

## Appendix A

## Tables

Table A.1. Confirmatory factor analysis (CFA) model fit indices of the latent constructs

	Internal political efficacy	Civic learning	Open classroom	Active student participation	Political home
Chi-squared test	90.6604623	101.8252302	459.0056879	58.7269185	671.0600113
Degrees of freedom	5.0000000	8.0000000	9.0000000	5.0000000	9.0000000
p-value	0.0000000	0.0000000	0.0000000	0.0000000	0.0000000
Comparative Fit Index	0.9942040	0.9865580	0.8895705	0.9945608	0.8842900
Tucker-Lewis Index	0.9884080	0.9747963	0.8159508	0.9891217	0.8071501
Root Mean Square Error of Approximation	0.0656420	0.0542093	0.1115256	0.0518365	0.1564607
Standardized Root Mean Square Residual	0.0333355	0.0358564	0.0781895	0.0424290	0.0933643

Note: the one-factor CFA's of these scales are made with the R lavaan package and the "WLSMV" estimator.

Table A.2. Gender socialization models

Predictors	Model 1	Model 2	Model 3	Model 4
Intercept	0.51 *** (0.05)	0.61 *** (0.06)	0.45 *** (0.07)	0.35 *** (0.07)
Political home environment	0.17 *** (0.02)	0.17 *** (0.02)	0.16 *** (0.02)	0.16 *** (0.02)
Migration - native	-0.42 *** (0.05)	-0.42 *** (0.05)	-0.45 *** (0.05)	-0.44 *** (0.05)
Educational form - TSO	-0.17 *** (0.05)	-0.19 *** (0.05)	-0.18 *** (0.05)	-0.16 *** (0.05)
Educational form - BSO	-0.21 *** (0.06)	-0.24 *** (0.06)	-0.22 *** (0.06)	-0.20 *** (0.06)
Knowledge test	0.17 *** (0.02)	0.16 *** (0.02)	0.14 *** (0.02)	0.14 *** (0.02)
Gender - Female		-0.18 *** (0.04)	-0.33 *** (0.04)	-0.08 (0.10)
Gender role attitudes			0.11 *** (0.02)	0.07 *** (0.02)
Proportion girls			0.48 *** (0.09)	0.66 *** (0.10)
Gender role culture school			-0.01 (0.02)	-0.02 (0.02)
Gender:Proportion girls				-0.45 ** (0.16)
Gender:Gender role attitudes				0.10 ** (0.03)
Random Effects				
$\sigma^2$	0.83	0.82	0.82	0.81
$\tau_{00}$	0.05 IDSCHOOL	0.05 IDSCHOOL	0.02 IDSCHOOL	0.02 IDSCHOOL
$\tau_{11}$	0.10 IDSCHOOL.GenderFemale	0.05 IDSCHOOL.GenderFemale	0.04 IDSCHOOL.GenderFemale	0.03 IDSCHOOL.GenderFemale
$\rho_{01}$	-0.71 IDSCHOOL	-0.59 IDSCHOOL	-0.38 IDSCHOOL	-0.32 IDSCHOOL
ICC	0.06	0.05	0.04	0.03
N	150 IDSCHOOL	150 IDSCHOOL	150 IDSCHOOL	150 IDSCHOOL
Observations	3898	3898	3898	3898
Marginal R <sup>2</sup> / Conditional R <sup>2</sup>	0.126 / 0.176	0.135 / 0.180	0.156 / 0.186	0.162 / 0.187
* p<0.05 ** p<0.01 *** p<0.001				

Note: The models are estimated with the R nlme package and the table is made with the sjPlot package. Gender is a dummy variable (1 = female, 0 = male), Migration is a dummy variable (1 = Native, 0 = otherwise), and tracking is a categorical variable (1 = ASO, 2 = TSO, 3= BSO). All scale variables were standardized beforehand.

