demscore

Thematic Datasets

# Codebook

## Education



November 2026

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Based on Demscore
Version 8.0

**Funders:** Demscore is funded by the Swedish Research Council, University of Gothenburg, Stockholm University, Uppsala University, and Umeå University. For more information, please visit: `https://demscore.se`

**For data enquiries:** contact@demscore.se

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**6 Bibliography** **188**

# 1 Explanatory Notes

## 1.1 Release Notes v8

Demscore provides worldwide free access to harmonized data on Democracy, Environment, Migration, Social Policy, Conflict and Representation from several of the world's most prominent social science research institutes. The interdisciplinary nature of Demscore data facilitates large-scale comparative analyses. This is essential to advance adequate policy responses to complex societal challenges associated with the Sustainable Development Goals (SDGs) and beyond, facing Sweden, Europe, and the world today.

With a firm commitment to transparency and openness, Demscore v8 enables users to gain comprehensive insights into various topics across the social sciences. The joint infrastructure ensures data integrity and quality at the highest international standards and maximizes usability in the measurement of contextual data with over 26.000 variables across nearly all countries in the world, from 1750 to the present.

This creates critical time- and cost saving advantages in data collection, management, distribution, and not the least for end-users in the scientific community. Demscore's unique approach to translating and merging data scales up to more than 420.000 variable versions available in the infrastructure, storing more than 10 billion non-missing observations.

This collaborative effort between leading Swedish universities pushes the scale of social science data to a new level and offers unprecedented possibilities for interdisciplinary research and knowledge advancement.

These are the key features of Demscore:

1. **Customized Download:** A fully normalized, joint PostgreSQL database, sophisticated programming, and a user-friendly web-based interface for users to generate custom-designed datasets and codebooks for download.
2. **Translations and Data Merges:** Demscore currently offers more than 1300 merge options between datasets.
3. **Metadata:** Demscore takes information on and organization of metadata to new heights with the inclusion of customized codebooks, a detailed methodology document, and a comprehensive handbook.
4. **Handling of Missing Data:** Demscore pioneers in developing an innovative approach to tackle missing data. Researchers can now account for missing values with increased precision, leading to more robust and reliable analyses.
5. **Merge Scores:** Demscore introduces a unique merge mechanism. This powerful tool enables researchers to combine datasets effortlessly, uncovering connections and patterns that were previously hidden in isolated data silos.
6. **Thematic Datasets:** Demscore provides researchers with curated thematic datasets, each focused on a specific topic. These datasets bring together relevant variables from across the Demscore partners, facilitating in-depth investigations and comprehensive analyses of specific domains.
7. **Interactive Web Portal:** In addition to all the above, Demscore's web portal offers interactive visualization tools, user support and additional information on all partners and data sources.

For more information, please visit `https://www.demscore.se/` or contact contact@demscore.se.

## 1.2 New in Demscore version 8

A detailed description of changes and additions made for version 8 compared to version 7 can be found in the Methodology Document.

## 1.3 The Demscore Codebook

The autogenerated Demscore Codebook lists variable entries for those variables chosen by the user along with citation guidelines and licenses per variable.

The meta data is extracted from the codebooks per dataset stored in a table in the Demscore PostgreSQL database with one row per variable for all datasets. This table includes codebook entries, variable tags, labels, and other variable information in LaTeX format used to generate an automated codebook.
Demscore maintains a single set of standard entries for metadata across all datasets, to which all project members contribute their information. Additionally, variables within different datasets may have varying sets of additional information requirements specific to each dataset. These dataset-specific entries are also included, but they are presented as variable-specific metadata beneath the standard entries.
At the outset of the harmonization process, Demscore underwent a thorough variable name cleanup. This involved tasks such as replacing spaces or dots in variable names with underscores and converting all letters to lowercase. Notably, the original tags remain preserved and stored in the PostgreSQL table. Each variable in Demscore is accessible in both short and long forms. The short form comprises the cleaned version of the original variable tag, while the long form starts with the dataset name from which it originates, followed by the cleaned variable name.

For instance, the original name of the variable *MinisterPersonalID* from the H-DATA Foreign Minister Dataset is included as *ministerpersonalid* (short form) and *hdata_fomin_ministerpersonalid* (long form) in Demscore.

In addition, each dataset includes Demscore unit-identifier variables which are named according to the following naming scheme: Beginning with u_, followed by the name of the primary unit and finally the variable tag. The *year*- variable from the COMPLAB SPIN The Out-of-Work Benefits Dataset (OUTWB), which is part of the primary unit u_complab_country_year has the Demscore unit identifier name *u_complab_country_year_year*.

## 1.4 Methodology

For details on our methodology please see the Demscore Methodology document available for download on the Demscore website.

## 1.5 Citations

The Demscore project does not have a formal citation of its own. Hence, when using Demscore, we suggest that you cite the respective projects and datasets. We indicate how every dataset is to be cited in the autogenerated codebook you retreive with your data download, both in the dataset description and the codebook entry for each variable. Most often it is sufficient to cite the dataset a variable originates from, but sometimes there is a variable specific citation listed in the codebook entry in addition to that. For these cases, please also add the variable specific citation to the reference list of your publication. Full references are linked in the codebook entries of the variables and listed in the codebook's bibliography. We suggest you to also cite the Demscore Methodology Document when using data retrieved through Demscore.

## 1.6 Missing Data

Demscore indicates different types of missingness for observations in the customized datasets:
**Missing in original data** = Whenever an observation in the original variable is a missing (NA, missing code such as 7777, blank cell), we preserve this missing value. When the original source has special codes for various types of missing, those are preserved.
**Missing code: -11111** = Demscore code for observation is missing due to the translation/merge, i.e., missing data due to no data being included for this combination of identifiers in the end Output Unit.
**Missing code: -22222** = No observation is merged/translated, but the original data contains information for these identifier combinations elsewhere. For these cases, we use a different code. The

user needs to consult the reference documents (Methodology Document Section 5.1. or the Demscore Handbook) to clarify why the translation to the identifier combinations in the end Output Unit was not possible.

Please note that an observation that is missing in its original output unit does no take the value -11111, but appears as NA/blank cell in the customized dataset.

## 1.7 Download ID

The download ID can be shared with other users for replication purposes. A user can type the download ID into the Demscore website and retrieve the same download selection and files as the original user. This ID is autogenerated for each download from the Demscore website and will always retrieve the same data, even if the Demscore version was updated in the meantime.

Download ID:

## 1.8 Unit Identifier Variables

An Output Unit is defined as an output format in which variables can be retrieved from one or more datasets through a strictly defined output grid. A unit table defining this output grid contains unit identifier columns with u_ prefixes and the table is sorted based on these unit identifier columns and has a fixed number of rows. Unit columns are based on the columns that constitute the unit of analysis in a dataset. They are added to the original dataset and marked by a unit prefix (consisting of a u_ and the dataset unit name) before the original variable name. Unit columns can contain slightly modified data, e.g., missing values are replaced by a default value. Sometimes we add additional columns to the unit table, for instance if a dataset includes both a country_id column with a numeric country code, we add the variable storing the full country name to the unit table as well for better readability.

## 1.9 Thematic Dataset

This dataset is designed to cover the diverse aspects of Education. It contains measurements of educational attainment, years of schooling, academic freedom, autonomy of teachers, indoctrination in education, corruption within the school system, and more.

The thematic dataset serves as a comprehensive resource for researchers, policymakers, and practitioners, offering information to investigate and analyze various education-related issues. The compilation of variables is created to enable users to easily get access to top-quality social science data, without having to merge variables themselves.

## 1.10 Output Unit Identifier Variables in the Chosen Unit

u_demscore_country_year_country: The column is created based on V-Dem, H-DATA AND GW. It is based on the following datasets: H-DATA Information Capacity Dataset H-DATA Foreign Minister Dataset V-Dem Episodes of Regime Transformation Dataset V-Dem Country-Year: V-Dem Full+Others

u_demscore_country_year_code: NA

u_demscore_country_year_year: The column is created based on V-Dem, H-DATA AND GW. It is based on the following datasets: H-DATA Information Capacity Dataset H-DATA Foreign Minister Dataset V-Dem Episodes of Regime Transformation Dataset V-Dem Country-Year: V-Dem Full+Others

# 2 COMPLAB

Based at Stockholm University, the **Comparative Policy Laboratory (COMPLAB)**, provides vital policy data across three areas: environmental, social, and migration policy. The **Social Policy Indicators (SPIN)** database provides the foundations for new comparative and longitudinal research on causes and consequences of welfare states. Building on T.H. Marshall's ideas about social citizenship, SPIN makes available comparative data on social rights and duties of citizens, thereby moving research beyond analyses of welfare state expenditures. The SPIN database is instead oriented towards analyses of institutions as manifested in social policy legislation. Data are carefully collected in a coherent and consistent methodological manner to facilitate quantitative research of social policy across time and space. To date, SPIN covers 36 countries, of which several have data on core social policy programs from 1930 to 2019. More information is available on the project's website: `https://www.su.se/comparative-policy-laboratory/data/spin-1.644259` **GRACE, Governing the Anthropocene – Environmental Policy and Outcomes in a Comparative Perspective**, is a longitudinal and comparative study on environmental governance has created a dataset of national policy responses for environmental management and protection in 37 countries for the period 1970-2022. `https://www.su.se/comparative-policy-laboratory/data/grace-1.645779` **The Migration Policy Database (MIGPOL)** consists of a range of indicators compiled on behalf of leading data projects in the field of comparative migration policy research. It also contains original data on the rights of irregular migrants which will soon be added to Demscore. `https://www.su.se/comparative-policy-laboratory/data/migpol-1.645783` Read more about COMPLAB here: `https://www.su.se/comparative-policy-laboratory/`

## 2.1 COMPLAB MIGPOL Historical Immigration Policies Database

***Dataset tag:*** complab_migpol_impic_antidisc

***Output Unit:*** COMPLAB Country-Year, i.e., data is collected per country and year. That means each row in the dataset can be identified by one country in combination with a year, using the columns country_code (ISO 3-letter-code) and year or country_nr (ISO numeric code) and year. If necessary, an additional country column storing the countries' full names is created as a unit identifier. Please note that we synchronize Complab country variable names in Demscore to country_full_name, country_nr and country_id.

***Description:*** The Historical Immigration Policies Database (HIP) covers 31 countries from either 1789 or their independence until the 2010s. These countries include: Argentina, Australia, Austria, Belgium, Botswana, Brazil, Canada, Chile, Denmark, Finland, France, Germany, Hong Kong, Ireland, Italy, Japan, Kuwait, the Netherlands, New Zealand, Norway, Saudi Arabia, Singapore, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, the United Kingdom, the United States, and Venezuela. HIP enables scholars to reassess long-established views on the historical development of immigration policies, test new arguments with longitudinal data, and explore the relationship between immigration policies and slow-changing domestic and international variables. The dataset spans a wide range of variables important to political scientists, such as regime type, wealth (including natural resource wealth), and economic structure. Immigration policy dimensions—such as entry rules, rights, and enforcement—are coded separately, allowing researchers to analyze their long-term co-evolution. HIP is relevant to a broad audience in international relations and can be used to investigate immigration policy's connection to topics like North-South relations, democratization and autocratization trends, and the rise of far-right ideologies and populism. It holds particular promise for the growing subfield of historical international relations, with its focus on the evolution of states, state systems, and international ties. More information is available on: `https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/F7V8YL#`

***Dataset citation:*** PETERS, MARGARET and Borang, Frida and Kalm, Sara; Lindvall, Johannes and Shin, Adrian, 2024, *Historical Immigration Policy dataset (HIP)*, https://doi.org/10.7910/DVN/F7V8YL, Harvard Dataverse, V2. Funding for MIGPOL was provided by grants from the Swedish Research Council (2021-00162_VR).

***Link to original codebook***
`https://dataverse.harvard.edu/file.xhtml?fileId=10143944&version=2.0`

***License:*** The Historical Immigration Policy Dataset is in the public domain. It is licensed under CC by 1.0. The persons associated with this work have waived all their rights to the work worldwide under copyright law, including all related and neighbouring rights, to the extent allowed by the law. The data can be copied, modified, and distributed, even for commercial purposes, all without asking permission.

More detailed information on the dataset can be found at the following web page: `https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/F7V8YL#`

### 2.1.1 Historical Policy

Variables in this section provides coding of immigration policies of 31 states from 1789/ independence to 2010.

#### 2.1.1.1 Skill Restrictions (skillcode)

*Long tag*: complab_migpol_hip_skillcode

*Original tag*: hip_skillcode

*Dataset citation*: PETERS et al. (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4747, Percent: 27.17

*Non-missing observations in chosen unit*: Sum: 4531, Percent: 14.94

*Lost observations in chosen unit*: Sum: 216 Percent: 4.55

*Description*:

DESCRIPTION: Does the law restrict by the skills or income an immigrant possesses? Does it use a point system with points given for education or special skills? Are people excluded based on profession (i.e., no prostitutes), illness (e.g., no epileptics), or likelihood of becoming a public charge?
VALUES:
1 = Only highly educated, high-income earners allowed in; many excludable classes.
2 = Mostly high educated, high earners, but some allowances for low-skilled workers; some excludable classes.
3 = Preference for high-skill workers but many opportunities for low-skilled workers; some excludable classes.
4 = Few slots reserved for high-skill/high-income workers; most visas open for anyone; few excludable classes.
5 = No skill restrictions for any visas; no excludable classes.
MISSINGS:
Empty cell
COVERAGE:
1783-2010

## 2.2 COMPLAB MIGPOL IMISEM

***Dataset tag:*** complab_migpol_imisem

***Output Unit:*** COMPLAB Country-Year, i.e., data is collected per country and year. That means each row in the dataset can be identified by one country in combination with a year, using the columns country_code (ISO 3-letter-code) and year or country_nr (ISO numeric code) and year. If necessary, an additional country column storing the countries' full names is created as a unit identifier. Please note that we synchronize Complab country variable names in Demscore to country_full_name, country_nr and country_id.

***Description:*** The IMISEM dataset contains 828 indicators on the migration policies of 32 polities from Europe, South East Asia and Latin America and the Caribbean. The IMISEM project adopts a comprehensive view of migration policy that includes both its emigrant/ emigration and immigrant/ immigration sides, bridging for the first time the two sides of migration policy. Thus, the dataset includes indicators that measure emigration policies (exit policies and control of outflows), immigration policies (entry policies and control of inflows), emigrant policies (rights granted, services offered and obligations imposed on non-resident citizens), immigrant policies (mainly, rights granted to non-citizen residents) and citizenship policies (mainly, access to naturalization for immigrants and retention of citizenship by emigrants). The main sources used to complete the IMISEM questionnaires are legal sources (i.e., laws, regulations). Legal sources are complemented with secondary sources (for instance, policy reports) and interviews with experts. The IMISEM Dataset is one of the main outputs of the "The very Immigrant is an Emigrant Project (IMISEM)" funded by the Leibniz Gemeinschaft and carried out at the GIGA German Institute for Global and Area Studies between 2017 and 2020. IMISEM data was collected for the years 2017 to 2019 during this time. It is coded for 2018 in DEMSCORE to align with the country-year format of other datasets.

***Dataset citation:*** Pedroza, Luicy (2022) "IMISEM Dataset" GESIS Data Archive DOI: 10.7802/2380
`https://search.gesis.org/research_data/SDN-10.7802-2380?doi=10.7802/2380`. Funding for MIGPOL was provided by grants from the Swedish Research Council (2021-00162_VR).

***Link to original codebook***
`https://migpol.org/data/`

***License:*** The IMISEM CODEBOOK is an Open Access publication licensed under CC BY 4.0. The data can be used without restrictions as long as that the IMISEM project is cited accordingly in corresponding publications.

More detailed information on the dataset can be found at the following web page: `https://www.giga-hamburg.de/en/publications/research-datasets/imisem-dataset`

### 2.2.1 Emigration Policies Quotas and Restrictions

The Emigration Quotas and Restrictions section in the IMISEM dataset contains variables on quotas and restrictions for emigrants.

#### 2.2.1.1 Emigration Quotas Education Tax (etionquota_educationtax)

*Long tag*: complab_migpol_imisem_etionquota_educationtax

*Original tag*: imisem_etionquota_educationtax

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Higher education graduates must pay an education tax to be able to emigrate.
VALUES:
No = 1
Generally no, but required for certain groups = 0.75
Generally yes, but there are exemptions for certain groups = 0.25
Yes = 0
MISSINGS:
No answer = 99
COVERAGE:
2018

### 2.2.2 Emigration Economic Policies

The Emigration Economic Policies section in the IMISEM dataset contains variables on remittances, investment, brain ciculation networks and return policies for emigrants.

#### 2.2.2.1 Emigrant Economic Policies Return Qualifications Recognition (egranteco_return_qualifications_recognition)

*Long tag*: complab_migpol_imisem_egranteco_return_qualifications_recognition

*Original tag*: imisem_egranteco_return_qualifications_recognition

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Recognition in SO of academic and professional qualifications emigrants acquired in the SR.
VALUES:
No = 0
Yes = 1
MISSINGS:
No answer = 99
COVERAGE:
2018

#### 2.2.2.2 Emigrant Economic Policies Return Qualifications Time Max (egranteco_return_qualifications_timemax)

*Long tag*: complab_migpol_imisem_egranteco_return_qualifications_timemax

*Original tag*: imisem_egranteco_return_qualifications_timemax

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Timeframe for the recognition of academic/professional qualifications obtained abroad. If there are several processes (i.e. automatic, for higher education, for primary education...), register the lengthier timeframe.
VALUES:
6 months or less = 1
Between 6 and 12 months= 0.75
More than 12 months = 0.5
Not stated = 0.25
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

### 2.2.3 Emigration Social Policies

The Emigration Social Policies section in the IMISEM dataset contains variables on retirment benefits, health care benefits and education for emigrants.

#### 2.2.3.1 Emigrant Social Policies Education Schools (egrantsoc_education_schools)

*Long tag*: complab_migpol_imisem_egrantsoc_education_schools

*Original tag*: imisem_egrantsoc_education_schools

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: State of origin has created schools abroad where emigrants can access education provided by the state of origin (i.e. follow the same curricula as in schools in country of origin).
VALUES:
No = 0
Yes = 1
MISSINGS:
No answer = 99
COVERAGE:
2018

### 2.2.4 Immigration Proxy Labor Migration

The ImmigratioProxy Labor Migration section in the IMISEM dataset contains variables on high- and low-skilled migrants, with specific attention to domestic workers, agricultural workers, and medical doctors.

#### 2.2.4.1 Immigration Proxy: Labor Migration Domestic Workers Education (itionlabor_education_domestic)

*Long tag*: complab_migpol_imisem_itionlabor_education_domestic

*Original tag*: imisem_itionlabor_education_domestic

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Is a minimum level of education required to apply to the domestic entry track?
VALUES:
No = 1
Yes = 0
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.4.2 Immigration Proxy: Labor Migration Agricultural Workers Education (itionlabor_education_agricultural)

*Long tag*: complab_migpol_imisem_itionlabor_education_agricultural

*Original tag*: imisem_itionlabor_education_agricultural

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Is a minimum level of education required to apply to the agricultural worker entry track?
VALUES:
No = 1
Yes = 0
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.4.3 Immigration Proxy: Labor Migration Medical Doctors Education (itionlabor_education_medical)

*Long tag*: complab_migpol_imisem_itionlabor_education_medical

*Original tag*: imisem_itionlabor_education_medical

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Is a minimum level of education required to apply to the medical doctor entry track? Only if 1 in ItionLabor_Visa_Medical.
VALUES:
No = 1
Yes = 0
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

### 2.2.5 Immigration Economic Policies

The Immigration Economic Policies section in the IMISEM dataset contains variables on economic policies, such as access tp the labor market, access to support, worker's right, and property rights.

#### 2.2.5.1 Immigrant Economic Policies Acces to Labor Market Teacher (igranteco_teacher_seekers)

*Long tag*: complab_migpol_imisem_igranteco_teacher_seekers

*Original tag*: imisem_igranteco_teacher_seekers

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Can asylum seekers access employment in schools (primary and secondary)? Only if 1 in IgrantProxy_Seekers.

VALUES:
No = 0
Yes, but under certain conditions (conditions that are not applied to national residents) = 0.5
Yes, equal access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.5.2 Immigrant Economic Policies Acces to Labor Market Teacher (igranteco_teacher_refugee)

*Long tag*: complab_migpol_imisem_igranteco_teacher_refugee

*Original tag*: imisem_igranteco_teacher_refugee

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Can refugees access employment in schools (primary and secondary)? Only if 1 in IgrantProxy_Refugee
VALUES:
No = 0
Yes, but under certain conditions (conditions that are not applied to national residents) = 0.5
Yes, equal access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.5.3 Immigrant Economic Policies Acces to Labor Market Teacher (igranteco_teacher_coethnic)

*Long tag*: complab_migpol_imisem_igranteco_teacher_coethnic

*Original tag*: imisem_igranteco_teacher_coethnic

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Can co-ethnics access employment in schools (primary and secondary)? Only if 1 in IgrantProxy_Coethnic.
VALUES:
No = 0
Yes, but under certain conditions (conditions that are not applied to national residents) = 0.5
Yes, equal access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.5.4 Immigrant Economic Policies Acces to Labor Market Teacher (igranteco_teacher_domestic)

*Long tag*: complab_migpol_imisem_igranteco_teacher_domestic

*Original tag*: imisem_igranteco_teacher_domestic

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Can domestic workers access employment in schools (primary and secondary)? Only if 1 in IgrantProxy_Domestic.
VALUES:
No = 0
Yes, but under certain conditions (conditions that are not applied to national residents) = 0.5
Yes, equal access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.5.5 Immigrant Economic Policies Acces to Labor Market Teacher (igranteco_teacher_agricultural)

*Long tag*: complab_migpol_imisem_igranteco_teacher_agricultural

*Original tag*: imisem_igranteco_teacher_agricultural

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Can agricultural workers access employment in schools (primary and secondary)? Only if 1 in IgrantProxy_Agricultural.
VALUES:
No = 0
Yes, but under certain conditions (conditions that are not applied to national residents) = 0.5
Yes, equal access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.5.6 Immigrant Economic Policies Acces to Labor Market Teacher (igranteco_teacher_medical)

*Long tag*: complab_migpol_imisem_igranteco_teacher_medical

*Original tag*: imisem_igranteco_teacher_medical

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Can medical doctors access employment in schools (primary and secondary)? Only if 1 in IgrantProxy_Medical.
VALUES:
No = 0
Yes, but under certain conditions (conditions that are not applied to national residents) = 0.5
Yes, equal access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.5.7 Immigrant Economic Policies Acces to Labor Market Teacher (igranteco_teacher_permanent)

*Long tag*: complab_migpol_imisem_igranteco_teacher_permanent

*Original tag*: imisem_igranteco_teacher_permanent

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Can refugees access employment in schools (primary and secondary)? Only if 1 in IgrantProxy_Permanent.
VALUES:
No = 0
Yes, but under certain conditions (conditions that are not applied to national residents) = 0.5
Yes, equal access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

### 2.2.6 Immigration Social Policies

The Immigration Social Policies section in the IMISEM dataset contains variables on social policies for immigrants, such as family reunification, education, health care, unemployment benefits and retirement benefits.

