United Nations
Educational, Scientific and
Cultural Organization

Global
Education
Monitoring
Report

ED/GEMR/MRT/2018/P1/22

Background paper prepared for the 2019 Global Education Monitoring Report

Migration, displacement and education:
Building bridges, not walls

EXPLORING ICCS 2016 TO MEASURE PROGRESS TOWARD TARGET 4.7

Andrés Sandoval-Hernández & Daniel Miranda 2018

1. CONTENTS

A. INTRODUCTION

Background

The objective of this report is to analyse data from the last cycle of the International Civic and Citizenship Study (ICCS 2016) (Schulz et al., 2017) in order to demonstrate its potential for monitoring specific aspects of the SDG target 4.7. Furthermore, given the theme of the 2019 Global Education Monitoring (GEM) Report, this document will pay special attention to those questions addressed to students, teachers and school principals that are directly related to immigration.

SDG Target 4.7:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

SDG Target 4.7 includes five thematic indicators. The thematic indicator 4.7.1 corresponds to a global indicator for this target: "Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment." The other four thematic indicators are:

4.7.2 "Percentage of schools that provide life skills-based HIV and sexuality education."

4.7.3 "Extent to which the framework on the World Programme on Human Rights Education is implemented nationally."

4.7.4 "Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability;" and

4.7.5 “Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience.”

The last two thematic indicators correspond to learning outcomes achieved as a result of the educational inputs presented under the global indicator. This document focuses on evaluating to what extent ICCS 2016 can be useful in monitoring the indicators 4.7.4.

It should be noted that, according to the Global Alliance to Monitor Learning (GAML) Measurement Strategy for SDG 4.7 (GALM, 2017), ICCS 2016 has been selected as the relevant program and platform for the measurement and monitoring of thematic indicator 4.7.4. Because this report is focused on the analysis if the data from ICCS, the measurement and monitoring of the 4.7.1 global indicator and thematic indicators 4.7.2, 4.7.3, and 4.7.5 are out of the scope of this document.

Apart from this introduction, this report is divided into five sections. Section B is dedicated to describing the relationship between student performance in civic knowledge and student, teacher and school characteristics. In Section C, student, teacher and school characteristics are associated with student attitudes relative to GCED- and ESD-related themes. Section D contains the analysis of the relationship between student performance in civic knowledge and student attitudes relative to GCED- and ESD-related themes. The description of teacher training in selected GCED- and ESD-related themes and its association with teacher and school characteristics are reported in section E. Finally, the last section is dedicated to the discussion and conclusions.

In the remaining of this introduction, we provide a brief description of ICCS 2016, its main objectives and the information it collects, as well as a description of the methodological strategy followed in this report.

The International Civic and Citizenship Education Study 2016

The International Civic and Citizenship Education Study (ICCS) 2016 conducted by the International Association for the Evaluation of Educational Achievement (IEA) was the data source for all the analyses in this report. The 2016 study investigated the ways in which lower-secondary school students (mainly in grade 8) were prepared to undertake their roles as citizens (Schulz et al., 2017). The study considers two broad assessment domains: students’ civic knowledge and students’ attitudes and engagement.

Additionally, ICCS also included a set of instruments designed to gather information from and about students, teachers, schools and education systems: a student questionnaire, a teacher questionnaire completed by the teachers themselves, a school questionnaire completed by school principals and a national context survey completed by the national research coordinators (Schulz, Ainley, Fraillon, Losito, & Agrusti, 2016).

The samples in each country were designed as two-stage cluster samples. In the first stage probability proportional to size (PPS) procedures were used to select schools within each country. In the second stage, within each sampled school, an intact class from the target grade was selected at random, with all the students in this class participating in the study. Therefore, for each participating country, the ICCS 2016 data have a multilevel structure (Snijders & Bosker, 2012) with students nested within classes/schools. The surveyed students are representative samples of the population of grade 8 students in each country. Each national sample satisfying the participation standards set by the IEA are equally weighted (Schulz, W., Carstens, R., Losito, B., Fraillon, 2018).

In this report, we use data from all 24 countries that participated in this cycle of the study: approximately 94,000 students in 3,800 schools and 37,000 of their teachers (see Table A.1 for the school and student sample sizes in each country).

Table A.1 School and student sample sizes in ICCS 2016

Country	Total number of schools	Total number of students	Total number of teachers
Belgium (Flemish)	162	2931	2021
Bulgaria	147	2966	1549
Chile	178	5081	1452
Chinese Taipei	141	3953	2239
Colombia	150	5609	1580
Croatia	175	3896	2723
Denmark	184	6254	489
Dominican Republic	141	3937	754
Estonia	164	2857	403
Finland	179	3173	2097
Hong Kong SAR	91	2653	n.a.

Italy	170	3450	2331
Korea	93	2601	1368
Latvia	147	3224	1946
Lithuania	182	3631	2674
Malta	47	3764	737
Mexico	213	5526	1918
Netherlands	123	2812	1374
Norway	148	6271	2010
Peru	206	5166	2384
Russia	352	7289	1743
Slovenia	145	2844	2056
Sweden	155	3264	1542
North Rhine-Westphalia (Germany)*	59	1451	n.a.
TOTAL	3752	94603	37390

Note: * Benchmarking participant. Source: (Schulz et al., 2017).

The variables used in this report can be grouped into:

- Test scale scores (i.e. civic knowledge). The civic knowledge scale was developed using the Rash model (Rasch, 1960). The scale has a mean (the average score of countries participating in ICCS 2009) of 500 and a standard deviation of 100 for equally weighted national samples. It uses plausible value methodology with full conditioning to derive summary student achievement statistics.
- Questionnaire scale scores. These are IRT scales with identical items equated to ICCS 2009 (50 = average in the previous cycle), modified or new IRT scales (50 = ICCS 2016 average), and a standard deviation of 10 for equally weighted national samples.
- Single questionnaire items normally reported as percentages and often dichotomised (e.g. % of agreement or disagreement).

Technical notes on the analyses

This report contains three types of analyses: estimation of country averages, bivariate and multivariate regression models to investigate associations between continuous variables and group-differences defined by selected categorical student, teacher and school variables. The bivariate models use only the variable of interest as a predictor or independent variable. The multivariate regression models use the full set of student, teacher and school variables as a predictor or independent variables. That is, they control for the 'effect' of other potential predictors while focusing on the association of a specific variable with the outcome (e.g. student civic knowledge). The bivariate models are used to provide an overview of the pure association of the variables of interest with the outcomes, while the multivariate models are used to summarise the results of different sections and to test the consistency of relationships found in the bivariate analyses.

In all cases, these analyses considered the ICCS complex sample design (i.e. strata, clusters, weights) and complex assessment design (i.e. plausible values). All analyses were performed using the software Stata (StataCorp, 2017). Because of its complex sampling design, analyses on ICCS data must use sampling weights to obtain estimates that can be generalised to the population they come from (e.g. countries or sub-groups within countries). All estimates presented in this report were calculated using the corresponding sampling weights included in the ICCS 2016 dataset. Sampling weights are used, so the weight of each unit can be expanded to represent as many units as necessary to obtain statistically representative estimates. Student level estimates were produced using the final student weights, and school level statistics were calculated using the final school weights. Because of the ICCS survey design, it is not possible to establish a link between teachers and students, therefore, teacher variables were aggregated at the school level and school final weights were used for analyses involving only teacher variables. Final weights are calculated as the product of the inverse of the probability of selection of the corresponding unit, and the corresponding adjustment factors associated with each level. Detailed information on the procedures followed for the estimation and use of sampling weights can be consulted in the ICCS 2016 Technical Report (Schulz, W., Carstens, R., Losito, B., Fraillon, 2018).

As mentioned before, ICCS 2016 used a stratified two-stage sampling probability design. To account for the sampling error arising from this complex design, the Jackknife Repeated Replication (JKK) method was used to estimate the sampling error of the estimates. Detailed information on the procedures followed

for the calculation of JKK weights and their use to calculate sampling variance can be consulted in the ICCS 2016 Technical Report (Schulz, W., Carstens, R., Losito, B., Fraillon, 2018).

We used the set of five plausible values included in the ICCS 2016 dataset for all analyses involving civic knowledge, generating five estimates of the statistics and combining them using Stata to apply Rubin's formula for multiple imputations (see Rutkowski, Gonzalez, Joncas, & von Davier, 2010).

For further information on ICCS documentation, instruments and methods see the ICCS 2016 User Guide for the international dataset (Köhler, Weber, Brese, Schulz, & Carstens, 2018).

REFERENCES

GALM. (2017). *Measurement strategy for SDG Target 4.7*. Madrid. Retrieved from http://uis.unesco.org/sites/default/files/documents/gaml4-measurement-strategy-sdg-target4.7.pdf

Köhler, H., Weber, S., Brese, F., Schulz, W., & Carstens, R. (2018). *ICCS 2016 User Guide for the International Database*. Amsterdam. Retrieved from http://iccs.iea.nl/fileadmin/user_upload/Editor_Group/Downloads/ICCS2016_IDB_User_Guide.pdf

Rasch, G. (1960). *Probabilistic models for some intelligence and attainment tests*. Copenhagen: Nielsen & Lydiche.

Rutkowski, L., Gonzalez, E., Joncas, M., & von Davier, M. (2010). International Large-Scale Assessment Data: Issues in Secondary Analysis and Reporting. *Educational Researcher*, *39*(2), 142–151. https://doi.org/10.3102/0013189X10363170

Schulz, W., Carstens, R., Losito, B., Fraillon, J. (2018). *ICCS 2016 Technical Report*. Amsterdam, The Netherlands.

Schulz, W., Ainley, J., Fraillon, J., Losito, B., & Agrusti, G. (2016). *IEA International Civic and Citizenship Education Study 2016 Assessment Framework*. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-39357-5

Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2017). *Becoming Citizens in a Changing World IEA International Civic and Citizenship Education Study 2016 International Report*. Amsterdam.

Snijders, T. A. B., & Bosker, R. J. (2012). *Multilevel analysis: an introduction to basic and advanced multilevel modeling* (2nd ed.). London: SAGE Publications Ltd.

StataCorp. (2017). Stata: Release 15. Statistical Software. TX: StataCorp LLC.

B. DESCRIPTION OF STUDENT PERFORMANCE IN CIVIC KNOWLEDGE AND ITS ASSOCIATION WITH STUDENT, TEACHER AND SCHOOL CHARACTERISTICS

Description of student performance in civic knowledge: This indicator was operationalised with the country average in the scale of civic knowledge reported by ICCS (continuous scale, set of five plausible values).

Association of student performance in civic knowledge and student, teacher and school characteristics. The following tables show the specific variables to be associated with students' civic knowledge. Table B.1 shows the variables related to student characteristics, Table B.2 the variables related to teacher characteristics and Table B.3 the variables related to school characteristics. Each table shows the concepts listed in the ToR, the variable name in the ICCS 2016 dataset and a brief description of it.

In this way, this section is subdivided into four subsections, the first three correspond to the bivariate associations between civic knowledge and the selected student (section B.1), teacher (section B.2) and school variables (section B.3). For each bivariate association, we produced a graphical representation of the corresponding statistical analysis. A table containing the corresponding estimates and their standard errors was produced for both bivariate and multivariate analyses. The fourth section corresponds to a multivariate regression analysis, in which we used civic knowledge as the dependent variable and the selected student, teacher and school characteristics (Tables B.1, B.2 and B.3) as independent variables. The idea of this multivariate analysis is to provide an overview of the most consistent associations between the dependent and independent variables both within and across countries. All the graphs and the tables are included in Annex B.

TABLE B.2. STUDENT VARIABLES TO BE ASSOCIATED WITH STUDENT PERFORMANCE IN CIVIC KNOWLEDGE

Concept	Variable
Parental education	S_HISCED (highest parental educational level, ordinal variable)
Parental occupation	S_HISEI (highest parental occupational status, ordinal variable)
Language	IS3G05 (Family speak the language of the test, ordinal variable)

Migrant status	S_IMMIG (at least one parent born in the country, students born in the country but the parent(s) born abroad, students and parent(s) born abroad)
Engagement in extracurricular activities	S_SCACT (students' willingness to participate in school activities, continuous scale)
Encouragement to learn about other countries in school	IS3G18F (At school, to what extent have you learned about the following topics? - Political issues and events in other countries, Likert scale)
Engagement in discussions of what happens in other countries with parents/friends	S_POLDISC (students' discussion of political and social issues outside the school, continuous scale)
Age	S_AGE (age in years)
Gender	S_GENDER (boy, girl)
	Student feelings and perceptions
How they are being treated	S_INTACT (perception of student interaction at school, continuous scale)
	S_STUTREL (perception of student-teacher relation at school, continuous scale)
Whether there is ethnic, religious or gender-based discrimination in their countries	S_GENEQL (students' endorsement of gender equality, continuous scale) * No items found to proxy religion-based discrimination Students' acceptance of neighbourhood diversity… LS3G06C Persons of a different religion than yours LS3G06G Persons from a different country
Whether teachers are engaged in civic education	S_OPDISC (perception of openness in classroom discussions, continuous scale)
	IS3G18A (At school, to what extent have you learned about the following topics? - How citizens can vote in local or national elections, Likert scale)

	IS3G18B (At school, to what extent have you learned about the following topics? - How laws are introduced and changed in <country of test>, Likert scale)
	IS3G18C (At school, to what extent have you learned about the following topics? - How to protect the environment, Likert scale)
	IS3G18D (At school, to what extent have you learned about the following topics? - How to contribute to solving problems in the <local community>, Likert scale)
	IS3G18E (At school, to what extent have you learned about the following topics? - How citizen rights are protected in <country of test>, Likert scale)
	IS3G18G (At school, to what extent have you learned about the following topics? - How the economy Works, Likert scale)

Table B.3. Teacher variables to Be associated with student performance in civic knowledge

Concept	Variable
The support t hey give to strategies for reducing racism and building the knowledge of citizens' rights and responsibilities	IT3G14E (What do you consider the most important aims of civic and citizenship education at school? - Promoting knowledge of citizens' rights and responsibilities, Likert scale)
	IT3G14I (What do you consider the most important aims of civic and citizenship education at school? - Supporting the development of effective strategies to reduce racism, Likert scale)
Their use of different teaching materials in civic and citizenship education	T_PDACCE (PD activities for CCE topics, continuous scale)
	T_PDATCH (PD activities for teaching methods, continuous scale)
Their use of different teaching methods (such as small group	T_CIVCLAS (Reports on civic-related activities in class, continuous scale)

projects and role play)	
Their training and preparedness to teach these themes	T_PRPCCE (Preparedness for teaching CCE topics, continuous scale) IT3G18E (Preparedness for emigration /immigration topic topics, continuous scale)
Their perception of what is needed to improve civic and citizenship education	IT3G22A (In your view, what is needed to improve CCE in this school - improve/More materials and textbooks, Likert scale)
	IT3G22B (In your view, what is needed to improve CCE in this school - improve/Better materials and textbooks, Likert scale)
	IT3G22C (In your view, what is needed to improve CCE in this school - improve/More in-service training in teaching methods, Likert scale)
	IT3G22D (In your view, what is needed to improve CCE in this school - improve/More in-service training in subjects matter knowledge, Likert scale)
	IT3G22E (In your view, what is needed to improve CCE in this school - improve/More pre-service training in CCE, Likert scale)
	IT3G22F (In your view, what is needed to improve CCE in this school - improve/More cooperation between teachers in different subjects areas, Likert scale)
	IT3G22G (In your view, what is needed to improve CCE in this school - improve/More instructional time allocated to CCE, Likert scale)
	IT3G22H (In your view, what is needed to improve CCE in this school - improve/More opportunities for projects related to CCE, Likert scale)
	IT3G22I (In your view, what is needed to improve CCE in this school - improve/<Formal assessment> of CCE, Likert scale)

	IT3G22J (In your view, what is needed to improve CCE in this school - improve/New CCE national curricula, Likert scale)
	IT3G22K (In your view, what is needed to improve CCE in this school - improve/More parental involvement, Likert scale)
	IT3G22L (In your view, what is needed to improve CCE in this school - improve/Greater involvement of outside agencies or stakeholders, Likert scale)
	IT3G22M (In your view, what is needed to improve CCE in this school - improve/More cooperation between the school and the local community, Likert scale)
	IT3G22N (In your view, what is needed to improve CCE in this school - improve/Civic and citizenship, Likert scale)
Their perception of the degree of intolerance at school	T_BULSCH (Teacher's perception of bullying at school, continuous scale)
	T_PROBSC (teachers' perception of social problems at school, continuous scale) IT3G07C Ethnic Intolerance IT3G07D Religious intolerance

TABLE B.4. SCHOOL VARIABLES TO BE ASSOCIATED WITH STUDENT PERFORMANCE IN CIVIC KNOWLEDGE

Concept	Variable
Engagement with external groups	C_ENGAGE (Principals' perception of engagement of the school community, continuous scale)
School/classroom climate, including vandalism, intolerance, bullying or violence	C_COMCRI (Principals' perceptions of crime in the community, continuous scale)
	C_COMETN (Principals' perceptions of social tension due to ethnic differences in the community, continuous scale)

	C_COMPOV (Principals' perceptions of poverty in the community, continuous scale)
	C_BULSCH (Principals' perceptions of bullying at school, continuous scale)

B.1 Student performance in civic knowledge and its association with student characteristics

Our analyses show that most of the student characteristics considered in the analyses established an association with civic knowledge and most of them in the expected direction. The bivariate analyses showed that variables related with the socio-demographic characteristics of the students and their families established a statistically significant association with civic knowledge in most countries (see figures and tables in Annex B). Furthermore, these associations did not change considerably when evaluated using the multivariate approach. After controlling for the other variables included in the model, characteristics like parental occupation and parental level of education established a positive and significant association with civic knowledge in most countries (20 out 24 in both cases). That is, students whose parents have higher the level of education and higher occupational status tend to scores higher in civic knowledge.

Variables like age, gender, language and migrant status also behaved according to what has been shown in other studies (Sandoval-Hernández, Isac, & Miranda, 2018; see, for example, W. Schulz, Ainley, Fraillon, Kerr, & Losito, 2010; and Wolfram Schulz et al., 2017). For example, across countries, girls tend to score higher than boys in civic knowledge. Students who speak the language of the test at home and those who have not an immigrant background also scored higher than their peers who speak a different language and/or have an immigrant background. The association with age was a negative one in most countries. In general, across countries, students who are older tend to score lower in the test. The association between age and achievement is a typical outcome of studies that draw grade-based samples of students (e.g. the International Civic and Citizenship Education Study, the Trends in International Mathematics and Science Study, or the Regional Comparative and Explanatory Study in Latin America). According to Schulz and

colleagues (2017), variations in retention and progression policies across countries could explain at least part of the within-country associations between age and achievement. It is very important to note, however, that the strength of the association between this group of variables and civic knowledge tends to decrease from the bivariate models to the model that controls for all the other background characteristics. For example, the association between age and civic knowledge is statistically significant in 22out of 24 cases when using the bivariate analysis, and only in 11 cases when using the multivariate model (see Tables B.4 to B.18 for the bivariate associations and Table B.55a for the multivariate model).

The final group of variables belonging to the student characteristics refers to their feelings and perceptions about different processes occurring in the school and more generally in society. For example, perceptions about students' interactions at school, perceptions about student-teacher relationships, students' endorsement of gender equality, students' acceptance of neighbourhood diversity, students' perception of openness in the classroom for discussions, or the frequency of the students' discussions about political issues outside the school. In general, all these variables establish significant associations with civic knowledge in most countries when analysed in a bivariate fashion (see Tables B.4 to B.18). The multivariate analysis, however, shows a more conservative panorama (see Table B.55a). From this group of variables, the frequency of students' discussion about political topics outside the school and the students' perception about their interactions at school establish a positive and significant association with civic knowledge in 16 out of the 24 education systems analysed. That is, students who discuss political issues more often with family and friends and those who have more respectful interactions at school tend to achieve higher scores in the civic knowledge test. In a similar way, in 18 education systems, students who reported perceiving a classroom climate more open to discussion of diverse topics also tend to achieve higher scores in the test. Our results suggest that student-teacher relationships are also an important variable. This variable establishes a significant association with civic knowledge in 7 cases. Nevertheless, in Italy and Colombia, this relationship is negative. A potential explanation for this seemingly contradictory result could be the existence of compensatory programmes or interventions on this topic in these two countries.

Due to data availability, we analysed the association between the students' acceptance of people from different countries and religions and civic knowledge only in the Latin American countries participating in ICCS 2016 and only in a bivariate fashion (see Table B.15 and B.16). This association shows a significant coefficient in the five countries in which was tested. In Chile, Colombia, Dominican Republic, Mexico and

Peru, students who are willing to accept people from different countries and religions also tend to obtain higher scores in the civic knowledge test.

Finally, the variable of this group that establishes a more consistent and stronger association with civic knowledge is students' support for gender equality. In all countries, students who have stronger support for equal rights for men and women scored, on average, significantly higher in the civic knowledge test.

B.2 Student performance in civic knowledge and its association with teacher characteristics

The next block of variables corresponds to teachers' characteristics. Almost none of these variables established a consistent relationship with civic knowledge. This pattern is evident in both the bivariate and the multivariate models (see Annex B). As can be observed in Table B.55b, teachers' perceptions about their preparedness to teach CEE topics establishes a positive and significant association in four countries. That is, in Chile, Estonia, Finland and Malta, the students of teachers who fell there are better prepared to teach CEE topics tend to obtain better results in the civic knowledge test. The rest of the variables only establish a statistically significant association in one country only. The teachers' perceptions on the importance of promoting knowledge about citizens' rights and responsibilities and about the importance of supporting the development of strategies to reduce racism, as well as teachers' reports of civic-related activities in the classroom in Malta. The professional development activities related to teaching methods and teachers' perceptions of bullying at school establish significant associations in North Rhine-Westphalia (Germany). Finally, the scale measuring the frequency of professional development activities to improve teaching methods did not establish a significant association in any of the evaluated countries.

Related to the variables in this block it is worth to point out the case of Malta, where five out of the eight variables tested established significant associations with student civic knowledge. If the patters suggested by these analyses can be confirmed with other methods and/or approaches, a close look to the policies, programmes and interventions recently or currently taking place could reveal good practices associated with teaching practices and professional development in this area.

B.3 Student performance in civic knowledge and its association with school characteristics

The variables corresponding to the school characteristics show a similar story than the teacher variables. None of them establishes consistent associations with civic knowledge across the analysed countries (see Table B.55c). Principals' perception of the school community engagement has a statistically significant association with civic knowledge in only three countries. This association is positive in Colombia and Malta and negative in Estonia. The principals' perception of crime in the community has not a significant coefficient in any country, while the principals' perceptions of social tension in the community due to ethnic differences is only significant in Malta. The perceptions of principals' about poverty in the community are significantly associated with student civic knowledge in Bulgaria and Latvia, and the principal's perceptions of bullying at school are only significantly associated with the outcome in Bulgaria.

References

Sandoval-Hernández, A., Isac, M. M., & Miranda, D. (Eds.). (2018). *Teaching Tolerance in a Globalized World* (Vol. 4). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-78692-6

Schulz, W., Ainley, J., Fraillon, J., Kerr, D., & Losito, B. (2010). *ICCS 2009 International Report: Civic knowledge, attitudes, and engagement among lower-secondary school students in 38 countries*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA). Retrieved from http://www.iea.nl/fileadmin/user_upload/Publications/Electronic_versions/ICCS_2009_International_Report.pdf

Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2017). *Becoming Citizens in a Changing World IEA International Civic and Citizenship Education Study 2016 International Report*. Amsterdam.

C. DESCRIPTION OF STUDENT ATTITUDES RELATIVE TO GCED- AND ESD-RELATED THEMES AND THEIR ASSOCIATION WITH STUDENT, TEACHER AND SCHOOL CHARACTERISTICS

Description of student attitudes relative to GCED- and ESD-related themes: This concept was operationalised by dividing it into five content areas: human rights, sustainable development, peace education, global citizenship and gender equality. Each content area contains several specific indicators which, in turn, were operationalised with a set of variables taken from the ICCS 2016 dataset. The list of the specific variables is in the tables C.1, C.2, C.3, C.4 and C.5, one table for each content area. These tables show the concepts listed in the ToR, the variable name in the ICCS dataset that was used to operationalise it and a brief description of it. More details about the variables can be found in the ICCS 2016 User Guide (Köhler, Weber, Brese, Schulz, & Carstens, 2018).

Association of student attitudes relative to GCED- and ESD-related themes and student, teacher and school characteristics.

Evaluating the association between these concepts in a bivariate fashion (as originally suggested in the outline) implied fitting 1,450 models, and producing 1,450 graphs and 1,450 tables. That is, we would need to include in the report all the possible combinations between the variables included in the tables B.1, B.2 and B.3 (50 variables) with the variables listed in the tables C.1, C.2, C.3, C.4 and C.5 (29 variables). We considered that it would not be practical to present and meaningfully evaluate this amount of information. For this reason, we decided to fit only multivariate models. One model for each of the variables used to operationalised the students' attitudes relative to GCED- and ESD-related themes as the dependent variable; and all the student, teacher and school characteristics as independent variables (29 models in total).

In this way, this section is subdivided into five subsections; one for each content area: human rights, sustainable development, peace education, global citizenship and gender equality. Each subsection presents the country average of the variables used to operationalise the students' attitudes relative to GCED- and ESD-related themes and then the multivariate models described above.

For each multivariate model we produced a table containing the corresponding estimates and their standard errors, and for each set of country averages, we produced a graph. All the tables and graphs are included in Annex C.

C.1 Content area: Human rights

This content area has four themes: Democracy, Freedom, Human rights education and Social justice, and each of those themes was operationalised with one or more variables (see Table C.1). Next, we describe the results of the multivariate analyses using each of those variables as an outcome and the student, teacher and school characteristics described in Section B as explanatory variables.

TABLE C.1 CONTENT AREA: HUMAN RIGHTS. THEMES UNDER THE GCED AND ESD UMBRELLAS AND THE VARIABLES TO OPERATIONALISE THEM

Themes	Variable in ICCS
Democracy	S_INTRUST (Students' trust in civic institutions, continuous scale)
Freedom	IS3G22C People are allowed to publicly criticize the government IS3G22E People are able to protest if they think a law is unfair
Human rights education	IS3G23I (Importance of behaviours as an adult - Taking part in activities promoting human rights, Likert scale)
Social justice	IS3G23Q (Importance of behaviours as an adult - Engaging in activities to help people in less developed countries, Likert scale)
	IS3G22G (Which of the following situations do you think would be good, neither good nor bad, or bad for democracy? - Differences in income between poor and rich people are small, Likert scale)

C.1.1 DEMOCRACY: STUDENTS' TRUST IN CIVIC INSTITUTIONS

Students' trust in civic institutions shows variations in the national average across the analysed countries (see Figure C.1). Chile, Peru, Croatia and Colombia show the lowest levels of institutional trust, while Sweden, Finland, Norway, Dominican Republic and Germany (NRW) show the highest levels.

From the student characteristics, the variables that establish a more consistent association with students' trust in civic institutions are: students' perception of student-teacher relationships (positive association

in the 24 participating education systems), students' perceptions of student interaction at school (positive association in all countries but Russia), students' willingness to participate in school activities (positive association in all countries but Croatia), students' gender (girls reporting lower levels of trust in civic institutions than boys in 11 countries and higher levels of trust in two countries), and students' endorsement of gender equality (also with mixed results, more positive attitudes towards gender equality associated with higher levels of trust in institutions in four countries and a negative association in seven countries). The rest of the variables establish statistically significant associations in five or fewer education systems. See Table C.6a for details.

None of the teacher variables establishes a consistent relationship with trust in civic institutions. Teachers' reports on civic-related activities in class is the variable that shows a significant association in more countries. Only in Colombia, Denmark, Finland and Malta, students of teachers who reported more frequent civic-related activities in class tend to have higher levels of trust in institutions.

Similarly, the school variables are not consistently associated with the outcome. The variable that establishes a significant association in more countries is the Principals' perceptions of poverty in the community. In Taiwan, Sweden and Belgium this association is positive (perception of higher levels of social tension because of poverty are related with higher levels of trust in civic institutions), while in Colombia this association is negative).

C.1.2 FREEDOM

C.1.2.1 Students' opinions on people being allowed to publicly criticize the government

Student's opinion about people being allowed to criticize the government shows relevant variation across the countries analysed (see Figure C.2). Students from the Dominican Republic, Mexico and Latvia show the lowest country averages, while students from Hong Kong (SAR), Belgium (Flemish) and the Netherlands have the highest level of belief that people being allowed to criticize the government is good for democracy.

Among the variables related with student characteristics, the ones that establish a more consistent association with the agreement with the sentence 'people are allowed to publicly criticise the government' are: student gender (in all the education systems evaluated, boys tend to agree more than girls), Students' endorsement of gender equality (positive association in all countries but Dominican

Republic, Mexico and Peru), Students' perception of student-teacher relations at school (negative association in 12 countries), Parental occupation status (positive association in 11 countries), and Students' discussion of political and social issues outside school (positive association in 11 countries). The rest of the variables establish statistically significant associations in ten or fewer education systems. See Table C.7a for details.

None of the teacher variables establishes a consistent association with the agreement of the students to the statement 'people are allowed to publicly criticise the government'. Among these variables, supporting the development of effective strategies to reduce racism is the variable that establishes a statistically significant association in more countries. In Latvia, Lithuania and Slovenia, students of teachers who consider that this is one of the main aims of civic education tend to report a stronger endorsement of people being allowed to criticise the government. In Finland and the Netherlands, the association is the opposite.

Similarly, none of the school variables establishes consistent associations with the outcome. In fact, none of the variables establishes significant associations in more than three countries. Furthermore, the results are mixed (positive and negative) and the coefficients are very small (less than 0.01).

C.1.2.2 Students' opinions on people being able to protest if they think a law is unfair

Student's opinions about whether people being able to protest if they think a law is unfair is something good for democracy shows relevant variation across the countries analysed (see Figure C.3). Students from Latvia, Belgium (Flemish), and Chinese Taipei have the lowest average support for this statement, while students from the Republic of Korea, Sweden and Hong Kong (SAR) have the highest country averages.

From the students' characteristics, the ones that establish a more consistent association with the students' opinions on people being able to protest if they think a law is unfair are students' gender and students' attitudes towards gender equality. According to our results, in all the education systems analysed, students who report stronger endorsement for gender equality also think that people should be able to protest if they find a law is unfair. In 13 countries girls are more likely to endorse the belief that people should protest against unfair laws. The rest of the students' characteristics included in the model establish statistically significant associations in less than half of the countries analysed (see Table C.8a).

None of the teacher variables establishes a consistent association with the outcome across countries. The variable that established a significant association in more cases was Teachers' perceptions of social problems at school. In Slovenia and Malta, this association was positive and statistically significant. That is, students of teachers that perceive more social problems at school are also more likely to support that people protests if they think a law is unfair. In Korea, this association is also significant but has the opposite direction. It is important to note, that the effects are very small (see Table C.8b). The rest of the teacher characteristics establish a significant association in 2 or fewer countries.

None of the school variables establishes consistent associations with the outcome. In fact, none of the variables establishes significant associations in more than two countries. Furthermore, the results are mixed (positive and negative) and the coefficients are very small (less than 0.01).

C.1.3 Human rights education: Importance of taking part in activities promoting human rights as an adult

Student's evaluation of the importance of promoting human right shows relevant variation across the countries analysed (see Figure C.4). On average, students from Denmark, Netherland and Lithuania place the least importance on promoting human rights, while students from the Dominican Republic, Colombia and Italy report the highest country averages of this variable.

From the student characteristics six variables establish a statistically significant association with the importance students give to participate in activities promoting human rights when they are adults: Students' endorsement of gender equality (positive association, in the 24 analysed education systems students who report more positive attitudes toward equal rights tend to give more importance to the participation in activities promoting human rights), Students' willingness to participate in school activities (in all education systems but North Rhine-Westphalia [Germany] we also found a positive association), Students' reports on civic learning at school (positive association in 18 countries), Students' perception of student-teacher relations at school (positive association in 17 countries), Students' discussion of political and social issues outside school (positive association in 12 countries), Students' perception of openness in classroom discussions (positive association in 13 countries). The rest of the student characteristics establish statistically significant associations in less than half of the analysed education systems (see Table C.9a for details).

Teacher variables do not establish a consistent association with this outcome across countries. The variable that established a significant association in more cases was Teachers' preparedness for teaching CCE topics. In Bulgaria and Chile, this association was positive and statistically significant. That is, students of teachers who feel better prepared to teach CCE topics are also more likely to give more importance to take part in activities promoting human rights as adults. In Korea, Lithuania and Mexico this association is also significant but has the opposite direction. It is important to point out that the effects are very small (see Table C.9b). The rest of the teacher characteristics establish a significant association in 2 or fewer countries.

None of the school variables establishes consistent associations with the outcome. In fact, none of the variables establishes significant associations in more than two countries. Furthermore, the results are mixed (positive and negative) and the coefficients are very small (less than 0.01).

C.1.4 Social justice

C.1.4.1 Importance of engaging in activities to help people in less developed countries as an adult

Student's evaluation of the importance of engaging in activities to help people in less developed countries shows considerable variation across the countries analysed (see Figure C.6). Students from Denmark, the Netherlands and Estonia report the lowest average on this variable, while students from the Dominican Republic Croatia and Peru report the highest.

Five variables from this block establish a statistically significant association with the importance students give to engage in activities to help people in less developed countries as adult in at least half of the analysed countries: Students' willingness to participate in school activities (positive association in all the participating countries), Students' endorsement of gender equality (positive association in 22 countries), Students' perception of student-teacher relations at school (positive association in 18 countries), Student reports on civic learning at school (positive association in 15 countries) and Students' gender (in 12 countries girls tend to give more importance to engaging in activities to help less developed countries than boys) (see Table C.10a).

None of the teacher characteristics establishes a consistent association with the outcome across the analysed countries. The variable with a significant association in more countries was the Teachers' preparedness for teaching CCE topics. In Taiwan, Denmark, Finland, Latvia and North Rhine-Westphalia

[Germany], students of teachers who reported lower levels of preparedness to teach CCE topics tend to think that participating in activities to help less developed countries is more important. The rest of the teacher characteristics establish a significant association in 3 or fewer countries (see Table C.10b).

Similarly, the school characteristics do not establish consistent associations with this outcome. Principals' perceptions of social tension due to ethnic differences in the community establishes a statistically significant but very weak association in 4 countries. Furthermore, this association reports mixed results: it is positive in Peru and North Rhine-Westphalia [Germany] and negative in Lithuania and Russia (see Table C.10c).

C.1.4.2 Students' beliefs that small differences in income between poor and rich people are good for democracy

Student's evaluation of whether small differences in income between poor and rich are good for democracy shows sizeable variation across the countries analysed (see Figure C.7). Students from Colombia, Peru and Chile have the lowest level of belief that a small gap in income between rich and poor is good for democracy, while students from Italy, Chinese Taipei and the Netherlands have the highest national averages in this variable.

Only two of the student characteristics included in the model establish a statistically significant association with the extent to which students think that small differences in income between poor and rich are good for democracy: Students' gender (in 14 education systems boys tend to agree more with this statement than girls) and Students' endorsement of gender equality (we found a significant association in 21 countries, in 16 countries this association is positive, and in the 5 Latin American countries participating in the study the association is negative. That is, students who have more positive attitudes towards equality of rights between men and women also tend to agree less more with the outcome statement). The rest of the student characteristics only establish a significant association in less than half of the countries included in the analysis (see Table C.11a).

None of the teacher variables establishes a consistent association with the students' beliefs about small differences in income between poor and rich being good for democracy. The variable with a statistically significant association in more countries was Teachers' opinions that promoting knowledge of citizens' rights and responsibilities is one of the most important aims of citizenship education at school (in

Denmark, Finland and Italy this association is positive, and in Malta is negative). The rest of the variables in this block establish a significant association in 3 or fewer countries (see Table C.11b).

In a similar way, none of the school characteristics establishes a consistent association with the outcome across the evaluated education systems. The variable that shows a statistically significant (although very weak) association in more countries is the Principals' perceptions of poverty in the community, which is positive in Chile and negative in Taiwan, the Netherlands and North Rhine-Westphalia [Germany]. The rest of the variables in this block show significant association in 3 or fewer countries.

C.2 Content area: Sustainable development

This content area has eight themes: Ecology, Environmental education, Environmental sustainability, Climate change, Renewable energy sources, Waste management, Economic sustainability and Social Sustainability. Each of those themes was operationalised with one or more variables (see Table C.2). Next, we describe the results of the multivariate analyses using each of those variables as an outcome and the student, teacher and school characteristics described in Section B as explanatory variables.

TABLE C.2 CONTENT AREA: SUSTAINABLE DEVELOPMENT. THEMES UNDER THE GCED AND ESD UMBRELLAS AND THE VARIABLES TO OPERATIONALISE THEM

Themes	Variable in ICCS
Ecology	IS3G28A (To what extent do you think the following issues are a threat to the world's future? – Pollution, Likert scale)
Environmental education	IS3G16F (At school, have you ever done any of the following activities? - Participating in an activity to make the school more <environmentally friendly> (e.g. through water saving or recycling, Likert scale)
Environmental sustainability	IS3G28E (To what extent do you think the following issues are a threat to the world's future? – Water shortages, Likert scale)
	IS3G28H (To what extent do you think the following issues are a threat to the world's future? – Food shortages, Likert scale)
Climate change	IS3G28I (To what extent do you think the following issues are a threat to the world's future? – Climate change, Likert scale)
Renewable energy sources	IS3G28B (To what extent do you think the following issues are a threat to the world's future? – Energy shortages, Likert scale)

Waste management	IS3G23N (Importance of behaviours as an adult - Making personal efforts to protect natural resources (e.g. through saving water or recycling waste), Likert scale)
Economic sustainability	IS3G28G (To what extent do you think the following issues are a threat to the world's future? – Poverty, Likert scale)
	IS3G28J (To what extent do you think the following issues are a threat to the world's future? – Unemployment, Likert scale)
Social sustainability	IS3G28D (To what extent do you think the following issues are a threat to the world's future? – Crime, Likert scale)
	IS3G28F (To what extent do you think the following issues are a threat to the world's future? – Violent conflict, Likert scale)

C.2.1 Ecology: The extent to which students think pollution is a threat to the world's future

Student's evaluation of the extent to which students think pollution is a threat to the world's future shows some variation across the countries analysed (see Figure C.8). Students from Malta, Korea and the Republic of Korea report the highest country averages, while students from the Lithuania, Colombia and Chile report the lowest ones.

From the student characteristics three variables establish a consistent and statistically significant association with the extent to which students think pollution is a threat to the world's future across the countries analysed: Students' willingness to participate in school activities (positive association in 14 countries), Students' perception of student-teacher relations at school (positive association in 12 countries) and Students' endorsement of gender equality (positive association in all the evaluated education systems. The remaining student variables establish a significant association in less than a quarter of the evaluated countries (see Table C.12a).

In general, the teacher variables do not establish a consistent association with the outcome variable across the countries analysed. The variable that establishes a significant association in more countries is whether teachers consider that supporting the development of effective strategies to reduce racism is one of the main aims of citizenship education. In Latvia, Malta and Peru students of teachers who think that the development of strategies to reduce racism is an important aim of citizenship education tend to

believe that pollution is a threat to the future of the world. The rest of the variables in this block show significant associations in three or fewer countries (see Table C.12b).

The school variables do not establish a consistent association with the outcome across countries either. The variable that shows a statistically significant association in more countries is the Principals' perceptions of bullying at school. This association is positive (although extremely weak) in Denmark, Mexico, the Netherlands and Belgium (Flemish). The rest of the variables in this block show significant association in 3 or fewer countries (see Table C.12c).

C.2.2 Environmental education: Student participation in activities to make the school more environmentally friendly (e.g. water saving or recycling)

Student's participation in activities to make the school more environmentally friendly shows relevant variation across the countries analysed (see Figure C.10). Students from the Netherlands Finland and Germany (North Rhine Westphalia) reported the lower frequencies of student participation in this kind of activities, while students from Peru, the Dominican Republic and Colombia reported the highest.

From the student characteristics, five variables show a consistent association with the students' participation in activities to make the school more environmentally friendly: Students' willingness to participate in school activities (positive association in all countries but Dominican Republic), Students' discussion of political and social issues outside school (positive associations in all countries but Croatia), Student reports on civic learning at school (positive associations in 21 countries), Students' perception of openness in classroom discussions (positive associations in 18 countries) and Students' gender (in 16 countries boys reported a more frequent participation in this kind of activities than girls). The other variables in this block establish associations in less than a third of the analysed countries (see Table C.13a).

The teacher variables did not establish a consistent association with this outcome across the evaluated countries. Two variables establish a statistically significant association in 5 countries (Teachers' reports on civic-related activities in class and Teachers' perceptions of social problems at school), but in both cases, the regression coefficients are extremely small and report mixed results (positive in some countries and negative in others) (see Table C.13b).

In a similar way, the group of variables measuring school characteristics do not establish consistent associations across countries. Two variables show significant associations in 4 countries (Principals'

perceptions of engagement of the school community and Principals' perceptions of social tension due to ethnic differences in the community), but coefficients are extremely small and the results are mixed too (see Table C.13c).

C.2.3 Environmental sustainability

C.2.3.1 The extent to which students think water shortages are a threat to the world's future

The extent to which students believe that water shortage is a threat to the world's future shows relevant variation across the countries analysed (see Figure C.11). Students from the Netherlands, Norway and Sweden report the lowest levels of the view that water shortage threatens the world's future, while students from the Colombia, Chile and Croatia report the highest averages in this variable.

Among the student characteristics, only two variables show statistically significant association in half or more of the countries analysed: Students' endorsement of gender equality (positive association in all countries but Norway and Germany [NRW]) and Students' willingness to participate in school activities (positive association in 12 countries). The rest of the student variables establish significant associations in less than a third of the education systems evaluated (see Table C.14a).

Neither the teacher nor the school variables establish a consistent association with this outcome. None of the variables in these blocks shows a statistically significant association in more than three countries. Furthermore, the regression coefficients tend to be extremely small and to report mixed results (positive in some countries and negative in others) (see Tables C.14b and C.14c, respectively).

C.2.3.2 The extent to which students think food shortages are a threat to the world's future

Student's evaluation of food shortages as a threat to the world's future shows sizeable variation across the countries analysed (see Figure C.12). Students from the Netherlands, Republic of Korea and Sweden have the lowest average in this variable, while students from the Chile, Colombia, and Lithuania report the highest ones.

Only one of the student characteristics evaluated shows a consistent association with this outcome across countries: Students' endorsement of gender equality. In all the evaluated education systems, students who report more positive attitudes towards equal rights for men and women also tend to consider that

food shortages are a threat to the world's future to a greater extent. The rest of the variables establish a significant association in ten or fewer countries (see Table C.15a).

Similar to the other outcome variables, neither the teacher nor the school variables establish a consistent association in this case. None of the variables in these blocks shows a statistically significant association in more than three countries. Furthermore, the regression coefficients tend to be extremely small and to report mixed results (positive in some countries and negative in others) (see Tables C.15b and C.15c, respectively).

C.2.3 Climate change: The extent to which students think climate change is a threat to the world's future

Student's evaluation of climate change as a threat to the world's future shows relevant variation across the countries analysed (see Figure C.13). On average, students from the Dominican Republic, the Russian Federation and the Netherlands report the lowest levels of the view that climate change threatens the world's future, while students from Colombia, Hong Kong (SAR) and Belgium (Flemish) report the highest levels.

From the student characteristics, the variables that establish a more consistent association with the extent to which students consider that climate change is a threat to the future of the world are: Students' endorsement of gender equality (positive association in all countries but Dominican Republic and Russia), students' gender (in 16 countries boys tend to consider climate change as a threat to the future to a larger extent than girls) and Students' willingness to participate in school activities (positive association in 13 countries). The rest of the student characteristics evaluated establish a significant association with the outcome in less than a third of the countries (see Table C.16a).

Once more, neither the teacher nor the school variables establish a consistent association in this case. None of the variables in these blocks shows a statistically significant association in more than three countries. Furthermore, the regression coefficients tend to be extremely small and to report mixed results (positive in some countries and negative in others) (see Tables C.16b and C.16c, respectively).

C.2.4 Renewable energy sources: The extent to which students think energy shortages are a threat to the world's future

Student's evaluation of energy shortages as a threat to the world's future shows relevant variation across the countries analysed (see Figure C.14). Students from the Netherlands, Norway and Germany (North-

Rhine Westphalia) report the lowest levels, while students from Hong Kong (SAR), Chile and the Republic of Korea report the highest country averages in this variable.

Two of the student characteristics establish a consistent association with the extent to which students consider energy shortages as a threat to the future: Students' endorsement of gender equality (positive association in 20 out of the 24 evaluated education systems) and Students' willingness to participate in school activities (positive association in 17 countries). The rest of the student variables included in the model have a statistically significant association in a third or less of the evaluated education systems (see Table C.17a).

In general, the teacher variables do not establish a consistent association with the outcome variable across the countries analysed. The variable that establishes a significant association in more countries is whether teachers consider that promoting knowledge of citizens' rights and responsibilities is one of the main aims of citizenship education. In Colombia, Denmark and Dominican Republic students of teachers who think that promoting knowledge of citizens' rights and responsibilities is an important aim of citizenship education tend to believe that energy shortages are a threat to the future of the world to a greater extent than those whose teachers think otherwise. The rest of the variables in this block show significant associations in three or fewer countries (see Table C.17b).

Similarly, the school variables are not consistently associated with the outcome. The variable that establishes a significant association in more countries is the Principals' perceptions of bullying at school. In Chile, Finland and Hong Kong this association is negative (perception of higher levels of bullying in the school are related with lower support to the belief that energy shortages are a threat to the future), while in Mexico and Colombia this association is positive).

C.2.5 Waste management: Importance of making personal efforts to protect natural resources (e.g. through saving water or recycling waste)

Student's evaluation of the importance of making personal efforts to protect natural resources shows relevant variation across the countries analysed (see Figure C.15). Students from the Netherlands, Germany (North-Rhine Westphalia) and Denmark place the least importance on making personal efforts to protect natural resources, while students from Colombia, Peru and Mexico place the most importance on making personal efforts to protect natural resources.

From the student characteristics, the variables that establish a more consistent association with the importance of making personal efforts to protect natural resources are: Students' endorsement of gender

equality (positive association in the 24 participating education systems), Students' perception of student-teacher relations at school (positive association in all countries but Bulgaria, Chile and Estonia, Finland and Germany [NRW]), Students' willingness to participate in school activities (positive association in all countries but Estonia, Finland and Germany [NRW]), and Student reports on civic learning at school (positive associations in 19 countries). The rest of the variables establish statistically significant associations in less than half of the education systems evaluated (see Table C.18a).

Most of the teacher variables do not establish a consistent association with the outcome variable across the countries analysed. The variable that establishes a significant association in more countries is whether teachers consider that supporting the development of effective strategies to reduce racism is one of the main aims of citizenship education. In Taiwan, Mexico and the Netherlands students of teachers who think that promoting supporting the development of strategies to reduce racism is an important aim of citizenship education tend to believe that personal efforts to protect natural resources are important to a greater extent than those whose teachers think otherwise. The rest of the variables in this block show significant associations in three or fewer countries (see Table C.18b).

None of the school variables establishes consistent associations with this outcome. In fact, none of the variables establishes significant associations in more than two countries. Furthermore, the regression coefficients are extremely small (less than 0.01) (see Table C.18c).

C.2.6 Economic sustainability

C.2.6.1 The extent to which students think poverty is a threat to the world's future

Student's evaluation of poverty as a threat to the world's future shows sizeable variation across the countries analysed (see Figure C.16). Students from the Netherlands, Sweden and Finland have the lowest country averages in this variable, while students from Chile, Croatia and Colombia report the highest ones.

From the student characteristics, the variables that establish a more consistent association with the extent to which students consider poverty as a treat for the world's future are: Students' endorsement of gender equality (positive association in all countries but Latvia, Lithuania and Russia), Students' gender (in 16 countries girls tend to think that poverty is a threat to the world's future more than boys, while in Taiwan and Peru the opposite pattern is observed) and Students' willingness to participate in school activities

(positive association in 17 countries). The rest of the variables establish statistically significant associations in less than half of the education systems evaluated (see Table C.19a).

The teacher variables are not consistently associated with the outcome. The variable that establishes a significant association in more countries is the Teachers' preparedness for teaching CCE topics. In Chile, Korea, Norway and Belgium (Flemish) this association is positive (teachers reporting being more prepared to teach CCE topics is related with stronger perception of poverty as a threat to the future), while in Taiwan, Estonia, Lithuania, Malta and Mexico this association is negative, although very weak) (see Table C.19b).

None of the school variables establishes a consistent relationship with the extent to which students consider poverty a threat to the future. None of the variables in this block establishes significant associations in more than three countries. Furthermore, the regression coefficients are extremely small (less than 0.01) (see Table C.19c).

C.2.6.2 The extent to which students think unemployment is a threat to the world's future

Student's evaluation of unemployment's threat to the world's future shows relevant variation across the countries analysed (see Figure C.17). Students from Germany (North-Rhine Westphalia), Peru and Netherlands have the lowest country averages, while students from Croatia, Chile and Slovenia have the highest ones.

From the student characteristics, the variables that establish a more consistent association with the extent to which students consider unemployment as a treat for the world's future are: Students' gender (in 18 countries girls tend to think that poverty is a threat to the world's future more than boys, while in Taiwan the opposite pattern is observed), Students' willingness to participate in school activities (positive association in 16 countries), Students' endorsement of gender equality (positive association in 13 countries) and Student reports on civic learning at school (positive association in 12 countries). The rest of the variables establish statistically significant associations in less than a third of the education systems evaluated (see Table C.20a).

The teacher variables are not consistently associated with the outcome. The variable that establishes a significant association in more countries is the Teachers' preparedness for teaching CCE topics. In Chile and Korea this association is positive (teachers reporting being more prepared to teach CCE topics is

related with a stronger perception of unemployment as a threat to the future), while in Taiwan, Lithuania, Mexico and Russia this association is negative, although very weak) (see Table C.20b).

None of the school variables establishes a consistent relationship with the extent to which students consider poverty a threat to the future. The variable that establishes a statistically significant association with the outcome in more countries is Principals' perceptions of poverty in the community. In Norway, Peru and Belgium (Flemish) this association is negative. That is, principals' perception of higher levels of poverty are associated with more students perceiving unemployment as a threat to the future (see Table C.20c). The rest of the variables in this block have a significant association with the outcome in three or fewer education systems).

C.2.7 Social sustainability

C.2.7.1 The extent to which students think crime is a threat to the world's future

Student's evaluation of crime as a threat to the world's future shows relevant variation across the countries analysed (see Figure C.18). Students from the Netherlands, Sweden and Denmark have the lowest levels of the view that crime threatens the world's future, while students from Chile, Colombia and the Russian Federation have the highest levels of the view that crime threatens the world's future.

From the student characteristics two variables establish a consistent and statistically significant association with the extent to which students think crime is a threat to the world's future across the countries analysed: Students' willingness to participate in school activities (positive association in 18 countries) and Students' endorsement of gender equality (positive association in 13 countries). The remaining student variables establish a significant association in less than a half of the evaluated countries (see Table C.21a).

In general, the teacher variables do not establish a consistent association with the outcome variable across the countries analysed. The variable that establishes a significant association in more countries is whether teachers consider that supporting the development of effective strategies to reduce racism is one of the main aims of citizenship education. In Russia and Lithuania students of teachers who think that the development of strategies to reduce racism is an important aim of citizenship education tend to believe that crime is a threat to the future of the world, while in Bulgaria, Colombia, Korea and Mexico

we found the opposite pattern. The rest of the variables in this block show significant associations in three or fewer countries (see Table C.21b).

None of the school variables establishes a consistent association with the outcome across countries. All the variables in this block show a significant association in 3 or fewer countries (see Table C.21c).

C.2.7.1 The extent to which students think violent conflicts are a threat to the world's future

The extent to which students think violent conflicts are a threat to the world's future shows some variation across the countries analysed (see Figure C.19). Students from the Netherlands, Denmark and Finland report the lowest levels of the view that violent conflict threatens the world's future, while students from Colombia, Chile and Lithuania report the highest averages in this variable.

From the student characteristics, two variables establish a consistent and statistically significant association with the extent to which students think crime is a threat to the world's future across the countries analysed: Students' willingness to participate in school activities (positive association in 17 countries) and Students' endorsement of gender equality (positive association in 19 countries). The remaining student variables establish a significant association in less than a half of the evaluated countries (see Table C.22a).

Neither the teacher nor the school variables establish a consistent association with this outcome. None of the variables in these blocks shows a statistically significant association in the same direction in more than three countries. Furthermore, the regression coefficients tend to be extremely small and to report mixed results (positive in some countries and negative in others) (see Tables C.22b and C.22c, respectively).

C.3 Content area: Peace, peace education and non-violence

This content area has only one theme: Peace education. This theme was operationalised with two variables (see Table C.3). Next, we describe the results of the multivariate analyses using each of those variables as an outcome and the student, teacher and school characteristics described in Section B as explanatory variables.

Table C.3 Content area: Peace, peace education and non-violence. Themes under the GCED and ESD umbrellas and the variables to operationalise them

Themes	Variable in ICCS
Peace education and non-violence	S_ABUSE (Students' experiences of physical and verbal abuse at school, continuous scale)
	L_ATTVIOL (Students' endorsement of the use of violence, continuous scale) *Only for Latin American countries

C.3.1 PEACE EDUCATION AND NON-VIOLENCE

C.3.1.1 Students' experiences of physical and verbal abuse at school

Student's evaluation of experiences of physical and verbal abuse shows important variations across the countries analysed (see Figure C.20). Students from the Republic of Korea, Chinese Taipei and the Netherlands report the lowest levels of experiencing physical and verbal abuse in school, while students from Croatia, Malta and Hong Kong (SAR) report the highest.

Five variables from this block establish a statistically significant association with the students' experiences of physical and verbal abuse at school in at least half of the analysed countries: Students' gender (in all the evaluated countries girls report having experienced less physical and verbal abuse than boys), Students' perceptions of student interaction at school (negative association in all the evaluated countries), Students' perception of student-teacher relations at school (negative association in all countries but Taiwan), Students' discussion of political and social issues outside school (positive association in 20 countries) and Students' willingness to participate in school activities (positive association in 17 countries) (see Table C.23a).

In general, the teacher and school characteristics do not establish a consistent association with the outcome across the analysed countries. None of the teacher or school characteristics establishes a significant association in the same direction in more than 3 countries (see Tables C.23b and C.23c, respectively).

C.4 Content area: Global citizenship

This content area has seven themes: Multiculturalism / inter-culturalism, Global citizenship, Migration/immigration, Global competition, Global-local thinking, Global Inequality, and Patriotism/nationalism. Each of these themes was operationalised with one or more variables (see Table C.4). Next, we describe the results of the multivariate analyses using each of those variables as an outcome and the student, teacher and school characteristics described in Section B as explanatory variables.

TABLE C.4 CONTENT AREA: GLOBAL CITIZENSHIP. THEMES UNDER THE GCED AND ESD UMBRELLAS AND THE VARIABLES TO OPERATIONALISE THEM

Themes	Variable in ICCS
Multiculturalism / inter-culturalism	S_ETHRGHT (Students' endorsement of equal rights for all ethnic/racial groups, continuous scale)
	IS3G22I (Which of the following situations do you think would be good, neither good nor bad, or bad for democracy? - All <ethnic/racial> groups in the country have the same rights, Likert scale)
Global citizenship	E_CCOOP (Students' endorsement of European cooperation, continuous scale) *Only for European countries
	E_EURATT (Students' positive attitudes toward European Union, continuous scale) *Only for European countries
Migration / immigration	E_IMMRGHT (Students' endorsement of equal rights for immigrants, continuous scale) *Only for European countries
	E_FREEMOVE (Students' endorsement of freedom of migration within Europe, continuous scale) *Only for European countries
	E_RESTMIG (Students' endorsement of restricting migration in Europe, continuous variable) *Only for European countries
Global competition	IS3G28C (To what extent do you think the following issues are a threat to the world's future? – Global financial crises, Likert scale)
Global-local thinking	* No items found to proxy freedom
Global inequality	* No items found to proxy global inequality

Patriotism / nationalism	S_CNTATT (Students' positive attitudes toward their country of residence, continuous variable)

C.4.1 MULTICULTURALISM / INTER-CULTURALISM

C.4.1.1 Students' endorsement of equal rights for all ethnic/racial groups

Student's endorsement of equal rights for all racial groups shows relevant variations across the countries analysed (see Figure C.22). Students from the Latvia, Bulgaria and the Netherlands show the lowest levels endorsement of equal rights for all racial groups, while students from Chinese Taipei, Sweden and Chile show the highest.

Among the student variables, five show the most consistent association with students' endorsement of equal right for all ethnic and racial groups: Students' perception of student-teacher relations at school and Students' endorsement of gender equality (positive association in all the countries considered in the analysis), Students' willingness to participate in school activities (positive association in all countries but Germany (NRW), Students' perception of openness in classroom discussions (positive association in 18 countries) and Students' perceptions of student interaction at school (positive association in half of the education systems evaluated). The other variables in this block establish significant associations in a third or less of the countries (see Table C.24a).

The teacher and school characteristics do not establish a consistent association with the outcome across the analysed countries. None of the teacher or school characteristics establishes a significant association in the same direction in more than 3 countries (see Tables C.24b and C.24c, respectively).

C.4.1.2 Students' beliefs that all ethnic/racial groups in the country have the same rights is good for democracy

Student's evaluation of the importance that all ethnic/racial groups having the same rights, shows relevant variation across the countries analysed (see Figure C.23). Students from Colombia, Peru and Chile place the lowest levels of importance in the belief that all ethnic/racial groups should have the same rights, while students from Italy, Chinese Taipei and the Netherland report the highest levels.

Only three of the student characteristics included in the model establish a statistically significant association with the extent to which students think that all ethnic/racial groups in the country having the

same rights is something good for democracy: Students' endorsement of gender equality (positive association in all countries), Students' perception of student-teacher relations at school (positive association in 17 countries) and Highest parental occupational status (positive association in 12 countries). The other student characteristics included in the model establish significant associations in less than half of the analysed countries (see Table C.25a).

None of the teacher or school variables establishes a consistent association with this outcome. None of the variables in this block establishes a significant association with the same direction in more than 3 countries (see Tables C.25b and C.25c, respectively).

C.4.2 GLOBAL CITIZENSHIP

C.4.2.1 Students' endorsement of European cooperation

Student's endorsement of European cooperation shows some variation across the countries analysed (see Figure C.24). Students from the Netherlands, Latvia and Denmark show the lowest levels of endorsement of European cooperation, while students from Croatia, Lithuania and Germany (North-Rhine Westphalia) show the highest levels of endorsement.

Among the variables grouped as student characteristics, four variables establish consistent associations with students' endorsement of European cooperation: Students' endorsement of gender equality (positive association in all countries[1]), Students' gender (in all countries boys reported higher levels of endorsement than girls), Students' willingness to participate in school activities (positive association in 12 countries), and Students' perception of student-teacher relations at school (positive association in 12 countries). The rest of the student characteristics included in the model establish significant associations in less than half of the evaluated countries (see Table C.26a).

None of the teacher or school characteristics establishes consistent associations with the outcome across countries. None of these variables shows a significant association with the same direction in more than two countries (see Tables C.26b and C.26c, respectively).

[1] This variable was analysed only for European countries.

C.4.2.1 Students' positive attitudes toward European Union

Student's attitudes towards the European Union shows some variation across the countries analysed (see Figure C.25). Students from Denmark, Latvia and Germany (North-Rhine Westphalia) report the least positive attitudes towards the European Union, while students from Malta, Lithuania and Croatia report the most of positive attitudes towards the European Union.

From the students characteristics included in the model, four variables establish a consistent association with students' positive attitudes towards the European Union: Students' perceptions of student interaction at school and Students' perception of student-teacher relations at school show positive association with all the evaluated countries[2], while Students' willingness to participate in school activities show a positive association in all countries but Belgium (Flemish) and the Netherlands; and boys showed higher levels of support than girls in all countries but Denmark and Germany (NRW). The rest of the variables considered in the analysis establish significant associations in than half of the analysed countries (see Table C.27a).

None of the teacher or school variables shows a significant association with the same direction in more than three countries (see Tables C.27b and C.27c, respectively).

C.4.3 MIGRATION / IMMIGRATION

C.4.3.1 Students' endorsement of equal rights for immigrants

Student's endorsement of equal rights for immigrants shows some variation across the countries analysed (see Figure C.26). Students from Latvia, Estonia and Bulgaria show the lowest levels of endorsement of equal rights for immigrants, while students from Sweden, Germany (North-Rhine Westphalia) and Norway show the highest levels of endorsement.

From the student characteristics, Students' perception of student-teacher relations at school and Students' endorsement of gender equality establish a positive and significant association in all the countries evaluated. That is, students with more positive perception of the relations between students

[2] Only European countries were included in this model.

and teachers in their school and those who have more positive attitudes towards equality of rights for men and women, also have more positive attitudes towards the equality of rights for immigrants.

Students' willingness to participate in school activities is positively and significantly associated with the outcome in all countries but Denmark, Estonia, Latvia and Germany (NRW). In other words, in these countries, students who indicated higher levels of expected engagement in school activities, tend to have more positive attitudes towards equal rights for immigrants (see Table C.28a).

Regarding the students' family background characteristics, both language and immigration status show significant associations with the outcome in at least half of the countries evaluated. Students who speak the language of the test at home and those who do not have an immigration background have less positive attitudes towards equality of rights for immigrants (C.28a).

None of the teacher or school variables shows a significant association with students' attitudes towards equality of rights for immigrants in more than two countries (see Tables C.28b and C.28c, respectively).

C.4.3.2 Students' endorsement of freedom of migration within Europe

Student's endorsement of freedom of migration within Europe shows sizeable variations across the countries analysed (see Figure C.27). Students from Latvia, the Netherlands and Denmark show the lowest levels of endorsement of migration within Europe, while students from Croatia, Italy and Lithuania show the highest.

Three variables belonging to this block establish a consistent association with students' endorsement of freedom of migration within Europe. Similar to the previous model, Students' perception of student-teacher relations at school and Students' endorsement of gender equality establish a positive and significant association in all the countries evaluated. That is, students with more positive perception of the relations between students and teachers in their school and those who have more positive attitudes towards equality of rights for men and women, also have more positive attitudes towards freedom of migration within Europe. The third variable is Students' willingness to participate in school activities. In all countries but Belgium (Flemish), students who indicated higher levels of expected engagement in school activities also reported more positive attitudes towards freedom of migration within Europe (see Table C.29a).

It is interesting to note that none of the other variables in this block reported statistically significant associations in at least half of the countries, particularly language and immigration background. The first variable shows a significant association only in the Netherlands and Belgium (Flemish) and the second only in Belgium (Flemish).

None of the teacher or school variables shows a significant association with students' attitudes towards freedom of migration within Europe in more than two countries (see Tables C.29b and C.29c, respectively).

C.4.3.3 Students' endorsement of restricting migration in Europe

Student's endorsement of restricting migration in Europe shows sizeable variation across the countries analysed (see Figure C.28). Students from Finland, Slovenia and Estonia show the lowest levels of endorsement of restricting migration in Europe, while students from Norway, Sweden and Malta show the highest levels of endorsement of restricting migration in Europe.

Only two of the student characteristics included in the model establishes a consistent association with students' endorsement of restricting migration within Europe. In all countries, students who reported less positive attitudes towards equal rights for men and women tend to report more positive attitudes towards restricting migration in Europe. The other variable is students' gender. In all countries but Germany (NRW), the Nederlands, Belgium (Flemish) and Slovenia, girls show more positive attitudes towards restricting migration than boys (see Table C.30a).

Language and migration background establish a statistically significant association in only one country, Latvia the first and Slovenia the second (see Table C.30a).

None of the teacher variables shows a significant association with students' attitudes towards restricting migration in Europe in more than two countries (see Table C.30b)

Among the school characteristics, the variable that establishes a statistically significant association in more countries is Principals' perceptions of social tension due to ethnic differences in the community. In Estonia, Finland, Latvia, Malta and Belgium (Flemish), students who attend schools where the principal perceives higher levels of tension due to ethnic differences, students tend to report less support for restricting migration in Europe (see Table C.30c).

C.4.4 GLOBAL COMPETITION: THE EXTENT TO WHICH STUDENTS THINK GLOBAL FINANCIAL CRISES ARE A THREAT TO THE WORLD'S FUTURE

Student's evaluation of global financial crises as a threat to the world's future shows relevant variation across the countries analysed (see Figure C.29). Students from Germany (North-Rhine Westphalia), Estonia and the Netherlands report the lowest national averages in this variable, while students from Colombia, Chile and Croatia report the highest.

Among the student variables, two variables show a consistent association with the extent to which students think global financial crises are a threat to the future: Students' endorsement of gender equality (positive association in 16 countries), and Students' willingness to participate in school activities (positive association in 14 countries). The rest of the variables in this group establish statistically significant associations in less than a third of the countries analysed (see Table C.31a).

From the teacher characteristics included in the model, the variable that establishes a statistically significant association with the outcome in more countries is Teachers' preparedness for teaching CCE topics. This result is, however, contra-intuitive as this association is negative in four countries (Taiwan, Dominican Republic, Lithuania and Malta) and positive only in Italy. These associations are, nevertheless extremely weak (see Table C.31b).

The school characteristics do not establish a consistent association with the outcome across the analysed countries. None of the school characteristics establishes a significant association in the same direction in more than two countries (see Table C.31c).

C.4.5 PATRIOTISM/NATIONALISM: STUDENTS' POSITIVE ATTITUDES TOWARD THEIR COUNTRY OF RESIDENCE

Student's positive attitudes towards their country of residence show important variations across the countries analysed (see Figure C.30). Students from Germany (North-Rhine Westphalia), Hong Kong (SAR) and Belgium (Flemish) show the least positive attitude towards their country of residence, while students from the Dominican Republic, Peru and Colombia show the most positive attitudes.

From the student characteristics included in the model, six variables show a consistent association with the outcome. Three variables establish a positive and statistically significant association in all countries: Students' willingness to participate in school activities, Students' perceptions of student interaction at school and Students' perception of student-teacher relations at school. Student reports on civic learning

at school establishes a positive and significant association in 17 countries. Not surprisingly, students who do not have a migration background show more positive attitudes towards their country of residence in 15 countries. Finally, boy report more positive attitudes towards their country of residence in 14 countries (see Table C.32a).

None of the teacher variables reports a consistent association with the outcome across countries. The variable that establishes a significant association in more countries is Teachers' professional development activities for teaching methods. In five countries this association is positive (Denmark, Malta, Mexico, Russia and Germany (NRW)) and in two the pattern is the opposite (Colombia and Lithuania) (see Table C.32b).

The school characteristics do not establish a consistent association with the outcome across the analysed countries. None of the school characteristics establishes a significant association in the same direction in more than three countries (see Table C.32c).

C.5 Content area: Gender Equality

This content area has only one theme: Gender equality and equity and only one indicator, which was operationalised with the variable Students' endorsement of gender equality (see Table C.5). Next, we describe the results of the multivariate analyses using this variable as an outcome and the student, teacher and school characteristics described in Section B as explanatory variables.

Table C.5 Content area: Gender equality. Themes under the GCED and ESD umbrellas and the variables to operationalise them

Themes	Variable in ICCS
Gender equality and equity	S_GENEQL (Students' endorsement of gender equality, continuous scale)
Gender sensitivity	* No items found to proxy gender sensitivity
Empowerment	* No items found to proxy empowerment

Student's endorsement of gender equality shows important variations across the countries analysed (see Figure C.31). Students from the Dominican Republic, the Russian Federation and Mexico showing the lowest level of endorsement of gender equality, while students from Sweden, Norway and Chinese Taipei show the highest level of endorsement of gender equality.

Seven of the student characteristics included in the model establish a consistent association with students' endorsement of gender equality: as expected, girls reported more positive attitudes towards gender equality that boys in all countries. The other variables are: Students' perception of student-teacher relations at school (positive association in all countries but Latvia, Russia and Germany (NRW)), Students' perception of openness in classroom discussions (positive association in 18 countries), Highest parental occupational status (positive association in 14 countries), Highest parental educational level (positive association in 12 countries), Student reports on civic learning at school (positive association in 12 countries), and finally, Student with no immigrant background reported more positive attitudes towards gender equality in 12 countries). None of the remaining variables in this block establishes statistically significant associations in more than half of the countries (see Table C.33a).

None of the teacher or school variables shows a significant association with students' attitudes towards gender equality in more than two countries (see Tables C.33b and C.33c, respectively).

D. ANALYSIS OF THE RELATIONSHIP BETWEEN STUDENT PERFORMANCE IN CIVIC KNOWLEDGE AND STUDENT VIEWS RELATIVE TO GCED- AND ESD-RELATED THEMES

Association between student performance in civic knowledge and student attitudes relative to GCED- and ESD-related themes. We will explore the association between student performance in the scale of civic knowledge reported by ICCS (continuous scale, set of five plausible values) and the variables measuring student views relative to GCED and ESD themes. In this way, this section is subdivided into five subsections, one for each GCED- and ESD- content area. Each section explores the association between student civic knowledge and of each of the variables listed in Table C.1 (human rights), Table C.2 (sustainable development), Table C.3 (peace, peace education and non-violence), Table C.4 (global citizenship) and Table C.5 (gender equality).

Each association is described based on a graphical representation of the corresponding statistical analysis. Additionally,

To describe the association between civic knowledge and student attitudes relative to GCED and ESD themes, we fitted a series multiple regressions in which we used civic knowledge as the dependent variables and the variables measuring student views relative to GCED and ESD themes as independent variables. We fitted five models in total, one for each GCED and ESD content area. Additionally, we fitted bivariate models to explore the association between the variables of interest without controlling for other variables. In this way, this section is subdivided into five subsections, one for each GCED- and ESD- content area.

The tables with the exact point estimates and standard errors for both the bivariate and the multivariate analyses are included Annex D.

D.1 Content area: Human rights

This content area has four themes: Democracy, Freedom, Human rights education and Social justice, and each of those themes was operationalised with one or more variables (see Table C.1). Next, we describe the results of the multivariate analyses using all these variables as explanatory variables and the student civic knowledge as the outcome.

All the variables included in the model establish a significant association with civic knowledge in at least half of the countries evaluated (see Table D.31a). Students' trust in civic institutions (negative association in 14 countries and positive only in Slovenia[3]), People are allowed to publicly criticize the government as something good for democracy (positive association in all countries but Bulgaria, Mexico, Latvia and Dominican Republic [where the association is negative]), People are able to protest if they think a law is unfair as something good for democracy (positive association in all countries but Colombia), Taking part in activities promoting human rights as an adult (positive association in 14 countries and negative in Norway), Engaging in activities to help people in less developed countries as an adult (negative association

[3] Note that the bivariate analysis produces mixed results, with about half of the countries showing positive and half negative associations (see Figure D.1)

in 16 countries[4]), Small differences in income between poor and rich as something good for democracy (positive association in 16 countries and negative in three of the Latin American countries: Mexico, Dominican Republic and Peru).

D.2 Content area: Sustainable development

This content area has eight themes: Ecology, Environmental education, Environmental sustainability, Climate change, Renewable energy sources, Waste management, Economic sustainability and Social Sustainability. Each of those themes was operationalised with one or more variables (see Table C.2). Next, we describe the results of the multivariate analyses using civic knowledge as the dependent variable and the variables listed in Table C.2 as independent or explanatory variables.

From the eleven variables included in the model, five establish a significant association with civic knowledge in more than half of the countries analysed (see Table D.31b). The extent to which pollution is a threat to the world's future (positive association in 16 countries), Participating in an activity to make the school more environmentally friendly (positive association in 13 countries), The extent to which water shortages are a threat to the world's future (positive association in 14 countries), The extent to which climate change is a threat to the world's future (positive association in 17 countries and negative in Dominican Republic), The extent to which unemployment is a threat to the world's future (negative association in 14 countries and positive in Korea[5]).

[4] Although counter-intuitive, this is the same patters showed by the bivariate analysis (see Figure D.6)

[5] This is a counter-intuitive result however it roughly coincides with the results of the bivariate analysis (see Figure D.17)

D.3 Content area: Peace, peace education and non-violence

This content area has only one theme: Peace education. This theme was operationalised with two variables (see Table C.3). Next, we describe the results of the multivariate analyses using each of those variables as explanatory variables and the student civic knowledge as the outcome.

Students' experiences of physical and verbal abuse at school establishes a significant and negative association with civic knowledge in 10 countries (see Table D.31c), while Students' endorsement of the use of violence shows negative and significant association in all the Latin American countries included in the analysis (see Figure D.21).

D.4 Content area: Global citizenship

This content area has seven themes: Multiculturalism/inter-culturalism, Global citizenship, Migration/immigration, Global competition, Global-local thinking, Global Inequality, and Patriotism/nationalism. Each of these themes was operationalised with one or more variables (see Table C.4). Next, we describe the results of the multivariate analyses using most of those variables as explanatory variables[6] and the student civic knowledge as the outcome (see Table D.31d).

Students' endorsement of equal rights for all ethnic/racial groups shows positive and significant association in 15 countries. All ethnic/racial groups in the country having the same rights as something good for democracy establishes a positive and significant association with civic knowledge in all countries. Students' positive attitudes toward their country of residence shows a positive and significant association with civic knowledge in 14 of the countries evaluated. This result is roughly similar to the bivariate analysis, however, the positive results shown in Figure D.30 disappear when including the variable in the multivariate model.

Regarding the variables available for European countries only, Students' endorsement of European cooperation shows a positive and significant association with all the European countries included in the analysis (see Table D.24). Students' positive attitudes toward European Union shows a negative and significant association in 10 countries and a positive and significant one in Latvia, Lithuania and Malta (see

[6] Some of them were only available for European countries

Table D.25). Students' endorsement of freedom of migration within Europe shows positive and significant association in all countries (see Table D.27). Finally, Students' endorsement of restricting migration in Europe shows a negative and significant association with civic knowledge in all countries (see Table D.28).

D.5 Content area: Gender Equality

This content area has only one theme: Gender equality and equity, and only one indicator, which was operationalised with the variable Students' endorsement of gender equality (see Table C.5). Next, we describe the results of the regression analysis using this variable as the explanatory variable and student achievement in civic knowledge as the outcome.

As expected from the other analyses presented in this report, Students' endorsement of gender equality shows a positive and significant association with civic knowledge in all countries. That is, students indicating more positive attitudes toward equal rights for men and women tend to achieve higher scores in the test of civic knowledge in all the countries evaluated (see Table D.32e).

E. DESCRIPTION OF TEACHER TRAINING IN SELECTED GCED- AND ESD-RELATED THEMES AND ITS ASSOCIATION WITH TEACHER AND SCHOOL CHARACTERISTICS.

Description of teacher training in selected GCED- and ESD-related themes. This concept was operationalised with two variables. The first variable refers to a general construct measuring teacher training activities related with GCED and ESD themes. Addressing the topic of the GEMR 2019, the second variable refers to the teacher training activities specifically related to immigration/emigration. These two variables are:

- Country average in the scale of Teachers' Professional Development Activities for Teaching Civic and Citizenship Education Topics (T_PDACCE). This is a continuous scale formed by items asking the teacher if s/he has attended training on the following topics: Human Rights, Voting and election, The global community and international organisation, The environment and environmental sustainability, Emigration and immigration, Equal opportunities for men and women, Citizens' rights and responsibilities, The constitution and political system, Responsible Internet use, Critical and independent thinking, and Conflict Resolution.
- Country average in the item Attending Courses Addressing Topics related with Emigration and Immigration (IT3G19E). This is a nominal variable (yes/no).

Association between teachers' training in selected GCED- and ESD-related themes and teacher and school characteristics. Table E.1 shows the specific variables to be associated with the two variables mentioned above (T_PDACCE and IT3G19E). This table shows the concepts listed in the ToR, the variable name in the ICCS dataset that was used to operationalise it and a brief description of it. Depending on the level of measurement of each independent variable, we performed two types of analysis: Differences by Performance Groups or a bivariate regression. Additionally, we fitted a multivariate regression using T_PDACCE as the outcome variable and the variables listed in Table E.1 as the explanatory variables.

In this way, this section is subdivided into two subsections. The first one corresponds to the analyses using Teachers' Professional Development Activities for Teaching Civic and Citizenship Education Topics (T_PDACCE) as the dependent variable. The second subsection contains the analyses using the variable Attending Courses Addressing Topics related with Emigration and Immigration (IT3G19E) as the dependent variable.

Each association is described based on a graphical representation of the corresponding statistical analysis. The tables with the exact point estimates and standard errors are included in Annex E.

TABLE E.1 TEACHER AND SCHOOL VARIABLES TO BE ASSOCIATED WITH THE SCALE TEACHERS' PROFESSIONAL DEVELOPMENT ACTIVITIES FOR TEACHING CIVIC AND CITIZENSHIP EDUCATION TOPICS

Themes	Variable in ICCS
Age	T_AGE (Teacher's age)
Gender	T_GENDER (Teachers' gender)
Teaching CCE subject	T_CCESUB (Whether the teacher is teaching a Civic and Citizenship Education subject)
Private school	C_PRIVATE (Whether the school has private school management)
School size	C_SCSIZE (Number of students in the school)
Urban school	C_URBAN (Number of inhabitants in the immediate area in which this school is located)

E.1 Teachers' Professional Development Activities for Teaching Civic and Citizenship Education Topics

The country averages of teachers' reports about attending training activities related to civic and citizenship education topics, observes high variability across countries. In countries such as Croatia, Norway, Chile and Malta, teachers indicated that they participate considerably less than the international average in this training activities. On the other side, in countries such as Russian Federation, Peru, Latvia and Taiwan (Chinese Taipei) teachers reported higher attendance to training activities than the international average (see Figure E.1).

The results of the multivariate analysis show that the variables included in the model do not establish a consistent association with Teachers PD activities across the countries analysed (see Table E.10). Teachers' age is the variable that shows a statistically significant association in more countries (in six countries this association is positive and in only in the Netherlands the association is negative, although extremely

weak). In the five countries where Teachers' gender is significantly associated with Teachers' attendance to PD activities (Chile, Finland, Korea, Lithuania, Norway and Sweden), women reported lower levels of attendance. Teachers in urban schools reported a higher level of attendance to PD activities in four countries (Taiwan, Colombia, Croatia and Italy). Finally, the size of the school shows a significant association in only two countries, in Estonia, this association is positive and in Russia negative.

E.2 Teachers' Attendance to Courses Addressing Topics related to Emigration and Immigration

The country averages of teachers' reports about attending training activities about migration/emigration topics vary greatly across the countries evaluated. In fifteen countries less than 50% of the teachers teaching the students who participated in ICCS 2016, have participated in training activities oriented to teaching migration/emigration issues (i.e. Croatia, Chile, Korea, Belgium, Finland, Norway, Malta, Netherlands, Taiwan, Bulgaria, Slovenia, Sweden, Italy and Colombia). In contrast, in Russian Federation and Peru, more than 80% of teachers declared having participated in training activities oriented to teaching these topics (see Figure E.6).

Teachers' Professional Development Activities for Teaching Migration/Emigration topics shows no clear association with teachers' age in most of the analysed countries (Figure E.7). In general, there is no clear pattern in the relationship between attending training activities in Migration/emigration and teachers' age across countries. However, in Chile, Finland and Lithuania there is a positive and statistically significant association. In other words, in those countries, older teachers declared that have participated in significantly more training activities on migration/emigration topics. Nevertheless, it is important to remember that countries such as Chile, show a very low rate of those training activities for teachers (Figure E.6). In the Netherlands, this association is negative and significant, which indicates that these training activities tend to be more attended by younger teachers. In the rest of the countries there is no statistically significant association (see Table E.6)

Teachers' Professional Development (PD) Activities for Teaching Migration and Emigration topics shows no clear association with teachers' gender in most of the analysed countries (Figure E.8). In general, there is no clear pattern in the relationship between attending PD activities for teaching migration/emigration topics and teachers' gender across countries. However, in Chile, Croatia, Finland, Korea, Slovenia and Belgium there is a negative and statistically significant association. In those countries, female teachers

participate significantly less than male teachers in this type of training activities. This is particularly striking in countries such as Chile, Croatia or Korea, in which less than 20% of the female teachers declared having participated in PD activities for teaching migration/emigration topics. In the other participating countries there is no statistically significant association (see Table E.7).

Teachers' Professional Development (PD) Activities for Teaching Migration and Emigration topics shows no clear association with school size in most of the analysed countries (Figure E.9). In general, there is no clear pattern in the relationship between attending to PD activities for teaching migration and emigration topics and school size across countries. However, in Chile, Estonia, Italy, Mexico and Belgium there is a negative and statistically significant association. In those countries, teachers in schools with more students tend to participate significantly less in this kind of activities than teachers in schools with fewer students. In the other analysed countries there is no statistically significant association between these two variables (see Table E.8).

Finally, Teachers' Professional Development (PD) Activities for Teaching Migration and Emigration topics shows no clear association with the location of the schools in most of the analysed countries (Figure E.10). In general, there is no clear pattern in the relationship between attending to PD activities for teaching migration/emigration topics and school location across countries. However, in Colombia, Croatia, Estonia and Italy there is a positive and statistically significant association. That is, in those countries teachers in urban schools participate significantly more in training activities for teaching migration and emigration topics. The opposite is true in Latvia, where teachers from urban schools participate significantly less in this kind of training activities. In the remaining countries there is no statistically significant association (see Table E.9).

F. DISCUSSION AND CONCLUSIONS.

The objective of this report was to analyse the data from the International Civic and Citizenship Study (ICCS 2016) in order to evaluate its potential for monitoring specific aspects of the SDG target 4.7. This, in turn, had the objective to provide useful information for the production of the GEM report 2019. Because the theme of the 2019 GEM Report is immigration, this document paid special attention to those questions addressed to students, teachers and school principals that are directly related to this topic.

SDG Target 4.7 has five thematic indicators, but because of the intersection between the concepts included in the thematic indicator 4.7.4 and the elements evaluated by ICCS 2016, we focused only on this one. Thematic indicator 4.7.4 consists of the "Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability".

This thematic indicator was operationalised based on a series of specific indicators that were matched with the variables available in the ICCS 2016 dataset. This work was organised into four analytic sections:

- Description of student performance in civic knowledge and its association with student, teacher and school characteristics.
- Description of student attitudes relative to GCED- and ESD-related themes and their association with student, teacher and school characteristics.
- Description of the association between student performance in civic knowledge and student attitudes relative to GCED- and ESD-related themes.
- Description of teacher training in selected GCED- and ESD-related themes and its association with teacher and school characteristics.

A first thing to note is that it was possible to match practically all the specific indicators included in the ToR for this project with variables included in the ICCS 2016 dataset. This in itself provides evidence of a good fit between the concepts evaluated in ICCS 2016 and those included in the SGD 4.7, particularly in its thematic indicator 4.7.4. In principle, the results of this exercise suggest that ICCS 2016 could be a useful tool to monitor progress towards Target 4.7 in the new Sustainable Development Goals (SDGs) framework.

It is important to say, nevertheless, that ICCS 2016 was not explicitly designed to monitor SDG's targets. For this reason, the variables used to operationalised specific indicators can only be considered to be a proxy to the concepts included in the formal statement of the SDG and its targets. Furthermore, for many of the specific indicators, this report evaluates more than one variable that could potentially be used to

monitor it. For example, the student attitudes relative to GCED- and ESD-related themes are divided into several content areas (e.g. human rights, sustainable development, global citizenship, etc.). And within each of these content areas, there are specific indicators. In the case of global citizenship, one of the specific indicators is attitudes towards migration/immigration. For this particular indicator, we tested three different variables from ICCS: students' endorsement of equal rights for immigrants, students' endorsement of freedom of migration within Europe, and students' endorsement of restricting migration in Europe.

For this reason, theoretical, practical and empirical criteria should be used to select the most appropriate variables from ICCS to monitor each of the Target 4.7 specific indicators.

Theoretical criteria should consider to what extent the concepts measured in ICCS overlap those included in the SGD Target 4.7. For example, whether students' attitudes towards equal rights for immigrants or students' attitudes towards free migration within Europe reflect better the spirit of the SGDs. Practical criteria should ponder the availability and relevance of the information for the greater number of countries. For example, the variable measuring student's attitudes towards free migration within Europe is only available for European countries, but it is also probably more relevant for them. Finally, empirical criteria should evaluate descriptive statistics of the variables (e.g. percentage of missing values, dispersion within and across countries, etc.), as well as the association of the variable under evaluation with other relevant variables (e.g. student, teacher and school characteristics).

Regarding the association of the evaluated variables with relevant predictors, we found some interesting patterns in the different sections of this report. Student attitudes relative to GCED- and ESD-related themes are more consistently associated with variables measured at the individual than with variables measured at the teacher or school level (see section C). Among the student characteristics, it is important to note that the family background variables were, in most cases not consistently associated with the students' attitudes relative to GCED and ESD themes. That is, the results suggest that variables like parental level of education and parental occupation play a secondary role in explaining differences in the attitudes students have towards GCED and ESD themes. In fact, the student variables that establish more consistent associations across countries are related with student's perceptions about school processes like Students' perception of student-teacher relations at school, Students' willingness to participate in school activities, Students' reports on civic learning at school and Students' perception of openness in

classroom discussions. Among the variables grouped as student characteristics, the one that establishes a more consistent association with students' attitudes towards GCED and ESD themes is Student's attitudes towards gender equality. While this variable does not refer to a school process, there is evidence that under certain circumstances, it can be influenced by school processes (Sandoval-Hernández, Isac, & Miranda, 2018). In fact, the last model in section C shows that Student's attitudes towards gender equality is positively and significantly associated with Students' perception of student-teacher relations at school, Students' reports on civic learning at school and Students' perception of openness in classroom discussions.

None of the teacher or school variables is consistently associated with the outcomes across the analysed countries. However, it is interesting to point out that Teachers' preparedness for teaching CCE topics is one of the variables that showed statistically significant associations in more cases (see section C).

The country averages of students' attitudes relative to GCED and ESD themes also showed high variability across countries, with not evident patterns. That is, some countries rank high in some indicators and low in others.

In general, student civic knowledge established consistent relationships with most of the student background characteristics and students' perceptions of school and classroom processes. The variables measured at the teacher and school level (teachers' and head teachers' perceptions) did not show consistent association in most cases (see section B). Nevertheless, students' average civic knowledge did show important variations across countries.

Student civic knowledge showed consistent associations with student views relative to GCED- and ESD-related themes. In most countries and for most content areas and specific indicators the associations were statistically significant and with the expected direction (see section D). This result could have important policy implications, as it means that students with higher levels of civic knowledge tend to have more positive attitudes towards GCED- and ESD-related themes. However, further analyses are needed in order to test the causality and the direction of these findings.

Finally, the participation of teachers in professional development activities on GCED- and ESD-related themes did not show consistent associations with teacher and school characterises across countries. That was true for the two outcome variables that were tested: a global scale of Teachers' Professional

Development Activities for Teaching Civic and Citizenship Education Topics, and a specific item measuring teachers' attendance to Courses Addressing Topics related with Emigration and Immigration.

Before concluding this report it is important to point out the most important limitations of this analyses and some issues identified as potential avenues for future studies. First, due to the cross-sectional nature of ICCS 2016, we acknowledge that no causal inferences can be drawn from the analyses reported here. For this reason, we advise the reader to interpret the findings rather as starting points for discussion, formulating hypotheses and establishing patterns. Specific hypotheses can be subsequently tested using more sophisticated statistical methods such as structural equation models, causal mediation, etc. (see, for example, Caro, 2015; Sandoval-Hernández et al., 2018). Additionally, complementary methodological approaches (such as qualitative case studies) may be adopted to unveil the mechanisms underlying the patterns identified in the data.

Secondly, we also acknowledge that the concepts included in the SGD Target 4.7 are complex and multi-layered. Although we consider that this report makes an important contribution to the field by evaluating multiple variables to operationalise these concepts and documenting their statistical behaviour in several educational systems, broader and/or more accurate conceptualizations may be thought of when designing future analyses with this data. More specifically, the measures used here may be further improved and validated in terms of their comparability. In this report, we have used the variables and scales already included in the ICCS 2016 dataset, but further analyses could focus on evaluating the possibility of using individual items to construct new scales that reflect better the indicators to be monitored (see, for example, Miranda, Castillo, & Sandoval-Hernandez, 2017). Moreover, in this report, we have presented comparisons of country averages in different indicators (e.g. attitudes towards GCED- and ESD-related themes). These comparisons make the assumption of measurement invariance or construct equivalence across countries, however, we have no empirical evidence to evaluate if this assumption is being violated. Therefore, in order to make fair and accurate comparisons across countries, it would be advisable to evaluate the measurement invariance (Rutkowski & Svetina, 2014) of the scales being used in the analyses.

REFERENCES

Caro, D. H. (2015). Causal Mediation in Educational Research: An Illustration Using International Assessment Data. *Journal of Research on Educational Effectiveness*, *8*(4), 577–597. https://doi.org/10.1080/19345747.2015.1086913

Miranda, D., Castillo, J. C., & Sandoval-Hernandez, A. (2017). Young Citizens Participation: Empirical Testing of a Conceptual Model. *Youth & Society*, 0044118X1774102. https://doi.org/10.1177/0044118X17741024

Rutkowski, L., & Svetina, D. (2014). Assessing the Hypothesis of Measurement Invariance in the Context of Large-Scale International Surveys. *Educational and Psychological Measurement*, *74*(1), 31–57. https://doi.org/10.1177/0013164413498257

Sandoval-Hernández, A., Isac, M. M., & Miranda, D. (Eds.). (2018). *Teaching Tolerance in a Globalized World*. Amsterdam: Springer International Publishing.

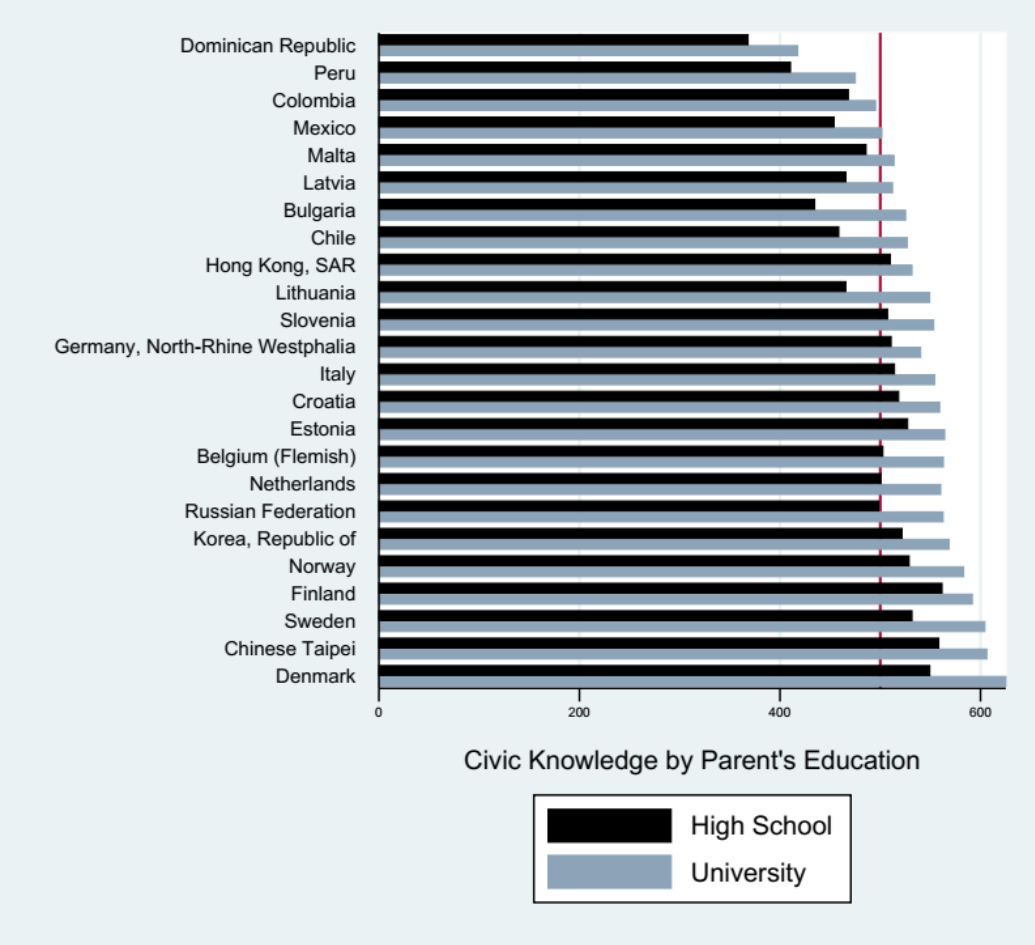
ANNEXES

2. CONTENTS

ANNEX B.

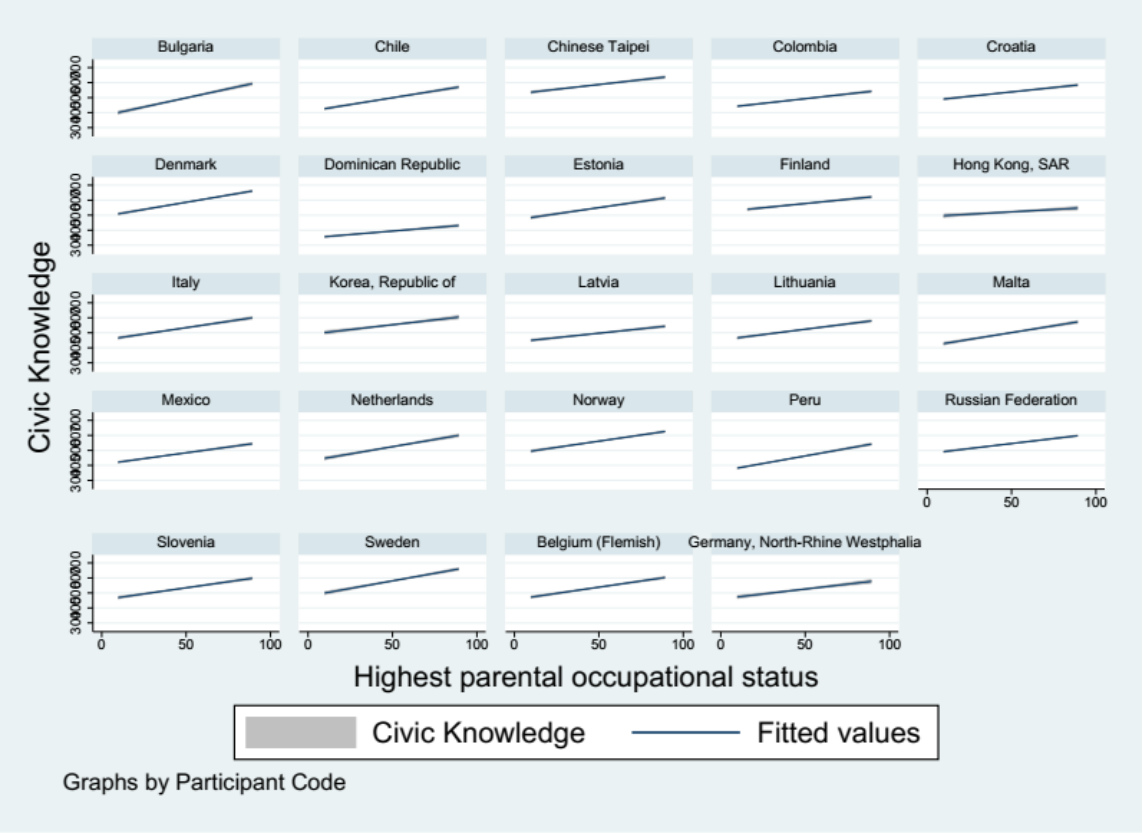
Student variables

Figure B.1. Student performance in civic knowledge by parental education.



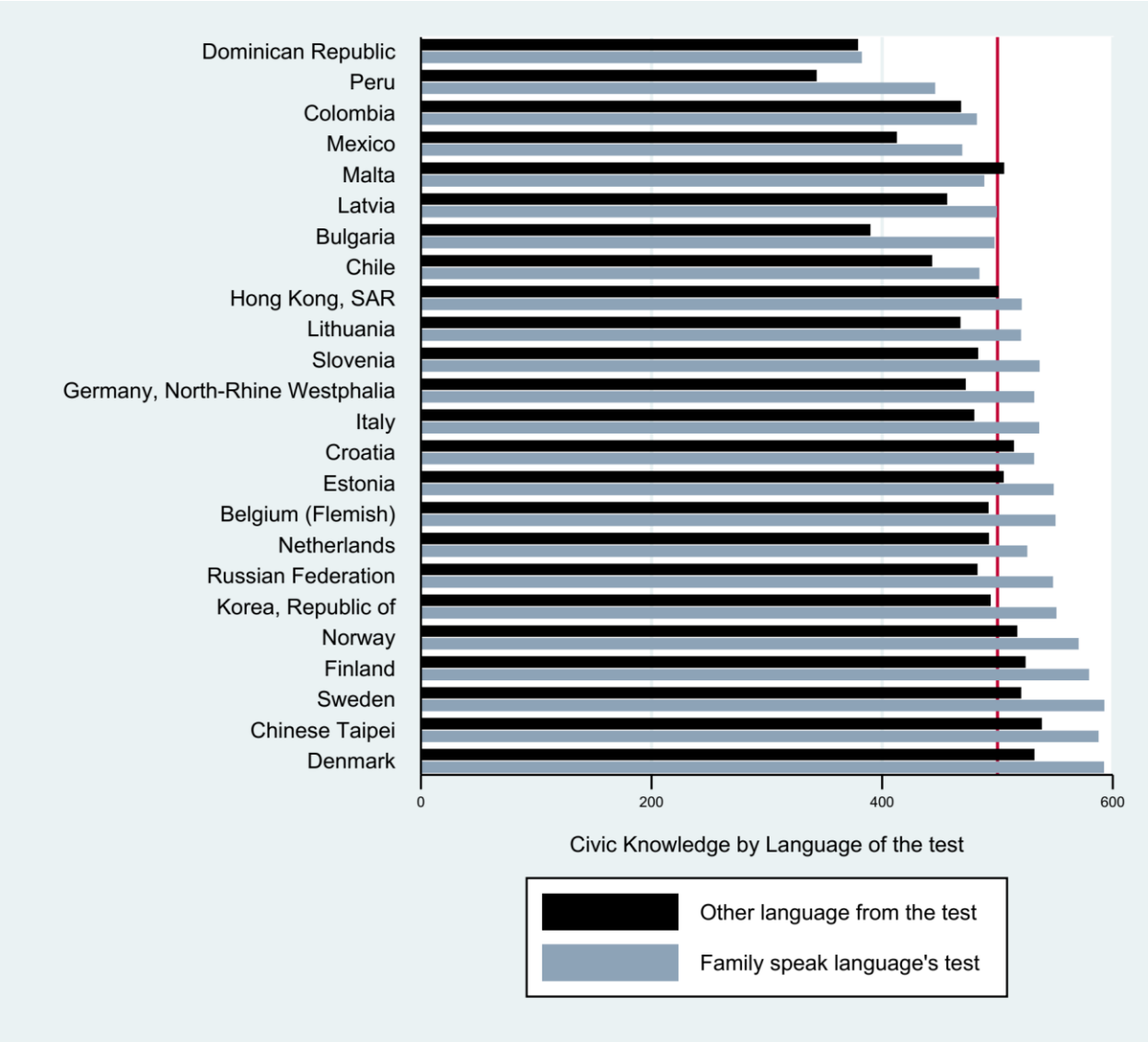
Students' performance in Civic Knowledge shows an association with Parental Educational Level in most of the analysed countries (Figure B.1). In general, it is observed that students whose parents have a higher level of education obtain higher performance than students whose parents have lower levels of education. (see Table B.4).

Figure B.2. Student performance in civic knowledge by parental occupational status.



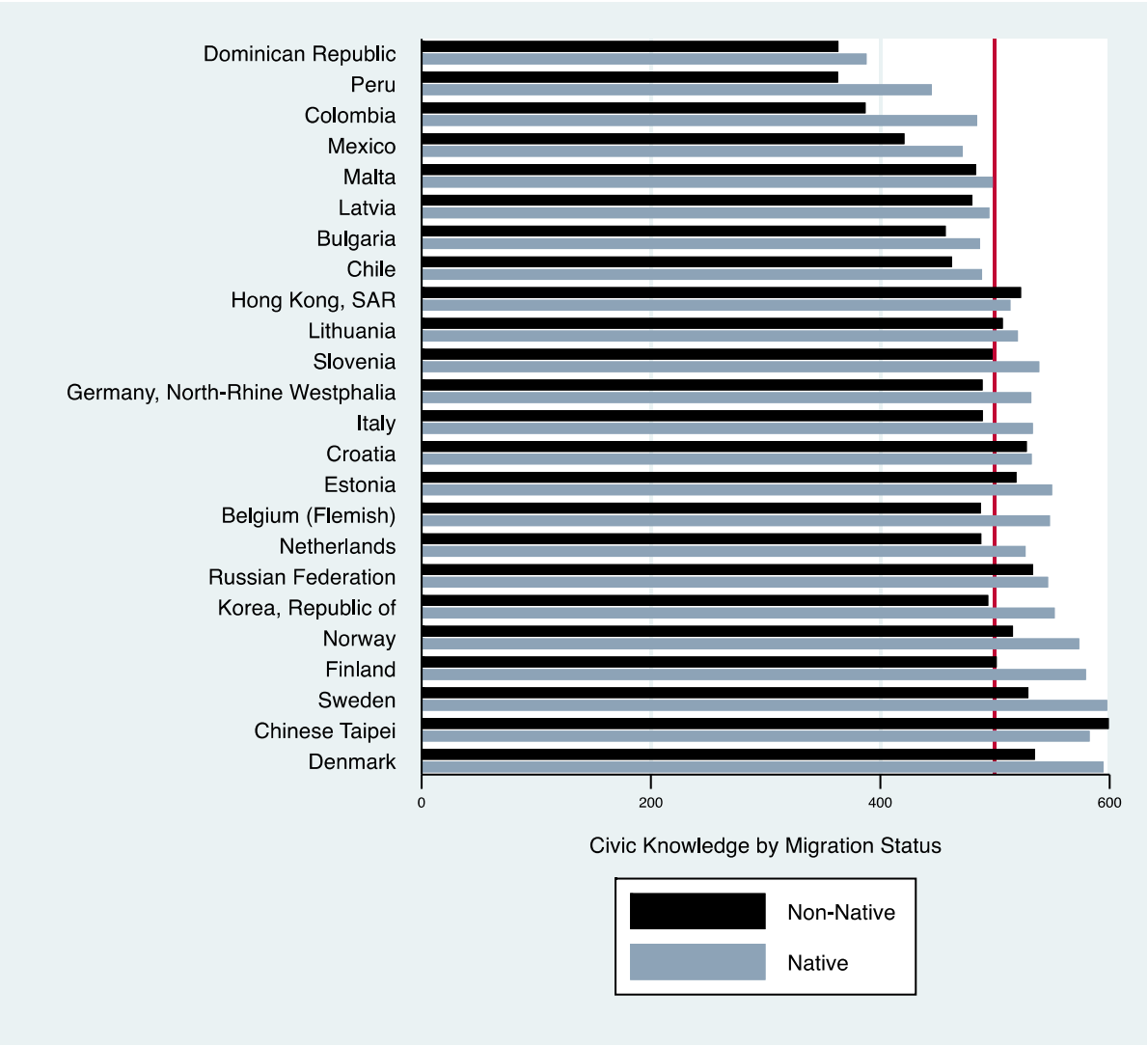
Students' performance in Civic Knowledge shows an association with Parental Occupational Status in all the analysed countries (Figure B.2). In general, it is observed that students whose parents have higher occupational status obtain higher performance than students whose parents have lower levels of occupational status. In all countries, this association is positive and statistically significant (see Table B.5).

Figure B.3. Student performance in civic knowledge by language.



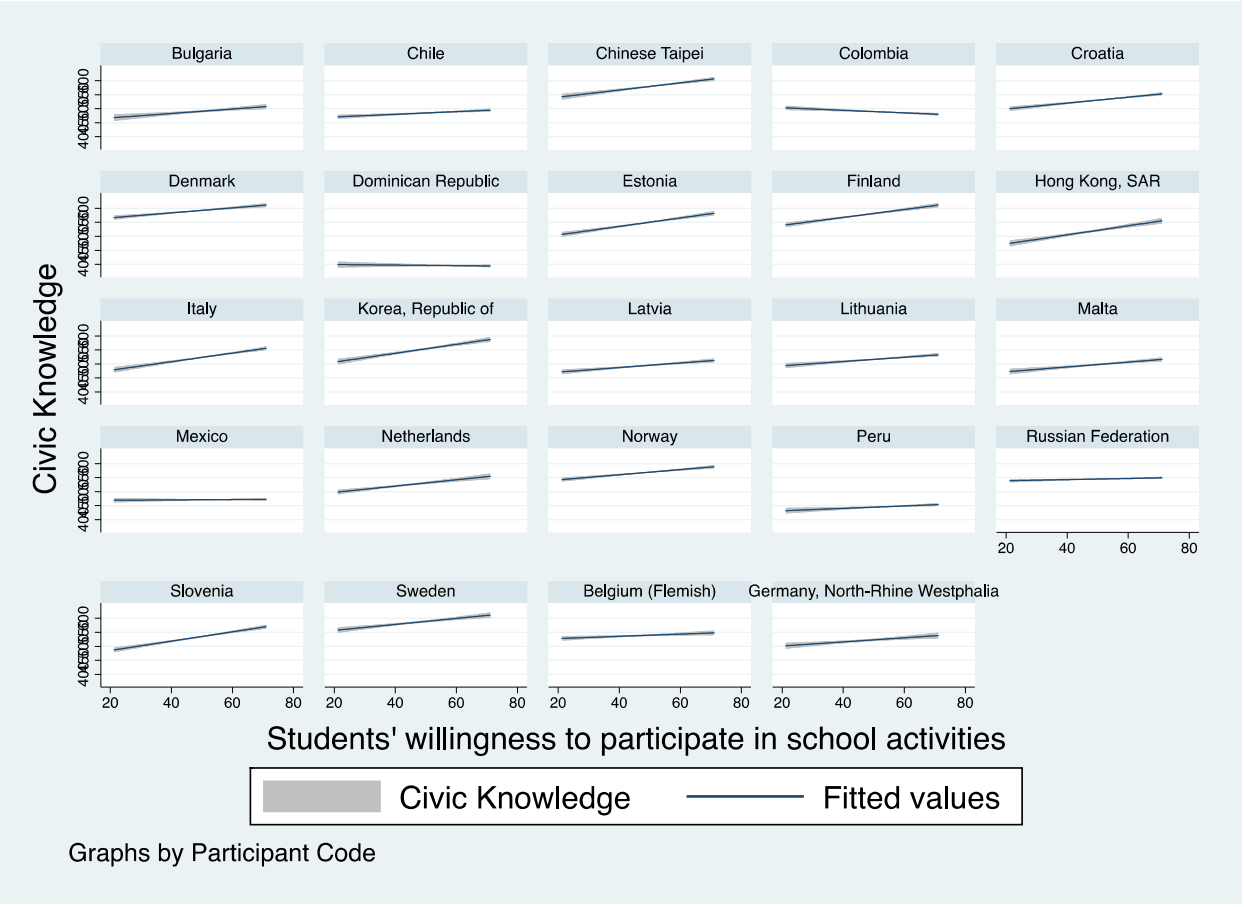
Students' performance in Civic Knowledge shows an association with family's language in most of the analysed countries (Figure B.3). In general, it is observed that those students that came from families with the same language of the test obtain higher performance than those students that do not come from families with the same language of the test. However, in Colombia, Croatia, Dominican Republic and Hong Kong, this relationship is not statistically significant. Likewise, in Malta, the association is negative but not significant (see Table B.6).

Figure B.4. Student performance in civic knowledge by Migrant status.



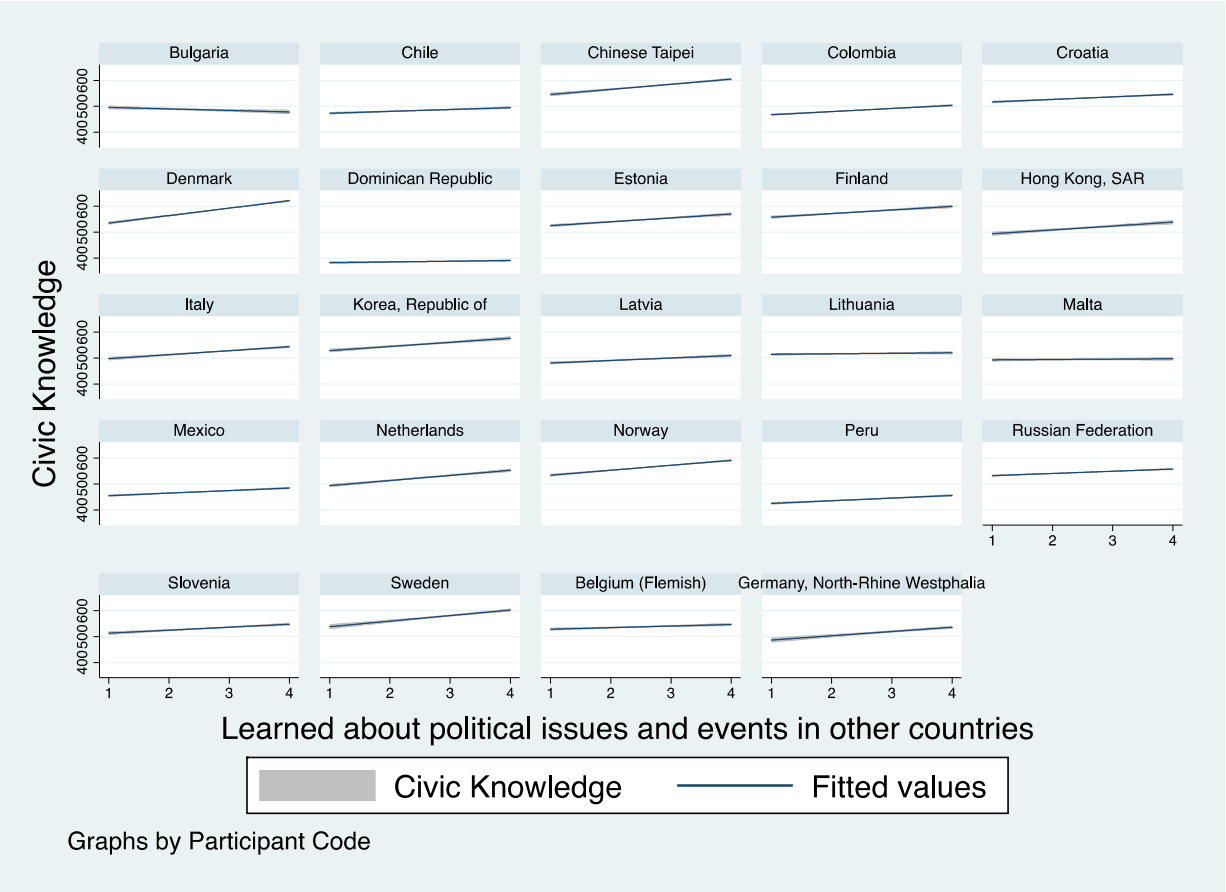
Students' performance in Civic Knowledge shows an association with Migrant Status in most of the analysed countries (Figure B.4). In general, it is observed that native students obtain higher performance than non-native students. However, in Bulgaria, Croatia, Lithuania, and Sweden, this relationship is not statistically significant. Likewise, in China Taipei and Hong Kong, the association is negative but not significant (see Table B.7).

Figure B.5. Student performance in civic knowledge by students' willingness to participate in school activities.



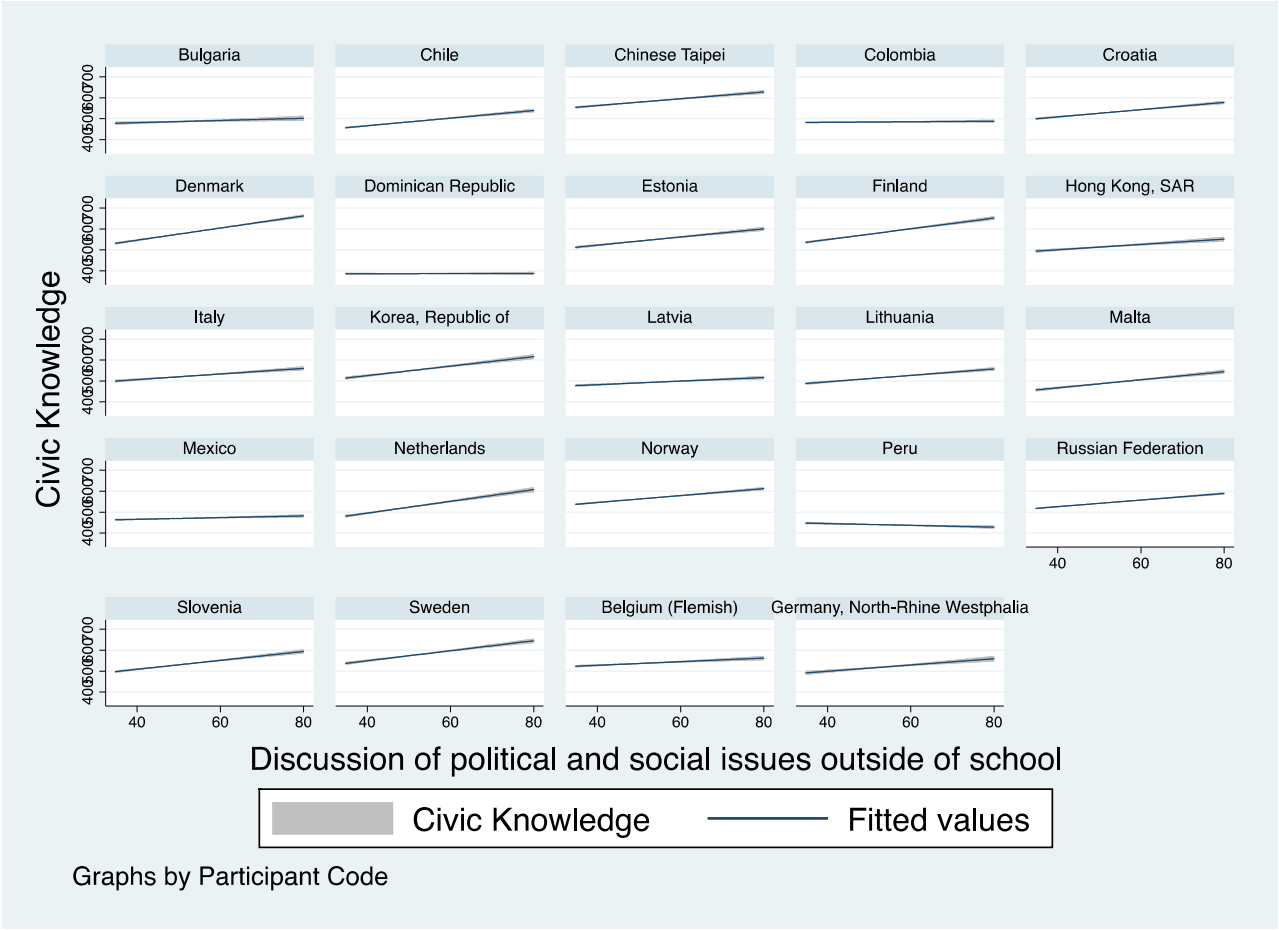
Students' performance in Civic Knowledge shows an association with students' willingness to participate in school activities in most of the analysed countries (Figure B.5). In general, it is observed that students who have higher willingness to participate in school activities obtain higher performance than students who have lower willingness to participate in school activities. However, in Colombia, there is a negative and statistically significant association. In the Dominican Republic there is no statistically significant association (see Table B.8).

Figure B.6. Student performance in Civic Knowledge to the extent they have learned about political issues and events in other countries at school.



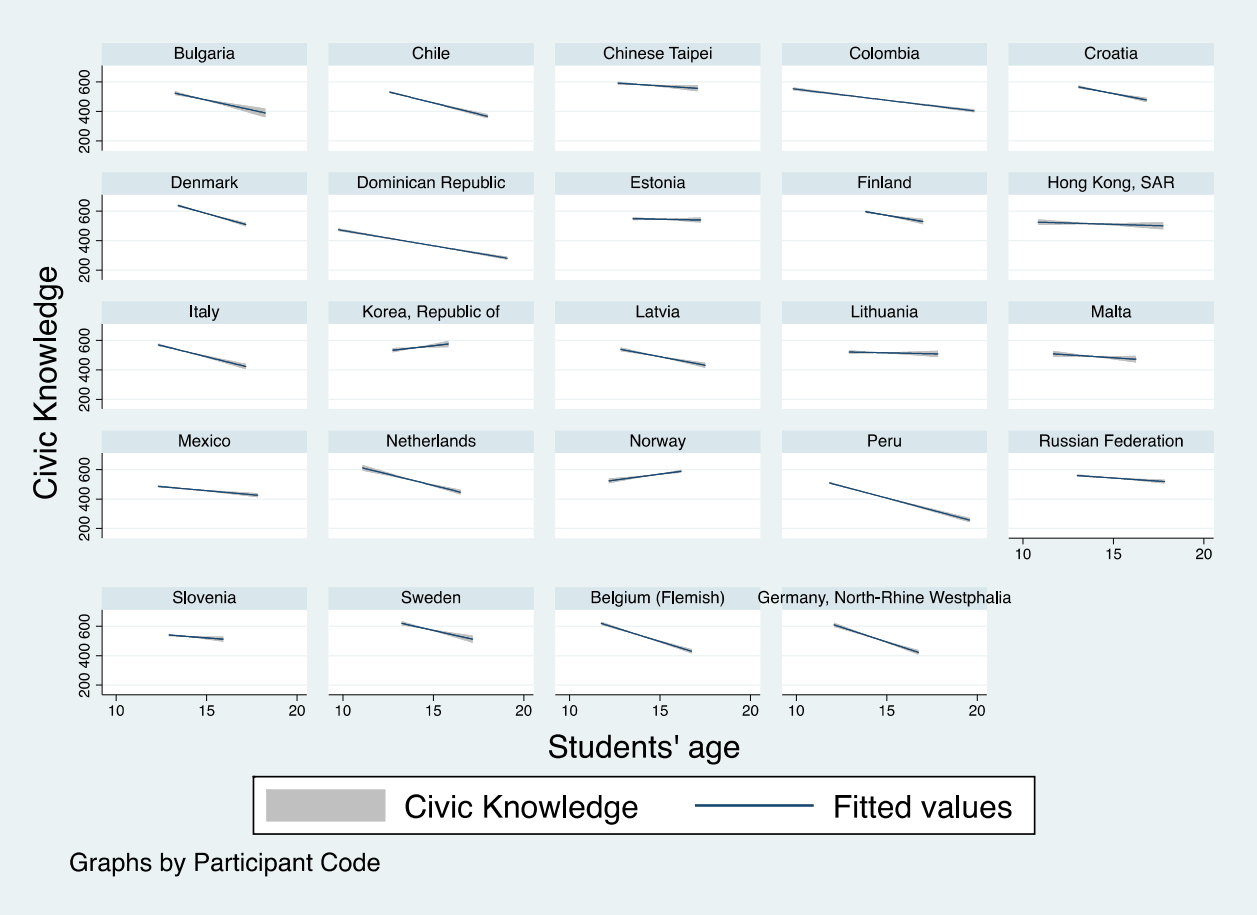
Students' performance in Civic Knowledge shows an association with political education at the school in most of the analysed countries (Figure B.6). In general, it is observed that students who have learned to a larger extent about political issues and events in other countries obtain higher performance than students who have learned to a smaller extent about these issues at the school. However, in Bulgaria, there is a negative and statistically significant association. In Lithuania, Malta, and Sweden there is no statistically significant association (see Table B.9).

Figure B.7. Student performance in Civic Knowledge by students' discussion of political and social issues outside the school.



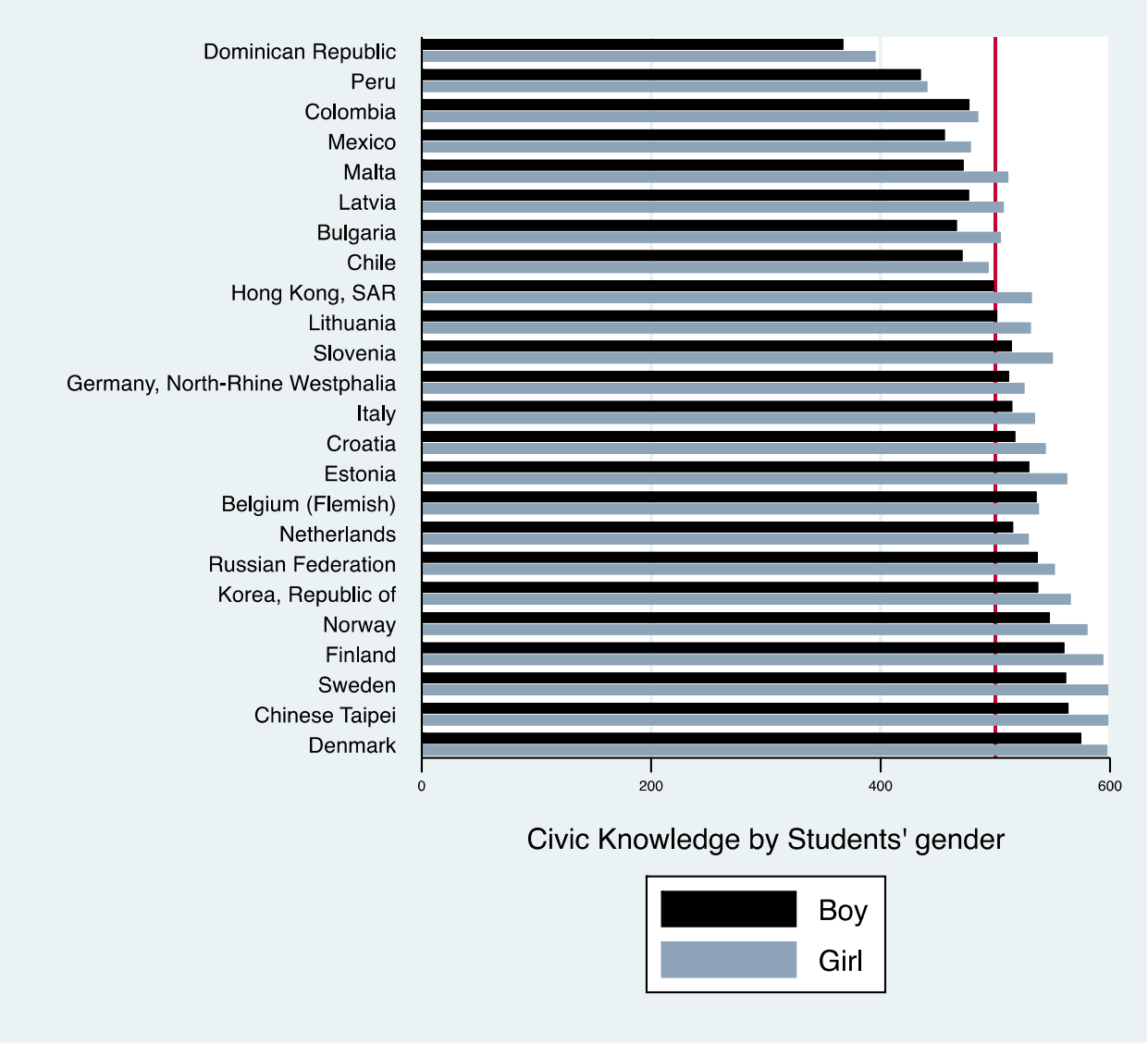
Students' performance in Civic Knowledge shows an association with students' discussion of political and social issues outside school (Figure B.7). In general, it is observed that students who have higher participation in discussions of political and social issues outside school obtain higher performance than students who have lower participation in discussions of political and social issues outside of school. However, in Peru, there is a negative and statistically significant association. In Colombia, Dominican Republic, and Sweden there is no statistically significant association (see Table B.10).

Figure B.8. Student performance in Civic Knowledge by Age.



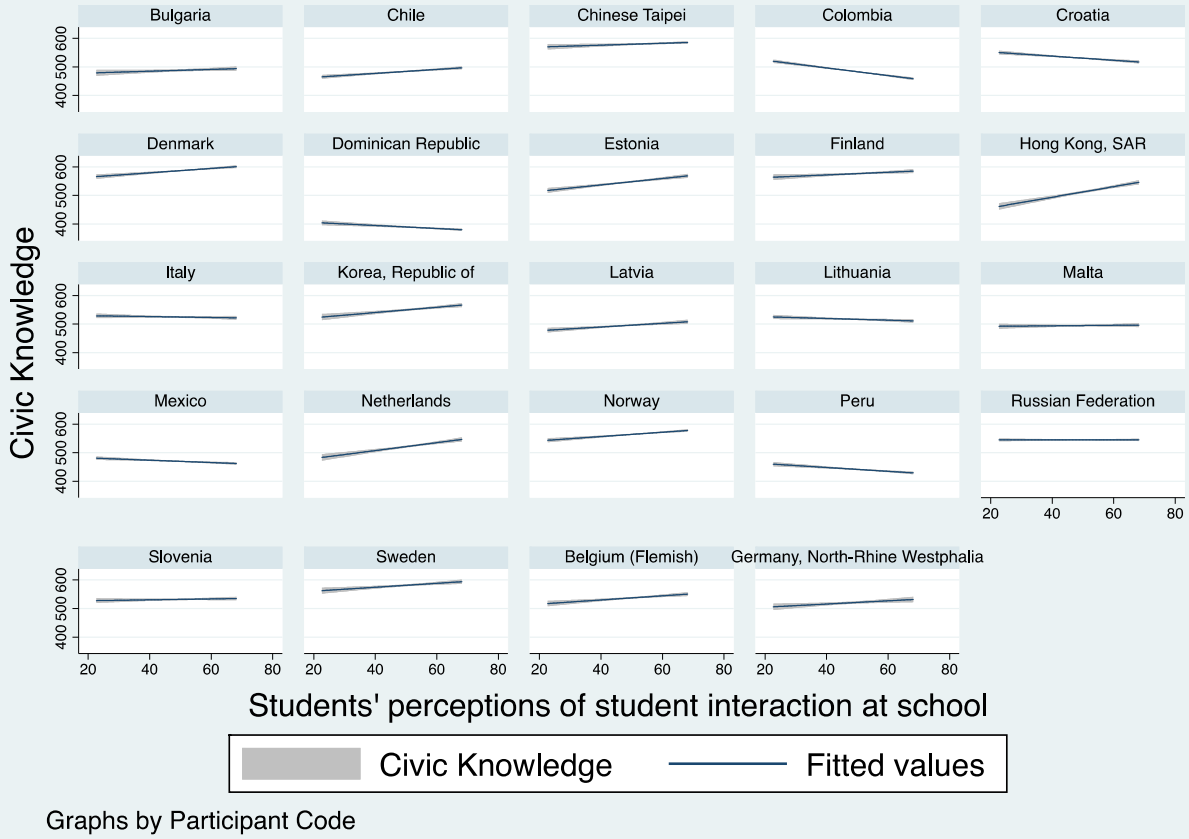
Students' performance in Civic Knowledge shows an association with students' age in most of the analysed countries (Figure B.8). In general, it is observed that older students obtain lower performance than younger students. However, in Korea and Norway, this association is positive and statistically significant. In Estonia, there is no statistically significant association (see Table B.11).

Figure B.9. Student performance in Civic Knowledge by Gender



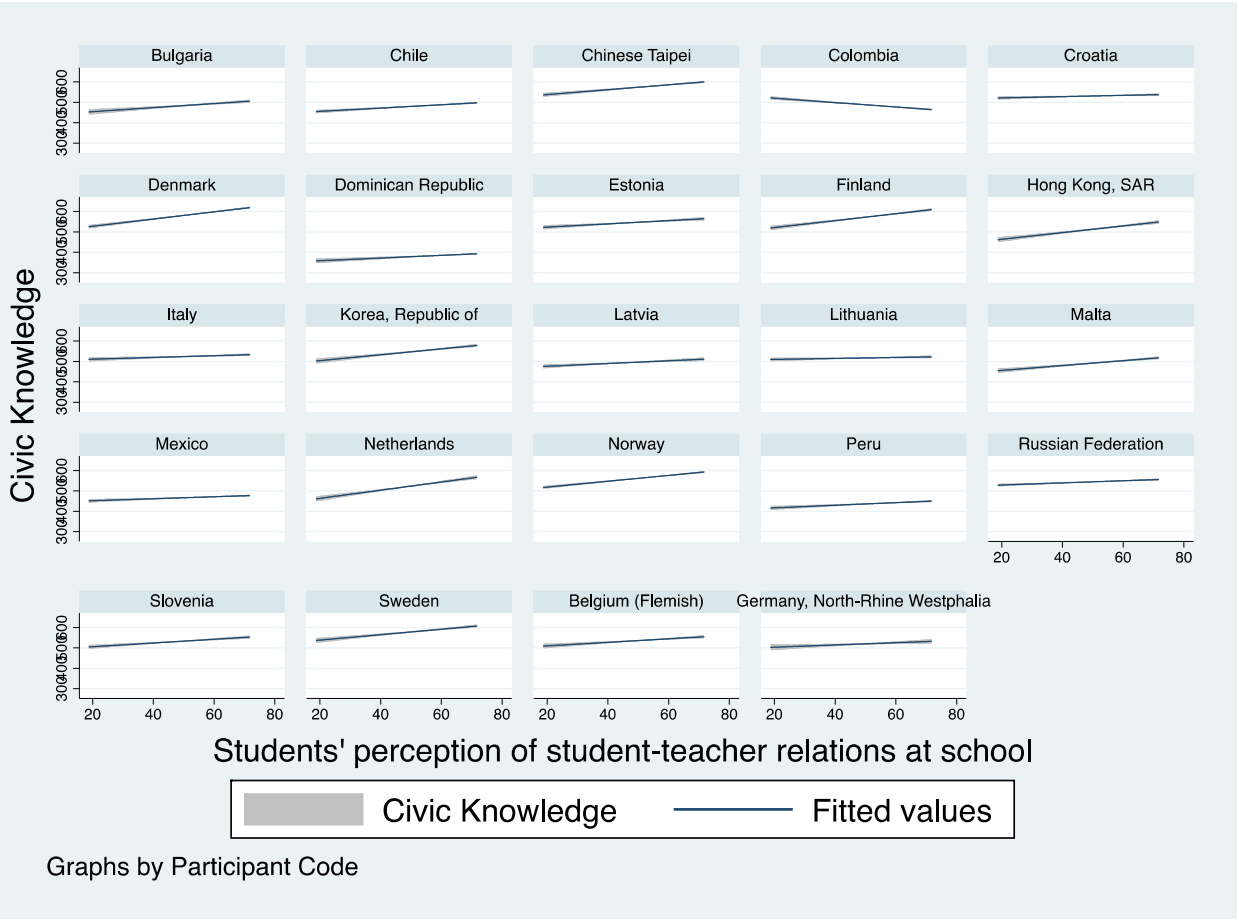
Students' performance in Civic Knowledge shows an association with students' gender in most of the analysed countries (Figure B.9). In general, it is observed that in most countries girls tend to obtain higher performance in civic knowledge than boys. However, in Peru, and Belgium, this association is not statistically significant (see Table B.12).

Figure B.10. Student performance in Civic Knowledge by the perception of student interaction at school.



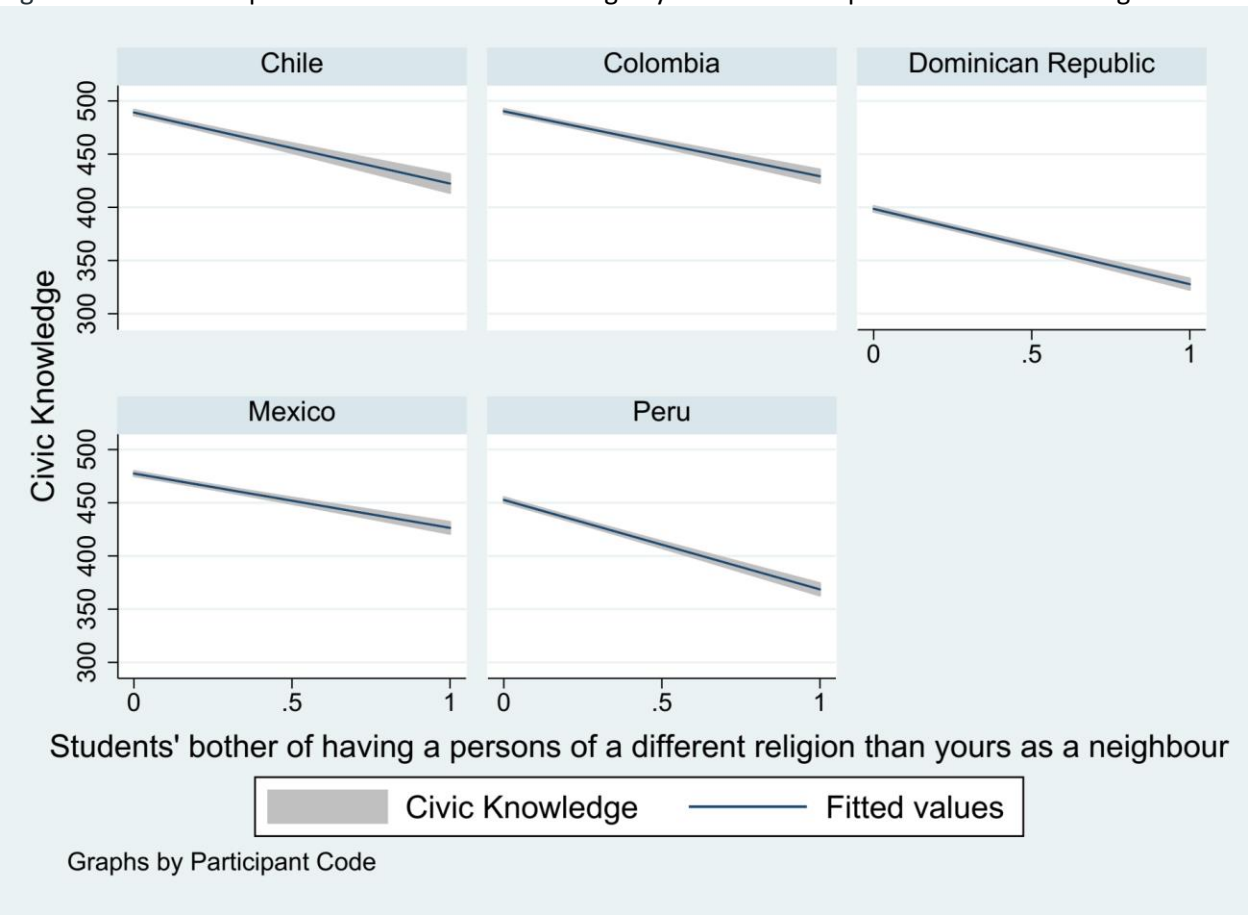
In general, there is no clear pattern in the relationship between Civic Knowledge and the students' perception of their interaction at the school across countries (Figure B.10). In Chile, Denmark, Estonia, Finland, Hong Kong, Korea, Latvia, Netherlands, Norway, and Belgium there is a positive and statistically significant association. In Colombia, Croatia, Dominican Republic, Mexico, and Peru the association is negative and significant; and in Bulgaria, China Taipei, Italy, Lithuania, Malta, Russia, Slovenia, Sweden, and Germany there is no statistically significant association (see Table B.13).

Figure B.11. Student performance in Civic Knowledge by the perception of student-teacher relation at school.



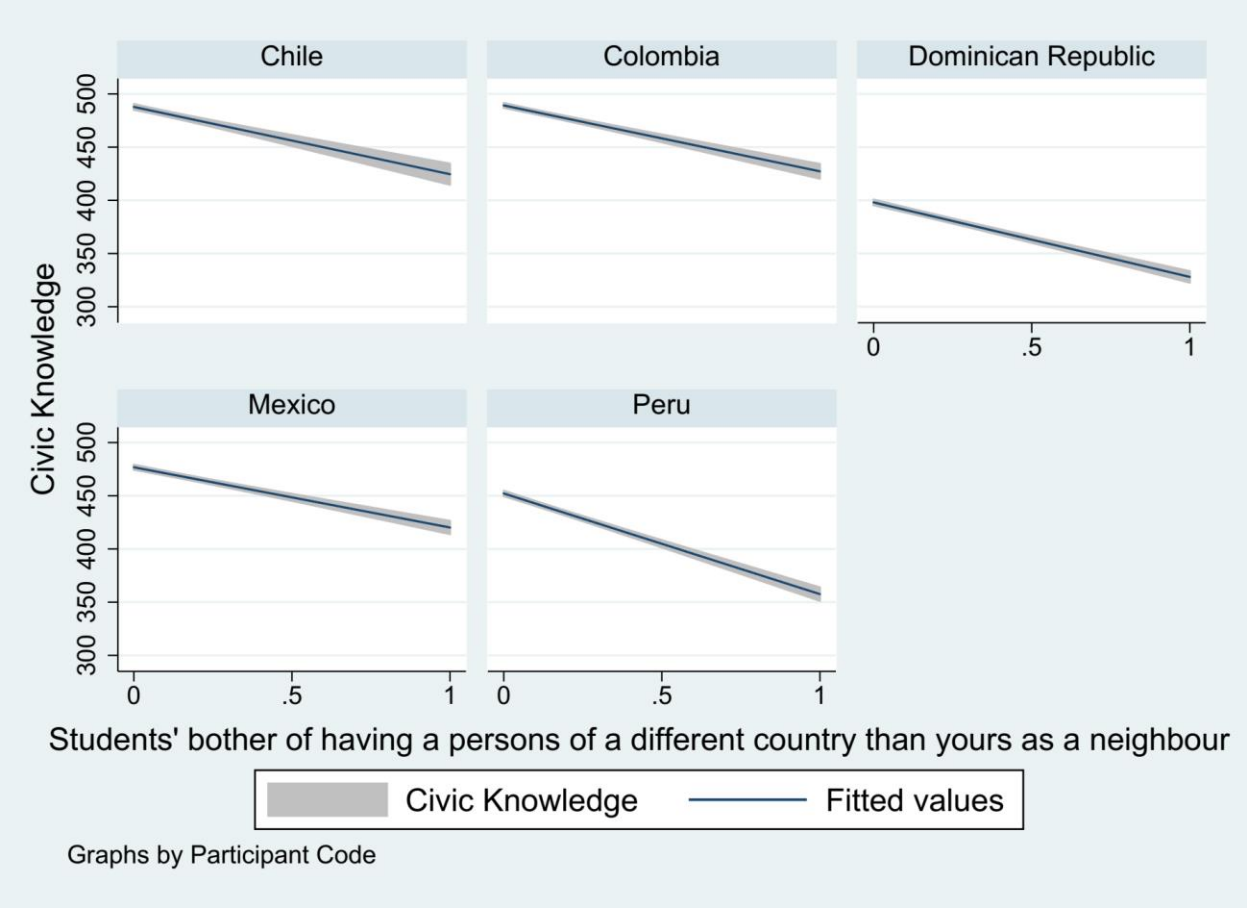
Students' performance in Civic Knowledge shows an association with students' perception of student-teacher relation at the school in most of the analysed countries (Figure B.11). In general, it is observed that students with a more positive perception of student-teacher relations obtain higher performance than students with a less positive perception of this relationship. However, in Colombia, the association is negative and significant. In Croatia, Lithuania, and Germany there is no statistically significant association (see Table B.14).

Figure B.12. Student performance in Civic Knowledge by Student's acceptance of different religions.



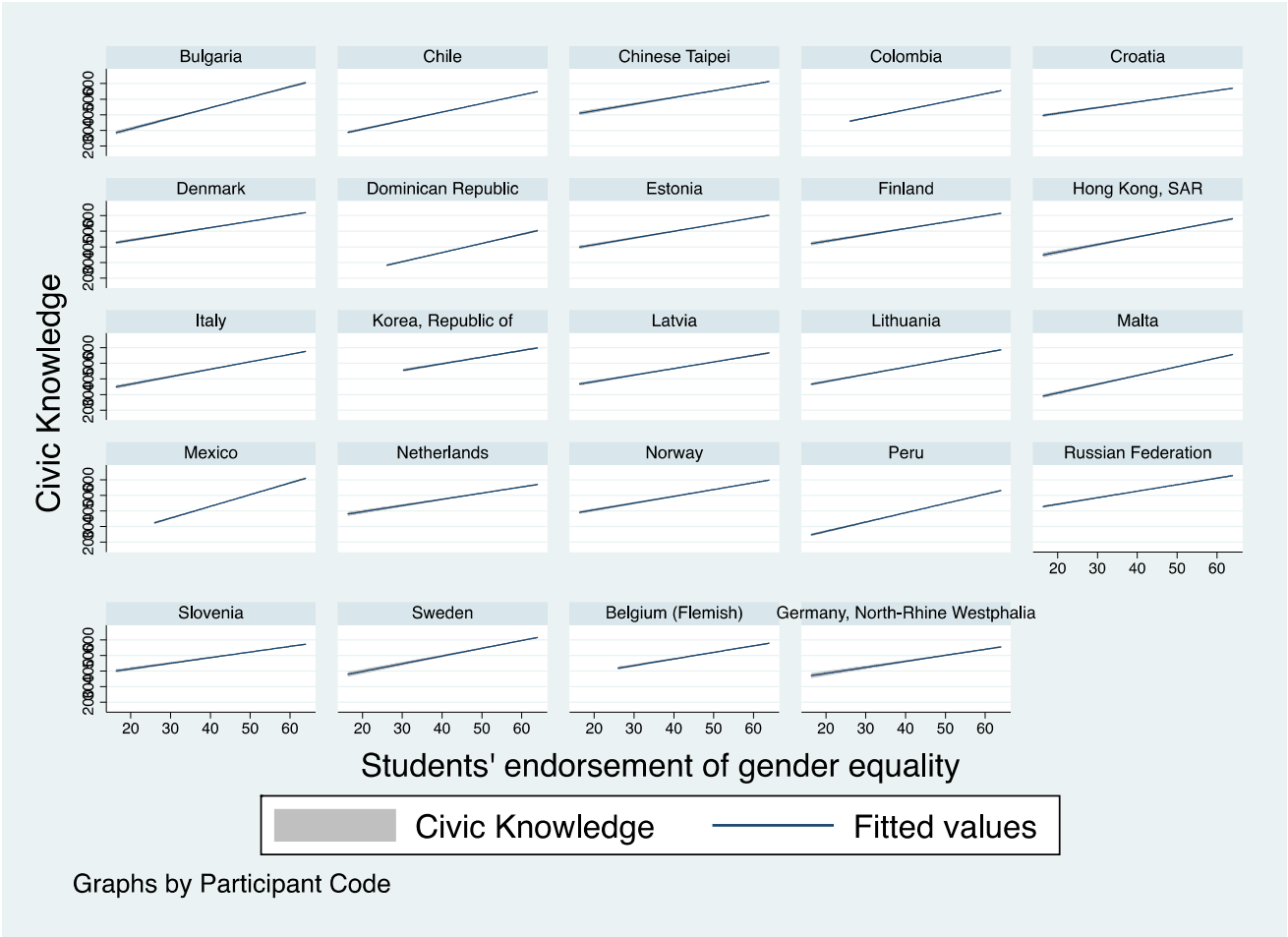
Students' performance in Civic Knowledge shows an association with student's acceptance of different religions in all Latin American countries (Figure B.12). It is observed that students with lower levels of acceptance of different religions in their neighbour tend to obtain lower performance in civic knowledge (see Table B.15).

Figure B.13. Student performance in Civic Knowledge by Student's acceptance of persons from different countries



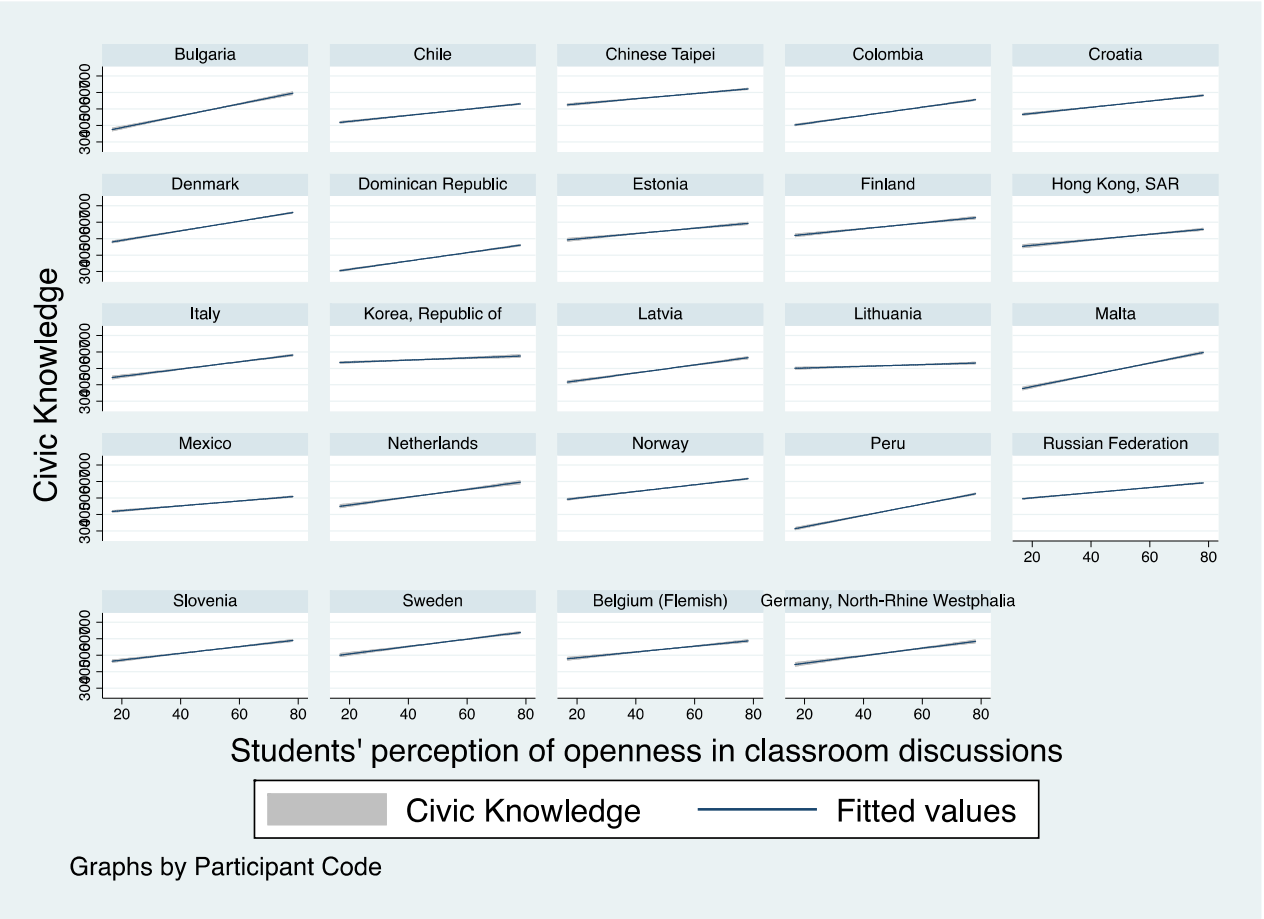
Students' performance in Civic Knowledge shows an association with student's acceptance of people from different countries in all Latin American countries (Figure B.13). It is observed that students with a lower acceptance of persons from different countries tend to obtain lower performance in civic knowledge (see Table B.16).

Figure B.14. Student performance in Civic Knowledge by endorsement of gender equality.



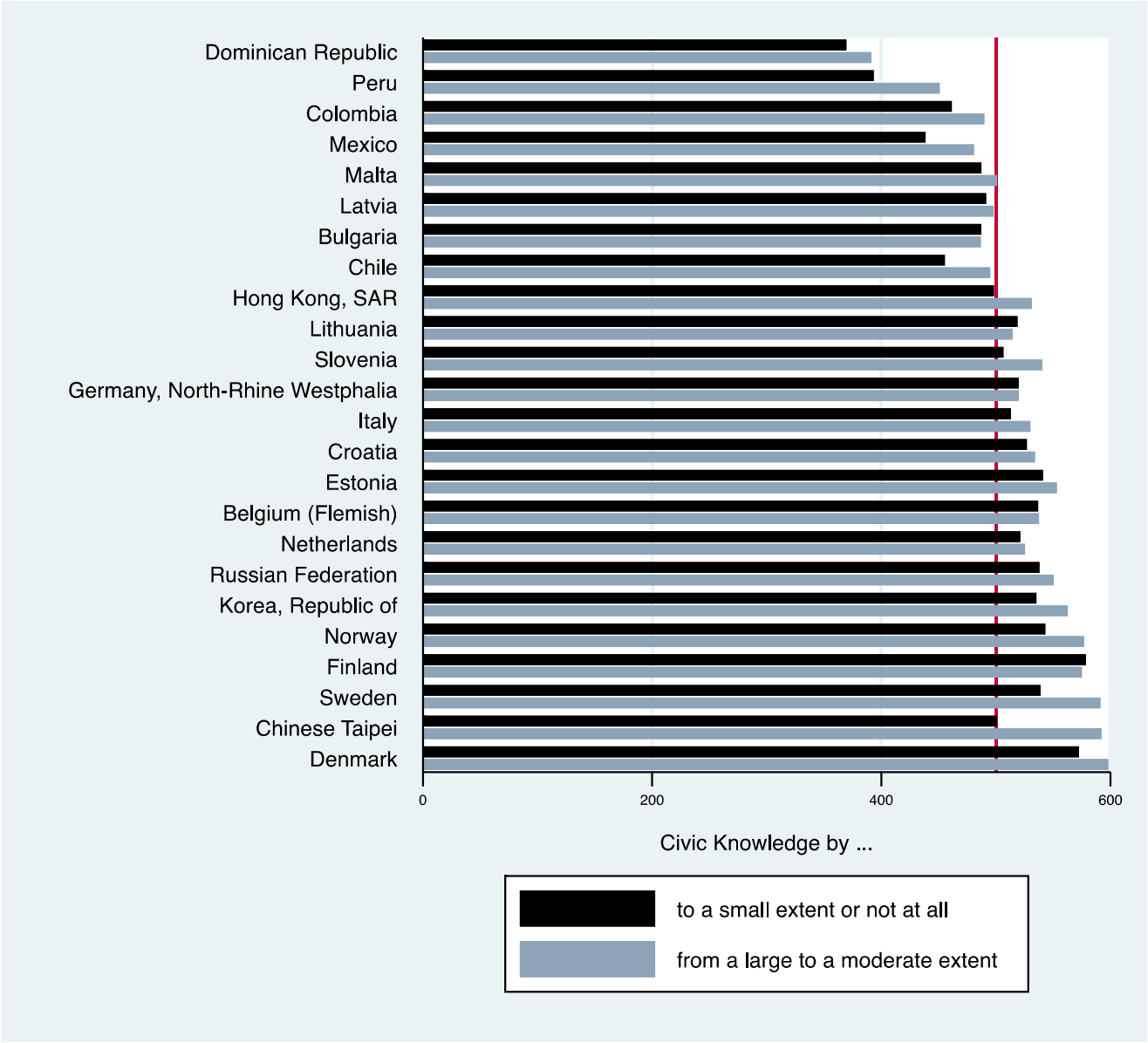
Students' performance in Civic Knowledge shows an association with students' endorsement of gender equality in all the analysed countries (Figure B.14). It is observed that students with a higher endorsement of gender equality tend to obtain higher performance than students with a lower endorsement of gender equality (see Table B.17).

Figure B.15. Student performance in Civic Knowledge by students' perception of openness in classroom discussions.



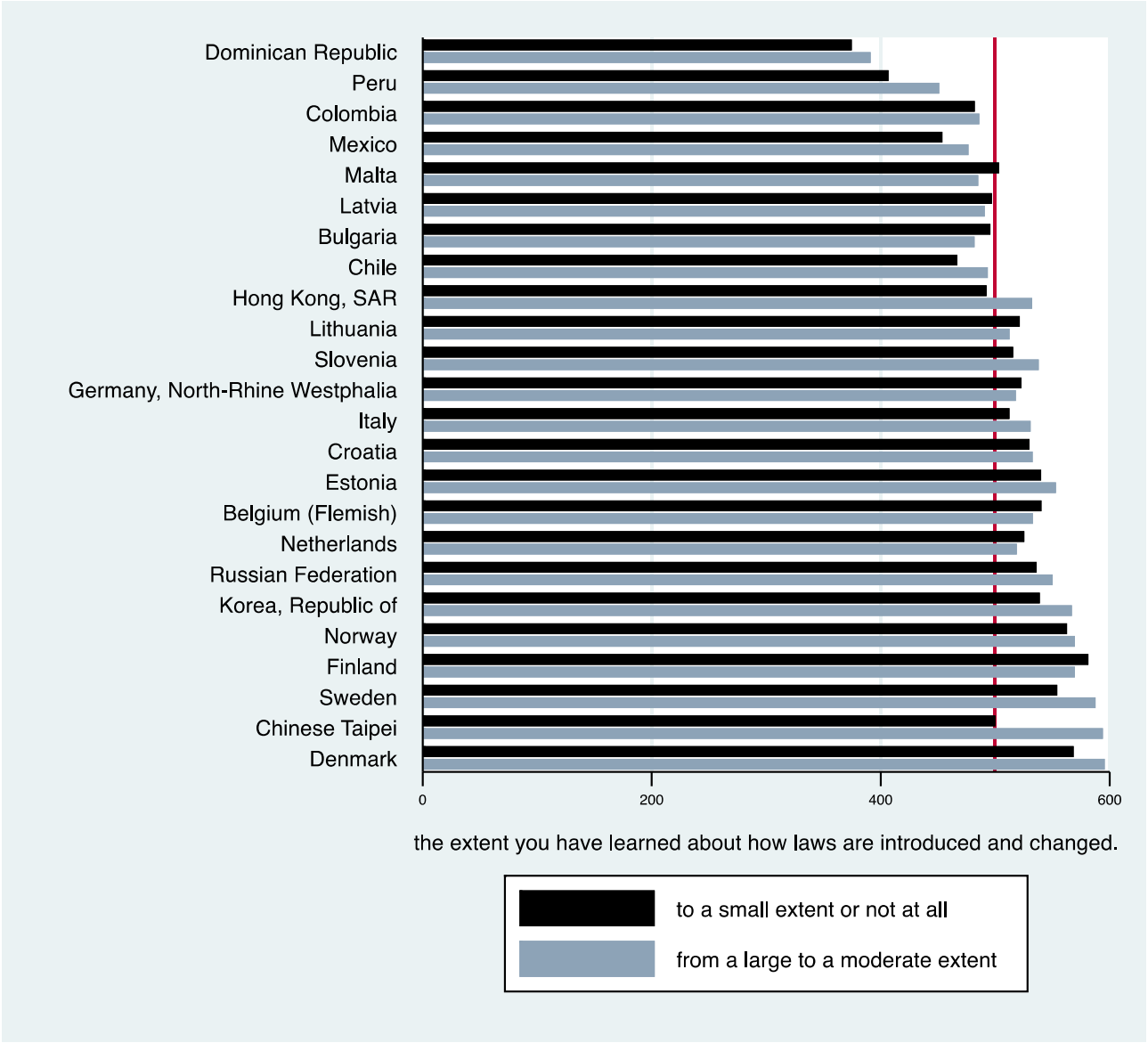
Students' performance in Civic Knowledge shows an association with students' perception of openness in the classroom for discussions in all the analysed countries (Figure 12). It is observed that students with a perception of higher openness in classroom discussions tend to obtain higher performance than students with a perception of lower openness in classroom discussions (see Table B.18).

