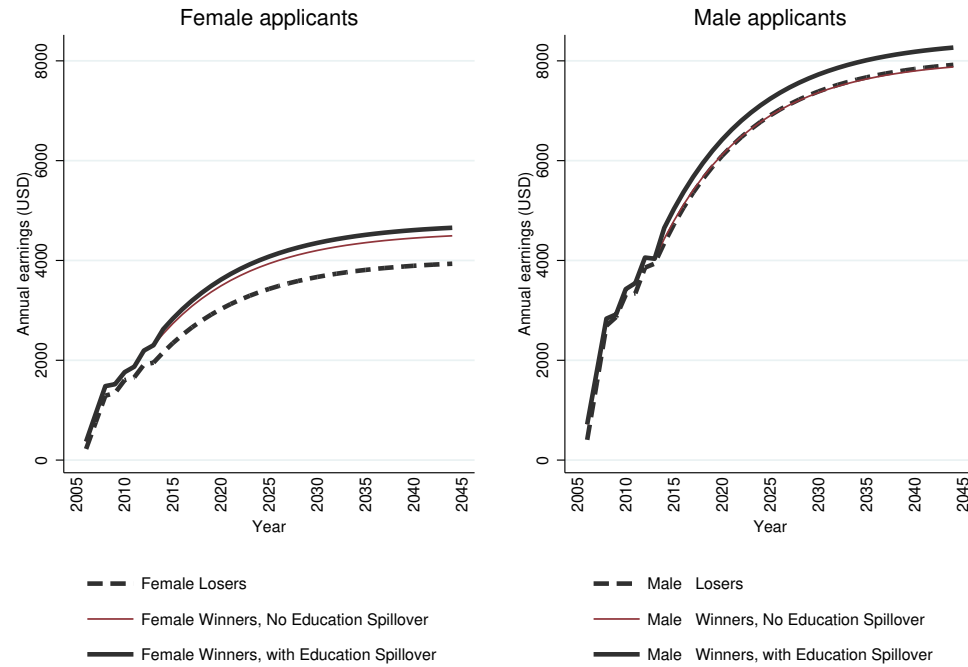
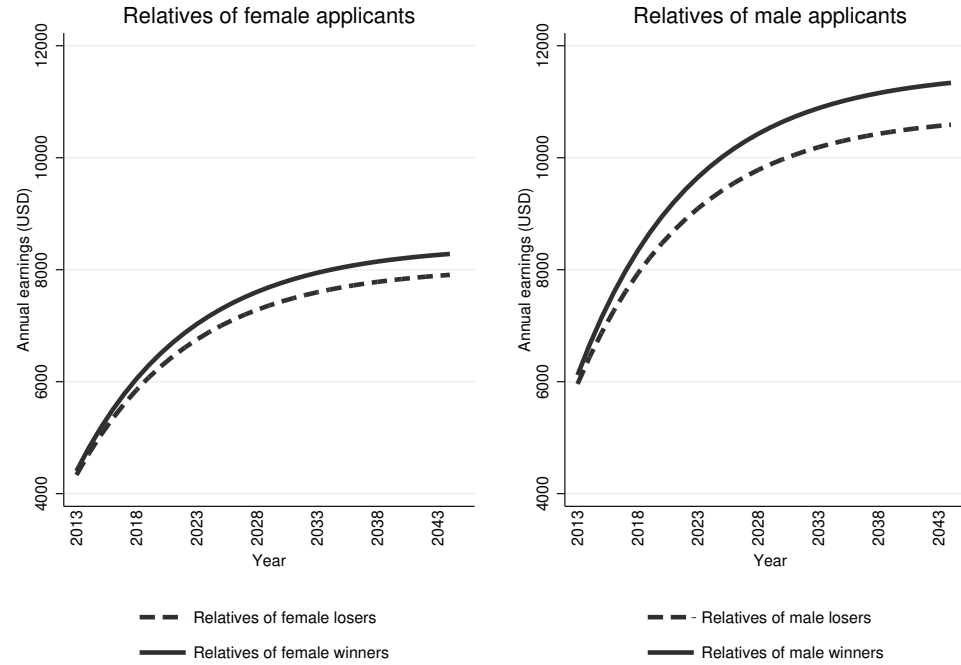