#### 2.2.6.1 Immigrant Social Policies Education Access Seekers (igrantsoc_educationaccess_seekers)

*Long tag*: complab_migpol_imisem_igrantsoc_educationaccess_seekers

*Original tag*: imisem_igrantsoc_educationaccess_seekers

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Children of asylum seekers have access to compulsory education. Only if 1 in IgrantProxy_Seekers.
VALUES:

Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation for all children to access education = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.2 Immigrant Social Policies Education Access Refugee (igrantsoc_educationaccess_refugee)

*Long tag*: complab_migpol_imisem_igrantsoc_educationaccess_refugee

*Original tag*: imisem_igrantsoc_educationaccess_refugee

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Children of refugees have access to compulsory education. Only if 1 in IgrantProxy_Refugee.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation for all children to access education = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.3 Immigrant Social Policies Education Access Co-Ethnic (igrantsoc_educationaccess_coethnic)

*Long tag*: complab_migpol_imisem_igrantsoc_educationaccess_coethnic

*Original tag*: imisem_igrantsoc_educationaccess_coethnic

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Children of co-ethnics have access to compulsory education. Only if 1 in IgrantProxy_Coethnic.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation for all children to access education = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.4 Immigrant Social Policies Education Access Domestic (igrantsoc_educationaccess_domestic)

*Long tag*: complab_migpol_imisem_igrantsoc_educationaccess_domestic

*Original tag*: imisem_igrantsoc_educationaccess_domestic

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Children of domestic workers have access to compulsory education. Only if 1 in IgrantProxy_Domestic.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation for all children to access education = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.5 Immigrant Social Policies Education Access Agricultural (igrantsoc_educationaccess_agricultural)

*Long tag*: complab_migpol_imisem_igrantsoc_educationaccess_agricultural

*Original tag*: imisem_igrantsoc_educationaccess_agricultural

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Children of agricultural workers have access to compulsory education. Only if 1 in IgrantProxy_Agricultural.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation for all children to access education = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.6 Immigrant Social Policies Education Access Medical (igrantsoc_educationaccess_medical)

*Long tag*: complab_migpol_imisem_igrantsoc_educationaccess_medical

*Original tag*: imisem_igrantsoc_educationaccess_medical

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Children of medical doctors have access to compulsory education. Only if 1 in IgrantProxy_Medical.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation for all children to access education = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.7 Immigrant Social Policies Education Access Permanent (igrantsoc_educationaccess_permanent)

*Long tag*: complab_migpol_imisem_igrantsoc_educationaccess_permanent

*Original tag*: imisem_igrantsoc_educationaccess_permanent

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Children of permanent residents have access to compulsory education. Only if 1 in IgrantProxy_Permanent.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation for all children to access education = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.8 Immigrant Social Policies University Access Seekers (igrantsoc_universityaccess_seekers)

*Long tag*: complab_migpol_imisem_igrantsoc_universityaccess_seekers

*Original tag*: imisem_igrantsoc_universityaccess_seekers

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Asylum seekers have access to higher education. Only if 1 in IgrantProxy_Seekers.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation to have same access as nationals or no regulation = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99

COVERAGE:
2018

#### 2.2.6.9 Immigrant Social Policies University Access Refugee (igrantsoc_universityaccess_refugee)

*Long tag*: complab_migpol_imisem_igrantsoc_universityaccess_refugee

*Original tag*: imisem_igrantsoc_universityaccess_refugee

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Refugees have access to higher education. Only if 1 in IgrantProxy_Refugee.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation to have same access as nationals or no regulation = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.10 Immigrant Social Policies University Access Co-Ethnic (igrantsoc_universityaccess_coethnic)

*Long tag*: complab_migpol_imisem_igrantsoc_universityaccess_coethnic

*Original tag*: imisem_igrantsoc_universityaccess_coethnic

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Co-ethnics have access to higher education. Only if 1 in IgrantProxy_Coethnic.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation to have same access as nationals or no regulation = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.11 Immigrant Social Policies University Access Domestic (igrantsoc_universityaccess_agricultural)

*Long tag*: complab_migpol_imisem_igrantsoc_universityaccess_agricultural

*Original tag*: imisem_igrantsoc_universityaccess_agricultural

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Agricultural workers have access to higher education. Only if 1 in IgrantProxy_Agricultural.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation to have same access as nationals or no regulation = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.12 Immigrant Social Policies University Access Agricultural (igrantsoc_universityaccess_domestic)

*Long tag*: complab_migpol_imisem_igrantsoc_universityaccess_domestic

*Original tag*: imisem_igrantsoc_universityaccess_domestic

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Domestic workers have access to higher education. Only if 1 in IgrantProxy_Domestic.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation to have same access as nationals or no regulation = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.13 Immigrant Social Policies University Access Medical (igrantsoc_universityaccess_medical)

*Long tag*: complab_migpol_imisem_igrantsoc_universityaccess_medical

*Original tag*: imisem_igrantsoc_universityaccess_medical

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Medical doctors have access to higher education. Only if 1 in IgrantProxy_Medical.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation to have same access as nationals or no regulation = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:

Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.14 Immigrant Social Policies University Access Permanent (igrantsoc_universityaccess_permanent)

*Long tag*: complab_migpol_imisem_igrantsoc_universityaccess_permanent

*Original tag*: imisem_igrantsoc_universityaccess_permanent

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Permanent residents have access to higher education. Only if 1 in IgrantProxy_Permanent.
VALUES:
Restrictions on law on access for asylum seekers and their children = 0
Yes, implicit obligation to have same access as nationals or no regulation = 0.5
Yes, explicit obligation in law for migrants to have same access as nationals = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.15 Immigrant Social Policies Education Language (igrantsoc_educationlanguage)

*Long tag*: complab_migpol_imisem_igrantsoc_educationlanguage

*Original tag*: imisem_igrantsoc_educationlanguage

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Provision of continuous and ongoing education support in language(s) of instruction for migrant pupils. Only if 1 in IgrantProxy_Seekers/Refugee/Coethnic/Domestic/Agricultural/Doctor/Permanent.
VALUES:
No = 0
Yes = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

#### 2.2.6.16 Immigrant Social Policies Education Intercultural (igrantsoc_educationintercultural)

*Long tag*: complab_migpol_imisem_igrantsoc_educationintercultural

*Original tag*: imisem_igrantsoc_educationintercultural

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Intercultural education training included in pre-service training in order to qualify as a teacher. Only if 1 in IgrantProxy_Seekers/Refugee/Coethnic/Domestic/Agricultural/Doctor/Permanent.
VALUES:
No = 0
Yes = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

### 2.2.7 Immigration Cultural Policies

The Immigration Cultural Policies section in the IMISEM dataset contains variables on funding for bilingual education and media in migrant group languages.

#### 2.2.7.1 Immigrant Cultural Policies Bilingual (igrantcultural_bilingual)

*Long tag*: complab_migpol_imisem_igrantcultural_bilingual

*Original tag*: imisem_igrantcultural_bilingual

*Dataset citation*: Pedroza et al. (2022)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 61, Percent: 0.35

*Non-missing observations in chosen unit*: Sum: 57, Percent: 0.19

*Lost observations in chosen unit*: Sum: 4 Percent: 6.56

*Description*:

DESCRIPTION: Is there public funding for bilingual education of majoritarian migrant groups?
VALUES:
No = 0
Yes = 1
MISSINGS:
Not applicable = 98
No answer = 99
COVERAGE:
2018

## 2.3 COMPLAB MIGPOL IMPIC

***Dataset tag:*** complab_migpol_impic_2024

***Output Unit:*** COMPLAB Country-Year, i.e., data is collected per country and year. That means each row in the dataset can be identified by one country in combination with a year, using the columns country_code (ISO 3-letter-code) and year or country_nr (ISO numeric code) and year. If necessary, an additional country column storing the countries' full names is created as a unit identifier. Please note that we synchronize Complab country variable names in Demscore to country_full_name, country_nr and country_id.

***Description:*** The IMPIC Project offers sophisticated quantitative indices to assess immigration

policies across time, countries, and policy fields, focusing on 33 OECD countries from 1980 to 2018. The current IMPIC datasets (version 2) cover immigration policies, which encompass government intentions and actions concerning the selection, admission, settlement, and deportation of foreign citizens within a country. IMPIC is structured by entry categories or "tracks" covering four immigration policy fields: labour migration (economic), family reunification (social), asylum/refugees (humanitarian), and co-ethnics (cultural). The dataset specifically covers legal regulations, excluding implementation details. The data is further disaggregated into two dimensions. The first dimension looks at states' regulations, or binding legal provisions that create or constrain rights for immigration, and also controls, or mechanisms that monitor whether immigration policies are followed. The group of control mechanisms includes various aspects relating to irregular migration such as requirements for airlines to control visa or sanctions for employing irregular migrants. The second dimension looks at states' regulations and controls for immigration not only at their borders (external regulations and controls), but also within their territories (internal regulations and controls). As a last differentiation, the IMPIC dataset disaggregates external and internal regulations into four sub-dimensions related to immigrant eligibility requirements, conditions, security of status and rights. The IMPIC 2024 dataset consists of the aggregated scores of all tracks covered separately in the IMPIC RawData. More information is available on the project's website: `http://www.impic-project.eu/data/`.

***Dataset citation:*** Helbling, Marc and Bjerre, Liv and Römer, Friederike and Zobel, Malisa (2017) "Measuring Immigration Policies: The IMPIC Database" European Political Science 16(1), pp. 79-98. Funding for MIGPOL was provided by grants from the Swedish Research Council (2021-00162_VR).

***Link to original codebook***
`https://migpol.org/data/`

***License:*** The data can be used without restrictions as long as that the IMPIC project is cited accordingly in corresponding publications.

More detailed information on the dataset can be found at the following web page: `http://www.impic-project.eu/data/`

### 2.3.1 Control

The Control section of the IMPIC_2016 dataset contains questions on the mechanisms that monitor whether regulations on migration are adhered to. As opposed to the other sections on regulations, the Control section gives information on how laws operate.

#### 2.3.1.1 Public schooling - Aggregated (avgs_e10)

*Long tag*: complab_migpol_impic_avgs_e10

*Original tag*: impic_AvgS_e10

*Dataset citation*: Helbling et al. (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1238, Percent: 7.08

*Non-missing observations in chosen unit*: Sum: 1186, Percent: 3.91

*Lost observations in chosen unit*: Sum: 52 Percent: 4.2

*Description*:

DESCRIPTION: For the years 1980 - 2018, did irregular immigrants have access to public schooling?
VALUES: 0 (open) - 1 (restrictive)
MISSINGS: Empty Cell
COVERAGE: 1980-2018

## 2.4 COMPLAB MIGPOL MIPEX

***Dataset tag:*** complab_migpol_mipex

***Output Unit:*** COMPLAB Country-Year, i.e., data is collected per country and year. That means each row in the dataset can be identified by one country in combination with a year, using the columns country_code (ISO 3-letter-code) and year or country_nr (ISO numeric code) and year. If necessary, an additional country column storing the countries' full names is created as a unit identifier. Please note that we synchronize Complab country variable names in Demscore to country_full_name, country_nr and country_id.

***Description:*** The Migrant Integration Policy Index (MIPEX) is a comprehensive tool used to evaluate, compare, and enhance integration policies in 31 countries across Europe and North America. It employs 148 policy indicators across 7 policy areas (labour market mobility, family reunion, education, political participation, long-term residence, access to nationality and anti-discrimination) to offer a multifaceted view of migrants' societal participation opportunities while assessing government commitment to integration. MIPEX helps determine whether all residents are afforded equal rights, responsibilities, and opportunities. The project is conducted by the British Council, the Migration Policy Group in Brussels and the Center for International Affairs in Barcelona with the involvement of 37 national-level organizations, including think-tanks, non-governmental organisations, foundations, universities, research institutes and equality bodies. Unlike indexes relying on expert opinions, MIPEX is based on public laws, policies, and research. It utilizes data from independent scholars and practitioners in migration law, education, and anti-discrimination who assess each indicator based on publicly available documents. These scores are peer-reviewed and moderated for consistency across countries and time, with national experts contributing insights into policy changes and their rationales.

***Dataset citation:*** Solano, Giacomo and Huddelston, Thomas (2020) "Migrant Integration Policy Index". Funding for MIGPOL was provided by grants from the Swedish Research Council (2021-00162_VR).

***Link to original codebook***
`https://migpol.org/data/`

***License:*** The data can be used without restrictions as long as that the MIPEX project is cited accordingly in corresponding publications.

More detailed information on the dataset can be found at the following web page: `https://www.mipex.eu/`

### 2.4.1 Labour Market Mobility

The Labour Market Mobility section of the MIPEX dataset contain variables which try to answer the following question: Do immigrants have equal rights and opportunities to access jobs and improve their skills?

#### 2.4.1.1 Education and vocational training and study grants (ab7ab8)

*Long tag*: complab_migpol_mipex_ab7ab8

*Original tag*: mipex_ab7ab8

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 689, Percent: 3.94

*Non-missing observations in chosen unit*: Sum: 671, Percent: 2.21

*Lost observations in chosen unit*: Sum: 18 Percent: 2.61

*Description*:

DESCRIPTION: Equality of access to:

1) higher education and vocational training
2) study grants

What categories of foreign resident adults have equal access to 1) or/and 2)?
a. Permanent residents
b. Residents on temporary work permits (excluding seasonal)
c. Residents on family reunion permits (same as sponsor)
VALUES:
100 - All of them has access to both 1) and 2)
67 - All of them has access to 1)
33 - A and (C or certain categories of B) has equal access to 1)
0 - Only A or none has equal access to 1)

MISSINGS:
Empty cell
COVERAGE:
2007-2019

#### 2.4.1.2 Recognition of academic qualifications (ab9)

*Long tag*: complab_migpol_mipex_ab9

*Original tag*: mipex_ab9

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 689, Percent: 3.94

*Non-missing observations in chosen unit*: Sum: 671, Percent: 2.21

*Lost observations in chosen unit*: Sum: 18 Percent: 2.61

*Description*:

DESCRIPTION: Recognition of academic qualifications acquired abroad
VALUES:
100 - Same procedures and fees as for nationals
50 - Different procedure than for nationals (e.g. more documents and/or higher fees are required)
0 - Ad hoc/No procedure for recognition of titles for certain TCN residents or certain fields of study (e.g. recognition depending on mutual recognition agreements)
MISSINGS:
Empty cell
COVERAGE:
2007-2019

### 2.4.2 Education

The Education section of the MIPEX dataset contain variables which try to answer the following question: Are education systems responsive to the needs of immigrant children?

#### 2.4.2.1 Education (c)

*Long tag*: complab_migpol_mipex_c

*Original tag*: mipex_c

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 607, Percent: 3.47

*Non-missing observations in chosen unit*: Sum: 592, Percent: 1.95

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: Average of the strand

VALUES:
0 (lowest) - 100 (highest)
MISSINGS:
Empty cell
COVERAGE:
2010-2019

#### 2.4.2.2 Access to compulsory and non-compulsory education (ca45ca47)

*Long tag*: complab_migpol_mipex_ca45ca47

*Original tag*: mipex_ca45ca47

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 608, Percent: 3.48

*Non-missing observations in chosen unit*: Sum: 593, Percent: 1.96

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: Access to compulsory and non-compulsary education:
a) Access to compulsory education is a legal right for all compulsory-age children in the country, regardless of their residence status (includes undocumented)
b) Access to non-compulsory education (e.g. pre-primary, vocational training and university education): Access is a legal right for all categories of migrants in the country, regardless of their residence status (includes undocumented).

Note: Use definition of compulsory in your country (please specify)
VALUES:
100 - Explicit obligation in law for all categories of migrants to have same access as nationals to a), and NO restrictions in law on access for some categories of migrants for b)
67 - Explicit obligation in law for all categories of migrants to have same access as nationals to a), AND restrictions in law on access for some categories of migrants for b) (please specify)
33 - For a): No impediment to equal access in law. e.g. No link between compulsory education and residence, or no category of migrant excluded
regardless of policies of b)
0 - Restrictions in law on access for some categories of migrants (please specify) for a)
regardless of policies on b)
MISSINGS:
Empty cell
COVERAGE:
2010-2019

#### 2.4.2.3 Access to higher education (ca49)

*Long tag*: complab_migpol_mipex_ca49

*Original tag*: mipex_ca49

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 608, Percent: 3.48

*Non-missing observations in chosen unit*: Sum: 593, Percent: 1.96

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: Support to access to university education:
a. Targeted measures to increase migrant pupils' access to academic routes that lead to higher education.
b.Targeted measures to increase acceptance and successful participation of migrant pupils, e.g. admission targets, additional targeted language support, mentoring, campaigns, measures to address drop-outs.

VALUES:
100 - Both of these (please specify content of a and b)
50 - One of these (please specify content)
0 - None. Migrants only benefit from general support for all students (and targeted non-governmental initiatives where provided).
MISSINGS:
Empty cell
COVERAGE:
2010-2019

#### 2.4.2.4 Educational guidance at all level (cb50)

*Long tag*: complab_migpol_mipex_cb50

*Original tag*: mipex_cb50

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 608, Percent: 3.48

*Non-missing observations in chosen unit*: Sum: 593, Percent: 1.96

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: Access to advice and guidance on system and choices at all levels of compulsory and non-compulsory education (pre-primary to higher):
a. Written information on educational system in migrant languages of origin

b. Provision of resource persons/centres for orientation of migrant pupils

c. Provision of interpretation services for families of migrant pupils for general educational advice and guidance at all levels.
VALUES:
100 - all of these
50 - One or two of these
0 - Migrants only benefit from general support. If there is targeted support for migrants, it is only through non-governmental initiatives.
MISSINGS:
Empty cell
COVERAGE:
2010-2019

#### 2.4.2.5 a. Language instruction (cb51)

*Long tag*: complab_migpol_mipex_cb51

*Original tag*: mipex_cb51

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 608, Percent: 3.48

*Non-missing observations in chosen unit*: Sum: 593, Percent: 1.96

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: Average of cb51
VALUES:
0 (lowest) - 100 (highest)
MISSINGS:
Empty cell
COVERAGE:
2010-2019

#### 2.4.2.6 a. Language instruction (cb51a)

*Long tag*: complab_migpol_mipex_cb51a

*Original tag*: mipex_cb51a

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 608, Percent: 3.48

*Non-missing observations in chosen unit*: Sum: 593, Percent: 1.96

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: Provision of continuous and ongoing education support in language(s) of instruction for migrant pupils:
a. In compulsory education (both primary and secondary)

b. In pre-primary education.

Note: Migrant pupils may be placed in the mainstream classroom or a separate classroom for a transitional phase. This question relates to language support in either case.
VALUES:
100 - Both of these
50 - One of these (please specify)
0 - No provision. Only through private or community initiatives.
MISSINGS:
Empty cell
COVERAGE:
2010-2019

#### 2.4.2.7 b. Communicative/academic fluency (cb51b)

*Long tag*: complab_migpol_mipex_cb51b

*Original tag*: mipex_cb51b

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 608, Percent: 3.48

*Non-missing observations in chosen unit*: Sum: 593, Percent: 1.96

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: Provision includes:
a. Communicative literacy (general fluency in reading, writing, and communicating in the language)

b. Academic literacy (fluency in studying, researching, and communicating in the language in the school academic setting).
VALUES:
100 - Both of these
50 - Only one of these (please specify)
0 - Level/goals not specified or defined.
MISSINGS:
Empty cell
COVERAGE:
2010-2019

#### 2.4.2.8 c.Language instruction standards (cb51c)

*Long tag*: complab_migpol_mipex_cb51c

*Original tag*: mipex_cb51c

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 608, Percent: 3.48

*Non-missing observations in chosen unit*: Sum: 593, Percent: 1.96

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: Provision includes quality measures:
a. Requirement for courses to use established second-language learning standards

b. Requirement for teachers to be specialised and certified in these standards

c. Curriculum standards are monitored by a state body.
VALUES:
100 - Two or more of these (please specify)
50 - At least one of these (please specify)
0 - None of these elements
MISSINGS:
Empty cell
COVERAGE:
2010-2019

#### 2.4.2.9 Measures to address educational situation of migrant groups (cb53)

*Long tag*: complab_migpol_mipex_cb53

*Original tag*: mipex_cb53

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 608, Percent: 3.48

*Non-missing observations in chosen unit*: Sum: 593, Percent: 1.96

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: Targeted policies to address educational situation of migrant groups:
a. Systematic provision of guidance (e.g. teaching assistance, homework support)

b. Systematic provision of financial resources.
VALUES:
100 - Both of these
50 - One of these (please specify)
0 - None. Migrants only benefit from general support. If there is targeted support for migrants, it is only through voluntary initiatives.
MISSINGS:
Empty cell
COVERAGE:
2010-2019

#### 2.4.2.10 School curriculum to reflect diversity (cd60)

*Long tag*: complab_migpol_mipex_cd60

*Original tag*: mipex_cd60

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 608, Percent: 3.48

*Non-missing observations in chosen unit*: Sum: 593, Percent: 1.96

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: The official aims of intercultural education include the appreciation of cultural diversity, and is delivered:
a. As a stand-alone curriculum subject

b. Integrated throughout the curriculum.
VALUES:
100 - Both of these
50 - One of these (please specify)
0 - Intercultural education not included in curriculum, or intercultural education does not include appreciation of cultural diversity (please specify)
MISSINGS:
Empty cell
COVERAGE:
2010-2019

#### 2.4.2.11 Diversity at school (cc59cd64)

*Long tag*: complab_migpol_mipex_cc59cd64

*Original tag*: mipex_cc59cd64

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 608, Percent: 3.48

*Non-missing observations in chosen unit*: Sum: 593, Percent: 1.96

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: cc59cd64 is and aggregated score of variables cc59, which looks at measures to bring migrants into the teacher workforce, and cd64, which measures teacher training to reflect diversity.
VALUES:
0 - cd64=0
33 - cd64=50 & cc59=0
67 - cd64=100 & cc59=0
100 - cc59=50 or 100 & cd64=50 or 100
MISSINGS:
Empty cell
COVERAGE:
2010-2019

#### 2.4.2.12 Measures to bring migrants into the teacher workforce (cc59)

*Long tag*: complab_migpol_mipex_cc59

*Original tag*: mipex_cc59

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 608, Percent: 3.48

*Non-missing observations in chosen unit*: Sum: 593, Percent: 1.96

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: Measures (e.g. campaigns, incentives, support) to support bringing migrants into the teacher workforce:
a. To encourage more migrants to study and qualify as teachers

b. To encourage more migrants to enter the teacher workforce.
VALUES:
100 - Both of these
50 - One of these (please specify)

0 - None
MISSINGS:
Empty cell
COVERAGE:
2010-2019

#### 2.4.2.13 Teacher training to reflect diversity (cd64)

*Long tag*: complab_migpol_mipex_cd64

*Original tag*: mipex_cd64

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 608, Percent: 3.48

*Non-missing observations in chosen unit*: Sum: 593, Percent: 1.96

*Lost observations in chosen unit*: Sum: 15 Percent: 2.47

*Description*:

DESCRIPTION: Teacher training and professional development programmes require intercultural education and the appreciation of cultural diversity for all teachers:
a. Topic required in pre-service training in order to qualify as a teacher

b. Topic required in obligatory in-service professional development training.
VALUES:
100 - A or B required
50- A or B offered extensively to teachers
0 - A or B only ad hoc / project basis
MISSINGS:
Empty cell
COVERAGE:
2010-2019

### 2.4.3 Antidiscrimination

The Antidiscrimination section of the MIPEX dataset contain variables which try to answer the following question: Is everyone effectively protected from racial/ethnic, religious, and nationality discrimination in all areas of life?

