Appendix G (b):

Education Policies and Systems across Modern History

Rules of Thumb (ROT)

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General proceedings: gathering data sources and organizing coding efforts

The Color System Section

To facilitate communication among coders, please follow this color scheme.

a. Orange cell = secondary sources mention a significant change in X period, but I do not find primary or secondary sources mentioning the nature of the change. This is often the case when we search the content of civic courses (national_civics_*) and school-funding (operate_*). Please, give your best guess based on the information available. See an example below

El Salvador	SLV	22	1945	3	2		0	7	2	1	1	According to secodnary sources, curricula changed a bit, but do not mention any substantial change. I do not have access to the primary sources to confirm if the content of civic education experienced a change. I will code these cellls in this way assuming that there are no major changes betwen the two military regime.; Otherwise, NA
El Salvador	SLV	22	1946	3	2		0	7	2	1	1	
El Salvador	SLV	22	1947	3	2		0	7	2	1	1	
El Salvador	SLV	22	1948	3	2	Creation of n	0	7	2	1	1	
El Salvador	SLV	22	1949	3	2		0	7	2	1	1	
El Salvador	SLV	22	1950	3	2	Constitution	0	7	2	2	1	
El Salvador	SLV	22	1951	3	2		0	7	2	2	1	
El Salvador	SLV	22	1952	3	2		0	7	2	2	1	

b. Yellow cells = I have serious doubts about what to code due to the absence of fine-grained data sources. In the example below, a coder colored "subject_ban," and "notes_subjectban" in the el Salvador over the period 1871-1880 because "the Constitution makes explicit that the government also must protect the catholic religion, so in the absence of further information, we could assume that any subject that might damage the catholic religion is banned from textbooks."

El Salvador	SLV	22	1870		6		1		1
El Salvador	SLV	22	1871		6		2	Constitution makes explici	
El Salvador	SLV	22	1872		6		2	duringthe 1871-1883 perio	
El Salvador	SLV	22	1873		1;6	la cartilla de	2		1

c. Yellow cells and red text = I have serious doubts about what to code due to the absence of fine-grained data sources and rule of thumb to handle this situation, but I made a judgment call. This "judgment call" can later be used to add new rules of thumb if we don't find the key data source.

d. Blue cells = I have applied a rule of thumb to code X cells OR check this exciting info.

e. **Note**, **that if there are no sources to support your coding, write NA**. Blank cells have other meanings in the dataset (e.g., absence of X-type schools); therefore, there is no funding and curricula for such schools. This is often the case of universities because either they do not exist as such back in time or a dictator shut them down)

How to code the uncertainty columns

Please use the uncertainty_* columns to quantify the amount of uncertainty per clusters of items. Use the note_* columns and the color system scheme to code the variables that ends with *_unc.. We use this information to organize the examination of the case depending on the degree of doubts and scope (e.g., consult experts for specific periods, or have someone else coding the whole country).

Code **very high** if more than 50% variables coded in a cluster of questions have Yellow cells and red text

Code **high** if more than 50% variables coded in a cluster of questions have Yellow cells

Code **medium** if less than 50% variables coded in a cluster of questions have Yellow cells or Yellow cells and red text

Code **some** if more than 50% variables coded in a cluster of questions have Orange cell

Code **few** if less than 50% variables coded in a cluster of questions have Orange cell or more than 50% variables coded in a cluster of questions have Blue cells

Leave a blank space if you do not have doubts or any of the above conditions are met.

Note for the users: The *_unc columns is the final product after several rounds of revisions. Missing values in a cell implies that our level of uncertainty was high to very high, while blank cells imply very little doubt. Within these two extremes, users can see we coded 1, 2,3; this refers to the categories "few," "some," "medium" . We suggest data users to run analyses that include observations with some uncertainty or analyses in a subsample of cases without uncertain cases. We would welcome any feedback on our coding decision in a particular variable-country-year cell. The note columns could help users to know the source of doubts and the type of data source we need.

How to use the Notes Column

Please use the note_* columns to help us know why a particular coding choice was made. Of course, do not write long sentences as a general rule because the task will become too time-consuming. Nevertheless, make this note_* columns as informative as possible. To do so, the ELDAR team recommends the following procedure.