Figure B.16. Student performance in Civic Knowledge by the extent to which students have learned at the school about how citizens can vote in local or national elections.



Students' performance in Civic Knowledge shows an association with the extent to which the students have learned at the school about how citizens can vote in local or national elections, in most of the analysed countries (Figure B.16). In general, it is observed that students who have learned to a larger extent about how to vote in national and local elections at school obtain higher performance than students who have learned about this topic to a lesser extent. However, in Bulgaria, Croatia, Finland, Lithuania, Netherland, and Belgium, this association is not statistically significant (see Table B.19).

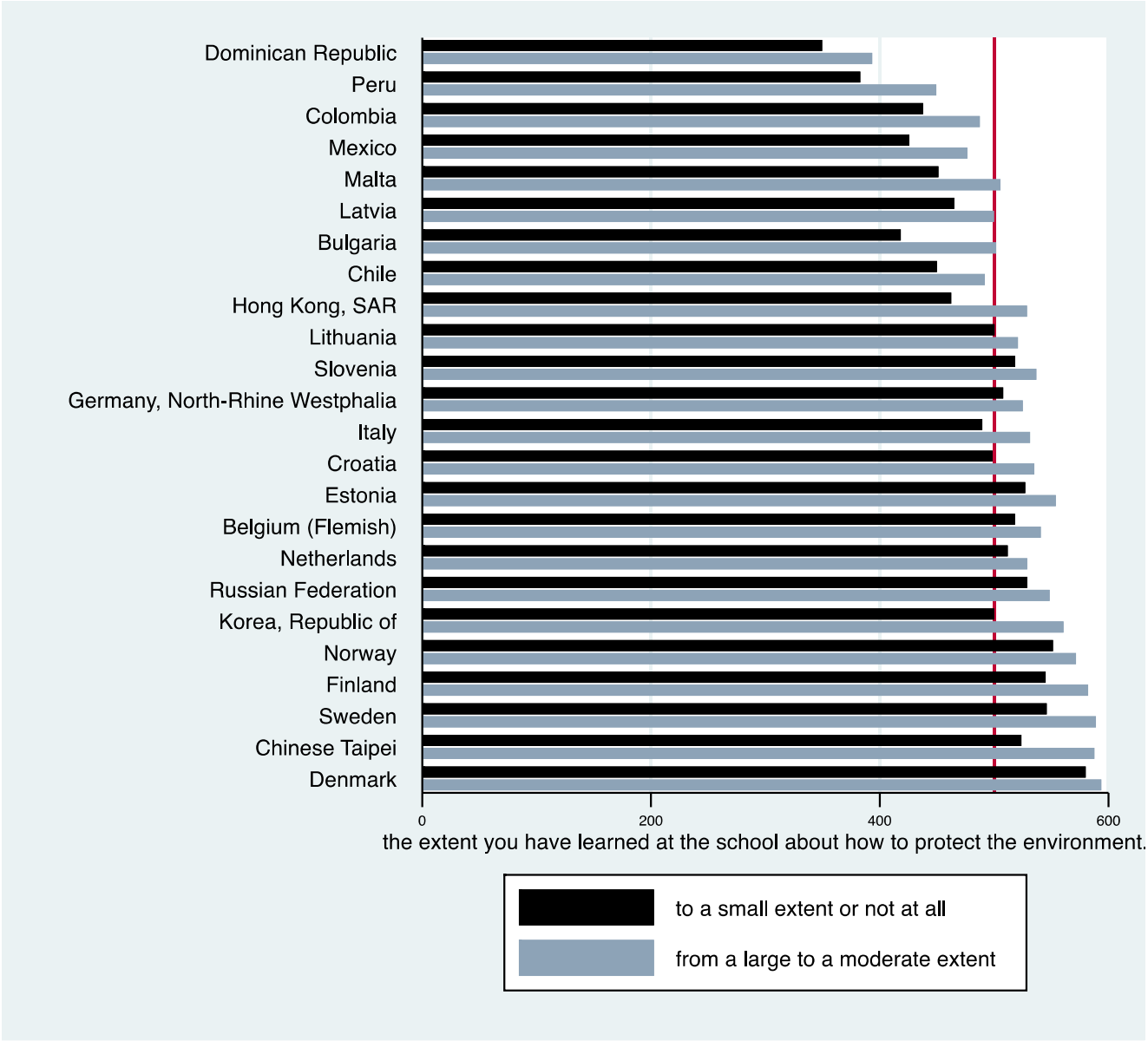
Figure B.17. Student performance in Civic Knowledge by the extent the students have learned at the school about how laws are introduced and changed in the country of the test.



Students' performance in Civic Knowledge shows no clear association with the extent they have learned at the school about how laws are introduced and changed in the country of the test in some of the analysed countries (Figure B.17). However, in Chile, China Taipei, Denmark, Dominican Republic, Estonia, Italy, Hong Kong, Korea, Mexico, Norway, Peru, Russia, Slovenia, and Sweden, there is a positive and statistically significant association. In Bulgaria, Finland, and Malta, the association is negative and

significant. In Colombia, Croatia, Latvia, Netherlands, Belgium, and Germany, there is no statistically significant association (see Table B.20).

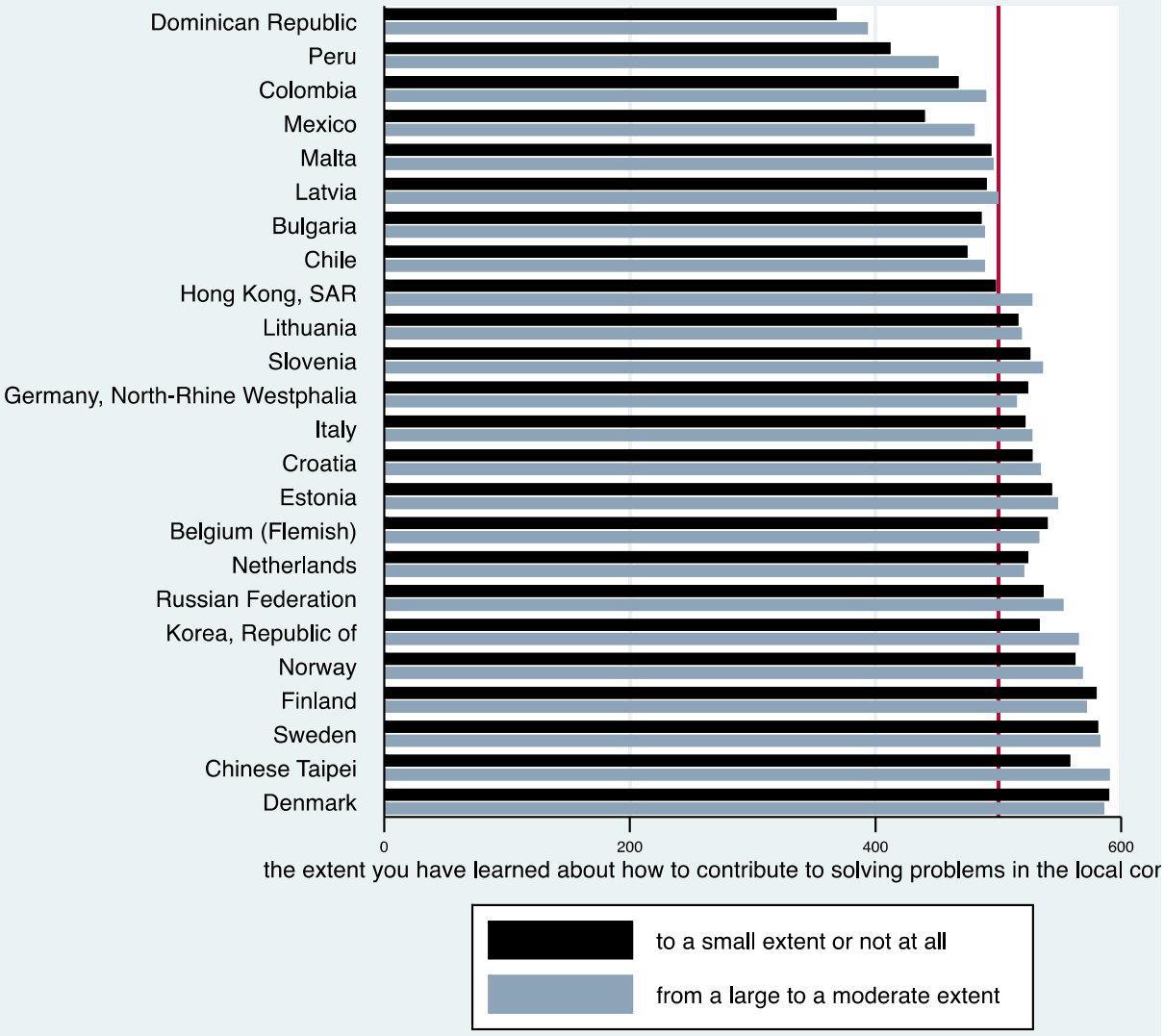
Figure B.18. Student performance in Civic Knowledge by the extent the students have learned at the school about how to protect the environment.



Students' performance in Civic Knowledge shows an association with the extent the students have learned at the school about how to protect the environment, in all the analysed countries (Figure B.18). In general,

it is observed that students who have learned in a larger extent about how to protect environment obtain higher performance than students who have learned about this topic in a smaller extent (see Table B.21).

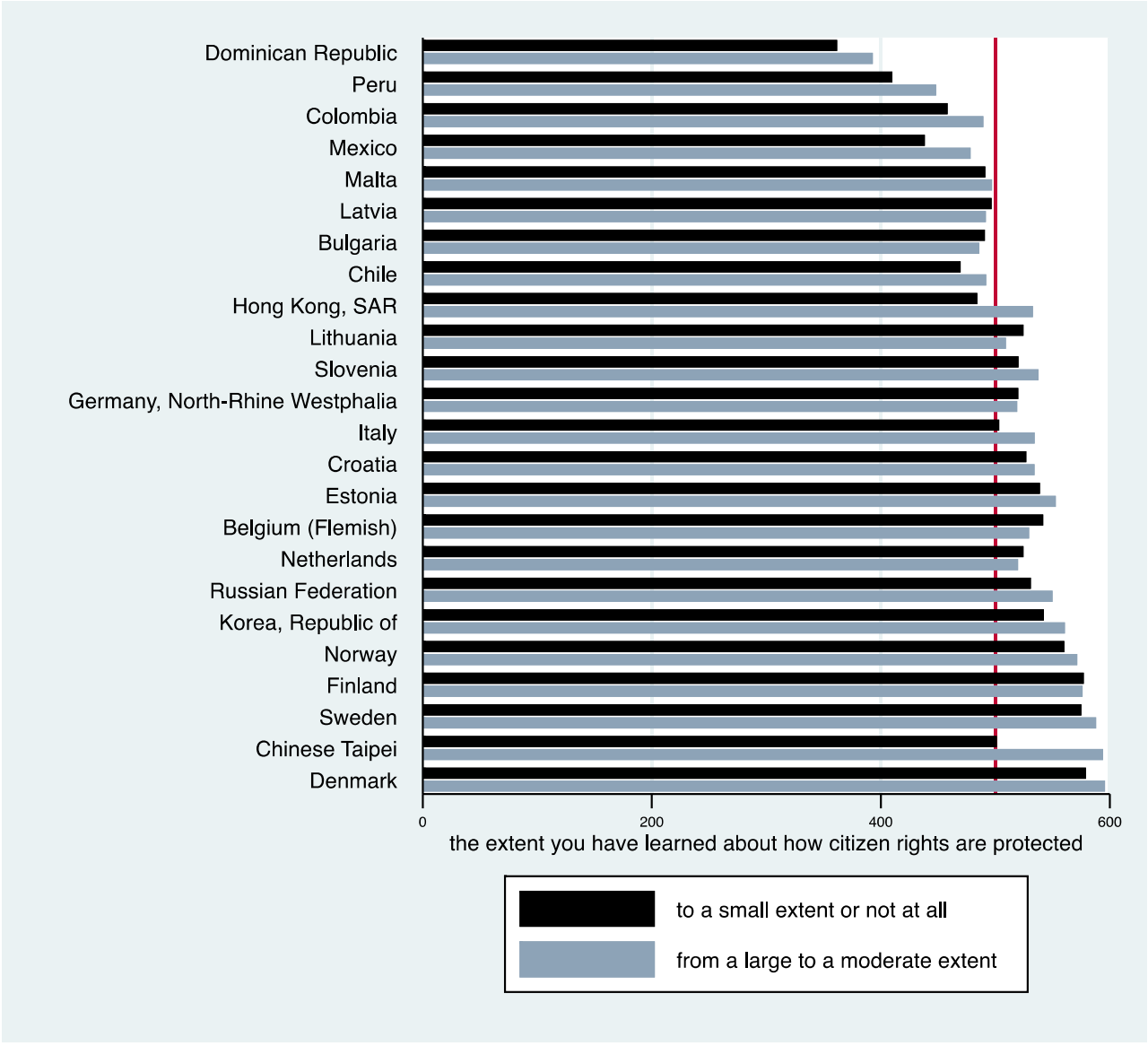
Figure B.19. Student performance in Civic Knowledge by the extent the students have learned at the school about how to contribute to solving problems in the local community.



Students' performance in Civic Knowledge shows no clear association with the extent they have learned at the school about how to contribute to solving problems in the local community (Figure B.19). However, in Chile, China Taipei, Colombia, Dominican Republic, Hong Kong, Korea, Latvia, Mexico, Peru, Russia, and Slovenia, there is a positive and statistically significant association. In Finland, the association is negative

and significant. In Bulgaria, Croatia, Denmark, Estonia, Italia, Lithuania, Malta, Netherlands, Norway, Sweden, Belgium, and Germany, there is no statistically significant association (see Table B.22).

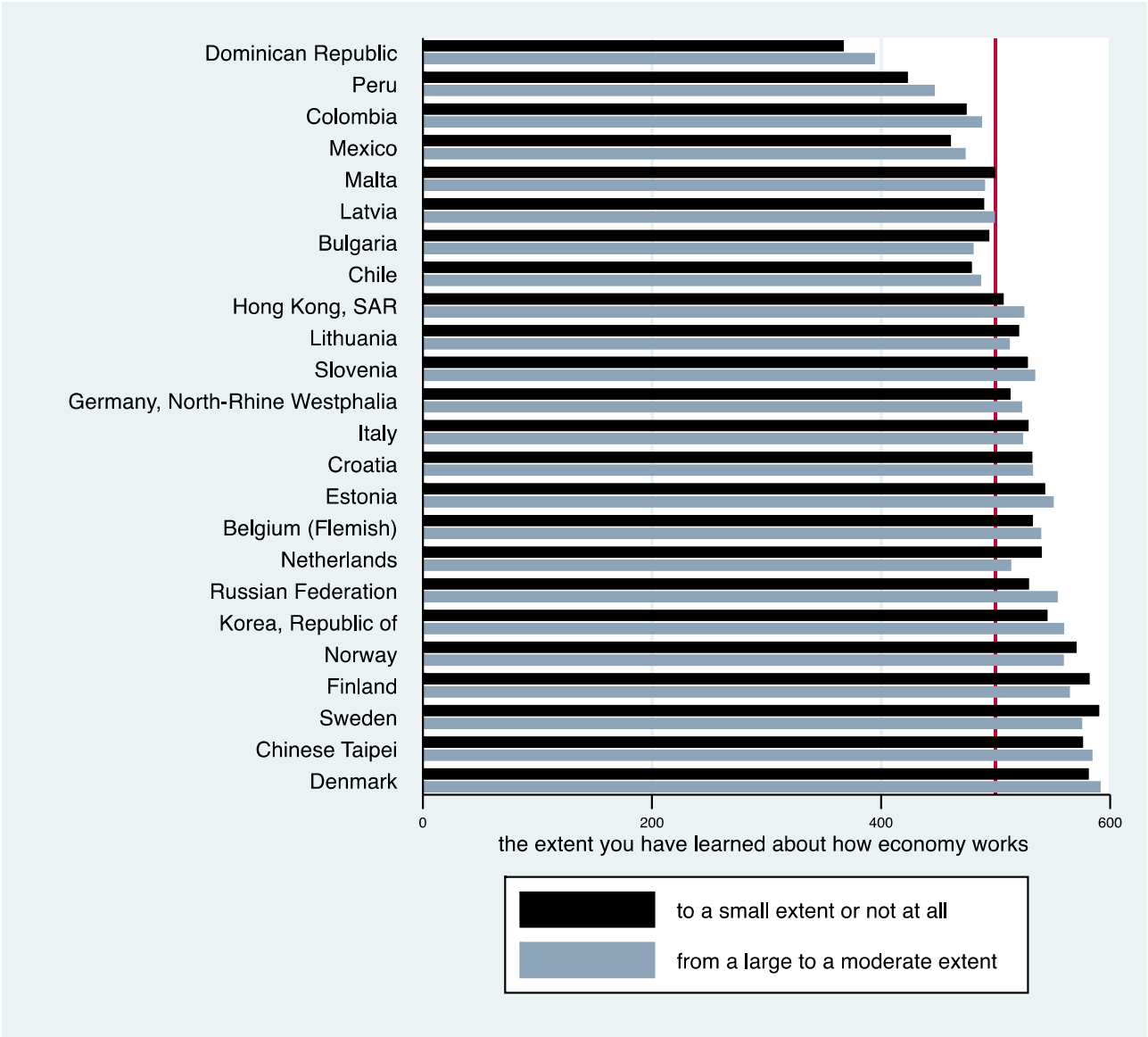
Figure B. 20. Student performance in Civic Knowledge by the extent the students have learned at the school about how citizen rights are protected in the country of test.



Students' performance in Civic Knowledge shows an association with the extent the students have learned at the school about how citizen rights are protected in the country of test, in some of the analysed countries (Figure B.20). In general, it is observed that students who have learned in a larger extent about

how citizen rights are protected obtain higher performance than students who have learned about this topic in a smaller extent. However, In Lithuania, and Belgium, the association is negative and significant. In Bulgaria, Finland, Latvia, Malta, Netherlands, and Germany, there is no statistically significant association (see Table B.23).

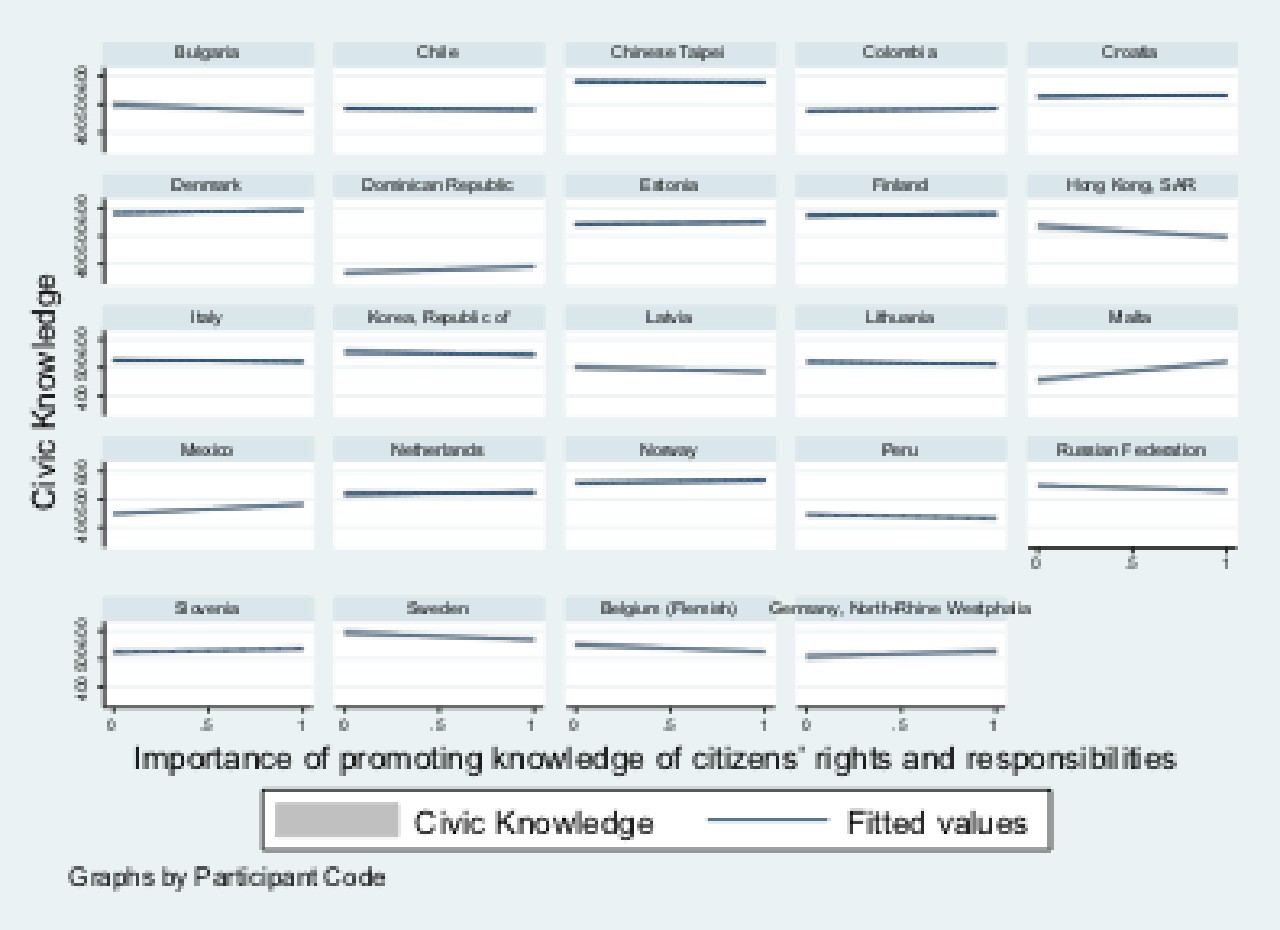
Figure B.21. Student performance in Civic Knowledge by the extent the students have learned at the school about how the economy works.



Students' performance in Civic Knowledge shows no clear association with the extent they have learned about how the economy works, in some of the analysed countries (Figure B.21). However, in Chile, China Taipei, Colombia, Denmark, Dominican Republic, Hong Kong, Korea, Latvia, Mexico, Peru, and Russia, there is a positive and statistically significant association. In Bulgaria, Finland, Lithuania, Malta, Netherlands, Norway, and Sweden, the association is negative and significant. In Croatia, Estonia, Italy, Slovenia, Belgium, and Germany, there is no statistically significant association (see Table B.24).

Teacher variables

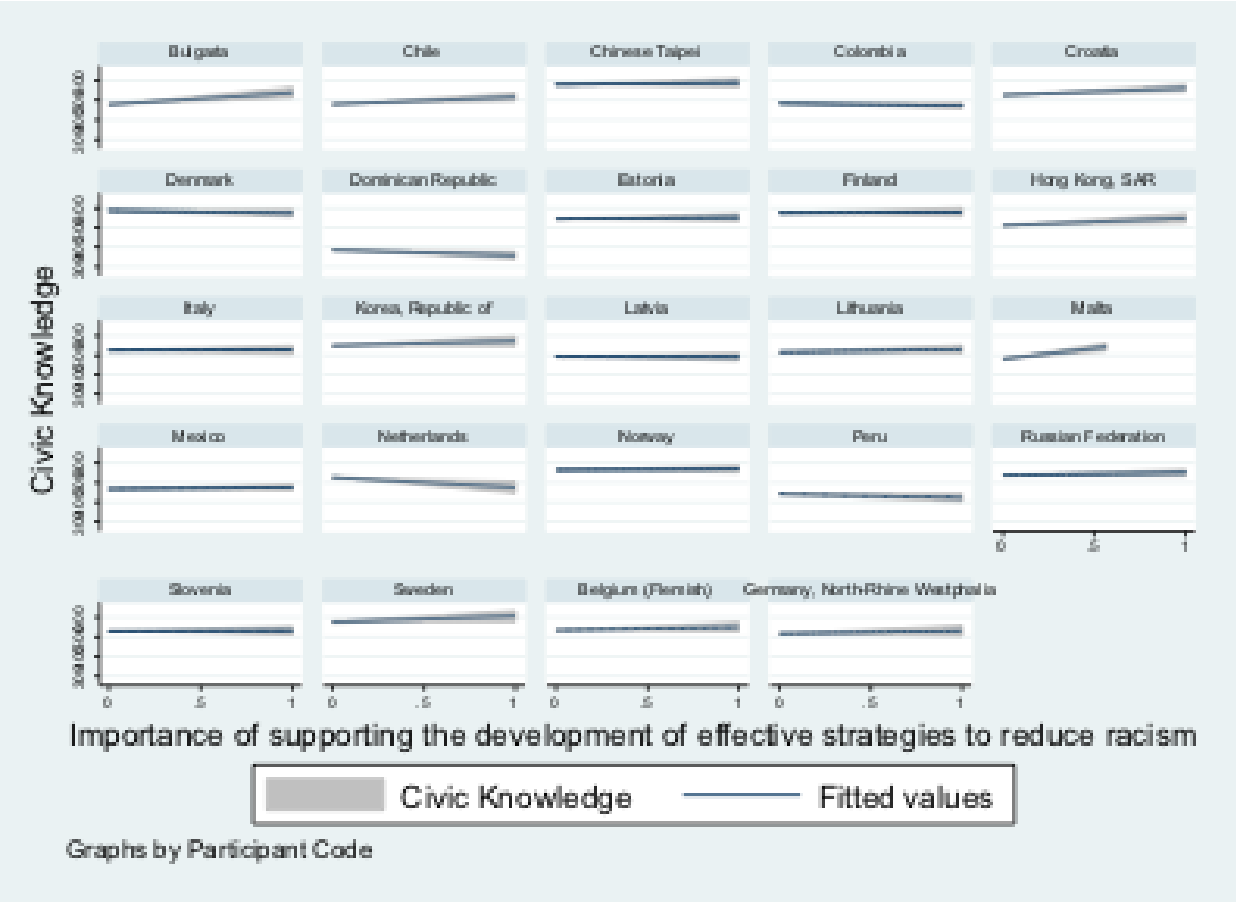
Figure B.22. Student performance in Civic Knowledge by Importance of promoting knowledge of citizens' rights and responsibilities.



Students' performance in Civic Knowledge shows no clear association with how important is for teachers the promotion of knowledge of citizens' rights and responsibilities, across the analysed countries (Figure

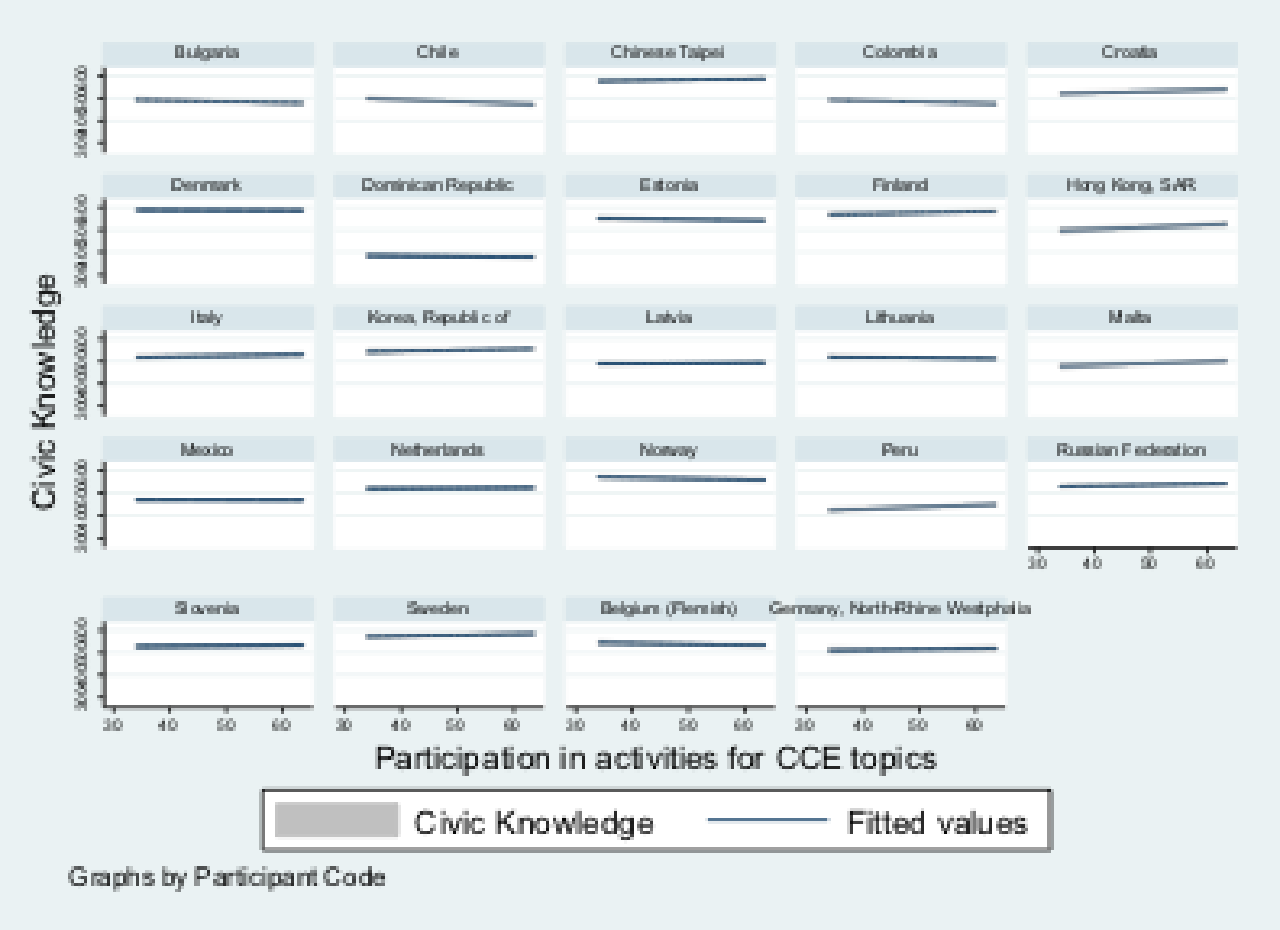
B.22). In Malta and Mexico, however, there is a positive and statistically significant association. In the rest of the countries, there is no statistically significant association (see Table B.25).

Figure B.23. Student performance in Civic Knowledge by Importance of supporting the development of effective strategies to reduce racism.



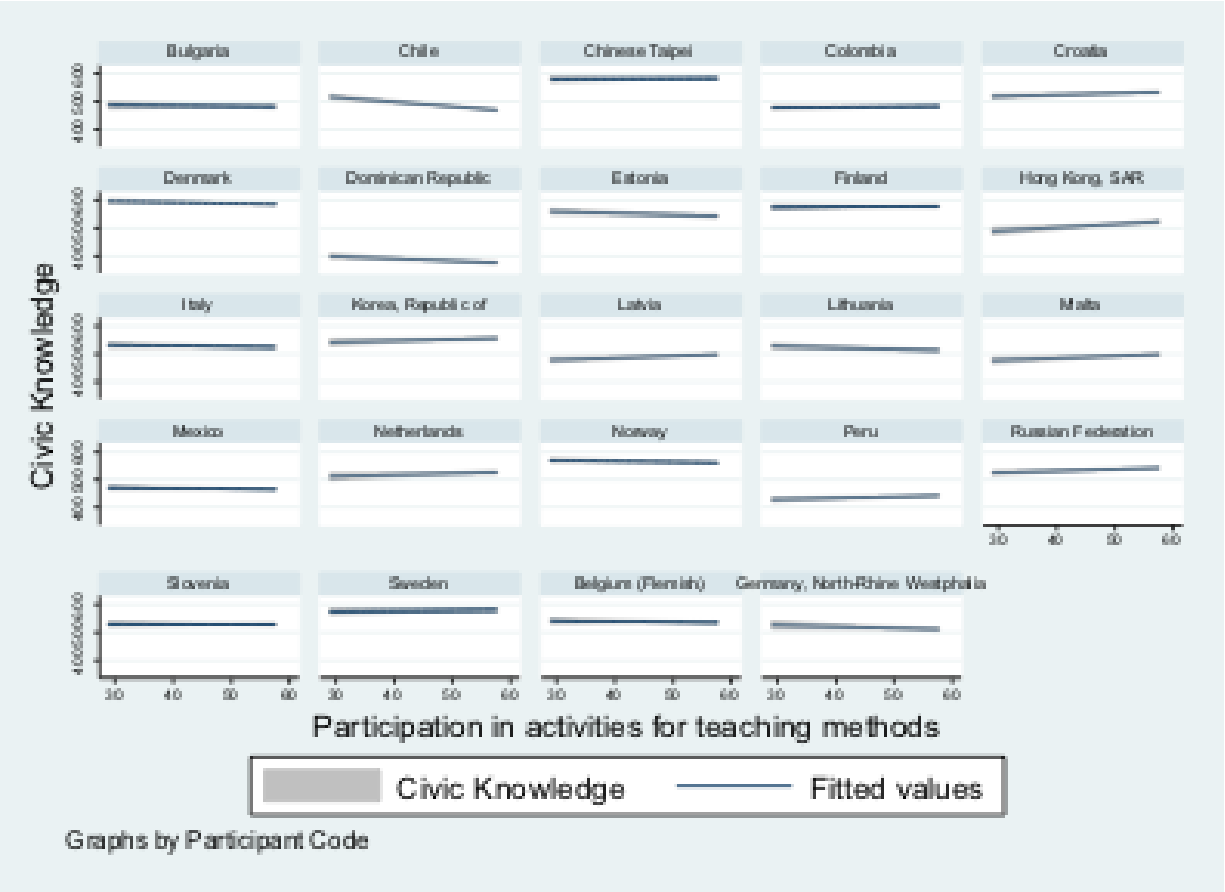
Students' performance in Civic Knowledge shows no clear association with how important is for teachers supporting the development of effective strategies to reduce racism (Figure B.23). In Croatia and Malta, there is a positive and statistically significant association. In the rest of the countries, there is no statistically significant association (see Table B.26).

Figure B.24. Student performance in Civic Knowledge by teachers' participation in activities for CCE topics.



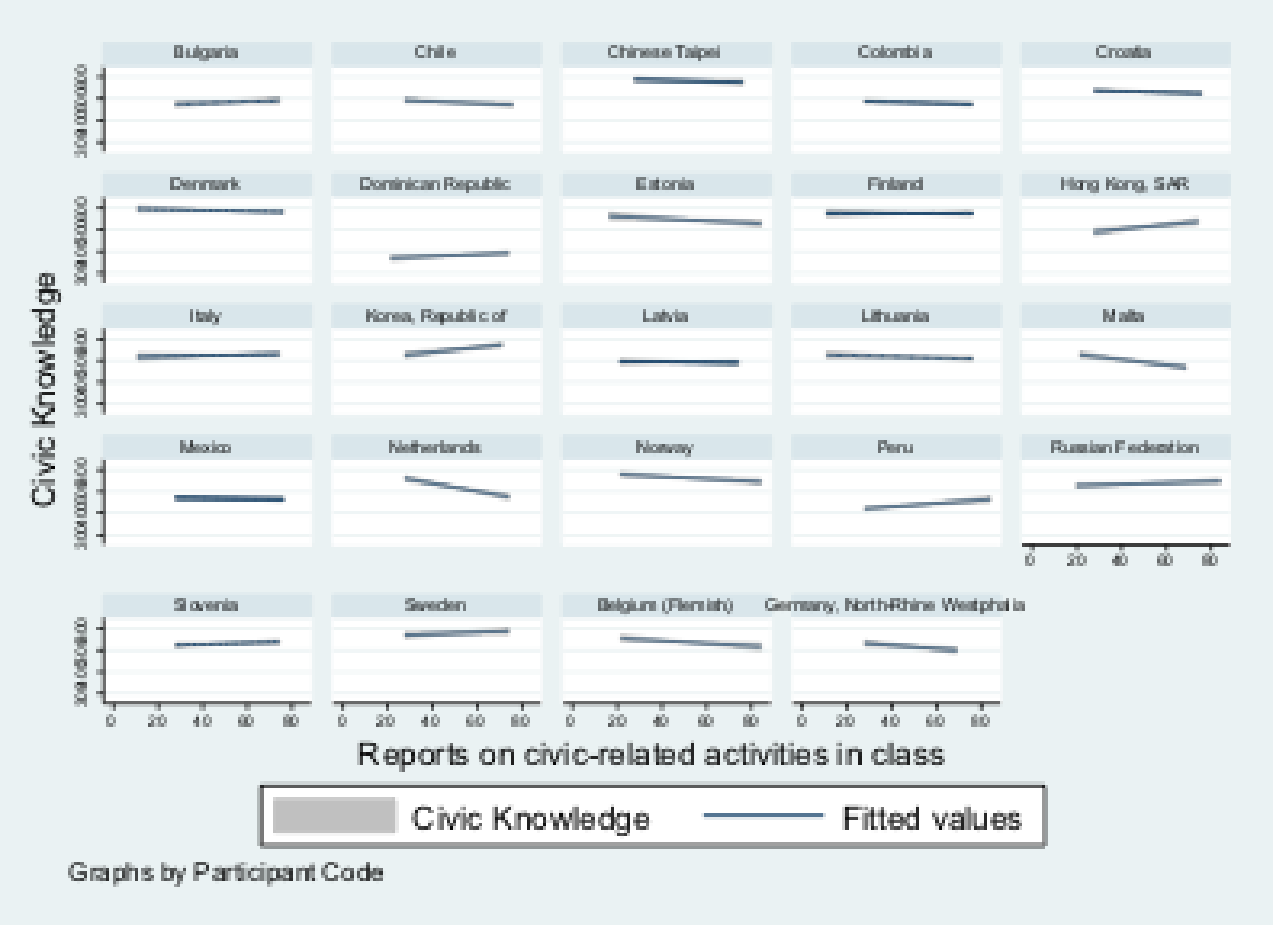
Students' performance in Civic Knowledge shows no clear association with teachers' participation in activities for CCE topics. (Figure B.24). In Croatia and Malta, however, there is a positive and statistically significant association. In the rest of the countries, there is no statistically significant association (see Table B.27).

Figure B.25. Student performance in Civic Knowledge by teachers' participation in activities for teaching methods.



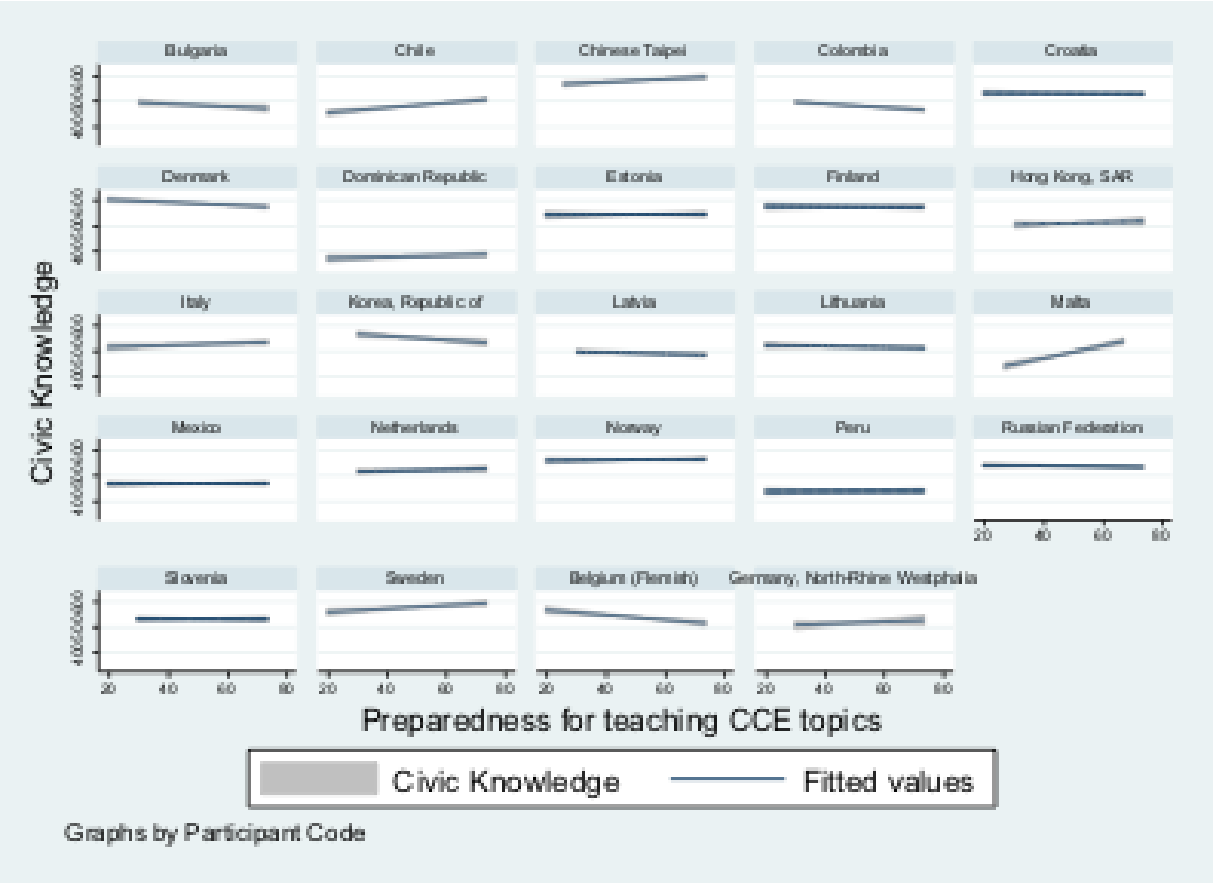
Students' performance in Civic Knowledge shows no clear association with teachers' participation in activities for teaching methods (Figure B.25). In Malta, there is a positive and statistically significant association. In Chile, the association is negative and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.28).

Figure B.26. Student performance in Civic Knowledge by teachers' reports on civic-related activities in class.



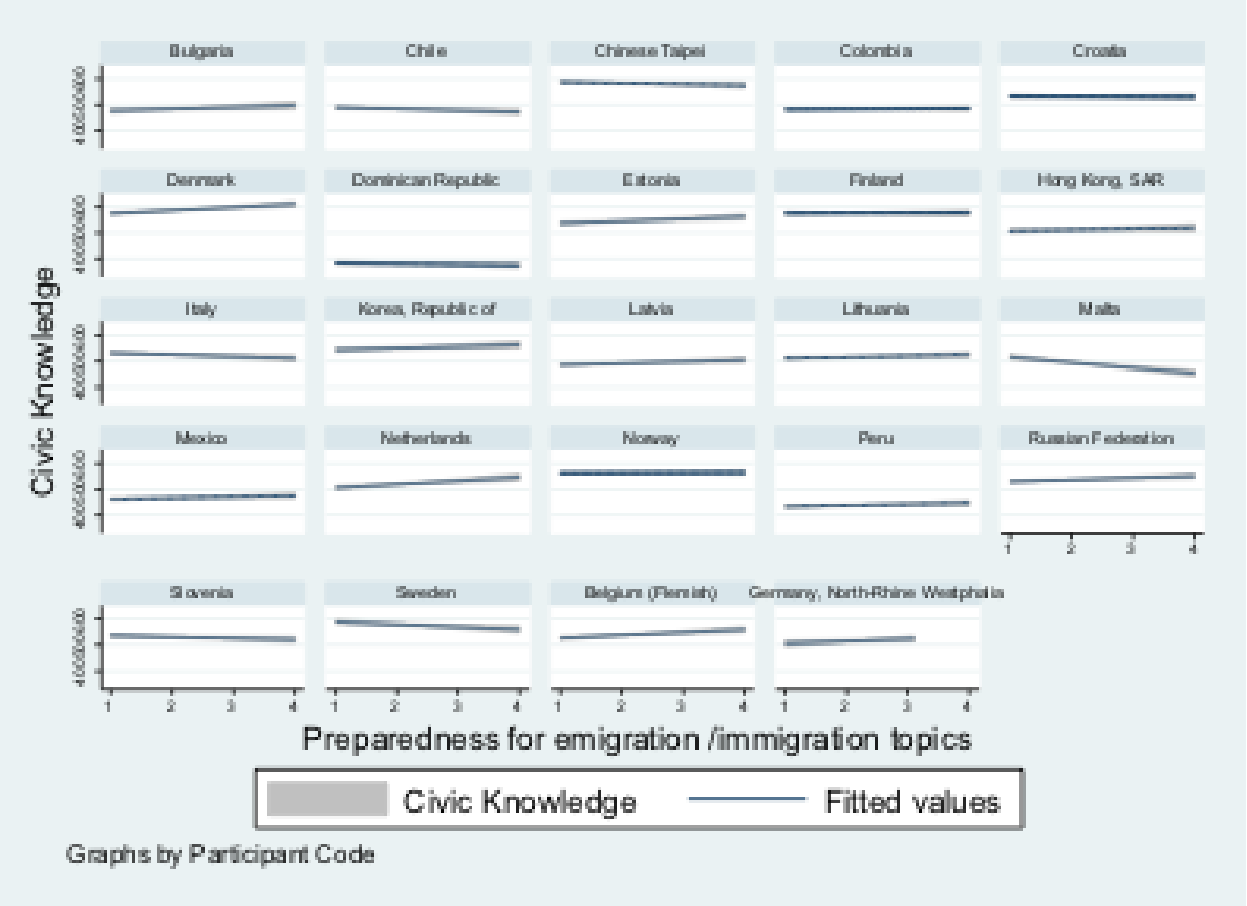
Students' performance in Civic Knowledge shows no clear association with teachers' reports on civic-related activities in class (Figure B.26). In Korea, there is a positive and statistically significant association. In Malta, Netherlands, and Norway, the association is negative and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.29).

Figure B.27. Student performance in Civic Knowledge by teachers' preparedness for teaching CCE topics.



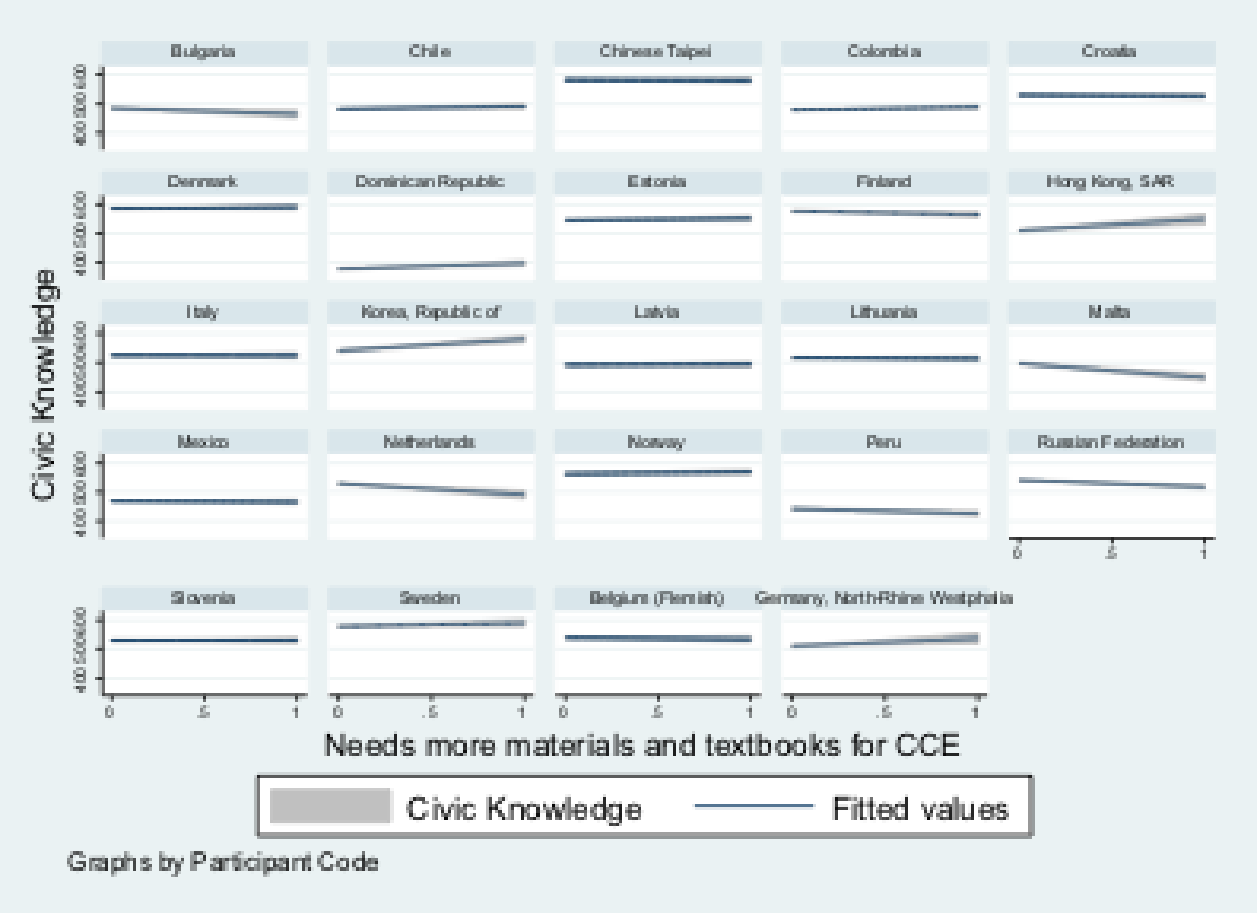
Students' performance in Civic Knowledge shows no clear association with teachers' preparedness for teaching CCE topics (Figure B.27). In Malta, however, there is a positive and statistically significant association. In the rest of the countries, there is no statistically significant association (see Table B.30).

Figure B.28. Student performance in Civic Knowledge by teachers' preparedness for emigration /immigration topics.



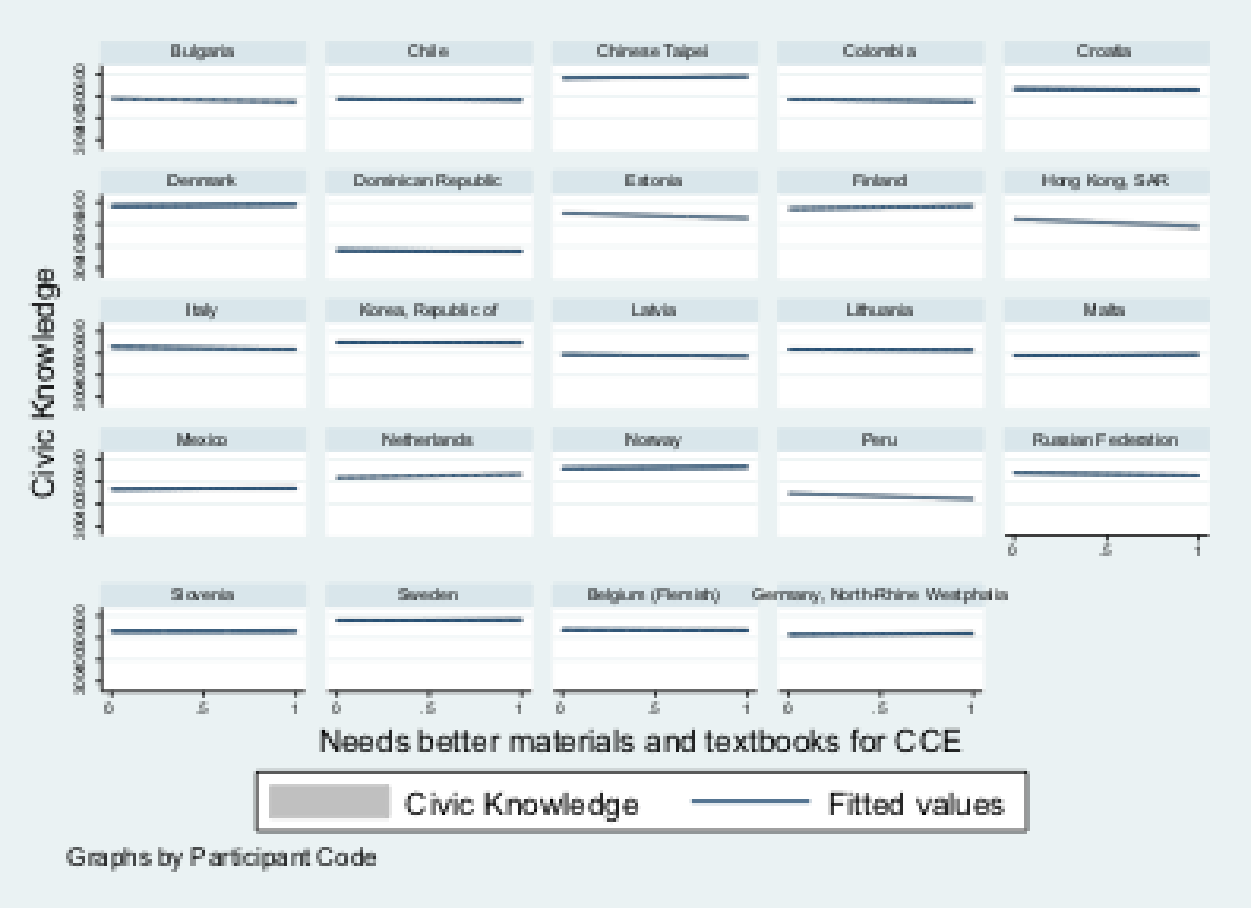
Students' performance in Civic Knowledge shows no clear association with teachers' preparedness for emigration /immigration topics (Figure B.28). In Malta and Mexico, there is a positive and statistically significant association. In the rest of the countries, there is no statistically significant association (see Table B.31).

Figure B.29. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more materials and textbooks.



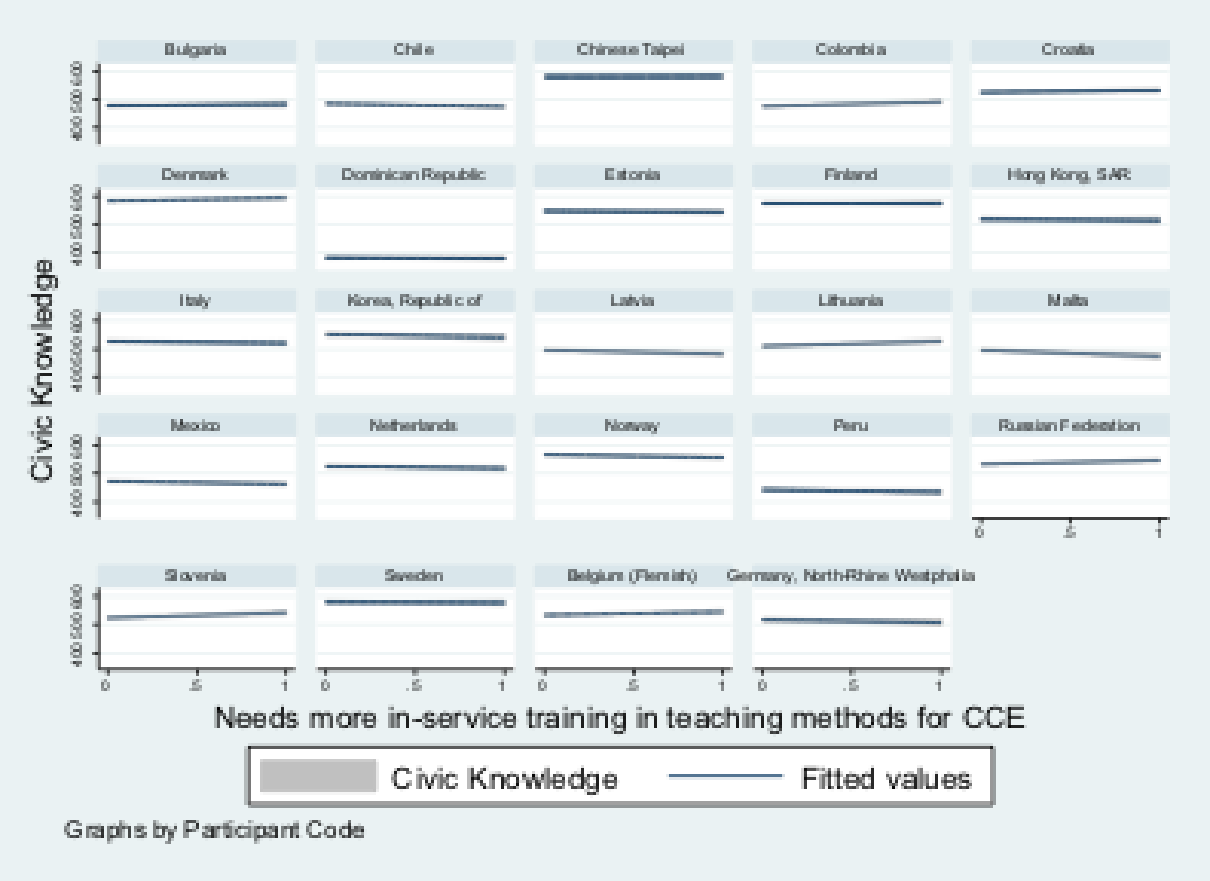
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is have more materials and textbooks (Figure B.29). In Denmark, there is a positive and statistically significant association. In Malta, the association is negative and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.32).

Figure B.30. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have better materials and textbooks.



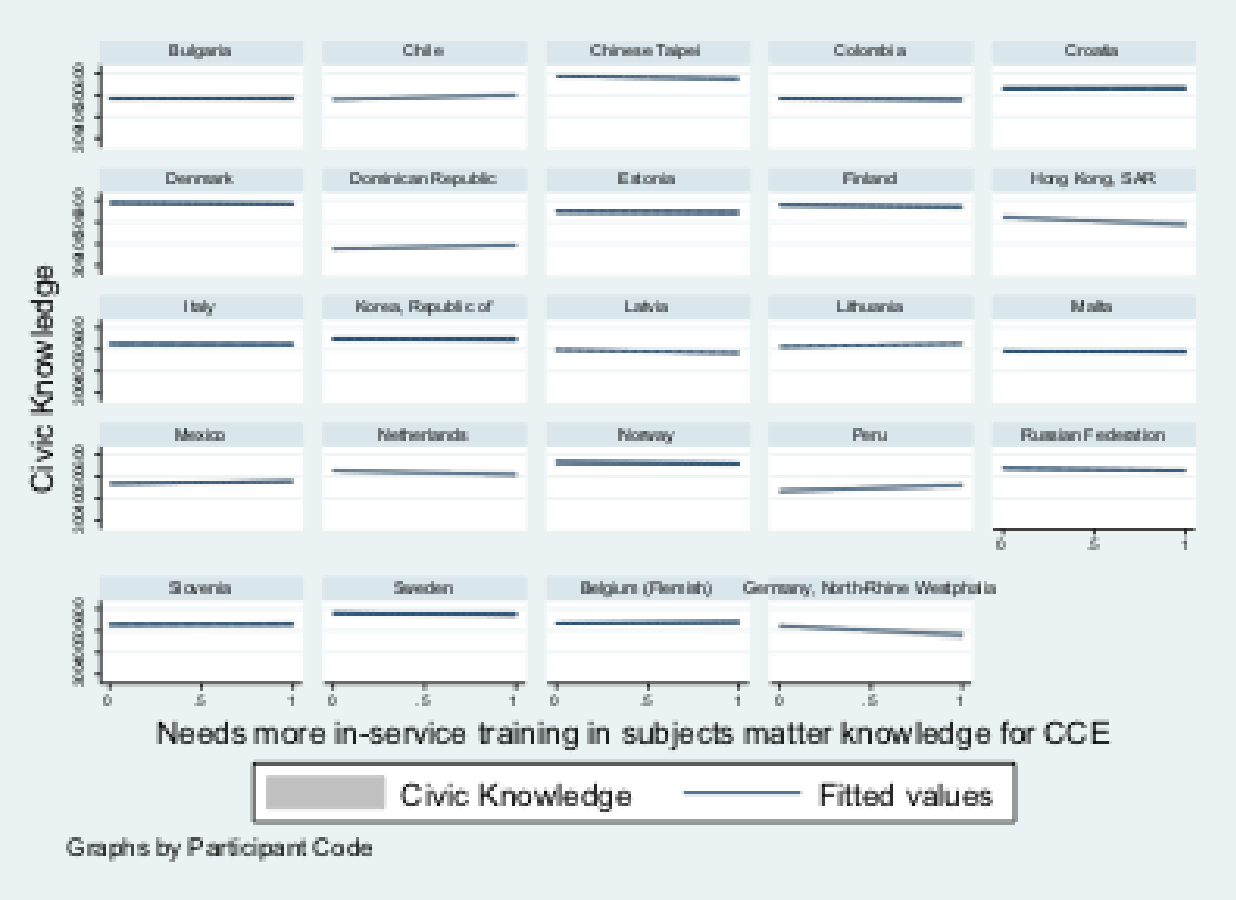
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is have better materials and textbooks (Figure B.30). In Peru, however, the association is negative and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.33).

Figure B.31. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more in-service training in teaching methods for CCE.



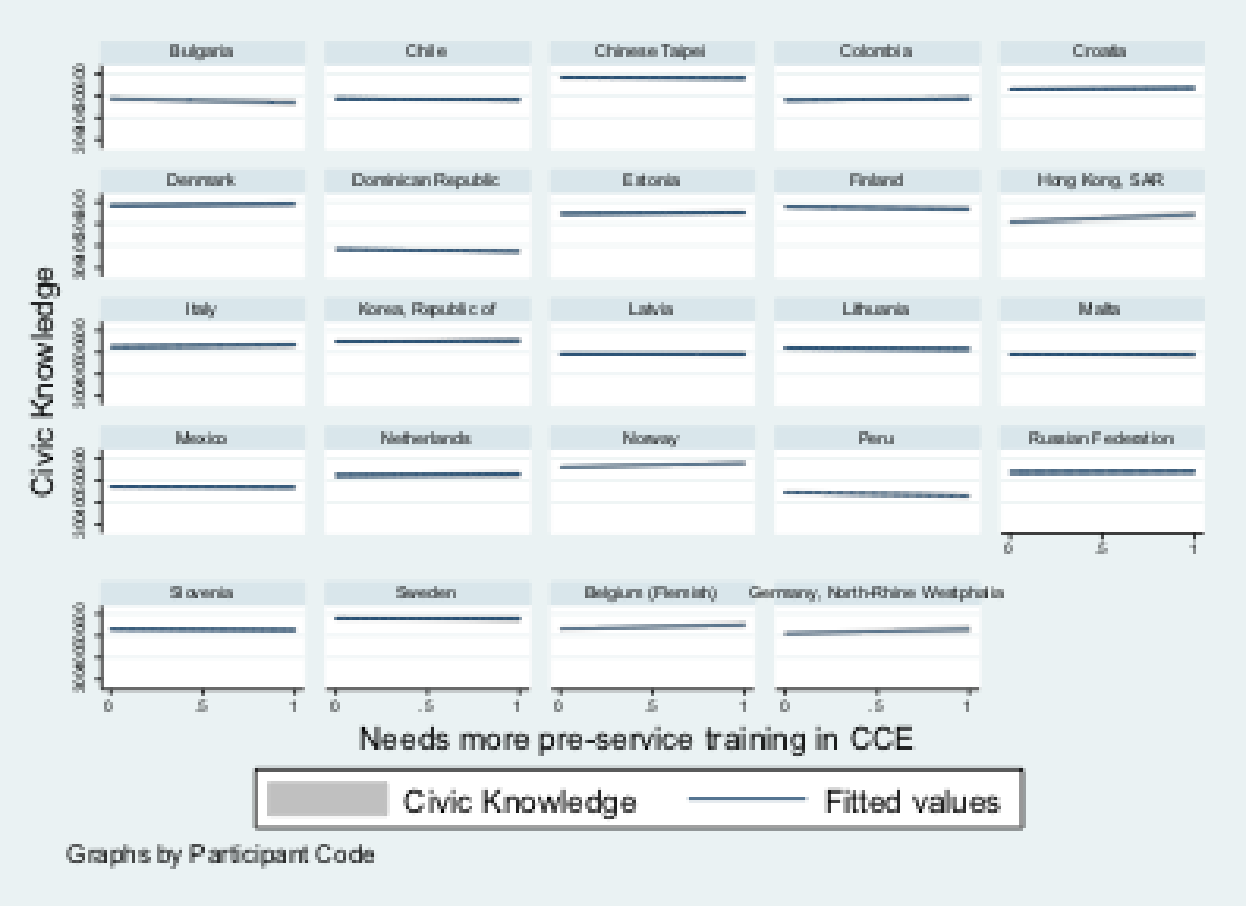
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is to have more in-service training in teaching methods for CCE (Figure B.31). However, in Sweden, the association is positive and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.34).

Figure B.32. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more in-service training in subject matter knowledge.



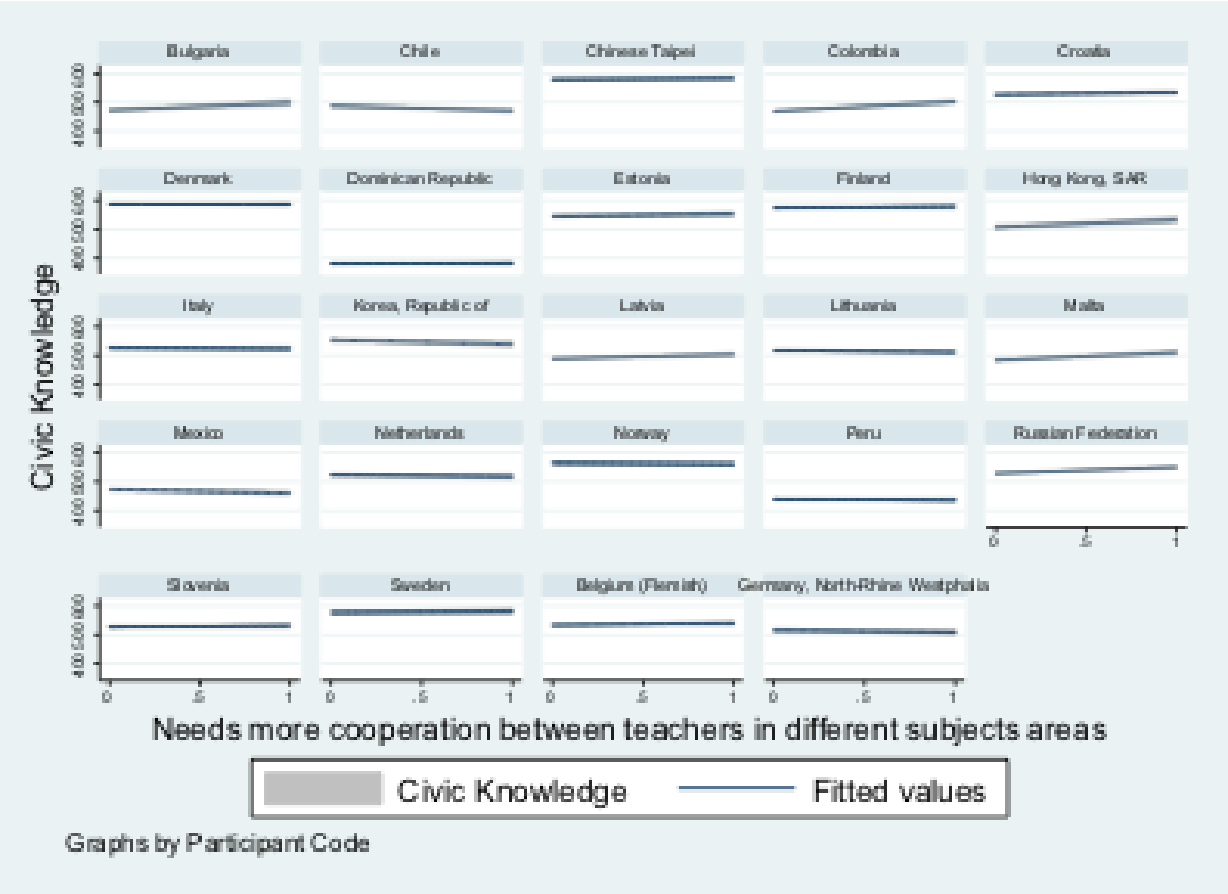
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is to have more in-service training in subject matter knowledge in any of the analysed countries (Figure B.32 and Table B.35).

Figure B.33. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more pre-service training in CCE.



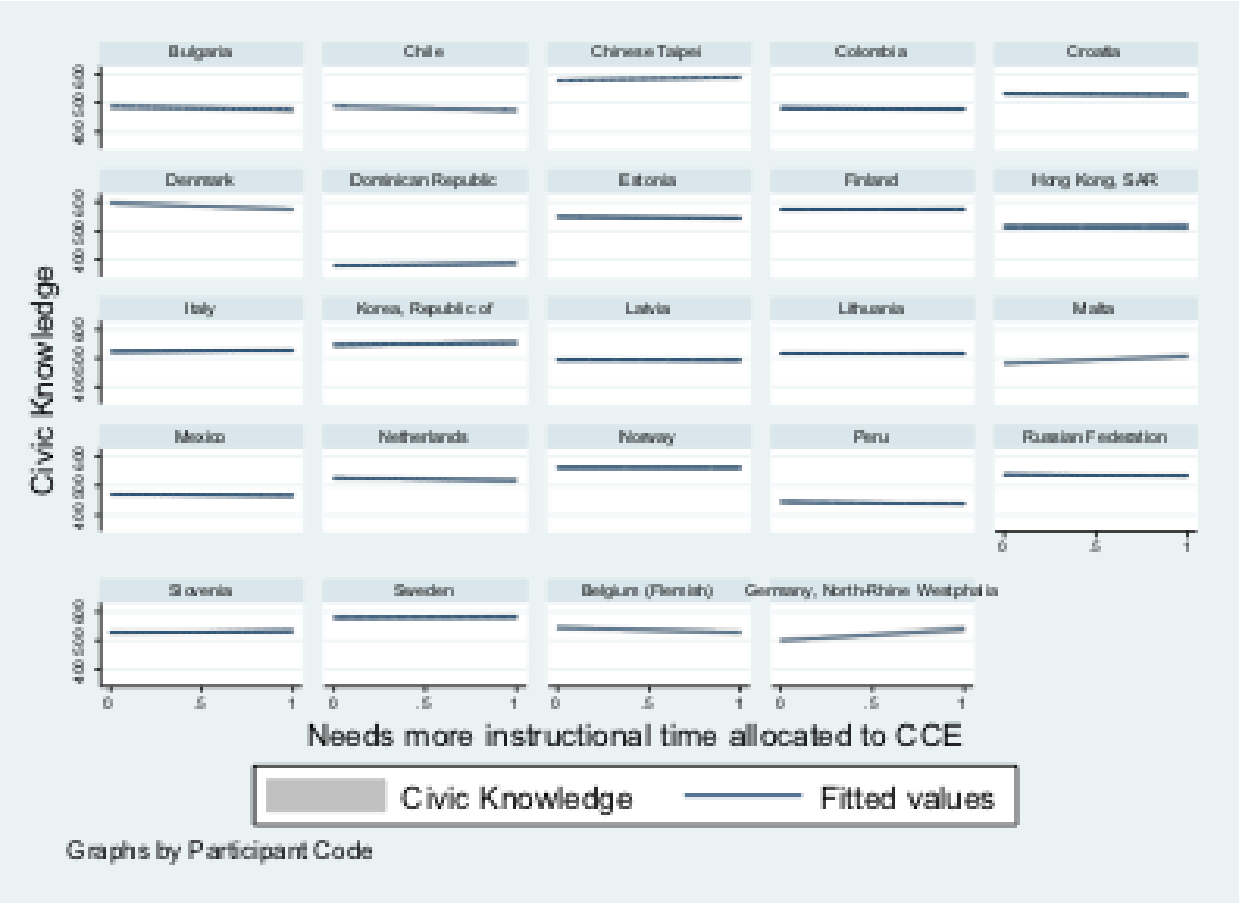
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is to have more pre-service training in CCE (Figure B.33). However, in Norway, the association is positive and statistically significant (see Table B.36).

Figure B.34. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more cooperation between teachers in different subject areas.



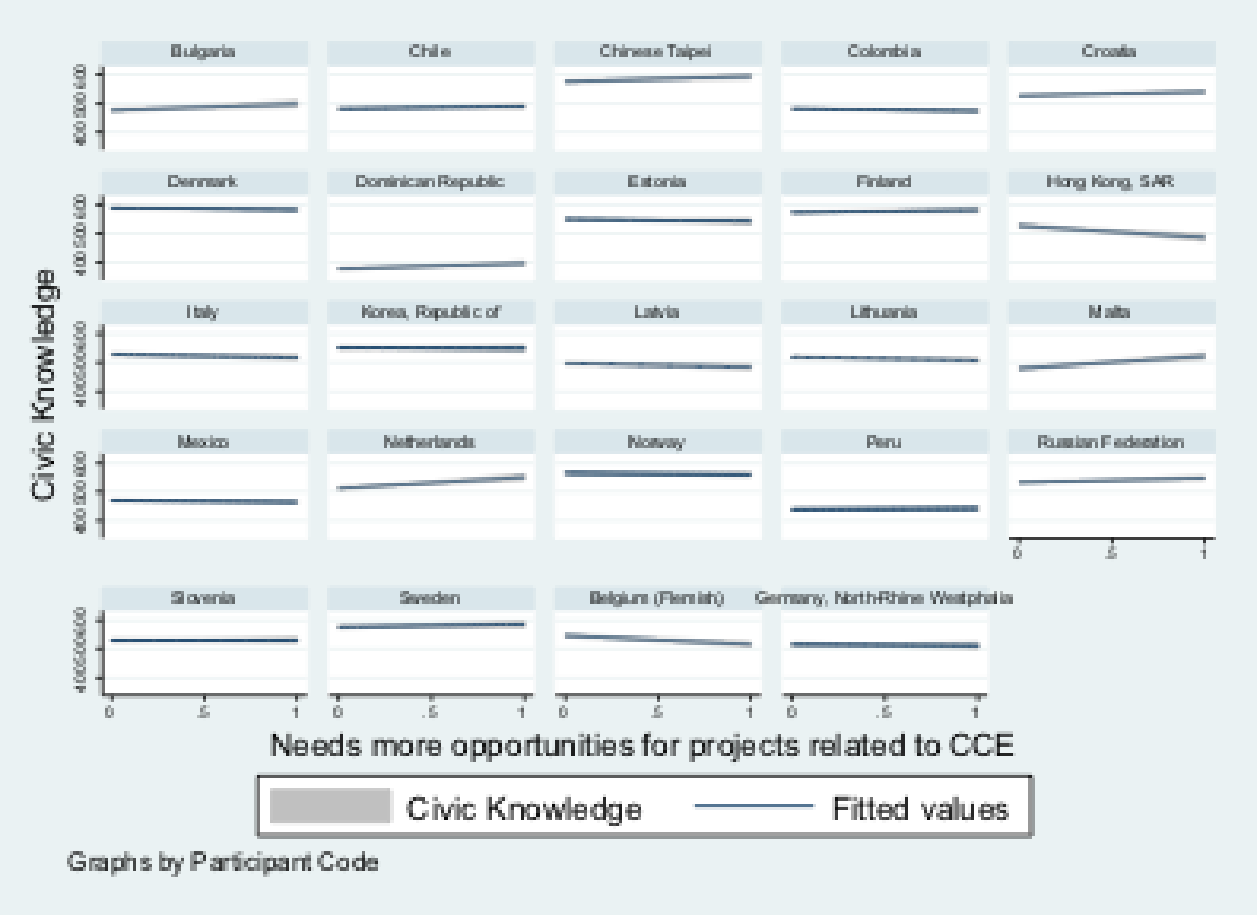
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is to have more cooperation between teachers in different subject areas (Figure B.34). However, in Colombia, Malta, and Russia, the association is positive and statistically significant (see Table B.37).

Figure B.35. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more instructional time allocated to CCE.



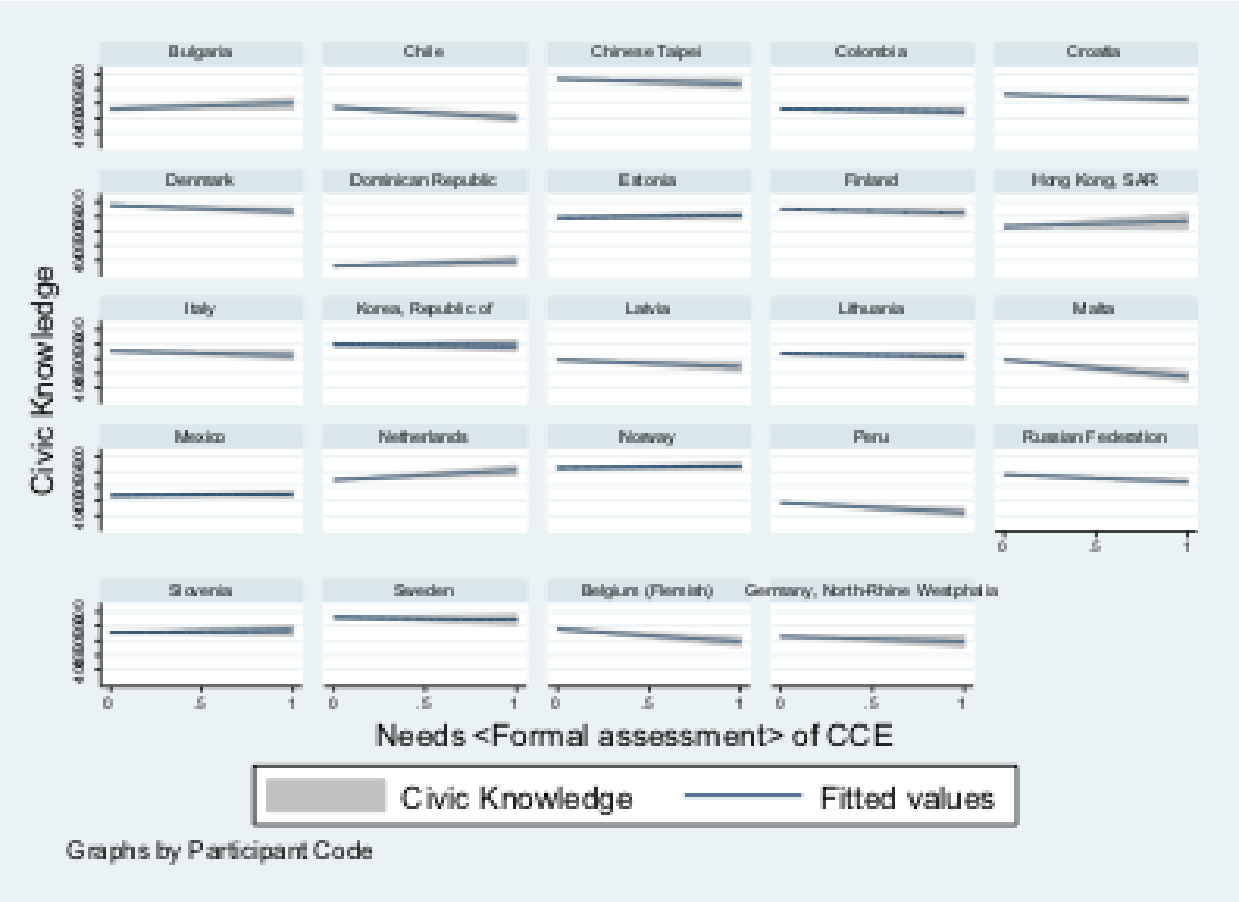
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is to have more instructional time allocated to CCE (Figure B.35). However, in Malta, the association is positive and statistically significant (see Table B.38).

Figure B.36. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more opportunities for projects related to CCE.



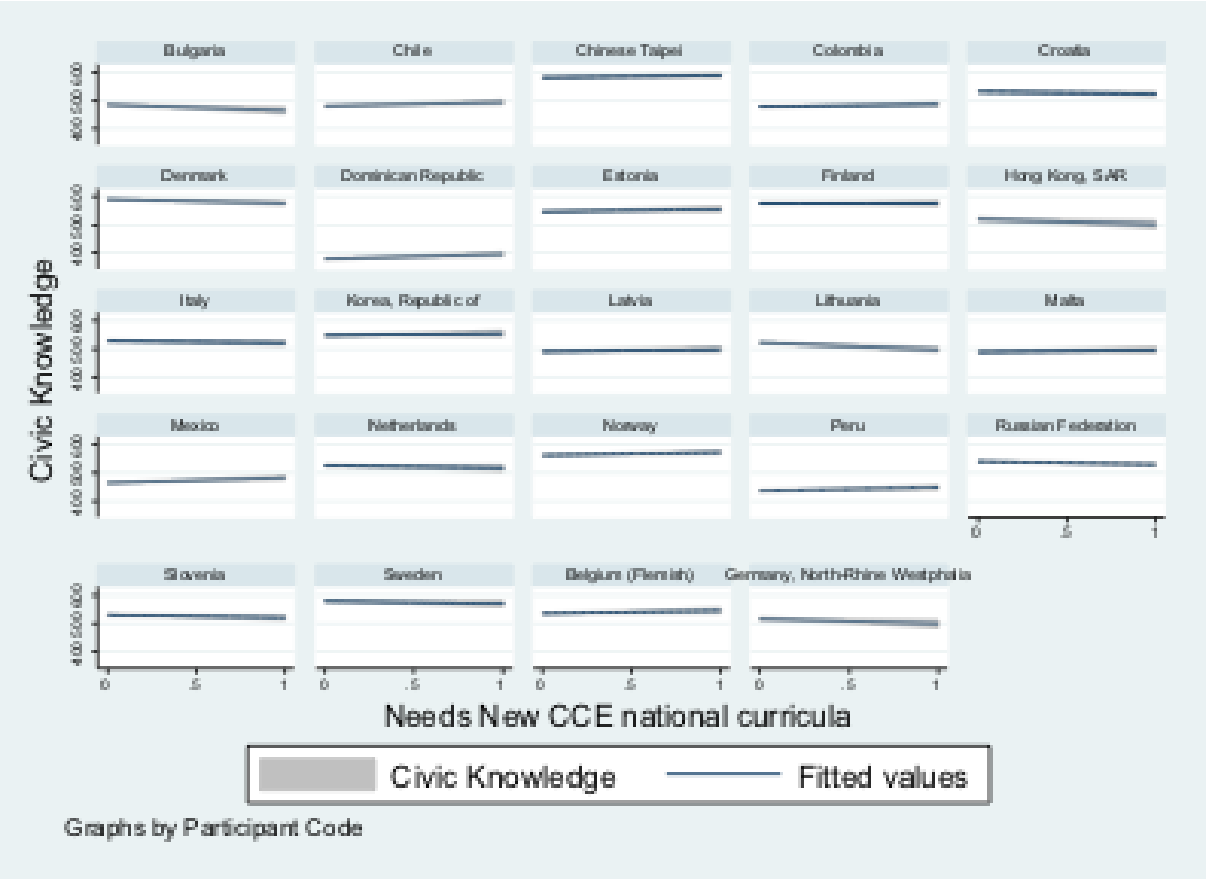
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is have more opportunities for projects related to CCE (Figure B.36). In Croatia, Dominican Republic, and Malta, there is a positive and statistically significant association. In Belgium, the association is negative and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.39).

Figure B.37. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have a formal assessment of CCE.



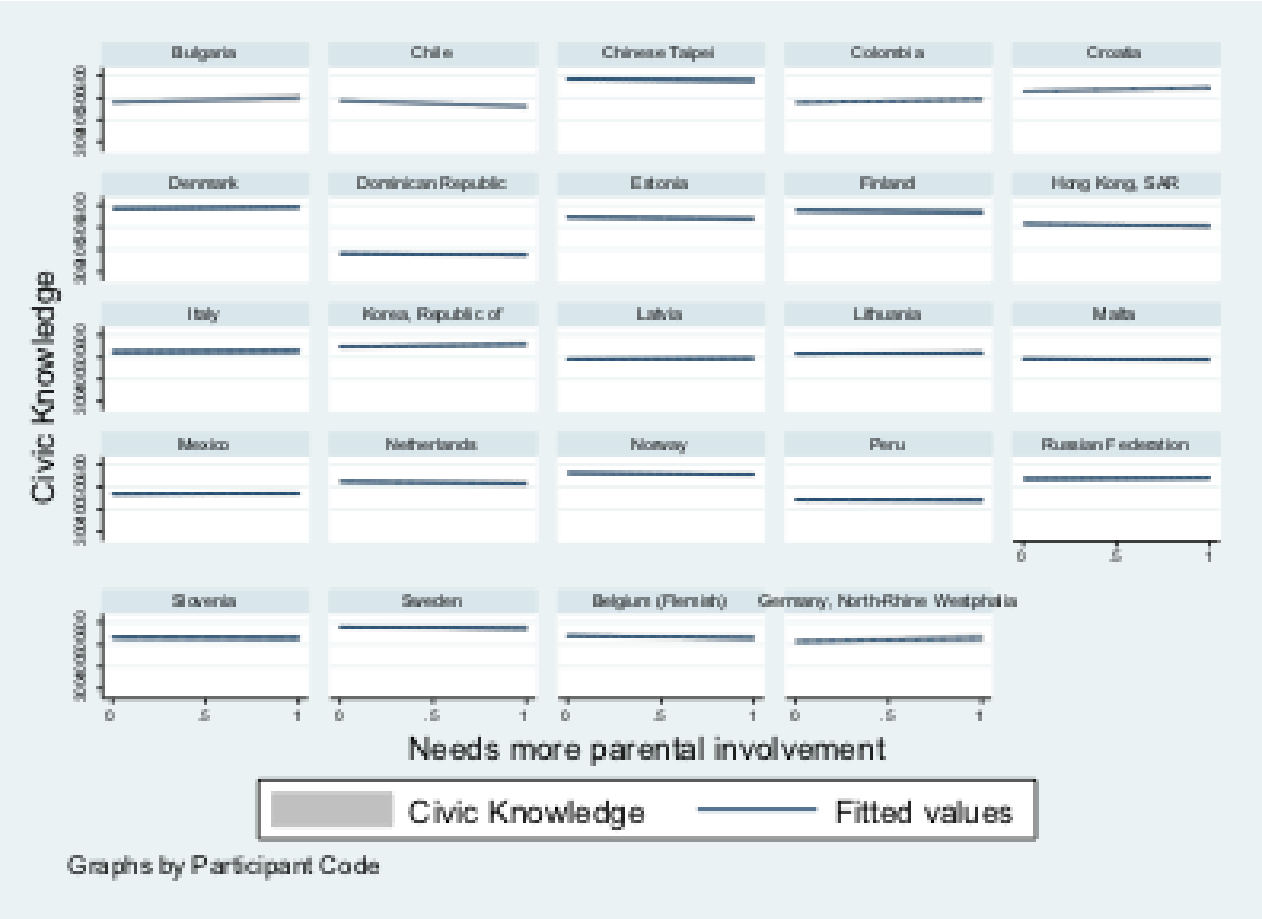
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is to have a formal assessment of CCE (Figure B.37). However, in Malta, and Russia, the association is negative and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.40).

Figure B.38. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have a new CCE national curricula.



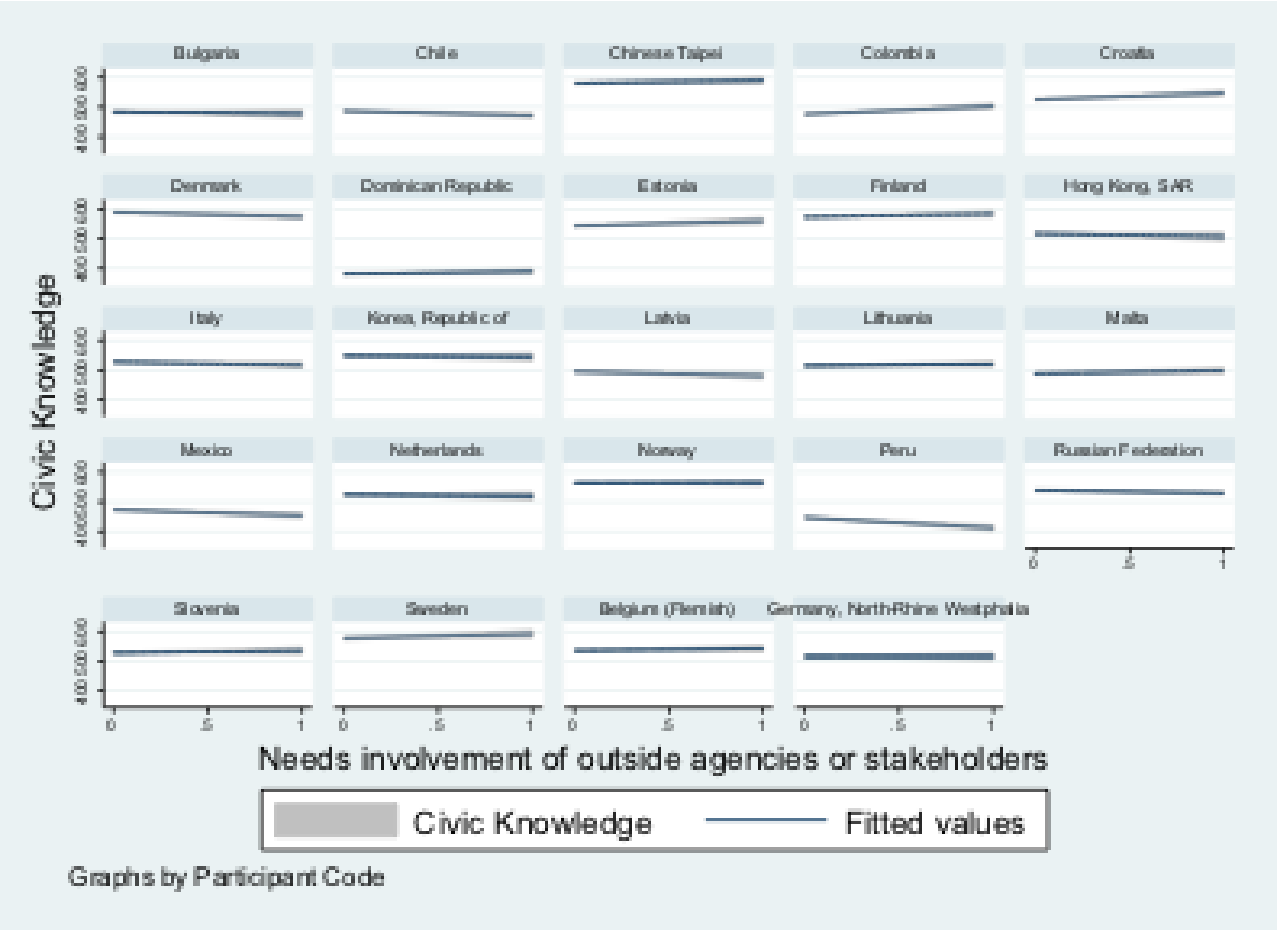
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is to have a new CCE national curricula (Figure B.38). However, in Lithuania, the association is negative and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.41).

Figure B.38. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more parental involvement.



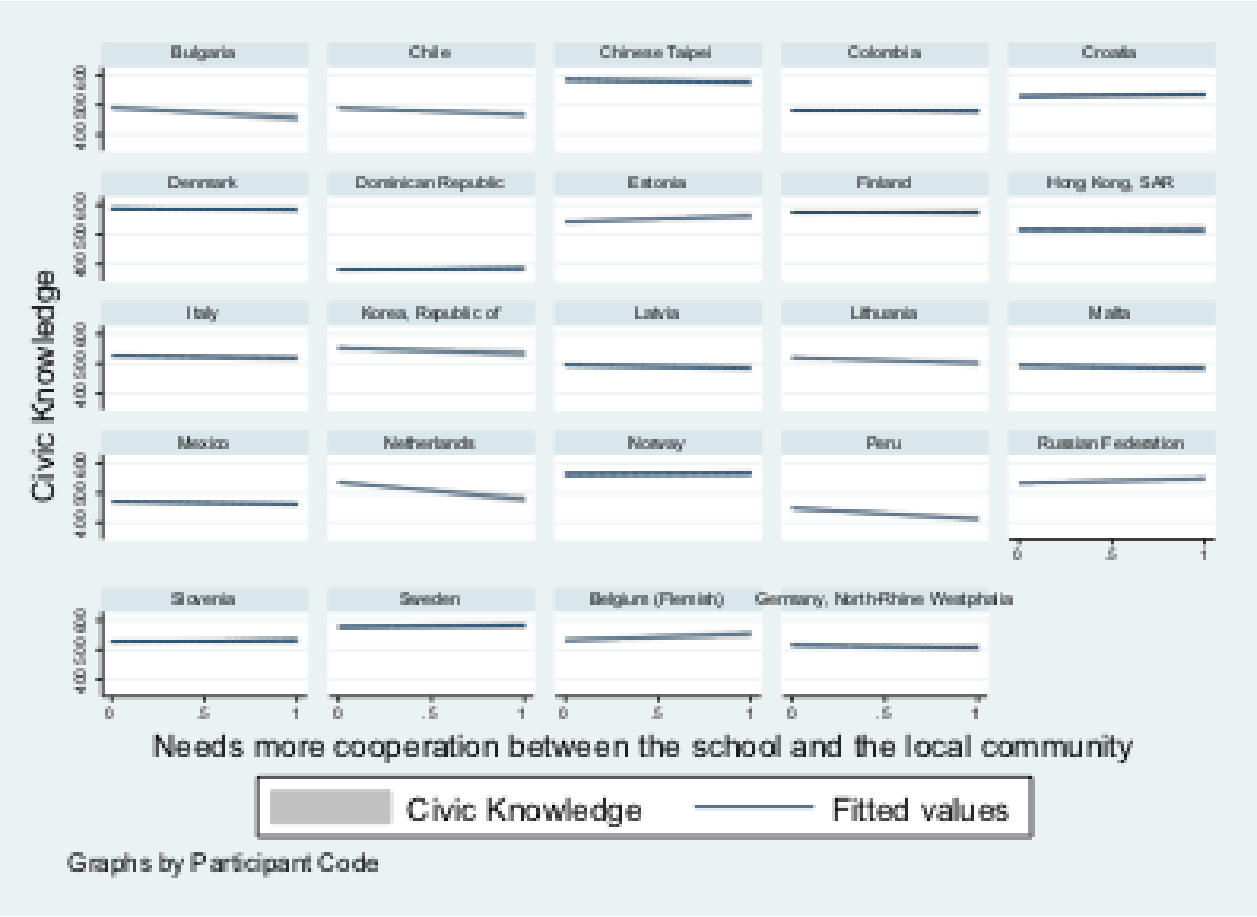
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is to have more parental involvement in any of the analysed countries (Figure B.38, also see Table B.42).

Figure B.39. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have greater involvement of outside agencies or stakeholders.



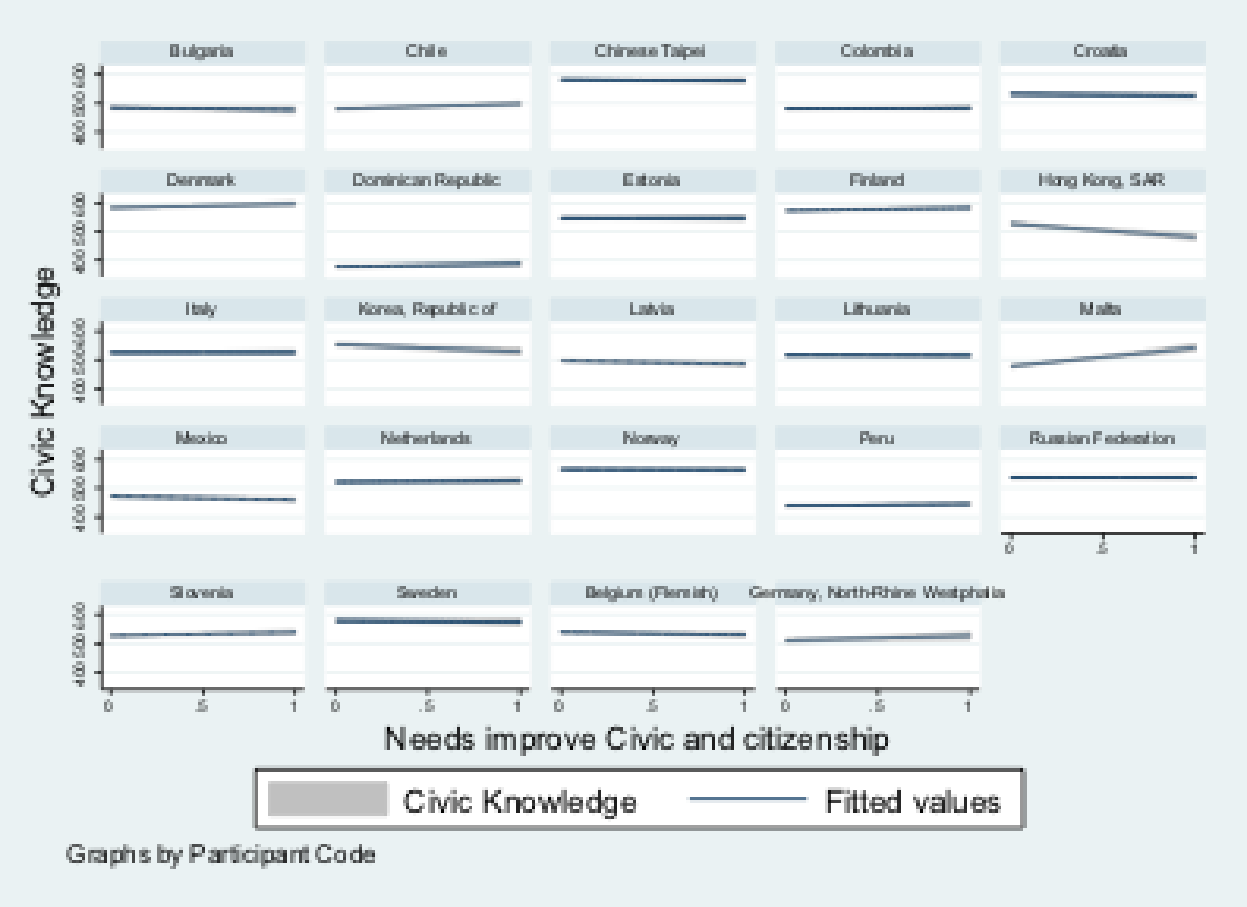
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is to have greater involvement of outside agencies or stakeholders (Figure 19). However, in Colombia, and Croatia, the association is positive and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.43).

Figure B.39. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more cooperation between the school and the local community.



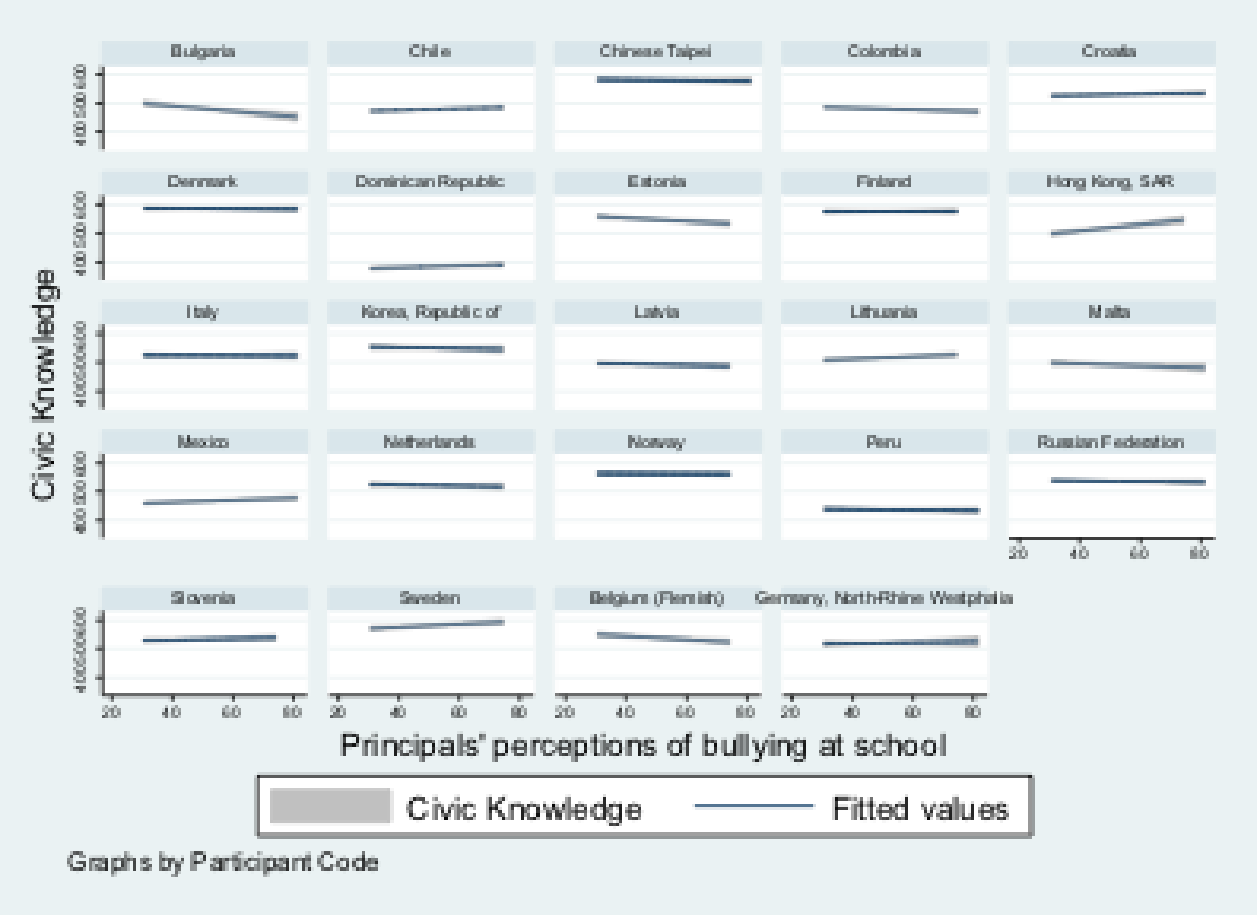
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is have more cooperation between the school and the local community (Figure B.39). However, in Netherlands, and Peru, the association is negative and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.44).

Figure B.40. Student performance in Civic Knowledge by teachers' beliefs about how needed is to give more emphasis to civic and citizenship education by the education authorities.



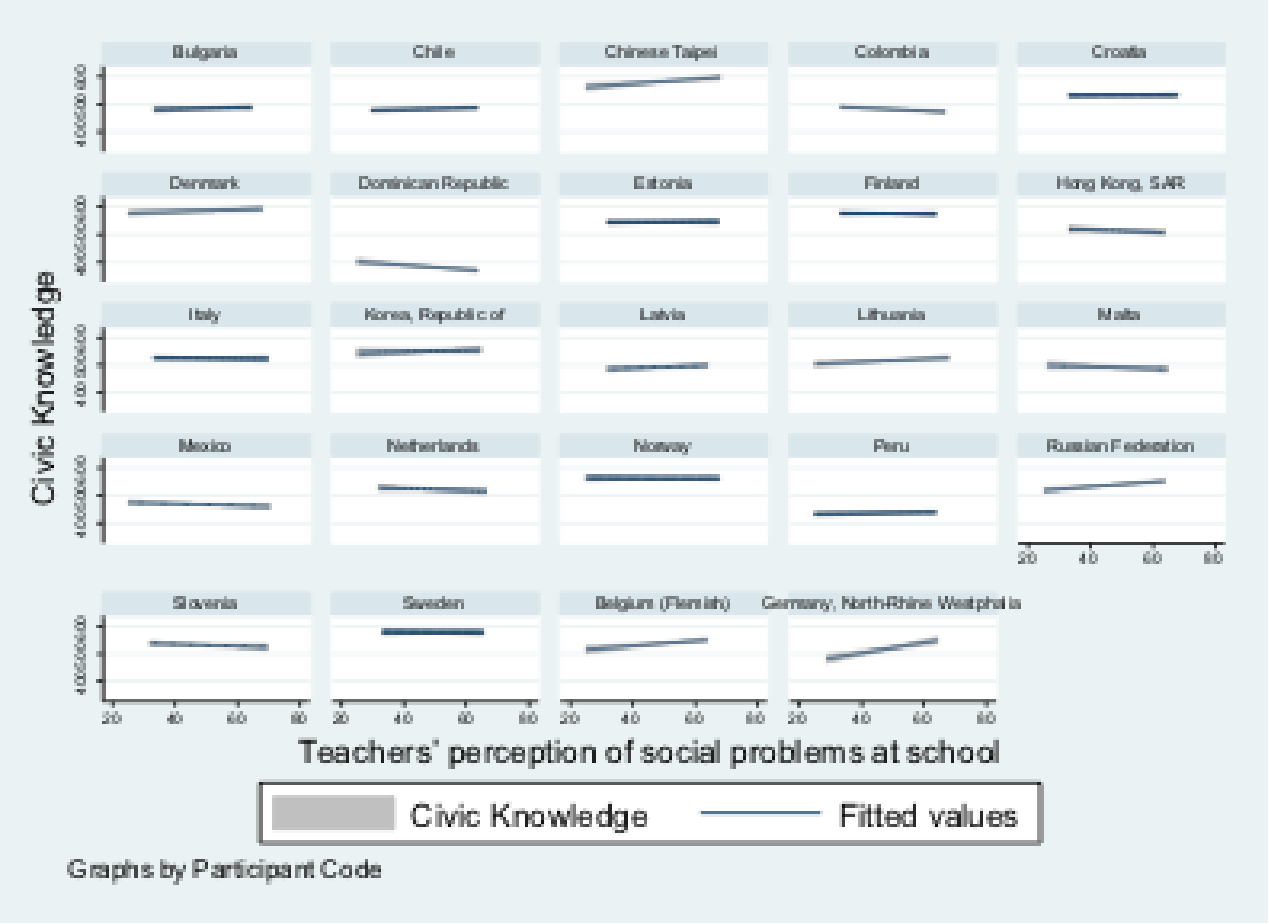
Students' performance in Civic Knowledge shows no clear association with teachers' beliefs about how needed is to give more emphasis to civic and citizenship education by the education authorities (Figure B.40). However, in Korea, the association is negative and statistically significant. In Malta, the association is positive and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.45).

Figure B.41. Student performance in Civic Knowledge by Teacher's perception of bullying at school.



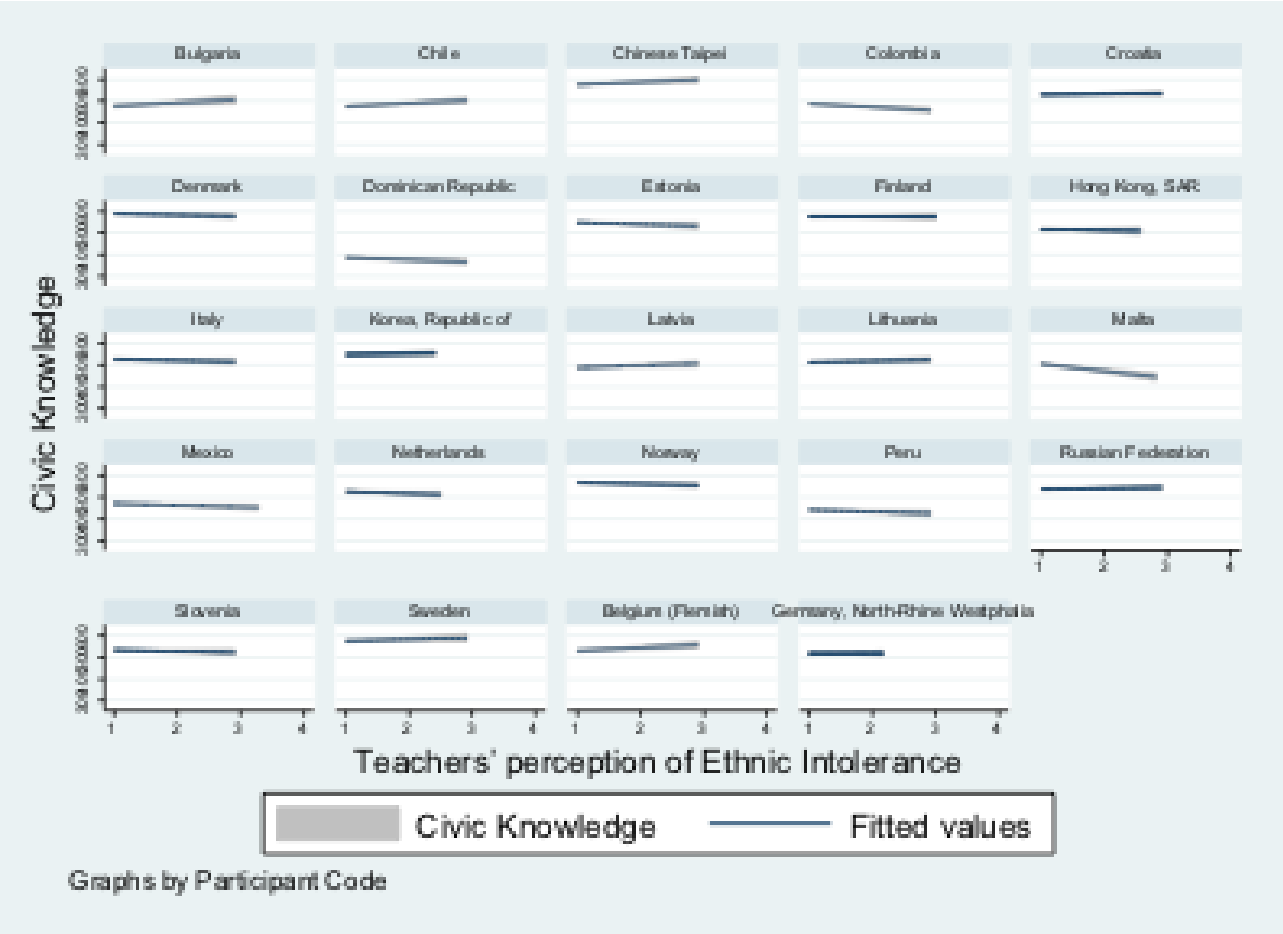
Students' performance in Civic Knowledge shows no clear association with teachers' perception of bullying at school (Figure B.41). However, in Estonia, the association is negative and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.46).

Figure B.42. Student performance in Civic Knowledge by Teacher's perception of social problems at school.



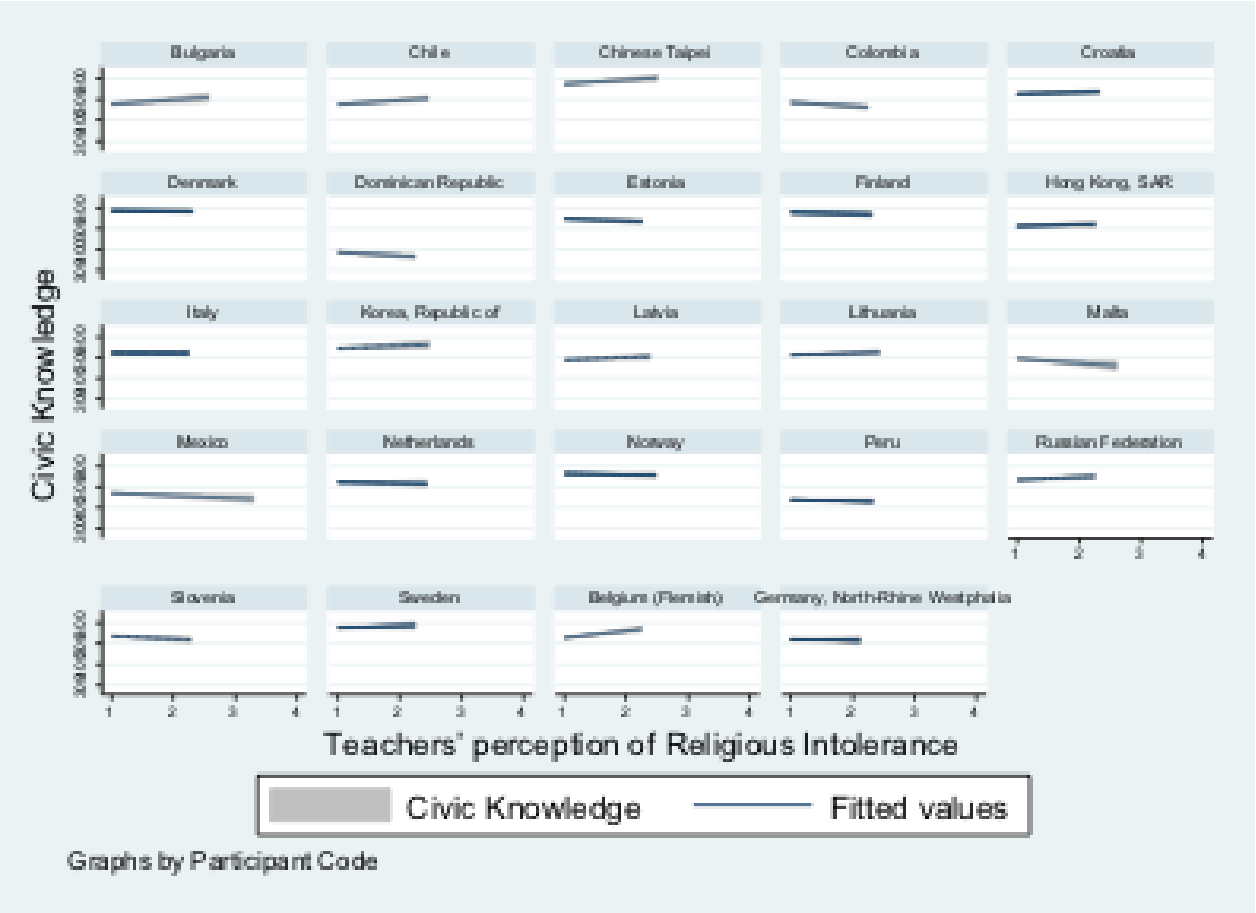
In none of the countries, this relationship is statistically significant (see Table B.47).

Figure B.43. Student performance in Civic Knowledge by Teacher's perception of Ethnic Intolerance among students at the school.



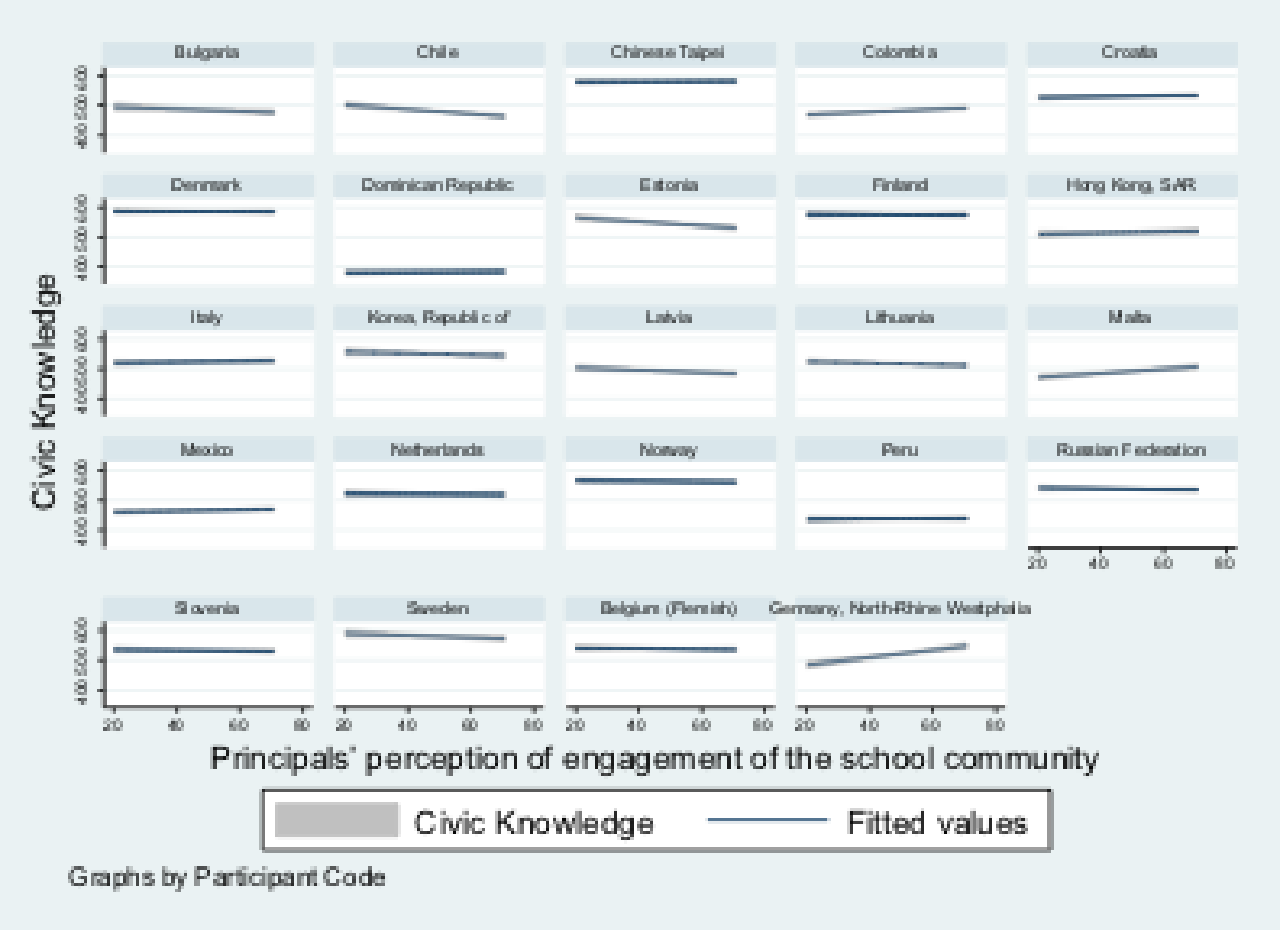
Students' performance in Civic Knowledge shows no clear association with teacher's perception of Ethnic Intolerance among students at the school (Figure B.43). However, in Malta, the association is negative and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.48).

Figure B.44. Student performance in Civic Knowledge by Teacher's perception Religious Intolerance among students at the school.



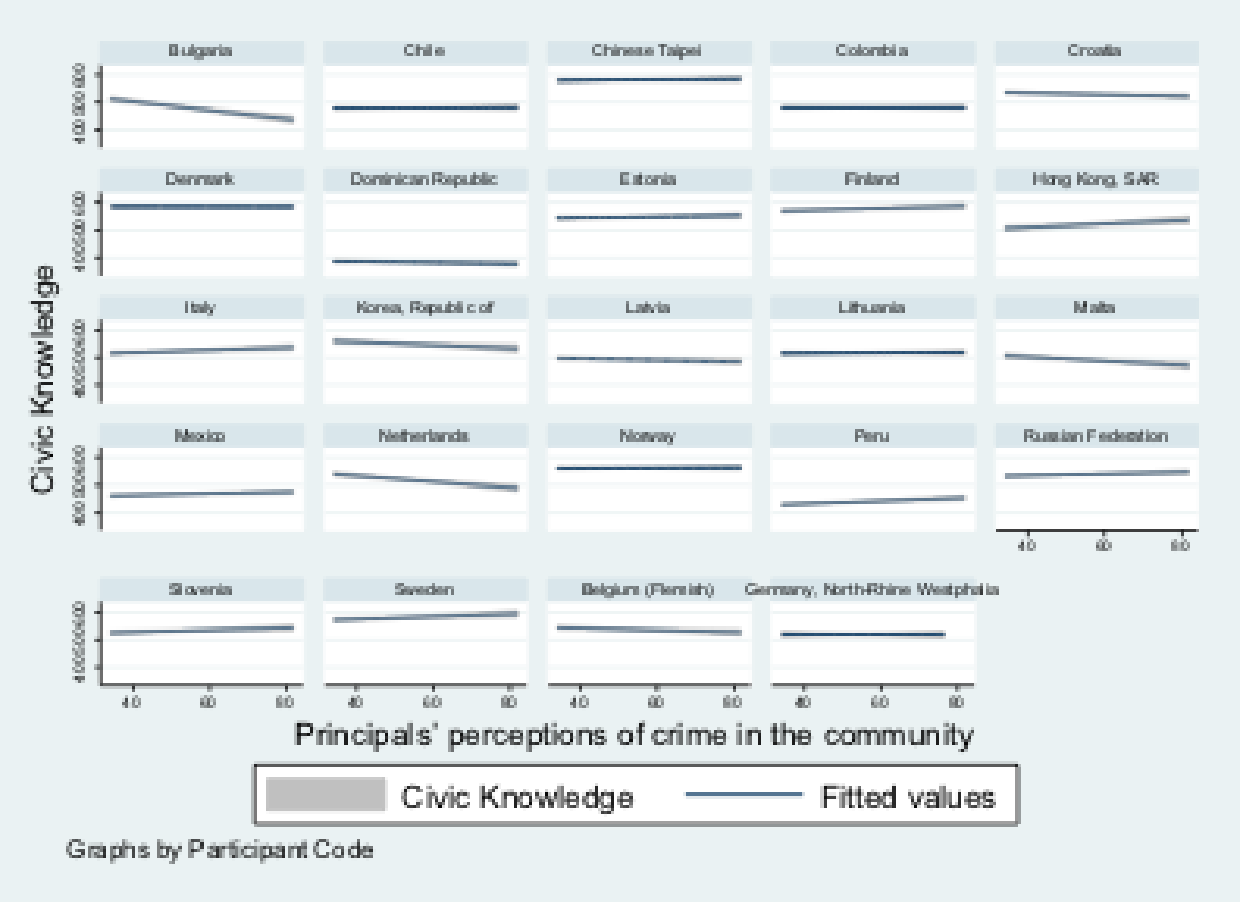
Students' performance in Civic Knowledge shows no clear association with teacher's perception of Religious Intolerance among students at the school (Figure B.44). However, in Belgium, the association is positive and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B49).

Figure B.45. Student performance in Civic Knowledge by Principals' perception of engagement of the school community.



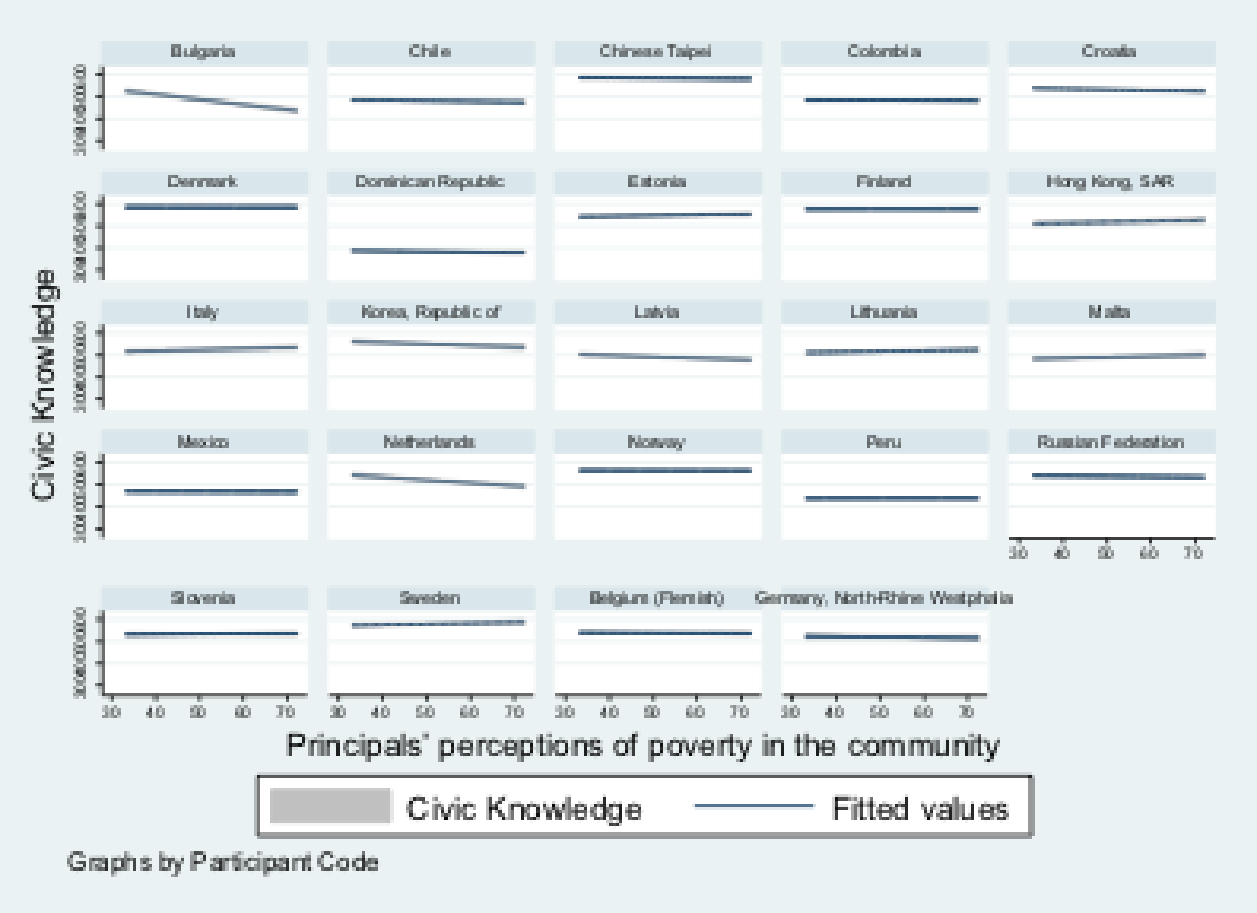
Students' performance in Civic Knowledge shows no clear association with Principals' perception of engagement of the school community (Figure B.45). However, in Malta, there is a positive and statistically significant association. In the rest of the countries, there is no statistically significant association (see Table B.50).

Figure B.46. Student performance in Civic Knowledge by Principals' perceptions of crime in the community.



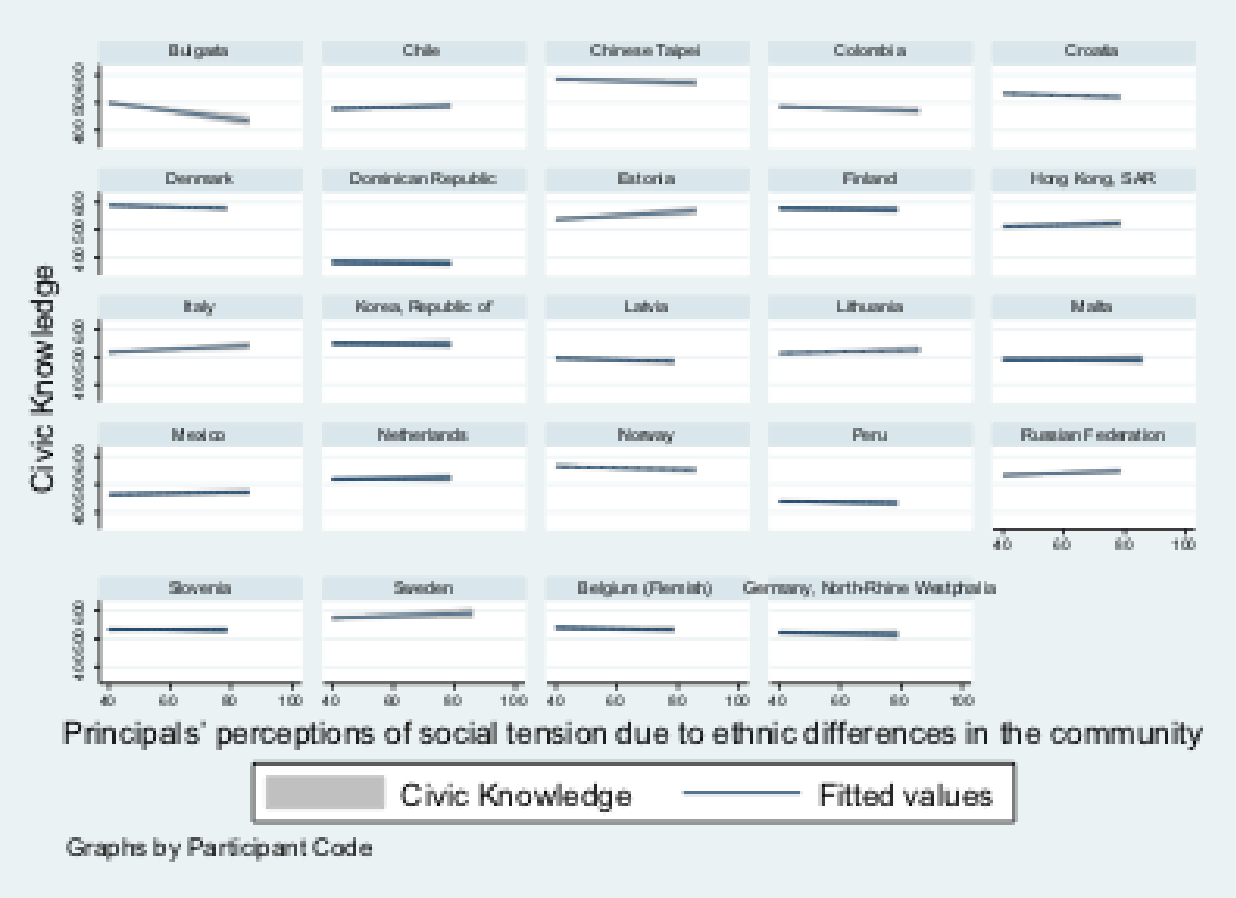
Students' performance in Civic Knowledge shows no clear association with Principals' perception of crime in the community (Figure B.46). However, in Bulgaria, and Malta, the association is negative and statistically significant. In the rest of the countries, there is no statistically significant association (see Table B.51).

FigureB.46. Student performance in Civic Knowledge by Principals' perceptions of poverty in the community.



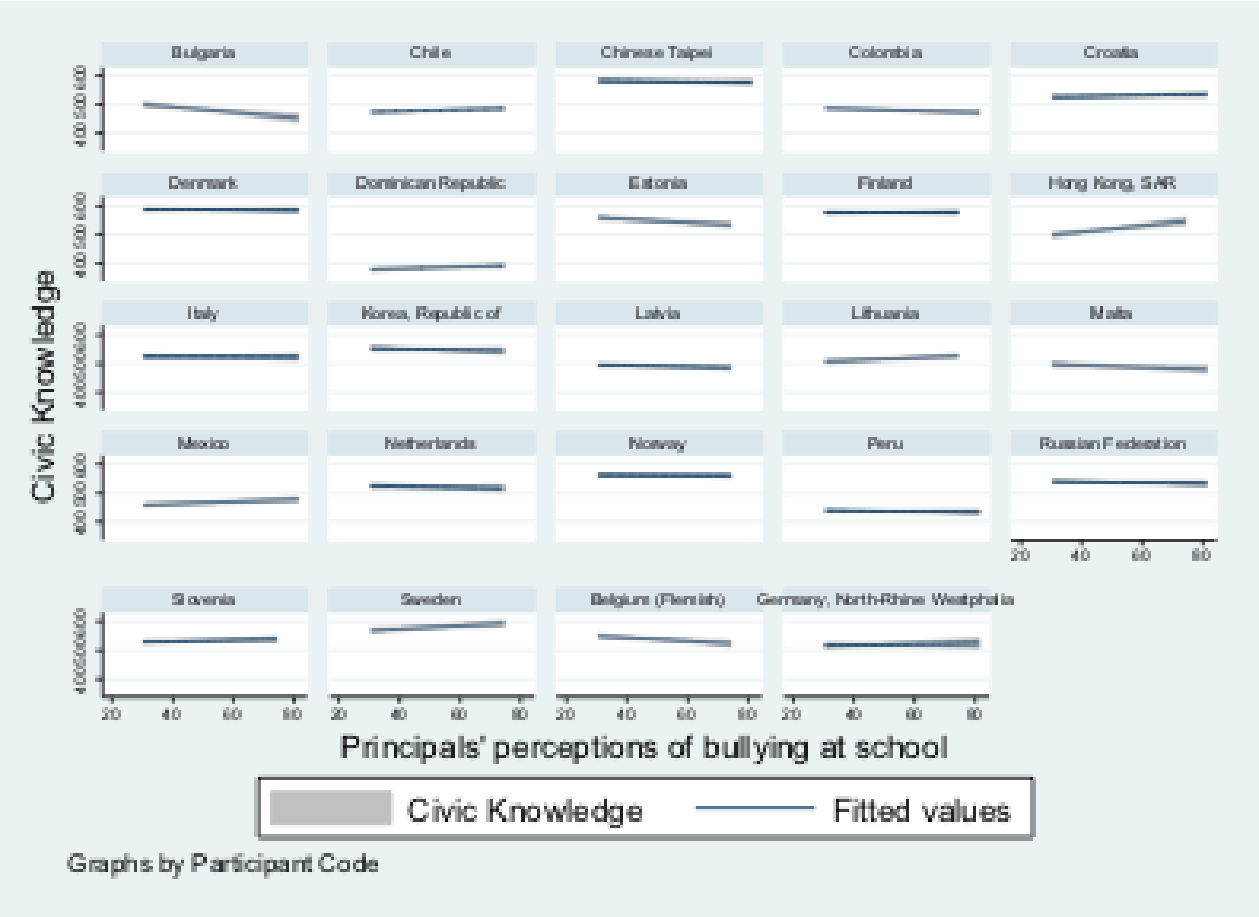
Students' performance in Civic Knowledge shows no clear association with Principals' perception of poverty in the community (Figure B.46). However, in Bulgaria, the association is negative and significant. In the rest of the countries, there is no statistically significant association (see Table B.52).

Figure B.47. Student performance in Civic Knowledge by Principals' perceptions of social tension due to ethnic differences in the community.



Students' performance in Civic Knowledge shows no clear association with Principals' perception of social tension due to ethnic differences in the community (Figure 47). However, in Italy, there is a positive and statistically significant association. In the rest of the countries, there is no statistically significant association (see Table B.53).

Figure B.48. Student performance in Civic Knowledge by Principals' perceptions of bullying at school.



Students' performance in Civic Knowledge shows no clear association with Principals' perception of bullying at school (Figure 48). However, in Estonia, the association is negative and significant. In the rest of the countries, there is no statistically significant association (see Table B.54).

Table B.4. Student performance in civic knowledge by parental education.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW	PV4CIV
university	78.27***	90.63***	68.32***	47.89***	27.19***	40.87***	75.87***	49.51***	36.94***	30.13***	21.65**	40.04***	46.87***	46.40***	83.62***	27.82***	47.62***	59.64***	54.33***	64.61***	64.21***	46.05***	72.72***	60.31***	29.46***
	(2.899)	(7.658)	(4.520)	(3.790)	(3.535)	(4.405)	(5.338)	(4.337)	(4.843)	(3.766)	(9.395)	(4.619)	(4.677)	(5.068)	(7.080)	(4.273)	(3.816)	(6.047)	(3.762)	(4.887)	(4.451)	(3.930)	(4.467)	(5.765)	(8.483)
Constant	459.6***	434.6***	458.6***	558.3***	468.1***	518.3***	549.4***	368.1***	527.3***	561.6***	510.0***	514.2***	521.7***	465.8***	465.6***	485.9***	453.9***	500.6***	528.8***	410.5***	498.4***	507.2***	531.6***	502.6***	510.8***
	(1.736)	(6.897)	(3.464)	(3.585)	(3.228)	(2.489)	(4.530)	(2.951)	(2.477)	(2.682)	(6.512)	(2.804)	(4.622)	(3.824)	(6.791)	(3.217)	(2.493)	(5.373)	(3.580)	(3.299)	(3.318)	(2.587)	(4.004)	(5.169)	(3.826)
Observations	4,062	2,547	4,062	3,165	4,791	3,067	2,713	3,595	2,300	2,365	2,332	2,821	2,261	2,173	1,638	3,045	5,132	2,659	4,414	4,065	5,006	1,722	2,467	2,504	1,164
R-squared	0.152	0.171	0.110	0.066	0.024	0.065	0.151	0.073	0.053	0.035	0.008	0.038	0.052	0.074	0.190	0.017	0.063	0.105	0.053	0.112	0.112	0.081	0.103	0.123	0.026
Standard errors in parentheses																									
*** p<0.01, ** p<0.05, * p<0.1																									

Table B.5. Student performance in civic knowledge by parental occupation.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
Parental occupational status	2.427***	1.817***	1.268***	1.251***	1.176***	1.916***	0.937***	1.639***	1.127***	0.630***	1.687***	1.292***	1.179***	1.425***	1.819***	1.546***	1.923***	1.648***	2.013***	1.336***	1.617***	2.019***	1.647***	1.308***
	(0.196)	(0.108)	(0.114)	(0.0939)	(0.104)	(0.119)	(0.117)	(0.108)	(0.0991)	(0.212)	(0.123)	(0.209)	(0.114)	(0.113)	(0.123)	(0.0932)	(0.222)	(0.105)	(0.119)	(0.124)	(0.0910)	(0.102)	(0.139)	(0.219)
Constant	376.8***	408.2***	523.8***	430.3***	479.1***	490.3***	347.6***	468.5***	521.4***	490.9***	449.7***	489.1***	438.3***	452.4***	410.5***	406.6***	428.5***	479.0***	362.3***	478.8***	453.4***	479.6***	456.0***	460.5***
	(11.40)	(6.038)	(6.722)	(5.157)	(4.449)	(7.249)	(5.634)	(4.849)	(5.591)	(11.64)	(6.428)	(10.09)	(6.324)	(5.738)	(6.890)	(4.428)	(13.41)	(5.473)	(5.032)	(5.612)	(4.994)	(6.135)	(7.383)	(10.09)
Observations	2,770	4,585	3,767	5,377	3,738	5,875	3,561	2,651	3,077	2,382	3,351	2,520	2,968	3,463	3,513	5,333	2,600	6,026	4,896	7,064	2,762	3,013	2,852	1,311
R-squared	0.159	0.106	0.061	0.068	0.068	0.117	0.048	0.116	0.053	0.011	0.102	0.038	0.067	0.090	0.095	0.098	0.115	0.080	0.159	0.073	0.110	0.116	0.119	0.076
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.6. Student performance in civic knowledge by family's language.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)
VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
1.lang	107.5***	40.99***	49.19***	13.66	17.44	60.35***	3.274	43.40***	55.00***	19.87	56.28***	56.98*	43.10***	52.51***	-17.24***	56.71***	33.16***	53.24***	102.8***	65.53***	53.30***	72.09***	58.07***	59.40***
	(9.252)	(13.49)	(4.800)	(16.46)	(15.74)	(8.621)	(9.637)	(7.541)	(10.87)	(13.54)	(4.842)	(28.50)	(9.834)	(14.78)	(4.428)	(12.77)	(12.13)	(5.378)	(8.139)	(9.355)	(5.686)	(7.391)	(6.175)	(6.675)
Constant	389.6***	443.1***	538.3***	468.2***	514.1***	531.8***	378.9***	505.1***	524.2***	500.9***	479.6***	493.9***	456.2***	467.7***	505.5***	412.5***	492.4***	516.9***	342.9***	482.4***	483.0***	520.3***	492.0***	472.2***
	(9.739)	(14.17)	(5.811)	(16.54)	(15.61)	(8.959)	(9.975)	(8.189)	(10.49)	(14.34)	(4.942)	(27.94)	(9.612)	(14.90)	(3.648)	(12.37)	(12.63)	(5.443)	(7.726)	(9.427)	(5.542)	(6.643)	(6.333)	(5.691)
Observations	2,943	5,034	3,867	5,579	3,869	5,919	3,880	2,832	3,128	2,474	3,402	2,589	3,141	3,575	3,679	5,454	2,796	6,111	5,097	7,266	2,783	3,113	2,806	1,398
R-squared	0.099	0.003	0.028	0.000	0.001	0.021	0.000	0.014	0.020	0.004	0.067	0.001	0.026	0.019	0.006	0.012	0.010	0.027	0.082	0.031	0.027	0.060	0.072	0.084

Table B.7. Student performance in civic knowledge by Migrant status.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
Native	29.94	26.25**	-16.74	97.36***	4.341	59.81***	24.44***	31.08***	77.82***	-9.274	43.59***	57.86***	14.78**	13.08	14.49**	50.78***	38.56***	57.70***	81.73***	13.06**	40.65***	68.66	60.17***	42.50***
	(30.09)	(12.08)	(21.43)	(20.54)	(5.885)	(7.076)	(8.311)	(7.024)	(11.63)	(5.909)	(6.732)	(3.962)	(6.130)	(8.743)	(6.550)	(13.34)	(11.60)	(4.174)	(10.28)	(6.539)	(5.338)	(0)	(6.801)	(4.313)
Constant	457.0***	462.5***	599.2***	387.1***	527.7***	534.7***	363.5***	518.7***	501.5***	522.7***	489.4***	494.2***	480.2***	506.9***	483.5***	421.1***	488.1***	515.7***	363.2***	533.2***	497.9***	529.2	487.7***	489.2***
	(30.68)	(12.19)	(21.40)	(20.75)	(6.244)	(7.702)	(7.689)	(5.661)	(11.40)	(7.440)	(6.565)	(1.746)	(6.716)	(7.874)	(6.343)	(13.59)	(12.58)	(3.862)	(10.72)	(6.532)	(5.187)	(0)	(6.777)	(3.960)
Observations	2,895	4,789	3,884	5,417	3,848	5,865	3,534	2,806	3,113	2,544	3,243	2,525	3,122	3,507	3,570	5,260	2,774	6,012	4,824	7,139	2,799	3,028	2,843	1,397
R-squared	0.000	0.001	0.000	0.009	0.000	0.033	0.003	0.012	0.030	0.002	0.026	0.000	0.001	0.000	0.001	0.009	0.014	0.041	0.015	0.001	0.033	0.070	0.073	0.055
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.8. Student performance in civic knowledge by students' willingness to participate in school activities.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_SCACT	0.791***	0.476***	1.278***	-0.457***	1.058***	0.891***	-0.0972	1.516***	1.412***	1.620***	1.538***	1.588***	0.820***	0.768***	0.866***	0.0590	1.127***	0.917***	0.434**	0.204	1.661***	1.069***	0.395*	0.731***
	(0.258)	(0.145)	(0.218)	(0.146)	(0.184)	(0.196)	(0.175)	(0.195)	(0.196)	(0.219)	(0.189)	(0.207)	(0.212)	(0.194)	(0.183)	(0.157)	(0.259)	(0.166)	(0.174)	(0.203)	(0.165)	(0.217)	(0.217)	(0.175)
Constant	451.3***	461.0***	515.5***	512.5***	477.6***	548.1***	401.3***	474.6***	511.0***	440.4***	446.5***	474.7***	454.4***	478.0***	454.7***	468.0***	474.6***	523.5***	422.8***	534.7***	451.9***	535.5***	519.9***	486.5***
	(12.88)	(7.949)	(11.50)	(8.059)	(9.179)	(9.640)	(10.57)	(9.306)	(9.407)	(11.23)	(10.43)	(9.969)	(10.33)	(9.785)	(9.533)	(9.034)	(10.94)	(8.424)	(9.748)	(11.53)	(8.539)	(10.36)	(8.637)	(8.968)
Observations	2,825	4,892	3,939	5,145	3,779	5,854	3,089	2,807	3,120	2,548	3,382	2,582	3,128	3,570	3,500	5,300	2,759	5,905	4,803	7,196	2,799	3,101	2,878	1,416
R-squared	0.006	0.003	0.014	0.003	0.017	0.006	0.000	0.031	0.025	0.025	0.027	0.029	0.010	0.008	0.008	0.000	0.015	0.009	0.002	0.001	0.042	0.011	0.002	0.009
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.9. Student performance in Civic Knowledge to the extent they have learned about political issues and events in other countries at school.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
small extent	29.12***	26.52***	68.92***	32.66***	15.75***	49.05***	19.53***	24.99***	15.06***	39.25***	30.86***	34.69***	20.24***	12.76**	24.70***	31.05***	31.96***	27.71***	37.48***	17.03***	22.92***	41.45	15.31***	44.49***
	(5.999)	(3.763)	(7.391)	(3.786)	(5.349)	(6.475)	(5.162)	(5.721)	(4.691)	(6.294)	(6.717)	(7.343)	(5.031)	(4.921)	(4.911)	(4.427)	(5.896)	(6.115)	(4.427)	(5.803)	(6.281)	(0)	(5.110)	(13.99)
moderate extent	17.72***	26.07***	85.81***	44.55***	25.21***	70.90***	21.33***	39.29***	30.40***	43.29***	48.87***	39.98***	27.95***	14.40**	18.83***	44.34***	51.51***	46.35***	51.62***	27.03***	32.17***	53.94	16.77***	44.08***
	(6.332)	(3.919)	(7.710)	(4.375)	(5.301)	(6.412)	(5.126)	(5.380)	(5.545)	(6.564)	(6.470)	(7.209)	(6.312)	(5.622)	(5.559)	(4.205)	(5.089)	(6.471)	(4.805)	(5.719)	(6.437)	(0)	(4.255)	(15.41)
large extent	-27.71***	23.60***	91.69***	29.88***	30.35***	100.6***	12.11**	44.11***	37.61***	52.86***	52.81***	53.54***	28.61***	5.146	4.266	27.86***	56.00***	61.63***	26.67***	26.16***	39.76***	78.71	20.19***	64.58***
	(9.838)	(5.104)	(7.629)	(5.270)	(6.151)	(6.833)	(4.788)	(6.400)	(8.428)	(8.270)	(6.341)	(6.453)	(6.808)	(9.165)	(7.575)	(4.991)	(7.861)	(6.781)	(6.086)	(8.139)	(7.409)	(0)	(6.551)	(15.51)
Constant	474.4***	463.4***	503.9***	454.6***	512.7***	520.7***	372.9***	517.9***	556.9***	478.9***	484.3***	518.7***	473.8***	506.4***	479.5***	438.6***	486.3***	526.9***	406.2***	525.2***	504.8***	524.7	523.5***	471.7***
	(6.784)	(4.526)	(7.728)	(4.121)	(4.511)	(6.556)	(4.251)	(5.307)	(4.225)	(8.410)	(6.133)	(6.624)	(5.071)	(5.101)	(4.470)	(3.285)	(5.469)	(6.137)	(4.222)	(6.815)	(6.354)	(0)	(5.046)	(14.38)
Observations	2,892	4,981	3,934	5,423	3,855	5,970	3,495	2,835	3,137	2,592	3,413	2,575	3,159	3,564	3,632	5,362	2,792	6,117	5,018	7,233	2,815	3,021	2,909	1,425
R-squared	0.028	0.012	0.050	0.037	0.016	0.071	0.009	0.027	0.019	0.022	0.030	0.029	0.013	0.004	0.009	0.027	0.048	0.032	0.038	0.011	0.018	0.032	0.006	0.046
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.10. Student performance in Civic Knowledge by students' discussion of political and social issues outside the school.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_POLDISC	0.522	1.812***	1.622***	0.129	1.727***	2.899***	0.0341	1.951***	2.575***	1.269***	1.345***	2.262***	0.852***	1.539***	1.931***	0.407**	2.811***	1.653***	-0.426**	1.583***	2.134***	2.391	0.864***	1.499***
	(0.370)	(0.168)	(0.180)	(0.148)	(0.187)	(0.196)	(0.159)	(0.197)	(0.209)	(0.270)	(0.215)	(0.242)	(0.211)	(0.301)	(0.184)	(0.155)	(0.286)	(0.184)	(0.182)	(0.177)	(0.204)	(0)	(0.264)	(0.319)
Constant	460.2***	393.9***	497.9***	477.6***	439.6***	430.2***	384.6***	444.4***	446.0***	449.7***	453.0***	435.4***	448.4***	434.5***	390.1***	449.5***	383.1***	480.2***	462.5***	462.9***	423.6***	454.1	493.4***	439.5***
	(17.26)	(8.976)	(9.519)	(6.899)	(10.32)	(11.29)	(7.756)	(9.965)	(11.22)	(14.24)	(11.07)	(12.92)	(11.95)	(16.13)	(10.06)	(7.475)	(14.46)	(9.438)	(10.05)	(10.44)	(10.65)	(0)	(12.31)	(16.55)
Observations	2,928	5,047	3,946	5,483	3,892	6,015	3,661	2,842	3,155	2,614	3,443	2,588	3,170	3,606	3,707	5,396	2,795	6,184	5,080	7,255	2,840	3,201	2,928	1,443
R-squared	0.002	0.033	0.028	0.000	0.035	0.066	0.000	0.043	0.079	0.015	0.016	0.046	0.009	0.025	0.029	0.002	0.069	0.026	0.002	0.030	0.051	0.048	0.008	0.026
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.11. Student performance in Civic Knowledge by Age

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_AGE	-26.85***	-30.34***	-8.031**	-14.93***	-23.48***	-34.45***	-20.70***	-2.526	-21.14***	-3.564	-30.40***	13.60**	-23.08***	-2.530	-7.982	-10.93***	-30.45***	16.26***	-32.57***	-8.508*	-9.308*	-27.44	-37.92***	-40.04***
	(5.900)	(2.780)	(3.619)	(1.634)	(4.469)	(4.419)	(1.689)	(4.064)	(5.612)	(5.071)	(3.786)	(5.489)	(4.235)	(3.507)	(5.669)	(3.794)	(6.351)	(5.065)	(2.019)	(4.972)	(4.719)	(0)	(4.177)	(4.769)
Constant	880.0***	913.2***	694.1***	700.1***	873.3***	1,101***	676.2***	583.6***	889.2***	564.1***	944.7***	359.9***	835.2***	553.5***	601.7***	620.9***	949.4***	325.6***	895.2***	670.3***	660.1***	983.1	1,065***	1,093***
	(86.59)	(39.55)	(51.47)	(24.77)	(65.01)	(65.76)	(24.43)	(60.58)	(82.89)	(71.76)	(51.90)	(76.59)	(63.80)	(51.39)	(78.39)	(53.48)	(88.66)	(74.26)	(29.73)	(74.51)	(65.94)	(0)	(58.51)	(68.08)
Observations	2,966	5,081	3,952	5,609	3,896	6,221	3,937	2,857	3,173	2,653	3,450	2,601	3,223	3,630	3,764	5,526	2,811	6,269	5,166	7,289	2,844	3,246	2,931	1,451
R-squared	0.013	0.049	0.001	0.036	0.012	0.022	0.090	0.000	0.008	0.000	0.033	0.002	0.014	0.000	0.001	0.006	0.028	0.004	0.102	0.002	0.002	0.009	0.063	0.095
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.12. Student performance in Civic Knowledge by Gender

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
Girls	38.51***	22.79***	34.65***	7.460*	26.40***	22.60***	28.07***	33.09***	33.85***	33.28***	19.78***	28.34***	30.30***	29.26***	38.88***	22.62***	13.58***	32.73***	5.621	14.80***	35.74***	36.73	2.115	13.36***
	(5.479)	(3.769)	(3.403)	(3.918)	(2.832)	(3.190)	(2.810)	(3.742)	(3.789)	(6.837)	(3.508)	(4.057)	(4.257)	(3.447)	(5.264)	(3.295)	(3.900)	(2.408)	(4.978)	(4.271)	(3.262)	(0)	(5.653)	(3.937)
Constant	466.4***	471.3***	563.7***	477.5***	517.4***	575.0***	367.4***	529.6***	560.2***	498.6***	514.8***	537.4***	477.0***	501.7***	472.4***	456.0***	515.5***	547.5***	435.1***	537.0***	514.4***	561.7	535.9***	511.9***
	(6.008)	(3.151)	(3.311)	(3.638)	(2.800)	(3.756)	(3.075)	(3.199)	(3.167)	(7.701)	(2.986)	(3.351)	(3.722)	(3.189)	(3.848)	(3.113)	(4.769)	(2.657)	(3.970)	(4.194)	(3.145)	(0)	(4.398)	(3.504)
Observations	2,966	5,081	3,953	5,609	3,896	6,247	3,937	2,857	3,173	2,653	3,450	2,601	3,223	3,631	3,764	5,526	2,812	6,271	5,166	7,289	2,844	3,246	2,931	1,451
R-squared	0.031	0.014	0.037	0.002	0.031	0.015	0.030	0.043	0.042	0.026	0.013	0.022	0.035	0.033	0.035	0.018	0.005	0.031	0.001	0.008	0.051	0.032	0.000	0.007
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.13. Student performance in Civic Knowledge by the perception of student interaction at school.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
Interaction at School	0.317	0.694***	0.329*	-1.346***	-0.724***	0.766***	-0.528***	1.119***	0.464**	1.853***	-0.153	0.922***	0.644**	-0.301*	0.0900	-0.406***	1.386***	0.754***	-0.671***	0.00455	0.157	0.689	0.725***	0.563
	(0.239)	(0.166)	(0.173)	(0.155)	(0.191)	(0.188)	(0.158)	(0.237)	(0.219)	(0.262)	(0.188)	(0.230)	(0.265)	(0.170)	(0.152)	(0.132)	(0.296)	(0.147)	(0.209)	(0.172)	(0.203)	(0)	(0.240)	(0.333)
Constant	472.2***	449.5***	562.9***	550.3***	566.6***	548.7***	416.1***	492.2***	553.4***	419.8***	532.3***	503.5***	464.0***	531.7***	490.4***	489.9***	451.9***	526.3***	475.0***	544.6***	524.3***	547.0	501.1***	493.3***
	(13.45)	(8.498)	(9.725)	(7.177)	(8.744)	(9.840)	(9.162)	(11.55)	(11.41)	(16.33)	(9.887)	(12.70)	(12.34)	(8.058)	(7.474)	(6.492)	(16.59)	(7.782)	(10.91)	(8.235)	(10.43)	(0)	(13.78)	(14.99)
Observations	2,906	4,994	3,939	5,441	3,883	5,948	3,626	2,839	3,142	2,606	3,429	2,579	3,165	3,590	3,656	5,376	2,789	6,135	5,054	7,248	2,831	3,128	2,914	1,436
R-squared	0.001	0.007	0.001	0.028	0.009	0.006	0.005	0.017	0.002	0.036	0.000	0.010	0.005	0.001	0.000	0.003	0.017	0.006	0.006	0.000	0.000	0.004	0.006	0.005
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.14. Student performance in Civic Knowledge by the perception of student-teacher relation at school.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
Student-teacher relationship	0.991***	0.812***	1.199***	-1.076***	0.312*	1.768***	0.657***	0.792***	1.693***	1.635***	0.426**	1.439***	0.668***	0.238	1.189***	0.485**	1.995***	1.429***	0.638***	0.522**	0.909***	1.333	0.866***	0.550
	(0.260)	(0.161)	(0.142)	(0.178)	(0.173)	(0.171)	(0.182)	(0.198)	(0.188)	(0.243)	(0.180)	(0.207)	(0.253)	(0.173)	(0.164)	(0.191)	(0.359)	(0.111)	(0.222)	(0.210)	(0.212)	(0)	(0.191)	(0.549)
Constant	434.7***	439.6***	514.2***	542.0***	515.7***	492.2***	345.7***	507.6***	487.5***	431.1***	502.4***	475.1***	463.0***	505.0***	432.2***	442.5***	423.9***	490.3***	404.4***	518.5***	487.8***	511.6	492.8***	492.6***
	(15.79)	(9.456)	(8.699)	(9.643)	(8.722)	(9.495)	(11.22)	(10.13)	(10.70)	(15.08)	(10.23)	(12.58)	(12.02)	(8.239)	(8.805)	(10.82)	(18.72)	(6.465)	(12.86)	(11.65)	(10.36)	(0)	(9.636)	(26.01)
Observations	2,921	4,998	3,940	5,475	3,883	5,983	3,709	2,839	3,146	2,608	3,433	2,579	3,174	3,604	3,672	5,401	2,792	6,154	5,079	7,257	2,836	3,189	2,922	1,444
R-squared	0.009	0.010	0.022	0.016	0.002	0.034	0.006	0.008	0.036	0.030	0.002	0.025	0.005	0.001	0.015	0.003	0.034	0.029	0.004	0.004	0.011	0.018	0.008	0.004
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.15. Student performance in Civic Knowledge by Student's acceptance of different religions.