Figure A1: Projected Annual Earnings of YiA Applicants



Notes: The figure shows life cycle earnings for YiA Applicants. Total earnings include both formal and informal earnings. Earnings for 2006 come from the follow-up survey of applicants. Earnings for 2008-2013 are estimated from Social Security records and the National Households Surveys. Earnings for 2007 are an interpolation of 2006 and 2008 earnings. For the remaining period, we project earnings linearly assuming an annual depreciation rate of 10 percent. Winners' earnings are already net of foregone earnings due to additional education. To estimate the monetary value of tertiary education spillovers on participants, we assume a 10% annual return to an additional year of tertiary education. Benefit accrues starting in 2014 onwards. We also assume that the benefit is a parallel shift (Mincer) from winner annual earnings. Earnings for winners in 2013 and onwards are, therefore, $E(\text{Withedreturn}) = E(\text{w/oedreturn})(1 + \text{Prob}(\text{3yrretention}) * (1 + 0.1)^3)$.

Figure A2: Projected Annual Earnings of Relatives of YiA Applicants



Notes: The Figure shows life cycle earnings for relatives of YiA Applicants. Total earnings include both formal and informal earnings. Earnings for 2006 come from the follow-up survey of applicants. Earnings for 2008 to 2013 are estimated from Social Security records and National Households Surveys. Earnings for 2007 are an interpolation of 2006 and 2008 earnings. For the remaining period, we project earnings linearly assuming an annual depreciation rate of 10 percent. The earnings of the relatives of lottery winners are already net of foregone earnings due to additional education. This estimation includes the value of secondary education gains among lottery winners. We assume a 10% return to a high school degree from secondary education. Benefit accrues starting in 2014 onwards. We also assume that the benefit is a parallel shift (Mincer) from winner annual earnings. Earnings for winners in 2013 and onwards are, therefore, $E(\text{Withedreturn}) = E(w/oedreturn)(1 + \text{Prob}(\text{SecondaryGraduation}) * (1 + 0.1))$.

Table A1: Training Impact on Educational Attainment of Applicants, Without Baseline Controls

	Males		Females		Male-Female difference <i>P</i> - <i>value</i> (5)
	Control Mean (1)	Participant Effect (2)	Control Mean (3)	Participant Effect (4)	
I. No Base Line Controls					
A. Secondary school completion					
Completed secondary school after training	.049	.011 (.011)	.071	.01 (.012)	0.712
B. Tertiary enrollment (initial and continued)					
Tertiary enrollment after training	.146	.041** (.018)	.115	.033** (.015)	0.962
II. Base Line Controls WITHOUT Age					
A. Secondary school completion					
Completed secondary school after training	.049	.01 (.011)	.071	.009 (.012)	0.601
B. Tertiary enrollment (initial and continued)					
Tertiary enrollment after training	.146	.037** (.018)	.115	.033** (.015)	0.852
III. Base Line Controls WITHOUT Job tenure					
A. Secondary school completion					
Completed secondary school after training	.049	.011 (.011)	.071	.006 (.012)	0.583
B. Tertiary enrollment (initial and continued)					
Tertiary enrollment after training	.146	.037** (.018)	.115	.03** (.015)	0.878
IV. Base Line Controls WITHOUT Marital status					
A. Secondary school completion					
Completed secondary school after training	.049	.012 (.011)	.071	.007 (.012)	0.593
B. Tertiary enrollment (initial and continued)					
Tertiary enrollment after training	.146	.038** (.018)	.115	.032** (.015)	0.907
V. Base Line Controls WITHOUT Hours worked					
A. Secondary school completion					
Completed secondary school after training	.049	.01 (.011)	.071	.008 (.012)	0.582
B. Tertiary enrollment (initial and continued)					
Tertiary enrollment after training	.146	.036** (.018)	.115	.031** (.015)	0.854
Observations	1,822		2,131		

