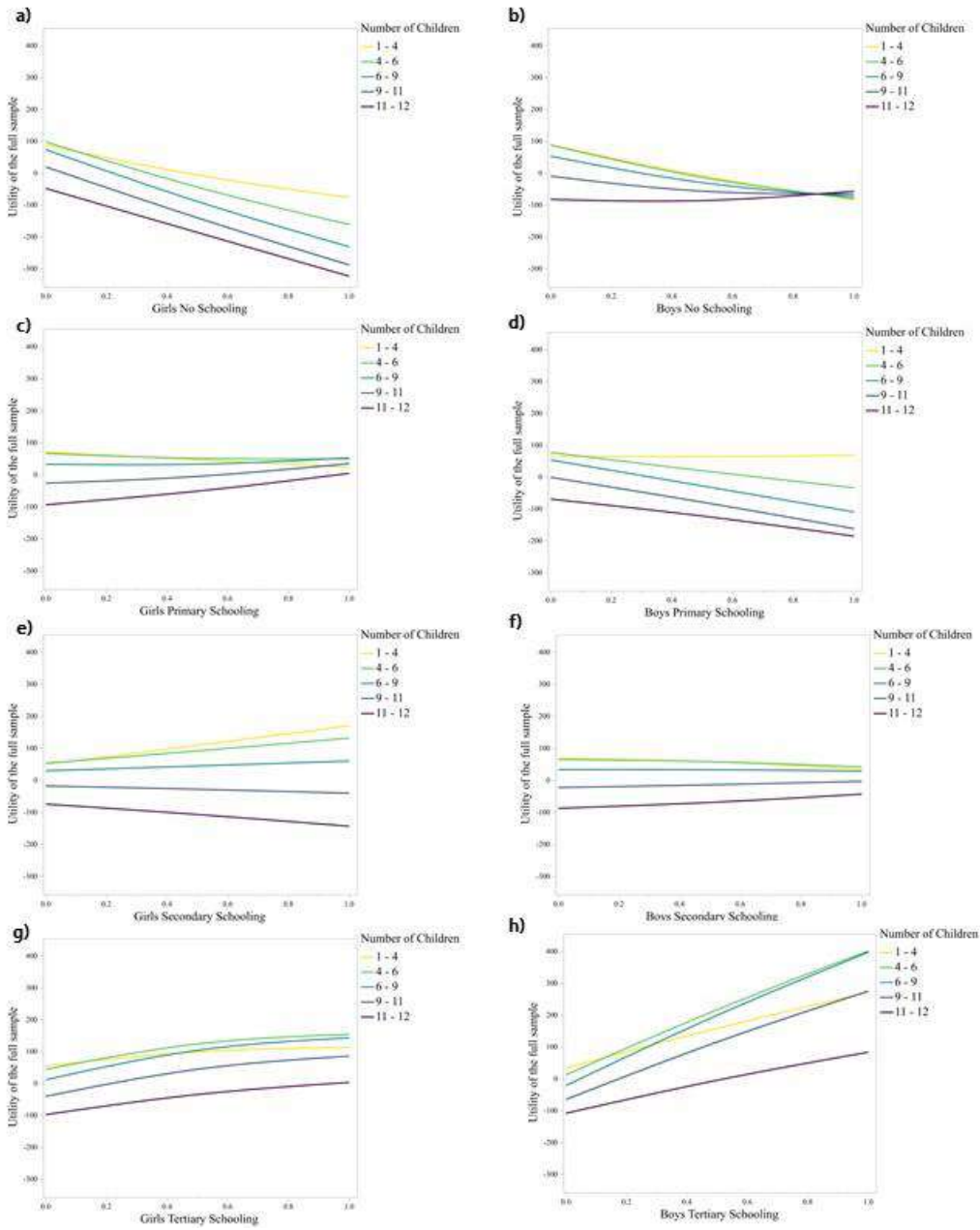


Figure C2: Visualization of the MXLM parameter estimates of respondents' utility in function of the different schooling components for different ranges of the number of children. Note: all results need to be interpreted with respect to the variable *Girls No Schooling*.