Table A.3. Political socialization models

Predictors	Model 1	Model 2	Model 3	Model 4
Intercept	0.46 *** (0.06)	0.49 *** (0.06)	0.48 *** (0.06)	0.48 *** (0.06)
Political home environment	0.12 *** (0.02)	0.12 *** (0.02)	0.12 *** (0.02)	0.12 *** (0.02)
Migration - native	-0.35 *** (0.05)	-0.35 *** (0.05)	-0.35 *** (0.05)	-0.35 *** (0.05)
Educational form - TSO	-0.15 ** (0.05)	-0.16 ** (0.05)	-0.15 ** (0.05)	-0.15 ** (0.05)
Educational form - BSO	-0.18 ** (0.06)	-0.19 ** (0.06)	-0.18 ** (0.06)	-0.18 ** (0.06)
Knowledge test	0.10 *** (0.02)	0.10 *** (0.02)	0.10 *** (0.02)	0.10 *** (0.02)
Gender - Female	-0.34 *** (0.04)	-0.33 *** (0.04)	-0.33 *** (0.04)	-0.33 *** (0.04)
Gender role attitudes	0.09 *** (0.02)	0.09 *** (0.02)	0.09 *** (0.02)	0.09 *** (0.02)
Proportion girls	0.25 ** (0.08)	0.21 * (0.08)	0.22 ** (0.08)	0.23 ** (0.08)
Gender role culture school	0.00 (0.02)	-0.00 (0.02)	-0.00 (0.02)	-0.00 (0.02)
Civic learning experiences (CLE)	0.09 *** (0.02)	0.07 ** (0.02)	0.09 *** (0.02)	0.09 *** (0.02)
Civic learning environment (CLE-school)	0.00 (0.02)	0.06 * (0.03)	0.01 (0.02)	0.00 (0.02)
Open classroom climate (OCC)	0.08 *** (0.02)	0.08 *** (0.02)	0.06 ** (0.02)	0.08 *** (0.02)
Open classroom climate (OCC-school)	0.08 ** (0.02)	0.08 ** (0.02)	0.11 *** (0.03)	0.08 ** (0.02)
Active student participation (ASP)	0.27 *** (0.02)	0.27 *** (0.02)	0.27 *** (0.02)	0.31 *** (0.02)
Active student participation (ASP-school)	-0.08 ** (0.03)	-0.09 *** (0.03)	-0.09 *** (0.03)	-0.08 ** (0.03)
Gender:CLE		0.04 (0.03)		
Gender:CLE-school		-0.12 *** (0.04)		
Gender:OCC			0.05 (0.03)	
Gender:OCC-school			-0.09 * (0.04)	
Gender:ASP				-0.07 * (0.03)
Gender:ASP-school				-0.01 (0.04)
Random Effects				
$\sigma^2$	0.73	0.73	0.73	0.73
$\tau_{00}$	0.00 IDSCHOOL	0.00 IDSCHOOL	0.00 IDSCHOOL	0.00 IDSCHOOL
$\tau_{11}$	0.02 IDSCHOOL.GenderFemale	0.01 IDSCHOOL.GenderFemale	0.02 IDSCHOOL.GenderFemale	0.02 IDSCHOOL.GenderFemale
$\rho_{01}$	0.78 IDSCHOOL	1.00 IDSCHOOL	0.80 IDSCHOOL	0.59 IDSCHOOL
ICC	0.02	0.02	0.02	0.02
N	150 IDSCHOOL	150 IDSCHOOL	150 IDSCHOOL	150 IDSCHOOL
Observations	3898	3898	3898	3898
Marginal R <sup>2</sup> / Conditional R <sup>2</sup>	0.262 / 0.277	0.261 / 0.275	0.261 / 0.276	0.261 / 0.277
* p<0.05 ** p<0.01 *** p<0.001				

Note: The models are estimated with the R nlme package and the table is made with the sjPlot package. Gender is a dummy variable (1 = female, 0 = male), Migration is a dummy variable (1 = Native, 0 = otherwise), and tracking is a categorical variable (1 = ASO, 2 = TSO, 3= BSO). All scale variables were standardized beforehand.