VARIABLES	CHL	COL	DOM	MEX	PER
1.LS3G06C	-66.79***	-61.08***	-70.76***	-51.10***	-84.11***
	(6.153)	(3.763)	(3.655)	(4.529)	(4.152)
Constant	489.1***	490.3***	398.5***	477.5***	452.7***
	(2.902)	(3.032)	(2.587)	(2.645)	(3.341)
Observations	5,031	5,478	3,788	5,348	5,098
R-squared	0.039	0.055	0.128	0.049	0.117

Table B.16 Student performance in Civic Knowledge by Student's acceptance of different country.

VARIABLES	CHL	COL	DOM	MEX	PER
1.LS3G06G	-63.24***	-61.95***	-70.02***	-56.61***	-94.60***
	(5.630)	(3.808)	(3.262)	(4.895)	(5.305)
Constant	487.8***	489.2***	398.1***	476.8***	452.2***
	(2.972)	(3.096)	(2.613)	(2.615)	(3.346)
Observations	5,030	5,477	3,775	5,343	5,090
R-squared	0.028	0.049	0.122	0.050	0.129

Table B.17. Student performance in Civic Knowledge by endorsement of gender equality.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
gender equality	6.729***	5.483***	4.269***	5.153***	3.660***	4.041***	5.851***	4.295***	4.071***	4.855***	4.761***	4.244***	4.195***	4.626***	5.593***	7.509***	3.963***	4.333***	5.953***	4.167***	3.587***	4.948	4.211***	3.858***
	(0.343)	(0.160)	(0.199)	(0.138)	(0.134)	(0.171)	(0.201)	(0.202)	(0.194)	(0.385)	(0.171)	(0.227)	(0.181)	(0.189)	(0.192)	(0.219)	(0.341)	(0.160)	(0.158)	(0.241)	(0.163)	(0)	(0.212)	(0.249)
Constant	175.9***	198.1***	340.3***	225.4***	336.1***	361.5***	129.7***	328.2***	354.7***	269.1***	271.8***	327.5***	299.0***	290.7***	198.5***	129.2***	316.4***	320.7***	150.7***	360.3***	343.0***	298.8	309.5***	308.3***
	(18.71)	(8.927)	(12.06)	(7.968)	(7.542)	(10.67)	(8.555)	(10.70)	(11.23)	(22.37)	(10.15)	(12.98)	(9.512)	(10.08)	(10.53)	(10.31)	(19.62)	(9.476)	(8.249)	(10.72)	(9.658)	(0)	(12.85)	(14.91)
Observations	2,918	4,986	3,942	5,453	3,871	5,969	3,588	2,838	3,138	2,594	3,433	2,583	3,170	3,603	3,647	5,401	2,780	6,088	5,059	7,261	2,831	3,181	2,918	1,440
R-squared	0.301	0.334	0.180	0.319	0.208	0.164	0.284	0.252	0.221	0.206	0.261	0.167	0.191	0.278	0.296	0.310	0.176	0.196	0.352	0.142	0.198	0.200	0.212	0.222
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.18. Student performance in Civic Knowledge by the perception of openness in classroom discussions.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
opennes in class	3.589***	1.838***	1.573***	2.499***	1.881***	2.906***	2.525***	1.626***	1.752***	1.674***	2.210***	0.640***	2.411***	0.518***	3.566***	1.468***	2.370***	2.037***	3.452***	1.565***	2.050***	2.235	1.761***	2.277***
	(0.270)	(0.149)	(0.155)	(0.182)	(0.137)	(0.166)	(0.163)	(0.248)	(0.261)	(0.266)	(0.228)	(0.161)	(0.242)	(0.185)	(0.201)	(0.169)	(0.342)	(0.159)	(0.239)	(0.253)	(0.186)	(0)	(0.279)	(0.226)
Constant	315.1***	387.5***	498.9***	360.8***	435.0***	431.5***	263.1***	465.7***	490.4***	426.0***	407.4***	524.5***	376.0***	491.6***	317.9***	394.2***	410.6***	458.5***	256.3***	469.9***	429.9***	463.9	449.6***	406.6***
	(14.20)	(9.122)	(8.830)	(9.841)	(7.583)	(10.07)	(8.166)	(12.67)	(13.02)	(15.21)	(12.48)	(7.549)	(12.72)	(9.956)	(10.48)	(8.727)	(15.82)	(8.953)	(12.95)	(13.23)	(10.06)	(0)	(13.69)	(11.79)
Observations	2,907	5,027	3,944	5,486	3,878	5,991	3,715	2,840	3,141	2,613	3,434	2,571	3,169	3,581	3,678	5,401	2,780	6,152	5,084	7,235	2,835	3,185	2,918	1,431
R-squared	0.119	0.054	0.037	0.081	0.056	0.094	0.123	0.031	0.031	0.037	0.056	0.008	0.066	0.004	0.109	0.029	0.050	0.056	0.112	0.045	0.060	0.053	0.033	0.084
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.19. Student performance in Civic Knowledge by the extent the students have learned about how citizens can vote in local or national elections.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
moderate to larga extent	-0.460	39.62***	91.35***	28.43***	7.015*	25.61***	21.82***	12.08**	-3.565	32.93***	16.97***	27.32***	6.622**	-4.317	13.46***	42.15***	4.165	33.64***	57.61***	12.31***	33.83***	52.43***	0.781	0.231
	(5.080)	(2.992)	(5.833)	(3.848)	(3.591)	(3.388)	(3.609)	(4.683)	(3.302)	(5.547)	(3.611)	(4.100)	(3.179)	(4.291)	(3.666)	(2.756)	(4.325)	(2.795)	(4.116)	(4.036)	(4.425)	(5.510)	(3.877)	(10.07)
Constant	487.3***	455.4***	500.7***	461.5***	527.0***	572.5***	369.5***	541.1***	578.6***	498.3***	513.1***	535.4***	491.4***	518.9***	487.4***	438.6***	521.3***	543.1***	393.3***	538.0***	506.6***	538.9***	536.9***	519.8***
	(6.350)	(3.602)	(5.881)	(4.326)	(3.233)	(4.122)	(3.539)	(3.794)	(3.037)	(7.476)	(3.648)	(4.941)	(3.442)	(3.157)	(3.221)	(2.959)	(4.523)	(2.940)	(4.305)	(4.712)	(4.405)	(5.199)	(4.524)	(5.660)
Observations	2,915	4,988	3,938	5,501	3,875	5,976	3,689	2,843	3,145	2,595	3,424	2,578	3,160	3,589	3,648	5,417	2,792	6,140	5,071	7,250	2,825	3,086	2,912	1,438
R-squared	0.000	0.036	0.110	0.021	0.002	0.018	0.015	0.006	0.000	0.025	0.008	0.020	0.002	0.001	0.004	0.051	0.001	0.031	0.062	0.006	0.034	0.043	0.000	0.000
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.20. Student performance in Civic Knowledge by the extent the students have learned about

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	-13.68**	26.56***	93.84***	3.944	2.812	27.11***	16.48***	12.95***	-11.78***	39.76***	18.48***	27.96***	-6.223*	-8.874**	-18.11***	22.74***	-6.555	6.811**	44.28***	13.97***	22.31***	33.38***	-7.446*	-4.797
	(5.507)	(3.252)	(5.326)	(3.007)	(3.210)	(4.480)	(3.455)	(4.247)	(3.181)	(5.604)	(3.813)	(3.854)	(3.244)	(3.553)	(3.551)	(2.661)	(4.605)	(2.981)	(3.587)	(4.554)	(4.402)	(5.752)	(4.050)	(8.584)
Constant	495.7***	466.9***	500.2***	482.1***	529.9***	568.5***	374.7***	540.1***	581.3***	492.5***	512.4***	539.0***	497.2***	521.4***	503.3***	453.9***	525.5***	562.7***	406.9***	536.2***	515.7***	554.2***	540.4***	522.8***
	(5.083)	(4.034)	(5.556)	(3.544)	(3.033)	(5.197)	(2.747)	(3.672)	(2.163)	(7.916)	(3.609)	(4.295)	(3.266)	(3.397)	(3.172)	(3.303)	(4.574)	(2.348)	(3.322)	(5.689)	(4.427)	(6.289)	(4.353)	(5.387)
Observations	2,889	4,984	3,937	5,449	3,875	5,967	3,651	2,833	3,140	2,594	3,423	2,573	3,160	3,577	3,639	5,379	2,794	6,118	5,055	7,249	2,820	3,071	2,915	1,436
R-squared	0.004	0.018	0.131	0.001	0.000	0.017	0.009	0.007	0.005	0.036	0.010	0.022	0.001	0.003	0.008	0.016	0.001	0.001	0.045	0.007	0.015	0.017	0.002	0.001
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.21. Student performance in Civic Knowledge by the extent the students have learned about how to protect the environment.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	83.46***	41.78***	63.81***	49.51***	36.43***	13.58***	43.67***	26.67***	37.06***	66.24***	41.81***	60.71***	34.67***	20.47***	54.01***	50.73***	16.97***	20.11***	66.51***	19.66***	18.48***	42.84***	22.51***	17.24***
	(8.115)	(4.319)	(7.721)	(4.447)	(5.104)	(3.490)	(4.519)	(4.023)	(5.202)	(5.942)	(5.328)	(5.671)	(5.247)	(4.289)	(4.291)	(2.990)	(4.914)	(3.118)	(5.014)	(5.748)	(4.013)	(5.518)	(4.693)	(5.909)
Constant	418.3***	450.0***	523.8***	437.9***	498.7***	580.1***	349.7***	527.2***	545.0***	462.6***	489.7***	499.9***	465.1***	500.4***	451.4***	425.9***	511.9***	551.4***	383.0***	528.9***	518.3***	546.0***	518.3***	507.8***
	(9.554)	(5.135)	(8.321)	(5.377)	(4.952)	(3.475)	(4.262)	(4.208)	(5.195)	(7.877)	(5.456)	(5.845)	(5.194)	(4.332)	(4.646)	(3.581)	(5.194)	(3.126)	(4.673)	(6.730)	(4.403)	(5.629)	(5.260)	(4.371)
Observations	2,888	4,973	3,934	5,489	3,866	5,949	3,635	2,836	3,141	2,595	3,418	2,573	3,157	3,570	3,626	5,400	2,794	6,125	5,060	7,239	2,815	3,158	2,905	1,438
R-squared	0.084	0.030	0.045	0.026	0.020	0.005	0.041	0.023	0.026	0.065	0.031	0.054	0.026	0.009	0.043	0.047	0.008	0.010	0.066	0.009	0.010	0.024	0.010	0.010
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.22. Student performance in Civic Knowledge by the extent the students have learned at the school about how to contribute to solving problems in the local community.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	2.908	14.33***	32.14***	22.53***	6.817*	-4.008	25.51***	5.004	-7.849**	29.64***	5.605*	31.77***	9.733**	2.879	1.924	40.43***	-3.479	5.775*	39.16***	16.18***	10.23***	1.855	-6.843	-9.061
	(4.162)	(3.126)	(4.202)	(2.965)	(3.432)	(3.403)	(4.082)	(3.773)	(3.372)	(3.519)	(2.998)	(3.572)	(4.239)	(3.316)	(3.242)	(2.618)	(5.368)	(2.961)	(4.141)	(3.944)	(3.833)	(4.068)	(4.249)	(6.502)
Constant	486.3***	474.8***	558.5***	467.6***	527.8***	590.3***	368.2***	543.7***	580.0***	498.1***	522.1***	533.7***	490.5***	516.2***	494.3***	440.2***	524.4***	562.9***	412.1***	536.8***	526.1***	581.2***	540.2***	524.1***
	(5.757)	(3.813)	(4.719)	(3.665)	(2.901)	(3.375)	(3.328)	(3.933)	(2.455)	(7.175)	(2.755)	(4.062)	(3.151)	(2.983)	(3.024)	(2.875)	(4.515)	(2.509)	(4.376)	(4.816)	(3.601)	(3.323)	(3.786)	(3.620)
Observations	2,893	4,977	3,932	5,459	3,863	5,956	3,559	2,838	3,135	2,595	3,416	2,573	3,155	3,555	3,632	5,367	2,789	6,125	5,049	7,232	2,816	3,121	2,906	1,433
R-squared	0.000	0.005	0.027	0.015	0.002	0.000	0.020	0.001	0.002	0.020	0.001	0.028	0.004	0.000	0.000	0.046	0.000	0.001	0.038	0.010	0.004	0.000	0.002	0.003
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.23. Student performance in Civic Knowledge by the extent the students have learned at the school about how citizen rights are protected in the country of test.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	-4.859	22.33***	92.69***	31.20***	7.167**	16.68***	31.21***	13.76***	-1.115	48.51***	30.92***	18.28***	-5.007	-15.28***	5.795	39.97***	-4.731	11.30***	38.25***	18.92***	17.44***	12.90***	-12.31***	-0.949
	(4.533)	(3.326)	(5.413)	(3.325)	(3.185)	(3.337)	(3.792)	(4.606)	(3.647)	(5.384)	(3.869)	(4.215)	(3.561)	(3.452)	(3.540)	(2.609)	(6.633)	(2.780)	(3.729)	(4.183)	(3.924)	(4.664)	(4.138)	(6.938)
Constant	490.9***	469.7***	501.3***	458.4***	527.0***	579.1***	361.9***	539.0***	577.3***	484.3***	503.4***	542.4***	496.8***	524.6***	491.3***	438.4***	524.6***	560.3***	410.1***	531.0***	520.2***	575.1***	541.9***	520.1***
	(5.828)	(3.857)	(5.667)	(4.071)	(3.042)	(3.671)	(3.564)	(4.270)	(2.636)	(7.838)	(3.730)	(4.236)	(3.424)	(3.137)	(3.223)	(2.985)	(3.939)	(2.338)	(4.062)	(5.290)	(4.096)	(3.793)	(3.783)	(4.026)
Observations	2,887	4,972	3,934	5,437	3,848	5,959	3,535	2,833	3,134	2,597	3,419	2,573	3,153	3,564	3,635	5,385	2,780	6,121	5,030	7,227	2,809	3,125	2,902	1,427
R-squared	0.001	0.013	0.128	0.021	0.002	0.008	0.023	0.007	0.000	0.050	0.028	0.009	0.001	0.009	0.001	0.040	0.001	0.004	0.030	0.010	0.010	0.004	0.005	0.000
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.24. Student performance in Civic Knowledge by the extent the students have learned at the school about how the economy works.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	-13.88***	7.991**	8.180**	13.46***	0.701	10.59**	27.22***	7.475*	-17.32***	18.05***	-4.971	14.70***	9.270**	-7.968**	-8.686**	12.74***	-26.69***	-11.14***	23.48***	25.15***	6.288*	-14.93***	7.163	10.20*
	(4.849)	(3.383)	(3.668)	(3.004)	(3.503)	(4.124)	(3.388)	(4.192)	(3.194)	(4.990)	(3.986)	(4.832)	(4.265)	(3.591)	(3.438)	(2.900)	(5.429)	(2.888)	(3.790)	(4.048)	(3.557)	(4.004)	(5.497)	(5.982)
Constant	494.5***	479.2***	576.2***	474.6***	531.9***	581.2***	367.4***	543.1***	582.0***	507.0***	528.8***	545.1***	489.9***	520.4***	499.4***	460.9***	540.2***	570.6***	423.4***	529.0***	528.1***	590.4***	532.6***	512.9***
	(5.004)	(3.894)	(4.086)	(3.927)	(2.347)	(4.117)	(3.645)	(3.925)	(2.402)	(7.018)	(4.196)	(4.389)	(3.647)	(2.826)	(3.143)	(3.253)	(5.981)	(2.657)	(4.486)	(4.904)	(3.762)	(3.661)	(6.775)	(5.544)
Observations	2,893	4,979	3,939	5,467	3,861	5,969	3,597	2,840	3,140	2,593	3,425	2,575	3,162	3,574	3,640	5,390	2,791	6,126	5,063	7,243	2,818	3,088	2,909	1,437
R-squared	0.004	0.002	0.002	0.005	0.000	0.003	0.023	0.002	0.010	0.008	0.001	0.006	0.003	0.002	0.002	0.005	0.019	0.004	0.014	0.022	0.001	0.005	0.002	0.004
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.25. Student performance in Civic Knowledge by Importance of promoting knowledge of citizens' rights and responsibilities.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
importance	-24.87	-4.046	-2.330	8.130	4.930	9.989	21.37	6.561	6.527	-39.42	-5.759	-9.561	-16.13	-8.508	66.05***	33.99**	6.223	8.827	-12.46	-18.66	12.60	-24.30	-24.72	19.47
	(32.48)	(18.56)	(16.48)	(18.64)	(10.92)	(11.05)	(14.83)	(14.65)	(9.699)	(35.65)	(11.58)	(13.02)	(15.43)	(13.61)	(15.30)	(16.14)	(34.94)	(10.09)	(18.62)	(15.05)	(11.52)	(15.62)	(22.67)	(62.94)
Constant	498.5***	484.8***	582.1***	476.9***	528.0***	581.0***	369.5***	542.3***	572.6***	536.3***	527.5***	555.9***	502.0***	521.2***	455.1***	448.6***	518.8***	558.7***	445.0***	549.2***	524.4***	592.8***	550.9***	508.6***
	(17.49)	(10.88)	(10.30)	(10.80)	(6.106)	(7.078)	(9.592)	(8.153)	(5.711)	(19.22)	(7.264)	(8.361)	(8.239)	(8.207)	(8.825)	(9.040)	(20.24)	(6.317)	(11.80)	(10.61)	(7.110)	(8.882)	(12.50)	(33.50)
Observations	2,966	5,081	3,953	5,609	3,896	6,254	3,936	2,857	3,173	2,653	3,450	2,601	3,224	3,631	3,764	5,526	2,812	6,271	5,166	5,442	2,844	3,264	2,931	1,451
R-squared	0.003	0.000	0.000	0.000	0.000	0.001	0.004	0.000	0.000	0.007	0.000	0.001	0.002	0.001	0.017	0.009	0.000	0.000	0.001	0.003	0.001	0.003	0.005	0.003
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.26. Student performance in Civic Knowledge by Importance of supporting the development of effective strategies to reduce racism.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
importance	62.04*	38.49	9.805	-11.77	35.06***	-13.02	-26.14	8.712	3.754	39.03	2.020	23.88	-1.756	14.84	105.4***	8.589	-51.53	5.169	-17.90	13.37	2.232	29.86	16.50	14.80
	(33.87)	(33.90)	(24.60)	(21.60)	(12.33)	(28.38)	(27.33)	(28.96)	(12.18)	(32.05)	(19.44)	(30.88)	(24.91)	(22.42)	(28.92)	(20.53)	(54.38)	(20.72)	(35.55)	(25.85)	(16.14)	(22.95)	(32.15)	(32.28)
Constant	477.5***	478.6***	579.7***	482.7***	527.1***	587.9***	384.5***	545.0***	575.9***	510.3***	524.1***	548.1***	493.0***	514.9***	481.4***	466.3***	527.1***	563.1***	439.6***	536.9***	531.4***	576.3***	535.3***	517.4***
	(6.746)	(5.139)	(4.203)	(4.195)	(2.606)	(3.971)	(3.403)	(3.916)	(2.465)	(7.738)	(3.261)	(3.793)	(4.234)	(3.800)	(3.698)	(3.645)	(6.388)	(2.756)	(5.429)	(4.711)	(3.315)	(3.438)	(5.159)	(4.245)
Observations	2,966	5,081	3,953	5,609	3,896	6,254	3,936	2,857	3,173	2,653	3,450	2,601	3,224	3,631	3,764	5,526	2,812	6,271	5,166	5,442	2,844	3,264	2,931	1,451
R-squared	0.006	0.002	0.000	0.000	0.004	0.000	0.002	0.000	0.000	0.003	0.000	0.001	0.000	0.001	0.009	0.000	0.003	0.000	0.001	0.000	0.000	0.001	0.001	0.001
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.27. Student performance in Civic Knowledge by teachers' participation in activities for CCE topics.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
participation	-0.496	-0.880	0.370	-0.578	0.613**	-0.0472	-0.213	-0.290	0.463	0.964	0.364	0.425	0.133	-0.268	0.744**	-0.0303	0.108	-0.404	0.837*	0.382	0.188	0.412	-0.386	0.265
	(0.761)	(0.583)	(0.504)	(0.429)	(0.282)	(0.425)	(0.422)	(0.493)	(0.289)	(0.901)	(0.345)	(0.796)	(0.447)	(0.348)	(0.363)	(0.364)	(0.929)	(0.329)	(0.500)	(0.436)	(0.266)	(0.365)	(0.540)	(1.003)
Constant	508.6***	527.4***	563.8***	511.2***	500.2***	589.3***	392.1***	560.7***	552.2***	464.0***	507.0***	528.8***	485.8***	529.9***	454.1***	469.5***	516.1***	584.3***	395.9***	517.6***	521.0***	558.2***	557.4***	502.0***
	(37.91)	(28.75)	(27.07)	(21.81)	(14.23)	(21.94)	(22.03)	(25.54)	(14.88)	(47.54)	(17.67)	(41.16)	(22.87)	(17.79)	(18.72)	(18.72)	(47.11)	(17.60)	(26.15)	(23.82)	(13.35)	(17.84)	(28.07)	(52.60)
Observations	2,705	4,749	3,660	5,189	3,655	5,793	3,595	2,646	2,942	2,389	3,233	2,365	2,989	3,422	3,613	5,101	2,577	5,779	4,836	5,122	2,601	3,032	2,708	1,308
R-squared	0.001	0.005	0.001	0.003	0.005	0.000	0.000	0.001	0.002	0.005	0.001	0.001	0.000	0.001	0.003	0.000	0.000	0.001	0.006	0.002	0.000	0.001	0.001	0.001
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.28. Student performance in Civic Knowledge by teachers' participation in activities for teaching methods.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
participation	-0.175	-1.692***	0.0844	0.172	0.540	-0.372	-0.845*	-0.563	0.147	1.204	-0.257	0.495	0.697	-0.515	0.769**	-0.218	0.504	-0.296	0.490	0.614	-0.0370	0.166	-0.226	-0.551
	(0.915)	(0.615)	(0.498)	(0.461)	(0.338)	(0.498)	(0.429)	(0.425)	(0.299)	(1.141)	(0.340)	(0.670)	(0.511)	(0.330)	(0.353)	(0.402)	(0.960)	(0.411)	(0.510)	(0.541)	(0.256)	(0.311)	(0.679)	(0.802)
Constant	492.4***	566.9***	578.3***	473.3***	504.1***	605.4***	423.4***	574.0***	568.1***	453.4***	538.0***	525.9***	457.9***	541.9***	454.3***	478.9***	496.6***	578.6***	414.4***	506.2***	532.3***	570.6***	549.2***	543.4***
	(45.10)	(30.76)	(26.57)	(23.47)	(16.73)	(24.66)	(21.03)	(21.55)	(15.10)	(58.11)	(17.16)	(34.13)	(25.92)	(16.57)	(17.40)	(20.20)	(47.26)	(20.99)	(25.56)	(28.46)	(12.52)	(15.05)	(34.16)	(41.69)
Observations	2,706	4,749	3,660	5,189	3,655	5,793	3,595	2,646	2,941	2,389	3,233	2,365	2,988	3,422	3,613	5,102	2,577	5,779	4,838	5,122	2,602	3,032	2,709	1,308
R-squared	0.000	0.018	0.000	0.000	0.003	0.001	0.006	0.003	0.000	0.008	0.001	0.002	0.004	0.002	0.003	0.000	0.002	0.001	0.002	0.003	0.000	0.000	0.000	0.002
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.29. Student performance in Civic Knowledge by teachers' reports on civic-related activities in class.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
civic activities in class	0.363	-0.434	-0.250	-0.260	-0.281	-0.227	0.431	-0.495	-0.0132	1.030	0.200	1.058**	-0.0997	-0.251	-1.215***	-0.112	-1.823**	-0.532**	0.771	0.320	0.341	0.396	-0.627	-0.776
	(0.830)	(0.576)	(0.457)	(0.450)	(0.329)	(0.452)	(0.433)	(0.468)	(0.264)	(1.032)	(0.330)	(0.437)	(0.448)	(0.469)	(0.309)	(0.463)	(0.888)	(0.220)	(0.533)	(0.474)	(0.327)	(0.432)	(0.609)	(0.475)
Constant	465.3***	505.0***	595.1***	495.1***	545.1***	598.4***	359.6***	570.9***	576.1***	460.9***	515.4***	496.9***	497.5***	528.9***	553.3***	473.6***	611.4***	590.6***	399.7***	521.6***	513.3***	558.9***	569.3***	553.8***
	(40.56)	(29.66)	(24.49)	(22.64)	(16.73)	(22.87)	(22.04)	(24.57)	(12.85)	(53.53)	(16.73)	(23.03)	(22.52)	(22.52)	(15.03)	(23.44)	(43.81)	(11.69)	(28.21)	(26.32)	(16.26)	(22.04)	(30.81)	(23.05)
Observations	2,705	4,749	3,660	5,189	3,655	5,794	3,595	2,646	2,942	2,389	3,233	2,365	2,989	3,423	3,613	5,099	2,577	5,779	4,837	5,122	2,602	3,032	2,709	1,308
R-squared	0.001	0.001	0.000	0.001	0.001	0.000	0.002	0.002	0.000	0.006	0.000	0.008	0.000	0.001	0.011	0.000	0.026	0.002	0.005	0.001	0.001	0.001	0.003	0.007
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.30. Student performance in Civic Knowledge by teachers' preparedness for teaching CCE topics.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
preparedness	-0.535	0.957*	0.583	-0.723	-0.0371	-0.517	0.285	0.0545	-0.0486	0.312	0.337	-0.760	-0.261	-0.198	2.369***	0.0452	0.228	0.123	0.0278	-0.135	-0.0152	0.665*	-0.959*	0.428
	(0.719)	(0.542)	(0.595)	(0.505)	(0.321)	(0.339)	(0.507)	(0.465)	(0.339)	(1.022)	(0.355)	(0.763)	(0.461)	(0.311)	(0.612)	(0.339)	(0.963)	(0.243)	(0.454)	(0.415)	(0.269)	(0.356)	(0.554)	(1.207)
Constant	510.4***	435.7***	553.4***	517.9***	532.8***	612.9***	367.3***	543.4***	577.9***	497.1***	508.5***	587.9***	505.6***	526.3***	378.7***	465.5***	510.3***	557.8***	437.7***	544.6***	531.2***	546.1***	585.3***	494.8***
	(36.51)	(27.22)	(30.57)	(25.86)	(16.66)	(18.26)	(25.33)	(23.96)	(16.58)	(53.18)	(18.23)	(36.49)	(22.76)	(15.71)	(30.07)	(17.24)	(48.35)	(12.21)	(23.24)	(22.44)	(14.07)	(17.60)	(27.81)	(60.04)
Observations	2,705	4,749	3,660	5,189	3,655	5,767	3,594	2,646	2,942	2,389	3,233	2,365	2,989	3,403	3,613	5,075	2,577	5,779	4,812	5,119	2,602	3,032	2,709	1,308
R-squared	0.002	0.007	0.002	0.004	0.000	0.002	0.001	0.000	0.000	0.000	0.001	0.003	0.001	0.000	0.017	0.000	0.000	0.000	0.000	0.000	0.000	0.003	0.008	0.001
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.31. Student performance in Civic Knowledge by teachers' preparedness for emigration /immigration topic topics.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G18E	6.500	-5.585	-4.267	1.236	-0.731	12.10***	-2.500	8.435	0.472	4.152	-6.844	6.380	6.500	4.440	-20.88***	4.333	13.51	0.763	4.478	7.034	-5.027	-9.523	11.04	8.294
	(9.033)	(5.814)	(5.363)	(5.946)	(4.063)	(4.566)	(4.836)	(5.593)	(3.577)	(13.06)	(4.651)	(9.676)	(6.199)	(6.871)	(5.603)	(6.018)	(9.971)	(3.792)	(8.524)	(4.332)	(3.512)	(5.929)	(6.779)	(13.00)
Constant	470.4***	494.7***	591.1***	479.4***	532.4***	562.6***	386.4***	528.6***	574.5***	504.0***	539.2***	537.1***	479.3***	507.4***	537.4***	459.1***	493.0***	562.4***	430.1***	523.6***	540.6***	598.1***	515.2***	498.1***
	(19.46)	(12.39)	(10.92)	(12.38)	(8.283)	(9.747)	(10.62)	(12.08)	(8.143)	(26.74)	(9.630)	(21.73)	(13.55)	(13.59)	(12.43)	(11.73)	(21.31)	(8.555)	(17.31)	(8.589)	(7.423)	(12.11)	(13.56)	(28.49)
Observations	2,705	4,749	3,659	5,189	3,655	5,764	3,593	2,645	2,942	2,389	3,233	2,365	2,989	3,403	3,613	5,074	2,577	5,778	4,812	5,113	2,602	3,032	2,708	1,308
R-squared	0.001	0.001	0.001	0.000	0.000	0.007	0.000	0.005	0.000	0.001	0.002	0.002	0.003	0.001	0.012	0.001	0.008	0.000	0.001	0.003	0.002	0.003	0.007	0.003
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.32. Student performance in Civic Knowledge by teachers' beliefs about how important is to improve materials and textbooks.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
importance	6.500	-5.585	-4.267	1.236	-0.731	12.10***	-2.500	8.435	0.472	4.152	-6.844	6.380	6.500	4.440	-20.88***	4.333	13.51	0.763	4.478	7.034	-5.027	-9.523	11.04	8.294
	(9.033)	(5.814)	(5.363)	(5.946)	(4.063)	(4.566)	(4.836)	(5.593)	(3.577)	(13.06)	(4.651)	(9.676)	(6.199)	(6.871)	(5.603)	(6.018)	(9.971)	(3.792)	(8.524)	(4.332)	(3.512)	(5.929)	(6.779)	(13.00)
Constant	470.4***	494.7***	591.1***	479.4***	532.4***	562.6***	386.4***	528.6***	574.5***	504.0***	539.2***	537.1***	479.3***	507.4***	537.4***	459.1***	493.0***	562.4***	430.1***	523.6***	540.6***	598.1***	515.2***	498.1***
	(19.46)	(12.39)	(10.92)	(12.38)	(8.283)	(9.747)	(10.62)	(12.08)	(8.143)	(26.74)	(9.630)	(21.73)	(13.55)	(13.59)	(12.43)	(11.73)	(21.31)	(8.555)	(17.31)	(8.589)	(7.423)	(12.11)	(13.56)	(28.49)
Observations	2,705	4,749	3,659	5,189	3,655	5,764	3,593	2,645	2,942	2,389	3,233	2,365	2,989	3,403	3,613	5,074	2,577	5,778	4,812	5,113	2,602	3,032	2,708	1,308
R-squared	0.001	0.001	0.001	0.000	0.000	0.007	0.000	0.005	0.000	0.001	0.002	0.002	0.003	0.001	0.012	0.001	0.008	0.000	0.001	0.003	0.002	0.003	0.007	0.003
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.33. Student performance in Civic Knowledge by teachers' beliefs about how important is to have better materials and textbooks.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
importance	-15.16	-7.175	8.856	-11.21	-5.041	5.038	-5.459	-23.89**	13.84**	-35.14	-10.08	-3.119	-9.322	-3.094	4.855	6.015	14.82	5.533	-26.63**	-10.33	0.522	2.431	-1.811	5.285
	(20.47)	(13.91)	(11.35)	(13.03)	(8.069)	(9.007)	(6.988)	(11.10)	(5.524)	(24.98)	(8.958)	(9.464)	(10.65)	(9.711)	(6.490)	(9.156)	(14.51)	(5.755)	(10.60)	(10.29)	(6.572)	(7.065)	(11.67)	(18.07)
Constant	487.5***	486.6***	580.5***	484.4***	531.7***	585.3***	383.0***	553.2***	571.6***	525.2***	528.6***	549.2***	495.2***	517.6***	489.7***	467.0***	519.3***	562.4***	447.9***	540.7***	529.5***	578.7***	538.5***	514.3***
	(9.286)	(4.455)	(4.422)	(4.701)	(3.105)	(4.126)	(4.178)	(4.593)	(2.739)	(10.14)	(3.174)	(5.999)	(3.880)	(4.460)	(4.026)	(4.240)	(7.913)	(3.185)	(5.563)	(6.298)	(3.197)	(3.994)	(5.298)	(6.315)
Observations	2,575	4,543	3,509	4,898	3,551	5,593	3,393	2,571	2,841	2,301	3,127	2,257	2,869	3,312	3,539	4,830	2,472	5,523	4,546	4,920	2,481	2,912	2,602	1,284
R-squared	0.003	0.001	0.001	0.002	0.001	0.000	0.001	0.011	0.003	0.013	0.002	0.000	0.002	0.000	0.000	0.001	0.003	0.000	0.012	0.002	0.000	0.000	0.000	0.001
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.34. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more in-service training in teaching methods for CCE.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
needed	5.327	-10.57	0.952	16.63*	6.655	11.02	-1.918	-3.156	0.285	-3.478	-5.197	-9.454	-14.14	17.44*	-21.79*	-9.524	-7.667	-9.194	-8.659	13.51	18.88***	-2.202	11.95	-8.743
	(23.26)	(12.89)	(7.772)	(9.724)	(7.159)	(9.557)	(8.859)	(10.35)	(6.585)	(23.87)	(9.277)	(11.09)	(11.56)	(9.713)	(11.48)	(7.226)	(20.79)	(7.029)	(11.95)	(9.114)	(6.561)	(9.519)	(13.04)	(20.82)
Constant	479.1***	486.3***	582.0***	476.3***	527.5***	583.5***	381.8***	547.2***	575.1***	517.1***	527.2***	550.8***	496.8***	510.9***	496.7***	471.0***	526.2***	567.1***	442.6***	533.2***	523.8***	580.4***	533.9***	516.8***
	(10.06)	(4.734)	(4.928)	(5.063)	(3.284)	(3.730)	(4.071)	(5.249)	(3.247)	(11.78)	(3.918)	(5.546)	(4.240)	(4.139)	(3.938)	(3.643)	(8.504)	(2.813)	(5.863)	(5.596)	(2.737)	(3.775)	(6.013)	(5.809)
Observations	2,587	4,568	3,523	5,007	3,563	5,671	3,425	2,578	2,859	2,274	3,148	2,247	2,875	3,330	3,325	4,851	2,504	5,558	4,602	4,947	2,504	2,925	2,620	1,255
R-squared	0.000	0.002	0.000	0.005	0.001	0.002	0.000	0.000	0.000	0.000	0.000	0.001	0.004	0.006	0.004	0.002	0.001	0.001	0.001	0.004	0.007	0.000	0.003	0.001
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.35. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more in-service training in subject matter knowledge.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
needed	2.932	21.03	-12.18	-5.162	0.841	-4.095	17.94*	-3.000	-7.055	-34.50	-1.604	-2.959	-14.74	14.99*	-3.916	11.69	-18.23	-5.874	25.79*	-9.398	1.959	-5.900	4.379	-42.17*
	(23.10)	(14.77)	(11.21)	(10.96)	(7.221)	(9.482)	(9.859)	(8.684)	(8.354)	(22.77)	(9.552)	(14.93)	(12.71)	(8.593)	(11.18)	(10.18)	(22.90)	(7.120)	(13.22)	(8.845)	(8.167)	(8.079)	(12.30)	(22.98)
Constant	482.1***	478.5***	585.8***	482.3***	529.7***	587.9***	376.4***	547.2***	576.8***	523.8***	526.2***	548.6***	497.5***	512.5***	492.2***	465.5***	528.2***	565.5***	433.5***	539.2***	528.9***	581.1***	536.4***	523.1***
	(8.685)	(4.951)	(4.186)	(4.771)	(2.751)	(4.145)	(4.270)	(4.001)	(3.178)	(9.496)	(3.594)	(4.883)	(3.887)	(4.308)	(3.763)	(3.896)	(6.945)	(3.580)	(4.887)	(5.137)	(3.179)	(3.745)	(5.977)	(7.099)
Observations	2,536	4,472	3,419	4,849	3,515	5,564	3,328	2,539	2,811	2,273	3,082	2,219	2,837	3,272	3,324	4,736	2,452	5,442	4,466	4,894	2,442	2,866	2,565	1,255
R-squared	0.000	0.005	0.002	0.000	0.000	0.000	0.005	0.000	0.001	0.009	0.000	0.000	0.004	0.004	0.000	0.002	0.005	0.000	0.009	0.001	0.000	0.000	0.000	0.020
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.36. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more pre-service training in CCE.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
needed	-17.29	-6.293	-2.674	8.172	4.846	5.873	-11.04	5.624	-8.676	33.51	7.984	4.949	-0.179	-4.249	-2.873	-2.149	4.607	18.43**	-14.72	2.207	-3.251	-3.633	18.44	20.53
	(21.38)	(13.14)	(7.917)	(12.30)	(6.978)	(9.145)	(11.19)	(12.98)	(6.411)	(27.23)	(8.009)	(17.91)	(14.24)	(9.573)	(9.902)	(10.43)	(21.77)	(8.290)	(11.99)	(10.87)	(6.969)	(13.60)	(12.34)	(36.92)
Constant	485.9***	486.9***	583.1***	478.9***	528.6***	585.4***	384.4***	544.9***	577.7***	507.9***	523.6***	546.7***	492.8***	517.3***	491.8***	469.4***	522.7***	559.7***	443.9***	536.7***	530.6***	580.0***	532.7***	509.9***
	(8.437)	(4.200)	(4.255)	(4.693)	(2.777)	(3.954)	(3.698)	(3.816)	(2.740)	(9.444)	(3.676)	(5.694)	(4.352)	(4.810)	(3.677)	(3.481)	(7.637)	(3.247)	(4.746)	(5.119)	(3.182)	(3.903)	(5.667)	(8.057)
Observations	2,589	4,565	3,515	4,955	3,558	5,705	3,431	2,573	2,867	2,273	3,142	2,220	2,869	3,332	3,325	4,775	2,479	5,574	4,560	4,930	2,505	2,932	2,621	1,255
R-squared	0.003	0.000	0.000	0.001	0.000	0.000	0.002	0.001	0.001	0.009	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.004	0.003	0.000	0.000	0.000	0.005	0.005
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.37. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more cooperation between teachers in different subject areas.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
needed	24.84	-16.24	3.317	31.66***	7.131	-0.234	2.033	7.067	5.266	23.79	-2.554	-12.51	15.48	-5.911	27.42***	-11.07	-4.689	-2.678	-4.017	22.03**	5.194	3.729	7.244	-5.781
	(18.62)	(14.49)	(8.933)	(9.992)	(6.975)	(8.950)	(8.509)	(9.731)	(6.735)	(20.70)	(8.027)	(11.76)	(11.71)	(11.05)	(7.776)	(7.732)	(24.09)	(6.706)	(12.84)	(9.824)	(5.755)	(13.09)	(13.44)	(14.89)
Constant	474.3***	489.0***	581.3***	471.1***	527.5***	586.5***	380.5***	544.1***	573.2***	507.5***	526.5***	552.1***	488.4***	518.2***	483.6***	472.4***	524.0***	564.7***	441.2***	530.1***	528.0***	578.0***	534.7***	515.8***
	(8.196)	(5.647)	(5.105)	(4.477)	(3.133)	(3.868)	(4.026)	(4.451)	(3.171)	(10.54)	(3.465)	(5.565)	(5.004)	(4.333)	(4.222)	(3.537)	(8.858)	(2.829)	(6.165)	(5.087)	(3.357)	(4.038)	(5.454)	(7.143)
Observations	2,576	4,538	3,467	4,930	3,543	5,651	3,389	2,559	2,841	2,302	3,112	2,252	2,859	3,313	3,397	4,833	2,496	5,542	4,588	4,934	2,476	2,915	2,607	1,279
R-squared	0.007	0.003	0.000	0.017	0.001	0.000	0.000	0.001	0.000	0.006	0.000	0.002	0.005	0.001	0.008	0.002	0.000	0.000	0.000	0.011	0.001	0.000	0.001	0.001
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.38. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more instructional time allocated to CCE.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
needed	-10.12	-13.15	10.93	-3.996	-3.715	-20.65**	7.843	-4.284	0.672	0.399	4.386	8.121	-0.944	-1.671	25.84***	-3.858	-8.839	-0.280	-7.175	-4.928	5.124	1.707	-16.04	38.95*
	(19.28)	(14.36)	(10.15)	(10.99)	(5.943)	(8.302)	(9.658)	(12.78)	(6.611)	(26.10)	(7.579)	(13.74)	(10.24)	(8.221)	(7.818)	(7.406)	(20.98)	(7.161)	(11.78)	(9.658)	(6.574)	(8.722)	(11.27)	(21.13)
Constant	487.7***	488.3***	578.0***	483.0***	532.4***	595.6***	378.3***	547.9***	575.0***	513.8***	523.7***	546.2***	493.4***	517.8***	481.3***	470.5***	527.0***	564.0***	443.9***	539.3***	527.7***	578.9***	544.4***	500.4***
	(9.170)	(5.929)	(5.088)	(5.710)	(3.310)	(4.828)	(5.128)	(6.325)	(2.856)	(11.45)	(4.609)	(6.563)	(5.526)	(5.236)	(4.235)	(4.260)	(10.52)	(4.272)	(5.738)	(6.746)	(4.377)	(4.853)	(6.312)	(8.478)
Observations	2,604	4,576	3,515	4,978	3,579	5,615	3,420	2,587	2,858	2,330	3,137	2,312	2,924	3,337	3,540	4,846	2,514	5,541	4,568	4,955	2,499	2,926	2,611	1,285
R-squared	0.001	0.003	0.002	0.000	0.000	0.007	0.001	0.000	0.000	0.000	0.000	0.001	0.000	0.000	0.008	0.000	0.001	0.000	0.001	0.001	0.001	0.000	0.006	0.027
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.39. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more opportunities for projects related to CCE.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
needed	22.31	8.565	18.05*	-8.666	14.04**	-6.894	19.00**	-6.999	8.749	-41.64	-9.822	-1.719	-12.65	-11.83	43.27***	-5.298	39.06*	-4.590	2.870	15.15	1.099	9.127	-29.78**	-3.627
	(20.33)	(17.78)	(10.67)	(12.25)	(6.579)	(10.99)	(8.339)	(13.83)	(7.641)	(26.35)	(11.10)	(19.23)	(10.57)	(11.57)	(9.067)	(11.45)	(21.66)	(9.413)	(12.48)	(11.90)	(7.042)	(10.37)	(14.14)	(26.42)
Constant	477.2***	482.8***	576.7***	483.0***	526.9***	588.8***	376.4***	548.1***	572.5***	526.3***	528.3***	550.1***	497.0***	519.9***	479.5***	470.2***	512.4***	565.4***	440.0***	533.5***	529.4***	576.3***	546.0***	515.3***
	(8.994)	(5.760)	(5.374)	(4.741)	(2.752)	(3.977)	(4.247)	(4.548)	(2.985)	(10.43)	(4.173)	(5.974)	(4.591)	(4.101)	(3.935)	(4.078)	(7.909)	(3.262)	(5.316)	(5.875)	(3.034)	(4.011)	(4.915)	(8.083)
Observations	2,582	4,537	3,466	4,909	3,553	5,634	3,401	2,567	2,850	2,306	3,114	2,250	2,894	3,316	3,325	4,853	2,468	5,525	4,589	4,973	2,478	2,908	2,603	1,255
R-squared	0.005	0.001	0.004	0.001	0.004	0.001	0.006	0.001	0.001	0.014	0.001	0.000	0.002	0.002	0.015	0.000	0.017	0.000	0.000	0.004	0.000	0.001	0.012	0.000
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.40. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have a formal assessment of CCE.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
needed	19.24	-35.26	-15.67	-7.520	-18.85*	-20.68	16.81	7.589	-12.45	19.57	-15.67	-3.517	-23.46*	-8.057	-55.13**	4.946	34.55	5.622	-32.10*	-25.03**	7.150	-7.564	-42.43	-17.60
	(26.07)	(25.32)	(15.63)	(16.48)	(9.950)	(17.45)	(20.00)	(20.20)	(14.48)	(52.76)	(14.73)	(15.96)	(12.45)	(13.32)	(26.09)	(12.04)	(29.88)	(8.450)	(17.40)	(11.49)	(12.18)	(16.68)	(26.78)	(53.61)
Constant	481.2***	486.8***	583.4***	481.4***	531.4***	588.5***	380.3***	545.8***	575.9***	514.6***	527.0***	548.1***	495.2***	517.3***	495.4***	468.4***	520.7***	563.6***	443.1***	539.8***	528.8***	579.7***	540.3***	515.6***
	(7.060)	(3.693)	(3.787)	(3.980)	(2.284)	(3.540)	(3.579)	(3.727)	(2.168)	(7.733)	(3.094)	(4.376)	(3.519)	(3.523)	(3.270)	(2.980)	(5.884)	(2.606)	(4.514)	(5.366)	(2.796)	(2.658)	(4.072)	(5.783)
Observations	2,534	4,467	3,414	4,846	3,512	5,564	3,327	2,538	2,810	2,272	3,081	2,219	2,833	3,270	3,323	4,718	2,450	5,438	4,460	4,864	2,440	2,866	2,561	1,254
R-squared	0.002	0.005	0.001	0.000	0.003	0.002	0.001	0.000	0.001	0.001	0.001	0.000	0.003	0.000	0.011	0.000	0.006	0.000	0.005	0.006	0.000	0.000	0.008	0.002
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.41. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have a new CCE national curricula.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
needed	-20.49	13.58	6.976	8.693	-7.501	-13.93	17.18	9.115	-0.344	-17.25	-6.223	6.641	7.007	-23.47***	6.617	18.25	-7.439	10.64	12.21	-11.14	-9.311*	-8.936	10.56	-17.03
	(21.83)	(15.44)	(12.06)	(14.41)	(7.127)	(8.658)	(10.92)	(11.86)	(6.989)	(24.66)	(7.284)	(13.63)	(12.10)	(8.725)	(13.46)	(13.04)	(24.40)	(6.929)	(14.33)	(8.179)	(4.976)	(9.832)	(16.68)	(25.56)
Constant	486.1***	481.8***	581.2***	479.2***	530.9***	589.3***	378.2***	545.1***	575.1***	518.9***	526.6***	546.6***	491.5***	521.0***	490.0***	466.1***	524.9***	562.1***	437.3***	540.0***	531.3***	580.6***	536.3***	517.0***
	(7.218)	(4.370)	(4.036)	(4.346)	(2.559)	(3.656)	(4.152)	(3.944)	(2.470)	(7.880)	(3.189)	(4.054)	(3.841)	(3.884)	(3.221)	(3.323)	(6.853)	(2.516)	(4.903)	(5.132)	(2.917)	(3.107)	(4.293)	(4.429)
Observations	2,549	4,507	3,468	4,879	3,529	5,582	3,367	2,555	2,830	2,276	3,111	2,220	2,845	3,286	3,325	4,799	2,452	5,487	4,540	4,917	2,461	2,887	2,586	1,255
R-squared	0.004	0.002	0.001	0.001	0.001	0.002	0.005	0.001	0.000	0.003	0.001	0.001	0.001	0.010	0.000	0.004	0.001	0.002	0.002	0.003	0.002	0.001	0.002	0.004
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.42. Student performance in Civic Knowledge by teachers' beliefs about how needed is to more parental involvement.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
needed	20.11	-27.91	-5.783	14.97	16.82*	4.511	-7.129	-6.273	-5.898	-11.24	2.914	10.20	3.000	5.291	-4.296	2.770	-7.726	-7.103	-1.582	3.736	-1.587	-6.814	-10.21	15.29
	(20.32)	(17.36)	(11.34)	(9.579)	(8.797)	(9.276)	(11.54)	(9.948)	(7.125)	(25.34)	(7.686)	(15.53)	(12.14)	(8.272)	(6.578)	(6.747)	(19.74)	(5.842)	(12.42)	(8.373)	(7.338)	(9.804)	(12.69)	(21.36)
Constant	479.8***	487.7***	583.5***	478.2***	527.7***	585.8***	382.9***	547.4***	576.5***	516.2***	524.9***	547.3***	492.4***	516.0***	493.4***	468.2***	523.9***	565.2***	440.9***	536.6***	530.4***	580.1***	539.2***	512.9***
	(7.823)	(3.683)	(4.588)	(4.054)	(2.682)	(4.066)	(3.150)	(3.844)	(2.448)	(9.262)	(3.182)	(4.927)	(4.199)	(3.956)	(3.488)	(2.890)	(7.472)	(3.104)	(4.989)	(5.515)	(2.930)	(3.566)	(4.993)	(5.447)
Observations	2,627	4,615	3,532	5,009	3,593	5,632	3,452	2,603	2,872	2,358	3,148	2,343	2,929	3,354	3,611	4,926	2,533	5,593	4,646	4,993	2,514	2,948	2,631	1,308
R-squared	0.004	0.008	0.000	0.003	0.005	0.000	0.001	0.001	0.001	0.001	0.000	0.001	0.000	0.000	0.000	0.000	0.001	0.001	0.000	0.000	0.000	0.000	0.002	0.003
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.43. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have greater involvement of outside agencies or stakeholders.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
needed	-7.059	-16.50	8.245	27.61**	21.25**	-14.93	8.951	16.94	10.70	-10.21	-9.862	-2.748	-14.31	5.290	9.183	-19.13*	-3.816	0.957	-34.49*	-8.938	7.758	14.62	6.335	0.132
	(30.18)	(13.22)	(13.82)	(12.75)	(8.434)	(9.865)	(14.73)	(14.49)	(7.088)	(23.71)	(10.26)	(12.69)	(14.12)	(12.01)	(6.512)	(10.48)	(26.44)	(10.44)	(19.54)	(13.64)	(7.244)	(8.938)	(14.99)	(23.55)
Constant	484.7***	488.0***	581.6***	476.3***	526.5***	589.6***	379.8***	543.6***	573.5***	517.0***	527.5***	548.6***	495.7***	515.7***	489.2***	472.4***	524.3***	563.7***	446.5***	539.1***	528.2***	577.3***	536.4***	515.8***
	(7.879)	(4.128)	(4.798)	(4.096)	(2.542)	(3.974)	(4.259)	(4.673)	(2.474)	(9.321)	(2.668)	(4.776)	(4.278)	(3.775)	(3.404)	(3.514)	(6.384)	(2.604)	(5.375)	(5.478)	(2.782)	(3.256)	(4.191)	(5.132)
Observations	2,560	4,509	3,461	4,864	3,535	5,576	3,353	2,554	2,823	2,298	3,099	2,254	2,861	3,296	3,538	4,746	2,472	5,471	4,484	4,872	2,460	2,890	2,579	1,284
R-squared	0.000	0.003	0.001	0.008	0.007	0.002	0.001	0.003	0.001	0.001	0.001	0.000	0.002	0.000	0.001	0.004	0.000	0.000	0.012	0.001	0.001	0.002	0.001	0.000
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.44. Student performance in Civic Knowledge by teachers' beliefs about how needed is to have more cooperation between the school and the local community.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
needed	-34.96	-22.40	-7.933	-3.265	5.457	-4.018	5.153	19.64*	-0.757	-1.279	-7.084	-18.48	-8.510	-19.26*	-8.447	-7.994	-57.55**	2.184	-35.31***	15.30	4.715	4.466	20.71	-8.944
	(23.94)	(16.87)	(10.49)	(11.18)	(8.294)	(9.585)	(10.70)	(10.91)	(5.350)	(25.09)	(8.992)	(13.29)	(14.42)	(10.45)	(7.905)	(14.89)	(22.73)	(6.015)	(12.45)	(11.65)	(6.204)	(10.70)	(14.17)	(24.47)
Constant	491.0***	489.5***	584.7***	481.6***	528.4***	587.9***	380.1***	541.9***	575.3***	516.3***	527.2***	552.4***	495.0***	520.9***	493.4***	470.8***	536.8***	563.6***	448.7***	534.0***	528.3***	578.0***	533.2***	516.4***
	(8.594)	(4.877)	(5.237)	(4.596)	(2.912)	(4.254)	(4.832)	(4.417)	(2.706)	(9.348)	(3.454)	(5.319)	(4.425)	(4.168)	(3.806)	(4.432)	(7.187)	(2.808)	(5.024)	(4.920)	(3.184)	(3.399)	(4.430)	(5.758)
Observations	2,549	4,506	3,465	4,879	3,530	5,580	3,366	2,555	2,829	2,274	3,111	2,219	2,847	3,288	3,324	4,781	2,451	5,487	4,512	4,892	2,461	2,886	2,585	1,255
R-squared	0.011	0.005	0.001	0.000	0.000	0.000	0.000	0.006	0.000	0.000	0.001	0.004	0.001	0.005	0.001	0.001	0.034	0.000	0.017	0.004	0.000	0.000	0.006	0.001
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.45. Student performance in Civic Knowledge by teachers' beliefs about how needed is to improve civic and citizenship.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
needed	-7.649	18.22	-3.948	3.207	-4.732	13.99	9.457	0.277	10.24	-46.44*	0.109	-24.04**	-11.62	-0.895	65.06***	-11.62	3.528	-1.350	6.530	0.378	12.22	-4.195	-9.280	16.50
	(21.88)	(15.45)	(9.900)	(10.25)	(8.120)	(9.242)	(9.972)	(8.567)	(7.052)	(25.72)	(11.34)	(11.75)	(11.86)	(7.831)	(8.650)	(9.060)	(19.87)	(7.259)	(11.02)	(10.16)	(7.697)	(11.74)	(12.69)	(21.79)
Constant	484.7***	480.1***	583.0***	480.5***	531.8***	582.9***	379.0***	546.4***	572.6***	527.3***	525.8***	553.1***	496.4***	516.4***	477.2***	471.6***	521.7***	564.4***	438.5***	537.3***	526.7***	579.5***	539.4***	510.0***
	(8.264)	(4.724)	(4.710)	(4.207)	(2.643)	(4.172)	(3.993)	(4.341)	(2.812)	(8.830)	(3.728)	(4.622)	(3.691)	(4.376)	(4.163)	(3.708)	(7.495)	(3.028)	(5.101)	(5.591)	(3.083)	(3.501)	(5.251)	(6.919)
Observations	2,599	4,570	3,489	4,955	3,555	5,708	3,421	2,572	2,861	2,303	3,127	2,254	2,867	3,332	3,398	4,838	2,495	5,577	4,610	4,974	2,502	2,934	2,622	1,278
R-squared	0.001	0.004	0.000	0.000	0.000	0.003	0.001	0.000	0.002	0.020	0.000	0.006	0.002	0.000	0.032	0.002	0.000	0.000	0.001	0.000	0.003	0.000	0.001	0.004
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.46. Student performance in Civic Knowledge by Teacher's perception of bullying at school.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
perception bullying	-0.930	0.283	-0.0940	-0.304	0.185	-0.0515	0.306	-0.551**	0.0338	1.088	-0.0289	-0.196	-0.203	0.434	-0.342	0.369	-0.166	-0.0376	-0.114	-0.138	0.201	0.531*	-0.575	0.158
	(0.707)	(0.436)	(0.356)	(0.380)	(0.267)	(0.304)	(0.331)	(0.258)	(0.271)	(0.699)	(0.243)	(0.377)	(0.426)	(0.346)	(0.284)	(0.276)	(0.698)	(0.203)	(0.437)	(0.394)	(0.200)	(0.299)	(0.435)	(1.351)
Constant	529.2***	465.1***	586.7***	496.4***	521.0***	588.2***	367.7***	574.0***	574.2***	464.3***	525.8***	559.6***	502.5***	494.7***	508.7***	448.7***	530.4***	565.0***	443.5***	544.6***	522.7***	553.9***	566.5***	512.1***
	(34.15)	(22.31)	(17.01)	(18.67)	(13.57)	(16.14)	(16.28)	(13.05)	(13.80)	(36.04)	(12.33)	(18.13)	(21.60)	(18.00)	(14.11)	(14.39)	(33.90)	(9.824)	(22.25)	(19.51)	(9.713)	(15.22)	(21.10)	(64.86)
Observations	2,833	4,783	3,752	5,304	3,665	5,906	3,700	2,698	3,002	2,534	3,249	2,456	3,012	3,445	3,657	5,273	2,655	5,920	4,885	5,185	2,691	3,103	2,803	1,429
R-squared	0.007	0.001	0.000	0.001	0.001	0.000	0.001	0.005	0.000	0.010	0.000	0.000	0.001	0.003	0.001	0.002	0.000	0.000	0.000	0.000	0.001	0.003	0.005	0.000
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.47. Student performance in Civic Knowledge by Teacher's perception of social problems at school.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
T_PROBSC	0.230	0.251	0.809	-0.557	0.0246	0.342	-0.851	0.0501	-0.0888	-0.402	-0.0708	0.282	0.412	0.535	-0.368	-0.295	-0.349	-0.0250	0.137	0.885	-0.354	-0.0318	0.905	1.871
	(0.982)	(0.613)	(0.591)	(0.443)	(0.353)	(0.375)	(0.540)	(0.628)	(0.374)	(1.335)	(0.446)	(0.420)	(0.429)	(0.456)	(0.479)	(0.431)	(1.173)	(0.337)	(0.594)	(0.544)	(0.371)	(0.460)	(0.597)	(1.322)
Constant	472.9***	470.3***	541.3***	508.5***	529.6***	569.9***	423.5***	543.5***	580.6***	534.1***	527.8***	536.8***	472.6***	490.2***	509.1***	481.6***	539.4***	564.9***	431.2***	496.7***	548.8***	580.9***	492.5***	428.1***
	(48.93)	(30.10)	(28.30)	(21.55)	(17.80)	(18.90)	(26.33)	(30.78)	(18.84)	(65.67)	(21.67)	(21.41)	(21.82)	(22.98)	(23.23)	(21.51)	(57.31)	(15.75)	(28.74)	(25.66)	(18.18)	(22.91)	(29.69)	(64.21)
Observations	2,965	5,080	3,953	5,609	3,896	6,254	3,937	2,857	3,173	2,653	3,450	2,600	3,224	3,631	3,764	5,526	2,812	6,271	5,166	5,442	2,843	3,264	2,931	1,451
R-squared	0.000	0.000	0.004	0.002	0.000	0.001	0.005	0.000	0.000	0.001	0.000	0.000	0.001	0.002	0.001	0.001	0.001	0.000	0.000	0.007	0.001	0.000	0.005	0.018
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.48. Student performance in Civic Knowledge by Teacher's perception of Ethnic Intolerance among students at the school.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
Ethnic Intolerance	14.94	14.33	11.81	-15.86*	2.816	-5.226	-9.926	-8.034	-0.110	-4.496	-5.477	3.656	9.259	5.277	-32.48***	-7.614	-9.226	-5.630	-8.089	4.259	-5.419	7.599	13.93	0.697
	(18.52)	(14.85)	(9.420)	(7.993)	(6.158)	(8.526)	(9.698)	(12.51)	(6.599)	(27.35)	(8.720)	(10.68)	(9.370)	(9.228)	(9.099)	(8.030)	(22.79)	(8.491)	(12.61)	(10.63)	(6.707)	(10.66)	(12.79)	(36.44)
Constant	462.6***	461.6***	563.8***	504.2***	526.7***	594.2***	396.1***	557.6***	576.4***	521.0***	532.3***	545.3***	479.4***	508.7***	537.3***	478.1***	535.6***	571.8***	449.5***	532.4***	539.4***	568.4***	516.6***	517.9***
	(27.67)	(21.68)	(13.31)	(12.50)	(9.275)	(12.40)	(13.80)	(18.65)	(10.12)	(40.35)	(12.62)	(16.66)	(14.53)	(14.28)	(12.68)	(12.21)	(33.63)	(11.79)	(18.59)	(14.90)	(9.846)	(15.77)	(19.15)	(51.54)
Observations	2,965	5,080	3,953	5,609	3,896	6,254	3,937	2,857	3,173	2,653	3,450	2,600	3,224	3,631	3,764	5,526	2,812	6,271	5,166	5,442	2,843	3,264	2,931	1,451
R-squared	0.002	0.003	0.002	0.004	0.000	0.000	0.002	0.001	0.000	0.000	0.000	0.000	0.002	0.001	0.009	0.001	0.001	0.000	0.001	0.000	0.001	0.001	0.003	0.000
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.49. Student performance in Civic Knowledge by Teacher's perception Religious Intolerance among students at the school.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
Religious Intolerance	19.56	19.24	19.25	-17.56*	6.685	-1.971	-16.03	-9.281	-5.389	7.566	-0.444	11.88	12.33	9.584	-21.05*	-11.70	-4.577	-5.564	-6.951	13.00	-13.41	8.298	34.96**	-5.568
	(24.86)	(15.33)	(14.15)	(10.14)	(7.991)	(9.454)	(13.25)	(13.77)	(7.875)	(31.45)	(10.25)	(9.914)	(9.903)	(12.29)	(12.07)	(10.85)	(24.40)	(10.37)	(17.89)	(11.75)	(8.571)	(12.68)	(17.20)	(48.43)
Constant	459.2***	457.6***	556.4***	503.9***	522.2***	589.1***	402.3***	557.8***	583.2***	504.9***	524.9***	535.4***	476.9***	503.9***	517.1***	482.0***	528.2***	570.8***	446.7***	522.4***	548.7***	568.7***	492.1***	525.8***
	(33.16)	(19.98)	(17.48)	(13.75)	(10.83)	(12.15)	(16.67)	(18.15)	(10.24)	(41.66)	(13.34)	(13.03)	(14.08)	(16.72)	(14.65)	(14.33)	(32.69)	(12.81)	(22.74)	(14.88)	(11.30)	(16.90)	(23.24)	(60.63)
Observations	2,965	5,080	3,953	5,609	3,896	6,254	3,937	2,857	3,173	2,653	3,450	2,600	3,224	3,631	3,764	5,526	2,812	6,271	5,166	5,442	2,843	3,264	2,931	1,451
R-squared	0.002	0.003	0.003	0.003	0.001	0.000	0.003	0.001	0.000	0.000	0.000	0.001	0.002	0.001	0.003	0.001	0.000	0.000	0.000	0.002	0.002	0.000	0.014	0.000
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.50. Student performance in Civic Knowledge by principals' perception of engagement of the school community.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.373	-0.758*	0.0392	0.459	0.132	-0.0526	0.0518	-0.674*	-0.0385	0.200	0.117	-0.247	-0.374	-0.244	0.714***	0.161	-0.0582	-0.0904	0.0696	-0.131	-0.0905	-0.334	-0.112	1.257*
	(0.678)	(0.394)	(0.269)	(0.298)	(0.223)	(0.272)	(0.289)	(0.373)	(0.282)	(0.821)	(0.237)	(0.337)	(0.286)	(0.296)	(0.198)	(0.277)	(0.612)	(0.180)	(0.387)	(0.384)	(0.222)	(0.288)	(0.365)	(0.639)
Constant	502.7***	517.1***	579.6***	459.3***	524.7***	588.2***	380.3***	579.3***	578.0***	506.6***	518.0***	562.1***	510.8***	529.0***	456.6***	458.9***	523.7***	568.1***	434.2***	544.4***	537.0***	596.1***	543.5***	458.4***
	(33.17)	(18.39)	(14.11)	(14.92)	(11.41)	(13.28)	(14.52)	(18.30)	(14.41)	(40.27)	(12.34)	(15.89)	(13.45)	(14.90)	(10.06)	(13.90)	(31.80)	(9.218)	(20.10)	(21.07)	(10.94)	(14.44)	(18.96)	(30.74)
Observations	2,882	4,853	3,799	5,394	3,685	5,973	3,764	2,737	3,038	2,566	3,276	2,482	3,045	3,492	3,657	5,316	2,669	6,007	4,931	5,240	2,730	3,138	2,833	1,429
R-squared	0.001	0.007	0.000	0.003	0.000	0.000	0.000	0.008	0.000	0.000	0.000	0.001	0.002	0.001	0.007	0.000	0.000	0.000	0.000	0.000	0.000	0.001	0.000	0.035
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.51. Student performance in Civic Knowledge by Principals' perceptions of crime in the community.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_COMCRI	-1.563**	0.0689	0.116	0.000312	-0.293	-0.0115	-0.187	0.203	0.371	0.623	0.441	-0.550	-0.264	0.0673	-0.753***	0.296	-1.079	0.0405	0.529	0.313	0.372	0.476	-0.354	-0.0309
	(0.663)	(0.366)	(0.301)	(0.404)	(0.251)	(0.306)	(0.339)	(0.345)	(0.272)	(0.651)	(0.281)	(0.354)	(0.409)	(0.310)	(0.254)	(0.326)	(0.718)	(0.201)	(0.383)	(0.372)	(0.240)	(0.300)	(0.409)	(0.552)
Constant	565.3***	476.4***	575.5***	481.9***	546.3***	586.2***	392.5***	535.8***	557.2***	484.6***	501.1***	578.8***	506.2***	513.5***	532.3***	451.6***	577.2***	561.6***	410.1***	522.2***	513.3***	555.8***	556.3***	521.4***
	(33.03)	(18.75)	(15.71)	(20.86)	(13.48)	(17.01)	(17.42)	(18.20)	(14.04)	(35.34)	(14.80)	(19.82)	(20.78)	(16.73)	(13.75)	(17.30)	(36.49)	(10.99)	(20.16)	(19.63)	(12.73)	(14.79)	(20.47)	(28.10)
Observations	2,883	4,854	3,799	5,394	3,685	5,972	3,763	2,736	3,038	2,566	3,276	2,482	3,046	3,490	3,657	5,316	2,669	6,007	4,931	5,230	2,730	3,139	2,833	1,429
R-squared	0.022	0.000	0.000	0.000	0.002	0.000	0.001	0.001	0.002	0.004	0.003	0.003	0.001	0.000	0.004	0.001	0.015	0.000	0.004	0.002	0.003	0.002	0.002	0.000
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.52. Student performance in Civic Knowledge by Principals' perceptions of poverty in the community.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_COMPOV	-2.294***	-0.289	-0.108	-0.0723	-0.336	-0.0114	-0.219	0.294	0.0101	0.400	0.465	-0.648	-0.632	0.355	0.451	-0.0310	-1.316*	-0.0258	0.0136	-0.159	0.0819	0.381	-0.0698	-0.233
	(0.644)	(0.393)	(0.430)	(0.401)	(0.246)	(0.360)	(0.374)	(0.395)	(0.273)	(0.732)	(0.288)	(0.417)	(0.394)	(0.404)	(0.369)	(0.278)	(0.732)	(0.298)	(0.430)	(0.374)	(0.262)	(0.385)	(0.341)	(0.763)
Constant	600.4***	494.3***	587.0***	485.5***	547.9***	586.2***	393.8***	531.6***	575.6***	496.4***	500.8***	582.4***	524.5***	499.1***	468.6***	468.5***	586.7***	565.0***	436.9***	545.8***	528.4***	560.8***	541.5***	531.6***
	(31.06)	(19.12)	(22.77)	(20.32)	(12.79)	(18.95)	(18.65)	(19.57)	(13.51)	(38.51)	(14.96)	(21.09)	(19.77)	(21.36)	(19.25)	(14.73)	(36.32)	(15.53)	(22.22)	(19.66)	(13.89)	(19.33)	(17.90)	(39.05)
Observations	2,883	4,854	3,799	5,394	3,684	5,972	3,763	2,736	3,038	2,566	3,276	2,481	3,046	3,490	3,656	5,316	2,669	6,007	4,931	5,230	2,730	3,139	2,833	1,429
R-squared	0.041	0.001	0.000	0.000	0.002	0.000	0.001	0.001	0.000	0.001	0.003	0.004	0.005	0.002	0.001	0.000	0.019	0.000	0.000	0.000	0.000	0.001	0.000	0.001
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.53. Student performance in Civic Knowledge by Principals' perceptions of social tension due to ethnic differences in the community.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_COMETN	-1.378*	0.290	-0.306	-0.325	-0.336	-0.280	-0.0807	0.656*	-0.0927	0.263	0.530**	-0.0557	-0.269	0.279	0.000786	0.180	0.107	-0.267	-0.157	0.409	-0.0642	0.364	-0.179	-0.140
	(0.791)	(0.468)	(0.322)	(0.376)	(0.269)	(0.368)	(0.274)	(0.354)	(0.257)	(0.623)	(0.265)	(0.468)	(0.423)	(0.361)	(0.229)	(0.335)	(0.793)	(0.243)	(0.422)	(0.432)	(0.212)	(0.324)	(0.461)	(0.935)
Constant	554.0***	465.4***	597.0***	498.3***	548.0***	599.7***	386.9***	512.8***	580.7***	502.8***	497.2***	552.9***	506.3***	503.1***	491.4***	457.8***	515.5***	577.1***	445.5***	517.5***	535.9***	561.6***	547.0***	526.8***
	(39.51)	(23.94)	(16.11)	(19.57)	(13.85)	(19.43)	(14.44)	(18.46)	(12.99)	(32.81)	(14.20)	(23.72)	(21.87)	(18.74)	(12.01)	(17.77)	(40.83)	(12.56)	(21.81)	(22.26)	(10.57)	(16.12)	(22.28)	(47.19)
Observations	2,883	4,854	3,799	5,394	3,685	5,971	3,763	2,736	3,038	2,566	3,276	2,481	3,046	3,490	3,657	5,316	2,669	6,007	4,931	5,218	2,730	3,139	2,833	1,429
R-squared	0.015	0.001	0.001	0.001	0.002	0.001	0.000	0.006	0.000	0.001	0.003	0.000	0.001	0.001	0.000	0.000	0.000	0.001	0.000	0.002	0.000	0.001	0.000	0.000
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.54. Student performance in Civic Knowledge by Principals' perceptions of bullying at school.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_BULSCH	-0.930	0.283	-0.0940	-0.304	0.185	-0.0515	0.306	-0.551**	0.0338	1.088	-0.0289	-0.196	-0.203	0.434	-0.342	0.369	-0.166	-0.0376	-0.114	-0.138	0.201	0.531*	-0.575	0.158
	(0.707)	(0.436)	(0.356)	(0.380)	(0.267)	(0.304)	(0.331)	(0.258)	(0.271)	(0.699)	(0.243)	(0.377)	(0.426)	(0.346)	(0.284)	(0.276)	(0.698)	(0.203)	(0.437)	(0.394)	(0.200)	(0.299)	(0.435)	(1.351)
Constant	529.2***	465.1***	586.7***	496.4***	521.0***	588.2***	367.7***	574.0***	574.2***	464.3***	525.8***	559.6***	502.5***	494.7***	508.7***	448.7***	530.4***	565.0***	443.5***	544.6***	522.7***	553.9***	566.5***	512.1***
	(34.15)	(22.31)	(17.01)	(18.67)	(13.57)	(16.14)	(16.28)	(13.05)	(13.80)	(36.04)	(12.33)	(18.13)	(21.60)	(18.00)	(14.11)	(14.39)	(33.90)	(9.824)	(22.25)	(19.51)	(9.713)	(15.22)	(21.10)	(64.86)
Observations	2,833	4,783	3,752	5,304	3,665	5,906	3,700	2,698	3,002	2,534	3,249	2,456	3,012	3,445	3,657	5,273	2,655	5,920	4,885	5,185	2,691	3,103	2,803	1,429
R-squared	0.007	0.001	0.000	0.001	0.001	0.000	0.001	0.005	0.000	0.010	0.000	0.000	0.001	0.003	0.001	0.002	0.000	0.000	0.000	0.000	0.001	0.003	0.005	0.000
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table B.55a Student characteristics' multiple regression coefficients for civic knowledge.

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	1.05	4.554**	8.446***	0.03	8.049***	7.499**	6.196***	5.093*	5.33	-3.14	4.481**	12.47***	5.077*	18.01***	3.381**	5.175***	3.905*	6.007**	2.409*	9.846***	6.902**	5.778*	3.958*	5.274*
	(2.24)	(1.50)	(1.90)	(1.05)	(2.12)	(2.34)	(1.63)	(2.06)	(2.75)	(2.41)	(1.64)	(2.43)	(2.50)	(2.76)	(1.13)	(1.17)	(1.67)	(2.12)	(1.18)	(2.67)	(2.65)	(2.93)	(1.70)	(2.13)
S_HISEI	0.500***	0.418**	0.493***	0.281***	0.543***	0.902***	0.12	0.733***	0.485***	0.09	0.601***	0.607**	0.473***	0.348**	0.819***	0.390***	0.15	0.846***	0.407***	0.494***	0.996***	0.915***	0.268*	0.20
	(0.11)	(0.13)	(0.11)	(0.08)	(0.11)	(0.14)	(0.10)	(0.14)	(0.12)	(0.16)	(0.11)	(0.19)	(0.14)	(0.12)	(0.11)	(0.10)	(0.12)	(0.11)	(0.10)	(0.10)	(0.12)	(0.15)	(0.12)	(0.14)
lang	18.17*	24.02*	25.81***	2.13	4.97	18.42	2.19	35.40***	5.18	6.48	22.60***	39.66	10.59	25.41**	5.24	13.33	-0.06	4.52	11.24	28.84**	16.83*	11.43	27.35***	24.03**
	(7.21)	(11.44)	(4.82)	(14.17)	(18.41)	(10.65)	(10.94)	(7.42)	(12.95)	(7.12)	(4.39)	(22.53)	(7.41)	(8.22)	(4.40)	(7.75)	(5.76)	(8.52)	(7.54)	(9.65)	(7.94)	(11.32)	(6.06)	(9.00)
mig	14.97	6.76	-14.16	32.30*	2.33	14.90	18.94	0.58	53.86***	-14.12***	11.15	63.32	-2.39	1.30	27.18***	38.35***	14.40	32.60***	32.71**	-4.77	18.35**	32.21***	0.02	8.22
	(27.22)	(10.57)	(14.16)	(15.24)	(5.54)	(7.80)	(11.69)	(5.83)	(15.34)	(3.76)	(5.87)	(38.38)	(6.45)	(11.79)	(6.68)	(10.65)	(8.09)	(7.26)	(10.59)	(9.95)	(6.18)	(8.15)	#DIV/0!	(7.54)
S_SCACT	0.14	-0.16	-0.08	-0.23	0.486**	-0.33	-0.455**	0.444*	0.11	0.466*	0.700***	0.50	0.10	0.30	-0.08	-0.26	0.09	0.05	-0.485***	-0.443**	0.654***	0.48	0.09	0.29
	(0.19)	(0.13)	(0.20)	(0.13)	(0.19)	(0.20)	(0.18)	(0.19)	(0.19)	(0.22)	(0.19)	(0.28)	(0.14)	(0.18)	(0.15)	(0.13)	(0.19)	(0.15)	(0.15)	(0.16)	(0.17)	(0.25)	(0.18)	(0.21)
revIS3G18F	-1.65	-5.816**	-8.399**	1.90	3.90	7.468**	-5.329**	3.33	11.39***	-9.063*	2.14	-6.28	2.27	-2.04	-3.10	-5.528*	7.607***	8.562***	-2.98	-1.79	-0.25	2.10	2.26	-2.26
	(2.57)	(1.88)	(2.91)	(2.02)	(2.32)	(2.57)	(1.84)	(2.05)	(2.61)	(4.34)	(2.06)	(3.76)	(2.84)	(2.79)	(2.46)	(2.47)	(2.12)	(2.23)	(1.68)	(2.63)	(2.26)	(3.69)	(2.24)	(3.82)
S_POLDISC	-0.15	0.533**	0.525***	-0.05	0.694**	1.235***	-0.421**	0.834***	1.646***	-0.16	0.33	1.335***	0.31	0.564**	0.612**	-0.02	0.508**	0.542**	-0.24	0.616***	1.084***	1.145**	0.32	0.748*
	(0.20)	(0.18)	(0.15)	(0.13)	(0.21)	(0.23)	(0.15)	(0.21)	(0.17)	(0.22)	(0.22)	(0.30)	(0.20)	(0.21)	(0.21)	(0.14)	(0.19)	(0.20)	(0.16)	(0.17)	(0.19)	(0.35)	(0.24)	(0.30)
S_AGE	0.49	-8.106***	-9.202**	-4.319**	-13.81**	-14.05***	-6.014**	-4.15	-8.43	1.73	-12.51***	23.79***	-4.50	-1.46	-2.13	-3.42	7.459*	20.72***	-9.182***	-5.29	6.92	3.47	-6.09	-5.38
	(6.06)	(2.44)	(3.35)	(1.46)	(5.33)	(3.63)	(2.19)	(4.36)	(4.81)	(3.46)	(3.54)	(6.54)	(3.85)	(3.94)	(4.34)	(2.76)	(3.12)	(4.89)	(1.88)	(3.62)	(4.71)	(7.39)	(3.16)	(4.14)
S_GENDER	2.50	1.66	8.606**	-3.52	-1.74	-2.36	8.786*	10.68**	-1.44	2.33	-7.361*	12.30	11.43***	9.366**	-11.20	0.27	-3.14	4.59	-12.00***	-6.52	13.65***	11.06*	-10.30**	-17.27***
	(3.97)	(3.61)	(2.79)	(2.67)	(3.42)	(3.02)	(4.20)	(3.56)	(3.21)	(4.17)	(2.88)	(6.41)	(3.24)	(3.27)	(6.12)	(2.66)	(2.78)	(2.73)	(2.74)	(3.41)	(3.77)	(4.92)	(3.38)	(3.80)
S_INTACT	0.501*	0.488**	1.099***	0.661***	0.844***	0.861***	0.635***	0.26	0.660**	0.17	0.518**	0.626*	0.08	0.38	0.924***	0.570***	0.49	0.32	0.580***	0.601***	0.402*	0.04	0.29	0.798**
	(0.23)	(0.15)	(0.17)	(0.16)	(0.20)	(0.17)	(0.18)	(0.22)	(0.20)	(0.27)	(0.16)	(0.27)	(0.20)	(0.20)	(0.18)	(0.14)	(0.27)	(0.19)	(0.14)	(0.18)	(0.18)	(0.27)	(0.19)	(0.29)
S_STUTREL	0.29	0.16	0.33	-0.336*	-0.05	0.590**	0.492**	0.18	0.745***	0.22	-0.514**	0.484*	0.24	0.12	0.816***	0.27	0.31	0.32	0.04	0.06	0.05	0.34	0.05	0.28
	(0.19)	(0.18)	(0.19)	(0.15)	(0.22)	(0.19)	(0.19)	(0.26)	(0.18)	(0.26)	(0.19)	(0.24)	(0.23)	(0.21)	(0.22)	(0.16)	(0.22)	(0.17)	(0.17)	(0.19)	(0.20)	(0.24)	(0.20)	(0.26)
S_GENEQL	3.050***	3.718***	2.894***	3.615***	2.963***	2.737***	4.206***	3.042***	3.289***	2.415***	3.404***	3.232***	2.955***	3.396***	4.003***	5.785***	1.930***	3.176***	3.564***	2.999***	2.518***	3.451***	2.507***	2.350***
	(0.23)	(0.18)	(0.21)	(0.14)	(0.22)	(0.16)	(0.26)	(0.19)	(0.19)	(0.25)	(0.19)	(0.27)	(0.21)	(0.20)	(0.22)	(0.24)	(0.19)	(0.19)	(0.16)	(0.26)	(0.18)	(0.38)	(0.20)	(0.27)
S_OPDISC	1.165***	0.662***	0.20	1.261***	0.515**	1.278***	1.032***	0.23	0.630*	0.38	1.201***	-0.23	1.270***	-0.07	1.576***	0.476***	0.30	0.727***	0.817***	1.002***	0.992***	0.844***	1.279***	0.840**
	(0.21)	(0.13)	(0.15)	(0.14)	(0.17)	(0.18)	(0.17)	(0.21)	(0.25)	(0.21)	(0.18)	(0.20)	(0.22)	(0.17)	(0.22)	(0.13)	(0.23)	(0.17)	(0.15)	(0.20)	(0.20)	(0.25)	(0.20)	(0.28)

Standard errros in parenthesis

* p<0.05, **, p<0.01, *** p<0.001

Table B.55b Teacher characteristics' multiple regression coefficients for civic knowledge.

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-31.50	-8.86	14.90	-20.16	0.56	4.63	11.93	3.14	-2.13	8.51	-17.87	44.36	-9.75	0.86	39.96***	-5.04	-21.86	6.26	-27.36*	-12.31	10.60	-11.88	-26.23	5.98
	(18.42)	(11.81)	(24.03)	(16.26)	(13.98)	(13.24)	(14.55)	(11.61)	(15.20)	(30.39)	(16.25)	(28.99)	(20.31)	(14.40)	(12.00)	(12.30)	(34.16)	(13.04)	(13.75)	(20.18)	(10.50)	(13.98)	(20.18)	(23.90)
IT3G14I	-53.09	-18.23	21.56	8.64	26.93	-12.14	-16.56	-15.06	-2.88	-48.07	16.08	43.74	-8.36	1.48	69.00*	3.43	25.66	-17.09	24.51	-35.81	16.44	-13.10	15.55	-64.94
	(27.51)	(30.90)	(34.22)	(21.08)	(19.24)	(17.59)	(26.29)	(23.90)	(22.15)	(61.63)	(25.52)	(49.15)	(27.87)	(24.62)	(28.51)	(21.45)	(44.24)	(20.35)	(28.84)	(29.11)	(13.70)	(19.85)	(33.80)	(58.50)
T_PDACCE	0.21	-0.28	-0.65	-0.79	0.06	0.24	-0.17	-0.47	0.19	-0.15	0.33	1.18	-0.22	0.22	-0.85	-0.05	0.06	-0.10	0.43	0.58	-0.04	0.21	0.05	1.57
	(0.60)	(0.43)	(0.60)	(0.41)	(0.46)	(0.41)	(0.52)	(0.44)	(0.47)	(1.71)	(0.50)	(0.89)	(0.60)	(0.50)	(0.48)	(0.43)	(1.13)	(0.36)	(0.56)	(0.70)	(0.32)	(0.41)	(0.66)	(0.82)
T_PDATCH	-0.09	0.21	-0.30	0.85	-0.03	-0.38	0.14	0.32	-0.32	0.45	-0.63	0.66	1.07	-0.42	0.40	-0.27	-0.78	0.27	-0.18	-0.05	-0.46	-0.45	-0.38	-2.044*
	(0.59)	(0.47)	(0.74)	(0.46)	(0.42)	(0.44)	(0.54)	(0.41)	(0.53)	(1.39)	(0.56)	(1.34)	(0.58)	(0.52)	(0.53)	(0.51)	(1.13)	(0.45)	(0.54)	(0.72)	(0.40)	(0.47)	(0.65)	(0.97)
T_CIVCLAS	0.39	-0.18	0.27	-0.15	-0.11	-0.24	0.00	-0.42	-0.17	0.01	-0.45	0.13	-0.55	-0.21	-0.694*	-0.18	0.73	-0.32	0.16	0.49	0.16	0.34	0.45	0.32
	(0.47)	(0.45)	(0.44)	(0.37)	(0.38)	(0.34)	(0.40)	(0.40)	(0.38)	(1.02)	(0.42)	(0.75)	(0.52)	(0.43)	(0.33)	(0.38)	(0.63)	(0.25)	(0.49)	(0.45)	(0.33)	(0.35)	(0.47)	(0.64)
T_PRPCCE	0.01	0.728*	0.32	-0.16	-0.08	-0.42	-0.05	0.490*	0.804*	0.38	0.06	-0.91	0.27	0.15	1.260**	0.40	0.66	0.18	0.14	-0.19	-0.16	0.25	-0.28	0.75
	(0.53)	(0.35)	(0.58)	(0.33)	(0.33)	(0.31)	(0.47)	(0.24)	(0.31)	(0.91)	(0.39)	(0.86)	(0.45)	(0.31)	(0.43)	(0.43)	(1.00)	(0.28)	(0.36)	(0.45)	(0.27)	(0.34)	(0.51)	(0.68)
T_BULSCH	1.10	0.66	-1.20	0.37	0.35	-1.14	1.21	0.56	-0.57	0.44	-0.19	2.30	-0.01	-0.10	1.720*	-0.12	-1.20	-0.38	0.10	0.39	-0.60	-0.94	-0.09	-1.42
	(0.92)	(0.75)	(1.33)	(0.75)	(0.53)	(0.63)	(0.90)	(0.66)	(0.81)	(1.30)	(0.93)	(1.58)	(1.02)	(0.86)	(0.84)	(0.73)	(1.79)	(0.55)	(0.74)	(1.15)	(0.52)	(0.91)	(0.94)	(1.28)
T_PROBSC	-0.66	-0.12	0.55	-0.45	-0.32	0.42	-0.29	-0.23	0.80	1.56	0.00	-0.72	0.04	0.33	-1.72	-0.71	1.11	0.18	-0.44	0.53	0.23	0.26	-0.88	3.000**
	(0.76)	(0.67)	(0.99)	(0.57)	(0.52)	(0.56)	(0.63)	(0.50)	(0.55)	(1.37)	(0.00)	(1.34)	(0.89)	(0.59)	(0.88)	(0.68)	(1.47)	(0.60)	(0.59)	(0.79)	(0.44)	(0.68)	(0.82)	(1.12)

Standard errros in parenthesis

* p<0.05, **, p<0.01, *** p<0.001

Table B.55c School characteristics' multiple regression coefficients for civic knowledge

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.55	-0.47	0.07	0.669**	0.19	-0.23	0.06	-0.535*	-0.02	-0.38	0.27	0.69	0.14	0.10	0.730**	-0.21	-0.16	0.09	0.01	0.37	-0.07	0.00	0.11	0.70
	(0.48)	(0.24)	(0.33)	(0.23)	(0.21)	(0.24)	(0.30)	(0.25)	(0.23)	(0.82)	(0.26)	(0.63)	(0.45)	(0.25)	(0.23)	(0.28)	(0.56)	(0.24)	(0.30)	(0.39)	(0.21)	(0.17)	(0.42)	(0.52)
C_COMCRI	-0.05	-0.15	0.46	-0.22	0.17	0.18	-0.30	0.10	0.29	-0.55	0.68	-0.50	0.45	-0.49	-0.07	0.50	-0.44	-0.30	0.68	0.31	0.26	0.18	-0.11	0.30
	(0.51)	(0.30)	(0.53)	(0.34)	(0.25)	(0.27)	(0.39)	(0.23)	(0.31)	(0.76)	(0.37)	(0.66)	(0.49)	(0.32)	(0.35)	(0.34)	(0.62)	(0.29)	(0.35)	(0.49)	(0.23)	(0.35)	(0.54)	(0.69)
C_COMETN	0.24	0.04	0.17	0.46	0.11	-0.02	-0.21	0.40	0.25	0.08	-0.10	1.06	0.56	0.53	0.695*	0.03	-0.94	0.03	0.12	0.41	-0.34	-0.51	0.43	0.50
	(0.48)	(0.30)	(0.53)	(0.27)	(0.27)	(0.27)	(0.32)	(0.27)	(0.36)	(0.70)	(0.35)	(0.75)	(0.45)	(0.31)	(0.33)	(0.30)	(0.79)	(0.26)	(0.33)	(0.38)	(0.23)	(0.31)	(0.53)	(0.58)
C_COMPOV	-0.942*	-0.10	-0.84	0.23	-0.14	-0.17	0.41	-0.15	-0.69	0.77	-0.57	-0.72	-1.169*	0.56	0.32	-0.09	0.72	0.11	-0.43	-0.66	0.07	-0.18	-0.26	-0.89
	(0.44)	(0.34)	(0.53)	(0.33)	(0.37)	(0.29)	(0.43)	(0.27)	(0.36)	(1.04)	(0.44)	(0.50)	(0.54)	(0.44)	(0.41)	(0.41)	(0.69)	(0.27)	(0.36)	(0.54)	(0.27)	(0.41)	(0.67)	(0.56)
C_BULSCH	-1.028*	-0.24	0.23	0.00	-0.01	-0.01	0.29	-0.20	-0.08	0.39	-0.38	0.42	-0.12	0.40	-0.10	0.42	-0.01	0.33	0.13	-0.55	0.10	0.34	0.10	0.66
	(0.46)	(0.28)	(0.49)	(0.20)	(0.25)	(0.28)	(0.34)	(0.26)	(0.35)	(0.68)	(0.35)	(0.64)	(0.50)	(0.30)	(0.33)	(0.30)	(0.56)	(0.23)	(0.28)	(0.45)	(0.20)	(0.30)	(0.38)	(0.65)

Standard errros in parenthesis

* p<0.05, **, p<0.01, *** p<0.001

ANNEX C.

Content area: Human rights

Figure C.1 Democracy - Students' trust in civic institutions

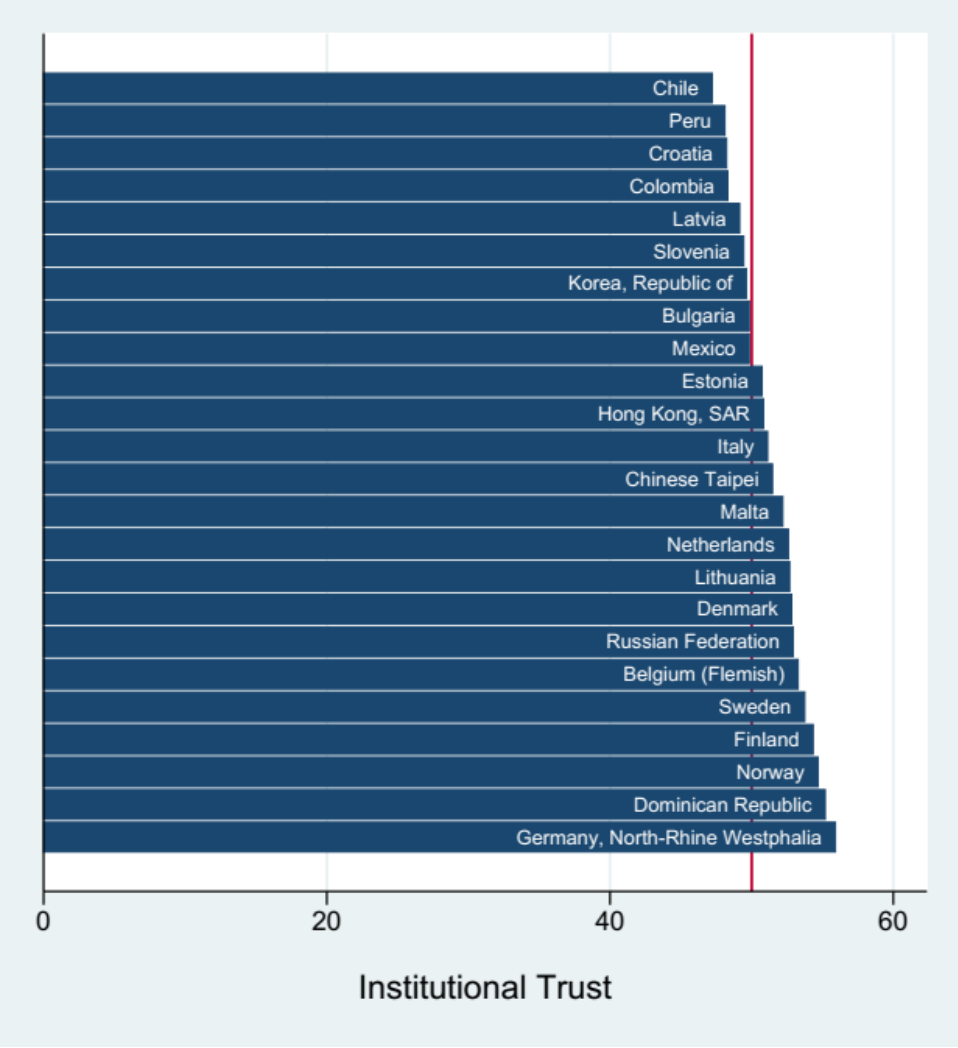


Figure C.2 Freedom - IS3G22C People are allowed to publicly criticize the government

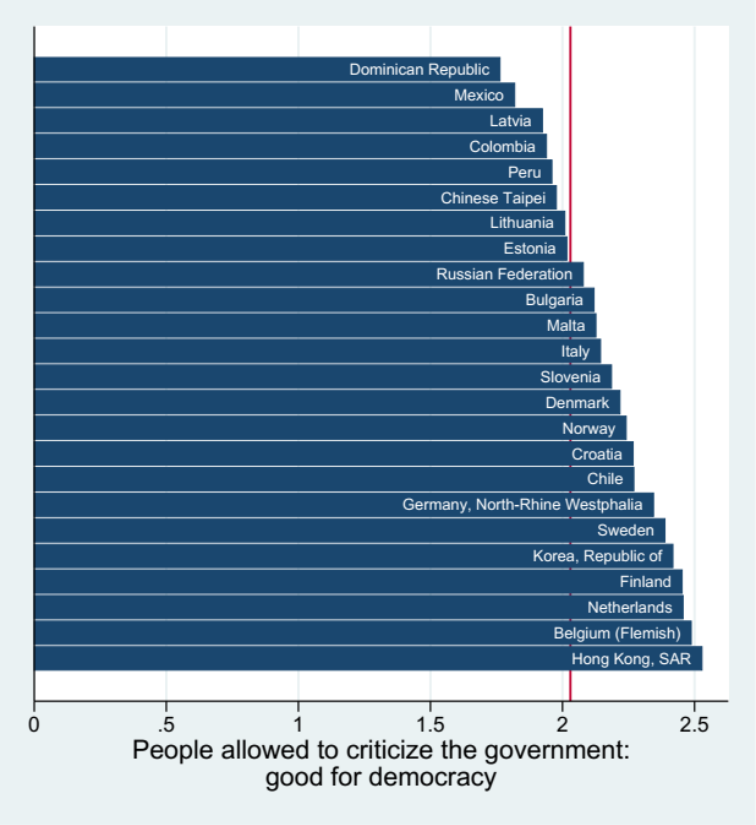


Figure C.3 Freedom - IS3G22E People are able to protest if they think a law is unfair

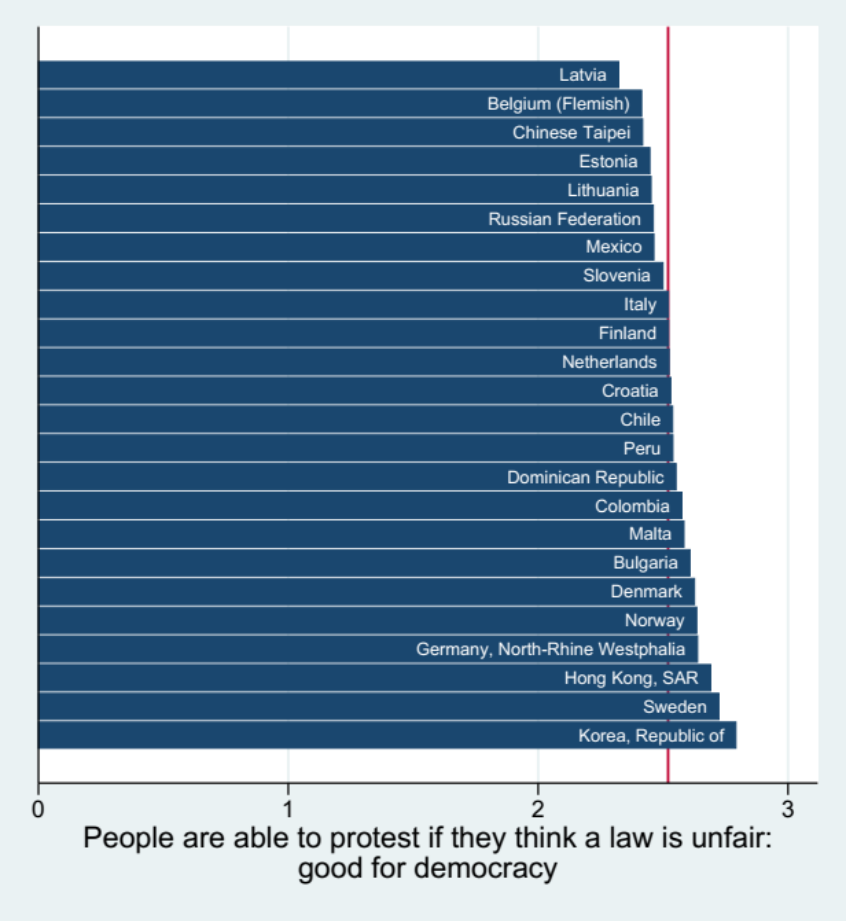


Figure C.4. Human rights education - IS3G23I Importance of behaviours as an adult - Taking part in activities promoting human rights

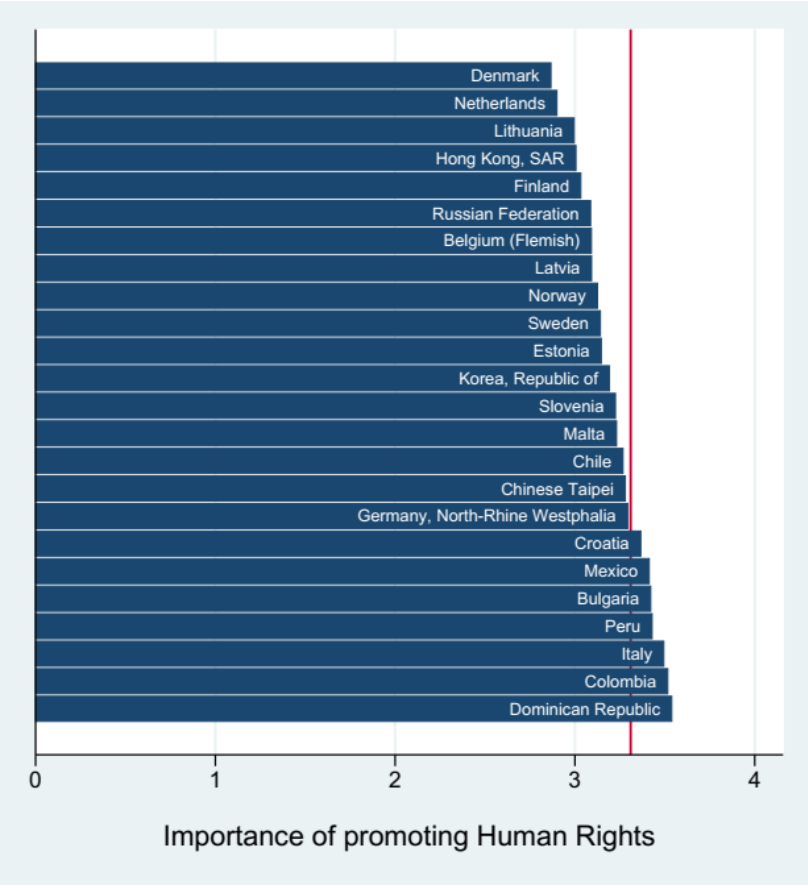
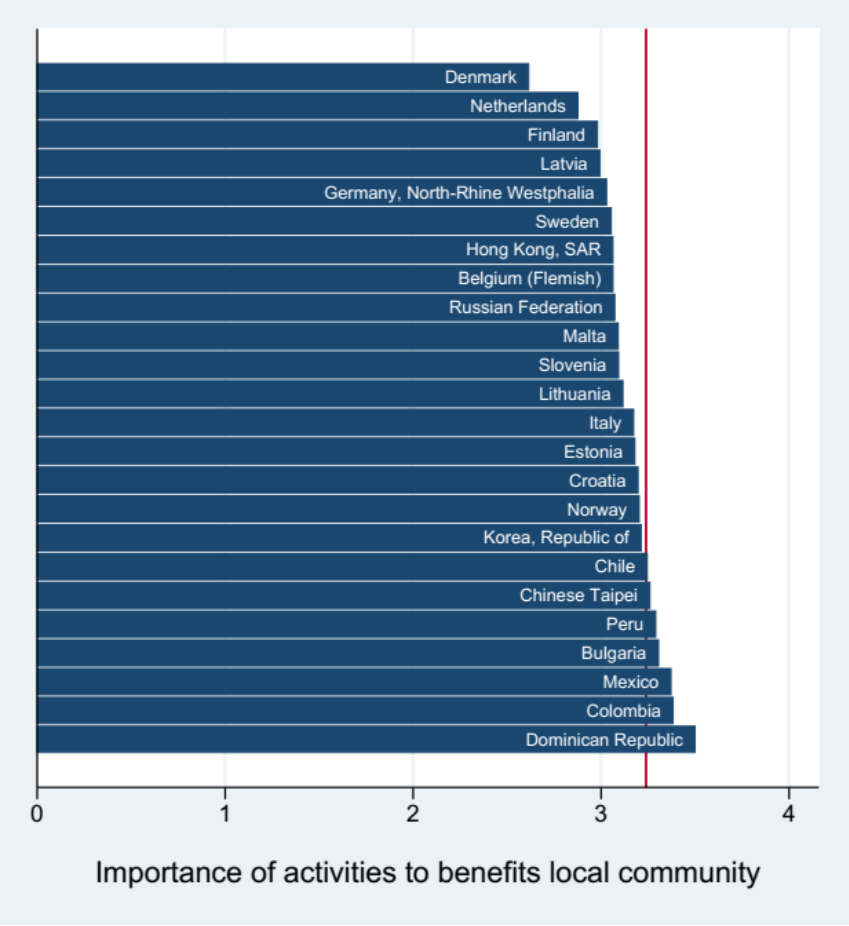


Figure C.5 Human rights education - IS3G23H Importance of behaviours as an adult - of taking part in activities to benefits local community



Student's evaluation of the importance of taking part in activities that benefit the local community shows relevant variation across the countries analysed (Figure C.5). Students from Denmark, Netherland and Finland place the least importance on taking part in activities that benefit the local community, while students from the Dominican Republic Colombia and Mexico place the most importance on taking part in activities that benefit the local community.

Figure C.6. Social justice - IS3G23Q Importance of behaviours as an adult - Engaging in activities to help people in less developed countries

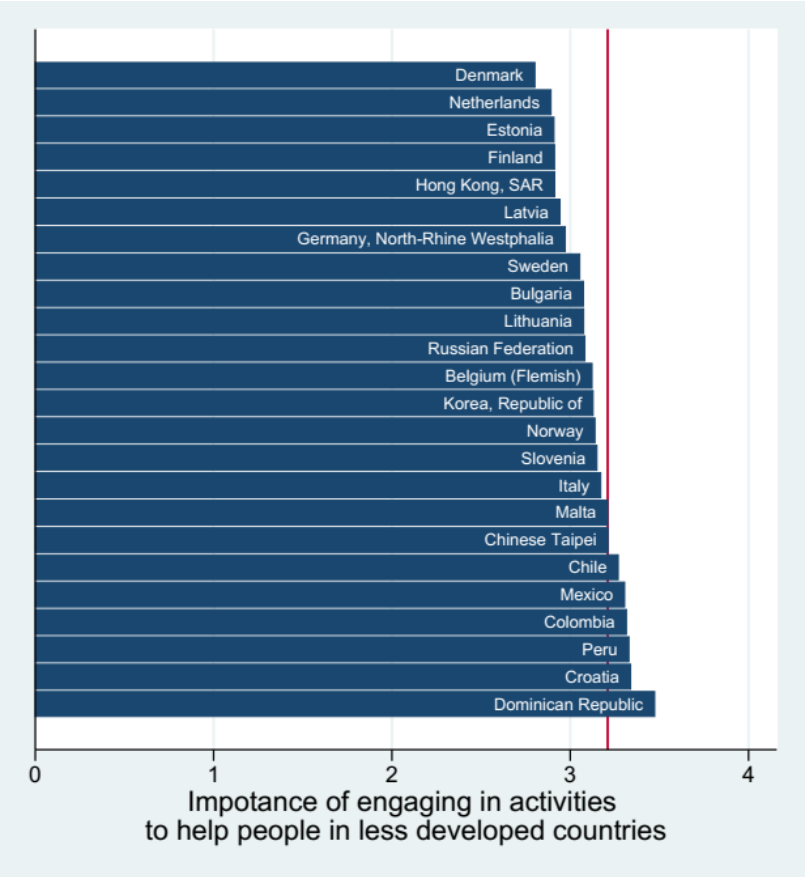
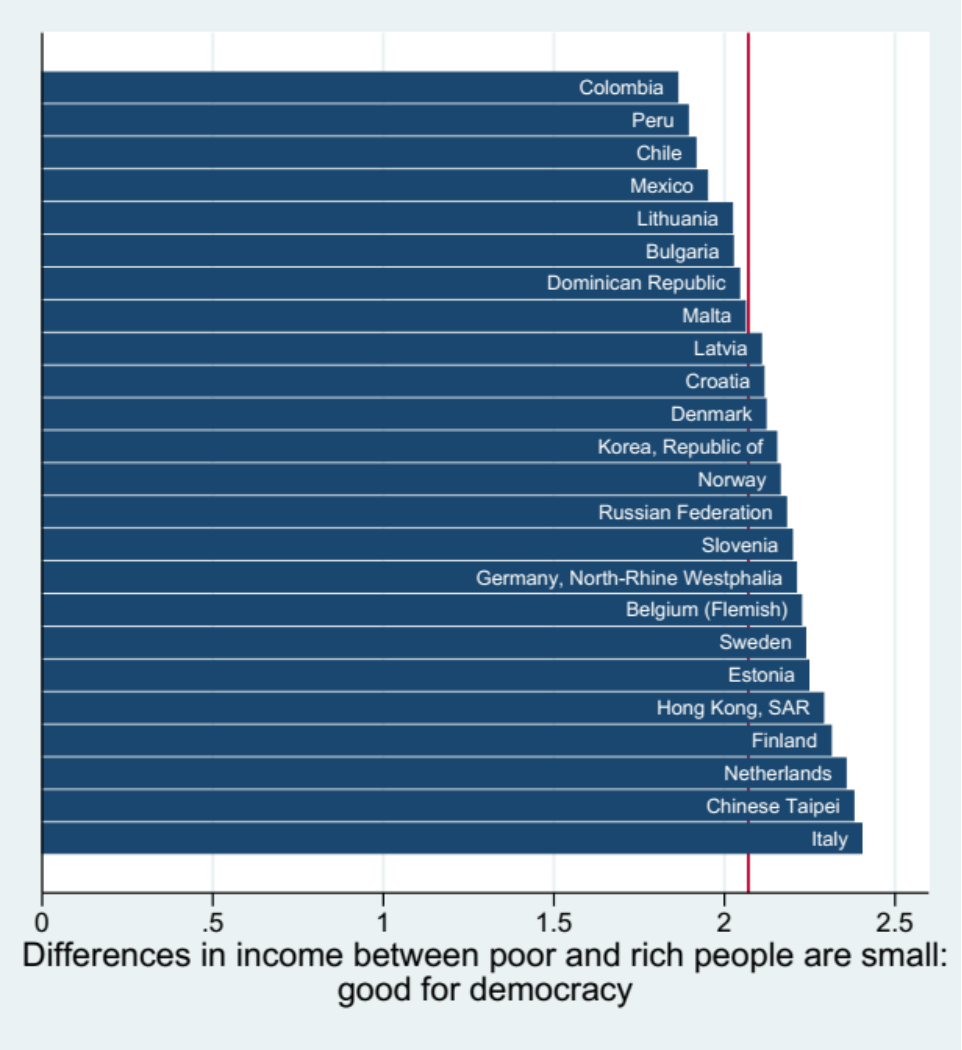


Figure C.7 Social justice - IS3G22G Differences in income between poor and rich people are small: good, neither good nor bad, or bad for democracy



Content area: Sustainable development

Figure C.8. Ecology - IS3G28A Pollution threat to the world's future

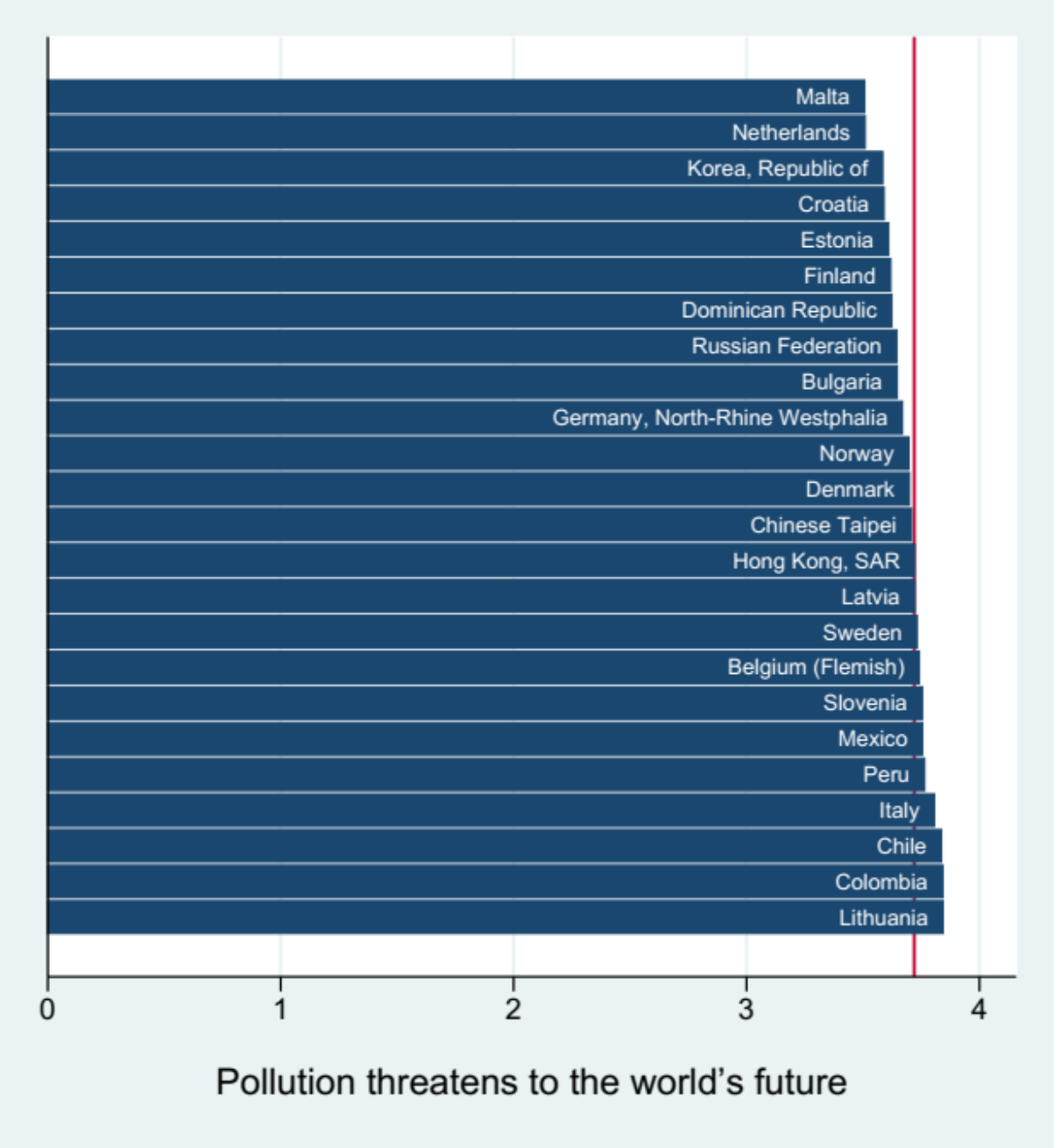
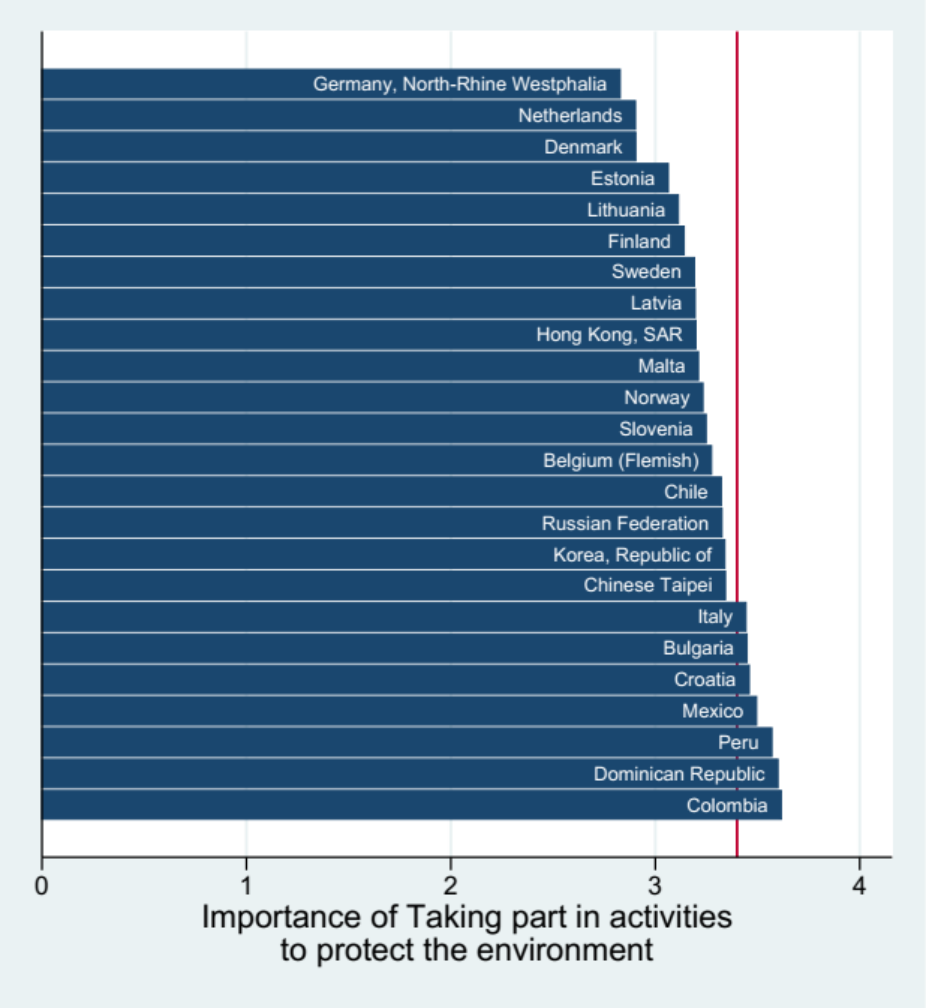


Figure C.9 Ecology - IS3G23J Importance of Taking part in activities to protect the environment



Student's evaluation of the importance of taking part in activities to protect the environment shows relevant variation across the countries analysed (Figure C.9). Students from Germany (North Rhine Westphalia), the Netherlands and Denmark place the least importance of taking part in activities to protect the environment, while students from Colombia, the Dominican Republic and Peru place the most importance in taking part in activities to protect the environment.

Figure C.10 Environmental education - IS3G16F At school - Participating in an activity to make the school more <environmentally friendly>

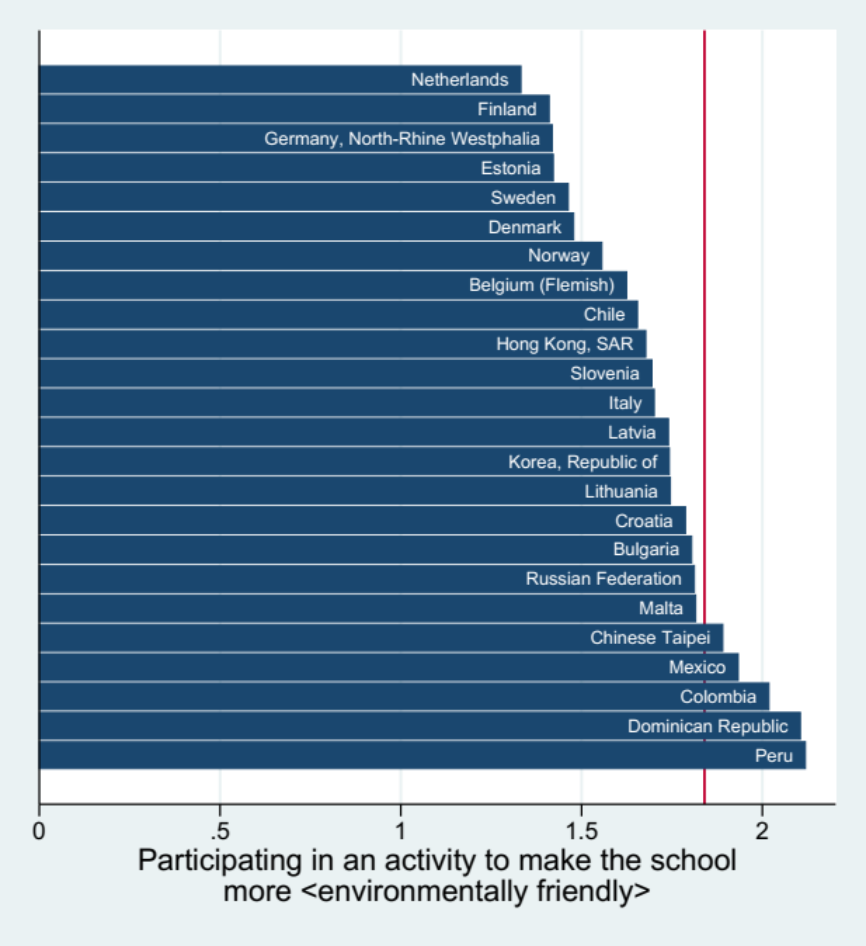


Figure C.11 Environmental sustainability - IS3G28E Water shortages threat to the world's future

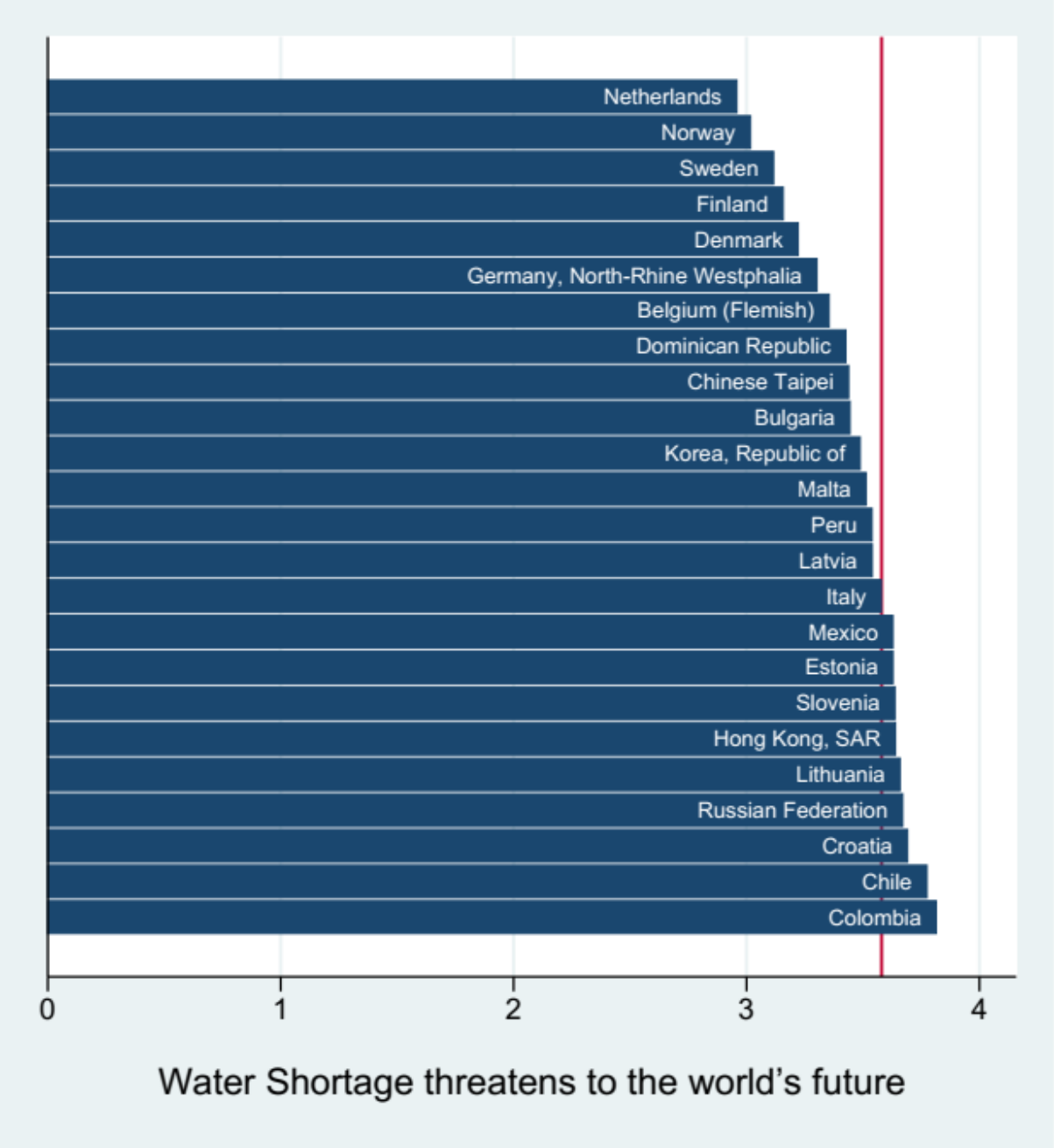


Figure C.12. Environmental sustainability - IS3G28H Food shortages threat to the world's future

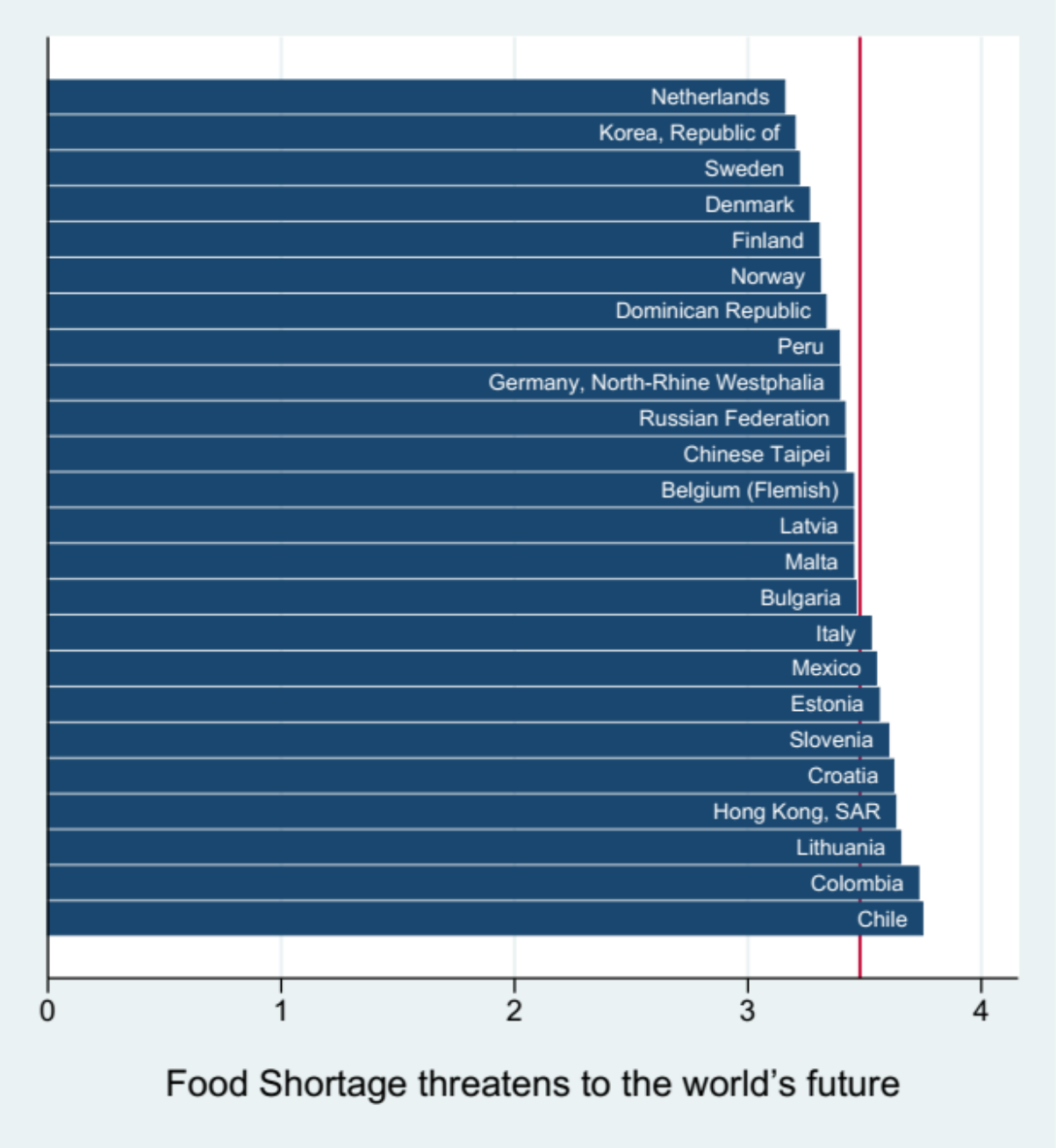


Figure C.13. Climate change - IS3G28I Climate change threat to the world's future

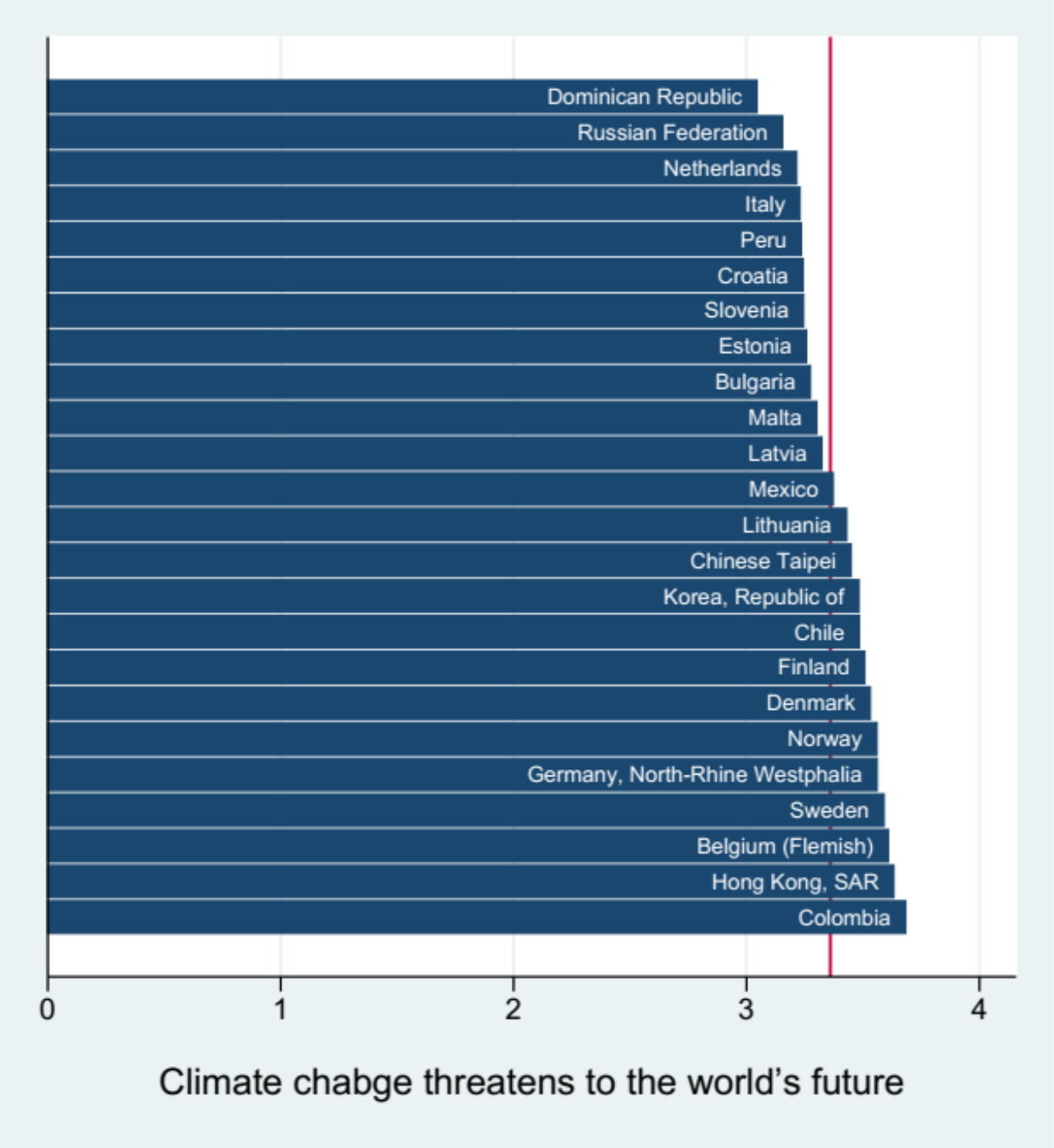


Figure C.14. Renewable energy sources - IS3G28B Energy shortages threat to the world's future

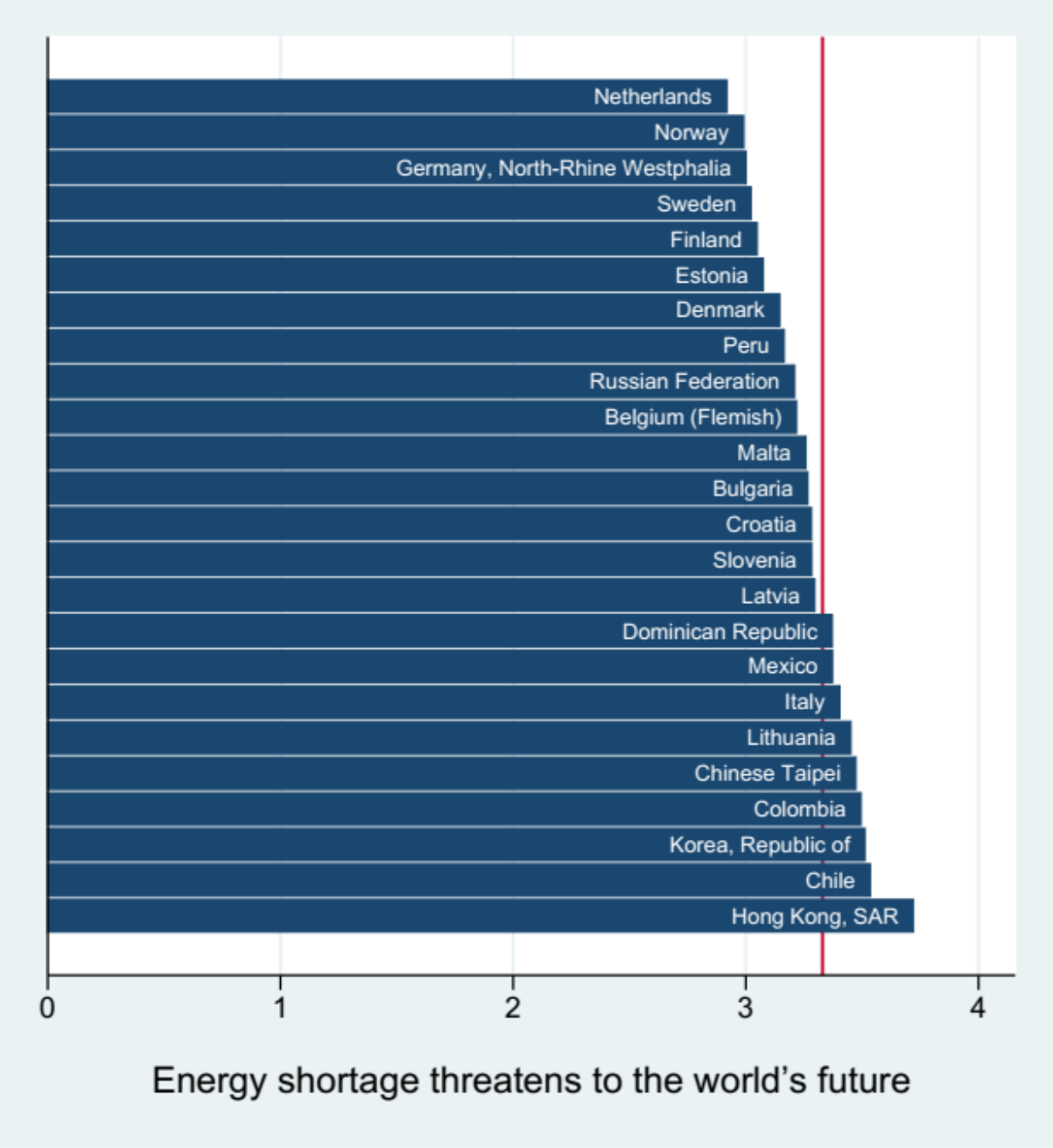


Figure C.15. Waste management - IS3G23N (Importance of Making personal efforts to protect natural resources

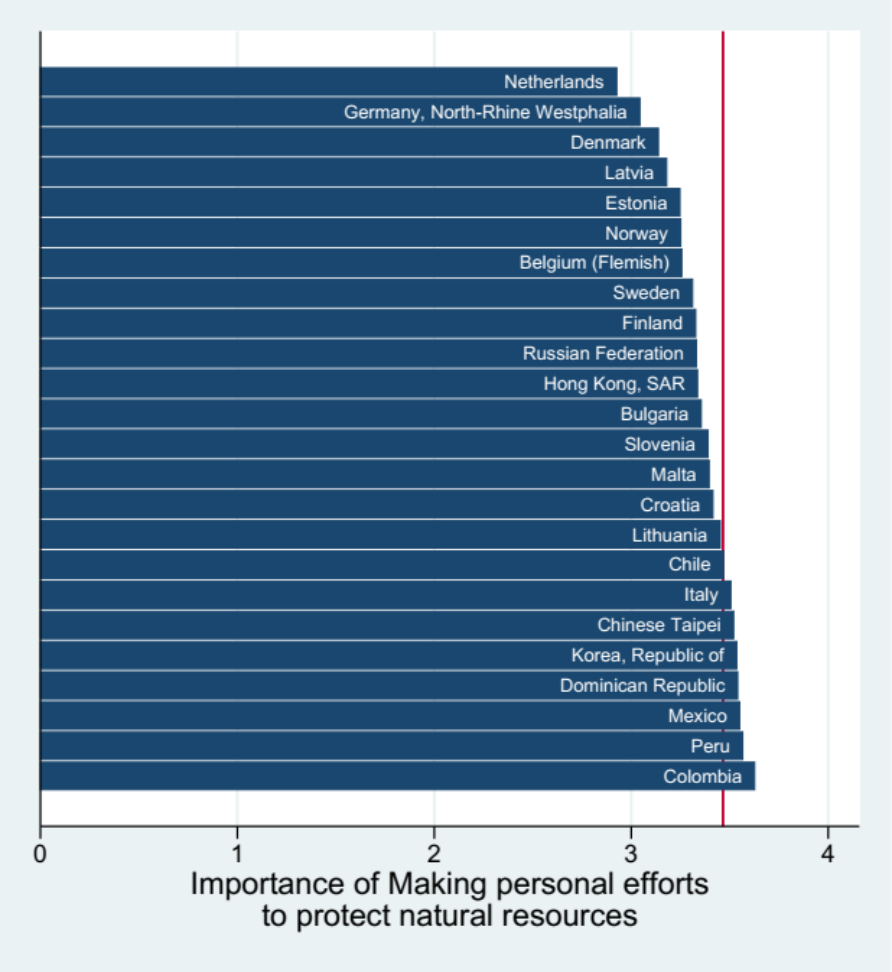
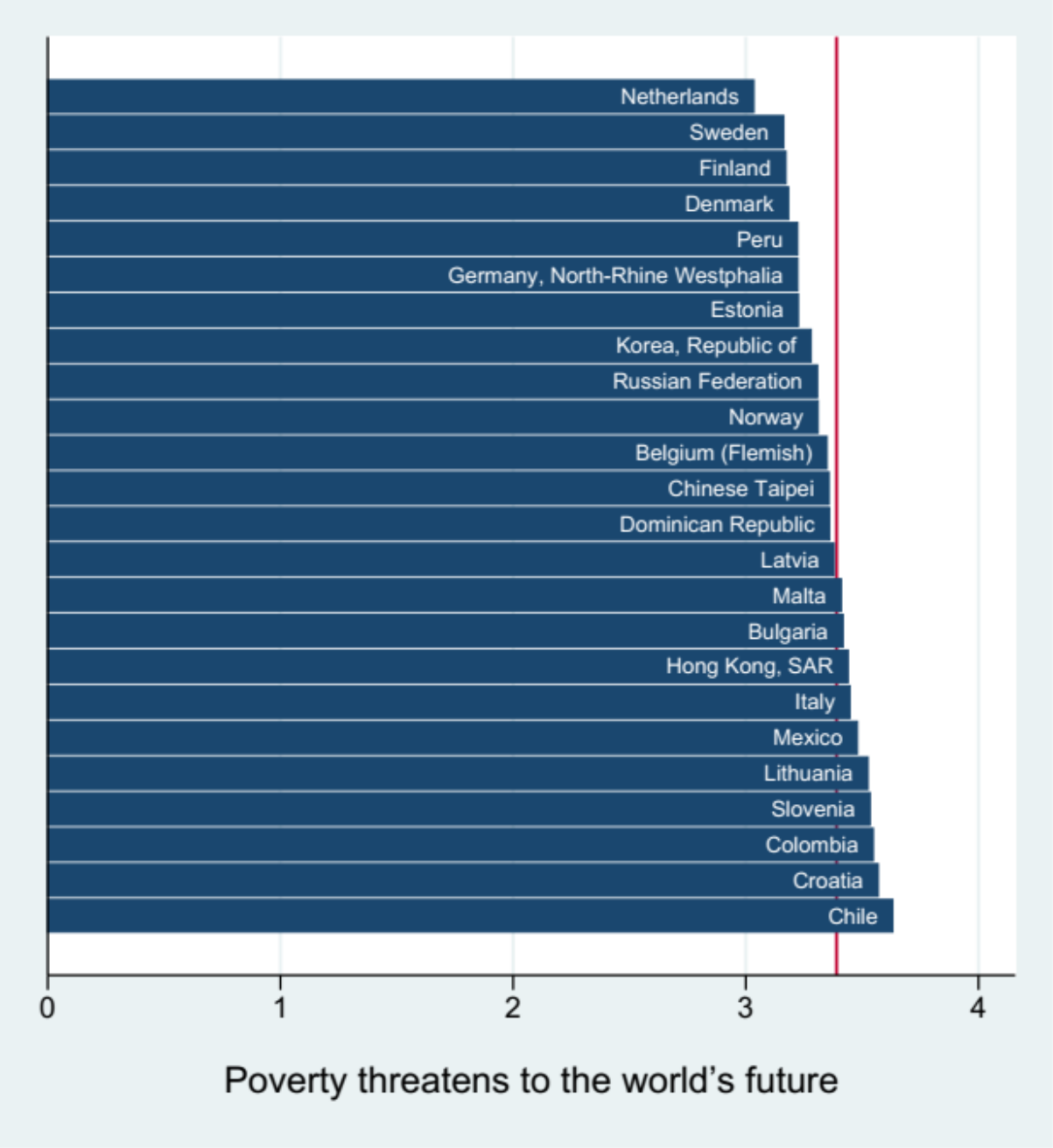


Figure C.16. Economic sustainability - IS3G28G Poverty threat to the world's future



xc

Figure C.17. Economic sustainability - IS3G28J Unemployment threat to the world's future

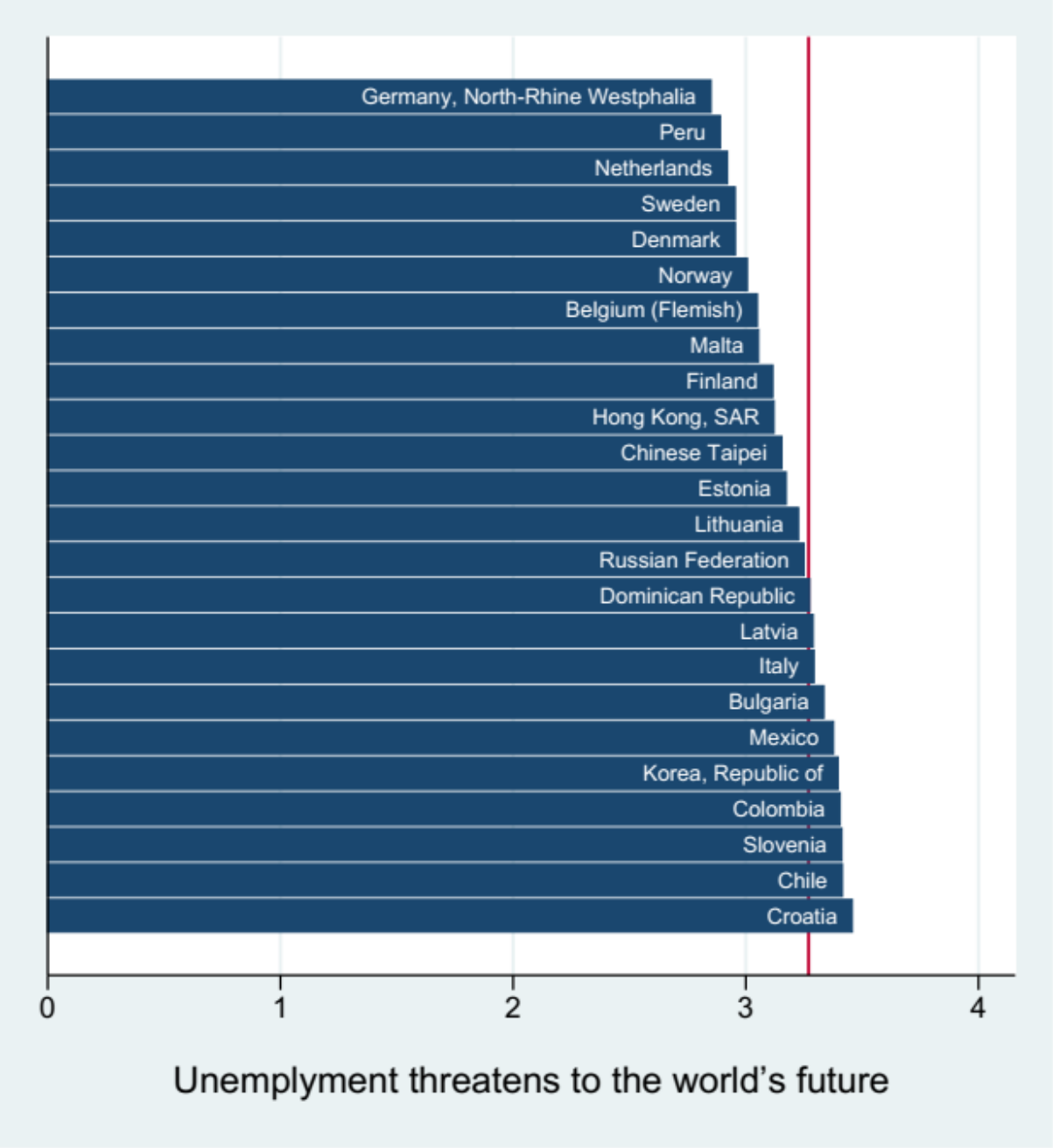


Figure C.18. Social sustainability - IS3G28D Crime threat to the world's future

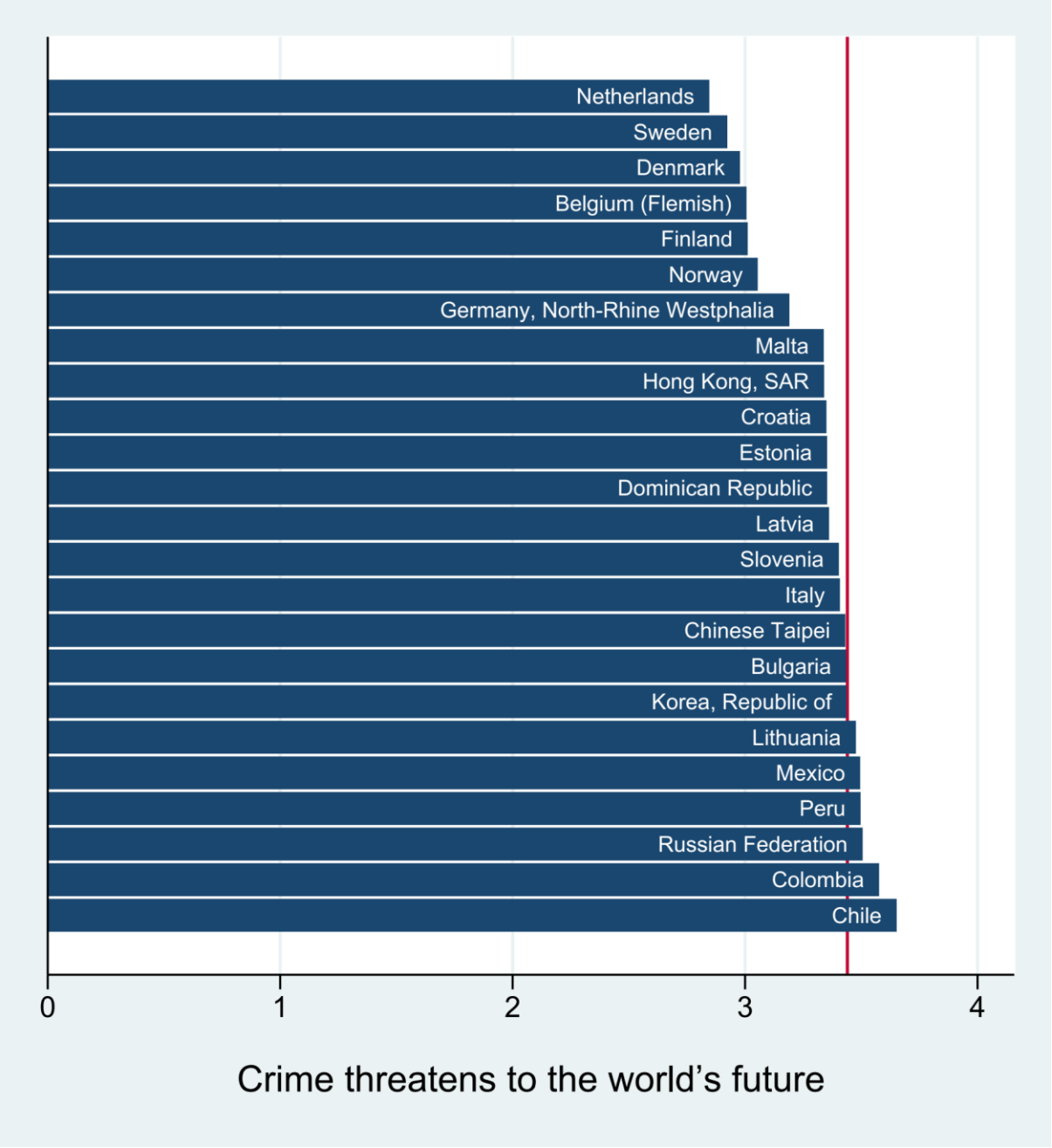
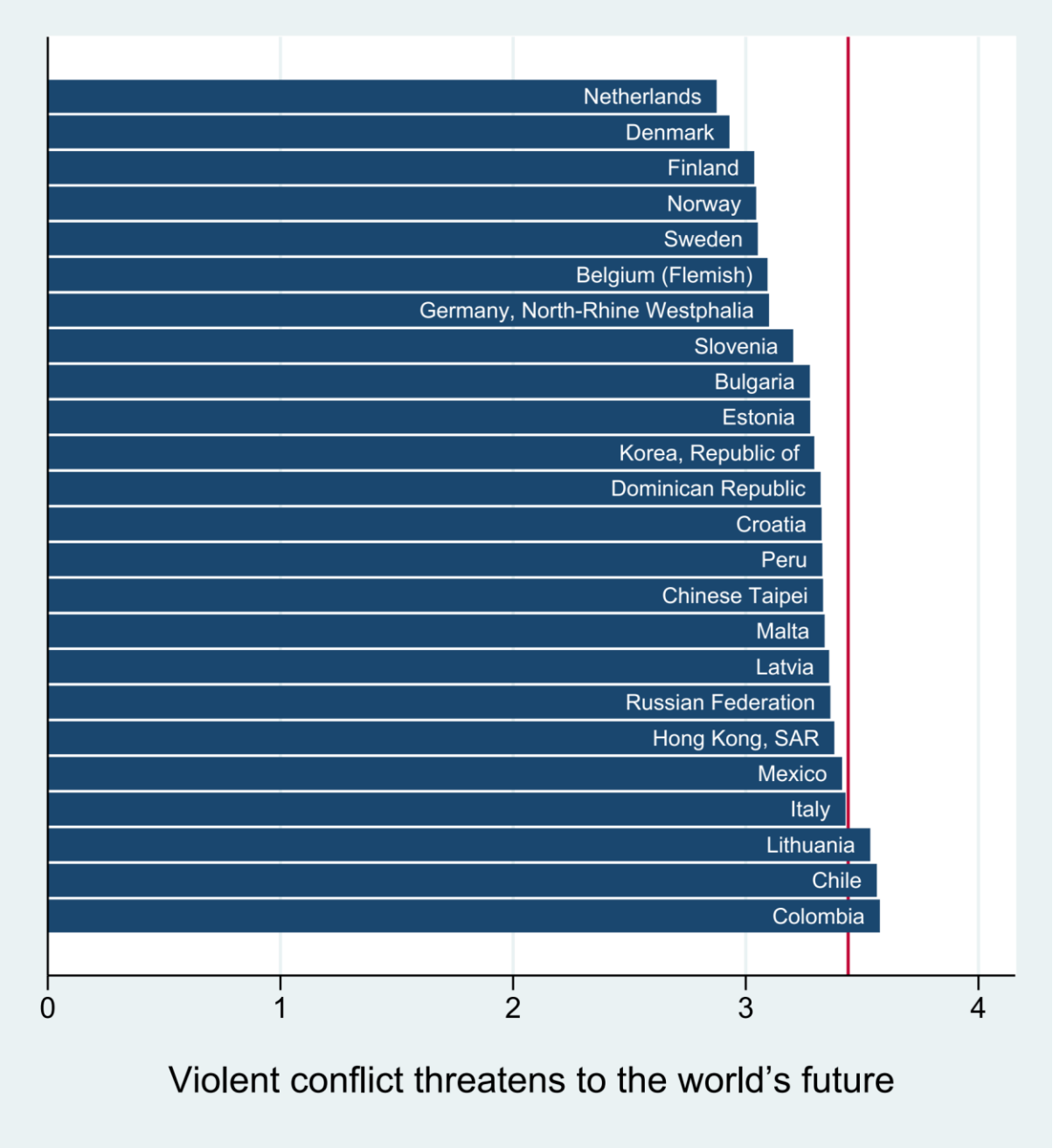


Figure C.19. Social sustainability - IS3G28F Violent conflict threat to the world's future



Content area: Peace, peace education and non-violence

Figure C.20. Peace, peace education and non-violence - S_ABUSE Students' experiences of physical and verbal abuse at school

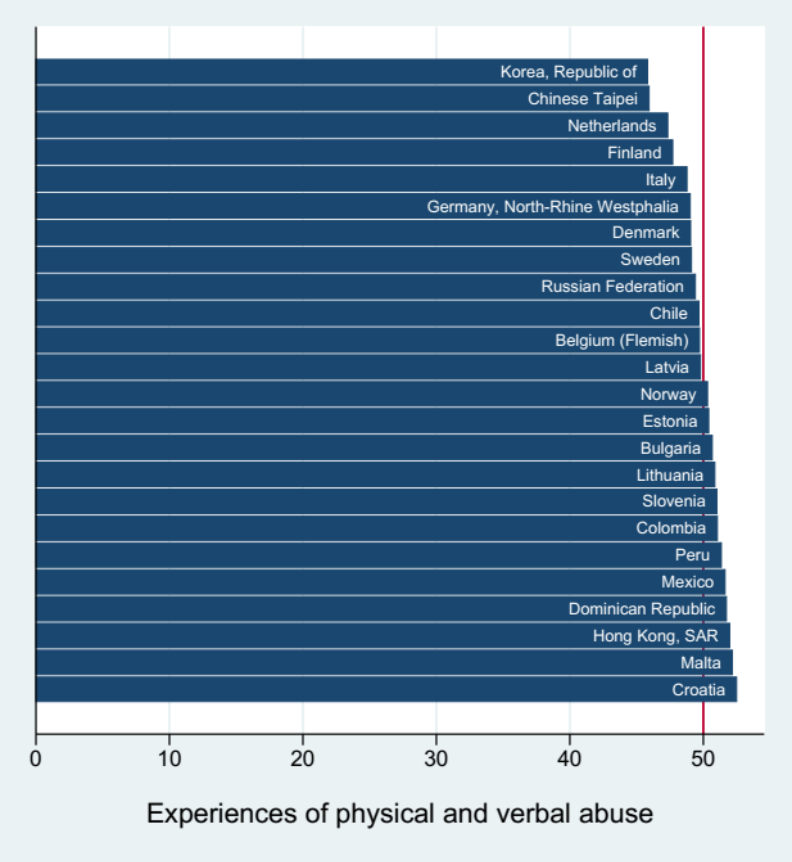
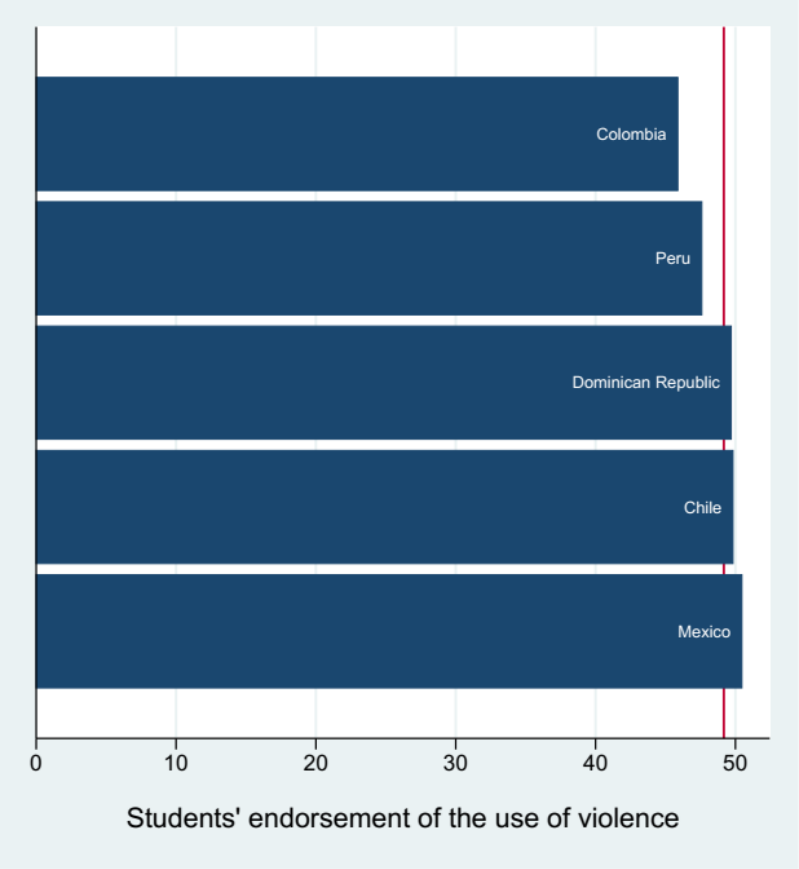