Notes: The table reports the impact training on the probability of completing secondary school (as measured by whether applicants take the SABER 11 test), and on the probability of enrollment in tertiary education (prior -placebo test-, initial and continued) from the SPADIES data by gender. The baseline controls excluded from Panel I are gender, age, married, secondary completed before training, enrolled in tertiary before training, employment status from the census of the poor, salary, profit, formal employment, contract, tenure, days worked, hours worked; Panel II leaves out secondary completed before training and enrolled in tertiary before training; Panel III leaves out employment status from the census of the poor; Panel IV leaves out the marital status, gender, age, married, secondary completed before training, enrolled in tertiary before training, employment status from the census of the poor, salary, profit, formal employment, contract, tenure, days worked, hours worked and training institution fixed effects. The last column reports the p-value of the test of difference in treatment effects between women and men. Robust standard errors are in parentheses. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table A2: Training Impacts on Educational Attainment of Applicants with Adjusted Q values.

	Males				Females				Male-Female difference <i>P</i> -value (9)
	Control Mean (1)	Participant Effect (2)	Naive <i>P</i> -value (3)	FDR <i>q</i> -value (4)	Control Mean (5)	Participant Effect (6)	Naive <i>P</i> -value (7)	FDR <i>q</i> -value (8)	
A. Secondary school completion									
Completed secondary school after training	.049	.01 (.011)	.357	.218	.071	.007 (.012)	.535	.365	0.585
B. Initial and continued tertiary enrollment									
Tertiary enrollment after training	.146	.037 (.018)	.038	.083	.115	.032 (.015)	.031	.066	0.875
Observations	1,822				2,131				

Notes: The table reports the impact of training on the probability of completing secondary school (as measured by whether applicants take the secondary school test -Saber 11 Test-), and on the probability of enrollment in tertiary education (prior -placebo test-, initial and continued) from the SPADIES data by gender. Baseline controls -not shown in the table- include gender, age, married, secondary completed before training, enrolled in tertiary before training, employment status from the census of the poor, salary, profit, formal employment, contract, tenure, days worked, hours worked and training institution fixed effects. The last column reports the p-value of the test of difference in treatment effects between females and males. Robust standard errors are in parentheses. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table A3: Training Impact on Educational Attainment of Relatives, Without Baseline Controls

	Males		Females		Male-Female difference <i>P</i> – <i>value</i> (5)
	Control Mean (1)	Participant Effect (2)	Control Mean (3)	Participant Effect (4)	
I. No Base Line Controls					
A. Secondary school completion					
Completed secondary school after training	.131	.012 (.009)	.124	.018** (.008)	0.521
B. Tertiary enrollment (initial and continued)					
Tertiary enrollment after training	.089	.018** (.009)	.084	.002 (.006)	0.068
II. Base Line Controls WITHOUT Age					
A. Secondary school completion					
Completed secondary school after training	.131	.013 (.009)	.124	.017** (.008)	0.525
B. Tertiary enrollment (initial and continued)					
Tertiary enrollment after training	.089	.02** (.008)	.084	0 (.006)	0.036
III. Base Line Controls WITHOUT Job tenure					
A. Secondary school completion					
Completed secondary school after training	.131	.014 (.009)	.124	.016** (.008)	0.520
B. Tertiary enrollment (initial and continued)					
Tertiary enrollment after training	.089	.02** (.008)	.084	0 (.006)	0.036
IV. Base Line Controls WITHOUT Marital status					
A. Secondary school completion					
Completed secondary school after training	.131	.013 (.009)	.124	.017** (.008)	0.533
B. Tertiary enrollment (initial and continued)					
Tertiary enrollment after training	.089	.02** (.008)	.084	0 (.006)	0.035
V. Base Line Controls WITHOUT Hours worked					
A. Secondary school completion					
Completed secondary school after training	.131	.013 (.009)	.124	.016** (.008)	0.529
B. Tertiary enrollment (initial and continued)					
Tertiary enrollment after training	.089	.02** (.009)	.084	0 (.006)	0.036
Observations	7,014		8,714		