Please add the data source in the corresponding "notes_*" column when the information is pretty clear. The reference is the name of the pdf file saved in the country folder or the name of the law.

- To avoid writing the data source multiple times, I recommend adding the "mother" data source in the "notes_free&compulsory." For example, here I usually add the law name "Decreto: Reglamento de Instrucción pública decretadas en 1873" in the 1873 row for the country X (El Salvador. In this case) and a brief description of what the law is about "the liberal period. Implemented in the following year. Primary focus on primary education: The finance, hiring teachers and supervision was directly in the hands of municipalities, while regional governors supervise the municipalities. The Government, at the same time, supervised the regions and dictated the policies."

When you have doubts about what to code, please add the following in the corresponding "note_*" column and use the color system to sign the scope of the problem across a number of rows.

- **Qualified guess/ROT**: Code X because of "Z reason" (see, X.pdf (p. B) and document Y.pdf (p. A)). Note that the name of the document X.pdf should be easily found in your country folder (see the section, Notes on the storage of data sources). See an example below:

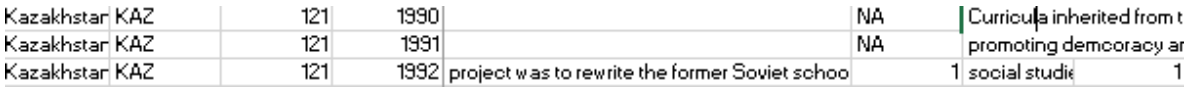
Belarus	BLR	107	2010		2;3		2	1
Belarus	BLR	107	2011		2;3	Art. 18 civic	3	The Code for Education
Belarus	BLR	107	2012		2;3		3	"Sunday schools" in par
Belarus	BLR	107	2013		2;3		3	1

- In this example, I did not have access to the content of civic education. However, I found that the code of education, art. 18, says that "civic and patriotic education, ideological education, aimed at developing students knowledge of the ideology practiced by the Belarusian State. The goal is the

formation of citizenship, patriotism and national consciousness based on state ideology (see, code of education)". This information in quotation marks is added in the cell to help others assess the qualified guess is ok or not.

- **Unclear**: **a)** Unclear because of the absence of data sources (but you guess that it needs discussion); **b)** Unclear because of the data source contradictory. (see, X.pdf (p. B); **c)** Unclear because I don't know if X.pdf refers to the policy's de jure or de facto dimension. For an example, see above "the yellow cells" & "yellow cells and read text" points

- **Missing value**: No data source and no clue = NA



Kazakhstar	KAZ	121	1990		NA	Curricula inherited from t	
Kazakhstar	KAZ	121	1991		NA	promoting democracy ar	
Kazakhstar	KAZ	121	1992	project was to rewrite the former Soviet schoo	1	social studie	1

- In this example, the information was pretty unclear even to form a qualified guess. For this reason, I added NA and the following information in the corresponding "notes_national_civics" cell. The note states "Curricula inherited from the soviet union (Silova 2008, p 20). This is a common statement made by scholars in this topic. However, It is unclear how much the education systems have inherited. Does it mean that they are teaching marxism in the schools? At the same time, we have international organizations pushing for promoting democracy and justice (open society values) (p.53)

Rule of thumb: General procedures by Topic

Compulsory Education Questions

Frequent data sources: Education laws and history of education books

- Many education laws establish that *education is compulsory and free; or free but it is unclear whether education is compulsory or not*. These cases are often bold statements. We need to look at the law and or sources that indicate how schools obtain licenses to open, enrollment requirements and family duties. This can help us assess what groups are excluded subtly:

    a. **Example 1:** Data sources declare "free and compulsory education" before the mid-XXs. However, we find information in the law or secondary resources declaring that the state should create "one school per municipality with 1000 inhabitants and the family has to pay a small fee," or "secondary education is free, but parents have to pay a fee for primary education and a small fee for secondary education to pay schools maintenance." These requirements suggest that, even if data sources declare "free and compulsory education," education subtly targets specific "priviledged" groups. In this case, people living in relatively big towns can have had primary education in the past and money to pay for primary and secondary education. Therefore, compuls_free = 1, compuls_exist = 2 & compuls_exempt = 3;4;5. Highlight the relevant cells in blue