# Intensifying gender inequality

Table A.4. Gendered political socialization - Civic learning experiences

Predictors	Model 1	Model 2
Intercept	0.50 *** (0.06)	0.42 *** (0.07)
Political home environment	0.12 *** (0.02)	0.12 *** (0.02)
Migration - native	-0.35 *** (0.05)	-0.35 *** (0.05)
Educational form - TSO	-0.15 ** (0.05)	-0.14 ** (0.05)
Educational form - BSO	-0.19 ** (0.06)	-0.17 ** (0.06)
Knowledge test	0.10 *** (0.02)	0.10 *** (0.02)
Gender - Female	-0.33 *** (0.04)	-0.14 (0.10)
Gender role attitudes	0.09 *** (0.02)	0.09 *** (0.02)
Proportion girls	0.19 * (0.08)	0.33 *** (0.10)
Gender role culture school	0.01 (0.03)	-0.00 (0.02)
Civic learning experiences (CLE)	0.09 *** (0.02)	0.09 *** (0.02)
Civic learning environment (CLE-school)	0.05 (0.03)	0.00 (0.04)
Open classroom climate (OCC)	0.08 *** (0.02)	0.08 *** (0.02)
Open classroom climate (OCC-school)	0.07 ** (0.02)	0.07 ** (0.02)
Active student participation (ASP)	0.27 *** (0.02)	0.27 *** (0.02)
Active student participation (ASP-school)	-0.09 *** (0.03)	-0.09 ** (0.03)
Gender:CLE-school	-0.10 ** (0.03)	0.01 (0.10)
Gender:Gender role culture school	-0.03 (0.03)	
Gender role culture school:CLE-school	-0.01 (0.02)	
Gender:Gender role culture school:CLE-school	0.03 (0.03)	
Gender:Proportion girls		-0.33 * (0.16)
Proportion girls:CLE-school		0.10 (0.07)
Gender:Proportion girls:CLE-school		-0.17 (0.15)
Random Effects		
$\sigma^2$	0.73	0.73
$\tau_{00}$	0.00 IDSCHOOL	0.00 IDSCHOOL
$\tau_{11}$	0.01 IDSCHOOL.GenderFemale	0.01 IDSCHOOL.GenderFemale
$\rho_{01}$	1.00 IDSCHOOL	1.00 IDSCHOOL
N	150 IDSCHOOL	150 IDSCHOOL
Observations	3898	3898
Marginal R <sup>2</sup> / Conditional R <sup>2</sup>	0.264 / NA	0.266 / NA
* p<0.05 ** p<0.01 *** p<0.001		

Note: The models are estimated with the R nlme package and the table is made with the sjPlot package. Gender is a dummy variable (1 = female, 0 = male), Migration is a dummy variable (1 = Native, 0 = otherwise), and tracking is a categorical variable (1 = ASO, 2 = TSO, 3= BSO). All scale variables were standardized beforehand.

Intensifying gender inequality

Table A.5. Gendered political socialization - Open classroom climate

Predictors	Model 1	Model 2
Intercept	0.50 *** (0.06)	0.44 *** (0.07)
Political home environment	0.12 *** (0.02)	0.12 *** (0.02)
Migration - native	-0.35 *** (0.05)	-0.35 *** (0.05)
Educational form - TSO	-0.16 ** (0.05)	-0.15 ** (0.05)
Educational form - BSO	-0.18 ** (0.06)	-0.18 ** (0.06)
Knowledge test	0.10 *** (0.02)	0.10 *** (0.02)
Gender - Female	-0.34 *** (0.04)	-0.16 (0.10)
Gender role attitudes	0.09 *** (0.02)	0.09 *** (0.02)
Proportion girls	0.21 * (0.08)	0.33 *** (0.10)
Gender role culture school	0.00 (0.03)	-0.00 (0.02)
Civic learning experiences (CLE)	0.09 *** (0.02)	0.09 *** (0.02)
Civic learning environment (CLE-school)	0.01 (0.02)	0.00 (0.02)
Open classroom climate (OCC)	0.08 *** (0.02)	0.08 *** (0.02)
Open classroom climate (OCC-school)	0.09 *** (0.03)	0.09 * (0.04)
Active student participation (ASP)	0.27 *** (0.02)	0.27 *** (0.02)
Active student participation (ASP-school)	-0.09 *** (0.03)	-0.09 *** (0.03)
Gender:OCC-school	-0.06 (0.04)	-0.12 (0.10)
Gender:Gender role culture school	-0.01 (0.03)	
Gender role culture school:OCC-school	-0.04 * (0.02)	
Gender:Gender role culture school:OCC-school	0.05 (0.03)	
Gender:Proportion girls		-0.31 (0.16)
Proportion girls:OCC-school		0.00 (0.07)
Gender:Proportion girls:OCC-school		0.12 (0.16)
Random Effects		
$\sigma^2$	0.73	0.73
$\tau_{00}$	0.00 IDSCHOOL	0.00 IDSCHOOL
$\tau_{11}$	0.02 IDSCHOOL.GenderFemale	0.03 IDSCHOOL.GenderFemale
$\rho_{01}$	1.00 IDSCHOOL	
ICC	0.02	
N	150 IDSCHOOL	150 IDSCHOOL
Observations	3898	3898
Marginal R <sup>2</sup> / Conditional R <sup>2</sup>	0.261 / 0.277	0.266 / NA
* p<0.05 ** p<0.01 *** p<0.001		

Note: The models are estimated with the R nlme package and the table is made with the sjPlot package. Gender is a dummy variable (1 = female, 0 = male), Migration is a dummy variable (1 = Native, 0 = otherwise), and tracking is a categorical variable (1 = ASO, 2 = TSO, 3= BSO). All scale variables were standardized beforehand.