Figure C.21. Peace, peace education and non-violence - L_ATTVIOL Students' endorsement of the use of violence LA



Content area: Global citizenship

Figure C.22. Multiculturalism / inter-culturalism - S_ETHRGHT Students' endorsement of equal rights for all ethnic/racial groups

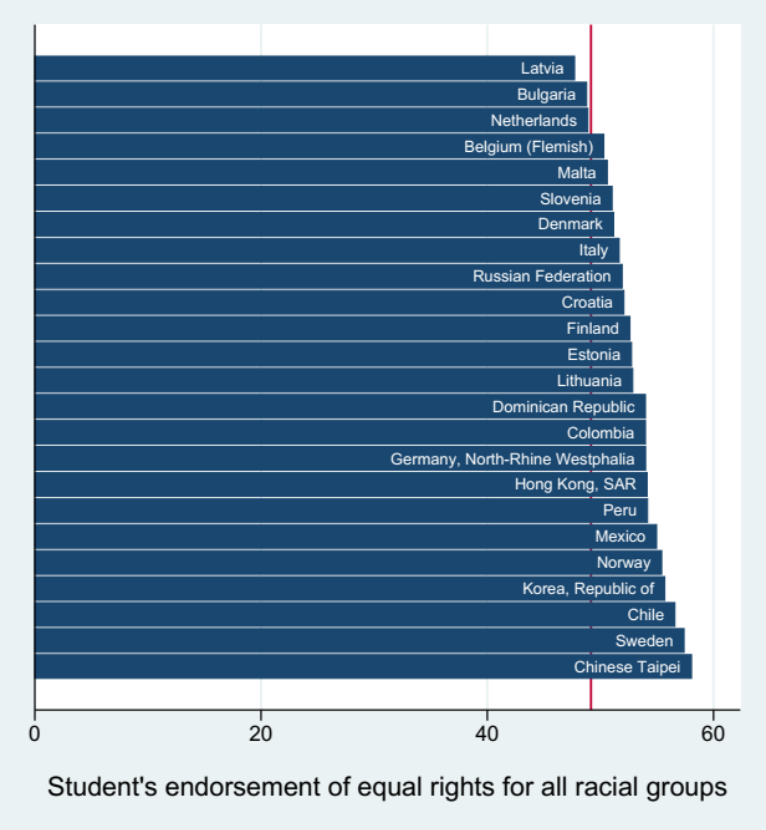


Figure C.23. Multiculturalism / inter-culturalism - IS3G22G All <ethnic/racial> groups in the country have the same rights: good, neither good nor bad, or bad for democracy

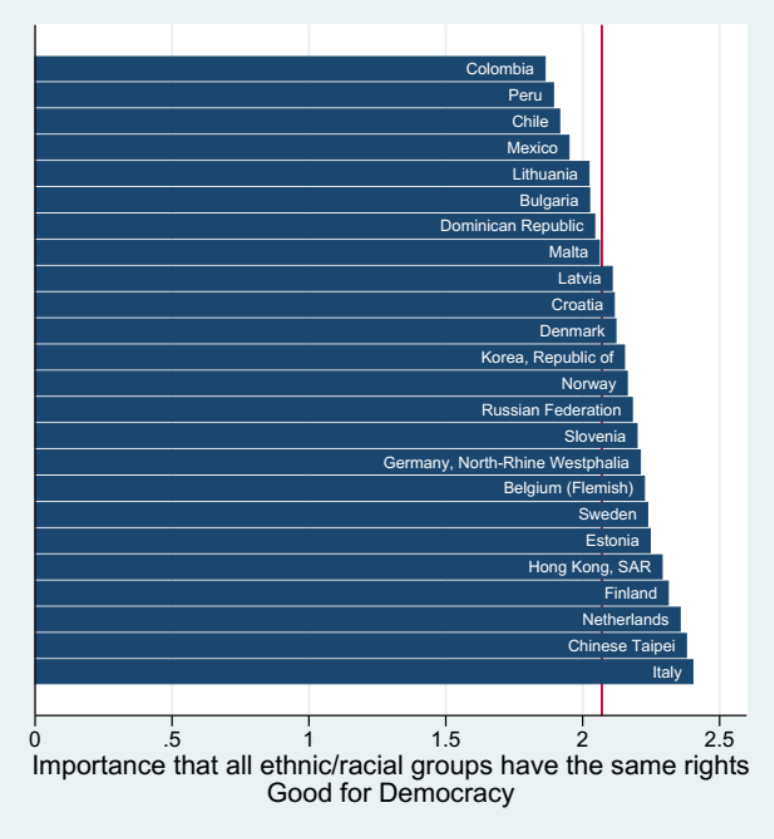


Figure C.24. Global citizenship - E_CCOOP Students' endorsement of European cooperation EU

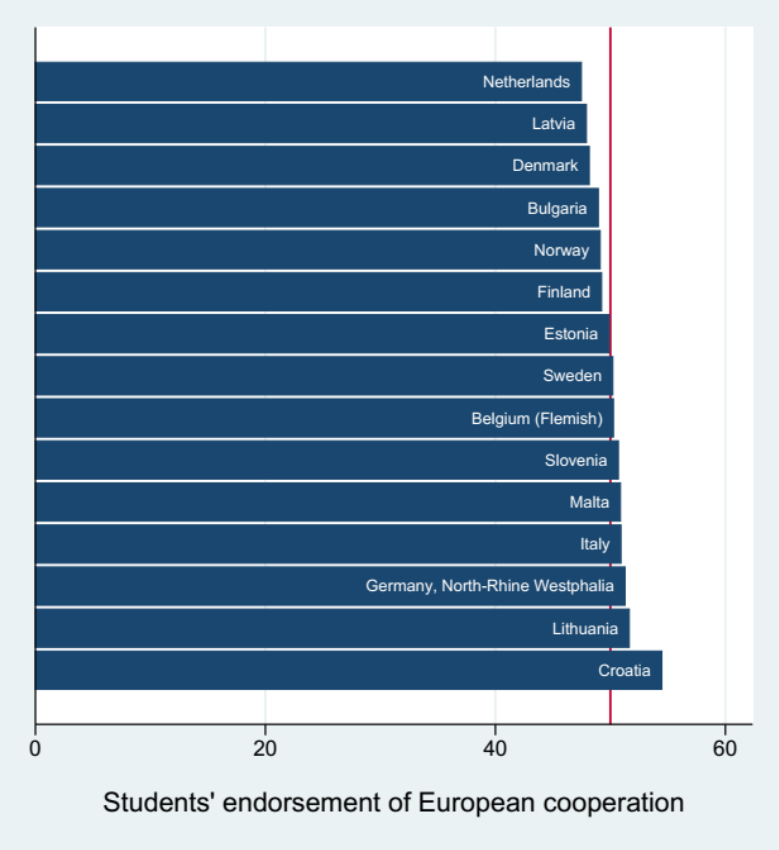


Figure C.25. Global citizenship - E_EURATT Students' positive attitudes toward the European Union EU

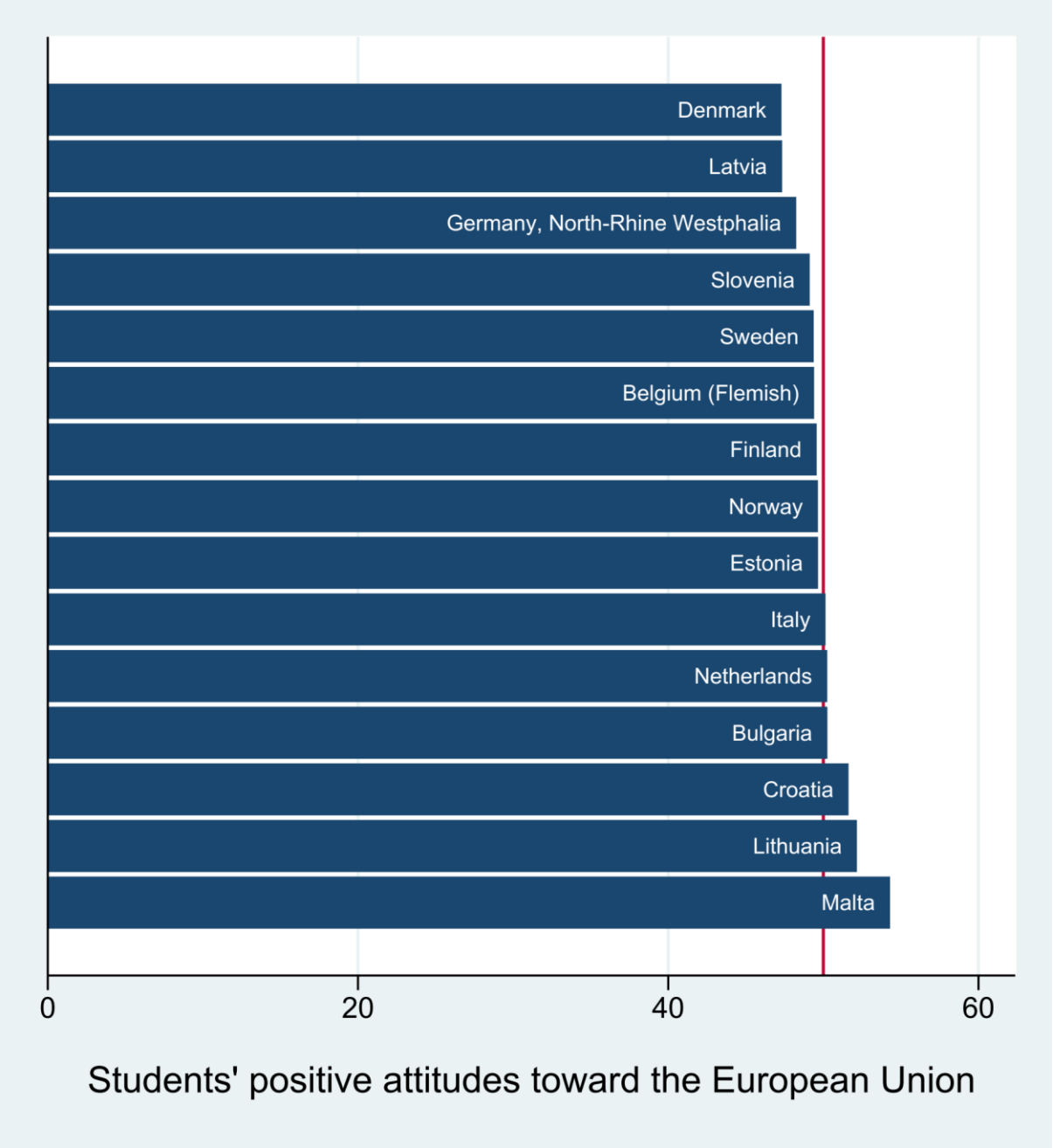


Figure C.26. Migration / immigration - E_IMMRGHT Students' endorsement of equal rights for immigrants EU

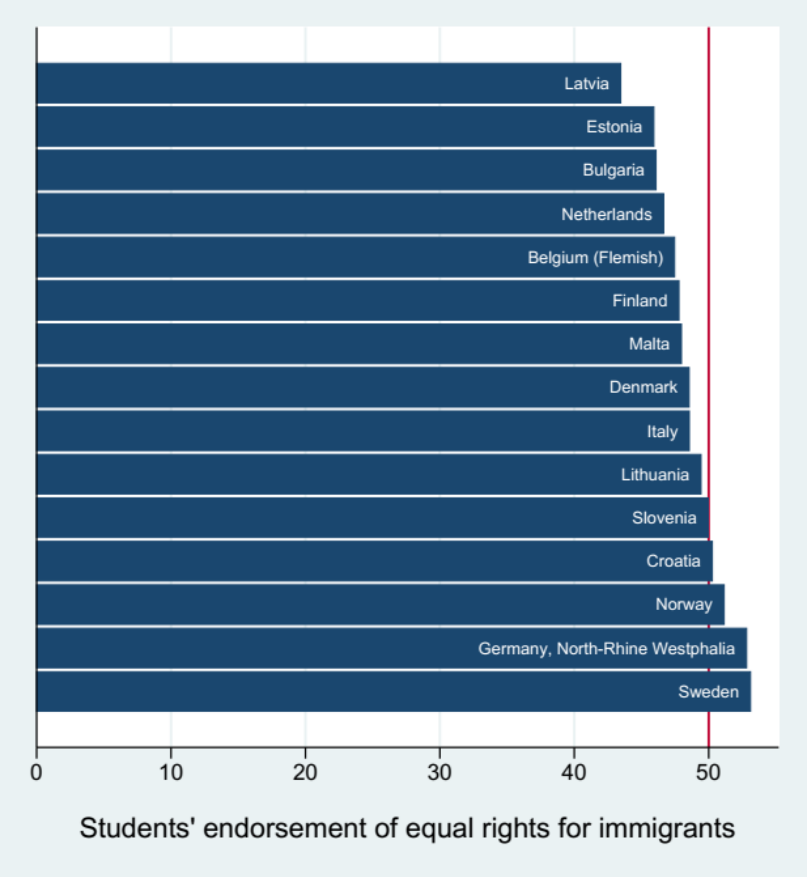
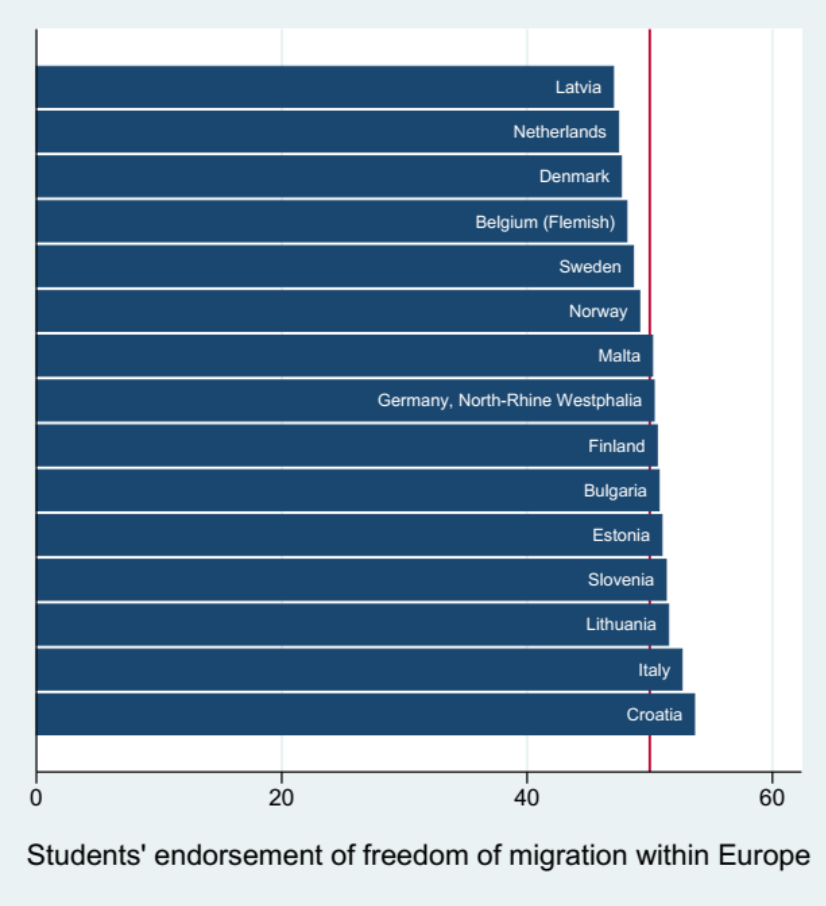


Figure C.27. Migration/immigration - E_FREEMOVE Students' endorsement of freedom of migration within Europe EU



ci

Figure C.28. Migration / immigration - E_RESTMIG Students' endorsement of restricting migration in Europe EU

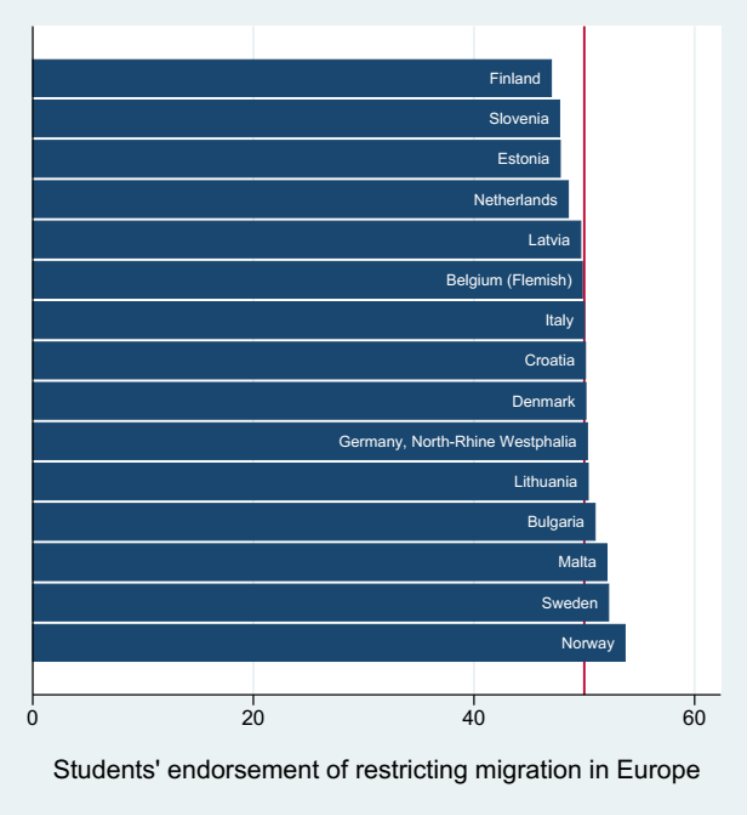


Figure C.29. Global competition - IS3G28C Global financial crises threat to the world's future

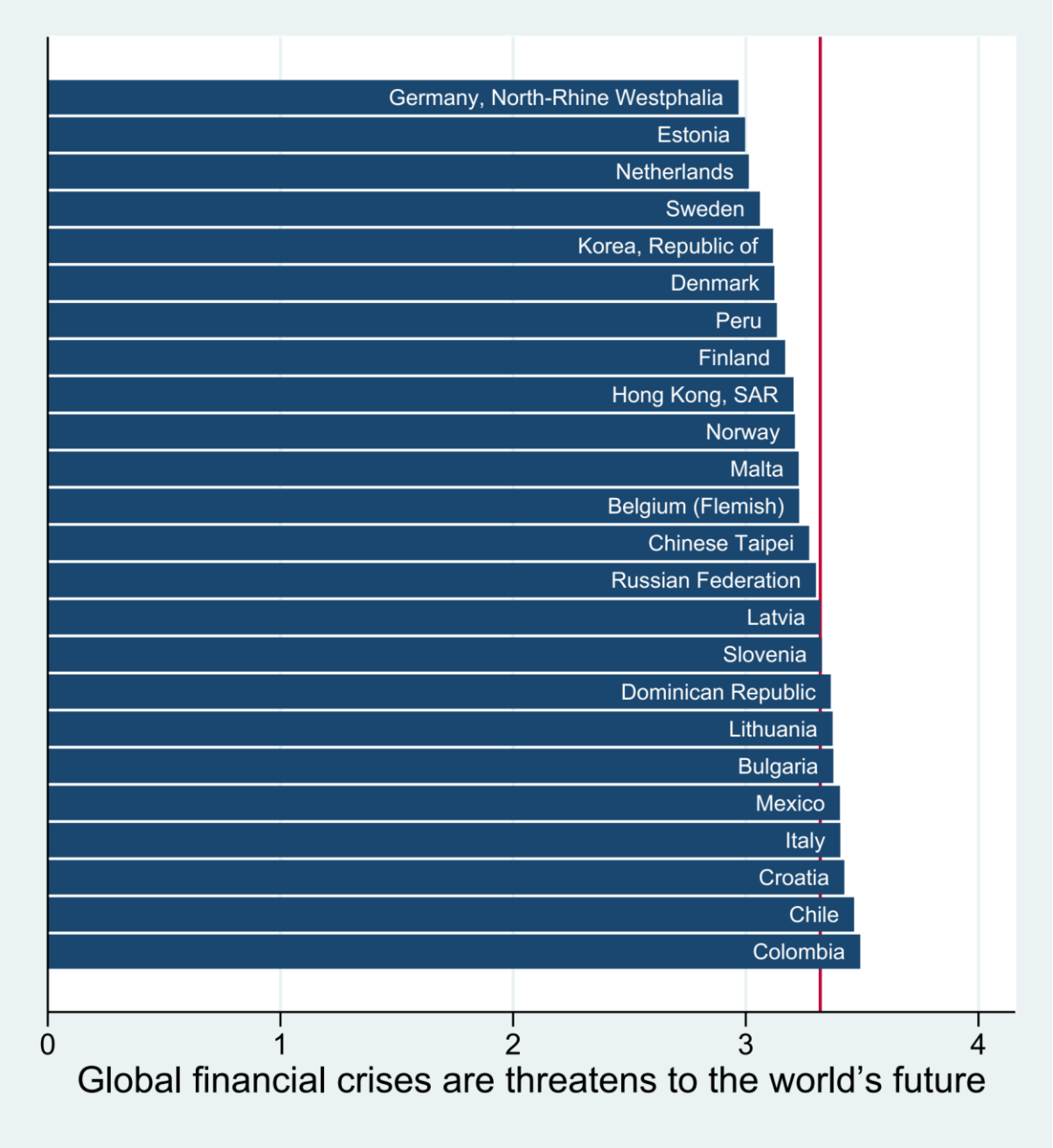
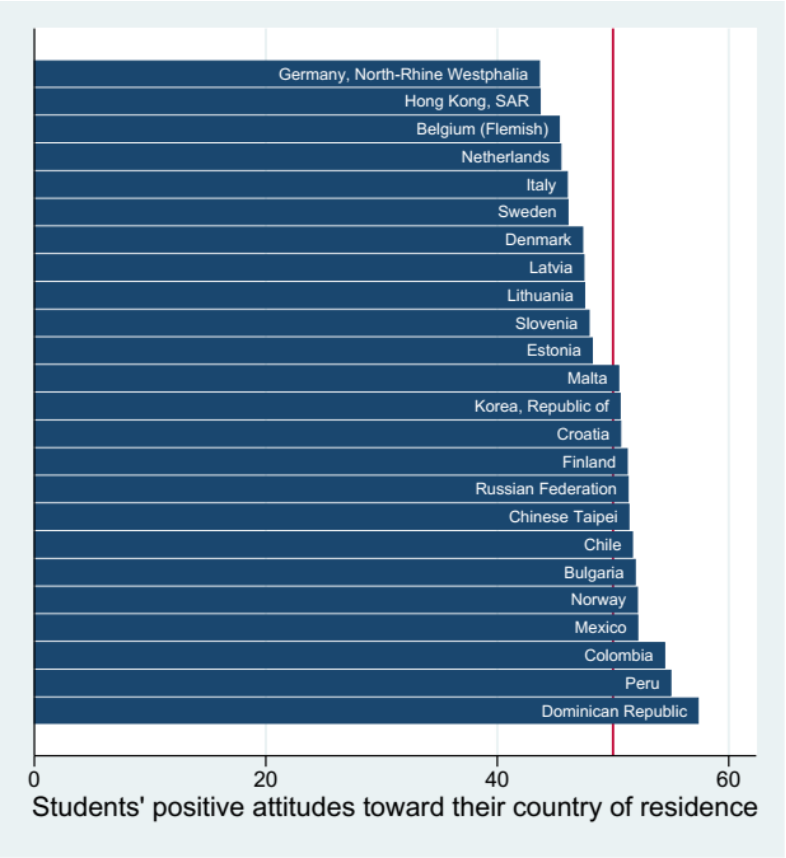


Figure C.30. Patriotism/nationalism - S_CNTATT Students' positive attitudes toward their country of residence



Content area: Gender Equality

Figure C.31. Gender equality and equity - S_GENEQL Students' endorsement of gender equality

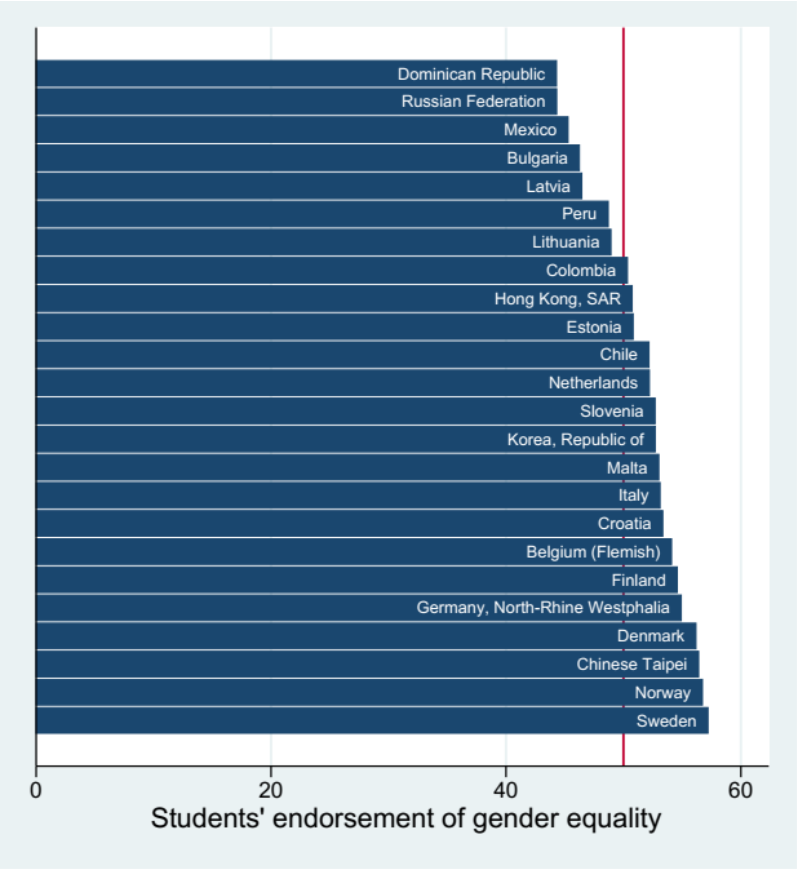


Table C.6a Student characteristics' multiple regression coefficients for trust in civic institutions

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.00286	-0.305	0.146	0.25	0.311	0.0675	0.0269	-0.506	-0.255	0.117	0.186	0.264	0.595*	0.257	0.2	-0.601**	0.284	0.183	-0.162	0.0486	-0.367	-0.406**	-0.164	-0.539
	(0.01)	(-1.49)	(0.61)	(1.42)	(1.53)	(0.40)	(0.09)	(-1.92)	(-1.64)	(0.55)	(0.95)	(0.90)	(2.57)	(1.11)	(0.76)	(-2.72)	(1.66)	(1.30)	(-0.63)	(0.21)	(-1.15)	(-2.93)	(-1.00)	(-1.82)
S_HISEI	-0.0309	0.00271	0.00669	-0.00063	-0.00013	0.0163	0.00544	0.000623	-0.0326**	0.0276	0.0189	0.0162	-0.00867	-0.00574	0.0243	0.000201	-0.015	-0.0284*	-0.0173	0.01	-0.0397	-0.00816	-0.0113	0.00219
	(-1.95)	(0.22)	(0.60)	(-0.05)	(-0.01)	(1.33)	(0.42)	(0.05)	(-2.65)	(1.87)	(1.88)	(1.03)	(-0.67)	(-0.53)	(0.94)	(0.01)	(-1.53)	(-2.02)	(-1.11)	(0.64)	(-1.89)	(-0.63)	(-0.92)	(0.19)
lang	-3.270**	2.029	2.542**	0.894	0.507	0.475	-0.148	0.634	0.615	0.409	0.857	0.33	0.303	-0.351	2.608	-2.212	0.065	1.989	4.927*	-0.407	2.25	2.217	0.566	-2.312*
	(-3.25)	(1.72)	(2.77)	(0.94)	(0.44)	(1.02)	(-0.17)	(0.89)	(1.26)	(0.26)	(1.13)	(0.36)	(0.36)	(-0.48)	(1.92)	(-0.79)	(0.13)	(1.76)	(2.54)	(-0.47)	(1.28)	(1.76)	(0.58)	(-2.39)
mig	2.044	0.684	0.329	1.690**	0.33	-1.048	0.537	-0.538	0.197	2.257	1.098*	0.231	0.49	-0.334	-1.08	-0.686	0.224	-0.388	-2.074	-0.182	-1.843	-2.322	-1.878	0.525
	(0.59)	(1.00)	(0.46)	(2.79)	(0.27)	(-1.85)	(0.68)	(-0.45)	(0.22)	(1.65)	(2.03)	(0.42)	(0.63)	(-0.41)	(-0.98)	(-0.53)	(0.12)	(-0.25)	(-1.24)	(-0.33)	(-0.37)	(-1.93)	(-1.28)	(0.77)
S_SCACT	0.175***	0.123***	0.0821***	0.0775***	0.0424	0.0974***	0.0910***	0.125***	0.141***	0.107***	0.135***	0.115***	0.0965***	0.113***	0.106**	0.183***	0.141***	0.159***	0.239***	0.0964***	0.175***	0.231***	0.175***	0.170***
	(5.60)	(5.25)	(4.03)	(3.51)	(1.89)	(4.93)	(4.21)	(4.89)	(6.84)	(4.20)	(7.71)	(4.48)	(3.98)	(4.00)	(2.90)	(8.89)	(6.44)	(8.71)	(7.17)	(3.49)	(5.47)	(10.98)	(6.44)	(7.57)
revIS3G18	0.0695	-0.385	-0.252	-0.0638	-0.328	-0.199	-0.168	-0.263	-0.0278	-0.637*	0.088	0.407	-0.807*	-0.159	-0.588	-0.221	-0.289	0.313	0.399	-0.477	-0.0972	0.324	0.322	0.431
	(0.17)	(-1.53)	(-1.31)	(-0.26)	(-1.28)	(-1.01)	(-0.52)	(-0.87)	(-0.10)	(-2.24)	(0.35)	(1.39)	(-2.55)	(-0.57)	(-1.27)	(-0.67)	(-1.15)	(1.22)	(1.32)	(-1.13)	(-0.24)	(1.09)	(1.12)	(1.46)
S_POLDISC	-0.0509	0.0198	0.0103	-0.0428*	-0.0217	-0.00516	-0.0222	-0.0667**	0.0447	-0.0483	-0.0193	-0.0209	0.0547	-0.00902	-0.0216	-0.0251	-0.0576***	0.0619**	0.0529	-0.0374	-0.0339	0.00206	0.0645***	-0.00802
	(-1.87)	(0.75)	(0.59)	(-2.01)	(-0.85)	(-0.25)	(-1.02)	(-3.03)	(1.79)	(-1.54)	(-1.18)	(-0.80)	(1.16)	(-0.33)	(-0.64)	(-1.00)	(-3.40)	(2.94)	(1.91)	(-1.45)	(-1.08)	(0.10)	(3.48)	(-0.36)
S_AGE	-1.017*	0.383	-1.067**	-0.501	0.00362	-1.388***	-0.68	0.4	-0.144	-0.597	-0.288	-0.113	-1.554	-0.646	-0.0442	-0.236	-0.567	-0.312	0.338	-1.580***	-1.36	-1.101**	0.00427	-1.444**
	(-2.17)	(0.76)	(-3.25)	(-1.03)	(0.01)	(-3.43)	(-1.54)	(0.93)	(-0.27)	(-1.23)	(-0.63)	(-0.20)	(-1.37)	(-1.57)	(-0.06)	(-0.68)	(-1.74)	(-1.71)	(1.02)	(-3.62)	(-1.57)	(-2.95)	(0.02)	(-3.13)
S_GENDER	0.702	0.186	-1.083***	-0.45	-0.518	0.206	-1.083**	-1.171***	0.978*	0.256	-1.074***	1.165**	-0.764	-0.795*	-0.231	-0.84	-0.628*	-2.076***	-2.327***	0.342	0.0399	-1.110**	-1.236***	-0.933**
	(1.41)	(0.45)	(-4.50)	(-1.15)	(-1.54)	(0.64)	(-2.65)	(-3.67)	(2.06)	(0.61)	(-3.64)	(2.63)	(-1.25)	(-2.03)	(-0.41)	(-1.67)	(-2.23)	(-6.35)	(-4.60)	(0.65)	(0.06)	(-2.81)	(-3.34)	(-2.62)
S_INTACT	0.116***	0.159***	0.119***	0.0894***	0.143***	0.150***	0.0579*	0.0525*	0.141***	0.149***	0.143***	0.109***	0.0998***	0.141***	0.143***	0.135***	0.138***	0.142***	0.193***	0.0511	0.184***	0.117***	0.121***	0.118***
	(3.92)	(7.88)	(7.04)	(4.01)	(5.61)	(8.24)	(2.45)	(2.30)	(7.37)	(5.15)	(8.34)	(4.91)	(3.33)	(5.02)	(3.62)	(5.88)	(7.62)	(6.68)	(6.74)	(1.69)	(5.99)	(6.08)	(6.93)	(4.21)
S_STUTREI	0.191***	0.261***	0.165***	0.206***	0.229***	0.188***	0.318***	0.239***	0.127***	0.187***	0.204***	0.249***	0.244***	0.173***	0.165***	0.159***	0.119***	0.172***	0.150***	0.178***	0.132**	0.132***	0.137***	0.193***
	(7.13)	(12.54)	(9.08)	(8.57)	(9.34)	(9.30)	(10.11)	(10.10)	(6.78)	(5.25)	(11.45)	(7.87)	(6.90)	(5.74)	(3.32)	(7.01)	(8.11)	(7.66)	(4.59)	(6.08)	(3.15)	(4.65)	(6.12)	(8.00)
S_GENEQL	-0.126***	-0.0676**	0.121***	0.0384	0.0647**	-0.0264	-0.00963	-0.011	-0.0126	0.0495*	0.131***	-0.0172	0.0621	0.0653**	0.106*	-0.0946***	-0.0316	-0.101***	-0.189***	-0.0244	0.033	-0.275***	-0.175***	0.0442
	(-3.92)	(-2.96)	(6.09)	(1.90)	(2.96)	(-1.24)	(-0.44)	(-0.48)	(-0.55)	(1.97)	(5.73)	(-0.71)	(1.79)	(2.64)	(2.39)	(-4.20)	(-1.55)	(-4.42)	(-4.97)	(-0.84)	(1.19)	(-8.40)	(-7.79)	(1.76)
S_OPDISC	-0.0222	-0.0224	0.0166	0.0311	0.0639*	-0.0439*	-0.0204	0.0328	0.0118	0.0886*	-0.00886	0.00179	0.00155	-0.0101	0.0834*	-0.0264	0.013	-0.00318	-0.0414	0.0951***	0.0363	0.0208	-0.031	-0.0522**
	(-0.74)	(-0.83)	(0.83)	(1.39)	(2.57)	(-2.00)	(-0.74)	(1.50)	(0.48)	(2.37)	(-0.44)	(0.07)	(0.07)	(-0.34)	(2.36)	(-1.25)	(0.89)	(-0.14)	(-1.42)	(4.02)	(1.74)	(0.94)	(-1.19)	(-2.68)
S_CIVLRN	0.149***	0.0941**	0.0653*	0.102***	0.0891**	0.0923**	0.0884*	0.154***	0.178***	0.0496	0.0872***	0.0274	0.0991**	0.0654*	0.144***	0.108***	0.0353	0.0601	0.0191	0.0439	0.00705	0.0989***	0.0673*	0.0797**
	(3.48)	(2.99)	(2.50)	(3.70)	(2.84)	(3.25)	(2.16)	(4.62)	(4.27)	(1.21)	(3.64)	(0.70)	(3.15)	(2.06)	(3.36)	(3.32)	(1.40)	(1.61)	(0.53)	(1.11)	(0.18)	(3.60)	(2.24)	(2.65)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.6b Teacher characteristics' multiple regression coefficients for trust in civic institutions

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-2.071	2.430*	-0.175	-0.422	0.915	0.88	0.359	-0.647	-2.206	-0.894	-0.911	-1.235	0.426	1.281	1.776	1.448	-3.824*	1.915	0.337	4.885	2.927	-3.248*	1.906	-1.109
	(-1.35)	(2.06)	(-0.15)	(-0.44)	(0.65)	(0.56)	(0.25)	(-0.61)	(-1.61)	(-0.82)	(-1.01)	(-0.97)	(0.30)	(0.89)	(0.82)	(1.09)	(-2.09)	(1.47)	(0.22)	(1.74)	(0.94)	(-2.01)	(1.54)	(-0.96)
IT3G14I	-3.2	-3.570*	-0.394	1.675	-1.639	-5.748*	0.302	2.882	-3.327	-2.613	0.914	-0.185	2.265	2.873	-1.356	3.022	1.072	-0.108	7.869*	0.915	6.798	-0.283	-3.686	1.804
	(-1.24)	(-2.15)	(-0.26)	(1.16)	(-0.85)	(-2.00)	(0.27)	(1.42)	(-1.08)	(-1.06)	(0.57)	(-0.12)	(1.22)	(1.05)	(-0.61)	(1.18)	(0.30)	(-0.05)	(2.43)	(0.33)	(0.78)	(-0.17)	(-1.53)	(1.16)
T_PDACCE	-0.0238	-0.00042	-0.0827*	0.013	0.125*	-0.0653	-0.0288	-0.0341	-0.0154	-0.0619	-0.00151	0.0126	0.00142	-0.0223	0.0316	0.00439	0.0804	-0.0254	0.00439	0.0171	-0.0526	-0.0353	-0.0615	-0.04
	(-0.56)	(-0.01)	(-2.33)	(0.48)	(2.12)	(-1.33)	(-0.73)	(-0.81)	(-0.38)	(-0.97)	(-0.05)	(0.33)	(0.03)	(-0.50)	(0.41)	(0.09)	(1.32)	(-0.53)	(0.08)	(0.16)	(-0.37)	(-0.64)	(-1.31)	(-1.16)
T_PDATCH	0.0511	-0.0101	0.0512	0.0525	-0.0233	0.110*	0.014	-0.0126	0.079	-0.0136	-0.0308	-0.0234	-0.00573	0.0904*	0.0621	0.00477	0.0108	0.0745	-0.00018	-0.06	0.12	0.018	-0.00137	0.0860*
	(1.18)	(-0.26)	(1.72)	(1.66)	(-0.54)	(2.36)	(0.32)	(-0.33)	(1.22)	(-0.22)	(-0.96)	(-0.53)	(-0.13)	(1.98)	(1.05)	(0.07)	(0.11)	(1.82)	(0.00)	(-0.71)	(1.04)	(0.35)	(-0.03)	(2.11)
T_CIVCLAS	0.0569	0.0157	-0.0126	-0.0560*	-0.0467	-0.0970*	0.0554	0.0462	0.0768*	0.0456	0.00575	0.0386	0.0379	-0.0627	-0.135**	-0.0613	0.0359	0.00979	0.00261	-0.0243	0.0421	0.0343	-0.0196	0.00443
	(1.56)	(0.51)	(-0.50)	(-2.23)	(-1.37)	(-2.03)	(1.76)	(1.54)	(2.04)	(1.48)	(0.28)	(1.11)	(1.08)	(-1.13)	(-2.76)	(-1.30)	(0.83)	(0.31)	(0.07)	(-0.40)	(0.47)	(0.79)	(-0.43)	(0.17)
T_PRPCCE	0.0301	-0.0603*	0.0214	0.00225	-0.0951*	0.0247	0.00719	-0.035	-0.0474	0.0677	-0.0172	-0.0177	0.00275	-0.0853	-0.131	0.0604	-0.0794	-0.00089	0.00148	-0.122	-0.0435	-0.0324	-0.0123	-0.00808
	(0.78)	(-2.24)	(1.04)	(0.10)	(-2.40)	(0.65)	(0.24)	(-1.30)	(-0.92)	(1.75)	(-0.88)	(-0.60)	(0.09)	(-1.87)	(-1.73)	(1.75)	(-1.33)	(-0.03)	(0.03)	(-1.39)	(-0.33)	(-0.95)	(-0.34)	(-0.23)
T_BULSCH	-0.0545	0.177*	-0.0482	-0.0256	0.0409	0.129	-0.0525	-0.0454	-0.0352	-0.162*	-0.0335	-0.0501	0.099	0.163	0.203**	0.008	0.101	0.0504	-0.0943	-0.119	-0.0269	-0.0946	0.122	-0.0146
	(-0.65)	(2.54)	(-0.76)	(-0.51)	(0.62)	(1.42)	(-0.86)	(-0.77)	(-0.49)	(-2.16)	(-0.75)	(-0.95)	(1.30)	(1.58)	(2.59)	(0.11)	(1.04)	(0.64)	(-1.27)	(-0.79)	(-0.18)	(-1.28)	(1.84)	(-0.24)
T_PROBSC	0.0608	-0.00623	0.0253	-0.0357	0.0633	-0.0508	0.0394	-0.00066	-0.0162	0.11	0.0028	0.0293	-0.0401	-0.0825	-0.218*	0.138	-0.0391	-0.0238	-0.012	0.0475	-0.0503	0.0399	-0.102	0.0418
	(0.84)	(-0.10)	(0.52)	(-0.88)	(0.82)	(-0.86)	(0.61)	(-0.01)	(-0.27)	(1.66)	(0.07)	(0.58)	(-0.62)	(-1.08)	(-2.06)	(1.82)	(-0.59)	(-0.44)	(-0.18)	(0.28)	(-0.39)	(0.55)	(-1.95)	(0.82)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.6c School characteristics' multiple regression coefficients for trust in civic institutions

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGI	-0.039	0.0213	0.0281	0.0206	-0.0319	-0.019	-0.0343	-0.00235	-0.0388*	-0.0576*	-0.00167	-0.00391	0.0184	0.0326	0.00211	0.00549	-0.0212	-0.0708**	-0.0201	-0.00641	0.0251	0.0184	0.00254	0.00386
	(-1.12)	(0.94)	(1.51)	(1.10)	(-1.00)	(-0.64)	(-1.17)	(-0.11)	(-2.07)	(-2.10)	(-0.11)	(-0.20)	(0.70)	(0.80)	(0.06)	(0.23)	(-0.66)	(-2.72)	(-0.70)	(-0.14)	(0.39)	(0.58)	(0.10)	(0.10)
C_COMCR	-0.018	0.0294	-0.0215	0.0415	-0.0334	0.00933	0.045	0.0416	0.054	0.0313	0.0276	-0.00911	0.0442	-0.00839	0.0449	-0.0144	0.0986	0.0122	0.0069	-0.074	-0.0314	-0.0763*	-0.0392	0.0288
	(-0.39)	(1.08)	(-0.99)	(1.71)	(-0.76)	(0.21)	(1.56)	(1.65)	(1.43)	(1.05)	(1.40)	(-0.30)	(1.18)	(-0.21)	(0.85)	(-0.50)	(1.94)	(0.41)	(0.19)	(-1.32)	(-0.40)	(-2.47)	(-1.19)	(0.77)
C_COMETI	0.027	0.00793	0.00734	0.0305	-0.0695	0.0923*	0.00469	-0.0344	-0.0218	0.0473	0.00619	-0.0153	-0.012	0.0372	0.0199	0.00799	0.00142	0.00555	0.00278	0.024	0.015	0.000617	-0.00565	-0.00203
	(0.67)	(0.32)	(0.38)	(1.58)	(-1.61)	(2.03)	(0.16)	(-1.37)	(-0.90)	(1.44)	(0.31)	(-0.55)	(-0.44)	(1.08)	(0.50)	(0.26)	(0.03)	(0.19)	(0.07)	(0.49)	(0.27)	(0.02)	(-0.20)	(-0.08)
C_COMPO	0.0462	0.0232	0.0487*	-0.0785**	0.0571	-0.00793	0.0276	-0.0231	-0.057	-0.0483	-0.00154	0.000773	0.00116	-0.0124	-0.0605	-0.0126	-0.0744	-0.031	0.0428	-0.0555	-0.0457	0.124**	0.0718*	0.00229
	(1.10)	(0.92)	(2.38)	(-3.19)	(0.84)	(-0.22)	(0.78)	(-0.75)	(-1.26)	(-1.17)	(-0.07)	(0.02)	(0.03)	(-0.27)	(-1.11)	(-0.37)	(-1.76)	(-0.86)	(0.96)	(-0.88)	(-0.58)	(3.28)	(2.22)	(0.07)
C_BULSCH	0.0213	-0.0389	0.0305	-0.0138	-0.0626	-0.0257	-0.0335	-0.00142	0.0722*	0.0404	-0.0288	0.038	-0.0366	-0.0702*	0.0434	-0.0149	0.0351	-0.0203	-0.0407	0.0442	-0.0519	0.0331	-0.039	-0.0234
	(0.60)	(-1.59)	(1.55)	(-0.69)	(-1.95)	(-0.64)	(-1.43)	(-0.06)	(2.34)	(1.44)	(-1.33)	(1.73)	(-1.26)	(-2.06)	(0.64)	(-0.51)	(0.76)	(-0.59)	(-1.39)	(0.71)	(-0.55)	(1.33)	(-1.60)	(-0.90)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.7a Student characteristics' multiple regression coefficients for attitudes towards people publicly criticizing government

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.0182	0.0396**	0.0311	0.0192	0.0385	0.0406*	-0.0261	0.0355	0.0193	0.00597	0.0203	0.0711**	0.0371	0.0196	0.00930	0.0319**	0.00283	0.0116	0.0295*	0.0287	-0.0123	-0.00262	0.0160	0.0359
	(0.83)	(2.95)	(1.69)	(1.55)	(1.79)	(2.13)	(-1.34)	(1.76)	(1.26)	(0.34)	(1.12)	(3.15)	(1.48)	(0.66)	(0.92)	(2.58)	(0.18)	(0.70)	(2.14)	(1.35)	(-0.53)	(-0.08)	(0.84)	(1.44)
S_HISEI	0.000782	0.0000687	0.00281**	0.000167	0.00251*	0.00387**	0.000747	0.00391**	0.00188*	0.00129	0.00125	0.00347*	0.00125	0.00201	0.00144	0.00111	0.00122	0.00522**	0.00351**	0.000143	0.00281*	0.00627**	-0.000296	0.00485*
	(0.64)	(0.07)	(3.12)	(0.19)	(2.31)	(4.93)	(0.64)	(3.65)	(2.29)	(1.14)	(0.96)	(2.49)	(1.19)	(1.51)	(1.83)	(1.12)	(1.27)	(5.46)	(3.20)	(0.11)	(2.17)	(3.41)	(-0.29)	(2.57)
lang	-0.126	-0.0157	0.0411	0.162	-0.270*	0.00222	-0.136	-0.102	-0.147*	0.0891	0.0103	0.303	-0.196*	0.0122	-0.0305	0.0130	-0.00456	-0.0635	-0.0794	0.0460	-0.0594	-0.0722	-0.0406	0.269
	(-1.83)	(-0.13)	(0.79)	(-1.19)	(-2.36)	(0.03)	(-0.79)	(-1.19)	(-2.26)	(1.86)	(0.20)	(0.97)	(-2.41)	(0.11)	(-1.10)	(0.15)	(-0.05)	(-1.08)	(-1.13)	(0.48)	(-0.83)	(-0.99)	(-0.84)	(1.89)
mig	0.341	0.174	-0.271	-0.253	-0.0323	0.0186	0.182	-0.0306	0.211*	-0.0330	0.0633	-0.634***	-0.161	0.0415	-0.0168	-0.0629	-0.0355	0.0266	-0.151	0.0292	0.0845	0.100	0.0647	0.0231
	(1.05)	(1.68)	(-1.68)	(-1.63)	(-0.59)	(0.33)	(1.28)	(-0.54)	(2.12)	(-1.05)	(0.93)	(-9.16)	(-1.80)	(0.47)	(-0.28)	(-0.67)	(-0.46)	(0.51)	(-1.58)	(0.36)	(1.73)	(1.53)	(1.28)	(0.27)
S_SCACT	0.00252	0.00319**	0.00338	0.00467**	0.000124	0.00109	0.00262	0.00105	-0.000747	0.00218	0.00370	0.00608**	0.00428*	-0.00186	0.00772**	0.00156	0.000464	0.00246	0.00480**	0.00108	0.00532**	0.000523	-0.00263	0.000351
	(1.26)	(2.82)	(1.61)	(3.05)	(0.07)	(0.71)	(1.16)	(0.55)	(-0.54)	(1.22)	(1.77)	(3.28)	(2.57)	(-0.82)	(5.46)	(1.09)	(0.27)	(1.72)	(2.71)	(0.62)	(2.94)	(0.29)	(-1.53)	(0.14)
revIS3G18F	-0.0135	-0.00949	-0.00512	0.00910	0.0489*	0.0616**	0.0223	0.0528*	0.114***	-0.0199	0.0122	0.0573*	0.00891	0.0154	0.0292	0.00551	0.0373	0.0358	0.0133	0.0294	-0.0294	-0.0456	-0.00404	-0.0385
	(-0.49)	(-0.42)	(-0.18)	(0.47)	(1.96)	(3.26)	(0.94)	(2.10)	(5.17)	(-0.75)	(0.53)	(2.15)	(0.34)	(0.59)	(1.37)	(0.29)	(1.59)	(1.85)	(0.62)	(1.22)	(-1.22)	(-1.23)	(-0.18)	(-0.82)
S_POLDISC	0.00394	0.00152	0.00419*	0.00267	0.00589**	0.00792**	-0.00174	0.00901**	0.00150	0.00192	-0.000033	0.00199	0.00223	0.00705**	0.00295	0.00190	0.00506*	0.00611**	-0.000430	0.00589**	0.00534**	0.00725**	0.00380	0.00923**
	(1.90)	(0.97)	(2.25)	(1.80)	(3.06)	(4.45)	(-0.84)	(3.95)	(0.73)	(0.99)	(-0.02)	(0.82)	(0.87)	(2.67)	(1.72)	(1.27)	(2.46)	(3.71)	(-0.28)	(3.32)	(2.69)	(3.23)	(1.83)	(2.60)
S_AGE	0.0493	-0.0259	-0.0531	-0.00125	0.0188	0.0255	0.0428*	0.0108	0.00917	0.0466	0.0599	0.0716	0.0253	0.0102	-0.0238	-0.0232	0.0443	0.0464	0.00170	0.0543	-0.0157	-0.0699	0.0381	0.0527
	(1.15)	(-1.31)	(-1.48)	(-0.09)	(0.40)	(0.71)	(2.36)	(0.24)	(0.22)	(1.49)	(1.54)	(1.37)	(0.55)	(0.22)	(-0.64)	(-0.72)	(1.23)	(1.39)	(0.09)	(1.51)	(-0.37)	(-1.09)	(1.39)	(0.91)
S_GENDER	-0.171***	-0.214***	-0.267***	-0.253***	-0.277***	-0.357***	-0.188***	-0.311***	-0.304***	-0.153***	-0.276***	-0.164***	-0.306***	-0.305***	-0.252***	-0.202***	-0.213***	-0.300***	-0.202***	-0.236***	-0.204***	-0.193***	-0.172***	-0.294***
	(-4.34)	(-8.07)	(-7.42)	(-8.91)	(-7.73)	(-12.58)	(-4.37)	(-9.18)	(-10.77)	(-4.31)	(-8.04)	(-4.79)	(-6.65)	(-7.84)	(-5.83)	(-7.79)	(-5.98)	(-12.93)	(-6.47)	(-6.27)	(-5.25)	(-4.16)	(-5.71)	(-5.65)
S_INTACT	0.00227	0.00247	-0.00306	-0.000484	-0.000661	-0.000183	-0.00232	-0.00219	0.000565	-0.00297	-0.00431*	-0.00485**	-0.00185	-0.00180	-0.000932	-0.000627	-0.000035	0.00145	-0.000630	-0.00578*	-0.00503*	-0.00137	0.000937	-0.00116
	(1.13)	(1.57)	(-1.65)	(-0.28)	(-0.35)	(-0.13)	(-0.85)	(-0.99)	(0.30)	(-1.47)	(-2.17)	(-2.63)	(-0.76)	(-0.70)	(-0.54)	(-0.42)	(-0.02)	(1.07)	(-0.41)	(-2.35)	(-2.37)	(-0.59)	(0.57)	(-0.36)
S_STUTREL	-0.00654**	-0.00426**	0.00163	-0.00534**	-0.00563**	-0.000288	-0.00103	-0.00550**	0.00102	0.0000434	-0.00611**	0.0000256	-0.00262	-0.00185	-0.00107	-0.00294	-0.000874	-0.00326*	-0.00471**	0.00223	-0.00436*	-0.00488*	-0.00600**	-0.00866*
	(-2.89)	(-2.96)	(0.80)	(-2.87)	(-3.11)	(-0.20)	(-0.37)	(-2.59)	(0.58)	(0.02)	(-2.86)	(0.01)	(-1.01)	(-0.72)	(-0.54)	(-1.89)	(-0.42)	(-2.20)	(-2.71)	(0.97)	(-2.03)	(-2.22)	(-2.71)	(-2.12)
S_GENEQL	0.00830**	0.00823**	0.00454**	0.00834**	0.0111***	0.00709**	0.000978	0.0168***	0.00848**	0.00683**	0.00972**	0.00632**	0.00928**	0.00986**	0.00736**	-0.00311	0.00680**	0.00720**	0.00230	0.0119***	0.00567*	0.0106***	0.0103***	0.0134**
	(3.48)	(5.55)	(2.76)	(4.65)	(5.25)	(4.67)	(0.34)	(8.11)	(5.18)	(3.71)	(5.10)	(3.90)	(4.14)	(4.24)	(4.28)	(-1.25)	(3.89)	(4.87)	(1.27)	(5.62)	(2.51)	(5.22)	(6.20)	(3.27)
S_OPDISC	0.00257	0.00357**	-0.000082	0.00569**	0.00266	0.00198	0.00440*	-0.00359	-0.00108	0.00432**	0.0101***	-0.000642	0.00193	-0.00288	0.00357*	-0.00413*	0.00370	0.00149	0.00439*	0.00292	0.00210	0.00387*	0.00544**	0.00126
	(1.29)	(2.64)	(-0.05)	(2.96)	(1.28)	(1.58)	(2.23)	(-1.64)	(-0.59)	(2.90)	(4.55)	(-0.50)	(0.99)	(-1.55)	(2.36)	(-2.45)	(1.66)	(1.16)	(2.43)	(1.49)	(1.05)	(2.18)	(2.82)	(0.35)
S_CIVLRN	-0.000457	0.00192	0.00116	-0.000831	-0.00290	-0.00185	0.00183	-0.00415	-0.00339	0.00701**	-0.00164	0.000816	-0.00550	0.000783	-0.00561*	0.00312	-0.00418	0.00110	0.000574	-0.00446	0.00579*	0.0118**	0.00130	0.00430
	(-0.15)	(1.10)	(0.55)	(-0.34)	(-1.20)	(-0.90)	(0.66)	(-1.58)	(-1.63)	(2.88)	(-0.59)	(0.34)	(-1.75)	(0.26)	(-2.37)	(1.69)	(-1.54)	(0.61)	(0.26)	(-1.52)	(2.15)	(3.04)	(0.52)	(1.09)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.7b Teacher characteristics' multiple regression coefficients for attitudes towards people publicly criticizing government

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	0.0332	-0.0264	0.278	0.158	-0.0742	0.0643	-0.0706	0.209*	0.0367	-0.0787	0.00707	0.186	-0.0691	0.00189	-0.0660	-0.0241	0.223	0.0113	0.258*	0.113	0.142	-0.115	-0.00870	-0.298*
	(0.24)	(-0.43)	(1.08)	(1.29)	(-0.70)	(0.79)	(-0.61)	(2.34)	(0.37)	(-0.59)	(0.06)	(1.21)	(-0.44)	(0.02)	(-0.74)	(-0.21)	(1.30)	(0.15)	(2.47)	(0.75)	(1.31)	(-1.08)	(-0.11)	(-2.30)
IT3G14I	0.0565	-0.119	-0.357	-0.000762	0.0444	0.0570	-0.225	0.0623	0.264*	-0.115	0.0286	0.295	-0.125	-0.376*	0.217	-0.0148	0.642**	0.0791	0.0426	0.0630	-0.331*	-0.0998	0.272*	-0.278
	(0.28)	(-0.86)	(-0.88)	(-0.00)	(-0.33)	(0.51)	(-1.06)	(0.50)	(2.16)	(-0.64)	(0.13)	(1.08)	(-0.66)	(-2.37)	(1.03)	(-0.10)	(2.74)	(0.60)	(0.24)	(0.25)	(-2.24)	(-0.79)	(2.15)	(-0.94)
T_PDACCE	-0.00331	-0.00216	-0.00131	-0.00529	0.00132	0.00617*	-0.00192	-0.00213	-0.000189	0.000585	0.00753	0.000224	-0.00170	0.00507	-0.00519	-0.00697	0.00983	-0.000437	-0.00315	0.00479	0.00333	0.00168	0.00213	-0.00996
	(-0.69)	(-1.08)	(-0.15)	(-1.26)	(0.48)	(2.24)	(-0.42)	(-0.62)	(-0.08)	(0.09)	(1.91)	(0.05)	(-0.34)	(1.84)	(-1.56)	(-1.93)	(1.29)	(-0.16)	(-1.02)	(1.06)	(0.76)	(0.50)	(0.61)	(-1.43)
T_PDATCH	-0.000195	-0.00228	0.00186	0.00856*	-0.00365	-0.00172	0.000952	0.00229	-0.00160	-0.00730	-0.00803	-0.00245	0.00555	-0.00284	0.000587	-0.00271	-0.0147	-0.00101	-0.00235	0.000123	-0.00327	-0.00529	-0.000163	-0.00444
	(-0.05)	(-1.08)	(0.22)	(2.25)	(-1.18)	(-0.67)	(0.20)	(0.60)	(-0.57)	(-1.06)	(-1.93)	(-0.47)	(1.10)	(-0.98)	(0.16)	(-0.65)	(-1.71)	(-0.36)	(-0.83)	(0.03)	(-0.84)	(-1.41)	(-0.06)	(-0.46)
T_CIVCLAS	0.00267	0.00448**	0.000130	0.00170	0.000934	0.00255	-0.00424	-0.00127	0.00137	-0.000808	0.00677*	-0.00368	0.000559	0.000842	0.000728	-0.000334	0.00287	0.000468	-0.00313	-0.00205	-0.00301	0.00212	0.000731	0.00646
	(0.71)	(2.60)	(0.02)	(0.60)	(0.40)	(1.32)	(-1.16)	(-0.43)	(0.55)	(-0.20)	(2.24)	(-0.98)	(0.14)	(0.26)	(0.26)	(-0.10)	(0.63)	(0.28)	(-1.10)	(-0.57)	(-0.97)	(0.66)	(0.30)	(1.36)
T_PRPCCE	0.00299	0.0000411	-0.000271	-0.000221	0.00401	-0.00324	0.00619	0.00552*	-0.000328	-0.00123	-0.00412	0.00815*	0.00477	0.00164	0.00545	0.00406	0.000285	-0.00330	0.00336	-0.00250	0.00902**	0.00351	0.0000464	0.0105
	(0.82)	(0.02)	(-0.05)	(-0.08)	(1.57)	(-1.81)	(1.56)	(2.00)	(-0.17)	(-0.27)	(-1.40)	(2.02)	(1.39)	(0.50)	(1.24)	(1.58)	(0.06)	(-1.54)	(1.30)	(-0.90)	(3.18)	(1.23)	(0.02)	(1.29)
T_BULSCH	0.00416	0.000906	-0.00428	0.0124	-0.00341	0.000155	-0.00556	-0.000626	-0.00683	-0.00340	-0.00840	0.000508	-0.00436	0.00250	0.000586	-0.00554	-0.00315	-0.000286	-0.00201	0.0167*	-0.000826	-0.00272	0.00552	0.00249
	(0.61)	(0.26)	(-0.36)	(1.86)	(-0.65)	(0.03)	(-0.91)	(-0.13)	(-1.41)	(-0.43)	(-1.24)	(0.07)	(-0.59)	(0.48)	(0.10)	(-0.96)	(-0.36)	(-0.08)	(-0.38)	(2.26)	(-0.15)	(-0.42)	(1.21)	(0.29)
T_PROBSC	0.00310	0.00283	0.00888	0.00196	0.00367	-0.000479	0.000465	0.00216	0.00417	0.00179	0.00351	-0.00581	0.00397	0.00230	-0.00390	0.00523	0.00382	0.00256	0.00787	-0.00398	0.000649	0.000735	-0.00414	0.0156*
	(0.60)	(0.91)	(0.92)	(0.38)	(0.76)	(-0.13)	(0.09)	(0.51)	(1.01)	(0.26)	(0.60)	(-0.88)	(0.55)	(0.45)	(-0.68)	(0.94)	(0.46)	(0.78)	(1.59)	(-0.78)	(0.13)	(0.12)	(-0.99)	(2.15)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.7c School characteristics' multiple regression coefficients for attitudes towards people publicly criticizing government

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	0.00446	-0.00296*	0.00271	-0.00126	-0.000741	0.00124	-0.00708**	-0.00171	0.00132	0.00208	0.000784	0.00421	-0.00120	-0.00413*	0.00142	0.000872	-0.00362	0.00225	0.00122	-0.00382	-0.00336	-0.00291	0.00292	-0.000549
	(1.60)	(-2.23)	(0.64)	(-0.68)	(-0.26)	(0.80)	(-3.13)	(-0.87)	(0.82)	(0.91)	(0.36)	(1.55)	(-0.39)	(-2.06)	(0.83)	(0.41)	(-1.26)	(1.78)	(0.58)	(-1.35)	(-1.92)	(-1.31)	(1.83)	(-0.18)
C_COMCRI	0.00300	0.000116	0.00192	-0.00129	-0.0000255	0.00192	0.000295	-0.00108	0.00167	-0.000633	0.00523	0.00506	0.00231	0.00376	-0.000350	0.00817**	-0.00814*	-0.00325	-0.000270	-0.00413	0.00142	0.00666*	-0.00215	0.00553
	(0.90)	(0.07)	(0.29)	(-0.55)	(-0.01)	(1.12)	(0.09)	(-0.50)	(0.73)	(-0.28)	(1.81)	(1.14)	(0.77)	(1.80)	(-0.15)	(2.68)	(-1.96)	(-1.62)	(-0.11)	(-1.54)	(0.62)	(2.15)	(-0.95)	(1.18)
C_COMETN	0.00169	0.000287	0.00777	-0.000187	0.00260	-0.000292	0.00171	0.000101	-0.000847	-0.00203	-0.00513	0.00528**	0.00231	0.00176	-0.00183	-0.00403	-0.00585	-0.00208	-0.000937	0.00203	-0.00396	-0.00633*	-0.00106	-0.00157
	(0.54)	(0.21)	(1.26)	(-0.07)	(1.24)	(-0.16)	(0.68)	(0.04)	(-0.36)	(-0.68)	(-1.85)	(2.59)	(0.65)	(0.69)	(-0.87)	(-1.39)	(-1.78)	(-1.15)	(-0.39)	(0.72)	(-1.66)	(-2.04)	(-0.63)	(-0.39)
C_COMPOV	-0.00625	0.0000293	0.00180	0.00223	-0.000321	-0.00463*	0.00470	0.00262	0.000231	0.00293	-0.00459	-0.0123**	-0.00399	-0.000583	0.000714	-0.00180	0.00257	0.00326	-0.000151	0.000615	-0.00276	-0.00492	0.00727**	0.00323
	(-1.77)	(0.02)	(0.29)	(0.77)	(-0.11)	(-2.08)	(1.27)	(0.93)	(0.09)	(1.06)	(-1.26)	(-3.01)	(-0.92)	(-0.18)	(0.33)	(-0.44)	(0.67)	(1.45)	(-0.06)	(0.17)	(-1.10)	(-1.37)	(2.65)	(0.59)
C_BULSCH	-0.00541	0.000181	0.00679	-0.000465	0.00254	-0.000058	-0.00121	-0.000659	0.00216	0.00411	-0.000314	0.00193	-0.000347	-0.00277	-0.00381	0.000547	-0.00150	0.00173	0.00173	-0.000556	0.00104	0.00176	0.000322	-0.00359
	(-1.61)	(0.14)	(1.16)	(-0.17)	(1.45)	(-0.03)	(-0.49)	(-0.28)	(1.16)	(1.24)	(-0.11)	(0.63)	(-0.12)	(-1.30)	(-1.44)	(0.18)	(-0.35)	(1.07)	(0.66)	(-0.14)	(0.41)	(0.86)	(0.16)	(-0.76)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.8a Student characteristics' multiple regression coefficients for attitudes towards people protesting if they think a law is unfair

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.00840	0.0166	0.0428**	-0.00220	0.0173	0.0241	0.000260	0.0534**	0.0320	-0.000552	-0.0121	0.0473***	-0.00961	0.0233	-0.00189	0.0141	0.0384**	0.0255	-0.00983	0.0715***	0.0292	0.0403**	-0.0178	0.0120
	(0.53)	(1.16)	(2.64)	(-0.22)	(0.91)	(1.28)	(0.02)	(2.78)	(1.74)	(-0.04)	(-0.69)	(4.07)	(-0.35)	(0.74)	(-0.22)	(1.27)	(2.74)	(1.68)	(-0.85)	(3.39)	(1.27)	(2.87)	(-1.05)	(0.63)
S_HISEI	0.000643	0.000840	0.00111	-0.000263	0.000452	0.00185*	-0.000675	0.00205	0.00144	-0.000429	0.000758	0.000634	0.000536	0.00100	0.00168*	0.00159	-0.00174	0.00156	0.000621	-0.00138	0.00127	0.00170*	0.000255	0.00225
	(0.78)	(1.06)	(1.17)	(-0.31)	(0.42)	(2.28)	(-0.64)	(1.54)	(1.34)	(-0.48)	(0.73)	(0.95)	(0.46)	(0.78)	(2.30)	(1.64)	(-1.79)	(1.83)	(0.71)	(-1.07)	(1.09)	(2.00)	(0.25)	(1.33)
lang	0.0914	-0.0339	0.0123	0.00388	-0.0678	-0.0609	0.165	0.0818	0.0147	0.0129	-0.00765	0.0636	0.0264	-0.0611	0.0147	0.174*	-0.0264	-0.0919*	0.249***	0.0250	0.00282	-0.103	0.0701	0.0598
	(1.26)	(-0.28)	(0.24)	(0.05)	(-0.52)	(-1.47)	(0.98)	(0.90)	(0.17)	(-0.26)	(-0.19)	(-0.45)	(0.39)	(-1.05)	(0.50)	(2.01)	(-0.40)	(-2.30)	(3.65)	(0.31)	(0.04)	(-1.92)	(1.09)	(0.75)
mig	0.284	-0.0754	0.0805	0.00152	0.0480	-0.00650	0.203	-0.0491	0.0473	-0.0109	0.0785	-0.0598	-0.171**	0.169	0.00149	0.0120	-0.115	0.130**	0.197*	-0.157*	0.177**	0.00650	-0.0882	-0.0288
	(0.98)	(-0.85)	(0.61)	(0.01)	(0.89)	(-0.15)	(1.34)	(-0.81)	(0.42)	(-0.41)	(1.41)	(-0.51)	(-2.71)	(1.39)	(0.04)	(0.16)	(-1.78)	(3.17)	(2.03)	(-2.14)	(2.80)	(0.13)	(-1.48)	(-0.46)
S_SCACT	0.00242	0.00329**	0.00251	0.00372**	0.00294	0.000912	0.00234	0.00246	-0.00114	0.00134	0.000703	0.00252	0.00405*	0.000106	0.000671	0.00360**	0.000663	0.000718	0.00229	0.000356	-0.000049	0.000764	-0.00317	0.00256
	(1.40)	(2.69)	(1.18)	(3.03)	(1.75)	(0.65)	(1.29)	(1.32)	(-0.70)	(1.08)	(0.37)	(1.89)	(2.31)	(0.05)	(0.52)	(2.58)	(0.40)	(0.60)	(1.67)	(0.21)	(-0.03)	(0.60)	(-1.86)	(1.03)
revIS3G18F	-0.00441	-0.00569	-0.0273	0.00812	-0.0167	0.0413**	-0.0498*	-0.0140	0.0811***	-0.0473*	-0.00555	0.0184	0.0449	0.0145	-0.00607	-0.0108	-0.0207	0.0335*	-0.0493**	0.0449	0.0114	-0.0178	0.00397	0.0530*
	(-0.17)	(-0.33)	(-1.02)	(0.51)	(-0.72)	(2.60)	(-2.15)	(-0.59)	(3.34)	(-2.04)	(-0.27)	(1.16)	(1.69)	(0.50)	(-0.33)	(-0.53)	(-1.13)	(1.96)	(-2.75)	(1.76)	(0.47)	(-0.91)	(0.18)	(1.97)
S_POLDISC	0.00129	0.00190	0.00138	0.00138	0.00223	0.00666**	0.00128	0.00525*	0.00432*	0.00165	0.00659**	0.00238	0.00451*	0.00711**	0.00172	-0.00125	0.00623**	0.00255*	-0.000306	0.00535*	0.00364	0.00170	0.000902	0.00396
	(0.55)	(1.37)	(0.74)	(1.00)	(1.23)	(5.00)	(0.81)	(2.42)	(2.52)	(1.22)	(3.29)	(1.76)	(2.02)	(3.19)	(1.31)	(-0.89)	(3.61)	(2.37)	(-0.21)	(2.42)	(1.88)	(0.67)	(0.47)	(1.37)
S_AGE	0.0653*	-0.00750	0.0635	-0.0124	0.0870*	-0.0120	-0.00215	0.0858	0.0478	0.0251	0.0630*	0.0405	0.0397	0.0921*	-0.0175	-0.00139	0.0881**	0.0325	-0.00488	0.0180	0.0913*	0.0262	-0.00417	-0.0173
	(1.96)	(-0.38)	(1.82)	(-0.94)	(1.96)	(-0.42)	(-0.12)	(1.90)	(1.29)	(1.01)	(2.22)	(1.38)	(0.94)	(2.34)	(-0.49)	(-0.06)	(3.03)	(1.29)	(-0.27)	(0.39)	(2.04)	(0.72)	(-0.12)	(-0.42)
S_GENDER	0.0156	-0.0287	-0.186***	0.00902	-0.105***	-0.103***	-0.0165	-0.0843*	-0.189***	-0.0251	-0.0811**	0.0167	-0.0936*	-0.0443	-0.0441	-0.0186	-0.168***	-0.0535**	-0.0156	-0.0881*	-0.103**	0.0319	-0.163***	-0.107*
	(0.47)	(-1.15)	(-6.77)	(0.35)	(-3.49)	(-4.57)	(-0.59)	(-2.46)	(-6.70)	(-0.91)	(-3.03)	(0.82)	(-2.16)	(-1.11)	(-1.65)	(-0.81)	(-5.04)	(-2.68)	(-0.70)	(-2.44)	(-2.83)	(0.81)	(-5.09)	(-2.29)
S_INTACT	0.00184	0.00126	-0.00322	0.000470	-0.00112	0.0000285	-0.00205	0.00286	0.000239	-0.00314*	-0.00234	-0.00107	-0.00116	0.00249	-0.00181	0.000695	-0.000121	0.00402**	-0.00186	-0.00316	0.000769	0.00300	-0.00109	-0.00343
	(1.30)	(0.95)	(-1.90)	(0.31)	(-0.66)	(0.02)	(-0.97)	(1.31)	(0.13)	(-2.41)	(-1.43)	(-0.82)	(-0.56)	(1.32)	(-1.33)	(0.50)	(-0.07)	(3.05)	(-1.42)	(-1.63)	(0.42)	(1.86)	(-0.58)	(-1.61)
S_STUTREL	-0.00416*	-0.000974	-0.000797	-0.00232	-0.00257	0.00161	0.00588**	-0.00262	-0.000343	0.00176	-0.00257	0.00135	0.000461	-0.000405	0.00184	0.00223	-0.000447	-0.00246*	0.00351*	0.00160	-0.000974	-0.00359*	-0.00232	-0.00298
	(-2.43)	(-0.69)	(-0.46)	(-1.49)	(-1.53)	(1.23)	(2.66)	(-1.09)	(-0.21)	(1.27)	(-1.51)	(1.00)	(0.18)	(-0.18)	(1.73)	(1.51)	(-0.20)	(-2.15)	(2.19)	(0.68)	(-0.46)	(-2.33)	(-1.07)	(-1.02)
S_GENEQL	0.00859**	0.0126***	0.0108***	0.00947**	0.00991**	0.00693**	0.0121***	0.0139***	0.0136***	0.00918**	0.0125***	0.0108***	0.0115***	0.00887**	0.00955**	0.0150***	0.00570**	0.0106***	0.00944**	0.00868**	0.0122***	0.00852**	0.00709**	0.00950*
	(5.08)	(9.75)	(5.71)	(7.25)	(5.75)	(5.82)	(5.93)	(7.35)	(8.64)	(6.59)	(7.45)	(8.98)	(5.71)	(4.12)	(7.93)	(6.96)	(3.10)	(7.88)	(6.34)	(3.63)	(6.26)	(4.41)	(3.46)	(2.39)
S_OPDISC	0.00390*	0.00153	0.00158	0.000952	0.00265	0.00383**	0.00327*	0.00213	0.00217	0.00182	0.00297	-0.000881	-0.000494	-0.00206	0.00318*	0.00500**	0.00306	0.00304*	0.00335*	0.00297	0.00216	0.00236	0.00444	0.00535
	(2.12)	(1.32)	(1.08)	(0.66)	(1.46)	(3.15)	(2.30)	(0.97)	(1.10)	(1.57)	(1.53)	(-0.95)	(-0.24)	(-1.06)	(2.25)	(3.91)	(1.61)	(2.51)	(2.29)	(1.79)	(1.23)	(1.63)	(1.83)	(1.85)
S_CIVLRN	0.0000239	0.000955	0.00668**	0.00620**	0.000758	0.000214	0.00714**	-0.000063	-0.00719**	0.00719**	0.000621	0.00140	-0.00333	-0.000151	0.00340	0.00803**	0.00369	-0.00110	0.00612**	-0.00123	0.000927	0.00581*	0.00126	0.000665
	(0.01)	(0.56)	(3.34)	(3.10)	(0.34)	(0.13)	(3.29)	(-0.03)	(-3.07)	(3.17)	(0.25)	(0.91)	(-1.14)	(-0.05)	(1.78)	(4.09)	(1.84)	(-0.72)	(3.22)	(-0.41)	(0.40)	(2.54)	(0.54)	(0.14)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.8b Teacher characteristics' multiple regression coefficients for attitudes towards people protesting if they think a law is unfair

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	0.0148	0.00847	-0.0228	-0.0885	-0.132	0.0323	-0.0691	0.0594	0.0253	-0.0713	0.0339	0.0607	-0.0269	0.117	0.176***	0.00706	0.260	0.0460	-0.0542	0.0366	-0.0343	-0.112	-0.0205	-0.144
	(0.12)	(0.13)	(-0.12)	(-1.27)	(-1.88)	(0.46)	(-0.79)	(0.63)	(0.20)	(-0.66)	(0.28)	(0.34)	(-0.18)	(1.20)	(3.52)	(0.08)	(1.85)	(0.85)	(-0.63)	(0.38)	(-0.40)	(-1.94)	(-0.20)	(-1.67)
IT3G14I	-0.193	0.161	-0.102	-0.278	0.140	-0.0801	-0.0193	0.157	-0.0461	-0.0675	0.150	-0.0108	-0.0113	0.00693	-0.216	0.0102	0.200	0.00622	-0.142	0.177	-0.0587	-0.0657	0.122	-0.326**
	(-1.30)	(1.04)	(-0.31)	(-1.82)	(1.30)	(-0.95)	(-0.14)	(1.21)	(-0.32)	(-0.36)	(0.76)	(-0.04)	(-0.08)	(0.04)	(-1.75)	(0.07)	(1.06)	(0.06)	(-0.99)	(1.00)	(-0.56)	(-0.66)	(0.75)	(-2.65)
T_PDACCE	-0.000867	-0.00259	0.00346	-0.00166	0.00154	0.00214	0.00359	-0.00354	0.00151	0.0155	0.000242	0.000292	-0.00427	-0.00114	-0.000931	-0.00507	0.00554	-0.00347*	0.00342	0.00619	-0.00174	0.000968	0.000889	0.00560
	(-0.23)	(-1.14)	(0.64)	(-0.66)	(0.58)	(1.09)	(1.03)	(-1.01)	(0.43)	(1.93)	(0.08)	(0.05)	(-0.99)	(-0.27)	(-0.43)	(-1.81)	(1.20)	(-2.04)	(-1.57)	(1.83)	(-0.59)	(0.42)	(0.25)	(1.39)
T_PDATCH	-0.00330	0.000187	0.00286	0.00120	-0.000975	-0.000277	0.000664	0.00490	-0.00211	-0.0194*	0.0000510	0.00863	0.00121	0.00201	0.00128	0.00351	-0.000940	0.00313	0.00306	-0.00175	-0.00185	-0.00297	0.00618	-0.00150
	(-0.72)	(0.07)	(0.46)	(0.48)	(-0.45)	(-0.15)	(0.21)	(1.28)	(-0.55)	(-2.16)	(0.01)	(1.28)	(0.23)	(0.52)	(0.54)	(1.19)	(-0.18)	(1.70)	(1.06)	(-0.51)	(-0.65)	(-1.53)	(1.57)	(-0.25)
T_CIVCLAS	0.00214	-0.00201	-0.000525	0.000736	0.00188	0.00118	-0.00121	-0.00296	0.00168	-0.00251	0.000824	0.0137	0.00292	-0.00591*	-0.000428	0.000443	-0.00402	-0.00236	0.000965	0.00244	0.00210	-0.000484	-0.00470	-0.000899
	(0.68)	(-1.03)	(-0.09)	(0.34)	(0.82)	(0.60)	(-0.44)	(-1.03)	(0.59)	(-0.50)	(0.33)	(1.94)	(0.88)	(-1.97)	(-0.29)	(0.21)	(-1.14)	(-1.70)	(0.42)	(0.85)	(0.83)	(-0.32)	(-1.58)	(-0.34)
T_PRPCCE	-0.00145	0.00257	0.000557	0.000119	-0.00166	-0.00187	0.000232	0.000214	0.000485	-0.00140	-0.00362	0.000250	0.000240	0.00926**	0.00353	0.00292	0.00148	-0.000090	0.00276	-0.00329	0.00317	0.00171	0.00230	-0.0107*
	(-0.56)	(1.29)	(0.13)	(0.06)	(-0.99)	(-1.30)	(0.07)	(0.09)	(0.16)	(-0.23)	(-1.45)	(0.05)	(0.06)	(2.88)	(1.47)	(1.69)	(0.34)	(-0.06)	(1.28)	(-1.27)	(1.64)	(0.92)	(0.96)	(-2.43)
T_BULSCH	-0.00328	0.00235	-0.00135	-0.000412	0.00129	-0.00147	-0.00218	-0.00666	-0.0103	0.00689	-0.0133	-0.000395	-0.00945	0.00485	-0.00340	-0.00501	-0.00741	0.000353	-0.00569	0.0000248	-0.0137**	0.00212	-0.00551	0.000288
	(-0.59)	(0.69)	(-0.15)	(-0.10)	(0.33)	(-0.49)	(-0.47)	(-1.26)	(-1.77)	(0.86)	(-1.84)	(-0.04)	(-1.23)	(0.75)	(-1.10)	(-1.36)	(-0.87)	(0.14)	(-1.49)	(0.00)	(-3.43)	(0.72)	(-0.94)	(0.05)
T_PROBSC	0.00851	-0.00433	0.00729	0.00142	-0.00179	-0.00163	0.00223	0.00543	0.00370	-0.00742	0.00663	-0.0158*	0.00107	0.000820	0.00626*	-0.000325	0.00836	-0.00277	0.00661	0.00359	0.0101**	-0.00467	0.00129	-0.00425
	(1.63)	(-1.40)	(0.86)	(0.45)	(-0.58)	(-0.67)	(0.50)	(1.18)	(0.80)	(-0.85)	(1.44)	(-2.08)	(0.19)	(0.16)	(2.04)	(-0.09)	(1.18)	(-1.22)	(1.93)	(0.70)	(2.76)	(-1.75)	(0.26)	(-0.77)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.8c School characteristics' multiple regression coefficients for attitudes towards people protesting if they think a law is unfair

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	0.00221	-0.00205	0.00261	-0.00106	0.00159	-0.00208	-0.000346	-0.00114	-0.00130	-0.00201	0.00475*	-0.00461	0.00106	-0.000315	-0.00132	0.000500	0.00208	-0.000909	-0.00234	0.00219	0.00134	-0.00281*	-0.000407	0.000117
	(1.29)	(-1.47)	(0.75)	(-0.72)	(1.09)	(-1.63)	(-0.23)	(-0.53)	(-0.59)	(-0.59)	(2.46)	(-0.72)	(0.42)	(-0.15)	(-1.28)	(0.34)	(0.95)	(-0.82)	(-1.50)	(0.70)	(1.03)	(-2.24)	(-0.17)	(0.06)
C_COMCRI	0.00113	-0.00214	0.00152	-0.00128	0.00129	0.00197	0.00129	0.000163	-0.00148	0.0000252	0.00538*	0.00660	-0.00457	0.00206	-0.00186	0.000538	-0.00750*	-0.00105	0.00104	-0.000626	-0.00382	0.00332*	0.000232	0.00312
	(0.41)	(-1.31)	(0.31)	(-0.80)	(0.83)	(1.22)	(0.50)	(0.07)	(-0.56)	(0.01)	(2.14)	(1.56)	(-1.37)	(0.84)	(-1.55)	(0.33)	(-2.29)	(-0.75)	(0.44)	(-0.20)	(-1.85)	(2.55)	(0.08)	(0.93)
C_COMETN	0.00205	0.0000571	-0.00343	-0.00183	-0.000713	-0.000457	-0.00183	0.000765	0.00244	0.00428	-0.00489	0.00491	0.00469	0.00166	-0.00332*	0.000551	-0.00374	-0.000227	0.00176	0.000921	-0.00395*	-0.00291*	0.00190	0.00374
	(0.98)	(0.04)	(-0.73)	(-1.13)	(-0.42)	(-0.32)	(-0.86)	(0.37)	(0.79)	(1.09)	(-1.57)	(1.64)	(1.58)	(0.57)	(-2.45)	(0.33)	(-1.42)	(-0.18)	(0.97)	(0.38)	(-2.02)	(-2.45)	(0.87)	(1.46)
C_COMPOV	-0.00151	0.00294	-0.000980	0.00261	-0.000754	-0.00255	-0.000322	-0.00159	-0.00265	0.00343	-0.00301	-0.0111*	-0.00127	0.00141	0.000743	0.0000080	0.00408	0.000102	0.000175	0.00486	0.00310	-0.000378	-0.00429	-0.00381
	(-0.57)	(1.75)	(-0.21)	(1.23)	(-0.41)	(-1.50)	(-0.11)	(-0.57)	(-0.85)	(0.79)	(-0.96)	(-2.39)	(-0.39)	(0.38)	(0.43)	(-0.00)	(0.94)	(0.07)	(0.07)	(1.43)	(1.61)	(-0.19)	(-1.26)	(-1.12)
C_BULSCH	-0.00738**	0.000747	0.00147	0.00152	0.000142	0.00120	0.0000143	-0.00301	0.00482	-0.00481	-0.00140	0.00741	0.00594*	-0.00580*	0.00112	0.00158	0.00286	0.00155	0.00165	-0.00389	0.00248	0.000659	0.000451	0.00481
	(-2.75)	(0.57)	(0.40)	(1.06)	(0.09)	(1.11)	(0.01)	(-1.55)	(1.93)	(-1.39)	(-0.62)	(-1.81)	(2.29)	(-2.19)	(0.71)	(1.15)	(0.86)	(1.16)	(0.86)	(-1.52)	(1.30)	(0.55)	(0.19)	(1.60)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.9a Student characteristics' multiple regression coefficients for importance of taking part in activities to promote human rights

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.0317	0.00894	0.0203	-0.00354	0.0245	-0.00976	0.00585	-0.00966	0.0216	0.0216	-0.00834	0.0136	0.0487*	0.0146	-0.00420	-0.0133	0.0217	-0.00611	-0.0139	-0.0173	-0.0302	0.00140	0.0200	0.00295
	(1.78)	(0.54)	(1.42)	(-0.33)	(1.37)	(-0.54)	(0.36)	(-0.50)	(1.04)	(1.16)	(-0.51)	(0.63)	(2.18)	(0.45)	(-0.36)	(-1.18)	(1.05)	(-0.37)	(-1.24)	(-0.76)	(-1.33)	(0.07)	(0.98)	(0.11)
S_HISEI	-0.000633	-0.00138	-0.000396	-0.000914	-0.000525	0.000748	0.000212	0.00175	-0.000555	-0.000436	-0.00231*	0.00210	-0.000513	-0.00219	0.00184	0.00164*	-0.000300	-0.00195*	-0.000247	0.00150	0.00219	-0.0000817	-0.000484	0.000770
	(-0.59)	(-1.32)	(-0.53)	(-1.19)	(-0.53)	(0.82)	(0.22)	(1.53)	(-0.50)	(-0.32)	(-2.33)	(1.88)	(-0.43)	(-1.72)	(1.75)	(2.03)	(-0.25)	(-2.32)	(-0.30)	(1.16)	(1.84)	(-0.07)	(-0.38)	(0.53)
lang	0.0420	0.159	0.0394	0.0313	0.135	-0.161*	0.0120	0.147	-0.151	-0.106*	0.0936*	-0.102	-0.0239	0.0219	-0.0289	0.0130	0.0727	0.0163	0.0910	-0.0508	-0.141	-0.0314	0.0579	0.159
	(0.70)	(0.87)	(0.74)	(0.31)	(0.83)	(-2.37)	(0.08)	(1.93)	(-1.42)	(-2.32)	(2.49)	(-0.75)	(-0.49)	(0.24)	(-0.97)	(0.12)	(0.88)	(0.29)	(1.39)	(-0.92)	(-1.66)	(-0.33)	(0.89)	(1.33)
mig	0.297	0.0490	0.0934	0.361	-0.0153	0.0391	0.322*	0.0987	0.182	-0.0341	-0.0114	-0.260	0.151	0.0564	-0.0276	0.173	-0.0851	-0.0254	0.119	0.0147	0.00380	-0.0868	-0.0518	-0.0344
	(0.77)	(0.35)	(0.50)	(1.59)	(-0.29)	(0.64)	(2.28)	(1.41)	(1.46)	(-0.74)	(-0.21)	(-0.53)	(1.88)	(0.70)	(-0.46)	(1.84)	(-0.98)	(-0.49)	(0.84)	(0.18)	(0.06)	(-1.03)	(-0.71)	(-0.47)
S_SCACT	0.0105***	0.0134***	0.0124***	0.00903***	0.0117***	0.0101***	0.0130***	0.00799***	0.00789***	0.0122***	0.0110***	0.0118***	0.00974***	0.0126***	0.0126***	0.0118***	0.00788***	0.0114***	0.00881***	0.0116***	0.00820***	0.0136***	0.0129***	0.00284
	(5.40)	(9.80)	(7.22)	(7.03)	(5.69)	(5.58)	(6.41)	(3.51)	(4.53)	(5.66)	(8.23)	(6.18)	(5.07)	(6.09)	(7.93)	(8.41)	(3.60)	(7.96)	(6.04)	(4.61)	(4.58)	(6.16)	(6.43)	(1.01)
revIS3G18F	0.000859	-0.0715**	-0.000584	-0.0313	-0.0165	-0.0125	-0.00101	-0.0207	0.0571*	0.00271	-0.0134	-0.0384	-0.0183	-0.0353	-0.0335	-0.0691***	0.000139	0.0315	-0.0217	0.00376	-0.0534*	-0.0348	0.00598	-0.0406
	(0.03)	(-2.87)	(-0.03)	(-1.70)	(-0.77)	(-0.55)	(-0.05)	(-0.79)	(2.13)	(0.08)	(-0.74)	(-1.15)	(-0.56)	(-1.32)	(-1.80)	(-3.61)	(0.01)	(1.73)	(-1.23)	(0.15)	(-2.20)	(-1.07)	(0.23)	(-1.16)
S_POLDISC	0.00226	0.00483**	0.00175	0.00180	0.00343	0.00372*	-0.0000954	0.00619**	0.00793***	0.00319	0.00266	0.00352	0.000746	0.00463*	0.00280	0.00520***	-0.000358	0.00444**	0.00381**	0.00630**	0.00667**	0.00880**	0.000848	0.0114***
	(1.25)	(2.95)	(1.09)	(1.17)	(1.62)	(2.03)	(-0.06)	(2.80)	(4.42)	(1.67)	(1.50)	(1.64)	(0.32)	(2.01)	(1.79)	(3.54)	(-0.16)	(2.99)	(3.03)	(2.79)	(2.99)	(3.07)	(0.39)	(3.36)
S_AGE	0.0963*	0.0177	0.0357	-0.00649	-0.0259	0.0907*	-0.00667	0.0216	0.0581	0.0209	-0.0303	-0.106	0.0199	-0.0883*	0.0412	-0.0244	0.0979*	-0.0304	-0.0183	-0.0331	-0.0259	0.0180	0.0326	0.00831
	(2.31)	(0.80)	(1.26)	(-0.43)	(-0.66)	(2.49)	(-0.35)	(0.55)	(1.35)	(0.75)	(-1.14)	(-1.78)	(0.53)	(-1.96)	(0.92)	(-1.00)	(2.19)	(-0.78)	(-1.17)	(-0.99)	(-0.54)	(0.34)	(0.87)	(0.18)
S_GENDER	0.0889**	0.0325	-0.0428	0.0158	0.00158	0.0484	0.0339	0.0199	0.0861**	-0.0853*	-0.0119	-0.00807	0.0271	-0.0987**	0.0171	0.0130	-0.0147	0.0857**	-0.0269	-0.0625	0.0794*	0.0449	-0.0864*	-0.130**
	(2.64)	(1.13)	(-1.70)	(0.74)	(0.05)	(1.76)	(0.93)	(0.68)	(2.78)	(-2.27)	(-0.50)	(-0.22)	(0.77)	(-3.18)	(0.38)	(0.54)	(-0.35)	(3.06)	(-1.08)	(-1.46)	(2.39)	(1.46)	(-2.18)	(-2.90)
S_INTACT	0.00342	0.00424*	-0.000643	-0.00336*	0.00118	-0.00114	0.0000138	0.00183	-0.00434	0.000813	0.00223	-0.00221	0.00416	-0.000191	0.00127	-0.000391	0.00679**	0.000563	0.0000768	0.00243	0.00229	0.000354	0.00425	-0.00718**
	(1.78)	(2.20)	(-0.36)	(-2.50)	(0.67)	(-0.56)	(0.01)	(0.99)	(-1.88)	(0.30)	(1.25)	(-0.95)	(1.52)	(-0.09)	(0.67)	(-0.28)	(2.93)	(0.38)	(0.06)	(1.27)	(1.16)	(0.16)	(1.77)	(-2.68)
S_STUTREL	0.00500**	0.00341	0.00583***	0.00666***	0.00642***	0.00545**	0.00730***	0.00384	0.00691***	0.00274	0.00421*	0.0102***	0.00423	0.00413*	0.00344	0.00896***	0.00342	0.00331*	0.00857***	0.00481*	0.00960***	0.00441*	0.00231	0.00739*
	(2.66)	(1.72)	(3.33)	(4.32)	(3.49)	(2.89)	(3.40)	(1.67)	(3.73)	(1.05)	(2.37)	(4.73)	(1.71)	(2.00)	(1.69)	(6.77)	(1.22)	(2.24)	(5.31)	(2.33)	(4.30)	(2.15)	(0.96)	(1.97)
S_GENEQL	0.0106***	0.0143***	0.0129***	0.0114***	0.0157***	0.00625***	0.00541**	0.0127***	0.0141***	0.0119***	0.0136***	0.0162***	0.0102***	0.00589**	0.0163***	0.0177***	0.00962***	0.00918***	0.0103***	0.0163***	0.00738***	0.0112***	0.0145***	0.0183***
	(5.17)	(9.16)	(8.25)	(8.42)	(8.94)	(3.40)	(2.62)	(7.41)	(8.23)	(5.37)	(8.39)	(8.49)	(4.65)	(2.83)	(9.45)	(8.01)	(3.93)	(6.60)	(8.29)	(5.80)	(3.71)	(4.40)	(6.23)	(3.85)
S_OPDISC	0.00284	0.00378**	0.00303*	0.00318**	0.00473**	0.00126	0.00339*	0.00511**	0.00416	0.00462**	0.00214	-0.000765	0.00539*	0.00446*	0.00525**	0.00280*	0.00917***	0.00164	0.00128	-0.00271	0.00131	0.00486**	0.00246	0.00237
	(1.63)	(2.64)	(2.34)	(2.71)	(2.63)	(0.89)	(2.18)	(2.68)	(1.85)	(2.87)	(1.25)	(-0.51)	(2.46)	(2.13)	(2.81)	(2.16)	(3.33)	(1.03)	(0.92)	(-1.46)	(0.64)	(2.87)	(1.09)	(0.82)
S_CIVLRN	0.00449	0.00926***	0.00711***	0.00580**	0.00397	0.00572*	0.00357*	0.00867**	0.000655	0.0103**	0.00866***	0.0126***	0.00574	0.00381	0.0114***	0.0111***	0.00629*	0.00404*	0.0115***	0.00853**	0.0124***	0.00596*	0.00540	0.0122***
	(1.73)	(4.19)	(4.10)	(2.71)	(1.39)	(2.33)	(2.13)	(3.11)	(0.26)	(3.23)	(3.68)	(4.52)	(1.79)	(1.30)	(5.61)	(6.01)	(2.05)	(2.02)	(5.91)	(3.22)	(4.46)	(2.31)	(1.67)	(3.44)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.9b Teacher characteristics' multiple regression coefficients for importance of taking part in activities to promote human rights

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.0617	-0.0525	-0.0706	0.0243	0.00592	0.00364	-0.0840	0.0247	0.0219	0.251	-0.0836	-0.176	-0.127	0.114	0.0446	0.0312	0.108	0.0332	0.0166	0.0122	0.0645	-0.0462	0.184	-0.357
	(-0.56)	(-0.62)	(-0.43)	(0.31)	(0.07)	(0.04)	(-1.02)	(0.32)	(0.27)	(1.90)	(-0.98)	(-0.82)	(-1.22)	(1.25)	(0.44)	(0.45)	(0.74)	(0.51)	(0.23)	(0.13)	(0.71)	(-0.44)	(1.67)	(-1.77)
IT3G14I	-0.180	0.220	0.269	-0.0271	-0.143	-0.0800	0.138	-0.0743	-0.0225	0.151	-0.0930	-0.488	0.0881	-0.177	0.254	0.0177	0.0196	0.101	0.0543	0.0353	0.189	0.287	0.190	-0.172
	(-0.91)	(1.43)	(0.80)	(-0.28)	(-1.00)	(-0.48)	(1.18)	(-0.66)	(-0.16)	(1.45)	(-0.64)	(-1.22)	(0.77)	(-1.09)	(1.00)	(0.13)	(0.09)	(0.91)	(0.40)	(0.23)	(1.43)	(1.39)	(1.15)	(-0.37)
T_PDACCE	0.00169	-0.00108	0.000272	0.00208	-0.000416	0.000954	0.00194	-0.00364	-0.00217	0.00405	-0.00302	0.00869	0.00548	0.00151	-0.000354	0.000762	0.000910	0.00173	-0.00226	0.00491	-0.00594	-0.000184	0.000701	0.0146
	(0.45)	(-0.42)	(0.05)	(0.70)	(-0.13)	(0.33)	(0.66)	(-1.29)	(-0.74)	(0.80)	(-0.99)	(1.12)	(1.66)	(0.49)	(-0.07)	(0.31)	(0.15)	(0.72)	(-0.94)	(1.44)	(-1.85)	(-0.06)	(0.15)	(1.70)
T_PDATCH	-0.00469	-0.00348	0.00422	-0.000643	0.00170	0.00418	-0.00154	-0.000289	0.00177	-0.00681	0.000676	-0.00208	0.00179	0.00498	-0.00502	0.00201	-0.00310	-0.000181	-0.000855	-0.00501	0.00362	-0.00270	0.00391	0.00223
	(-1.11)	(-1.13)	(0.80)	(-0.24)	(0.59)	(1.42)	(-0.57)	(-0.10)	(0.60)	(-1.50)	(0.20)	(-0.20)	(0.49)	(1.52)	(-0.89)	(0.75)	(-0.49)	(-0.08)	(-0.34)	(-1.77)	(1.03)	(-0.72)	(0.94)	(0.20)
T_CIVCLAS	-0.00447	-0.000819	0.00158	-0.0000533	0.00294	-0.00567*	0.00175	0.00183	-0.000255	-0.000262	8.88e-08	0.00516	-0.00497	-0.00376	-0.00123	0.00385	-0.00320	-0.000996	0.000859	0.00219	-0.00175	0.00691*	-0.00563	-0.00376
	(-1.50)	(-0.34)	(0.33)	(-0.03)	(1.29)	(-2.37)	(0.68)	(0.74)	(-0.11)	(-0.09)	(0.00)	(0.88)	(-1.76)	(-1.31)	(-0.41)	(1.91)	(-0.78)	(-0.58)	(0.42)	(0.65)	(-0.66)	(2.39)	(-1.94)	(-0.59)
T_PRPCCE	0.00506*	0.00518*	-0.00686	0.000493	0.000749	-0.00218	-0.00274	-0.00184	0.000304	-0.00347	0.000476	-0.0109*	-0.00299	-0.00441*	0.00180	-0.00531**	0.00309	0.00119	-0.00184	-0.00131	-0.000700	0.00131	0.00305	-0.00362
	(1.98)	(2.30)	(-1.44)	(0.33)	(0.32)	(-1.19)	(-1.11)	(-0.71)	(0.12)	(-0.97)	(0.26)	(-2.01)	(-1.22)	(-2.06)	(0.40)	(-2.90)	(0.85)	(0.73)	(-0.99)	(-0.40)	(-0.28)	(0.54)	(1.09)	(-0.45)
T_BULSCH	0.0208***	-0.00491	-0.00862	-0.0105	-0.00477	0.00221	-0.00804	0.00109	0.00784	0.00130	0.00194	-0.00531	-0.00229	0.00282	0.00177	0.00563	-0.0131	0.00293	0.00888*	-0.000764	-0.00259	-0.000224	0.00607	0.00577
	(4.18)	(-1.07)	(-1.12)	(-1.81)	(-1.14)	(0.46)	(-1.69)	(0.27)	(1.57)	(0.25)	(0.39)	(-0.56)	(-0.44)	(0.58)	(0.33)	(1.40)	(-1.74)	(0.74)	(2.44)	(-0.15)	(-0.54)	(-0.04)	(1.20)	(0.46)
T_PROBSC	-0.0100*	0.00484	-0.00133	0.00785*	0.00233	-0.00486	0.00314	0.00147	0.000231	-0.000349	0.00226	0.00359	-0.00615	-0.00139	0.00219	-0.00446	0.00921	-0.00622	-0.00633*	-0.00236	-0.00313	-0.00487	-0.00685	-0.0217
	(-2.08)	(1.01)	(-0.19)	(2.07)	(0.58)	(-1.24)	(0.91)	(0.49)	(0.06)	(-0.07)	(0.52)	(0.46)	(-1.33)	(-0.31)	(0.40)	(-1.31)	(1.28)	(-1.80)	(-2.04)	(-0.56)	(-0.76)	(-1.08)	(-1.40)	(-1.79)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.9c School characteristics' multiple regression coefficients for importance of taking part in activities to promote human rights

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.00123	-0.00129	0.00167	-0.00183	-0.00329	-0.000236	0.00107	0.00212	0.00443*	0.00261	0.00103	0.0116**	-0.00104	-0.00147	0.00176	0.00249	-0.00208	0.00126	-0.0000989	-0.00214	-0.00297	-0.00254	-0.000868	0.00292
	(-0.49)	(-0.79)	(0.66)	(-1.39)	(-1.95)	(-0.11)	(0.63)	(1.35)	(2.28)	(1.10)	(0.57)	(2.97)	(-0.59)	(-0.82)	(0.92)	(1.60)	(-0.74)	(0.95)	(-0.07)	(-0.89)	(-1.77)	(-1.34)	(-0.49)	(0.67)
C_COMCRI	0.00357	-0.000395	-0.00155	0.000690	-0.000399	0.00146	-0.00470	-0.00463*	0.000146	0.00171	-0.000689	-0.00873	0.00228	-0.000994	-0.00247	-0.00199	0.00185	0.00397	0.00235	-0.00178	0.000208	0.00110	-0.00146	0.0129*
	(1.18)	(-0.20)	(-0.42)	(0.40)	(-0.17)	(0.82)	(-1.90)	(-2.56)	(0.07)	(0.57)	(-0.25)	(-1.70)	(0.99)	(-0.39)	(-0.99)	(-1.28)	(0.58)	(1.66)	(1.36)	(-0.59)	(0.08)	(0.51)	(-0.66)	(1.99)
C_COMETN	0.00133	-0.000520	0.000913	-0.000125	-0.000844	0.00308	0.00142	0.00275	0.000398	0.000905	0.00401	0.00296	0.00306	0.000153	0.000501	-0.00170	-0.000116	-0.00335	0.0000635	0.000766	0.000894	-0.000931	0.00255	0.00733
	(0.48)	(-0.30)	(0.23)	(-0.07)	(-0.44)	(1.64)	(0.63)	(1.37)	(0.21)	(0.36)	(1.89)	(0.58)	(1.42)	(0.07)	(0.20)	(-1.14)	(-0.04)	(-1.70)	(0.03)	(0.29)	(0.39)	(-0.44)	(1.15)	(1.49)
C_COMPOV	-0.00200	0.00493	0.000428	-0.00384	-0.000549	-0.00175	0.00337	0.00238	-0.000584	-0.00142	0.00422	-0.00177	-0.00258	-0.00219	0.000334	0.00121	-0.00226	-0.00138	-0.00172	0.00277	0.00321	0.00230	-0.00309	-0.0157*
	(-0.68)	(1.90)	(0.11)	(-1.89)	(-0.19)	(-0.80)	(1.26)	(1.06)	(-0.24)	(-0.48)	(1.22)	(-0.37)	(-1.06)	(-0.79)	(0.10)	(0.53)	(-0.77)	(-0.76)	(-0.90)	(1.06)	(1.14)	(0.77)	(-1.12)	(-2.27)
C_BULSCH	-0.00731**	-0.00175	0.00467	-0.00324	0.000356	0.00261	0.00409*	0.00338	-0.00448	0.00275	-0.00250	0.00860	-0.00205	0.00126	0.00209	0.0000631	-0.00180	0.00167	-0.00189	0.000997	0.000432	0.00121	0.00299	-0.00100
	(-3.02)	(-0.96)	(1.43)	(-1.74)	(0.18)	(1.52)	(2.14)	(1.95)	(-1.82)	(0.88)	(-1.03)	(1.88)	(-0.85)	(0.74)	(0.62)	(0.03)	(-0.61)	(1.21)	(-1.10)	(0.39)	(0.20)	(0.56)	(1.33)	(-0.14)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.10a Student characteristics' multiple regression coefficients for importance of engaging in activities to help people in less developed countries

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.00559	0.00390	-0.00829	-0.0170	-0.0175	0.00614	-0.00309	-0.0274	0.0216	0.00535	0.000228	-0.0139	-0.0389	-0.0147	-0.0124	-0.00613	0.0104	-0.0179	-0.0177	-0.0216	-0.00802	-0.0104	0.0112	0.00790
	(0.27)	(0.22)	(-0.56)	(-1.64)	(-0.92)	(0.34)	(-0.23)	(-1.24)	(1.07)	(0.26)	(0.01)	(-0.75)	(-1.49)	(-0.48)	(-0.94)	(-0.54)	(0.57)	(-1.05)	(-1.47)	(-0.74)	(-0.34)	(-0.47)	(0.54)	(0.27)
S_HISEI	-0.00105	-0.00126	-0.000587	-0.000906	-0.00267*	0.00249*	-0.000717	0.000222	-0.000829	0.0000686	-0.00110	0.00238*	-0.000477	-0.000465	-0.000023	0.00188*	0.000331	-0.000739	-0.00129	0.00109	-0.000184	0.00117	-0.000001	0.000934
	(-0.83)	(-1.30)	(-0.69)	(-1.13)	(-2.70)	(2.42)	(-0.83)	(0.17)	(-0.80)	(0.05)	(-0.92)	(2.37)	(-0.37)	(-0.40)	(-0.02)	(2.06)	(0.29)	(-0.95)	(-1.50)	(1.16)	(-0.14)	(1.04)	(-0.00)	(0.53)
lang	0.0393	-0.00607	0.00415	-0.0588	0.00968	-0.143*	0.0457	-0.0517	0.00445	-0.171*	0.0141	0.0187	0.0533	-0.153	-0.00930	-0.157	-0.137	-0.00603	-0.000490	-0.0115	-0.0516	-0.0772	-0.129*	-0.154
	(0.42)	(-0.04)	(0.10)	(-0.38)	(0.06)	(-2.39)	(0.40)	(-0.67)	(0.04)	(-2.42)	(0.28)	(0.10)	(0.98)	(-1.64)	(-0.25)	(-1.83)	(-1.45)	(-0.08)	(-0.01)	(-0.18)	(-0.59)	(-0.91)	(-2.26)	(-1.39)
mig	-0.0473	-0.0840	0.261*	-0.0638	-0.0419	-0.129*	0.137	-0.0516	-0.215	0.00134	-0.128*	-0.729***	0.0610	-0.00243	-0.206***	0.0454	-0.120	-0.136*	-0.282**	0.00439	-0.0821	-0.122	-0.154**	-0.0170
	(-0.12)	(-0.72)	(2.04)	(-0.40)	(-0.73)	(-2.23)	(1.50)	(-0.77)	(-1.60)	(0.03)	(-2.26)	(-5.82)	(0.88)	(-0.02)	(-3.74)	(0.48)	(-1.28)	(-2.55)	(-3.10)	(0.05)	(-1.54)	(-1.81)	(-2.60)	(-0.23)
S_SCACT	0.0119***	0.0122***	0.0113***	0.00944**	0.00432**	0.0104***	0.0158***	0.0114***	0.00475*	0.00891**	0.00696**	0.0117***	0.00930**	0.0114***	0.0110***	0.0121***	0.00790**	0.0113***	0.0122***	0.0146***	0.00738**	0.0112***	0.0109***	0.0107***
	(5.09)	(8.25)	(6.12)	(5.17)	(2.65)	(6.02)	(6.42)	(4.78)	(2.04)	(4.07)	(3.33)	(6.38)	(3.94)	(5.33)	(6.93)	(8.73)	(3.17)	(7.68)	(8.94)	(7.85)	(3.74)	(5.45)	(6.45)	(3.35)
revIS3G18F	0.00565	-0.0138	-0.0146	0.0568**	-0.00470	0.00902	0.0104	0.0149	0.0540*	0.0421	0.0103	0.0185	-0.0158	0.00400	0.0277	-0.0245	-0.0112	0.00913	0.0479*	0.0323	0.00524	-0.00850	0.0506*	-0.0689
	(0.18)	(-0.59)	(-0.65)	(2.92)	(-0.23)	(0.47)	(0.44)	(0.52)	(2.05)	(1.19)	(0.47)	(0.70)	(-0.47)	(0.15)	(1.36)	(-1.29)	(-0.38)	(0.48)	(2.41)	(0.97)	(0.18)	(-0.27)	(2.13)	(-1.59)
S_POLDISC	0.000730	0.000381	0.00271*	0.00145	0.00624**	0.00411*	0.000386	0.00408	0.00692**	0.00358	0.000842	-0.00254	0.000447	0.00155	0.000823	0.00224	0.00500	0.00225	0.00196	0.00286	0.00180	0.0108***	0.00260	0.00183
	(0.34)	(0.23)	(2.02)	(0.87)	(3.07)	(2.28)	(0.25)	(1.74)	(3.03)	(1.80)	(0.43)	(-1.08)	(0.24)	(0.73)	(0.61)	(1.43)	(1.70)	(1.60)	(1.27)	(1.31)	(0.82)	(3.51)	(1.14)	(0.42)
S_AGE	-0.0423	0.00370	0.0411	0.00852	0.0414	0.136***	-0.00495	0.00992	-0.00957	-0.00127	-0.0636	-0.113*	0.0486	-0.0459	-0.0511	-0.00866	0.00656	-0.0731*	0.0271	-0.0312	-0.0552	-0.105	0.0339	0.0359
	(-1.07)	(0.16)	(1.27)	(0.48)	(1.16)	(4.12)	(-0.28)	(0.23)	(-0.19)	(-0.04)	(-1.66)	(-2.07)	(1.10)	(-0.98)	(-1.30)	(-0.32)	(0.16)	(-1.97)	(1.63)	(-0.89)	(-1.09)	(-1.58)	(1.12)	(0.63)
S_GENDER	0.0919*	0.0554	-0.00630	0.116***	0.0601*	0.0571*	0.0404	0.0395	0.236***	0.0352	-0.00317	0.0452	-0.0405	0.00328	0.0837*	0.0793**	0.101*	0.130***	0.0774**	0.0141	0.122***	0.0800	0.0339	0.136*
	(2.15)	(1.86)	(-0.25)	(4.16)	(2.06)	(2.27)	(1.08)	(0.99)	(6.35)	(0.85)	(-0.10)	(1.17)	(-1.02)	(0.10)	(2.06)	(2.79)	(2.26)	(5.17)	(2.67)	(0.31)	(3.32)	(1.84)	(0.89)	(2.40)
S_INTACT	0.00775**	0.00381*	0.00475*	-0.000330	0.00106	0.00296	-0.00155	-0.000910	0.00101	0.00461	0.00519**	0.00617*	0.00447	0.00145	0.00475**	0.000846	0.00457	0.00249	0.000140	0.00150	0.00247	0.00457*	0.00601**	0.00375
	(3.20)	(2.39)	(2.43)	(-0.17)	(0.65)	(1.74)	(-0.78)	(-0.36)	(0.48)	(1.61)	(2.74)	(2.28)	(1.69)	(0.72)	(2.85)	(0.63)	(1.89)	(1.72)	(0.09)	(0.75)	(1.30)	(2.08)	(3.04)	(1.10)
S_STUTREL	0.00339	0.00154	0.00516**	0.00577*	0.00792**	0.00467**	0.0100***	0.00573*	0.0113***	0.00525	0.00417*	0.00576*	0.00850**	0.00550*	0.00509**	0.0106***	0.000232	0.00363**	0.00831**	0.00882**	0.00823**	0.00396*	0.00366	0.00386
	(1.56)	(0.91)	(2.95)	(2.46)	(4.31)	(2.66)	(4.13)	(2.27)	(4.79)	(1.88)	(2.19)	(2.27)	(3.10)	(2.39)	(2.86)	(6.06)	(0.08)	(2.76)	(4.91)	(4.30)	(3.33)	(2.11)	(1.72)	(0.90)
S_GENEQL	0.00433	0.0135***	0.0125***	0.00513**	0.0119***	0.00774**	0.00526*	0.00546**	0.0126***	0.00353	0.0116***	0.0119***	0.00704**	0.00591**	0.0136***	0.00466*	0.00493*	0.00901**	0.00782**	0.00975**	0.00762**	0.0101***	0.0111***	0.0141***
	(1.81)	(8.87)	(8.37)	(3.03)	(7.08)	(4.46)	(2.33)	(2.69)	(5.83)	(1.43)	(5.20)	(6.65)	(3.00)	(3.16)	(7.98)	(2.02)	(2.02)	(6.19)	(5.62)	(2.92)	(4.13)	(4.59)	(5.36)	(3.52)
S_OPDISC	0.00110	0.00307*	0.00429**	-0.000723	0.00155	0.00117	0.00169	-0.000290	0.00267	0.00458**	0.00405*	-0.000787	0.000753	0.00422*	-0.000114	0.00462**	0.00576*	0.00258	0.00313	0.00173	-0.00193	0.00312	0.00124	-0.00172
	(0.56)	(2.27)	(3.06)	(-0.47)	(0.85)	(0.80)	(1.10)	(-0.12)	(0.95)	(2.67)	(2.05)	(-0.45)	(0.33)	(2.18)	(-0.06)	(3.80)	(2.19)	(1.82)	(1.88)	(1.00)	(-0.89)	(1.38)	(0.51)	(-0.57)
S_CIVLRN	0.00780*	0.00665**	0.00472**	0.00543*	0.00840**	0.00308	0.00251	0.00618*	-0.000217	0.00400	0.00440	0.00583*	-0.000299	0.00592*	0.00650**	0.00970**	0.00629	0.00464*	0.00543*	0.00680*	0.00900**	0.00363	0.0000409	0.0114*
	(2.44)	(3.13)	(2.61)	(2.19)	(3.70)	(1.37)	(1.12)	(2.08)	(-0.07)	(1.26)	(1.56)	(2.32)	(-0.08)	(1.99)	(2.79)	(4.89)	(1.86)	(2.51)	(2.49)	(2.52)	(3.08)	(1.23)	(0.02)	(2.29)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.10b Teacher characteristics' multiple regression coefficients for importance of engaging in activities to help people in less developed countries

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.102	0.0961	0.0704	0.203	0.0714	0.108	-0.000224	0.0535	0.121	0.0186	0.0112	0.791***	-0.0704	0.0769	0.100	-0.123	0.00835	0.0221	0.0752	-0.115	-0.0425	0.0111	-0.00895	-0.209
	(-0.82)	(1.13)	(0.65)	(1.93)	(0.74)	(1.42)	(-0.00)	(0.60)	(0.99)	(0.13)	(0.08)	(3.43)	(-0.66)	(0.73)	(1.10)	(-1.59)	(0.04)	(0.34)	(0.66)	(-1.08)	(-0.37)	(0.10)	(-0.08)	(-1.02)
IT3G14I	-0.218	0.0995	0.286	-0.0639	-0.420**	-0.000920	0.0642	-0.0639	0.0581	0.0563	-0.339	-0.116	-0.0226	0.281	0.0836	0.130	0.302	-0.0941	-0.133	0.0890	-0.0733	0.229	-0.115	-0.0971
	(-1.01)	(0.63)	(1.20)	(-0.41)	(-2.71)	(-0.01)	(0.53)	(-0.56)	(0.27)	(0.38)	(-1.95)	(-0.42)	(-0.20)	(1.52)	(0.34)	(1.25)	(1.10)	(-0.83)	(-0.84)	(0.78)	(-0.42)	(1.24)	(-0.93)	(-0.28)
T_PDACCE	-0.00691	-0.00147	-0.00731	0.00581*	-0.00373	0.00290	-0.00193	0.00119	0.00512	0.00742	-0.00234	0.0129	0.00361	0.00523	0.00421	0.000326	0.00724	0.000674	0.00221	0.00159	-0.00558	0.00558	-0.00152	0.0153*
	(-1.82)	(-0.52)	(-1.84)	(1.96)	(-1.25)	(1.34)	(-0.65)	(0.39)	(1.36)	(1.23)	(-0.64)	(1.57)	(0.92)	(1.57)	(0.88)	(0.12)	(1.05)	(0.32)	(0.74)	(0.58)	(-1.87)	(1.55)	(-0.44)	(2.44)
T_PDATCH	0.00601	-0.00298	0.0121**	0.000360	0.00136	-0.000289	0.00357	-0.000731	0.000227	-0.00754	0.0104**	-0.000798	-0.00124	-0.000740	-0.00434	0.00642*	-0.00703	0.00118	0.00165	-0.00245	0.000747	0.000972	0.00257	-0.00419
	(1.49)	(-0.84)	(2.90)	(0.10)	(0.41)	(-0.11)	(1.02)	(-0.27)	(0.07)	(-1.26)	(2.97)	(-0.09)	(-0.31)	(-0.20)	(-1.07)	(2.26)	(-0.97)	(0.63)	(0.57)	(-0.96)	(0.23)	(0.24)	(1.01)	(-0.49)
T_CIVCLAS	-0.00512	-0.00205	0.00335	0.000515	-0.00133	-0.00266	0.00262	-0.00116	-0.000921	-0.00109	-0.00639*	-0.00404	0.00189	-0.00587*	-0.00283	-0.00361	-0.00647	0.000493	-0.00378	0.00391	0.00465	-0.000940	-0.00280	-0.00358
	(-1.52)	(-0.85)	(1.04)	(0.19)	(-0.51)	(-1.41)	(1.19)	(-0.49)	(-0.28)	(-0.30)	(-2.42)	(-0.74)	(0.70)	(-2.00)	(-0.86)	(-1.62)	(-1.09)	(0.29)	(-1.33)	(1.42)	(1.46)	(-0.36)	(-1.10)	(-0.56)
T_PRPCCE	0.00194	0.00141	-0.0137**	0.000764	0.00160	-0.00385*	-0.000785	-0.00245	-0.0102**	0.00277	-0.00249	-0.00600	-0.00946*	-0.00406	-0.00227	-0.000855	-0.00189	0.000172	0.00305	-0.000864	-0.00459	-0.000120	0.00257	-0.0213**
	(0.70)	(0.84)	(-3.44)	(0.29)	(0.56)	(-2.34)	(-0.29)	(-1.09)	(-3.59)	(0.60)	(-0.91)	(-1.13)	(-3.53)	(-1.84)	(-0.43)	(-0.37)	(-0.35)	(0.09)	(1.14)	(-0.30)	(-1.37)	(-0.06)	(0.99)	(-3.06)
T_BULSCH	0.00796	0.00303	0.0119	-0.000038	0.00671	0.00949*	-0.00847	0.00617	0.00766	0.0157*	-0.0110	0.00724	-0.00628	0.00543	0.00229	-0.00226	0.0102	-0.00210	-0.00567	0.000379	0.000679	0.0000322	-0.00640	0.00420
	(1.34)	(0.73)	(1.65)	(-0.01)	(1.48)	(2.22)	(-1.85)	(1.29)	(1.33)	(2.40)	(-1.75)	(0.69)	(-1.10)	(1.06)	(0.35)	(-0.54)	(1.12)	(-0.64)	(-1.30)	(0.08)	(0.12)	(0.01)	(-1.14)	(0.42)
T_PROBSC	-0.00112	-0.00380	-0.0122*	-0.00131	-0.00565	-0.00440	0.00176	-0.000274	-0.000528	-0.0102	0.000975	0.00136	0.000546	-0.00915	0.00426	-0.00240	-0.00720	-0.00122	-0.00168	-0.000458	-0.000057	-0.00106	0.00151	-0.00947
	(-0.24)	(-0.93)	(-2.09)	(-0.32)	(-1.28)	(-1.32)	(0.42)	(-0.07)	(-0.09)	(-1.23)	(0.20)	(0.19)	(0.10)	(-1.85)	(0.67)	(-0.69)	(-0.72)	(-0.44)	(-0.36)	(-0.11)	(-0.01)	(-0.25)	(0.31)	(-0.83)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.10c School characteristics' multiple regression coefficients for importance of engaging in activities to help people in less developed countries

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.000064	-0.000832	-0.000747	-0.00416*	-0.00110	0.00246*	0.00176	-0.000033	0.00159	0.00156	0.00226	0.00235	0.00165	-0.00326	-0.000042	0.00192	0.000638	0.00146	-0.00148	-0.00116	0.00171	-0.00102	0.000431	0.00717*
	(-0.03)	(-0.52)	(-0.45)	(-2.02)	(-0.68)	(2.09)	(1.03)	(-0.02)	(0.70)	(0.54)	(1.15)	(0.63)	(0.92)	(-1.61)	(-0.02)	(1.29)	(0.16)	(1.09)	(-0.67)	(-0.55)	(0.80)	(-0.51)	(0.21)	(2.25)
C_COMCRI	0.00303	0.00178	-0.00340	0.00309	0.00400	-0.00107	-0.000806	-0.00335	-0.00512	0.0000717	-0.000944	-0.0150**	0.000891	0.00288	-0.00188	0.00212	0.00602	0.00117	0.00181	-0.000219	0.00323	-0.00207	0.00438	0.00274
	(0.97)	(0.92)	(-0.94)	(1.28)	(1.87)	(-0.65)	(-0.40)	(-1.51)	(-1.59)	(0.02)	(-0.34)	(-3.24)	(0.34)	(1.00)	(-0.86)	(1.32)	(1.24)	(0.76)	(0.57)	(-0.07)	(1.04)	(-0.94)	(1.78)	(0.38)
C_COMETN	0.000414	0.00128	0.00451	0.00148	0.0000217	0.00291	-0.000892	0.00148	0.00121	0.00229	0.000554	0.00382	-0.000095	-0.00529*	0.00300	0.000610	0.00305	-0.00246	0.00457*	-0.00468*	-0.00187	-0.000599	-0.00371	0.0111*
	(0.14)	(0.71)	(1.68)	(0.73)	(0.01)	(1.82)	(-0.44)	(0.79)	(0.38)	(0.70)	(0.26)	(0.76)	(-0.04)	(-2.29)	(1.16)	(0.44)	(0.69)	(-1.50)	(2.03)	(-2.07)	(-0.61)	(-0.26)	(-1.49)	(2.55)
C_COMPOV	0.00594	-0.00117	0.000270	-0.00424	-0.00145	-0.00152	0.000387	0.00324	0.00338	-0.00356	-0.00129	-0.00707	0.00288	0.000455	-0.00514	0.00217	-0.00863	-0.00326	-0.00469	0.00115	0.000221	-0.000553	-0.000396	-0.0145
	(1.70)	(-0.52)	(0.09)	(-1.51)	(-0.62)	(-0.77)	(0.16)	(1.36)	(0.81)	(-1.12)	(-0.45)	(-1.75)	(0.96)	(0.14)	(-1.67)	(1.10)	(-1.57)	(-1.78)	(-1.43)	(0.39)	(0.08)	(-0.16)	(-0.13)	(-1.82)
C_BULSCH	-0.00716*	-0.000749	0.00353	-0.00109	0.00196	0.00141	0.00286	-0.00256	0.000100	-0.00215	-0.00268	0.00272	0.00205	0.00137	-0.00204	0.000774	-0.00250	0.00285*	0.000983	0.00216	-0.00129	-0.00200	0.00224	0.00291
	(-2.20)	(-0.39)	(1.12)	(-0.52)	(0.91)	(0.83)	(1.56)	(-1.30)	(0.04)	(-0.56)	(-1.15)	(0.83)	(0.77)	(0.68)	(-0.68)	(0.47)	(-0.43)	(1.97)	(0.40)	(0.92)	(-0.47)	(-0.88)	(1.07)	(0.52)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.11a Student characteristics' multiple regression coefficients for students' endorsement of differences in income netween poor and rich are small

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.0182	0.0252	0.0256	0.000708	0.0129	0.0109	-0.00814	-0.0269	0.0180	-0.0329	0.0329*	0.0543*	0.0222	-0.00128	0.0174	0.0112	0.0231	0.00527	-0.00577	0.00804	-0.000913	0.0552**	0.0170	-0.0340
	(0.85)	(1.46)	(1.51)	(0.06)	(0.53)	(0.65)	(-0.43)	(-1.21)	(0.84)	(-1.54)	(2.01)	(2.44)	(0.95)	(-0.04)	(1.45)	(0.87)	(1.18)	(0.31)	(-0.48)	(0.39)	(-0.03)	(2.75)	(0.87)	(-1.36)
S_HISEI	0.00111	0.00189	0.00300**	0.000129	0.00206	0.00310**	0.000422	0.00454**	0.000738	0.00127	0.0000961	0.000840	-0.000281	0.00323**	0.00123	0.000781	0.0000592	0.00247**	0.0000174	0.000591	0.00519**	0.00184	0.000841	0.00275
	(0.98)	(1.71)	(2.83)	(0.14)	(1.58)	(3.47)	(0.34)	(3.66)	(0.68)	(1.20)	(0.08)	(0.64)	(-0.27)	(2.85)	(1.23)	(0.74)	(0.05)	(2.86)	(0.02)	(0.56)	(3.93)	(1.84)	(0.60)	(1.76)
lang	0.0401	-0.235	0.101*	-0.0559	0.0670	0.106	0.174	0.110	-0.0766	-0.0420	-0.00740	-0.0565	-0.0668	0.0106	-0.0393	0.0380	-0.000544	-0.0980	-0.00323	0.0266	0.0211	0.117	-0.0768	0.139
	(0.66)	(-1.77)	(2.24)	(-0.45)	(0.62)	(1.60)	(1.53)	(1.55)	(-0.99)	(-0.70)	(-0.18)	(-0.25)	(-1.14)	(0.10)	(-1.24)	(0.46)	(-0.00)	(-1.54)	(-0.05)	(0.30)	(0.22)	(1.18)	(-1.17)	(1.63)
mig	0.123	-0.0671	0.111	-0.239	0.0567	-0.00398	-0.156	0.0248	0.226	-0.0337	0.0807	0.540	0.00321	-0.0151	-0.0418	-0.0350	0.0499	0.204***	-0.100	0.0733	0.167**	-0.0798	0.100	0.0200
	(0.57)	(-0.70)	(0.67)	(-1.87)	(0.89)	(-0.07)	(-1.17)	(0.37)	(1.83)	(-0.91)	(1.57)	(1.80)	(0.05)	(-0.14)	(-0.77)	(-0.39)	(0.43)	(3.78)	(-1.02)	(1.09)	(2.63)	(-1.12)	(1.33)	(0.27)
S_SCACT	0.000463	0.00425**	0.00242	0.00533**	-0.000223	0.0000387	0.00741**	0.00654**	0.000742	0.00476**	0.00400*	0.00775**	0.00212	-0.000693	0.00130	0.00366*	0.00261	0.000415	0.00454**	0.00141	0.00199	0.00457	0.00185	-0.00344
	(0.24)	(3.17)	(1.49)	(3.53)	(-0.11)	(0.02)	(3.26)	(3.44)	(0.50)	(2.63)	(2.53)	(4.70)	(1.29)	(-0.35)	(0.80)	(2.28)	(1.17)	(0.28)	(2.59)	(0.80)	(1.07)	(1.73)	(0.98)	(-1.06)
revIS3G18F	0.0376	0.0145	-0.0665**	0.0533**	0.0666*	-0.000068	0.00386	0.0151	0.0479*	-0.0123	0.0146	0.0368	0.0438	-0.0144	-0.00893	-0.0141	-0.00893	0.0275	0.0245	0.00143	-0.00479	-0.0335	0.0326	0.0358
	(1.44)	(0.66)	(-2.96)	(2.71)	(2.40)	(-0.00)	(0.16)	(0.54)	(2.02)	(-0.43)	(0.70)	(1.13)	(1.65)	(-0.50)	(-0.36)	(-0.69)	(-0.32)	(1.49)	(1.22)	(0.07)	(-0.17)	(-1.29)	(1.20)	(0.98)
S_POLDISC	0.00183	0.00203	0.00196	0.00130	0.00891**	0.00313*	-0.00241	-0.000254	0.000411	-0.00515*	-0.000773	-0.000155	-0.000990	0.00291	0.00175	0.000263	0.00122	-0.000269	0.000507	-0.000952	0.00482	-0.00378	-0.00327	0.000822
	(0.83)	(1.20)	(1.32)	(0.73)	(3.86)	(1.97)	(-1.11)	(-0.12)	(0.24)	(-2.81)	(-0.44)	(-0.08)	(-0.56)	(1.24)	(1.07)	(0.16)	(0.59)	(-0.22)	(0.32)	(-0.51)	(1.92)	(-1.23)	(-1.61)	(0.26)
S_AGE	0.0526	-0.00580	-0.103**	-0.0374**	-0.0594	-0.0258	0.00214	-0.0542	-0.0459	-0.00267	-0.0410	-0.0808	0.0412	-0.0111	-0.0410	-0.0641**	-0.0489	0.0292	0.0346*	-0.0182	-0.0312	0.0645	-0.0657	0.0197
	(1.19)	(-0.29)	(-3.12)	(-2.77)	(-1.20)	(-0.85)	(0.11)	(-1.14)	(-1.09)	(-0.10)	(-1.34)	(-1.37)	(1.14)	(-0.25)	(-0.89)	(-2.61)	(-1.32)	(0.88)	(2.14)	(-0.50)	(-0.58)	(1.04)	(-1.89)	(0.43)
S_GENDER	-0.0659	-0.0572*	-0.0373	-0.0945**	-0.0840*	-0.0578*	-0.118**	0.00604	-0.0850*	-0.0428	-0.0391	0.0515	-0.108***	-0.0745*	-0.152***	-0.000631	-0.0560	-0.0972**	-0.112***	-0.119***	-0.00981	0.0387	-0.0851*	-0.147***
	(-1.57)	(-2.00)	(-1.29)	(-3.85)	(-2.08)	(-2.56)	(-3.17)	(0.17)	(-2.41)	(-1.14)	(-1.24)	(1.39)	(-3.46)	(-2.07)	(-4.49)	(-0.02)	(-1.37)	(-3.79)	(-3.99)	(-3.73)	(-0.22)	(1.14)	(-2.00)	(-3.39)
S_INTACT	0.00341	0.00405**	-0.000367	0.00416**	0.00281	-0.00132	0.00455*	-0.00304	-0.00193	0.000263	-0.00325	-0.000062	-0.00334	0.00197	0.00121	0.00322*	0.00286	0.000994	0.00526**	-0.00271	0.00173	0.000492	-0.000911	-0.000850
	(1.72)	(2.60)	(-0.22)	(2.69)	(1.46)	(-0.84)	(2.11)	(-1.53)	(-1.00)	(0.15)	(-1.87)	(-0.02)	(-1.52)	(0.81)	(0.59)	(2.19)	(1.38)	(0.70)	(3.41)	(-1.23)	(0.78)	(0.24)	(-0.42)	(-0.25)
S_STUTREL	0.00377	0.00125	0.000684	0.000179	0.00309	0.00303*	-0.000825	0.00413	0.00411*	0.000376	-0.000726	0.00188	0.00517*	0.00310	0.00396**	0.00186	-0.000768	0.000708	0.00405*	0.00249	0.00362	0.0000923	0.000165	-0.00101
	(1.66)	(0.73)	(0.42)	(0.10)	(1.35)	(2.04)	(-0.35)	(1.64)	(2.09)	(0.21)	(-0.42)	(0.86)	(2.21)	(1.35)	(3.15)	(1.09)	(-0.38)	(0.48)	(2.51)	(1.43)	(1.38)	(0.05)	(0.07)	(-0.27)
S_GENEQL	0.00534*	-0.00534*	0.00909**	-0.00779*	0.0125***	0.00527**	-0.00905*	0.0136***	0.00923**	0.00595**	0.0122***	-0.000143	0.0103***	0.00319	0.00394*	-0.00906*	0.00706**	0.00620**	-0.0105**	0.0124***	0.00671**	0.00376	0.00750**	0.0130***
	(2.33)	(-3.47)	(5.68)	(-5.22)	(6.17)	(3.63)	(-2.95)	(6.35)	(5.14)	(2.88)	(7.05)	(-0.07)	(5.26)	(1.58)	(2.19)	(-3.48)	(3.78)	(4.50)	(-5.99)	(5.20)	(3.15)	(1.86)	(3.46)	(4.60)
S_OPDISC	0.00115	-0.000923	0.00215	-0.00184	0.00283	0.00269	0.000946	-0.00101	0.00407	0.00146	0.00793**	-0.000823	-0.000596	-0.00426*	0.00172	-0.00143	0.00285	0.00145	-0.00175	0.00319	0.00151	0.000209	0.00507*	0.00169
	(0.56)	(-0.61)	(1.67)	(-1.00)	(1.29)	(1.91)	(0.48)	(-0.42)	(1.85)	(0.86)	(4.07)	(-0.51)	(-0.29)	(-2.55)	(0.90)	(-0.98)	(1.14)	(1.24)	(-0.99)	(1.93)	(0.70)	(0.12)	(2.15)	(0.59)
S_CIVLRN	-0.00337	-0.00125	0.00821**	-0.00263	-0.00554	-0.000827	0.00343	0.00173	-0.00350	0.00359	-0.00527*	-0.00266	-0.000405	0.000960	-0.000128	0.000222	0.00100	0.00202	-0.00202	-0.00301	0.000388	0.00518	0.000545	-0.000840
	(-1.13)	(-0.64)	(4.57)	(-1.02)	(-1.76)	(-0.46)	(1.40)	(0.60)	(-1.31)	(1.55)	(-1.99)	(-0.99)	(-0.14)	(0.33)	(-0.05)	(0.11)	(0.41)	(0.92)	(-0.94)	(-1.20)	(0.14)	(1.72)	(0.18)	(-0.20)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.11b Teacher characteristics' multiple regression coefficients for students' endorsement of differences in income netween poor and rich are small

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	0.0407	0.0519	-0.0466	0.0852	0.165	0.196*	-0.0553	-0.0581	0.184*	0.0590	0.194*	-0.109	0.0983	0.0201	-0.152**	0.00268	-0.114	-0.0907	0.0424	-0.0819	0.195	-0.0631	-0.00492	0.0870
	(0.35)	(0.81)	(-0.27)	(0.93)	(1.56)	(2.51)	(-0.45)	(-0.52)	(2.04)	(0.40)	(1.98)	(-0.89)	(1.02)	(0.25)	(-2.76)	(0.03)	(-0.89)	(-1.37)	(0.40)	(-0.79)	(1.84)	(-0.59)	(-0.04)	(0.66)
IT3G14I	-0.228	0.00892	0.229	0.0746	0.145	0.0298	0.135	-0.225	0.00472	-0.0760	0.174	0.158	-0.0803	0.0157	-0.272	0.0314	-0.0130	0.154	-0.355*	0.0956	0.341*	-0.0239	0.231	0.168
	(-1.22)	(0.06)	(0.98)	(0.43)	(0.74)	(0.27)	(0.76)	(-1.34)	(0.05)	(-0.33)	(0.88)	(0.77)	(-0.51)	(0.09)	(-1.64)	(0.25)	(-0.05)	(1.63)	(-2.28)	(0.63)	(1.98)	(-0.18)	(0.90)	(0.77)
T_PDACCE	-0.00415	-0.00371	-0.00342	-0.00318	0.000835	0.00298	-0.00372	-0.000898	0.00356	0.00234	0.00707	0.00192	-0.00281	-0.00307	-0.00961*	-0.00476	-0.000080	-0.00114	-0.00842*	-0.00148	0.00161	0.00116	0.00256	0.00668
	(-1.10)	(-1.44)	(-0.59)	(-0.91)	(0.22)	(1.10)	(-0.82)	(-0.24)	(1.40)	(0.39)	(1.81)	(0.34)	(-0.86)	(-0.87)	(-3.49)	(-1.17)	(-0.02)	(-0.44)	(-2.37)	(-0.50)	(0.44)	(0.31)	(0.52)	(1.15)
T_PDATCH	0.00461	0.00199	0.00596	0.00393	0.000153	-0.00176	0.000177	0.00678*	0.000196	-0.0101	-0.00775	-0.000026	0.00659	0.00459	0.00574*	0.000496	0.00967	0.00149	0.0111**	-0.00369	-0.00495	0.00258	-0.000762	-0.00939
	(1.04)	(0.77)	(0.93)	(1.11)	(0.04)	(-0.64)	(0.04)	(1.99)	(0.07)	(-1.57)	(-1.61)	(-0.00)	(1.78)	(1.32)	(1.99)	(0.14)	(1.70)	(0.60)	(3.25)	(-1.22)	(-1.34)	(0.70)	(-0.15)	(-1.50)
T_CIVCLAS	0.000839	-0.00258	-0.00272	0.00179	-0.00737*	0.00223	0.00475	-0.00268	-0.000271	0.00560	-0.00496	0.00192	0.00313	-0.00698*	0.00277	0.00156	-0.00298	0.00168	-0.00678*	0.00452	0.00200	0.00155	-0.00787	-0.00223
	(0.29)	(-1.19)	(-0.62)	(0.78)	(-2.07)	(1.14)	(1.45)	(-0.88)	(-0.13)	(1.51)	(-1.29)	(0.50)	(1.10)	(-2.60)	(1.18)	(0.52)	(-0.79)	(0.85)	(-2.46)	(1.17)	(0.72)	(0.49)	(-1.77)	(-0.54)
T_PRPCCE	-0.00243	0.00276	0.00270	0.00101	0.00136	-0.00397*	0.00475	0.00271	-0.00222	-0.00325	0.000694	0.00380	0.00239	0.00126	0.00753*	0.000495	0.00447	-0.000669	0.000229	0.00101	-0.000436	-0.00236	0.00790*	0.00984
	(-0.90)	(1.61)	(0.82)	(0.45)	(0.47)	(-2.54)	(1.44)	(1.22)	(-1.11)	(-0.70)	(0.28)	(0.84)	(1.12)	(0.59)	(2.43)	(0.22)	(0.99)	(-0.39)	(0.09)	(0.38)	(-0.16)	(-0.90)	(2.27)	(1.75)
T_BULSCH	0.00496	0.00374	0.00260	0.00233	0.00635	0.00127	-0.00744	0.0105	-0.000340	-0.00583	0.00906	0.00161	-0.00114	0.00204	0.000860	0.00235	-0.0166*	-0.00462	0.00194	0.000360	-0.0184**	-0.000806	0.00431	0.00866
	(0.71)	(0.92)	(0.26)	(0.45)	(1.08)	(0.38)	(-1.21)	(1.77)	(-0.08)	(-0.64)	(1.67)	(0.21)	(-0.23)	(0.49)	(0.19)	(0.47)	(-2.16)	(-1.35)	(0.41)	(0.07)	(-3.58)	(-0.16)	(0.66)	(1.27)
T_PROBSC	-0.000797	-0.00726*	-0.00667	0.00247	-0.000738	0.00219	0.00402	-0.00745	0.00275	0.0112	0.00173	0.00102	0.00127	-0.00167	-0.000644	0.00382	0.00624	0.00383	0.000800	0.00962*	0.00967*	-0.00996*	0.00526	0.00467
	(-0.14)	(-2.26)	(-0.80)	(0.57)	(-0.15)	(0.71)	(0.76)	(-1.54)	(0.75)	(1.54)	(0.31)	(0.17)	(0.25)	(-0.41)	(-0.17)	(0.90)	(0.83)	(1.19)	(0.16)	(2.24)	(2.33)	(-2.08)	(0.85)	(0.69)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.11c School characteristics' multiple regression coefficients for students' endorsement of differences in income netween poor and rich are small

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.000935	-0.00226	0.00226	-0.00368*	-0.00386	0.000167	-0.00237	-0.00118	-0.000763	0.00161	0.00119	-0.00359	0.0000915	0.00248	0.00130	0.00232	-0.000190	0.00128	-0.00146	0.00242	-0.000205	-0.00387	-0.00102	0.00351
	(-0.35)	(-1.47)	(0.64)	(-2.05)	(-1.91)	(0.11)	(-1.12)	(-0.49)	(-0.46)	(0.59)	(0.47)	(-1.12)	(0.05)	(1.43)	(1.03)	(1.26)	(-0.07)	(0.83)	(-0.83)	(0.86)	(-0.12)	(-1.77)	(-0.38)	(1.34)
C_COMCRI	0.000987	-0.00212	0.00966*	-0.000338	-0.00169	-0.00282	-0.00122	-0.000068	-0.000077	0.000837	0.00472	-0.000931	-0.000480	0.00262	-0.00181	-0.000621	0.00520	-0.00172	-0.00266	-0.00213	-0.000028	-0.000075	-0.00179	0.00328
	(0.31)	(-1.15)	(2.36)	(-0.16)	(-0.64)	(-1.72)	(-0.36)	(-0.03)	(-0.03)	(0.26)	(1.32)	(-0.24)	(-0.20)	(1.36)	(-0.87)	(-0.31)	(1.42)	(-0.94)	(-1.01)	(-0.65)	(-0.01)	(-0.03)	(-0.50)	(0.85)
C_COMETN	0.000163	0.000164	0.000882	0.00250	-0.00236	0.000664	0.00154	0.00320	-0.00106	-0.00763*	-0.00299	-0.00783*	-0.000469	0.000142	-0.000753	-0.00451*	-0.00100	-0.00202	-0.000386	-0.00160	0.00140	0.00117	-0.000611	0.00399
	(0.05)	(0.10)	(0.24)	(1.32)	(-0.97)	(0.42)	(0.53)	(1.53)	(-0.54)	(-2.28)	(-1.01)	(-2.16)	(-0.20)	(0.07)	(-0.45)	(-2.31)	(-0.30)	(-1.19)	(-0.18)	(-0.50)	(0.59)	(0.42)	(-0.18)	(1.62)
C_COMPOV	-0.000465	0.00545*	-0.00950*	0.00294	0.00319	-0.000101	0.00195	-0.000933	-0.00317	0.00981	-0.00472	0.00298	-0.00509	-0.00308	-0.00140	0.00220	-0.00975*	0.00203	0.00434	0.00325	0.000830	-0.00197	0.00461	-0.00736*
	(-0.11)	(2.40)	(-1.99)	(1.01)	(1.02)	(-0.06)	(0.63)	(-0.37)	(-1.22)	(1.93)	(-0.98)	(0.70)	(-1.69)	(-1.19)	(-0.64)	(1.02)	(-2.62)	(1.13)	(1.76)	(1.21)	(0.26)	(-0.60)	(1.08)	(-1.96)
C_BULSCH	-0.00176	0.00240	-0.00103	-0.00285	-0.00344	0.000205	-0.000528	-0.00574*	-0.00174	-0.00236	-0.00750*	0.00550	0.000331	0.00121	-0.000557	-0.000889	-0.00301	0.000447	-0.00105	-0.00595*	0.00396	0.00188	-0.00487	-0.00366
	(-0.56)	(1.47)	(-0.26)	(-1.15)	(-1.55)	(0.15)	(-0.16)	(-2.45)	(-1.01)	(-0.62)	(-2.79)	(1.36)	(0.13)	(0.80)	(-0.32)	(-0.45)	(-1.00)	(0.28)	(-0.50)	(-2.07)	(1.65)	(0.88)	(-1.60)	(-0.83)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.12a Student characteristics' multiple regression coefficients for extent to which pollution is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	-0.00465	0.0312**	0.00245	0.00991	-0.00439	-0.00836	0.0304*	0.00413	-0.00441	-0.00790	-0.00553	0.0239	0.00244	-0.00266	0.00836	0.0274**	0.0324	0.0229	0.00443	0.0119	0.00416	0.0441*	0.00864	0.00557
	(-0.22)	(2.86)	(0.23)	(1.04)	(-0.25)	(-0.50)	(1.98)	(0.24)	(-0.29)	(-0.61)	(-0.49)	(1.45)	(0.15)	(-0.22)	(0.74)	(3.12)	(1.90)	(1.76)	(0.51)	(0.64)	(0.23)	(2.32)	(0.52)	(0.29)
S_HISEI	0.00120	0.000145	0.0000257	-0.00135	0.000120	0.00193**	0.000464	0.000791	0.000869	0.000651	0.0000650	0.00248*	0.000398	0.000615	0.00187*	-0.0000713	0.00198*	0.00212**	-0.000499	0.000735	0.0000520	0.000339	-0.000299	-0.00213
	(1.26)	(0.24)	(0.04)	(-1.28)	(0.12)	(2.59)	(0.49)	(0.86)	(1.01)	(1.01)	(0.10)	(2.51)	(0.51)	(1.04)	(2.32)	(-0.09)	(2.27)	(3.25)	(-0.86)	(0.77)	(0.06)	(0.43)	(-0.36)	(-1.60)
lang	0.193**	0.0385	0.00425	-0.0961*	-0.191	0.0904	0.160	0.110	0.0620	0.0801	0.000779	-0.0985	0.0291	0.0258	0.00362	0.0646	0.0571	0.0347	0.144*	0.0114	0.221**	0.137	0.0449	0.127
	(2.64)	(0.31)	(0.13)	(-2.30)	(-1.78)	(1.22)	(1.50)	(1.81)	(0.68)	(1.56)	(0.03)	(-0.74)	(0.71)	(0.54)	(0.13)	(0.73)	(0.54)	(0.72)	(2.24)	(0.18)	(2.88)	(1.91)	(1.00)	(1.53)
mig	-0.243	-0.0906*	0.326***	0.0229	0.0576	0.0957	-0.144	-0.00650	0.147	-0.0287	0.0674	-0.574***	0.0556	0.0147	-0.00527	0.214*	-0.0536	0.102*	0.0594	-0.116	0.0574	-0.0248	0.00430	-0.0382
	(-1.69)	(-2.04)	(3.60)	(0.17)	(1.09)	(1.52)	(-1.60)	(-0.13)	(1.24)	(-1.06)	(1.83)	(-3.31)	(0.82)	(0.27)	(-0.08)	(2.31)	(-0.54)	(2.37)	(0.71)	(-1.77)	(1.27)	(-0.39)	(0.08)	(-0.49)
S_SCACT	0.00231	0.00298**	0.00216	0.00182	0.00485*	0.00103	0.00705**	0.00160	0.00156	-0.000142	0.00233*	0.00412**	0.00474***	0.00423***	0.00693***	0.00279*	0.00531*	0.00307*	0.00185	0.00630***	0.00262*	0.00578**	-0.000386	0.00461
	(1.23)	(2.95)	(1.69)	(1.63)	(2.52)	(0.84)	(3.06)	(0.99)	(1.11)	(-0.10)	(2.47)	(2.97)	(3.90)	(5.51)	(4.50)	(2.49)	(2.38)	(2.22)	(1.63)	(4.30)	(1.99)	(2.86)	(-0.25)	(1.20)
revIS3G18F	0.00606	-0.0294*	0.00117	0.00933	0.0128	-0.0000826	-0.0260	-0.0126	0.0194	0.00312	-0.0116	0.0194	0.0224	-0.0191	0.0125	-0.00543	-0.00992	0.0157	-0.0206	-0.0194	-0.0476*	-0.0333	-0.0181	-0.00512
	(0.24)	(-2.05)	(0.07)	(0.43)	(0.64)	(-0.01)	(-1.15)	(-0.70)	(1.06)	(0.17)	(-0.87)	(1.01)	(1.25)	(-1.28)	(0.58)	(-0.32)	(-0.50)	(1.04)	(-1.77)	(-0.98)	(-2.27)	(-1.20)	(-1.19)	(-0.16)
S_POLDISC	-0.000540	-0.000850	0.000749	-0.000486	0.00309	0.00199	-0.00153	0.00133	0.00348	0.000261	-0.000657	0.000730	0.00482**	-0.00167	-0.000334	-0.00171	0.00148	-0.000462	-0.00150	0.000187	-0.000856	0.00321	0.00109	-0.00258
	(-0.26)	(-0.71)	(0.76)	(-0.36)	(1.72)	(1.36)	(-1.01)	(0.76)	(1.89)	(0.17)	(-0.51)	(0.40)	(-3.58)	(-1.52)	(-0.18)	(-1.62)	(0.75)	(-0.37)	(-1.36)	(0.13)	(-0.59)	(1.22)	(0.60)	(-0.83)
S_AGE	0.0348	0.00182	0.0158	-0.00173	-0.102**	-0.0571	0.00754	-0.0368	-0.0772*	0.00814	-0.0578	-0.0128	-0.00875	-0.000461	0.0687*	-0.0524*	0.0497	-0.00213	-0.0363*	-0.0255	-0.0556	0.0195	-0.0328	0.00666
	(0.75)	(0.14)	(0.71)	(-0.16)	(-2.81)	(-1.92)	(0.37)	(-1.06)	(-2.17)	(0.42)	(-1.93)	(-0.24)	(-0.28)	(-0.02)	(2.56)	(-2.36)	(1.44)	(-0.09)	(-2.39)	(-0.74)	(-1.51)	(0.41)	(-1.55)	(0.13)
S_GENDER	-0.0234	-0.00838	-0.0284	-0.0104	-0.126***	0.00881	-0.0229	0.0164	0.0749**	-0.0584*	-0.0382*	-0.0255	0.00790	-0.0105	-0.0448	-0.0218	-0.0444	-0.00113	-0.0485*	0.00989	0.0187	-0.0510	-0.0538*	-0.0661
	(-0.75)	(-0.44)	(-1.49)	(-0.43)	(-4.50)	(0.46)	(-0.57)	(0.62)	(2.97)	(-2.16)	(-2.30)	(-0.62)	(0.33)	(-0.54)	(-1.09)	(-1.19)	(-1.15)	(-0.05)	(-2.48)	(0.35)	(0.77)	(-1.66)	(-2.54)	(-1.25)
S_INTACT	0.0000446	0.000498	-0.00221*	0.000409	0.000190	-0.000357	-0.00515*	0.00135	-0.00389**	0.000578	-0.000232	-0.00166	0.000413	-0.00138	-0.00289*	-0.000648	-0.00379	-0.000881	-0.000275	0.000207	0.000885	-0.00492**	0.00243	0.000720
	(0.03)	(0.54)	(-2.00)	(0.14)	(0.11)	(-0.29)	(-2.48)	(0.92)	(-2.74)	(0.50)	(-0.20)	(-0.88)	(0.24)	(-1.16)	(-2.19)	(-0.55)	(-1.75)	(-0.93)	(-0.27)	(0.14)	(0.62)	(-3.03)	(1.65)	(0.23)
S_STUTREL	0.00615***	-0.000285	0.00338**	-0.00171	0.00529**	0.00140	0.00302	-0.000365	0.00668***	0.00285*	-0.000258	0.00583***	0.00261	0.00315**	0.00403*	0.00341**	0.00470	0.00168	0.000945	0.00491***	0.00254	0.00528*	0.00205	0.00663*
	(3.64)	(-0.22)	(3.08)	(-0.94)	(2.94)	(1.25)	(1.55)	(-0.18)	(4.70)	(2.18)	(-0.23)	(3.57)	(1.62)	(2.76)	(2.30)	(2.82)	(1.96)	(1.59)	(0.84)	(3.35)	(1.54)	(2.55)	(1.36)	(2.06)
S_GENEQL	0.00973***	0.00781***	0.0134***	0.0101***	0.0120***	0.0109***	0.00682***	0.00855***	0.0149***	0.0123***	0.00884***	0.0108***	0.00745***	0.00740***	0.0117***	0.0177***	0.0154***	0.0131***	0.0103***	0.00606***	0.00975***	0.0152***	0.00936***	0.0121***
	(5.77)	(8.08)	(9.17)	(7.81)	(7.29)	(8.27)	(3.31)	(5.77)	(8.83)	(9.27)	(7.16)	(4.78)	(6.04)	(6.74)	(6.52)	(10.17)	(7.29)	(10.09)	(10.96)	(3.81)	(6.00)	(6.58)	(4.69)	(4.07)
S_OPDISC	0.00268	0.000979	-0.00132	0.00370***	0.00677***	0.00506**	-0.00164	0.00257	0.00113	0.00119	0.00223	-0.00176	0.000662	0.00125	0.00199	0.00369**	-0.000595	0.00188	0.00325**	0.000577	0.00348*	0.00332	0.00101	-0.0000770
	(1.53)	(0.97)	(-1.46)	(3.82)	(4.13)	(3.12)	(-0.85)	(1.56)	(0.58)	(1.02)	(1.56)	(-1.33)	(0.45)	(1.02)	(1.30)	(3.24)	(-0.23)	(1.63)	(2.61)	(0.43)	(2.15)	(1.95)	(0.55)	(-0.03)
S_CIVLRN	0.00277	0.00418*	0.00293*	0.000559	-0.00129	0.00159	0.00490	0.00537*	-0.000413	0.00379	0.00414*	0.00115	-0.00115	0.00112	0.00455*	0.00625***	0.00543*	0.00170	0.00540***	0.00401*	0.00701***	0.00236	0.00467	-0.00385
	(0.97)	(2.50)	(2.17)	(0.27)	(-0.57)	(0.95)	(1.96)	(2.54)	(-0.22)	(1.74)	(2.46)	(0.56)	(-0.56)	(0.67)	(2.14)	(3.51)	(2.31)	(1.21)	(4.37)	(2.18)	(3.37)	(1.10)	(1.65)	(-0.95)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.12b Teacher characteristics' multiple regression coefficients for extent to which pollution is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.0771	0.0419	0.217	0.0400	0.00251	0.0932	0.0733	0.0156	0.00911	0.0157	0.101	0.0250	-0.0871	-0.0458	0.0924	-0.0456	0.00500	0.0543	-0.126*	0.0476	0.0662	-0.0952	0.0834	-0.0230
	(-1.00)	(0.90)	(1.51)	(0.53)	(0.03)	(1.30)	(0.87)	(0.19)	(0.10)	(0.18)	(1.83)	(0.16)	(-1.22)	(-0.93)	(1.06)	(-0.73)	(0.03)	(0.92)	(-2.04)	(0.67)	(0.93)	(-1.12)	(0.61)	(-0.17)
IT3G14I	0.191	0.0157	-0.108	-0.0187	-0.00289	0.0210	0.141	-0.00738	-0.0371	0.0572	-0.0466	-0.671	0.322***	0.107	0.594***	0.0456	0.0356	0.0492	0.236*	0.0744	0.117	0.0829	-0.268	-0.111
	(1.18)	(0.21)	(-0.29)	(-0.19)	(-0.02)	(0.23)	(0.88)	(-0.07)	(-0.35)	(0.45)	(-0.41)	(-1.95)	(3.35)	(1.62)	(3.58)	(0.39)	(0.13)	(0.56)	(2.20)	(0.63)	(1.13)	(0.75)	(-0.93)	(-0.75)
	(-0.66)	(-1.48)	(-1.69)	(-0.84)	(1.11)	(-0.18)	(-0.25)	(0.15)	(0.77)	(-0.06)	(-1.62)	(-0.66)	(-0.02)	(1.40)	(0.14)	(1.21)	(2.08)	(-0.10)	(0.01)	(-2.44)	(1.30)	(-1.47)	(-0.73)	(-0.12)
T_PDATCH	0.00503	0.000688	0.00677	0.00225	-0.00661*	0.000646	-0.000616	-0.00128	-0.00153	0.00357	0.00181	-0.00131	0.00222	-0.00132	-0.00300	0.00170	-0.00847	-0.000379	-0.000301	0.00241	-0.00113	0.00257	-0.00105	-0.00312
T_CIVCLAS	-0.000057	0.000708	-0.000732	0.00222	0.00104	-0.00329	0.000844	0.000812	-0.000150	-0.00201	0.0000024	0.00463	-0.00377	-0.000377	-0.00677*	0.00101	-0.00339	-0.00368**	0.00230	0.00157	0.000943	-0.00127	0.00112	0.000719
	(-0.02)	(0.45)	(-0.11)	(1.39)	(0.47)	(-1.68)	(0.29)	(0.33)	(-0.06)	(-0.74)	(0.00)	(1.04)	(-1.59)	(-0.24)	(-2.44)	(0.64)	(-0.60)	(-2.62)	(1.23)	(0.77)	(0.49)	(-0.57)	(0.23)	(0.26)
	(0.38)	(0.27)	(-2.43)	(-0.21)	(0.49)	(0.77)	(0.45)	(-1.04)	(0.71)	(-1.66)	(0.08)	(0.44)	(0.50)	(-0.96)	(1.70)	(-1.17)	(-0.63)	(2.82)	(0.43)	(-1.14)	(-0.36)	(0.67)	(0.38)	(-0.20)
T_BULSCH	0.00479	0.00155	0.00400	0.00396	-0.00228	0.00196	0.00791	0.0000583	-0.00782	0.00277	-0.00243	0.00446	-0.00345	0.000337	0.00712	-0.00134	-0.00630	-0.00697*	-0.00226	0.00216	-0.00499	-0.00193	-0.00208	-0.00116
T_PROBSC	-0.000112	0.000345	-0.00935	0.000378	0.00580	-0.00152	-0.00281	-0.000719	0.00612	-0.000036	0.00587*	-0.00842	0.00358	-0.00217	-0.00257	-0.00195	-0.000661	0.00625**	-0.000156	-0.00511	0.00441	-0.00165	-0.00373	0.00121
	(-0.03)	(0.13)	(-1.24)	(0.12)	(1.36)	(-0.47)	(-0.56)	(-0.23)	(1.53)	(-0.01)	(2.48)	(-1.23)	(1.07)	(-1.00)	(-0.63)	(-0.67)	(-0.09)	(2.68)	(-0.04)	(-1.40)	(1.60)	(-0.49)	(-0.53)	(0.19)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.12c School characteristics' multiple regression coefficients for extent to which pollution is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.00143	-0.000268	-0.000863	0.000877	-0.00122	-0.000281	0.00180	0.00121	0.00144	0.00126	0.00121	-0.00123	0.00104	-0.000690	0.00450**	-0.000487	-0.00237	-0.000903	0.00141	0.00169	-0.00250	0.00179	0.00134	0.00353
	(-0.72)	(-0.32)	(-0.21)	(0.75)	(-0.81)	(-0.18)	(0.81)	(0.81)	(0.90)	(0.59)	(1.24)	(-0.26)	(0.77)	(-0.78)	(3.33)	(-0.36)	(-0.89)	(-0.76)	(1.19)	(1.00)	(-1.95)	(1.13)	(0.37)	(1.44)
C_COMCRI	-0.00308	-0.00165	0.00760	-0.00345*	-0.00261	0.00125	-0.00274	-0.00105	0.00121	-0.00261	-0.000795	0.00366	0.00182	-0.000611	-0.00139	0.00336*	-0.00257	-0.00396**	-0.00243	0.000950	0.00167	0.00146	0.00722	0.00235
	(-1.25)	(-1.65)	(1.16)	(-2.23)	(-1.13)	(0.99)	(-1.06)	(-0.46)	(0.64)	(-1.17)	(-0.64)	(1.13)	(0.95)	(-0.52)	(-0.45)	(2.22)	(-0.55)	(-3.25)	(-1.60)	(0.44)	(0.92)	(0.61)	(1.90)	(0.85)
C_COMETN	-0.00105	0.000957	0.00540	-0.000725	-0.000169	-0.000118	-0.00184	-0.000178	0.00186	0.0000180	0.00110	-0.00192	-0.000917	0.0000998	0.00495*	-0.000608	-0.00129	0.000460	0.00367**	0.000395	0.000266	-0.00370*	-0.00126	-0.00190
	(-0.50)	(1.00)	(0.79)	(-0.55)	(-0.08)	(-0.09)	(-0.68)	(-0.08)	(1.06)	(0.01)	(0.73)	(-0.62)	(-0.52)	(0.09)	(2.18)	(-0.54)	(-0.38)	(0.34)	(2.65)	(0.20)	(0.14)	(-2.50)	(-0.33)	(-0.71)
C_COMPOV	0.000237	0.00126	-0.00717	0.00254	0.00241	-0.00243	0.00135	0.00300	-0.00152	0.00386	-0.000144	-0.00392	0.000102	0.00182	-0.00141	-0.00188	-0.00218	0.00245	0.000238	0.00229	-0.00360	0.00493*	-0.00466	0.00344
	(0.11)	(1.03)	(-1.71)	(1.35)	(0.94)	(-1.76)	(0.45)	(1.33)	(-0.70)	(1.08)	(-0.09)	(-0.92)	(0.05)	(1.11)	(-0.47)	(-1.09)	(-0.40)	(1.49)	(0.14)	(1.16)	(-1.69)	(2.55)	(-1.20)	(1.06)
C_BULSCH	-0.00340	0.000217	-0.00176	0.00224	0.000456	0.00274*	-0.00242	-0.000461	-0.000731	-0.000138	-0.00156	-0.000785	-0.000471	0.000223	-0.00376	0.00315*	0.00780*	0.00169	0.000312	0.00130	-0.000036	0.000539	0.00687*	0.000259
	(-1.84)	(0.22)	(-0.47)	(1.76)	(0.21)	(2.01)	(-1.12)	(-0.32)	(-0.43)	(-0.08)	(-0.98)	(-0.24)	(-0.31)	(0.19)	(-1.89)	(2.00)	(2.21)	(1.29)	(0.20)	(0.68)	(-0.02)	(0.34)	(2.01)	(0.08)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.13a Student characteristics' multiple regression coefficients for participating in the school to make it more environmentally friendly

