Online Appendix

A1 Used statistical software

We use the statistical software R (R Core Team 2020b) for all analyses. We use the following packages to process and analyze the data: *car* (Fox and Weisberg 2019), *countrycode* (Arel-Bundock, Enevoldsen, and Yetman 2018), *data.table* (Dowle and Srinivasan 2019), *effects* (Fox and Weisberg 2019), *foreign* (R Core Team 2020a), *ggthemes* (Arnold 2019), *ipumsr* (Ellis and Burk 2020), *MASS* (Venables and Ripley 2002), *mgsub* (Ewing 2019), *questionr* (Barnier, Briatte, and Larmarange 2018), *readxl* (Wickham and Bryan 2019), *sandwich* (Zeileis 2004; 2006), *texreg* (Leifeld 2013), and *tidyverse* (Wickham, Averick, Bryan et al. 2019).

A2 Survey questions used

Perceived Consequences of Trade for Wages

Q28 Does trade with other countries lead to an increase in the wages of (survey nationality) workers, a decrease in wages, or does it not make a difference?

- Increase

- Decrease

- Does not make a difference

- DK/Refused

Perceived Consequences of Trade for Jobs

Q29 Does trade with other countries lead to job creation in (survey country), job losses, or does it not make a difference?

- Job creation

- Job losses

- Does not make a difference

- DK/Refused

Trade Support

Q27 What do you think about the growing trade and business ties between (survey country) and other countries – do you think it is a very good thing, somewhat good, somewhat bad or a very bad thing for our country?

- Very good

- Somewhat good

- Somewhat bad

- Very bad

- DK/Refused

Education

Q138US What is the highest level of school you have attended? (Question wording and response categories vary by country, here we show the question asked in the USA)

- No formal schooling (Preschool or Kindergarten)

- Less than high school (grades 1 thru 8)

- High school incomplete (Grades 9-11 or Grade 12 with NO diploma)

- High school graduate (GED or High school diploma)

- Vocational Certificate (Occupationally specific vocational certificate)

- Vocational Associate's Degree Program

- Some college, no degree (includes community college)

- Two year associate degree from a college or university

- Four year college or university degree/Bachelor's degree (e.g., BS, BA, AB)

- Postgraduate or professional degree, including master's degree (e.g., MA, MS, PhD, MD, JD, graduate school)

- Still in education (Volunteered)

- Don't know

- Refused

Age

Q133 How old were you at your last birthday?

Employment Status

*Q140* Which of the following employment situations best describes your current status?

- In paid work

- Unemployed and looking for a job

- In education (not paid for by employer), in school, student even if on vacation

- Apprentice or trainee

- Permanently sick or disabled

- Retired

- Doing housework, looking after the home, children or other persons (not paid)

- DK/Refused

Economic left-right self-placement

Q13a Please tell me whether you completely agree, mostly agree, mostly disagree or completely disagree with the following statement: Most people are better off in a free market economy, even though some people are rich and some are poor.

- Completely agree

- Mostly agree

- Mostly disagree

- Completely disagree

- DK/Refused

A3 Descriptive statistics
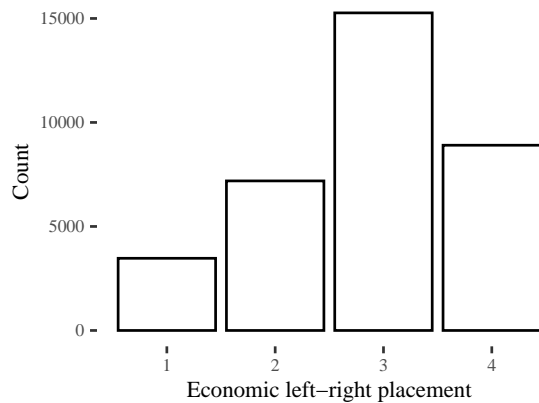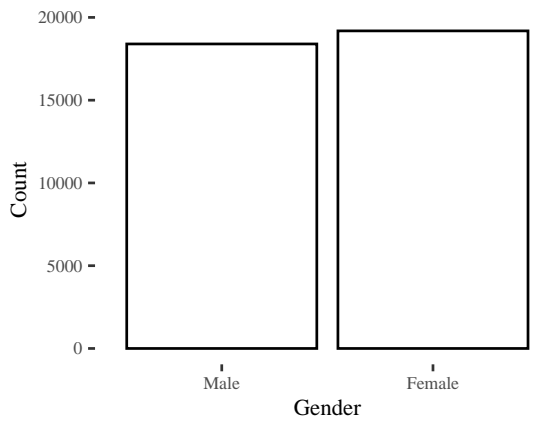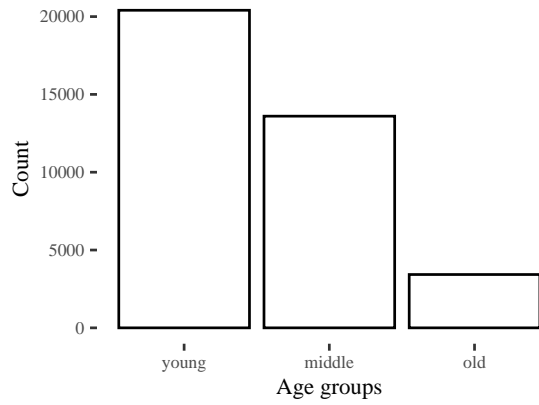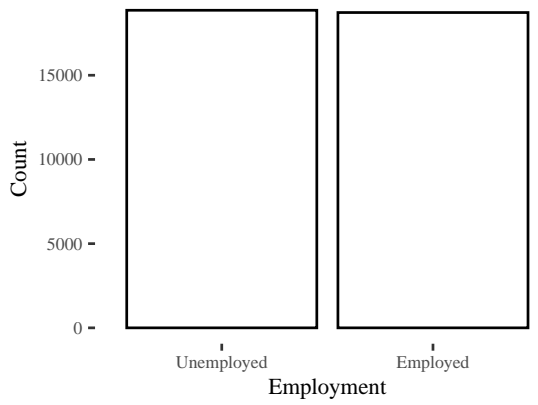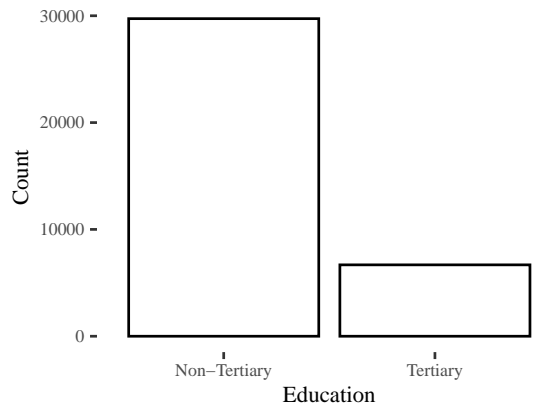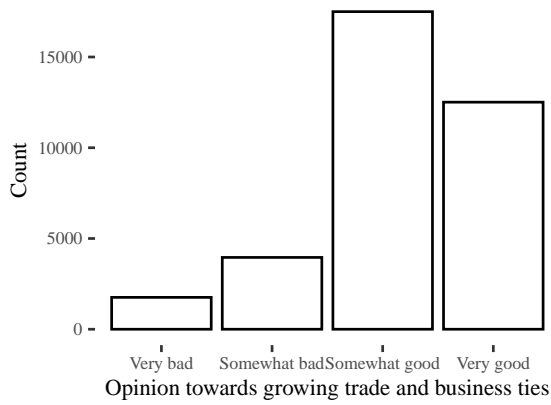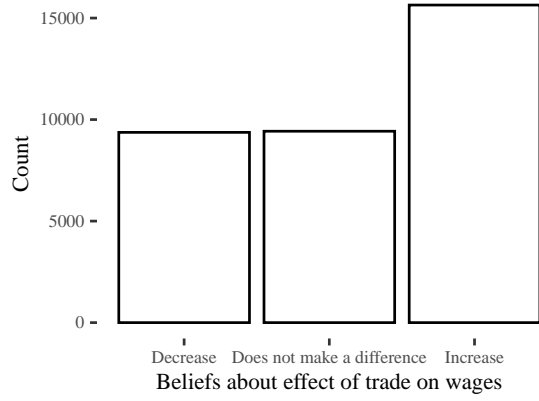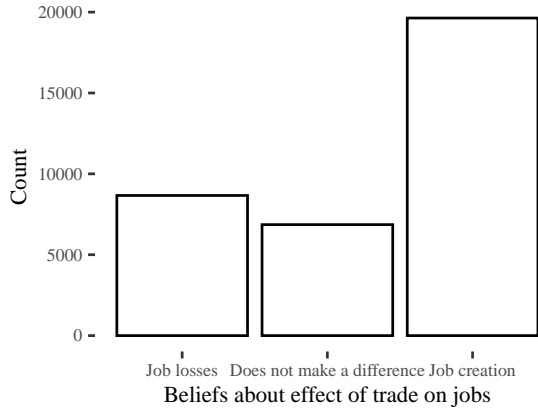
Variable	N	Mean	SD	Min	Max
Consequences for jobs (3-point scale)	35160	2.31	0.84	1.00	3.00
Consequences for wages (3-point scale)	34439	2.18	0.83	1.00	3.00
Support for trade (4-point scale)	35725	3.14	0.80	1.00	4.00
Education (tertiary)	36413	0.18	0.39	0.00	1.00
Employment (employed)	37584	0.50	0.50	0.00	1.00
Age (young)	37437	0.55	0.50	0.00	1.00
Age (middle)	37437	0.36	0.48	0.00	1.00
Age (old)	37437	0.09	0.29	0.00	1.00
Gender (female)	37584	0.51	0.50	0.00	1.00
Economic left-right placement (4-point scale)	34833	2.85	0.92	1.00	4.00
Logged Regional GNI per capita	37552	2.47	0.88	0.28	4.30