# Intensifying gender inequality

Table A.6. Gendered political socialization - Active student participation

Predictors	Model 1	Model 2
Intercept	0.49 *** (0.06)	0.46 *** (0.07)
Political home environment	0.12 *** (0.02)	0.12 *** (0.02)
Migration - native	-0.35 *** (0.05)	-0.34 *** (0.05)
Educational form - TSO	-0.16 ** (0.05)	-0.15 ** (0.05)
Educational form - BSO	-0.18 ** (0.06)	-0.18 ** (0.06)
Knowledge test	0.10 *** (0.02)	0.10 *** (0.02)
Gender - Female	-0.35 *** (0.04)	-0.15 (0.10)
Gender role attitudes	0.09 *** (0.02)	0.09 *** (0.02)
Proportion girls	0.22 ** (0.08)	0.30 ** (0.09)
Gender role culture school	0.00 (0.03)	-0.00 (0.02)
Civic learning experiences (CLE)	0.09 *** (0.02)	0.09 *** (0.02)
Civic learning environment (CLE-school)	0.00 (0.02)	0.00 (0.02)
Open classroom climate (OCC)	0.08 *** (0.02)	0.08 *** (0.02)
Open classroom climate (OCC-school)	0.07 ** (0.02)	0.07 ** (0.02)
Active student participation (ASP)	0.30 *** (0.02)	0.39 *** (0.04)
Active student participation (ASP-school)	-0.08 ** (0.03)	-0.09 *** (0.03)
Gender:ASP	-0.07 * (0.03)	-0.23 ** (0.08)
Gender:Gender role culture school	-0.03 (0.03)	
Gender role culture school:ASP	-0.06 ** (0.02)	
Gender:Gender role culture school:ASP	0.11 *** (0.03)	
Gender:Proportion girls		-0.33 * (0.15)
Proportion girls:ASP		-0.20 * (0.08)
Gender:Proportion girls:ASP		0.33 * (0.13)
Random Effects		
$\sigma^2$	0.73	0.73
$\tau_{00}$	0.00 IDSCHOOL	0.00 IDSCHOOL
$\tau_{11}$	0.01 IDSCHOOL:GenderFemale	0.02 IDSCHOOL:GenderFemale
$\rho_{01}$	1.00 IDSCHOOL	1.00 IDSCHOOL
N	150 IDSCHOOL	150 IDSCHOOL
Observations	3898	3898
Marginal R <sup>2</sup> / Conditional R <sup>2</sup>	0.268 / NA	0.268 / NA

\* p<0.05 \*\* p<0.01 \*\*\* p<0.001

Note: The models are estimated with the R nlme package and the table is made with the sjPlot package. Gender is a dummy variable (1 = female, 0 = male), Migration is a dummy variable (1 = Native, 0 = otherwise), and tracking is a categorical variable (1 = ASO, 2 = TSO, 3= BSO). All scale variables were standardized beforehand.