#### 2.4.3.1 Education (gb124)

*Long tag*: complab_migpol_mipex_gb124

*Original tag*: mipex_gb124

*Dataset citation*: Solano & Huddelston (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 689, Percent: 3.94

*Non-missing observations in chosen unit*: Sum: 671, Percent: 2.21

*Lost observations in chosen unit*: Sum: 18 Percent: 2.61

*Description*:

DESCRIPTION: Law covers education (primary and secondary level):
a) race and ethnicity
b) religion and belief
c) nationality
VALUES:
100 - All three grounds
50 - Two grounds
0 - Ground a, none, or only based on international standards or constitution, subject to judicial interpretation
MISSINGS:

Empty cell
COVERAGE:
2007-2019

### 2.4.4 Health

The Health section of the MIPEX dataset contain variables which try to answer the following question: Is the health system responsive to immigrants needs?

#### 2.4.4.1 Information for migrants concerning health education and promotion (h153c)

*Long tag*: complab_migpol_mipex_h153c
*Original tag*: mipex_h153c
*Dataset citation*: Solano & Huddelston (2020)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 269, Percent: 1.54
*Non-missing observations in chosen unit*: Sum: 262, Percent: 0.86
*Lost observations in chosen unit*: Sum: 7 Percent: 2.6
*Description*:
DESCRIPTION: Groups reached by health education and health promotion:
A. Legal migrants
B. Asylum seekers
C. Undocumented migrants
VALUES:
100 - All three groups
67 - Two groups (please specify)
33 - One group (please specify)
0 - None
MISSINGS:
Empty cell
COVERAGE:
2014
2019

## 2.5 COMPLAB SPIN The Student Support and Fees Dataset (SSFD)

***Dataset tag:*** complab_spin_ssfd

***Output Unit:*** COMPLAB Country-Year, i.e., data is collected per country and year. That means each row in the dataset can be identified by one country in combination with a year, using the columns country_code (ISO 3-letter-code) and year or country_nr (ISO numeric code) and year. If necessary, an additional country column storing the countries' full names is created as a unit identifier. Please note that we synchronize Complab country variable names in Demscore to country_full_name, country_nr and country_id. When data for Great Britain is translated from this dataset, GBR only refers to England. See the original reference document for more details.

***Description:*** The Student Support and Fees Dataset (SSFD) aims to enhance the capacity for large-scale, institutionally informed comparative and longitudinal analyses of student finance systems, and of students' rights to financial aid and their obligations to pay tuition fees.

The dataset is based on calculated levels of support and fees for three model families, focusing on the social rights and obligations of full-time undergraduate students.

The current version of the SSFD covers 33 high-income countries for the years 2005, 2010, 2015, 2020, and 2022. Ongoing SSFD data collection is part of a broader research agenda that seeks to understand the causes and consequences of student finance systems in affluent countries.

The SSFD is the result of an ongoing research project aimed at understanding the causes and consequences of student finance systems in affluent countries. The project is a collaborative endeavor of the SPIN research infrastructure at the Swedish Institute for Social Research and Krzysztof Czarnecki at the Poznań University of Economics and Business.

***Dataset citation:*** Nelson, K., Fredriksson, D., Korpi, T., Korpi, W., Palme, J., Sjöberg, O. (2020). The Social Policy Indicators (SPIN) database. International Journal of Social Welfare, 29(3), 285–289.

`https://doi.org/10.1111/ijsw.12418`

Nelson, K., Helmdag, J., Burman, S., Dalén, P., Eneroth, M., Strigén, J. (2024). Social Insurance Entitlements Dataset (SIED) 2000–2023. Swedish Institute for Social Research (SOFI), Stockholm University. https://su.se/spin

Czarnecki, K., Korpi, T., Nelson , K. (2021). Student support and tuition fee systems in comparative perspective. Studies in Higher Education, 46, 2152–2166. `https://doi.org/10.1080/03075079.2020.1716316`

***Link to original codebook***
`https://www.su.se/download/18.6856063019d24ef3ecbe35/1782737938646/SSFD%20Documentation%202026_03.pdf`

***License:*** Complab datasets are free to use. Although variables have been carefully extracted, processed and analyzed, no warranty is given that the information supplied is free from error. Researchers involved in the establishment of SPIN shall not be liable for any loss suffered through the use of any of this information. References to data should acknowledge the SPIN research infrastructure (see reference below) and the specific data module.

More detailed information on the dataset can be found at the following web page: `https://www.spin.su.se/datasets/ssfd`

### 2.5.1 Education

This section includes variables related to education, including both costs and benefits, among others.

#### 2.5.1.1 studgrant50 (grant26)

*Long tag*: complab_spin_ssfd_grant26

*Original tag*: grant26

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

> Total amount of non-repayable support (grants) of different model families (national currency), 50percent of average wages

#### 2.5.1.2 tuifee50 (fee26)

*Long tag*: complab_spin_ssfd_fee26

*Original tag*: fee26

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Total amount of tuition fees, 50percent of average wages

#### 2.5.1.3 famben50 (fam26)

*Long tag*: complab_spin_ssfd_fam26

*Original tag*: fam26

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Total amount of family benefits - paid to parents of a student (tax credits and family allowances) of different model families (national currency). 50percent of average wages

#### 2.5.1.4 studloan50 (loan26)

*Long tag*: complab_spin_ssfd_loan26

*Original tag*: loan26

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Total amount of student loans of different model families (national currency). 50percent of average wages

#### 2.5.1.5 netsup50 (net_sup26)

*Long tag*: complab_spin_ssfd_net_sup26

*Original tag*: net_sup26

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

The sum of all types of support, minus tuition fees of different model families (national currency). 50percent of average wages

#### 2.5.1.6 studgrant100 (grant52)

*Long tag*: complab_spin_ssfd_grant52

*Original tag*: grant52

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:
Total amount of non-repayable support (grants) of different model families (national currency), 100percent of average wages

#### 2.5.1.7 tuifee100 (fee52)

*Long tag*: complab_spin_ssfd_fee52

*Original tag*: fee52

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:
Total amount of tuition fees, 100percent of average wages

#### 2.5.1.8 famben100 (fam52)

*Long tag*: complab_spin_ssfd_fam52

*Original tag*: fam52

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:
Total amount of family benefits - paid to parents of a student (tax credits and family allowances) of different model families (national currency). 100percent of average wages

#### 2.5.1.9 studloan100 (loan52)

*Long tag*: complab_spin_ssfd_loan52

*Original tag*: loan52

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:
Total amount of student loans of different model families (national currency). 100percent of average wages

#### 2.5.1.10 netsup100 (net_sup52)

*Long tag*: complab_spin_ssfd_net_sup52

*Original tag*: net_sup52

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:
The sum of all types of support, minus tuition fees of different model families (national currency). 100percent of average wages

#### 2.5.1.11 grant200 (grant104)

*Long tag*: complab_spin_ssfd_grant104

*Original tag*: grant104

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Total amount of non-repayable support, 200percent of average wages

#### 2.5.1.12 tuifee200 (fee104)

*Long tag*: complab_spin_ssfd_fee104

*Original tag*: fee104

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Total amount of tuition fees, 200percent of average wages

#### 2.5.1.13 famben200 (fam104)

*Long tag*: complab_spin_ssfd_fam104

*Original tag*: fam104

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Total amount of family benefits - paid to parents of a student (tax credits and family allowances) of different model families (national currency). 200percent of average wages

#### 2.5.1.14 studloan200 (loan104)

*Long tag*: complab_spin_ssfd_loan104

*Original tag*: loan104

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Total amount of student loans of different model families (national currency). 200percent of average wages

#### 2.5.1.15 netsup200 (net_sup104)

*Long tag*: complab_spin_ssfd_net_sup104

*Original tag*: net_sup104

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

The sum of all types of support, minus tuition fees of different model families (national currency). 200percent of average wages

#### 2.5.1.16 netsuprate (r_net_sup)

*Long tag*: complab_spin_ssfd_r_net_sup

*Original tag*: r_net_sup

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Net total support as a percentage of net APWW as an average of the three model families.

#### 2.5.1.17 studgrantrate (r_grant)

*Long tag*: complab_spin_ssfd_r_grant

*Original tag*: r_grant

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Non-repayable student support as percentage of APWW as an average of the three model families.

#### 2.5.1.18 tuifeerate (r_fee)

*Long tag*: complab_spin_ssfd_r_fee

*Original tag*: r_fee

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Tuition fee as a percentage of net APWW as an average of the three model families.

#### 2.5.1.19 fambenrate (r_fam)

*Long tag*: complab_spin_ssfd_r_fam

*Original tag*: r_fam

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Family support as percentage of APWW as an average of the three model families.

#### 2.5.1.20 studloanrate (r_loan)

*Long tag*: complab_spin_ssfd_r_loan

*Original tag*: r_loan

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Repayable student loan as percentage of APWW as an average of the three model families.

#### 2.5.1.21 Dual fee (dual_fee)

*Long tag*: complab_spin_ssfd_dual_fee

*Original tag*: dual_fee

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Indicates a presence (=1) or absence (=0) of a dual fee system, in which students pay differential fees depending on their status as state-funded or self- funded or the type of institution they attend.

#### 2.5.1.22 nonrep26 (nonrep26)

*Long tag*: complab_spin_ssfd_nonrep26

*Original tag*: nonrep26

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

The sum of non-repayable support (grants and indirect support) of different model families (national currency)

#### 2.5.1.23 ttl_sup26 (ttl_sup26)

*Long tag*: complab_spin_ssfd_ttl_sup26

*Original tag*: ttl_sup26

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:
The sum of all types of support of different model families (national currency)

#### 2.5.1.24 nonrep52 (nonrep52)

*Long tag*: complab_spin_ssfd_nonrep52

*Original tag*: nonrep52

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:
The sum of non-repayable support (grants and indirect support) of different model families (national currency)

#### 2.5.1.25 ttl_sup52 (ttl_sup52)

*Long tag*: complab_spin_ssfd_ttl_sup52

*Original tag*: ttl_sup52

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:
The sum of all types of support of different model families (national currency)

#### 2.5.1.26 nonrep104 (nonrep104)

*Long tag*: complab_spin_ssfd_nonrep104

*Original tag*: nonrep104

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:
The sum of non-repayable support (grants and indirect support) of different model families (national currency)

#### 2.5.1.27 ttl_sup104 (ttl_sup104)

*Long tag*: complab_spin_ssfd_ttl_sup104

*Original tag*: ttl_sup104

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:
The sum of all types of support of different model families (national currency)

#### 2.5.1.28 r_nonrep (r_nonrep)

*Long tag*: complab_spin_ssfd_r_nonrep

*Original tag*: r_nonrep

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Non-repayable student support as a percentage of APW (net52), an average for the three model families

#### 2.5.1.29 r_ttl_sup (r_ttl_sup)

*Long tag*: complab_spin_ssfd_r_ttl_sup

*Original tag*: r_ttl_sup

*Dataset citation*: Nelson et al. (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 165, Percent: 0.94

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 5 Percent: 3.03

*Description*:

Total support as a percentage of APW (net52), an average for the three model families

# 3 H-DATA

**The Historical Data Archive (H-DATA)** is a hub of historical country-level data running as far back as the French revolution (1789) and offers unparalleled depth of data and temporality, enabling researchers to answer critical questions about the past but to also understand the origins of, and find historical parallels to, present-day problems. H-DATA works to collect, integrate, and curate historical data from Demscore's other modules. By adding this long-term historical dimension, H-DATA makes it possible for researchers to study the path dependency of political institutions where changes are incremental or rare thus making long time-series essential to understanding their causes and consequences. By extending data back into time, H-DATA helps deepen and further our understanding of the conditions of the complex global challenges that we face today. More information is available on the project's website: `https://www.su.se/english/research/research-projects/h-data`

## 3.1 H-DATA Foreign Minister Dataset

***Dataset tag:*** hdata_fomin

***Output Unit:*** H-DATA Minister-Year, i.e., data is collected per foreign minister and the date they got into office. That means each row in the dataset can be identified by one minister in combination with a date, using the columns foreignminister and date_in. The date_in column does nor exist in the original dataset but is a concatenation of the columns fminyear, fminmonth and fminday. Several other columns, such as date_out, country_name, etc. are added to the unit table in order to aggregate and later translate to other Output Units.

***Description:*** For their article "War, Performance, and the Survival of Foreign Ministers", Hanna Bäck, Jan Teorell, Alexander Von Hagen-Jamar and Alejandro Quiroz Flores created The Foreign Minister Dataset. The Foreign Minister Dataset consists of comparative historical data on foreign ministers' background and reasons for leaving office in the world's 13 former and current great powers from 1789 to the present. The data covers 1155 regular (non-acting) foreign ministers, as well as partial information on 173 acting foreign ministers, for the following 13 great powers: Austria (the Habsburg Empire/Austria-Hungary), Britain, China (Qing Empire/Republic/People's Republic of China), France, Italy, Japan, the Netherlands, Prussia/Germany, the Ottoman Empire/Turkey, Russia, Spain, Sweden and the United States.

***Dataset citiation:*** When using this dataset, please cite the following paper:

Hanna Bäck, Jan Teorell, Alexander Von Hagen-Jamar, Alejandro Quiroz Flores, War, Performance, and the Survival of Foreign Ministers, *Foreign Policy Analysis*, Volume 17, Issue 2, April 2021, oraa024, `https://doi.org/10.1093/fpa/oraa024`

***License:*** CC-BY-SA 4.0 International
`https://creativecommons.org/licenses/by-sa/4.0/legalcode`

More detailed information on the dataset can be found at the following web page: `https://www.su.se/english/research/research-projects/h-data/datasets-1.610144`

### 3.1.1 Educational Background

Variables providing information on the educational background of the foreign minister.

#### 3.1.1.1 Education (education)

*Long tag*: hdata_fomin_education
*Original tag*: education
*Dataset citation*: Bäck et al. (2021)
*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 2583, Percent: 8.52

*Description*:

Level of education (the highest level of graduated studies). If education was provided by a tutor/governess in private, code 1.

1. Primary only
2. Primary & Secondary only
3. Higher education non-university
4. University/college
5. Post-graduate

#### 3.1.1.2 Education: Field of education (edufield)

*Long tag*: hdata_fomin_edufield

*Original tag*: edufield

*Dataset citation*: Bäck et al. (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 2612, Percent: 8.61

*Description*:

Field of education (if more than one field, use the two first digits to indicate the first field of higher education and the two last to indicate the other field of higher education, e.g. 0405 if mathematics and chemistry, 0708 if social sciences and law)

01. Agronomy
02. Economics, business, management
03. Engineering
04. Mathematics, computer science
05. Biology, chemistry, physics
06. Humanities
07. Social sciences
08. Law
09. Medicine
10. Military
11. Theology
12. Other

#### 3.1.1.3 Education: School (school_name)

*Long tag*: hdata_fomin_school_name

*Original tag*: school_name

*Dataset citation*: Bäck et al. (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 2612, Percent: 8.61

*Description*:

Free text name of school from which they have their highest degree, including city/country.

#### 3.1.1.4 Education: School (multiple) (sec_school_name)

*Long tag*: hdata_fomin_sec_school_name

*Original tag*: sec_school_name

*Dataset citation*: Bäck et al. (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 2612, Percent: 8.61

*Description*:
In case of multiple schools (e.g. undergrad degree at one and PhD at another) enter the second highest degree school here.

### 3.1.2 Military Background

Variables providing information on to which extent the foreign minister has a military background.

#### 3.1.2.1 Military: Education (mili_edu)

*Long tag*: hdata_fomin_mili_edu

*Original tag*: Mili_edu

*Dataset citation*: Bäck et al. (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 2582, Percent: 8.51

*Description*:
Did the FM have military education before (each) appointment as FM?
1. No
2. Yes

# 4 QOG

The **Quality of Government (QoG)** Institute was founded in 2004 by Professor Bo Rothstein and Professor Sören Holmberg. It is an independent research institute within the Department of Political Science at the University of Gothenburg. QoG is comprised of about 30 researchers who conduct and promote research on the causes, consequences and nature of Good Governance and the Quality of Government (QoG) - that is, trustworthy, reliable, impartial, uncorrupted and competent government institutions. QoG's award-winning datasets focus on concepts related to quality of government, transparency, and public administration. The main objective of QoG's research is to address the theoretical and empirical problem of how political institutions of high quality can be created and maintained. A second objective is to study the effects of Quality of Government on a number of policy areas, such as health, the environment, social policy, and poverty. The QoG datasets draw on a number of freely available datasources. More information on how the variables are complied for different QoG datasets can be found in the respective QoG codebooks available on their website. More information is available on the project's website: `https://www.gu.se/en/quality-government`

## 4.1 QoG Environmental Indicators Dataset

***Dataset tag:*** qog_ei

***Output Unit:*** QoG Country-Year, i.e., data is collected per country and year. That means there is one row for each combination of country and year in the dataset. This unit is identified using the cname column and the year column.

***Description:*** The Quality of Government Environmental Indicators Dataset (QoG-EI) is a compilation of major freely available indicators measuring environmental performance of countries over time.

***Dataset citation:*** Povitkina, Marina, Natalia Alvarado Pachon Cem Mert Dalli. 2021. The Quality of Government Environmental Indicators Dataset, version Sep21. University of Gothenburg: The Quality of Government Institute, https://www.gu.se/en/quality-government

***Link to original codebook***
`https://www.qogdata.pol.gu.se/data/codebook_ei_sept21_august2023.pdf`

***License:*** The QoG datasets are open and available, free of charge and without a need to register your data. You can use them for your analysis, graphs, teaching, and other academic-related and non-commercial purposes. We ask our users to cite always the original source(s) of the data and our datasets.

We do not allow other uses of these data including but not limited to redistribution, commercialization and other for-profit usage. If a user is interested in such use or has doubts about the license, they will have to refer to the original source and check with them if this is allowed and what requirements they need to fulfill.

Be mindful that the original data sources are the only owners of their data and they can adjust their license without previous warning.

More detailed information on the dataset can be found at the following web page: `https://www.gu.se/en/quality-government/qog-data/data-downloads/environmental-indicators-dataset`

### 4.1.1 The Environmental Democracy Index

Dataset by: The Access Initiative (TAI) and World Resources Institute (WRI) The Environmental Democracy Index measures the degree to which countries have enacted legally binding rules that provide for environmental information collection and disclosure, public participation across a range of environmental decisions, and fair, affordable, and independent avenues for seeking justice and challenging decisions that impact the environment. The index evaluates 70 countries across 75 legal

indicators, based on objective and internationally recognized standards established by the United Nations Environment Programmes (UNEP) Bali Guidelines. EDI also includes a supplemental set of 24 limited practice indicators that provide insight on a country's performance in implementation. Link to the original source: `https://www.environmentaldemocracyindex.org/node/12732.html`

#### 4.1.1.1 Awareness and education about remedies and relief (Guideline 23) (edi_gaerr)

*Long tag*: qog_ei_edi_gaerr

*Original tag*: edi_gaerr

*Dataset citation*: Povitkina et al. (2021)

*Variable citation*: World Resource Institute & the Access Initiative (2015)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 70, Percent: 0.55

*Non-missing observations in chosen unit*: Sum: 69, Percent: 0.23

*Lost observations in chosen unit*: Sum: 1 Percent: 1.43

*Description*:

> The indicator measures to which extent the states provide adequate information to the public about the procedures operated by courts of law and other relevant bodies in relation to environmental issues.
>
> This indicator is an arithmetic average of expert answers to questions on a scale from 0 (worst) to 3 (best): (23.1) To what extent does the law require the State or State agencies or institutions to provide information to the public about court procedures relating to environmental issues?; (23.2) To what extent does the law require the State or State agencies or institutions to provide information to the public about review procedures relating to environmental issues provided by bodies other than courts of law?; (P23.1) Is there an easily understandable explanation of court procedures in the national language(s) on the website or office of the highest national court or the apex national environmental agency?