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.0452	0.0111	0.0104	0.0106	-0.00393	0.0108	0.00489	0.0205	0.0289	-0.000676	0.0302	0.00570	0.00861	0.0333	0.0258*	-0.00685	-0.00837	-0.000770	0.0155	-0.00865	0.00394	-0.00844	0.0178	0.00571
	(1.90)	(0.69)	(0.68)	(0.90)	(-0.16)	(0.59)	(0.23)	(1.13)	(1.72)	(-0.03)	(1.52)	(0.22)	(0.39)	(1.19)	(1.99)	(-0.57)	(-0.57)	(-0.05)	(1.14)	(-0.38)	(0.15)	(-0.46)	(0.86)	(0.28)
S_HISEI	-0.000772	-0.000361	0.000326	-0.000106	0.00180	0.000759	0.000590	0.000401	-0.000505	0.0000689	-0.00169	0.00294*	0.00361**	0.0000478	0.00303**	-0.000058	-0.00109	0.000834	-0.000703	0.00220	0.00272*	-0.000143	0.000693	-0.00105
	(-0.63)	(-0.35)	(0.33)	(-0.11)	(1.33)	(0.87)	(0.45)	(0.41)	(-0.57)	(0.05)	(-1.46)	(1.96)	(3.17)	(0.04)	(2.78)	(-0.06)	(-1.16)	(0.86)	(-0.76)	(1.35)	(2.11)	(-0.14)	(0.64)	(-0.64)
lang	-0.187*	0.0767	-0.0482	0.0847	0.0880	-0.00968	-0.286	-0.0554	-0.0857	-0.0999	0.0551	-0.0837	-0.0192	-0.111	-0.0768*	-0.115	0.0519	-0.0139	-0.105	-0.0674	-0.0793	-0.0502	0.0245	-0.157
	(-2.33)	(0.65)	(-0.98)	(0.82)	(0.74)	(-0.14)	(-1.84)	(-0.82)	(-0.76)	(-1.70)	(1.29)	(-0.27)	(-0.30)	(-1.05)	(-2.57)	(-1.04)	(0.81)	(-0.24)	(-1.59)	(-0.62)	(-0.84)	(-0.78)	(0.47)	(-1.55)
mig	-0.172	-0.159	0.0737	-0.0300	-0.0893	0.0491	0.0578	0.0863	-0.0146	-0.0372	0.0819	-0.692***	0.0479	0.0443	-0.0142	-0.0650	0.00733	0.0590	0.0193	-0.0550	-0.0134	0.122*	-0.0245	0.167*
	(-0.56)	(-1.86)	(0.33)	(-0.15)	(-1.62)	(0.91)	(0.34)	(1.83)	(-0.12)	(-0.97)	(1.48)	(-3.83)	(0.61)	(0.46)	(-0.22)	(-0.67)	(0.14)	(1.19)	(0.16)	(-0.78)	(-0.18)	(2.01)	(-0.42)	(2.24)
S_SCACT	0.0129***	0.00996**	0.0101***	0.00884**	0.00803**	0.0161***	0.00426	0.0113***	0.00910**	0.0123***	0.00890**	0.0166***	0.0142***	0.0101***	0.0164***	0.00733**	0.00772**	0.0147***	0.00701**	0.00963**	0.0129***	0.0134***	0.00814**	0.0155***
	(6.65)	(7.61)	(5.01)	(4.01)	(4.38)	(11.07)	(1.95)	(6.30)	(5.47)	(6.77)	(4.88)	(8.55)	(8.10)	(5.36)	(11.54)	(4.91)	(4.64)	(10.27)	(4.38)	(4.81)	(7.21)	(8.15)	(4.31)	(5.47)
revIS3G18F	-0.0367	0.0120	-0.0776**	-0.0581**	-0.0424	-0.0251	0.00530	-0.0222	0.0271	-0.0119	-0.0229	-0.00553	-0.0694**	-0.0318	-0.0306	-0.0412	0.0130	-0.0381*	-0.0314	-0.0155	-0.0816**	-0.0172	-0.000499	-0.0570
	(-1.27)	(0.51)	(-2.81)	(-2.72)	(-1.66)	(-1.49)	(0.21)	(-1.00)	(1.06)	(-0.36)	(-1.05)	(-0.16)	(-2.82)	(-1.17)	(-1.39)	(-1.83)	(0.77)	(-2.05)	(-1.63)	(-0.48)	(-3.05)	(-0.70)	(-0.02)	(-1.90)
S_POLDISC	0.00409*	0.0109***	0.00978**	0.0123***	0.00371	0.00446**	0.00678**	0.00805**	0.00370*	0.00387*	0.00898**	0.0110***	0.00873**	0.00802**	0.00613**	0.0131***	0.00588**	0.00792**	0.00979**	0.00845**	0.00605**	0.00569**	0.00583**	0.0101**
	(2.04)	(6.95)	(5.41)	(7.40)	(1.59)	(2.90)	(3.10)	(4.46)	(2.34)	(2.00)	(4.28)	(5.87)	(4.89)	(3.47)	(3.45)	(8.91)	(3.20)	(5.31)	(5.65)	(4.00)	(2.76)	(3.05)	(2.67)	(2.95)
S_AGE	-0.0295	0.0107	-0.00529	0.00520	-0.00396	0.00905	0.0711***	0.00538	-0.00505	0.0265	-0.00291	0.0339	0.0773	-0.0218	-0.0382	-0.0513	-0.00628	-0.0247	0.0368	-0.0359	-0.107*	0.0473	-0.0429	-0.0190
	(-0.71)	(0.52)	(-0.13)	(0.34)	(-0.08)	(0.35)	(3.84)	(0.13)	(-0.13)	(0.87)	(-0.08)	(0.47)	(1.57)	(-0.52)	(-0.89)	(-1.73)	(-0.23)	(-0.75)	(1.82)	(-0.91)	(-2.03)	(1.17)	(-1.24)	(-0.45)
S_GENDER	0.00367	0.119***	0.0660*	0.131***	0.0855*	0.0622**	0.0527	0.0625	0.171***	0.0863	0.103**	0.126**	0.166***	0.135***	0.117**	0.0914**	0.105***	0.00338	0.0963**	0.0558	0.0959**	0.0555	0.107**	0.0559
	(0.10)	(3.95)	(2.06)	(3.86)	(2.06)	(2.69)	(1.32)	(1.61)	(5.58)	(1.86)	(3.21)	(2.70)	(5.14)	(4.08)	(2.68)	(3.14)	(3.53)	(0.11)	(3.11)	(1.50)	(2.81)	(1.68)	(2.88)	(1.09)
S_INTACT	-0.00160	0.00476**	-0.00162	0.000392	-0.00212	0.000787	0.00669**	-0.00107	-0.00288	-0.00122	0.000386	0.000535	0.000632	0.00561**	0.00105	0.00196	-0.000575	-0.00172	0.00168	0.00212	0.000916	-0.00129	-0.00499*	-0.00186
	(-0.79)	(3.16)	(-0.87)	(0.19)	(-1.00)	(0.52)	(2.59)	(-0.65)	(-1.65)	(-0.60)	(0.21)	(0.20)	(0.26)	(2.72)	(0.83)	(1.26)	(-0.26)	(-1.14)	(0.92)	(1.11)	(0.48)	(-0.59)	(-2.32)	(-0.59)
S_STUTREL	0.00357	-0.00317*	0.00309	0.00106	0.00367	-0.000180	-0.00183	-0.00404*	-0.000684	0.00155	0.00118	0.00189	0.00473*	0.00391	0.00277	0.00137	0.00357	0.0000654	0.00402*	0.00507*	0.00184	-0.00388*	0.00601**	-0.00906*
	(1.71)	(-2.06)	(1.70)	(0.57)	(1.57)	(-0.12)	(-0.71)	(-1.98)	(-0.39)	(0.68)	(0.61)	(0.72)	(2.14)	(1.71)	(1.70)	(0.60)	(1.74)	(0.04)	(2.17)	(2.06)	(0.79)	(-2.19)	(3.00)	(-2.48)
S_GENEQL	0.00421	-0.00422**	0.000171	-0.00361*	0.00381	-0.0000874	-0.00261	0.000593	-0.00256	0.00218	-0.00243	0.00266	0.00344	0.00375*	-0.000495	-0.00304	0.00162	-0.00198	-0.00714**	0.00666*	0.00452*	0.00327	-0.000445	0.000470
	(1.63)	(-2.84)	(0.09)	(-2.24)	(1.74)	(-0.07)	(-0.94)	(0.37)	(-1.82)	(1.14)	(-1.27)	(1.19)	(1.56)	(2.10)	(-0.32)	(-1.30)	(0.98)	(-1.50)	(-4.17)	(2.54)	(2.30)	(1.47)	(-0.20)	(0.23)
S_OPDISC	0.00399*	0.00543**	0.00626**	0.00708**	0.00477*	0.00234	0.00540*	0.00467*	0.00493**	0.00115	0.00311	0.00410**	0.00366	0.00180	0.00583**	0.00562**	0.00625**	0.00274*	0.00655**	0.00495**	0.00868**	0.0100***	0.00796**	0.00258
	(2.03)	(3.95)	(3.87)	(3.42)	(2.45)	(1.67)	(2.50)	(2.27)	(2.61)	(0.57)	(1.61)	(2.82)	(1.84)	(0.86)	(2.65)	(4.01)	(3.60)	(2.15)	(3.47)	(2.66)	(3.63)	(5.22)	(3.97)	(0.91)
S_CIVLRN	0.0164***	0.00862**	0.00924**	0.00899**	0.0110***	0.00697**	0.00735**	0.00903**	0.00294	0.00613*	0.0126***	0.00630*	0.0160***	0.0140***	0.00995**	0.0114***	0.00306	0.0114***	0.00982**	0.00784**	0.00957**	0.00366	0.00890**	0.0124***
	(5.67)	(4.67)	(4.15)	(3.63)	(3.86)	(4.04)	(2.82)	(3.31)	(1.14)	(2.32)	(4.42)	(2.43)	(6.27)	(4.85)	(4.09)	(4.95)	(1.42)	(6.41)	(4.50)	(2.75)	(3.26)	(1.65)	(3.28)	(3.82)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.13b Teacher characteristics' multiple regression coefficients for participating in the school to make it more environmentally friendly

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	0.0932	0.0813	0.277	-0.115	-0.111	-0.0715	0.0311	-0.0884	-0.0178	0.417	-0.192	0.356	-0.0777	-0.184	0.222*	0.0447	0.126	0.0308	0.0347	0.0358	-0.0327	-0.160*	0.0313	-0.185
	(0.74)	(0.84)	(1.55)	(-1.04)	(-0.72)	(-0.70)	(0.21)	(-0.93)	(-0.12)	(1.91)	(-1.03)	(1.72)	(-0.72)	(-1.18)	(2.48)	(0.27)	(0.88)	(0.29)	(0.29)	(0.26)	(-0.31)	(-2.21)	(0.23)	(-1.47)
IT3G14I	-0.360	-0.272	-0.309	-0.210	0.147	0.0462	0.271	0.108	0.128	0.0845	-0.00810	0.311	0.244*	0.0456	-0.289	-0.233	0.254	-0.214	-0.0684	0.245	0.331	0.0266	0.0400	0.167
	(-1.88)	(-1.57)	(-0.94)	(-1.03)	(0.54)	(0.29)	(1.14)	(0.75)	(0.66)	(0.31)	(-0.02)	(1.41)	(2.14)	(0.19)	(-1.10)	(-1.11)	(1.21)	(-1.36)	(-0.36)	(1.01)	(1.84)	(0.21)	(0.22)	(1.16)
T_PDACCE	0.00345	-0.00102	-0.00122	0.00621	-0.00788	0.00233	0.00284	-0.00181	0.00296	0.00105	0.00830	0.00737	0.00361	-0.00656	-0.00752	0.00501	0.000776	-0.00114	-0.000799	0.00444	0.0000539	0.00857**	0.00455	-0.0105
	(0.79)	(-0.29)	(-0.19)	(1.56)	(-1.30)	(0.65)	(0.52)	(-0.51)	(0.75)	(0.15)	(1.23)	(1.17)	(0.82)	(-1.10)	(-1.75)	(1.06)	(0.13)	(-0.39)	(-0.19)	(1.21)	(0.02)	(3.22)	(1.08)	(-1.59)
T_PDATCH	0.00380	0.00197	0.00232	-0.00511	0.00516	0.000574	-0.00836	0.00279	-0.00853*	0.00423	-0.0105	-0.00182	-0.00262	-0.000402	0.00660	-0.00138	-0.0117	-0.000486	0.00270	-0.00992*	0.00500	-0.00496	-0.00305	0.0143*
	(0.91)	(0.45)	(0.32)	(-1.15)	(0.85)	(0.13)	(-1.37)	(0.91)	(-2.12)	(0.63)	(-1.48)	(-0.27)	(-0.56)	(-0.07)	(1.37)	(-0.32)	(-1.86)	(-0.19)	(0.58)	(-2.25)	(1.08)	(-1.63)	(-0.67)	(2.29)
T_CIVCLAS	-0.00551	-0.00457	-0.00373	0.00472	-0.00488	-0.00244	0.00923*	0.00488	0.000346	0.00693	-0.00335	-0.00870	-0.000450	0.00492	-0.0154***	0.00170	0.0127**	-0.00719**	-0.00307	0.00318	-0.00244	0.00153	-0.00182	-0.00930**
	(-1.74)	(-1.15)	(-0.77)	(1.52)	(-0.96)	(-0.84)	(2.04)	(1.93)	(0.12)	(1.30)	(-0.68)	(-1.82)	(-0.13)	(1.29)	(-4.40)	(0.43)	(3.00)	(-3.06)	(-0.91)	(0.93)	(-0.72)	(0.67)	(-0.55)	(-2.84)
T_PRPCCE	0.00244	-0.00355	0.000822	0.00471	0.00747	-0.00387	-0.00328	-0.00356	-0.000503	-0.0139**	-0.00178	0.000860	0.00564	0.00247	0.00834*	-0.00402	-0.000281	-0.000380	0.00412	0.00224	-0.00209	-0.00171	-0.00118	-0.00117
	(0.71)	(-1.42)	(0.16)	(1.84)	(1.37)	(-1.31)	(-0.66)	(-1.57)	(-0.13)	(-3.10)	(-0.42)	(0.17)	(1.72)	(0.72)	(1.98)	(-1.13)	(-0.05)	(-0.13)	(1.10)	(0.68)	(-0.62)	(-0.82)	(-0.31)	(-0.20)
T_BULSCH	-0.0110	0.00112	0.0202*	0.00234	0.0224*	0.00351	0.00106	-0.00689	-0.0131	0.00330	-0.00898	0.0187*	-0.00478	0.0000836	0.0228**	-0.00678	-0.00769	-0.00145	0.00206	-0.0106	0.00251	0.00181	0.0162	0.00937
	(-1.38)	(0.22)	(2.03)	(0.43)	(2.33)	(0.63)	(0.13)	(-1.47)	(-1.63)	(0.31)	(-0.85)	(2.37)	(-0.77)	(0.01)	(3.05)	(-0.78)	(-0.91)	(-0.31)	(0.32)	(-1.42)	(0.41)	(0.40)	(1.86)	(1.38)
T_PROBSC	0.00877	-0.00631	0.00196	-0.00716	-0.0217*	-0.00301	0.00718	-0.00492	0.00901	-0.00196	0.00816	-0.00478	0.0144*	-0.00420	-0.0149**	0.00799	0.00626	0.0000568	-0.00213	0.0151*	-0.00729	0.000423	-0.00672	-0.0174**
	(1.59)	(-1.30)	(0.24)	(-1.41)	(-2.53)	(-0.59)	(1.04)	(-1.27)	(1.39)	(-0.19)	(0.91)	(-0.60)	(2.37)	(-0.65)	(-2.92)	(1.22)	(0.78)	(0.02)	(-0.33)	(2.53)	(-1.25)	(0.12)	(-0.95)	(-3.01)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.13c School characteristics' multiple regression coefficients for participating in the school to make it more environmentally friendly

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.00369	0.00243	-0.000420	-0.00563*	-0.00298	-0.00402	0.00291	-0.00445*	0.00247	-0.00199	0.00250	0.00214	0.00691**	-0.00461	0.00669**	-0.000243	0.00454	0.00126	0.000965	-0.00639	-0.000972	-0.000735	0.00164	0.00293
	(-1.37)	(1.23)	(-0.12)	(-2.19)	(-0.81)	(-1.59)	(1.06)	(-2.37)	(1.01)	(-0.58)	(0.74)	(0.56)	(3.14)	(-1.68)	(2.93)	(-0.08)	(1.81)	(0.83)	(0.44)	(-1.81)	(-0.44)	(-0.48)	(0.53)	(1.09)
C_COMCRI	-0.00355	0.0000380	-0.00256	-0.00299	0.00590	-0.00212	-0.00465	0.00301	-0.00194	-0.00504	0.00323	0.00324	0.000141	-0.00520	0.0122**	-0.00332	-0.00849*	0.000669	0.000946	-0.000671	0.000643	-0.00190	0.00304	0.00150
	(-1.01)	(0.01)	(-0.52)	(-1.00)	(1.31)	(-0.85)	(-1.21)	(1.31)	(-0.68)	(-1.25)	(0.64)	(0.96)	(0.05)	(-1.41)	(2.77)	(-1.06)	(-2.49)	(0.35)	(0.30)	(-0.21)	(0.21)	(-0.98)	(0.66)	(0.37)
C_COMETN	0.00698*	-0.0000411	-0.00428	-0.00247	0.00199	-0.000292	-0.0104**	0.00278	-0.00110	0.00610	-0.000151	0.00539	-0.00266	-0.0000565	0.00508*	-0.00341	0.00298	-0.00228	0.00292	-0.00319	0.00212	0.00115	0.00387	0.00810**
	(2.23)	(-0.02)	(-0.65)	(-0.95)	(0.46)	(-0.10)	(-3.11)	(1.27)	(-0.42)	(1.53)	(-0.04)	(1.36)	(-0.88)	(-0.02)	(2.16)	(-1.01)	(0.81)	(-1.17)	(1.09)	(-1.08)	(0.82)	(0.64)	(1.45)	(2.76)
C_COMPOV	0.00121	0.00236	0.000190	0.000550	0.000842	0.00507	0.00381	-0.00412	-0.000540	0.00797	-0.00127	-0.00939*	-0.00431	0.00821	-0.00654	0.00369	0.00715	-0.00169	-0.00533	-0.00595	-0.00343	-0.000191	-0.00174	0.000155
	(0.31)	(0.72)	(0.04)	(0.15)	(0.15)	(1.41)	(0.88)	(-1.47)	(-0.16)	(1.53)	(-0.29)	(-2.13)	(-1.17)	(1.74)	(-1.78)	(1.06)	(1.54)	(-0.69)	(-1.57)	(-1.55)	(-0.92)	(-0.09)	(-0.35)	(0.04)
C_BULSCH	0.00307	0.00223	0.00267	0.00250	-0.00197	0.000405	-0.00212	0.00209	-0.000265	-0.00365	0.00538	-0.00314	-0.00494	-0.00176	-0.00332	-0.000935	0.00525	0.00166	-0.00179	-0.00465	0.00212	0.00224	0.00323	0.00759
	(0.98)	(0.96)	(0.73)	(1.07)	(-0.48)	(0.15)	(-0.66)	(1.15)	(-0.09)	(-0.82)	(-1.41)	(-0.76)	(-1.78)	(-0.55)	(-1.11)	(-0.30)	(1.47)	(0.75)	(-0.67)	(-1.20)	(0.71)	(1.27)	(1.14)	(1.90)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.14a Student characteristics' multiple regression coefficients for the extent to which water shortages are a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.0172	0.0284*	0.0138	-0.0201*	0.0113	-0.0242	0.0180	-0.000321	-0.00967	-0.0384*	0.0000831	0.00667	0.0253	0.0417	0.0268**	0.0209*	0.0366	-0.000234	-0.00378	0.00986	0.00382	-0.0134	-0.0184	-0.0203
	(0.64)	(2.08)	(0.82)	(-1.98)	(0.63)	(-1.04)	(1.04)	(-0.02)	(-0.37)	(-2.36)	(0.00)	(0.31)	(1.20)	(1.53)	(2.61)	(2.00)	(1.30)	(-0.01)	(-0.27)	(0.45)	(0.15)	(-0.29)	(-0.72)	(-0.65)
S_HISEI	0.00210	0.0000853	0.000114	0.00169*	-0.00155	0.000435	0.00104	0.000693	0.00165	0.000513	0.0000976	0.00266*	0.000157	0.00145	-0.00124	0.000142	0.000510	0.00224	0.000823	0.0000815	0.000198	0.00497**	-0.000195	0.000848
	(1.70)	(0.10)	(0.11)	(1.99)	(-1.31)	(0.36)	(0.90)	(0.59)	(1.13)	(0.54)	(0.09)	(2.01)	(0.15)	(1.38)	(-1.18)	(0.16)	(0.27)	(1.90)	(0.99)	(0.09)	(0.16)	(3.02)	(-0.15)	(0.32)
lang	-0.00855	0.0309	0.00737	-0.0593	-0.187	-0.159*	0.0280	0.249***	-0.0606	0.0405	0.0598	-0.153	-0.0653	0.136	0.149***	0.0900	-0.273*	-0.0778	0.227**	0.0381	0.219*	-0.148	-0.0975	-0.0615
	(-0.10)	(0.23)	(0.13)	(-0.95)	(-1.83)	(-1.99)	(0.19)	(3.41)	(-0.53)	(0.77)	(1.51)	(-0.92)	(-0.85)	(1.32)	(4.18)	(1.14)	(-2.22)	(-1.03)	(2.69)	(0.56)	(2.33)	(-1.23)	(-1.26)	(-0.56)
mig	0.621	-0.00937	0.113	0.191	0.0877	-0.0809	0.0570	0.0307	0.146	-0.0201	0.0397	0.531	0.0365	-0.144	-0.0833	0.278*	-0.0967	-0.197**	0.193	-0.104	0.0389	-0.225*	0.0686	-0.0420
	(1.09)	(-0.09)	(0.75)	(0.89)	(1.55)	(-1.08)	(0.55)	(0.55)	(1.01)	(-0.55)	(0.75)	(0.67)	(0.42)	(-1.39)	(-1.35)	(2.23)	(-0.88)	(-2.85)	(1.43)	(-1.42)	(0.66)	(-2.26)	(0.76)	(-0.63)
S_SCACT	0.00792**	0.00200*	0.00377*	0.00171	0.00149	0.00185	0.00781**	0.000978	0.00155	0.00179	0.00168	0.00671**	0.00420*	0.00478**	0.00469**	0.00469**	0.00280	0.00514**	0.00321*	0.00292	0.00267	0.00556*	-0.00449	0.00258
	(3.81)	(2.17)	(2.01)	(1.53)	(0.80)	(0.69)	(3.01)	(0.61)	(0.63)	(0.95)	(1.00)	(4.10)	(2.46)	(2.58)	(2.85)	(3.39)	(0.88)	(2.89)	(1.96)	(1.70)	(1.44)	(2.34)	(-1.49)	(0.79)
revIS3G18F	-0.0651	-0.0255	0.0123	0.00903	0.000689	0.00295	-0.0214	-0.0311	0.0511	-0.0231	-0.0233	0.0253	0.0132	-0.0200	0.0443*	-0.0179	-0.00414	0.0273	0.0184	-0.0180	-0.0480*	0.0315	-0.00515	0.000689
	(-1.79)	(-1.59)	(0.46)	(0.68)	(0.04)	(0.12)	(-1.05)	(-1.29)	(1.67)	(-0.85)	(-1.04)	(0.88)	(0.45)	(-0.84)	(1.99)	(-0.82)	(-0.12)	(1.13)	(0.91)	(-0.85)	(-2.01)	(0.78)	(-0.17)	(0.01)
S_POLDISC	-0.00288	-0.000718	0.00276	-0.00182	0.000236	-0.00244	-0.00215	-0.000551	0.000139	-0.00219	-0.00407*	0.00128	0.0000914	-0.00168	-0.00172	0.000175	-0.00222	0.000342	-0.00328*	0.00217	0.000446	0.00615	0.00539	-0.00697
	(-1.28)	(-0.56)	(1.61)	(-1.51)	(0.12)	(-1.05)	(-1.36)	(-0.28)	(0.07)	(-1.11)	(-2.01)	(0.53)	(0.05)	(-0.85)	(-0.97)	(0.13)	(-0.73)	(0.16)	(-2.22)	(1.07)	(0.21)	(1.71)	(1.89)	(-1.73)
S_AGE	0.0397	-0.0170	-0.00658	0.00573	-0.0422	-0.0611	0.000739	-0.000454	-0.0234	-0.00713	-0.0723	-0.0400	-0.0289	-0.0673	-0.0162	-0.0446	0.0395	-0.0582	-0.00719	-0.0643	-0.0741	-0.0936	-0.0136	-0.00118
	(0.81)	(-1.17)	(-0.19)	(0.46)	(-1.05)	(-1.29)	(0.03)	(-0.01)	(-0.43)	(-0.27)	(-1.86)	(-0.82)	(-0.73)	(-1.68)	(-0.43)	(-1.95)	(0.73)	(-1.25)	(-0.42)	(-1.93)	(-1.35)	(-1.59)	(-0.29)	(-0.02)
S_GENDER	0.0268	0.0108	0.00245	0.0428	0.0548	0.105**	-0.0512	0.139***	0.214***	-0.0484	0.0278	0.00569	0.133***	0.0705*	0.0556	0.00372	0.0499	0.0206	-0.0818**	0.0831*	0.103***	-0.0530	-0.0276	0.112
	(0.66)	(0.49)	(0.09)	(1.72)	(1.77)	(2.78)	(-1.23)	(4.72)	(5.49)	(-1.39)	(0.91)	(0.12)	(4.09)	(2.30)	(1.77)	(0.16)	(0.86)	(0.57)	(-2.89)	(2.57)	(3.42)	(-0.66)	(-0.56)	(1.54)
S_INTACT	-0.000003	0.00146	-0.00104	-0.00200	0.000249	-0.000426	-0.00533**	0.000523	-0.00573*	-0.00157	-0.00209	-0.00192	-0.00292	-0.00219	0.00221	-0.00365**	-0.00475	-0.00540*	-0.00354*	-0.00221	0.00124	-0.00177	-0.000989	0.000951
	(-0.00)	(1.35)	(-0.56)	(-1.70)	(0.17)	(-0.17)	(-2.69)	(0.26)	(-2.18)	(-1.04)	(-1.17)	(-0.76)	(-1.29)	(-0.98)	(1.23)	(-2.91)	(-1.34)	(-2.57)	(-2.33)	(-1.41)	(0.58)	(-0.67)	(-0.39)	(0.17)
S_STUTREL	0.00756**	-0.000147	0.00351	-0.00217*	0.00210	-0.000347	0.00388	-0.000516	0.00529*	0.00272	0.000742	0.00420	0.00433	0.00252	0.00197	0.00142	0.00222	0.00474**	0.00195	0.00545*	-0.00160	0.00427	-0.00240	0.00526
	(3.70)	(-0.11)	(1.95)	(-2.28)	(1.22)	(-0.18)	(1.56)	(-0.25)	(2.23)	(1.52)	(0.38)	(1.75)	(1.67)	(1.16)	(0.95)	(0.88)	(0.56)	(2.79)	(1.13)	(2.34)	(-0.76)	(1.67)	(-0.84)	(1.13)
S_GENEQL	0.0136***	0.0104***	0.00986**	0.0109***	0.0106***	0.0105***	0.00921**	0.00820**	0.0106***	0.0113***	0.0125***	0.00910**	0.00995**	0.0114***	0.0130***	0.0237***	0.0131***	0.00125	0.0187***	0.00491**	0.00969**	0.0122*	0.0124***	0.00723
	(6.40)	(9.44)	(4.84)	(9.25)	(6.56)	(5.52)	(3.82)	(4.17)	(4.85)	(7.11)	(5.94)	(4.74)	(4.39)	(6.58)	(7.12)	(12.38)	(4.15)	(0.60)	(12.69)	(2.81)	(4.82)	(2.44)	(4.59)	(1.91)
S_OPDISC	0.00621*	0.00261*	-0.00151	0.00490**	0.00413*	0.00598**	0.000369	0.00186	0.00419	0.00325*	0.00863**	-0.00195	0.00188	0.00178	0.00183	0.00403**	0.00527	0.00121	0.00547**	0.000279	0.00496**	-0.00369	0.00398	-0.00218
	(2.55)	(2.30)	(-1.14)	(4.68)	(2.32)	(2.78)	(0.17)	(0.76)	(1.45)	(1.99)	(4.36)	(-1.16)	(0.99)	(0.92)	(0.80)	(2.86)	(1.42)	(0.66)	(3.38)	(0.16)	(2.70)	(-1.17)	(1.41)	(-0.55)
S_CIVLRN	0.000204	0.00349*	0.00225	0.00212	0.00224	0.00483	0.00828**	0.00406	0.00168	0.00784**	0.00313	-0.00268	-0.00213	0.00402	0.000188	0.00491*	0.00654	0.00106	0.00397	0.00365	0.00528*	-0.00305	0.00482	0.00452
	(0.06)	(2.21)	(0.95)	(1.26)	(0.99)	(1.85)	(3.12)	(1.52)	(0.51)	(2.78)	(1.07)	(-1.15)	(-0.76)	(1.73)	(0.09)	(2.40)	(1.90)	(0.47)	(1.73)	(1.59)	(1.98)	(-0.75)	(1.37)	(0.77)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.14b Teacher characteristics' multiple regression coefficients for the extent to which water shortages are a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.236	0.0354	0.0971	0.0465	-0.0298	0.0646	0.385***	-0.314**	0.193	-0.0142	-0.0125	0.346	0.186	-0.148	0.0752	0.0931	0.255	0.166	-0.303*	0.155	0.142	-0.108	-0.0463	0.261
	(-1.93)	(0.68)	(0.61)	(0.79)	(-0.39)	(0.48)	(3.31)	(-2.91)	(1.16)	(-0.12)	(-0.10)	(1.50)	(1.73)	(-1.53)	(1.11)	(1.10)	(1.52)	(1.24)	(-2.08)	(0.78)	(1.50)	(-0.63)	(-0.32)	(1.25)
IT3G14I	-0.192	0.0423	0.0801	-0.303**	0.0981	0.223	0.0973	-0.0428	-0.396	0.140	-0.0673	-0.705	0.102	0.157	-0.128	-0.0556	-0.109	0.273	0.00595	0.0659	-0.0831	0.0233	-0.304	-0.309
	(-1.10)	(0.55)	(0.26)	(-2.64)	(0.76)	(1.10)	(0.49)	(-0.24)	(-1.40)	(1.02)	(-0.30)	(-1.28)	(0.83)	(1.13)	(-0.85)	(-0.31)	(-0.30)	(1.11)	(0.03)	(0.38)	(-0.56)	(0.09)	(-1.20)	(-0.95)
T_PDACCE	-0.00160	-0.00215	-0.000785	-0.00187	0.00258	0.000176	-0.000352	0.00121	0.00112	0.00373	-0.00187	-0.00147	-0.00625*	0.00321	0.00546	0.00535	0.00551	0.00510	0.0000917	-0.00423	0.00276	0.00404	0.00766	-0.0146
	(-0.43)	(-1.36)	(-0.12)	(-0.75)	(0.87)	(0.05)	(-0.08)	(0.35)	(0.25)	(0.75)	(-0.46)	(-0.20)	(-1.98)	(0.69)	(1.63)	(1.47)	(0.88)	(0.97)	(0.02)	(-0.82)	(1.19)	(0.71)	(1.22)	(-1.72)
T_PDATCH	-0.000744	0.000988	0.000180	-0.000595	-0.00391	0.00213	0.00650	0.000806	0.0000593	-0.00105	-0.000803	-0.00152	0.00862*	-0.00196	0.000913	-0.00287	0.000670	-0.0104*	-0.000714	-0.000003	-0.000203	0.00273	-0.0131*	0.00911
	(-0.18)	(0.61)	(0.03)	(-0.20)	(-1.30)	(0.52)	(1.38)	(0.20)	(0.01)	(-0.26)	(-0.20)	(-0.20)	(2.43)	(-0.52)	(0.35)	(-0.86)	(0.10)	(-2.07)	(-0.15)	(-0.00)	(-0.07)	(0.45)	(-2.27)	(0.92)
T_CIVCLAS	-0.000528	-0.00331	0.00607	0.00345	0.0000873	0.00172	-0.00433	0.00158	0.00658	-0.00154	-0.000667	0.00655	-0.00475	-0.00232	0.00269	-0.00229	-0.00705	0.000255	0.0102*	-0.00138	0.00219	-0.00526	0.00389	-0.00106
	(-0.17)	(-1.87)	(1.19)	(1.83)	(0.04)	(0.47)	(-1.25)	(0.56)	(1.82)	(-0.47)	(-0.24)	(1.09)	(-1.52)	(-0.57)	(1.33)	(-1.06)	(-1.30)	(0.07)	(2.30)	(-0.30)	(0.83)	(-1.00)	(0.76)	(-0.13)
T_PRPCCE	0.00385	0.00402**	-0.00497	0.00114	0.000702	-0.000372	0.00328	-0.000409	0.00305	-0.00476	0.00227	0.0115*	-0.00136	-0.00361	-0.00186	-0.00114	-0.00188	0.00483	0.00136	-0.00665	0.00127	-0.00420	-0.00444	-0.00669
	(1.58)	(3.60)	(-1.20)	(0.58)	(0.30)	(-0.12)	(0.90)	(-0.15)	(0.94)	(-1.45)	(0.90)	(2.02)	(-0.56)	(-1.20)	(-0.56)	(-0.46)	(-0.35)	(1.43)	(0.36)	(-1.64)	(0.67)	(-1.04)	(-1.00)	(-0.64)
T_BULSCH	-0.00173	0.00172	0.0106	0.00693	-0.000494	0.00401	0.0165*	-0.00304	-0.000061	0.00847	-0.00569	0.00287	-0.00132	0.00859	0.00182	-0.00252	0.0110	-0.00205	-0.0110	0.00679	-0.000872	-0.00486	0.00668	-0.0139
	(-0.31)	(0.62)	(1.35)	(1.18)	(-0.12)	(0.70)	(2.40)	(-0.61)	(-0.01)	(1.68)	(-0.91)	(0.25)	(-0.25)	(1.50)	(0.34)	(-0.47)	(1.28)	(-0.27)	(-1.43)	(0.81)	(-0.17)	(-0.63)	(0.83)	(-1.21)
T_PROBSC	0.00170	0.000573	-0.00796	0.00258	0.00423	-0.00527	-0.00716	-0.00730	0.0145*	-0.00556	0.00763	-0.00514	0.00702	-0.00900*	-0.00479	-0.00165	-0.00404	0.00839	0.0101	-0.00232	0.00307	-0.00251	-0.00934	0.00419
	(0.35)	(0.22)	(-1.19)	(0.93)	(1.04)	(-1.07)	(-1.07)	(-1.50)	(2.09)	(-1.03)	(1.80)	(-0.61)	(1.38)	(-2.09)	(-1.11)	(-0.45)	(-0.46)	(1.39)	(1.67)	(-0.30)	(0.74)	(-0.32)	(-1.29)	(0.44)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.14c School characteristics' multiple regression coefficients for the extent to which water shortages are a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	0.000434	-0.000715	-0.00154	0.000525	0.00169	-0.00157	0.00533	-0.00402*	-0.00181	0.00152	-0.000071	-0.000323	0.00388*	-0.00226	0.00124	0.00144	-0.00730	-0.00309	0.000505	0.00639*	-0.000837	0.000792	0.00257	-0.00488
	(0.19)	(-0.72)	(-0.53)	(0.37)	(1.01)	(-0.59)	(1.84)	(-2.09)	(-0.61)	(0.63)	(-0.03)	(-0.06)	(2.31)	(-1.51)	(0.95)	(0.73)	(-1.92)	(-1.15)	(0.20)	(2.26)	(-0.46)	(0.23)	(0.95)	(-1.22)
C_COMCRI	0.00383	-0.00138	-0.00330	-0.00219	0.000573	-0.00251	-0.000119	0.00389	-0.00220	-0.00482	0.00271	0.00532	-0.00381	-0.00255	-0.00169	0.00325*	-0.0149**	-0.00237	-0.00251	0.00678	0.00395	-0.00266	0.000357	0.000110
	(1.25)	(-1.18)	(-0.87)	(-1.38)	(0.27)	(-0.89)	(-0.03)	(1.31)	(-0.55)	(-1.77)	(1.02)	(1.15)	(-1.64)	(-1.26)	(-0.62)	(1.96)	(-3.22)	(-0.73)	(-0.82)	(1.24)	(1.70)	(-0.71)	(0.08)	(0.02)
C_COMETI	-0.00938**	0.000991	0.00608	0.000944	0.00129	0.000981	-0.00138	-0.00124	-0.00126	-0.00200	-0.000449	0.000204	0.00232	0.000628	0.00156	0.000372	0.00204	-0.00434	0.000841	0.00270	-0.00292	-0.000923	0.00681	-0.00277
	(-2.76)	(0.96)	(1.40)	(0.56)	(0.76)	(0.36)	(-0.54)	(-0.47)	(-0.40)	(-0.84)	(-0.18)	(0.04)	(1.08)	(0.30)	(1.01)	(0.22)	(0.42)	(-1.12)	(0.30)	(0.63)	(-1.32)	(-0.25)	(1.87)	(-0.62)
C_COMPO	-0.00447	0.00300*	0.00144	-0.00340	0.00134	-0.00357	0.00367	-0.00538	-0.00629	0.00493	-0.000072	-0.00878	0.00190	0.00612	-0.00189	-0.00208	0.0105	0.00363	0.000255	0.00333	-0.00411	0.00332	0.000917	0.00113
	(-1.43)	(1.97)	(0.30)	(-1.54)	(0.50)	(-1.14)	(1.12)	(-1.80)	(-1.64)	(1.48)	(-0.02)	(-1.41)	(0.75)	(1.81)	(-0.71)	(-0.77)	(1.92)	(0.91)	(0.07)	(0.61)	(-1.65)	(0.65)	(0.17)	(0.22)
C_BULSCH	-0.00801*	-0.00127	-0.00391	0.00143	-0.00130	0.0000834	-0.00131	-0.000983	-0.00672	-0.000921	-0.00229	-0.00140	-0.00142	0.00129	-0.00265	0.00368*	0.00285	-0.00136	0.00121	-0.00187	0.0000847	0.00298	0.00275	0.00283
	(-2.43)	(-1.23)	(-1.17)	(0.56)	(-0.82)	(0.04)	(-0.34)	(-0.39)	(-1.75)	(-0.42)	(-1.05)	(-0.37)	(-0.63)	(0.71)	(-1.28)	(2.08)	(0.75)	(-0.46)	(0.44)	(-0.44)	(0.04)	(0.96)	(0.88)	(0.50)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.15a Student characteristics' multiple regression coefficients for the extent to which food shortages are a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	-0.00403	0.0175	0.00595	-0.00640	-0.00305	0.0187	-0.00467	0.00538	0.000219	-0.0177	-0.0124	0.0125	0.0206	-0.0156	-0.000470	0.0159	-0.00613	-0.0116	-0.00601	0.0294	0.0274	-0.0213	-0.0251	-0.00174
	(-0.18)	(1.35)	(0.33)	(-0.56)	(-0.16)	(0.85)	(-0.29)	(0.32)	(0.01)	(-1.10)	(-0.77)	(0.51)	(0.80)	(-0.72)	(-0.03)	(1.27)	(-0.23)	(-0.63)	(-0.40)	(1.25)	(0.88)	(-0.84)	(-1.15)	(-0.06)
S_HISEI	0.00176	-0.000600	0.00120	0.000889	-0.00199	-0.000696	0.00112	-0.000594	0.000367	-0.000195	0.000288	0.00233	-0.000871	0.000887	-0.00187	0.000250	-0.000020	0.00188	0.00213*	0.000195	-0.00216	0.00495**	-0.000679	-0.00196
	(1.43)	(-0.74)	(1.11)	(0.94)	(-1.70)	(-0.68)	(0.94)	(-0.54)	(0.30)	(-0.19)	(0.24)	(1.52)	(-0.75)	(1.00)	(-1.39)	(0.22)	(-0.01)	(1.83)	(2.26)	(0.20)	(-1.60)	(3.41)	(-0.49)	(-0.79)
lang	0.0826	0.0145	0.0740	-0.138	0.0131	-0.119	-0.0719	0.199**	-0.0740	0.0614	-0.0178	-0.141	0.00306	0.148	0.142***	-0.0791	-0.154	-0.0754	0.151*	0.0568	0.114	-0.0165	-0.131*	-0.0138
	(0.97)	(0.10)	(1.49)	(-1.75)	(0.11)	(-1.79)	(-0.52)	(2.72)	(-0.67)	(1.13)	(-0.45)	(-0.42)	(0.05)	(1.56)	(4.00)	(-0.96)	(-1.22)	(-1.34)	(2.00)	(0.93)	(1.25)	(-0.16)	(-2.38)	(-0.15)
mig	-0.141	0.0256	-0.155	-0.0301	0.0380	-0.0687	-0.228*	0.0780	0.231	0.0165	-0.0340	0.720	0.0113	-0.0306	-0.0591	0.322**	-0.137	-0.0681	0.0893	0.0786	-0.00432	-0.167	0.0841	-0.0260
	(-0.70)	(0.23)	(-0.74)	(-0.22)	(0.63)	(-1.14)	(-2.57)	(1.46)	(1.50)	(0.47)	(-0.73)	(0.76)	(0.16)	(-0.33)	(-0.85)	(2.73)	(-1.40)	(-1.23)	(0.56)	(0.93)	(-0.07)	(-1.86)	(1.22)	(-0.35)
S_SCACT	0.00690**	0.00299**	0.00364	0.000509	0.000991	0.00199	0.00362	0.00182	0.00320	0.00133	0.000541	0.00770**	0.00504**	0.00441*	0.00441**	0.00229	0.00304	0.00274	0.00478*	0.00646**	0.00337	0.00645**	0.00156	0.00339
	(3.50)	(2.81)	(1.78)	(0.39)	(0.60)	(1.02)	(1.37)	(1.01)	(1.64)	(0.83)	(0.27)	(3.22)	(3.00)	(2.38)	(2.76)	(1.22)	(1.21)	(1.73)	(2.54)	(3.44)	(1.82)	(2.71)	(0.77)	(0.96)
revIS3G18F	-0.0574	-0.0229	-0.00969	-0.00310	0.00715	0.0110	-0.00562	-0.0209	0.0142	-0.00998	-0.0308	0.0716*	-0.00597	0.00502	0.0208	-0.00204	0.0482	0.0326	0.00601	-0.00941	0.0154	-0.0349	-0.0301	-0.0190
	(-1.89)	(-1.33)	(-0.36)	(-0.16)	(0.36)	(0.47)	(-0.21)	(-0.87)	(0.53)	(-0.38)	(-1.43)	(1.97)	(-0.20)	(0.21)	(1.07)	(-0.08)	(1.44)	(1.53)	(0.27)	(-0.35)	(0.56)	(-0.92)	(-1.03)	(-0.29)
S_POLDISC	-0.000459	-0.00137	0.00320	-0.00181	-0.00286	-0.00267	-0.00206	0.00143	-0.000752	-0.00206	-0.00181	0.00257	-0.00446*	-0.00139	-0.00130	-0.00154	0.00102	0.00283	-0.00658**	0.00105	-0.00163	0.00553	-0.00207	-0.0101*
	(-0.21)	(-1.05)	(1.90)	(-1.55)	(-1.36)	(-1.33)	(-0.99)	(0.67)	(-0.35)	(-1.02)	(-0.87)	(0.88)	(-2.29)	(-0.85)	(-0.68)	(-0.94)	(0.33)	(1.74)	(-3.64)	(0.47)	(-0.73)	(1.21)	(-0.86)	(-2.19)
S_AGE	0.0256	-0.0394*	-0.0456	0.0111	-0.0355	-0.00207	-0.0119	-0.0214	-0.0812	0.0441	-0.109**	-0.147*	0.0168	-0.0775	-0.0307	-0.0608*	0.0283	0.0438	-0.0660***	-0.0250	-0.101	-0.0464	-0.0496	-0.0431
	(0.52)	(-2.34)	(-1.21)	(0.99)	(-0.85)	(-0.05)	(-0.65)	(-0.52)	(-1.55)	(1.51)	(-2.77)	(-1.97)	(0.40)	(-1.95)	(-0.72)	(-2.43)	(0.46)	(1.03)	(-3.49)	(-0.65)	(-1.80)	(-0.82)	(-1.28)	(-0.60)
S_GENDER	0.0135	0.0532*	-0.0843**	0.0700**	0.00731	0.0667	0.00547	-0.0137	0.0976*	-0.0838*	0.0441	-0.0623	0.0749*	0.0536	0.0350	0.0640**	0.0579	0.00305	-0.101**	-0.0657*	0.0941**	0.0278	0.0241	0.0290
	(0.29)	(2.49)	(-2.92)	(2.95)	(0.26)	(1.86)	(0.12)	(-0.41)	(2.45)	(-2.19)	(1.49)	(-1.37)	(2.03)	(1.58)	(1.15)	(2.58)	(1.09)	(0.10)	(-3.15)	(-2.03)	(2.95)	(0.59)	(0.55)	(0.36)
S_INTACT	0.00171	0.00190	-0.00307	-0.00269	0.000133	0.000459	-0.00355	0.00210	-0.00665**	-0.000833	-0.00115	-0.00960**	-0.00355	-0.000645	-0.000450	-0.00459*	-0.000441	-0.00477**	-0.00308	-0.000481	-0.000500	-0.00257	-0.000927	-0.00627
	(0.76)	(1.65)	(-1.54)	(-1.85)	(0.07)	(0.20)	(-1.56)	(1.08)	(-2.86)	(-0.53)	(-0.66)	(-3.61)	(-1.31)	(-0.29)	(-0.29)	(-2.27)	(-0.13)	(-2.71)	(-1.64)	(-0.26)	(-0.26)	(-1.08)	(-0.03)	(-1.44)
S_STUTREL	0.00502*	-0.00120	0.00286	-0.00103	0.00295	-0.000798	0.00370	-0.00130	0.00586**	0.00214	0.00346*	0.00850**	0.00293	-0.000720	0.00164	0.00409**	-0.000579	0.00176	0.00250	0.00753**	-0.00178	0.00399	-0.00422	0.00609
	(2.12)	(-0.90)	(1.40)	(-0.81)	(1.34)	(-0.44)	(1.34)	(-0.64)	(2.75)	(1.33)	(1.97)	(3.09)	(1.09)	(-0.36)	(0.84)	(2.80)	(-0.16)	(1.14)	(1.24)	(4.09)	(-0.71)	(1.24)	(-1.58)	(1.46)
S_GENEQL	0.00974**	0.0118***	0.0125***	0.0126***	0.00840**	0.00799**	0.00992**	0.0117***	0.0151***	0.0124***	0.00906**	0.00737**	0.00941**	0.00921**	0.0116***	0.0231***	0.0103***	0.00717**	0.0180***	0.00562*	0.0117***	0.0164***	0.0163***	0.00654*
	(4.48)	(10.21)	(5.86)	(10.62)	(4.74)	(4.42)	(3.90)	(6.66)	(6.88)	(7.06)	(4.79)	(2.59)	(4.66)	(5.94)	(6.21)	(11.36)	(3.34)	(4.64)	(10.20)	(2.44)	(5.53)	(5.15)	(6.97)	(2.16)
S_OPDISC	0.00537**	0.00170	-0.00162	0.00503**	0.00440*	0.00266	0.00104	-0.00166	0.00498*	0.00422*	0.00561**	-0.00163	0.000744	0.00309	0.00171	0.00369*	-0.000834	0.00118	0.00530**	-0.00105	0.00488*	-0.00126	0.00595*	0.00285
	(2.70)	(1.48)	(-1.12)	(3.88)	(2.07)	(1.31)	(0.48)	(-0.69)	(2.04)	(2.43)	(2.62)	(-0.76)	(0.33)	(1.53)	(0.96)	(2.31)	(-0.20)	(0.89)	(2.68)	(-0.69)	(2.47)	(-0.43)	(2.30)	(0.79)
S_CIVLRN	0.00408	0.00474*	0.00466	0.00322	0.00362	0.00758**	0.00746**	0.00509*	0.000541	0.00553*	0.00405	-0.00235	0.00127	0.00265	-0.00123	0.00701**	0.00468	0.00197	0.00355	0.00503*	0.00215	-0.000287	0.00623*	0.00646
	(1.27)	(2.56)	(1.90)	(1.48)	(1.41)	(3.05)	(2.74)	(2.21)	(0.21)	(2.18)	(1.62)	(-0.83)	(0.34)	(1.16)	(-0.55)	(2.90)	(1.29)	(0.94)	(1.30)	(2.05)	(0.71)	(-0.09)	(2.00)	(1.03)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.15b Teacher characteristics' multiple regression coefficients for the extent to which food shortages are a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.135	0.0326	0.198	0.000831	-0.119	0.122	0.268	-0.120	0.0419	-0.0267	0.0563	-0.189	0.0529	-0.0338	0.109	0.0401	0.200	0.0616	-0.146	-0.0234	0.168	-0.323*	-0.0398	0.109
	(-1.19)	(0.55)	(1.03)	(0.01)	(-1.40)	(1.02)	(1.93)	(-1.36)	(0.39)	(-0.23)	(0.44)	(-0.83)	(0.41)	(-0.43)	(1.58)	(0.50)	(1.28)	(0.47)	(-1.34)	(-0.19)	(1.83)	(-2.18)	(-0.25)	(0.66)
IT3G14I	-0.493*	0.00824	0.138	-0.341**	0.0139	0.163	0.209	-0.137	-0.0580	-0.0587	0.0251	-0.653	-0.000377	-0.0454	0.364*	-0.166	0.521	-0.224	-0.0844	0.112	0.110	0.375	-0.231	-0.245
	(-2.24)	(0.10)	(0.52)	(-2.75)	(0.09)	(0.96)	(0.92)	(-1.17)	(-0.39)	(-0.39)	(0.12)	(-1.29)	(-0.00)	(-0.31)	(2.40)	(-1.52)	(1.37)	(-1.25)	(-0.40)	(0.80)	(0.92)	(1.90)	(-1.14)	(-0.86)
T_PDACCE	0.00609	-0.00150	-0.0108	-0.000480	-0.00139	-0.00426	0.00690	-0.00675*	0.000105	0.0112	0.000192	-0.00268	-0.000789	-0.000919	0.00715**	0.00304	0.00938	0.00411	-0.000758	-0.000172	0.00206	-0.00226	-0.00502	-0.00179
	(1.59)	(-0.74)	(-1.64)	(-0.15)	(-0.57)	(-1.34)	(1.66)	(-2.46)	(0.03)	(1.92)	(0.05)	(-0.31)	(-0.20)	(-0.26)	(2.87)	(1.11)	(1.66)	(0.88)	(-0.16)	(-0.06)	(0.81)	(-0.43)	(-1.10)	(-0.24)
T_PDATCH	-0.00682	0.00173	0.00300	-0.00209	-0.00156	0.00470	-0.00343	0.00343	-0.00341	-0.00239	-0.00474	-0.0125	0.00442	0.00344	-0.00328	-0.00442	-0.00842	-0.00303	-0.00632	0.00177	-0.000186	0.00967	-0.00435	-0.00914
	(-1.56)	(0.83)	(0.42)	(-0.67)	(-0.55)	(1.34)	(-0.75)	(1.17)	(-0.99)	(-0.55)	(-1.07)	(-1.55)	(1.10)	(1.03)	(-1.16)	(-1.60)	(-1.13)	(-0.94)	(-1.52)	(0.56)	(-0.07)	(1.68)	(-1.03)	(-1.32)
T_CIVCLAS	0.00134	-0.00225	-0.00178	0.000193	0.000449	-0.00630*	0.00228	0.00291	0.00523	-0.00205	0.000867	0.0141	-0.00734*	0.00143	0.00357	-0.00254	-0.00353	-0.00414	0.00354	-0.000044	-0.000988	0.00338	0.00791	0.00700
	(0.40)	(-1.43)	(-0.28)	(0.11)	(0.18)	(-1.98)	(0.68)	(1.20)	(1.30)	(-0.55)	(0.28)	(1.87)	(-2.53)	(0.53)	(1.70)	(-1.15)	(-0.67)	(-1.64)	(0.78)	(-0.01)	(-0.46)	(0.72)	(1.62)	(1.21)
T_PRPCCE	0.00539	0.00387**	-0.0000555	0.000908	-0.000203	0.00113	-0.00155	-0.00203	0.00277	-0.00808*	0.00159	0.00280	0.00277	-0.00284	-0.00194	-0.00209	-0.00493	0.00365	0.00247	-0.00329	-0.000788	-0.00412	0.00986**	-0.00418
	(1.62)	(2.96)	(-0.01)	(0.53)	(-0.08)	(0.47)	(-0.36)	(-1.05)	(0.86)	(-2.09)	(0.64)	(0.40)	(0.89)	(-1.03)	(-0.65)	(-0.91)	(-1.08)	(1.38)	(0.88)	(-1.34)	(-0.37)	(-1.21)	(2.87)	(-0.54)
T_BULSCH	0.00433	-0.00256	0.00436	0.00977*	0.00722	0.00313	0.00102	-0.000567	-0.0130*	0.0147*	-0.00846	0.000824	-0.00701	0.00272	-0.00283	0.00624	0.0107	-0.00440	-0.0100	0.00269	0.000262	-0.00761	-0.00719	-0.0168*
	(0.81)	(-0.87)	(0.51)	(2.11)	(1.77)	(0.61)	(0.15)	(-0.12)	(-2.05)	(2.44)	(-1.25)	(0.06)	(-1.18)	(0.59)	(-0.51)	(1.20)	(1.13)	(-0.61)	(-1.49)	(0.54)	(0.05)	(-0.77)	(-0.62)	(-2.01)
T_PROBSC	0.00232	0.00215	-0.00775	0.00155	-0.00274	-0.00538	0.00320	-0.00632	0.0149**	-0.0118	0.00987	-0.00587	0.0110	-0.00445	0.00590	-0.00566	-0.00144	0.00693	0.00398	-0.00973*	-0.00145	-0.000671	0.00745	0.0103
	(0.44)	(0.72)	(-1.01)	(0.39)	(-0.67)	(-1.17)	(0.49)	(-1.77)	(2.77)	(-1.74)	(1.83)	(-0.59)	(1.73)	(-1.13)	(1.34)	(-1.60)	(-0.18)	(1.20)	(0.65)	(-2.29)	(-0.40)	(-0.11)	(0.86)	(1.32)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.15c School characteristics' multiple regression coefficients for the extent to which food shortages are a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.00287	-0.00117	-0.00452	0.00463**	0.00144	0.000193	0.00394	-0.00460*	0.00221	0.000863	-0.000558	-0.00201	0.00234	-0.00307*	0.00195	0.00347	-0.00509	-0.000108	0.000834	0.00501	-0.00255	0.0000609	-0.000131	-0.00149
	(-1.11)	(-1.07)	(-1.20)	(3.39)	(0.79)	(0.07)	(1.61)	(-2.23)	(1.06)	(0.34)	(-0.33)	(-0.31)	(1.13)	(-2.03)	(1.89)	(1.94)	(-1.38)	(-0.06)	(0.37)	(1.96)	(-1.63)	(0.02)	(-0.04)	(-0.46)
C_COMCRI	-0.00105	-0.00299*	-0.00441	-0.000120	0.00261	0.00267	-0.00234	-0.000787	0.000694	-0.00328	-0.00466	-0.00846	-0.00116	-0.000703	-0.000806	0.00657**	-0.00196	-0.00199	-0.00107	0.000363	0.00236	-0.00258	-0.00323	-0.000484
	(-0.29)	(-1.99)	(-0.90)	(-0.07)	(1.38)	(1.18)	(-0.50)	(-0.36)	(0.23)	(-1.06)	(-1.77)	(-1.79)	(-0.36)	(-0.35)	(-0.25)	(2.62)	(-0.48)	(-0.91)	(-0.38)	(0.12)	(1.00)	(-0.71)	(-0.71)	(-0.09)
C_COMETN	-0.00700	0.00118	0.00477	0.00232	-0.00124	-0.00208	-0.000375	0.00320	-0.00303	0.00122	0.00220	-0.00258	0.00264	-0.000572	0.000312	-0.00105	0.00276	0.000101	0.000288	0.00281	0.000558	-0.00447	0.000356	-0.00463
	(-1.88)	(1.07)	(0.98)	(-1.44)	(-0.63)	(-1.01)	(-0.13)	(1.40)	(-1.06)	(0.44)	(0.75)	(-0.52)	(0.99)	(-0.29)	(0.22)	(-0.59)	(0.60)	(0.03)	(0.10)	(1.01)	(0.28)	(-1.33)	(0.12)	(-1.09)
C_COMPOV	-0.00306	0.00383*	0.00294	-0.00205	-0.00107	-0.00148	0.00162	-0.000453	-0.00410	0.000278	0.00418	0.00192	0.00242	0.00172	-0.00219	-0.00190	0.000956	-0.00389	-0.000883	0.00308	-0.00135	0.00199	0.00369	0.00371
	(-1.02)	(2.16)	(0.62)	(-0.93)	(-0.47)	(-0.55)	(0.44)	(-0.21)	(-1.48)	(0.08)	(1.20)	(0.33)	(0.70)	(0.73)	(-0.80)	(-0.85)	(0.18)	(-0.97)	(-0.26)	(0.90)	(-0.56)	(0.48)	(0.78)	(0.64)
C_BULSCH	-0.00618*	-0.000759	0.0000664	-0.00251	-0.00197	-0.000533	0.00163	-0.000208	-0.00320	-0.000974	-0.000610	-0.000914	0.00164	-0.000612	-0.00657**	-0.00157	-0.00417	-0.00116	0.00462	0.00289	-0.00262	0.000118	-0.00504	0.00286
	(-2.13)	(-0.63)	(0.02)	(-1.23)	(-1.22)	(-0.26)	(0.36)	(-0.10)	(-1.18)	(-0.38)	(-0.26)	(-0.18)	(0.50)	(-0.34)	(-3.85)	(-0.59)	(-1.18)	(-0.45)	(1.66)	(1.19)	(-1.22)	(0.03)	(-1.49)	(0.59)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.16a Student characteristics' multiple regression coefficients for climate change

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.0175	0.0147	-0.0128	0.00568	0.00954	0.00388	0.0100	-0.00844	0.0115	0.0196	0.00843	0.0341	0.0408	0.0486	0.0211	0.00651	0.0383	0.00975	0.0166	0.0539*	0.0121	0.0413	0.0188	-0.000991
	(0.79)	(0.89)	(-0.77)	(0.54)	(0.43)	(0.21)	(0.48)	(-0.39)	(0.57)	(1.22)	(0.45)	(1.67)	(1.74)	(1.82)	(1.49)	(0.55)	(1.63)	(0.66)	(1.17)	(2.35)	(0.35)	(1.90)	(0.89)	(-0.04)
S_HISEI	0.00174	0.000879	0.00226*	0.000550	0.00137	0.00212**	0.000585	0.00282*	0.000781	0.000790	0.00413**	0.00437**	0.00226	0.00132	0.00137	0.00222*	0.000878	0.00184*	-0.000452	-0.000674	0.00172	0.00264*	0.00217	0.00232
	(1.17)	(0.88)	(2.55)	(0.66)	(1.02)	(2.75)	(0.34)	(2.27)	(0.68)	(0.79)	(3.61)	(3.16)	(1.91)	(1.05)	(1.23)	(2.00)	(0.59)	(2.06)	(-0.50)	(-0.66)	(1.08)	(2.22)	(1.73)	(1.32)
lang	-0.0989	0.0837	0.00279	-0.108	-0.200	-0.0255	0.184	0.0896	-0.144	0.112*	0.0595	-0.118	0.0373	0.0823	-0.0136	-0.0952	0.0210	0.0192	0.144*	-0.141	0.280**	0.0833	0.0184	0.245**
	(-1.63)	(0.50)	(0.06)	(-1.38)	(-1.68)	(-0.36)	(1.01)	(1.13)	(-1.37)	(2.30)	(1.46)	(-0.52)	(0.45)	(0.77)	(-0.35)	(-0.91)	(0.21)	(0.40)	(2.27)	(-1.52)	(3.11)	(1.05)	(0.30)	(3.27)
mig	0.968	-0.0831	-0.120	-0.153	0.155**	0.0355	-0.168	0.176**	0.298*	-0.0639	-0.0408	0.479	0.175*	0.0162	-0.0593	0.231	-0.0578	0.0916	-0.0264	-0.0384	-0.0169	0.0709	0.00163	-0.137
	(1.92)	(-0.69)	(-0.95)	(-1.03)	(2.61)	(0.71)	(-1.36)	(2.79)	(2.16)	(-1.85)	(-0.70)	(0.74)	(1.99)	(0.14)	(-0.95)	(1.84)	(-0.65)	(1.87)	(-0.26)	(-0.34)	(-0.26)	(1.14)	(0.02)	(-1.51)
S_SCACT	0.00672**	0.00460**	0.00509**	0.00327**	0.00477*	0.00123	0.0116***	0.00198	0.00272	0.00215	0.00289	0.00247	0.00426*	0.00217	0.00675**	0.00726**	0.00308	0.00608**	0.00448**	0.00568**	0.00363	0.00447*	0.00180	0.00280
	(3.02)	(3.42)	(2.70)	(2.80)	(2.35)	(0.90)	(3.71)	(0.92)	(1.63)	(1.22)	(1.47)	(1.43)	(2.09)	(1.08)	(4.16)	(4.23)	(1.23)	(4.34)	(2.60)	(3.21)	(1.54)	(2.28)	(1.10)	(1.08)
revIS3G18F	-0.0110	0.0371	0.00104	0.0175	0.0371	0.00834	0.0170	0.0787*	0.0110	-0.0393	0.0277	0.0395	0.0350	-0.0193	0.0408	-0.000981	-0.0204	0.0225	0.0179	-0.0128	0.0255	0.0134	-0.0683**	0.0609
	(-0.34)	(1.56)	(0.04)	(0.77)	(1.38)	(0.55)	(0.58)	(2.55)	(0.48)	(-1.57)	(1.05)	(1.28)	(1.17)	(-0.75)	(1.62)	(-0.04)	(-0.73)	(1.45)	(0.85)	(-0.38)	(0.75)	(0.59)	(-2.72)	(1.33)
S_POLDISC	-0.00236	0.000845	0.00452**	-0.00294*	0.00648**	0.00268	0.00394	0.0101***	0.00520**	0.00127	0.000607	0.00283	-0.000854	-0.00151	-0.000357	-0.00161	0.00260	-0.000852	-0.00270	0.000731	0.00116	0.00507	-0.000527	-0.00716*
	(-1.07)	(0.57)	(3.01)	(-2.14)	(2.74)	(1.81)	(1.69)	(4.47)	(3.24)	(0.73)	(0.26)	(0.91)	(-0.46)	(-0.72)	(-0.21)	(-0.97)	(1.02)	(-0.58)	(-1.63)	(0.29)	(0.44)	(1.92)	(-0.25)	(-2.00)
S_AGE	0.104	0.00850	0.00611	0.0165	-0.0321	-0.0550	0.0352	-0.0714	-0.0749	0.0279	0.0249	-0.0587	0.0190	-0.0250	0.0380	-0.0736*	-0.0164	-0.00660	-0.0488*	-0.0258	-0.00870	0.0130	-0.0707*	-0.0275
	(1.93)	(0.34)	(0.17)	(1.17)	(-0.62)	(-1.93)	(1.36)	(-1.45)	(-1.71)	(1.08)	(0.63)	(-1.04)	(0.49)	(-0.54)	(0.83)	(-2.57)	(-0.37)	(-0.20)	(-2.26)	(-0.48)	(-0.14)	(0.29)	(-2.08)	(-0.76)
S_GENDER	-0.136**	-0.0807**	-0.176***	-0.0328	-0.194***	-0.0682**	0.0347	-0.0829*	0.119***	-0.0848*	-0.0890**	0.00205	-0.0219	-0.101**	-0.111***	-0.0702**	-0.189***	0.0376	-0.0980**	-0.0727*	-0.204***	0.00550	-0.0484	-0.0205
	(-2.89)	(-2.98)	(-5.92)	(-1.47)	(-5.30)	(-2.65)	(0.68)	(-2.19)	(4.04)	(-2.34)	(-2.74)	(0.05)	(-0.62)	(-2.71)	(-3.32)	(-2.86)	(-4.86)	(1.55)	(-3.39)	(-1.99)	(-5.10)	(0.15)	(-1.33)	(-0.43)
S_INTACT	-0.000797	0.00204	-0.00123	-0.000875	-0.000924	-0.000900	-0.00101	0.00158	-0.00498*	0.000684	0.00139	-0.00505*	-0.00111	-0.000510	-0.000820	-0.00281	-0.00305	-0.00378*	-0.00133	0.000776	-0.00377	-0.00238	0.00164	-0.00671*
	(-0.34)	(1.43)	(-0.64)	(-0.48)	(-0.39)	(-0.58)	(-0.31)	(0.63)	(-2.18)	(0.35)	(0.76)	(-2.13)	(-0.42)	(-0.24)	(-0.41)	(-1.55)	(-1.29)	(-2.44)	(-0.77)	(0.22)	(-1.45)	(-1.17)	(0.84)	(-2.08)
S_STUTREL	0.00542*	-0.000202	0.00147	-0.00276	0.00555*	0.00219	0.00520	-0.00230	0.00561**	0.00194	0.000191	0.00486	-0.00165	-0.00304	0.00279	0.00563**	-0.00152	0.00288*	0.00147	0.00504	0.00441	0.00240	-0.00160	0.00422
	(2.35)	(-0.12)	(0.80)	(-1.71)	(2.18)	(1.51)	(1.51)	(-0.92)	(2.70)	(1.00)	(0.10)	(1.91)	(-0.70)	(-1.40)	(1.27)	(2.97)	(-0.49)	(2.18)	(0.80)	(1.37)	(1.60)	(1.14)	(-0.81)	(1.36)
S_GENEQL	0.0110***	0.00810**	0.0142***	0.0165***	0.0142***	0.0133***	-0.00507	0.0168***	0.0150***	0.00936**	0.0106***	0.0113***	0.0119***	0.0141***	0.0138***	0.0134***	0.0205***	0.0142***	0.0146***	0.00228	0.0147***	0.0173***	0.0142***	0.0139***
	(4.53)	(5.77)	(8.49)	(11.14)	(6.96)	(8.95)	(-1.49)	(7.38)	(7.62)	(5.19)	(4.89)	(5.05)	(6.18)	(5.77)	(6.37)	(5.40)	(8.39)	(9.81)	(9.39)	(0.81)	(6.62)	(7.10)	(5.54)	(4.79)
S_OPDISC	0.0000626	0.00174	-0.00207	0.00369**	0.000472	0.00321*	-0.00115	-0.00457*	0.00313	0.000424	0.00501*	-0.00151	0.00118	0.00209	-0.000205	0.000129	0.000829	0.00206	0.00465*	-0.00122	0.0000759	0.00255	0.00403	-0.000164
	(0.03)	(1.20)	(-1.39)	(2.63)	(0.18)	(1.99)	(-0.51)	(-2.03)	(1.45)	(0.30)	(2.28)	(-0.80)	(0.57)	(1.04)	(-0.10)	(0.09)	(0.27)	(1.57)	(2.40)	(-0.71)	(0.03)	(1.43)	(1.89)	(-0.05)
S_CIVLRN	0.00467	-0.000378	0.00643**	0.00492*	0.000519	0.00529**	0.00404	-0.00357	-0.00254	0.00727**	-0.00253	0.000773	0.000137	0.00282	0.00389	0.00906**	0.00960**	0.00177	0.00517*	0.00243	0.00511	0.00167	0.0104***	0.00227
	(1.28)	(-0.17)	(3.22)	(2.01)	(0.18)	(2.70)	(1.25)	(-1.21)	(-1.05)	(2.69)	(-0.83)	(0.33)	(0.05)	(0.93)	(1.80)	(3.54)	(2.80)	(1.03)	(2.30)	(0.78)	(1.44)	(0.55)	(3.32)	(0.47)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.16b Teacher characteristics' multiple regression coefficients for climate change

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.0865	0.141	0.132	0.0391	0.167	0.0524	0.242*	-0.0343	0.00887	0.170	0.173	-0.166	-0.0241	-0.138	0.0323	0.0704	0.0830	0.0429	0.0640	0.0320	0.104	-0.135	0.0417	-0.0334
	(-0.55)	(1.50)	(0.71)	(0.60)	(1.38)	(0.51)	(1.99)	(-0.24)	(0.08)	(1.92)	(0.99)	(-0.84)	(-0.26)	(-1.33)	(0.30)	(0.76)	(0.48)	(0.63)	(0.50)	(0.24)	(0.85)	(-1.48)	(0.37)	(-0.24)
IT3G14I	-0.0299	0.0132	0.747**	-0.0740	-0.228	0.00668	0.238	0.0335	0.0844	-0.0443	-0.323	-1.042*	0.242	-0.164	0.0858	-0.211	-0.0991	-0.0604	-0.141	0.191	-0.142	0.0846	-0.0129	0.0513
	(-0.14)	(0.11)	(2.79)	(-0.65)	(-0.84)	(0.06)	(1.10)	(0.20)	(0.40)	(-0.49)	(-1.06)	(-2.22)	(1.57)	(-1.01)	(0.50)	(-1.35)	(-0.35)	(-0.53)	(-0.68)	(1.25)	(-0.91)	(0.74)	(-0.07)	(0.28)
T_PDACCE	-0.00340	-0.000597	-0.0134*	-0.00250	0.00666	-0.00334	0.00432	0.000503	-0.00216	0.00473	0.00390	-0.00228	-0.00353	0.00345	-0.00299	0.00255	0.00204	-0.00134	-0.000933	-0.00317	0.00363	0.000550	-0.00364	-0.00226
	(-0.80)	(-0.19)	(-2.53)	(-0.96)	(1.36)	(-1.02)	(0.95)	(0.12)	(-0.56)	(1.04)	(0.68)	(-0.27)	(-1.05)	(0.84)	(-0.78)	(0.68)	(0.36)	(-0.53)	(-0.22)	(-0.78)	(0.92)	(0.20)	(-1.04)	(-0.35)
T_PDATCH	0.00144	0.00121	0.0103	-0.000637	-0.00509	0.000948	0.000226	-0.000990	0.000839	-0.00421	-0.00390	-0.00212	0.00581	-0.00128	0.00569	0.00262	-0.00259	-0.00207	-0.00510	0.00114	-0.00421	0.00226	0.000414	-0.0135*
	(0.31)	(0.32)	(1.74)	(-0.22)	(-1.13)	(0.27)	(0.05)	(-0.22)	(0.23)	(-1.02)	(-0.70)	(-0.23)	(1.73)	(-0.34)	(1.31)	(0.77)	(-0.42)	(-0.91)	(-1.33)	(0.23)	(-1.27)	(0.72)	(0.10)	(-2.04)
T_CIVCLAS	0.00454	-0.00288	0.00270	0.000954	0.00327	-0.00117	0.00656	-0.00128	-0.000228	-0.00152	-0.000027	0.00226	-0.000671	0.00285	-0.00368	-0.00155	-0.00590	-0.000270	0.00309	0.00231	0.000476	-0.00154	-0.00457	0.00485
	(1.22)	(-0.85)	(0.49)	(0.53)	(0.74)	(-0.48)	(1.74)	(-0.31)	(-0.06)	(-0.49)	(-0.01)	(0.32)	(-0.22)	(1.06)	(-1.36)	(-0.54)	(-1.01)	(-0.15)	(0.95)	(0.61)	(0.19)	(-0.65)	(-1.64)	(1.40)
T_PRPCCE	0.00275	0.00276	-0.0116*	0.000501	-0.00111	-0.000385	-0.00806*	0.00436	0.00295	-0.00280	-0.000883	0.0129*	0.00192	0.00287	0.00608	-0.00230	0.000789	0.000961	0.00338	-0.00762*	-0.00249	-0.00214	0.00416	0.0117
	(0.71)	(1.43)	(-2.09)	(0.30)	(-0.27)	(-0.18)	(-2.19)	(1.31)	(1.15)	(-1.05)	(-0.27)	(1.96)	(0.89)	(0.87)	(1.71)	(-0.71)	(0.19)	(0.58)	(1.36)	(-2.20)	(-0.87)	(-1.16)	(1.36)	(1.75)
T_BULSCH	-0.00760	-0.00415	-0.00685	0.0122**	0.00152	0.000181	0.00314	-0.00114	-0.00802	0.00851	-0.000513	0.0140	0.00338	0.000725	-0.000079	-0.00493	0.00159	-0.00572	0.00106	0.00722	0.00236	-0.000326	0.0115*	-0.00409
	(-1.05)	(-0.87)	(-0.66)	(3.04)	(0.22)	(0.04)	(0.41)	(-0.16)	(-1.15)	(1.74)	(-0.06)	(1.21)	(0.58)	(0.13)	(-0.01)	(-0.81)	(0.15)	(-1.42)	(0.14)	(1.11)	(0.53)	(-0.06)	(2.20)	(-0.69)
T_PROBSC	0.00673	0.00773	-0.00456	-0.00369	0.00353	-0.000666	0.00524	0.00259	0.0132*	0.00117	0.00131	-0.00565	-0.00264	-0.00280	-0.00486	-0.00319	0.00942	0.00835**	-0.00180	-0.00638	0.00156	-0.00389	-0.00443	0.00803
	(1.36)	(1.45)	(-0.48)	(-1.18)	(0.60)	(-0.15)	(0.95)	(0.46)	(2.27)	(0.23)	(0.18)	(-0.67)	(-0.54)	(-0.63)	(-1.00)	(-0.68)	(1.05)	(2.99)	(-0.31)	(-1.08)	(0.34)	(-1.09)	(-0.88)	(1.20)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

TableC.16c School characteristics' multiple regression coefficients for climate change

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.00109	0.00151	0.00186	0.00107	-0.00154	-0.00237	0.00396	-0.00165	0.00204	0.00166	0.00174	-0.00109	0.00231	-0.00212	0.00489**	-0.000891	-0.00103	-0.000165	-0.00140	0.00285	-0.000651	0.00281	0.000331	0.00471
	(-0.30)	(1.00)	(0.51)	(0.68)	(-0.62)	(-1.19)	(1.55)	(-0.52)	(0.85)	(0.91)	(0.66)	(-0.17)	(0.95)	(-1.14)	(3.88)	(-0.36)	(-0.29)	(-0.13)	(-0.61)	(0.84)	(-0.33)	(1.60)	(0.19)	(1.85)
C_COMCRI	0.000680	-0.00105	-0.00576	-0.00106	0.000746	-0.00171	-0.00380	-0.00132	-0.00280	-0.00183	0.00663	0.00302	0.000512	-0.000745	-0.00861**	0.00620**	-0.00122	-0.00524*	-0.00275	0.000785	0.000441	0.000366	-0.000766	-0.00246
	(0.20)	(-0.62)	(-1.09)	(-0.56)	(0.23)	(-0.80)	(-1.16)	(-0.28)	(-0.88)	(-0.92)	(1.67)	(0.57)	(0.20)	(-0.33)	(-3.45)	(2.84)	(-0.24)	(-3.51)	(-0.85)	(0.18)	(0.18)	(0.17)	(-0.33)	(-0.72)
C_COMETN	-0.00447	0.00274	0.0106*	-0.000533	-0.00354	-0.00214	-0.000217	0.000732	-0.00133	0.00115	0.00209	-0.00738	-0.000713	-0.000751	0.0119***	0.000596	0.00150	0.00211	0.00286	0.000655	-0.00159	-0.00316	-0.00583*	-0.000471
	(-1.31)	(1.49)	(2.24)	(-0.30)	(-1.05)	(-1.01)	(-0.07)	(0.20)	(-0.42)	(0.50)	(0.66)	(-1.67)	(-0.24)	(-0.28)	(4.85)	(0.33)	(0.33)	(1.40)	(0.98)	(0.18)	(-0.58)	(-1.55)	(-2.14)	(-0.16)
C_COMPOV	-0.00121	-0.00102	-0.00125	-0.00260	0.000815	0.00340	0.00531	0.000389	0.00772*	0.0000645	-0.0158**	-0.0106	-0.00430	0.00167	0.000448	-0.00423	0.00238	0.000716	0.00118	0.00773*	0.00215	0.00225	0.00333	0.00506
	(-0.37)	(-0.46)	(-0.25)	(-1.16)	(0.22)	(1.63)	(1.51)	(0.09)	(2.22)	(0.03)	(-3.75)	(-1.69)	(-1.28)	(0.56)	(0.15)	(-1.72)	(0.40)	(0.38)	(0.32)	(2.27)	(0.88)	(1.01)	(1.23)	(1.18)
C_BULSCH	-0.00435	-0.00137	-0.00409	-0.00246	0.00124	0.00289	0.00144	-0.00133	-0.00229	-0.00153	-0.00318	-0.00527	-0.00102	0.000812	-0.00103	0.00295	-0.000730	0.00122	-0.000174	-0.000336	-0.00336	0.000536	0.00184	-0.00190
	(-1.11)	(-0.66)	(-0.99)	(-1.29)	(0.46)	(1.55)	(0.47)	(-0.41)	(-0.77)	(-0.82)	(-0.87)	(-1.12)	(-0.46)	(0.37)	(-0.41)	(1.39)	(-0.15)	(0.83)	(-0.07)	(-0.11)	(-1.69)	(0.25)	(0.80)	(-0.51)

Standard errros in parenthesis

* p<0.05, **, p<0.01, *** p<0.001

Table C.17a Student characteristics' multiple regression coefficients for the extent to which energy shortages are a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	-0.00749	0.0191	-0.00467	-0.0134	-0.0372	-0.0413	0.00842	-0.0323	-0.00778	-0.00858	-0.0246	0.0241	-0.0159	0.00605	0.0133	0.0145	0.00591	0.00530	-0.00216	0.000756	-0.0178	0.0253	-0.00297	-0.0126
	(-0.44)	(1.22)	(-0.32)	(-1.10)	(-1.61)	(-1.87)	(0.40)	(-1.62)	(-0.40)	(-0.64)	(-1.59)	(1.30)	(-0.85)	(0.25)	(1.09)	(1.28)	(0.26)	(0.32)	(-0.14)	(0.04)	(-0.60)	(1.09)	(-0.13)	(-0.54)
S_HISEI	0.000956	0.000481	0.000398	0.000732	-0.00106	0.00130	0.000797	0.00139	0.000815	0.000462	-0.000129	0.00275*	0.00165	-0.000707	-0.00175	-0.000306	0.0000352	0.00116	0.00129	-0.000216	-0.00227	-0.000532	-0.000633	0.00160
	(0.93)	(0.53)	(0.46)	(0.77)	(-0.81)	(1.21)	(0.61)	(1.11)	(0.74)	(0.50)	(-0.12)	(2.36)	(1.52)	(-0.69)	(-1.63)	(-0.32)	(0.02)	(1.07)	(1.29)	(-0.19)	(-1.73)	(-0.36)	(-0.56)	(0.81)
lang	0.0433	-0.00923	0.0234	-0.0595	-0.0277	-0.0692	0.0361	-0.104	-0.0608	0.100*	0.0303	-0.0625	-0.0605	0.209*	0.0615	0.0583	0.0328	-0.150*	0.158*	-0.162*	0.0548	-0.0480	-0.137*	0.0413
	(0.64)	(-0.07)	(0.51)	(-0.62)	(-0.15)	(-0.82)	(0.27)	(-1.71)	(-0.45)	(2.11)	(0.72)	(-0.44)	(-0.81)	(2.32)	(1.82)	(0.69)	(0.32)	(-2.48)	(1.99)	(-2.29)	(0.58)	(-0.48)	(-2.39)	(0.55)
mig	-0.660***	0.0509	0.0887	-0.104	0.0383	0.00430	-0.194	0.108	0.127	-0.0168	0.0426	-0.0313	0.0986	0.0113	-0.0181	0.0892	-0.0630	-0.0931	0.0832	0.0501	0.0241	-0.0865	0.000279	-0.140
	(-8.72)	(0.44)	(0.77)	(-0.59)	(0.73)	(0.08)	(-1.88)	(1.60)	(0.75)	(-0.58)	(0.85)	(-0.08)	(1.28)	(0.14)	(-0.28)	(0.74)	(-0.65)	(-1.76)	(0.60)	(0.48)	(0.40)	(-1.09)	(0.00)	(-1.77)
S_SCACT	0.00820**	0.00481**	0.00365*	0.00343*	0.00667**	0.00442*	0.00724**	0.00498*	0.000794	0.0000773	0.00196	0.00348*	0.00633**	0.00846**	0.00481**	0.00697**	0.00331	0.00859**	0.00488**	0.00760**	0.00665**	0.00591	0.0000089	0.00311
	(3.59)	(4.23)	(2.16)	(2.45)	(3.15)	(2.05)	(3.03)	(2.23)	(0.41)	(0.05)	(1.11)	(2.34)	(3.54)	(4.38)	(3.06)	(4.79)	(1.14)	(5.18)	(2.72)	(3.71)	(2.89)	(1.68)	(0.00)	(0.96)
revIS3G18F	-0.0453	-0.00760	-0.0427	0.0145	0.0160	0.00379	-0.0144	-0.0106	0.0323	-0.0155	0.00338	0.0468	0.0346	0.00472	0.0405	0.0316	0.0578	0.0136	0.0256	-0.00894	0.00333	0.0317	-0.0143	0.0155
	(-1.65)	(-0.36)	(-1.62)	(0.83)	(0.61)	(0.18)	(-0.66)	(-0.41)	(1.28)	(-0.74)	(0.17)	(1.79)	(1.41)	(0.18)	(1.80)	(1.44)	(1.90)	(0.72)	(1.23)	(-0.34)	(0.12)	(0.67)	(-0.57)	(0.27)
S_POLDISC	-0.00575**	-0.00218	0.000745	-0.00367*	-0.000214	0.00101	-0.00110	0.000184	0.000619	0.00100	-0.00325	-0.000941	-0.00521*	-0.000443	-0.00211	-0.00311*	-0.000348	-0.00343	-0.00397*	-0.00190	0.00110	0.00136	0.00197	-0.00815
	(-3.09)	(-1.36)	(0.51)	(-2.41)	(-0.09)	(0.65)	(-0.53)	(0.09)	(0.32)	(0.61)	(-1.86)	(-0.44)	(-2.39)	(-0.23)	(-1.29)	(-2.35)	(-0.15)	(-1.94)	(-2.30)	(-0.89)	(0.42)	(0.32)	(0.90)	(-1.65)
S_AGE	0.0873*	0.0213	0.0113	0.0263	-0.0348	-0.0162	-0.000895	-0.0139	-0.0811	0.00825	0.00293	0.0339	-0.0107	0.0405	0.0373	-0.0403	0.0672	-0.0302	-0.0252	-0.0151	-0.0729	-0.00609	0.0342	0.0308
	(2.04)	(1.11)	(0.37)	(1.74)	(-0.81)	(-0.47)	(-0.05)	(-0.28)	(-1.77)	(0.41)	(0.08)	(0.64)	(-0.31)	(1.08)	(0.87)	(-1.43)	(1.46)	(-0.74)	(-1.33)	(-0.40)	(-1.22)	(-0.10)	(1.20)	(0.53)
S_GENDER	-0.0139	0.000604	-0.0645*	0.0870**	-0.0419	0.112***	-0.0278	-0.00370	0.117***	-0.0830**	-0.0603*	-0.00411	0.0249	-0.0358	0.00333	0.0176	0.0975*	0.0987***	0.0176	-0.00685	0.0398	0.0151	-0.0114	0.0337
	(-0.35)	(0.02)	(-2.44)	(2.64)	(-1.24)	(3.78)	(-0.60)	(-0.12)	(3.57)	(-2.79)	(-2.02)	(-0.10)	(0.74)	(-1.21)	(0.12)	(0.71)	(2.14)	(3.49)	(0.54)	(-0.17)	(1.19)	(0.24)	(-0.27)	(0.58)
S_INTACT	0.00483**	0.00294*	-0.000364	-0.00137	-0.000378	-0.00144	-0.00137	0.00350	-0.00305	-0.00120	-0.000552	-0.00191	-0.00486*	-0.00169	0.000520	-0.00199	-0.00315	-0.00307*	0.00187	0.00370	-0.00114	-0.00273	0.00687**	-0.000767
	(2.77)	(2.27)	(-0.21)	(-0.90)	(-0.18)	(-0.80)	(-0.56)	(1.80)	(-1.55)	(-0.89)	(-0.38)	(-0.87)	(-2.02)	(-1.10)	(0.31)	(-1.48)	(-1.10)	(-2.00)	(1.32)	(1.84)	(-0.54)	(-1.17)	(3.03)	(-0.19)
S_STUTREL	0.000686	-0.000046	0.00298	-0.000513	0.00683**	0.00113	0.00309	-0.00489	0.00236	0.00365*	0.000148	0.00414*	0.00356	0.00160	0.00237	0.00431**	0.00164	-0.000393	0.00213	0.00426*	0.000427	0.000811	-0.00366	0.00190
	(0.36)	(-0.03)	(1.75)	(-0.33)	(3.24)	(0.65)	(1.20)	(-1.85)	(1.24)	(2.55)	(0.09)	(2.16)	(1.43)	(0.82)	(1.17)	(2.84)	(0.56)	(-0.28)	(1.26)	(2.16)	(0.17)	(0.29)	(-1.53)	(0.45)
S_GENEQL	0.0113***	0.00869**	0.0102***	0.00855**	0.00817**	0.00466*	0.00911**	0.00342	0.00757**	0.00812**	0.00683**	0.00973**	0.00644**	0.00436**	0.00660**	0.0125***	0.00799**	0.000611	0.0116***	0.00509*	0.00444*	0.00501	0.00752**	0.00272
	(5.44)	(6.12)	(5.69)	(5.73)	(3.91)	(2.39)	(3.86)	(1.86)	(3.86)	(5.31)	(3.66)	(4.50)	(3.56)	(2.73)	(4.51)	(5.64)	(3.12)	(0.38)	(7.42)	(2.12)	(2.50)	(1.09)	(3.46)	(0.83)
S_OPDISC	0.00731**	0.00266	-0.00186	0.00481**	0.00541*	0.00403*	0.00157	0.00358	0.00373	0.00131	0.00503**	-0.000950	0.00223	-0.000649	-0.000145	0.00587**	-0.000710	0.000307	0.00326	0.000482	0.00127	0.0000172	0.000886	0.00159
	(3.47)	(1.88)	(-1.50)	(3.37)	(2.56)	(2.16)	(0.84)	(1.52)	(1.53)	(0.97)	(3.03)	(-0.70)	(1.08)	(-0.36)	(-0.07)	(4.28)	(-0.24)	(0.20)	(1.68)	(0.27)	(0.64)	(0.01)	(0.36)	(0.48)
S_CIVLRN	0.00426	0.00445*	0.00807**	0.00502*	-0.000298	0.00310	0.00625**	0.00290	0.00304	0.00714**	0.00584*	0.000124	-0.00117	0.00127	0.00459	0.00373	0.00661	0.00442*	0.00521*	-0.000619	0.00542	-0.000942	0.00710*	0.00291
	(1.43)	(2.15)	(3.71)	(2.26)	(-0.09)	(1.35)	(2.80)	(1.18)	(1.21)	(2.65)	(2.53)	(0.05)	(-0.39)	(0.48)	(1.81)	(1.74)	(1.86)	(2.34)	(2.43)	(-0.25)	(1.96)	(-0.23)	(2.36)	(0.73)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.17b Teacher characteristics' multiple regression coefficients for the extent to which energy shortages are a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.175	0.0961	0.132	0.236***	-0.0172	0.169*	0.253*	-0.0601	0.121	0.000845	0.0529	-0.0742	-0.0415	0.0333	-0.0555	-0.00295	-0.192	-0.109	-0.0679	0.0966	0.0222	-0.276*	-0.163	-0.155
	(-1.81)	(1.50)	(0.96)	(3.32)	(-0.20)	(2.13)	(2.41)	(-0.53)	(0.99)	(0.01)	(0.60)	(-0.43)	(-0.45)	(0.32)	(-0.97)	(-0.04)	(-1.05)	(-1.40)	(-0.62)	(0.77)	(0.19)	(-2.02)	(-1.62)	(-0.66)
IT3G14I	0.0429	0.00545	0.316	-0.0902	0.0852	0.117	0.0479	-0.0956	-0.0859	0.134	0.0241	-0.778	-0.185	-0.0665	0.189	0.0674	-0.273	-0.0927	0.0507	0.0521	0.0732	0.159	-0.272	0.0961
	(0.28)	(0.05)	(1.46)	(-0.60)	(0.55)	(1.00)	(0.28)	(-0.53)	(-0.44)	(1.19)	(0.18)	(-1.53)	(-1.31)	(-0.45)	(1.08)	(0.67)	(-0.88)	(-0.68)	(0.25)	(0.36)	(0.59)	(0.91)	(-0.96)	(0.42)
T_PDACCE	-0.00478	-0.00266	-0.00657	0.00362	0.00571*	0.00122	-0.00288	-0.000424	-0.000757	0.00522	0.000674	-0.00355	0.00217	0.00414	0.00428	0.00191	-0.00539	0.00534	0.00403	-0.00272	0.00397	-0.00374	0.00264	-0.00157
	(-1.71)	(-1.17)	(-1.38)	(1.22)	(1.96)	(0.48)	(-0.76)	(-0.12)	(-0.20)	(1.04)	(0.25)	(-0.55)	(0.71)	(1.22)	(1.51)	(0.93)	(-0.81)	(1.90)	(1.09)	(-0.76)	(1.06)	(-0.83)	(0.48)	(-0.13)
T_PDATCH	0.00814*	0.0000528	0.00999*	-0.00162	-0.00453	0.00181	0.000212	-0.00658	-0.00107	-0.00311	0.000167	-0.00334	0.00126	-0.00156	-0.00362	0.000369	0.00165	-0.00235	-0.00229	0.00209	-0.00183	0.000565	-0.00477	0.0150
	(2.38)	(0.02)	(1.98)	(-0.48)	(-1.57)	(0.57)	(0.05)	(-1.89)	(-0.29)	(-0.93)	(0.06)	(-0.61)	(0.43)	(-0.40)	(-1.25)	(0.16)	(0.26)	(-0.81)	(-0.61)	(0.51)	(-0.56)	(0.11)	(-0.79)	(0.99)
T_CIVCLAS	-0.00182	-0.00187	-0.00373	-0.00170	-0.00400	0.0000828	-0.00329	0.00858**	0.00607*	-0.000238	-0.00290	0.00842	0.000226	-0.00517	-0.00128	-0.000110	-0.00506	-0.00110	-0.00170	-0.00105	0.00207	-0.00294	0.000979	-0.00628
	(-0.74)	(-0.77)	(-1.00)	(-1.02)	(-1.69)	(0.04)	(-0.96)	(2.61)	(2.04)	(-0.09)	(-1.20)	(1.51)	(0.08)	(-1.67)	(-0.62)	(-0.07)	(-1.14)	(-0.52)	(-0.49)	(-0.43)	(0.77)	(-0.79)	(0.22)	(-0.70)
T_PRPCCE	-0.00175	0.00399*	-0.00717	-0.000049	0.00325	0.00290	0.000381	-0.00670*	0.00123	-0.00749*	0.00110	0.00441	-0.00162	-0.00209	-0.00398	0.00179	0.00147	0.00302	0.00107	-0.00310	0.00123	-0.000111	0.00492	0.000288
	(-0.80)	(2.38)	(-1.69)	(-0.03)	(1.40)	(1.61)	(0.10)	(-2.49)	(0.50)	(-2.24)	(0.54)	(0.80)	(-0.59)	(-0.78)	(-1.21)	(0.97)	(0.31)	(1.37)	(0.39)	(-1.09)	(0.56)	(-0.04)	(1.52)	(0.02)
T_BULSCH	-0.00492	0.000952	0.00621	0.00480	0.00107	-0.00575	0.00446	0.00214	0.000188	0.00155	-0.00690	-0.00246	0.00302	0.00567	-0.00224	-0.00549	0.00577	-0.00315	-0.0137*	0.00388	-0.00132	-0.00328	0.000240	0.0185
	(-1.08)	(0.27)	(0.75)	(1.38)	(0.24)	(-1.38)	(0.69)	(0.32)	(0.03)	(0.37)	(-1.58)	(-0.24)	(0.71)	(1.13)	(-0.55)	(-1.41)	(0.55)	(-0.75)	(-2.31)	(0.63)	(-0.29)	(-0.45)	(0.03)	(1.41)
T_PROBSC	0.00273	0.00398	-0.0127	-0.00167	0.00355	0.00557	0.00204	0.0000177	0.00589	0.00142	0.00393	-0.00371	0.000581	-0.00591	0.0000268	-0.00163	-0.0190	0.00612	0.00463	-0.00404	0.00234	-0.00128	-0.00441	-0.0402**
	(0.71)	(1.07)	(-1.84)	(-0.43)	(0.84)	(1.34)	(0.39)	(0.00)	(1.29)	(0.34)	(0.96)	(-0.47)	(0.16)	(-1.67)	(0.01)	(-0.55)	(-1.93)	(1.71)	(0.94)	(-0.74)	(0.55)	(-0.24)	(-0.70)	(-2.72)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.17c School characteristics' multiple regression coefficients for the extent to which energy shortages are a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	0.00270	-0.000674	-0.00301	-0.00142	0.00167	0.000181	-0.000357	0.00101	-0.000047	0.00298	-0.000930	-0.000926	-0.000111	-0.000859	0.00208	0.00108	-0.00212	-0.000622	-0.000489	0.00862**	-0.00272	-0.00211	-0.00244	-0.00289
	(1.60)	(-0.60)	(-1.20)	(-1.03)	(1.02)	(0.12)	(-0.15)	(0.48)	(-0.02)	(1.58)	(-0.50)	(-0.19)	(-0.07)	(-0.44)	(1.67)	(0.71)	(-0.67)	(-0.42)	(-0.25)	(3.32)	(-1.39)	(-0.90)	(-1.05)	(-0.63)
C_COMCRI	0.000221	-0.000984	-0.00579	-0.00221	0.000970	0.00249	-0.000577	-0.00693*	-0.00128	0.00170	-0.00120	-0.00464	0.000867	-0.000572	0.000975	0.00107	0.00240	-0.00402*	-0.00395	0.00325	-0.000342	-0.00253	-0.000079	-0.00771
	(0.09)	(-0.63)	(-1.80)	(-1.33)	(0.36)	(1.29)	(-0.16)	(-2.30)	(-0.40)	(0.70)	(-0.52)	(-1.18)	(0.37)	(-0.26)	(0.43)	(0.58)	(0.52)	(-2.37)	(-1.96)	(1.02)	(-0.13)	(-0.99)	(-0.02)	(-0.93)
C_COMETN	-0.00439	0.00113	0.0109***	-0.000036	0.00137	-0.000404	-0.00194	-0.00143	-0.000217	0.000752	-0.00168	-0.00205	0.00213	0.00170	0.00246	-0.00337*	-0.00813	-0.00131	0.00310	-0.000169	0.00148	-0.000322	0.00391	-0.00255
	(-1.95)	(0.84)	(3.69)	(-0.02)	(0.65)	(-0.23)	(-0.77)	(-0.58)	(-0.08)	(0.32)	(-0.78)	(-0.49)	(1.03)	(0.72)	(1.40)	(-2.12)	(-1.73)	(-0.74)	(1.33)	(-0.07)	(0.54)	(-0.13)	(1.16)	(-0.45)
C_COMPOV	-0.000890	0.00225	-0.00131	-0.00260	0.00261	-0.00489*	0.00298	0.00388	0.00113	0.000382	0.00261	-0.000224	0.00142	0.00192	-0.00108	0.00148	0.00239	0.00250	-0.000215	0.00275	0.000427	0.00641	0.000837	0.0154*
	(-0.27)	(1.16)	(-0.37)	(-0.99)	(1.02)	(-2.30)	(0.88)	(1.40)	(0.34)	(0.12)	(0.83)	(-0.04)	(0.59)	(0.59)	(-0.45)	(0.86)	(0.47)	(1.13)	(-0.07)	(0.85)	(0.17)	(1.79)	(0.22)	(2.16)
C_BULSCH	-0.00325	-0.00302*	0.00206	0.00298*	0.00151	0.00234	-0.000909	-0.000177	-0.00699*	-0.00390*	0.00112	-0.000311	0.000914	0.00133	-0.00262	0.00514*	0.00384	-0.000615	0.00413	0.00443	0.00183	-0.000416	-0.000169	0.00599
	(-1.32)	(-2.26)	(0.71)	(2.00)	(0.72)	(1.34)	(-0.27)	(-0.08)	(-2.49)	(-2.05)	(0.64)	(-0.08)	(0.43)	(0.61)	(-1.40)	(2.53)	(0.90)	(-0.36)	(1.52)	(1.66)	(0.88)	(-0.17)	(-0.06)	(0.86)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.18a Student characteristics' multiple regression coefficients for making personal efforts to protect natural resources

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.00591	0.0309*	0.0166	-0.00284	-0.00924	-0.00416	0.00588	-0.00539	-0.00341	0.0143	-0.000052	0.0152	0.0576*	-0.0192	0.00884	0.00295	0.0174	0.000682	-0.0210	0.0272	-0.0115	-0.0255	-0.0166	0.0123
	(0.31)	(2.43)	(1.45)	(-0.31)	(-0.49)	(-0.20)	(0.38)	(-0.25)	(-0.18)	(0.91)	(-0.00)	(1.03)	(2.24)	(-0.82)	(0.85)	(0.26)	(0.85)	(0.04)	(-1.94)	(1.30)	(-0.60)	(-1.28)	(-0.87)	(0.38)
S_HISEI	0.000155	-0.000528	-0.000578	-0.000474	-0.000027	0.00122	0.00102	0.00240*	0.00190	-0.000053	-0.000051	0.00159	-0.000934	0.00172	0.00291**	0.00200*	0.000427	-0.000086	0.000611	-0.000256	0.000852	0.00295*	-0.000942	0.00125
	(0.13)	(-0.61)	(-0.90)	(-0.66)	(-0.03)	(1.55)	(1.11)	(1.96)	(1.84)	(-0.04)	(-0.06)	(1.76)	(-0.82)	(1.95)	(2.94)	(2.19)	(0.32)	(-0.10)	(0.82)	(-0.25)	(0.73)	(2.02)	(-0.81)	(0.60)
lang	0.0538	-0.00601	-0.0333	-0.0824	-0.0134	-0.0877	0.0268	0.152*	-0.0200	-0.0395	0.00369	-0.175	0.181*	-0.0728	-0.0896*	-0.0936	0.0190	-0.0926*	0.0778	0.00599	0.105	0.153*	-0.0407	-0.0149
	(0.72)	(-0.04)	(-0.94)	(-1.02)	(-0.08)	(-1.26)	(0.25)	(2.33)	(-0.15)	(-0.67)	(0.11)	(-1.15)	(2.34)	(-1.13)	(-2.27)	(-1.46)	(0.19)	(-2.01)	(1.22)	(0.09)	(1.35)	(2.11)	(-0.73)	(-0.21)
mig	0.255	-0.00739	0.0334	0.232	0.0473	0.0874	0.0442	-0.0913	0.0515	0.00584	-0.0176	-0.377	0.0129	0.0441	-0.000891	0.0922	-0.0148	0.0509	0.0685	-0.0133	0.0152	-0.0678	-0.115*	-0.0527
	(0.97)	(-0.06)	(0.20)	(1.28)	(1.17)	(1.53)	(0.50)	(-1.65)	(0.41)	(0.19)	(-0.41)	(-1.66)	(0.17)	(0.54)	(-0.01)	(1.20)	(-0.15)	(1.17)	(0.65)	(-0.23)	(0.30)	(-1.10)	(-1.97)	(-0.75)
S_SCACT	0.00877**	0.0108***	0.00451**	0.00366**	0.00518**	0.00529**	0.0115***	0.00434	0.00311	0.0101***	0.00435**	0.00629**	0.00537*	0.00823**	0.00725**	0.00707**	0.00709**	0.00892**	0.00737**	0.00756**	0.00614**	0.0124***	0.00395*	0.00303
	(4.23)	(8.64)	(3.11)	(2.92)	(2.89)	(3.35)	(5.50)	(1.89)	(1.88)	(4.71)	(2.70)	(5.12)	(2.50)	(3.92)	(5.19)	(5.66)	(2.90)	(6.46)	(5.17)	(4.77)	(3.07)	(5.90)	(2.18)	(0.92)
revIS3G18F	-0.0211	-0.0692**	-0.0472*	-0.000287	0.000413	-0.0149	-0.00836	0.00785	-0.0153	-0.000906	-0.00610	-0.0270	-0.0287	-0.0356	-0.00583	-0.0473**	-0.0431	-0.00340	-0.00995	-0.00542	-0.0365	0.0151	0.0569*	-0.0515
	(-0.75)	(-3.21)	(-2.54)	(-0.02)	(0.02)	(-0.88)	(-0.37)	(0.30)	(-0.67)	(-0.04)	(-0.30)	(-1.15)	(-0.99)	(-1.64)	(-0.36)	(-3.01)	(-1.46)	(-0.19)	(-0.72)	(-0.25)	(-1.43)	(0.55)	(2.39)	(-1.28)
S_POLDISC	-0.000170	0.00106	0.00275*	0.00131	0.00383	0.00814**	-0.00414*	0.00273	0.00268	-0.00173	0.000769	0.00161	0.00138	0.00333	0.00120	0.00240	0.00517	0.00603**	-0.000294	0.00341	0.00489*	0.00326	0.00207	0.00648
	(-0.08)	(0.69)	(1.97)	(1.00)	(1.82)	(5.07)	(-2.51)	(1.33)	(1.74)	(-1.16)	(0.49)	(0.92)	(0.69)	(1.88)	(0.69)	(1.79)	(1.69)	(4.26)	(-0.21)	(1.91)	(2.34)	(1.75)	(0.98)	(1.70)
S_AGE	0.00691	0.0128	0.00293	-0.0380***	-0.0495	0.0319	-0.0196	0.0290	0.0957*	0.0163	-0.0177	0.0366	-0.00265	-0.00795	-0.00353	-0.0250	0.0682	0.0410	-0.0119	-0.0598	-0.0645	0.00432	-0.0259	0.106
	(0.17)	(0.56)	(0.12)	(-3.40)	(-1.21)	(0.98)	(-1.00)	(0.60)	(2.25)	(0.53)	(-0.61)	(0.77)	(-0.06)	(-0.18)	(-0.10)	(-1.29)	(1.67)	(1.36)	(-0.79)	(-1.48)	(-1.41)	(0.10)	(-0.80)	(1.79)
S_GENDER	0.0560	0.00860	0.0119	0.0197	0.0510	0.113***	-0.0848*	0.139***	0.257***	0.0611	0.0187	0.0893**	0.0591	0.111***	0.0248	0.0487*	0.00361	0.0816***	0.0443	0.0338	0.106**	0.130***	-0.0251	-0.0475
	(1.36)	(0.30)	(0.58)	(0.79)	(1.81)	(4.14)	(-2.23)	(4.05)	(7.85)	(1.76)	(0.70)	(2.63)	(1.62)	(3.58)	(0.75)	(2.06)	(0.09)	(3.75)	(1.84)	(0.91)	(3.27)	(3.66)	(-0.64)	(-0.88)
S_INTACT	0.00712**	0.000386	0.00184	-0.00139	0.00323	0.00256	-0.00139	-0.000948	0.00167	-0.000657	0.00235	0.00110	0.00649**	0.00259	0.000965	-0.00169	-0.000772	0.00135	0.00201	0.00252	0.00324	0.00126	0.00532*	0.00205
	(3.71)	(0.29)	(1.24)	(-1.09)	(1.94)	(1.53)	(-0.73)	(-0.52)	(0.86)	(-0.31)	(1.63)	(0.57)	(2.58)	(1.42)	(0.63)	(-1.33)	(-0.32)	(1.03)	(1.87)	(1.38)	(1.87)	(0.57)	(2.46)	(0.55)
S_STUTREL	0.00325	0.00283	0.00969**	0.00674**	0.00816**	0.00508**	0.00734**	0.00672**	0.00876**	0.00938**	0.00687**	0.00871**	0.0106***	0.00577**	0.00718**	0.00759**	0.00790**	0.00523**	0.00582**	0.00643**	0.00703**	0.00702**	0.00443*	0.000832
	(1.68)	(1.90)	(6.30)	(4.62)	(4.61)	(3.02)	(3.72)	(3.44)	(4.60)	(3.79)	(4.14)	(4.63)	(4.48)	(3.03)	(4.13)	(5.12)	(2.85)	(3.78)	(4.71)	(3.51)	(3.83)	(3.10)	(2.10)	(0.23)
S_GENEQL	0.0101***	0.0140***	0.0142***	0.0118***	0.0142***	0.00906**	0.00763**	0.00744**	0.0147***	0.0121***	0.0117***	0.0147***	0.00723*	0.00919**	0.0139***	0.0153***	0.00794**	0.0102***	0.0124***	0.0105***	0.0106***	0.0125***	0.0116***	0.0138***
	(5.39)	(9.27)	(9.65)	(8.87)	(8.14)	(5.67)	(4.13)	(4.10)	(8.01)	(5.79)	(7.06)	(10.03)	(2.48)	(4.98)	(7.77)	(7.72)	(3.48)	(6.35)	(10.17)	(4.21)	(5.90)	(4.98)	(5.51)	(5.77)
S_OPDISC	0.000513	0.00445**	0.00112	0.00109	0.000783	0.00329*	0.00193	0.00394	0.00352*	0.00265	0.00216	-0.000619	0.00275	0.00148	0.00319	0.00377**	0.00442	0.00130	0.00449**	0.0000026	-0.000786	0.000806	0.00109	0.00397
	(0.25)	(3.60)	(1.04)	(1.09)	(0.42)	(2.03)	(1.21)	(1.87)	(2.07)	(1.44)	(1.35)	(-0.41)	(1.27)	(0.87)	(1.68)	(2.72)	(1.41)	(0.92)	(3.16)	(0.00)	(-0.35)	(0.39)	(0.56)	(1.12)
S_CIVLRN	0.00712*	0.00990**	0.00861**	0.00493*	0.00835**	0.00558**	0.00505*	0.00562*	0.00445	0.00847**	0.00469	0.00611**	0.00705*	0.00834**	0.00781**	0.0102***	0.00870**	0.00439**	0.00720**	0.00617*	0.00909**	0.00271	-0.000404	0.00831
	(2.55)	(4.94)	(5.35)	(2.15)	(3.32)	(2.92)	(2.43)	(2.01)	(1.77)	(3.26)	(1.92)	(2.76)	(2.19)	(3.50)	(3.69)	(5.92)	(2.65)	(2.63)	(4.26)	(2.33)	(4.01)	(1.06)	(-0.13)	(1.70)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.18b Teacher characteristics' multiple regression coefficients for making personal efforts to protect natural resources

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.0846	0.0955	0.0815	0.131*	0.0874	0.147	-0.0724	0.00849	-0.0233	-0.0631	-0.0454	0.283	0.0427	-0.134	0.0633	-0.0341	0.0642	0.0695	0.0237	-0.210*	0.128	-0.154	0.150	-0.138
	(-0.67)	(1.38)	(0.72)	(2.10)	(0.91)	(1.92)	(-0.81)	(0.11)	(-0.27)	(-0.42)	(-0.38)	(1.57)	(0.37)	(-1.64)	(0.72)	(-0.48)	(0.44)	(1.12)	(0.26)	(-2.26)	(1.56)	(-1.55)	(1.41)	(-0.74)
IT3G14I	0.0123	0.170	0.411*	-0.0552	-0.208	-0.0536	-0.200	-0.249*	0.140	-0.0733	-0.276	-0.241	0.00123	0.260	0.0269	0.352**	0.541*	-0.0971	0.0801	0.0887	0.0509	0.218	-0.0768	-0.0140
	(0.08)	(1.45)	(2.21)	(-0.36)	(-1.38)	(-0.50)	(-1.70)	(-2.45)	(1.09)	(-0.41)	(-1.20)	(-1.36)	(0.01)	(1.72)	(0.15)	(3.10)	(2.17)	(-0.83)	(0.58)	(0.65)	(0.44)	(1.30)	(-0.46)	(-0.07)
T_PDACCE	0.00115	-0.000781	-0.000853	0.000758	-0.000873	-0.000521	0.00282	-0.00215	0.00198	0.00254	0.00237	0.00160	-0.00172	0.00721*	-0.00115	0.000996	0.00505	-0.00348	0.00275	-0.00250	-0.000128	0.00873**	-0.00456	-0.00241
	(0.27)	(-0.27)	(-0.20)	(0.29)	(-0.26)	(-0.24)	(1.07)	(-0.82)	(0.70)	(0.48)	(0.78)	(0.33)	(-0.47)	(2.11)	(-0.26)	(0.45)	(0.88)	(-1.59)	(1.20)	(-0.75)	(-0.05)	(2.74)	(-1.17)	(-0.35)
T_PDATCH	-0.000216	-0.000745	0.00475	-0.00222	-0.000021	-0.000767	0.000301	0.000221	0.0000011	-0.00297	0.00273	0.00319	0.00417	-0.00280	0.00347	0.00347	-0.00348	0.00199	-0.00248	0.00205	0.00235	-0.00262	0.00207	-0.000701
	(-0.05)	(-0.25)	(1.37)	(-0.75)	(-0.01)	(-0.36)	(0.10)	(0.08)	(0.00)	(-0.57)	(0.73)	(0.72)	(1.28)	(-0.75)	(0.85)	(1.57)	(-0.57)	(0.87)	(-1.03)	(0.53)	(0.79)	(-0.75)	(0.54)	(-0.10)
T_CIVCLAS	-0.000758	-0.00253	-0.000762	-0.00122	-0.00254	-0.000883	-0.000967	0.00214	-0.00174	0.00562	-0.00294	-0.00367	0.000209	0.00161	-0.00316	-0.000556	0.00304	0.000664	0.00251	0.00193	-0.000695	0.0000467	0.00316	-0.000539
	(-0.23)	(-1.15)	(-0.24)	(-0.67)	(-1.02)	(-0.42)	(-0.43)	(1.03)	(-0.88)	(1.65)	(-0.85)	(-0.91)	(0.07)	(0.65)	(-1.08)	(-0.29)	(0.70)	(0.39)	(1.15)	(0.60)	(-0.35)	(0.02)	(0.81)	(-0.14)
T_PRPCCE	0.00173	0.00290	-0.00491	0.00126	0.00236	-0.00252	0.00663**	-0.00381	0.00177	-0.00254	0.00277	-0.000138	-0.00190	-0.00627*	0.0000895	-0.00404*	-0.00179	0.00373*	-0.00116	-0.000166	-0.00323	0.000829	-0.00427	0.0110
	(0.55)	(1.92)	(-1.65)	(0.65)	(1.02)	(-1.55)	(2.69)	(-1.90)	(0.92)	(-0.66)	(1.06)	(-0.03)	(-0.74)	(-3.11)	(0.02)	(-2.40)	(-0.41)	(2.08)	(-0.61)	(-0.05)	(-1.94)	(0.32)	(-1.42)	(1.78)
T_BULSCH	0.0101	0.0000128	0.00518	0.00720	0.00923*	0.00349	-0.00652	-0.00599	0.00550	0.00579	0.0159*	-0.00791	-0.00340	-0.00736	0.00666	0.00196	-0.0175	-0.00630	-0.00741	0.00132	0.00369	0.00632	0.00529	0.000501
	(1.61)	(0.00)	(0.83)	(1.69)	(2.04)	(0.67)	(-1.38)	(-1.36)	(1.30)	(0.76)	(2.47)	(-1.17)	(-0.65)	(-1.44)	(1.11)	(0.44)	(-1.83)	(-1.86)	(-1.40)	(0.27)	(0.86)	(1.12)	(0.86)	(0.04)
T_PROBSC	-0.00702	-0.000393	-0.00592	-0.00452	-0.00815*	0.000697	0.00467	0.00171	0.00238	-0.00425	-0.00300	0.00897	0.00299	0.00135	-0.00619	-0.00483	0.0124	0.00486	0.00228	0.0000575	-0.000817	-0.00460	-0.00225	0.00575
	(-1.24)	(-0.11)	(-1.37)	(-1.17)	(-2.25)	(0.16)	(1.24)	(0.48)	(0.57)	(-0.55)	(-0.59)	(1.49)	(0.59)	(0.35)	(-1.34)	(-1.36)	(1.65)	(1.64)	(0.59)	(0.01)	(-0.23)	(-0.97)	(-0.52)	(0.51)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.18c School characteristics' multiple regression coefficients for making personal efforts to protect natural resources