# Intensifying gender inequality

Table A.7. Correlation matrix

	IPE	PH	Knowledge	Gender role attitudes	Proportion girls	Gender_school	CLO	CLO_school	OCC	OCC_school	ASP	ASP_school
IPE	1	0.263	0.278	0.143	0.095	0.181	0.257	0.190	0.222	0.206	0.384	0.253
PH	0.263	1	0.437	0.178	0.080	0.324	0.119	0.149	0.089	0.140	0.257	0.348
Knowledge	0.278	0.437	1	0.210	0.026	0.343	0.133	0.192	0.071	0.131	0.278	0.426
Gender role attitudes	0.143	0.178	0.210	1	0.149	0.358	0.076	0.082	0.172	0.144	0.116	0.138
Proportion girls	0.095	0.080	0.026	0.149	1	0.411	0.156	0.331	0.179	0.481	0.184	0.405
Gender_school	0.181	0.324	0.343	0.358	0.411	1	0.104	0.222	0.145	0.399	0.175	0.385
CLO	0.257	0.119	0.133	0.076	0.156	0.104	1	0.467	0.406	0.282	0.266	0.224
CLO_school	0.190	0.149	0.192	0.082	0.331	0.222	0.467	1	0.228	0.610	0.218	0.482
OCC	0.222	0.089	0.071	0.172	0.179	0.145	0.406	0.228	1	0.372	0.230	0.197
OCC_school	0.206	0.140	0.131	0.144	0.481	0.399	0.282	0.610	0.372	1	0.241	0.539
ASP	0.384	0.257	0.278	0.116	0.184	0.175	0.266	0.218	0.230	0.241	1	0.451
ASP_school	0.253	0.348	0.426	0.138	0.405	0.385	0.224	0.482	0.197	0.539	0.451	1

Table A.8. Descriptive statistics and bivariate relationships by gender

Characteristic	Overall N = 3,898	Male N = 1,854	Female N = 2,044	p-value
Internal political efficacy	7.8 (2.9)	8.0 (3.1)	7.7 (2.8)	<0.001
Political home	12.9 (5.2)	12.7 (5.2)	13.1 (5.2)	0.069
Knowledge test	50 (10)	50 (10)	49 (10)	<0.001
Civic learning experiences (CLE)	9.1 (3.9)	8.9 (3.9)	9.2 (3.9)	0.051
Open classroom climate (OCC)	12.2 (3.4)	11.6 (3.6)	12.6 (3.1)	<0.001
Active student participation (ASP)	4.5 (3.3)	4.1 (3.3)	4.9 (3.3)	<0.001
Educational track				<0.001
ASO	1,467 / 3,898 (38%)	590 / 1,854 (32%)	877 / 2,044 (43%)	
TSO	1,361 / 3,898 (35%)	708 / 1,854 (38%)	653 / 2,044 (32%)	
BSO	1,070 / 3,898 (27%)	556 / 1,854 (30%)	514 / 2,044 (25%)	
Migration background				0.082
Migration	429 / 3,898 (11%)	221 / 1,854 (12%)	208 / 2,044 (10%)	
Native	3,469 / 3,898 (89%)	1,633 / 1,854 (88%)	1,836 / 2,044 (90%)	
Gender role attitudes	9.86 (1.78)	9.35 (1.84)	10.32 (1.59)	<0.001
Proportion girls	0.52 (0.28)	0.36 (0.27)	0.67 (0.18)	<0.001
Gender culture	9.85 (0.64)	9.70 (0.62)	9.99 (0.63)	<0.001
School's CLE	9.06 (1.81)	8.71 (1.73)	9.38 (1.83)	<0.001
School's OCC	12.14 (1.25)	11.78 (1.32)	12.45 (1.10)	<0.001
School's ASP	4.52 (1.48)	4.17 (1.53)	4.84 (1.37)	<0.001

<sup>1</sup> Mean (SD); n / N (%)  
<sup>2</sup> Wilcoxon rank sum test; Pearson's Chi-squared test

Note: The descriptive table is made in R with the gtsummary package.

Table A.9. Access hypothesis

Predictors	Civic learning experiences	Open classroom climate	Active student participation
Intercept	0.21 *** (0.06)	-0.01 (0.05)	0.27 *** (0.05)
Gender - Female	-0.10 ** (0.03)	0.18 *** (0.03)	0.09 ** (0.03)
Political home environment	0.07 *** (0.02)	0.06 ** (0.02)	0.13 *** (0.02)
Educational form - TSO	-0.23 ** (0.07)	-0.10 (0.06)	-0.34 *** (0.06)
Educational form - BSO	-0.23 ** (0.08)	-0.13 * (0.07)	-0.64 *** (0.06)
Random Effects			
$\sigma^2$	0.81	0.89	0.81
$\tau_{00}$	0.19 <small>IDSCHOOL</small>	0.08 <small>IDSCHOOL</small>	0.07 <small>IDSCHOOL</small>
ICC	0.19	0.09	0.08
N	150 <small>IDSCHOOL</small>	150 <small>IDSCHOOL</small>	150 <small>IDSCHOOL</small>
Observations	3898	3898	3898
Marginal R <sup>2</sup> / Conditional R <sup>2</sup>	0.025 / 0.213	0.019 / 0.104	0.121 / 0.193
* p<0.05 ** p<0.01 *** p<0.001			

Note: The models are estimated with the R nlme package and the table is made with the sjPlot package. Gender is a dummy variable (1 = female, 0 = male) and tracking is a categorical variable (1 = ASO, 2 = TSO, 3= BSO). All scale variables were standardized beforehand.