### 4.1.2 World Development Indicators

Dataset by: The World Bank Group The primary World Bank collection of development indicators, compiled from officially-recognized international sources. This is an adaptation of an original work by The World Bank. Views and opinions expressed in the adaptation are the sole responsibility of the author or authors of the adaptation and are not endorsed by The World Bank. Link to the original source: `http://data.worldbank.org/data-catalog/world-developmentindicators`

#### 4.1.2.1 Terrestrial protected areas (percent of total land area) (wdi_tpa)

*Long tag*: qog_ei_wdi_tpa

*Original tag*: wdi_tpa

*Dataset citation*: Povitkina et al. (2021)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 571, Percent: 4.49

*Non-missing observations in chosen unit*: Sum: 508, Percent: 1.67

*Lost observations in chosen unit*: Sum: 63 Percent: 11.03

*Description*:

> Terrestrial protected areas are totally or partially protected areas of at least 1,000 hectares that are designated by national authorities as scientific reserves with limited public access, national parks, natural monuments, nature reserves or wildlife sanctuaries, protected landscapes, and areas managed mainly for sustainable use. Marine areas, unclassified areas, littoral (intertidal) areas, and sites protected under local or provincial law are excluded. World Database on Protected Areas (WDPA) where the compilation and management is carried out by United Nations Environment World Conservation Monitoring Centre (UNEP-WCMC) in collaboration

with governments, non-governmental organizations, academia, and industry. The data are available online through the Protected Planet website (https://www.protectedplanet.net/).

## 4.2 QoG European Quality of Government Index CATI - Country Level (2010, 2013, 2017, 2021  2024)

***Dataset tag:*** qog_eqi_cati_long

***Output Unit:*** QoG Country-Year, i.e., data is collected per country and year. That means there is one row for each combination of country and year in the dataset. This unit is identified using the cname column and the year column.

***Description***: This index focuses on both perceptions and experiences with public sector corruption, along with the extent to which citizens believe various public sector services are impartially allocated and of good quality in the EU.

***Dataset citation:*** Nicholas Charron, Victor Lapuente and Monika Bauhr (2024). "The Geography of Quality of Government in Europe. Subnational variations in the 2024 European Quality of Government Index and Comparisons with Previous Rounds". QoG Working Paper Series 2024:2. Department of Political Science, University of Gothenburg. ISSN: 1653-8919.

***Link to original codebook***
`https://www.qogdata.pol.gu.se/data/codebook_eqi_24.pdf`

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We do not allow other uses of these data including but not limited to redistribution, commercialization and other for-profit usage. If a user is interested in such use or has doubts about the license, they will have to refer to the original source and check with them if this is allowed and what requirements they need to fulfill.

Be mindful that the original data sources are the only owners of their data and they can adjust their license without previous warning.

More detailed information on the dataset can be found at the following web page:
`https://www.gu.se/en/quality-government/qog-data/data-downloads/european-quality-of-government-index`

### 4.2.1 Country Level Variables

EQI variables for the country level.

#### 4.2.1.1 How would you rate the quality of public education in your area? (ed_qual)

*Long tag*: qog_eqi_cati_long_ed_qual

*Original tag*: ed_qual

*Dataset citation*: Charron et al. (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 114, Percent: 0.9

*Non-missing observations in chosen unit*: Sum: 114, Percent: 0.38

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

On a scale from 1 to 10, where 1 means *very poor* and 10 means *excellent*.

#### 4.2.1.2 Certain people are given special advantages in the public education system in my area. (edimpart1)

*Long tag*: qog_eqi_cati_long_edimpart1

*Original tag*: edimpart1

*Dataset citation*: Charron et al. (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 114, Percent: 0.9

*Non-missing observations in chosen unit*: Sum: 114, Percent: 0.38

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

On a scale from 1 to 4, where 1 means *Agree*, 2 means *Rather agree*, 3 means *Rather disagree* and 4 means *Disagree*

#### 4.2.1.3 Corruption is prevalent in my areaÕs local public school system. (edcorr)

*Long tag*: qog_eqi_cati_long_edcorr

*Original tag*: edcorr

*Dataset citation*: Charron et al. (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 114, Percent: 0.9

*Non-missing observations in chosen unit*: Sum: 114, Percent: 0.38

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

On a scale from 1 to 10, where 1 means *Strongly disagree* and 10 means *Strongly agree.*

#### 4.2.1.4 In the last 12 months, have you or anyone in your family given an informal gift or bribe to schools or other education services? (ed_pay)

*Long tag*: qog_eqi_cati_long_ed_pay

*Original tag*: ed_pay

*Dataset citation*: Charron et al. (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 114, Percent: 0.9

*Non-missing observations in chosen unit*: Sum: 114, Percent: 0.38

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

Share of population who said 'Yes' to above-stated question (q19_1 of individual-level dataset).

#### 4.2.1.5 Missing in original codebook (edimpart2)

*Long tag*: qog_eqi_cati_long_edimpart2

*Original tag*: edimpart2

*Dataset citation*: Charron et al. (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 114, Percent: 0.9

*Non-missing observations in chosen unit*: Sum: 114, Percent: 0.38

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

All citizens are treated equally in the public education system in my area.
Agree 1
Rather agree 2
Rather disagree 3

Disagree 4

## 4.3 QoG EU Regional Dataset Long Data

***Dataset tag:*** qog_eureg_long

***Output Unit:*** QoG NUTS Region-Year, i.e., data is collected per European NUTS region and year. This means that every row in the dataset can be identified through a combination of region and year. The unit can be expressed using the columns region_code and year. The unit can also be expressed through a combination of the columns nuts0, nuts1 nuts2 and year.

***Description***: The QoG EU Regional dataset is a dataset consisting of more than 300 variables covering three levels of European regions - Nomenclature of Territorial Units for Statistics (NUTS): NUTS0 (country), NUTS1(major socio-economic regions) and NUTS2 (basic regions for the application of regional policies).

The QoG Regional Data is presented in three different forms available in separate datasets. The variable are the same across all three dataset besides a varying suffix (_nuts0, _nuts1, _nuts2) indication which NUTS level is represented.
All datasets are available in time-series format. The first one (The QoG Regional Data - Long Form) is a dataset where data is presented in the long form. The list of units of analysis contains regions of all NUTS levels.
Two other datasets are presented in the wide form for multilevel analysis. In the second dataset (The QoG Regional Data - Wide Form NUTS1) includes NUTS1 level as the unit of analysis and variables represent the values for this level and corresponding lower level – NUTS0. As an example, in this dataset the data is presented only for East Sweden(Ostra Sverige SE1), as a unit of analysis and has values for lower levels of this region - Sweden (SE).
In the third dataset (The QoG Regional Data - Wide Form NUTS2) the unit of analysis is NUTS2 level regions and variables provide values as for every unit of analysis, as well as for corresponding lower NUTS levels: NUTS1 and NUTS0. One example of unit of analysis in this dataset is Stockholm (SE11) and data for every variable will be for Stockholm, as well as for lower level regions - East Sweden (Ostra Sverige SE1) and Sweden (SE).

***Dataset citation:*** Charron, Nicholas, Stefan Dahlberg, Aksel Sundström, Sören Holmberg, Bo Rothstein, Natalia Alvarado Pachon Cem Mert Dalli. 2020. The Quality of Government EU Regional Dataset, version Nov20. University of Gothenburg: The Quality of Government Institute, https://www.gu.se/en/quality-government doi:10.18157/qogeuregnov20

***Link to original codebook***
`https://www.qogdata.pol.gu.se/data/codebook_eureg_nov20.pdf`

***License:*** The QoG datasets are open and available, free of charge and without a need to register your data. You can use them for your analysis, graphs, teaching, and other academic-related and non-commercial purposes. We ask our users to cite always the original source(s) of the data and our datasets.

We do not allow other uses of these data including but not limited to redistribution, commercialization and other for-profit usage. If a user is interested in such use or has doubts about the license, they will have to refer to the original source and check with them if this is allowed and what requirements they need to fulfill.

Be mindful that the original data sources are the only owners of their data and they can adjust their license without previous warning.

More detailed information on the dataset can be found at the following web page: `https://www.gu.se/en/quality-government/qog-data/data-downloads/eu-regional-dataset`

### 4.3.1 Education

This category includes a variety of indicators related to education, such as educational attainment, the students (age, gender, educational level), and educational outcomes.

#### 4.3.1.1 Educational attainment for ages 25 to 64, primary education, Female (eu_edatt_ed02_y2564f)

*Long tag*: qog_eureg_long_eu_edatt_ed02_y2564f

*Original tag*: eu_edatt_ed02_y2564f

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 25-64 years old females whose the highest level of education successfully completed is less than primary, primary and lower secondary education (levels 0-2). This aggregate refers to levels 0, 1 and 2 of the ISCED 2011 (online code ED0-2). Data up to 2013 refer to ISCED 1997 levels 0, 1 and 2 but also include level 3C short (educational attainment from ISCED level 3 programmes of less than two years).

#### 4.3.1.2 Educational attainment for ages 25 to 64, primary education, Male (eu_edatt_ed02_y2564m)

*Long tag*: qog_eureg_long_eu_edatt_ed02_y2564m

*Original tag*: eu_edatt_ed02_y2564m

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 25-64 years old males whose the highest level of education successfully completed is less than primary, primary and lower secondary education (levels 0-2). This aggregate refers to levels 0, 1 and 2 of the ISCED 2011 (online code ED0-2). Data up to 2013 refer to ISCED 1997 levels 0, 1 and 2 but also include level 3C short (educational attainment from ISCED level 3 programmes of less than two years).

#### 4.3.1.3 Educational attainment for ages 25 to 64, primary education, Total (eu_edatt_ed02_y2564t)

*Long tag*: qog_eureg_long_eu_edatt_ed02_y2564t

*Original tag*: eu_edatt_ed02_y2564t

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 25-64 years old population whose the highest level of education successfully completed is less than primary, primary and lower secondary education (levels 0-2). This aggregate refers to levels 0, 1 and 2 of the ISCED 2011 (online code ED0-2). Data up to 2013 refer to ISCED 1997 levels 0, 1 and 2 but also include level 3C short (educational attainment from ISCED level 3 programmes of less than two years).

#### 4.3.1.4 Educational attainment for ages 25 to 64, secondary education, Female (eu_edatt_ed34_y2564f)

*Long tag*: qog_eureg_long_eu_edatt_ed34_y2564f

*Original tag*: eu_edatt_ed34_y2564f

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 25-64 years old females whose the highest level of education successfully completed is upper secondary and post-secondary non-tertiary education (levels 3 and 4). This aggregate corresponds to ISCED 2011 levels 3 and 4 (online code ED3_4). ISCED 2011 level 3 programmes of partial level completion are considered within ISCED level 3. Data up to 2013 refer to ISCED 1997 levels 3C long, 3A, 3B and 4.

#### 4.3.1.5 Educational attainment for ages 25 to 64, secondary education, Male (eu_edatt_ed34_y2564m)

*Long tag*: qog_eureg_long_eu_edatt_ed34_y2564m

*Original tag*: eu_edatt_ed34_y2564m

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 25-64 years old males whose the highest level of education successfully completed is upper secondary and post-secondary non-tertiary education (levels 3 and 4). This aggregate corresponds to ISCED 2011 levels 3 and 4 (online code ED3_4). ISCED 2011 level 3 programmes of partial level completion are considered within ISCED level 3. Data up to 2013 refer to ISCED 1997 levels 3C long, 3A, 3B and 4.

#### 4.3.1.6 Educational attainment for ages 25 to 64, secondary education, Total (eu_edatt_ed34_y2564t)

*Long tag*: qog_eureg_long_eu_edatt_ed34_y2564t

*Original tag*: eu_edatt_ed34_y2564t

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 25-64 years old population whose the highest level of education successfully completed is upper secondary and post-secondary non-tertiary education (levels 3 and 4). This aggregate corresponds to ISCED 2011 levels 3 and 4 (online code ED3_4). ISCED 2011 level 3 programmes of partial level completion are considered within ISCED level 3. Data up to 2013 refer to ISCED 1997 levels 3C long, 3A, 3B and 4.

#### 4.3.1.7 Educational attainment for ages 25 to 64, tertiary education, Female (eu_edatt_ed58_y2564f)

*Long tag*: qog_eureg_long_eu_edatt_ed58_y2564f

*Original tag*: eu_edatt_ed58_y2564f

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 25-64 years old females whose the highest level of education successfully completed is tertiary education (levels 5-8). This aggregate covers ISCED 2011 levels 5, 6, 7 and 8 (short-cycle tertiary education, bachelor's or equivalent level, master's or equivalent level, doctoral or equivalent level, online code ED5-8 'tertiary education'). Data up to 2013 refer to ISCED 1997 levels 5 and 6.

#### 4.3.1.8 Educational attainment for ages 25 to 64, tertiary education, Male (eu_edatt_ed58_y2564m)

*Long tag*: qog_eureg_long_eu_edatt_ed58_y2564m

*Original tag*: eu_edatt_ed58_y2564m

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 25-64 years old males whose the highest level of education successfully completed is tertiary education (levels 5-8). This aggregate covers ISCED 2011 levels 5, 6, 7 and 8 (short-cycle tertiary education, bachelor's or equivalent level, master's or equivalent level, doctoral or equivalent level, online code ED5-8 'tertiary education'). Data up to 2013 refer to ISCED 1997 levels 5 and 6.

#### 4.3.1.9 Educational attainment for ages 25 to 64, tertiary education, Total (eu_edatt_ed58_y2564t)

*Long tag*: qog_eureg_long_eu_edatt_ed58_y2564t

*Original tag*: eu_edatt_ed58_y2564t

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 25-64 years old population whose the highest level of education successfully completed is tertiary education (levels 5-8). This aggregate covers ISCED 2011 levels 5, 6, 7 and 8 (short-cycle tertiary education, bachelor's or equivalent level, master's or equivalent level, doctoral or equivalent level, online code ED5-8 'tertiary education'). Data up to 2013 refer to ISCED 1997 levels 5 and 6.

#### 4.3.1.10 Educational attainment for ages 30 to 34, primary education, Female (eu_edatt_ed02_y3034f)

*Long tag*: qog_eureg_long_eu_edatt_ed02_y3034f

*Original tag*: eu_edatt_ed02_y3034f

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 609, Percent: 2.01

*Description*:

Percentage of 30-34 years old females whose the highest level of education successfully completed is less than primary, primary and lower secondary education (levels 0-2). This aggregate refers to levels 0, 1 and 2 of the ISCED 2011 (online code ED0-2). Data up to 2013 refer to ISCED 1997 levels 0, 1 and 2 but also include level 3C short (educational attainment from ISCED level 3 programmes of less than two years).

#### 4.3.1.11 Educational attainment for ages 30 to 34, primary education, Male (eu_edatt_ed02_y3034m)

*Long tag*: qog_eureg_long_eu_edatt_ed02_y3034m

*Original tag*: eu_edatt_ed02_y3034m

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 30-34 years old males whose the highest level of education successfully completed is less than primary, primary and lower secondary education (levels 0-2). This aggregate refers to levels 0, 1 and 2 of the ISCED 2011 (online code ED0-2). Data up to 2013 refer to ISCED 1997 levels 0, 1 and 2 but also include level 3C short (educational attainment from ISCED level 3 programmes of less than two years).

#### 4.3.1.12 Educational attainment for ages 30 to 34, primary education, Total (eu_edatt_ed02_y3034t)

*Long tag*: qog_eureg_long_eu_edatt_ed02_y3034t

*Original tag*: eu_edatt_ed02_y3034t

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 30-34 years old population whose the highest level of education successfully completed is less than primary, primary and lower secondary education (levels 0-2). This aggregate refers to levels 0, 1 and 2 of the ISCED 2011 (online code ED0-2). Data up to 2013 refer to ISCED 1997 levels 0, 1 and 2 but also include level 3C short (educational attainment from ISCED level 3 programmes of less than two years).

#### 4.3.1.13 Educational attainment for ages 30 to 34, secondary education, Female (eu_edatt_ed34_y3034f)

*Long tag*: qog_eureg_long_eu_edatt_ed34_y3034f

*Original tag*: eu_edatt_ed34_y3034f

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 610, Percent: 2.01

*Description*:

Percentage of 30-34 years old females whose the highest level of education successfully

completed is upper secondary and post-secondary non-tertiary education (levels 3 and 4). This aggregate corresponds to ISCED 2011 levels 3 and 4 (online code ED3_4). ISCED 2011 level 3 programmes of partial level completion are considered within ISCED level 3. Data up to 2013 refer to ISCED 1997 levels 3C long, 3A, 3B and 4.

#### 4.3.1.14 Educational attainment for ages 30 to 34, secondary education, Male (eu_edatt_ed34_y3034m)

*Long tag*: qog_eureg_long_eu_edatt_ed34_y3034m

*Original tag*: eu_edatt_ed34_y3034m

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 30-34 years old males whose the highest level of education successfully completed is upper secondary and post-secondary non-tertiary education (levels 3 and 4). This aggregate corresponds to ISCED 2011 levels 3 and 4 (online code ED3_4). ISCED 2011 level 3 programmes of partial level completion are considered within ISCED level 3. Data up to 2013 refer to ISCED 1997 levels 3C long, 3A, 3B and 4.

#### 4.3.1.15 Educational attainment for ages 30 to 34, secondary education, Total (eu_edatt_ed34_y3034t)

*Long tag*: qog_eureg_long_eu_edatt_ed34_y3034t

*Original tag*: eu_edatt_ed34_y3034t

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 30-34 years old population whose the highest level of education successfully completed is upper secondary and post-secondary non-tertiary education (levels 3 and 4). This aggregate corresponds to ISCED 2011 levels 3 and 4 (online code ED3_4). ISCED 2011 level 3 programmes of partial level completion are considered within ISCED level 3. Data up to 2013 refer to ISCED 1997 levels 3C long, 3A, 3B and 4.

#### 4.3.1.16 Educational attainment for ages 30 to 34, tertiary education, Female (eu_edatt_ed58_y3034f)

*Long tag*: qog_eureg_long_eu_edatt_ed58_y3034f

*Original tag*: eu_edatt_ed58_y3034f

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 610, Percent: 2.01

*Description*:

Percentage of 30-34 years old females whose the highest level of education successfully completed is tertiary education (levels 5-8). This aggregate covers ISCED 2011 levels 5, 6, 7 and 8 (short-cycle tertiary education, bachelor's or equivalent level, master's or equivalent level, doctoral or equivalent level, online code ED5-8 'tertiary education'). Data up to 2013 refer to ISCED 1997 levels 5 and 6.

#### 4.3.1.17 Educational attainment for ages 30 to 34, tertiary education, Male (eu_edatt_ed58_y3034m)

*Long tag*: qog_eureg_long_eu_edatt_ed58_y3034m

*Original tag*: eu_edatt_ed58_y3034m

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 608, Percent: 2

*Description*:

Percentage of 30-34 years old males whose the highest level of education successfully completed is tertiary education (levels 5-8). This aggregate covers ISCED 2011 levels 5, 6, 7 and 8 (short-cycle tertiary education, bachelor's or equivalent level, master's or equivalent level, doctoral or equivalent level, online code ED5-8 'tertiary education'). Data up to 2013 refer to ISCED 1997 levels 5 and 6.

#### 4.3.1.18 Educational attainment for ages 30 to 34, tertiary education, Total (eu_edatt_ed58_y3034t)

*Long tag*: qog_eureg_long_eu_edatt_ed58_y3034t

*Original tag*: eu_edatt_ed58_y3034t

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 611, Percent: 2.01

*Description*:

Percentage of 30-34 years old population whose the highest level of education successfully completed is tertiary education (levels 5-8). This aggregate covers ISCED 2011 levels 5, 6, 7 and 8 (short-cycle tertiary education, bachelor's or equivalent level, master's or equivalent level, doctoral or equivalent level, online code ED5-8 'tertiary education'). Data up to 2013 refer to ISCED 1997 levels 5 and 6.

#### 4.3.1.19 Early leavers from education and training as a percentage, Female (eu_eduleave_f)

*Long tag*: qog_eureg_long_eu_eduleave_f

*Original tag*: eu_eduleave_f

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 600, Percent: 1.98

*Description*:

Female early leavers from education and training as a percentage of the population aged 18-24 with at most lower secondary education and not in further education or training. The indicator is defined as the percentage of the population aged 18-24 with at most lower secondary education and who were not in further education or training during the last four weeks preceding the survey. Lower secondary education refers to ISCED (International Standard Classification of Education) 2011 level 0-2 for data from 2014 onwards and to ISCED 1997 level 0-3C short for data up to 2013. The indicator is based on the EU Labour Force Survey.

#### 4.3.1.20 Early leavers from education and training as a percentage, Male (eu_eduleave_m)

*Long tag*: qog_eureg_long_eu_eduleave_m

*Original tag*: eu_eduleave_m

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 600, Percent: 1.98

*Description*:

Male early leavers from education and training as a percentage of the population aged 18-24 with at most lower secondary education and not in further education or training. The indicator is defined as the percentage of the population aged 18-24 with at most lower secondary education and who were not in further education or training during the last four weeks preceding the survey. Lower secondary education refers to ISCED (International Standard Classification of Education) 2011 level 0-2 for data from 2014 onwards and to ISCED 1997 level 0-3C short for data up to 2013. The indicator is based on the EU Labour Force Survey.

#### 4.3.1.21 Early leavers from education and training as a percentage, Total (eu_eduleave_t)

*Long tag*: qog_eureg_long_eu_eduleave_t

*Original tag*: eu_eduleave_t

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 600, Percent: 1.98

*Description*:

Early leavers from education and training as a percentage of the population aged 18-24 with at most lower secondary education and not in further education or training. The indicator is defined as the percentage of the population aged 18-24 with at most lower secondary education and who were not in further education or training during the last four weeks preceding the survey. Lower secondary education refers to ISCED (International Standard Classification of Education) 2011 level 0-2 for data from 2014 onwards and to ISCED 1997 level 0-3C short for data up to 2013. The indicator is based on the EU Labour Force Survey.

#### 4.3.1.22 15-24 year old neither in employment nor in education as percentage, female (eu_neet_y1524f)

*Long tag*: qog_eureg_long_eu_neet_y1524f

*Original tag*: eu_neet_y1524f

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 597, Percent: 1.97

*Description*:

15-24 year old females neither in employment nor in education as percentage. The indicator on young people neither in employment nor in education and training (NEET) provides information on young people aged 15 to 24 who meet the following two conditions: (a) they are not employed (i.e. unemployed or inactive according to the International Labour Organisation definition) and (b) they have not received any education or training in the four weeks preceding the survey. Data are expressed as a percentage of the total population in the same age group and sex, excluding the respondents who have not answered the question 'participation to education and training'. Data come from the European Union Labour Force Survey.