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.00218	-0.000172	0.00228	-0.000228	0.000997	-0.00165	-0.00108	0.000438	-0.000397	0.00183	0.000365	0.00357	0.00135	-0.00162	0.00246	0.00279*	-0.00127	0.00115	-0.00104	0.000479	-0.00218	0.00171	-0.000140	0.00437
	(-0.99)	(-0.12)	(1.18)	(-0.17)	(0.60)	(-1.01)	(-0.63)	(0.26)	(-0.24)	(0.82)	(0.18)	(1.40)	(0.77)	(-1.16)	(1.53)	(2.06)	(-0.46)	(1.01)	(-0.69)	(0.25)	(-1.50)	(0.83)	(-0.06)	(1.25)
C_COMCRI	0.000557	-0.00152	0.000115	0.000130	0.00382*	-0.000459	0.000367	-0.00170	0.00227	-0.00197	-0.00387	-0.00386	0.000386	0.000814	-0.00116	0.000419	0.0102*	-0.000031	-0.000670	-0.00421	0.00220	-0.000987	0.00329	0.00132
	(0.17)	(-0.97)	(0.04)	(0.08)	(2.05)	(-0.28)	(0.18)	(-0.83)	(1.13)	(-0.68)	(-1.45)	(-1.25)	(0.16)	(0.41)	(-0.43)	(0.29)	(2.35)	(-0.02)	(-0.33)	(-1.24)	(1.12)	(-0.39)	(1.33)	(0.24)
C_COMETN	-0.00112	0.00157	0.00522	-0.000882	0.00249	-0.00101	0.000827	0.00341*	-0.000112	0.00110	0.00283	0.00530	-0.000501	-0.000966	0.00475	-0.000500	0.0000928	-0.00112	0.00109	0.000462	-0.00165	0.00195	0.000200	0.00402
	(-0.45)	(1.05)	(1.76)	(-0.51)	(1.34)	(-0.50)	(0.42)	(2.06)	(-0.06)	(0.39)	(1.07)	(1.64)	(-0.21)	(-0.51)	(1.81)	(-0.40)	(0.03)	(-0.68)	(0.67)	(0.17)	(-0.87)	(1.04)	(0.07)	(0.90)
C_COMPOV	-0.000974	0.00149	-0.00353	0.00222	-0.00364	0.00120	-0.00317	0.00120	-0.000182	0.00223	-0.00312	-0.00286	-0.000440	0.000837	-0.00253	0.00135	-0.00600	-0.00146	-0.00221	0.00268	-0.00201	-0.00310	-0.00158	-0.00152
	(-0.31)	(0.80)	(-1.20)	(0.92)	(-1.44)	(0.58)	(-1.31)	(0.56)	(-0.07)	(0.73)	(-1.21)	(-0.89)	(-0.17)	(0.35)	(-0.81)	(0.58)	(-1.19)	(-0.82)	(-0.86)	(0.95)	(-0.87)	(-0.92)	(-0.41)	(-0.25)
C_BULSCH	-0.00228	-0.000205	0.00145	-0.000720	-0.000811	-0.000055	0.00123	-0.00115	-0.00404*	0.00118	-0.00250	0.00569	0.000771	0.00139	0.000966	0.00174	-0.00582	0.0000067	0.00277	0.00113	-0.00501*	0.000596	0.00351	0.00187
	(-0.88)	(-0.13)	(0.71)	(-0.44)	(-0.37)	(-0.04)	(0.63)	(-0.56)	(-2.16)	(0.38)	(-0.96)	(1.80)	(0.30)	(0.81)	(0.32)	(1.05)	(-1.42)	(0.00)	(1.51)	(0.39)	(-2.63)	(0.32)	(1.25)	(0.28)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.19a Student characteristics' multiple regression coefficients for the extent to which poverty is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	-0.0397	0.0138	-0.00391	-0.00641	-0.0363	-0.0128	0.0322	-0.000185	-0.0352	-0.00976	-0.0448**	0.0155	-0.0320	-0.00350	-0.00936	-0.00477	-0.0222	-0.00907	0.0501**	0.00745	-0.0386	0.00188	-0.00646	-0.0404
	(-1.85)	(0.86)	(-0.25)	(-0.58)	(-1.86)	(-0.51)	(1.65)	(-0.01)	(-1.53)	(-0.55)	(-2.76)	(0.74)	(-1.51)	(-0.15)	(-0.70)	(-0.32)	(-0.98)	(-0.51)	(2.92)	(0.32)	(-1.52)	(0.08)	(-0.29)	(-1.57)
S_HISEI	0.000407	-0.00175*	0.000212	-0.000334	-0.00301**	-0.000628	0.000887	-0.00442**	-0.000423	-0.000612	0.000385	0.00154	-0.000180	-0.000758	-0.00162	0.00115	0.000520	0.000230	-0.00170	0.000651	-0.00164	0.00191	-0.00228	-0.000407
	(0.35)	(-2.01)	(0.21)	(-0.34)	(-2.80)	(-0.60)	(0.75)	(-3.65)	(-0.42)	(-0.49)	(0.36)	(1.11)	(-0.17)	(-0.66)	(-1.21)	(0.89)	(0.35)	(0.25)	(-1.51)	(0.73)	(-1.20)	(1.41)	(-1.57)	(-0.17)
lang	0.178*	-0.0792	0.0203	0.0196	0.0852	-0.0985	0.0877	-0.0201	0.0540	0.121*	0.0116	-0.317	0.0359	0.0957	0.0768**	0.0667	-0.102	-0.0286	0.105	-0.0201	0.126	-0.153	-0.0430	-0.118
	(2.04)	(-0.60)	(0.46)	(0.14)	(0.68)	(-1.23)	(0.53)	(-0.27)	(0.53)	(1.99)	(0.29)	(-1.66)	(0.58)	(1.27)	(3.01)	(0.65)	(-0.72)	(-0.51)	(1.08)	(-0.23)	(1.42)	(-1.57)	(-0.71)	(-1.18)
mig	-0.0995	-0.0789	0.237	-0.0226	0.0203	-0.173**	-0.0904	-0.0979	-0.0740	-0.0235	-0.126*	-0.426	0.125	0.0436	-0.0381	0.121	-0.102	-0.0375	0.0161	-0.0491	-0.0432	-0.166	0.0695	0.0105
	(-0.57)	(-0.97)	(1.20)	(-0.19)	(0.35)	(-3.03)	(-0.73)	(-1.53)	(-0.59)	(-0.66)	(-2.51)	(-1.83)	(1.41)	(0.37)	(-0.66)	(1.17)	(-0.86)	(-0.58)	(0.10)	(-0.63)	(-0.78)	(-1.75)	(0.98)	(0.15)
S_SCACT	0.00702**	0.00407**	0.00306	0.00204	0.00386*	0.00460*	0.00822**	0.00423*	0.00325	0.00487**	0.000959	0.00405*	0.00314	0.00799**	0.00787**	0.00442*	0.00411	0.00484**	0.00585**	0.00738**	0.00345*	0.00830**	0.00330	0.00628*
	(3.86)	(3.64)	(1.44)	(1.54)	(2.32)	(2.42)	(3.01)	(2.18)	(1.79)	(2.60)	(0.50)	(2.00)	(1.67)	(3.81)	(5.07)	(2.43)	(1.72)	(3.18)	(3.24)	(4.34)	(2.21)	(3.69)	(1.68)	(2.20)
revIS3G18F	0.00803	-0.0204	0.0680**	-0.00607	-0.0121	0.00290	-0.0280	-0.0426	-0.0178	0.0392	-0.0603***	0.0915**	-0.0586*	0.00126	0.0142	0.0179	0.0641	-0.0123	0.0536**	0.00263	0.0258	-0.0205	-0.00730	-0.00709
	(0.27)	(-0.97)	(2.60)	(-0.30)	(-0.55)	(0.14)	(-1.18)	(-1.55)	(-0.65)	(1.28)	(-3.32)	(3.16)	(-2.11)	(0.05)	(0.68)	(0.75)	(1.76)	(-0.63)	(2.72)	(0.10)	(0.99)	(-0.64)	(-0.30)	(-0.20)
S_POLDISC	-0.00401	-0.000983	0.00299*	0.00165	-0.00238	-0.00129	-0.00355	0.00400*	-0.00147	-0.00184	-0.00259	0.00364	-0.00484*	-0.00393	0.000271	-0.00121	0.00137	0.00152	-0.00596**	0.00321	-0.000801	0.00662	-0.00129	-0.00247
	(-1.81)	(-0.59)	(2.18)	(1.14)	(-1.22)	(-0.74)	(-1.81)	(2.03)	(-0.86)	(-0.74)	(-1.27)	(1.27)	(-2.53)	(-1.94)	(0.16)	(-0.82)	(0.54)	(0.98)	(-3.53)	(1.47)	(-0.40)	(1.40)	(-0.63)	(-0.52)
S_AGE	-0.0561	0.0112	0.0132	0.0351**	0.0364	-0.0294	0.000562	-0.0415	-0.0323	-0.000126	-0.0560	-0.102	0.0421	0.0101	-0.0240	-0.00466	0.0149	-0.0143	-0.0213	0.0288	-0.116*	-0.126*	-0.0237	0.0131
	(-1.05)	(0.64)	(0.43)	(2.76)	(1.01)	(-0.80)	(0.03)	(-0.99)	(-0.61)	(-0.00)	(-1.65)	(-1.53)	(1.12)	(0.25)	(-0.54)	(-0.17)	(0.29)	(-0.36)	(-1.10)	(0.84)	(-2.31)	(-2.15)	(-0.60)	(0.26)
S_GENDER	0.0968*	0.0810**	-0.121***	0.0986***	0.0140	0.141***	0.00203	0.123***	0.149***	-0.00251	0.104***	-0.0744	0.158***	0.110***	0.103***	0.0815**	0.156***	0.141***	-0.112***	0.0520	0.154***	0.138*	0.183***	0.102
	(2.32)	(3.14)	(-4.72)	(4.29)	(0.47)	(4.39)	(0.04)	(3.47)	(3.79)	(-0.07)	(3.46)	(-1.63)	(4.63)	(3.55)	(3.37)	(3.08)	(3.53)	(4.61)	(-3.50)	(1.36)	(4.62)	(2.15)	(4.28)	(1.49)
S_INTACT	0.00389*	0.00201	-0.00144	-0.00166	-0.000730	0.000268	0.000431	0.00118	-0.00687**	0.00107	0.00226	-0.00260	-0.000248	-0.00238	-0.000081	-0.00209	-0.00413	-0.00298*	-0.000928	-0.000874	0.0000461	-0.00238	0.000465	0.00308
	(2.08)	(1.55)	(-0.79)	(-1.23)	(-0.40)	(0.13)	(0.19)	(0.51)	(-3.09)	(0.51)	(1.32)	(-0.91)	(-0.12)	(-1.05)	(-0.06)	(-1.09)	(-1.47)	(-2.05)	(-0.48)	(-0.38)	(0.03)	(-1.05)	(0.22)	(0.76)
S_STUTREL	0.00182	0.000571	0.00261	-0.00224	0.00546**	0.000940	0.00281	-0.00165	0.00405	0.00263	0.00435*	0.00611*	0.00233	0.00109	0.00189	0.00262	0.00173	0.000572	0.00311	0.00829**	0.0000778	0.00300	0.000594	0.00761
	(0.87)	(0.38)	(1.46)	(-1.57)	(2.84)	(0.51)	(1.06)	(-0.70)	(1.83)	(1.28)	(2.53)	(2.06)	(1.09)	(0.49)	(0.98)	(1.81)	(0.57)	(0.39)	(1.52)	(4.62)	(0.03)	(0.86)	(0.21)	(1.60)
S_GENEQL	0.00733**	0.00739**	0.0130***	0.00767**	0.00630**	0.00984**	0.00927**	0.00543**	0.0115***	0.00611**	0.00709**	0.00953**	0.00280	-0.000947	0.0136***	0.0178***	0.00852**	0.00782**	0.0115***	-0.000964	0.00836**	0.0128***	0.0127***	0.0115**
	(3.60)	(6.29)	(6.99)	(5.05)	(3.58)	(5.56)	(3.69)	(2.88)	(5.69)	(3.45)	(4.07)	(3.56)	(1.23)	(-0.53)	(7.85)	(7.51)	(3.24)	(4.95)	(6.51)	(-0.36)	(4.27)	(4.51)	(4.89)	(2.85)
S_OPDISC	0.00522**	0.00159	-0.00121	0.00377**	0.00408	0.00189	0.00339	0.00163	0.00686**	0.00273	0.00325	-0.00299	0.00135	0.00366*	0.00106	0.00531**	0.00158	0.00265	0.00605**	-0.00195	0.00254	0.00181	0.00296	0.00405
	(2.67)	(1.35)	(-1.00)	(2.66)	(1.88)	(1.18)	(1.66)	(0.72)	(3.07)	(1.62)	(1.73)	(-1.64)	(0.66)	(2.02)	(0.44)	(3.57)	(0.46)	(1.84)	(3.18)	(-1.01)	(1.31)	(0.60)	(1.20)	(1.26)
S_CIVLRN	0.0000545	0.00371	-0.00117	0.00576*	0.00575	0.00467*	0.00664*	0.00870**	0.00283	0.00315	0.0120***	-0.00260	0.00792**	0.00476	0.00144	0.00636**	0.00250	0.00496**	0.00592*	0.00351	0.00446	-0.00208	0.00769*	0.00191
	(0.02)	(1.90)	(-0.53)	(2.53)	(1.95)	(2.02)	(2.43)	(2.85)	(1.04)	(1.10)	(5.21)	(-1.05)	(3.16)	(1.95)	(0.58)	(2.60)	(0.64)	(2.61)	(2.54)	(1.21)	(1.48)	(-0.57)	(2.26)	(0.59)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.19b Teacher characteristics' multiple regression coefficients for the extent to which poverty is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.0766	0.172*	0.203	-0.0772	-0.0108	-0.0103	0.211	0.165	-0.0703	0.113	0.164	0.301	-0.205	-0.0950	0.0127	0.0266	0.249	0.0548	-0.276*	0.199*	0.0979	-0.227	-0.0589	-0.241
	(-0.60)	(2.47)	(1.26)	(-0.76)	(-0.15)	(-0.13)	(1.72)	(1.63)	(-0.60)	(0.69)	(1.62)	(1.14)	(-1.75)	(-1.20)	(0.22)	(0.27)	(1.55)	(0.72)	(-2.05)	(2.09)	(1.23)	(-1.45)	(-0.48)	(-1.47)
IT3G14I	-0.188	0.0356	0.370	-0.122	-0.147	-0.0736	0.223	0.308	-0.282	0.0117	-0.137	-0.517	-0.397**	0.0931	0.319*	-0.0727	0.408	-0.0190	0.131	-0.113	-0.0598	0.0696	-0.0990	0.107
	(-0.87)	(0.34)	(1.45)	(-0.70)	(-1.25)	(-0.66)	(1.18)	(1.54)	(-1.80)	(0.08)	(-0.54)	(-1.14)	(-3.13)	(0.73)	(2.09)	(-0.46)	(1.51)	(-0.16)	(0.62)	(-0.81)	(-0.53)	(0.37)	(-0.55)	(0.55)
T_PDACCE	0.00737	-0.000135	-0.0100	-0.00357	-0.00348	-0.00151	0.000388	0.000784	-0.000073	0.000831	0.00416	0.00270	0.000416	0.000819	0.0125***	0.00834**	-0.00437	-0.00122	-0.000491	-0.00304	-0.000110	0.000573	0.000929	-0.0113
	(1.74)	(-0.06)	(-1.73)	(-0.99)	(-1.26)	(-0.58)	(0.09)	(0.20)	(-0.02)	(0.14)	(1.03)	(0.33)	(0.12)	(0.27)	(4.94)	(2.95)	(-0.87)	(-0.54)	(-0.11)	(-1.23)	(-0.04)	(0.12)	(0.18)	(-1.40)
T_PDATCH	-0.00574	-0.000032	0.00445	0.000596	0.00428*	0.00246	0.00222	-0.000564	0.000993	-0.000964	-0.00248	-0.0138	0.000578	0.00143	-0.00827**	-0.000171	0.00186	0.00311	-0.00253	0.00127	-0.00123	-0.000769	-0.00663	0.00471
	(-1.31)	(-0.01)	(0.68)	(0.14)	(1.98)	(0.93)	(0.53)	(-0.14)	(0.29)	(-0.18)	(-0.60)	(-1.79)	(0.15)	(0.55)	(-3.29)	(-0.05)	(0.29)	(1.22)	(-0.63)	(0.45)	(-0.43)	(-0.18)	(-1.42)	(0.60)
T_CIVCLAS	0.000689	-0.00477*	0.00265	0.00235	-0.00289	-0.00148	-0.00147	-0.000320	0.00376	0.000604	0.00366	0.00591	-0.00425	-0.00242	0.00118	-0.00379	0.000905	-0.00105	0.000547	0.00250	0.000888	0.00841*	-0.00380	0.00303
	(0.24)	(-2.39)	(0.51)	(0.99)	(-1.34)	(-0.71)	(-0.50)	(-0.14)	(1.26)	(0.17)	(0.87)	(0.74)	(-1.54)	(-1.01)	(0.66)	(-1.42)	(0.16)	(-0.70)	(0.15)	(0.85)	(0.40)	(2.12)	(-0.84)	(0.63)
T_PRPCCE	0.00135	0.00423*	-0.00776*	0.00152	-0.00384	-0.00190	0.00135	-0.00476*	-0.00144	-0.00570	0.0000220	0.0139*	0.00182	-0.00530*	-0.00441*	-0.00644**	0.000415	0.00514*	0.000794	-0.00344	0.00143	-0.00432	0.00587*	0.000401
	(0.44)	(2.20)	(-2.01)	(0.70)	(-1.90)	(-0.96)	(0.30)	(-1.99)	(-0.53)	(-1.44)	(0.01)	(2.01)	(0.59)	(-2.44)	(-1.98)	(-3.28)	(0.10)	(2.44)	(0.21)	(-1.50)	(0.66)	(-1.38)	(1.99)	(0.06)
T_BULSCH	0.00953	0.00208	-0.000177	-0.00274	0.00657	-0.000263	0.00862	0.00235	-0.00709	0.00654	-0.00992	0.00435	-0.00796	0.00798	-0.00173	0.00660	0.0130	-0.00267	-0.0146*	-0.00210	-0.0101*	0.00537	-0.00283	0.00157
	(1.61)	(0.52)	(-0.02)	(-0.54)	(1.80)	(-0.05)	(1.10)	(0.43)	(-1.34)	(0.83)	(-1.53)	(0.32)	(-1.51)	(1.85)	(-0.43)	(1.24)	(1.27)	(-0.66)	(-1.99)	(-0.40)	(-2.25)	(0.83)	(-0.41)	(0.20)
T_PROBSC	0.000554	0.00180	0.00440	0.00461	-0.00131	-0.000358	0.00120	-0.00375	0.00546	0.00197	0.00674	-0.00436	0.00357	-0.0121**	0.000958	-0.0109**	-0.000030	0.00484	0.00150	0.000856	0.00694	-0.00492	0.00109	-0.00139
	(0.10)	(0.46)	(0.68)	(1.01)	(-0.36)	(-0.08)	(0.22)	(-0.82)	(1.00)	(0.24)	(1.22)	(-0.44)	(0.66)	(-3.21)	(0.26)	(-2.58)	(-0.00)	(1.48)	(0.27)	(0.22)	(1.75)	(-0.93)	(0.18)	(-0.17)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.19c School characteristics' multiple regression coefficients for the extent to which poverty is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.00117	-0.000839	-0.00253	0.00388*	0.0000196	-0.00365*	-0.000640	0.00520**	0.00405	0.00277	-0.00549*	-0.00534	0.000892	-0.000850	0.000647	0.00174	-0.00154	-0.000251	-0.000229	-0.000569	0.000577	0.000371	0.00414	0.000772
	(-0.46)	(-0.66)	(-0.71)	(2.17)	(0.01)	(-2.03)	(-0.23)	(2.64)	(1.82)	(0.99)	(-2.07)	(-0.67)	(0.44)	(-0.58)	(0.60)	(0.88)	(-0.46)	(-0.20)	(-0.08)	(-0.25)	(0.37)	(0.15)	(1.50)	(0.22)
C_COMCRI	-0.000612	-0.00300	-0.0101*	0.000562	0.00140	0.00192	-0.00111	-0.00261	0.000299	-0.00337	-0.00189	-0.0119*	0.00394	0.00192	-0.000702	0.00504	-0.00851	-0.00165	0.00375	0.00747**	-0.000351	-0.00107	0.00313	-0.00477
	(-0.18)	(-1.86)	(-2.22)	(0.31)	(0.69)	(0.95)	(-0.35)	(-0.99)	(0.11)	(-1.13)	(-0.72)	(-2.42)	(1.56)	(0.96)	(-0.40)	(1.78)	(-1.77)	(-1.00)	(1.02)	(2.75)	(-0.17)	(-0.35)	(0.92)	(-1.02)
C_COMETN	-0.00664*	0.00395*	0.00441	-0.000590	0.00117	0.000936	-0.00301	0.00171	0.00161	0.000104	0.0000122	-0.00358	0.00397	-0.00110	0.000953	0.00260	0.000445	0.00153	0.00271	0.000491	0.00165	-0.00646*	-0.00240	-0.00529
	(-2.01)	(2.57)	(1.06)	(-0.27)	(0.68)	(0.51)	(-1.02)	(0.70)	(0.74)	(0.04)	(0.00)	(-0.76)	(1.59)	(-0.63)	(0.72)	(1.36)	(0.11)	(0.83)	(0.92)	(0.19)	(0.85)	(-2.10)	(-0.77)	(-1.04)
C_COMPOV	0.00399	0.00137	0.00729	-0.00377	-0.00281	-0.00375	0.00310	0.000798	-0.00620	0.00506	0.00111	-0.00184	-0.000342	-0.00151	-0.00287	-0.00577	0.00695	-0.00302	-0.00461	-0.00317	-0.000436	0.00197	-0.000505	0.00712
	(1.11)	(0.72)	(1.54)	(-1.41)	(-1.26)	(-1.64)	(0.89)	(0.29)	(-1.94)	(1.20)	(0.30)	(-0.27)	(-0.11)	(-0.56)	(-1.46)	(-1.70)	(1.17)	(-1.23)	(-1.09)	(-1.14)	(-0.18)	(0.45)	(-0.12)	(1.47)
C_BULSCH	-0.00622	-0.00171	-0.00106	-0.00145	-0.000428	0.000639	-0.000204	-0.00223	-0.000537	-0.00428	-0.00240	0.00122	0.00273	-0.00152	-0.00175	-0.00171	-0.000457	-0.00294	0.00239	0.00160	0.000800	-0.00506	-0.00717*	-0.00372
	(-1.71)	(-1.27)	(-0.31)	(-0.77)	(-0.23)	(0.31)	(-0.07)	(-0.89)	(-0.23)	(-1.45)	(-0.94)	(0.22)	(1.04)	(-0.82)	(-0.99)	(-0.54)	(-0.10)	(-1.44)	(0.86)	(0.59)	(0.43)	(-1.63)	(-2.43)	(-0.58)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.20a Student characteristics' multiple regression coefficients for extent to which unemployment is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.00807	-0.00465	-0.0319	-0.00334	-0.0396*	-0.0375	0.00673	-0.0105	-0.0421*	-0.0284	-0.0527**	0.0105	-0.0561**	0.0182	-0.00108	-0.0119	-0.0293	0.0172	0.0400*	-0.00204	0.0189	0.0117	-0.0213	0.00342
	(0.31)	(-0.25)	(-1.57)	(-0.29)	(-2.01)	(-1.64)	(0.35)	(-0.54)	(-2.23)	(-1.41)	(-2.91)	(0.60)	(-2.61)	(0.61)	(-0.08)	(-0.91)	(-1.25)	(0.93)	(2.40)	(-0.09)	(0.86)	(0.51)	(-0.76)	(0.14)
S_HISEI	0.000558	-0.00253*	-0.000744	-0.000647	-0.00388**	-0.00249*	0.000353	-0.00280*	-0.000537	-0.00155	-0.00107	0.00184	-0.000882	-0.000624	-0.00175	0.00262*	-0.00103	-0.00239**	-0.000599	0.0000357	-0.00338*	0.000340	-0.00151	-0.00257
	(0.40)	(-2.30)	(-0.72)	(-0.59)	(-3.46)	(-2.56)	(0.25)	(-2.30)	(-0.53)	(-1.09)	(-0.88)	(1.58)	(-0.83)	(-0.50)	(-1.65)	(2.42)	(-0.75)	(-2.79)	(-0.50)	(0.04)	(-2.54)	(0.27)	(-1.02)	(-1.38)
lang	0.110	0.00937	-0.0506	0.178	0.0700	-0.0485	-0.105	-0.193*	-0.112	0.0572	0.0467	0.324	0.0795	0.178*	-0.00896	0.0475	-0.131	0.00796	0.160	-0.00463	0.126	-0.120	-0.0874	-0.0247
	(1.21)	(0.06)	(-1.10)	(0.92)	(0.45)	(-0.64)	(-0.76)	(-2.56)	(-1.02)	(0.85)	(1.04)	(0.77)	(1.09)	(2.23)	(-0.23)	(0.51)	(-1.27)	(0.12)	(1.71)	(-0.07)	(1.39)	(-1.22)	(-1.26)	(-0.34)
mig	-0.0791	-0.0328	-0.118	-0.00965	0.0127	-0.172**	-0.0765	0.00265	0.163	0.0330	-0.00847	0.476	0.0517	0.0141	-0.0997*	0.172	-0.123	-0.00559	-0.217*	0.0197	-0.115*	-0.166	0.0340	-0.0521
	(-0.29)	(-0.35)	(-0.75)	(-0.05)	(0.22)	(-2.69)	(-0.69)	(0.04)	(1.02)	(0.76)	(-0.15)	(0.74)	(0.71)	(0.13)	(-2.16)	(1.64)	(-1.39)	(-0.10)	(-2.16)	(0.25)	(-1.98)	(-1.96)	(0.44)	(-0.85)
S_SCACT	0.00927**	0.00591**	0.00360	0.00383*	0.00147	0.00482**	0.00950**	0.00202	0.00271	0.00747**	0.00252	0.00511*	0.00132	0.00783**	0.00711**	0.00684**	0.00322	0.00877**	0.00498**	0.00722**	0.00497*	0.00441*	0.00337	0.0105***
	(4.79)	(4.32)	(1.77)	(2.03)	(0.75)	(2.69)	(3.03)	(1.02)	(1.49)	(3.63)	(1.22)	(2.52)	(0.62)	(3.93)	(4.10)	(3.67)	(1.33)	(5.73)	(2.73)	(3.08)	(2.55)	(2.32)	(1.41)	(3.80)
revIS3G18F	-0.0416	-0.0132	0.0403	-0.00416	-0.0466*	-0.0331	-0.0253	-0.0482	-0.00812	0.0295	-0.0667**	0.0998***	-0.0415	-0.0209	0.0264	0.0196	-0.0389	-0.0194	0.0521*	0.0513	0.0259	-0.0597	-0.00333	-0.0101
	(-1.33)	(-0.55)	(1.51)	(-0.19)	(-2.07)	(-1.59)	(-0.89)	(-1.75)	(-0.33)	(0.79)	(-3.06)	(3.91)	(-1.36)	(-0.70)	(1.30)	(0.90)	(-1.21)	(-1.02)	(2.27)	(1.84)	(0.92)	(-1.84)	(-0.13)	(-0.24)
S_POLDISC	-0.000901	-0.00382*	0.000268	-0.00173	0.00114	-0.000863	-0.00218	-0.000769	-0.00280	-0.00293	0.000293	0.00316	-0.00528**	-0.00241	0.00204	-0.00194	-0.000811	0.00115	-0.00225	-0.00161	-0.00381	0.00336	-0.00421	-0.00418
	(-0.41)	(-2.26)	(0.16)	(-1.05)	(0.62)	(-0.44)	(-1.01)	(-0.32)	(-1.63)	(-1.20)	(0.13)	(1.25)	(-2.82)	(-1.21)	(1.08)	(-1.04)	(-0.31)	(0.72)	(-1.22)	(-0.75)	(-1.75)	(0.90)	(-1.83)	(-1.08)
S_AGE	-0.0582	0.00424	-0.0361	0.0509***	-0.0257	0.0509	-0.00969	-0.00819	0.0809	-0.0102	-0.0468	-0.0120	-0.00157	0.0133	-0.00938	0.0229	-0.0514	-0.00390	-0.0136	0.0589	-0.0513	-0.0246	-0.0215	-0.0284
	(-1.10)	(0.19)	(-0.93)	(3.48)	(-0.64)	(1.18)	(-0.48)	(-0.21)	(1.50)	(-0.38)	(-1.22)	(-0.23)	(-0.04)	(0.29)	(-0.20)	(0.73)	(-1.15)	(-0.10)	(-0.64)	(1.60)	(-1.01)	(-0.53)	(-0.53)	(-0.38)
S_GENDER	0.169***	0.0941**	-0.0868**	0.164***	0.0935**	0.127***	0.0384	0.137***	0.163***	0.0908*	0.0887**	-0.00441	0.163***	0.110**	-0.0383	0.146***	0.167***	0.105***	0.0127	0.142***	0.178***	0.108*	0.0129	0.147**
	(4.14)	(3.21)	(-2.87)	(5.91)	(2.87)	(4.67)	(0.88)	(3.87)	(4.91)	(2.32)	(2.64)	(-0.12)	(4.92)	(3.09)	(-0.78)	(5.10)	(3.98)	(3.29)	(0.38)	(4.13)	(5.62)	(2.26)	(0.27)	(2.62)
S_INTACT	0.00635**	0.00352*	0.00104	-0.00174	0.00188	0.00152	0.000741	0.00253	0.00141	-0.000679	0.00169	-0.00150	-0.00137	-0.000788	0.00215	0.00124	0.00340	-0.00102	0.00371*	0.000125	0.00443*	-0.00169	-0.00366	0.00429
	(2.86)	(2.09)	(0.56)	(-1.05)	(0.87)	(0.68)	(0.31)	(1.16)	(0.73)	(-0.26)	(0.88)	(-0.61)	(-0.62)	(-0.37)	(1.20)	(0.78)	(1.31)	(-0.64)	(2.09)	(0.07)	(2.38)	(-0.71)	(-1.57)	(1.27)
S_STUTREL	-0.000146	-0.000671	-0.000502	0.00631**	0.00369	-0.00148	0.00125	-0.000644	0.000706	0.00601*	0.00257	0.00193	0.00516*	-0.00117	0.00449	0.00323*	0.00118	-0.00193	0.00255	0.00877**	-0.000706	-0.00108	-0.00136	0.00177
	(-0.07)	(-0.33)	(-0.28)	(3.27)	(1.71)	(-0.80)	(0.35)	(-0.27)	(0.35)	(2.26)	(1.22)	(0.84)	(2.05)	(-0.58)	(1.80)	(2.14)	(0.38)	(-1.57)	(1.26)	(4.16)	(-0.31)	(-0.44)	(-0.55)	(0.48)
S_GENEQL	0.00158	0.00424**	0.00937**	0.00552**	0.00463*	0.00165	0.00674*	-0.00297	0.00766**	-0.00137	0.00133	0.0113***	-0.000116	-0.000200	0.00768**	0.0103***	0.00539*	0.00203	0.00759**	-0.00243	0.00439*	0.00393	0.00990**	-0.00214
	(0.66)	(2.70)	(5.28)	(3.57)	(2.35)	(1.01)	(2.31)	(-1.54)	(3.96)	(-0.59)	(0.69)	(6.13)	(-0.05)	(-0.10)	(3.46)	(4.00)	(2.29)	(1.23)	(4.35)	(-1.03)	(2.56)	(1.48)	(4.37)	(-0.78)
S_OPDISC	0.00704**	0.00236	-0.00112	0.00278	0.00484*	0.00412*	-0.000613	0.00341	0.00301	0.00240	0.00157	-0.00350	0.00117	0.00373	0.00360	0.00547**	-0.00108	0.00213	0.00178	-0.000880	-0.000190	-0.000700	0.00398	-0.00341
	(2.91)	(1.56)	(-0.73)	(1.75)	(2.30)	(2.33)	(-0.27)	(1.58)	(1.36)	(1.22)	(0.85)	(-1.82)	(0.53)	(1.66)	(1.74)	(3.26)	(-0.35)	(1.39)	(0.73)	(-0.47)	(-0.08)	(-0.26)	(1.56)	(-1.17)
S_CIVLRN	0.000491	0.00653**	0.00315	0.00730**	0.00928**	0.00368	0.00804*	0.00782**	0.00228	0.00415	0.0135***	-0.00306	0.00751*	0.00505	0.000868	0.00495*	0.00979**	0.00428*	0.00483*	0.0000585	0.00418	-0.00324	0.00976**	0.00603
	(0.16)	(2.97)	(1.52)	(2.77)	(4.04)	(1.31)	(2.38)	(2.88)	(0.94)	(1.15)	(4.63)	(-1.38)	(2.51)	(1.49)	(0.29)	(2.33)	(2.80)	(2.14)	(2.00)	(0.02)	(1.40)	(-0.85)	(3.29)	(1.16)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.20b Teacher characteristics' multiple regression coefficients for extent to which unemployment is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.167	0.0317	0.151	0.229*	0.0816	-0.0513	0.350*	0.0985	-0.00615	0.119	-0.152	0.263	-0.156	-0.0128	-0.209	-0.0265	0.270	-0.0765	0.00519	0.139	0.201*	-0.242	0.00196	-0.0245
	(-1.46)	(0.38)	(0.65)	(2.48)	(0.94)	(-0.62)	(2.28)	(1.00)	(-0.07)	(0.73)	(-1.38)	(1.38)	(-1.36)	(-0.13)	(-1.52)	(-0.34)	(1.65)	(-0.91)	(0.04)	(1.46)	(2.14)	(-1.90)	(0.02)	(-0.15)
IT3G14I	-0.101	0.0837	0.467	-0.197	0.152	-0.0227	0.294	0.0373	-0.192	0.270	-0.312	-0.971*	-0.282**	0.195	0.360	-0.0498	-0.114	-0.0850	-0.0703	0.106	-0.142	-0.0385	-0.244	0.0903
	(-0.60)	(0.58)	(1.76)	(-1.41)	(0.94)	(-0.16)	(1.17)	(0.24)	(-1.34)	(1.45)	(-1.20)	(-2.18)	(-2.85)	(1.21)	(1.78)	(-0.33)	(-0.44)	(-0.61)	(-0.35)	(0.79)	(-1.23)	(-0.24)	(-1.34)	(0.53)
T_PDACCE	-0.00295	0.00251	-0.00523	0.00138	-0.00193	-0.00479	0.000309	-0.00110	0.00309	0.00165	-0.00159	-0.00241	-0.00118	-0.00103	-0.00448	0.00693**	-0.00704	0.00539*	0.00508	0.00203	-0.00257	-0.0103*	-0.00661	-0.00272
	(-0.87)	(0.78)	(-0.76)	(0.46)	(-0.73)	(-1.77)	(0.05)	(-0.33)	(1.02)	(0.37)	(-0.41)	(-0.26)	(-0.38)	(-0.31)	(-1.36)	(2.60)	(-1.57)	(2.29)	(1.43)	(0.62)	(-0.81)	(-2.54)	(-1.53)	(-0.43)
T_PDATCH	-0.00107	-0.00310	0.01000	-0.00422	0.000222	0.00744*	-0.00286	0.00258	-0.00416	-0.00336	-0.00264	-0.00701	0.00184	0.00330	0.00261	0.000126	0.00109	-0.00106	-0.00171	-0.00332	0.00613*	0.0124**	0.00580	0.00351
	(-0.28)	(-0.86)	(1.30)	(-1.16)	(0.10)	(2.29)	(-0.44)	(0.83)	(-1.43)	(-0.61)	(-0.71)	(-0.88)	(0.53)	(0.91)	(0.59)	(0.05)	(0.26)	(-0.39)	(-0.53)	(-0.84)	(1.97)	(2.72)	(1.18)	(0.51)
T_CIVCLAS	-0.00225	-0.00234	-0.00378	-0.00482*	-0.00194	-0.00125	-0.00327	-0.000069	0.00324	0.00606	0.00266	-0.00431	0.00109	-0.00144	0.00253	-0.00122	0.00674	-0.00199	-0.000786	0.00227	-0.000109	0.00283	-0.00530	-0.00357
	(-0.71)	(-0.86)	(-0.69)	(-2.11)	(-0.88)	(-0.50)	(-0.72)	(-0.02)	(1.16)	(1.73)	(0.82)	(-0.83)	(0.47)	(-0.44)	(0.79)	(-0.54)	(1.86)	(-0.97)	(-0.26)	(0.83)	(-0.04)	(0.87)	(-1.26)	(-0.85)
T_PRPCCE	0.00416	0.00480*	-0.00979*	0.00126	-0.00418	-0.00141	0.00402	-0.00248	-0.00183	-0.00353	-0.00126	0.0137**	0.00115	-0.00685**	0.000473	-0.00496**	-0.000484	0.00330	-0.00296	-0.00949**	0.00173	-0.00287	0.00149	-0.0118
	(1.33)	(2.48)	(-2.03)	(0.60)	(-1.57)	(-0.69)	(0.72)	(-0.94)	(-0.86)	(-0.75)	(-0.45)	(3.07)	(0.45)	(-3.45)	(0.14)	(-2.74)	(-0.13)	(1.66)	(-0.96)	(-3.27)	(0.64)	(-1.15)	(0.35)	(-1.84)
T_BULSCH	0.00315	-0.00469	0.00563	0.0155*	0.00223	0.00104	0.00441	-0.00124	-0.00506	-0.00436	-0.00570	0.0264**	-0.00565	0.00502	-0.00768	0.00109	0.0130	0.00169	-0.0184**	0.00471	-0.00279	0.00134	0.0113*	0.00968
	(0.61)	(-0.92)	(0.50)	(2.52)	(0.54)	(0.20)	(0.52)	(-0.23)	(-1.15)	(-0.62)	(-0.75)	(2.62)	(-1.03)	(1.00)	(-1.19)	(0.24)	(1.55)	(0.42)	(-2.71)	(0.83)	(-0.50)	(0.24)	(1.96)	(1.03)
T_PROBSC	0.00282	0.00471	-0.0173	-0.00190	-0.00223	-0.00309	0.00473	0.00237	0.00448	0.00650	0.00496	-0.00963	0.00256	-0.00841	0.00307	-0.00764	0.00312	-0.000410	0.00687	-0.00439	0.00680	-0.0113*	-0.00299	-0.0183*
	(0.60)	(0.98)	(-1.90)	(-0.46)	(-0.61)	(-0.67)	(0.60)	(0.47)	(1.17)	(0.81)	(0.93)	(-1.30)	(0.46)	(-1.89)	(0.59)	(-1.91)	(0.45)	(-0.12)	(1.27)	(-0.93)	(1.70)	(-2.31)	(-0.48)	(-2.01)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.20c School characteristics' multiple regression coefficients for extent to which unemployment is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	0.00157	-0.00101	-0.00727	0.00231	-0.000150	0.000316	0.000823	0.00190	-0.000964	0.000233	-0.000135	0.00700*	0.00121	0.00316	-0.000552	0.00186	0.00392	-0.000872	-0.000716	0.000634	-0.00109	-0.000556	-0.000014	-0.00195
	(0.65)	(-0.66)	(-1.70)	(1.26)	(-0.11)	(0.19)	(0.20)	(0.92)	(-0.50)	(0.11)	(-0.06)	(2.10)	(0.46)	(1.70)	(-0.33)	(0.92)	(1.59)	(-0.54)	(-0.33)	(0.24)	(-0.64)	(-0.24)	(-0.01)	(-0.49)
C_COMCRI	-0.00244	-0.00218	-0.00421	0.00158	0.000174	0.00168	-0.00118	-0.00608**	-0.000074	-0.00176	-0.00399	-0.00128	0.00222	0.00321	-0.00596	0.000995	-0.00603	0.00159	0.00465	-0.000662	0.00183	0.00166	0.00393	-0.00961**
	(-0.84)	(-1.09)	(-0.78)	(0.67)	(0.09)	(0.87)	(-0.23)	(-2.70)	(-0.03)	(-0.56)	(-1.36)	(-0.22)	(0.98)	(1.14)	(-1.95)	(0.54)	(-1.90)	(0.89)	(1.56)	(-0.22)	(0.79)	(0.58)	(1.18)	(-2.67)
C_COMETN	0.00155	0.00260	0.00469	0.00109	0.000321	-0.000021	0.00178	-0.000713	0.000600	-0.00302	-0.00300	-0.00560	0.000956	-0.000162	0.00629*	-0.00249	0.00146	-0.000045	0.00222	0.00255	-0.000887	0.0000716	0.000951	-0.00575
	(0.56)	(1.45)	(1.01)	(0.51)	(0.16)	(-0.01)	(0.44)	(-0.33)	(0.29)	(-1.15)	(-1.14)	(-1.39)	(0.42)	(-0.06)	(2.43)	(-1.40)	(0.49)	(-0.03)	(0.87)	(0.99)	(-0.37)	(0.03)	(0.28)	(-1.36)
C_COMPOV	0.00206	0.000135	0.00451	-0.00565	0.000951	-0.000904	0.00333	0.00611*	-0.00270	0.00389	0.00543	0.00311	-0.00104	-0.000310	-0.000212	0.00199	-0.000165	-0.00603**	-0.00648*	0.000667	-0.000174	0.000281	-0.00288	0.0123**
	(0.60)	(0.06)	(0.73)	(-1.90)	(0.43)	(-0.43)	(0.61)	(2.40)	(-1.22)	(1.11)	(1.64)	(0.64)	(-0.37)	(-0.11)	(-0.06)	(0.95)	(-0.05)	(-2.83)	(-2.00)	(0.23)	(-0.07)	(0.07)	(-0.85)	(3.17)
C_BULSCH	-0.00674*	-0.00230	0.00329	-0.00415	-0.000035	0.00253	-0.00426	-0.000999	0.00227	-0.00708**	-0.000831	0.00179	0.00421*	0.00161	0.00380	0.00156	0.00134	-0.000281	0.000293	0.00296	-0.000508	-0.00175	-0.00452	-0.00117
	(-2.27)	(-1.24)	(0.72)	(-1.37)	(-0.02)	(1.33)	(-0.87)	(-0.47)	(1.07)	(-2.61)	(-0.33)	(0.54)	(2.24)	(0.81)	(1.52)	(0.75)	(0.46)	(-0.17)	(0.12)	(1.15)	(-0.23)	(-0.63)	(-1.43)	(-0.21)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.21a Student characteristics' multiple regression coefficients for the extent to which crime is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	-0.0232	-0.00226	-0.0273	-0.00962	-0.0259	-0.0253	0.000395	-0.0361	-0.0332	-0.0593**	-0.0310	0.0121	-0.0370	-0.0293	-0.0217	0.00400	-0.0412	-0.0191	-0.00237	-0.0355	0.00851	-0.0316	-0.00628	-0.0416
	(-1.04)	(-0.14)	(-1.57)	(-0.85)	(-1.06)	(-1.20)	(0.02)	(-1.66)	(-1.54)	(-3.19)	(-1.58)	(0.61)	(-1.79)	(-1.04)	(-1.58)	(0.35)	(-1.62)	(-0.82)	(-0.17)	(-1.66)	(0.31)	(-1.21)	(-0.26)	(-1.41)
S_HISEI	0.00229*	0.000869	-0.000533	0.000176	-0.000463	-0.00516*	0.00113	-0.00183	-0.000053	-0.000443	-0.00301*	-0.000870	-0.00129	0.0000621	-0.000740	0.00171	0.00227	-0.00460*	0.000946	0.000120	-0.00367*	-0.00195	-0.00303*	-0.00154
	(2.04)	(0.91)	(-0.53)	(0.18)	(-0.32)	(-4.44)	(0.81)	(-1.45)	(-0.05)	(-0.36)	(-2.60)	(-0.61)	(-1.24)	(0.05)	(-0.64)	(1.79)	(1.46)	(-4.51)	(0.98)	(0.12)	(-2.76)	(-1.31)	(-2.07)	(-0.69)
lang	0.205*	0.00935	-0.0726	0.0181	0.102	-0.0821	-0.0371	-0.0189	-0.0828	0.137*	-0.0154	0.491	0.0189	0.156	0.111**	0.117	-0.0634	0.000873	0.142	0.0264	0.266*	-0.191	-0.115	-0.0732
	(2.21)	(0.07)	(-1.76)	(0.13)	(0.87)	(-0.90)	(-0.23)	(-0.24)	(-0.79)	(2.31)	(-0.36)	(1.16)	(0.35)	(1.37)	(2.70)	(1.11)	(-0.69)	(0.01)	(1.35)	(0.40)	(2.56)	(-1.53)	(-1.86)	(-0.52)
mig	-0.113	0.0247	0.208	0.271	-0.0632	-0.0372	-0.161	-0.0364	0.0194	0.0454	0.0215	-0.577***	-0.0231	0.103	-0.0339	0.439***	-0.0479	-0.0824	0.0436	-0.0225	-0.0929	-0.0762	-0.00709	0.0580
	(-0.32)	(0.26)	(1.34)	(1.09)	(-0.92)	(-0.52)	(-1.42)	(-0.53)	(0.14)	(1.13)	(0.43)	(-10.24)	(-0.28)	(1.01)	(-0.43)	(3.48)	(-0.50)	(-1.23)	(0.32)	(-0.28)	(-1.51)	(-0.88)	(-0.09)	(0.44)
S_SCACT	0.00575**	0.00461**	0.00336	0.00152	0.00437*	0.00372*	0.00560*	0.00258	0.00462*	0.00449*	0.00422*	0.00108	0.00448*	0.00995**	0.00316*	0.00590**	0.00486*	0.00761**	0.00316*	0.0102***	0.00599*	0.00149	0.00513*	0.00168
	(3.13)	(3.72)	(1.80)	(1.01)	(2.07)	(2.07)	(2.15)	(1.21)	(2.36)	(2.40)	(2.20)	(0.53)	(2.48)	(5.36)	(2.13)	(3.68)	(1.98)	(4.23)	(2.31)	(5.21)	(2.46)	(0.51)	(2.22)	(0.48)
revIS3G18F	-0.0471	-0.0433*	0.0526*	0.0242	-0.00105	-0.0311	-0.0152	-0.0338	-0.00961	0.0365	-0.0484*	0.0692**	-0.00811	-0.0215	-0.0280	-0.0185	0.000738	-0.0306	-0.00275	-0.0111	0.0243	-0.0486	0.0137	-0.0199
	(-1.80)	(-2.30)	(2.10)	(1.19)	(-0.04)	(-1.45)	(-0.66)	(-1.22)	(-0.34)	(1.23)	(-2.19)	(2.81)	(-0.30)	(-0.92)	(-1.20)	(-0.77)	(0.02)	(-1.81)	(-0.15)	(-0.44)	(0.88)	(-1.22)	(0.50)	(-0.42)
S_POLDISC	-0.00381	-0.00251	0.00124	-0.00266	0.00102	-0.00229	-0.00461*	-0.000525	-0.00366*	-0.00144	-0.000756	0.000231	-0.00212	-0.00321	-0.000029	-0.00202	0.00296	-0.00154	-0.00405*	-0.00190	-0.00313	0.00805	-0.00164	-0.00300
	(-1.95)	(-1.81)	(0.89)	(-1.70)	(0.51)	(-1.16)	(-2.14)	(-0.21)	(-1.96)	(-0.62)	(-0.33)	(0.11)	(-1.10)	(-1.80)	(-0.02)	(-1.52)	(1.14)	(-0.92)	(-3.01)	(-0.98)	(-1.29)	(1.55)	(-0.62)	(-0.55)
S_AGE	0.0236	0.0288	-0.0425	0.00560	0.00573	-0.0121	-0.0296	-0.0479	-0.0603	0.0205	-0.132***	-0.0532	-0.000862	0.0453	0.000131	-0.0639*	0.0283	-0.0380	-0.0456*	-0.0237	-0.139**	-0.0329	-0.0449	-0.0117
	(0.46)	(1.45)	(-1.20)	(0.37)	(0.12)	(-0.29)	(-1.45)	(-1.07)	(-1.24)	(0.66)	(-3.56)	(-0.99)	(-0.02)	(1.21)	(0.00)	(-2.15)	(0.55)	(-0.96)	(-2.36)	(-0.67)	(-2.63)	(-0.58)	(-0.96)	(-0.25)
S_GENDER	0.133***	0.0353	-0.00977	0.0993**	0.0192	0.0399	-0.0414	0.113**	0.176***	0.000564	0.0802*	0.124**	0.145***	0.0464	0.0270	0.0241	0.0456	0.0602*	-0.0237	0.102**	0.115**	0.0319	-0.0319	0.0597
	(3.61)	(1.35)	(-0.38)	(3.07)	(0.50)	(1.35)	(-0.97)	(2.79)	(5.13)	(0.01)	(2.48)	(3.21)	(4.22)	(1.44)	(0.85)	(0.95)	(1.01)	(2.35)	(-1.01)	(3.00)	(2.98)	(0.72)	(-0.68)	(0.83)
S_INTACT	0.00391*	0.00181	-0.000987	-0.00392	0.000545	-0.00149	-0.00522*	-0.00188	-0.00151	-0.00314	0.0000052	-0.000045	-0.00242	-0.00182	0.00262	-0.00157	0.00171	-0.00453*	-0.00134	-0.000264	0.00356	-0.00423	-0.000219	-0.000202
	(2.07)	(1.29)	(-0.58)	(-1.82)	(0.26)	(-0.74)	(-2.12)	(-0.88)	(-0.64)	(-1.55)	(0.00)	(-0.02)	(-1.02)	(-0.81)	(1.73)	(-1.11)	(0.63)	(-2.56)	(-0.90)	(-0.15)	(1.58)	(-1.74)	(-0.09)	(-0.05)
S_STUTREL	0.00577**	0.00358*	0.00291	0.00147	0.00565*	-0.000535	0.00692**	0.00572*	0.00376	0.00758**	0.00567**	0.00455*	0.00413	0.00254	-0.000611	0.00189	0.00364	0.00241	0.00288	0.0103***	0.000242	0.00259	0.000991	-0.00127
	(2.91)	(2.33)	(1.79)	(1.04)	(2.52)	(-0.30)	(2.64)	(2.29)	(1.53)	(3.39)	(2.72)	(1.96)	(1.69)	(1.08)	(-0.30)	(1.35)	(1.59)	(1.49)	(1.58)	(4.31)	(0.10)	(0.59)	(0.35)	(-0.24)
S_GENEQL	0.00584**	0.00788**	0.0103***	0.0104***	0.00398	0.00512**	0.0123***	0.000793	0.00294	0.00689**	0.00308	0.00422	-0.000362	0.000527	0.0110***	0.0186***	0.00471*	0.0000448	0.0105***	-0.000615	0.00840**	0.00286	0.00585*	0.00274
	(2.67)	(5.73)	(5.50)	(6.25)	(1.75)	(2.76)	(4.97)	(0.34)	(1.32)	(4.01)	(1.79)	(1.86)	(-0.19)	(0.29)	(6.16)	(7.94)	(2.06)	(0.03)	(7.40)	(-0.26)	(4.22)	(1.13)	(2.42)	(0.91)
S_OPDISC	0.00525*	0.000143	0.000173	0.00512**	0.000499	0.00103	0.00319	0.00124	0.00845**	0.00144	0.000239	-0.000905	-0.000254	0.00470**	0.000964	0.00410**	0.00204	0.000126	0.00647**	-0.000344	0.000862	0.000933	-0.00142	0.00399
	(2.44)	(0.13)	(0.12)	(3.14)	(0.22)	(0.55)	(1.55)	(0.50)	(3.53)	(0.77)	(0.13)	(-0.49)	(-0.14)	(2.78)	(0.45)	(3.08)	(0.70)	(0.09)	(4.43)	(-0.19)	(0.38)	(0.35)	(-0.50)	(0.94)
S_CIVLRN	0.00460	0.00666**	0.000478	0.00471*	0.00758*	0.00307	0.00651*	0.00999**	0.00516*	0.00446	0.0125***	-0.00451	0.00403	0.00243	0.00602*	0.00861**	0.00212	0.00802**	0.00611**	0.00432	0.00413	0.00181	0.00650	0.00394
	(1.75)	(3.87)	(0.24)	(2.38)	(2.26)	(1.13)	(2.37)	(3.35)	(2.01)	(1.55)	(4.88)	(-1.87)	(1.44)	(0.88)	(2.11)	(3.62)	(0.70)	(4.26)	(2.94)	(1.84)	(1.25)	(0.60)	(1.87)	(0.72)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.21b Teacher characteristics' multiple regression coefficients for the extent to which crime is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.276	0.0880	-0.00797	0.0692	0.0259	-0.0154	0.219	0.0987	-0.212*	-0.376	0.193*	-0.279	-0.324*	-0.0399	-0.000732	-0.00307	0.266	-0.0155	-0.0804	0.252*	0.101	-0.130	-0.221	-0.140
	(-1.34)	(1.22)	(-0.05)	(0.94)	(0.27)	(-0.18)	(1.53)	(1.01)	(-1.99)	(-1.96)	(2.00)	(-1.41)	(-2.51)	(-0.50)	(-0.01)	(-0.04)	(1.10)	(-0.23)	(-0.86)	(2.03)	(1.03)	(-0.91)	(-1.76)	(-0.72)
IT3G14I	-0.504*	-0.171	0.0545	-0.464**	0.170	-0.115	0.195	0.0517	-0.185	0.422	-0.151	-0.849*	0.132	0.251*	0.161	-0.257**	0.0722	-0.208	0.0933	0.432**	-0.0697	0.126	-0.367	-0.243
	(-2.21)	(-1.43)	(0.16)	(-2.96)	(1.12)	(-0.84)	(0.77)	(0.32)	(-0.98)	(1.81)	(-0.58)	(-2.14)	(0.58)	(2.13)	(1.00)	(-2.60)	(0.20)	(-1.91)	(0.61)	(2.77)	(-0.36)	(0.78)	(-1.93)	(-1.07)
T_PDACCE	0.000669	-0.00170	-0.00812	-0.00521	0.00392	-0.00344	0.00347	0.00216	-0.000562	0.0168**	-0.000990	-0.00238	-0.00460	0.00707	0.00339	-0.00207	-0.00633	0.00326	0.00751*	-0.00350	0.00448	-0.00953*	-0.00471	-0.0204**
	(0.13)	(-0.61)	(-1.45)	(-1.87)	(1.15)	(-1.24)	(0.66)	(0.65)	(-0.15)	(2.62)	(-0.33)	(-0.32)	(-1.05)	(1.73)	(1.08)	(-0.63)	(-0.90)	(1.32)	(2.17)	(-0.88)	(1.36)	(-2.01)	(-1.10)	(-2.60)
T_PDATCH	-0.000745	-0.000476	0.00226	0.00254	-0.000841	0.00572*	0.00936	-0.00220	0.00494	-0.00599	0.00501	-0.000372	0.00855	-0.00161	-0.00345	0.00512	-0.000869	-0.000996	-0.00210	0.00301	-0.000570	0.0131*	0.00108	0.0113
	(-0.13)	(-0.17)	(0.37)	(0.82)	(-0.24)	(2.10)	(1.84)	(-0.67)	(1.32)	(-0.93)	(1.63)	(-0.06)	(1.96)	(-0.53)	(-0.86)	(1.66)	(-0.11)	(-0.36)	(-0.64)	(0.70)	(-0.17)	(2.53)	(0.25)	(1.39)
T_CIVCLAS	-0.00241	-0.00237	0.00132	-0.000077	-0.000917	-0.000855	-0.0120**	0.00362	-0.000459	-0.00624	-0.000898	0.00838	-0.000530	-0.00350	0.0000107	-0.00226	0.00725	-0.000415	0.00136	0.00236	-0.000807	0.000264	-0.00401	0.000323
	(-0.59)	(-0.97)	(0.23)	(-0.04)	(-0.31)	(-0.30)	(-3.13)	(1.34)	(-0.12)	(-1.50)	(-0.23)	(1.01)	(-0.16)	(-1.07)	(0.00)	(-0.87)	(1.36)	(-0.17)	(0.50)	(0.67)	(-0.26)	(0.08)	(-1.09)	(0.06)
T_PRPCCE	0.00195	0.00112	-0.000818	0.00358	-0.00517	0.00146	-0.00129	-0.00562*	0.000835	-0.00225	0.00218	0.00999	0.00165	-0.00446	-0.00587	0.00147	0.00317	0.00294	-0.000218	-0.00466	0.00203	-0.00593	0.00123	-0.00960
	(0.45)	(0.53)	(-0.23)	(1.41)	(-1.66)	(0.72)	(-0.23)	(-2.50)	(0.28)	(-0.45)	(0.97)	(1.67)	(0.55)	(-1.74)	(-1.81)	(0.78)	(0.58)	(1.49)	(-0.07)	(-1.24)	(0.64)	(-1.48)	(0.39)	(-1.51)
T_BULSCH	0.00241	0.000775	0.0104	0.0104	0.00909	-0.000737	0.0152	0.00573	-0.000682	0.00701	-0.000455	-0.00671	-0.00853	0.00698	-0.0120*	-0.00833	0.0132	0.00479	-0.00972*	0.00821	-0.00811	0.00725	0.00575	0.00246
	(0.31)	(0.19)	(1.08)	(1.73)	(1.94)	(-0.18)	(1.84)	(1.36)	(-0.11)	(0.79)	(-0.07)	(-0.49)	(-1.24)	(1.53)	(-2.07)	(-1.78)	(1.33)	(1.30)	(-1.97)	(1.23)	(-1.40)	(0.95)	(0.97)	(0.30)
T_PROBSC	0.00376	0.000133	-0.0117	-0.00571	-0.00841	-0.000765	-0.0161*	-0.00797	0.00156	-0.0114	0.00505	-0.00959	-0.00259	-0.00585	0.00908*	0.00298	0.00480	0.000883	0.00694	-0.00899	0.00558	-0.00737	-0.00296	-0.0127
	(0.57)	(0.03)	(-1.28)	(-1.53)	(-1.89)	(-0.23)	(-1.97)	(-1.93)	(0.26)	(-1.41)	(1.11)	(-1.06)	(-0.50)	(-1.52)	(2.33)	(0.79)	(0.53)	(0.27)	(1.66)	(-1.66)	(1.12)	(-1.11)	(-0.54)	(-1.65)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.21c School characteristics' multiple regression coefficients for the extent to which crime is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.000950	-0.000960	-0.00526	-0.00347**	0.0000969	-0.00192	-0.000134	0.000565	0.00284	0.00104	0.00380*	-0.00190	0.00107	-0.00179	0.00131	0.00127	0.00320	-0.000835	0.000464	0.00225	-0.00103	0.00664*	0.00145	-0.00698
	(-0.28)	(-0.69)	(-1.40)	(-2.63)	(0.05)	(-1.19)	(-0.04)	(0.31)	(1.12)	(0.36)	(2.02)	(-0.23)	(0.48)	(-1.11)	(0.81)	(0.64)	(0.86)	(-0.70)	(0.26)	(0.78)	(-0.45)	(2.53)	(0.49)	(-1.81)
C_COMCRI	-0.00472	0.000388	0.00250	0.00107	-0.00743**	0.000335	0.00137	-0.00392	-0.000525	0.000484	-0.00308	0.00264	0.000699	-0.000530	0.000507	0.00261	-0.0104*	0.00250	-0.000887	0.00277	-0.000578	0.00280	0.00681*	-0.00306
	(-0.96)	(0.22)	(0.53)	(0.64)	(-2.67)	(0.16)	(0.30)	(-1.47)	(-0.22)	(0.12)	(-1.59)	(0.63)	(0.27)	(-0.26)	(0.19)	(1.45)	(-2.05)	(1.16)	(-0.32)	(0.82)	(-0.21)	(0.91)	(2.12)	(-0.68)
C_COMETN	-0.00200	0.00135	-0.00197	-0.000268	-0.00123	0.00161	0.00374	-0.00332	-0.00197	-0.00254	0.00162	-0.00327	0.000786	-0.00178	-0.000978	0.000151	-0.00275	-0.00355*	0.00295	-0.000196	0.00127	0.00159	0.00361	0.00286
	(-0.51)	(0.83)	(-0.41)	(-0.16)	(-0.52)	(0.76)	(0.95)	(-1.59)	(-0.71)	(-0.71)	(0.65)	(-0.84)	(0.30)	(-0.84)	(-0.66)	(0.10)	(-0.65)	(-2.06)	(1.41)	(-0.06)	(0.55)	(0.61)	(1.12)	(0.68)
C_COMPOV	0.00165	-0.00118	0.00345	-0.000817	0.00660*	0.00151	-0.00510	0.00323	-0.00385	0.00209	-0.000638	-0.00395	0.000508	0.000136	-0.00178	-0.00289	0.00991	0.000363	-0.00373	0.00746	-0.000510	0.00120	-0.000811	0.00528
	(0.38)	(-0.59)	(0.67)	(-0.37)	(2.11)	(0.61)	(-1.29)	(1.10)	(-1.29)	(0.38)	(-0.27)	(-0.59)	(0.16)	(0.05)	(-0.95)	(-1.10)	(1.80)	(0.18)	(-1.29)	(1.88)	(-0.16)	(0.28)	(-0.23)	(0.93)
C_BULSCH	-0.00621	-0.00183	-0.00101	0.00103	0.00132	0.00222	-0.00181	0.0000839	-0.00527	-0.00712*	0.000912	0.00193	-0.000048	-0.00320	0.00340	0.00318	-0.000215	-0.000188	-0.000156	0.00120	0.00171	0.000784	-0.00307	-0.00394
	(-1.10)	(-1.15)	(-0.28)	(0.49)	(0.57)	(1.06)	(-0.44)	(0.04)	(-1.90)	(-2.32)	(0.45)	(0.31)	(-0.02)	(-1.85)	(1.44)	(1.77)	(-0.05)	(-0.12)	(-0.08)	(0.40)	(0.66)	(0.30)	(-0.80)	(-0.70)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.22a Student characteristics' multiple regression coefficients for the extent to which violent conflict is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	-0.00141	-0.0124	-0.0173	-0.0155	-0.00912	-0.0450*	-0.00185	-0.0120	-0.0137	-0.0376*	0.0115	0.000521	-0.0193	0.0287	0.0157	-0.00352	-0.0135	0.0139	0.0138	-0.0100	0.00843	-0.00736	0.000600	-0.0176
	(-0.06)	(-0.79)	(-1.05)	(-1.53)	(-0.40)	(-2.12)	(-0.09)	(-0.53)	(-0.65)	(-2.03)	(0.71)	(0.02)	(-0.87)	(1.13)	(1.24)	(-0.26)	(-0.54)	(0.57)	(1.08)	(-0.51)	(0.31)	(-0.27)	(0.03)	(-0.72)
S_HISEI	0.00163	0.000793	-0.000146	0.000145	-0.00346**	-0.00188	0.000297	-0.000890	0.000680	-0.00217*	0.000945	0.00209	0.00134	-0.00130	-0.00234*	0.00264*	0.00158	-0.00145	-0.00155	0.00111	-0.00209	0.000659	-0.00109	-0.000703
	(1.38)	(0.77)	(-0.14)	(0.15)	(-2.89)	(-1.88)	(0.22)	(-0.68)	(0.64)	(-2.25)	(0.92)	(1.69)	(1.08)	(-1.34)	(-2.16)	(2.45)	(1.03)	(-1.48)	(-1.64)	(1.26)	(-1.46)	(0.52)	(-0.87)	(-0.36)
lang	0.213**	-0.0920	-0.0129	0.0404	-0.0703	-0.118	-0.0962	-0.0388	-0.197	0.0255	-0.00188	-0.407**	-0.0576	0.0668	0.120***	0.163	-0.0582	-0.0570	0.160	0.127*	0.115	-0.0779	-0.0312	0.0147
	(2.67)	(-0.66)	(-0.26)	(0.36)	(-0.49)	(-1.42)	(-0.76)	(-0.49)	(-1.96)	(0.41)	(-0.04)	(-2.71)	(-1.12)	(0.89)	(4.42)	(1.62)	(-0.75)	(-0.95)	(1.61)	(2.47)	(1.39)	(-0.81)	(-0.49)	(0.13)
mig	-0.270	-0.0446	0.235	0.00257	0.00333	-0.0649	-0.0875	-0.0370	0.143	0.0479	-0.0788	-0.278	0.0241	0.00586	-0.0181	0.191	-0.0870	-0.179***	-0.148	-0.0591	-0.0545	0.0307	-0.124	0.0451
	(-0.91)	(-0.47)	(1.50)	(0.01)	(0.05)	(-1.13)	(-0.74)	(-0.59)	(1.05)	(1.29)	(-1.58)	(-0.75)	(0.29)	(0.05)	(-0.38)	(1.59)	(-0.98)	(-3.46)	(-1.64)	(-0.85)	(-1.00)	(0.35)	(-1.70)	(0.55)
S_SCACT	0.00688**	0.00478**	0.00258	0.00314*	0.00353	0.00903**	0.00672*	0.00439*	0.00178	0.00526**	0.00367	0.00584**	0.00472*	0.00828**	0.00597**	0.00763**	0.00376	0.00725**	0.00817**	0.0102***	0.00460	0.00566*	0.00414*	0.00480
	(3.31)	(4.26)	(1.21)	(2.53)	(1.82)	(4.14)	(2.52)	(2.07)	(0.89)	(2.70)	(1.84)	(2.66)	(2.54)	(4.78)	(4.26)	(4.32)	(1.35)	(4.77)	(5.91)	(5.60)	(1.94)	(2.20)	(2.00)	(1.16)
revIS3G18F	0.00743	0.00477	0.0433	0.0544*	-0.0144	0.0109	-0.00927	0.00507	0.0624*	0.00978	-0.0211	0.0668	0.00290	-0.0176	-0.0142	0.00353	0.0439	0.0215	-0.0254	0.0449*	0.0341	-0.0647	0.0434	0.0214
	(0.23)	(0.21)	(1.82)	(2.45)	(-0.54)	(0.49)	(-0.31)	(0.19)	(2.36)	(0.31)	(-0.93)	(1.96)	(0.11)	(-0.75)	(-0.71)	(0.15)	(1.29)	(1.28)	(-1.31)	(1.99)	(1.22)	(-1.38)	(1.67)	(0.41)
S_POLDISC	-0.00158	-0.000707	0.00321*	-0.00245	0.00341	0.00289	-0.00478*	0.00274	0.00218	-0.000787	-0.00161	-0.000473	-0.000252	-0.00214	-0.00124	0.000670	0.00520*	0.00259	-0.000695	-0.000467	-0.00127	0.0165***	0.00260	-0.000218
	(-0.70)	(-0.48)	(2.19)	(-1.67)	(1.41)	(1.35)	(-2.13)	(1.23)	(1.12)	(-0.38)	(-0.75)	(-0.19)	(-0.14)	(-1.10)	(-0.73)	(0.42)	(2.22)	(1.54)	(-0.43)	(-0.24)	(-0.46)	(3.84)	(1.04)	(-0.05)
S_AGE	0.00984	0.0113	-0.00958	0.0285*	-0.0330	0.0341	-0.0266	-0.0517	-0.0379	0.0103	-0.0640	-0.110	0.0725	-0.0468	0.000108	-0.0403	-0.0230	-0.0232	-0.0230	-0.0346	-0.184***	0.0198	-0.0554	0.0250
	(0.23)	(0.62)	(-0.27)	(2.11)	(-0.79)	(0.91)	(-1.38)	(-1.03)	(-0.76)	(0.33)	(-1.77)	(-1.87)	(1.77)	(-1.38)	(0.00)	(-1.46)	(-0.49)	(-0.55)	(-1.27)	(-0.74)	(-3.38)	(0.32)	(-1.47)	(0.53)
S_GENDER	0.0282	0.0583*	-0.0231	0.107***	0.0129	-0.00291	-0.0213	0.0740	0.0674	-0.0151	0.0800**	0.0828	0.141***	-0.0383	0.00334	0.0431	0.0235	-0.0329	0.0844**	0.114**	0.147***	-0.0696	-0.0436	0.00629
	(0.73)	(2.12)	(-0.84)	(3.93)	(0.34)	(-0.10)	(-0.48)	(1.93)	(1.86)	(-0.37)	(2.77)	(1.81)	(4.32)	(-1.43)	(0.11)	(1.45)	(0.49)	(-1.16)	(3.05)	(3.06)	(3.92)	(-1.48)	(-0.86)	(0.08)
S_INTACT	0.00298	0.00163	0.00215	-0.00272	-0.000549	0.00149	-0.00310	-0.000930	-0.00434*	-0.000018	0.000406	-0.00177	-0.00371	0.00142	-0.000665	-0.000168	0.00313	-0.00157	-0.000278	-0.000363	-0.00158	-0.00599*	-0.00295	-0.00488
	(1.52)	(1.19)	(1.16)	(-1.33)	(-0.25)	(0.72)	(-1.34)	(-0.39)	(-2.04)	(-0.01)	(0.25)	(-0.81)	(-1.56)	(0.65)	(-0.44)	(-0.10)	(1.10)	(-0.98)	(-0.18)	(-0.20)	(-0.68)	(-2.41)	(-1.40)	(-1.04)
S_STUTREL	0.00361	0.00311*	0.00144	0.00274	0.00879**	0.000137	0.00391	0.000939	0.00618**	0.00595**	0.00255	0.00728**	0.00514	0.000341	0.000938	0.00107	0.00409	-0.000151	0.00431*	0.00815**	0.00373	0.00579	0.000584	0.00319
	(1.79)	(2.24)	(0.80)	(1.84)	(3.82)	(0.07)	(1.47)	(0.37)	(2.77)	(2.63)	(1.35)	(3.16)	(1.93)	(0.16)	(0.60)	(0.59)	(1.28)	(-0.10)	(2.49)	(4.49)	(1.51)	(1.19)	(0.23)	(0.71)
S_GENEQL	0.0103***	0.00701**	0.00826**	0.0100***	0.00784**	0.00867**	0.00761**	0.00431	0.00929**	0.00742**	0.00651**	0.00620*	0.00800**	0.00865**	0.0118***	0.0137***	0.00349	0.00574**	0.00842**	0.00289	0.00538*	0.00231	0.00766**	0.00603
	(5.13)	(4.93)	(4.41)	(5.88)	(3.56)	(5.14)	(2.85)	(1.92)	(4.67)	(3.52)	(3.60)	(2.47)	(3.82)	(5.14)	(7.64)	(5.68)	(1.57)	(3.21)	(5.00)	(1.27)	(2.41)	(0.70)	(2.76)	(1.83)
S_OPDISC	0.00326	0.000479	-0.00257	0.00198	0.00336	0.00106	0.00320	0.00108	0.00547*	0.000967	0.00339*	-0.00176	-0.000799	0.00463*	-0.000722	0.00326*	0.000568	0.00244	0.00241	0.00138	0.00160	-0.00144	0.00152	0.00223
	(1.69)	(0.40)	(-1.86)	(1.38)	(1.71)	(0.59)	(1.51)	(0.47)	(2.45)	(0.55)	(1.99)	(-0.97)	(-0.37)	(2.46)	(-0.38)	(2.14)	(0.16)	(1.48)	(1.34)	(0.84)	(0.69)	(-0.64)	(0.61)	(0.64)
S_CIVLRN	0.00124	0.00501*	0.00123	0.00380	0.00563	0.000779	0.00620*	0.00391	-0.000153	0.00492	0.00975**	-0.00549*	0.00312	0.00340	0.00551*	0.00770**	0.000294	0.00213	0.00680**	0.000826	0.00682*	0.00594	0.00516	0.000185
	(0.40)	(2.46)	(0.61)	(1.75)	(1.70)	(0.32)	(2.26)	(1.28)	(-0.06)	(1.60)	(3.64)	(-2.01)	(1.20)	(1.32)	(2.12)	(3.85)	(0.08)	(1.08)	(3.22)	(0.33)	(2.22)	(1.79)	(1.62)	(0.04)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.22b Teacher characteristics' multiple regression coefficients for the extent to which violent conflict is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.131	0.0760	0.174	0.0696	0.0379	-0.00337	0.268*	0.0846	0.117	0.201	0.144	0.118	-0.201	0.00689	0.0249	0.0799	0.300	-0.0462	-0.179	-0.0749	0.212	-0.199	-0.0333	-0.215
	(-1.21)	(1.04)	(1.02)	(0.77)	(0.42)	(-0.04)	(1.98)	(0.84)	(0.88)	(1.54)	(1.63)	(0.67)	(-1.70)	(0.08)	(0.34)	(1.12)	(1.48)	(-0.62)	(-1.90)	(-0.83)	(1.81)	(-1.21)	(-0.26)	(-1.25)
IT3G14I	-0.176	-0.0846	-0.130	-0.182	0.171	0.0268	-0.151	-0.0769	-0.466	0.382	0.368*	-0.318	-0.0255	0.162	0.465**	-0.0736	0.0517	-0.155	0.136	-0.0287	0.0732	-0.0727	-0.442*	-0.132
	(-1.11)	(-0.77)	(-0.41)	(-1.45)	(1.18)	(0.22)	(-0.65)	(-0.60)	(-1.95)	(1.90)	(2.43)	(-0.82)	(-0.21)	(1.09)	(2.58)	(-0.73)	(0.22)	(-1.29)	(0.76)	(-0.26)	(0.31)	(-0.40)	(-1.98)	(-0.59)
T_PDACCE	-0.00312	-0.000915	-0.00283	-0.00482	0.00297	-0.00319	-0.000645	-0.000356	0.000502	0.00475	0.000445	0.00515	-0.00670	0.00376	0.00168	-0.000807	0.00717	0.00388	0.00485	-0.00198	0.00124	-0.0127*	-0.00509	-0.00829
	(-0.84)	(-0.36)	(-0.42)	(-1.85)	(0.88)	(-1.20)	(-0.15)	(-0.09)	(0.12)	(1.02)	(0.14)	(0.90)	(-1.91)	(1.18)	(0.58)	(-0.30)	(1.26)	(1.33)	(1.56)	(-0.86)	(0.30)	(-2.38)	(-1.03)	(-1.50)
T_PDATCH	0.00224	-0.000742	-0.00290	0.00464	0.000114	0.00372	0.00499	-0.00253	0.00152	-0.00271	0.00315	0.000370	0.00510	-0.00164	-0.000431	0.00110	-0.00413	-0.000660	0.0000964	-0.00280	0.00111	0.0105	-0.000568	0.00809
	(0.55)	(-0.26)	(-0.41)	(1.84)	(0.03)	(1.43)	(1.21)	(-0.71)	(0.35)	(-0.71)	(0.97)	(0.05)	(1.17)	(-0.52)	(-0.13)	(0.42)	(-0.67)	(-0.19)	(0.03)	(-1.30)	(0.27)	(1.55)	(-0.12)	(1.17)
T_CIVCLAS	-0.00187	-0.00487	0.00346	-0.00152	-0.00222	-0.000264	-0.00132	0.00108	0.00143	0.00255	-0.00132	-0.00211	-0.00589*	-0.00417	-0.00129	-0.00372	-0.00183	-0.00233	0.00531	0.00195	-0.00121	-0.00515	-0.000864	-0.00416
	(-0.57)	(-1.93)	(0.67)	(-0.75)	(-0.83)	(-0.11)	(-0.38)	(0.45)	(0.48)	(0.78)	(-0.51)	(-0.45)	(-2.05)	(-1.61)	(-0.57)	(-1.71)	(-0.33)	(-0.76)	(1.84)	(0.68)	(-0.39)	(-1.17)	(-0.22)	(-0.86)
T_PRPCCE	0.00564	0.00174	-0.00991*	0.00309	-0.00162	-0.000762	-0.000006	-0.00102	0.0000892	-0.00424	0.000940	0.00961	0.000451	-0.000966	-0.00117	-0.000723	-0.000198	0.00322	-0.000444	-0.00239	-0.000392	0.00353	0.0000297	-0.0163**
	(1.91)	(1.07)	(-2.03)	(1.76)	(-0.64)	(-0.38)	(-0.00)	(-0.44)	(0.03)	(-1.28)	(0.43)	(1.69)	(0.15)	(-0.37)	(-0.45)	(-0.42)	(-0.04)	(1.85)	(-0.16)	(-1.13)	(-0.13)	(0.95)	(0.01)	(-2.58)
T_BULSCH	-0.000916	0.00243	0.00994	0.00726	0.00652	-0.000710	0.00705	0.00542	-0.0123*	0.0000378	-0.000678	-0.00670	-0.00502	0.0140**	-0.00699	-0.00113	0.0144	0.00719*	-0.0123*	0.00362	-0.00692	0.00264	0.00927	0.00113
	(-0.17)	(0.70)	(1.01)	(1.60)	(1.37)	(-0.17)	(0.88)	(1.15)	(-1.97)	(0.01)	(-0.12)	(-0.70)	(-0.90)	(2.74)	(-1.41)	(-0.29)	(1.57)	(2.08)	(-2.45)	(0.75)	(-0.91)	(0.29)	(1.40)	(0.13)
T_PROBSC	0.00722	-0.000737	-0.00665	-0.00218	-0.00474	-0.00221	-0.00533	-0.00482	0.0139*	0.00377	0.00610	-0.00436	0.00550	-0.0103*	0.00485	-0.000049	-0.00542	-0.000956	0.0102*	-0.0100**	0.00598	0.00345	0.000299	-0.0112
	(1.45)	(-0.20)	(-0.79)	(-0.58)	(-1.03)	(-0.63)	(-0.80)	(-1.24)	(2.31)	(0.62)	(1.38)	(-0.59)	(-1.05)	(-2.57)	(1.08)	(-0.01)	(-0.73)	(-0.27)	(2.25)	(-2.79)	(0.97)	(0.51)	(0.05)	(-1.26)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.22c School characteristics' multiple regression coefficients for the extent to which violent conflict is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.000080	-0.00135	-0.00338	0.000589	0.00130	-0.00175	-0.00296	0.000567	0.00120	0.000633	0.000693	-0.00159	0.00101	0.000246	0.00125	0.00186	0.00395	-0.00134	-0.00124	0.000700	0.000692	0.00279	0.00382	-0.00490
	(-0.04)	(-1.12)	(-0.99)	(0.38)	(0.74)	(-1.11)	(-0.87)	(0.33)	(0.45)	(0.35)	(0.34)	(-0.36)	(0.47)	(0.15)	(1.00)	(1.07)	(1.13)	(-0.89)	(-0.54)	(0.29)	(0.28)	(1.00)	(1.23)	(-1.42)
C_COMCRI	-0.000531	-0.00152	-0.00176	-0.000676	-0.00197	-0.000640	-0.000624	-0.00351	-0.00220	0.00150	-0.000042	-0.00331	0.00102	0.00528*	0.000844	0.00490**	-0.0102*	0.00281	0.00195	0.00535	-0.00205	0.00199	0.00357	-0.00700
	(-0.19)	(-0.93)	(-0.41)	(-0.30)	(-0.86)	(-0.33)	(-0.15)	(-1.51)	(-0.65)	(0.62)	(-0.02)	(-0.72)	(0.33)	(2.26)	(0.37)	(3.02)	(-2.29)	(1.51)	(0.68)	(1.92)	(-0.65)	(0.58)	(1.12)	(-1.26)
C_COMETN	-0.00490*	0.000147	0.00336	0.00355	-0.00179	-0.00108	-0.000279	-0.00172	0.000764	-0.000632	-0.00644*	0.00258	-0.000223	-0.00246	0.00399*	-0.00277*	-0.00210	-0.00264	-0.000071	-0.00221	-0.00137	-0.00496	-0.000479	-0.00133
	(-2.02)	(0.11)	(0.84)	(1.74)	(-0.93)	(-0.52)	(-0.07)	(-0.80)	(0.27)	(-0.29)	(-2.81)	(0.71)	(-0.09)	(-1.15)	(2.24)	(-1.97)	(-0.61)	(-1.42)	(-0.03)	(-0.85)	(-0.47)	(-1.31)	(-0.17)	(-0.34)
C_COMPOV	-0.00176	0.00193	0.00205	-0.00593*	0.00387	0.000752	-0.00405	0.00523*	-0.00771*	0.000709	0.00559*	-0.00916	-0.000200	-0.00333	-0.00428	-0.00166	0.00425	-0.000395	-0.00356	-0.000368	0.000394	0.00728	0.00174	0.00872
	(-0.61)	(1.03)	(0.42)	(-2.53)	(1.45)	(0.31)	(-0.99)	(2.09)	(-2.48)	(0.26)	(2.17)	(-1.65)	(-0.06)	(-1.28)	(-1.93)	(-0.80)	(0.75)	(-0.19)	(-1.03)	(-0.15)	(0.09)	(1.68)	(0.47)	(1.40)
C_BULSCH	-0.00785*	-0.000949	-0.000573	-0.000006	-0.000264	0.00130	-0.00246	-0.000933	-0.00113	-0.00775*	-0.000500	0.00420	0.00555*	-0.00195	-0.00186	0.00117	0.00164	-0.00133	-0.00119	0.00182	0.00240	0.000159	-0.00651	0.000372
	(-2.86)	(-0.63)	(-0.14)	(-0.00)	(-0.13)	(0.73)	(-0.64)	(-0.39)	(-0.41)	(-3.88)	(-0.18)	(1.12)	(2.08)	(-1.00)	(-0.84)	(0.75)	(0.44)	(-0.82)	(-0.59)	(0.71)	(0.68)	(0.05)	(-1.80)	(0.08)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.23a Student characteristics' multiple regression coefficients for students' experiences of physical and verbal abuse

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.0654	0.0347	-0.419*	0.0455	0.700*	0.395	0.126	-0.214	-0.0876	0.393	0.182	-0.288	0.312	-0.366	0.116	-0.101	-0.141	-0.157	-0.254	-0.354	-0.384	-0.334	-0.518*	-0.0144
	(0.20)	(0.19)	(-2.02)	(0.29)	(2.29)	(1.42)	(0.62)	(-0.96)	(-0.37)	(1.72)	(0.88)	(-1.40)	(1.02)	(-0.93)	(0.59)	(-0.67)	(-0.65)	(-0.76)	(-1.61)	(-1.27)	(-1.29)	(-1.27)	(-2.00)	(-0.04)
S_HISEI	-0.00661	-0.0282*	-0.00447	0.0147	-0.0297*	-0.0160	-0.0119	-0.00611	-0.0102	-0.000489	-0.0380**	0.00561	-0.0188	-0.0395**	0.00223	0.0132	0.0223	-0.00701	0.0200	-0.0138	0.00498	-0.00742	0.0166	0.0159
	(-0.40)	(-2.23)	(-0.38)	(1.19)	(-2.06)	(-1.27)	(-0.83)	(-0.40)	(-0.74)	(-0.03)	(-2.66)	(0.40)	(-1.25)	(-2.82)	(0.17)	(1.00)	(1.67)	(-0.59)	(1.63)	(-1.16)	(0.34)	(-0.47)	(1.16)	(0.56)
lang	0.514	-0.782	0.0699	2.578	-2.037	1.811*	-3.876	0.169	2.467	1.191	-1.394**	-2.671	-1.041	-3.094	0.143	-0.317	-1.558	-0.510	-2.309*	-1.089	-0.759	-0.418	0.564	-0.139
	(0.55)	(-0.39)	(0.12)	(1.19)	(-0.98)	(2.23)	(-1.87)	(0.21)	(1.91)	(1.27)	(-2.81)	(-1.23)	(-1.54)	(-1.87)	(0.36)	(-0.32)	(-1.55)	(-0.62)	(-2.50)	(-0.98)	(-0.74)	(-0.32)	(0.83)	(-0.13)
mig	-0.401	-0.113	0.237	2.252	0.497	0.254	0.534	0.368	-1.835	0.207	-0.191	2.132	-0.504	0.262	-0.447	-1.594	-0.112	0.732	-1.777	-1.159	-0.452	0.319	-0.461	0.632
	(-0.08)	(-0.10)	(0.12)	(0.93)	(0.64)	(0.40)	(0.42)	(0.56)	(-1.10)	(0.37)	(-0.32)	(0.67)	(-0.54)	(0.18)	(-0.60)	(-1.27)	(-0.11)	(0.99)	(-1.53)	(-1.24)	(-0.66)	(0.34)	(-0.61)	(0.58)
S_SCACT	0.0336	0.119***	0.0635**	0.0650**	0.0557*	0.137***	0.0384	0.0705**	0.137***	0.0552	0.0195	0.0261	0.0695**	0.0824**	0.107***	0.0403*	0.0485	0.109***	0.0465*	0.0305	0.0581*	0.112***	0.0841**	0.152***
	(1.09)	(6.58)	(2.66)	(2.87)	(2.09)	(5.73)	(1.51)	(2.70)	(6.47)	(1.87)	(0.78)	(0.95)	(2.93)	(3.17)	(5.26)	(2.20)	(1.88)	(6.08)	(2.01)	(1.34)	(2.05)	(3.56)	(3.22)	(3.57)
revIS3G18F	-0.0810	0.346	0.542	0.104	-0.318	-0.272	0.317	0.385	0.107	0.149	0.0701	0.353	-0.0540	0.0448	0.0826	0.136	0.250	0.132	0.0697	-0.145	0.128	0.278	-0.237	0.483
	(-0.24)	(1.29)	(1.80)	(0.39)	(-1.04)	(-1.10)	(1.04)	(1.31)	(0.33)	(0.28)	(0.27)	(0.90)	(-0.17)	(0.13)	(0.26)	(0.50)	(0.67)	(0.53)	(0.28)	(-0.50)	(0.37)	(0.60)	(-0.81)	(0.76)
S_POLDISC	0.0788*	0.0919***	0.0785***	0.0531*	0.0935***	0.0924***	0.0285	0.0889**	0.114***	0.0740**	0.0755**	0.0473	0.0322	0.0767*	0.108***	0.105***	0.139***	0.0968***	0.0511**	0.0496*	0.0959**	0.0910*	0.123***	0.0621
	(2.52)	(4.31)	(3.95)	(2.49)	(3.49)	(4.00)	(1.13)	(3.20)	(4.76)	(2.71)	(3.01)	(1.75)	(1.15)	(2.56)	(4.06)	(4.98)	(4.73)	(4.70)	(2.68)	(2.08)	(3.16)	(2.02)	(4.11)	(1.41)
S_AGE	-0.0492	-0.397	0.433	-0.0821	0.298	-0.327	-0.235	-0.909	-1.355*	0.283	0.121	-2.415***	-0.567	-1.299*	-0.112	-0.353	-0.488	-0.104	0.196	0.409	-1.420*	0.333	-0.941*	-0.909
	(-0.09)	(-1.46)	(0.99)	(-0.46)	(0.52)	(-0.71)	(-1.16)	(-1.83)	(-2.20)	(0.58)	(0.31)	(-3.89)	(-0.93)	(-2.19)	(-0.20)	(-1.02)	(-1.04)	(-0.20)	(0.90)	(0.88)	(-2.16)	(0.31)	(-2.08)	(-1.40)
S_GENDER	-2.019***	-2.341***	-3.130***	-3.122***	-3.019***	-3.326***	-1.946***	-3.856***	-4.994***	-3.326***	-1.042**	-2.790***	-2.703***	-1.402**	-3.901***	-3.331***	-1.632**	-2.651***	-2.013***	-1.037*	-3.139***	-3.619***	-3.264***	-1.942**
	(-3.63)	(-5.58)	(-8.19)	(-8.87)	(-5.97)	(-8.23)	(-3.91)	(-7.94)	(-11.04)	(-5.66)	(-2.62)	(-5.53)	(-5.53)	(-3.04)	(-5.40)	(-9.64)	(-3.22)	(-7.96)	(-5.54)	(-2.23)	(-6.10)	(-7.24)	(-6.26)	(-3.23)
S_INTACT	-0.221***	-0.209***	-0.244***	-0.203***	-0.243***	-0.239***	-0.198***	-0.222***	-0.252***	-0.205***	-0.249***	-0.208***	-0.304***	-0.253***	-0.211***	-0.199***	-0.255***	-0.228***	-0.186***	-0.232***	-0.244***	-0.268***	-0.239***	-0.222***
	(-8.29)	(-10.37)	(-10.47)	(-10.99)	(-9.94)	(-9.14)	(-7.58)	(-9.91)	(-8.59)	(-5.15)	(-11.67)	(-7.48)	(-9.95)	(-10.33)	(-7.35)	(-9.08)	(-8.11)	(-13.74)	(-10.07)	(-8.64)	(-10.53)	(-9.94)	(-9.23)	(-4.42)
S_STUTREL	-0.0862**	-0.0994***	-0.00422	-0.0567**	-0.121***	-0.140***	-0.107***	-0.139***	-0.181***	-0.0682*	-0.0874**	-0.0611*	-0.121***	-0.105***	-0.0845**	-0.0855**	-0.0802**	-0.223***	-0.0691**	-0.119***	-0.101**	-0.182***	-0.155***	-0.217***
	(-3.11)	(-4.55)	(-0.20)	(-2.61)	(-3.91)	(-6.21)	(-3.36)	(-4.17)	(-6.70)	(-1.96)	(-4.50)	(-2.01)	(-4.34)	(-4.55)	(-3.72)	(-4.44)	(-2.79)	(-13.12)	(-3.73)	(-4.31)	(-3.26)	(-7.17)	(-5.62)	(-3.50)
S_GENEQL	-0.0733*	-0.0619**	-0.00810	-0.0419	-0.0335	-0.0716**	-0.0851**	-0.0198	-0.0152	-0.00129	-0.0866**	-0.0236	-0.0629*	-0.0504	-0.0935**	-0.0713*	-0.00946	-0.0370	-0.00903	-0.00506	0.00813	-0.101***	0.0128	-0.0471
	(-2.35)	(-3.22)	(-0.37)	(-1.82)	(-1.25)	(-3.64)	(-2.71)	(-0.84)	(-0.57)	(-0.05)	(-3.67)	(-0.98)	(-2.10)	(-1.92)	(-3.95)	(-2.47)	(-0.39)	(-1.58)	(-0.43)	(-0.20)	(0.30)	(-3.72)	(0.52)	(-0.99)
S_OPDISC	0.0251	-0.0114	0.0158	0.0128	-0.0113	-0.00194	0.0112	-0.0111	0.0341	-0.00177	0.0227	0.0171	0.0605*	0.0204	-0.0639*	-0.0152	0.0309	0.0111	0.0402	-0.0717**	-0.0130	0.0473	0.0113	-0.0204
	(0.74)	(-0.59)	(0.82)	(0.57)	(-0.45)	(-0.09)	(0.52)	(-0.37)	(1.14)	(-0.07)	(0.92)	(0.80)	(2.19)	(0.78)	(-2.27)	(-0.85)	(1.03)	(0.63)	(1.88)	(-3.59)	(-0.49)	(1.82)	(0.36)	(-0.38)
S_CIVLRN	0.0579	-0.0182	-0.0501	-0.0311	0.0643	0.102**	-0.0300	-0.0393	0.0242	0.0377	0.0213	0.0301	0.0420	-0.0115	-0.0222	0.00328	0.0308	0.0524*	0.0114	0.0268	0.0555	-0.000827	0.0690	0.0653
	(1.35)	(-0.80)	(-1.93)	(-1.12)	(1.76)	(3.22)	(-0.94)	(-1.33)	(0.67)	(0.85)	(0.66)	(1.10)	(1.29)	(-0.34)	(-0.64)	(0.11)	(0.80)	(2.34)	(0.38)	(0.85)	(1.35)	(-0.02)	(1.73)	(0.88)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.23b Teacher characteristics' multiple regression coefficients for students' experiences of physical and verbal abuse

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	3.700	2.935**	-3.857	-1.050	2.423	-1.460	-0.673	-0.815	-2.322	3.552	1.319	5.648*	0.260	2.038	0.0431	0.885	1.664	1.201	-1.320	1.829	-0.705	-0.0988	-1.343	6.223*
	(1.88)	(2.70)	(-1.88)	(-0.82)	(1.78)	(-1.01)	(-0.47)	(-0.59)	(-1.31)	(1.95)	(0.97)	(2.11)	(0.23)	(1.42)	(0.03)	(0.76)	(0.88)	(0.81)	(-0.80)	(1.37)	(-0.54)	(-0.08)	(-0.88)	(2.47)
IT3G14I	-3.369	-1.105	-5.600	0.771	-1.312	-1.157	-1.110	-0.299	2.566	-0.291	-4.325	11.40*	-0.847	-0.969	-0.0782	-1.904	-4.033	-1.867	-1.970	0.165	3.386	1.134	-2.155	2.901
	(-1.23)	(-0.49)	(-1.32)	(0.36)	(-0.70)	(-0.59)	(-0.49)	(-0.15)	(1.11)	(-0.11)	(-1.50)	(2.04)	(-0.53)	(-0.38)	(-0.03)	(-1.12)	(-1.46)	(-0.86)	(-0.78)	(0.07)	(1.30)	(0.62)	(-0.80)	(0.70)
T_PDACCE	-0.0816	-0.0329	0.142	0.00269	0.0681	0.0720	0.0164	-0.0645	-0.00664	0.123	-0.0573	0.0764	-0.000787	-0.0803	0.0799	-0.106*	0.0426	0.00366	-0.0917	-0.0111	0.0349	0.0227	-0.130*	0.0335
	(-0.90)	(-0.69)	(1.59)	(0.05)	(1.54)	(1.84)	(0.32)	(-1.38)	(-0.13)	(1.84)	(-1.22)	(0.89)	(-0.02)	(-1.48)	(1.93)	(-2.52)	(0.71)	(0.08)	(-1.52)	(-0.26)	(0.77)	(0.51)	(-2.43)	(0.23)
T_PDATCH	0.0114	0.0858	-0.0827	-0.0260	-0.0409	-0.0405	-0.000878	0.0216	-0.0586	-0.128	-0.0362	0.0801	-0.00952	0.0502	-0.148**	-0.0904*	-0.0318	-0.0731	-0.0257	-0.0350	-0.00224	0.0136	0.144*	0.0307
	(0.13)	(1.81)	(-0.88)	(-0.62)	(-0.97)	(-0.95)	(-0.02)	(0.49)	(-1.06)	(-1.88)	(-0.71)	(1.02)	(-0.23)	(1.01)	(-2.71)	(-2.32)	(-0.46)	(-1.80)	(-0.45)	(-1.12)	(-0.05)	(0.29)	(2.24)	(0.27)
T_CIVCLAS	-0.0750	-0.00571	0.0409	-0.0208	-0.0314	-0.00619	-0.0818	0.00847	0.0472	0.128*	0.136***	-0.0794	-0.0175	0.112*	-0.0546	0.0659	0.0334	-0.0154	0.0122	0.0489	0.0104	0.00777	0.0370	-0.0161
	(-1.00)	(-0.17)	(0.66)	(-0.71)	(-0.75)	(-0.16)	(-1.79)	(0.20)	(1.01)	(2.39)	(3.44)	(-1.36)	(-0.43)	(2.10)	(-1.39)	(1.89)	(0.71)	(-0.48)	(0.28)	(1.23)	(0.28)	(0.21)	(0.88)	(-0.25)
T_PRPCCE	-0.0384	-0.0187	0.0434	0.0400	-0.0322	0.0369	-0.0313	0.0340	0.00209	-0.172**	0.00548	0.0309	-0.0178	-0.00632	-0.0508	0.0412	0.00444	0.00946	0.0566	0.0159	-0.0158	-0.00286	0.0578	-0.0983
	(-0.84)	(-0.57)	(0.68)	(1.36)	(-0.98)	(1.16)	(-0.76)	(1.07)	(0.05)	(-3.18)	(0.14)	(0.51)	(-0.52)	(-0.16)	(-0.90)	(1.23)	(0.10)	(0.32)	(1.36)	(0.46)	(-0.47)	(-0.10)	(1.44)	(-0.82)
T_BULSCH	0.0556	0.000864	-0.152	-0.101	0.0209	0.0390	0.0939	-0.0507	-0.139	0.111	0.179*	0.154	0.144*	-0.0577	0.0853	0.0670	0.0354	0.0607	0.0492	-0.0874	0.0491	-0.0484	0.0852	0.130
	(0.50)	(0.01)	(-1.36)	(-1.49)	(0.26)	(0.51)	(1.11)	(-0.71)	(-1.59)	(1.24)	(2.38)	(1.46)	(2.21)	(-0.85)	(0.93)	(0.82)	(0.36)	(0.94)	(0.55)	(-1.21)	(0.67)	(-0.45)	(1.04)	(0.97)
T_PROBSC	0.0749	-0.0861	0.166	0.0165	0.0677	-0.0743	-0.128	0.0216	0.102	-0.0752	0.0277	-0.0187	-0.0312	0.0594	0.0709	0.166**	-0.0545	-0.0503	-0.121	-0.0155	0.0922	0.0139	-0.0613	-0.113
	(0.87)	(-1.44)	(1.69)	(0.29)	(0.97)	(-1.22)	(-1.95)	(0.34)	(1.42)	(-0.77)	(0.46)	(-0.22)	(-0.50)	(0.97)	(0.74)	(2.65)	(-0.67)	(-0.84)	(-1.40)	(-0.26)	(1.30)	(0.24)	(-0.75)	(-0.92)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.23c School characteristics' multiple regression coefficients for students' experiences of physical and verbal abuse

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	0.0574	0.00999	-0.0783	0.00304	0.00383	-0.0546*	-0.00442	0.0186	-0.00313	-0.0213	-0.0310	-0.0872	0.00891	-0.0445	-0.0200	0.0262	0.00506	-0.0234	0.00825	-0.0526	0.00900	0.0374	0.0266	-0.0418
	(1.79)	(0.47)	(-1.85)	(0.11)	(0.12)	(-2.10)	(-0.15)	(0.61)	(-0.10)	(-0.57)	(-0.98)	(-1.90)	(0.31)	(-1.67)	(-0.75)	(1.04)	(0.16)	(-1.05)	(0.28)	(-1.87)	(0.44)	(1.41)	(0.78)	(-0.99)
C_COMCRI	0.0352	0.0339	-0.103	-0.00416	-0.0377	0.00870	-0.0134	-0.0119	-0.0159	-0.00439	0.0485	-0.00926	0.0138	0.0327	0.0432	0.0160	0.0437	0.0936*	-0.0186	-0.0168	-0.00571	-0.00793	0.0653	0.00951
	(0.71)	(1.26)	(-1.86)	(-0.15)	(-1.10)	(0.31)	(-0.32)	(-0.33)	(-0.40)	(-0.09)	(1.14)	(-0.22)	(0.44)	(0.89)	(1.13)	(0.50)	(1.12)	(2.08)	(-0.47)	(-0.39)	(-0.17)	(-0.20)	(1.58)	(0.18)
C_COMETN	0.0204	0.0169	-0.0101	0.0115	0.0353	-0.0398	0.0432	0.0131	-0.0477	0.0348	-0.0504	0.115*	-0.0279	-0.0242	-0.0787*	0.00870	0.0826*	-0.0538	-0.00857	0.0217	0.0288	-0.0416	0.0112	0.0845
	(0.46)	(0.67)	(-0.20)	(0.37)	(1.16)	(-1.39)	(1.29)	(0.36)	(-1.46)	(0.78)	(-1.11)	(2.31)	(-0.94)	(-0.72)	(-2.06)	(0.27)	(2.11)	(-1.43)	(-0.24)	(0.61)	(0.97)	(-1.30)	(0.29)	(1.50)
C_COMPOV	0.0354	-0.0580	0.0493	0.0586	-0.0298	0.00252	-0.0194	0.0202	0.0416	0.00339	0.00603	-0.141**	0.0375	-0.0617	0.0270	-0.0364	-0.0492	-0.0450	0.0892*	-0.0400	-0.0131	-0.0347	-0.105*	-0.134*
	(0.69)	(-1.62)	(0.77)	(1.73)	(-0.79)	(0.09)	(-0.49)	(0.54)	(0.88)	(0.07)	(0.15)	(-2.83)	(0.88)	(-1.09)	(0.65)	(-1.16)	(-0.97)	(-1.21)	(2.13)	(-0.99)	(-0.32)	(-0.89)	(-2.07)	(-2.29)
C_BULSCH	-0.0869	0.0357	0.0139	-0.0231	-0.0256	0.0373	-0.00351	0.00984	0.0423	-0.0774*	-0.117**	-0.0438	0.0191	-0.0523	-0.0275	-0.0732*	0.0343	-0.0178	-0.00611	0.0389	-0.0386	0.0457	0.00570	-0.0388
	(-1.57)	(1.27)	(0.31)	(-0.69)	(-0.79)	(1.35)	(-0.09)	(0.38)	(1.10)	(-2.04)	(-3.12)	(-1.11)	(0.57)	(-1.83)	(-0.75)	(-2.00)	(0.78)	(-0.70)	(-0.19)	(1.30)	(-1.37)	(1.23)	(0.15)	(-0.54)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.24a Student characteristics' multiple regression coefficients for students' endorsement of equal rights for all ethnic/racial groups

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	-0.320	0.452*	-0.132	-0.0476	0.187	-0.0825	-0.0784	0.0942	0.326	-0.106	0.642**	0.590**	0.0499	0.511	0.157	0.294*	0.331	0.702**	-0.0733	0.112	-0.574	0.431	0.129	-0.0534
	(-1.15)	(2.06)	(-0.85)	(-0.38)	(0.73)	(-0.34)	(-0.46)	(0.43)	(1.26)	(-0.43)	(3.17)	(2.87)	(0.23)	(1.37)	(1.38)	(2.41)	(1.44)	(3.27)	(-0.58)	(0.37)	(-1.64)	(1.33)	(0.58)	(-0.17)
S_HISEI	-0.00444	0.00164	0.00531	-0.00636	0.0240	0.0328**	-0.000826	0.0292*	0.00990	-0.00256	-0.000837	0.00991	-0.00146	-0.00601	0.00274	0.0212	0.0180	0.0140	-0.00937	0.0281	0.0374*	0.0155	0.00840	0.0370
	(-0.25)	(0.13)	(0.59)	(-0.73)	(1.63)	(2.80)	(-0.07)	(2.24)	(0.82)	(-0.15)	(-0.06)	(0.69)	(-0.13)	(-0.45)	(0.25)	(1.94)	(1.27)	(1.19)	(-1.14)	(1.75)	(2.51)	(1.34)	(0.58)	(1.74)
lang	-2.200*	1.243	0.217	-0.105	-3.768	-2.560***	-0.295	-0.402	-0.764	-2.275**	-0.269	1.796	-1.992**	1.035	0.688	-1.765	0.836	0.747	1.698**	-0.826	-3.727***	-1.865*	-1.648*	-1.573
	(-2.13)	(0.64)	(0.46)	(-0.10)	(-1.93)	(-4.06)	(-0.20)	(-0.51)	(-0.62)	(-2.69)	(-0.46)	(1.26)	(-2.70)	(1.00)	(1.45)	(-1.92)	(0.76)	(0.88)	(3.00)	(-0.99)	(-4.25)	(-2.42)	(-2.15)	(-1.10)
mig	5.436*	-0.262	0.502	-0.0918	0.00697	-2.968***	-1.421	-0.543	0.574	-1.091	-3.188***	-13.16***	0.489	-1.390	-2.688***	2.220*	-2.771*	-3.074***	-0.146	-4.247***	-1.740*	-0.224	-1.379	-0.876
	(2.31)	(-0.20)	(0.27)	(-0.05)	(0.01)	(-5.38)	(-1.05)	(-0.74)	(0.46)	(-1.95)	(-5.69)	(-5.05)	(0.65)	(-1.10)	(-5.68)	(2.41)	(-2.43)	(-5.53)	(-0.12)	(-4.40)	(-2.46)	(-0.30)	(-1.72)	(-0.83)
S_SCACT	0.138***	0.151***	0.0819***	0.170***	0.0705**	0.0870***	0.197***	0.0550*	0.0873***	0.0643*	0.0817***	0.116***	0.0812***	0.109***	0.107***	0.166***	0.0738*	0.113***	0.171***	0.0642**	0.0525*	0.0742*	0.134***	0.0568
	(4.83)	(8.52)	(4.02)	(8.54)	(2.97)	(3.60)	(9.47)	(2.28)	(3.79)	(2.55)	(3.45)	(5.16)	(4.43)	(4.64)	(4.92)	(9.11)	(2.50)	(6.70)	(9.89)	(2.78)	(2.17)	(2.30)	(5.55)	(1.61)
revIS3G18F	0.158	-0.186	0.284	0.250	0.393	0.271	-0.0597	0.596*	1.241***	-0.512	0.303	0.216	-0.0332	-0.523	0.427	-0.377	0.324	0.779***	0.119	0.392	0.0771	-0.0962	0.650**	0.225
	(0.43)	(-0.71)	(1.17)	(1.27)	(1.31)	(1.07)	(-0.28)	(2.13)	(4.28)	(-1.16)	(1.29)	(0.52)	(-0.13)	(-1.61)	(1.72)	(-1.51)	(1.14)	(3.47)	(0.68)	(1.37)	(0.23)	(-0.25)	(2.69)	(0.55)
S_POLDISC	-0.0511	-0.0326	-0.0395*	-0.0129	-0.0174	0.0719***	0.0152	0.0371	-0.00444	-0.0495	-0.0167	0.0252	0.0241	0.0373	0.00178	-0.00550	0.0169	0.0242	0.00993	0.0395	-0.0147	0.104***	0.0211	0.0816*
	(-1.78)	(-1.50)	(-2.27)	(-0.77)	(-0.67)	(3.61)	(0.69)	(1.58)	(-0.18)	(-1.73)	(-0.67)	(1.22)	(1.11)	(1.41)	(0.09)	(-0.32)	(0.73)	(1.23)	(0.65)	(1.46)	(-0.61)	(4.61)	(0.84)	(2.05)
S_AGE	0.360	-0.147	-0.294	-0.127	-0.291	0.238	-0.471*	-0.0738	0.251	-0.312	-0.506	-1.548**	-1.135*	-0.906	-0.739	-0.185	0.475	-0.223	-0.307	-0.812	-0.603	-0.447	0.0675	-0.338
	(0.57)	(-0.49)	(-0.82)	(-0.76)	(-0.50)	(0.58)	(-2.13)	(-0.19)	(0.46)	(-0.81)	(-1.35)	(-2.65)	(-2.35)	(-1.70)	(-1.80)	(-0.74)	(1.08)	(-0.42)	(-1.62)	(-1.69)	(-1.08)	(-0.68)	(0.18)	(-0.52)
S_GENDER	0.422	-0.237	-0.495	-0.165	-1.144**	-1.277***	-1.014**	0.360	-0.0850	-1.234*	-0.481	-1.813***	-0.592	-0.692	-0.606	-0.561	-0.475	-0.700*	-0.511	-1.593***	-0.345	0.430	-0.887*	-0.215
	(0.91)	(-0.59)	(-1.60)	(-0.50)	(-2.71)	(-3.77)	(-2.70)	(1.04)	(-0.24)	(-2.17)	(-1.40)	(-3.90)	(-1.48)	(-1.85)	(-1.10)	(-1.70)	(-1.12)	(-2.49)	(-1.56)	(-4.32)	(-0.84)	(1.05)	(-2.06)	(-0.31)
S_INTACT	0.0750*	0.0346*	0.0627***	0.0548	0.00841	0.0300	0.0372	0.0645**	0.0282	0.0983**	0.0283	0.0896***	0.0537*	0.0372	0.0558**	0.00569	0.0668**	0.0589**	0.0186	0.0287	0.0299	0.0693*	0.0751**	-0.0742
	(2.32)	(1.99)	(3.36)	(1.90)	(0.35)	(1.37)	(1.46)	(2.67)	(1.19)	(3.21)	(1.19)	(3.46)	(2.02)	(1.43)	(2.79)	(0.32)	(2.78)	(2.98)	(1.17)	(1.04)	(1.46)	(2.14)	(3.10)	(-1.54)
S_STUTREL	0.134***	0.104***	0.0905***	0.106***	0.112***	0.0897***	0.229***	0.0612*	0.152***	0.0939**	0.0768**	0.0800**	0.120***	0.0525*	0.0693**	0.126***	0.104***	0.103***	0.138***	0.129***	0.0762**	0.0960***	0.0805**	0.106*
	(4.26)	(5.01)	(5.23)	(6.39)	(4.59)	(4.08)	(8.12)	(2.49)	(6.51)	(2.79)	(3.21)	(3.11)	(4.38)	(2.12)	(2.61)	(5.91)	(3.73)	(5.86)	(7.47)	(4.43)	(2.97)	(3.88)	(2.97)	(2.26)
S_GENEQL	0.254***	0.384***	0.349***	0.339***	0.381***	0.402***	0.154***	0.429***	0.533***	0.475***	0.357***	0.473***	0.366***	0.369***	0.348***	0.341***	0.360***	0.471***	0.259***	0.511***	0.414***	0.560***	0.349***	0.371***
	(7.78)	(23.73)	(18.64)	(19.53)	(14.31)	(18.75)	(6.09)	(21.49)	(23.13)	(17.02)	(15.44)	(18.53)	(15.81)	(15.58)	(17.04)	(14.03)	(13.30)	(24.30)	(16.36)	(18.22)	(16.47)	(12.85)	(12.58)	(8.12)
S_OPDISC	0.00245	0.0716***	0.0550**	0.0727***	0.0648*	0.0723***	0.0332	0.00657	0.0656*	0.0705**	0.118***	-0.00418	0.0608**	0.0522*	0.0933***	0.0515**	0.0524*	0.0498**	0.0629***	0.0406	0.0837**	0.0710**	0.0150	0.0826*
	(0.10)	(3.93)	(3.14)	(3.42)	(2.54)	(3.65)	(1.72)	(0.28)	(2.42)	(3.07)	(4.72)	(-0.22)	(2.71)	(2.08)	(3.98)	(2.74)	(2.01)	(2.98)	(3.67)	(1.67)	(3.23)	(3.13)	(0.54)	(2.19)
S_CIVLRN	0.0736*	0.0628*	0.0808***	0.0401	0.0500	0.0401	0.0709**	-0.00982	-0.0576	0.121**	0.0115	0.00593	0.0347	0.0615	0.0582*	0.164***	0.0421	-0.0187	0.0983***	0.0324	0.0794*	0.0384	-0.00355	0.0435
	(2.05)	(2.36)	(3.79)	(1.53)	(1.65)	(1.45)	(2.85)	(-0.34)	(-1.85)	(2.85)	(0.37)	(0.19)	(1.24)	(1.71)	(2.26)	(6.59)	(1.20)	(-0.79)	(4.63)	(0.86)	(2.05)	(1.25)	(-0.11)	(0.94)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.0

Table C.24b Teacher characteristics' multiple regression coefficients for students' endorsement of equal rights for all ethnic/racial groups

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.104	0.775	-0.746	0.344	-0.421	0.478	0.360	1.906*	3.265**	0.297	2.758	-0.348	1.552	1.957	1.963	0.0698	-0.413	-0.792	2.130*	-1.391	1.355	-0.425	-0.690	-4.498*
	(-0.05)	(0.77)	(-0.52)	(0.31)	(-0.30)	(0.34)	(0.31)	(2.04)	(2.58)	(0.17)	(1.67)	(-0.16)	(1.22)	(1.51)	(1.43)	(0.08)	(-0.28)	(-0.73)	(2.30)	(-1.17)	(1.12)	(-0.33)	(-0.49)	(-2.43)
IT3G14I	-2.975	1.083	0.972	-1.732	-1.495	2.780	-2.468	1.207	1.978	-1.057	1.489	-0.529	0.324	0.0262	-0.0998	1.101	-2.253	-0.109	-0.366	-3.296*	2.506	2.953	-2.096	3.349
	(-1.28)	(0.66)	(0.31)	(-0.92)	(-0.90)	(1.66)	(-1.36)	(0.80)	(0.99)	(-0.81)	(0.54)	(-0.17)	(0.13)	(0.01)	(-0.03)	(0.78)	(-0.93)	(-0.04)	(-0.27)	(-2.30)	(1.60)	(1.20)	(-1.08)	(1.80)
T_PDACCE	0.0161	-0.0399	-0.0611	-0.00815	-0.0596	0.00662	0.0178	0.0623*	0.0570	0.0724	-0.0598	-0.0347	-0.0637	0.00307	0.0172	-0.0509	-0.0701	0.0451	-0.0117	0.00677	-0.0141	0.0134	-0.0241	-0.0244
	(0.29)	(-1.20)	(-1.24)	(-0.25)	(-1.44)	(0.19)	(0.51)	(1.98)	(1.12)	(1.19)	(-1.23)	(-0.39)	(-1.38)	(0.07)	(0.32)	(-1.28)	(-0.93)	(1.31)	(-0.43)	(0.22)	(-0.35)	(0.29)	(-0.37)	(-0.40)
T_PDATCH	0.0656	0.0349	0.0979	-0.0148	0.0300	0.0142	-0.0572	0.0315	-0.0105	-0.124*	0.148**	0.0361	0.0997*	0.0609	-0.0142	0.0253	-0.00220	-0.0637	-0.0140	-0.0528	-0.0125	-0.00242	-0.0802	0.0435
	(1.14)	(0.95)	(1.80)	(-0.39)	(0.80)	(0.37)	(-1.48)	(1.04)	(-0.24)	(-2.05)	(2.86)	(0.36)	(2.35)	(1.33)	(-0.25)	(0.74)	(-0.03)	(-1.28)	(-0.48)	(-1.85)	(-0.33)	(-0.04)	(-1.33)	(0.69)
T_CIVCLAS	-0.0609	-0.0140	0.0899**	0.0369	-0.0262	0.0206	0.0291	-0.0432	-0.0352	0.0403	-0.103**	0.0466	-0.0430	-0.0148	0.0154	0.00711	0.0263	-0.0286	0.0174	0.0657	0.00326	0.0614	0.0272	-0.0711*
	(-1.30)	(-0.48)	(2.89)	(1.40)	(-0.60)	(0.56)	(0.97)	(-1.63)	(-1.07)	(1.06)	(-2.75)	(0.77)	(-1.05)	(-0.45)	(0.33)	(0.24)	(0.59)	(-0.88)	(0.70)	(1.60)	(0.10)	(1.49)	(0.64)	(-2.00)
T_PRPCCE	-0.00266	0.0581*	-0.0793	0.0141	0.0634	-0.0757**	0.0559	-0.0441	-0.0260	0.0298	0.0164	-0.0580	0.0670	-0.00300	0.0492	-0.000656	0.0674	0.0509	-0.00355	0.0217	-0.0478	0.0349	0.0324	-0.0553
	(-0.07)	(2.48)	(-1.38)	(0.56)	(1.91)	(-2.62)	(1.57)	(-1.46)	(-0.71)	(0.65)	(0.59)	(-0.84)	(1.88)	(-0.11)	(0.95)	(-0.02)	(1.92)	(1.59)	(-0.19)	(0.70)	(-1.66)	(1.34)	(0.84)	(-0.91)
T_BULSCH	0.144	-0.0304	0.123	0.0225	0.0819	-0.000723	0.0121	-0.0106	-0.00953	-0.0359	-0.114	0.0666	0.0705	0.0418	-0.101	-0.0511	-0.0817	-0.0438	-0.0448	-0.0402	-0.0324	0.0305	-0.0204	0.0710
	(1.64)	(-0.64)	(1.39)	(0.43)	(1.26)	(-0.01)	(0.19)	(-0.19)	(-0.15)	(-0.35)	(-1.21)	(0.69)	(0.93)	(0.74)	(-1.19)	(-0.85)	(-0.90)	(-0.72)	(-1.02)	(-0.59)	(-0.59)	(0.43)	(-0.25)	(1.02)
T_PROBSC	-0.0571	0.0190	-0.159*	0.0199	-0.123*	-0.00819	0.0737	0.00181	0.0562	0.0435	0.0896	0.0266	-0.0790	0.0115	0.109	-0.0239	0.0745	-0.0108	-0.00242	0.0187	0.0323	-0.00563	-0.0457	-0.0578
	(-0.85)	(0.42)	(-2.56)	(0.45)	(-2.25)	(-0.14)	(1.44)	(0.04)	(1.01)	(0.52)	(1.29)	(0.31)	(-1.49)	(0.19)	(1.50)	(-0.46)	(0.92)	(-0.17)	(-0.07)	(0.40)	(0.62)	(-0.09)	(-0.59)	(-0.65)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.0

Table C.24c School characteristics' multiple regression coefficients for students' endorsement of equal rights for all ethnic/racial groups

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.00424	-0.0220	-0.0124	-0.0322	-0.0180	0.0363	-0.0276	-0.0186	-0.00313	-0.00940	0.0422	0.0566	0.0279	0.00142	-0.0302	0.00138	-0.0857*	0.0102	0.0210	0.0244	-0.0357	0.00353	0.0387	0.0766**
	(-0.12)	(-1.32)	(-0.32)	(-1.66)	(-0.79)	(1.17)	(-1.34)	(-0.89)	(-0.12)	(-0.36)	(1.41)	(1.43)	(1.14)	(0.06)	(-1.30)	(0.06)	(-2.32)	(0.45)	(1.30)	(0.90)	(-1.73)	(0.13)	(1.23)	(2.71)
C_COMCRI	-0.00272	-0.00744	-0.0137	-0.00343	0.0460	-0.00621	0.00957	-0.000986	-0.0410	-0.00513	0.0583	-0.132**	0.00271	-0.0208	-0.0429	-0.01000	-0.0120	0.0503	0.00587	-0.00694	0.00410	-0.0217	0.0228	-0.0149
	(-0.06)	(-0.31)	(-0.26)	(-0.17)	(1.22)	(-0.19)	(0.31)	(-0.04)	(-1.12)	(-0.15)	(1.65)	(-2.90)	(0.09)	(-0.75)	(-0.87)	(-0.48)	(-0.35)	(1.53)	(0.30)	(-0.20)	(0.14)	(-0.74)	(0.50)	(-0.30)
C_COMETN	0.0554	0.0205	0.0590	-0.0120	-0.00815	0.00794	0.0348	0.0372	0.105**	-0.0184	-0.00926	0.0383	0.0188	0.0374	0.0530	-0.0332	-0.0329	-0.0183	0.0111	-0.00284	-0.0215	0.00945	-0.0312	-0.0125
	(1.58)	(0.95)	(1.90)	(-0.55)	(-0.29)	(0.26)	(1.25)	(1.61)	(3.01)	(-0.60)	(-0.27)	(0.65)	(0.57)	(1.48)	(1.59)	(-1.76)	(-0.89)	(-0.59)	(0.56)	(-0.09)	(-0.87)	(0.33)	(-0.90)	(-0.43)
C_COMPOV	0.0322	0.0228	-0.0393	0.0165	-0.0315	-0.0185	-0.0283	0.0175	-0.0627*	0.0248	-0.0553	0.104	-0.0514	0.00481	-0.0702	0.0529	0.0301	-0.0596	-0.0207	0.0000128	0.00764	0.000788	-0.0177	0.0505
	(0.58)	(0.79)	(-0.87)	(0.56)	(-0.70)	(-0.48)	(-0.88)	(0.66)	(-2.03)	(0.70)	(-1.36)	(1.76)	(-1.46)	(0.15)	(-1.58)	(1.91)	(0.73)	(-1.68)	(-1.02)	(0.00)	(0.26)	(0.03)	(-0.32)	(1.27)
C_BULSCH	-0.0629	0.00779	-0.0147	0.0181	0.0116	0.00203	-0.0871**	-0.0110	0.0229	-0.00179	-0.0319	0.0314	-0.0378	0.0218	-0.00621	0.0475**	0.0440	0.00207	0.0201	0.0433	-0.0204	-0.00162	0.0490	0.0555
	(-1.59)	(0.37)	(-0.42)	(0.84)	(0.38)	(0.08)	(-3.70)	(-0.50)	(0.75)	(-0.04)	(-0.99)	(0.62)	(-1.26)	(1.07)	(-0.14)	(2.61)	(1.38)	(0.07)	(0.98)	(1.48)	(-0.70)	(-0.06)	(1.45)	(1.31)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.0

Table C.25a Student characteristics' multiple regression coefficients for students' support for all ethnic/racial groups in the country have the same rights

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	-0.0119	0.0193	0.0178	-0.00493	0.0206	0.0156	-0.0362**	-0.0152	0.0194	0.00141	0.0148	0.0489***	-0.0191	0.0699**	-0.0114	0.00413	0.00899	0.0119	-0.0117	0.0308	0.000623	0.0232	0.00104	0.0163
	(-0.62)	(1.37)	(1.66)	(-0.53)	(1.17)	(0.97)	(-2.86)	(-0.95)	(1.28)	(0.09)	(1.02)	(4.07)	(-0.92)	(2.85)	(-1.13)	(0.41)	(0.51)	(0.90)	(-1.15)	(1.81)	(0.03)	(1.57)	(0.07)	(0.84)
S_HISEI	0.000313	0.00190*	0.00125*	0.000724	0.00220*	0.00252**	0.00108	0.00262**	0.00160*	-0.000971	0.00149	0.000621	0.000234	0.000382	0.00223*	0.00165*	0.00155	0.00237**	0.000471	0.000725	0.00244*	0.00243*	-0.000492	0.00317**
	(0.24)	(2.11)	(2.27)	(1.04)	(2.25)	(3.27)	(1.40)	(2.75)	(1.99)	(-1.05)	(1.51)	(0.86)	(0.23)	(0.35)	(2.47)	(2.25)	(1.52)	(3.41)	(0.76)	(0.77)	(2.50)	(2.45)	(-0.44)	(2.58)
lang	-0.0129	0.0202	0.0818**	-0.0983	-0.177*	-0.0337	-0.0748	0.126*	-0.0191	-0.0200	0.0698	-0.00885	-0.0723	0.0756	-0.00733	0.0167	0.121	-0.0882*	-0.0590	-0.0113	-0.170*	0.0476	-0.104*	0.00302
	(-0.20)	(0.15)	(2.59)	(-1.16)	(-2.24)	(-0.64)	(-0.75)	(2.00)	(-0.25)	(-0.43)	(1.86)	(-0.06)	(-1.25)	(0.90)	(-0.26)	(0.25)	(1.40)	(-2.12)	(-1.06)	(-0.29)	(-2.31)	(0.75)	(-2.39)	(0.04)
mig	-0.124	-0.0733	-0.0662	0.209	-0.0116	-0.145***	0.261**	-0.0332	0.121	0.00465	-0.0343	-0.234	-0.0522	0.0622	-0.0784*	0.0908	-0.0735	0.00887	0.262*	-0.111*	0.0556	-0.0834	-0.0242	-0.137
	(-0.54)	(-0.86)	(-1.06)	(1.23)	(-0.30)	(-3.34)	(2.70)	(-0.62)	(1.52)	(0.16)	(-0.79)	(-1.82)	(-0.82)	(0.47)	(-1.98)	(1.37)	(-1.04)	(0.21)	(2.31)	(-1.96)	(0.96)	(-1.95)	(-0.49)	(-1.83)
S_SCACT	0.00177	0.00249*	0.00140	0.00316*	-0.00133	0.000274	0.00457*	0.000352	0.00163	0.00363*	0.000826	0.00115	0.00306*	0.00120	0.00363**	-0.000718	0.0000297	0.000754	0.00144	0.000389	0.000610	0.00307	0.000519	-0.00438
	(1.04)	(2.18)	(1.24)	(2.51)	(-0.87)	(0.20)	(2.47)	(0.21)	(1.22)	(2.18)	(0.55)	(0.84)	(1.97)	(0.70)	(3.42)	(-0.64)	(0.02)	(0.68)	(1.10)	(0.28)	(0.40)	(1.14)	(0.32)	(-1.47)
revIS3G18F	-0.0124	-0.0476**	-0.0419*	0.00128	0.00338	0.0450**	-0.0473**	0.0254	0.0590***	-0.0360	0.00728	-0.00967	-0.0433	-0.0260	0.0190	-0.0373*	0.0343	0.0623***	-0.00394	-0.00159	-0.00810	-0.0265	-0.00341	-0.00491
	(-0.49)	(-2.75)	(-2.54)	(0.08)	(0.19)	(2.70)	(-2.69)	(1.41)	(3.38)	(-1.32)	(0.47)	(-0.53)	(-1.76)	(-0.99)	(1.20)	(-2.22)	(1.69)	(4.82)	(-0.25)	(-0.08)	(-0.39)	(-0.92)	(-0.16)	(-0.12)
S_POLDISC	-0.00157	0.00140	0.0000073	-0.000949	0.00108	0.00629**	-0.00381*	0.000458	0.00182	-0.00119	0.00117	0.00169	-0.00125	0.00395*	-0.00285	0.00115	-0.0000671	0.00118	-0.00118	0.00261	-0.000542	0.00274*	-0.000848	0.00178
	(-0.80)	(0.99)	(0.01)	(-0.97)	(0.76)	(4.18)	(-2.70)	(0.30)	(1.45)	(-1.03)	(0.64)	(1.08)	(-0.70)	(2.49)	(-1.84)	(1.06)	(-0.03)	(0.91)	(-0.99)	(1.49)	(-0.35)	(1.97)	(-0.49)	(0.56)
S_AGE	-0.0320	-0.0203	-0.0233	-0.00935	0.0484	0.00388	0.0192	0.0190	0.00678	0.0319	-0.0379	0.0279	-0.0337	-0.0256	-0.0221	0.0106	0.0821*	0.0381	-0.00366	-0.00866	0.0292	-0.0192	-0.0446	0.0214
	(-0.69)	(-1.10)	(-0.99)	(-0.80)	(1.35)	(0.16)	(1.45)	(0.63)	(0.21)	(1.41)	(-1.39)	(0.88)	(-0.94)	(-0.56)	(-0.53)	(0.57)	(2.24)	(1.41)	(-0.26)	(-0.25)	(0.82)	(-0.33)	(-1.56)	(0.66)
S_GENDER	0.0744	0.0622*	-0.0241	0.0259	0.0215	-0.0727**	0.0215	0.00444	0.0366	-0.0305	0.00995	0.0136	0.0179	-0.0240	0.0291	0.0284	-0.0394	-0.00566	0.0267	-0.0929**	0.0534*	0.00472	-0.0285	-0.0306
	(1.78)	(2.57)	(-1.26)	(1.16)	(0.83)	(-3.52)	(0.71)	(0.17)	(1.60)	(-1.17)	(0.43)	(0.62)	(0.55)	(-0.84)	(0.97)	(1.36)	(-1.28)	(-0.29)	(1.36)	(-2.89)	(2.01)	(0.18)	(-0.88)	(-0.71)
S_INTACT	0.00193	0.000362	-0.00149	0.000861	0.000651	0.000220	-0.000315	0.00113	-0.00130	0.000213	-0.000269	-0.00110	-0.000873	-0.00117	-0.00184	0.00209	0.0000190	0.00241*	0.000473	0.00259	0.00226	0.000835	-0.000335	0.000619
	(1.14)	(0.27)	(-1.36)	(0.65)	(0.40)	(0.16)	(-0.19)	(0.59)	(-0.86)	(0.13)	(-0.18)	(-0.73)	(-0.50)	(-0.58)	(-1.65)	(1.76)	(0.01)	(2.26)	(0.42)	(1.51)	(1.35)	(0.61)	(-0.16)	(0.21)
S_STUTREL	0.00673**	0.00156	0.00338**	0.00325**	0.00652**	0.00496**	0.00388	0.00347*	0.00950**	-0.000698	0.00314*	0.00412**	0.00630**	0.00256	0.00375*	0.00426**	0.00385	0.00344**	0.00413**	0.000263	0.00538**	0.00499**	0.00555*	0.00170
	(3.45)	(1.14)	(2.82)	(2.64)	(4.25)	(3.74)	(1.91)	(2.26)	(7.37)	(-0.41)	(1.99)	(2.69)	(3.07)	(1.22)	(2.43)	(3.20)	(1.86)	(3.11)	(2.92)	(0.14)	(2.60)	(3.43)	(2.48)	(0.52)
S_GENEQL	0.00928**	0.0112***	0.00926**	0.0104***	0.0124***	0.0113***	0.0137***	0.0132***	0.0125***	0.0111***	0.0139***	0.0108***	0.0128***	0.0159***	0.0141***	0.0165***	0.00847**	0.0143***	0.00881**	0.0126***	0.0107***	0.0172***	0.0121***	0.0167***
	(3.87)	(8.65)	(7.62)	(8.12)	(7.30)	(8.46)	(8.05)	(9.53)	(9.20)	(6.21)	(8.78)	(8.94)	(6.43)	(11.20)	(9.91)	(10.39)	(4.11)	(12.28)	(7.06)	(5.78)	(7.07)	(6.94)	(8.01)	(5.54)
S_OPDISC	0.00113	0.00408**	0.000943	0.00260*	0.00194	0.00345**	0.00279	0.000340	0.00240	0.00444**	0.00262	-0.00132	0.00101	-0.00117	0.00173	0.00163	0.00359	0.00314**	0.00430**	0.00432**	0.00560**	0.00355*	0.00355*	0.00248
	(0.66)	(3.51)	(1.12)	(2.21)	(1.29)	(2.85)	(1.94)	(0.19)	(1.58)	(3.31)	(1.42)	(-1.23)	(0.63)	(-0.66)	(1.20)	(1.37)	(1.92)	(3.02)	(3.32)	(2.80)	(2.95)	(2.33)	(2.02)	(1.05)
S_CIVLRN	0.00430	0.00372*	0.00604**	0.00485**	-0.000218	0.000230	0.00941**	0.000396	-0.00253	0.00625**	0.00215	0.00346*	0.00779**	0.00574*	0.00225	0.0118***	-0.00306	-0.00277	0.00425*	0.00305	0.000388	0.00387	0.00312	0.00913**
	(1.71)	(2.24)	(4.55)	(2.63)	(-0.11)	(0.14)	(4.88)	(0.20)	(-1.48)	(2.71)	(0.96)	(2.25)	(2.80)	(2.00)	(1.18)	(6.88)	(-1.60)	(-1.80)	(2.52)	(1.28)	(0.17)	(1.30)	(1.36)	(2.97)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.0

Table C.25b Teacher characteristics' multiple regression coefficients for students' support for all ethnic/racial groups in the country have the same rights

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	0.137	-0.0626	-0.0439	-0.0325	-0.0410	0.0000895	0.0415	-0.00475	0.0836	-0.0833	-0.0386	0.0885	0.109	-0.126	0.0435	-0.0262	0.234	-0.0984	0.202**	0.0207	-0.0337	-0.0527	0.119	0.0903
	(1.27)	(-1.05)	(-0.54)	(-0.40)	(-0.49)	(0.00)	(0.49)	(-0.05)	(1.10)	(-0.83)	(-0.40)	(0.80)	(1.06)	(-1.21)	(0.77)	(-0.42)	(1.79)	(-1.90)	(3.17)	(0.24)	(-0.46)	(-0.65)	(1.16)	(1.00)
IT3G14I	-0.213	-0.129	0.199*	-0.153	-0.0279	0.0432	-0.191	-0.135	0.0961	-0.129	0.129	-0.0100	-0.166	0.00460	-0.206	-0.00857	0.289	0.00443	-0.205	-0.168	-0.160	-0.0650	-0.0541	0.168
	(-1.38)	(-1.01)	(2.16)	(-1.05)	(-0.26)	(0.50)	(-1.46)	(-0.90)	(1.01)	(-0.75)	(0.95)	(-0.08)	(-1.89)	(0.03)	(-1.51)	(-0.05)	(1.47)	(0.05)	(-1.48)	(-1.42)	(-1.44)	(-0.63)	(-0.26)	(1.54)
T_PDACCE	0.00144	-0.00317	-0.00294	-0.00226	-0.00428	0.00113	0.00612*	-0.00534	0.00211	0.00342	0.000568	0.00810*	-0.00473	-0.00314	0.00244	0.000902	-0.0128*	0.0000977	-0.00360	0.00396	-0.000520	0.00353	-0.00245	0.00941*
	(0.33)	(-1.44)	(-1.30)	(-0.72)	(-1.76)	(0.53)	(2.13)	(-1.72)	(0.66)	(0.74)	(0.19)	(2.31)	(-1.44)	(-0.86)	(0.81)	(0.30)	(-2.32)	(0.05)	(-1.59)	(1.41)	(-0.24)	(1.54)	(-0.61)	(2.30)
T_PDATCH	-0.00199	0.00217	0.00423	0.00524	-0.000217	-0.000081	-0.00488	0.00103	0.000626	-0.00358	-0.000630	-0.00226	0.00699*	-0.00401	-0.00446	0.000757	0.00778	-0.00305	-0.00295	-0.00378	0.00127	-0.00639*	0.00150	-0.00486
	(-0.42)	(0.81)	(1.44)	(1.54)	(-0.09)	(-0.04)	(-1.72)	(0.30)	(0.23)	(-0.73)	(-0.21)	(-0.66)	(2.15)	(-1.07)	(-1.46)	(0.26)	(1.60)	(-1.31)	(-1.30)	(-1.42)	(0.58)	(-2.58)	(0.32)	(-0.96)
T_CIVCLAS	0.00721*	-0.00303	0.00322	-0.00192	-0.000662	-0.000371	0.000103	-0.000764	-0.00211	0.000640	-0.00167	-0.000097	0.00334	0.00368	0.0000381	-0.00181	-0.00217	0.000552	0.000408	-0.00199	0.000967	0.00510**	0.00738	-0.00475*
	(2.20)	(-1.56)	(1.67)	(-0.91)	(-0.30)	(-0.21)	(0.04)	(-0.25)	(-1.02)	(0.18)	(-0.79)	(-0.05)	(1.06)	(1.36)	(0.02)	(-0.73)	(-0.69)	(0.39)	(0.24)	(-0.63)	(0.51)	(2.86)	(1.91)	(-2.09)
T_PRPCCE	-0.000822	0.00722**	0.00222	0.00282	0.00445**	-0.00157	0.00184	0.00228	-0.00144	0.00425	0.00193	-0.00302	0.00365	0.00230	-0.00213	-0.00203	-0.00181	0.00286	0.00314	-0.00108	0.000576	0.00121	-0.00666*	0.0000234
	(-0.26)	(4.87)	(1.16)	(1.53)	(2.81)	(-1.07)	(0.69)	(1.00)	(-0.62)	(1.35)	(0.90)	(-1.41)	(1.65)	(0.89)	(-0.87)	(-1.28)	(-0.50)	(1.66)	(1.65)	(-0.50)	(0.37)	(0.82)	(-2.38)	(0.01)
T_BULSCH	-0.00267	-0.00273	-0.00479	-0.00761	-0.00341	-0.000725	-0.00227	-0.000589	-0.00394	-0.00264	-0.00864	0.00697	-0.00675	-0.00435	0.00366	-0.00265	-0.00437	0.00301	0.000204	0.000458	-0.00817*	0.00118	0.00185	0.0000930
	(-0.41)	(-0.78)	(-1.43)	(-1.22)	(-0.96)	(-0.21)	(-0.54)	(-0.10)	(-1.08)	(-0.51)	(-1.71)	(1.45)	(-1.56)	(-0.95)	(0.89)	(-0.64)	(-0.68)	(0.90)	(0.05)	(0.10)	(-2.28)	(0.32)	(0.33)	(0.02)
T_PROBSC	0.00645	0.00618	0.00251	0.000140	-0.000152	-0.000155	0.00555	-0.00263	0.00609	0.00667	0.00729	-0.00582	0.00750	0.0000902	-0.00123	0.000494	0.000603	-0.00419	0.00955**	0.00314	0.00568	-0.00157	-0.000668	0.00155
	(1.24)	(1.72)	(0.95)	(0.04)	(-0.05)	(-0.06)	(1.51)	(-0.63)	(1.77)	(1.15)	(1.79)	(-1.40)	(1.73)	(0.02)	(-0.30)	(0.15)	(0.09)	(-1.53)	(2.85)	(0.78)	(1.88)	(-0.40)	(-0.12)	(0.41)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.0

Table C.25c School characteristics' multiple regression coefficients for students' support for all ethnic/racial groups in the country have the same rights

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.00448*	-0.00310*	-0.000763	0.000274	-0.00132	0.000105	-0.00113	-0.00344*	0.000819	-0.000371	0.00290*	0.00377*	-0.00281	-0.00184	-0.000107	0.00114	0.00314	-0.000424	-0.00163	-0.000556	-0.00234	-0.00153	0.00318	0.00180
	(-2.13)	(-2.25)	(-0.46)	(0.21)	(-0.94)	(0.11)	(-0.82)	(-2.11)	(0.49)	(-0.18)	(1.97)	(2.50)	(-1.86)	(-1.03)	(-0.09)	(0.66)	(1.16)	(-0.42)	(-1.37)	(-0.27)	(-1.87)	(-1.23)	(1.47)	(0.95)
C_COMCRI	-0.00586*	-0.00153	0.00149	0.00294	-0.000186	0.00115	-0.000801	-0.00210	-0.00129	0.00126	-0.00212	-0.00350	-0.00306	-0.00119	-0.000547	-0.00211	-0.00378	0.000969	-0.00458*	0.00155	0.00147	0.00132	0.000127	-0.000500
	(-2.14)	(-0.90)	(0.78)	(1.77)	(-0.10)	(0.82)	(-0.36)	(-1.01)	(-0.71)	(0.55)	(-0.92)	(-1.60)	(-1.46)	(-0.54)	(-0.26)	(-1.27)	(-1.25)	(0.68)	(-2.83)	(0.55)	(0.98)	(0.86)	(0.06)	(-0.20)
C_COMETN	0.000201	-0.000660	-0.00120	0.000747	0.000464	0.00132	-0.00229	-0.00152	0.00300	-0.00415	0.00112	0.00227	-0.00217	-0.000973	0.00209	-0.000099	-0.000824	-0.000041	-0.00454*	-0.00282	0.000378	0.000220	0.00131	0.00161
	(0.08)	(-0.50)	(-0.66)	(0.42)	(0.27)	(1.01)	(-1.26)	(-0.75)	(1.52)	(-1.58)	(0.66)	(1.19)	(-0.98)	(-0.42)	(1.20)	(-0.06)	(-0.31)	(-0.04)	(-2.87)	(-0.81)	(0.25)	(0.17)	(0.54)	(0.62)
C_COMPOV	0.00417	0.000781	-0.00162	-0.00286	-0.000789	-0.00189	-0.00264	0.000306	0.000238	0.00433	0.00401	-0.00588*	-0.000414	0.00774*	-0.000126	0.00129	0.00325	0.000879	0.00474*	0.00238	-0.00330	0.000458	0.00179	-0.00641
	(1.14)	(0.39)	(-0.67)	(-1.16)	(-0.33)	(-1.23)	(-0.97)	(0.12)	(0.10)	(1.36)	(1.67)	(-2.67)	(-0.18)	(2.38)	(-0.06)	(0.71)	(1.06)	(0.47)	(2.31)	(1.02)	(-1.75)	(0.21)	(0.68)	(-1.85)
C_BULSCH	0.00173	-0.00186	-0.00210	0.000433	-0.000361	0.00118	-0.000415	0.00102	0.000775	0.00334	-0.000737	0.00259	0.00198	0.00111	0.000876	0.000388	0.00183	0.000864	-0.000879	-0.00129	0.00165	0.000955	-0.00109	0.00306
	(0.64)	(-1.44)	(-1.27)	(0.18)	(-0.21)	(0.88)	(-0.27)	(0.57)	(0.53)	(1.20)	(-0.43)	(1.43)	(0.98)	(0.66)	(0.43)	(0.23)	(0.63)	(0.61)	(-0.58)	(-0.63)	(1.16)	(0.74)	(-0.51)	(1.00)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.0

Table C.26a Student characteristics' multiple regression coefficients for students' endorsement of european cooperation

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
S_HISCED	0.469	-0.286	-0.260	-0.0560	-0.221	0.170	0.743**	0.781*	0.305*	0.419	0.0324	0.00255	-0.0720	0.471	0.662
	(1.55)	(-0.95)	(-1.06)	(-0.24)	(-0.82)	(0.89)	(2.94)	(2.29)	(2.17)	(1.84)	(0.15)	(0.01)	(-0.22)	(1.72)	(1.39)
S_HISEI	0.0242	0.0140	0.0167	0.0201	0.00822	0.0130	0.00575	-0.0132	0.0317*	0.0282*	-0.00474	0.0429**	0.0265	-0.00442	-0.0291
	(1.34)	(0.83)	(1.51)	(1.43)	(0.61)	(1.09)	(0.42)	(-0.85)	(2.49)	(1.96)	(-0.44)	(2.62)	(1.93)	(-0.25)	(-1.25)
lang	2.732***	-0.203	-0.279	2.710***	-0.467	0.938	0.249	0.189	0.130	0.613	-0.349	0.462	-1.283	-2.249**	1.358
	(3.34)	(-0.09)	(-0.37)	(4.42)	(-0.52)	(1.82)	(0.33)	(0.19)	(0.30)	(0.56)	(-0.38)	(0.49)	(-1.14)	(-2.62)	(1.17)
mig	8.375**	0.577	0.457	-1.003	1.359	-1.024	1.172	0.568	0.693	-1.045	-0.457	-0.756	-2.020**	-1.055	-1.693
	(2.91)	(0.69)	(0.72)	(-1.44)	(1.15)	(-1.70)	(1.44)	(0.51)	(1.15)	(-0.91)	(-0.67)	(-0.99)	(-2.75)	(-1.23)	(-1.70)
S_SCACT	0.165***	0.142***	0.0618**	0.0226	0.0912**	0.123***	0.113***	0.127***	0.183***	0.0391	0.110***	0.112***	0.0783*	0.0567*	0.0625
	(5.84)	(5.53)	(2.96)	(0.88)	(2.91)	(5.62)	(5.07)	(4.62)	(9.38)	(1.33)	(5.30)	(3.85)	(2.39)	(1.98)	(1.54)
revIS3G18F	0.305	-0.0272	0.140	0.779*	0.530	0.446*	0.101	-0.435	-0.00256	0.0579	0.0834	0.267	-0.119	0.185	0.225
	(0.70)	(-0.11)	(0.65)	(2.40)	(1.60)	(2.07)	(0.32)	(-1.28)	(-0.01)	(0.19)	(0.34)	(0.83)	(-0.20)	(0.64)	(0.45)
S_POLDISC	0.0251	0.0353	0.0644***	0.0666*	0.0580*	-0.00591	-0.0101	0.00448	0.0479*	0.0693**	0.00673	0.0623*	0.108***	0.0129	0.0898*
	(0.95)	(1.28)	(3.30)	(2.33)	(2.34)	(-0.22)	(-0.37)	(0.13)	(2.03)	(2.65)	(0.31)	(2.06)	(3.33)	(0.45)	(2.56)
S_AGE	-0.0332	-0.842	0.922*	-0.215	-0.355	-0.675	-0.574	0.00988	-0.0853	-0.0525	-0.0430	-0.801	-1.019	-0.125	-0.178
	(-0.05)	(-1.45)	(2.45)	(-0.36)	(-0.71)	(-1.93)	(-1.14)	(0.02)	(-0.16)	(-0.12)	(-0.09)	(-1.29)	(-0.74)	(-0.32)	(-0.20)
S_GENDER	-1.979***	-2.987***	-2.611***	-1.919***	-1.825***	-2.807***	-2.602***	-2.410***	-1.281**	-3.101***	-2.147***	-2.541***	-2.698***	-3.587***	-3.530***
	(-3.90)	(-7.55)	(-8.63)	(-4.27)	(-5.05)	(-8.52)	(-5.70)	(-4.87)	(-2.79)	(-6.67)	(-6.43)	(-5.87)	(-6.10)	(-7.52)	(-6.05)
S_INTACT	0.116***	0.0760**	0.0758***	0.0664*	0.0247	0.0384*	0.0443	0.0386	0.0447*	0.0602*	0.0407*	0.0743**	0.0590*	0.102**	0.0446
	(4.18)	(2.96)	(3.89)	(2.32)	(0.95)	(2.03)	(1.84)	(1.33)	(1.99)	(2.32)	(2.21)	(2.78)	(2.18)	(3.18)	(1.10)
S_STUTREL	0.0440	0.117***	0.0729***	0.0672**	0.105***	0.0589*	0.0637*	0.0641*	0.0861***	0.179***	0.0295	0.0303	0.0918**	0.0810**	0.0877*
	(1.81)	(3.93)	(4.26)	(2.58)	(4.21)	(2.41)	(2.37)	(2.29)	(3.35)	(5.12)	(1.57)	(0.96)	(2.83)	(2.62)	(2.40)
S_GENEQL	0.273***	0.293***	0.248***	0.265***	0.262***	0.257***	0.265***	0.357***	0.322***	0.207***	0.220***	0.252***	0.205***	0.275***	0.332***
	(9.05)	(10.57)	(15.50)	(10.74)	(11.37)	(12.04)	(9.63)	(13.27)	(13.04)	(9.64)	(10.65)	(9.27)	(6.62)	(9.05)	(7.57)
S_OPDISC	0.0278	0.0695*	0.0304	0.00477	0.0648*	0.0969***	0.0782**	0.0131	0.0493	0.0238	0.0513**	0.0287	0.0437	0.0568	0.0447
	(1.05)	(2.12)	(1.55)	(0.18)	(2.32)	(3.96)	(3.01)	(0.47)	(1.87)	(0.86)	(2.97)	(0.96)	(1.41)	(1.70)	(1.09)
S_CIVLRN	0.0260	0.0884*	0.0396	0.0698*	0.00538	0.0732*	0.0493	0.146***	0.0986***	0.0775*	0.117***	0.141***	0.0712	0.0507	-0.0500
	(0.52)	(2.49)	(1.46)	(2.00)	(0.14)	(2.29)	(1.39)	(3.34)	(3.88)	(2.09)	(4.43)	(3.61)	(1.95)	(1.39)	(-0.89)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.26b Teacher characteristics' multiple regression coefficients for students' endorsement of european cooperation

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
IT3G14E	-2.218	1.008	0.437	0.909	-0.312	0.866	-1.229	0.581	2.290*	-0.674	-0.520	-0.753	-1.495	-1.389	1.076
	(-1.61)	(0.62)	(0.39)	(0.71)	(-0.26)	(0.58)	(-1.01)	(0.38)	(2.37)	(-0.36)	(-0.44)	(-0.64)	(-1.17)	(-0.87)	(0.42)
IT3G14I	1.854	-1.697	1.653	-4.270	3.891	-1.780	2.796	3.008	5.119*	1.892	-0.178	0.586	0.795	2.378	-7.723*
	(0.91)	(-0.79)	(1.22)	(-1.95)	(1.93)	(-0.70)	(1.66)	(1.27)	(2.14)	(0.64)	(-0.10)	(0.31)	(0.48)	(0.93)	(-2.52)
T_PDACCE	-0.0625	0.0118	0.0260	0.111*	0.0312	-0.0391	0.0460	0.0922	-0.0128	-0.0746	-0.000366	-0.0454	-0.0305	-0.0556	0.0210
	(-1.21)	(0.28)	(0.72)	(2.21)	(0.67)	(-0.76)	(1.14)	(1.34)	(-0.24)	(-1.17)	(-0.01)	(-1.33)	(-0.65)	(-1.05)	(0.14)
T_PDATCH	-0.0353	-0.00302	0.00920	-0.128*	-0.0357	0.0135	0.0201	-0.00339	-0.0268	0.0473	-0.0306	0.0509	0.0468	0.0610	-0.00812
	(-0.61)	(-0.08)	(0.30)	(-2.32)	(-0.92)	(0.25)	(0.43)	(-0.05)	(-0.50)	(0.74)	(-0.72)	(1.37)	(0.83)	(1.14)	(-0.08)
T_CIVCLAS	0.0389	0.00195	-0.00784	0.0129	-0.0290	-0.0771*	0.0326	-0.0852	-0.0369	-0.0136	0.0416	-0.0354	-0.0194	-0.0377	-0.0442
	(0.87)	(0.05)	(-0.25)	(0.35)	(-0.69)	(-2.14)	(0.93)	(-1.78)	(-1.22)	(-0.21)	(1.65)	(-1.16)	(-0.55)	(-0.89)	(-0.42)
T_PRPCCE	0.0240	0.00579	-0.00954	-0.0328	0.00145	-0.0133	-0.0495	0.0172	0.0143	-0.0131	0.0416	0.0267	0.00276	-0.0332	-0.150
	(0.70)	(0.19)	(-0.43)	(-0.95)	(0.05)	(-0.43)	(-1.33)	(0.51)	(0.33)	(-0.25)	(1.77)	(0.88)	(0.09)	(-0.89)	(-1.29)
T_BULSCH	0.112	-0.0373	0.0266	-0.0760	-0.0777	0.0359	-0.116	-0.0790	-0.0239	-0.131	0.0818	-0.0499	-0.00314	-0.000489	-0.0135
	(1.65)	(-0.58)	(0.38)	(-1.10)	(-1.24)	(0.50)	(-1.59)	(-0.96)	(-0.33)	(-1.21)	(1.37)	(-0.75)	(-0.05)	(-0.01)	(-0.10)
T_PROBSC	-0.0225	0.0463	-0.0463	0.0870	0.0464	0.0842	-0.0598	-0.00458	0.0588	0.0382	0.0581	0.0209	-0.0136	-0.0586	0.0105
	(-0.37)	(0.87)	(-0.90)	(1.49)	(0.73)	(1.32)	(-0.96)	(-0.06)	(0.93)	(0.46)	(1.10)	(0.41)	(-0.23)	(-0.98)	(0.07)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.26c School characteristics' multiple regression coefficients for students' endorsement of european cooperation

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT
C_ENGAGE	0.00420	-0.00631	-0.00917	-0.00731	0.0222	0.0933***	-0.0125	-0.0917*	-0.00201	-0.00603	0.0164	-0.0111	0.0179	0.000394	-0.0199
	(0.17)	(-0.20)	(-0.49)	(-0.26)	(0.94)	(3.91)	(-0.48)	(-2.53)	(-0.10)	(-0.17)	(0.74)	(-0.44)	(0.71)	(0.01)	(-0.37)
C_COMCRI	0.0407	0.0355	-0.00152	-0.0446	-0.0332	0.0209	0.0724	-0.0137	-0.0419	0.0649	-0.0393	-0.0111	-0.00688	0.0535	0.00289
	(1.05)	(1.19)	(-0.08)	(-1.30)	(-1.12)	(0.54)	(1.94)	(-0.37)	(-1.48)	(1.33)	(-1.27)	(-0.36)	(-0.22)	(1.60)	(0.05)
C_COMETN	-0.0276	-0.0371	0.0122	-0.00742	-0.00859	0.0632*	0.0301	0.0101	0.0699**	0.0442	0.0127	-0.0628*	-0.00948	0.0439	-0.0790
	(-0.86)	(-1.41)	(0.51)	(-0.27)	(-0.23)	(2.06)	(0.93)	(0.23)	(2.71)	(1.24)	(0.51)	(-2.21)	(-0.31)	(1.27)	(-1.09)
C_COMPOV	-0.00436	-0.0307	-0.0108	0.0479	0.0122	-0.00565	-0.0790*	0.0129	-0.0123	-0.0206	0.0215	0.0468	0.0331	-0.0551	-0.0199
	(-0.11)	(-0.88)	(-0.42)	(1.25)	(0.35)	(-0.15)	(-1.99)	(0.23)	(-0.34)	(-0.30)	(0.75)	(1.49)	(0.85)	(-1.18)	(-0.32)
C_BULSCH	-0.0905*	0.0154	0.0267	0.0217	0.0139	-0.0502	-0.0150	0.0633	0.0633	0.0417	-0.0367	-0.0125	-0.00419	-0.0398	0.00421
	(-2.57)	(0.51)	(1.16)	(0.85)	(0.47)	(-1.84)	(-0.53)	(1.87)	(1.95)	(1.06)	(-1.67)	(-0.47)	(-0.11)	(-1.20)	(0.04)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.27a Student characteristics' multiple regression coefficients for students' positive attutudes towards European Union

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
S_HISCED	-0.0902	-0.0457	-0.0487	0.143	-0.210	-0.115	0.164	0.319	0.244	0.272	-0.111	0.0988	0.112	0.213	-0.212
	(-0.33)	(-0.15)	(-0.20)	(0.59)	(-0.70)	(-0.45)	(0.44)	(0.92)	(1.43)	(1.18)	(-0.53)	(0.28)	(0.40)	(0.83)	(-0.70)
S_HISEI	0.0193	0.0151	-0.0230*	-0.00465	0.00408	0.0169	0.0154	0.0191	-0.0226	0.0141	-0.0112	-0.00746	0.0166	-0.0279*	0.0319
	(1.22)	(0.90)	(-2.26)	(-0.30)	(0.31)	(1.19)	(0.79)	(1.25)	(-1.64)	(1.12)	(-0.79)	(-0.47)	(0.86)	(-1.98)	(1.27)
lang	0.291	-0.509	0.300	2.468**	1.285	0.108	0.342	1.417	0.124	-1.202	-0.0818	-0.150	-0.496	-0.210	-1.466
	(0.26)	(-0.20)	(0.38)	(3.07)	(1.46)	(0.18)	(0.39)	(1.66)	(0.24)	(-1.22)	(-0.09)	(-0.13)	(-0.42)	(-0.23)	(-1.12)
mig	8.371	-0.603	-0.299	0.223	-1.867	-0.236	2.791***	1.022	2.341**	-0.632	-1.783**	-0.922	-2.432*	-1.626	1.124
	(1.62)	(-0.76)	(-0.48)	(0.31)	(-1.46)	(-0.36)	(3.45)	(0.76)	(3.08)	(-0.71)	(-2.64)	(-1.13)	(-2.29)	(-1.46)	(1.11)
S_SCACT	0.169***	0.170***	0.0601**	0.0539*	0.0642**	0.0683**	0.0812**	0.134***	0.122***	0.0514	0.0930***	0.0546*	0.0975**	0.0467	0.111*
	(5.47)	(5.88)	(2.67)	(2.07)	(2.64)	(2.59)	(3.15)	(5.08)	(5.90)	(1.92)	(4.28)	(2.01)	(3.09)	(1.65)	(2.48)
revIS3G18F	-0.343	0.133	-0.458*	0.334	-0.519	-1.030***	0.171	-0.328	-0.131	-0.128	0.00146	0.0171	0.00355	-0.276	0.192
	(-1.00)	(0.38)	(-2.19)	(0.99)	(-1.74)	(-3.40)	(0.49)	(-0.95)	(-0.42)	(-0.40)	(0.01)	(0.05)	(0.01)	(-1.02)	(0.43)
S_POLDISC	0.0153	-0.0562	-0.00960	-0.0465	-0.0783***	-0.0210	-0.0317	0.00595	0.0154	-0.0339	-0.0732***	-0.0338	-0.0586*	-0.0512	0.0242
	(0.48)	(-1.82)	(-0.53)	(-1.67)	(-3.37)	(-0.79)	(-1.12)	(0.21)	(0.63)	(-1.21)	(-3.75)	(-1.09)	(-2.52)	(-1.80)	(0.69)
S_AGE	-0.356	-0.460	0.0553	0.0815	-0.500	-1.626***	-0.861	0.447	-0.0437	0.163	0.139	-0.428	-1.368	-0.499	0.0901
	(-0.56)	(-0.77)	(0.13)	(0.15)	(-0.91)	(-3.82)	(-1.56)	(0.73)	(-0.08)	(0.31)	(0.28)	(-0.70)	(-1.68)	(-1.12)	(0.12)
S_GENDER	-1.772**	-2.886***	-0.608	-1.124**	-1.025*	-1.936***	-1.794***	-3.555***	-2.210***	-2.335***	-1.360***	-3.449***	-2.343***	-2.208***	-1.131
	(-2.92)	(-5.98)	(-1.93)	(-2.61)	(-2.35)	(-4.86)	(-3.94)	(-8.69)	(-4.45)	(-5.34)	(-3.68)	(-7.90)	(-5.12)	(-4.79)	(-1.33)
S_INTACT	0.169***	0.0995***	0.138***	0.0822**	0.153***	0.137***	0.0819*	0.0849**	0.165***	0.138***	0.134***	0.125***	0.0785**	0.180***	0.131***
	(6.19)	(3.41)	(7.53)	(2.96)	(5.47)	(5.53)	(2.30)	(2.69)	(7.56)	(4.53)	(6.43)	(4.04)	(2.91)	(6.30)	(3.72)
S_STUTREL	0.156***	0.188***	0.0627**	0.161***	0.154***	0.174***	0.198***	0.161***	0.134***	0.218***	0.111***	0.163***	0.158***	0.164***	0.189***
	(5.00)	(6.22)	(2.92)	(5.34)	(6.20)	(7.15)	(5.57)	(5.66)	(5.33)	(6.01)	(5.85)	(5.00)	(4.83)	(5.20)	(4.02)
S_GENEQL	-0.00342	0.0703*	0.0544**	0.0579*	0.0264	-0.00979	0.0405	0.103***	0.142***	0.0799**	0.0156	0.0220	0.0132	0.0589*	0.0222
	(-0.10)	(2.39)	(3.16)	(2.30)	(1.19)	(-0.37)	(1.46)	(3.91)	(6.52)	(2.95)	(0.72)	(0.94)	(0.43)	(2.43)	(0.64)
S_OPDISC	0.0432	0.0173	-0.0296	0.0477	0.0836**	-0.0298	0.0314	0.0274	0.0296	0.0282	0.0156	-0.0238	-0.00921	0.0147	0.102**
	(1.38)	(0.50)	(-1.57)	(1.55)	(2.94)	(-1.24)	(0.99)	(1.00)	(1.00)	(0.89)	(0.74)	(-0.81)	(-0.31)	(0.52)	(2.68)
S_CIVLRN	0.0989*	0.108**	0.139***	0.0646	0.113**	0.226***	0.0391	0.159***	0.154***	0.0348	0.117***	0.145***	0.0967*	0.0720	0.0226
	(2.40)	(2.70)	(4.75)	(1.93)	(3.11)	(6.07)	(0.87)	(3.65)	(4.09)	(0.92)	(4.39)	(3.70)	(2.31)	(1.57)	(0.41)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.27b Teacher characteristics' multiple regression coefficients for students' positive attutudes towards European Union

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
IT3G14E	-1.771	0.503	-0.337	-1.184	1.179	4.555*	-0.645	-0.179	-1.747	0.352	1.972	-0.691	-1.027	-0.907	-3.420
	(-1.36)	(0.32)	(-0.37)	(-0.93)	(0.88)	(2.25)	(-0.44)	(-0.12)	(-1.80)	(0.18)	(1.84)	(-0.54)	(-0.74)	(-0.31)	(-1.12)
IT3G14I	3.061	-4.603*	1.686	1.661	2.682	-4.441	-1.503	0.255	-2.105	-5.636	-0.284	-4.739**	1.912	0.436	-10.80
	(1.55)	(-2.17)	(1.14)	(0.77)	(1.09)	(-1.68)	(-0.82)	(0.12)	(-0.72)	(-1.72)	(-0.19)	(-2.66)	(0.94)	(0.12)	(-1.88)
T_PDACCE	-0.114*	0.0214	-0.0382	0.0614	-0.0226	-0.0568	0.0259	-0.0386	0.0146	-0.131	-0.0278	0.0322	-0.0241	0.0422	-0.252*
	(-2.28)	(0.46)	(-1.20)	(1.35)	(-0.57)	(-0.92)	(0.46)	(-0.86)	(0.34)	(-1.81)	(-0.86)	(0.71)	(-0.45)	(0.40)	(-2.46)
T_PDATCH	0.0474	0.0112	0.0277	-0.0374	0.0654	0.104	0.0345	0.0119	-0.0547	0.134	0.0139	-0.0314	0.0206	-0.0100	0.316**
	(0.92)	(0.20)	(1.11)	(-0.91)	(1.55)	(1.61)	(0.66)	(0.24)	(-1.13)	(1.67)	(0.41)	(-0.71)	(0.35)	(-0.11)	(3.10)
T_CIVCLAS	-0.00647	-0.00959	0.00255	0.0357	-0.101**	-0.0701	0.0179	-0.0392	-0.0191	-0.0354	0.00285	-0.00599	0.00872	-0.0466	0.00158
	(-0.17)	(-0.23)	(0.09)	(1.07)	(-2.84)	(-1.18)	(0.41)	(-1.17)	(-0.47)	(-0.52)	(0.13)	(-0.17)	(0.21)	(-0.68)	(0.02)
T_PRPCCE	-0.00266	0.00727	0.00501	-0.0527	-0.0120	0.0452	-0.131**	0.0162	0.0704	0.0585	0.0261	0.0135	0.0138	-0.0112	-0.0186
	(-0.10)	(0.23)	(0.22)	(-1.60)	(-0.34)	(0.86)	(-2.82)	(0.59)	(1.29)	(1.04)	(1.06)	(0.38)	(0.51)	(-0.14)	(-0.23)
T_BULSCH	-0.0428	0.0180	-0.0310	-0.0941	-0.0315	0.0562	-0.113	0.00525	-0.130	-0.0533	0.0716	-0.0181	0.0795	0.183	-0.0473
	(-0.63)	(0.24)	(-0.57)	(-1.42)	(-0.46)	(0.44)	(-1.40)	(0.06)	(-1.81)	(-0.48)	(1.59)	(-0.31)	(0.95)	(1.09)	(-0.30)
T_PROBSC	0.0670	-0.0532	0.0172	0.0425	0.0426	-0.0428	0.0366	-0.0117	0.0874	-0.00400	0.0445	-0.0347	-0.00928	-0.179	-0.0544
	(1.03)	(-0.68)	(0.44)	(0.72)	(0.65)	(-0.41)	(0.50)	(-0.17)	(1.22)	(-0.04)	(1.12)	(-0.53)	(-0.15)	(-1.63)	(-0.39)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.27c School characteristics' multiple regression coefficients for students' positive attutudes towards European Union

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
C_ENGAGE	0.00446	0.0398	0.00370	0.0199	0.0376	0.00127	0.0260	-0.0357	-0.0430	-0.0465	-0.000063	-0.0163	0.0119	0.0159	-0.0536
	(0.19)	(1.28)	(0.21)	(0.81)	(1.41)	(0.03)	(0.80)	(-1.39)	(-1.95)	(-1.24)	(-0.00)	(-0.80)	(0.36)	(0.39)	(-1.00)
C_COMCRI	0.0160	0.0989**	0.0154	-0.0297	-0.0275	0.0311	-0.0140	-0.00580	0.0190	0.145*	0.0236	-0.0625	-0.00233	0.0671	0.0987
	(0.38)	(2.83)	(0.72)	(-0.80)	(-0.81)	(0.50)	(-0.36)	(-0.15)	(0.63)	(2.35)	(1.00)	(-1.79)	(-0.07)	(1.50)	(0.99)
C_COMETN	0.0448	0.0148	0.0166	-0.0186	0.0287	0.120	0.0382	-0.0151	-0.0375	0.0397	0.0171	0.0552*	-0.0314	0.0331	0.114
	(0.99)	(0.51)	(0.71)	(-0.71)	(0.85)	(1.92)	(1.00)	(-0.46)	(-1.62)	(1.00)	(0.73)	(1.97)	(-0.86)	(0.55)	(1.67)
C_COMPOV	0.0641	-0.0760*	-0.00693	0.0386	0.0239	-0.128*	0.0405	0.0302	-0.00470	-0.151*	-0.00868	0.0184	0.0462	-0.102	-0.135
	(1.69)	(-1.99)	(-0.25)	(1.15)	(0.65)	(-2.29)	(0.91)	(0.78)	(-0.15)	(-1.98)	(-0.36)	(0.57)	(1.20)	(-1.40)	(-1.22)
C_BULSCH	-0.0468	0.0415	0.0000157	0.0273	0.0302	-0.0483	-0.00356	-0.0281	0.115***	0.0115	-0.0425	0.00532	-0.0392	-0.0317	0.0543
	(-1.67)	(1.30)	(0.00)	(0.98)	(0.88)	(-0.89)	(-0.12)	(-0.80)	(3.57)	(0.27)	(-1.80)	(0.20)	(-1.06)	(-0.61)	(0.59)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.28a Student characteristics' multiple regression coefficients for students' endorsement of equal rights for immigrants

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
S_HISCED	-0.0954	-0.266	0.0720	-0.243	0.344	0.497**	-0.0970	0.546	0.220	0.466*	0.220	-0.225	0.0905	0.258	-0.0731
	(-0.39)	(-0.97)	(0.31)	(-1.39)	(1.59)	(2.58)	(-0.42)	(1.86)	(1.49)	(2.34)	(1.19)	(-0.76)	(0.29)	(1.13)	(-0.23)
S_HISEI	-0.00852	0.0221	0.0393***	0.0151	0.0116	-0.0275*	-0.0153	-0.0287*	0.00898	0.00548	0.0178	0.0281*	0.0253	-0.0128	0.0276
	(-0.55)	(1.64)	(3.92)	(1.27)	(0.94)	(-2.27)	(-1.17)	(-2.53)	(0.95)	(0.56)	(1.44)	(2.31)	(1.89)	(-0.92)	(1.48)
lang	-1.646*	-4.746*	-3.308***	-1.693*	-1.969	-0.511	-2.126**	-0.121	0.567	-1.497	-2.983***	-3.659***	-3.846***	-3.591***	-5.019***
	(-1.97)	(-2.36)	(-4.23)	(-2.15)	(-1.53)	(-0.97)	(-2.99)	(-0.14)	(1.30)	(-1.14)	(-3.33)	(-3.41)	(-4.11)	(-5.16)	(-3.73)
mig	-0.918	1.168	-3.259***	-0.242	-2.710	-5.482***	0.241	-1.779	-3.716***	-5.282***	-4.508***	-1.118	-2.877**	-3.191***	-0.880
	(-0.24)	(1.72)	(-5.59)	(-0.38)	(-1.78)	(-8.74)	(0.27)	(-1.31)	(-5.09)	(-5.02)	(-7.07)	(-1.67)	(-3.19)	(-5.27)	(-0.94)
S_SCACT	0.108***	0.0831***	0.0389	0.0434	0.0519*	0.0622*	-0.00160	0.0654*	0.0505*	0.0737**	0.0910***	0.0560*	0.0516*	0.0783**	0.00130
	(3.57)	(3.42)	(1.86)	(1.51)	(2.06)	(2.56)	(-0.08)	(2.53)	(2.35)	(3.05)	(4.72)	(2.07)	(2.00)	(2.90)	(0.04)
revIS3G18F	0.146	-0.298	0.536**	0.586*	0.892**	0.182	0.0995	0.354	0.201	-0.214	0.602*	0.430	0.126	0.631**	-0.0205
	(0.48)	(-1.06)	(2.59)	(2.29)	(3.01)	(0.73)	(0.39)	(1.09)	(0.86)	(-0.71)	(2.53)	(1.24)	(0.35)	(2.81)	(-0.04)
S_POLDISC	-0.000771	-0.0316	0.0186	0.00234	-0.0181	-0.0220	-0.0183	0.00138	0.0230	0.00127	0.00680	-0.0390	0.128***	0.0314	0.0109
	(-0.03)	(-1.16)	(1.07)	(0.10)	(-0.84)	(-1.00)	(-0.76)	(0.06)	(1.35)	(0.06)	(0.37)	(-1.41)	(4.38)	(1.44)	(0.28)
S_AGE	0.563	-1.111*	-0.105	-0.477	-0.424	-0.537	-0.487	0.0654	-0.252	-0.748	-1.113**	-0.125	-0.314	0.124	-0.809
	(0.89)	(-2.18)	(-0.30)	(-1.03)	(-0.77)	(-1.65)	(-1.07)	(0.14)	(-0.45)	(-1.84)	(-2.59)	(-0.25)	(-0.55)	(0.34)	(-0.97)
S_GENDER	0.981*	0.111	0.273	0.582	1.317***	0.361	0.443	-0.0315	1.170*	0.267	0.298	0.0383	0.567	0.0692	0.466
	(2.04)	(0.26)	(0.90)	(1.46)	(3.41)	(1.12)	(1.08)	(-0.09)	(2.38)	(0.68)	(1.11)	(0.09)	(1.27)	(0.18)	(0.71)
S_INTACT	0.0832**	0.0131	0.0575**	0.00520	0.0273	0.0133	0.0111	-0.00969	0.0299	0.0174	0.0373*	0.0577*	0.0512	0.0456	-0.00343
	(3.10)	(0.51)	(3.05)	(0.21)	(1.15)	(0.63)	(0.39)	(-0.41)	(1.56)	(0.72)	(2.33)	(2.44)	(1.71)	(1.64)	(-0.09)
S_STUTREL	0.0716*	0.156***	0.0787***	0.0984***	0.162***	0.0862***	0.105***	0.0904***	0.127***	0.134***	0.130***	0.0910***	0.138***	0.0885**	0.152**
	(2.45)	(6.23)	(4.29)	(3.56)	(6.84)	(3.84)	(3.80)	(3.63)	(5.91)	(4.99)	(8.49)	(3.38)	(5.22)	(3.21)	(2.98)
S_GENEQL	0.101***	0.232***	0.214***	0.210***	0.309***	0.206***	0.184***	0.260***	0.165***	0.158***	0.246***	0.227***	0.353***	0.140***	0.227***
	(3.82)	(9.84)	(12.17)	(9.44)	(13.52)	(9.55)	(7.81)	(12.02)	(6.93)	(7.28)	(13.30)	(9.01)	(12.30)	(6.34)	(5.48)
S_OPDISC	0.0157	0.0277	0.0315*	-0.0298	0.0440	0.0228	-0.00452	0.00369	0.0427*	0.0302	0.00310	0.0521	0.0177	0.0337	0.114*
	(0.61)	(1.06)	(1.98)	(-1.24)	(1.59)	(0.97)	(-0.19)	(0.16)	(2.03)	(1.12)	(0.20)	(1.77)	(0.72)	(1.50)	(2.49)
S_CIVLRN	0.0486	0.0723	0.0158	-0.0314	-0.0260	0.0493	0.0551*	0.0336	0.0354	0.0616	-0.00624	0.0305	-0.0139	-0.0516	0.0421
	(1.53)	(1.92)	(0.78)	(-1.02)	(-0.86)	(1.78)	(1.98)	(1.00)	(1.36)	(1.73)	(-0.32)	(0.78)	(-0.42)	(-1.44)	(0.81)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

cl

Table C.28b Teacher characteristics' multiple regression coefficients for students' endorsement of equal rights for immigrants

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
IT3G14E	-0.752	1.377	1.063	0.669	0.593	3.072	2.506	-0.0674	1.262	0.601	1.167	-0.489	3.112	-1.122	-1.978
	(-0.51)	(1.29)	(0.94)	(0.51)	(0.42)	(1.59)	(1.57)	(-0.06)	(1.35)	(0.26)	(1.31)	(-0.48)	(1.78)	(-0.82)	(-1.08)
IT3G14I	3.393	-1.685	-0.943	0.924	2.596	-0.0144	-1.231	0.673	-4.795*	4.094	2.057	2.227	2.651	-1.521	6.508**
	(1.86)	(-1.18)	(-0.62)	(0.47)	(1.35)	(-0.01)	(-0.52)	(0.35)	(-2.14)	(1.24)	(1.12)	(1.40)	(1.08)	(-0.64)	(3.25)
T_PDACCE	0.0486	-0.00137	-0.0351	-0.0174	0.0343	-0.119*	-0.113	0.000479	-0.0384	-0.00723	-0.00829	-0.0701	0.183**	-0.0332	0.0827
	(0.92)	(-0.04)	(-1.16)	(-0.45)	(0.77)	(-2.03)	(-1.74)	(0.01)	(-1.25)	(-0.11)	(-0.26)	(-1.68)	(3.10)	(-0.68)	(0.94)
T_PDATCH	0.0354	0.00690	-0.00828	0.0470	0.0124	0.131*	0.0818	-0.0158	0.0463	0.0824	-0.0387	0.0457	-0.145*	0.0336	-0.149
	(0.76)	(0.18)	(-0.30)	(1.25)	(0.33)	(2.29)	(1.56)	(-0.42)	(1.10)	(1.26)	(-1.04)	(1.29)	(-2.00)	(0.68)	(-1.23)
T_CIVCLAS	-0.0647	-0.0223	0.0271	-0.0526	-0.0285	-0.0618	0.0357	-0.00150	0.0339	-0.131*	-0.0132	0.0336	0.0447	-0.0205	-0.0893
	(-1.62)	(-0.67)	(0.96)	(-1.75)	(-0.90)	(-1.60)	(0.75)	(-0.05)	(1.37)	(-2.00)	(-0.52)	(0.89)	(0.82)	(-0.47)	(-1.55)
T_PRPCCE	-0.0219	-0.00304	-0.0512*	-0.0199	-0.0469	0.0140	-0.0216	-0.00886	0.0305	-0.0288	0.0337	0.000998	0.0324	0.0250	-0.120
	(-0.66)	(-0.10)	(-2.49)	(-0.81)	(-1.17)	(0.28)	(-0.47)	(-0.33)	(0.73)	(-0.45)	(1.41)	(0.03)	(0.72)	(0.67)	(-1.30)
T_BULSCH	0.115	-0.0452	-0.0190	0.0909	-0.115	-0.212*	0.118	-0.0273	-0.0664	0.164	-0.00869	-0.133*	0.151	-0.0130	0.156
	(1.49)	(-0.63)	(-0.33)	(1.08)	(-1.74)	(-2.09)	(1.86)	(-0.44)	(-1.54)	(1.64)	(-0.17)	(-2.22)	(1.60)	(-0.17)	(1.80)
T_PROBSC	-0.0477	-0.0665	0.00281	-0.0318	0.0438	0.149*	-0.0621	0.0225	0.109*	-0.173	0.0140	0.0715	0.0393	-0.0994	-0.0768
	(-0.82)	(-1.15)	(0.06)	(-0.56)	(0.71)	(2.02)	(-0.81)	(0.35)	(2.40)	(-1.96)	(0.33)	(1.33)	(0.46)	(-1.37)	(-0.66)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.28c School characteristics' multiple regression coefficients for students' endorsement of equal rights for immigrants

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
C_ENGAGE	0.0235	-0.0157	0.0211	0.00140	0.0189	0.0485	-0.0148	0.00927	-0.0622**	0.0495	0.0172	-0.0365	-0.0341	0.00640	0.0678
	(0.85)	(-0.70)	(0.92)	(0.06)	(0.78)	(1.48)	(-0.55)	(0.40)	(-2.92)	(0.94)	(1.05)	(-1.51)	(-1.15)	(0.20)	(1.79)
C_COMCRI	0.00361	-0.0276	0.0137	0.0429	-0.0141	-0.00481	-0.0432	0.0470*	-0.0329	0.0535	0.00415	-0.0321	-0.0874	-0.00864	-0.0399
	(0.09)	(-0.90)	(0.57)	(1.54)	(-0.41)	(-0.11)	(-0.97)	(2.03)	(-1.14)	(1.24)	(0.20)	(-0.97)	(-1.94)	(-0.20)	(-0.60)
C_COMETN	0.0490	-0.0327	0.00260	-0.0139	0.0192	0.00533	0.0439	-0.0740***	0.0237	0.0247	-0.00422	-0.0203	-0.0795	0.0375	0.0256
	(1.31)	(-1.19)	(0.10)	(-0.50)	(0.60)	(0.11)	(1.18)	(-3.44)	(0.94)	(0.55)	(-0.19)	(-0.70)	(-1.92)	(1.16)	(0.62)
C_COMPOV	0.0727	0.0173	-0.0380	-0.000916	-0.0169	0.0172	-0.00699	0.00311	-0.0201	-0.0526	0.00563	0.0235	0.0258	-0.0147	0.0244
	(1.59)	(0.40)	(-1.39)	(-0.03)	(-0.48)	(0.39)	(-0.16)	(0.09)	(-0.74)	(-0.94)	(0.21)	(0.69)	(0.50)	(-0.36)	(0.41)
C_BULSCH	0.0323	0.0418	0.00567	-0.0302	0.0252	-0.0336	0.0231	0.00221	-0.0208	-0.0331	-0.0137	-0.00804	-0.0384	0.0148	0.0217
	(0.92)	(1.48)	(0.25)	(-1.20)	(0.68)	(-0.79)	(0.66)	(0.11)	(-0.83)	(-0.81)	(-0.62)	(-0.30)	(-0.98)	(0.43)	(0.37)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

cli

Table C.29a Student characteristics' multiple regression coefficients for students' endorsement of freedom of migration within Europe

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
S_HISCED	0.387	-0.752*	-0.146	0.0127	-0.141	0.146	0.866*	0.520	0.572***	0.588*	0.0686	0.0248	-0.0902	0.0683	0.572
	(1.38)	(-2.48)	(-0.51)	(0.05)	(-0.56)	(0.70)	(2.38)	(1.76)	(3.77)	(2.07)	(0.31)	(0.08)	(-0.34)	(0.23)	(1.44)
S_HISEI	0.0165	0.00976	-0.00763	0.0247	0.0190	-0.0110	-0.0385*	-0.0224	-0.0124	0.0152	-0.00649	0.0231	0.0292*	-0.000383	0.00859
	(1.09)	(0.61)	(-0.61)	(1.53)	(1.39)	(-0.83)	(-2.07)	(-1.66)	(-0.91)	(0.87)	(-0.55)	(1.58)	(2.38)	(-0.02)	(0.31)
lang	0.175	-1.310	-0.702	0.466	0.583	-0.519	-1.338	-0.542	0.462	-3.332**	-1.118	-0.505	0.278	-2.093*	1.281
	(0.18)	(-0.73)	(-0.74)	(0.48)	(0.48)	(-0.98)	(-1.65)	(-0.58)	(1.06)	(-3.10)	(-1.48)	(-0.52)	(0.28)	(-2.53)	(1.14)
mig	1.374	-0.544	-1.060	-0.0546	0.456	-0.366	1.312	1.586	-1.028	-0.699	-0.315	-0.176	-3.041***	-0.475	-1.722
	(0.30)	(-0.87)	(-1.19)	(-0.07)	(0.32)	(-0.61)	(1.15)	(1.31)	(-1.26)	(-0.61)	(-0.48)	(-0.24)	(-3.37)	(-0.49)	(-1.49)
S_SCACT	0.120***	0.115***	0.0885***	0.0560*	0.0716**	0.121***	0.0585**	0.112***	0.143***	0.0615*	0.0900***	0.110***	0.0763*	0.0814**	0.0200
	(4.30)	(5.52)	(3.78)	(2.07)	(2.89)	(5.62)	(2.64)	(4.72)	(7.82)	(2.20)	(4.30)	(3.95)	(2.57)	(2.96)	(0.65)
revIS3G18F	0.335	-0.128	-0.0436	0.493	-0.00246	-0.192	-0.228	-0.188	0.262	-0.463	0.435	0.262	-0.155	0.737*	0.381
	(0.94)	(-0.42)	(-0.15)	(1.48)	(-0.01)	(-0.80)	(-0.65)	(-0.56)	(1.12)	(-1.27)	(1.67)	(0.86)	(-0.37)	(2.23)	(0.72)
S_POLDISC	0.0580*	-0.0217	-0.0344	0.0242	0.0314	-0.0561*	0.0224	0.0269	0.0198	-0.0415	-0.0441*	0.0208	-0.00272	-0.0209	0.0223
	(2.16)	(-0.76)	(-1.65)	(0.81)	(1.36)	(-2.49)	(0.77)	(0.76)	(1.06)	(-1.22)	(-2.22)	(0.77)	(-0.07)	(-0.71)	(0.42)
S_AGE	0.955	-1.366*	0.627	0.131	-0.366	0.326	-0.711	-0.646	-0.816	-0.184	-0.488	-1.135	0.669	0.162	-0.572
	(1.75)	(-2.56)	(1.32)	(0.24)	(-0.64)	(0.81)	(-1.15)	(-1.18)	(-1.62)	(-0.36)	(-0.85)	(-1.73)	(0.90)	(0.35)	(-0.79)
S_GENDER	-1.742***	-2.623***	-1.019**	-1.035*	-1.225**	-2.503***	-2.261***	-3.134***	-1.290**	-2.389***	-1.043**	-1.503***	-1.126**	-2.255***	-1.801*
	(-3.50)	(-6.15)	(-3.02)	(-2.44)	(-2.94)	(-6.86)	(-4.58)	(-6.68)	(-2.68)	(-4.38)	(-3.25)	(-3.50)	(-2.68)	(-3.91)	(-2.28)
S_INTACT	0.0724**	0.0329	0.103***	0.0129	0.0591*	0.0436	0.0443	-0.0117	0.0429*	0.0402	0.0504*	0.0211	0.0895**	0.0936**	0.0448
	(2.81)	(1.34)	(3.83)	(0.49)	(2.29)	(1.89)	(1.66)	(-0.45)	(1.98)	(1.15)	(2.30)	(0.80)	(3.08)	(3.02)	(1.17)
S_STUTREL	0.0836**	0.0575*	0.0450	0.0285	0.103***	-0.00951	0.0361	0.0257	0.0691*	0.136***	0.0446*	0.0514	0.100***	0.143***	0.0524
	(3.17)	(2.30)	(1.81)	(0.89)	(3.83)	(-0.43)	(1.21)	(1.00)	(2.47)	(3.31)	(2.35)	(1.52)	(3.72)	(3.86)	(0.89)
S_GENEQL	0.241***	0.232***	0.191***	0.244***	0.228***	0.244***	0.148***	0.310***	0.222***	0.151***	0.161***	0.182***	0.114***	0.210***	0.235***
	(8.75)	(8.64)	(8.66)	(10.11)	(9.78)	(10.89)	(5.10)	(11.42)	(10.70)	(5.53)	(9.50)	(7.76)	(3.36)	(6.99)	(4.09)
S_OPDISC	-0.00437	0.000346	0.0133	0.0243	0.0178	0.116***	0.0492	0.00782	0.0433	0.0962**	0.0160	0.0828**	0.0423	-0.00609	0.0817
	(-0.17)	(0.01)	(0.65)	(0.83)	(0.59)	(4.76)	(1.75)	(0.31)	(1.59)	(2.79)	(0.90)	(3.04)	(1.55)	(-0.18)	(1.81)
S_CIVLRN	0.0327	0.0950**	0.0403	0.0415	0.0331	0.103***	0.0277	0.0741	0.101***	0.0459	0.107***	0.110**	0.0706	-0.0212	0.0142
	(1.00)	(2.59)	(1.40)	(1.21)	(0.89)	(3.58)	(0.70)	(1.91)	(3.65)	(1.22)	(4.76)	(3.24)	(1.86)	(-0.50)	(0.31)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.29b Teacher characteristics' multiple regression coefficients for students' endorsement of freedom of migration within Europe

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
IT3G14E	-1.162	1.035	1.495	1.065	0.802	1.606	1.520	0.353	-0.281	-0.297	-0.0602	0.106	-3.431*	-0.842	-1.401
	(-0.73)	(0.85)	(1.07)	(0.80)	(0.47)	(1.13)	(1.13)	(0.33)	(-0.26)	(-0.09)	(-0.06)	(0.08)	(-2.23)	(-0.46)	(-0.66)
IT3G14I	1.551	0.133	0.385	-3.046	-0.181	-0.572	1.115	1.601	4.049	-6.413	-1.306	-0.699	3.740	1.441	-5.693
	(0.63)	(0.06)	(0.20)	(-1.28)	(-0.07)	(-0.20)	(0.68)	(0.75)	(1.82)	(-1.23)	(-1.08)	(-0.39)	(1.40)	(0.53)	(-1.49)
T_PDACCE	0.00402	0.0572	-0.0139	0.109*	0.0182	-0.0128	0.0176	0.0151	0.0169	-0.225*	0.0300	-0.0458	0.00852	0.0687	0.114
	(0.06)	(1.24)	(-0.35)	(2.31)	(0.33)	(-0.25)	(0.33)	(0.30)	(0.38)	(-2.25)	(0.79)	(-0.97)	(0.14)	(0.97)	(0.92)
T_PDATCH	-0.0680	-0.0199	0.0337	-0.0296	-0.0142	0.0266	-0.0000920	-0.0268	-0.107**	0.200	-0.0244	0.0743	0.0792	0.0241	-0.0299
	(-0.84)	(-0.42)	(0.87)	(-0.62)	(-0.28)	(0.47)	(-0.00)	(-0.48)	(-2.97)	(1.83)	(-0.67)	(1.60)	(1.42)	(0.34)	(-0.34)
T_CIVCLAS	0.0316	-0.0159	-0.00848	-0.0309	0.0157	-0.0299	0.00534	-0.00761	-0.0380	-0.253**	0.00518	-0.00109	-0.0407	-0.0867*	0.0804
	(0.58)	(-0.35)	(-0.22)	(-0.87)	(0.36)	(-0.67)	(0.13)	(-0.17)	(-1.57)	(-2.95)	(0.17)	(-0.03)	(-1.26)	(-1.97)	(1.00)
T_PRPCCE	0.00558	0.0241	-0.0435	-0.0320	0.0366	-0.0200	0.0105	-0.00175	0.0615	0.0390	0.0105	0.0365	-0.00722	-0.0294	-0.0672
	(0.16)	(0.63)	(-1.32)	(-1.04)	(0.76)	(-0.63)	(0.24)	(-0.06)	(1.51)	(0.49)	(0.49)	(0.88)	(-0.17)	(-0.76)	(-0.85)
T_BULSCH	0.0269	-0.0735	0.118	0.00274	-0.134	0.0848	-0.0909	-0.0300	-0.112	-0.0866	0.0409	-0.100	0.0371	-0.0433	0.0469
	(0.34)	(-1.09)	(1.47)	(0.04)	(-1.87)	(1.22)	(-1.33)	(-0.44)	(-1.39)	(-0.51)	(0.76)	(-1.54)	(0.53)	(-0.51)	(0.43)
T_PROBSC	-0.0279	0.0651	-0.0477	-0.0300	0.0924	0.0579	0.0174	0.0334	0.0736	-0.276	-0.0254	0.0678	-0.119	-0.0932	-0.0940
	(-0.29)	(1.05)	(-0.75)	(-0.55)	(1.33)	(0.85)	(0.27)	(0.59)	(1.05)	(-1.65)	(-0.56)	(1.19)	(-1.71)	(-1.19)	(-0.81)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.29c School characteristics' multiple regression coefficients for students' endorsement of freedom of migration within Europe

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
C_ENGAGE	0.00586	-0.00531	0.0458	-0.0364	0.0250	0.0587*	0.0410	-0.0269	-0.0210	0.0738	-0.0105	-0.00772	0.0389	-0.00955	-0.0380
	(0.20)	(-0.22)	(1.43)	(-1.45)	(0.99)	(2.41)	(1.49)	(-0.86)	(-1.00)	(1.30)	(-0.65)	(-0.28)	(1.41)	(-0.29)	(-0.96)
C_COMCRI	-0.0181	0.0324	-0.0126	-0.0262	0.00158	-0.0419	-0.0254	-0.0259	0.0179	0.233**	0.0305	-0.0145	0.0230	0.0428	0.0743
	(-0.37)	(1.05)	(-0.59)	(-0.86)	(0.04)	(-0.96)	(-0.57)	(-0.91)	(0.61)	(2.74)	(1.31)	(-0.47)	(0.75)	(1.00)	(0.95)
C_COMETN	-0.0451	-0.0155	0.0456	-0.00975	-0.0469	0.0376	0.0809*	0.00489	-0.0155	0.151*	0.0148	-0.0240	-0.0139	-0.0529	0.0557
	(-0.99)	(-0.56)	(1.55)	(-0.34)	(-1.06)	(1.16)	(2.22)	(0.14)	(-0.55)	(2.40)	(0.72)	(-0.82)	(-0.45)	(-1.36)	(0.82)
C_COMPOV	0.0463	-0.0501	0.0104	0.0346	-0.0366	0.0834	-0.00909	0.0119	-0.0255	-0.278**	0.00156	0.0241	0.00225	-0.0198	-0.155*
	(1.08)	(-1.27)	(0.34)	(0.92)	(-0.84)	(1.46)	(-0.22)	(0.26)	(-0.74)	(-2.88)	(0.06)	(0.59)	(0.06)	(-0.36)	(-2.26)
C_BULSCH	-0.00517	0.000556	-0.0129	0.0253	0.00852	0.00181	0.0669	0.00967	0.102**	0.0966	-0.0353	0.00462	0.0293	0.0616	-0.0562
	(-0.14)	(0.02)	(-0.60)	(0.97)	(0.23)	(0.06)	(1.73)	(0.34)	(3.21)	(1.17)	(-1.56)	(0.19)	(0.77)	(1.35)	(-0.74)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.30a Student characteristics' multiple regression coefficients for students' endorsement of restricting migration in Europe