Notes: The table reports the impact training on the probability of completing secondary school (as measured by whether relatives take the SABER 11 test), and on the probability of enrollment in tertiary education (prior -placebo test-, initial and continued) from the SPADIES data by gender. The baseline controls excluded from Panel I are gender, age, married, secondary completed before training, enrolled in tertiary before training, employment status from the census of the poor, salary, profit, formal employment, contract, tenure, days worked, hours worked; Panel II leaves out secondary completed before training and enrolled in tertiary before training; Panel III leaves out employment status from the census of the poor; Panel IV leaves out the marital status, gender, age, married, secondary completed before training, enrolled in tertiary before training, employment status from the census of the poor, salary, profit, formal employment, contract, tenure, days worked, hours worked and training institution fixed effects. The last column reports the p-value of the test of difference in treatment effects between women and men. Household clustered standard errors are in parentheses. *** p<0.01, ** p<0.05, * p<0.1.

Table A4: Training Impacts on Educational Attainment of Relatives with Adjusted Q values.

	Males				Females				Male-Female difference <i>P</i> - <i>value</i> (9)
	Control Mean (1)	Participant Effect (2)	Naive <i>P</i> - <i>value</i> (3)	FDR <i>q</i> - <i>value</i> (4)	Control Mean (5)	Participant Effect (6)	Naive <i>P</i> - <i>value</i> (7)	FDR <i>q</i> - <i>value</i> (8)	
A. Secondary school completion									
Completed secondary school after training	.131	.013 (.009)	.16	.087	.124	.017 (.008)	.036	.078	0.527
Completed secondary school after training (Male relative)	.133	0 (.012)	.985	1	.136	.007 (.012)	.522	1	0.671
Completed secondary school after training (Female relative)	.128	.025 (.013)	.062	.086	.115	.024 (.01)	.021	.086	0.771
B. Initial and continued tertiary enrollment									
Tertiary enrollment after training	.089	.02 (.008)	.019	.041	.084	0 (.006)	.948	.902	0.037
Tertiary enrollment after training (Male relative)	.085	.014 (.01)	.161	1	.086	-.006 (.009)	.511	1	0.101
Tertiary enrollment after training (Female relative)	.094	.025 (.012)	.039	.086	.083	.002 (.009)	.815	.256	0.125
Observations	1,325				1,681				

Notes: The table reports the impact of training on the probability of completing secondary school (as measured by whether relatives take the secondary school test -Saber 11 Test-), and on the probability of enrollment in tertiary education (prior -placebo test-, initial and continued) from the SPADIES data. Baseline controls -not shown in the table- include gender, age, married, secondary completed before training, enrolled in tertiary before training, employment status from the census of the poor, salary, profit, formal employment, contract, tenure, days worked, hours worked and training institution fixed effects. The last column reports the p-value of the test of difference in treatment effects between females and males. Household clustered standard errors are in parentheses. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table A5: Difference Between Short- And Long-Term Labor Market Impacts of Training (Applicants) with Adjusted Q values.