Table A1: Descriptive statistics of variables
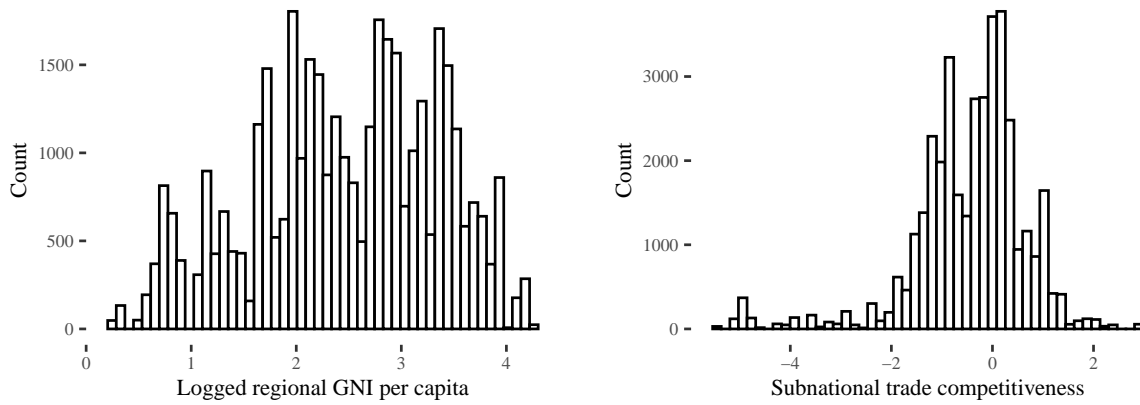
A4   Sample information

Country overview
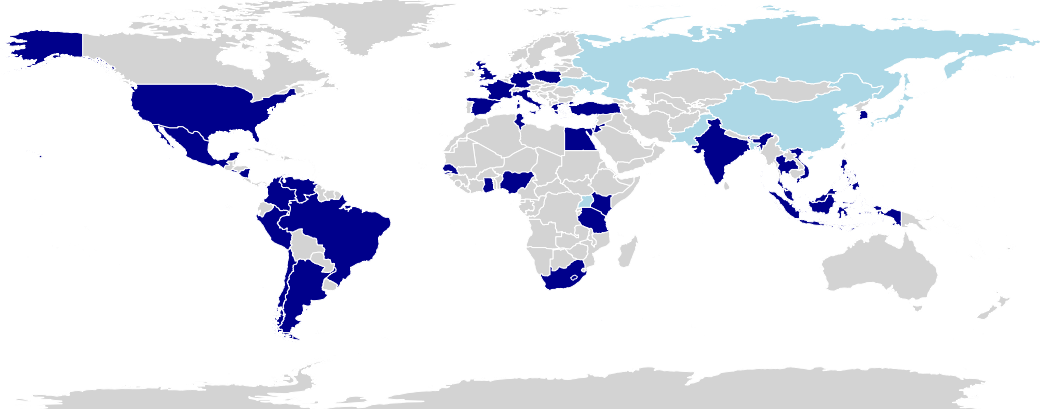
Sample ■ Included in analysis ■ Excluded from analysis ■ Not in PEW Survey

Table A2: Samples Included in Analyses and Sources for Trade Competitiveness Data

Country	Survey year	Coding scheme	Coding level	Source
ARG	2012	CAES 1.0	Group	INDEC (2012)
BRA	2010	CNAE 2	Class	IBGE (2010)
CHL	2011	ISIC 3	Class	MDSF (2011)
COL	2012	ISIC COL	Class	DANE (2012)
DEU	2012	NACE 2	Class	DESTATIS (2012)
EGY	2013	ISIC 4	Class	CAPMAS (2013)
ESP	2011	ISIC 4	Division	INE (2011)
FRA	2011	NACE 2	Class	INSEE (2011)
GBR	2012	NACE 2	Class	ONS (2012)
GHA	2013	ISIC 4	Class	GSS (2013)
GRC	2011	NACE 2	Class	ELSTAT (2011)
IDN	2010	ISIC 3	Class	BPS (2010)
IND	2011	ISIC 4	Class	MoSPI (2012)
ISR	2012	ISIC 4	Division	CBS (2012)
ITA	2014	NACE 2	Class	ISTAT (2014)
JOR	2012	ISIC 4	Group	DOS (2012)
KEN	2006	ISIC KEN	Class	KNBS (2006)
KOR	2012	KSIC 07	Group	KLI (2012)
MEX	2010	SCIAN	Group	INEGI (2010)
MYS	2000	ISIC 3	Group	DOSM (2000)
NGA	2009	ISIC 4	Division	NBS (2009)
NIC	2012	ISIC 3.1	Class	INIDE (2012)
PER	2012	ISIC 3	Class	INEI (2012)
PHL	2010	ISIC PHL	Group	PSA (2010)
POL	2002	ISIC POL	Division	GUS (2002)
PSE	2012	ISIC 4	Division	PCBS (2012)
SEN	2011	ISIC 3	Division	ANSD (2011)
SLV	2013	ISIC 4	Class	DIGESTYC (2013)
THA	2000	ISIC 3	Group	NSO (2000)
TUN	2014	NAT 2009	Class	INS (2014)
TUR	2012	NACE 2	Division	TÜİK (2012)
TZA	2014	ISIC 4	Class	NBS (2014)
USA	2010	Census 07	Class	USCB (2010)
VEN	2001	ISIC 3	Group	INE (2001)
VNM	2009	ISIC VNM	Group	GSO (2009)
ZAF	2012	SIC	Group	Stats SA (2014)

Notes: If the original coding scheme was not a version of ISIC, we used official correspondence tables to transform the data into the appropriate ISIC coding scheme. We highly appreciate the data provided by the Minnesota Population Center (2019) and the Economic Research Forum (2020)

A5 Regression table

Table A3: Education, Distributional Consequences of Trade, and Trade Support

	Trade Support	Trade Support
Education (Tertiary)	$0.27\ (0.04)^{***}$	$0.22\ (0.04)^{***}$
Trade induces job losses		$-0.35\ (0.05)^{***}$
Trade induces job creation		$0.73\ (0.04)^{***}$
Trade decreases wages		$-0.43\ (0.04)^{***}$
Trade increases wages		$0.48\ (0.04)^{***}$
Age (41-65)	$0.02\ (0.03)$	$0.02\ (0.03)$
Age (66+)	$-0.05\ (0.05)$	$-0.07\ (0.05)$
Employment (Employed)	$0.02\ (0.03)$	$0.02\ (0.03)$
Logged Regional GNIpc	$-0.10\ (0.10)$	$-0.00\ (0.10)$
Subnational Trade Competitiveness	$0.03\ (0.04)$	$0.03\ (0.04)$
Economic Left-Right	$0.27\ (0.02)^{***}$	$0.20\ (0.02)^{***}$
Gender (Female)	$-0.17\ (0.02)^{***}$	$-0.15\ (0.02)^{***}$
AIC	67720.45	59752.60
Deviance	67628.45	59652.60
N	32412	30206

$^{***}p < 0.01$, $^{**}p < 0.05$, $^{*}p < 0.1$. Entries are unstandardized coefficients from a logistic regression. Standard errors (in brackets) are clustered on a regional level. Country-fixed effects omitted from the table.
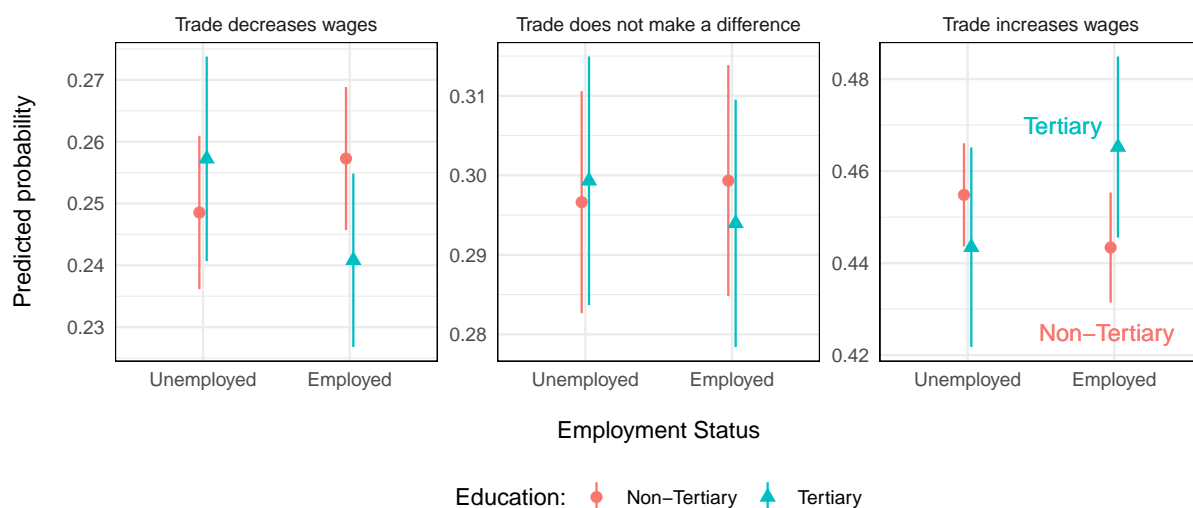
A6 Additional figures