# Intensifying gender inequality

Table A.10. Subgroup analysis for female respondents

Predictors	Model 1	Model 2	Model 3
Intercept	0.38 *** (0.07)	0.26 * (0.11)	0.18 (0.10)
Political home environment	0.17 *** (0.02)	0.15 *** (0.02)	0.11 *** (0.02)
Migration - native	-0.39 *** (0.07)	-0.42 *** (0.07)	-0.30 *** (0.06)
Educational form - TSO	-0.12 (0.06)	-0.14 * (0.06)	-0.09 (0.07)
Educational form - BSO	-0.15 (0.08)	-0.16 * (0.08)	-0.04 (0.09)
Knowledge test	0.12 *** (0.03)	0.09 ** (0.03)	0.08 ** (0.03)
Gender role attitudes		0.18 *** (0.02)	0.16 *** (0.02)
Proportion girls		0.16 (0.14)	-0.02 (0.13)
Gender role culture school		-0.02 (0.03)	-0.01 (0.03)
Civic learning experiences (CLE)			0.12 *** (0.02)
Civic learning environment (CLE-school)			-0.03 (0.03)
Open classroom climate (OCC)			0.10 *** (0.02)
Open classroom climate (OCC-school)			0.04 (0.04)
Active student participation (ASP)			0.23 *** (0.02)
Active student participation (ASP-school)			-0.02 (0.04)
Random Effects			
$\sigma^2$	0.77	0.75	0.67
$\tau_{00}$	0.04 <small>IDSCHOOL</small>	0.03 <small>IDSCHOOL</small>	0.02 <small>IDSCHOOL</small>
ICC	0.05	0.04	0.03
N	135 <small>IDSCHOOL</small>	135 <small>IDSCHOOL</small>	135 <small>IDSCHOOL</small>
Observations	2044	2044	2044
Marginal R <sup>2</sup> / Conditional R <sup>2</sup>	0.097 / 0.141	0.122 / 0.160	0.227 / 0.254

\* p<0.05 \*\* p<0.01 \*\*\* p<0.001

Note: The models are estimated with the R nlme package and the table is made with the sjPlot package. Migration is a dummy variable (1 = Native, 0 = otherwise) and tracking is a categorical variable (1 = ASO, 2 = TSO, 3= BSO). All scale variables were standardized beforehand.



# Intensifying gender inequality

Table A.11. Subgroup analysis for male respondents

Predictors	Model 1	Model 2	Model 3
Intercept	0.70 *** (0.08)	0.42 *** (0.10)	0.51 *** (0.09)
Political home environment	0.18 *** (0.03)	0.17 *** (0.03)	0.12 *** (0.02)
Migration - native	-0.45 *** (0.07)	-0.46 *** (0.07)	-0.38 *** (0.07)
Educational form - TSO	-0.30 *** (0.07)	-0.22 ** (0.07)	-0.20 ** (0.07)
Educational form - BSO	-0.36 *** (0.09)	-0.27 ** (0.09)	-0.30 *** (0.09)
Knowledge test	0.19 *** (0.03)	0.18 *** (0.03)	0.11 *** (0.03)
Gender role attitudes		0.06 ** (0.02)	0.04 (0.02)
Proportion girls		0.60 *** (0.11)	0.30 ** (0.10)
Gender role culture school		-0.03 (0.04)	-0.00 (0.03)
Civic learning experiences (CLE)			0.07 ** (0.03)
Civic learning environment (CLE-school)			0.05 (0.03)
Open classroom climate (OCC)			0.07 ** (0.02)
Open classroom climate (OCC-school)			0.09 ** (0.03)
Active student participation (ASP)			0.32 *** (0.02)
Active student participation (ASP-school)			-0.15 *** (0.04)
Random Effects			
$\sigma^2$	0.88	0.88	0.77
$\tau_{00}$	0.04 <small>IDSCHOOL</small>	0.01 <small>IDSCHOOL</small>	0.00 <small>IDSCHOOL</small>
ICC	0.04	0.01	0.00
N	145 <small>IDSCHOOL</small>	145 <small>IDSCHOOL</small>	145 <small>IDSCHOOL</small>
Observations	1854	1854	1854
Marginal R <sup>2</sup> / Conditional R <sup>2</sup>	0.166 / 0.199	0.193 / 0.204	0.301 / 0.301

\* p<0.05 \*\* p<0.01 \*\*\* p<0.001

Note: The models are estimated with the R nlme package and the table is made with the sjPlot package. Migration is a dummy variable (1 = Native, 0 = otherwise) and tracking is a categorical variable (1 = ASO, 2 = TSO, 3 = BSO). All scale variables were standardized beforehand.