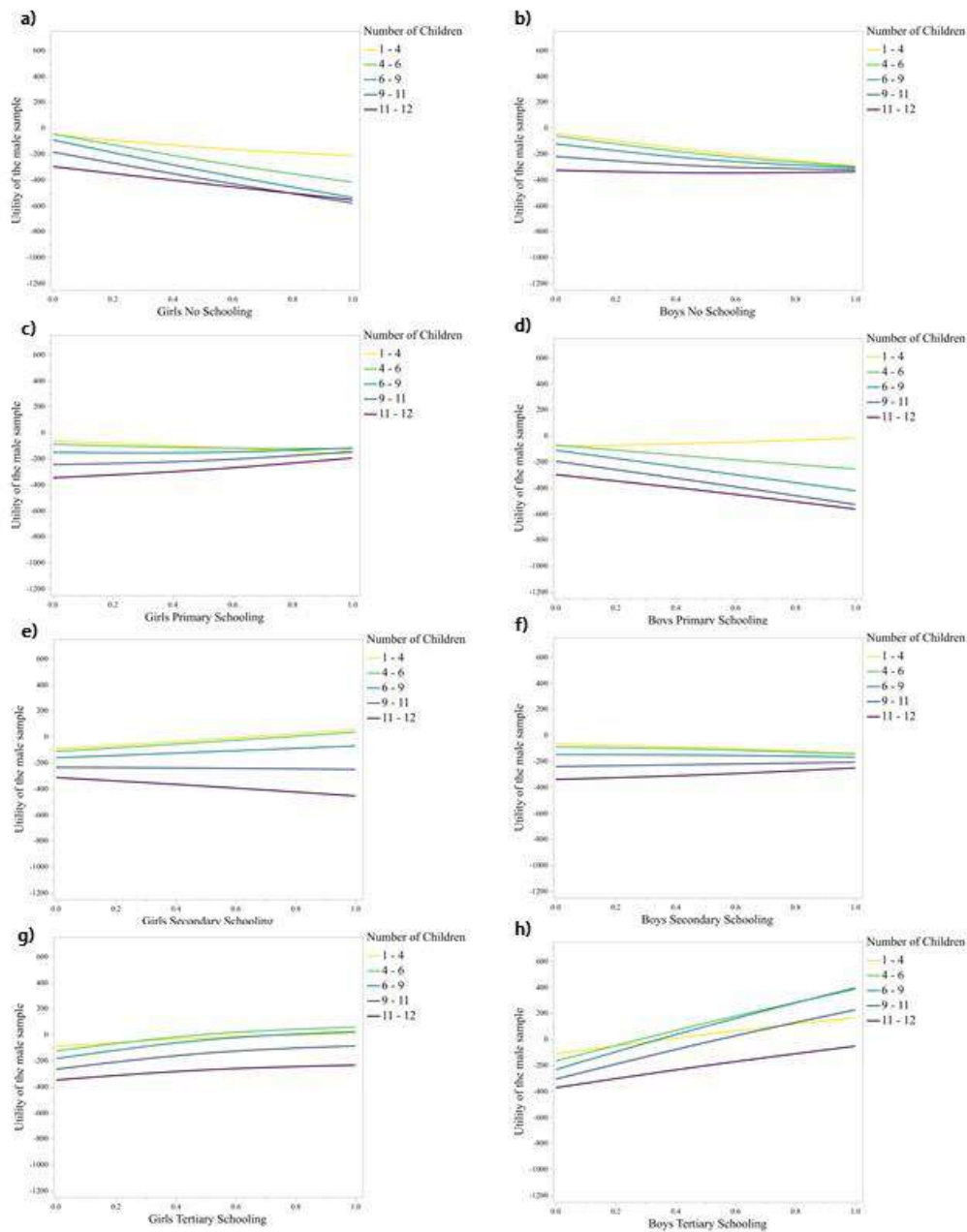


Figure C3: Visualization of the MXLM parameter estimates of male respondents' utility in function of the different schooling components for different ranges of the number of children. Note: all results need to be interpreted with respect to the variable Girls No Schooling.