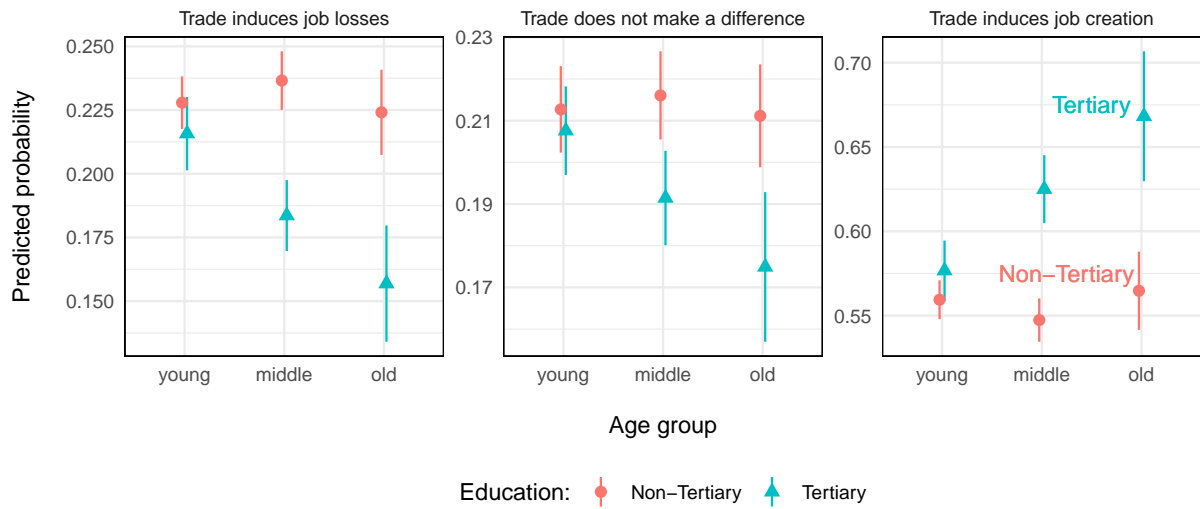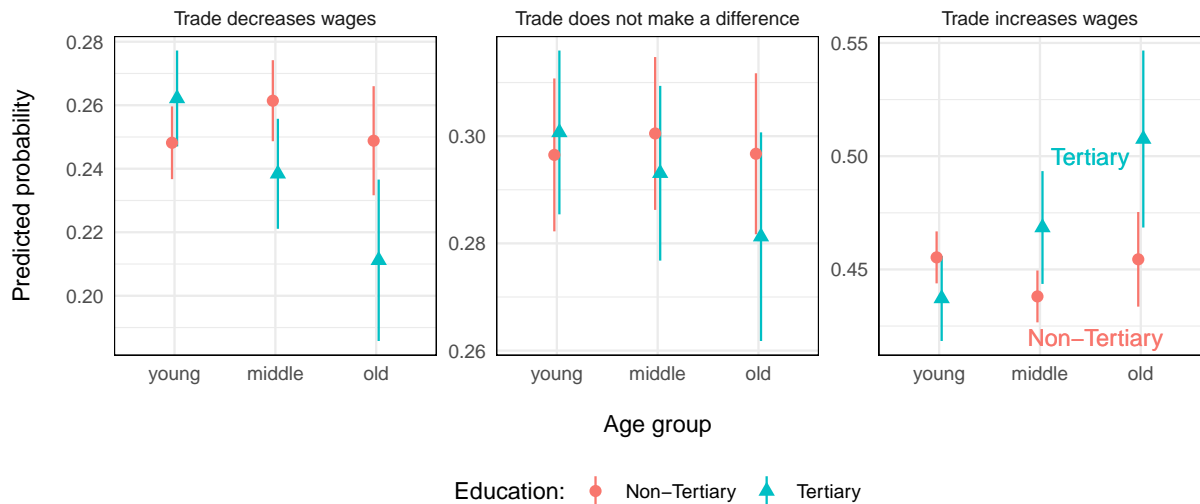Figure A6: Education, employment status, and perceived consequences of trade for jobs
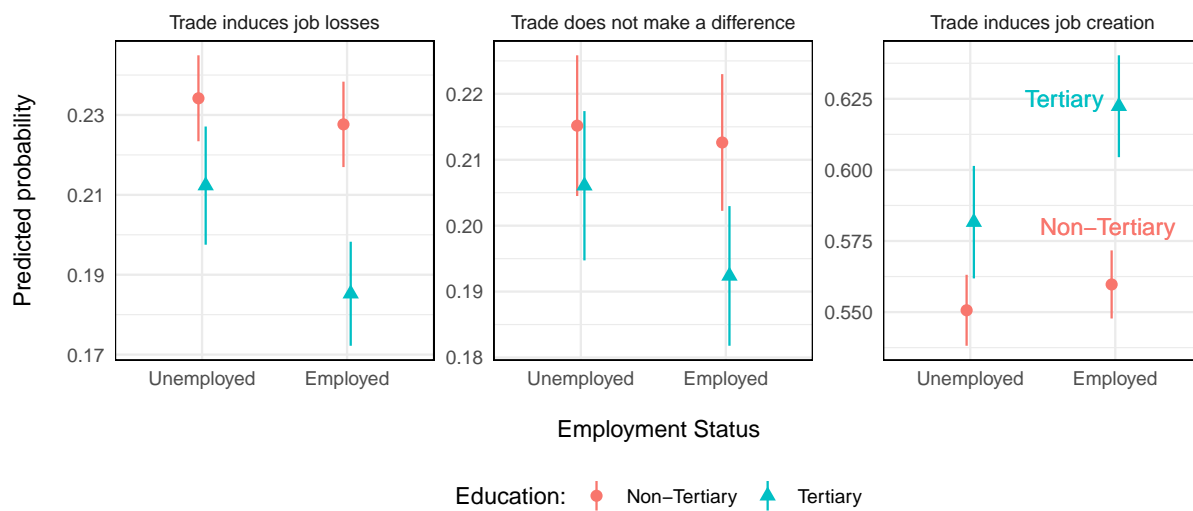
Note: Predicted values stem from the respective models shown in Table 2. Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

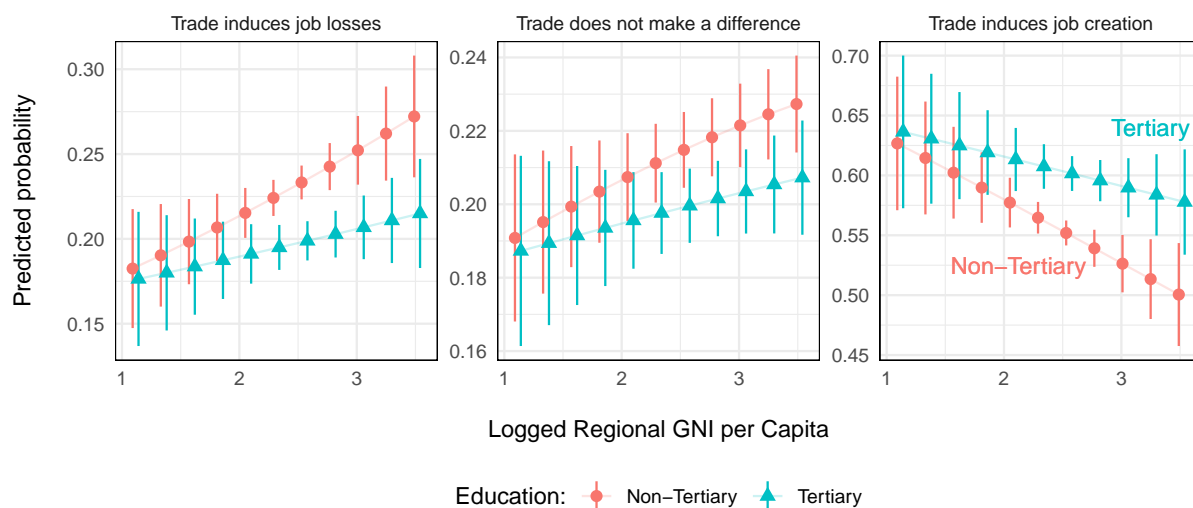Figure A7: Education, employment status, and perceived consequences of trade for wages

Note: Predicted values stem from the respective models shown in Table 2. Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