    b. **Example 2:** We do not find evidence of compulsory education mentioned. However, parents have to pay a fine in the law if they do not send their boys to school. This is

evidence of compuls_exist = 2, which actually excludes girls (compuls_exempt = 1). Highlight the relevant cells in blue

c. **Example 3**: liberal states during the XX century have education laws that mention that education is free but do not mention whether education is compulsory. However, "free" in this context means that the state provides grants to low-income families to encourage children to go to school. If there is no information about the scope of these grants (how generalized the grants were?). Also, code as compuls_exist = 2 & compuls_free = 1. If scholars mentioned that these grants were evidence of universal education at that time, then code: compuls_exist = 2, compuls_free = 2; otherwise, code compuls_exist = 2 & compuls_free = 1. Please, highlight the relevant cells in blue.

- If compuls_exist == 1, meaning there is no compulsory education system, code the following:
    a. Free_exist = blank cell; compuls_exempt = 0; military_edu = 1; subject_ban = 1; books_oblig = 1; Centralized curricula is QUITE LIKELY to be 1; Operating finding is UNLIKELY to be 2, 3, 8, 10; school_lead is QUITE LIKELY to be 1; and Teacher_training_source is NOT equal to 1.
- Google "compulsory years of education (X country) world bank data." Add this information to the dataset. Often the data ranks from 1997-2020. This is useful because we will know the maximum length in which education was compulsory in X country, so we know that before 1997 we should expect fewer years of mandatory education. This has always been the case in the countries coded so far.
    a. If there is a disagreement between the world bank data and the current law, prioritize the information from the law. This mismatch might indicate that the world bank captures de facto" years of compulsory education" instead of de jure years of education (which is written in the law).
    b. Note that if the law mentions that different types of schools have different compulsory years of education, we always code the school that provides the fewest years of education (e.g., typically rural or girl schools).
- If you see that there is no legal provisions education is compulsory or the law does not clearly specify “education is compulsory”. Check if you find sentences like “parents have the duty to send kids to schools” or so. We take this as evidence of compulsory_exist = 2. For example, Guinea’s 1984 education law article 41.1 and 41.2 says “every citizen shall have the right to education and the duty to be educated // The state shall gradually promote the gratuitous nature of education and equal possibilities of all citizens to have access to every level of education” This qualifies as compulsory_exist = 2. The requirements to build schools should give clues about the groups excluded by the law (e.g., rural areas).

The Meaning of Education levels

The length of Primary, secondary, and tertiary education might differ across countries and centuries. To maximize comparability, we define these levels in the following.

Primary education = curricula designed to provide students with fundamental literacy (e.g., reading, writing) to establish a solid foundation for learning. Typically, it starts when kids are six years old. But Its

duration depends on the law in place, and as such, we consider primary education's duration as stated by the law in a given country year.

Secondary education = curricula designed to provide students with skills relevant to employment or continuing education at the tertiary level. Secondary-level courses tend to be more specific and gather several streams. We focus on the academic curricula and do not look at other vocational education (e.g., military education, secondary level teacher training). Also, we do not distinguish between lower and upper secondary education, as most countries before the second world war do not follow this distinction. We follow the law to establish the total duration of secondary education.

Tertiary education = we look at university studies at the BA level.

Ideological Content Questions

Frequent data sources: General goals of X level of education in the education law, National curricula documents, UNESCO reports on civic education or education system evolution

- Keep in mind that we consider the levels of education as they were considered in a particular period. Some of today's upper secondary education was considered in the past high education (e.g., mostly hosted by an Institute of X, and to learn a specific qualified job, such as doctors)
- If you find the keyword "universities are autonomous or granted with autonomy," code national_civics_high = 1, Military_edu cannot be 4; & operate_high can be 8 or 10 only if there is not enough evidence that most universities are private (meet the criterion 7 or 6). If most universities are public and most of the funding comes from the national government, code 3. If the funding and management are mostly shared between the national and regional government (e.g., case of Spain after 1986), code 10.
- If possible, always add the civic course-related courses in the notes_national_civics, specify the source if different from the law and the education level that applies.
- If sources indicate that civic courses are “experiments” or part of a “experimental national curricula” for X level, code civics_* questions as 1. Experimients denote that most schools did not follow this experimental course.