#### 4.3.1.23 15-24 year old neither in employment nor in education as percentage, male (eu_neet_y1524m)

*Long tag*: qog_eureg_long_eu_neet_y1524m

*Original tag*: eu_neet_y1524m

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 598, Percent: 1.97

*Description*:

15-24 year old males neither in employment nor in education as percentage. The indicator on young people neither in employment nor in education and training (NEET) provides information on young people aged 15 to 24 who meet the following two conditions: (a) they are not employed (i.e. unemployed or inactive according to the International Labour Organisation definition) and (b) they have not received any education or training in the four weeks preceding the survey. Data are expressed as a percentage of the total population in the same age group and sex, excluding the respondents who have not answered the question 'participation to education and training'. Data come from the European Union Labour Force Survey.

#### 4.3.1.24 15-24 year old neither in employment nor in education as percentage, total (eu_neet_y1524t)

*Long tag*: qog_eureg_long_eu_neet_y1524t

*Original tag*: eu_neet_y1524t

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 600, Percent: 1.98

*Description*:

15-24 year old population neither in employment nor in education as percentage. The indicator on young people neither in employment nor in education and training (NEET) provides information on young people aged 15 to 24 who meet the following two conditions: (a) they are not employed (i.e. unemployed or inactive according to the International Labour Organisation definition) and (b) they have not received any education or training in the four weeks preceding the survey. Data are expressed as a percentage of the total population in the same age group and sex, excluding the respondents who have not answered the question 'participation to education and training'. Data come from the European Union Labour Force Survey.

#### 4.3.1.25 Employment rate for people between 15-34 years, total duration since education (eu_empl_durtotal)

*Long tag*: qog_eureg_long_eu_empl_durtotal

*Original tag*: eu_empl_durtotal

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 601, Percent: 1.98

*Description*:

Employment rate for people between 15 and 34 years, total duration since completion of highest level of education. The indicator is defined as the percentage of the population aged 15-34,

who were employed (ILO definition), not in further education or training (i.e. neither formal nor non-formal) during the last four weeks preceding the survey.

#### 4.3.1.26 Employment rate for people between 15-34 years, over 3 years since education (eu_empl_dury_gt3)

*Long tag*: qog_eureg_long_eu_empl_dury_gt3

*Original tag*: eu_empl_dury_gt3

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 579, Percent: 1.91

*Description*:

Employment rate for people between 15 and 34 years, over 3 years since completion of highest level of education. The indicator is defined as the percentage of the population aged 15-34, who were employed (ILO definition), not in further education or training (i.e. neither formal nor non-formal) during the last four weeks preceding the survey.

#### 4.3.1.27 Employment rate for people between 15-34 years, 1 to 3 years since education (eu_empl_dury13)

*Long tag*: qog_eureg_long_eu_empl_dury13

*Original tag*: eu_empl_dury13

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 579, Percent: 1.91

*Description*:

Employment rate for people between 15 and 34 years, 1 to 3 years since completion of highest level of education. The indicator is defined as the percentage of the population aged 15-34, who were employed (ILO definition), not in further education or training (i.e. neither formal nor non-formal) during the last four weeks preceding the survey.

#### 4.3.1.28 Employment rate for people between 15-34 years, education levels 0-2 (eu_empl_edled02)

*Long tag*: qog_eureg_long_eu_empl_edled02

*Original tag*: eu_empl_edled02

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 601, Percent: 1.98

*Description*:

Employment rate for people between 15 and 34 years, whose the highest level of education successfully completed is less than primary, primary and lower secondary education (levels 0-2). The indicator is defined as the percentage of the population aged 15-34, who were employed (ILO definition), not in further education or training (i.e. neither formal nor non-formal) during the last four weeks preceding the survey.

#### 4.3.1.29 Employment rate for people between 15-34 years, education levels 3-4 (eu_empl_edled34)

*Long tag*: qog_eureg_long_eu_empl_edled34

*Original tag*: eu_empl_edled34

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 601, Percent: 1.98

*Description*:

Employment rate for people between 15 and 34 years, whose the highest level of education successfully completed is upper secondary and post-secondary non-tertiary education (levels 3 and 4). The indicator is defined as the percentage of the population aged 15-34, who were employed (ILO definition), not in further education or training (i.e. neither formal nor non-formal) during the last four weeks preceding the survey.

#### 4.3.1.30 Employment rate for people between 15-34 years, education levels 5-8 (eu_empl_edled58)

*Long tag*: qog_eureg_long_eu_empl_edled58

*Original tag*: eu_empl_edled58

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 601, Percent: 1.98

*Description*:

Employment rate for people between 15 and 34 years, whose the highest level of education successfully completed is tertiary education (levels 5-8). The indicator is defined as the percentage of the population aged 15-34, who were employed (ILO definition), not in further education or training (i.e. neither formal nor non-formal) during the last four weeks preceding the survey.

#### 4.3.1.31 Employment rate for people between 15-34 years, all education levels (eu_empl_edltotal)

*Long tag*: qog_eureg_long_eu_empl_edltotal

*Original tag*: eu_empl_edltotal

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 601, Percent: 1.98

*Description*:

Total employment rate for people between 15 and 34 years for all education levels. The indicator is defined as the percentage of the population aged 15-34, who were employed (ILO definition), not in further education or training (i.e. neither formal nor non-formal) during the last four weeks preceding the survey.

#### 4.3.1.32 Participation rate in Primary and lower secondary education (eu_epred12)

*Long tag*: qog_eureg_long_eu_epred12

*Original tag*: eu_epred12

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 165, Percent: 0.54

*Description*:

Participation rate in primary and lower secondary education (levels 1-2). Countries participating in this collection are compiling their data according to the concepts and definitions of the UOE data collection manuals on education systems statistics. This aggregate refers to levels 1 and 2 of the ISCED 2011 (online code ED1-2).

#### 4.3.1.33 Participation rate in Tertiary education (eu_epred58)

*Long tag*: qog_eureg_long_eu_epred58

*Original tag*: eu_epred58

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 159, Percent: 0.52

*Description*:

Participation rate in tertiary education (level 5-8). Countries participating in this collection are compiling their data according to the concepts and definitions of the UOE data collection manuals on education systems statistics. This aggregate covers ISCED 2011 levels 5, 6, 7 and 8 (short-cycle tertiary education, bachelor's or equivalent level, master's or equivalent level, doctoral or equivalent level, online code ED5-8 'tertiary education').

#### 4.3.1.34 Participation rate in education and training (last 4 weeks), females (eu_epry2564f)

*Long tag*: qog_eureg_long_eu_epry2564f

*Original tag*: eu_epry2564f

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 598, Percent: 1.97

*Description*:

Female participation rate in education and training during the last four weeks preceding the survey. The participation rate in education and training covers participation in formal and non-formal education and training. The reference period for the participation in education and training is the four weeks prior to the interview. Formal education is defined by ISCED as 'education that is institutionalised, intentional and planned through public organisations and recognised private bodies, and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities.' Non-formal education and training is defined as any institutionalised, intentional and organised/planned learning activities outside the formal education system. According to the classification of learning activities (CLA 2016), non-formal education and training comprises courses, seminars and workshops, private lessons or instructions and guided-on-the-job training. However, non-formal education as measured in the EU-LFS excludes guided-on-the-job training. The information collected covers both job-related (professional) and non-job related (personal, social, 'leisure') education and training activities.

#### 4.3.1.35 Participation rate in education and training (last 4 weeks), males (eu_epry2564m)

*Long tag*: qog_eureg_long_eu_epry2564m

*Original tag*: eu_epry2564m

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 598, Percent: 1.97

*Description*:

Male participation rate in education and training during the last four weeks preceding the survey. The participation rate in education and training covers participation in formal and non-formal education and training. The reference period for the participation in education and training is the four weeks prior to the interview. Formal education is defined by ISCED as 'education that is institutionalised, intentional and planned through public organisations and recognised private bodies, and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities.' Non-formal education and training is defined as any institutionalised, intentional and organised/planned learning activities outside the formal education system. According to the classification of learning activities (CLA 2016), non-formal education and training comprises courses, seminars and workshops, private lessons or instructions and guided-on-the-job training. However, non-formal education as measured in the EU-LFS excludes guided-on-the-job training. The information collected covers both job-related (professional) and non-job related (personal, social, 'leisure') education and training activities.

#### 4.3.1.36 Participation rate in education and training (last 4 weeks), total (eu_epry2564t)

*Long tag*: qog_eureg_long_eu_epry2564t

*Original tag*: eu_epry2564t

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 598, Percent: 1.97

*Description*:

Participation rate in education and training during the last four weeks preceding the survey. The participation rate in education and training covers participation in formal and non-formal education and training. The reference period for the participation in education and training is the four weeks prior to the interview. Formal education is defined by ISCED as 'education that is institutionalised, intentional and planned through public organisations and recognised private bodies, and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities.' Non-formal education and training is defined as any institutionalised, intentional and organised/planned learning activities outside the formal education system. According to the classification of learning activities (CLA 2016), non-formal education and training comprises courses, seminars and workshops, private lessons or instructions and guided-on-the-job training. However, non-formal education as measured in the EU-LFS excludes guided-on-the-job training. The information collected covers both job-related (professional) and non-job related (personal, social, 'leisure') education and training activities.

### 4.3.2 Science and Technology

This category provides information on employment rates in different sectors, for the total population as well as subgroups.

#### 4.3.2.1 Employment in education, percent of tot. employment, female (eu_emtk_p_f)

*Long tag*: qog_eureg_long_eu_emtk_p_f

*Original tag*: eu_emtk_p_f

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 365, Percent: 1.2

*Description*:

Female employment in education, as percentage of total female employment. Data come from EU Labour force survey (LFS). Employed people are defined as persons aged 15 years and over who during the reference week performed work, even for just one hour a week, for pay, profit or family gain or were not at work but had a job or business from which they were temporarily absent because of, e.g., illness, holidays, industrial dispute and education and training. In high-tech statistics the population excludes anyone below the age of 15 or over the age of 74. The data are aggregated based on the statistical classification of economic activities in the European Community (NACE) at 2-digit level.

#### 4.3.2.2 Employment in education, percent of tot. employment, male (eu_emtk_p_m)

*Long tag*: qog_eureg_long_eu_emtk_p_m

*Original tag*: eu_emtk_p_m

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 365, Percent: 1.2

*Description*:

Male employment in education, as percentage of total male employment. Data come from EU Labour force survey (LFS). Employed people are defined as persons aged 15 years and over who during the reference week performed work, even for just one hour a week, for pay, profit or family gain or were not at work but had a job or business from which they were temporarily absent because of, e.g., illness, holidays, industrial dispute and education and training. In high-tech statistics the population excludes anyone below the age of 15 or over the age of 74. The data are aggregated based on the statistical classification of economic activities in the European Community (NACE) at 2-digit level.

#### 4.3.2.3 Employment in education, percent of tot. employment, total (eu_emtk_p_t)

*Long tag*: qog_eureg_long_eu_emtk_p_t

*Original tag*: eu_emtk_p_t

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 365, Percent: 1.2

*Description*:

Employment in education, as percentage of total employment. Data come from EU Labour force survey (LFS). Employed people are defined as persons aged 15 years and over who during the reference week performed work, even for just one hour a week, for pay, profit or family gain or were not at work but had a job or business from which they were temporarily absent

because of, e.g., illness, holidays, industrial dispute and education and training. In high-tech statistics the population excludes anyone below the age of 15 or over the age of 74. The data are aggregated based on the statistical classification of economic activities in the European Community (NACE) at 2-digit level.

#### 4.3.2.4 Higher education sector intramural expenditure in R and D, euro per inhabitant (eu_rdexp_hes)

*Long tag*: qog_eureg_long_eu_rdexp_hes

*Original tag*: eu_rdexp_hes

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 884, Percent: 2.91

*Description*:

Higher education sector intramural expenditure in R&D, euro per inhabitant. Intramural R&D expenditures are all current expenditures plus gross fixed expenditure for R&D performed within a statistical unit during a specific period, whatever the source of funds. Further information on the concepts and definitions used for the production of R&D statistics can be found in Frascati Manual (OECD 2015).

#### 4.3.2.5 Total R and D employees in higher education sector, female, full-time equivalent (eu_prd_hes_f)

*Long tag*: qog_eureg_long_eu_prd_hes_f

*Original tag*: eu_prd_hes_f

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 478, Percent: 1.58

*Description*:

Female R&D employees in higher education sector, full-time equivalent. R&D personnel in a statistical unit include all persons engaged directly in R&D, whether employed by the statistical unit or external contributors fully integrated into the statistical unit‘s R&D activities, as well as those providing direct services for the R&D activities (such as R&D managers, administrators, technicians and clerical staff). Persons providing indirect support and ancillary services, such as canteen, maintenance, administrative and security staff, has been excluded, even though their wages and salaries are included in “other current costs” when measuring R&D expenditure. Further information on the concepts and definitions used for the production of R&D statistics can be found in Frascati Manual (OECD 2015).

#### 4.3.2.6 Total R and D employees in higher education sector, total, full-time equivalent (eu_prd_hes_t)

*Long tag*: qog_eureg_long_eu_prd_hes_t

*Original tag*: eu_prd_hes_t

*Dataset citation*: Charron et al. (2020)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 0, Percent: 0

*Non-missing observations in chosen unit*: Sum: 875, Percent: 2.88

*Description*:

Total R&D employees in higher education sector, full-time equivalent. R&D personnel in a statistical unit include all persons engaged directly in R&D, whether employed by the statistical unit or external contributors fully integrated into the statistical unit‘s R&D activities, as well as those providing direct services for the R&D activities (such as R&D managers, administrators, technicians and clerical straff). Persons providing indirect support and ancillary services, such as canteen, maintenance, administrative and security staff, has been excluded, even though their wages and salaries are included in “other current costs” when measuring R&D expenditure. Further information on the concepts and definitions used for the production of R&D statistics can be found in Frascati Manual (OECD 2015).

## 4.4 QoG Standard Dataset Time-Series

***Dataset tag:*** qog_std_ts

***Output Unit:*** QoG Country-Year, i.e., data is collected per country and year. That means there is one row for each combination of country and year in the dataset. This unit is identified using the cname column and the year column.

***Description:*** The QoG Standard dataset is our largest dataset. It consists of approximately 2100 variables from more than 100 data sources related to Quality of Government. In the QoG Standard TS dataset, data from 1946 to 2024 is included and the unit of analysis is country-year (e.g., Sweden-1946, Sweden-1947, etc.).

***Dataset citation:*** Teorell, Jan, Aksel Sundström, Sören Holmberg, Bo Rothstein, Natalia Alvarado Pachon, Cem Mert Dalli, Rafael Lopez Valverde, Victor Saidi Phiri Lauren Gerber. 2025. The Quality of Government Standard Dataset, version Jan25. University of Gothenburg: The Quality of Government Institute, https://www.gu.se/en/quality-government doi:10.18157/qogstdjan25. University of Gothenburg: The Quality of Government Institute, `https://www.gu.se/en/quality-government doi:10.18157/qogstdjan24`

QoG Data is part of and funded by DEMSCORE, national research infrastructure grant 2021-00162 from the Swedish Research Council.

***Link to original codebook***
`https://www.qogdata.pol.gu.se/data/codebook_std_jan25.pdf`

***License:*** The QoG datasets are open and available, free of charge and without a need to register your data. You can use them for your analysis, graphs, teaching, and other academic-related and non-commercial purposes. We ask our users to cite always the original source(s) of the data and our datasets.

We do not allow other uses of these data including but not limited to redistribution, commercialization and other for-profit usage. If a user is interested in such use or has doubts about the license, they will have to refer to the original source and check with them if this is allowed and what requirements they need to fulfill.

Be mindful that the original data sources are the only owners of their data and they can adjust their license without previous warning.

More detailed information on the dataset can be found at the following web page: `https://www.gu.se/en/quality-government/qog-data/data-downloads/standard-dataset`

### 4.4.1 Gender Equality

This category includes variables related to the differences of access and opportunities between women and men by country, such as access to education, overall employment and employment by specific sectors, and indexes that shine a light on the general differences in treatment between men

and women.

#### 4.4.1.1 Equal Opportunity (bti_eo)

*Long tag*: qog_std_ts_bti_eo

*Original tag*: bti_eo

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: Donner et al. (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1283, Percent: 10.09

*Non-missing observations in chosen unit*: Sum: 1239, Percent: 4.08

*Lost observations in chosen unit*: Sum: 44 Percent: 3.43

*Description*:

To what extent does equality of opportunity exist? From 1 to 10.

1. Equality of opportunity is not achieved. Women and/or members of ethnic or religious groups have only very limited access to education, public office, and employment. There are no legal provisions against discrimination.

4. Equality of opportunity is only partially achieved. Women and/or members of ethnic, religious, and other groups have limited access to education, public office, and employment. There are some legal provisions against discrimination, but their implementation is highly deficient.

7. Equality of opportunity is largely achieved. Women and members of ethnic or religious groups have near-equal access to education, public office, and employment. There are a number of legal provisions against discrimination, but their implementation is at times insufficient.

10. Equality of opportunity is achieved. Women and members of ethnic or religious groups have equal access to education, public office, and employment. There is a comprehensive and effective legal and institutional framework for the protection against discrimination.

#### 4.4.1.2 Global Gender Gap Educational Attainment Subindex (gggi_eas)

*Long tag*: qog_std_ts_gggi_eas

*Original tag*: gggi_eas

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Economic Forum (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2515, Percent: 19.78

*Non-missing observations in chosen unit*: Sum: 2458, Percent: 8.1

*Lost observations in chosen unit*: Sum: 57 Percent: 2.27

*Description*:

Educational Attainment (0 to 1, where 1 indicates no gap). This subindex captures the gap between women's and men's current access to education through ratios of women to men in primary-, secondary- and tertiary-level education. A longer-term view of the country's ability to educate women and men in equal numbers is captured through the ratio of the female literacy rate to the male literacy rate.

#### 4.4.1.3 Women's Social Rights Laws (ciri_wosoc_l)

*Long tag*: qog_std_ts_ciri_wosoc_l

*Original tag*: ciri_wosoc_l

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: Mark et al. (2023)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3400, Percent: 26.74

*Non-missing observations in chosen unit*: Sum: 2980, Percent: 9.82

*Lost observations in chosen unit*: Sum: 420 Percent: 12.35

*Description*:

Women's social rights include a number of internationally recognized rights. These rights include the following criteria:

- The right to equal inheritance

- The right to enter into marriage on a basis of equality with men

- The right to travel abroad

- The right to obtain a passport

- The right to confer citizenship to children or a spouse

- The right to initiate a divorce

- The right to own, acquire, manage, and retain property brought into marriage

- The right to participate in social, cultural, and community activities

- The right to an education

- The freedom to choose a residence/domicile

- Freedom from female genital mutilation (FGM) of children/adults without their consent

- Freedom from forced sterilization

- Freedom from child marriage (where the laws differ between boys and girls)

- Right to raise and make decisions regarding children with equal authority to men or

husbands

Scoring Scheme:

Regarding the country's legal recognition of women's social rights:

(0) There are no social rights for women under law and systematic discrimination based on sex may

be built into the law and/or if 5 or more of the above criteria are not adequately met.

(1) There are some social rights for women by law.

(2) Nearly all social rights for women are guaranteed by law

(3) All women's social rights are guaranteed by law and/or all of the above criteria are met or are not

mentioned

#### 4.4.1.4 Women's Social Rights Practices (ciri_wosoc_p)

*Long tag*: qog_std_ts_ciri_wosoc_p
*Original tag*: ciri_wosoc_p
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Mark et al. (2023)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 3397, Percent: 26.72
*Non-missing observations in chosen unit*: Sum: 2977, Percent: 9.82
*Lost observations in chosen unit*: Sum: 420 Percent: 12.36
*Description*:
Women's social rights include a number of internationally recognized rights. These rights include the following criteria:

- The right to equal inheritance

- The right to enter into marriage on a basis of equality with men

- The right to travel abroad

- The right to obtain a passport

- The right to confer citizenship to children or a spouse

- The right to initiate a divorce

- The right to own, acquire, manage, and retain property brought into marriage

- The right to participate in social, cultural, and community activities

- The right to an education

- The freedom to choose a residence/domicile

- Freedom from female genital mutilation (FGM) of children/adults without their consent

- Freedom from forced sterilization

- Freedom from child marriage (where the laws differ between boys and girls)

- Right to raise and make decisions regarding children with equal authority to men or

husbands

Scoring Scheme:

Regarding the country's recognition of women's social rights in practice:

(0) The government tolerates a high level of discrimination against women.

(1) In practice, the government does not enforce laws effectively or enforcement of laws is weak.

The government tolerates a moderate level of discrimination against women.

(2) In practice, the government does enforce these laws effectively; however, the government still

tolerates a low level of discrimination against women.

(3) In practice, the government fully and vigorously enforces these laws. The government tolerates

none or almost no discrimination against women.

### 4.4.2 Education

This category includes a variety of indicators related to education, such as key characteristics of the educational system (public expenditure, gross enrollment, number of teachers), the students (age, gender, educational level), and educational outcomes (mean scores, literacy rates, numbers of researchers and scientists).

#### 4.4.2.1 Sustainability (bti_su)

*Long tag*: qog_std_ts_bti_su

*Original tag*: bti_su

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: Donner et al. (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1283, Percent: 10.09

*Non-missing observations in chosen unit*: Sum: 1239, Percent: 4.08

*Lost observations in chosen unit*: Sum: 44 Percent: 3.43

*Description*:

Economic growth is balanced, environmentally sustainable and future-oriented. Including 'To what extent are environmental concerns effectively taken into account?' and 'To what extent are there solid institutions for basic, secondary and tertiary education, as well as for research and development?'.

#### 4.4.2.2 Educational Attainment, 26-64 years, Level 0-2 (Female) percent of population (eu_edued256402f)

*Long tag*: qog_std_ts_eu_edued256402f

*Original tag*: eu_edued256402f

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 962, Percent: 7.57

*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

Educational Attainment, 26-64 years, Level 0-2 (Female). Percentage of the population.

#### 4.4.2.3 Educational Attainment, 26-64 years, Level 0-2 (Male) percent of population (eu_edued256402m)

*Long tag*: qog_std_ts_eu_edued256402m

*Original tag*: eu_edued256402m

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 962, Percent: 7.57

*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
Educational Attainment, 26-64 years, Level 0-2 (Male). Percentage of the population.