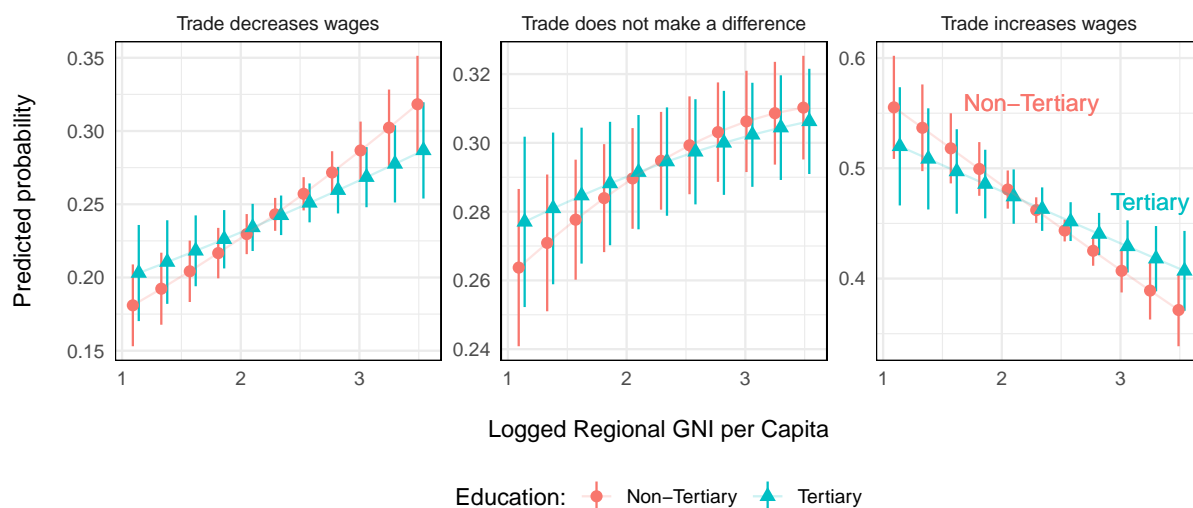Figure A8: Education, age, and perceived consequences of trade for jobs

Note: Predicted values stem from the respective models shown in Table 2. Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A9: Education, age, and perceived consequences of trade for wages

Note: Predicted values stem from the respective models shown in Table 2. Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

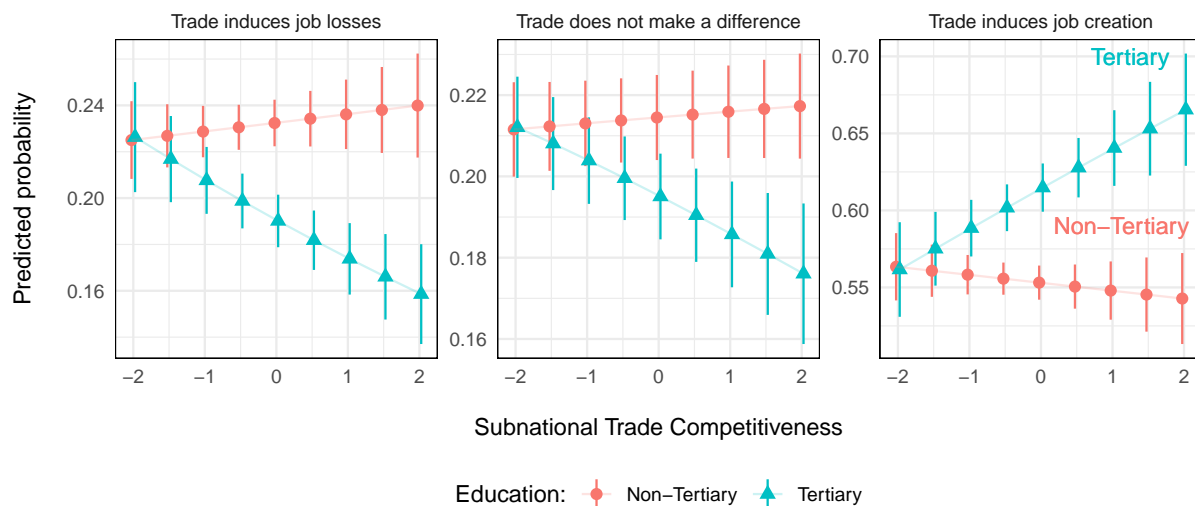Figure A10: Education, level of development, and perceived consequences of trade for jobs

Note: Predicted values stem from the respective models shown in Table 2. Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A11: Education, level of development, and perceived consequences of trade for wages
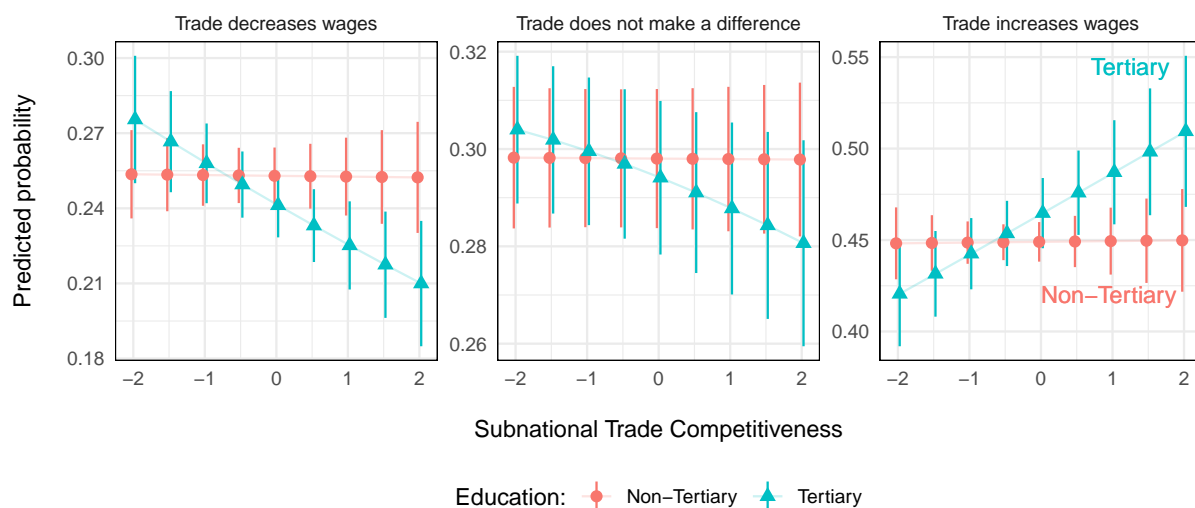

Note: Predicted values stem from the respective models shown in Table 2. Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A12: Education, trade competitiveness, and perceived consequences of trade for jobs


Note: Predicted values stem from the respective models shown in Table 2. Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A13: Education, trade competitiveness, and perceived consequences of trade for wages


Note: Predicted values stem from the respective models shown in Table 2. Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A14: Level of development and and perceived consequences of trade for jobs by country development
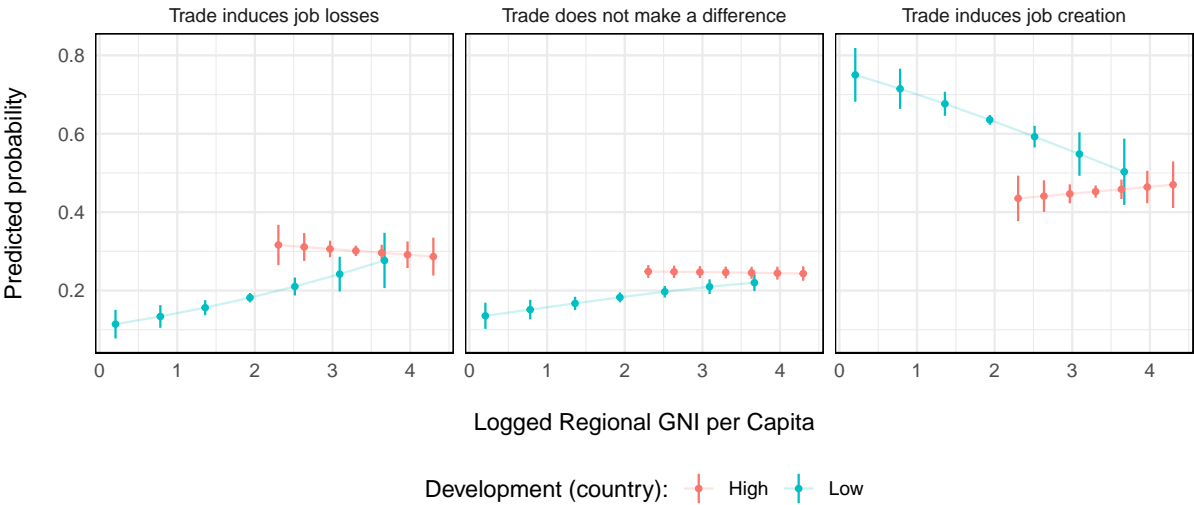
Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals. Countries are split at the mean of country GDP per capita (which is approx. 13,000 US$ per capita). Ranges overlap because countries close to the cut-off may have regions with lower/higher GNI per capita.

Figure A15: Level of development and and perceived consequences of trade for wages by country development
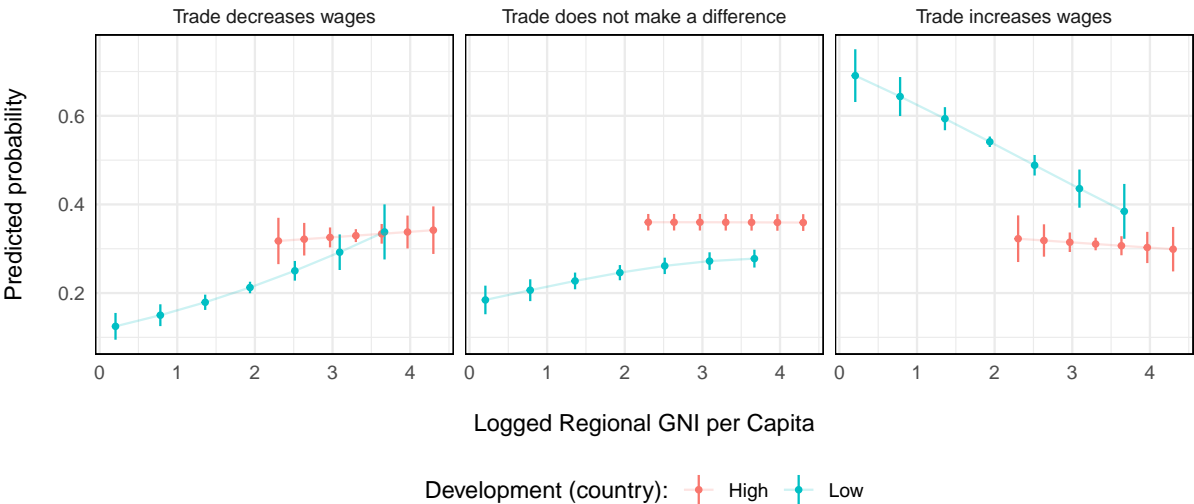
Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals. Countries are split at the mean of country GDP per capita (which is approx. 13,000 US$ per capita). Ranges overlap because countries close to the cut-off may have regions with lower/higher GNI per capita.