School Autonomy Questions

Frequent data sources: education laws and constitution

- In edu_power & Operate_ *, always describe who writes and approves the curricula and how the funding is allocated. Use the "notes_operate" columns for this.
- In the case that the appointment of school leadership, please describe the process and indicate the data sources

Teacher Questions

Frequent data sources: education laws, the section on teacher duties, and secondary resources, mostly articles about education quality on a particular country-period (education regime). **When information is not available,** there are some key rules of thumb:

- If the law or the secondary sources mention that the state "provides licenses for schools" or "has the monopoly on education licenses," we are pretty sure that "teacher_training_source" = 1. If

"teacher_training_source" = 1, it is highly likely that "teacher_training_presence" = 2 or 3 if there is a special teacher training.

- If teachers are priests or most schools are religious, code teacher indicators as teacher_training_presence = 3; “teacher_training_source 2; “teacher_training_ideology” = 4.
- If the state makes mandatory state-led-teacher training courses, it is also quite likely that there are formal requirements to become a teacher "teacher_training_ideology" = 2

Rule of Thumb: The Specifics

1. Compuls_exist, compuls_free & compuls_exempt

- If compuls_exist = 2 and evidence of few schools in big cities, it is quite likely that women, rural and poor areas will be excluded from education. Code then compuls_exempt = 1,3;4
- Code always compuls_exempt = 5 if compuls_exist = 2 if the law does not mention groups with special needs whatsoever. This evidence suggests that the state is not providing any help for integrating and educating children with special needs.
- If you cannot find the education law to code compuls_* columns, check the country's constitution in addition to what you have collected in your background information files (steps, points 3-6 section "Notes on general online search and coding procedures").
- **A note on federal states:** Federal states might be hard to code because (1) regions approve laws of education independently of the national authority or (2) region-national government cooperate and is difficult to know where and when the legislations actually come into force in most of the regions/cover most students. When information is unclear about how widespread compulsory and free of charge education are, use information about the population size across regions (see points a and b below). For instance, following this rule, the US case during the 1851-1940 period is coded based on the Northern regions. Please, specify the regions you are using to code "most schools" when applying this rule of thumb.
    a. Consider the states with higher population density, so we can say that more than 50% of the population of interest (e.g., teachers, schools, students) operates under the new policy/law.
    b. If this information is not available, consider 50% of the federal states, so we can say that more than 50% of the population of interests operates under the new policy/law

4. Compuls_year

a. Rarely, years of compulsory education is clearly indicated. You might need to look for sentences like “students must attend schools from X to Y years” or infer the years of education based on the curricula (two years courses = two years of education).

b. In most cases before the mid-XXs, years of compulsory education are different between types of schools. Identify them, add them in the notes, and code the years pertaining to the group with the least number of years (frequently rural and/or women schools).

c. See the general rule of thumb for compulsory education for further information

5. Free_exist

c. Apply this rule when free education is only offered for the secondary and university level: Rarely, governments offer free education for secondary education and university education, but families have to pay a fee and/or textbooks for primary education (e.g., Armenia). Code 2 if years of compulsory secondary education is more than years of primary education. Please, write in the "notes_free_exist" column when you see this situation and color the cells in blue.

d. If the above situation is present, it might be the case "compulsory education" does not have a universal scope. Code compuls_exist = 2 if you find evidence that many families have difficulties paying the fees or people in rural areas were unlikely to have access to education due to this requirement. If this is the case, code the most likely excluded groups in "compuls_exempt."