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
S_HISCED	-0.392	0.0611	-0.360	0.0656	-0.0192	0.0167	-0.379	-0.521	0.101	-0.280	0.141	-0.348	-0.305	0.226	-0.494
	(-1.45)	(0.21)	(-1.32)	(0.30)	(-0.08)	(0.07)	(-1.49)	(-1.59)	(0.66)	(-1.03)	(0.73)	(-1.02)	(-1.08)	(0.96)	(-1.35)
S_HISEI	-0.0142	0.00312	-0.0413***	-0.0676***	-0.0195	-0.00684	0.00679	-0.00596	-0.0236	-0.00622	-0.0189	-0.0401*	-0.0137	0.00807	-0.0163
	(-0.98)	(0.19)	(-3.34)	(-4.65)	(-1.33)	(-0.50)	(0.44)	(-0.36)	(-1.44)	(-0.33)	(-1.94)	(-2.51)	(-0.81)	(0.56)	(-0.57)
lang	-0.803	0.952	1.372	-0.351	0.0346	-0.747	1.557*	-0.108	-0.299	1.524	0.622	-0.452	-1.308	0.105	1.107
	(-1.07)	(0.55)	(1.16)	(-0.39)	(0.03)	(-1.25)	(2.15)	(-0.11)	(-0.50)	(1.17)	(0.86)	(-0.31)	(-1.13)	(0.14)	(0.79)
mig	2.079	0.522	-0.624	0.561	-1.749	0.337	0.189	0.252	1.051	-1.432	-0.287	-1.888*	-1.040	0.307	-1.524
	(0.76)	(0.74)	(-0.84)	(0.68)	(-1.16)	(0.50)	(0.23)	(0.22)	(1.25)	(-1.03)	(-0.51)	(-2.14)	(-1.17)	(0.39)	(-1.30)
S_SCACT	0.131***	0.0771**	0.0324	-0.0275	0.0507	0.00618	0.0878***	0.105***	0.104***	0.0700*	0.0620**	0.0120	0.0608	0.0531*	0.121*
	(5.00)	(2.79)	(1.28)	(-1.07)	(1.27)	(0.28)	(4.39)	(3.31)	(4.54)	(2.35)	(3.29)	(0.37)	(1.62)	(1.98)	(2.29)
revIS3G18F	-0.154	0.0219	-0.201	-0.140	-0.0203	-0.340	0.0429	-0.285	0.464	-0.116	-0.228	0.304	-0.395	-0.648*	-0.318
	(-0.50)	(0.06)	(-0.77)	(-0.44)	(-0.05)	(-1.42)	(0.16)	(-0.72)	(1.80)	(-0.33)	(-1.03)	(0.79)	(-0.88)	(-2.10)	(-0.57)
S_POLDISC	-0.0583*	-0.0192	0.00769	-0.0444	-0.0110	0.00660	-0.0485	-0.0455	-0.0504*	-0.0150	-0.0329	-0.0431	-0.0571	0.0157	0.0123
	(-2.43)	(-0.74)	(0.32)	(-1.82)	(-0.37)	(0.24)	(-1.83)	(-1.79)	(-2.06)	(-0.44)	(-1.67)	(-1.28)	(-1.91)	(0.57)	(0.30)
S_AGE	0.0625	0.740	-0.389	0.128	0.176	0.0953	0.333	-0.250	-0.319	0.0521	0.568	-1.428*	-0.711	0.459	0.193
	(0.11)	(1.28)	(-1.00)	(0.23)	(0.31)	(0.23)	(0.67)	(-0.39)	(-0.59)	(0.12)	(1.14)	(-2.08)	(-0.53)	(1.02)	(0.26)
S_GENDER	-1.663***	-2.617***	-2.011***	-2.252***	-2.445***	-0.889*	-1.839***	-3.041***	-1.476**	-0.588	-1.449***	-0.918	-2.245***	-0.0127	-1.440
	(-3.39)	(-6.24)	(-5.12)	(-4.55)	(-5.30)	(-2.36)	(-4.85)	(-5.54)	(-2.78)	(-1.21)	(-4.56)	(-1.51)	(-4.11)	(-0.03)	(-1.70)
S_INTACT	0.0679*	0.0348	0.0277	0.0459	-0.0185	0.0985***	-0.0163	0.0366	0.0772**	0.0299	-0.0339	0.0366	0.0417	0.0459	0.128**
	(2.34)	(1.32)	(1.30)	(1.76)	(-0.55)	(3.93)	(-0.65)	(1.23)	(2.87)	(0.75)	(-1.93)	(1.13)	(1.06)	(1.66)	(2.67)
S_STUTREL	0.00683	-0.0208	-0.000834	0.0468	-0.0351	-0.0266	0.0468	-0.0105	-0.00995	-0.0661	-0.0164	0.00000581	-0.0440	-0.0588*	-0.0589
	(0.26)	(-0.72)	(-0.03)	(1.55)	(-1.19)	(-1.15)	(1.52)	(-0.32)	(-0.36)	(-1.83)	(-0.88)	(0.00)	(-0.88)	(-2.37)	(-0.84)
S_GENEQL	-0.201***	-0.241***	-0.0815**	-0.210***	-0.277***	-0.261***	-0.207***	-0.278***	-0.216***	-0.150***	-0.130***	-0.301***	-0.171***	-0.213***	-0.216***
	(-6.20)	(-8.75)	(-3.21)	(-8.84)	(-10.93)	(-10.53)	(-7.61)	(-9.47)	(-8.57)	(-4.62)	(-8.85)	(-9.49)	(-5.46)	(-7.19)	(-4.69)
S_OPDISC	-0.0466	-0.0573*	-0.0790***	0.00827	-0.0708	0.0216	-0.0858***	-0.0108	-0.0547*	-0.0103	-0.000360	-0.0363	0.0104	-0.0518	0.0631
	(-1.62)	(-2.29)	(-3.69)	(0.31)	(-1.92)	(0.76)	(-3.43)	(-0.40)	(-2.38)	(-0.30)	(-0.02)	(-1.06)	(0.35)	(-1.56)	(1.23)
S_CIVLRN	0.0279	0.0142	0.0161	-0.000131	0.0929	0.00532	0.0316	0.0993**	0.0592*	0.0161	0.104***	-0.0240	0.0353	0.0841*	-0.00935
	(0.79)	(0.37)	(0.52)	(-0.00)	(1.94)	(0.16)	(0.79)	(2.98)	(1.96)	(0.47)	(4.52)	(-0.58)	(1.10)	(1.99)	(-0.16)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

cliv

Table C.30b Teacher characteristics' multiple regression coefficients for students' endorsement of restricting migration in Europe

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
IT3G14E	-1.261	2.658*	-0.555	-1.214	2.532	0.556	-1.759	-0.932	-2.814*	0.316	-0.0129	0.551	-0.348	-2.141	-0.440
	(-0.86)	(2.14)	(-0.47)	(-1.05)	(1.84)	(0.38)	(-1.19)	(-0.73)	(-2.19)	(0.11)	(-0.01)	(0.44)	(-0.22)	(-1.50)	(-0.17)
IT3G14I	4.585	-2.310	0.153	0.380	-0.692	-2.351	-0.912	3.085	-5.042	-0.418	0.648	0.241	-0.370	4.745*	-4.190
	(1.50)	(-1.28)	(0.10)	(0.25)	(-0.33)	(-1.49)	(-0.50)	(1.36)	(-1.85)	(-0.10)	(0.52)	(0.15)	(-0.21)	(2.01)	(-1.75)
T_PDACCE	-0.0533	-0.0415	-0.00371	0.0800*	-0.0800	-0.0358	0.0681	-0.0680	0.0149	0.160	0.0214	0.0231	0.0124	0.127*	0.0381
	(-0.94)	(-0.93)	(-0.11)	(1.98)	(-1.57)	(-0.96)	(1.10)	(-1.06)	(0.29)	(1.71)	(1.00)	(0.58)	(0.25)	(2.42)	(0.30)
T_PDATCH	0.0187	0.0119	-0.00825	-0.0375	0.0147	0.0187	-0.0517	0.0712	-0.0478	-0.119	-0.00305	0.00542	-0.0651	-0.0229	0.0141
	(0.30)	(0.25)	(-0.26)	(-0.94)	(0.33)	(0.39)	(-0.84)	(1.28)	(-1.05)	(-1.35)	(-0.12)	(0.12)	(-1.18)	(-0.50)	(0.11)
T_CIVCLAS	0.000344	0.00251	0.0187	0.0117	0.0365	0.0292	0.0486	0.0214	0.0212	0.130	-0.00747	-0.0296	-0.0267	0.00833	-0.187***
	(0.01)	(0.06)	(0.67)	(0.38)	(0.86)	(0.85)	(1.04)	(0.51)	(0.45)	(1.95)	(-0.42)	(-0.87)	(-0.55)	(0.20)	(-3.38)
T_PRPCCE	0.00370	0.0504	0.0317	-0.0820**	-0.00251	-0.0572	-0.0474	0.0330	-0.0383	-0.0589	0.0314	0.0653*	-0.0299	-0.0342	0.0251
	(0.08)	(1.32)	(1.05)	(-2.86)	(-0.07)	(-1.41)	(-1.14)	(0.70)	(-0.76)	(-0.76)	(1.62)	(2.27)	(-0.81)	(-0.73)	(0.28)
T_BULSCH	-0.0804	0.104	-0.0184	-0.108	0.0121	-0.0909	-0.0501	-0.0834	-0.271*	-0.0370	0.0171	0.0966	0.169*	-0.00768	0.192*
	(-0.86)	(1.67)	(-0.29)	(-1.85)	(0.16)	(-1.00)	(-0.62)	(-1.06)	(-2.51)	(-0.29)	(0.38)	(1.42)	(2.04)	(-0.11)	(1.98)
T_PROBSC	0.0148	0.00632	-0.0168	0.0209	0.0651	-0.0379	0.0511	0.119	0.243***	0.133	0.0139	-0.0429	-0.122	0.0242	-0.321**
	(0.20)	(0.12)	(-0.29)	(0.40)	(0.88)	(-0.67)	(0.64)	(1.65)	(3.42)	(1.05)	(0.39)	(-0.72)	(-1.77)	(0.35)	(-2.77)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.30c School characteristics' multiple regression coefficients for students' endorsement of restricting migration in Europe

	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
C_ENGAGE	0.0307	-0.0140	-0.0207	0.0171	-0.0112	-0.0202	-0.00801	-0.00247	-0.0714**	-0.0737	-0.00244	0.00984	0.0224	0.0113	0.00987
	(0.95)	(-0.64)	(-0.91)	(0.72)	(-0.33)	(-0.76)	(-0.24)	(-0.09)	(-2.93)	(-1.35)	(-0.14)	(0.47)	(0.86)	(0.33)	(0.20)
C_COMCRI	0.0901*	-0.0345	-0.00313	0.0179	-0.0395	-0.0203	-0.0213	0.00754	-0.00267	-0.0644	0.0267	-0.0229	0.0205	0.0228	-0.0247
	(2.50)	(-1.22)	(-0.14)	(0.59)	(-1.02)	(-0.73)	(-0.50)	(0.29)	(-0.04)	(-0.98)	(1.39)	(-0.75)	(0.36)	(0.60)	(-0.47)
C_COMETN	-0.0593	0.0270	-0.00976	-0.0604*	-0.0729*	-0.0495	-0.100*	-0.0430	-0.0569*	0.00385	-0.00684	0.0376	0.0696	-0.146***	0.0696
	(-1.62)	(1.03)	(-0.43)	(-2.48)	(-2.44)	(-1.22)	(-2.47)	(-1.21)	(-2.14)	(0.06)	(-0.39)	(1.17)	(1.46)	(-4.05)	(0.94)
C_COMPOV	0.0585	0.0599	0.00224	0.0197	0.0767	-0.0630	0.0601	-0.0128	0.00750	0.0863	-0.0200	0.0119	-0.00916	0.0556	0.0303
	(1.35)	(1.40)	(0.08)	(0.68)	(1.87)	(-1.72)	(1.27)	(-0.30)	(0.16)	(1.26)	(-0.94)	(0.33)	(-0.20)	(1.18)	(0.50)
C_BULSCH	0.000726	-0.00806	0.0173	0.0376	-0.0175	0.0604*	-0.00748	-0.0599*	0.0692	-0.101	-0.0288	-0.0230	-0.0227	-0.0103	0.188*
	(0.02)	(-0.24)	(0.90)	(1.31)	(-0.47)	(2.16)	(-0.22)	(-2.29)	(1.92)	(-1.59)	(-1.44)	(-0.80)	(-0.67)	(-0.32)	(2.33)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.31a Student characteristics' multiple regression coefficients for the extent to which global financial crisis is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.00403	0.00977	-0.0215	0.0124	-0.0250	-0.00806	0.0135	-0.0270	-0.00998	-0.0476*	-0.0171	0.0411	-0.0290	0.00414	-0.00133	0.00405	-0.0113	0.0138	-0.000784	-0.0127	0.0161	0.0671**	-0.0145	-0.0401
	(0.18)	(0.58)	(-1.27)	(1.01)	(-1.30)	(-0.35)	(0.65)	(-1.59)	(-0.54)	(-2.31)	(-1.21)	(1.95)	(-1.68)	(0.15)	(-0.11)	(0.38)	(-0.48)	(0.72)	(-0.05)	(-0.77)	(0.52)	(2.91)	(-0.52)	(-1.38)
S_HISEI	0.000453	-0.000664	-0.000970	-0.0000774	-0.00154	0.000901	0.000262	0.000770	0.000925	0.000163	0.0000163	0.00353*	-0.000511	0.000394	0.000146	0.000486	0.00194	0.000918	-0.00107	0.000920	-0.00135	-0.0000230	-0.00274	0.0000434
	(0.40)	(-0.67)	(-1.04)	(-0.09)	(-1.32)	(0.78)	(0.19)	(0.66)	(0.85)	(0.13)	(0.02)	(2.57)	(-0.45)	(0.36)	(0.11)	(0.50)	(1.29)	(0.94)	(-1.10)	(0.95)	(-0.97)	(-0.02)	(-1.86)	(0.02)
lang	0.0384	-0.131	0.0483	0.0203	-0.0381	-0.135	0.0283	-0.0806	-0.0467	0.0779	0.0438	-0.0554	-0.0305	0.145	0.0289	0.117	-0.0308	-0.0378	0.0585	-0.0389	0.0580	0.0255	-0.0585	-0.0131
	(0.52)	(-0.85)	(0.94)	(0.15)	(-0.26)	(-1.72)	(0.20)	(-1.13)	(-0.46)	(1.11)	(1.10)	(-0.19)	(-0.56)	(1.46)	(0.85)	(1.17)	(-0.24)	(-0.73)	(0.86)	(-0.56)	(0.71)	(0.28)	(-0.97)	(-0.14)
mig	-0.106	-0.0318	-0.0643	0.0430	0.0250	-0.0386	-0.143	-0.0607	0.0978	-0.0167	0.0218	-0.408	0.0961	0.0515	-0.0446	0.0983	-0.0225	-0.00137	0.229	0.00128	0.0618	-0.0955	0.0381	-0.179*
	(-0.54)	(-0.39)	(-0.47)	(0.25)	(0.46)	(-0.62)	(-1.22)	(-1.08)	(0.69)	(-0.41)	(0.42)	(-1.19)	(0.99)	(0.59)	(-0.66)	(1.17)	(-0.23)	(-0.03)	(1.38)	(0.01)	(1.07)	(-1.23)	(0.48)	(-1.96)
S_SCACT	0.0101***	0.00430***	0.00235	0.00416**	0.00115	0.00339*	0.00686**	0.00340	0.00324	0.00596**	0.00250	0.00349	0.00519**	0.00559**	0.00721***	0.00806***	0.00413	0.00943***	0.00691***	0.00800***	0.00590**	0.00321	0.00170	0.00207
	(5.14)	(3.31)	(1.17)	(2.65)	(0.54)	(2.03)	(3.07)	(1.56)	(1.88)	(2.86)	(1.50)	(1.40)	(2.91)	(3.19)	(4.70)	(5.06)	(1.63)	(5.86)	(3.91)	(4.21)	(2.79)	(1.06)	(0.71)	(0.61)
revIS3G18F	-0.0112	0.0470	-0.000294	0.0212	0.0159	0.00225	0.0191	-0.0200	0.000823	0.0118	0.0253	0.0953*	0.0168	-0.0263	-0.00130	0.0513*	0.0414	-0.00763	0.0307	-0.0111	0.0343	-0.00355	0.0438	-0.0138
	(-0.39)	(1.88)	(-0.01)	(1.13)	(0.64)	(0.10)	(0.77)	(-0.75)	(0.03)	(0.29)	(1.26)	(2.26)	(0.64)	(-1.08)	(-0.06)	(2.37)	(1.36)	(-0.39)	(1.44)	(-0.38)	(1.26)	(-0.13)	(1.57)	(-0.30)
S_POLDISC	-0.00409*	-0.00323*	0.00304	-0.00110	0.00573**	0.00106	-0.00560**	0.00768***	0.00524**	-0.00329	-0.00275	0.00135	-0.00339	-0.00110	-0.000189	0.000695	0.00303	0.00171	-0.00151	-0.000646	-0.00259	0.00735	0.00211	-0.00709
	(-2.12)	(-2.01)	(1.67)	(-0.67)	(2.92)	(0.60)	(-2.73)	(3.35)	(3.17)	(-1.47)	(-1.31)	(0.53)	(-1.51)	(-0.60)	(-0.11)	(0.38)	(1.15)	(1.28)	(-0.86)	(-0.34)	(-1.08)	(1.54)	(0.88)	(-1.69)
S_AGE	-0.0617	-0.00428	-0.0222	0.0352*	-0.0233	-0.0424	-0.0122	-0.0111	0.0235	0.0000718	-0.0612	-0.0752	-0.00716	0.0116	0.0130	-0.0157	0.0462	0.0172	-0.00976	0.0166	-0.0368	-0.145**	0.0168	0.0502
	(-1.14)	(-0.21)	(-0.61)	(2.37)	(-0.58)	(-1.25)	(-0.58)	(-0.30)	(0.52)	(0.00)	(-1.64)	(-1.31)	(-0.18)	(0.28)	(0.31)	(-0.66)	(0.93)	(0.49)	(-0.53)	(0.46)	(-0.71)	(-2.66)	(0.47)	(0.78)
S_GENDER	0.0424	0.0232	-0.0459	0.128***	0.0897**	0.0288	-0.00199	-0.0408	0.0956**	0.0439	-0.0321	-0.0130	0.0559	0.0819**	0.0520	-0.00450	0.110*	0.0978***	-0.0348	-0.0132	0.0343	0.0276	0.0204	0.0497
	(1.02)	(0.96)	(-1.51)	(3.86)	(2.60)	(1.06)	(-0.04)	(-1.09)	(3.15)	(1.14)	(-1.05)	(-0.25)	(1.59)	(2.73)	(1.33)	(-0.15)	(2.40)	(3.52)	(-1.19)	(-0.41)	(1.02)	(0.61)	(0.49)	(0.86)
S_INTACT	0.00250	0.00427**	0.00594**	-0.00393*	0.000725	0.00265	-0.00159	-0.00150	-0.00451*	0.00323	0.000485	-0.000234	-0.00387	-0.00166	-0.000449	-0.00173	-0.00472	-0.00119	0.000698	0.00362	0.00286	-0.00111	0.00228	0.00405
	(1.31)	(2.96)	(3.02)	(-2.09)	(0.35)	(1.52)	(-0.70)	(-0.67)	(-2.35)	(1.45)	(0.28)	(-0.13)	(-1.76)	(-0.83)	(-0.26)	(-1.12)	(-1.70)	(-0.69)	(0.46)	(1.79)	(1.31)	(-0.42)	(1.00)	(0.92)
S_STUTREL	0.000805	0.000646	-0.000528	0.00447*	0.00451*	-0.00183	0.00795**	0.00360	0.00450*	0.00392	0.000637	0.00224	0.00574*	0.00343	0.00226	0.00487**	0.00560	-0.00159	0.00353*	0.00399*	-0.00360	0.00265	0.00125	0.00147
	(0.46)	(0.39)	(-0.27)	(2.13)	(2.25)	(-1.06)	(3.28)	(1.71)	(2.32)	(1.45)	(0.38)	(0.79)	(2.41)	(1.58)	(1.26)	(3.14)	(1.89)	(-1.21)	(2.06)	(1.97)	(-1.30)	(0.85)	(0.49)	(0.36)
S_GENEQL	0.00582**	0.00818***	0.00303	0.00806***	0.00475*	0.00812***	0.0110***	0.00150	0.00931***	0.000610	0.00721***	0.00673*	0.00346	0.000189	0.0109***	0.0113***	0.00697*	0.00338*	0.0106***	-0.000578	0.00698***	0.00359	0.00886***	0.00273
	(2.64)	(5.98)	(1.53)	(4.99)	(2.37)	(5.20)	(5.31)	(0.76)	(4.95)	(0.27)	(3.71)	(2.13)	(1.58)	(0.10)	(6.96)	(5.08)	(2.57)	(2.52)	(6.05)	(-0.24)	(3.49)	(0.84)	(3.37)	(0.91)
S_OPDISC	0.00755***	0.00352**	-0.00111	0.00523***	0.00316	0.00648***	0.000504	0.00383	0.00299	0.00183	0.00279	-0.000518	0.00185	0.00236	0.000840	0.00274	0.000601	0.00312**	0.000943	-0.00164	0.00130	-0.000190	0.00197	0.000963
	(3.83)	(2.99)	(-0.69)	(3.50)	(1.42)	(3.72)	(0.31)	(1.61)	(1.40)	(0.95)	(1.66)	(-0.28)	(0.87)	(1.15)	(0.35)	(1.77)	(0.22)	(2.67)	(0.52)	(-0.99)	(0.62)	(-0.08)	(0.84)	(0.26)
S_CIVLRN	0.00101	0.00412*	0.00572**	0.00457	0.00600*	0.00276	0.00511*	0.00763**	0.00391	0.00628	0.00865***	-0.00317	-0.00162	0.00562*	0.00655*	0.00317	0.00277	0.00608***	0.00718***	0.00198	0.00721*	0.00214	0.00226	0.00830
	(0.38)	(1.97)	(2.67)	(1.87)	(2.26)	(1.20)	(2.21)	(2.66)	(1.56)	(1.76)	(3.47)	(-1.00)	(-0.47)	(2.28)	(2.53)	(1.42)	(0.95)	(3.43)	(3.45)	(0.75)	(2.27)	(0.66)	(0.65)	(1.60)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.31b Teacher characteristics' multiple regression coefficients for the extent to which global financial crisis is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-0.325*	0.0916	0.140	0.0853	-0.0922	0.131	0.314*	0.134	0.144	-0.0200	-0.0216	0.136	-0.0714	0.0391	-0.0763	-0.0326	-0.0200	-0.0176	0.0125	0.103	0.238**	-0.115	0.230	-0.0588
	(-2.09)	(1.26)	(0.67)	(0.88)	(-1.04)	(1.36)	(2.40)	(0.98)	(1.55)	(-0.12)	(-0.23)	(0.65)	(-0.60)	(0.42)	(-0.95)	(-0.48)	(-0.12)	(-0.30)	(0.13)	(1.18)	(2.87)	(-0.72)	(1.93)	(-0.36)
IT3G14I	-0.385*	0.0385	0.393	-0.213	0.0169	0.0134	0.219	0.194	-0.312*	0.219	-0.0992	-0.698	-0.161	0.246	0.632***	0.165	-0.311	0.0322	0.171	0.0524	0.0455	-0.108	-0.431	-0.00888
	(-2.12)	(0.35)	(1.42)	(-1.69)	(0.12)	(0.10)	(1.11)	(0.74)	(-2.37)	(1.02)	(-0.53)	(-1.37)	(-1.10)	(1.72)	(3.39)	(1.43)	(-1.05)	(0.26)	(1.05)	(0.46)	(0.26)	(-0.67)	(-1.83)	(-0.04)
T_PDACCE	-0.000153	-0.00235	-0.00273	0.00189	-0.00323	-0.00181	0.00347	0.00453	0.00413	0.00109	-0.00139	0.00865	-0.00318	0.00238	0.00760***	0.00459	-0.00136	-0.0000572	0.00217	0.00453	0.00166	-0.00144	-0.00604	0.00560
	(-0.04)	(-0.91)	(-0.56)	(0.65)	(-1.13)	(-0.64)	(0.90)	(1.09)	(1.38)	(0.17)	(-0.47)	(0.96)	(-0.90)	(0.59)	(3.39)	(1.65)	(-0.27)	(-0.03)	(0.69)	(1.56)	(0.74)	(-0.26)	(-1.46)	(0.56)
T_PDATCH	0.00224	0.00149	0.00681	-0.00352	-0.00411	0.00289	0.00257	-0.00476	-0.00266	0.00275	-0.00169	-0.00748	0.000447	0.000454	-0.00920*	-0.00166	-0.00157	0.000691	-0.00292	-0.00296	0.000137	-0.000347	0.00366	-0.00711
	(0.48)	(0.52)	(1.06)	(-0.94)	(-1.61)	(0.99)	(0.60)	(-1.23)	(-0.78)	(0.49)	(-0.53)	(-0.87)	(0.11)	(0.11)	(-2.54)	(-0.69)	(-0.28)	(0.30)	(-0.83)	(-0.74)	(0.05)	(-0.06)	(0.67)	(-0.80)
T_CIVCLAS	-0.00397	-0.00505*	0.000265	0.00279	-0.00147	-0.00140	-0.00391	0.000337	0.00163	0.000644	-0.00253	0.00743	0.00118	-0.00565	-0.00149	-0.000636	0.000876	-0.00169	0.00570*	0.000138	0.00183	-0.00448	0.00157	0.00384
	(-1.17)	(-2.20)	(0.05)	(1.41)	(-0.72)	(-0.61)	(-1.00)	(0.10)	(0.62)	(0.16)	(-1.02)	(1.14)	(0.37)	(-1.87)	(-0.69)	(-0.33)	(0.17)	(-0.99)	(1.99)	(0.05)	(0.92)	(-1.27)	(0.37)	(0.68)
T_PRPCCE	0.000770	0.00101	-0.0109*	-0.000412	-0.000343	0.00121	-0.0101*	-0.00325	0.00181	-0.00268	0.00584*	-0.00652	0.000352	-0.00484*	-0.00650*	0.00225	0.00210	0.00255	-0.000246	-0.00108	-0.00255	-0.00218	0.00158	-0.00420
	(0.28)	(0.46)	(-2.39)	(-0.21)	(-0.17)	(0.71)	(-2.34)	(-0.93)	(0.86)	(-0.58)	(2.48)	(-0.83)	(0.16)	(-2.50)	(-2.05)	(1.28)	(0.54)	(1.51)	(-0.10)	(-0.45)	(-1.27)	(-0.74)	(0.40)	(-0.50)
T_BULSCH	-0.00280	-0.000325	0.00812	0.0109*	0.00833	-0.00165	0.0157*	-0.00295	-0.00133	-0.0166*	-0.00293	0.0119	-0.00707	0.00869	-0.00254	-0.000411	-0.00149	-0.00256	-0.00114	0.00477	-0.00469	-0.00591	-0.000366	0.000650
	(-0.42)	(-0.09)	(0.66)	(2.19)	(1.75)	(-0.31)	(2.01)	(-0.38)	(-0.28)	(-2.34)	(-0.45)	(1.10)	(-1.32)	(1.61)	(-0.47)	(-0.11)	(-0.15)	(-0.81)	(-0.19)	(1.04)	(-0.99)	(-0.77)	(-0.06)	(0.09)
T_PROBSC	0.00796	0.000318	-0.0125	0.00157	-0.00650	0.000259	-0.00502	0.00535	0.00241	0.00815	-0.000995	-0.0136	0.0106*	-0.0151***	0.00311	-0.00471	-0.00278	0.00534	-0.000432	-0.000880	0.00692	0.00871	-0.00780	-0.00730
	(1.45)	(0.10)	(-1.46)	(0.37)	(-1.61)	(0.06)	(-0.76)	(0.81)	(0.50)	(1.12)	(-0.22)	(-1.40)	(2.13)	(-3.54)	(0.57)	(-1.52)	(-0.39)	(1.91)	(-0.09)	(-0.20)	(1.80)	(1.49)	(-1.24)	(-1.03)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.31c School characteristics' multiple regression coefficients for the extent to which global financial crisis is a threat to the world's future

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	0.00165	-0.00114	0.000791	0.000386	0.00244	-0.00184	0.00253	0.00353	-0.000822	-0.0000716	0.00104	0.000703	0.00308	-0.000507	0.00309*	-0.000396	-0.00125	-0.000548	0.000735	0.00493*	-0.000608	0.00350	0.00353	0.00105
	(0.66)	(-0.98)	(0.21)	(0.24)	(1.37)	(-1.22)	(0.83)	(1.49)	(-0.49)	(-0.03)	(0.53)	(0.13)	(1.80)	(-0.23)	(2.29)	(-0.24)	(-0.42)	(-0.47)	(0.36)	(2.28)	(-0.37)	(1.38)	(1.18)	(0.30)
C_COMCRI	-0.00640	0.000673	-0.00470	-0.00211	0.00164	0.00429*	0.00125	-0.00597	0.000462	0.00471	-0.00344	-0.00473	0.00141	0.000970	-0.000780	0.00291*	0.00142	-0.00175	0.00135	0.000634	-0.00230	0.00230	0.00258	-0.0131**
	(-1.84)	(0.41)	(-0.98)	(-1.20)	(0.74)	(2.54)	(0.30)	(-1.86)	(0.21)	(1.49)	(-1.53)	(-0.79)	(0.54)	(0.35)	(-0.39)	(2.01)	(0.27)	(-1.47)	(0.58)	(0.20)	(-1.02)	(0.94)	(0.85)	(-2.75)
C_COMETN	-0.000634	-0.000580	0.00295	-0.00234	-0.00106	0.000764	0.000119	-0.00419	0.00173	-0.00528	0.000330	-0.00173	-0.00154	0.000723	0.00166	-0.00184	-0.00224	0.0000554	0.00351	0.00320	0.00189	-0.00538	0.00221	0.00121
	(-0.19)	(-0.37)	(0.67)	(-1.29)	(-0.59)	(0.45)	(0.03)	(-1.44)	(0.85)	(-1.85)	(0.14)	(-0.37)	(-0.70)	(0.28)	(0.70)	(-1.32)	(-0.66)	(0.04)	(1.57)	(1.35)	(1.04)	(-1.69)	(0.74)	(0.28)
C_COMPOV	0.000924	-0.000361	-0.000955	-0.00392	0.00364	-0.00289	-0.00245	0.00610	-0.00177	-0.00188	0.00146	-0.00202	0.00212	-0.000985	-0.00181	0.000268	0.00286	0.000724	-0.00709*	-0.00172	0.000165	0.00224	-0.00181	0.00887
	(0.30)	(-0.19)	(-0.18)	(-1.70)	(1.45)	(-1.49)	(-0.79)	(1.68)	(-0.80)	(-0.47)	(0.65)	(-0.38)	(0.81)	(-0.31)	(-0.76)	(0.14)	(0.47)	(0.39)	(-2.45)	(-0.67)	(0.06)	(0.56)	(-0.51)	(1.44)
C_BULSCH	-0.00187	-0.000975	-0.000525	-0.00243	-0.00134	0.00203	-0.00309	-0.00236	-0.00187	-0.000155	0.00183	0.00654	0.00245	0.00167	-0.000928	0.00214	0.00293	-0.00118	-0.00126	-0.000166	0.0000577	-0.00464	0.00236	0.00265
	(-0.46)	(-0.61)	(-0.11)	(-1.57)	(-0.68)	(1.08)	(-0.85)	(-0.82)	(-0.87)	(-0.05)	(0.99)	(1.34)	(1.07)	(0.71)	(-0.48)	(1.60)	(0.88)	(-0.82)	(-0.57)	(-0.08)	(0.03)	(-1.44)	(0.74)	(0.47)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.32a Student characteristics' multiple regression coefficients for students' positive attitudes towards their country of residence

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.0227	-0.561*	0.151	-0.0173	-0.332	-0.492*	-0.172	0.352	-0.510	0.421*	-0.0220	-0.411	0.175	-0.354	-0.284*	-0.417**	-0.115	0.0616	-0.140	0.0121	0.171	-0.553*	0.0512	0.0694
	(0.09)	(-2.44)	(0.69)	(-0.15)	(-1.32)	(-2.07)	(-1.08)	(1.35)	(-1.86)	(1.96)	(-0.11)	(-1.70)	(0.58)	(-1.08)	(-1.96)	(-2.91)	(-0.60)	(0.33)	(-1.01)	(0.04)	(0.55)	(-2.03)	(0.24)	(0.27)
S_HISEI	-0.0240	-0.00873	-0.0182	-0.0359***	-0.00245	-0.0222	0.00510	0.0176	0.00642	-0.0245	-0.00262	-0.0402**	0.00326	-0.0146	-0.0495***	-0.0122	0.0130	-0.0141	-0.0206*	-0.0186	-0.00418	-0.00247	-0.0156	-0.0260
	(-1.70)	(-0.72)	(-1.57)	(-4.17)	(-0.17)	(-1.79)	(0.47)	(1.26)	(0.44)	(-1.53)	(-0.20)	(-2.98)	(0.22)	(-0.95)	(-3.59)	(-0.98)	(1.10)	(-1.27)	(-2.19)	(-1.32)	(-0.31)	(-0.14)	(-1.17)	(-1.36)
lang	3.097**	0.859	0.124	1.350	7.699***	3.956***	3.533*	6.867***	0.457	0.917	0.227	4.383	3.193***	3.658**	-0.109	-1.200	0.542	4.275***	1.229	0.0955	5.550***	1.488	0.963	2.886*
	(2.78)	(0.43)	(0.21)	(0.93)	(4.91)	(5.25)	(1.97)	(8.84)	(0.35)	(1.11)	(0.43)	(1.14)	(3.69)	(3.26)	(-0.17)	(-1.05)	(0.50)	(5.03)	(1.89)	(0.08)	(5.69)	(1.73)	(1.30)	(2.08)
mig	9.442**	5.277***	5.054*	-1.235	0.440	1.621**	0.380	1.868*	3.499*	-1.075*	2.156***	11.98*	3.838***	2.087	6.850***	1.862	1.757	1.872**	1.449	2.358**	1.732*	0.171	2.058**	1.396
	(3.06)	(3.88)	(2.23)	(-0.59)	(0.64)	(2.79)	(0.35)	(2.46)	(2.35)	(-2.08)	(3.55)	(2.30)	(4.64)	(1.60)	(8.87)	(1.72)	(1.25)	(2.71)	(1.02)	(2.71)	(2.22)	(0.21)	(2.76)	(1.24)
S_SCACT	0.101***	0.196***	0.181***	0.167***	0.101***	0.122***	0.123***	0.126***	0.0756***	0.119***	0.0901***	0.138***	0.130***	0.171***	0.164***	0.240***	0.0798**	0.131***	0.174***	0.140***	0.128***	0.0625*	0.0780**	0.0760*
	(3.57)	(10.42)	(7.04)	(8.90)	(4.20)	(4.95)	(6.49)	(4.94)	(3.60)	(5.16)	(4.37)	(4.97)	(5.18)	(5.17)	(6.49)	(13.70)	(3.16)	(6.93)	(9.58)	(5.09)	(5.27)	(2.44)	(3.27)	(2.20)
revIS3G18F	-0.708*	-0.455	0.162	-0.410	-0.368	-0.321	0.113	-0.728*	-0.284	-0.564	-0.555*	0.445	-0.0846	-0.414	-0.501*	-0.314	0.301	-0.382	-0.161	-0.185	-0.916**	0.0606	0.320	0.0321
	(-2.29)	(-1.59)	(0.54)	(-1.86)	(-1.12)	(-1.56)	(0.56)	(-2.41)	(-0.86)	(-1.19)	(-2.21)	(1.29)	(-0.24)	(-1.20)	(-2.28)	(-1.20)	(1.09)	(-1.77)	(-0.86)	(-0.62)	(-3.08)	(0.16)	(1.22)	(0.08)
S_POLDISC	-0.0158	-0.0408	0.0381*	0.00297	0.0116	0.0316	0.00518	0.0273	0.0402*	0.0242	-0.0108	0.00716	-0.0464	-0.0385	0.0544*	-0.0160	0.0181	0.0441*	0.0245	-0.0251	-0.00833	-0.0111	0.0447	0.0321
	(-0.62)	(-1.76)	(2.03)	(0.15)	(0.44)	(1.45)	(0.25)	(0.96)	(2.00)	(1.05)	(-0.40)	(0.26)	(-1.80)	(-1.54)	(2.19)	(-0.98)	(0.67)	(2.53)	(1.51)	(-0.94)	(-0.30)	(-0.32)	(1.55)	(0.61)
S_AGE	-1.042*	0.407	0.0769	-0.126	0.381	0.188	-0.371*	0.540	0.216	-1.106**	-0.525	-0.676	-0.352	-0.282	-0.518	-0.0646	0.0609	0.0953	0.0633	-0.838	-0.655	2.274**	-0.309	1.178**
	(-2.00)	(1.50)	(0.18)	(-0.78)	(0.72)	(0.45)	(-1.98)	(0.99)	(0.41)	(-2.74)	(-1.40)	(-1.03)	(-0.65)	(-0.49)	(-0.97)	(-0.27)	(0.14)	(0.21)	(0.30)	(-1.29)	(-1.02)	(2.72)	(-0.68)	(2.62)
S_GENDER	-0.404	-1.469***	-1.180***	0.414	-2.287***	-0.908**	0.139	-0.0391	-3.651***	0.192	-1.636***	0.392	-0.182	-0.640	-1.535***	-0.864*	-0.850*	-1.712***	-0.332	-1.016*	-0.788	-2.173**	-1.578***	-1.285*
	(-0.85)	(-3.66)	(-3.59)	(1.11)	(-6.14)	(-2.96)	(0.35)	(-0.09)	(-8.23)	(0.40)	(-4.61)	(0.75)	(-0.44)	(-1.53)	(-4.13)	(-2.56)	(-2.02)	(-5.94)	(-1.02)	(-2.40)	(-1.79)	(-3.17)	(-3.91)	(-2.50)
S_INTACT	0.140***	0.0947***	0.127***	0.0659***	0.130***	0.0902***	0.0604**	0.131***	0.130***	0.0837**	0.163***	0.252***	0.111***	0.121***	0.149***	0.0988***	0.124***	0.118***	0.113***	0.137***	0.140***	0.121***	0.126***	0.216***
	(5.51)	(4.87)	(5.33)	(3.53)	(5.37)	(4.28)	(3.27)	(5.40)	(4.80)	(2.99)	(8.00)	(9.22)	(3.98)	(4.63)	(6.99)	(5.13)	(4.79)	(5.58)	(7.61)	(4.59)	(6.38)	(4.58)	(5.88)	(5.00)
S_STUTREL	0.151***	0.142***	0.0991***	0.178***	0.121***	0.116***	0.188***	0.194***	0.147***	0.136***	0.139***	0.0796**	0.197***	0.174***	0.0967***	0.158***	0.147***	0.0802***	0.136***	0.155***	0.159***	0.0800*	0.136***	0.0936*
	(5.77)	(5.77)	(4.54)	(8.29)	(4.66)	(5.52)	(8.34)	(6.74)	(5.32)	(5.37)	(6.12)	(2.58)	(5.64)	(6.58)	(4.67)	(7.44)	(4.40)	(4.34)	(6.93)	(6.37)	(5.41)	(2.53)	(5.53)	(2.10)
S_GENEQL	0.0123	-0.0466*	0.133***	0.0721***	-0.0237	0.0273	0.00849	0.0435	0.00113	0.0439	-0.0756***	0.112***	0.00666	0.0127	0.0646**	0.0181	0.0453	0.104***	0.0565***	-0.0254	0.0264	-0.0802**	0.0401	-0.107**
	(0.42)	(-2.40)	(6.42)	(4.38)	(-1.06)	(1.30)	(0.40)	(1.77)	(0.05)	(1.76)	(-3.88)	(4.09)	(0.27)	(0.44)	(2.71)	(0.64)	(1.67)	(5.02)	(3.43)	(-0.88)	(1.14)	(-2.67)	(1.87)	(-2.85)
S_OPDISC	-0.00812	-0.0263	0.0153	-0.00353	0.0188	-0.000437	0.0377	0.0708**	0.0810**	0.0426*	-0.0159	-0.00613	0.00322	0.0453	0.000565	0.0458*	0.0555*	0.0290*	0.0174	-0.0305	0.00195	-0.0251	-0.0310	0.0366
	(-0.33)	(-1.24)	(0.91)	(-0.17)	(0.71)	(-0.02)	(1.84)	(2.69)	(2.64)	(2.20)	(-0.71)	(-0.28)	(0.12)	(1.69)	(0.02)	(2.31)	(2.15)	(2.00)	(0.98)	(-1.22)	(0.07)	(-0.82)	(-1.26)	(0.81)
S_CIVLRN	0.141***	0.127***	0.0778**	0.0846***	0.114**	0.0777***	0.0246	0.0951**	0.0262	0.0768	0.104***	-0.0114	0.129***	0.116***	0.165***	0.102***	-0.00360	0.0626**	0.0607**	0.165***	0.138***	0.103*	0.00622	0.0258
	(4.27)	(4.80)	(3.18)	(3.31)	(3.01)	(3.53)	(1.06)	(2.76)	(0.72)	(1.73)	(3.56)	(-0.32)	(3.78)	(3.53)	(6.56)	(3.97)	(-0.10)	(2.69)	(2.63)	(5.45)	(3.76)	(2.12)	(0.18)	(0.48)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.32b Teacher characteristics' multiple regression coefficients for students' positive attitudes towards their country of residence

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	-3.509	1.169	1.137	1.546	0.487	0.608	1.411	-0.873	0.741	1.738	1.172	1.700	0.986	-0.867	0.150	-0.349	0.537	0.194	1.876	-1.199	-0.657	-1.330	-0.0747	2.267
	(-1.73)	(0.92)	(0.57)	(1.56)	(0.40)	(0.49)	(1.69)	(-0.41)	(0.55)	(0.68)	(0.62)	(0.50)	(0.47)	(-0.74)	(0.17)	(-0.24)	(0.37)	(0.21)	(1.67)	(-0.85)	(-0.56)	(-0.81)	(-0.05)	(1.10)
IT3G14I	-1.287	4.006	4.853	-5.125*	-0.711	-2.408	-1.486	1.349	-1.625	1.297	-3.618	1.127	0.374	0.497	2.020	1.627	-6.728**	-2.161	-0.439	0.969	0.768	4.004	0.204	-7.408*
	(-0.51)	(1.31)	(1.07)	(-1.99)	(-0.44)	(-1.38)	(-1.18)	(0.43)	(-0.74)	(0.55)	(-1.40)	(0.35)	(0.12)	(0.23)	(0.87)	(0.89)	(-3.20)	(-1.28)	(-0.26)	(0.52)	(0.39)	(1.89)	(0.06)	(-2.20)
T_PDACCE	-0.0726	-0.0116	-0.0190	0.0636	-0.0607	-0.0838*	-0.0240	-0.0204	-0.00310	-0.0271	-0.0110	-0.0983	0.165	0.112*	-0.189***	-0.00986	0.0536	-0.0215	0.0330	-0.0431	0.0324	0.0104	-0.0254	-0.127
	(-1.19)	(-0.25)	(-0.28)	(1.81)	(-1.55)	(-2.19)	(-0.78)	(-0.25)	(-0.07)	(-0.33)	(-0.19)	(-0.73)	(1.91)	(2.37)	(-5.10)	(-0.18)	(0.80)	(-0.59)	(0.88)	(-1.14)	(0.76)	(0.15)	(-0.39)	(-1.27)
T_PDATCH	0.0135	0.0132	-0.0408	-0.122**	0.0273	0.0684*	0.00653	0.0422	-0.0482	-0.0831	0.0923	0.0905	-0.0518	-0.0925*	0.148***	0.104*	-0.111	0.0271	0.0217	0.0617*	-0.00112	-0.0459	0.0425	0.248*
	(0.27)	(0.26)	(-0.46)	(-3.06)	(0.72)	(1.98)	(0.20)	(0.55)	(-1.06)	(-1.29)	(1.40)	(0.86)	(-0.65)	(-2.05)	(4.05)	(2.08)	(-1.85)	(0.79)	(0.60)	(2.22)	(-0.03)	(-0.83)	(0.63)	(2.27)
T_CIVCLAS	0.0299	-0.0392	0.0334	0.0000728	-0.0186	-0.0162	0.0465	0.0203	0.0108	0.0178	-0.0308	0.0791	-0.0173	0.0130	-0.0648	-0.0160	-0.00675	0.0206	-0.0206	0.0401	-0.0471	-0.0416	-0.0328	0.0393
	(0.69)	(-0.96)	(0.65)	(0.00)	(-0.46)	(-0.48)	(1.74)	(0.34)	(0.30)	(0.32)	(-0.52)	(0.98)	(-0.28)	(0.34)	(-1.81)	(-0.39)	(-0.14)	(0.86)	(-0.65)	(0.86)	(-1.19)	(-1.02)	(-0.80)	(0.86)
T_PRPCCE	0.0216	0.0236	-0.0361	0.0641*	0.00799	0.0578*	-0.0607*	-0.0987	0.0700	-0.0505	0.0432	0.0373	0.0642	-0.0519	0.0337	-0.0191	0.0215	0.00836	-0.0454	-0.0125	-0.0249	-0.0886*	0.0492	-0.000703
	(0.51)	(0.59)	(-0.60)	(2.44)	(0.24)	(2.24)	(-2.02)	(-1.62)	(1.88)	(-0.89)	(0.99)	(0.36)	(1.24)	(-1.77)	(0.88)	(-0.43)	(0.46)	(0.25)	(-1.76)	(-0.40)	(-0.68)	(-2.09)	(0.94)	(-0.01)
T_BULSCH	-0.0289	0.00624	-0.0292	0.129*	0.156**	-0.0120	0.0822	0.0463	-0.0422	-0.187	0.0341	-0.428*	-0.00853	-0.0478	0.0242	-0.00918	-0.0355	0.0609	0.0420	0.0482	0.0574	0.0302	-0.0520	-0.0219
	(-0.32)	(0.08)	(-0.26)	(2.54)	(2.78)	(-0.17)	(1.32)	(0.40)	(-0.70)	(-1.43)	(0.35)	(-2.56)	(-0.08)	(-0.66)	(0.39)	(-0.11)	(-0.38)	(1.06)	(0.81)	(0.67)	(0.93)	(0.38)	(-0.69)	(-0.21)
T_PROBSC	-0.0128	0.0154	-0.0565	-0.0641	-0.0907	0.0274	0.0299	-0.140	0.0621	0.0711	-0.0544	0.288**	0.0492	0.0128	-0.0272	-0.0386	0.0963	-0.0453	-0.00760	0.00215	-0.0196	-0.0167	-0.0105	-0.0723
	(-0.18)	(0.21)	(-0.53)	(-1.31)	(-1.63)	(0.49)	(0.75)	(-1.39)	(1.14)	(0.55)	(-0.63)	(2.60)	(0.53)	(0.23)	(-0.52)	(-0.60)	(1.11)	(-0.84)	(-0.16)	(0.04)	(-0.35)	(-0.23)	(-0.16)	(-0.81)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.32c School characteristics' multiple regression coefficients for students' positive attitudes towards their country of residence

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.0368	0.0199	0.0225	-0.0568**	0.00423	0.000600	0.0100	-0.0134	0.0178	-0.0513	-0.0141	-0.00724	-0.00232	-0.00455	0.0151	-0.0110	-0.0234	0.000852	0.0184	-0.0291	0.00844	0.0906**	-0.00234	-0.0540
	(-1.05)	(0.67)	(0.47)	(-2.63)	(0.15)	(0.02)	(0.47)	(-0.32)	(0.64)	(-1.42)	(-0.42)	(-0.13)	(-0.06)	(-0.16)	(0.78)	(-0.36)	(-0.69)	(0.04)	(0.83)	(-0.87)	(0.29)	(2.84)	(-0.09)	(-1.34)
C_COMCRI	0.0835	0.00823	0.0376	-0.0252	0.0110	-0.0189	0.0278	-0.0349	-0.0641	-0.0403	-0.0274	-0.0524	0.00719	0.0374	0.0306	-0.0900**	0.0111	0.00294	-0.0110	0.0568	0.0343	0.0249	0.0507	0.0210
	(1.74)	(0.25)	(0.58)	(-1.09)	(0.34)	(-0.69)	(1.06)	(-0.62)	(-1.60)	(-0.81)	(-0.58)	(-0.71)	(0.13)	(1.14)	(1.01)	(-2.70)	(0.29)	(0.10)	(-0.46)	(1.31)	(0.95)	(0.69)	(1.28)	(0.32)
C_COMETN	-0.0928*	-0.0203	-0.0156	-0.00534	0.0294	0.00248	-0.00339	0.0520	-0.0605	-0.00371	0.145***	-0.0124	-0.0395	0.0197	0.0655**	-0.00866	0.0371	-0.0135	0.0227	-0.0476	-0.0123	-0.0439	-0.0410	0.0890*
	(-2.43)	(-0.55)	(-0.29)	(-0.26)	(0.99)	(0.09)	(-0.16)	(1.09)	(-1.66)	(-0.09)	(3.48)	(-0.28)	(-1.00)	(0.64)	(3.01)	(-0.31)	(0.99)	(-0.55)	(0.97)	(-1.30)	(-0.38)	(-1.57)	(-1.06)	(2.00)
C_COMPOV	0.0160	-0.0154	-0.0529	0.0351	-0.0225	0.0371	0.0205	0.0661	0.0559	0.0198	-0.0542	0.0331	-0.0690	-0.0844	-0.0225	0.0988*	-0.0493	-0.0204	0.00128	-0.0332	-0.0285	0.000429	-0.0465	-0.120
	(0.32)	(-0.49)	(-0.90)	(1.24)	(-0.63)	(1.30)	(0.82)	(1.10)	(1.16)	(0.40)	(-1.06)	(0.39)	(-1.17)	(-1.85)	(-0.74)	(2.43)	(-1.24)	(-0.70)	(0.05)	(-0.77)	(-0.69)	(0.01)	(-0.95)	(-1.79)
C_BULSCH	-0.0611	0.00116	0.104*	-0.0304	-0.0506	0.0372	-0.0383	0.00412	0.0359	0.0882	0.0320	-0.0317	-0.0280	-0.0323	0.0940***	0.0145	-0.0412	0.00449	0.000655	-0.0125	-0.00279	-0.0438	-0.0125	0.0198
	(-1.31)	(0.04)	(2.47)	(-1.29)	(-1.43)	(1.45)	(-1.40)	(0.11)	(1.18)	(1.87)	(0.74)	(-0.43)	(-0.47)	(-0.99)	(3.83)	(0.47)	(-1.09)	(0.18)	(0.03)	(-0.43)	(-0.08)	(-1.29)	(-0.37)	(0.32)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.33a Student characteristics' multiple regression coefficients for students' endorsement of gender equality

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_HISCED	0.691***	0.936***	0.115	0.298*	0.580**	0.472*	0.568***	0.301	0.482	0.237	0.242	0.0909	0.726**	1.226***	-0.0105	0.456***	0.751**	0.333	0.385**	0.467*	0.140	0.161	0.501	0.215
	(3.56)	(4.52)	(0.62)	(2.22)	(2.63)	(2.11)	(3.39)	(1.54)	(1.85)	(0.87)	(1.36)	(0.34)	(2.93)	(3.74)	(-0.08)	(4.47)	(3.16)	(1.78)	(2.60)	(2.26)	(0.46)	(0.47)	(1.92)	(0.89)
S_HISEI	0.0345**	0.0436***	0.0223*	0.0354**	0.0362**	0.0300**	0.00970	0.0514***	0.0188	0.00343	0.0704***	0.0149	0.0180	0.0555***	0.0684***	0.0103	0.0375**	0.0169	0.0296**	0.0347**	0.0497***	0.0152	0.0200	0.0365
	(2.94)	(3.35)	(2.13)	(3.14)	(2.79)	(2.90)	(0.96)	(3.46)	(1.22)	(0.23)	(5.89)	(1.01)	(1.63)	(4.60)	(6.78)	(1.29)	(2.80)	(1.72)	(3.02)	(3.09)	(3.55)	(1.21)	(1.42)	(1.73)
lang	2.038***	3.034*	0.284	-0.127	2.045	2.213**	-0.399	1.071	2.205	1.004	1.376**	0.0661	2.565***	2.726***	-0.113	1.065	2.177*	0.873	2.199***	1.964**	3.073**	0.491	1.957*	2.532*
	(3.35)	(2.36)	(0.53)	(-0.07)	(1.39)	(2.59)	(-0.27)	(1.13)	(1.80)	(1.27)	(3.14)	(0.02)	(4.56)	(3.71)	(-0.28)	(1.84)	(2.14)	(1.49)	(3.46)	(2.83)	(3.29)	(0.50)	(2.50)	(2.20)
mig	1.978	2.328	0.473	1.228	0.476	0.768	0.242	0.0151	0.276	0.0406	1.041	-5.112	2.270**	-0.322	0.310	0.844	-0.680	2.442***	6.019***	-1.202	-0.639	1.515	0.994	0.541
	(1.13)	(1.59)	(0.26)	(0.80)	(0.72)	(1.21)	(0.28)	(0.03)	(0.19)	(0.08)	(1.57)	(-0.88)	(3.08)	(-0.31)	(0.46)	(1.06)	(-0.67)	(4.15)	(5.50)	(-0.91)	(-1.02)	(1.71)	(1.42)	(0.56)
S_SCACT	0.0427*	0.0142	0.0269	0.00468	0.0460*	0.0101	-0.0101	0.0545*	0.00453	-0.0172	0.0401	-0.00486	0.0521*	0.0546*	0.0120	-0.0372**	-0.00878	0.0232	0.0817***	0.0456	0.0775***	0.00195	-0.00471	-0.00688
	(2.35)	(0.95)	(1.32)	(0.27)	(2.22)	(0.45)	(-0.50)	(2.18)	(0.19)	(-0.74)	(1.83)	(-0.22)	(2.47)	(2.31)	(0.52)	(-2.76)	(-0.36)	(1.36)	(4.37)	(1.65)	(3.48)	(0.05)	(-0.26)	(-0.20)
revIS3G18F	-0.775**	-0.511	-0.799**	0.00930	-0.0841	0.515*	-0.157	-0.167	0.181	-1.908***	0.687**	-0.459	-0.0419	0.319	-0.537*	-0.816***	0.412	0.464*	-0.678***	-0.307	-0.157	0.300	0.374	0.245
	(-3.21)	(-1.96)	(-2.98)	(0.04)	(-0.29)	(2.33)	(-0.82)	(-0.56)	(0.60)	(-5.95)	(2.73)	(-1.18)	(-0.16)	(0.90)	(-2.33)	(-4.83)	(1.51)	(2.37)	(-3.86)	(-1.33)	(-0.52)	(0.82)	(1.34)	(0.53)
S_POLDISC	0.00367	0.0544**	-0.0124	-0.0108	0.0530*	0.0620**	-0.0503**	0.0159	0.0925***	0.0309	0.000426	0.0522*	-0.00168	0.0647*	0.0798***	-0.0121	-0.00108	0.0303	-0.0669***	0.0313	0.0279	0.0395	0.0374	0.0782
	(0.17)	(3.05)	(-0.76)	(-0.67)	(2.26)	(3.22)	(-2.97)	(0.62)	(3.74)	(1.40)	(0.02)	(2.18)	(-0.08)	(2.52)	(3.68)	(-0.90)	(-0.04)	(1.57)	(-4.32)	(1.67)	(0.97)	(1.29)	(1.53)	(1.80)
S_AGE	-0.221	-1.320***	0.336	-0.422*	-0.731	-0.421	-0.858***	-0.269	-0.748	0.0326	-0.793*	-0.913	-0.736	0.387	-1.283*	0.139	-0.445	0.352	-0.466*	-0.262	-0.954	0.451	0.391	-0.743
	(-0.56)	(-4.89)	(0.99)	(-2.51)	(-1.26)	(-1.09)	(-5.62)	(-0.56)	(-1.19)	(0.11)	(-2.03)	(-1.32)	(-1.58)	(0.81)	(-2.37)	(0.64)	(-1.01)	(0.88)	(-2.47)	(-0.78)	(-1.73)	(0.74)	(1.03)	(-1.24)
S_GENDER	5.142***	4.432***	4.245***	2.195***	6.767***	6.082***	2.013***	4.101***	6.953***	4.603***	4.778***	4.736***	3.742***	4.954***	6.327***	2.985***	6.495***	6.004***	3.280***	3.801***	6.725***	6.144***	4.898***	5.008***
	(13.24)	(11.73)	(14.51)	(7.13)	(16.38)	(19.72)	(5.31)	(10.02)	(15.46)	(10.08)	(13.86)	(8.96)	(8.71)	(11.20)	(11.63)	(15.01)	(14.27)	(21.28)	(10.74)	(10.44)	(13.65)	(10.90)	(12.41)	(7.69)
S_INTACT	-0.0221	-0.0528**	0.0105	-0.0790***	-0.0563**	-0.0295	-0.103***	-0.0402	0.0418	0.0394	-0.0308	0.0617*	-0.0317	-0.0215	-0.0431*	-0.0781***	0.0433	-0.00778	-0.0658***	-0.00519	-0.0126	-0.0222	0.0436*	0.0718*
	(-1.11)	(-2.70)	(0.61)	(-4.34)	(-2.70)	(-1.41)	(-5.04)	(-1.57)	(1.65)	(1.40)	(-1.27)	(2.32)	(-1.30)	(-0.82)	(-2.24)	(-6.17)	(1.31)	(-0.44)	(-3.49)	(-0.21)	(-0.49)	(-0.90)	(2.19)	(2.39)
S_STUTREL	0.0740***	0.0944***	0.150***	0.0528*	0.118***	0.142***	0.149***	0.0819**	0.144***	0.0970***	0.110***	0.106***	0.0453	0.0479*	0.113***	0.0679***	0.152***	0.159***	0.124***	0.0332	0.128***	0.151***	0.109***	0.0752
	(3.37)	(4.93)	(9.78)	(2.53)	(5.05)	(7.97)	(6.89)	(2.89)	(5.81)	(3.61)	(4.79)	(4.32)	(1.81)	(1.97)	(5.91)	(4.11)	(5.31)	(10.01)	(6.80)	(1.48)	(4.54)	(6.29)	(4.62)	(1.66)
S_OPDISC	0.108***	0.0383*	0.0318*	0.141***	0.0885***	0.0714***	0.127***	0.0506	0.0411	0.0499**	0.0717**	-0.0125	0.0742**	0.0336	0.146***	0.0125	0.0552*	0.0605***	0.125***	0.0378	0.0580*	0.0448*	0.101***	0.154***
	(5.36)	(2.22)	(1.99)	(8.09)	(3.85)	(4.23)	(7.39)	(1.85)	(1.43)	(3.05)	(3.08)	(-0.66)	(3.23)	(1.44)	(5.08)	(1.06)	(2.15)	(3.54)	(7.46)	(1.88)	(1.99)	(2.09)	(4.42)	(4.01)
S_CIVLRN	-0.000567	0.0694**	0.174***	0.0777**	-0.00873	0.0120	0.0616**	0.0191	-0.0562	0.181***	0.0696*	0.0968***	0.00873	-0.0265	0.00368	0.130***	-0.0492	-0.00243	0.134***	0.0660*	0.0897**	0.0494	-0.0859*	-0.0222
	(-0.02)	(2.74)	(8.20)	(2.95)	(-0.33)	(0.49)	(2.66)	(0.61)	(-1.73)	(6.83)	(2.30)	(3.34)	(0.27)	(-0.75)	(0.13)	(7.28)	(-1.50)	(-0.10)	(5.88)	(2.47)	(2.93)	(1.14)	(-2.41)	(-0.51)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.33b Teacher characteristics' multiple regression coefficients for students' endorsement of gender equality

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
IT3G14E	1.710	-0.668	1.795	0.575	0.0445	0.575	0.0730	-0.755	-0.270	1.444	0.192	2.395	0.178	-1.774	1.417	0.252	-3.311	-0.482	-0.697	0.208	0.429	-1.239	-0.507	-0.0789
	(1.29)	(-0.44)	(0.92)	(0.38)	(0.03)	(0.66)	(0.05)	(-0.45)	(-0.18)	(0.73)	(0.13)	(1.02)	(0.11)	(-1.10)	(1.04)	(0.31)	(-1.89)	(-0.39)	(-0.51)	(0.24)	(0.31)	(-0.88)	(-0.30)	(-0.04)
IT3G14I	-2.219	0.633	-0.227	3.330	0.0670	0.910	1.305	-4.809	3.194	5.253	-3.850	5.287	-1.356	3.114	-2.289	0.0316	3.114	-2.746	-0.834	1.104	0.789	2.507	-1.321	-3.683
	(-1.17)	(0.24)	(-0.06)	(1.29)	(0.04)	(0.68)	(0.69)	(-1.62)	(1.67)	(1.26)	(-1.88)	(1.58)	(-0.85)	(1.40)	(-0.64)	(0.03)	(0.88)	(-1.87)	(-0.28)	(0.75)	(0.43)	(1.44)	(-0.35)	(-1.08)
T_PDACCE	0.0434	0.0112	0.00990	-0.0901	0.0160	-0.00777	-0.104*	0.0597	0.0709	-0.0622	-0.0119	0.00657	0.0664	0.0185	0.0702	0.0536	0.175**	-0.0717	0.117*	0.00219	-0.0482	0.0878*	0.00543	-0.0110
	(0.95)	(0.26)	(0.15)	(-1.79)	(0.45)	(-0.27)	(-2.08)	(1.00)	(1.66)	(-0.64)	(-0.25)	(0.07)	(1.37)	(0.35)	(1.22)	(1.66)	(2.80)	(-1.76)	(2.35)	(0.08)	(-1.25)	(1.97)	(0.08)	(-0.14)
T_PDATCH	-0.0488	-0.0635	0.0631	0.0595	-0.0870*	0.00871	0.0347	-0.124	-0.0499	-0.0256	0.00464	-0.00353	-0.0569	-0.0334	-0.00732	-0.0700*	-0.101	0.00935	-0.0916	0.0527*	0.0308	-0.0599	0.0451	-0.0709
	(-1.11)	(-1.16)	(0.92)	(1.13)	(-2.24)	(0.32)	(0.72)	(-1.76)	(-0.94)	(-0.25)	(0.10)	(-0.05)	(-1.10)	(-0.61)	(-0.12)	(-2.28)	(-1.43)	(0.27)	(-1.89)	(1.97)	(0.65)	(-1.30)	(0.63)	(-0.69)
T_CIVCLAS	-0.00139	0.0162	-0.0265	-0.0335	0.0299	0.00456	0.0793*	0.00374	0.00918	0.0128	-0.0283	0.0106	-0.0170	-0.0672	-0.0687	-0.00156	-0.0593	-0.00615	0.0627	-0.0286	0.0329	0.0245	0.0338	0.0608
	(-0.05)	(0.31)	(-0.56)	(-0.84)	(0.86)	(0.17)	(2.31)	(0.08)	(0.28)	(0.22)	(-0.69)	(0.23)	(-0.43)	(-1.76)	(-1.77)	(-0.07)	(-1.01)	(-0.29)	(1.46)	(-1.14)	(0.76)	(0.57)	(0.58)	(1.00)
T_PRPCCE	-0.0536	-0.00516	-0.0614	-0.0314	-0.0396	0.00727	-0.0275	0.0178	-0.0986**	-0.0462	0.0589	-0.0925	-0.0429	0.00320	-0.0208	0.0154	0.0217	0.0507*	-0.0388	0.0123	0.0127	-0.00426	-0.0693	0.0746
	(-1.75)	(-0.15)	(-1.18)	(-0.93)	(-1.33)	(0.30)	(-0.77)	(0.34)	(-3.21)	(-0.63)	(1.94)	(-1.43)	(-1.37)	(0.09)	(-0.36)	(0.65)	(0.31)	(2.10)	(-1.14)	(0.48)	(0.33)	(-0.12)	(-1.22)	(0.80)
T_BULSCH	0.0949	-0.00506	0.0958	0.147	-0.0451	-0.0348	-0.0508	0.0489	-0.156*	-0.255	-0.125	-0.0818	0.0466	-0.0349	0.0996	0.0349	0.0324	0.0179	-0.0151	0.101	-0.0810	0.0191	-0.0373	-0.0709
	(1.33)	(-0.06)	(0.94)	(1.75)	(-0.81)	(-0.83)	(-0.64)	(0.48)	(-2.16)	(-1.77)	(-1.77)	(-0.77)	(0.58)	(-0.43)	(1.30)	(0.79)	(0.37)	(0.35)	(-0.19)	(1.82)	(-1.24)	(0.32)	(-0.35)	(-0.79)
T_PROBSC	0.00119	-0.00151	-0.00302	-0.112	0.133**	0.0698	0.0275	-0.0365	0.0821	0.131	0.0798	0.245**	0.0131	0.0268	-0.121*	-0.0498	0.0253	-0.0691	0.0334	-0.0428	0.0886	0.0825	-0.0832	0.171
	(0.02)	(-0.02)	(-0.04)	(-1.67)	(2.59)	(1.95)	(0.49)	(-0.44)	(1.44)	(1.13)	(1.40)	(2.79)	(0.17)	(0.40)	(-2.08)	(-1.34)	(0.28)	(-1.41)	(0.51)	(-0.99)	(1.56)	(1.48)	(-1.07)	(1.92)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table C.33c School characteristics' multiple regression coefficients for students' endorsement of gender equality

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
C_ENGAGE	-0.00643	-0.0325	0.0448	0.0114	0.0422	-0.0331*	-0.0151	-0.0700	0.0345	0.0980*	-0.00565	0.0185	0.00452	0.0238	-0.0237	-0.0176	0.0414	-0.0145	0.00429	0.0108	0.0384	0.0143	-0.0963*	0.0196
	(-0.24)	(-1.28)	(1.36)	(0.41)	(1.73)	(-2.15)	(-0.56)	(-1.57)	(1.26)	(2.57)	(-0.23)	(0.44)	(0.14)	(0.98)	(-0.93)	(-1.02)	(1.14)	(-0.82)	(0.17)	(0.43)	(1.79)	(0.57)	(-2.13)	(0.57)
C_COMCRI	-0.00309	0.0164	0.00315	0.0401	-0.0274	-0.00166	-0.00319	-0.0266	0.0554	0.0423	0.00926	-0.0647	0.0363	0.00238	-0.00146	0.0355	-0.0668	0.0613*	-0.0130	0.0583	-0.00726	-0.000864	-0.0205	0.0995
	(-0.10)	(0.48)	(0.07)	(1.28)	(-0.98)	(-0.09)	(-0.10)	(-0.62)	(1.55)	(0.75)	(0.24)	(-1.19)	(0.97)	(0.07)	(-0.03)	(1.83)	(-1.35)	(2.03)	(-0.36)	(1.71)	(-0.20)	(-0.02)	(-0.46)	(1.49)
C_COMETN	-0.0121	-0.0315	0.0217	-0.00847	0.00782	0.00864	-0.00230	0.0633	-0.0285	-0.0346	-0.00497	-0.0499	-0.00927	0.0324	0.000778	-0.0143	0.0425	0.0433	-0.00247	0.0485	-0.0514	0.0514*	0.0364	0.00555
	(-0.37)	(-0.99)	(0.53)	(-0.27)	(0.32)	(0.39)	(-0.08)	(1.60)	(-0.86)	(-0.74)	(-0.17)	(-1.25)	(-0.28)	(0.96)	(0.03)	(-0.81)	(0.77)	(1.59)	(-0.07)	(1.64)	(-1.44)	(2.00)	(0.86)	(0.12)
C_COMPOV	-0.0474	-0.0478	-0.0223	0.0139	-0.00373	-0.0256	0.0441	-0.0210	0.0112	0.0282	-0.0566	0.0594	-0.00863	0.0804*	-0.0198	-0.00742	0.0234	-0.0431	-0.0315	-0.0253	0.0221	0.0353	0.0673	-0.0777
	(-1.48)	(-1.20)	(-0.39)	(0.37)	(-0.09)	(-1.09)	(1.32)	(-0.48)	(0.28)	(0.45)	(-1.27)	(0.94)	(-0.20)	(2.05)	(-0.41)	(-0.36)	(0.37)	(-1.70)	(-0.89)	(-1.05)	(0.60)	(0.85)	(1.30)	(-1.08)
C_BULSCH	0.0120	-0.00302	-0.0874	-0.0364	-0.0295	-0.00656	0.0384	0.0403	-0.0236	0.0665	0.00708	0.00422	-0.0408	-0.0220	0.0486	0.0233	-0.0155	-0.0207	-0.00751	-0.0190	0.0304	-0.0303	0.0597	0.00341
	(0.36)	(-0.08)	(-1.90)	(-0.96)	(-0.98)	(-0.36)	(1.14)	(1.08)	(-0.73)	(1.33)	(0.19)	(0.11)	(-1.30)	(-0.63)	(1.15)	(1.25)	(-0.25)	(-0.95)	(-0.22)	(-0.75)	(0.79)	(-1.26)	(1.49)	(0.06)

t statistics in parentheses

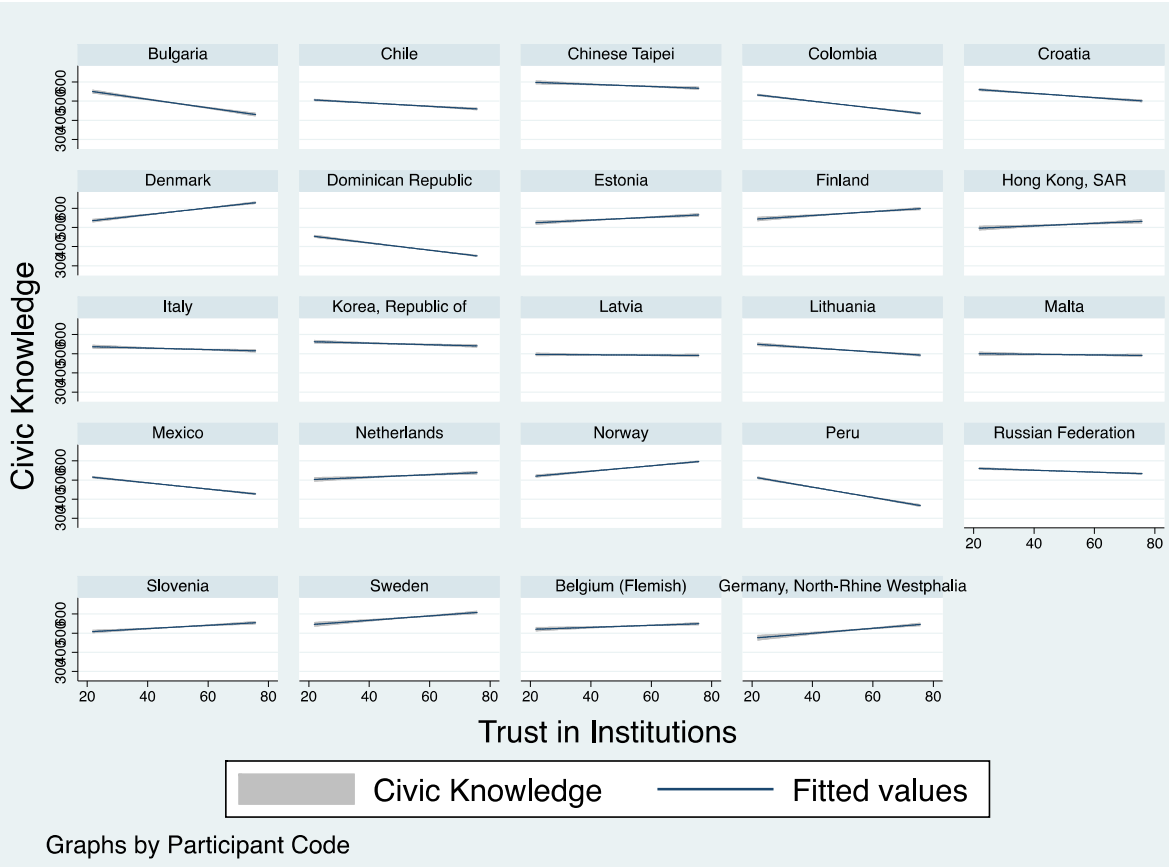
* p<0.05, ** p<0.01, *** p<0.001

ANNEX D.

Content area: Human rights

DEMOCRACY

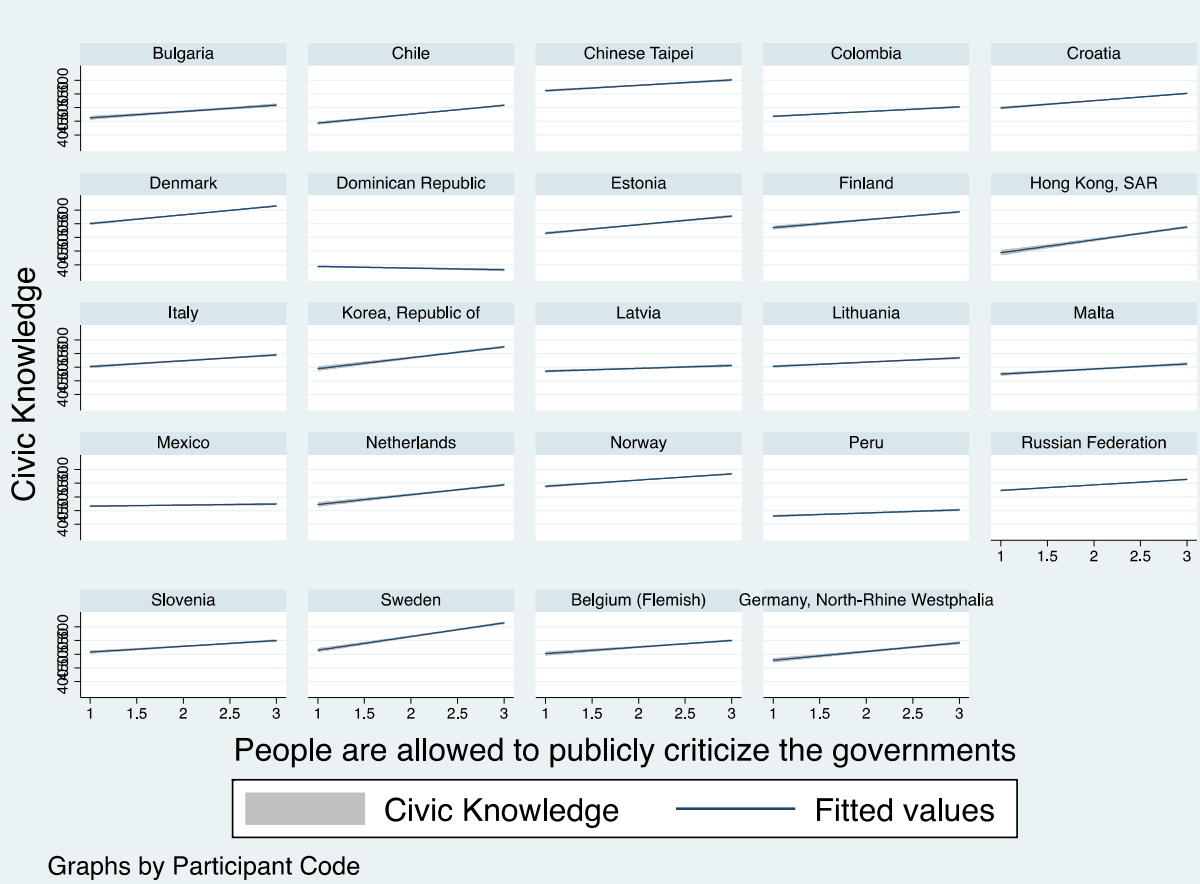
Figure D.1 Student performance in Civic Knowledge by students' trust in civic institutions.



In general, there is no clear pattern in the relationship between Civic Knowledge and students' trust in civic institutions across countries (Figure D. D.1). However, in Bulgaria, Chile, China Taipei, Croatia, Dominican Republic, Italy, Lithuania, Peru, and Russia the association is negative and significant. In contrast, in Denmark, Estonia, Finland, Hong Kong, Netherlands, Norway, Slovenia, Sweden, Belgium, and Germany, there is a positive and statistically significant association. Finally, in Korea, Latvia, and Malta, there is no statistically significant association (Table D.1).

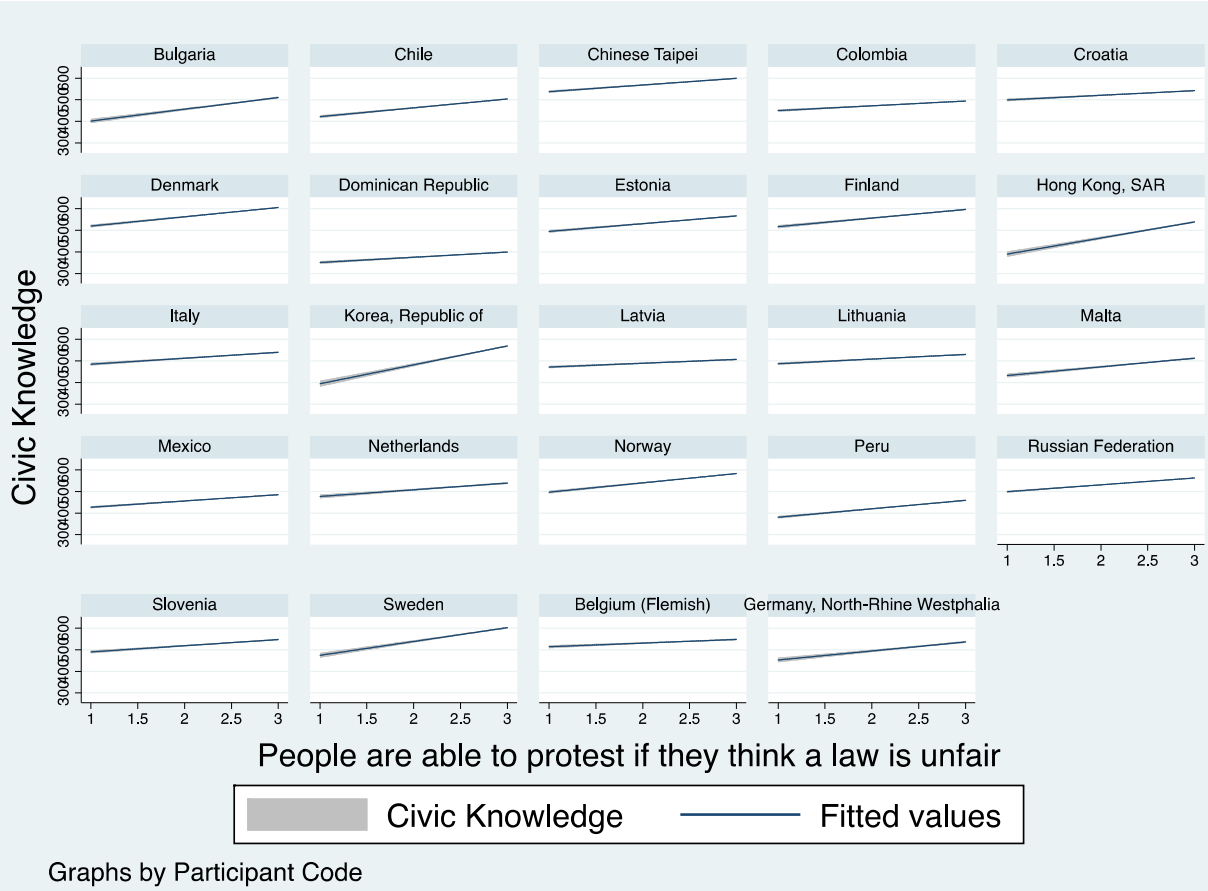
FREEDOM

Figure D.2. Student performance in Civic Knowledge by People are allowed to publicly criticize the government.



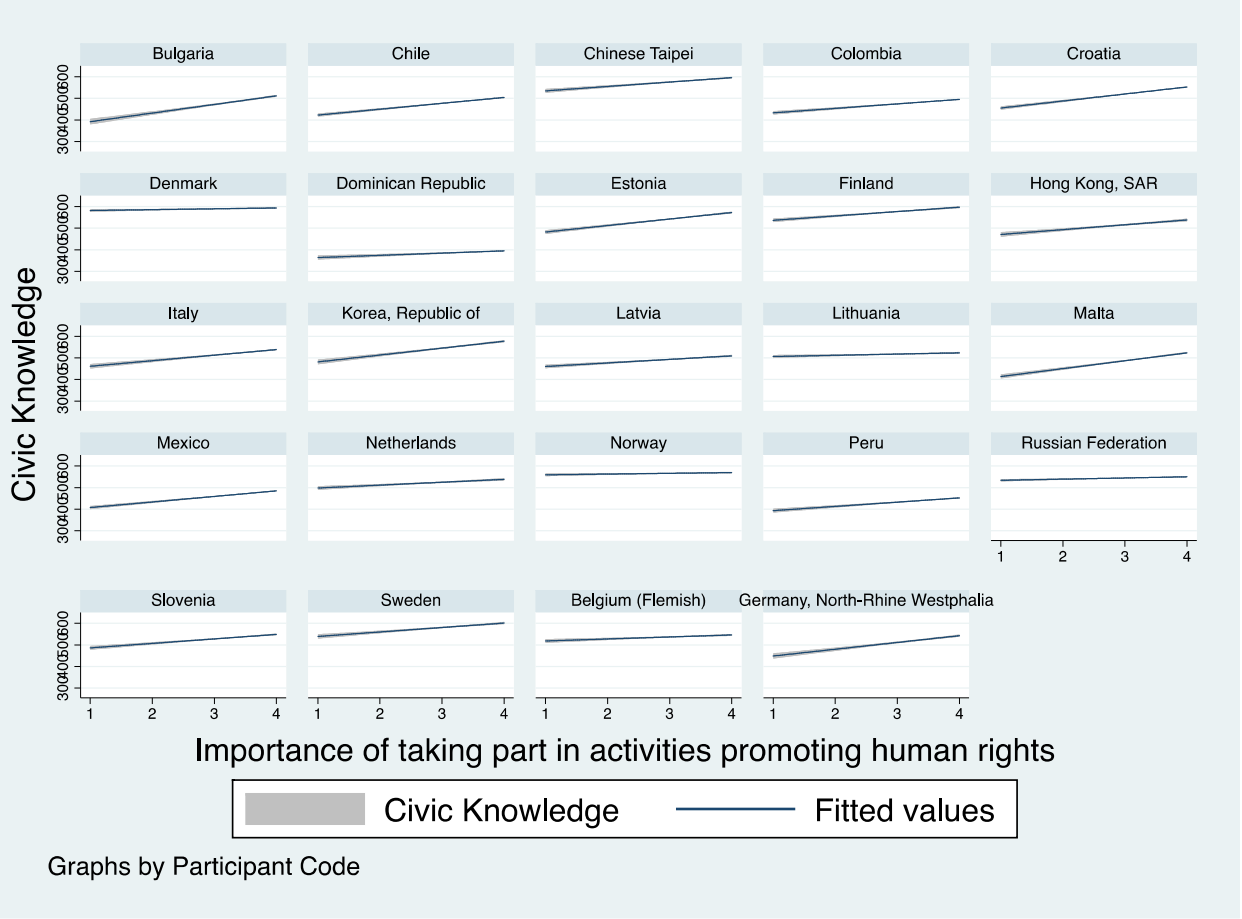
Students' performance in Civic Knowledge shows an association with students' beliefs about how good is for democracy that people is allowed to publicly criticize the governments in most of the analysed countries (Figure D.2). In general, it is observed that students who think that is better for democracy that people are allowed to publicly criticize the governments obtain higher than students who thinks the opposite. However, in Dominican Republic, this association is negative and statistically significant. In Mexico, there is no statistically significant association (see Table D.2).

Figure D.3. Student performance in Civic Knowledge by students' beliefs about how good is for democracy that people are able to protest if they think a law is unfair.



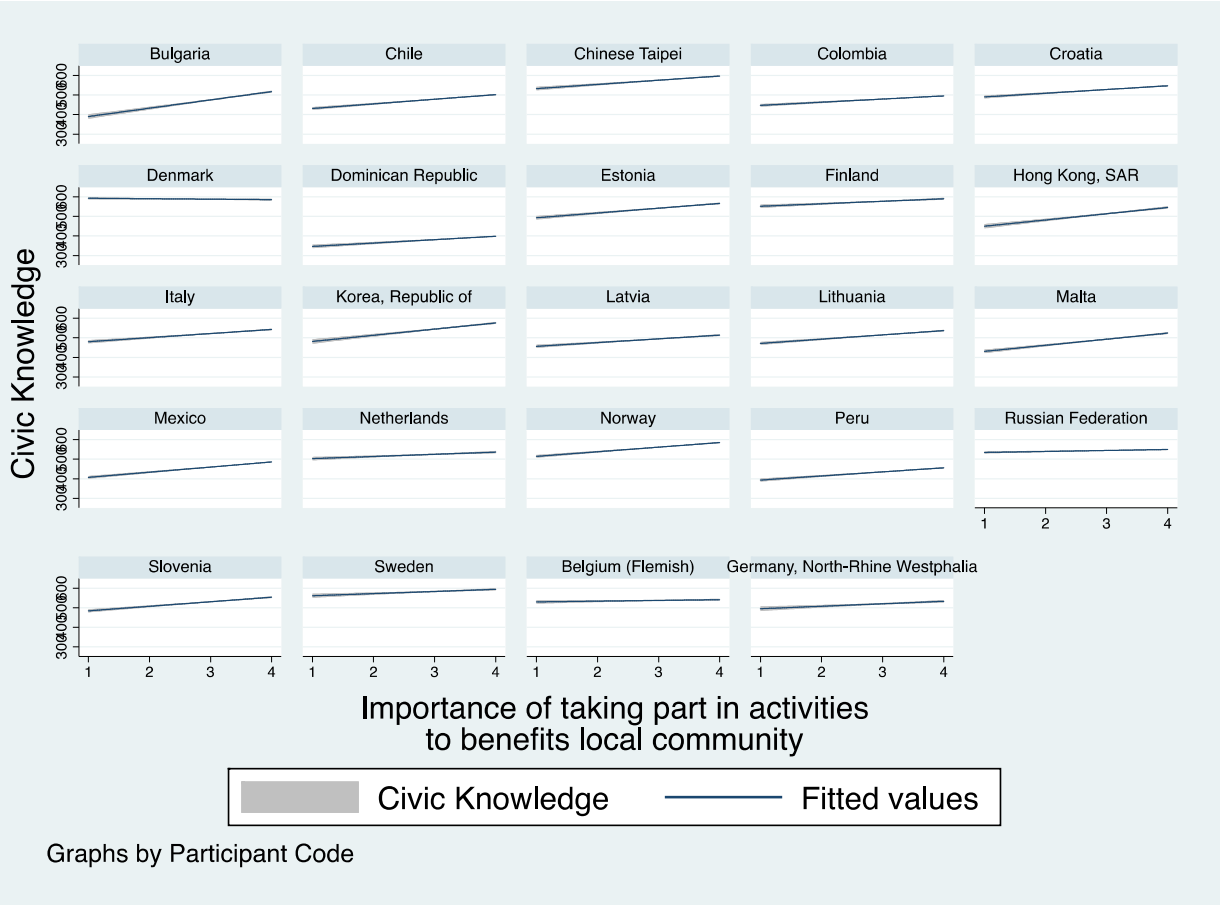
Students' performance in Civic Knowledge shows an association with students' beliefs about how good is for democracy that people are able to protest if they think a law is unfair, in all the analysed countries (Figure D.3). In general, it is observed that students who think that is better for democracy that people are able to protest if they think a law is unfair, obtain higher performance than students who think the opposite (see Table D.3).

Figure D.4. Civic Knowledge by the importance of taking part in activities promoting human rights.



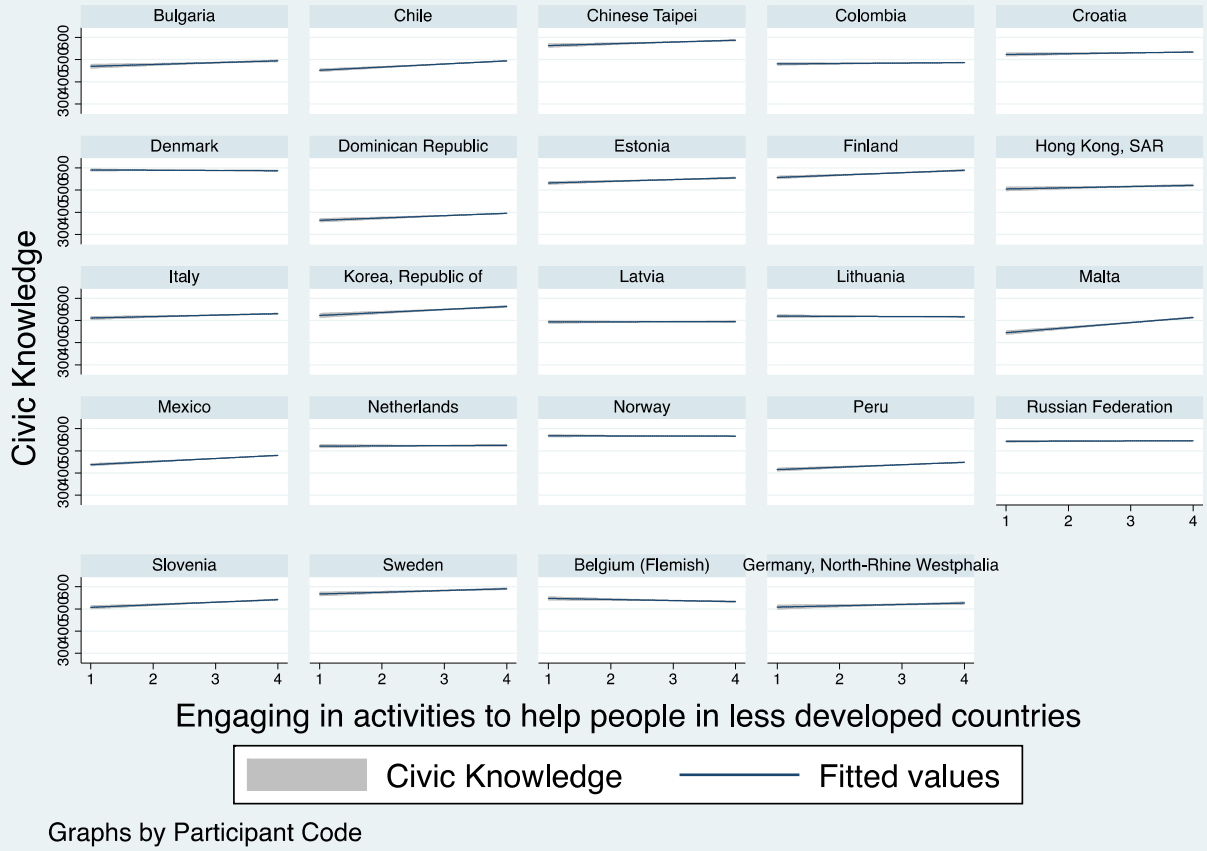
Students' performance in Civic Knowledge shows an association with students' beliefs about the importance of taking part in activities promoting human rights, in most the analysed countries (Figure D.4). In general, it is observed that students who think that is more important take part in this kind of activities obtain higher performance than students who think the opposite (see Table D.4).

Figure D.5. Civic Knowledge by the importance of taking part in activities to benefits local community.



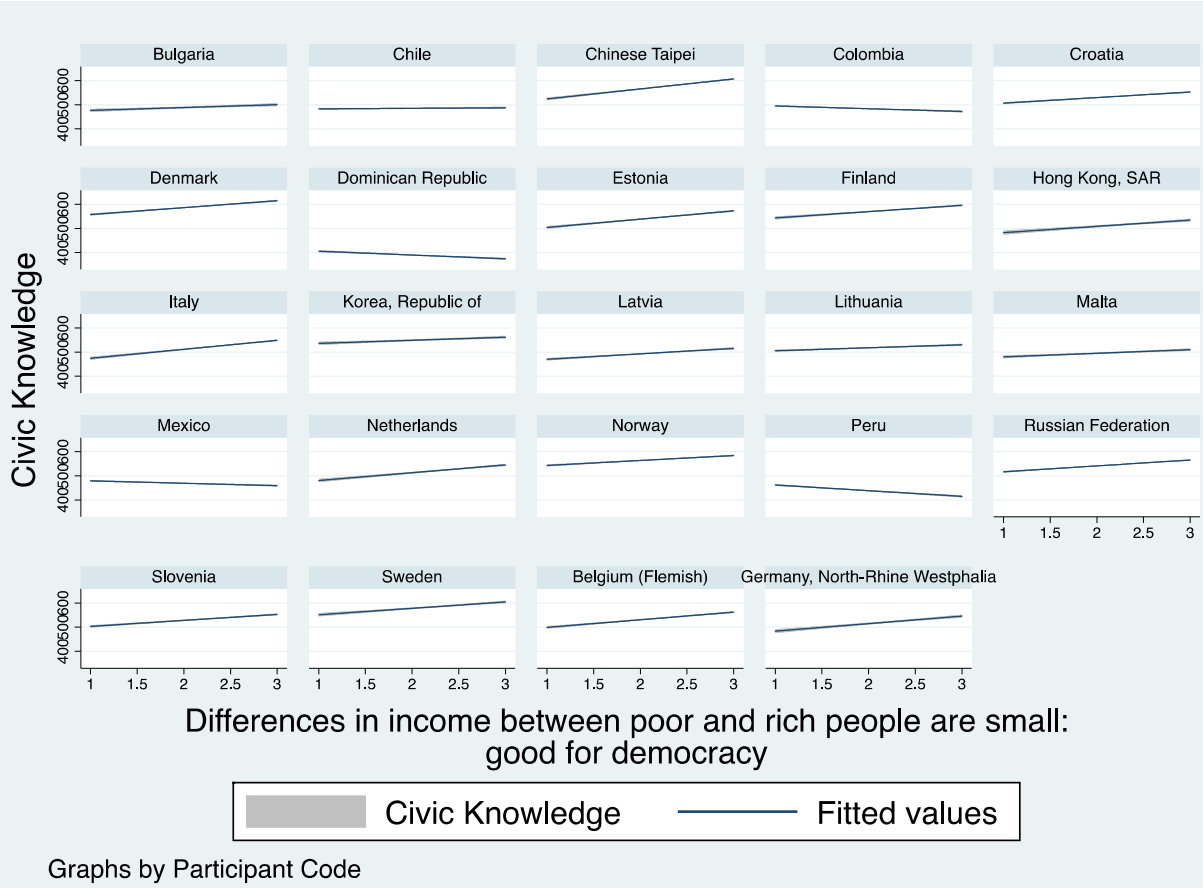
Students' performance in Civic Knowledge shows an association with students' beliefs about the importance of taking part in activities to benefits local community, in most the analysed countries (Figure D.5). In general, it is observed that students who think that is more important taking part in this kind of activities obtain higher performance than students who think the opposite. However, in Denmark and Belgium, there is no statistically significant association (see Table 5).

Figure D.6. Civic Knowledge by the importance of engaging in activities to help people in less developed countries.



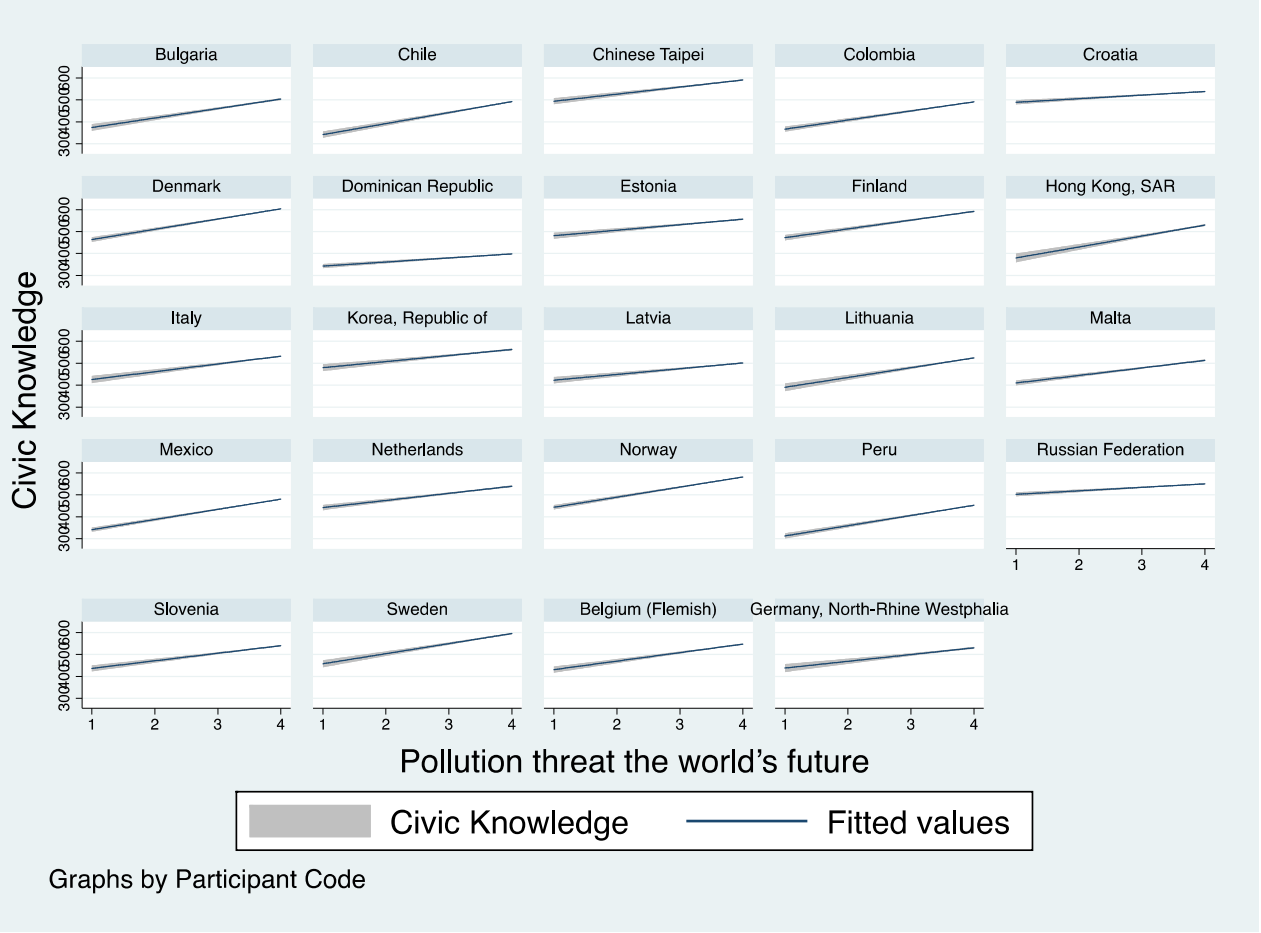
Students' performance in Civic Knowledge shows an association with students' beliefs about the importance of engaging in activities to help people in less developed countries, in some the analysed countries (Figure D.6). In general, it is observed that students who think that is more important engaging this kind of activities obtain lower performance than students who think the opposite. However, in Colombia, Croatia, Denmark, Hong Kong, Latvia, Lithuania, Netherlands, Norway, Russia, and Germany, there is no statistically significant association. In Belgium, this association is positive and statistically significant (see Table D.6).

Figure D.7. Civic Knowledge by students' beliefs about how good is for democracy that differences in income between poor and rich people are small.



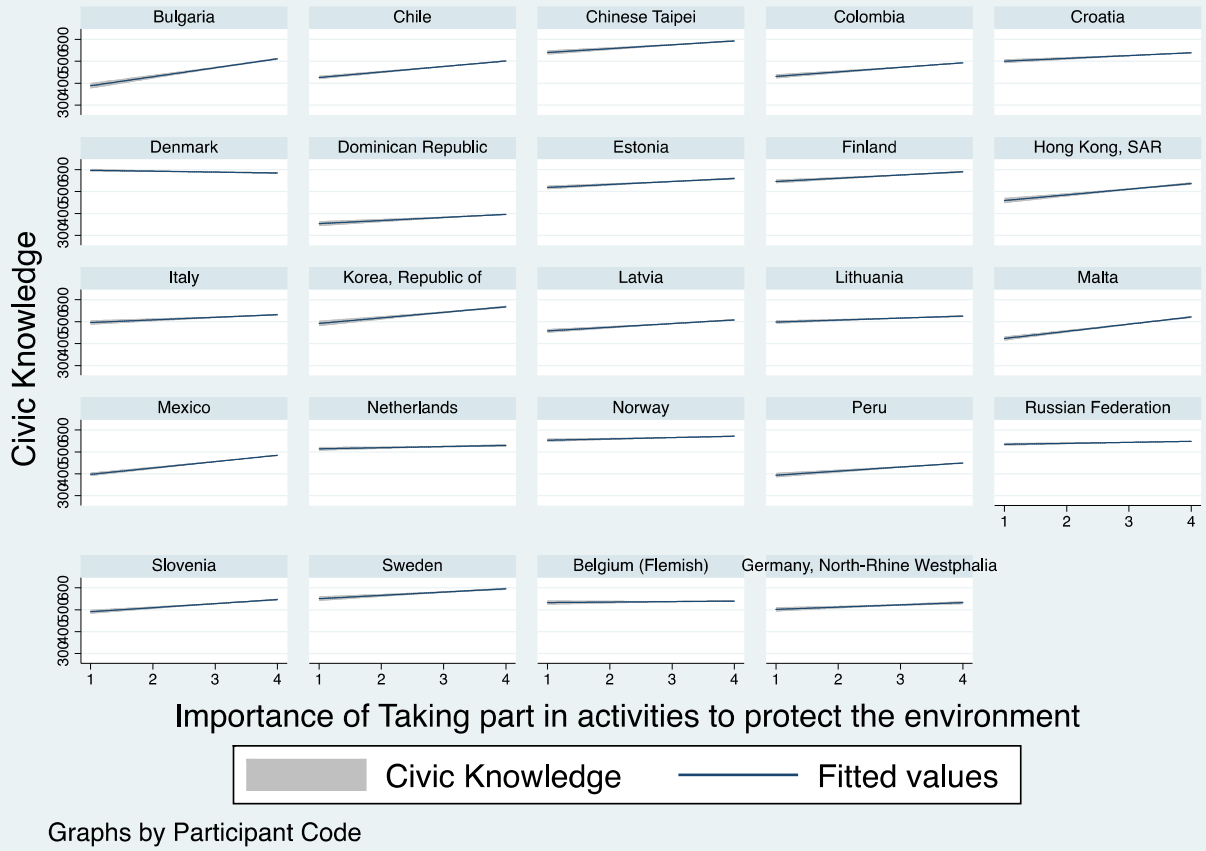
In general, there is no clear pattern in the relationship between Civic Knowledge and students' beliefs about how good is for democracy that differences in income between poor and rich people are small, across countries (Figure D.7). In Bulgaria, China Taipei, Croatia, Denmark, Estonia, Finland, Hong Kong, Italia, Korea, Latvia, Malta, Netherlands, Norway, Russia, Sweden, Belgium, Germany the association is positive and significant. In contrast, in there is a negative and statistically significant association in Peru, Mexico, Dominican Republic and Colombia. Finally, in, there is no statistically significant association (Table D.7).

Figure D.8. Civic Knowledge by the extent the student think pollution is a threat to the world's future.



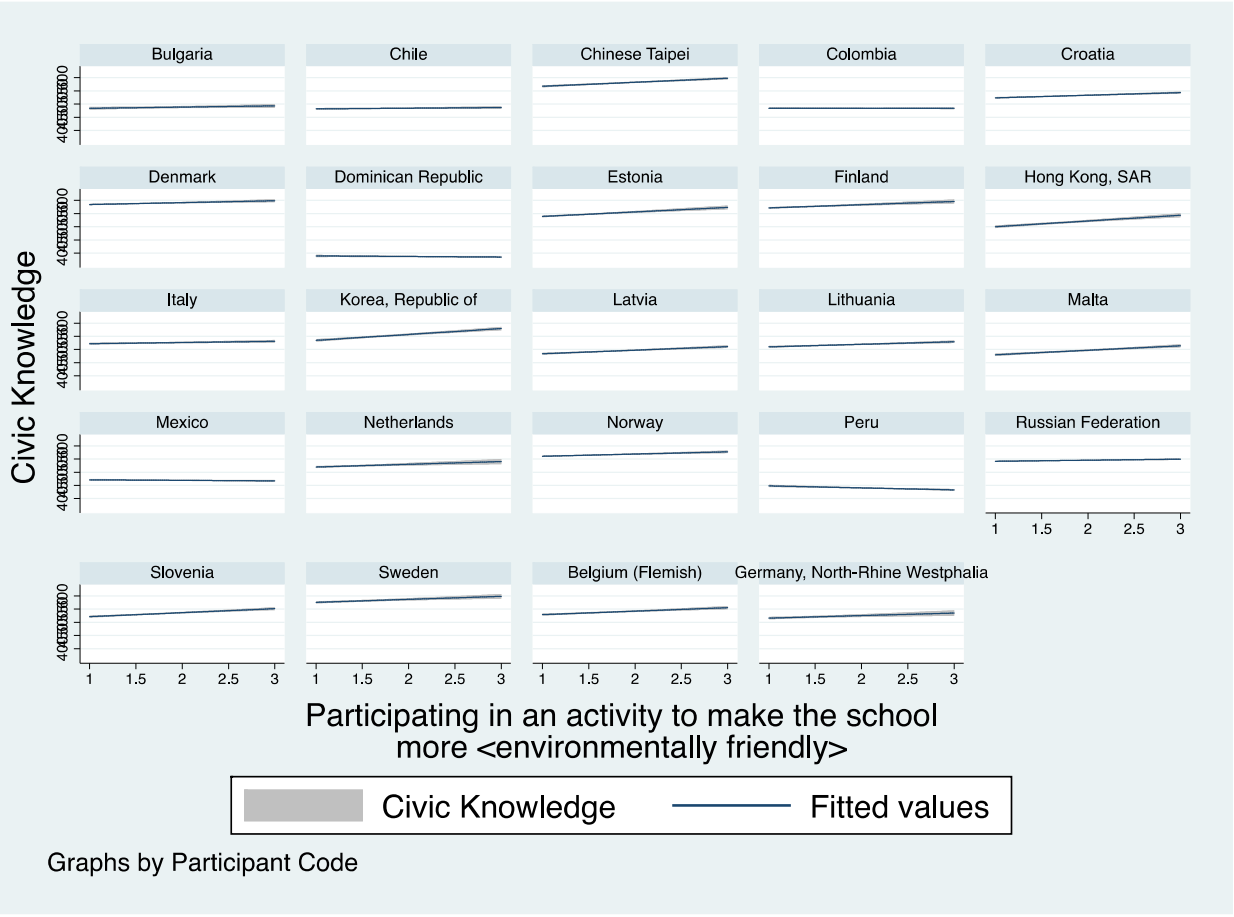
Students' performance in Civic Knowledge shows an association with the extent the students think that Pollution is a threat to the world's future, in all of the analysed countries (Figure D.8). In general, it is observed that students who think in a larger extent that Pollution is a threat to the world's future obtain higher performance than students who think the opposite (see Table D.8 in Annex).

Figure D. 9. Civic Knowledge by the importance of taking part in activities to protect the environment.



Students' performance in Civic Knowledge shows an association with students' beliefs about the importance of taking part in activities to protect the environment, in most of the analysed countries (Figure D. 9). In general, it is observed that students who think that is more important taking part in this kind of activities obtain higher performance than students who think the opposite. However, in Denmark, Netherlands, Russia, Belgium, and Germany, there is no statistically significant association (see Table D.9 in Annex).

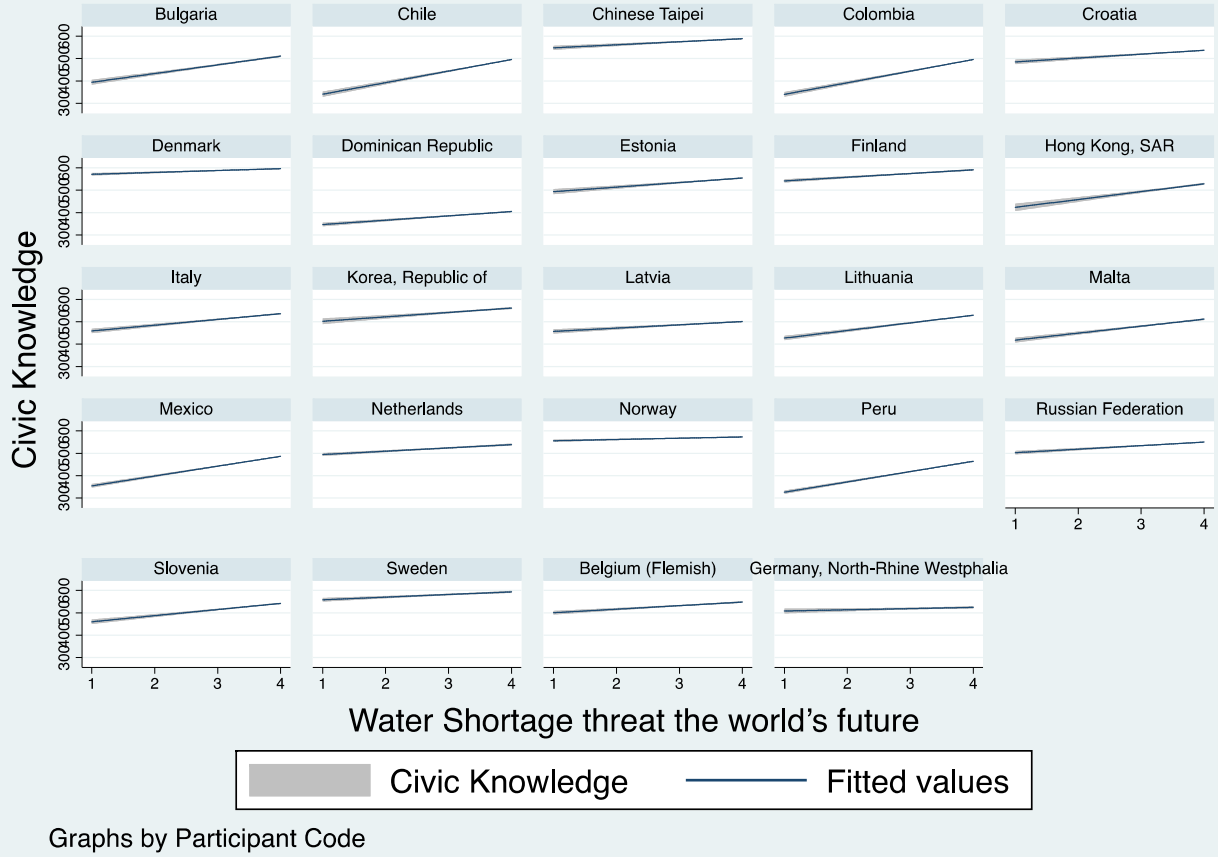
Figure D. 10. Civic Knowledge by participation in activities to make the school more environmentally friendly.



Students' performance in Civic Knowledge shows an association with students' participation in activities to make the school more environmentally friendly, in some of the analysed countries (Figure D. 10).

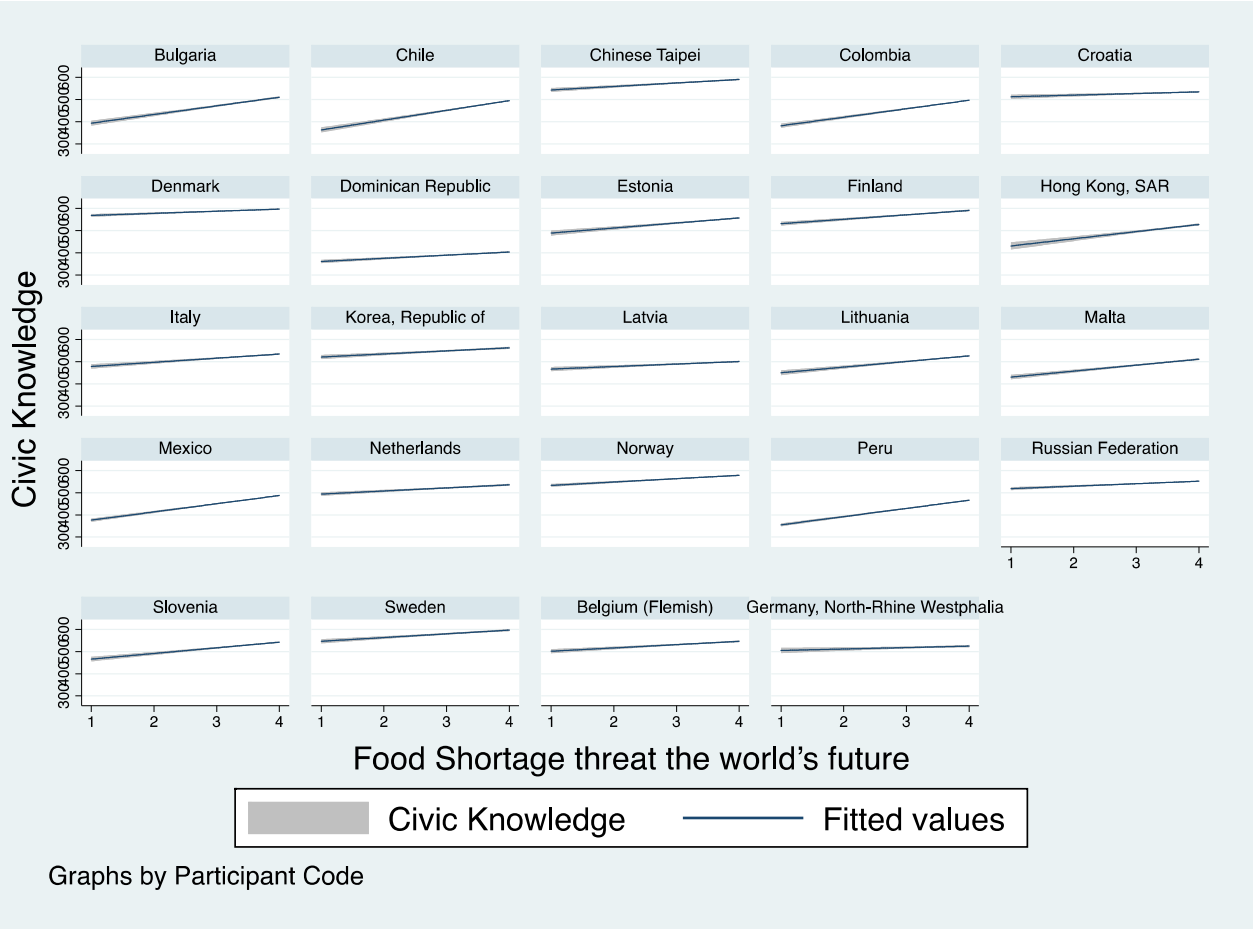
In China Taipei, Croatia, Denmark, Estonia, Finland, Hong Kong, Italy, Korea, Latvia, Lithuania, Malta, Netherlands, Norway, Russia, Slovenia, Sweden, and Belgium, the association is positive and significant. In contrast, in Peru, there is a negative and statistically significant association. Finally, in Bulgaria, Chile, Colombia, Dominican Republic, Mexico, and Germany, there is no statistically significant association (Table D.10 in Annex).

Figure D. 11. Civic Knowledge by the extent the student think Water Shortages is a threat to the world's future.



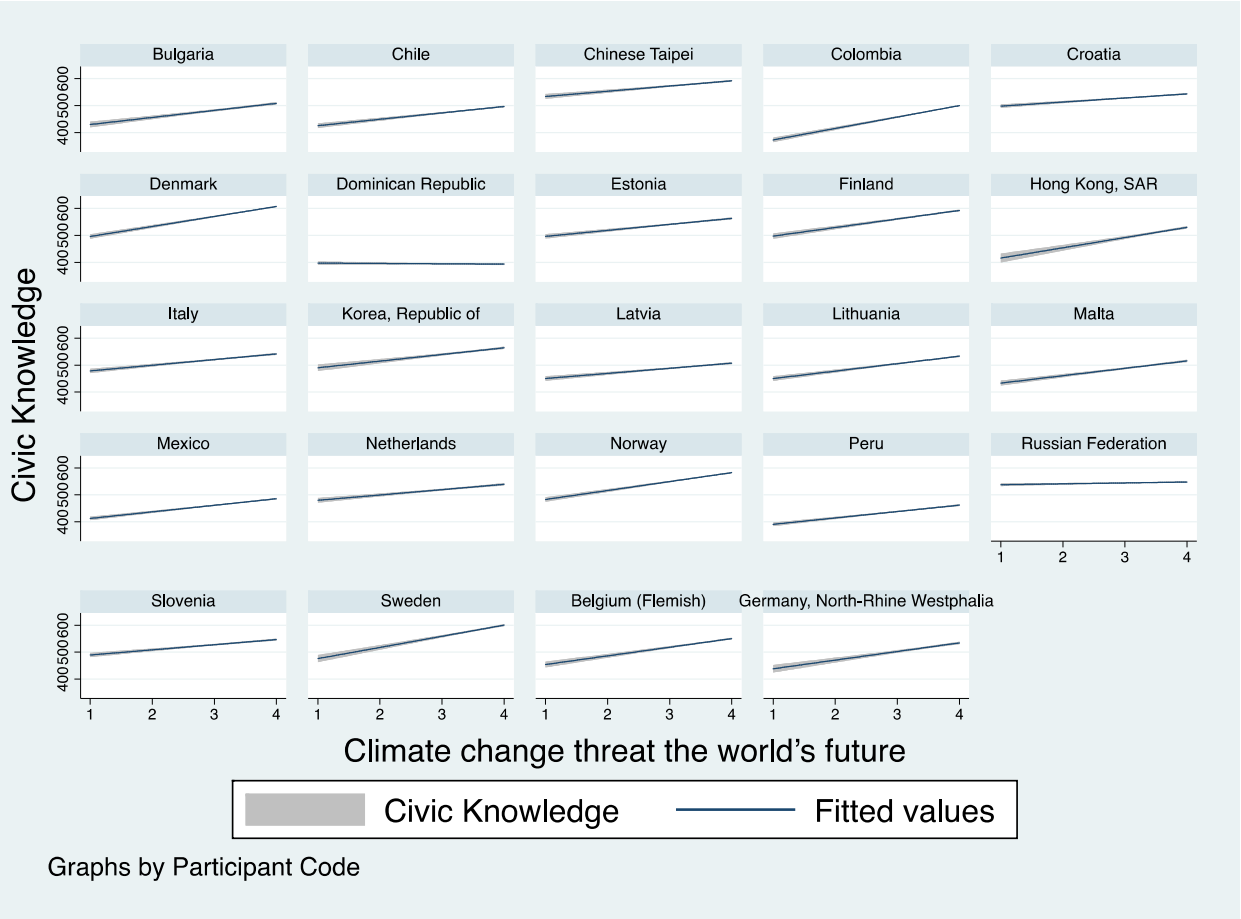
Students' performance in Civic Knowledge shows an association with the extent the students think that Water Shortages is a threat to the world's future, in all of the analysed countries (Figure D. 11). In general, it is observed that students who think in a larger extent that Water Shortages is a threat to the world's future obtain higher performance than students who think the opposite (see Table D.11 in Annex).

Figure D. 12. Civic Knowledge by the extent the student think Food Shortages is a threat to the world's future.



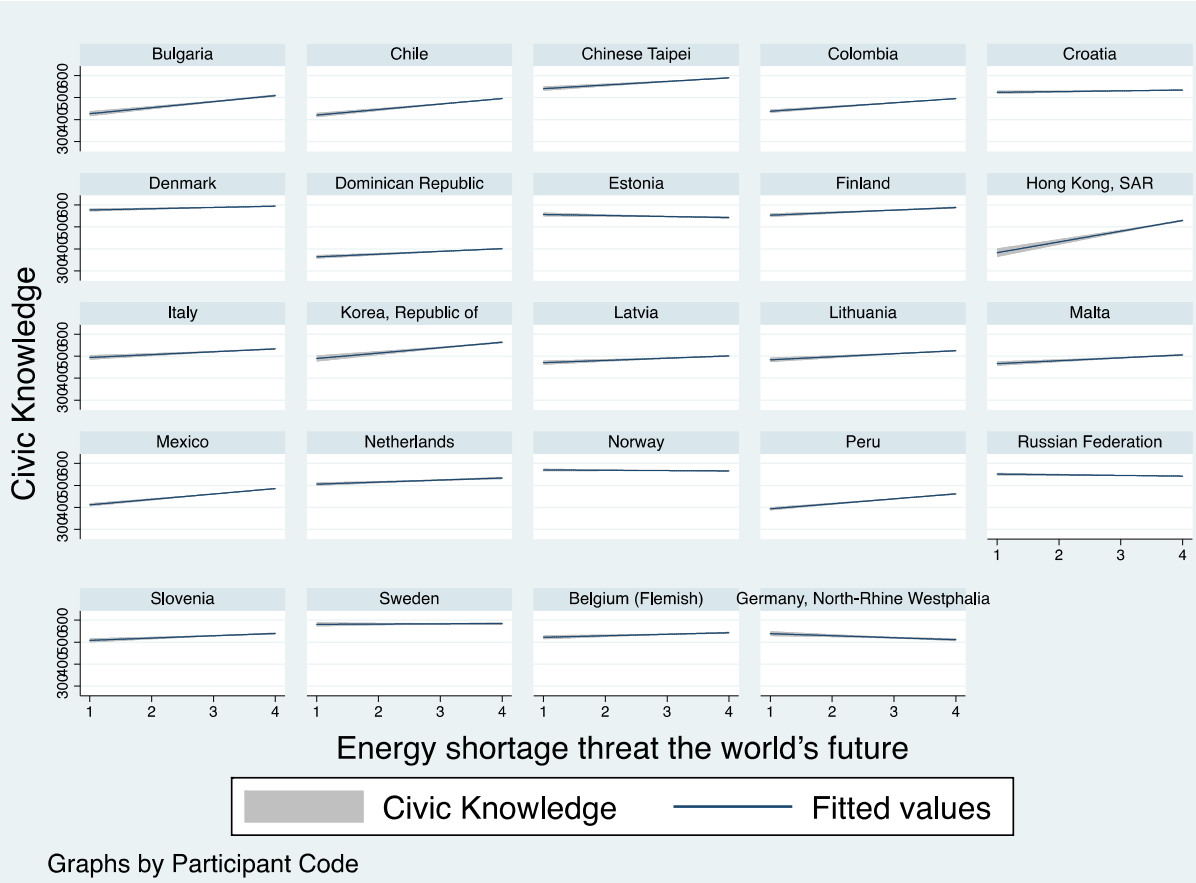
Students' performance in Civic Knowledge shows an association with the extent the students think that Food Shortages is a threat to the world's future, in all of the analysed countries (Figure D. 12). In general, it is observed that students who think in a larger extent that Food Shortages is a threat to the world's future obtain higher performance than students who think the opposite (see Table D.12 in Annex).

Figure D. 13. Civic Knowledge by the extent the student think Climate Change is a threat to the world's future.



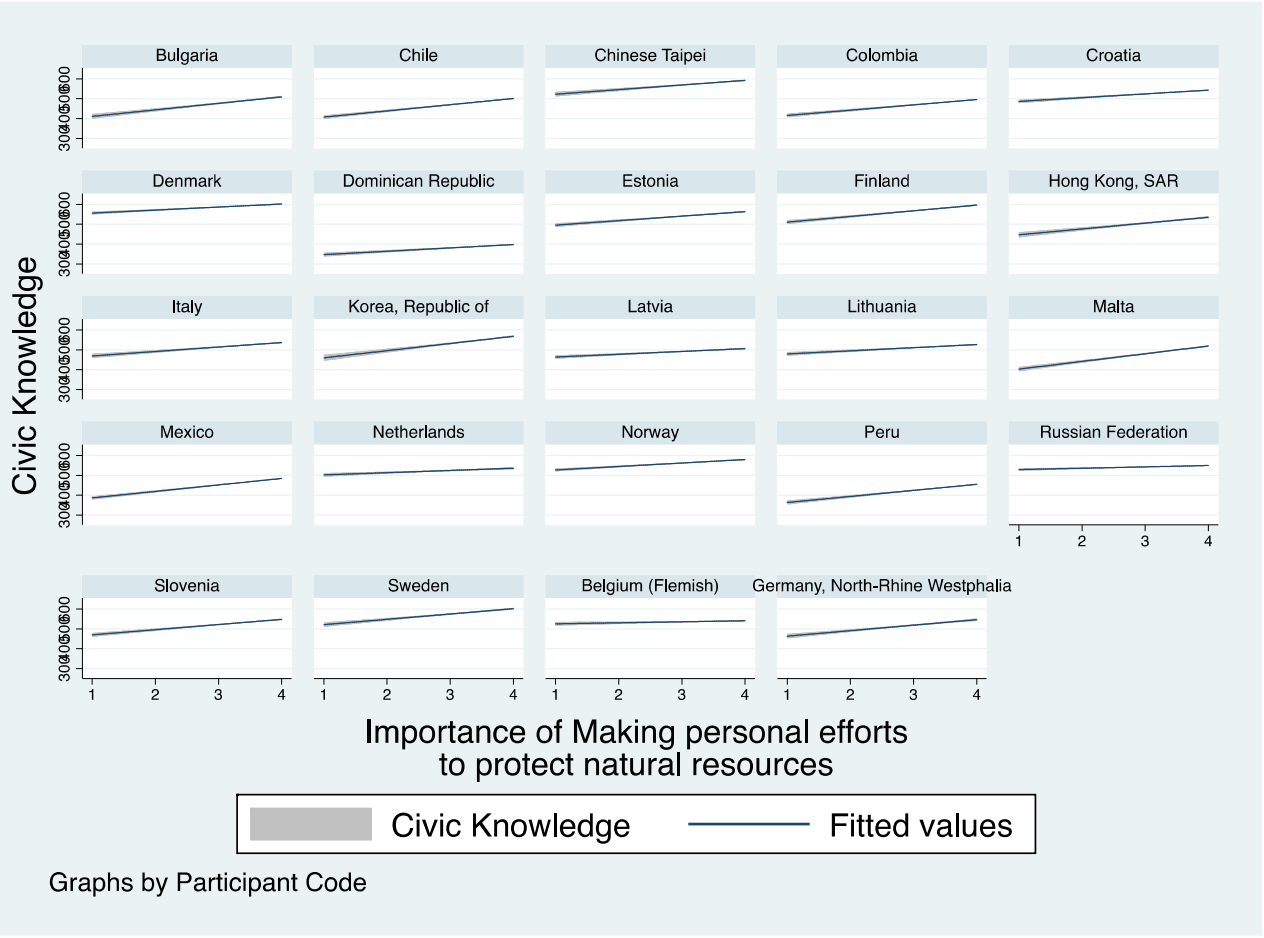
Students' performance in Civic Knowledge shows an association with the extent the students think Climate Change is a threat to the world's future, in most of the analysed countries (Figure D. 13). In general, it is observed that students who think in a larger extent Climate Change is a threat to the world's future, obtain higher performance than students who think the opposite. However, in Dominican Republic, and Russia, there is no statistically significant association (see Table D.13 in Annex).

Figure D. 14. Civic Knowledge by the extent the student think Energy Shortage is a threat to the world's future.



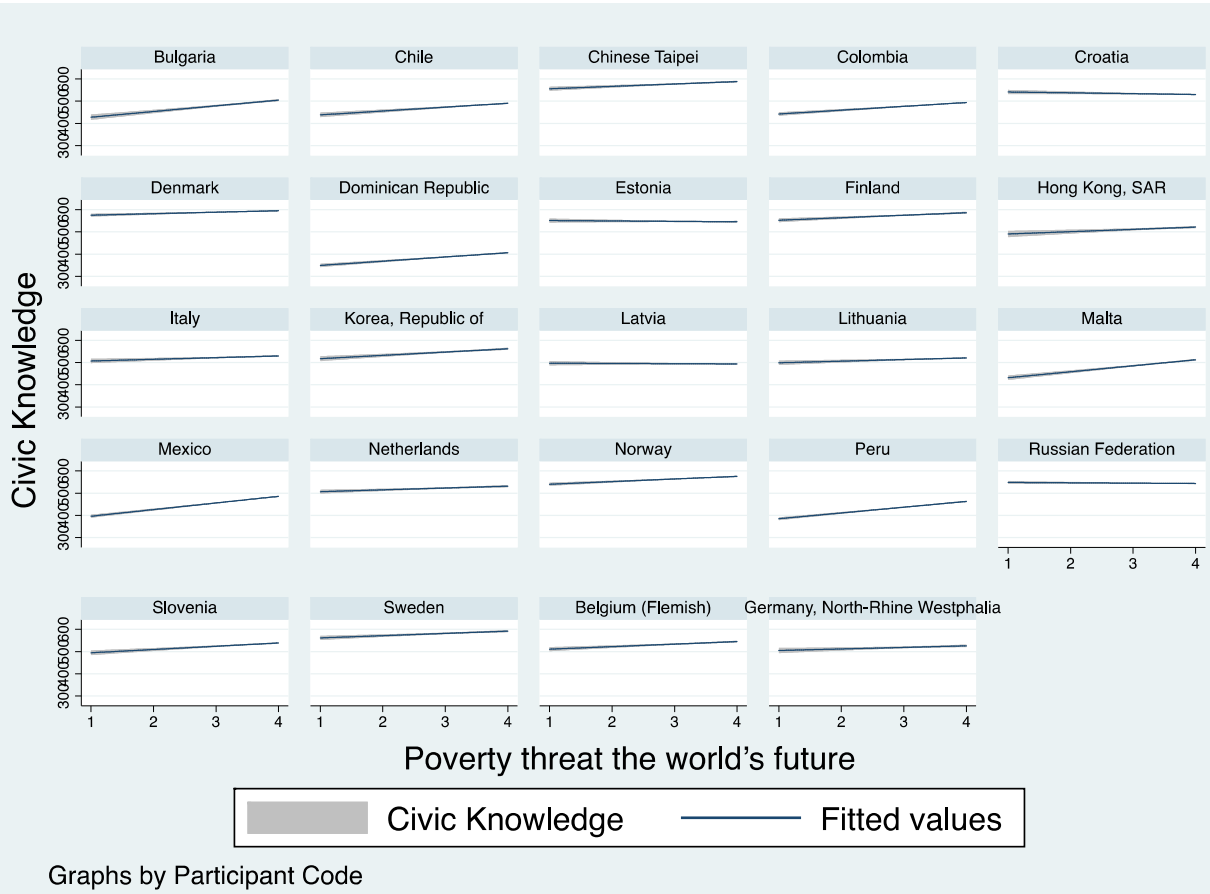
Students' performance in Civic Knowledge shows an association with the extent the students think Energy Change is a threat to the world's future, in some of the analysed countries (Figure D. 14).
In Bulgaria, Chile, China Taipei, Colombia, Dominican Republic, Finland, Hong Kong, Italy, Korea, Latvia, Lithuania, Malta, Mexico, Netherlands, Peru, Slovenia, and Belgium, the association is positive and significant. In contrast, in Germany, there is a negative and statistically significant association. Finally, in Croatia, Estonia, Norway, Russia, and Sweden, there is no statistically significant association (Table D.14 in Annex).

Figure D. 15. Civic Knowledge by the importance of making personal efforts to protect natural resources.



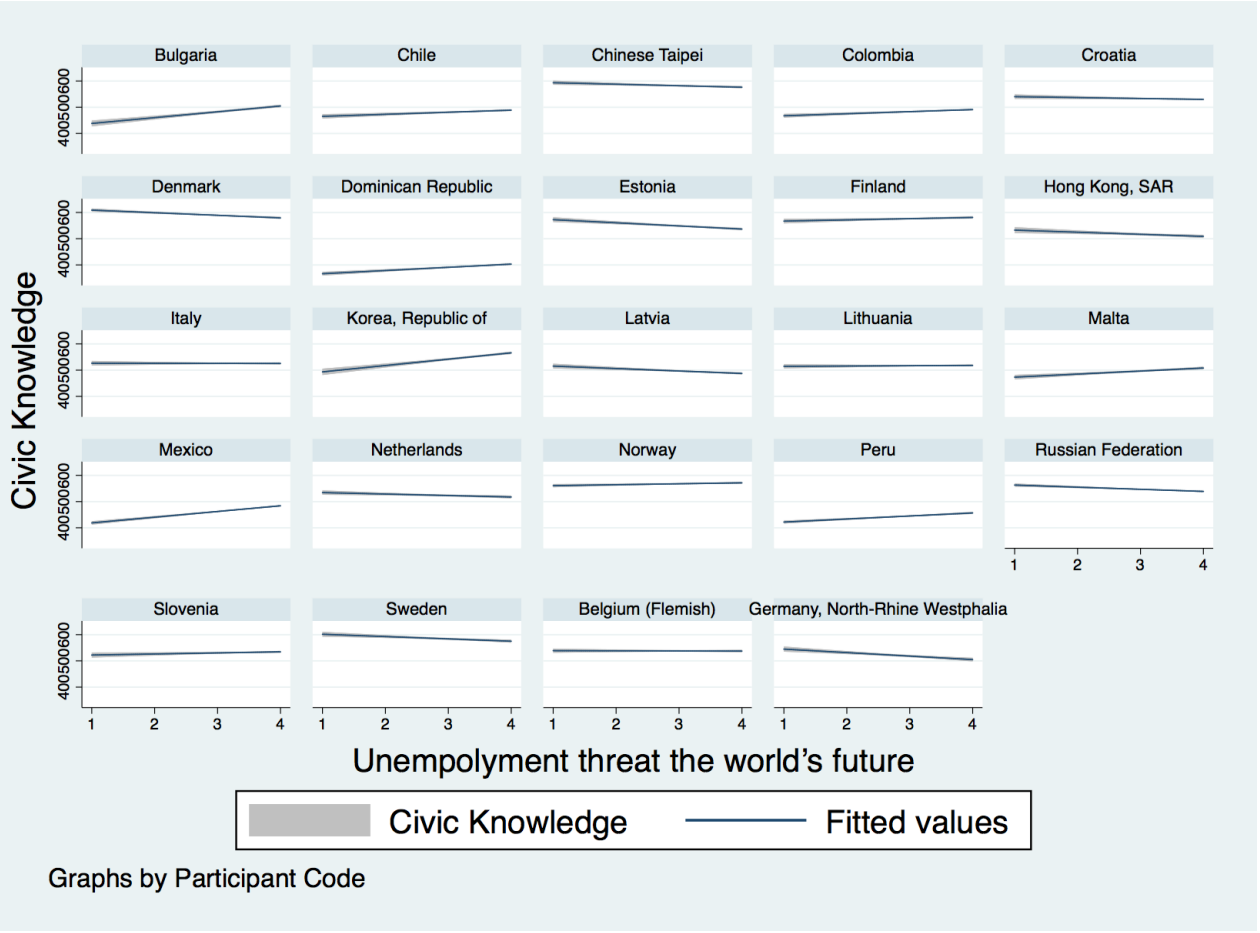
Students' performance in Civic Knowledge shows an association with students' beliefs about the importance of making personal efforts to protect natural resources, in most of the analysed countries (Figure D. 15). In general, it is observed that students who think is more making personal efforts to protect natural resources obtain higher performance than students who think the opposite. However, in Belgium, there is no statistically significant association (see Table D.15 in Annex).

Figure D. 16. Civic Knowledge by the extent the student think Poverty is a threat to the world's future.



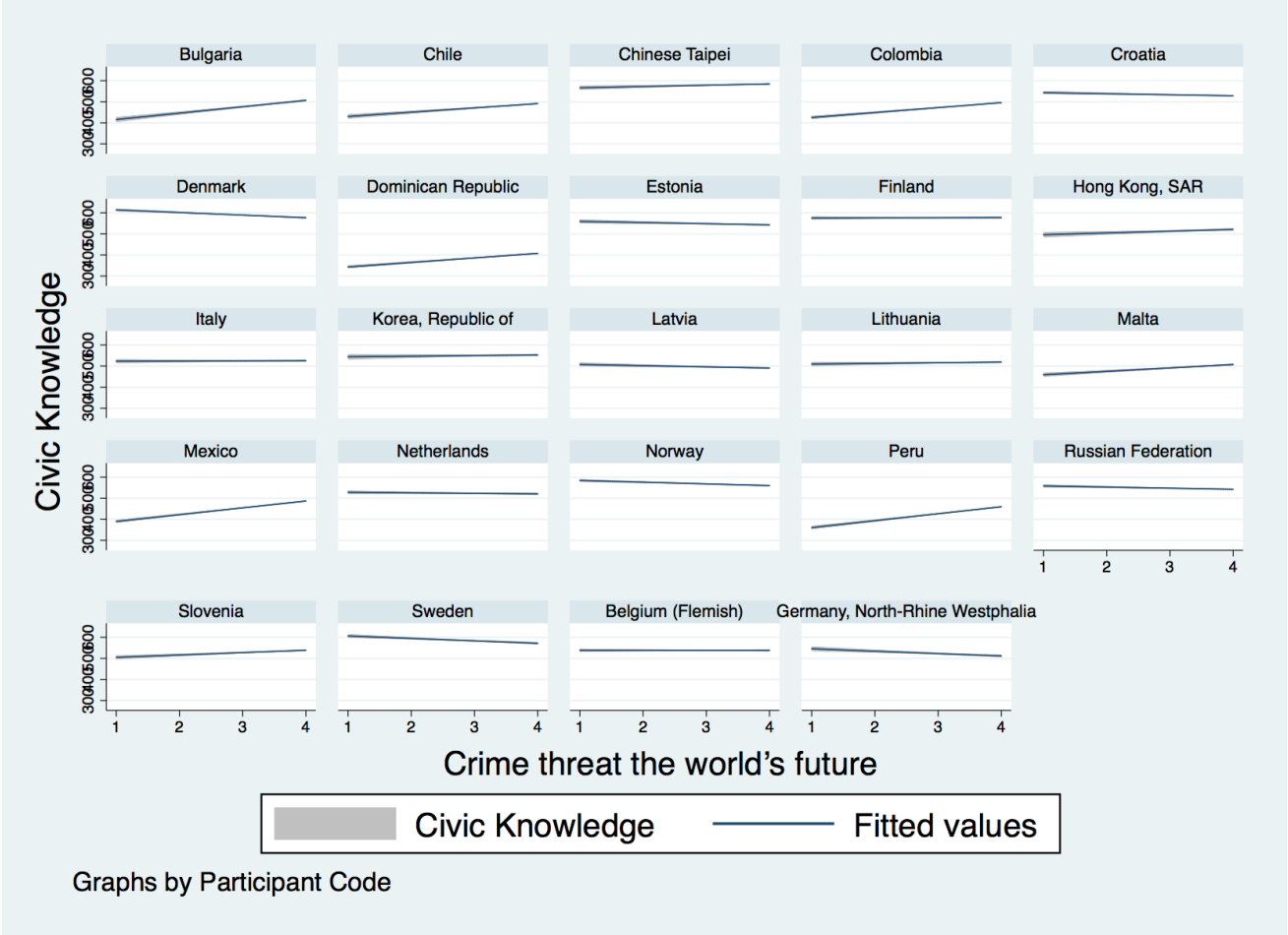
Students' performance in Civic Knowledge shows an association with the extent the students think Poverty is a threat to the world's future, in most of the analysed countries (Figure D. 16). In general, it is observed that students who think in a larger extent Poverty is a threat to the world's future, obtain higher performance than students who think the opposite. However, in Croatia, Estonia, Latvia, and Russia, there is no statistically significant association (Table D.16 in Annex).

Figure D. 17. Civic Knowledge by the extent the student think Unemployment is a threat to the world's future.



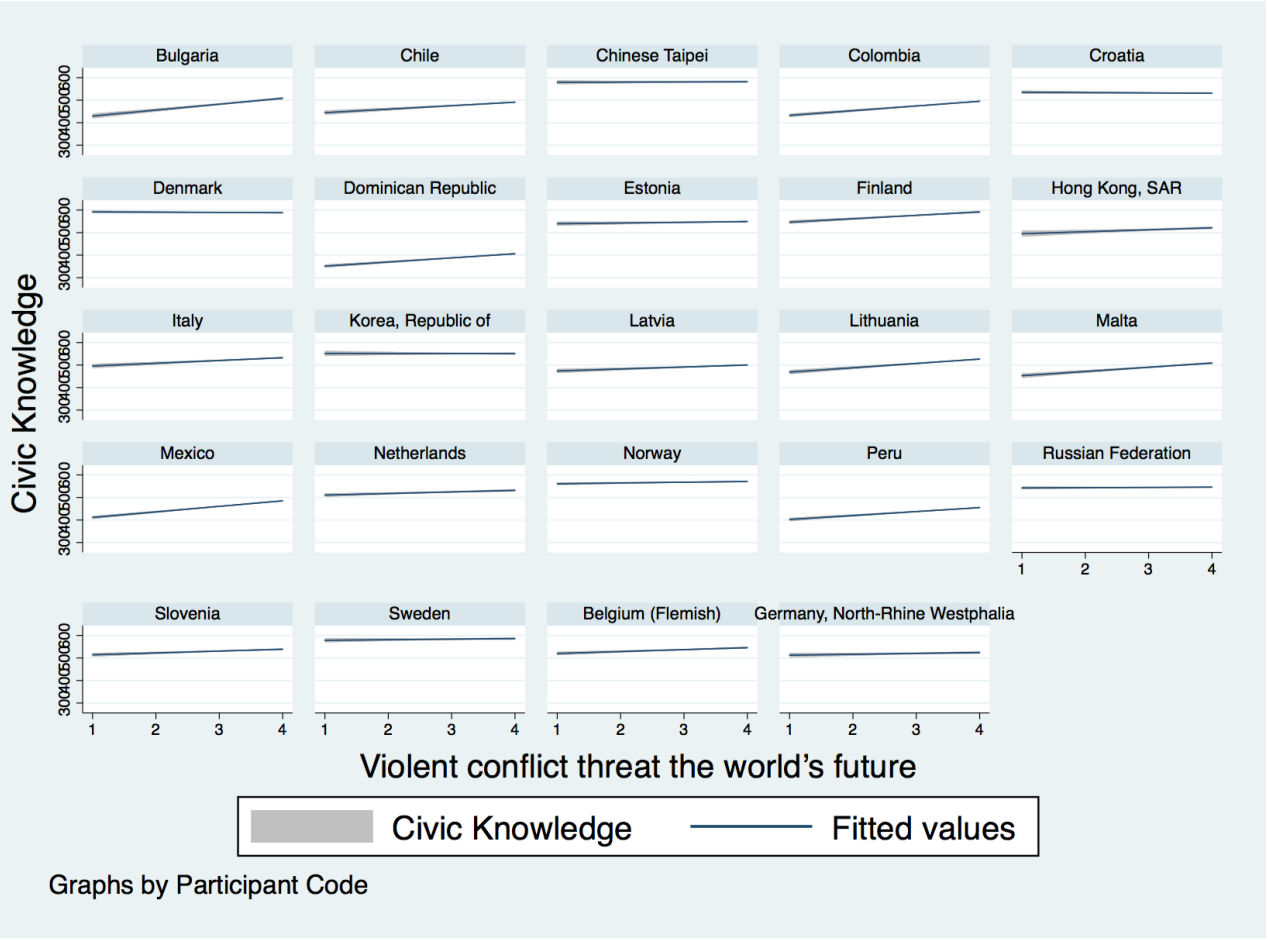
Students' performance in Civic Knowledge shows an association with the extent the students think Unemployment is a threat to the world's future, in some of the analysed countries (Figure D. 17).
In Bulgaria, Chile, Colombia, Dominican Republic, Korea, Malta, Mexico, and Peru, the association is positive and significant. In contrast, in China Taipei, Denmark, Estonia, Hong Kong, Latvia, Netherlands, Russia, Sweden, and Germany, there is a negative and statistically significant association. Finally, in Croatia, Finland, Italy, Lithuania, Norway, Slovenia, and Belgium, there is no statistically significant association (Table D.17 in Annex).

Figure D. 18. Civic Knowledge by the extent the student think Crime is a threat to the world's future.



In general, there is no clear pattern in the relationship between Civic Knowledge and the extent the student think Crime is a threat to the world's future (Figure D. 18).
In Bulgaria, Chile, China Taipei, Colombia, Dominican Republic, Hong Kong, Malta, Mexico, Peru, and Slovenia, the association is positive and significant. In contrast, in Croatia, Denmark, Estonia, Norway, Sweden, and Germany, there is a negative and statistically significant association. Finally, in Finland, Italy, Korea, Latvia, Lithuania, Netherlands, Russia, and Belgium, there is no statistically significant association (Table D.18 in Annex).

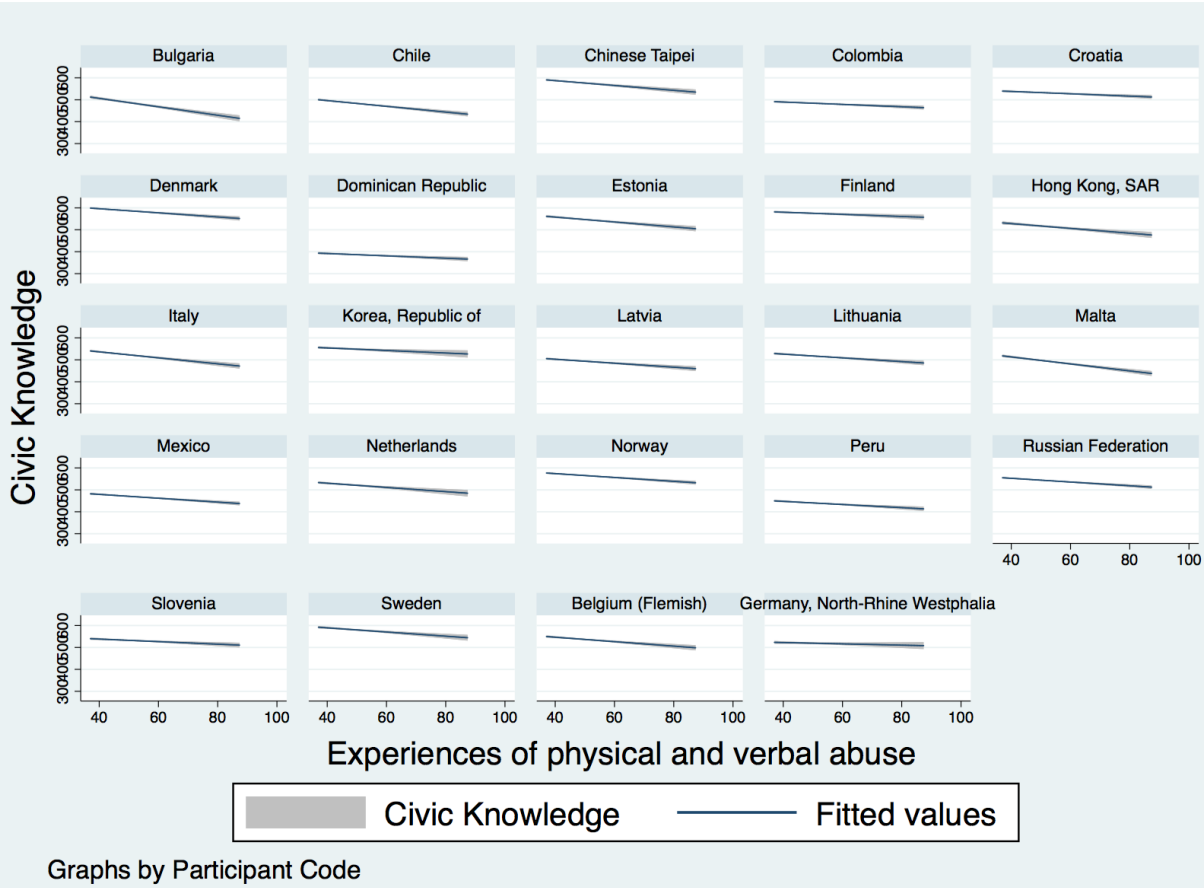
Figure D. 19. Civic Knowledge by the extent the student think Violent Conflict is a threat to the world's future.



Students' performance in Civic Knowledge shows an association with the extent the students think Violent Crime is a threat to the world's future, in some of the analysed countries (Figure D. 19).
In Bulgaria, Chile, Colombia, Dominican Republic, Finland, Hong Kong, Italy, Latvia, Lithuania, Malta, Mexico, Netherlands, Norway, Peru, Slovenia, and Belgium, the association is positive and significant. In contrast, in China Taipei, Croatia, Estonia, Korea, Russia, Sweden, and Germany, there is no statistically significant association (Table D.19 in Annex).

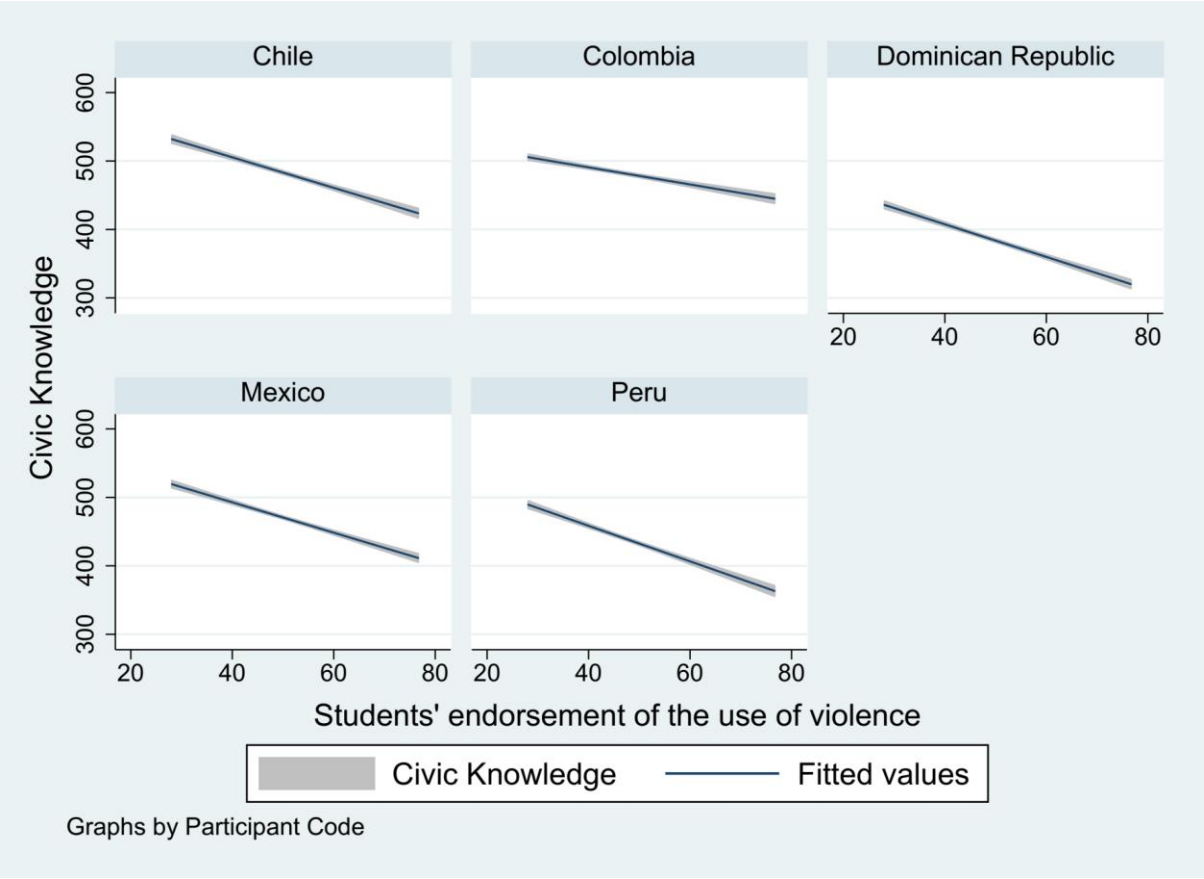
Content area: Peace, peace education and non-violence.

Figure D. 20. Civic Knowledge by Students' experiences of physical and verbal abuse at school.

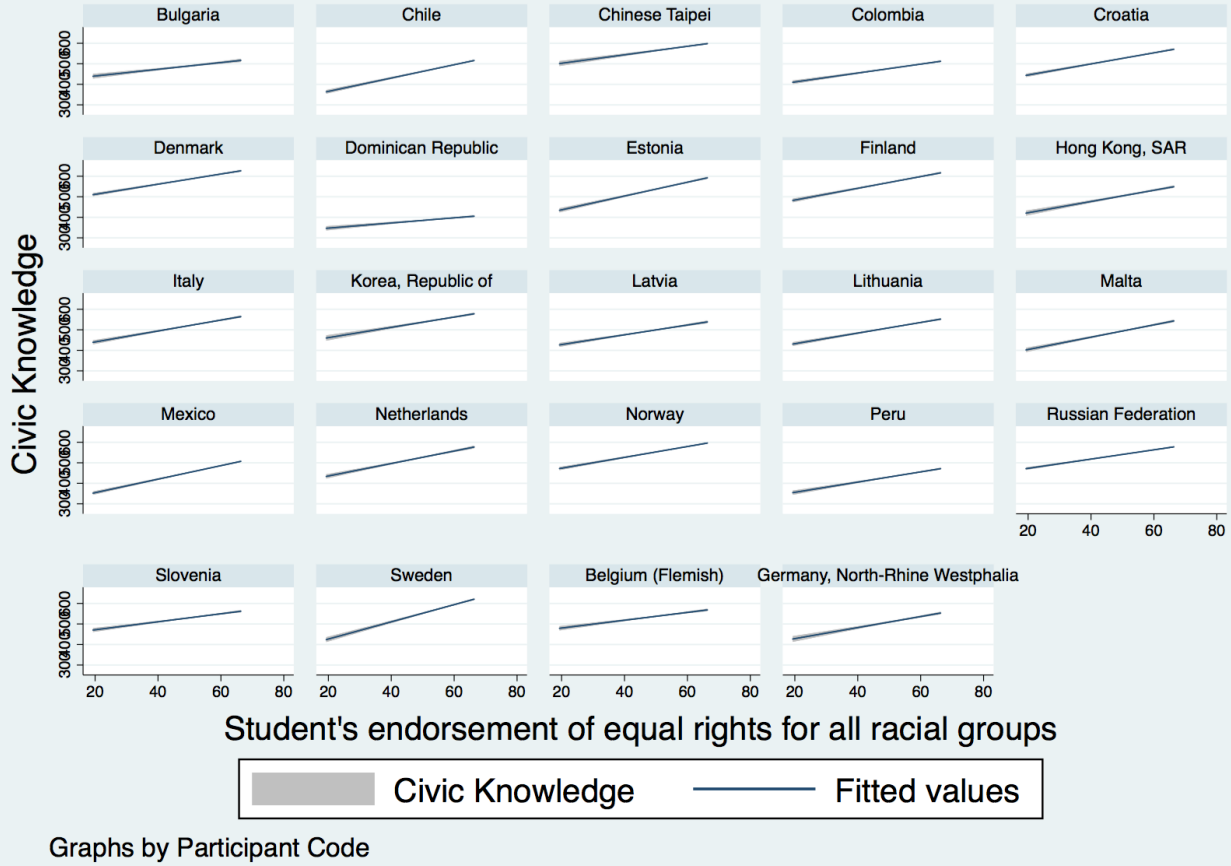


Students' performance in Civic Knowledge shows an association with students' experiences of physical and verbal abuse at school, in most of the analysed countries (Figure D. 20). In general, it is observed that students who had had more experiences of abuse at the school, obtain lower performance than students who had not. However, in Germany, there is no statistically significant association (Table 20 in Annex).

Figure D. 21. Civic Knowledge by Students' endorsement of the use of violence.