A7 Robustness checks

We present three sets of additional evidence in this section. First, we replicate our findings splitting education into three groups (primary, secondary, and tertiary). Second, we replicate all analyses using age as a moderator using a numeric variable capturing age in years. Finally, we explore three-way interaction terms between education, employment, and regional development/trade competitiveness. We will discuss the findings in more detail below. All in all, the results are consistent with our main argument and evidence.

## A7.1 More nuanced education groups

In this section, we split the group of non-tertiary educated individuals into two groups: those with primary education (red dots) and secondary education (green triangle). We contrast these groups with tertiary-educated individuals (blue squares). By and large, respondents with secondary education behave similar to primary educated individuals or take a middle position. However, clearly, individuals with tertiary education differ substantially from individuals with primary and secondary education, in ways that are consistent with our theoretical argument.

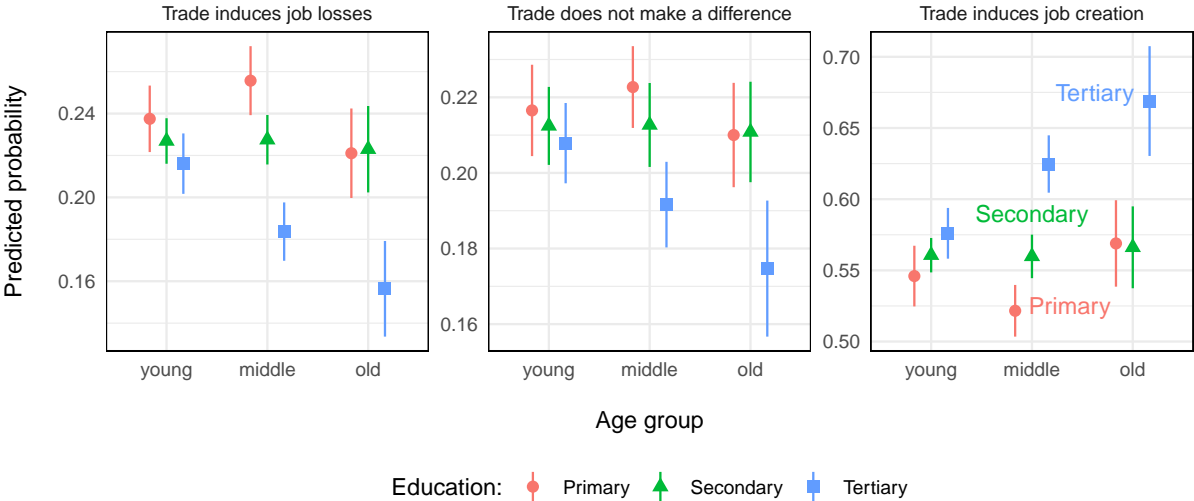Figure A16: Three education groups, employment status, and perceived consequences of trade for jobs
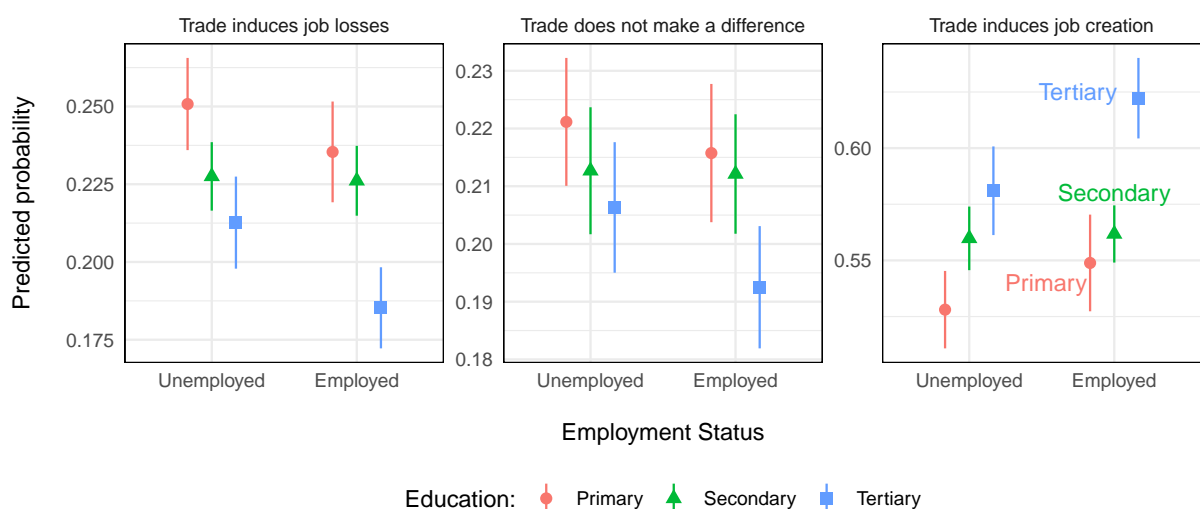
Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A17: Three education groups, employment status, and perceived consequences of trade for wages
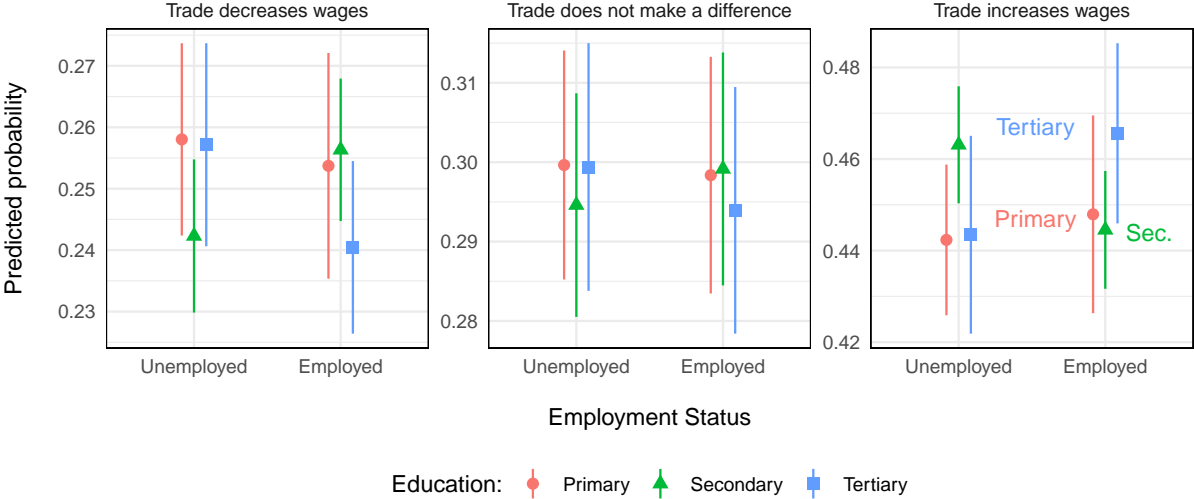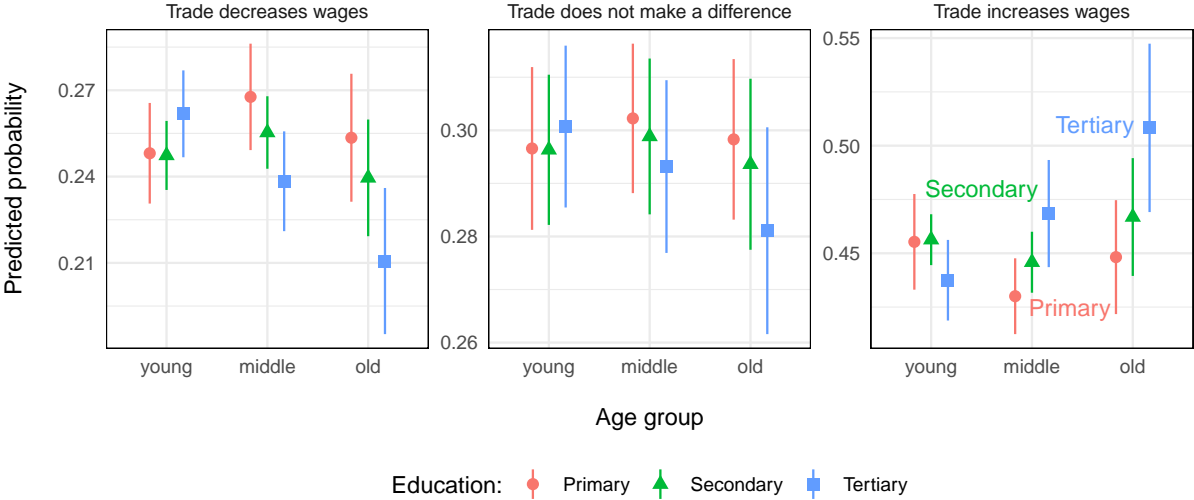

Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A18: Three education groups, age, and perceived consequences of trade for jobs
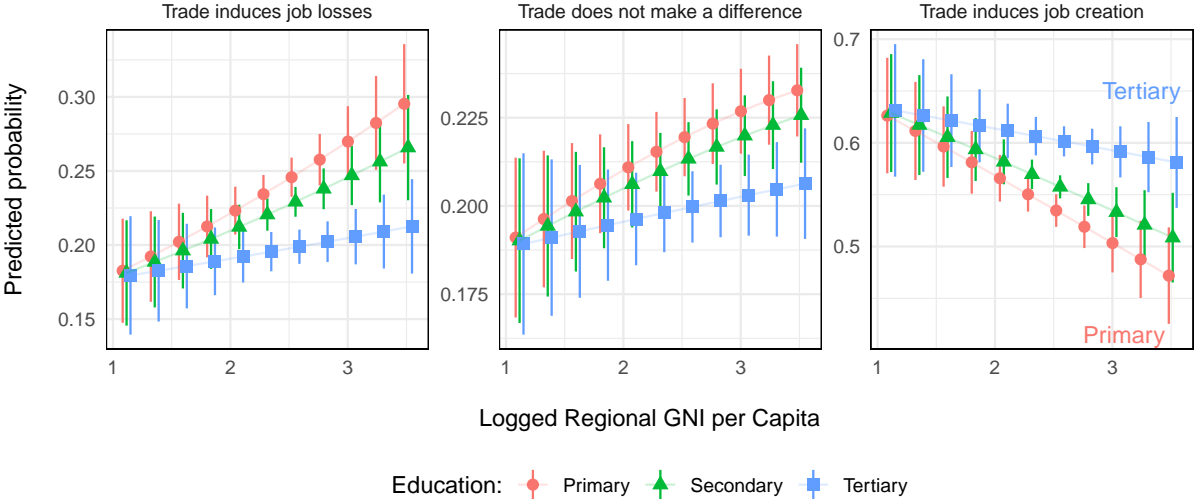

Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A19: Three education groups, age, and perceived consequences of trade for wages

Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A20: Three education groups, level of development, and perceived consequences of trade for jobs
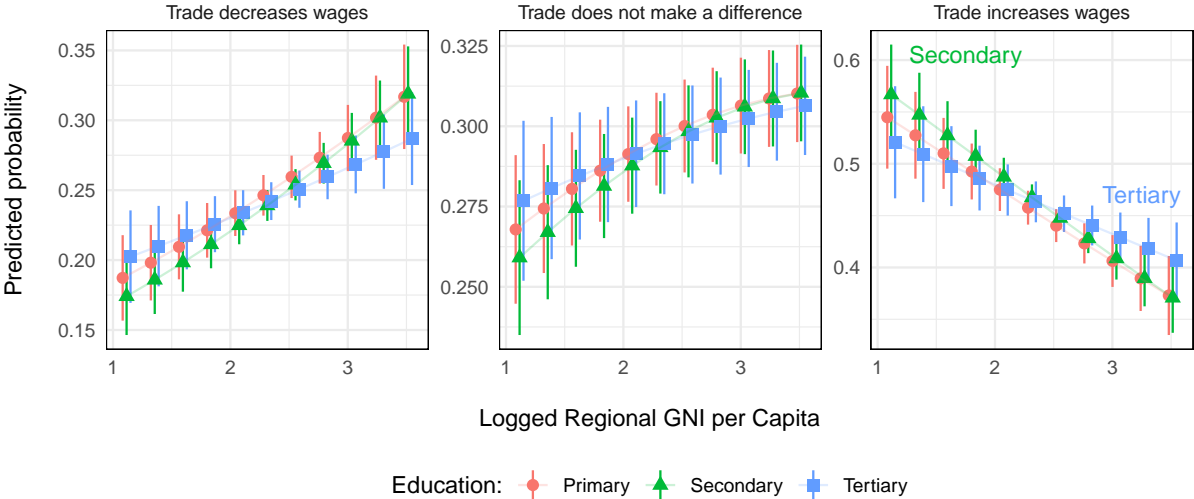

Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A21: Three education groups, level of development, and perceived consequences of trade for wages

Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A22: Three education groups, trade competitiveness, and perceived consequences of trade for jobs

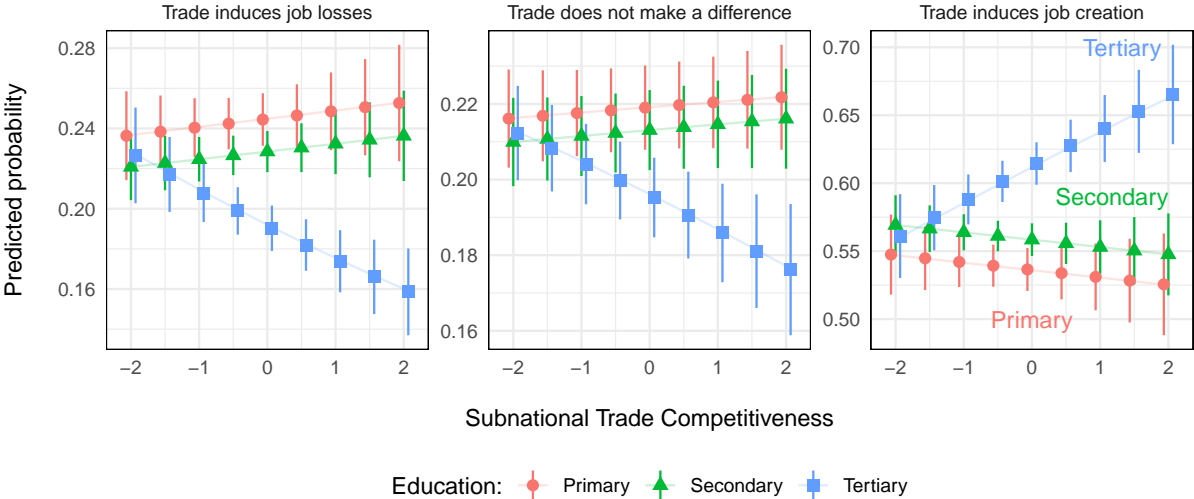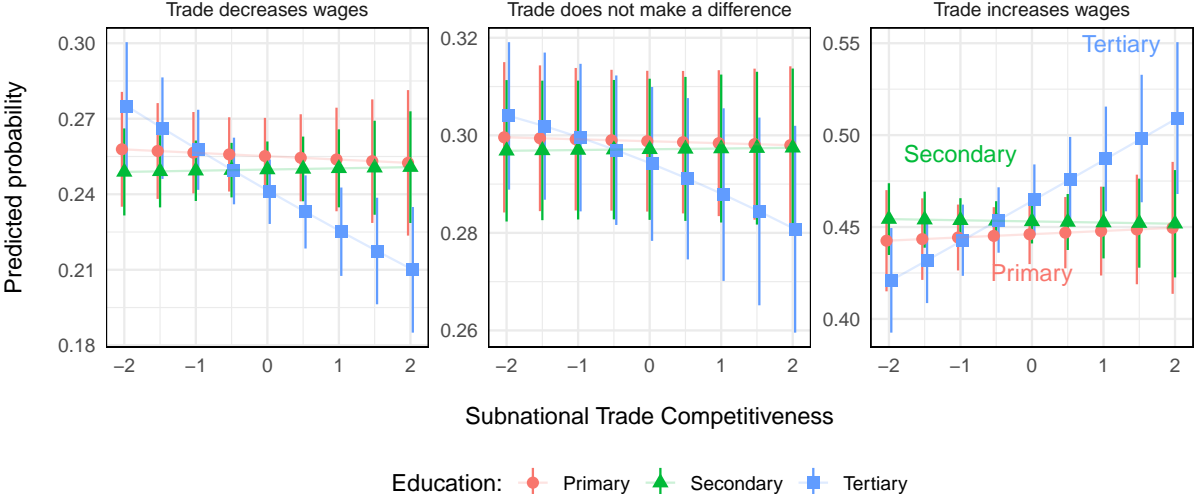*Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.*

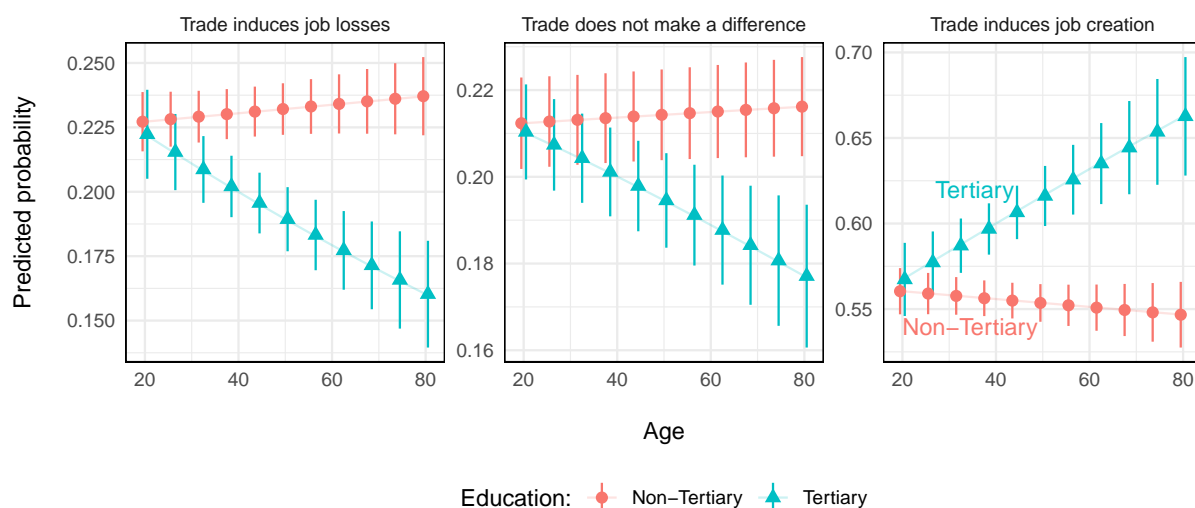Figure A23: Three education groups, trade competitiveness, and perceived consequences of trade for wages

Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

A7.2 Age as a continuous moderator

In the main text, we recode respondents' age in three groups: young ($age \leq 40$), middle ($40 < age \leq 65$), and old ($65 < age$) respondents. We use a continuous predictor (age in years) for the subsequent robustness tests. Figures A24 and A25 support the findings in Figure 2. The gap between tertiary and non-tertiary educated individuals increases with respondents' age. While the difference is close to zero among young respondents, older individuals with tertiary education perceive trade to be substantially more beneficial in terms of jobs and wages compared to individuals with a similar age but without tertiary education. Again, this finding is in line with our argument and Hypothesis 2.

Figure A24: Education, age in years, and perceived consequences of trade for jobs

Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A25: Education, age in years, and perceived consequences of trade for wages
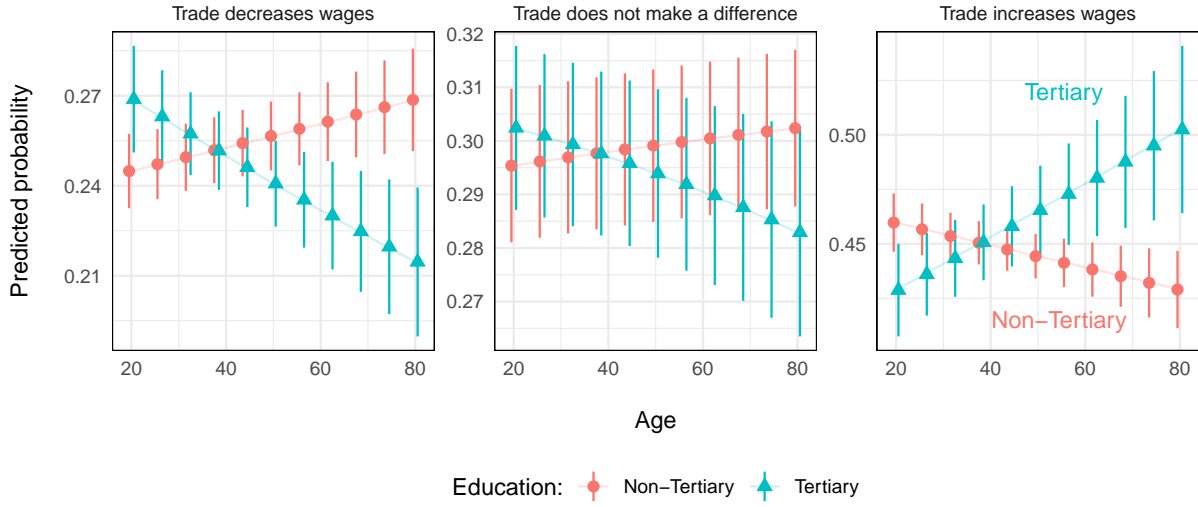
Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

A7.3 Three-way interaction effects: education × employment × regional development/trade competitiveness.

As a final robustness check, we explore potential three-way interaction effects between education, respondents' employment status and regional-level context factors. To this end, we include a three-way interaction term in our baseline regression model (education × employment × regional development/trade competitiveness). One may argue that our theoretical argument concerning regional context factors should be particularly strong among employed respondents. In contrast, one may anticipate that unemployed respondents do not care too much about these factors as they are no active part of the workforce. The figures split respondents by tertiary and non-tertiary education (left and right facets) and response (top, middle, and bottom facet). The x-axis shows the level of development and trade competitiveness, respectively.

Figures A26 and A27 suggest that there is no three-way interaction. That is, the results suggest that the employment status does not alter the interaction between education and regional development (which is visible when comparing the left and right facets). In contrast, we observe substantial differences between employed and unemployed respondents for trade competitiveness. Figure A28 shows that employed individuals with
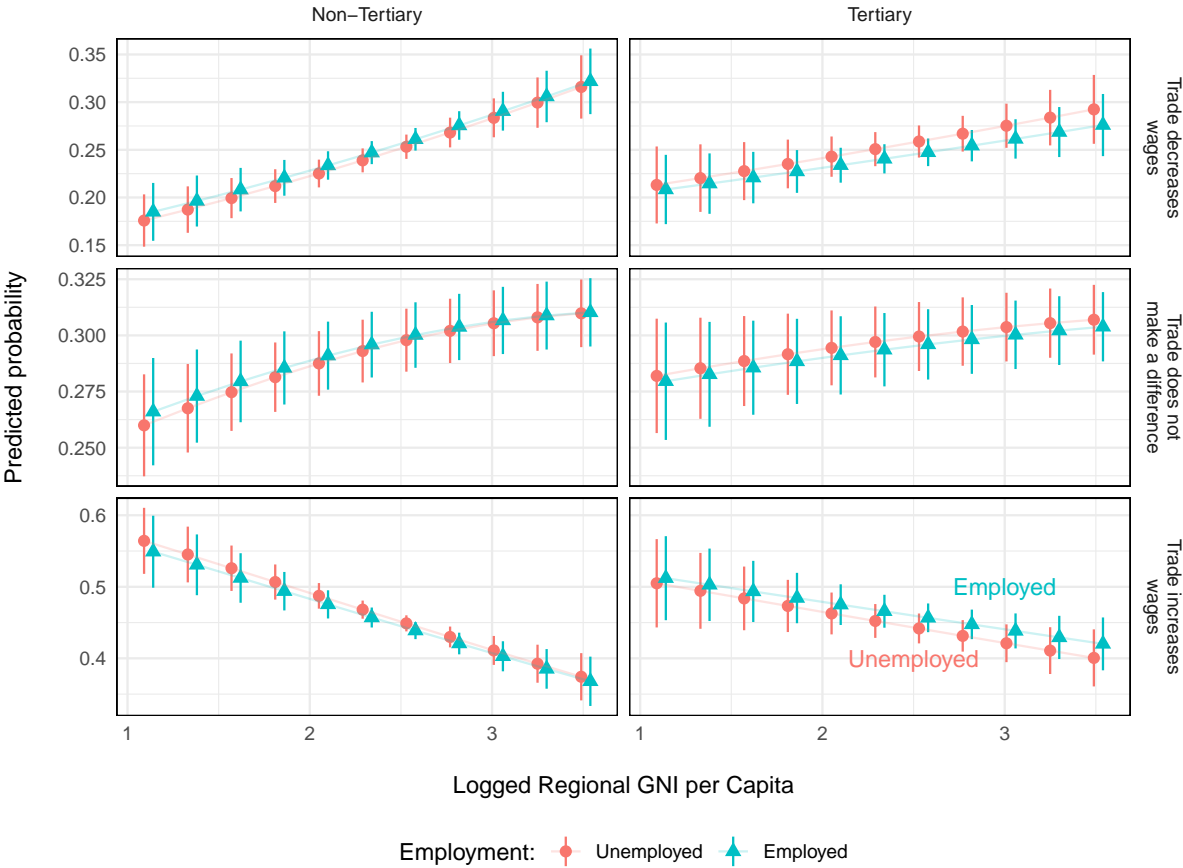
tertiary education react more to regional trade competitiveness than individuals who are not currently employed. Figure A29 confirms this observation and shows that while there is no difference between tertiary and non-tertiary educated individuals when unemployed, stark differences arise among those who are employed. More specifically, while regional trade competitiveness does not alter the relationship of education and perceived consequences of trade for wages among unemployed respondents, tertiary educated individuals are substantially more likely to perceive trade as beneficial for wages in highly competitive regions, but only if they are employed. Again, this finding is in line with our theoretical argument.