#### 4.4.2.4 Educational Attainment, 26-64 years, Level 0-2 (Total) percent of population. (eu_edued256402t)

*Long tag*: qog_std_ts_eu_edued256402t
*Original tag*: eu_edued256402t
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 26-64 years, Level 0-2 (Total). Percentage of the population.

#### 4.4.2.5 Educational Attainment, 26-64 years, Level 3-4 (Female) (eu_edued256434f)

*Long tag*: qog_std_ts_eu_edued256434f
*Original tag*: eu_edued256434f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 26-64 years, Level 3-4 (Female)

#### 4.4.2.6 Educational Attainment, 26-64 years, Level 3-4 (Male) (eu_edued256434m)

*Long tag*: qog_std_ts_eu_edued256434m
*Original tag*: eu_edued256434m
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 26-64 years, Level 3-4 (Male)

#### 4.4.2.7 Educational Attainment, 26-64 years, Level 3-4 (Total) (eu_edued256434t)

*Long tag*: qog_std_ts_eu_edued256434t
*Original tag*: eu_edued256434t
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
Educational Attainment, 26-64 years, Level 3-4 (Total)

#### 4.4.2.8 Educational Attainment, 26-64 years, Level 3-8 (Female) (eu_edued256438f)

*Long tag*: qog_std_ts_eu_edued256438f
*Original tag*: eu_edued256438f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 26-64 years, Level 3-8 (Female)

#### 4.4.2.9 Educational Attainment, 26-64 years, Level 3-8 (Male) (eu_edued256438m)

*Long tag*: qog_std_ts_eu_edued256438m
*Original tag*: eu_edued256438m
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 26-64 years, Level 3-8 (Male)

#### 4.4.2.10 Educational Attainment, 26-64 years, Level 3-8 (Total) (eu_edued256438t)

*Long tag*: qog_std_ts_eu_edued256438t
*Original tag*: eu_edued256438t
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 26-64 years, Level 3-8 (Total)

#### 4.4.2.11 Educational Attainment, 26-64 years, Level 5-8 (Female) (eu_edued256458f)

*Long tag*: qog_std_ts_eu_edued256458f
*Original tag*: eu_edued256458f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
Educational Attainment, 26-64 years, Level 5-8 (Female)

#### 4.4.2.12 Educational Attainment, 26-64 years, Level 5-8 (Male) (eu_edued256458m)

*Long tag*: qog_std_ts_eu_edued256458m
*Original tag*: eu_edued256458m
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 26-64 years, Level 5-8 (Male)

#### 4.4.2.13 Educational Attainment, 26-64 years, Level 5-8 (Total) (eu_edued256458t)

*Long tag*: qog_std_ts_eu_edued256458t
*Original tag*: eu_edued256458t
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 26-64 years, Level 5-8 (Total)

#### 4.4.2.14 Educational Attainment, 30-34 years, Level 0-2 (Female) (eu_edued303402f)

*Long tag*: qog_std_ts_eu_edued303402f
*Original tag*: eu_edued303402f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 958, Percent: 7.54
*Non-missing observations in chosen unit*: Sum: 958, Percent: 3.16
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 30-34 years old, Level 0-2 (Female)

#### 4.4.2.15 Educational Attainment, 30-34 years, Level 0-2 (Male) (eu_edued303402m)

*Long tag*: qog_std_ts_eu_edued303402m
*Original tag*: eu_edued303402m
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 960, Percent: 7.55
*Non-missing observations in chosen unit*: Sum: 960, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
Educational Attainment, 30-34 years old, Level 0-2 (Male)

#### 4.4.2.16 Educational Attainment, 30-34 years, Level 0-2 (Total) (eu_edued303402t)

*Long tag*: qog_std_ts_eu_edued303402t
*Original tag*: eu_edued303402t
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 30-34 years old, Level 0-2 (Total)

#### 4.4.2.17 Educational Attainment, 30-34 years, Level 3-4 (Female) (eu_edued303434f)

*Long tag*: qog_std_ts_eu_edued303434f
*Original tag*: eu_edued303434f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 961, Percent: 7.56
*Non-missing observations in chosen unit*: Sum: 961, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 30-34 years old, Level 3-4 (Female)

#### 4.4.2.18 Educational Attainment, 30-34 years, Level 3-4 (Male) (eu_edued303434m)

*Long tag*: qog_std_ts_eu_edued303434m
*Original tag*: eu_edued303434m
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 30-34 years old, Level 3-4 (Male)

#### 4.4.2.19 Educational Attainment, 30-34 years, Level 3-4 (Total) (eu_edued303434t)

*Long tag*: qog_std_ts_eu_edued303434t
*Original tag*: eu_edued303434t
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
Educational Attainment, 30-34 years old, Level 3-4 (Total)

#### 4.4.2.20 Educational Attainment, 30-34 years, Level 3-8 (Female) (eu_edued303438f)

*Long tag*: qog_std_ts_eu_edued303438f
*Original tag*: eu_edued303438f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 30-34 years old, Level 3-8 (Female)

#### 4.4.2.21 Educational Attainment, 30-34 years, Level 3-8 (Male) (eu_edued303438m)

*Long tag*: qog_std_ts_eu_edued303438m
*Original tag*: eu_edued303438m
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 30-34 years old, Level 3-8 (Male)

#### 4.4.2.22 Educational Attainment, 30-34 years, Level 3-8 (Total) (eu_edued303438t)

*Long tag*: qog_std_ts_eu_edued303438t
*Original tag*: eu_edued303438t
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 962, Percent: 7.57
*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17
*Lost observations in chosen unit*: Sum: 0 Percent: 0
*Description*:
Educational Attainment, 30-34 years, Level 3-8 (Total)

#### 4.4.2.23 Educational Attainment, 30-34 years, Level 5-8 (Female) (eu_edued303458f)

*Long tag*: qog_std_ts_eu_edued303458f
*Original tag*: eu_edued303458f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: European Commission (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 961, Percent: 7.56
*Non-missing observations in chosen unit*: Sum: 961, Percent: 3.17

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

Educational Attainment, 30-34 years old, Level 5-8 (Female)

#### 4.4.2.24 Educational Attainment, 30-34 years, Level 5-8 (Male) (eu_edued303458m)

*Long tag*: qog_std_ts_eu_edued303458m

*Original tag*: eu_edued303458m

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 959, Percent: 7.54

*Non-missing observations in chosen unit*: Sum: 959, Percent: 3.16

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

Educational Attainment, 30-34 years old, Level 5-8 (Male)

#### 4.4.2.25 Educational Attainment, 30-34 years, Level 5-8 (Total) (eu_edued303458t)

*Long tag*: qog_std_ts_eu_edued303458t

*Original tag*: eu_edued303458t

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 962, Percent: 7.57

*Non-missing observations in chosen unit*: Sum: 962, Percent: 3.17

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

Educational Attainment, 30-34 years old, Level 5-8 (Total)

#### 4.4.2.26 Early leavers from education and training, 18-24 years old (Female) (eu_edueleavf)

*Long tag*: qog_std_ts_eu_edueleavf

*Original tag*: eu_edueleavf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 911, Percent: 7.17

*Non-missing observations in chosen unit*: Sum: 911, Percent: 3

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

Early leavers from education and training, 18-24 years old (Female)

#### 4.4.2.27 Early leavers from education and training, 18-24 years old (Male) (eu_edueleavm)

*Long tag*: qog_std_ts_eu_edueleavm

*Original tag*: eu_edueleavm

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 915, Percent: 7.2

*Non-missing observations in chosen unit*: Sum: 915, Percent: 3.02

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

Early leavers from education and training, 18-24 years old (Male)

#### 4.4.2.28 Early leavers from education and training, 18-24 years old (Total) (eu_edueleavt)

*Long tag*: qog_std_ts_eu_edueleavt

*Original tag*: eu_edueleavt

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 916, Percent: 7.2

*Non-missing observations in chosen unit*: Sum: 916, Percent: 3.02

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

Early leavers from education and training, 18-24 years old (Total)

#### 4.4.2.29 Ratio of students to teachers and academic staff in ISCED levels 1 to 3 (eu_edupttr13)

*Long tag*: qog_std_ts_eu_edupttr13

*Original tag*: eu_edupttr13

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 348, Percent: 2.74

*Non-missing observations in chosen unit*: Sum: 339, Percent: 1.12

*Lost observations in chosen unit*: Sum: 9 Percent: 2.59

*Description*:

Ratio of pupils and students to teachers and academic staff in ISCED levels 1 to 3

#### 4.4.2.30 Ratio of students to teachers and academic staff in ISCED levels 5 to 8 (eu_edupttr58)

*Long tag*: qog_std_ts_eu_edupttr58

*Original tag*: eu_edupttr58

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 328, Percent: 2.58

*Non-missing observations in chosen unit*: Sum: 318, Percent: 1.05

*Lost observations in chosen unit*: Sum: 10 Percent: 3.05

*Description*:

Ratio of pupils and students to teachers and academic staff in ISCED levels 5 to 8

#### 4.4.2.31 Ratio of students to teachers and staff in early childhood education (eu_edupttrearly)

*Long tag*: qog_std_ts_eu_edupttrearly

*Original tag*: eu_edupttrearly

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:
*Non-missing observations in original unit*: Sum: 303, Percent: 2.38
*Non-missing observations in chosen unit*: Sum: 297, Percent: 0.98
*Lost observations in chosen unit*: Sum: 6 Percent: 1.98
*Description*:
Ratio of pupils and students to teachers and academic staff in early childhood education

#### 4.4.2.32 Educational Attainment (15-24 years, Female) (gea_ea1524f)

*Long tag*: qog_std_ts_gea_ea1524f
*Original tag*: gea_ea1524f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Institute for Health Metrics and Evaluation (IHME) (2015)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 7642, Percent: 60.11
*Non-missing observations in chosen unit*: Sum: 6953, Percent: 22.92
*Lost observations in chosen unit*: Sum: 689 Percent: 9.02
*Description*:
Educational Attainment (15-24 years, Female). Average years of education.

#### 4.4.2.33 Educational Attainment (15-24 years, Male) (gea_ea1524m)

*Long tag*: qog_std_ts_gea_ea1524m
*Original tag*: gea_ea1524m
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Institute for Health Metrics and Evaluation (IHME) (2015)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 7642, Percent: 60.11
*Non-missing observations in chosen unit*: Sum: 6953, Percent: 22.92
*Lost observations in chosen unit*: Sum: 689 Percent: 9.02
*Description*:
Educational Attainment (15-24 years, Male). Average years of education.

#### 4.4.2.34 Educational Attainment (25-34 years, Female) (gea_ea2534f)

*Long tag*: qog_std_ts_gea_ea2534f
*Original tag*: gea_ea2534f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Institute for Health Metrics and Evaluation (IHME) (2015)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 7642, Percent: 60.11
*Non-missing observations in chosen unit*: Sum: 6953, Percent: 22.92
*Lost observations in chosen unit*: Sum: 689 Percent: 9.02
*Description*:
Educational Attainment (25-34 years, Female). Average years of education.

#### 4.4.2.35 Educational Attainment (25-34 years, Male) (gea_ea2534m)

*Long tag*: qog_std_ts_gea_ea2534m
*Original tag*: gea_ea2534m
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Institute for Health Metrics and Evaluation (IHME) (2015)
*Merge scores*:

*Non-missing observations in original unit*: Sum: 7642, Percent: 60.11
*Non-missing observations in chosen unit*: Sum: 6953, Percent: 22.92
*Lost observations in chosen unit*: Sum: 689 Percent: 9.02
*Description*:
Educational Attainment (25-34 years, Male). Average years of education.

#### 4.4.2.36 Educational Attainment (35-44 years, Female) (gea_ea3544f)

*Long tag*: qog_std_ts_gea_ea3544f
*Original tag*: gea_ea3544f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Institute for Health Metrics and Evaluation (IHME) (2015)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 7642, Percent: 60.11
*Non-missing observations in chosen unit*: Sum: 6953, Percent: 22.92
*Lost observations in chosen unit*: Sum: 689 Percent: 9.02
*Description*:
Educational Attainment (35-44 years, Female). Average years of education.

#### 4.4.2.37 Educational Attainment (35-44 years, Male) (gea_ea3544m)

*Long tag*: qog_std_ts_gea_ea3544m
*Original tag*: gea_ea3544m
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Institute for Health Metrics and Evaluation (IHME) (2015)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 7642, Percent: 60.11
*Non-missing observations in chosen unit*: Sum: 6953, Percent: 22.92
*Lost observations in chosen unit*: Sum: 689 Percent: 9.02
*Description*:
Educational Attainment (35-44 years, Male). Average years of education.

#### 4.4.2.38 Educational Attainment (45-54 years, Female) (gea_ea4554f)

*Long tag*: qog_std_ts_gea_ea4554f
*Original tag*: gea_ea4554f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Institute for Health Metrics and Evaluation (IHME) (2015)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 7642, Percent: 60.11
*Non-missing observations in chosen unit*: Sum: 6953, Percent: 22.92
*Lost observations in chosen unit*: Sum: 689 Percent: 9.02
*Description*:
Educational Attainment (45-54 years, Female). Average years of education.

#### 4.4.2.39 Educational Attainment (45-54 years, Male) (gea_ea4554m)

*Long tag*: qog_std_ts_gea_ea4554m
*Original tag*: gea_ea4554m
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Institute for Health Metrics and Evaluation (IHME) (2015)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 7642, Percent: 60.11

*Non-missing observations in chosen unit*: Sum: 6953, Percent: 22.92
*Lost observations in chosen unit*: Sum: 689 Percent: 9.02
*Description*:
Educational Attainment (45-54 years, Male). Average years of education.

#### 4.4.2.40 Educational Attainment (55-64 years, Female) (gea_ea5564f)

*Long tag*: qog_std_ts_gea_ea5564f
*Original tag*: gea_ea5564f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Institute for Health Metrics and Evaluation (IHME) (2015)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 7642, Percent: 60.11
*Non-missing observations in chosen unit*: Sum: 6953, Percent: 22.92
*Lost observations in chosen unit*: Sum: 689 Percent: 9.02
*Description*:
Educational Attainment (55-64 years, Female). Average years of education.

#### 4.4.2.41 Educational Attainment (55-64 years, Male) (gea_ea5564m)

*Long tag*: qog_std_ts_gea_ea5564m
*Original tag*: gea_ea5564m
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Institute for Health Metrics and Evaluation (IHME) (2015)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 7642, Percent: 60.11
*Non-missing observations in chosen unit*: Sum: 6953, Percent: 22.92
*Lost observations in chosen unit*: Sum: 689 Percent: 9.02
*Description*:
Educational Attainment (55-64 years, Male). Average years of education.

#### 4.4.2.42 Educational Attainment (65+ years, Female) (gea_ea65f)

*Long tag*: qog_std_ts_gea_ea65f
*Original tag*: gea_ea65f
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Institute for Health Metrics and Evaluation (IHME) (2015)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 7642, Percent: 60.11
*Non-missing observations in chosen unit*: Sum: 6953, Percent: 22.92
*Lost observations in chosen unit*: Sum: 689 Percent: 9.02
*Description*:
Educational Attainment (65+ years, Female). Average years of education.

#### 4.4.2.43 Educational Attainment (65+ years, Male) (gea_ea65m)

*Long tag*: qog_std_ts_gea_ea65m
*Original tag*: gea_ea65m
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Institute for Health Metrics and Evaluation (IHME) (2015)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 7642, Percent: 60.11
*Non-missing observations in chosen unit*: Sum: 6953, Percent: 22.92

*Lost observations in chosen unit*: Sum: 689 Percent: 9.02

*Description*:

Educational Attainment (65+ years, Male). Average years of education.

#### 4.4.2.44 Education Score (iiag_edu)

*Long tag*: qog_std_ts_iiag_edu

*Original tag*: iiag_edu

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: Mo Ibrahim Foundation (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 530, Percent: 4.17

*Non-missing observations in chosen unit*: Sum: 510, Percent: 1.68

*Lost observations in chosen unit*: Sum: 20 Percent: 3.77

*Description*:

Education is one of the four sub-categories that are used to calculate the Human Development category score. It consists of five indicators from seven data sources.

#### 4.4.2.45 Human Capital Index (pwt_hci)

*Long tag*: qog_std_ts_pwt_hci

*Original tag*: pwt_hci

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: Feenstra et al. (2015)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 8643, Percent: 67.98

*Non-missing observations in chosen unit*: Sum: 8296, Percent: 27.35

*Lost observations in chosen unit*: Sum: 347 Percent: 4.01

*Description*:

Human capital index based on the average years of schooling from Barro and Lee (Barro amp; Lee, 2013) and an assumed rate of return to education, based on Mincer equation estimates around the world (Psacharopoulos, 1994).

More information can be found in the document 'Human capital in PWT 9.0'

#### 4.4.2.46 Human Development Index (undp_hdi)

*Long tag*: qog_std_ts_undp_hdi

*Original tag*: undp_hdi

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: United Nations Development Program (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 5820, Percent: 45.78

*Non-missing observations in chosen unit*: Sum: 5249, Percent: 17.31

*Lost observations in chosen unit*: Sum: 571 Percent: 9.81

*Description*:

The HDI was created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. The HDI can also be used to question national policy choices, asking how two countries with the same level of GNI per capita can end up with different human development outcomes. These contrasts can stimulate debate about government policy priorities.

The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living. The HDI is the geometric mean of normalized indices for each of the three dimensions. The closer the score is to 1, the better the country is doing.

The health dimension is assessed by life expectancy at birth, the education dimension is measured by mean of years of schooling for adults aged 25 years and more and expected years of schooling for children of school entering age. The standard of living dimension is measured by gross national income per capita. The HDI uses the logarithm of income, to reflect the diminishing importance of income with increasing GNI. The scores for the three HDI dimension indices are then aggregated into a composite index using geometric mean. Refer to Technical notes for more details.

The HDI simplifies and captures only part of what human development entails. It does not reflect on inequalities, poverty, human security, empowerment, etc. The HDRO offers the other composite indices as broader proxy on some of the key issues of human development, inequality, gender disparity and human poverty.

#### 4.4.2.47 Gross intake ratio to the last grade of lower secondary general education, female (percent) (une_girlglsf)

*Long tag*: qog_std_ts_une_girlglsf

*Original tag*: une_girlglsf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: UNESCO (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3537, Percent: 27.82

*Non-missing observations in chosen unit*: Sum: 3182, Percent: 10.49

*Lost observations in chosen unit*: Sum: 355 Percent: 10.04

*Description*:

Gross intake ratio to the last grade of lower secondary general education, female (percent).

#### 4.4.2.48 Gross intake ratio to the last grade of lower secondary general education, male (percent) (une_girlglsm)

*Long tag*: qog_std_ts_une_girlglsm

*Original tag*: une_girlglsm

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: UNESCO (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3535, Percent: 27.8

*Non-missing observations in chosen unit*: Sum: 3182, Percent: 10.49

*Lost observations in chosen unit*: Sum: 353 Percent: 9.99

*Description*:
Gross intake ratio to the last grade of lower secondary general education, male (percent).

#### 4.4.2.49 Gross intake ratio to the last grade of lower secondary general education, both sexes (percent) (une_girlglst)

*Long tag*: qog_std_ts_une_girlglst
*Original tag*: une_girlglst
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: UNESCO (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 3816, Percent: 30.01
*Non-missing observations in chosen unit*: Sum: 3435, Percent: 11.33
*Lost observations in chosen unit*: Sum: 381 Percent: 9.98
*Description*:
Gross intake ratio to the last grade of lower secondary general education, both sexes (percent).

#### 4.4.2.50 Gross intake ratio to the last grade of primary education, female (percent) (une_girlgpf)

*Long tag*: qog_std_ts_une_girlgpf
*Original tag*: une_girlgpf
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: UNESCO (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 4212, Percent: 33.13
*Non-missing observations in chosen unit*: Sum: 3772, Percent: 12.44
*Lost observations in chosen unit*: Sum: 440 Percent: 10.45
*Description*:
Gross intake ratio to the last grade of primary education, female (percent).

#### 4.4.2.51 Gross intake ratio to the last grade of primary education, male (percent) (une_girlgpm)

*Long tag*: qog_std_ts_une_girlgpm
*Original tag*: une_girlgpm
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: UNESCO (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 4212, Percent: 33.13
*Non-missing observations in chosen unit*: Sum: 3772, Percent: 12.44
*Lost observations in chosen unit*: Sum: 440 Percent: 10.45
*Description*:
Gross intake ratio to the last grade of primary education, male (percent).

#### 4.4.2.52 Gross intake ratio to the last grade of primary education, both sexes (percent) (une_girlgpt)

*Long tag*: qog_std_ts_une_girlgpt
*Original tag*: une_girlgpt
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: UNESCO (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 4519, Percent: 35.54

*Non-missing observations in chosen unit*: Sum: 4054, Percent: 13.37

*Lost observations in chosen unit*: Sum: 465 Percent: 10.29

*Description*:

Gross intake ratio to the last grade of primary education, both sexes (percent).

#### 4.4.2.53 Official entrance age to early childhood education (years) (opri_oaeece)

*Long tag*: qog_std_ts_opri_oaeece

*Original tag*: une_oaeece

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4238, Percent: 33.33

*Non-missing observations in chosen unit*: Sum: 3693, Percent: 12.18

*Lost observations in chosen unit*: Sum: 545 Percent: 12.86

*Description*:

Official entrance age to early childhood education (years). Age at which students would enter a given programme or level of education assuming they start at the official entrance age for the lowest level of education, study full-time throughout and progressed through the system without repeating or skipping a grade. The theoretical entrance age to a given programme or level is typically, but not always, the most common entrance age.

#### 4.4.2.54 Official entrance age to primary education (years) (opri_oaepe)

*Long tag*: qog_std_ts_opri_oaepe

*Original tag*: une_oaepe

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 9473, Percent: 74.51

*Non-missing observations in chosen unit*: Sum: 8385, Percent: 27.64

*Lost observations in chosen unit*: Sum: 1088 Percent: 11.49

*Description*:

Official entrance age to primary education (years). Age at which students would enter a given programme or level of education assuming they start at the official entrance age for the lowest level of education, study full-time throughout and progressed through the system without repeating or skipping a grade. The theoretical entrance age to a given programme or level is typically, but not always, the most common entrance age.