4. National_civics

a. To establish "the majority rule" here when competing curricula exist, we could look at student's enrollment rates instead of the number of schools.

b. If edu_power = 1 + operate_prim; _sec; _third != 1-3 or 8 + statements such as "schools promoted colonial interests or democratic values or alike," code national_civics_prim; _sec or _third = 1. This means that if a central authority is highly unlikely to have a say on schools' finance or curriculum, it is quite unlikely that "state-led indoctrination" is a frequent practice.

c. We don't make a distinction between lower and higher secondary education distinction. Code 2 if civic education is present at any secondary education level and is a usual practice. Note that we don't code as secondary education "professional" schools like those focused to train teachers, or military etc

d. Often you find religious-related courses (e.g., historia sagrada, morality and religion, civics and religion). Code national civics 2 in the respective cell and national_civics_contents = 6 if the country's constitution declares to defend X religion values or confessional OR, in the absence of a constitution, if the government undertakes systematic actions in favor of X religion (e.g., delegate the responsibility of education to the church).

e. If a local central authority operates schools, it is unlikely that the content of education can show "regular/widespread" practices of state-led "indoctrination" (national_civics; civic_content). For example, some schools in England have civic education, peace studies, and courses that journalistic accounts deemed as aimed to indoctrinate children. However, we can see that these practices are barely observed in many schools in Wales and Scotland.

f. Bolivarianismo should be coded as national_civics_contents = 3;5

g. Note that some regime-specific ideologies (national_civic_* = 3) also have a strong component in other key ideological dimensions, such as nationalism (2) or ethnicity (7). In this case, code them all and add a brief description in the "note_*" cells. If unclear, please, follow the color section.

h. Multi-culturalism + ethinc diversity should be coded as national_civics_contents = 5;7. However, if apartheid/race-based indoctrination should be coded as national_civics_contents = 7 + 2 or 3 depending on the specific government under examination (e.g., nazi government 7;3 in this case).

i. If universities and schools are shut down, **leave a blank cell** and report it in the "notes_*" cell.

j. A good starting point to find information about universities is to google the oldest university in country X and check its history. Often, secondary resources tell the history of the university in the national context and in relation to other universities

k. Note that leader-specific ideology could persist even if the leader has died (e.g., post-Stalin Soviet Union)

5. Edu_dep and Edu_power

a. Wikipedia or the government's website always offers a list of ministry names or departments in charge of national education.

b. Code edu_power = 1 If compuls_exist = 1 & edu_dep <2 & operate_prim = 4;5; 6;9. This reflects the very secondary role of the government, organizing education.

c. Sometimes the government delegates the education curricula to third parties, such as a university (In the case of Chile, the University of Santiago was in charge of the curricula and management of schools for a while in the XIX century) or another state-led organization (Education council, Consejo social and things alike). If this third-party operates at the national level, code Edu_power = 4.

d. Code edu_power = 3 if the state only approves or "guides" education curricula, but schools/region/district plan the curricula. This is evidence of two actors involved in the curricula drafting, one at the national level and another at the regional/local level.

   a. **Note**: in some cases, the ministry does not plan the curricula but a national organization and the ministry of organization. In this case, code edu_power = 4. Also, if you find this national organization set the curriculum together with regional/local actors, then code 3. Please, register the name of the exact institutions/organizations drafting the curricula.

e. If an education law establishes that exams are carried out and regulated by a state-led organization, it is quite likely that the curricula are also centralized. Thus, it could be edu_power = 3 or 4 (e.g., Dominica Republic, 1866-79). Please check further sources to know which value describes best who set the curriculum.

6. Ban_books

a. Rarely, education laws mention the books banned. Instead, you will often find articles in the law, declaring that "the government must protect X religion; or remove "totalitarian, revolutionary or religious views," or ban documents that attack the national identity. Based on the content of the law's articles, code ban_books = 2 or 3.

b. If the regime's raised to power against or in favor of communism, it is quite likely that code ban_books = 2 as either content that damage or support communist ideals are suppressed.

c. Code ban_books = 3 If the law establishes a censorship body in the school/city/region for education. These censorship bodies are called things such as police education, the commission of truth/protection of culture committee

d. Code 2 if indigenous languages are banned from education or not recognized in the education system at all.

e. If it is unclear when banning books started and ended, there are lists in some websites (e.g., Wikipedia) that show when and which books were banned and for how long in a specific country.