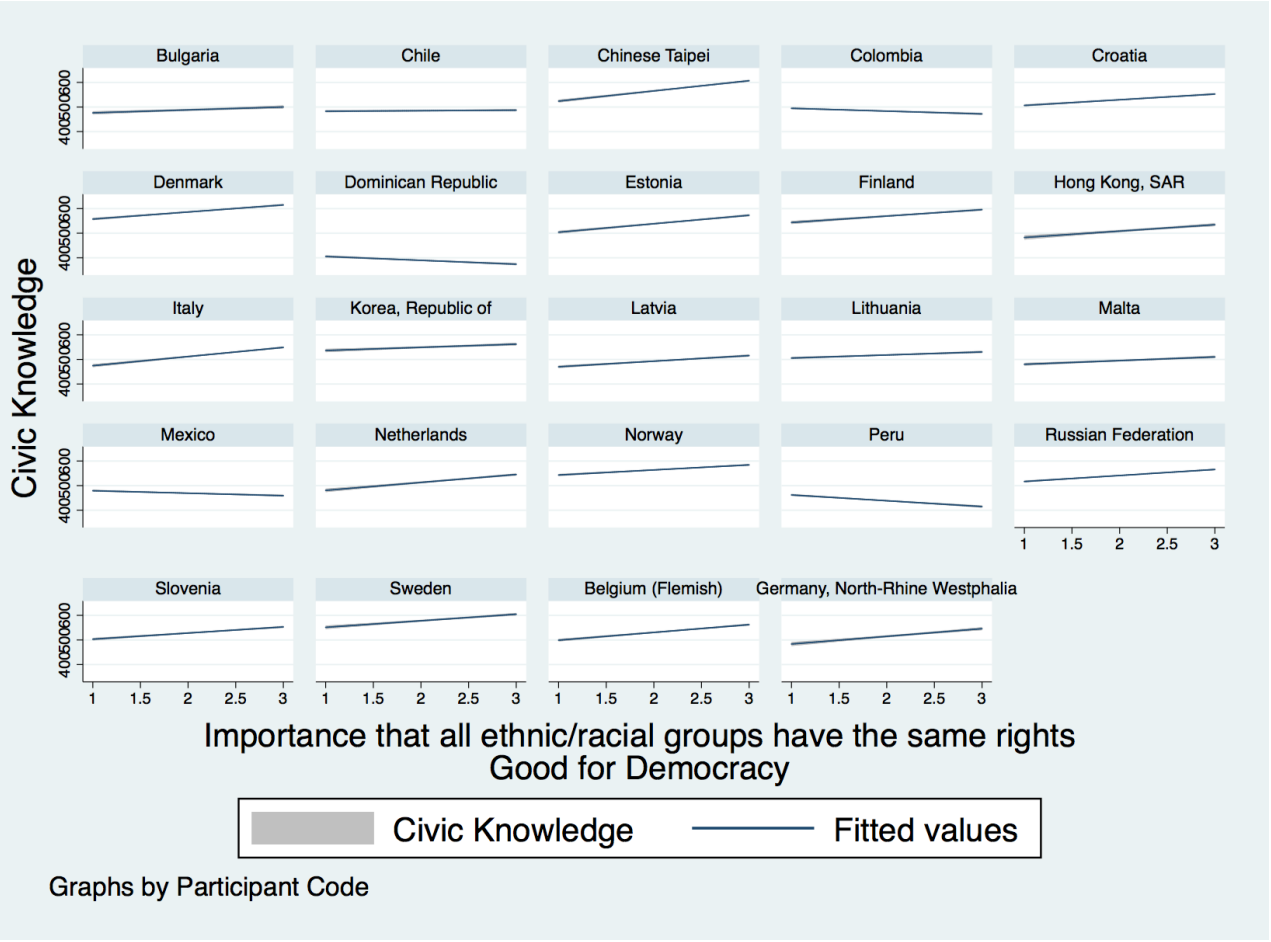


22. Civic Knowledge by Students' endorsement of equal rights for all ethnic/racial groups.



Students' performance in Civic Knowledge shows an association with students' endorsement of equal rights for all ethnic/racial groups in all the analysed countries (Figure D. 22). In general, it is observed that students with a higher endorsement of equal rights for all ethnic/racial groups obtain higher performance than students with a lower endorsement of equal rights for all ethnic/racial groups (also see Table D.22 in Annex).

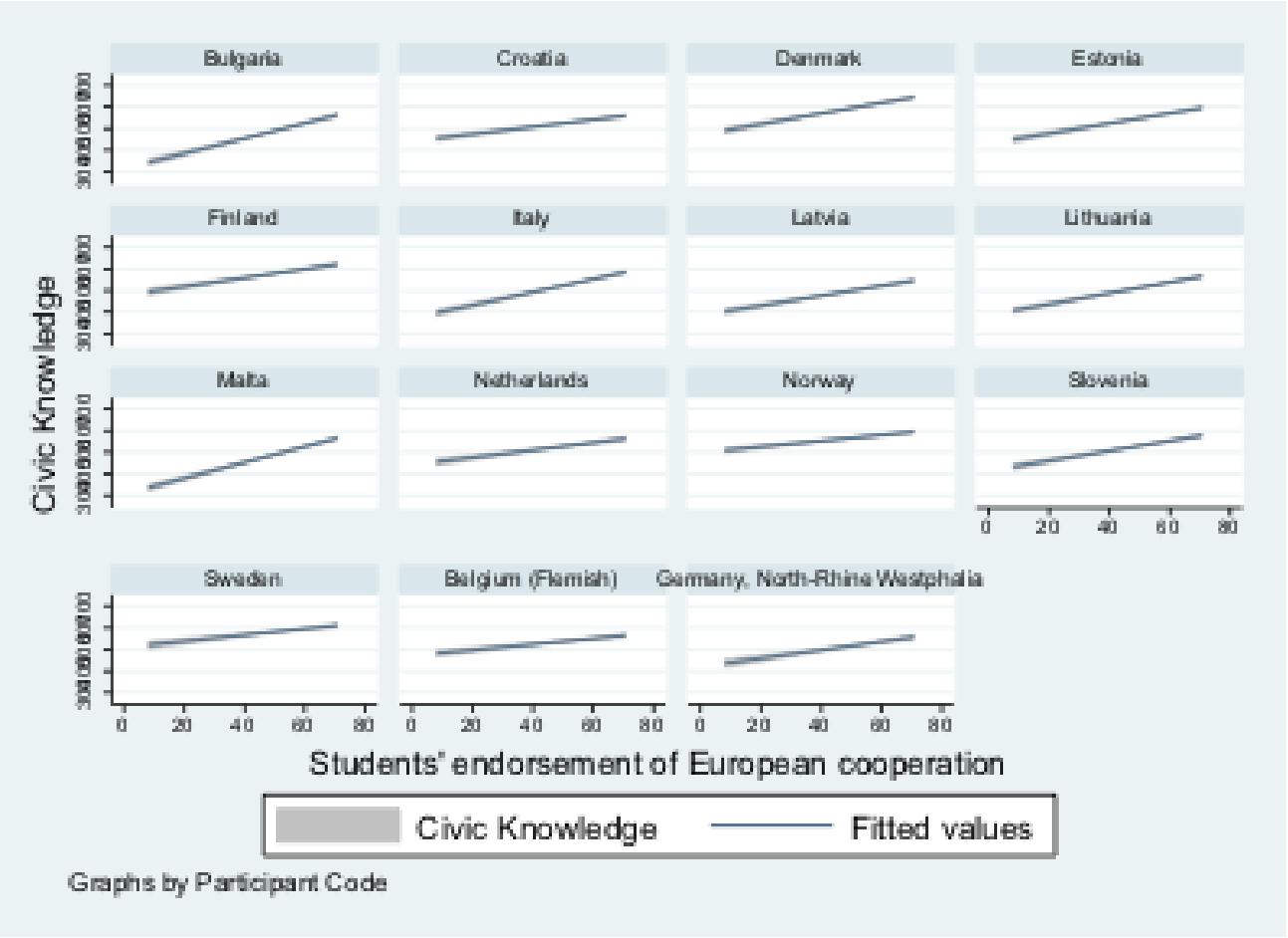
Figure D. 23. Civic Knowledge by students' beliefs about how good is for democracy that all ethnic/racial groups have the same rights.



Students' performance in Civic Knowledge shows an association with students' beliefs about how good is for democracy that all ethnic/racial groups have the same rights, in some the analysed countries (Figure D. 23). In general, it is observed that students who think that is more important for democracy that all ethnic/racial groups have the same rights obtain higher performance than students who think the opposite. However, in Colombia, Dominican Republic, Mexico, and Peru, this association is negative and statistically significant. In Chile, there is no statistically significant association (see Table D.23 in Annex).

Content area: Global citizenship

Figure D. 24. Civic Knowledge by Students' endorsement of European cooperation (only European countries).



Students' performance in Civic Knowledge shows an association with students' endorsement of European cooperation in all the analysed countries (Figure D. 24). In general, it is observed that students with a higher endorsement of European cooperation obtain higher performance than students with a lower endorsement of European cooperation (also see Table D.24 in Annex).

Figure D. 25. Civic Knowledge by Students' positive attitudes toward European Union.

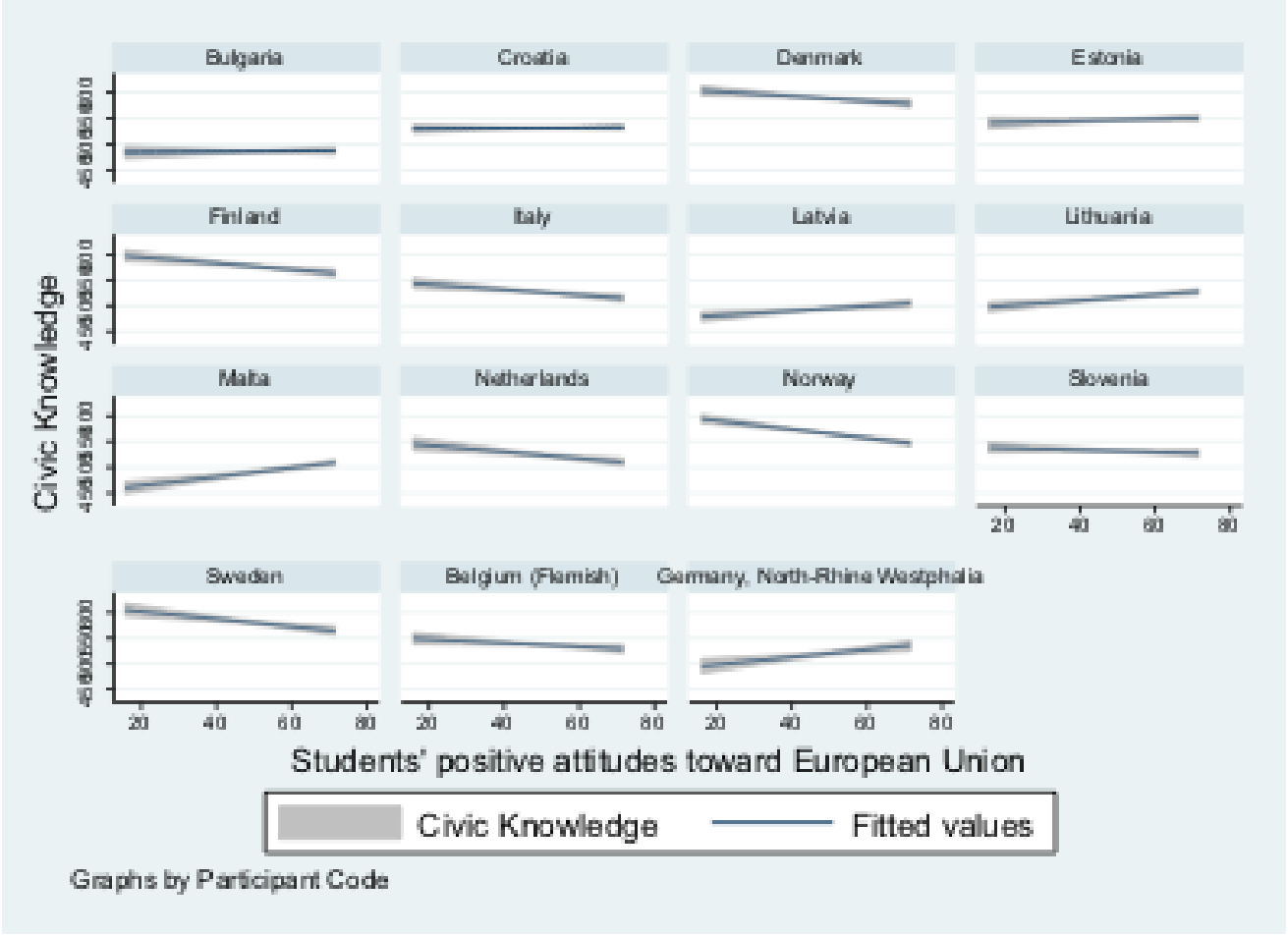


Figure D. 26. Civic Knowledge by Students' endorsement of equal rights for immigrants.

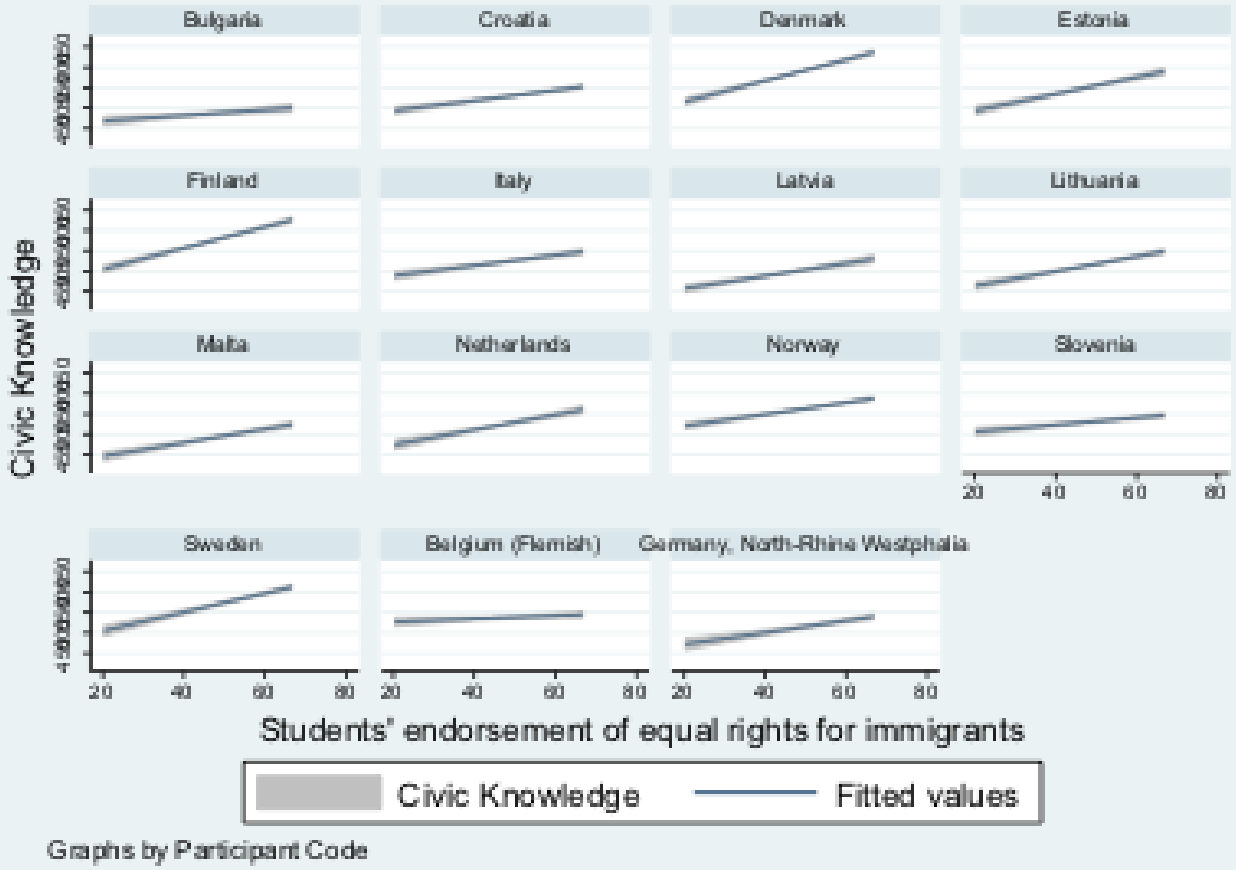


Figure D. 27. Civic Knowledge by Students' endorsement of freedom of migration within Europe.

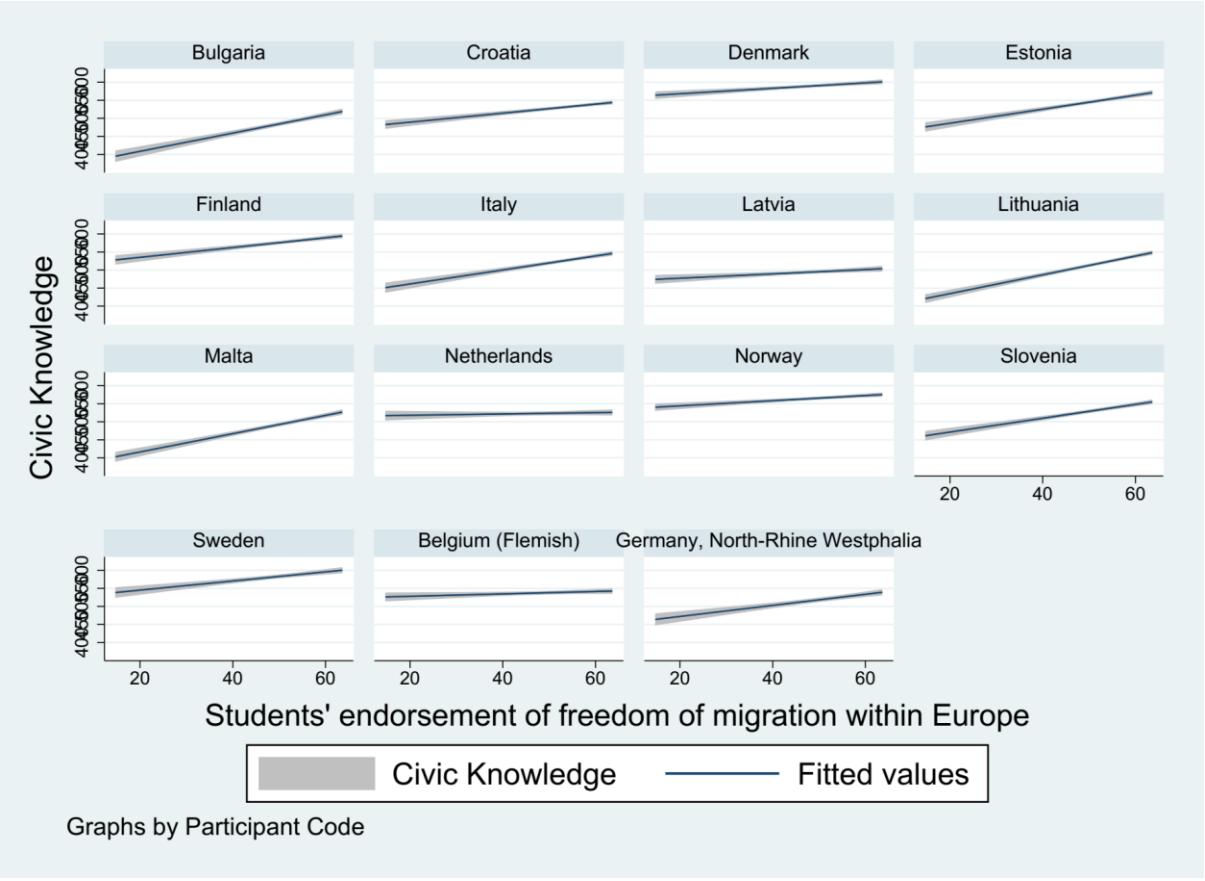


Figure D. 28. Civic Knowledge by Students' endorsement of restricting migration in Europe.

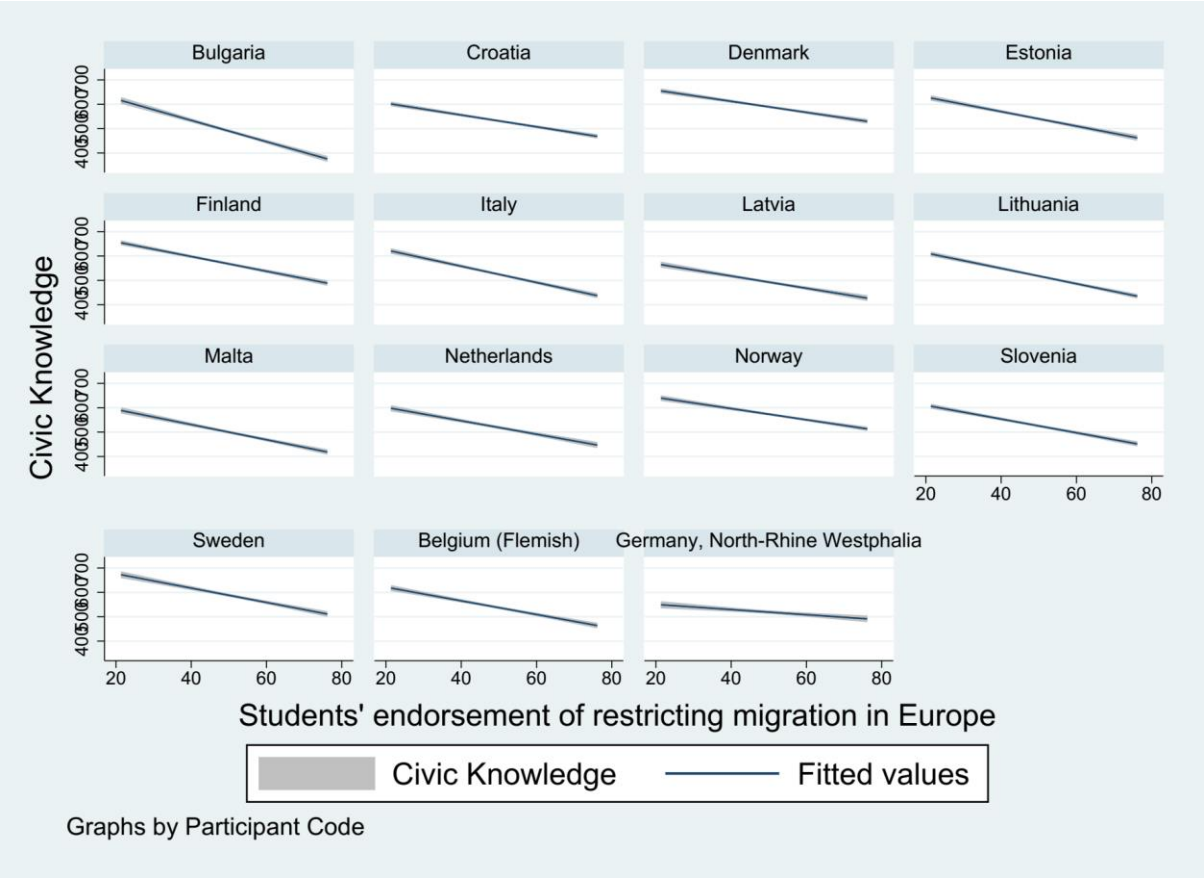
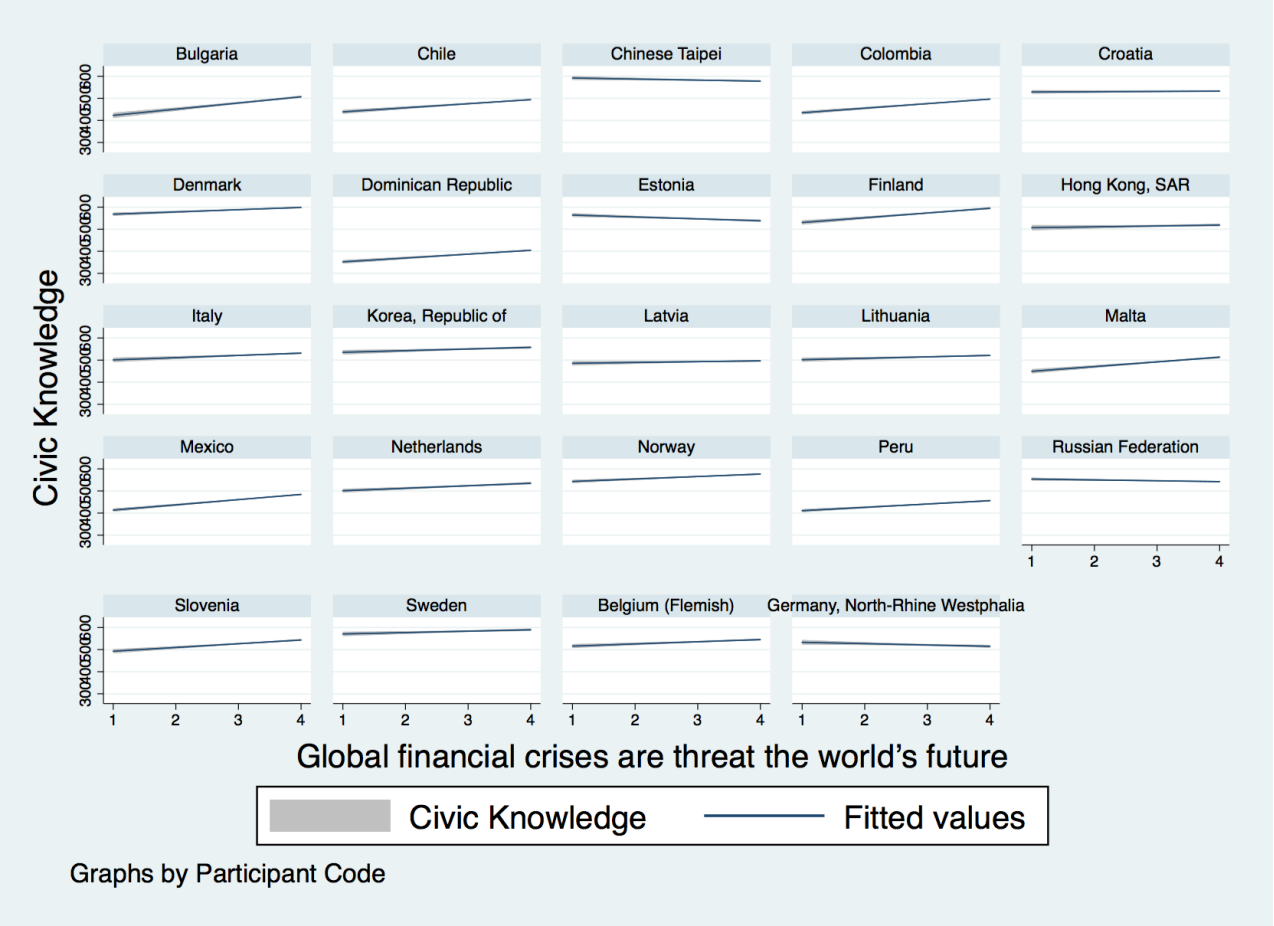
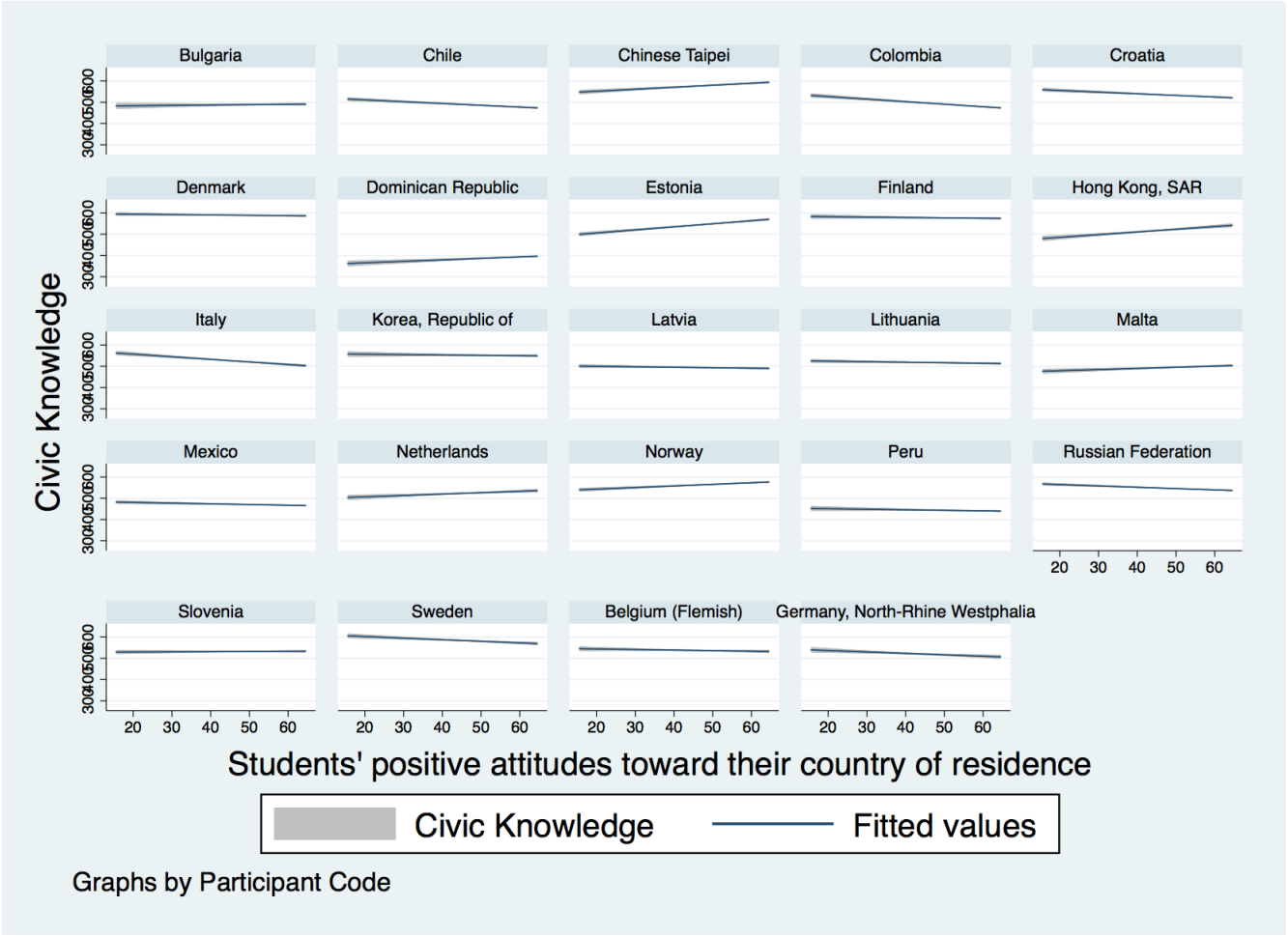


Figure D. 29. Civic Knowledge by the extent the student think Global Financial Crises are a threat to the world's future.



Students' performance in Civic Knowledge shows an association with the extent the students think Global Financial Crises are a threat to the world's future, in some of the analysed countries (Figure D. 29). In general, it is observed that students who think in a larger extent Global Financial Crises are a threat to the world's future, obtain lower performance than students who think the opposite. However, in China Taipei, and Estonia, the association is positive and significant. In Croatia, Hong Kong, Latvia, Russia, and Germany, there is no statistically significant association (Table D.29 in Annex).

Figure D. 30. Civic Knowledge by Students' positive attitudes toward their country of residence.



In general, there is no clear pattern in the relationship between Civic Knowledge and Students' positive attitudes toward their country of residence, across the countries (Figure D. 30). In China Taipei, Dominican Republic, Estonia, Hong Kong, Malta, and Norway, the association is positive and significant. In contrast, in Chile, Colombia, Croatia, Italy, Mexico, Russia, and Sweden, there is a negative and statistically significant association. Finally, in Bulgaria, Denmark, Finland, Korea, Latvia, Lithuania, Netherlands, Peru, Slovenia, and Germany, there is no statistically significant association (Table D.30 in Annex).

Table D.1. Student performance in Civic Knowledge by Students' trust in civic institutions.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
trust in institutions	-2.228***	-0.868***	-0.565**	-1.787***	-1.092***	1.742***	-1.893***	0.748***	1.003***	0.660**	-0.397**	-0.402*	-0.104	-1.042***	-0.165	-1.620***	0.651**	1.407***	-2.691***	-0.504**	0.856***	1.155***	0.526**	1.289**
	(0.209)	(0.157)	(0.229)	(0.141)	(0.234)	(0.237)	(0.148)	(0.253)	(0.213)	(0.254)	(0.199)	(0.220)	(0.261)	(0.221)	(0.186)	(0.132)	(0.288)	(0.144)	(0.192)	(0.248)	(0.201)	(0.215)	(0.213)	(0.577)
Constant	598.6***	525.1***	610.2***	571.4***	583.9***	497.2***	495.0***	508.5***	522.2***	481.9***	545.4***	571.4***	499.1***	572.0***	503.9***	550.3***	489.1***	490.0***	570.7***	571.5***	489.6***	520.7***	509.3***	448.0***
	(10.78)	(7.684)	(12.88)	(6.776)	(10.82)	(13.40)	(9.133)	(13.68)	(12.43)	(14.20)	(10.87)	(11.14)	(12.95)	(11.87)	(9.751)	(6.891)	(16.76)	(7.717)	(10.68)	(14.66)	(10.09)	(12.04)	(12.01)	(31.24)
Observations	2,907	4,984	3,940	5,418	3,867	5,944	3,502	2,834	3,133	2,590	3,423	2,577	3,164	3,599	3,630	5,385	2,776	6,037	5,037	7,263	2,830	3,171	2,911	1,428
R-squared	0.052	0.011	0.003	0.046	0.017	0.023	0.074	0.006	0.010	0.004	0.001	0.002	0.000	0.013	0.000	0.044	0.004	0.022	0.086	0.003	0.010	0.011	0.003	0.026
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.2. Student performance in Civic Knowledge by People are allowed to publicly criticize the government.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
criticize the government	23.28***	32.54***	19.68***	17.24***	26.60***	32.27***	-6.103***	31.24***	28.82***	47.08***	21.44***	39.82***	10.33***	15.53***	18.57***	3.841	35.85***	22.68***	11.25***	20.10***	21.06***	49.91***	24.06***	31.85***
	(3.635)	(1.993)	(1.703)	(1.617)	(2.081)	(1.731)	(2.227)	(1.913)	(2.046)	(3.862)	(1.841)	(3.660)	(2.633)	(1.775)	(2.724)	(2.319)	(4.124)	(1.911)	(2.050)	(2.433)	(2.346)	(3.360)	(3.432)	(2.519)
Constant	439.4***	411.0***	542.3***	451.0***	472.3***	518.1***	399.9***	484.0***	507.0***	396.8***	480.5***	454.7***	474.9***	487.3***	456.2***	462.5***	436.5***	516.2***	418.8***	503.7***	486.8***	464.9***	478.1***	446.2***
	(9.293)	(5.411)	(4.082)	(4.161)	(5.089)	(4.525)	(3.762)	(4.196)	(5.638)	(11.18)	(4.369)	(8.965)	(5.327)	(3.997)	(5.927)	(4.537)	(11.85)	(4.383)	(4.538)	(4.456)	(5.799)	(8.471)	(8.986)	(6.734)
Observations	2,872	4,934	3,932	5,373	3,779	5,909	3,534	2,809	3,106	2,520	3,362	2,579	3,114	3,510	3,585	5,332	2,758	5,986	4,978	7,172	2,794	3,005	2,895	1,404
R-squared	0.027	0.061	0.036	0.027	0.068	0.065	0.004	0.092	0.049	0.091	0.040	0.079	0.010	0.026	0.019	0.001	0.064	0.035	0.009	0.038	0.039	0.126	0.034	0.096
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.3. Student performance in Civic Knowledge by students' beliefs about how good is for democracy that people are able to protest if they think a law is unfair.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
protest	54.15***	40.81***	30.77***	22.13***	21.58***	42.88***	24.14***	35.91***	39.84***	74.38***	27.53***	87.32***	17.65***	21.53***	39.98***	29.03***	30.91***	42.93***	39.18***	31.72***	28.62***	63.94***	16.93***	41.72***
	(4.626)	(2.270)	(1.859)	(2.010)	(2.283)	(2.771)	(2.041)	(1.917)	(1.967)	(5.221)	(2.169)	(6.275)	(2.223)	(2.058)	(2.721)	(2.057)	(4.120)	(2.134)	(2.601)	(2.336)	(2.335)	(4.551)	(3.447)	(5.144)
Constant	347.9***	381.2***	506.8***	427.8***	477.6***	477.0***	327.2***	459.1***	477.1***	315.8***	457.3***	307.2***	453.9***	465.4***	392.6***	398.2***	446.1***	454.1***	341.6***	467.3***	461.4***	410.5***	497.0***	411.0***
	(14.07)	(6.454)	(5.307)	(5.627)	(6.072)	(8.356)	(4.965)	(5.296)	(5.712)	(16.17)	(5.884)	(18.80)	(5.335)	(5.215)	(7.282)	(5.177)	(11.89)	(6.049)	(7.308)	(5.322)	(6.557)	(12.81)	(9.511)	(12.65)
Observations	2,879	4,967	3,936	5,430	3,832	5,915	3,568	2,812	3,107	2,517	3,362	2,586	3,120	3,542	3,607	5,349	2,774	6,024	5,005	7,193	2,801	3,056	2,904	1,413
R-squared	0.106	0.080	0.079	0.033	0.034	0.079	0.043	0.108	0.090	0.150	0.053	0.169	0.029	0.044	0.061	0.056	0.044	0.081	0.084	0.075	0.060	0.117	0.019	0.109
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.4. Student performance in Civic Knowledge by how important is to take part in activities promoting human rights.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
importance	39.79***	27.21***	20.40***	20.78***	32.51***	3.893	10.30***	30.08***	20.25***	22.36***	25.69***	31.93***	16.37***	5.616**	36.49***	25.71***	13.31***	3.413*	19.66***	5.435**	20.79***	20.63***	9.286***	31.37***
	(3.185)	(1.674)	(2.805)	(2.245)	(2.195)	(2.359)	(2.481)	(2.219)	(2.328)	(2.393)	(2.662)	(2.821)	(2.454)	(2.361)	(1.961)	(1.585)	(2.785)	(1.717)	(2.685)	(2.130)	(1.934)	(2.465)	(2.258)	(4.682)
Constant	352.4***	395.4***	514.2***	412.1***	422.7***	577.6***	353.5***	451.9***	515.9***	448.3***	435.6***	449.3***	443.9***	500.7***	377.7***	382.2***	485.0***	556.0***	373.9***	528.4***	465.5***	518.7***	509.1***	417.3***
	(12.73)	(6.041)	(10.34)	(7.889)	(7.772)	(7.590)	(8.973)	(8.042)	(7.637)	(10.95)	(10.39)	(9.917)	(8.133)	(7.957)	(6.751)	(5.623)	(9.668)	(6.067)	(9.553)	(7.633)	(6.758)	(8.197)	(8.786)	(15.04)
Observations	2,885	4,978	3,942	5,406	3,836	5,926	3,464	2,830	3,116	2,597	3,408	2,581	3,148	3,572	3,615	5,350	2,762	6,052	5,014	7,235	2,811	3,131	2,900	1,427
R-squared	0.076	0.058	0.027	0.030	0.092	0.001	0.009	0.075	0.032	0.028	0.044	0.064	0.022	0.003	0.078	0.052	0.013	0.001	0.022	0.003	0.039	0.025	0.007	0.092
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.5. Student performance in Civic Knowledge by

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
importance	42.49***	23.58***	21.45***	16.11***	18.99***	-2.262	17.26***	24.49***	12.74***	31.94***	20.94***	31.56***	19.05***	21.80***	31.09***	26.24***	11.06***	23.54***	20.88***	4.997**	23.22***	10.89***	3.789*	12.62***
	(3.359)	(1.893)	(2.616)	(1.801)	(2.631)	(2.279)	(1.767)	(2.212)	(2.585)	(2.825)	(2.101)	(2.769)	(1.728)	(1.824)	(2.232)	(1.707)	(2.829)	(1.945)	(2.102)	(2.087)	(2.278)	(3.108)	(2.029)	(3.358)
Constant	347.5***	407.6***	511.2***	430.9***	471.1***	594.9***	329.4***	468.5***	539.1***	417.9***	459.0***	449.9***	437.5***	449.6***	399.7***	381.2***	492.0***	491.1***	372.7***	529.8***	460.9***	550.4***	526.0***	482.4***
	(13.22)	(6.799)	(9.570)	(6.137)	(8.253)	(6.572)	(5.941)	(7.983)	(8.329)	(12.27)	(7.888)	(10.07)	(6.155)	(6.106)	(7.438)	(5.951)	(9.963)	(7.032)	(7.842)	(8.096)	(8.056)	(9.903)	(6.011)	(9.994)
Observations	2,894	4,990	3,943	5,391	3,836	5,923	3,476	2,828	3,116	2,595	3,396	2,579	3,134	3,582	3,612	5,343	2,753	6,044	5,015	7,242	2,804	3,128	2,896	1,416
R-squared	0.097	0.042	0.030	0.022	0.032	0.000	0.027	0.046	0.012	0.055	0.035	0.057	0.030	0.042	0.058	0.055	0.009	0.035	0.029	0.002	0.053	0.007	0.001	0.015
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table 6. Civic Knowledge by the importance of engaging in activities to help people in less developed countries.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
importance	-8.205***	-14.05***	-8.020***	-2.086	-3.600	1.131	-10.50***	-7.656***	-10.70***	-5.415*	-6.497***	-13.43***	-0.636	0.975	-22.79***	-14.00***	-1.168	0.542	-10.97***	-0.879	-11.49***	-7.870***	4.728**	-6.022
	(2.969)	(1.951)	(2.253)	(2.158)	(2.350)	(2.071)	(1.867)	(2.248)	(2.251)	(2.789)	(2.265)	(2.964)	(2.726)	(1.989)	(2.468)	(1.931)	(3.166)	(1.716)	(2.060)	(1.954)	(2.323)	(2.790)	(2.184)	(6.369)
Constant	502.9***	508.5***	595.4***	488.9***	537.8***	586.1***	405.7***	562.6***	599.7***	526.7***	537.1***	576.4***	495.8***	515.8***	536.2***	493.8***	526.0***	565.9***	459.6***	546.7***	553.5***	599.0***	528.6***	532.6***
	(5.252)	(3.820)	(4.738)	(4.309)	(4.525)	(5.641)	(4.354)	(5.155)	(4.750)	(7.040)	(4.063)	(5.828)	(6.648)	(4.627)	(5.334)	(4.089)	(8.465)	(3.399)	(4.506)	(4.920)	(4.612)	(5.814)	(5.623)	(13.33)
Observations	2,911	4,992	3,942	5,417	3,856	5,901	3,515	2,829	3,120	2,599	3,411	2,582	3,151	3,573	3,632	5,351	2,765	5,999	5,028	7,256	2,816	3,122	2,903	1,422
R-squared	0.004	0.015	0.004	0.000	0.001	0.000	0.010	0.005	0.011	0.002	0.003	0.011	0.000	0.000	0.031	0.018	0.000	0.000	0.008	0.000	0.013	0.004	0.002	0.004
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.7. Civic Knowledge by students' beliefs about how good is for democracy that differences in income between poor and rich people are small.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
good for democracy	11.90***	2.196	41.44***	-11.36***	23.11***	28.74***	-15.70***	34.45***	26.13***	25.97***	37.18***	12.87***	22.71***	12.38***	14.95***	-9.999***	32.24***	20.58***	-23.60***	24.38***	24.91***	26.62***	31.60***	31.13***
	(2.970)	(2.007)	(2.151)	(2.045)	(1.763)	(2.067)	(2.115)	(2.010)	(2.352)	(3.919)	(1.797)	(2.437)	(2.149)	(2.727)	(2.087)	(1.478)	(3.514)	(2.066)	(1.966)	(2.649)	(1.958)	(2.679)	(2.656)	(2.658)
Constant	464.5***	480.7***	482.6***	506.1***	483.4***	528.8***	421.2***	469.6***	517.4***	456.6***	437.4***	523.4***	447.5***	493.3***	465.4***	489.2***	448.4***	522.6***	485.7***	492.4***	478.3***	524.8***	467.5***	452.4***
	(5.877)	(3.882)	(6.499)	(4.368)	(4.320)	(4.936)	(4.886)	(5.568)	(5.811)	(10.85)	(5.154)	(6.090)	(4.557)	(4.999)	(4.666)	(3.384)	(10.32)	(4.928)	(4.516)	(5.282)	(4.842)	(6.531)	(6.553)	(6.247)
Observations	2,865	4,928	3,939	5,391	3,815	5,877	3,486	2,803	3,093	2,523	3,361	2,581	3,096	3,526	3,586	5,341	2,757	5,967	4,974	7,169	2,788	3,060	2,892	1,400
R-squared	0.007	0.000	0.114	0.010	0.062	0.045	0.023	0.102	0.046	0.029	0.097	0.010	0.039	0.013	0.013	0.007	0.065	0.028	0.037	0.045	0.065	0.035	0.090	0.075
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.8. Civic Knowledge by the extent the student think pollution is a threat to the world's future.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	43.19***	50.12***	32.31***	41.46***	16.33***	46.68***	18.53***	25.08***	39.95***	49.84***	35.33***	27.65***	26.11***	44.58***	34.29***	46.30***	32.38***	45.95***	46.58***	15.86***	34.46***	45.94***	38.78***	30.78***
	(3.821)	(2.516)	(3.250)	(2.571)	(2.663)	(3.156)	(1.685)	(3.101)	(3.321)	(4.353)	(3.737)	(4.957)	(3.510)	(3.148)	(2.100)	(2.102)	(2.835)	(2.188)	(2.380)	(2.726)	(2.802)	(4.017)	(4.067)	(2.813)
Constant	331.0***	291.7***	461.5***	325.3***	472.7***	417.0***	324.3***	456.0***	432.2***	330.1***	390.7***	452.2***	396.8***	345.9***	375.9***	295.4***	410.0***	397.8***	266.6***	486.9***	402.6***	412.0***	392.5***	407.6***
	(15.53)	(9.654)	(12.71)	(9.552)	(9.650)	(12.84)	(6.278)	(11.80)	(12.55)	(18.62)	(15.11)	(18.53)	(14.16)	(11.82)	(7.841)	(7.500)	(11.25)	(8.472)	(8.519)	(10.51)	(11.12)	(15.42)	(16.09)	(10.82)
Observations	2,891	4,993	3,935	5,414	3,855	5,913	3,435	2,832	3,138	2,575	3,418	2,580	3,163	3,595	3,598	5,404	2,779	6,013	5,020	7,266	2,832	3,131	2,906	1,434
R-squared	0.075	0.072	0.038	0.072	0.020	0.086	0.031	0.031	0.081	0.068	0.040	0.032	0.029	0.054	0.062	0.117	0.066	0.091	0.084	0.011	0.064	0.074	0.073	0.055
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.9. Civic Knowledge by the importance of taking part in activities to protect the environment.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
importance	40.93***	25.10***	17.52***	20.65***	12.86***	-4.151*	14.04***	13.58***	14.71***	25.90***	11.84***	25.27***	16.66***	9.023***	32.71***	28.96***	5.136*	6.109***	18.47***	4.554	18.51***	14.99***	2.314	10.21
	(3.264)	(1.953)	(2.632)	(2.459)	(2.136)	(2.218)	(2.340)	(2.044)	(2.591)	(2.780)	(2.834)	(3.574)	(2.385)	(2.077)	(2.186)	(1.687)	(2.723)	(1.838)	(2.344)	(2.750)	(2.285)	(2.680)	(2.305)	(6.187)
Constant	347.6***	400.9***	522.6***	410.5***	487.5***	600.9***	339.5***	504.9***	531.0***	432.8***	484.5***	466.9***	441.4***	489.4***	390.7***	368.8***	508.9***	547.0***	375.6***	529.9***	472.4***	535.6***	530.3***	491.5***
	(13.47)	(7.424)	(10.24)	(9.135)	(7.632)	(7.404)	(8.067)	(6.984)	(9.105)	(12.63)	(10.80)	(13.36)	(8.825)	(7.407)	(7.288)	(6.580)	(9.605)	(6.715)	(8.888)	(11.18)	(8.500)	(9.441)	(8.493)	(16.58)
Observations	2,882	4,986	3,941	5,402	3,848	5,930	3,463	2,831	3,123	2,597	3,405	2,579	3,147	3,577	3,612	5,339	2,760	6,056	5,008	7,236	2,807	3,117	2,894	1,415
R-squared	0.083	0.047	0.019	0.024	0.014	0.001	0.013	0.017	0.018	0.037	0.010	0.035	0.024	0.008	0.066	0.059	0.002	0.002	0.017	0.002	0.032	0.013	0.000	0.012
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.10. Civic Knowledge by participation in activities to make the school more environmentally friendly.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
revIS3G16F	4.605	2.475	15.21***	-0.352	9.977***	7.212***	-2.095	17.11***	12.22***	21.79***	4.471**	22.32***	13.55***	9.648***	17.05***	-1.940	10.31**	8.469***	-7.601***	3.995**	15.17***	11.42***	13.17***	9.569*
	(3.045)	(2.267)	(2.125)	(1.825)	(2.087)	(2.240)	(1.646)	(2.367)	(2.621)	(3.155)	(2.145)	(2.247)	(2.446)	(2.665)	(2.268)	(1.805)	(4.548)	(1.769)	(2.100)	(1.813)	(1.871)	(4.296)	(2.348)	(5.546)
Constant	479.3***	479.4***	552.2***	484.7***	513.6***	577.2***	391.5***	522.1***	559.3***	478.5***	517.6***	512.4***	470.3***	500.4***	463.0***	473.1***	509.4***	552.0***	455.8***	537.6***	506.3***	564.4***	516.1***	506.5***
	(7.211)	(4.938)	(5.121)	(4.589)	(3.944)	(4.633)	(4.371)	(4.455)	(4.267)	(8.107)	(4.363)	(5.006)	(5.329)	(4.833)	(5.349)	(4.106)	(7.647)	(3.563)	(5.701)	(6.049)	(4.383)	(6.951)	(4.742)	(7.804)
Observations	2,906	5,034	3,931	5,477	3,878	5,984	3,626	2,833	3,137	2,609	3,417	2,573	3,163	3,592	3,675	5,384	2,786	6,146	5,058	7,243	2,830	3,131	2,912	1,438
R-squared	0.001	0.000	0.020	0.000	0.012	0.003	0.001	0.021	0.009	0.027	0.002	0.038	0.017	0.009	0.018	0.000	0.005	0.005	0.004	0.002	0.024	0.006	0.015	0.007
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.11. Civic Knowledge by the extent the student think Water Shortages is a threat to the world's future.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	38.88***	51.66***	13.61***	51.83***	17.20***	8.425***	19.37***	20.29***	16.46***	35.06***	25.71***	19.67***	14.66***	33.92***	31.11***	44.01***	14.77***	5.666***	46.10***	15.75***	27.37***	11.72***	15.83***	5.426***
	(3.264)	(2.284)	(2.164)	(1.826)	(2.846)	(1.628)	(1.527)	(2.424)	(2.103)	(4.732)	(2.312)	(3.217)	(2.489)	(2.199)	(2.134)	(1.751)	(2.026)	(1.488)	(1.842)	(2.654)	(1.957)	(4.091)	(2.722)	(1.974)
Constant	355.4***	289.2***	534.5***	288.4***	468.2***	562.6***	327.1***	473.1***	525.1***	388.2***	433.3***	482.6***	442.3***	393.3***	387.0***	310.9***	480.0***	550.7***	280.3***	487.2***	432.9***	546.8***	484.8***	502.9***
	(13.17)	(8.704)	(8.003)	(6.800)	(10.80)	(6.501)	(5.077)	(9.079)	(7.063)	(20.24)	(9.288)	(11.74)	(9.400)	(8.376)	(7.956)	(6.234)	(8.838)	(4.993)	(5.659)	(10.53)	(7.720)	(13.13)	(10.06)	(7.443)
Observations	2,872	4,983	3,933	5,333	3,845	5,906	3,294	2,826	3,128	2,574	3,407	2,581	3,158	3,591	3,589	5,331	2,775	5,995	4,948	7,244	2,820	3,109	2,894	1,429
R-squared	0.104	0.106	0.014	0.124	0.022	0.008	0.042	0.030	0.032	0.048	0.051	0.023	0.019	0.086	0.058	0.140	0.032	0.004	0.170	0.015	0.070	0.013	0.031	0.004
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.12. Civic Knowledge by the extent the student think Food Shortages is a threat to the world's future.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	38.94***	43.98***	15.75***	38.26***	7.302***	9.503***	14.23***	22.65***	19.88***	32.20***	18.57***	13.78***	11.27***	25.31***	26.85***	37.00***	13.85***	15.13***	36.92***	11.10***	25.44***	16.80***	14.85***	6.552**
	(3.150)	(2.326)	(1.949)	(2.003)	(2.733)	(1.385)	(1.734)	(2.649)	(2.141)	(4.204)	(2.062)	(3.040)	(2.905)	(2.670)	(1.983)	(1.513)	(2.065)	(1.808)	(1.766)	(2.590)	(2.111)	(1.825)	(2.820)	(2.833)
Constant	354.8***	319.4***	527.5***	343.9***	505.4***	558.8***	346.7***	466.3***	511.3***	398.8***	459.8***	507.1***	455.4***	424.7***	403.6***	339.3***	480.0***	517.7***	318.3***	507.1***	440.4***	529.3***	486.5***	498.2***
	(12.83)	(8.493)	(7.563)	(7.944)	(9.971)	(6.030)	(5.334)	(10.38)	(7.409)	(18.47)	(8.231)	(10.63)	(10.83)	(10.37)	(7.750)	(5.249)	(8.719)	(6.523)	(5.782)	(10.41)	(8.370)	(6.623)	(10.49)	(10.30)
Observations	2,870	4,980	3,934	5,328	3,844	5,906	3,252	2,826	3,132	2,575	3,411	2,581	3,153	3,587	3,590	5,330	2,777	5,998	4,949	7,244	2,830	3,070	2,894	1,434
R-squared	0.098	0.084	0.021	0.091	0.004	0.008	0.025	0.037	0.038	0.041	0.026	0.018	0.011	0.043	0.048	0.115	0.023	0.020	0.133	0.009	0.058	0.022	0.022	0.005
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.13. Civic Knowledge by the extent the student think Climate Change is a threat to the world's future.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	26.17***	23.68***	19.33***	42.39***	15.10***	37.13***	-1.234	22.25***	31.76***	37.96***	21.01***	24.69***	18.99***	27.64***	27.42***	24.38***	19.78***	33.17***	23.74***	3.356	19.06***	41.40***	32.08***	32.02***
	(3.520)	(2.206)	(2.141)	(2.131)	(1.809)	(2.436)	(1.479)	(1.653)	(2.760)	(4.217)	(1.724)	(2.751)	(2.047)	(2.349)	(1.787)	(1.629)	(2.634)	(2.584)	(1.563)	(2.139)	(1.710)	(3.162)	(2.704)	(2.758)
Constant	403.6***	401.9***	514.6***	330.4***	483.0***	458.7***	398.2***	474.0***	465.5***	377.9***	457.5***	465.4***	431.2***	422.5***	405.8***	388.2***	460.0***	449.8***	366.9***	534.3***	470.5***	434.7***	422.1***	406.4***
	(13.78)	(8.239)	(8.010)	(7.969)	(5.592)	(9.613)	(5.453)	(5.825)	(10.35)	(17.57)	(6.444)	(10.60)	(7.558)	(8.900)	(6.580)	(6.086)	(10.61)	(9.231)	(5.548)	(9.024)	(6.365)	(12.19)	(10.53)	(10.16)
Observations	2,867	4,970	3,931	5,318	3,846	5,903	3,245	2,829	3,135	2,574	3,411	2,577	3,155	3,583	3,579	5,341	2,776	5,998	4,950	7,247	2,820	3,083	2,894	1,426
R-squared	0.047	0.037	0.029	0.117	0.029	0.081	0.000	0.055	0.077	0.055	0.041	0.040	0.034	0.066	0.052	0.058	0.038	0.065	0.052	0.001	0.043	0.079	0.077	0.090
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

cxcv

Table D.14. Civic Knowledge by the extent the student think Energy Shortage is a threat to the world's future.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
revIS3G28B	27.44***	25.04***	16.32***	19.17***	3.415	5.819**	12.47***	-4.633	11.53***	48.83***	13.01***	24.61***	10.20***	13.83***	13.18***	24.61***	9.265***	-1.420	22.61***	-2.996	10.47***	1.194	6.905**	-9.146***
	(3.987)	(2.176)	(2.248)	(1.671)	(2.073)	(2.212)	(1.621)	(2.875)	(2.284)	(4.123)	(2.823)	(3.600)	(2.381)	(2.367)	(2.543)	(1.564)	(2.230)	(1.535)	(1.993)	(2.225)	(2.305)	(3.083)	(2.874)	(2.207)
Constant	399.4***	395.7***	524.6***	418.9***	520.7***	571.1***	351.3***	561.1***	541.8***	334.0***	481.1***	464.8***	460.4***	469.6***	453.1***	387.5***	496.8***	571.8***	371.4***	554.6***	497.8***	580.0***	515.4***	547.9***
	(15.53)	(8.373)	(8.474)	(7.108)	(6.994)	(8.351)	(5.615)	(10.15)	(7.087)	(18.71)	(10.60)	(13.27)	(8.823)	(8.253)	(9.180)	(5.745)	(9.516)	(5.342)	(7.520)	(8.350)	(8.022)	(9.942)	(10.22)	(7.354)
Observations	2,881	4,987	3,933	5,356	3,848	5,911	3,315	2,825	3,129	2,574	3,412	2,579	3,161	3,585	3,602	5,332	2,773	6,007	4,964	7,246	2,825	3,107	2,902	1,435
R-squared	0.040	0.033	0.017	0.029	0.001	0.002	0.016	0.002	0.011	0.068	0.011	0.029	0.008	0.012	0.010	0.048	0.009	0.000	0.039	0.001	0.010	0.000	0.004	0.008
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table C.15. Civic Knowledge by the importance of making personal efforts to protect natural resources.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
importance	32.80***	31.25***	23.26***	26.78***	19.00***	15.21***	16.87***	22.65***	28.64***	29.50***	22.51***	36.19***	14.17***	15.77***	38.78***	32.66***	11.15***	17.51***	30.48***	6.850**	26.03***	26.82***	5.068*	27.68***
	(2.981)	(2.346)	(3.031)	(2.127)	(2.266)	(2.398)	(2.074)	(1.963)	(3.001)	(3.156)	(2.903)	(3.632)	(2.694)	(2.534)	(2.680)	(1.916)	(2.712)	(1.636)	(2.095)	(2.631)	(2.654)	(2.769)	(2.566)	(4.130)
Constant	378.1***	376.0***	499.3***	388.6***	467.2***	541.1***	330.3***	472.9***	482.0***	417.3***	446.6***	423.4***	449.4***	463.4***	363.9***	353.9***	491.3***	509.8***	333.0***	522.3***	444.2***	494.9***	520.9***	436.1***
	(12.27)	(9.177)	(11.71)	(8.016)	(8.147)	(8.532)	(6.608)	(6.597)	(10.67)	(13.62)	(10.96)	(13.97)	(9.445)	(9.141)	(9.568)	(6.867)	(8.982)	(5.754)	(7.813)	(10.74)	(9.759)	(9.185)	(8.688)	(12.01)
Observations	2,896	4,989	3,942	5,398	3,845	5,937	3,506	2,831	3,121	2,597	3,416	2,579	3,146	3,569	3,620	5,350	2,762	6,058	5,016	7,244	2,811	3,137	2,908	1,427
R-squared	0.055	0.059	0.025	0.039	0.029	0.014	0.022	0.042	0.059	0.042	0.030	0.055	0.017	0.019	0.079	0.068	0.009	0.019	0.047	0.004	0.057	0.040	0.002	0.071
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.16. Civic Knowledge by the extent the student think Poverty is a threat to the world's future.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	25.57***	17.41***	10.79***	17.24***	-3.763	6.694***	19.02***	-1.849	11.24***	10.34***	7.533***	14.80***	-1.033	7.249**	26.86***	29.79***	8.237***	11.83***	25.93***	-1.583	14.67***	10.13***	11.34***	7.018**
	(4.473)	(2.344)	(2.155)	(1.901)	(2.654)	(1.864)	(1.510)	(2.003)	(2.541)	(3.668)	(2.585)	(3.796)	(2.961)	(2.956)	(2.006)	(1.474)	(2.298)	(1.863)	(1.698)	(2.361)	(2.287)	(2.157)	(2.490)	(2.738)
Constant	402.4***	421.0***	545.1***	425.0***	545.2***	568.4***	330.1***	552.7***	541.2***	480.2***	499.5***	502.7***	497.9***	491.7***	404.9***	366.8***	498.7***	528.6***	359.4***	550.0***	480.2***	551.6***	499.8***	498.0***
	(17.96)	(8.850)	(8.570)	(8.292)	(9.629)	(6.953)	(5.558)	(7.511)	(8.462)	(14.69)	(9.738)	(13.45)	(11.00)	(10.95)	(7.653)	(5.380)	(9.172)	(6.541)	(5.952)	(9.380)	(9.327)	(7.514)	(9.156)	(9.477)
Observations	2,874	4,975	3,934	5,333	3,849	5,917	3,303	2,828	3,133	2,572	3,408	2,574	3,154	3,589	3,587	5,344	2,775	6,004	4,965	7,258	2,830	3,115	2,895	1,435
R-squared	0.038	0.016	0.009	0.023	0.001	0.004	0.045	0.000	0.011	0.005	0.004	0.015	0.000	0.004	0.047	0.084	0.006	0.011	0.067	0.000	0.018	0.008	0.013	0.005
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.17. Civic Knowledge by the extent the student think Unemployment is a threat to the world's future.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	22.18***	7.846***	-5.696***	7.877***	-3.477	-9.839***	12.19***	-11.95***	4.596	-7.942***	-0.264	24.17***	-9.347***	1.143	11.59***	21.77***	-5.571**	3.593*	11.57***	-8.081***	4.084	-8.807***	-0.461	-13.29***
	(3.579)	(2.147)	(2.147)	(2.074)	(2.340)	(1.954)	(1.259)	(2.410)	(2.814)	(2.467)	(2.849)	(2.881)	(2.596)	(2.925)	(1.880)	(1.680)	(2.564)	(1.835)	(1.423)	(2.066)	(2.578)	(2.253)	(1.953)	(2.782)
Constant	416.1***	457.5***	599.3***	459.7***	543.9***	618.7***	354.4***	584.5***	562.6***	540.6***	526.6***	469.3***	524.9***	513.5***	461.8***	397.0***	539.9***	557.1***	410.4***	571.1***	518.3***	610.4***	539.4***	558.2***
	(14.97)	(7.767)	(7.853)	(8.354)	(8.419)	(6.129)	(5.009)	(8.666)	(8.917)	(8.780)	(10.09)	(10.39)	(9.313)	(10.77)	(6.087)	(6.115)	(9.180)	(5.841)	(5.232)	(7.293)	(9.855)	(7.346)	(6.990)	(9.192)
Observations	2,857	4,972	3,934	5,317	3,846	5,908	3,268	2,828	3,131	2,571	3,403	2,575	3,161	3,574	3,535	5,328	2,777	5,987	4,933	7,246	2,821	3,063	2,892	1,428
R-squared	0.031	0.004	0.003	0.006	0.001	0.007	0.020	0.012	0.002	0.004	0.000	0.036	0.007	0.000	0.009	0.046	0.003	0.001	0.014	0.005	0.002	0.005	0.000	0.020
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.18. Civic Knowledge by the extent the student think Crime is a threat to the world's future.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	30.26***	20.33***	6.075**	23.43***	-4.828**	-12.37***	21.40***	-5.425***	0.706	8.363**	0.771	2.920	-5.647*	3.123	16.22***	32.23***	-2.500	-8.103***	32.94***	-5.302*	11.29***	-11.54***	-0.188	-11.31***
	(4.201)	(2.493)	(2.614)	(2.042)	(2.374)	(1.966)	(1.468)	(1.987)	(2.299)	(3.827)	(2.694)	(3.647)	(3.113)	(3.464)	(2.154)	(1.489)	(2.930)	(1.753)	(1.858)	(2.960)	(2.089)	(2.531)	(1.915)	(2.610)
Constant	385.6***	410.0***	560.5***	402.1***	548.0***	626.4***	322.0***	564.7***	574.8***	487.9***	522.4***	541.1***	513.3***	506.5***	442.6***	357.7***	530.7***	592.3***	327.7***	563.6***	493.7***	618.0***	538.9***	556.8***
	(17.12)	(10.08)	(9.750)	(8.846)	(7.245)	(6.712)	(5.050)	(7.750)	(7.432)	(15.23)	(9.875)	(13.12)	(10.93)	(12.59)	(7.516)	(5.958)	(10.05)	(6.274)	(7.364)	(12.58)	(8.408)	(7.788)	(7.475)	(10.43)
Observations	2,873	4,981	3,935	5,348	3,843	5,908	3,321	2,831	3,127	2,574	3,418	2,582	3,153	3,574	3,585	5,345	2,776	6,002	4,965	7,249	2,824	3,083	2,900	1,431
R-squared	0.054	0.021	0.002	0.046	0.003	0.012	0.060	0.003	0.000	0.004	0.000	0.000	0.003	0.001	0.018	0.094	0.001	0.005	0.082	0.002	0.013	0.010	0.000	0.015
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.19. Civic Knowledge by the extent the student think Violent Conflict is a threat to the world's future.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
larger extent	26.24***	15.50***	0.789	20.90***	-1.427	-1.153	18.35***	3.116	15.13***	8.706**	12.27***	-0.263	8.774***	19.31***	18.77***	24.62***	7.015**	3.327**	17.55***	1.191	8.254***	2.545	8.525***	3.977
	(3.777)	(2.363)	(2.244)	(2.239)	(2.195)	(1.867)	(1.493)	(2.379)	(2.587)	(3.682)	(2.462)	(3.174)	(2.942)	(2.507)	(2.020)	(1.569)	(2.810)	(1.493)	(2.167)	(2.024)	(1.952)	(3.017)	(2.345)	(3.906)
Constant	403.5***	429.1***	578.7***	411.7***	536.7***	593.1***	332.7***	536.4***	531.3***	486.4***	483.4***	552.1***	465.0***	449.3***	433.9***	386.7***	503.6***	557.7***	384.8***	541.2***	505.9***	576.1***	511.6***	508.5***
	(15.42)	(9.289)	(8.348)	(9.560)	(6.885)	(5.927)	(4.959)	(8.174)	(8.252)	(14.96)	(9.022)	(11.28)	(10.60)	(9.776)	(7.441)	(6.179)	(9.981)	(4.971)	(7.936)	(8.392)	(7.125)	(9.578)	(7.772)	(13.43)
Observations	2,879	4,980	3,933	5,322	3,852	5,903	3,307	2,827	3,126	2,573	3,407	2,577	3,153	3,585	3,588	5,331	2,767	5,984	4,950	7,234	2,825	3,063	2,890	1,431
R-squared	0.042	0.013	0.000	0.033	0.000	0.000	0.042	0.001	0.019	0.004	0.011	0.000	0.006	0.028	0.022	0.055	0.005	0.001	0.023	0.000	0.007	0.000	0.008	0.002
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D20. Civic Knowledge by Students' experiences of physical and verbal abuse at school.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_ABUSE	-1.926***	-1.310***	-1.107***	-0.541***	-0.534***	-0.941***	-0.535***	-1.121***	-0.485**	-1.095***	-1.367***	-0.583**	-0.905***	-0.855***	-1.594***	-0.882***	-0.964***	-0.882***	-0.719***	-0.851***	-0.582***	-0.952***	-1.018***	-0.296
	(0.289)	(0.167)	(0.152)	(0.159)	(0.176)	(0.130)	(0.168)	(0.218)	(0.194)	(0.242)	(0.174)	(0.260)	(0.187)	(0.178)	(0.159)	(0.188)	(0.234)	(0.127)	(0.222)	(0.242)	(0.156)	(0.267)	(0.201)	(0.203)
Constant	583.6***	548.8***	631.7***	511.4***	559.4***	633.9***	413.3***	602.9***	599.6***	572.0***	591.2***	577.7***	539.0***	560.4***	577.1***	514.8***	569.0***	609.4***	476.3***	586.8***	561.6***	627.6***	587.6***	534.3***
	(13.83)	(8.796)	(7.320)	(9.348)	(9.636)	(7.128)	(9.504)	(10.55)	(9.233)	(12.52)	(8.435)	(12.62)	(10.03)	(8.969)	(7.936)	(10.45)	(12.36)	(6.342)	(12.31)	(12.96)	(7.934)	(13.54)	(10.60)	(10.68)
Observations	2,937	4,995	3,936	5,495	3,885	6,010	3,702	2,839	3,140	2,545	3,437	2,586	3,174	3,608	3,676	5,385	2,783	6,167	5,094	7,267	2,833	3,195	2,925	1,444
R-squared	0.037	0.020	0.015	0.004	0.005	0.010	0.004	0.018	0.004	0.013	0.023	0.003	0.012	0.011	0.028	0.010	0.010	0.010	0.005	0.010	0.005	0.010	0.014	0.001
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table 21. D.Civic Knowledge by Students' endorsement of the use of violence.

VARIABLES	CHL	COL	DOM	MEX	PER
L_ATTVIOL	-2.229***	-1.249***	-2.382***	-2.219***	-2.596***
	(0.129)	(0.125)	(0.136)	(0.124)	(0.206)
Constant	594.6***	540.7***	502.8***	581.6***	562.3***
	(6.878)	(6.031)	(7.321)	(7.124)	(10.20)
Observations	5,027	5,509	3,780	5,365	5,118
R-squared	0.065	0.026	0.107	0.075	0.080

Table D.22. Civic Knowledge by Students' endorsement of equal rights for all ethnic/racial groups.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
ETHRGHT	1.641***	3.246***	2.067***	2.173***	2.703***	2.475***	1.254***	3.365***	2.860***	2.740***	2.663***	2.507***	2.379***	2.586***	3.003***	3.293***	3.042***	2.642***	2.488***	2.257***	1.950***	4.188***	1.904***	2.689***
	(0.306)	(0.142)	(0.222)	(0.139)	(0.148)	(0.148)	(0.188)	(0.173)	(0.166)	(0.248)	(0.186)	(0.214)	(0.183)	(0.202)	(0.195)	(0.133)	(0.271)	(0.129)	(0.205)	(0.153)	(0.167)	(0.157)	(0.244)	(0.369)
Constant	407.6***	300.7***	461.2***	368.0***	391.3***	462.4***	322.3***	369.0***	426.9***	367.4***	387.6***	411.7***	380.5***	380.5***	343.9***	288.5***	374.7***	420.7***	306.3***	427.7***	432.7***	342.9***	442.2***	374.9***
	(17.03)	(8.520)	(13.97)	(7.312)	(7.490)	(7.613)	(9.884)	(9.959)	(9.245)	(16.26)	(10.57)	(12.84)	(9.099)	(11.28)	(10.23)	(7.464)	(14.61)	(7.357)	(11.33)	(8.045)	(9.244)	(9.795)	(11.14)	(18.75)
Observations	2,890	4,958	3,940	5,395	3,834	5,934	3,534	2,830	3,119	2,586	3,418	2,581	3,140	3,582	3,607	5,372	2,767	6,049	5,015	7,239	2,819	3,153	2,897	1,435
R-squared	0.026	0.134	0.043	0.056	0.117	0.076	0.020	0.156	0.134	0.090	0.087	0.074	0.064	0.093	0.087	0.135	0.104	0.097	0.055	0.080	0.060	0.192	0.044	0.115
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.23. Civic Knowledge by students' beliefs about how good is for democracy that all ethnic/racial groups have the same rights.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
importance	11.90***	2.196	41.44***	-11.36***	23.11***	28.74***	-15.70***	34.45***	26.13***	25.97***	37.18***	12.87***	22.71***	12.38***	14.95***	-9.999***	32.24***	20.58***	-23.60***	24.38***	24.91***	26.62***	31.60***	31.13***
	(2.970)	(2.007)	(2.151)	(2.045)	(1.763)	(2.067)	(2.115)	(2.010)	(2.352)	(3.919)	(1.797)	(2.437)	(2.149)	(2.727)	(2.087)	(1.478)	(3.514)	(2.066)	(1.966)	(2.649)	(1.958)	(2.679)	(2.656)	(2.658)
Constant	464.5***	480.7***	482.6***	506.1***	483.4***	528.8***	421.2***	469.6***	517.4***	456.6***	437.4***	523.4***	447.5***	493.3***	465.4***	489.2***	448.4***	522.6***	485.7***	492.4***	478.3***	524.8***	467.5***	452.4***
	(5.877)	(3.882)	(6.499)	(4.368)	(4.320)	(4.936)	(4.886)	(5.568)	(5.811)	(10.85)	(5.154)	(6.090)	(4.557)	(4.999)	(4.666)	(3.384)	(10.32)	(4.928)	(4.516)	(5.282)	(4.842)	(6.531)	(6.553)	(6.247)
Observations	2,865	4,928	3,939	5,391	3,815	5,877	3,486	2,803	3,093	2,523	3,361	2,581	3,096	3,526	3,586	5,341	2,757	5,967	4,974	7,169	2,788	3,060	2,892	1,400
R-squared	0.007	0.000	0.114	0.010	0.062	0.045	0.023	0.102	0.046	0.029	0.097	0.010	0.039	0.013	0.013	0.007	0.065	0.028	0.037	0.045	0.065	0.035	0.090	0.075
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.24. Civic Knowledge by Students' endorsement of European cooperation (only European countries).

VARIABLES	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
E_CCOOP	3.483***	1.649***	2.446***	2.315***	2.023***	2.992***	2.267***	2.516***	3.649***	1.714***	1.352***	2.303***	1.426***	1.303***	1.921***
	(0.268)	(0.147)	(0.239)	(0.202)	(0.178)	(0.226)	(0.201)	(0.166)	(0.170)	(0.254)	(0.152)	(0.160)	(0.212)	(0.191)	(0.250)
Constant	315.0***	441.3***	471.3***	431.0***	477.1***	372.3***	384.9***	386.7***	307.4***	441.7***	498.6***	414.8***	509.6***	471.9***	420.7***
	(15.12)	(8.541)	(12.31)	(10.39)	(9.351)	(12.59)	(9.978)	(9.218)	(9.227)	(13.11)	(8.143)	(8.553)	(11.14)	(9.681)	(13.77)
Observations	2,943	3,882	5,824	2,838	3,137	3,431	3,176	3,617	3,722	2,793	6,165	2,834	3,189	2,916	1,442
R-squared	0.127	0.052	0.051	0.079	0.050	0.098	0.067	0.108	0.146	0.032	0.022	0.084	0.020	0.024	0.062

Table D.25. Civic Knowledge by Students' positive attitudes toward European Union.

VARIABLES	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
E_EURATT	0.0509	0.0525	-0.454**	0.169	-0.599***	-0.526**	0.458**	0.529***	0.859***	-0.630***	-0.861***	-0.193	-0.723***	-0.366**	0.721
	(0.233)	(0.149)	(0.192)	(0.218)	(0.184)	(0.204)	(0.208)	(0.197)	(0.164)	(0.229)	(0.133)	(0.176)	(0.244)	(0.170)	(0.579)
Constant	483.1***	528.7***	611.2***	538.4***	606.4***	552.1***	471.6***	489.1***	447.1***	555.2***	608.1***	541.3***	616.4***	555.5***	484.4***
	(13.42)	(7.247)	(9.267)	(11.33)	(9.794)	(10.84)	(10.57)	(10.88)	(9.882)	(12.95)	(6.777)	(9.135)	(12.64)	(8.184)	(27.98)
Observations	2,933	3,879	5,760	2,826	3,119	3,366	3,164	3,473	3,686	2,781	6,066	2,829	3,182	2,906	1,439
R-squared	0.000	0.000	0.002	0.000	0.004	0.004	0.003	0.004	0.009	0.004	0.009	0.001	0.005	0.002	0.008

Table D.26. Civic Knowledge by Students' endorsement of equal rights for immigrants.

VARIABLES	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
E_IMMRGHT	0.682**	1.244***	2.576***	2.048***	2.577***	1.244***	1.554***	1.805***	1.669***	1.839***	1.426***	0.863***	2.300***	0.380*	1.444***
	(0.274)	(0.158)	(0.186)	(0.232)	(0.207)	(0.197)	(0.256)	(0.175)	(0.186)	(0.277)	(0.158)	(0.176)	(0.198)	(0.215)	(0.330)
Constant	454.6***	468.7***	463.9***	452.6***	453.4***	464.3***	426.1***	427.6***	412.6***	437.4***	491.9***	488.6***	458.7***	519.3***	442.9***
	(12.82)	(7.890)	(9.310)	(10.45)	(10.59)	(10.54)	(11.81)	(8.875)	(9.759)	(13.45)	(8.268)	(9.232)	(10.87)	(10.35)	(17.48)
Observations	2,935	3,879	5,821	2,834	3,136	3,427	3,170	3,613	3,729	2,786	6,187	2,831	3,194	2,912	1,436
R-squared	0.004	0.022	0.052	0.040	0.083	0.016	0.022	0.036	0.022	0.026	0.022	0.010	0.053	0.002	0.033

Table D.27. Civic Knowledge by Students' endorsement of freedom of migration within Europe.

VARIABLES	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
E_FREEMOVE	2.530***	1.248***	0.755***	1.939***	1.354***	1.938***	0.601***	2.602***	2.532***	0.183	0.715***	1.917***	1.263***	0.333*	1.536***
	(0.235)	(0.157)	(0.160)	(0.183)	(0.166)	(0.195)	(0.191)	(0.182)	(0.162)	(0.236)	(0.145)	(0.170)	(0.214)	(0.171)	(0.255)
Constant	357.9***	464.4***	552.9***	447.6***	508.2***	422.7***	465.3***	382.7***	365.7***	514.4***	529.8***	433.1***	519.9***	521.4***	441.4***
	(13.11)	(8.895)	(8.662)	(10.30)	(9.041)	(11.29)	(9.313)	(10.28)	(8.760)	(12.16)	(7.855)	(9.218)	(10.55)	(10.11)	(13.78)
Observations	2,930	3,882	5,810	2,837	3,131	3,432	3,170	3,615	3,722	2,792	6,172	2,832	3,189	2,916	1,438
R-squared	0.059	0.026	0.006	0.057	0.025	0.043	0.005	0.094	0.063	0.000	0.006	0.055	0.015	0.002	0.040

Table D.28. Civic Knowledge by Students' endorsement of restricting migration in Europe.

VARIABLES	BGR	HRV	DNK	EST	FIN	ITA	LAT	LTU	MLT	NLD	NOR	SVN	SWE	BFL	DNW
E_RESTMIG	-4.377***	-2.424***	-2.278***	-2.983***	-3.020***	-3.342***	-2.510***	-3.160***	-3.111***	-2.752***	-2.304***	-2.819***	-2.945***	-2.807***	-1.054***
	(0.307)	(0.140)	(0.155)	(0.189)	(0.145)	(0.149)	(0.256)	(0.174)	(0.206)	(0.306)	(0.146)	(0.137)	(0.205)	(0.210)	(0.339)
Constant	709.1***	653.0***	703.4***	689.4***	718.7***	691.9***	618.3***	675.8***	655.4***	656.6***	688.8***	666.4***	735.4***	677.7***	571.7***
	(15.14)	(6.902)	(7.626)	(9.711)	(6.773)	(7.425)	(13.85)	(9.379)	(10.63)	(14.27)	(8.128)	(6.878)	(11.27)	(10.44)	(17.53)
Observations	2,929	3,875	5,797	2,831	3,124	3,425	3,167	3,603	3,707	2,788	6,148	2,830	3,166	2,902	1,433
R-squared	0.180	0.104	0.055	0.123	0.145	0.141	0.070	0.162	0.102	0.089	0.050	0.153	0.087	0.102	0.020

Table D.29. Civic Knowledge by the extent the student think Global Financial Crises are a threat to the world's future.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
importance	-28.02***	-18.43***	4.694**	-20.60***	-1.216	-10.20***	-17.44***	8.565***	-21.51***	-3.973	-10.21***	-7.445**	-3.716	-6.517**	-21.29***	-23.66***	-11.31***	-11.18***	-15.12***	3.828	-16.93***	-6.287**	-9.845***	6.045*
	(4.622)	(2.009)	(2.252)	(1.998)	(2.260)	(2.493)	(1.723)	(2.727)	(2.639)	(3.161)	(2.445)	(3.152)	(2.555)	(2.835)	(2.157)	(1.484)	(2.237)	(1.751)	(1.795)	(2.480)	(2.200)	(2.944)	(2.859)	(2.987)
Constant	535.1***	512.6***	573.3***	517.3***	533.7***	608.8***	422.1***	529.2***	616.4***	522.8***	541.8***	565.2***	500.5***	527.8***	534.6***	508.2***	546.3***	587.8***	471.3***	538.6***	560.5***	596.0***	555.3***	508.9***
	(6.394)	(4.127)	(4.435)	(3.559)	(4.543)	(5.171)	(3.998)	(5.682)	(5.149)	(8.128)	(3.979)	(6.749)	(5.240)	(4.878)	(4.246)	(2.705)	(5.100)	(3.229)	(4.181)	(5.747)	(3.998)	(6.087)	(6.027)	(5.525)
Observations	2,878	4,981	3,932	5,337	3,843	5,888	3,302	2,817	3,126	2,572	3,404	2,577	3,150	3,582	3,577	5,335	2,768	5,974	4,953	7,247	2,823	3,041	2,895	1,427
R-squared	0.043	0.021	0.002	0.035	0.000	0.007	0.035	0.006	0.032	0.001	0.007	0.004	0.001	0.003	0.027	0.047	0.011	0.008	0.019	0.001	0.026	0.002	0.009	0.004
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

TableD.30. Civic Knowledge by Students' positive attitudes toward their country of residence.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HKG	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
positive attitude	0.165	-0.845***	0.940***	-1.196***	-0.771***	-0.175	0.702***	1.433***	-0.173	1.265***	-1.219***	-0.167	-0.220	-0.249	0.545***	-0.330**	0.654*	0.747***	-0.250	-0.622**	0.0753	-0.741***	-0.261	-0.672*
	(0.308)	(0.171)	(0.174)	(0.187)	(0.179)	(0.209)	(0.205)	(0.182)	(0.173)	(0.248)	(0.223)	(0.245)	(0.253)	(0.182)	(0.167)	(0.161)	(0.355)	(0.144)	(0.249)	(0.268)	(0.174)	(0.231)	(0.266)	(0.346)
Constant	480.4***	527.8***	533.0***	550.5***	570.9***	597.7***	351.4***	477.5***	585.7***	460.2***	581.4***	559.9***	504.2***	528.9***	468.1***	487.1***	493.8***	528.3***	455.9***	576.9***	528.3***	617.0***	549.1***	550.0***
	(18.17)	(9.640)	(9.800)	(11.30)	(9.241)	(11.04)	(12.51)	(9.107)	(9.519)	(12.55)	(11.08)	(13.09)	(11.81)	(8.711)	(8.709)	(9.283)	(17.54)	(7.920)	(14.76)	(15.68)	(8.955)	(10.80)	(13.93)	(15.86)
Observations	2,881	4,963	3,932	5,360	3,853	5,917	3,448	2,830	3,137	2,582	3,407	2,576	3,155	3,601	3,620	5,343	2,772	6,030	4,972	7,229	2,826	3,154	2,909	1,429
R-squared	0.000	0.010	0.011	0.016	0.009	0.000	0.005	0.036	0.000	0.014	0.015	0.000	0.001	0.001	0.003	0.001	0.004	0.006	0.001	0.006	0.000	0.005	0.001	0.006
Standard errors in parentheses																								
*** p<0.01, ** p<0.05, * p<0.1																								

Table D.31a Civic knowledge multiple regression coefficients for the Human Rights variables

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_INTRUST	-0.938***	-0.656***	-0.842***	-0.719***	-0.792***	0.165	-1.525***	-0.315	-0.0705	-0.0597	-0.673***	-0.712***	-0.100	-1.017***	-0.634***	-1.025***	-0.391	0.127	-1.204***	-0.704***	0.425*	-0.418	-0.475*	-0.0114
	(-4.87)	(-4.95)	(-4.54)	(-6.20)	(-3.98)	(0.99)	(-9.39)	(-1.66)	(-0.36)	(-0.31)	(-3.33)	(-3.86)	(-0.48)	(-5.31)	(-3.48)	(-8.89)	(-1.86)	(0.79)	(-9.14)	(-4.09)	(2.31)	(-1.44)	(-2.34)	(-0.04)
revIS3G22C	3.317	6.454***	8.035***	7.416***	12.40***	12.99***	-3.546*	10.52***	12.96***	10.27***	9.245***	12.88***	1.058	5.634**	6.601**	2.738	6.043*	9.439***	3.184*	4.312*	11.36***	22.13***	8.003**	9.092***
	(1.48)	(3.72)	(5.26)	(4.84)	(6.02)	(7.05)	(-1.97)	(4.85)	(5.34)	(3.85)	(5.20)	(4.10)	(0.50)	(2.92)	(2.73)	(1.72)	(2.56)	(6.03)	(2.35)	(2.09)	(4.94)	(7.70)	(3.04)	(3.57)
revIS3G22E	13.33***	6.678**	13.11***	2.802	4.435*	18.09***	11.40***	12.34***	16.85***	10.05**	9.806***	38.32***	9.789***	8.475***	12.13***	7.016***	7.137**	16.65***	10.62***	13.65***	10.40***	30.18***	6.705**	11.63***
	(5.09)	(3.13)	(8.05)	(1.43)	(2.04)	(6.91)	(5.24)	(5.58)	(6.36)	(2.69)	(5.31)	(7.55)	(4.33)	(4.28)	(4.19)	(3.91)	(2.79)	(7.86)	(6.31)	(6.38)	(4.22)	(7.31)	(3.04)	(4.24)
revIS3G23I	9.375***	6.000***	5.000*	6.123***	13.75***	-1.652	3.801	10.82***	2.019	4.064	6.178**	11.78***	6.893**	1.506	11.75***	4.002*	2.360	-4.934*	5.888***	0.296	5.224*	4.571	3.284	8.495**
	(3.81)	(3.60)	(2.21)	(4.08)	(6.16)	(-0.90)	(1.50)	(4.75)	(0.90)	(1.66)	(3.06)	(3.60)	(2.69)	(0.69)	(5.36)	(2.00)	(1.26)	(-2.46)	(3.80)	(0.15)	(2.29)	(1.07)	(1.56)	(2.85)
revIS3G23Q	-3.612	-7.482***	-5.976**	-4.291**	-10.36***	-10.85***	0.425	-5.254**	-8.319***	-2.687	-9.079***	-10.51***	-4.473*	-5.046*	-3.491	-2.993	-2.690	-12.59***	-2.059	-4.480*	-3.627	-15.08***	-9.002***	-7.928**
	(-1.56)	(-4.86)	(-2.88)	(-3.07)	(-4.42)	(-5.60)	(0.14)	(-2.70)	(-3.66)	(-1.10)	(-4.91)	(-3.40)	(-2.23)	(-2.50)	(-1.44)	(-1.86)	(-1.21)	(-8.10)	(-1.21)	(-2.10)	(-1.77)	(-4.48)	(-4.19)	(-2.93)
revIS3G22G	3.919	-2.586	19.25***	-3.396	8.956***	13.20***	-8.730***	14.32***	8.022***	2.629	19.01***	2.548	13.75***	4.148*	7.846***	-4.894**	4.180*	9.398***	-4.472**	8.901***	14.36***	9.581***	11.41***	9.379**
	(1.59)	(-1.79)	(11.36)	(-1.84)	(5.15)	(6.90)	(-4.35)	(7.08)	(3.60)	(0.86)	(9.50)	(1.15)	(6.52)	(2.19)	(3.96)	(-2.89)	(2.03)	(4.87)	(-2.78)	(4.69)	(6.02)	(3.49)	(5.91)	(3.17)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table D.31b Civic knowledge multiple regression coefficients for the Sustainable Development variables

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
revIS3G28A	4.883	9.613**	5.596	7.350*	4.549	17.96***	2.703	3.001	7.190	2.661	8.888*	-1.133	8.880**	9.430*	8.415**	8.644**	8.191***	18.73***	10.71***	6.927*	7.571*	11.50*	6.900**	8.432*
	(1.63)	(2.80)	(1.67)	(2.07)	(1.59)	(5.62)	(1.05)	(1.25)	(1.70)	(0.67)	(2.49)	(-0.28)	(2.65)	(2.18)	(3.06)	(3.14)	(3.94)	(7.60)	(5.03)	(2.08)	(2.29)	(2.13)	(2.59)	(2.32)
revIS3G16F	2.686	3.289*	4.859***	2.662*	4.647*	5.123*	-2.223	5.895**	7.562***	4.391	1.840	10.85***	7.466***	5.418**	3.546	-1.335	-3.159	4.804**	0.243	2.302	5.883**	2.586	4.192*	4.569
	(1.25)	(2.23)	(3.30)	(2.07)	(2.39)	(2.56)	(-1.40)	(3.17)	(3.30)	(1.87)	(1.02)	(5.50)	(3.96)	(3.00)	(1.39)	(-1.11)	(-1.37)	(2.98)	(0.20)	(1.34)	(3.13)	(0.79)	(2.12)	(1.84)
revIS3G28E	8.491***	16.22***	0.508	14.22***	5.502*	2.426	6.120*	10.23***	2.705	5.842	6.213*	2.706	1.546	15.66***	9.839***	10.61***	3.178	0.266	10.59***	7.616**	10.82***	3.104	4.638*	3.099
	(3.51)	(4.33)	(0.22)	(4.92)	(2.05)	(1.26)	(2.03)	(3.61)	(1.13)	(1.91)	(2.44)	(0.92)	(0.61)	(5.42)	(3.53)	(5.11)	(1.93)	(0.17)	(6.00)	(2.66)	(4.04)	(0.63)	(2.37)	(1.03)
revIS3G28H	4.720*	8.962**	8.650***	4.477*	-0.555	-0.558	-1.497	1.563	3.508	0.0474	0.750	1.620	1.401	3.819	7.494*	5.376**	3.262	7.987***	5.961**	4.377	7.498*	8.356	2.541	1.327
	(2.00)	(2.67)	(4.46)	(2.03)	(-0.19)	(-0.21)	(-0.63)	(0.63)	(1.33)	(0.01)	(0.34)	(0.48)	(0.54)	(1.13)	(2.14)	(2.98)	(1.69)	(3.62)	(3.02)	(1.72)	(2.44)	(1.57)	(1.08)	(0.40)
revIS3G28I	0.715	3.187*	5.691**	10.10***	8.035***	14.91***	-5.686**	7.167***	11.51***	6.300	7.354***	8.945**	6.808***	5.150**	6.419**	2.334	1.399	7.377***	2.717	0.618	6.072**	9.794*	10.66***	10.89***
	(0.34)	(2.01)	(3.07)	(4.01)	(4.45)	(5.89)	(-3.24)	(4.51)	(4.12)	(1.88)	(3.91)	(2.82)	(3.86)	(2.71)	(3.04)	(1.55)	(0.74)	(3.54)	(1.67)	(0.33)	(2.76)	(2.29)	(4.66)	(4.02)
revIS3G28B	-3.304	-2.785	4.573	-1.280	-5.000	-1.329	0.452	-7.070**	-4.468	8.671	-0.260	4.739	-0.198	0.859	-8.413**	-0.466	-1.829	-7.866***	-3.216*	-6.489**	-3.798	-4.966	-1.888	-7.930**
	(-1.14)	(-1.22)	(1.72)	(-0.65)	(-1.84)	(-0.71)	(0.20)	(-2.90)	(-1.78)	(1.70)	(-0.13)	(1.35)	(-0.08)	(0.36)	(-3.14)	(-0.25)	(-1.10)	(-4.06)	(-2.00)	(-2.84)	(-1.33)	(-1.45)	(-0.83)	(-3.05)
revIS3G23N	4.312	0.694	1.619	6.556***	4.306	0.666	5.081	4.569*	1.214	1.309	3.675	9.680*	3.709	1.917	6.536**	6.842**	0.893	1.147	4.271*	0.441	8.428**	2.755	-3.268	6.552*
	(1.90)	(0.33)	(0.61)	(3.88)	(1.63)	(0.28)	(1.86)	(2.19)	(0.49)	(0.44)	(1.64)	(2.55)	(1.84)	(0.91)	(2.94)	(3.24)	(0.41)	(0.53)	(2.24)	(0.18)	(3.16)	(0.98)	(-1.49)	(2.27)
revIS3G28G	-6.348*	-4.943	-0.691	0.342	-5.659	2.072	4.667	-1.816	-3.634	-1.051	-6.685**	2.237	-3.019	-3.248	3.759	2.358	0.410	1.462	1.936	-3.181	-4.856	-2.141	-0.346	-2.263
	(-2.17)	(-1.73)	(-0.34)	(0.20)	(-1.77)	(1.09)	(1.93)	(-0.81)	(-1.48)	(-0.35)	(-3.08)	(0.62)	(-1.24)	(-1.18)	(1.34)	(1.21)	(0.16)	(0.65)	(1.26)	(-1.26)	(-1.82)	(-0.64)	(-0.16)	(-1.08)
revIS3G28J	2.671	-3.669	-8.468***	-6.549***	-5.683*	-10.08***	0.696	-5.980*	-5.840*	-6.129*	-2.773	9.811***	-8.855***	-4.788**	-7.319**	-3.120	-3.708	-0.903	-2.031	-3.004	-5.850*	-9.001**	-4.755*	-5.855*
	(1.07)	(-1.91)	(-3.97)	(-3.49)	(-2.16)	(-4.60)	(0.30)	(-2.54)	(-2.38)	(-2.31)	(-1.44)	(4.39)	(-4.46)	(-2.58)	(-3.23)	(-1.93)	(-1.76)	(-0.52)	(-1.43)	(-1.48)	(-2.04)	(-2.95)	(-2.52)	(-2.10)
revIS3G28D	3.368	-2.401	1.816	6.257***	-3.241	-5.042*	4.851	-4.187	-6.741*	3.299	-5.207*	-5.960	-4.106	-2.289	0.746	6.462***	-2.203	-9.776***	6.323***	-5.704*	-0.802	-8.758**	-1.856	-4.619*
	(1.30)	(-0.93)	(0.84)	(3.34)	(-1.40)	(-2.44)	(1.88)	(-1.86)	(-2.57)	(1.22)	(-2.55)	(-1.82)	(-1.58)	(-0.80)	(0.28)	(3.50)	(-1.09)	(-5.41)	(3.56)	(-2.29)	(-0.31)	(-3.19)	(-0.87)	(-2.00)
revIS3G28F	-1.294	-3.500	-7.254**	-2.415	-0.147	-1.709	1.030	0.473	6.057	-7.621**	3.788	-9.225*	4.353	5.519*	-3.610	-1.540	1.068	-1.039	-7.499***	-0.321	-2.326	2.508	2.126	6.025*
	(-0.50)	(-1.51)	(-2.91)	(-1.22)	(-0.07)	(-0.82)	(0.38)	(0.20)	(1.91)	(-2.59)	(1.62)	(-2.46)	(1.41)	(2.16)	(-1.37)	(-0.79)	(0.59)	(-0.55)	(-4.76)	(-0.14)	(-0.86)	(0.92)	(1.01)	(2.22)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table D.31c Civic knowledge multiple regression coefficients for the Peace Education and Non-Violence variables

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_ABUSE	-0.264	-0.563***	-0.733***	-0.185	-0.227	-0.314	-0.0844	-0.560***	-0.172	-0.0892	-0.883***	-0.365	-0.528***	-0.416**	-0.758***	-0.365**	0.0592	-0.158	-0.106	-0.511***	-0.339*	0.0828	-0.187	0.0590
	(-1.60)	(-4.69)	(-4.83)	(-1.57)	(-1.54)	(-1.94)	(-0.57)	(-3.43)	(-1.06)	(-0.56)	(-6.60)	(-1.73)	(-3.49)	(-2.72)	(-4.45)	(-3.20)	(0.39)	(-1.22)	(-0.84)	(-3.43)	(-2.48)	(0.37)	(-1.26)	(0.35)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table D.31d Civic knowledge multiple regression coefficients for the Global Citizenship variables

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
S_ETHRGHT	0.108	0.557***	0.0303	0.606***	0.785***	0.316	0.335	0.857***	0.442*	0.153	0.644**	0.180	0.548**	0.486**	0.334*	1.085***	0.377	0.484**	0.172	0.851***	-0.0918	1.557***	0.462*	0.685***
	(0.58)	(3.97)	(0.20)	(3.63)	(4.57)	(1.87)	(1.75)	(4.52)	(2.20)	(0.99)	(3.23)	(0.89)	(2.66)	(2.88)	(1.98)	(7.32)	(1.87)	(3.00)	(1.14)	(4.48)	(-0.55)	(5.71)	(2.33)	(3.46)
revIS3G22I	9.455***	20.39***	31.58***	14.61***	19.52***	22.54***	10.60***	12.15***	24.59***	24.21***	17.93***	28.49***	10.32***	17.10***	11.47***	15.63***	8.120**	22.12***	6.581***	13.34***	14.90***	9.807*	8.287***	11.12**
	(3.83)	(9.33)	(9.74)	(7.98)	(6.52)	(10.07)	(4.77)	(4.79)	(7.31)	(7.06)	(7.32)	(6.54)	(4.37)	(6.73)	(4.67)	(7.13)	(2.76)	(9.26)	(3.65)	(5.63)	(4.79)	(2.00)	(4.34)	(2.89)
IS3G28C	-0.855	0.379	7.690***	-0.255	-0.647	-1.217	-1.423	-1.076	-7.859**	3.301	-2.991	5.354	-1.909	1.151	-0.804	0.283	0.385	-3.782*	3.593*	0.716	-4.742	1.865	-2.595	0.832
	(-0.29)	(0.17)	(4.24)	(-0.09)	(-0.31)	(-0.53)	(-0.64)	(-0.43)	(-2.85)	(1.19)	(-1.38)	(1.72)	(-0.79)	(0.58)	(-0.35)	(0.16)	(0.20)	(-2.17)	(2.40)	(0.32)	(-1.64)	(0.56)	(-1.29)	(0.34)
S_CNTATT	-0.293	-0.485***	-0.0538	-1.151***	-0.409*	-0.583***	0.0610	0.264	-0.245	0.0111	-0.731***	-0.775***	-0.497**	-0.296	-0.429*	-0.673***	0.111	-0.109	-0.487**	-0.383*	-0.720***	-0.558**	-0.324	-0.543*
	(-1.47)	(-3.60)	(-0.36)	(-9.34)	(-2.47)	(-3.83)	(0.26)	(1.46)	(-1.53)	(0.05)	(-4.49)	(-4.19)	(-2.93)	(-1.60)	(-2.22)	(-5.22)	(0.60)	(-0.74)	(-3.13)	(-2.28)	(-4.19)	(-2.61)	(-1.41)	(-2.47)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

Table D.31e Civic knowledge multiple regression coefficients for the Gender Equallity variables

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	HNK	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	DNW
	2.787***	3.149***	2.751***	2.946***	2.152***	2.513***	4.067***	1.966***	2.470***	1.955***	2.779***	2.422***	2.499***	2.895***	3.623***	4.320***	1.609***	2.894***	2.992***	2.408***	2.462***	2.577***	2.161***	1.444***
	(11.91)	(19.75)	(14.40)	(21.92)	(10.37)	(16.91)	(15.83)	(9.38)	(12.42)	(8.37)	(16.48)	(10.13)	(11.97)	(16.97)	(16.71)	(21.42)	(9.94)	(19.47)	(22.36)	(10.28)	(14.31)	(9.06)	(12.55)	(6.26)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001

ANNEX E

Teachers' Professional Development Activities for Teaching Civic and Citizenship Education Topics (T_PDACCE)

Figure E.1 Teachers' Professional Development Activities for Teaching Civic and Citizenship Education Topics.

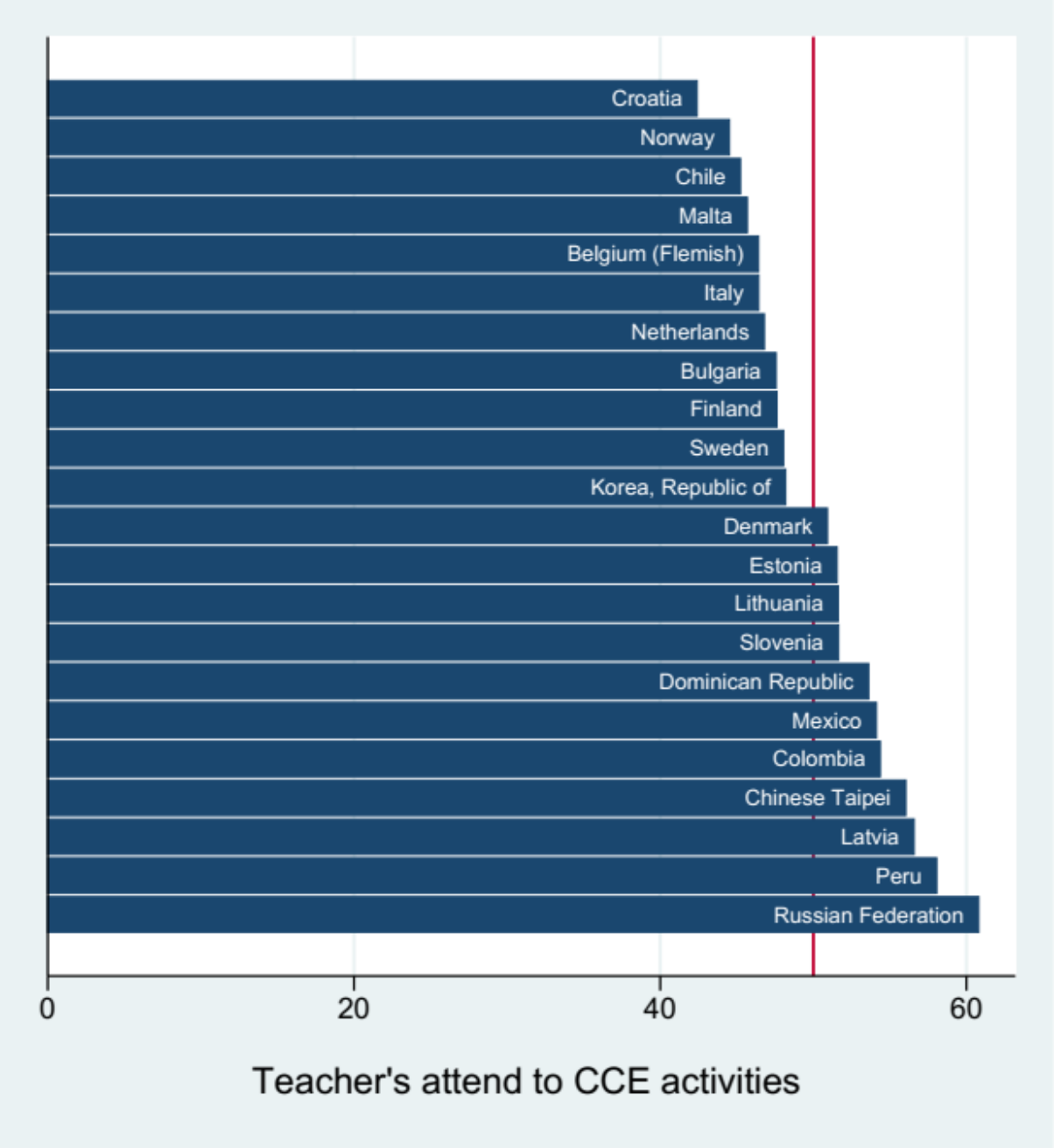
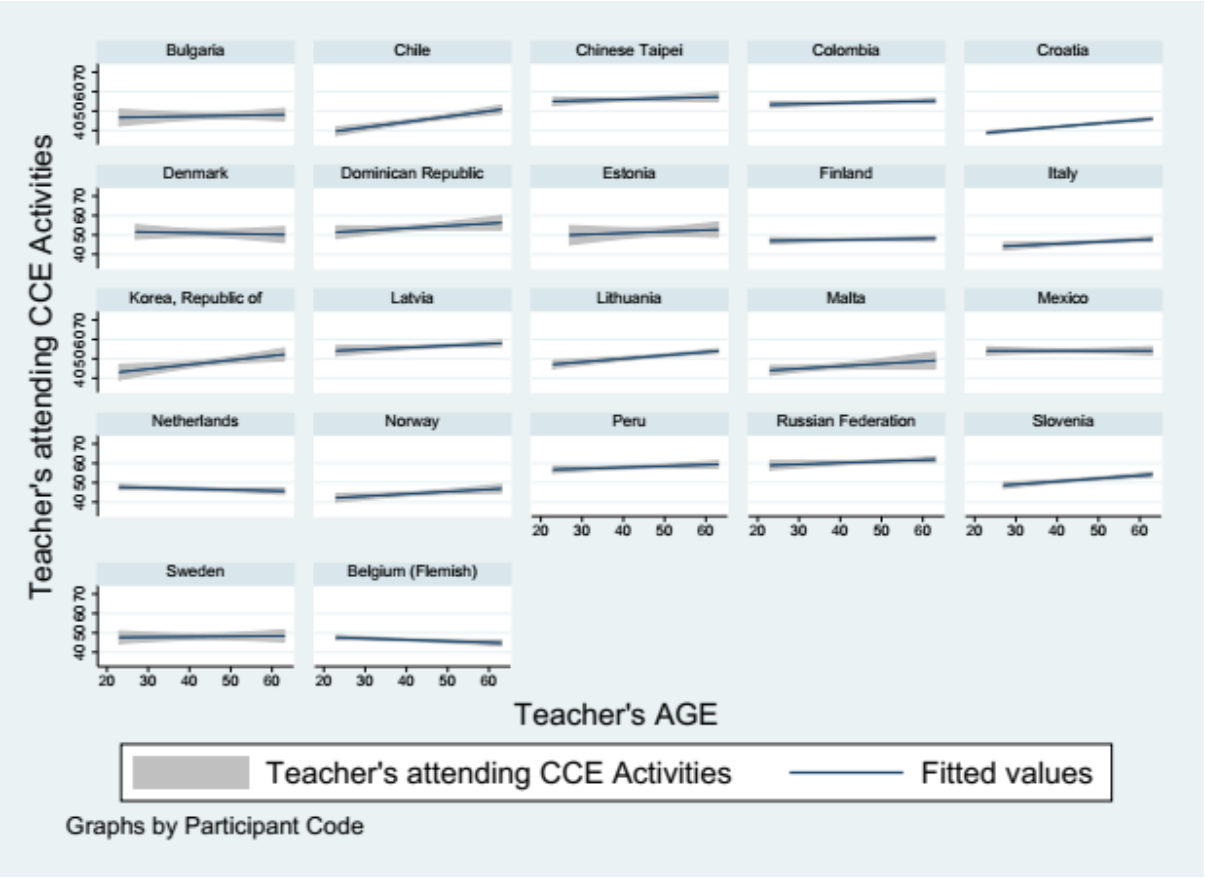
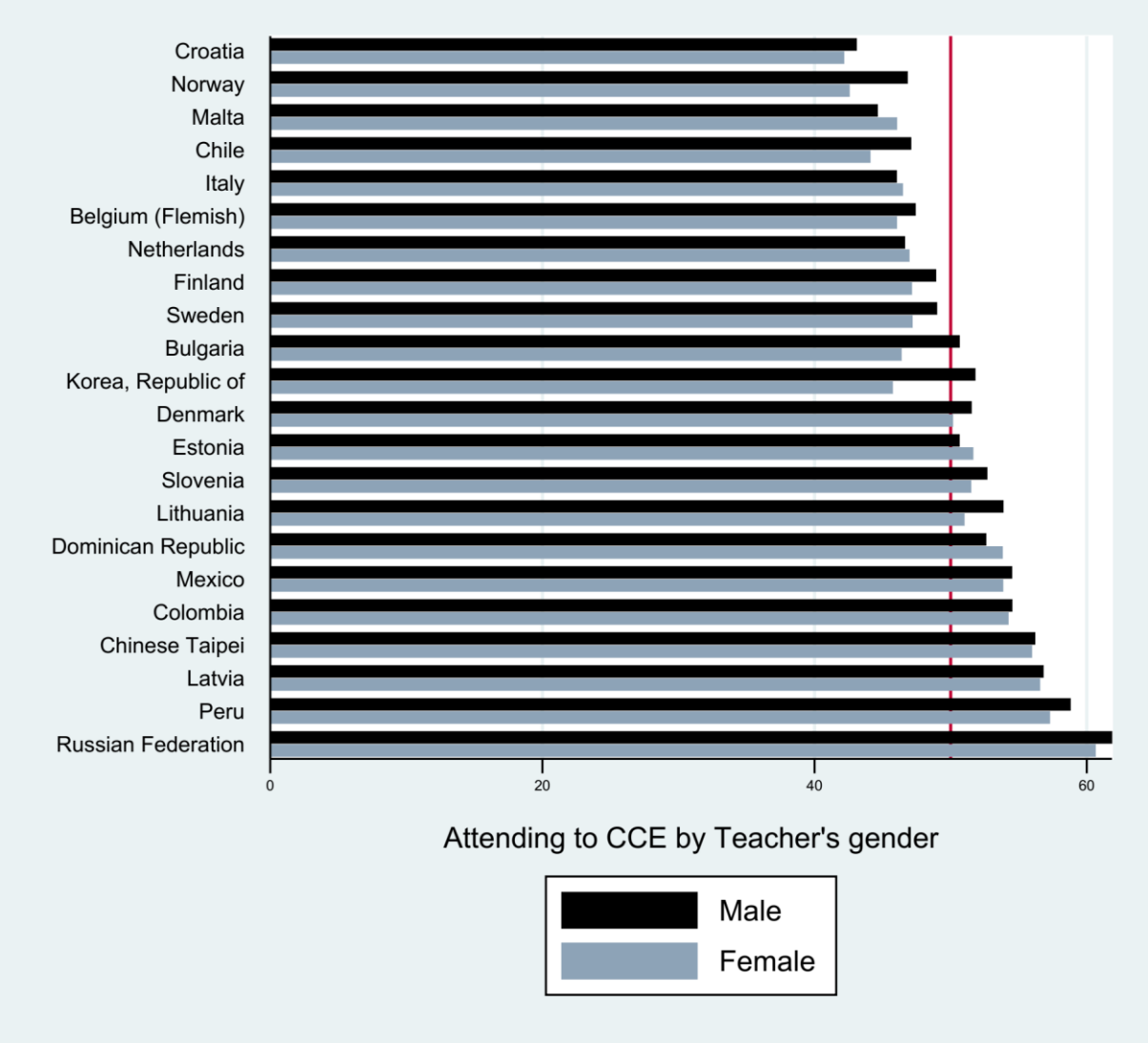


Figure E.2 Teachers' Professional Development Activities for Teaching Civic and Citizenship Education Topics (T_PDACCE) by teacher's age.



Teachers' Professional Development Activities in Teaching CCE Topics shows no clear association with teachers' age in most of the analysed countries (Figure E.2). In general, there is no clear pattern in the relationship between participating in this kind of activities and teachers' age across countries. However, in Chile, Croatia, Italia, Korea, Lithuania, Malta, Norway, Sweden and Slovenia there is a positive and statistically significant association. In Belgium, the association is negative and significant. While in the remaining countries there is no statistically significant association (see Table E.2).

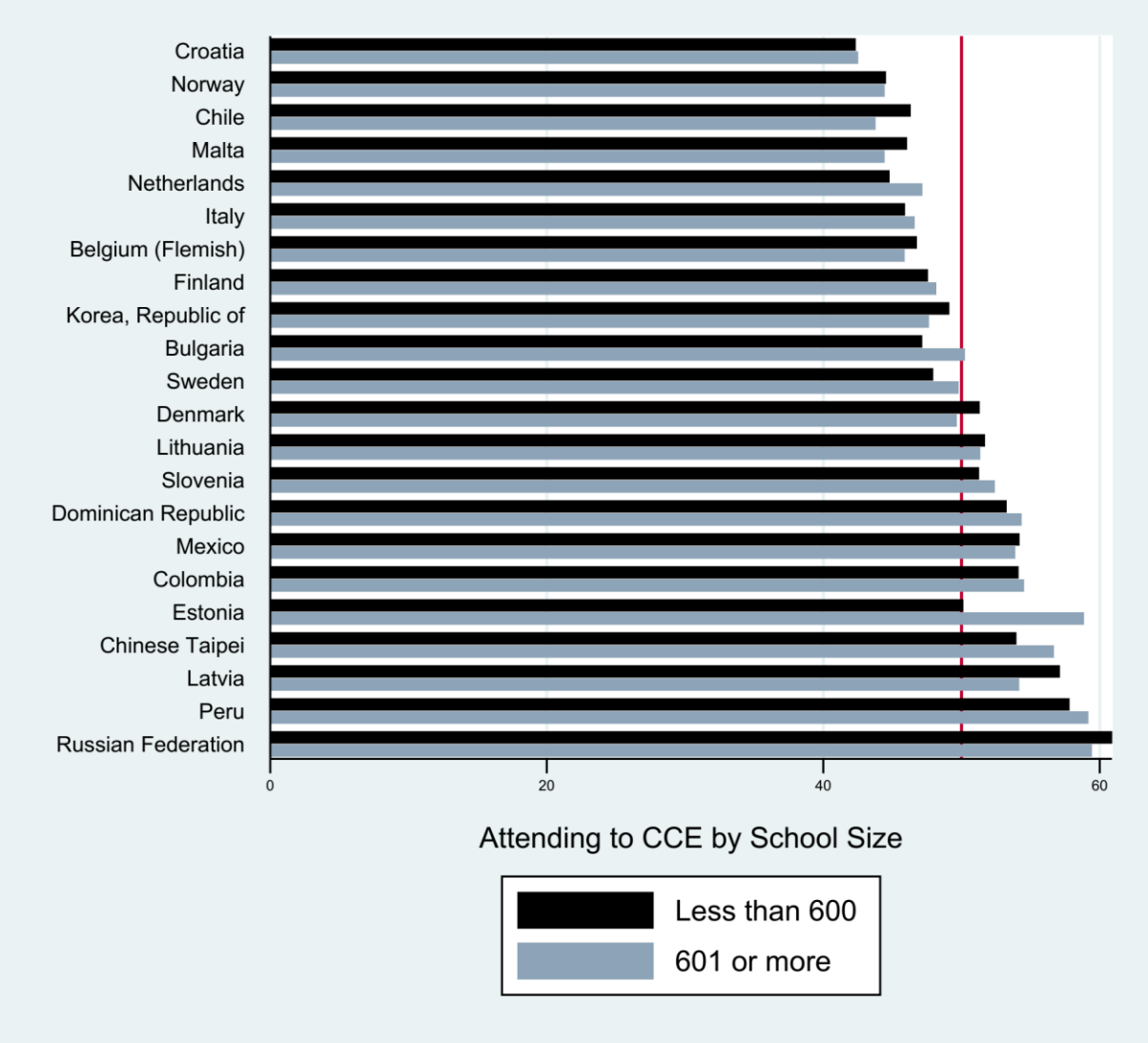
Figure E.3 Teachers' Professional Development Activities in Teaching Civic and Citizenship Education Topics (T_PDACCE) by teacher's gender.



Teachers' Professional Development (PD) Activities for Teaching CCE Topics shows no clear association with teachers' gender in most of the analysed countries (Figure E.3). In general, there is no clear pattern in the relationship between attending to PD activities in CCE and teacher's gender across countries.

However, in Bulgaria, Chile, Finland, Korea, Norway and Belgium there is a negative and statistically significant association. That is, in those countries female teachers participate significantly less than male teachers in professional development activities in CCE topics. In the remaining countries there is no statistically significant association (see Table E.3).

Figure E.4 Teachers' Professional Development Activities in Teaching Civic and Citizenship Education Topics (T_PDACCE) by school size.



Teachers' Professional Development (PD) Activities in Teaching CCE Topics shows no clear association with school size in most of the analysed countries (Figure E.4). In general, there is no clear pattern in the association between attending PD activities in CCE and school size across countries. However, in Taiwan, Estonia, Mexico and Peru there is a negative and statistically significant association. That is, in those countries teachers who work in schools with more students participate significantly less in PD activities in CCE topics than teachers who work in schools with fewer students. Latvia is the only country where this association is positive and significant. In the remaining countries there is no statistically significant association (see Table E.4).

Figure E.5 Teachers' Professional Development Activities in Teaching Civic and Citizenship Education Topics (T_PDACCE) by urban/not urban location.

Teachers' Professional Development (PD) Activities in Teaching CCE Topics shows no clear association with urban/not urban location in most of the analysed countries (Figure E.5). In general, there is no clear pattern in the relationship between attending PD activities in CCE and location across countries. However, in Taiwan, Colombia, Croatia, Estonia, Italy and Peru there is a positive and statistically significant association. That is, in those countries teachers in urban schools participate significantly more in PD activities in CCE topics. Latvia is the only country where teachers in urban schools participate significantly less in PD activities in CCE topics. In the rest of the countries there is no statistically significant association (see Table E.5).

Teachers' Attendance at Courses Addressing Topics related with Emigration and Immigration (IT3G19E)

Figure E.6 Teachers' Professional Development Activities for Teaching Migration Topics.

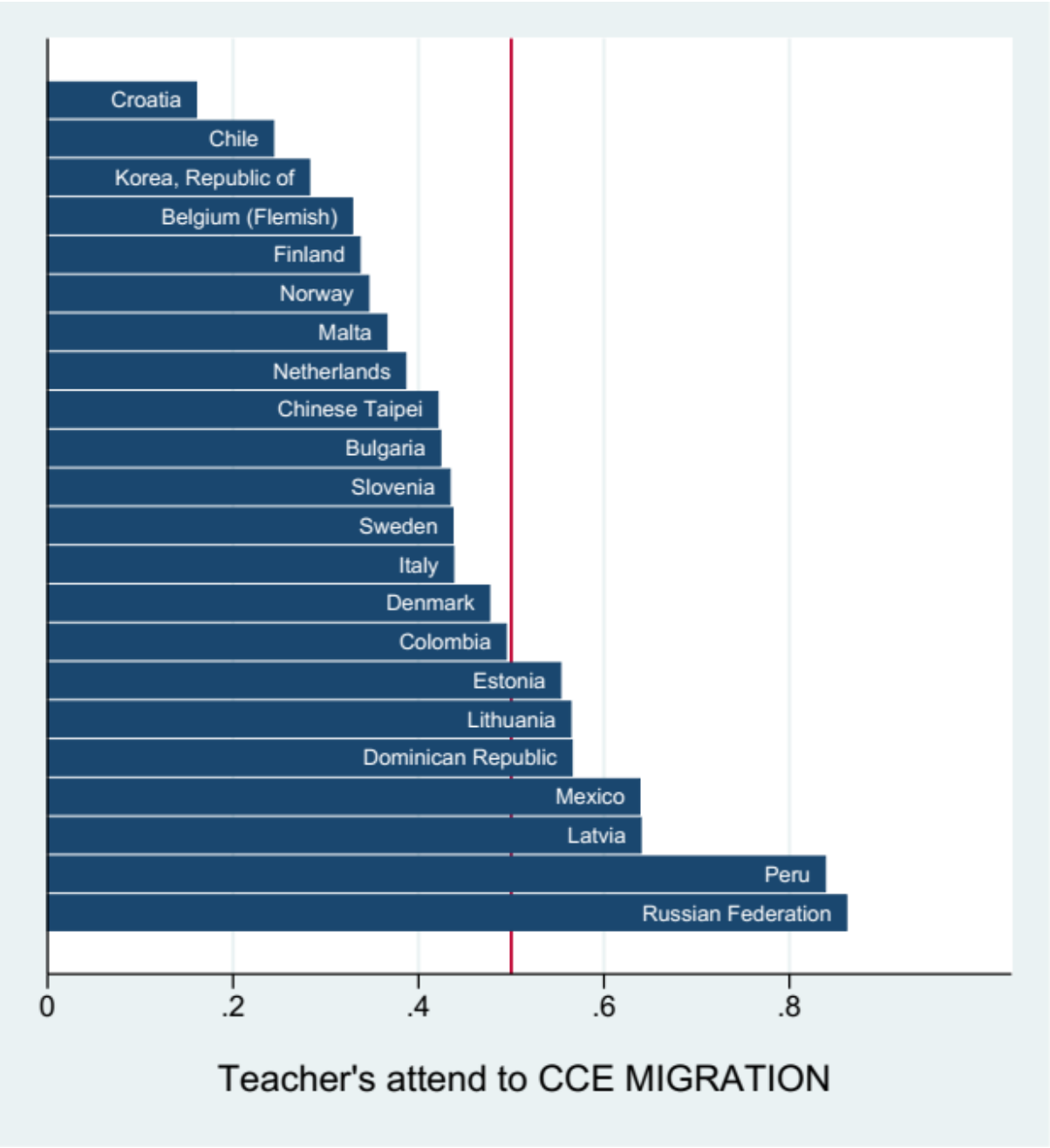
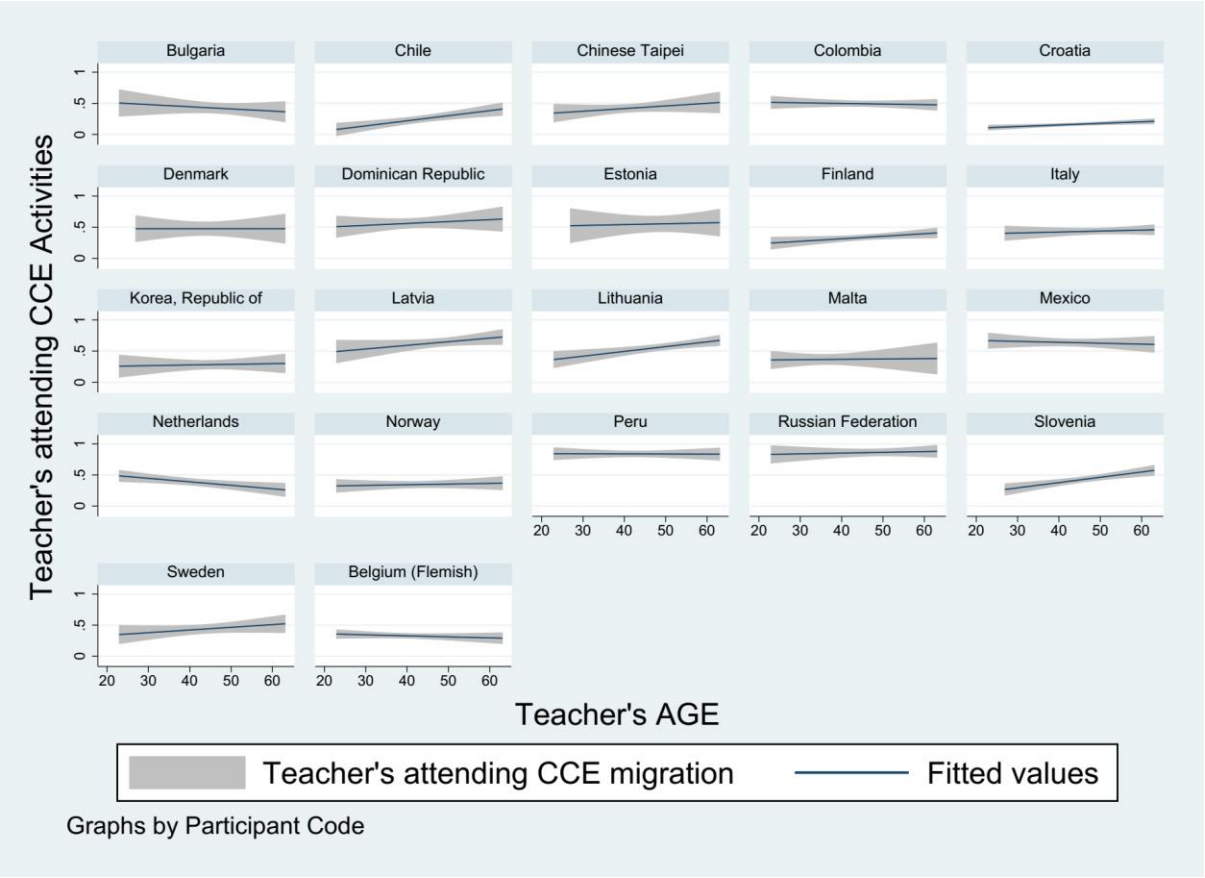


Figure E.7. Teachers' Professional Development Activities for Teaching Migration Topics by teacher's age.



.

Figure E.8 Teachers' Professional Development Activities for Teaching Migration Topics by teacher's gender.

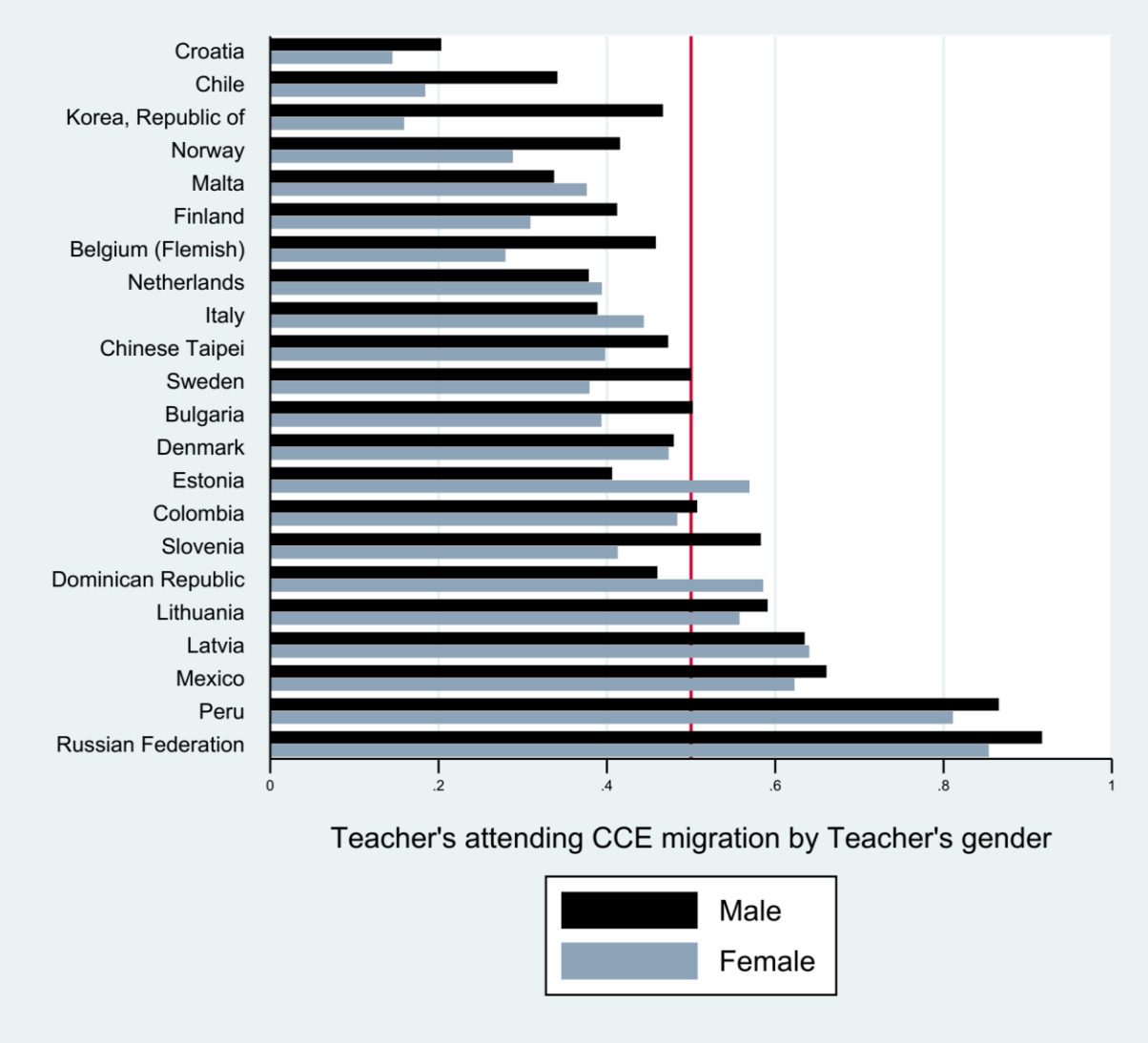


Figure E.9 Teachers' Professional Development Activities for Teaching Migration Topics by school size.

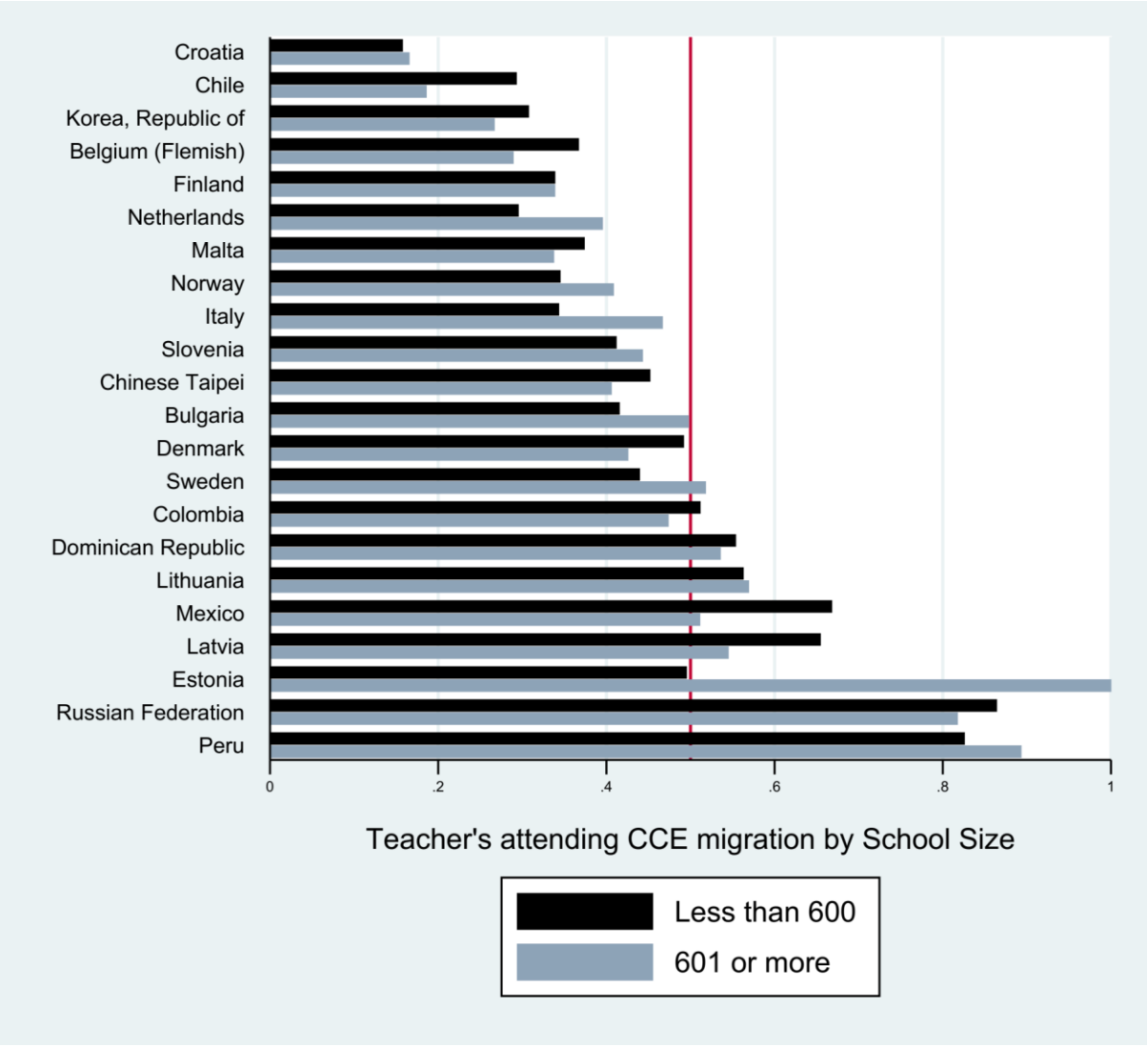


Figure E.10 Teachers' Professional Development Activities for Teaching Migration/Emigration Topics by location (urban/not urban).

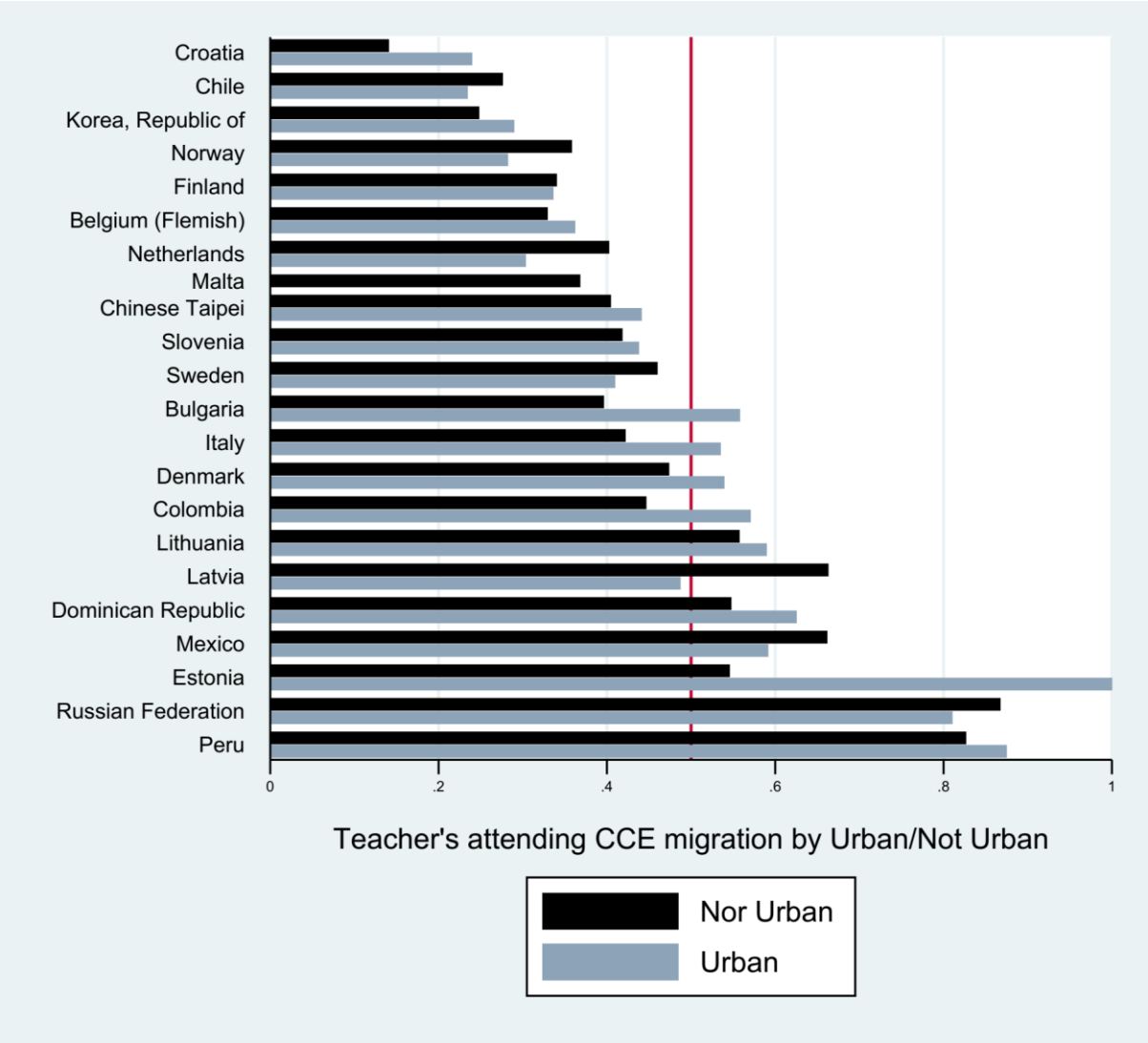
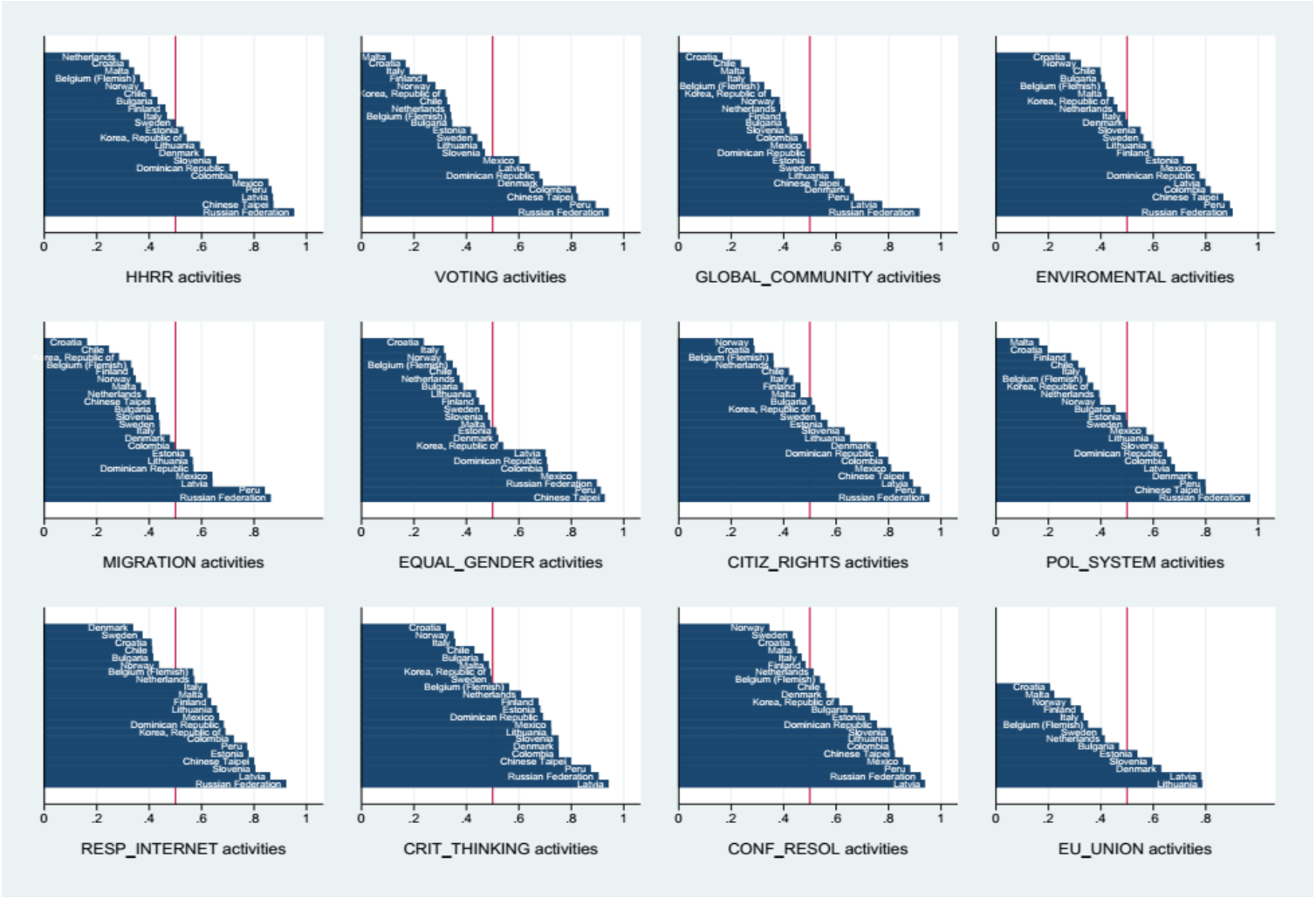


Figure E.11 Teachers' Professional Development Activities for Teaching Civic and Citizenship Education by Topics.



When analysing the country averages of Teachers' participation in Professional Development (PD) Activities for Teaching topics related with GCED and ESD themes, it can be observed that the patterns observed for PD activities for teaching immigration and emigration are similar for the rest of the topics.

Annex Section E

Table E.2 Teachers' Professional Development Activities for Teaching Civic and Citizenship Education Topics (T_PDACCE) by teacher's age.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL
T_AGE	0.0383	0.280***	0.0560	0.0483	0.177***	-0.0403	0.121	0.0777	0.0289	0.102**	0.228***	0.0963	0.172**	0.126*	0.000483	-0.0507	0.117*	0.0674	0.0739	0.153***	0.0191	-0.0708**
	(0.108)	(0.0555)	(0.0831)	(0.0532)	(0.0248)	(0.0869)	(0.0959)	(0.104)	(0.0348)	(0.0482)	(0.0741)	(0.0615)	(0.0712)	(0.0709)	(0.0916)	(0.0333)	(0.0626)	(0.0604)	(0.0584)	(0.0465)	(0.0903)	(0.0319)
Constant	45.78***	33.18***	53.72***	52.21***	34.79***	52.67***	48.60***	47.82***	46.31***	41.39***	37.90***	51.94***	43.20***	41.13***	54.10***	48.85***	39.49***	55.19***	57.26***	44.52***	47.22***	49.24***
	(5.155)	(2.333)	(3.782)	(2.622)	(1.128)	(3.765)	(4.596)	(4.705)	(1.572)	(2.375)	(3.450)	(3.076)	(3.372)	(2.652)	(4.177)	(1.482)	(2.680)	(2.784)	(3.100)	(2.184)	(3.940)	(1.453)
Observations	160	306	273	598	1,785	94	185	69	660	500	188	246	420	154	327	371	397	289	180	606	213	737
R-squared	0.001	0.100	0.004	0.004	0.041	0.002	0.013	0.008	0.001	0.013	0.041	0.016	0.050	0.017	0.000	0.006	0.015	0.009	0.016	0.027	0.000	0.007

Table E.3 Teachers' Professional Development Activities for Teaching Civic and Citizenship Education Topics (T_PDACCE) by teacher's gender.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL
1.T_GENDER	-4.266**	-2.990*	-0.237	-0.282	-0.926	-1.367	1.208	1.006	-1.770*	0.448	-6.064***	-0.260	-2.858	1.415	-0.650	0.331	-4.265***	-1.518	-1.204	-1.181	-1.806	-1.375*
	(2.065)	(1.735)	(1.682)	(1.396)	(0.835)	(1.353)	(2.284)	(4.465)	(0.922)	(1.446)	(1.524)	(1.810)	(2.101)	(1.923)	(1.787)	(0.804)	(1.277)	(1.361)	(1.055)	(1.610)	(1.730)	(0.691)
Constant	50.65***	47.08***	56.20***	54.51***	43.08***	51.52***	52.60***	50.64***	48.91***	46.03***	51.80***	56.81***	53.86***	44.63***	54.49***	46.62***	46.83***	58.80***	61.85***	52.68***	48.99***	47.41***
	(1.923)	(1.619)	(1.025)	(1.174)	(0.692)	(0.955)	(2.064)	(4.107)	(0.776)	(1.402)	(1.201)	(1.583)	(1.967)	(1.495)	(1.128)	(0.568)	(1.028)	(0.702)	(1.033)	(1.503)	(1.411)	(0.619)
Observations	160	306	273	598	1,787	94	186	69	660	500	188	246	420	154	327	371	397	289	180	606	213	737
R-squared	0.038	0.021	0.000	0.000	0.002	0.006	0.002	0.001	0.009	0.000	0.087	0.000	0.021	0.005	0.001	0.000	0.041	0.011	0.005	0.002	0.007	0.005

Table E.4 Teachers' Professional Development Activities for Teaching Civic and Citizenship Education Topics (T_PDACCE) by school size.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL
1.SCSIZE	3.088	-2.541	2.713**	0.396	0.176	-1.654	1.087	8.728***	0.604	0.703	-1.470	-2.942**	-0.348	-1.627	-0.307	2.370*	-0.0956	1.364*	-1.462	1.136	1.835	-0.881
	(2.125)	(1.604)	(1.279)	(1.381)	(0.592)	(2.318)	(1.888)	(2.239)	(1.021)	(1.086)	(1.610)	(1.458)	(0.998)	(2.469)	(1.242)	(1.319)	(3.249)	(0.775)	(1.392)	(0.790)	(2.276)	(0.831)
Constant	47.14***	46.31***	53.95***	54.11***	42.33***	51.30***	53.25***	50.11***	47.55***	45.89***	49.10***	57.10***	51.68***	46.04***	54.17***	44.78***	44.52***	57.80***	60.88***	51.25***	47.94***	46.75***
	(1.274)	(1.464)	(1.235)	(1.192)	(0.376)	(1.128)	(1.478)	(1.768)	(0.385)	(0.933)	(1.424)	(0.673)	(0.707)	(0.795)	(0.969)	(1.158)	(0.712)	(0.694)	(0.616)	(0.543)	(1.183)	(0.663)
Observations	159	284	271	548	1,761	94	180	52	651	474	188	235	420	154	327	326	383	289	180	573	200	688
R-squared	0.015	0.015	0.024	0.001	0.000	0.006	0.002	0.071	0.001	0.001	0.005	0.027	0.000	0.006	0.000	0.015	0.000	0.006	0.003	0.003	0.004	0.003

Table E.5 Teachers' Professional Development Activities for Teaching Civic and Citizenship Education Topics (T_PDACCE) by urban.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL
1.C_URBAN	2.079	0.462	2.539**	2.596**	2.390***	-1.818	2.765	6.955**	0.745	2.233**	-0.192	-3.384**	1.101		0.830	-1.154	-1.540	2.098*	-3.603	1.361	-1.169	0.230
	(1.858)	(2.116)	(0.967)	(1.093)	(0.740)	(5.630)	(2.153)	(2.744)	(0.708)	(0.943)	(1.707)	(1.332)	(1.093)		(1.426)	(1.071)	(1.473)	(1.146)	(3.049)	(1.349)	(2.184)	(1.572)
0o.C_URBAN														-								
Constant	47.18***	45.14***	54.90***	53.38***	41.91***	51.14***	53.31***	50.82***	47.44***	46.09***	48.15***	57.21***	51.39***	45.81***	53.88***	46.99***	44.79***	57.53***	61.17***	51.40***	48.42***	46.34***
	(1.326)	(1.902)	(0.785)	(0.903)	(0.326)	(1.192)	(1.264)	(1.951)	(0.428)	(0.456)	(1.546)	(0.700)	(0.716)	(0.829)	(1.153)	(0.664)	(0.823)	(0.725)	(0.535)	(0.455)	(1.228)	(0.416)
Observations	157	282	270	543	1,743	89	177	50	647	478	169	232	420	151	320	326	375	289	180	568	196	680
R-squared	0.007	0.001	0.027	0.024	0.010	0.003	0.009	0.028	0.002	0.011	0.000	0.037	0.003	0.000	0.002	0.004	0.003	0.016	0.035	0.002	0.002	0.000

Table E.6 Teachers' Professional Development Activities for Teaching Migration Topics by teacher's age.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL
T_AGE	-0.00349	0.00816***	0.00425	-0.000964	0.00255**	-6.40e-06	0.00304	0.00136	0.00406*	0.00155	0.00107	0.00583	0.00768**	0.000561	-0.00147	-0.00560***	0.00108	-0.000164	0.00122	0.00850***	0.00431	-0.00166
	(0.00524)	(0.00243)	(0.00488)	(0.00329)	(0.00102)	(0.00581)	(0.00459)	(0.00696)	(0.00218)	(0.00280)	(0.00397)	(0.00379)	(0.00339)	(0.00466)	(0.00346)	(0.00200)	(0.00376)	(0.00275)	(0.00317)	(0.00241)	(0.00360)	(0.00159)
Constant	0.585**	-0.107	0.246	0.537***	0.0511	0.477*	0.439**	0.488	0.152	0.361**	0.234	0.359*	0.188	0.346*	0.701***	0.614***	0.300*	0.846***	0.803***	0.0381	0.250	0.395***
	(0.252)	(0.0972)	(0.202)	(0.158)	(0.0479)	(0.254)	(0.196)	(0.316)	(0.0999)	(0.140)	(0.180)	(0.187)	(0.177)	(0.175)	(0.153)	(0.0881)	(0.164)	(0.123)	(0.150)	(0.114)	(0.155)	(0.0643)
Observations	158	299	269	597	1,781	93	180	69	660	480	186	239	416	154	323	365	394	289	175	606	213	733
R-squared	0.004	0.046	0.005	0.000	0.006	0.000	0.003	0.001	0.007	0.001	0.000	0.013	0.027	0.000	0.001	0.021	0.001	0.000	0.001	0.027	0.009	0.001

Table E.7 Teachers' Professional Development Activities for Teaching Migration Topics by teacher's gender.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL
1.T_GENDER	-0.108	-0.157**	-0.0749	-0.0237	-0.0579**	-0.00606	0.126	0.163	-0.103*	0.0552	-0.307***	0.00548	-0.0334	0.0388	-0.0380	0.0156	-0.127	-0.0546	-0.0632	-0.170**	-0.121	-0.179***
	(0.0833)	(0.0734)	(0.0874)	(0.0667)	(0.0258)	(0.0912)	(0.120)	(0.210)	(0.0534)	(0.0803)	(0.0624)	(0.119)	(0.101)	(0.0955)	(0.0596)	(0.0512)	(0.0815)	(0.0665)	(0.0630)	(0.0766)	(0.0811)	(0.0483)
Constant	0.502***	0.341***	0.472***	0.507***	0.203***	0.479***	0.460***	0.406**	0.412***	0.388***	0.466***	0.635***	0.591***	0.337***	0.661***	0.378***	0.415***	0.865***	0.917***	0.583***	0.500***	0.458***
	(0.0752)	(0.0665)	(0.0699)	(0.0566)	(0.0211)	(0.0746)	(0.111)	(0.186)	(0.0483)	(0.0750)	(0.0573)	(0.0987)	(0.0796)	(0.0771)	(0.0611)	(0.0366)	(0.0548)	(0.0350)	(0.0564)	(0.0699)	(0.0581)	(0.0385)
Observations	158	299	269	597	1,783	93	181	69	660	480	186	239	416	154	323	365	394	289	175	606	213	733
R-squared	0.010	0.032	0.005	0.001	0.005	0.000	0.009	0.009	0.009	0.001	0.112	0.000	0.001	0.001	0.002	0.000	0.018	0.006	0.004	0.013	0.015	0.029

Table E.8 Teachers' Professional Development Activities for Teaching Migration Topics by school size.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL
1.SCSIZE	0.0821	-0.107*	-0.0459	-0.0380	0.00801	-0.0661	-0.0182	0.505***	-2.90e-05	0.123**	-0.0407	-0.110	0.00639	-0.0364	-0.157*	0.100	0.0633	0.0674	-0.0466	0.0312	0.0784	-0.0777*
	(0.0967)	(0.0611)	(0.0722)	(0.0763)	(0.0224)	(0.128)	(0.0856)	(0.0896)	(0.0617)	(0.0570)	(0.0634)	(0.0781)	(0.0580)	(0.109)	(0.0835)	(0.0926)	(0.122)	(0.0461)	(0.0942)	(0.0498)	(0.115)	(0.0413)
Constant	0.416***	0.293***	0.452***	0.512***	0.158***	0.492***	0.554***	0.495***	0.339***	0.343***	0.308***	0.655***	0.563***	0.374***	0.668***	0.295***	0.345***	0.826***	0.864***	0.412***	0.440***	0.367***
	(0.0563)	(0.0528)	(0.0640)	(0.0707)	(0.0157)	(0.0903)	(0.0605)	(0.0896)	(0.0261)	(0.0545)	(0.0559)	(0.0543)	(0.0443)	(0.0500)	(0.0705)	(0.0833)	(0.0294)	(0.0370)	(0.0394)	(0.0319)	(0.0499)	(0.0309)
Observations	157	278	267	547	1,757	93	175	52	651	454	186	229	416	154	323	321	381	289	175	573	200	684
R-squared	0.004	0.015	0.002	0.001	0.000	0.003	0.000	0.085	0.000	0.010	0.002	0.008	0.000	0.001	0.016	0.007	0.000	0.005	0.001	0.001	0.004	0.007

Table E.9 Teachers' Professional Development Activities for Teaching Migration Topics by urban.

VARIABLES	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL	MIGRATION
1.C_URBAN	0.162	-0.0417	0.0365	0.124*	0.0989**	0.0655	0.0776	0.454***	-0.00406	0.113**	0.0417	-0.176**	0.0322		-0.0701	-0.0990	-0.0758	0.0483	-0.0571	0.0196	-0.0503	0.0327	0.162
	(0.0981)	(0.0785)	(0.0605)	(0.0643)	(0.0413)	(0.231)	(0.124)	(0.1000)	(0.0462)	(0.0554)	(0.0736)	(0.0789)	(0.0656)		(0.0908)	(0.0787)	(0.0830)	(0.0679)	(0.112)	(0.0568)	(0.0942)	(0.0670)	(0.0981)
0o.C_URBAN														-									
Constant	0.396***	0.276***	0.405***	0.447***	0.141***	0.474***	0.548***	0.546***	0.340***	0.422***	0.248***	0.663***	0.557***	0.368***	0.662***	0.402***	0.358***	0.827***	0.867***	0.418***	0.460***	0.329***	0.396***
	(0.0581)	(0.0699)	(0.0397)	(0.0489)	(0.0120)	(0.0812)	(0.0554)	(0.1000)	(0.0305)	(0.0282)	(0.0651)	(0.0546)	(0.0450)	(0.0440)	(0.0797)	(0.0426)	(0.0318)	(0.0366)	(0.0395)	(0.0277)	(0.0541)	(0.0196)	(0.0581)
Observations	155	276	266	542	1,739	88	172	50	647	458	167	226	416	151	316	321	374	289	175	568	196	676	155
R-squared	0.016	0.002	0.001	0.015	0.012	0.001	0.003	0.043	0.000	0.009	0.002	0.021	0.001	0.000	0.005	0.008	0.003	0.003	0.003	0.000	0.002	0.001	0.016

Table E.10 Teachers' Professional Development Activities for Teaching Civic and Citizenship Education Topics multiple regression coefficients for selected school and teacher variables

	BGR	CHL	TWN	COL	HRV	DNK	DOM	EST	FIN	ITA	KOR	LVA	LTU	MLT	MEX	NLD	NOR	PER	RUS	SVN	SWE	BFL
T_AGE	-0.0957	0.260***	0.0297	0.0903	0.170***	-0.00729	0.134	0.0913	0.0299	0.0852	0.173*	0.108	0.164**	0.140*	-0.0177	-0.0740*	0.106	0.0377	0.0221	0.154***	0.00777	-0.0617
	(-0.90)	(4.30)	(0.43)	(1.66)	(6.43)	(-0.10)	(1.15)	(0.60)	(0.82)	(1.75)	(1.99)	(1.58)	(2.74)	(2.13)	(-0.24)	(-2.01)	(1.78)	(0.72)	(0.52)	(3.38)	(0.10)	(-1.85)
T_GENDER	-4.297	-2.848*	-0.559	-1.347	-0.743	-2.214	1.056	5.710	-2.067*	0.559	-5.354**	-0.977	-2.148	1.064	-0.680	-0.969	-4.027**	-2.110	-0.662	-1.881	-3.162*	-1.432
	(-1.72)	(-2.09)	(-0.33)	(-1.16)	(-1.03)	(-1.22)	(0.42)	(1.17)	(-2.37)	(0.38)	(-3.25)	(-0.55)	(-1.25)	(0.56)	(-0.46)	(-0.87)	(-3.16)	(-1.54)	(-0.68)	(-1.35)	(-2.08)	(-1.77)
C_SCSIZE_CAT	1.728	-0.893	0.463	-0.497	-0.0626	-0.493	0.0242	3.163*	0.529	-0.108	-0.789	-1.224	-0.671	-0.489	-0.231	0.571	-0.554	0.294	-2.462*	0.409	-1.138	-0.650
	(1.73)	(-1.33)	(0.76)	(-1.10)	(-0.21)	(-0.36)	(0.03)	(1.98)	(1.00)	(-0.20)	(-0.74)	(-1.92)	(-1.19)	(-0.60)	(-0.42)	(0.91)	(-0.49)	(0.71)	(-2.49)	(0.74)	(-0.81)	(-1.77)
C_URBAN	1.395	0.683	2.085*	2.796*	1.984*	-0.653	2.773	0.101	0.714	2.440*	0.588	-2.042	1.806	.	1.301	-1.777	-1.322	2.402	-1.643	1.115	0.190	-0.197
	(0.82)	(0.40)	(2.28)	(2.10)	(2.44)	(-0.13)	(1.28)	(0.03)	(0.96)	(2.17)	(0.33)	(-1.80)	(1.64)	.	(0.88)	(-1.66)	(-0.95)	(1.64)	(-0.44)	(0.79)	(0.08)	(-0.12)

t statistics in parentheses

* p<0.05, ** p<0.01, *** p<0.001