#### 4.4.2.55 Official entrance age to compulsory education (years) (opri_oeace)

*Long tag*: qog_std_ts_opri_oeace

*Original tag*: une_oeace

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4537, Percent: 35.69

*Non-missing observations in chosen unit*: Sum: 4011, Percent: 13.22

*Lost observations in chosen unit*: Sum: 526 Percent: 11.59

*Description*:

Official entrance age to compulsory education (years). Age at which students would enter a given programme or level of education assuming they start at the official entrance age for the lowest level of education, study full-time throughout and progressed through the system without repeating or skipping a grade. The theoretical entrance age to a given programme or

level is typically, but not always, the most common entrance age.

#### 4.4.2.56 Official entrance age to lower secondary education (years) (opri_oeals)

*Long tag*: qog_std_ts_opri_oeals

*Original tag*: une_oeals

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 9471, Percent: 74.49

*Non-missing observations in chosen unit*: Sum: 8383, Percent: 27.64

*Lost observations in chosen unit*: Sum: 1088 Percent: 11.49

*Description*:

Official entrance age to lower secondary education (years). Age at which students would enter a given programme or level of education assuming they start at the official entrance age for the lowest level of education, study full-time throughout and progressed through the system without repeating or skipping a grade. The theoretical entrance age to a given programme or level is typically, but not always, the most common entrance age.

#### 4.4.2.57 Official entrance age to post-secondary non-tertiary education (years) (opri_oeapsnt)

*Long tag*: qog_std_ts_opri_oeapsnt

*Original tag*: une_oeapsnt

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3591, Percent: 28.24

*Non-missing observations in chosen unit*: Sum: 3129, Percent: 10.32

*Lost observations in chosen unit*: Sum: 462 Percent: 12.87

*Description*:

Official entrance age to post-secondary non-tertiary education (years). Age at which students would enter a given programme or level of education assuming they start at the official entrance age for the lowest level of education, study full-time throughout and progressed through the system without repeating or skipping a grade. The theoretical entrance age to a given programme or level is typically, but not always, the most common entrance age.

#### 4.4.2.58 Official entrance age to upper secondary education (years) (opri_oeaus)

*Long tag*: qog_std_ts_opri_oeaus

*Original tag*: une_oeaus

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 9471, Percent: 74.49

*Non-missing observations in chosen unit*: Sum: 8383, Percent: 27.64

*Lost observations in chosen unit*: Sum: 1088 Percent: 11.49

*Description*:

Official entrance age to upper secondary education (years). Age at which students would enter a given programme or level of education assuming they start at the official entrance age for the lowest level of education, study full-time throughout and progressed through the system without repeating or skipping a grade. The theoretical entrance age to a given programme or level is typically, but not always, the most common entrance age.

#### 4.4.2.59 Repetition rate in lower secondary general education (all grades), female (percent) (opri_reprlsef)

*Long tag*: qog_std_ts_opri_reprlsef

*Original tag*: une_reprlsef

*Dataset citation*: Teorell et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2555, Percent: 20.1

*Non-missing observations in chosen unit*: Sum: 2304, Percent: 7.6

*Lost observations in chosen unit*: Sum: 251 Percent: 9.82

*Description*:

Repetition rate in lower secondary general education (all grades), female (percent).

#### 4.4.2.60 Repetition rate in lower secondary general education (all grades), male (percent) (opri_reprlsem)

*Long tag*: qog_std_ts_opri_reprlsem

*Original tag*: une_reprlsem

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2555, Percent: 20.1

*Non-missing observations in chosen unit*: Sum: 2306, Percent: 7.6

*Lost observations in chosen unit*: Sum: 249 Percent: 9.75

*Description*:

Repetition rate in lower secondary general education (all grades), male (percent).

#### 4.4.2.61 Repetition rate in lower secondary general education (all grades), both sexes (percent) (opri_reprlset)

*Long tag*: qog_std_ts_opri_reprlset

*Original tag*: une_reprlset

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2617, Percent: 20.58

*Non-missing observations in chosen unit*: Sum: 2358, Percent: 7.77

*Lost observations in chosen unit*: Sum: 259 Percent: 9.9

*Description*:

Repetition rate in lower secondary general education (all grades), both sexes (percent).

#### 4.4.2.62 Repetition rate in primary education (all grades), female (percent) (opri_reprpef)

*Long tag*: qog_std_ts_opri_reprpef

*Original tag*: une_reprpef

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4469, Percent: 35.15

*Non-missing observations in chosen unit*: Sum: 4108, Percent: 13.54

*Lost observations in chosen unit*: Sum: 361 Percent: 8.08

*Description*:

Repetition rate in primary education (all grades), female (percent).

#### 4.4.2.63 Repetition rate in primary education (all grades), male (percent) (opri_reprpem)

*Long tag*: qog_std_ts_opri_reprpem

*Original tag*: une_reprpem

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4471, Percent: 35.17

*Non-missing observations in chosen unit*: Sum: 4107, Percent: 13.54

*Lost observations in chosen unit*: Sum: 364 Percent: 8.14

*Description*:

Repetition rate in primary education (all grades), male (percent).

#### 4.4.2.64 Repetition rate in primary education (all grades), both sexes (percent) (opri_reprpet)

*Long tag*: qog_std_ts_opri_reprpet

*Original tag*: une_reprpet

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4923, Percent: 38.72

*Non-missing observations in chosen unit*: Sum: 4525, Percent: 14.92

*Lost observations in chosen unit*: Sum: 398 Percent: 8.08

*Description*:

Repetition rate in primary education (all grades), both sexes (percent).

#### 4.4.2.65 Survival rate to Grade 4 of primary education, female (percent) (opri_surg4pef)

*Long tag*: qog_std_ts_opri_surg4pef

*Original tag*: une_surg4pef

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3611, Percent: 28.4

*Non-missing observations in chosen unit*: Sum: 3380, Percent: 11.14

*Lost observations in chosen unit*: Sum: 231 Percent: 6.4

*Description*:

Survival rate to Grade 4 of primary education, female (percent).

#### 4.4.2.66 Survival rate to Grade 4 of primary education, male (percent) (opri_surg4pem)

*Long tag*: qog_std_ts_opri_surg4pem

*Original tag*: une_surg4pem

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3610, Percent: 28.39

*Non-missing observations in chosen unit*: Sum: 3379, Percent: 11.14

*Lost observations in chosen unit*: Sum: 231 Percent: 6.4

*Description*:
Survival rate to Grade 4 of primary education, male (percent).

#### 4.4.2.67 Survival rate to Grade 4 of primary education, both sexes (percent) (opri_surg4pet)

*Long tag*: qog_std_ts_opri_surg4pet
*Original tag*: une_surg4pet
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 4239, Percent: 33.34
*Non-missing observations in chosen unit*: Sum: 3928, Percent: 12.95
*Lost observations in chosen unit*: Sum: 311 Percent: 7.34
*Description*:
Survival rate to Grade 4 of primary education, both sexes (percent).

#### 4.4.2.68 Survival rate to Grade 5 of primary education, female (percent) (opri_surg5pef)

*Long tag*: qog_std_ts_opri_surg5pef
*Original tag*: une_surg5pef
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 3017, Percent: 23.73
*Non-missing observations in chosen unit*: Sum: 2816, Percent: 9.28
*Lost observations in chosen unit*: Sum: 201 Percent: 6.66
*Description*:
Survival rate to Grade 5 of primary education, female (percent).

#### 4.4.2.69 Survival rate to Grade 5 of primary education, male (percent) (opri_surg5pem)

*Long tag*: qog_std_ts_opri_surg5pem
*Original tag*: une_surg5pem
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 3016, Percent: 23.72
*Non-missing observations in chosen unit*: Sum: 2815, Percent: 9.28
*Lost observations in chosen unit*: Sum: 201 Percent: 6.66
*Description*:
Survival rate to Grade 5 of primary education, male (percent).

#### 4.4.2.70 Survival rate to Grade 5 of primary education, both sexes (percent) (opri_surg5pet)

*Long tag*: qog_std_ts_opri_surg5pet
*Original tag*: une_surg5pet
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 3559, Percent: 27.99

*Non-missing observations in chosen unit*: Sum: 3276, Percent: 10.8

*Lost observations in chosen unit*: Sum: 283 Percent: 7.95

*Description*:

Survival rate to Grade 5 of primary education, both sexes (percent).

#### 4.4.2.71 Survival rate to the last grade of primary education, female (percent) (opri_surlgpef)

*Long tag*: qog_std_ts_opri_surlgpef

*Original tag*: une_surlgpef

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3327, Percent: 26.17

*Non-missing observations in chosen unit*: Sum: 3169, Percent: 10.45

*Lost observations in chosen unit*: Sum: 158 Percent: 4.75

*Description*:

Survival rate to the last grade of primary education, female (percent).

#### 4.4.2.72 Survival rate to the last grade of primary education, male (percent) (opri_surlgpem)

*Long tag*: qog_std_ts_opri_surlgpem

*Original tag*: une_surlgpem

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3326, Percent: 26.16

*Non-missing observations in chosen unit*: Sum: 3168, Percent: 10.44

*Lost observations in chosen unit*: Sum: 158 Percent: 4.75

*Description*:

Survival rate to the last grade of primary education, male (percent).

#### 4.4.2.73 Survival rate to the last grade of primary education, both sexes (percent) (opri_surlgpet)

*Long tag*: qog_std_ts_opri_surlgpet

*Original tag*: une_surlgpet

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3954, Percent: 31.1

*Non-missing observations in chosen unit*: Sum: 3722, Percent: 12.27

*Lost observations in chosen unit*: Sum: 232 Percent: 5.87

*Description*:

Survival rate to the last grade of primary education, both sexes (percent).

#### 4.4.2.74 Theoretical duration of primary education (years) (opri_tdurce)

*Long tag*: qog_std_ts_opri_tdurce

*Original tag*: une_tdurce

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 9473, Percent: 74.51

*Non-missing observations in chosen unit*: Sum: 8385, Percent: 27.64

*Lost observations in chosen unit*: Sum: 1088 Percent: 11.49

*Description*:

Theoretical duration of primary education (years). Number of grades or years in a given level of education.

#### 4.4.2.75 Theoretical duration of early childhood education (years) (opri_tdurece)

*Long tag*: qog_std_ts_opri_tdurece

*Original tag*: une_tdurece

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4228, Percent: 33.25

*Non-missing observations in chosen unit*: Sum: 3683, Percent: 12.14

*Lost observations in chosen unit*: Sum: 545 Percent: 12.89

*Description*:

Theoretical duration of early childhood education (years). Number of grades or years in a given level of education.

#### 4.4.2.76 Theoretical duration of lower secondary education (years) (opri_tdurls)

*Long tag*: qog_std_ts_opri_tdurls

*Original tag*: une_tdurls

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 9471, Percent: 74.49

*Non-missing observations in chosen unit*: Sum: 8383, Percent: 27.64

*Lost observations in chosen unit*: Sum: 1088 Percent: 11.49

*Description*:

Theoretical duration of lower secondary education (years). Number of grades or years in a given level of education.

#### 4.4.2.77 Theoretical duration of post-secondary non-tertiary education (years) (opri_tdurpsnt)

*Long tag*: qog_std_ts_opri_tdurpsnt

*Original tag*: une_tdurpsnt

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3581, Percent: 28.17

*Non-missing observations in chosen unit*: Sum: 3120, Percent: 10.29

*Lost observations in chosen unit*: Sum: 461 Percent: 12.87

*Description*:

Theoretical duration of post-secondary non-tertiary education (years). Number of grades or years in a given level of education.

#### 4.4.2.78 Theoretical duration of upper secondary education (years) (opri_tdurused)

*Long tag*: qog_std_ts_opri_tdurused

*Original tag*: une_tdurused

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 9471, Percent: 74.49

*Non-missing observations in chosen unit*: Sum: 8383, Percent: 27.64

*Lost observations in chosen unit*: Sum: 1088 Percent: 11.49

*Description*:

Theoretical duration of upper secondary education (years). Number of grades or years in a given level of education.

#### 4.4.2.79 Teachers in lower secondary education, female (number) (opri_tilsef)

*Long tag*: qog_std_ts_opri_tilsef

*Original tag*: une_tilsef

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2381, Percent: 18.73

*Non-missing observations in chosen unit*: Sum: 2171, Percent: 7.16

*Lost observations in chosen unit*: Sum: 210 Percent: 8.82

*Description*:

Teachers in lower secondary education, female (number).

#### 4.4.2.80 Teachers in lower secondary education, both sexes (number) (opri_tilset)

*Long tag*: qog_std_ts_opri_tilset

*Original tag*: une_tilset

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2485, Percent: 19.55

*Non-missing observations in chosen unit*: Sum: 2270, Percent: 7.48

*Lost observations in chosen unit*: Sum: 215 Percent: 8.65

*Description*:

Teachers in lower secondary education, both sexes (number).

#### 4.4.2.81 Teachers in primary education, female (number) (opri_tipef)

*Long tag*: qog_std_ts_opri_tipef

*Original tag*: une_tipef

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: **?**

*Merge scores*:

*Non-missing observations in original unit*: Sum: 5626, Percent: 44.25

*Non-missing observations in chosen unit*: Sum: 5023, Percent: 16.56

*Lost observations in chosen unit*: Sum: 603 Percent: 10.72

*Description*:

Teachers in primary education, female (number).

#### 4.4.2.82 Teachers in primary education, both sexes (number) (opri_tipet)

*Long tag*: qog_std_ts_opri_tipet

*Original tag*: une_tipet

*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 6431, Percent: 50.58
*Non-missing observations in chosen unit*: Sum: 5795, Percent: 19.11
*Lost observations in chosen unit*: Sum: 636 Percent: 9.89
*Description*:
Teachers in primary education, both sexes (number).

#### 4.4.2.83 Teachers in pre-primary education, female (number) (opri_tiprepef)

*Long tag*: qog_std_ts_opri_tiprepef
*Original tag*: une_tiprepef
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 4265, Percent: 33.55
*Non-missing observations in chosen unit*: Sum: 3818, Percent: 12.59
*Lost observations in chosen unit*: Sum: 447 Percent: 10.48
*Description*:
Teachers in pre-primary education, female (number).

#### 4.4.2.84 Teachers in pre-primary education, both sexes (number) (opri_tiprepet)

*Long tag*: qog_std_ts_opri_tiprepet
*Original tag*: une_tiprepet
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 4798, Percent: 37.74
*Non-missing observations in chosen unit*: Sum: 4330, Percent: 14.28
*Lost observations in chosen unit*: Sum: 468 Percent: 9.75
*Description*:
Teachers in pre-primary education, both sexes (number).

#### 4.4.2.85 Teachers in post-secondary non-tertiary education, female (number) (opri_tipsntf)

*Long tag*: qog_std_ts_opri_tipsntf
*Original tag*: une_tipsntf
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 976, Percent: 7.68
*Non-missing observations in chosen unit*: Sum: 851, Percent: 2.81
*Lost observations in chosen unit*: Sum: 125 Percent: 12.81
*Description*:
Teachers in post-secondary non-tertiary education, female (number).

#### 4.4.2.86 Teachers in post-secondary non-tertiary education, both sexes (number) (opri_tipsntt)

*Long tag*: qog_std_ts_opri_tipsntt

*Original tag*: une_tipsntt
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 1002, Percent: 7.88
*Non-missing observations in chosen unit*: Sum: 872, Percent: 2.87
*Lost observations in chosen unit*: Sum: 130 Percent: 12.97
*Description*:
Teachers in post-secondary non-tertiary education, both sexes (number).

#### 4.4.2.87 Teachers in secondary education, female (number) (opri_tisef)

*Long tag*: qog_std_ts_opri_tisef
*Original tag*: une_tisef
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 4110, Percent: 32.33
*Non-missing observations in chosen unit*: Sum: 3680, Percent: 12.13
*Lost observations in chosen unit*: Sum: 430 Percent: 10.46
*Description*:
Teachers in secondary education, female (number).

#### 4.4.2.88 Teachers in secondary education, both sexes (number) (opri_tiset)

*Long tag*: qog_std_ts_opri_tiset
*Original tag*: une_tiset
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 4760, Percent: 37.44
*Non-missing observations in chosen unit*: Sum: 4295, Percent: 14.16
*Lost observations in chosen unit*: Sum: 465 Percent: 9.77
*Description*:
Teachers in secondary education, both sexes (number).

#### 4.4.2.89 Teachers in upper secondary education, female (number) (opri_tiusef)

*Long tag*: qog_std_ts_opri_tiusef
*Original tag*: une_tiusef
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 2227, Percent: 17.52
*Non-missing observations in chosen unit*: Sum: 2007, Percent: 6.62
*Lost observations in chosen unit*: Sum: 220 Percent: 9.88
*Description*:
Teachers in upper secondary education, female (number).

#### 4.4.2.90 Teachers in upper secondary education, both sexes (number) (opri_tiuset)

*Long tag*: qog_std_ts_opri_tiuset
*Original tag*: une_tiuset

*Dataset citation*: Teorell et al. (2026)
*Variable citation*: **?**
*Merge scores*:
*Non-missing observations in original unit*: Sum: 2329, Percent: 18.32
*Non-missing observations in chosen unit*: Sum: 2108, Percent: 6.95
*Lost observations in chosen unit*: Sum: 221 Percent: 9.49
*Description*:
Teachers in upper secondary education, both sexes (number).

#### 4.4.2.91 School enrollment, primary, private (percent of total primary) (wdi_eduprp)

*Long tag*: qog_std_ts_wdi_eduprp
*Original tag*: wdi_eduprp
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: World Bank (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 5707, Percent: 44.89
*Non-missing observations in chosen unit*: Sum: 5189, Percent: 17.11
*Lost observations in chosen unit*: Sum: 518 Percent: 9.08
*Description*:
Percentage of enrollment in primary education in private institutions (percent).

#### 4.4.2.92 School enrollment, secondary, private (percent of total secondary) (wdi_eduprs)

*Long tag*: qog_std_ts_wdi_eduprs
*Original tag*: wdi_eduprs
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: World Bank (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 2850, Percent: 22.42
*Non-missing observations in chosen unit*: Sum: 2582, Percent: 8.51
*Lost observations in chosen unit*: Sum: 268 Percent: 9.4
*Description*:
Percentage of enrollment in secondary education in private institutions (percent).

#### 4.4.2.93 Government expenditure on education, total (percent of GDP) (wdi_expedu)

*Long tag*: qog_std_ts_wdi_expedu
*Original tag*: wdi_expedu
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: World Bank (2024)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 4871, Percent: 38.31
*Non-missing observations in chosen unit*: Sum: 4471, Percent: 14.74
*Lost observations in chosen unit*: Sum: 400 Percent: 8.21
*Description*:
General government expenditure on education (current, capital, and transfers) is expressed as a percentage of GDP. It includes expenditure funded by transfers from international sources to government. General government usually refers to local, regional and central governments.

Note: The value for Tuvalu in 1997 has been recoded to missing due to an extreme and very unlikely value.

#### 4.4.2.94 Government expenditure on education, total (percent of government expenditure) (wdi_expeduge)

*Long tag*: qog_std_ts_wdi_expeduge

*Original tag*: wdi_expeduge

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3780, Percent: 29.73

*Non-missing observations in chosen unit*: Sum: 3430, Percent: 11.31

*Lost observations in chosen unit*: Sum: 350 Percent: 9.26

*Description*:

Total general (local, regional and central) government expenditure on education (current, capital, and transfers), expressed as a percentage of total general government expenditure on all sectors (including health, education, social services, etc.). It includes expenditure funded by transfers from international sources to government. Public education expenditure includes spending by local/municipal, regional and national governments (excluding household contributions) on educational institutions (both public and private), education administration, and subsidies for private entities (students/households and other privates entities). In some instances data on total public expenditure on education refers only to the ministry of education and can exclude other ministries that spend a part of their budget on educational activities. The indicator is calculated by dividing total public expenditure on education incurred by all government agencies/departments by the total government expenditure and multiplying by 100. For more information, consult the UNESCO Institute of Statistics website: http://www.uis.unesco.org/Education/

#### 4.4.2.95 Expenditure on primary education (percent of government expenditure on edu.) (wdi_expedup)

*Long tag*: qog_std_ts_wdi_expedup

*Original tag*: wdi_expedup

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2713, Percent: 21.34

*Non-missing observations in chosen unit*: Sum: 2528, Percent: 8.33

*Lost observations in chosen unit*: Sum: 185 Percent: 6.82

*Description*:

Expenditure on Primary education, expressed as a percentage of total general government expenditure on education. Divide government expenditure on a given level of education (ex. primary, secondary) by total government expenditure on education (all levels combined), and multiply by 100. A high percentage of government expenditure on education spent on a given level denotes a high priority given to that level compared to others. When interpreting this indicator, one should take into account enrollment at that level, and the relative costs per student between different levels of education. For more information, consult the UNESCO Institute of Statistics website: http://www.uis.unesco.org/Education/

#### 4.4.2.96 Expenditure on secondary education (percent of government expenditure on edu.) (wdi_expedus)

*Long tag*: qog_std_ts_wdi_expedus

*Original tag*: wdi_expedus

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2715, Percent: 21.35

*Non-missing observations in chosen unit*: Sum: 2537, Percent: 8.36

*Lost observations in chosen unit*: Sum: 178 Percent: 6.56

*Description*:

Expenditure on Secondary education, expressed as a percentage of total general government expenditure on education. Divide government expenditure on a given level of education (ex. primary, secondary) by total government expenditure on education (all levels combined), and multiply by 100. A high percentage of government expenditure on education spent on a given level denotes a high priority given to that level compared to others. When interpreting this indicator, one should take into account enrollment at that level, and the relative costs per student between different levels of education. For more information, consult the UNESCO Institute of Statistics website: http://www.uis.unesco.org/Education/

#### 4.4.2.97 Expenditure on tertiary education (percent of government expenditure on edu.) (wdi_expedut)

*Long tag*: qog_std_ts_wdi_expedut

*Original tag*: wdi_expedut

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3100, Percent: 24.38

*Non-missing observations in chosen unit*: Sum: 2947, Percent: 9.72

*Lost observations in chosen unit*: Sum: 153 Percent: 4.94

*Description*:

Expenditure on Tertiary education, expressed as a percentage of total general government expenditure on education. Divide government expenditure on a given level of education (ex. primary, secondary) by total government expenditure on education (all levels combined), and multiply by 100. A high percentage of government expenditure on education spent on a given level denotes a high priority given to that level compared to others. When interpreting this indicator, one should take into account enrollment at that level, and the relative costs per student between different levels of education. For more information, consult the UNESCO Institute of Statistics website: http://www.uis.unesco.org/Education/

#### 4.4.2.98 Government expenditure per student, primary (percent of GDP per capita) (wdi_expstup)

*Long tag*: qog_std_ts_wdi_expstup

*Original tag*: wdi_expstup

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1545, Percent: 12.15

*Non-missing observations in chosen unit*: Sum: 1428, Percent: 4.71

*Lost observations in chosen unit*: Sum: 117 Percent: 7.57

*Description*:

Government expenditure per student is the average general government expenditure (current, capital, and transfers) per student in the primary level of education, expressed as a percentage of GDP per capita.

