Appendix G (a)

Education Policies and Systems across Modern History, Codebook v2.0

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1 General remarks

Throughout the codebook, many questions distinguish between primary, secondary and tertiary education. In defining these terms, we follow a modified ICSED (2011) classification. ICSED level 0-1: Primary Education; CSED level 2-5: Secondary Education; and ICSED level 6 or higher: Tertiary Education. All questions primarily look at de jure regulations.

2 Compulsory education questions

2.1 Existence compulsory education (compuls_ exist)

Question: Is there a compulsory education system in place?
Clarification: The system must require at least one year of compulsory education for children/youth.
Answer categories:

1. No, there is no legal requirement that education must be compulsory
2. Yes, there is a legal requirement of compulsory education in place for certain groups of the population (e.g., by ethnicity, gender or geographic region)
3. Yes, there is a legal requirement of compulsory education in place for all children in the relevant age group

Measurement level: Nominal
Responsible for drafting question: CHK

2.2 Free compulsory education (free_ exist)

Question: Is the compulsory education free of charge?
Clarification: Consider the education system coded under compuls_exist. If there is compulsory education in place, i.e., if Compuls_exist =2 or 3, is there an explicit legal requirement (e.g., in the constitution) stipulating that this education is free of charge? If compuls_exist = 1, this question should be coded as missing.

1. No, it is not explicitly stipulated in any legal text that compulsory education is free
2. Yes, it is explicitly mentioned in legal text that compulsory education is free

Measurement level: Dichotomous

Responsible for drafting question: PL

2.3 Coverage compulsory education (compuls_ exempt)

Question: Considering all legislation pertaining to compulsory education (for different levels of education), which categories contain group(s) that are not covered or are explicitly exempted from the compulsory education legislation/programs?
Clarification: If compuls_exist = 1, then all categories on this question should be coded 0. Otherwise, code 1 for all relevant categories if at least one specific group covered by the category (e.g., women for gender or one particular ethnic group for nationality or ethnicity).
Answer categories:

1. Gender
2. Nationality or ethnicity

3. Geographic region
4. Class, occupation or other socio-economic feature
5. Other

Measurement level: Multiple selection
Responsible for drafting question: CHK

2.4 Years compulsory education (compuls_ years)

Question: How many years of schooling are required by compulsory education?
Clarification: If compuls_exist = 1, then this question should be coded 0. If the number of years of compulsory education differs between different groups (e.g., by gender or ethnicity), please register the response pertaining to the group (that is still covered by compulsory education) with the least number of years.
Answer: [Number years]
Measurement level: Metric
Responsible for drafting question: -

3 Ideological content questions

3.1 National law, civics or ideology education (national_ civics_ prim)

Question: Are there any national laws in place that mandate a civics education course or some form of ideology training in primary school?
Clarification: This question refers to the existence of civics education classes at the primary school. Civics education or ideological training refer to the teaching of political topics that

- either relate to the function and values of the current regime's political system and/or
- consist of an official school of thought that has the status of an "official" ideology in the regime, e.g., if it is mentioned in the constitution.

"Current regime" in this sense refers to the regime in place at the respective country-year. This means that we exclude courses that are purely classes related to the subject of "history" unless these classes also cover current topics. If there are differential regulations for different groups of children (e.g., by gender or ethnicity), please consider the situation of the group covered by compulsory schooling legislation that has the fewest mandated hours among the groups covered. If there is no evidence from legal or administrative documents that such courses exists, but secondary sources mention their widespread existence, we assume that those are (at least) tolerated by law.
Answer categories:

1. No, there are no such laws.
2. Yes, there are fairly clear laws or evidence thereof (e.g., reflected in consistent practices across geographical regions on number of hours/days in school)

Measurement level: Dichotomous
Responsible for drafting question: CHK

3.2 National laws, civics or ideology education (national_ civics_ sec)

Question: Are there any national laws in place that mandate a civics education course or some form of ideology training in secondary school?
Clarification: This question refers to the existence of civics education classes at the secondary school. All other instructions are the same as in the "national civics prim" question. Answer categories:

1. No, there are no such norms or laws.
2. Yes, there are fairly clear laws or evidence thereof (e.g., reflected in consistent practices across geographical regions on number of hours/days in school)

Measurement level: Dichotomous
Responsible for drafting question: CHK

3.3 National laws, civics or ideology education (national_ civics_ high)

Question: Are there any national laws in place that mandate a civics education course or some form of ideology training at higher education institutions?
Clarification: This question refers to the existence of civics education classes at the higher education level. All other instructions are the same as in the "national civics prim" question.

Answer categories:

1. No, there are no such norms or laws.
2. Yes, there are fairly clear laws or evidence thereof (e.g., reflected in consistent practices across geographical regions on number of hours/days in school)

Measurement level: Dichotomous
Responsible for drafting question: CHK

3.4 National laws, civics, contents (national_ civics_ contents)

Question: If there are national laws in place students should follow civics education or some form of ideology training in school, how would you characterize this training?