	Short Run				Long Run				Short - Long run difference (9)
	Control Mean (1)	Participant Effect (2)	Naive <i>p-value</i> (3)	FDR <i>q-value</i> (4)	Control Mean (5)	Participant Effect (6)	Naive <i>p-value</i> (7)	FDR <i>q-value</i> (8)	
A. Male									
Formally employed	.245	.078 (.023)	.001	.001	.781	.045 (.02)	.026	.018	0.277
Daily earnings	2.35	1.13 (.254)	0	.001	10.6	.195 (.147)	.186	.049	0.001
Observations	1,682				1,682				
B. Female									
Formally employed	.145	.064 (.017)	0	.001	.575	.07 (.021)	.001	.001	0.820
Daily earnings	1.37	.658 (.17)	0	.001	7.71	.264 (.121)	.029	.008	0.059
Observations	2,117				2,117				

Notes: The table reports the impact training on long-run and short-run training impacts in the probability of working in the formal sector and daily employment earnings. Short-run impacts are estimated from the one-year follow-up survey (2006). Formal in the short-run is defined as the applicant being covered by health insurance, injury compensations, pensions, or family subsidies. Earnings in the short-run are salaries and wages earned in the main job held during the year after having finished training for salaried workers and include both formal and informal earnings. Long-run impacts are based on labor market outcomes in 2013. For long-run outcomes, the probability of being formal is measured as whether the applicant appears in 2013 as contributing to the pension fund in Social Security records. Long-run earnings include informal earnings and follow the same calculation as estimates in the previous table. Earnings are expressed in 2013 US Dollars (1 USD= 1,869.1 Colombian pesos). The last column reports the p-value of the test of difference in treatment effects between women and men. Robust standard errors are in parentheses. *** p<0.01, ** p<0.05, * p<0.1.

Table A6: Summary Statistics of Distance to College from Applicant’s Residence at Baseline (in Kilometers)

	All	Gender		Male-Female <i>P – value</i>
	Applicants Mean (1)	Males Mean (2)	Females Mean (3)	
To actual college in which applicant enrolled	10	8.52	11.6	0.002
To closest college	2.83	3.06	2.58	0.771
To closest private college	2.56	2.71	2.46	0.421
To closest public college	3.1	3.29	2.78	0.741
Median distance to college	11	11.1	10.8	0.953
Average distance to college	16.6	16.8	16.3	0.644
To farthest college	69.5	67.8	71.4	0.178
Observations	536	279	257	

Notes: The table shows the distribution of route distances (in Kilometers) between applicants’ home address at baseline and various colleges in the same department (state) in which the applicant resides at baseline. Robust standard errors are in parentheses.

Table A7: Training and Secondary School Test Score Impacts on Educational Attainment

	Males			Females			Male-Female difference <i>P</i> - <i>value</i> (7)
	Control Mean (1)	Participant Effect (2)	Interaction (3)	Control Mean (4)	Participant Effect (5)	Interaction (6)	
A. All Applicants							
Completed secondary school after training	.049	.017 (.035)	-.01 (.036)	.071	-.032 (.033)	.044 (.035)	0.133
Tertiary enrollment after YiA	.146	.018 (.053)	.024 (.056)	.115	.052 (.048)	-.023 (.051)	0.509
Observations	1,822			2,131			
B. All Relatives							
Completed secondary school after training	.131	.024 (.026)	-.016 (.026)	.124	-.019 (.024)	.03 (.025)	0.722
Tertiary enrollment after YiA	.089	.025 (.04)	-.004 (.04)	.084	-.097** (.038)	.103*** (.038)	0.597
Observations	7,014			8,714			

Notes: The table reports training impacts in the probability of completing secondary school (as measured by whether relatives take the secondary school test -Saber 11 Test-) and on the probability of enrollment in tertiary education (initial and continued) from the SPADIES data. The interaction is between Training Impact and a Dummy variable that takes the value of 1 if the score is above the mean by gender. Baseline controls -not shown in the table- include gender, age, married, secondary completed before training, enrolled in tertiary before training, employment status from the census of the poor, salary, profit, formal employment, contract, tenure, days worked, hours worked, and training institution fixed effects. The last column reports the p-value of the test of difference in treatment effects between females and males. Robust standard errors for applicants, and household clustered standard errors for relatives are in parentheses. *** p<0.01, ** p<0.05, * p<0.1.