Nevertheless, I am sure you will not need to do this as you will find this information when coding national_civics_*

7. Military education

a. Note that the existence of military academies or universities do not qualify to code this variable. We focus on military training in the current national curricula for the primary, secondary and tertiary level.

b. Military education is hard to find in the 21th century curricula. If there is not a "military course" in the curricula as such, search for sports-related courses. You will often find a general description of the course in the education law or education reports. Military training is often is associated with courses called "sports," "sports and defense/(national) security," "physical activities and/or gymnastics and military," "medical aid and emergency." In cases of doubt, dig into available content of the courses (table of contents of books on curriculum, course plans, etc.)

c. If the constitutions or laws in place explicitly mention that students should receive **education for peace, respecting diversity and ethnic minorities, code military_edu as 1.** We should not expect that students are exposed to military training when an education plan emphasizes democratic norms and peace.

d. Code military education as 1 as well when there is no compulsory education.

8. Obligatory_books

a. Google "leaders name" + "books" to identify this. Mostly, this does not work, but it is worth trying it. Sometimes you will find the information to code this variable when learning about the content of civic education and through secondary sources.

b. Sometimes, leaders do not write books but rather short essays printed in a pamphlet, small books, or in childrens' textbooks. These are taught in civic-related courses (E.g., Trujillo's Carta cívica in the civic course) or in the reading courses. These types of documents also count as "books."

- **Hint**. Sometimes, the course description in an education law mentions reading X leader's books (e.g., Gadafi's green book)

c. Nevertheless, It is hard to code as it requires careful reading of secondary sources.

- **Hint**. My experience suggests that personal dictatorships are more likely to have books written by former leaders or those regimes with revolutionary origins.

9. School_lead_*

a. The government often delegates the appointment of principals to other state-led organizations (see edu_dep & edu_power section). In post-revolutionary Iran, the revolutionary committee composed of priests and minister-linked representatives appointed principals until the committee's dissolution in 1988. If this occurs, code 3 in the respective cell.

b. Code school_led_* = 1 if education is led by religious organizations. That means: edu_dep = 1 and edu_power = 1 & operate !=>4

c. If education laws do not mention how principals are selected, consider code 1 or 2 if a central authority (mostly the government or national state-led organizations) supervises the education

system and makes quality checks. Afterward, code 1 only if the number of public schools is lower than 20%; otherwise, code 2.

10. Teacher_training_presence, teacher_training_sour, teacher_training_ideology

a. Leave a blank cell if edu_power/operate/teachers when the government shut down schools and/or universities or a specific type of school does not exist yet.

b. It might be the case that primary-secondary schools are private or church-led schools, but the state increasingly financed them. On top of that, you might also see that the state creates more public schools. This example illustrates a situation in which the majority of schools fall into category 9. If national/public schools become more predominant than church-led schools, code .

c. **Teacher_training_ideology. Code 2 i**f the law makes explicit mention that the professor must have exemplary behavior in addition to X moral values (civic or religious). Most of the time, the teacher needs formal authorization from a priest or someone with the moral authority to prove such values. If the law does not make these claims explicit but ask teachers to be just a member of X group, code 4.

d. Code 2 in **teacher_training_presence** if sources show that teachers mix priests and teachers with no training. This is especially true before the XIX century.

e. Rarely, teachers trained in foreign countries and who obtained the license abroad (e.g., NGO's teachers in Africa) can teach in another country without the government's permission. Check this carefully in the education law. If there is no evidence to support that teachers need to validate their teaching certificates, then code 3,4, or 5 respectively.

f. Sometimes, dictators and monarchs are so impressed by a foreign education system that they hire teachers from such countries to lead the education in the ruler's country. If this is the case, code "teaching_traning_source" = 5

11. Operate_*

a. Describe always how the funding is allocated in the notes cell per country period.

b. To establish "the majority rule" here, we look at number of schools instead of the number of students.

c. Sometimes, you will only find that the state offers subsidies to public schools, and other groups raise fundings to maintain the school. If public education is free, code operate_* = 3; if not, code it as 7. Of course, be sure that this is the most common practice. Belgrano's Argentina is an example of this.