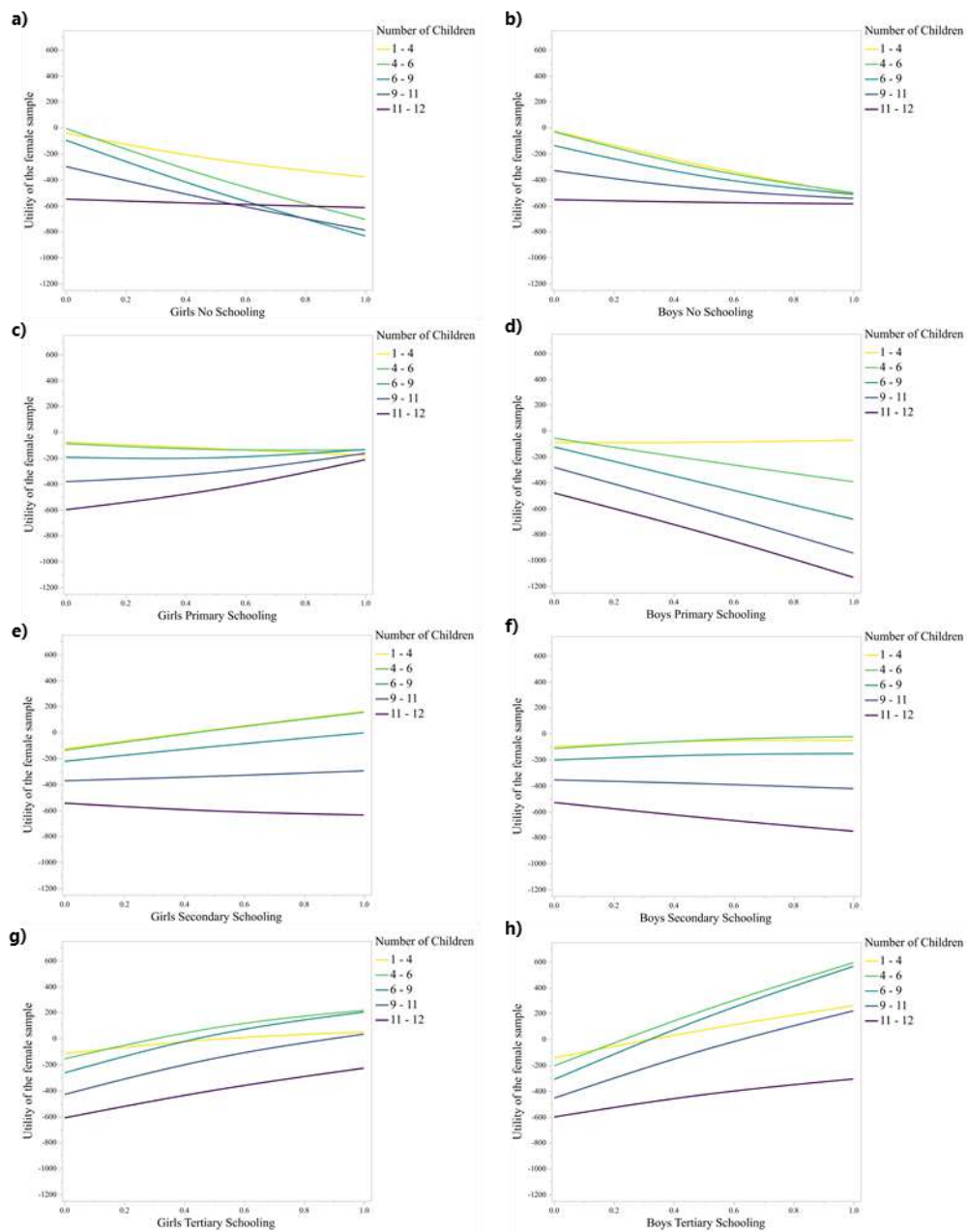


Figure C4: Visualization of the MXLM parameter estimates of female respondents' utility in function of the different schooling components for different ranges of the number of children. Note: all results need to be interpreted with respect to the variable Girls No Schooling.