## Appendix B

### Survey items

#### Internal political efficacy

How well do you think you would do the following activities?

- Discuss a newspaper article about a conflict between countries.
- Argue your point of view on a controversial political or social issue.
- Run for a school election.
- Follow a televised debate on a controversial (or much-discussed) issue.
- Give a presentation in your class about a social or political issue.

1. Not good at all
2. Not so good
3. Pretty good
4. Very good

#### Gender role attitudes

To what extent do you agree or disagree with the following statements?

- Men and women should be paid the same when they do the same job.
- Men are more suited to be political leaders than women.
- The upbringing of children is primarily the responsibility of the woman.

1. Totally agree
2. Agree
3. Disagree
4. Totally disagree

#### Civic learning experiences

How much did you learn in school about the following subjects?

- How citizens can vote in local or national elections.
- How laws are introduced and changed in Belgium.
- How you can contribute to solving problems in the local community.
- How civil rights are protected in Belgium.
- Political issues and events in other countries.
- How to critically look at media coverage.

1. Nothing
2. A little
3. Somewhat
4. A lot

#### Open classroom climate

How often do the following occur when political and social topics are discussed in class?

- Teachers encourage students to form their own opinions.
- Teachers encourage students to express their own opinions.
- Students themselves propose current political events to discuss in class.
- Students openly express their views in class, even if they differ from most other students.
- Teachers encourage students to discuss topics with people holding different opinions.
- Teachers discuss different sides of the topics they are explaining in class.

## Intensifying gender inequality

1. Never
2. Rarely
3. Sometimes
4. Often

### Active student participation

Did you ever participate in any of the following activities at school?

- Actively participate in a debate or discussion.
  - Vote for class representatives or be involved in the composition of the student council.
  - Participate in decisions about how things are arranged at school.
  - Participate in discussions during student meetings.
  - Apply as a class representative or as a member of the student council.
1. No, I have never participated in this before.
  2. Yes, I participated in this in the last 12 months.
  3. Yes, I participated in this, but more than a year ago.

### Political home environment

Approximately how many books do you have at home? Do not count magazines, newspapers, comics, or schoolbooks. (Select only one answer.)

- None or very little (0-10 books).
- One bookshelf (11–25 books).
- One bookcase (26–100 books).
- Two bookcases (101–200 books).
- Three or more bookcases (more than 200 books).

What is the highest education diploma or certificate you obtained? (Select only one answer for each parent.)

- Mother
  - Father
1. Primary education not finished.
  2. Completed primary education<sup>1</sup>.
  3. Completed lower secondary education<sup>2</sup>.
  4. Completed higher secondary education<sup>3</sup>.
  5. Completed higher education<sup>4</sup>.

How interested are your parent(s) in political and social topics? (Mark only one answer on each line.)

- Mother
  - Father
1. Not interested at all
  2. Not so interested
  3. Quite interested
  4. Very interested

How often do you participate in each of the following activities?

- Talking about political or social topics with your parents.
1. Never or rarely
  2. Monthly (at least once a month)
  3. Weekly (at least once a week)
  4. Daily or almost daily

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<sup>1</sup> Both mainstream and special primary education are eligible for this.

<sup>2</sup> This is a diploma, certificate, or certificate of successful completion of the first 3 years of mainstream or special secondary education (for example, A3, A4, or B3) or a certificate of part-time vocational secondary education or of the apprenticeship (VIZO/Syntra apprenticeship contract).

<sup>3</sup> This is a diploma or certificate of higher secondary education ASO, TSO, KSO, BSO, A2, B2, HTSL, or a diploma of the fourth degree BSO. Special secondary education is not eligible for this.

<sup>4</sup> This is a diploma from a college or university, for example A1, B1, graduate, bachelor, licentiate, master, engineer, doctor.