Clarification: Code as missing if national_civics_*=1. Please consider only education mandated by national norms or laws as coded in national civics. If the category 1 is used, the other categories should not be coded. However, categories 2-5 are multiple selection, and may be used if the relevant ideology training in a class reflects more than one type of ideology, different ideologies are taught in different classes or different ideologies are taught at the primary, secondary, or tertiary levels. If there are differential contents for different groups of children (e.g., by gender or ethnicity), please code all relevant ideology options for all groups.
Answer categories:

1. Civics/social science education without a clear ideological profile
2. Nationalist ideology and/or clear nation-/state-building purpose
3. Regime-specific ideology (e.g., Communism, Fascism)
4. Leader-specific ideology
5. Democratic norms
6. Religion
7. Ethnicity
8. Other ideology

Measurement level: Multiple selection
Responsible for drafting question: CHK

3.5 Military education institutions (military_ edu_ inst)

Question: At which level of schooling, if any, is there mandatory military training
Clarification: Mandatory physical or theoretical military training that is part of the regular school curricula. Exclude mandatory military service.

Select more than one answer category if applicable. Answer categories:

1. None
2. Primary school
3. Secondary school
4. Higher education

Measurement level: Multiple selection
Responsible for drafting question: JS

3.6 Ban on subjects or topics (subjects_ ban)

Question: Are there any national laws in place that ban specific subjects or topics in school?
Clarification: Code only as other than "1" if they are specific laws or norms specifying a ban. Simple omission of certain topics does not constitute a ban. The existence of censoring bodies for schools and other education institutions, designated to screen and censor on one or more subjects or topics, are counted as equivalent to a law or norm specifying a ban.
Answer categories:

1. No, there are no such norms or laws
2. One specific subject or topic is forbidden
3. Several subjects or topics are forbidden

Measurement level: Ordinal
Responsible for drafting question: PL

3.7 Obligatory books (books_ oblig)

Question: Are students obligated to discuss specific books written by the former or current regime leader in school?
Clarification: (Probably) code as 0 if national_civics_*=0. This is a multiple selection question, so please code 1 ("Yes") for all categories that apply, and 0 for categories that do not apply. By fairly common, we mean that available evidence makes it plausible that these books are used in at least 2/3 of schools on one level of education (primary or secondary).
Answer categories:

1. No, there are no specific books by current or former regime leaders that have to be discussed in school.
2. Yes, it is fairly common to discuss books written by the former regime leader
3. Yes, it is fairly common to discuss books written by the current regime leader

Measurement level: Multiple selection
Responsible for drafting question: PL

4 Government intervention and level education centralization questions

4.1 Department of education (edu_ dep)

Question: Does the country have a department of education at the national level? Clarification: As a rule of thumb, it is sufficient to just look at the names of the Department for each government period and search for the name "education" or equivalent in it. Education departments that have a combined responsibility for lower level education together with science or higher education are counted as a sole department (category 3).

Answer Categories:

1. There is no Department of Education on the national level, including no joint department
2. There is a Department of Education, yet, it is joint together with sport, culture or another area
3. There is a sole Department of Education (not joint together with other areas)

Measurement level: Ordinal
Responsible for drafting question: PL

4.2 Centralized curricula (edu_ power)

Question: To what degree are school curricula determined by a ministry (or other entity) at the national or sub-national level?
Clarification: Is there evidence that the Department of Education or another entity provide a national curricula or specific guidelines?

Answer Categories:

1. There is no centralized curricula provided by the national government or by regional government
2. There is a centralized curriculum provided by a regional government only
3. There is a centralized curriculum provided partly by a regional and partly by a national government
4. There is a centralized curriculum provided by a national government only

Measurement level: Nominal

Responsible for drafting question: PL

4.3 Operating and funding, primary schools (operate_ prim)

Question: Which entities operate primary schools?
Clarification: By primary school, we refer to the classification by the ICSED from above. The answer categories refer to the typical arrangements for operation and funding, and exceptions may be allowed for the "pure" categories. I.e., even if there are a couple of private schools nationwide, but most schools are operated by local governments, the question should still be coded as "operated by local governments". The mixed categories (8-9) should only be used if substantial minorities (as a rule of thumb, more than approx. 10% of students nationwide) belong to schools operated by different entities.

Answer categories:

1. Local government
2. Regional government
3. National government
4. International organization or government from other country
5. Religious organization
6. Other private organization or person, and primarily with private funding
7. Other private organization or person, but primarily with public funding/subsidies
8. Two or more of the above alternatives, including at least one from alternatives 1.-3.
9. Two or more of the above alternatives, but restricted to alternatives 4.-7.
10. Two or more of the above alternatives, but restricted to alternatives 1-3

Measurement level: Nominal
Responsible for drafting question: CHK

4.4 Operating and funding, secondary schools (operate_ sec)

Question: Which entities operate secondary schools?
Clarification: By secondary school, we refer to the classification by the ICSED from above. All other instructions remain the same as in the "operate_prim" question.