Table A8: Differential Training Impact on Educational Attainment for those with Earnings above the Mean by Gender two years after YiA

	Males			Females			Male-Female difference <i>P</i> - value (7)
	Control Mean (1)	Participant Effect (2)	Interaction (3)	Control Mean (4)	Participant Effect (5)	Interaction (6)	
A. All Applicants							
Completed secondary school after training	.049	.023 (.017)	-.02 (.022)	.071	.01 (.015)	-.008 (.024)	0.241
Tertiary enrollment after YiA	.146	.025 (.023)	.018 (.035)	.115	.026 (.017)	.008 (.031)	0.968
Observations	1,822			2,131			
B. All Relatives							
Completed secondary school after training	.131	.013 (.01)	.007 (.019)	.124	.019** (.009)	-.018 (.017)	0.874
Tertiary enrollment after YiA	.089	.021** (.009)	.003 (.022)	.084	.002 (.007)	-.01 (.018)	0.462
Observations	7,014			8,714			

Notes: The table reports the training impacts on in the probability of completing secondary school (as measured by whether relatives take the secondary school test -Saber 11 Test-) and on the probability of enrollment in tertiary education (initial and continued) from the SPADIES data. The interaction is between Trainig Impact and a Dummy that takes the value of 1 if the Income in PILA two years after YiA is above the mean by gender, age, married, secondary completed before training, enrolled in tertiary before training, employment status from the census of the poor, salary, profit, formal employment, contract, tenure, days worked, hours worked and training institution fixed effects. The last column reports the p-value of the test of difference in treatment effects between females and males. Robust standard errors for applicants, and household clustered standard errors for relatives are in parentheses. *** p<0.01, ** p<0.05, * p<0.1.

Table A9: Training Impact on Higher Education Enrollment

	All Applicants		Males		Females		<i>P</i> – value Male-Female difference (7)
	Control Mean (1)	Participant Effect (2)	Control Mean (3)	Participant Effect (4)	Control Mean (5)	Participant Effect (6)	
A. All Applicants							
Enrolled in vocational college	.02	.008 (.005)	.022	.01 (.009)	.019	.004 (.007)	0.733
Enrolled in private vocational college	.013	.006 (.004)	.01	.013* (.006)	.015	0 (.006)	0.206
Enrolled in private university	.06	.025*** (.009)	.052	.044*** (.014)	.065	.014 (.012)	0.117
Enrolled in public university	.079	-.005 (.009)	.101	-.014 (.015)	.061	.007 (.011)	0.229
Observations	3,583		1,651		1,932		
B. All Relatives							
Enrolled in vocational college	.012	0 (.002)	.01	.002 (.003)	.014	-.002 (.003)	0.236
Enrolled in private vocational college	.009	-.001 (.002)	.006	.001 (.002)	.011	-.004 (.002)	0.170
Enrolled in private university	.039	.004 (.004)	.04	.008 (.006)	.037	.001 (.005)	0.415
Enrolled in public university	.043	.006 (.004)	.047	.011 (.007)	.039	.002 (.006)	0.198
Observations	10,195		4,853		5,342		

Notes: The table reports the training impact on enrollment in a private institution and in a vocational institution. Baseline controls not shown in the table include secondary test score, gender, age, married, secondary completed before training, enrolled in tertiary before training, employment status from the census of the poor, salary, profit, formal employment, contract, tenure, days worked, hours worked and training institution fixed effects. If the secondary test score is missing, we imputed the the 25th percentile by gender. The last column reports the p-value of the test of difference in treatment effects between women and men. Robust standard errors are in parentheses for applicants and household clustered standard errors are in parentheses for relatives. *** p<0.01, ** p<0.05, * p<0.1.