d. Code 7 in Operate_* if the government finances primary, secondary or tertiary private schools. However, if there is evidence that the government faced a severe economic/political crisis—resulting in nonexistent education funding— code 6 or 8 depending on the data sources. Justify your coding decision in the "notes" column. Bolivia 1879-1903 is an example.

e. A note on colonial states or foreign invaded countries:

a. When sources refer to "most schools are financed by government/state," be sure that it refers to the colonial government instead of the metropoli master.
    i. Code 1 if the curriculum is imposed from abroad
    ii. Code 4 if the colonial government have a say in the curriculum

iii. Code 3 if we observe dual education systems where it is hard to say that one curriculum is more majoritarian than the other. Please indicate here some uncertainty in the note_columns_*

b. You might read that "foreign country X" funded education level Y, this sort of statement requires further inspection.

i. Check whether the fund goes to the colonial government. If so, code Operate_* = 3.

ii. If the foreign country gave the money to an organization created and managed by the foreign country, code Operate_* = 4

iii. If the foreign country gave the money to an organization created by the foreign country but managed by the government or an administrative body at the national level, code Operate_* = 3.

iv. If the foreign money goes directly to private schools/ non-governmental organizations, code Operate_* = 4.

v. It might be the case that foreign country X invest in C type of schools (secondary level and universities mostly). If so, check the number of education centers created and code Operate_* = 4 if these schools are the majority.

c. If universities are granted autonomy, they can implement their own curricula + manage their funds. These funds often come from a national fund, and universities apply for their share, so code Operate_high = 7. Of course, be sure that the number of public universities is lower than the private/co-financed universities (e.g., UK and US XXI century).

d.

f. Most madrasas before 1950 are secondary and higher education religion-based schools, so operate = 5 (e.g., turkey). However, it might be the case these schools are mostly privately funded or a mix of state sponsorship, religious organizations, and private people (e.g., Uzbekistan).

12. Subject_ban

Do not code as evidence of subject ban if you find bans on specific types of clothes, haircuts, cursing, and things like

13. Others

A note on education systems during and after regime change

When the Soviet Union fell in 1991, new independent states have various reasons and capacities to remove soviet legacy on education. Some countries, like Tajikistan, have even experienced a civil war or a chaotic transition, so we do not see a clear education law until many years later (e.g., Moldova's first education law was in 1995). How can we code education systems during a transition period? Here a couple of rules of thumbs:

1. Check when the first education law appears. Read the preamble, introduction and declaration of intentions, so you can see the extent to which the regime wants some distant from the Soviet Union. From this law to the Soviet Union fall, what shall we code?

- if the law mentions to align to soviet values and so on, we have evidence that they embraced it the soviet legacy., of course.

2. Find evidence of executive decrees, laws or constitution explicitly mentioning state intentions to de-Russianized the education system: forbid soviet system or courses OR rule out previous education laws during the Soviet Union. **If we do not find evidence of this**, code country-years observations as it was observed in 1990. This means that the state couldn't or do not want to abolish the soviet legacy.

3. If you **find the decree**, but there is no an education program, framework, law or section in the constitution in place, code the following:

- compuls_exist == 1, meaning there is **no law reinforcing** compulsory education, so:

    a. Free_exist = blank cell; compuls_exempt = 0; national_civics_*=1; military_edu = 1; subject_ban = 1; books_oblig = 1; Centralized curricula is QUITE LIKELY to be 1; Operating finding is UNLIKELY to be 2, 3, 8, 10; school_lead = 1; and Teacher_training_source is NOT equal to 1.

- **However**, check if the literature agrees. It might be the case that some practices are inherited, such as funding the education system at the state-level (e.g., as former administrative units and cabinet still operates) and that education is still universal and free of charge (e.g., Tajikistan for instance changed its position on this due to civil war). Another example, of this exception: the state is confessional and follows X religion and, even though there is no education law in place, articles mentions that priest and missionaries from the X religious group were in charge of education. Since state ideology and the majoritarian group of primary school teachers' ideology align, it is quite likely that national_civics = 6