Figure A26: Education, employment status, level of development, and perceived consequences of trade for jobs
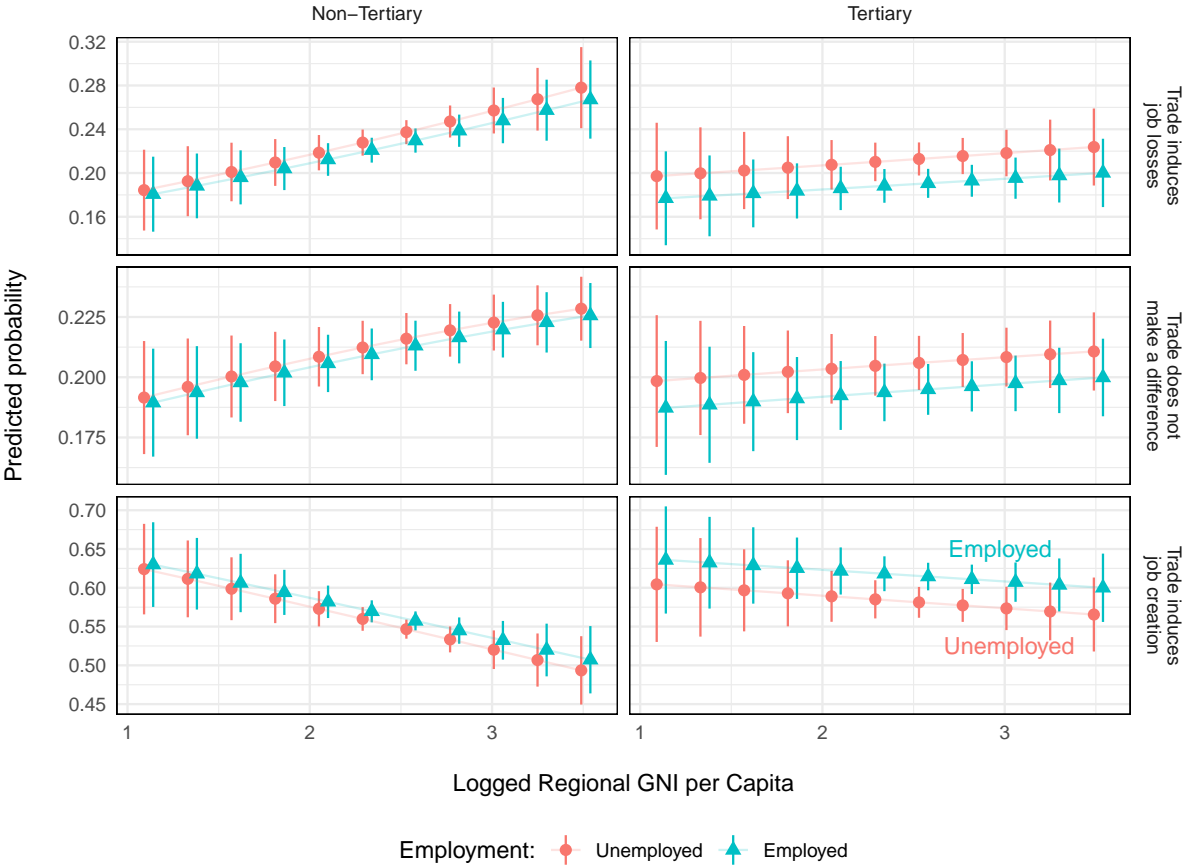
Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

Figure A27: Education, employment status, level of development, and perceived consequences of trade for wages

Figure A28: Education, employment status, trade competitiveness, and perceived consequences of trade for jobs
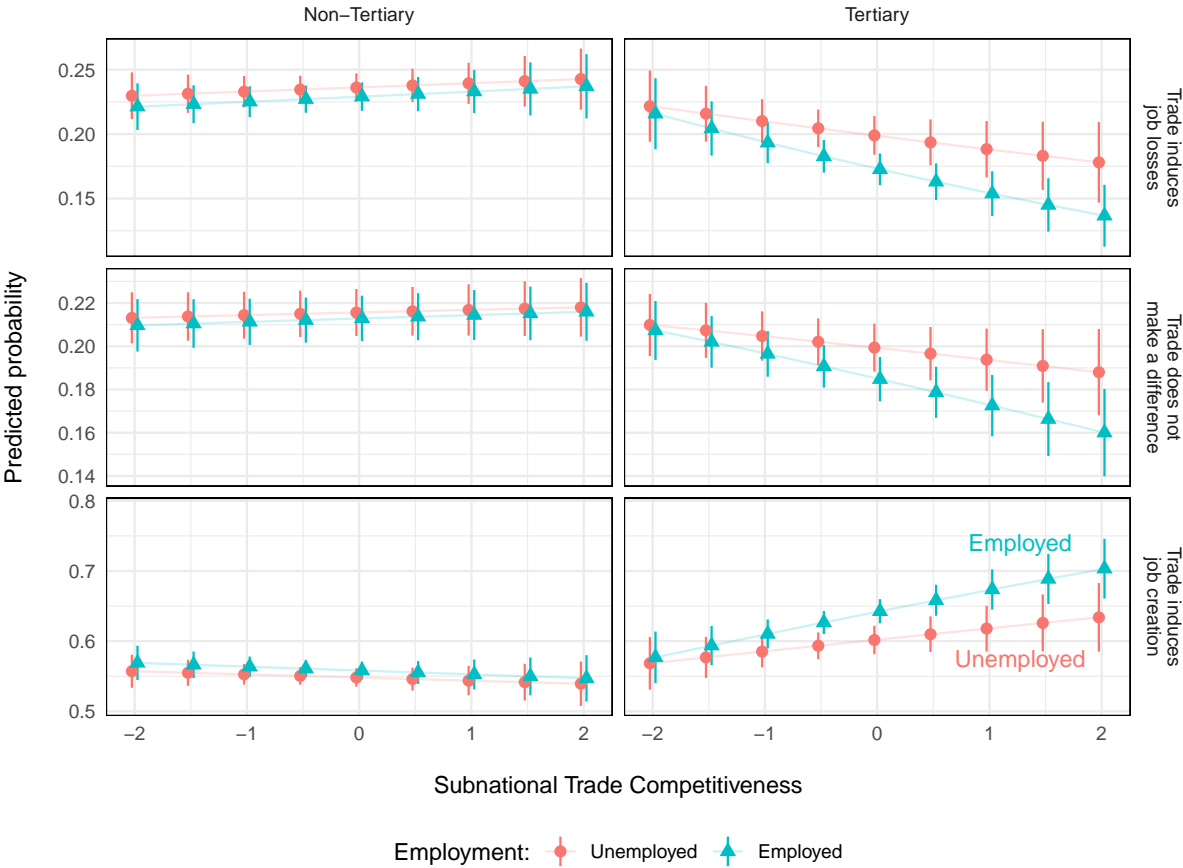
Figure A29: Education, employment status, trade competitiveness, and perceived consequences of trade for wages
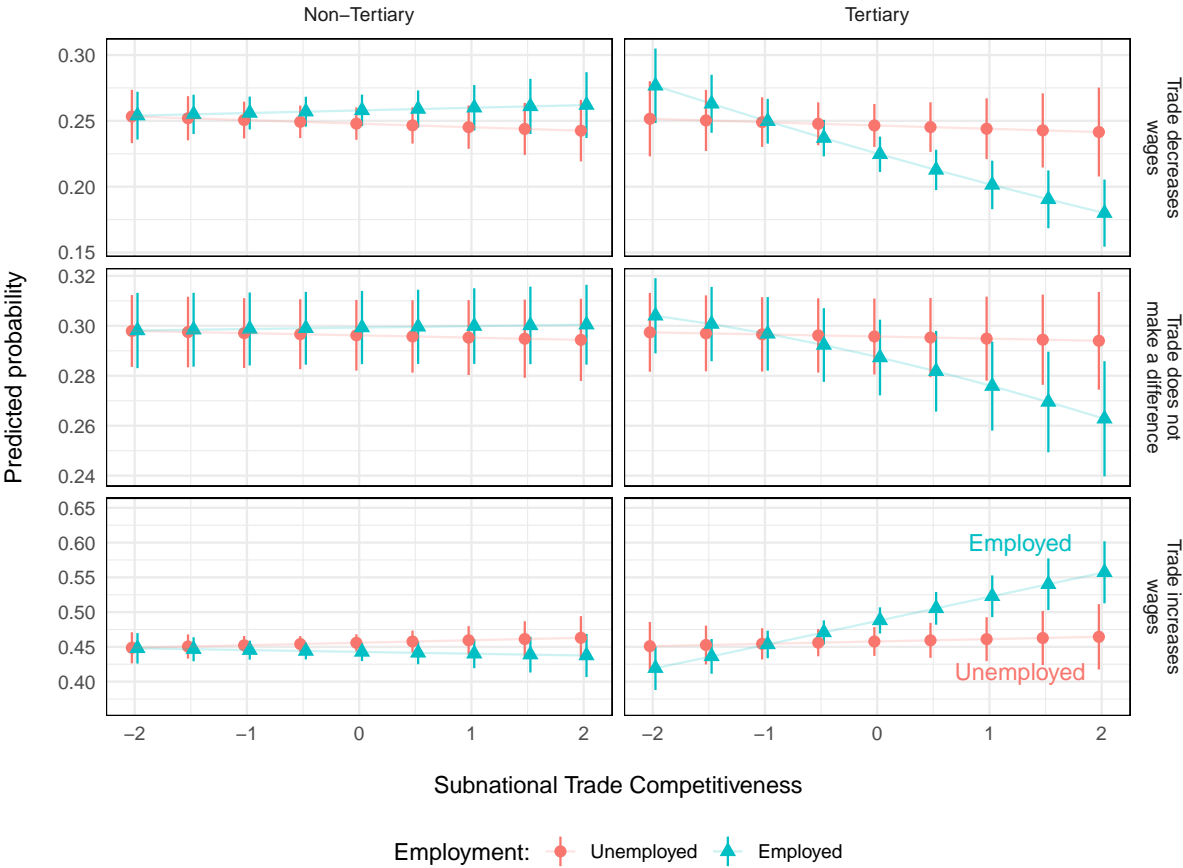
Note: Standard errors are clustered on the regional level. Ranges show 90 % confidence intervals.

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