Answer categories:

1. Local government
2. Regional government
3. National government
4. International organization or government from other country
5. Religious organization
6. Other private organization or person, and primarily with private funding
7. Other private organization or person, but primarily with public funding/subsidies
8. Two or more of the above alternatives, including at least one from alternatives 1.-3.
9. Two or more of the above alternatives, but restricted to alternatives 4.-7.
10. Two or more of the above alternatives, but restricted to alternatives 1-3

Measurement level: Nominal
Responsible for drafting question: CHK

4.5 Operating and funding, higher education institutions (operate_ high)

Question: Which entities operate universities?
Clarification: By higher education institutions, we refer to the classification by the ICSED from above. All other instructions remain the same as in the "operate_prim" question.

Answer categories:

1. Local government
2. Regional government
3. National government
4. International organization or government from other country
5. Religious organization
6. Other private organization or person, and primarily with private funding
7. Other private organization or person, but primarily with public funding/subsidies
8. Two or more of the above alternatives, including at least one from alternatives 1.-3.
9. Two or more of the above alternatives, but restricted to alternatives 4.-7.
10. Two or more of the above alternatives, but restricted to alternatives 1-3

Measurement level: Nominal
Responsible for drafting question: CHK

4.6 Primary school leadership selection (school_ lead_ prim)

Question: What is the dominant mode of appointing public primary school principals (or functional equivalents leading schools)?
Clarification: In investigating the dominant mode, we are mainly interested in how those appointments take place in practice. By central authority we understand national, sub-national or local state authorities. The percentages expressed in the answer categories are intended only as heuristics for anchoring the coding and ensuring consistency in the use of the terms "rare", "often" and "almost always"; exact numbers are very hard to come by.

Answer categories:

1. Appointment is rarely done by a central authority (up to 20% of cases)
2. Appointment is often done by a central authority (20%–80% of cases)
3. Appointment is almost always done by a central authority (more than 80% of cases)

Measurement level: Nominal
Responsible for drafting question: JS

4.7 Secondary school leadership selection (school_ lead_ sec)

Question: What is the dominant mode of appointing public secondary school principals (or functional equivalents leading schools)?
Clarification: In investigating the dominant mode, we are mainly interested in how those appointments take place in practice. By central authority we understand national, sub-national or local state authorities.
Answer categories:

1. Appointment is rarely done by a central authority (up to 20% of cases)
2. Appointment is often done by a central authority (20%–80% of cases)
3. Appointment is almost always done by a central authority (more than 80% of cases)

Measurement level: Nominal
Responsible for drafting question: JS

5 Teacher questions

5.1 Presence of teacher training (teacher_ training_ presence)

Question: Is there any type of formal teacher training in place that is mandatory to undergo before a person is allowed to teach at the primary or secondary school level?
Clarification: A country is coded as category 2 if the majority of its teachers need any type of formal university degree, but not necessarily a dedicated degree in teaching that specific subject or a specific general degree, such as theology or law.

Category 3 refers to a situation in which the majority of teachers need to complete a university degree in education for a specific subject area (e.g., high school teacher in math) or need to take required pedagogy classes alongside a formal university degree, or need to undergo another specific training/requirement (e.g., theological studies).

"Majority" refers to more than 50% of teachers. If there is a substantial mix of category 2 and 3, code category 2.

Answer categories:

1. No formal requirement.
2. General formal requirement (e.g., any university degree).
3. Specific formal requirement (e.g., particular degree or extensive pedagogical training of a particular subject).

Measurement level: Nominal
Responsible for drafting question: FH

5.2 Source of teacher training (teacher_ training_ source)

Question: What is the source of the mandatory teacher training for primary/secondary schools?
Clarification: Only code if teacher_training_presence > 1. "Source" refers to any institution that issues

regulations for teacher training. Multiple selections are possible, please select all that apply. “State” refers to the regime in power at both the national and the sub-national level. International organizations include UNESCO, the UN as well as supranational organizations such as the EU.

Answer categories:

1. The state
2. Religious organizations
3. International organizations
4. Private/non-state organizations
5. A foreign state

Measurement level: Multiple selection
Responsible for drafting question: FH

5.3 Ideology and teacher training (teacher_training_ideology)

Question: Is there any formal ideological requirement for all teachers on at least one level of education (primary and/or secondary) and, if yes, of which type?
Clarification: Political/social/religious group can refer to parties, ethnic groups, confessions. Note that this does not refer to requirements for subject-specific teachers, but specifically aims to capture general ideological requirements. The requirement to belong to a protestant confession to teach protestant religious topics, for instance, does not constitute an ideological requirement.

Answer categories:

1. There is no ideological requirement to become a teacher.
2. There are certain formal requirements to become a teacher, e.g. the person is not allowed to have prior convictions
3. There are certain ideological characteristics that prevent a person from becoming a teacher, e.g. the person is not allowed to be a member of a certain political/religious/social group.
4. There are certain ideological requirements to become a teacher, e.g. the person has to be a member of a certain political/religious/social group.

Measurement level: Multiple selection
Responsible for drafting question: FH