#### 4.4.2.99 Government expenditure per student, secondary (percent of GDP per capita) (wdi_expstus)

*Long tag*: qog_std_ts_wdi_expstus

*Original tag*: wdi_expstus

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1392, Percent: 10.95

*Non-missing observations in chosen unit*: Sum: 1298, Percent: 4.28

*Lost observations in chosen unit*: Sum: 94 Percent: 6.75

*Description*:

Government expenditure per student is the average general government expenditure (current, capital, and transfers) per student in the secondary level of education, expressed as a percentage of GDP per capita.

#### 4.4.2.100 Government expenditure per student, tertiary (percent of GDP per capita) (wdi_expstut)

*Long tag*: qog_std_ts_wdi_expstut

*Original tag*: wdi_expstut

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1402, Percent: 11.03

*Non-missing observations in chosen unit*: Sum: 1346, Percent: 4.44

*Lost observations in chosen unit*: Sum: 56 Percent: 3.99

*Description*:

Government expenditure per student is the average general government expenditure (current, capital, and transfers) per student in the given tertiary of education, expressed as a percentage of GDP per capita.

#### 4.4.2.101 School enrollment, primary (percent gross) (wdi_gerp)

*Long tag*: qog_std_ts_wdi_gerp

*Original tag*: wdi_gerp

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 6329, Percent: 49.78

*Non-missing observations in chosen unit*: Sum: 5631, Percent: 18.57

*Lost observations in chosen unit*: Sum: 698 Percent: 11.03

*Description*:

Total enrollment in primary education, regardless of age, expressed as a percentage of the population of official primary education age. GER can exceed 100percent due to the inclusion of over-aged and under-aged students because of early or late school entrance and grade repetition.

#### 4.4.2.102 School enrollment, primary, female (percent gross) (wdi_gerpf)

*Long tag*: qog_std_ts_wdi_gerpf

*Original tag*: wdi_gerpf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 6105, Percent: 48.02

*Non-missing observations in chosen unit*: Sum: 5431, Percent: 17.91

*Lost observations in chosen unit*: Sum: 674 Percent: 11.04

*Description*:

Total female enrollment in primary education, regardless of age, expressed as a percentage of the total female population of official primary education age. GER can exceed 100percent due to the inclusion of over-aged and under-aged students because of early or late school entrance and grade repetition.

#### 4.4.2.103 School enrollment, primary, male (percent gross) (wdi_gerpm)

*Long tag*: qog_std_ts_wdi_gerpm

*Original tag*: wdi_gerpm

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 6101, Percent: 47.99

*Non-missing observations in chosen unit*: Sum: 5427, Percent: 17.89

*Lost observations in chosen unit*: Sum: 674 Percent: 11.05

*Description*:

Total male enrollment in primary education, regardless of age, expressed as a percentage of the total male population of official primary education age. GER can exceed 100percent due to the inclusion of over-aged and under-aged students because of early or late school entrance and grade repetition.

#### 4.4.2.104 School enrollment, preprimary (percent gross) (wdi_gerpp)

*Long tag*: qog_std_ts_wdi_gerpp

*Original tag*: wdi_gerpp

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 5584, Percent: 43.92

*Non-missing observations in chosen unit*: Sum: 5150, Percent: 16.98

*Lost observations in chosen unit*: Sum: 434 Percent: 7.77

*Description*:

Total enrollment in pre-primary education, regardless of age, expressed as a percentage of the total population of official pre-primary education age. GER can exceed 100percent due to the inclusion of over-aged and under-aged students because of early or late school entrance and grade repetition.

#### 4.4.2.105 School enrollment, preprimary, female (percent gross) (wdi_gerppf)

*Long tag*: qog_std_ts_wdi_gerppf

*Original tag*: wdi_gerppf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4985, Percent: 39.21

*Non-missing observations in chosen unit*: Sum: 4591, Percent: 15.14

*Lost observations in chosen unit*: Sum: 394 Percent: 7.9

*Description*:

Total female enrollment in pre-primary education, regardless of age, expressed as a percentage of the total female population of official pre-primary education age. GER can exceed 100percent

due to the inclusion of over-aged and under-aged students because of early or late school entrance and grade repetition.

#### 4.4.2.106 School enrollment, preprimary, male (percent gross) (wdi_gerppm)

*Long tag*: qog_std_ts_wdi_gerppm

*Original tag*: wdi_gerppm

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4985, Percent: 39.21

*Non-missing observations in chosen unit*: Sum: 4591, Percent: 15.14

*Lost observations in chosen unit*: Sum: 394 Percent: 7.9

*Description*:

Total male enrollment in pre-primary education, regardless of age, expressed as a percentage of the total male population of official pre-primary education age. GER can exceed 100percent due to the inclusion of over-aged and under-aged students because of early or late school entrance and grade repetition.

#### 4.4.2.107 School enrollment, secondary (percent gross) (wdi_gers)

*Long tag*: qog_std_ts_wdi_gers

*Original tag*: wdi_gers

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 5323, Percent: 41.87

*Non-missing observations in chosen unit*: Sum: 4753, Percent: 15.67

*Lost observations in chosen unit*: Sum: 570 Percent: 10.71

*Description*:

Total enrollment in secondary education, regardless of age, expressed as a percentage of the population of official secondary education age. GER can exceed 100percent due to the inclusion of over-aged and under-aged students because of early or late school entrance and grade repetition.

#### 4.4.2.108 School enrollment, secondary, female (percent gross) (wdi_gersf)

*Long tag*: qog_std_ts_wdi_gersf

*Original tag*: wdi_gersf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4909, Percent: 38.61

*Non-missing observations in chosen unit*: Sum: 4381, Percent: 14.44

*Lost observations in chosen unit*: Sum: 528 Percent: 10.76

*Description*:

Total female enrollment in secondary education, regardless of age, expressed as a percentage of the female population of official secondary education age. GER can exceed 100percent due to the inclusion of over-aged and under-aged students because of early or late school entrance and grade repetition.

#### 4.4.2.109 School enrollment, secondary, male (percent gross) (wdi_gersm)

*Long tag*: qog_std_ts_wdi_gersm

*Original tag*: wdi_gersm

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4905, Percent: 38.58

*Non-missing observations in chosen unit*: Sum: 4377, Percent: 14.43

*Lost observations in chosen unit*: Sum: 528 Percent: 10.76

*Description*:

Total male enrollment in secondary education, regardless of age, expressed as a percentage of the male population of official secondary education age. GER can exceed 100percent due to the inclusion of over-aged and under-aged students because of early or late school entrance and grade repetition.

#### 4.4.2.110 School enrollment, tertiary (percent gross) (wdi_gert)

*Long tag*: qog_std_ts_wdi_gert

*Original tag*: wdi_gert

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4656, Percent: 36.62

*Non-missing observations in chosen unit*: Sum: 4338, Percent: 14.3

*Lost observations in chosen unit*: Sum: 318 Percent: 6.83

*Description*:

Total enrollment in tertiary education (ISCED 5 to 8), regardless of age, expressed as a percentage of the total population of the five-year age group following on from secondary school leaving.

#### 4.4.2.111 School enrollment, tertiary, female (percent gross) (wdi_gertf)

*Long tag*: qog_std_ts_wdi_gertf

*Original tag*: wdi_gertf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4058, Percent: 31.92

*Non-missing observations in chosen unit*: Sum: 3775, Percent: 12.45

*Lost observations in chosen unit*: Sum: 283 Percent: 6.97

*Description*:

Total female enrollment in tertiary education (ISCED 5 to 8), regardless of age, expressed as a percentage of the total female population of the five-year age group following on from secondary school leaving.

#### 4.4.2.112 School enrollment, tertiary, male (percent gross) (wdi_gertm)

*Long tag*: qog_std_ts_wdi_gertm

*Original tag*: wdi_gertm

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4057, Percent: 31.91

*Non-missing observations in chosen unit*: Sum: 3774, Percent: 12.44

*Lost observations in chosen unit*: Sum: 283 Percent: 6.98

*Description*:

Total male enrollment in tertiary education (ISCED 5 to 8), regardless of age, expressed as a percentage of the total male population of the five-year age group following on from secondary school leaving.

#### 4.4.2.113 Literacy rate, adult total (percent of people ages 15 and above) (wdi_litrad)

*Long tag*: qog_std_ts_wdi_litrad

*Original tag*: wdi_litrad

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1044, Percent: 8.21

*Non-missing observations in chosen unit*: Sum: 1002, Percent: 3.3

*Lost observations in chosen unit*: Sum: 42 Percent: 4.02

*Description*:

Percentage of the population age 15 and above who can, with understanding, read and write a short, simple statement on their everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. This indicator is calculated by dividing the number of literates aged 15 years and over by the corresponding age group population and multiplying the result by 100.

#### 4.4.2.114 Literacy rate, adult female (percent of females ages 15 and above) (wdi_litradf)

*Long tag*: qog_std_ts_wdi_litradf

*Original tag*: wdi_litradf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1053, Percent: 8.28

*Non-missing observations in chosen unit*: Sum: 1010, Percent: 3.33

*Lost observations in chosen unit*: Sum: 43 Percent: 4.08

*Description*:

Percentage of the female population age 15 and above who can, with understanding, read and write a short, simple statement on their everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. This indicator is calculated by dividing the number of literates aged 15 years and over by the corresponding age group population and multiplying the result by 100.

#### 4.4.2.115 Literacy rate, adult male (percent of males ages 15 and above) (wdi_litradm)

*Long tag*: qog_std_ts_wdi_litradm

*Original tag*: wdi_litradm

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1045, Percent: 8.22

*Non-missing observations in chosen unit*: Sum: 1002, Percent: 3.3

*Lost observations in chosen unit*: Sum: 43 Percent: 4.11

*Description*:

Percentage of the male population age 15 and above who can, with understanding, read and write a short, simple statement on their everyday life. Generally, 'literacy' also encompasses

'numeracy', the ability to make simple arithmetic calculations. This indicator is calculated by dividing the number of literates aged 15 years and over by the corresponding age group population and multiplying the result by 100.

#### 4.4.2.116 Literacy rate, youth total (percent of people ages 15-24) (wdi_litry)

*Long tag*: qog_std_ts_wdi_litry

*Original tag*: wdi_litry

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1196, Percent: 9.41

*Non-missing observations in chosen unit*: Sum: 1153, Percent: 3.8

*Lost observations in chosen unit*: Sum: 43 Percent: 3.6

*Description*:

Number of people age 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life, divided by the population in that age group. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. Divide the number of people aged 15 to 24 years who are literate by the total population in the same age group and multiply the result by 100.

#### 4.4.2.117 Literacy rate, youth female (percent of females ages 15-24) (wdi_litryf)

*Long tag*: qog_std_ts_wdi_litryf

*Original tag*: wdi_litryf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1267, Percent: 9.97

*Non-missing observations in chosen unit*: Sum: 1219, Percent: 4.02

*Lost observations in chosen unit*: Sum: 48 Percent: 3.79

*Description*:

Number of women age 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life, divided by the population in that age group. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. Divide the number of people aged 15 to 24 years who are literate by the total population in the same age group and multiply the result by 100.

#### 4.4.2.118 Literacy rate, youth male (percent of males ages 15-24) (wdi_litrym)

*Long tag*: qog_std_ts_wdi_litrym

*Original tag*: wdi_litrym

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1195, Percent: 9.4

*Non-missing observations in chosen unit*: Sum: 1152, Percent: 3.8

*Lost observations in chosen unit*: Sum: 43 Percent: 3.6

*Description*:

Number of men people age 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life, divided by the population in that age group. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. Divide the number of people aged 15 to 24 years who are literate by the total population in the same age group and multiply the result by 100.

#### 4.4.2.119 School enrollment, primary (percent net) (wdi_nerp)

*Long tag*: qog_std_ts_wdi_nerp

*Original tag*: wdi_nerp

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4178, Percent: 32.86

*Non-missing observations in chosen unit*: Sum: 3868, Percent: 12.75

*Lost observations in chosen unit*: Sum: 310 Percent: 7.42

*Description*:

Net enrollment rate is the ratio of children of official school age who are enrolled in school to the population of the corresponding official school age. Primary education provides children with basic reading, writing, and mathematics skills along with an elementary understanding of such subjects as history, geography, natural science, social science, art, and music.

#### 4.4.2.120 School enrollment, primary, female (percent net) (wdi_nerpf)

*Long tag*: qog_std_ts_wdi_nerpf

*Original tag*: wdi_nerpf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3080, Percent: 24.23

*Non-missing observations in chosen unit*: Sum: 2918, Percent: 9.62

*Lost observations in chosen unit*: Sum: 162 Percent: 5.26

*Description*:

Net enrollment rate is the ratio of girls of official school age who are enrolled in school to the population of the corresponding official school age. Primary education provides children with basic reading, writing, and mathematics skills along with an elementary understanding of such subjects as history, geography, natural science, social science, art, and music. Female.

#### 4.4.2.121 School enrollment, primary, male (percent net) (wdi_nerpm)

*Long tag*: qog_std_ts_wdi_nerpm

*Original tag*: wdi_nerpm

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3079, Percent: 24.22

*Non-missing observations in chosen unit*: Sum: 2917, Percent: 9.62

*Lost observations in chosen unit*: Sum: 162 Percent: 5.26

*Description*:

Net enrollment rate is the ratio of boys of official school age who are enrolled in school to the population of the corresponding official school age. Primary education provides children with basic reading, writing, and mathematics skills along with an elementary understanding of such subjects as history, geography, natural science, social science, art, and music. Male.

#### 4.4.2.122 Adjusted net enrollment rate, primary (percent of primary school children) (wdi_nerpr)

*Long tag*: qog_std_ts_wdi_nerpr

*Original tag*: wdi_nerpr

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 4058, Percent: 31.92

*Non-missing observations in chosen unit*: Sum: 3754, Percent: 12.38

*Lost observations in chosen unit*: Sum: 304 Percent: 7.49

*Description*:

Adjusted net enrollment is the number of pupils of the school-age group for primary education, enrolled either in primary or secondary education, expressed as a percentage of the total population in that age group.

#### 4.4.2.123 Adjusted net enrollment rate, primary female (percent of primary school children) (wdi_nerprf)

*Long tag*: qog_std_ts_wdi_nerprf

*Original tag*: wdi_nerprf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3013, Percent: 23.7

*Non-missing observations in chosen unit*: Sum: 2855, Percent: 9.41

*Lost observations in chosen unit*: Sum: 158 Percent: 5.24

*Description*:

Adjusted net enrollment is the number of female pupils of the school-age group for primary education, enrolled either in primary or secondary education, expressed as a percentage of the total population in that age group. Female.

#### 4.4.2.124 Adjusted net enrollment rate, primary male (percent of primary school children) (wdi_nerprm)

*Long tag*: qog_std_ts_wdi_nerprm

*Original tag*: wdi_nerprm

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3013, Percent: 23.7

*Non-missing observations in chosen unit*: Sum: 2855, Percent: 9.41

*Lost observations in chosen unit*: Sum: 158 Percent: 5.24

*Description*:

Adjusted net enrollment is the number of male pupils of the school-age group for primary education, enrolled either in primary or secondary education, expressed as a percentage of the total population in that age group. Male.

#### 4.4.2.125 School enrollment, secondary (percent net) (wdi_ners)

*Long tag*: qog_std_ts_wdi_ners

*Original tag*: wdi_ners

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2652, Percent: 20.86

*Non-missing observations in chosen unit*: Sum: 2440, Percent: 8.04

*Lost observations in chosen unit*: Sum: 212 Percent: 7.99

*Description*:

Net enrollment rate is the ratio of children of official school age who are enrolled in school to the population of the corresponding official school age. Secondary education completes the

provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction using more specialized teachers.

#### 4.4.2.126 School enrollment, secondary, female (percent net) (wdi_nersf)

*Long tag*: qog_std_ts_wdi_nersf

*Original tag*: wdi_nersf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2513, Percent: 19.77

*Non-missing observations in chosen unit*: Sum: 2307, Percent: 7.61

*Lost observations in chosen unit*: Sum: 206 Percent: 8.2

*Description*:

Net enrollment rate is the ratio of girls of official school age who are enrolled in school to the population of the corresponding official school age. Secondary education completes the provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction using more specialized teachers. Female.

#### 4.4.2.127 School enrollment, secondary, male (percent net) (wdi_nersm)

*Long tag*: qog_std_ts_wdi_nersm

*Original tag*: wdi_nersm

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2513, Percent: 19.77

*Non-missing observations in chosen unit*: Sum: 2307, Percent: 7.61

*Lost observations in chosen unit*: Sum: 206 Percent: 8.2

*Description*:

Net enrollment rate is the ratio of boys of official school age who are enrolled in school to the population of the corresponding official school age. Secondary education completes the provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction using more specialized teachers. Male.

#### 4.4.2.128 Confidence: Education System (wvs_confedu)

*Long tag*: qog_std_ts_wvs_confedu

*Original tag*: wvs_confedu

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: EVS (2020)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 160, Percent: 1.26

*Non-missing observations in chosen unit*: Sum: 160, Percent: 0.53

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

I am going to name a number of organizations. For each one, could you tell me how much confidence you have in them: Education System

1. None at all
2. Not very much
3. Quite a lot
4. A great deal

#### 4.4.2.129 Population 15-64 with ISCED level 0-2 as percent of total population (Female) (eu_edurstterisced02f)

*Long tag*: qog_std_ts_eu_edurstterisced02f

*Original tag*: eu_edurstterISCED02f

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 709, Percent: 5.58

*Non-missing observations in chosen unit*: Sum: 709, Percent: 2.34

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

No codebook entry

#### 4.4.2.130 Population 15-64 with ISCED level 0-2 as percent of total population (Male) (eu_edurstterisced02m)

*Long tag*: qog_std_ts_eu_edurstterisced02m

*Original tag*: eu_edurstterISCED02m

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 709, Percent: 5.58

*Non-missing observations in chosen unit*: Sum: 709, Percent: 2.34

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

No codebook entry

#### 4.4.2.131 Population 15-64 with ISCED level 0-2 as percent of total population (Total) (eu_edurstterisced02t)

*Long tag*: qog_std_ts_eu_edurstterisced02t

*Original tag*: eu_edurstterISCED02t

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 709, Percent: 5.58

*Non-missing observations in chosen unit*: Sum: 709, Percent: 2.34

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

No codebook entry

#### 4.4.2.132 Population 15-64 with ISCED level 3-4 as percent of total population (Female) (eu_edurstterisced34f)

*Long tag*: qog_std_ts_eu_edurstterisced34f

*Original tag*: eu_edurstterISCED34f

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 709, Percent: 5.58

*Non-missing observations in chosen unit*: Sum: 709, Percent: 2.34

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

No codebook entry

#### 4.4.2.133 Population 15-64 with ISCED level 3-4 as percent of total population (Male) (eu_edurstterisced34m)

*Long tag*: qog_std_ts_eu_edurstterisced34m

*Original tag*: eu_edurstterISCED34m

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 709, Percent: 5.58

*Non-missing observations in chosen unit*: Sum: 709, Percent: 2.34

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

No codebook entry

#### 4.4.2.134 Population 15-64 with ISCED level 3-4 as percent of total population (Total) (eu_edurstterisced34t)

*Long tag*: qog_std_ts_eu_edurstterisced34t

*Original tag*: eu_edurstterISCED34t

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 709, Percent: 5.58

*Non-missing observations in chosen unit*: Sum: 709, Percent: 2.34

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

No codebook entry

#### 4.4.2.135 Population 15-64 with ISCED level 5-8 as percent of total population (Female) (eu_edurstterisced58f)

*Long tag*: qog_std_ts_eu_edurstterisced58f

*Original tag*: eu_edurstterISCED58f

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 709, Percent: 5.58

*Non-missing observations in chosen unit*: Sum: 709, Percent: 2.34

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

No codebook entry

#### 4.4.2.136 Population 15-64 with ISCED level 5-8 as percent of total population (Male) (eu_edurstterisced58m)

*Long tag*: qog_std_ts_eu_edurstterisced58m

*Original tag*: eu_edurstterISCED58m

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 709, Percent: 5.58

*Non-missing observations in chosen unit*: Sum: 709, Percent: 2.34

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

No codebook entry

#### 4.4.2.137 Population 15-64 with ISCED level 5-8 as percent of total population (Total) (eu_edurstterisced58t)

*Long tag*: qog_std_ts_eu_edurstterisced58t

*Original tag*: eu_edurstterISCED58t

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: European Commission (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 709, Percent: 5.58

*Non-missing observations in chosen unit*: Sum: 709, Percent: 2.34

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

No codebook entry

### 4.4.3 Public Economy

This category includes economic indicators that reflect the involvement of the government in the economy (taxes, tariff rates and government expenditures), economic key figures of a state (GDP, inflation, and economic inequality), and indicators that characterize the state of the economy (aid-flows, debt).

#### 4.4.3.1 Central Bank Independence Extended Index (cbie_index)

*Long tag*: qog_std_ts_cbie_index

*Original tag*: cbie_index

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: Romelli (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 7824, Percent: 61.54

*Non-missing observations in chosen unit*: Sum: 7329, Percent: 24.16

*Lost observations in chosen unit*: Sum: 495 Percent: 6.33

*Description*:

Average of the scores across these six dimensions of the index, i.e. the raw average of the four components:

(1) governor and central bank board,

(2) monetary policy and conflict resolution,

(3) objectives,

(4) limitations on lending to the government,

(5) financial independence and

(6) reporting and disclosure.

The index ranges from 0 to 1 where 0 corresponds to the lowest level of independence to 1, the highest level.

This extended index incorporates the characteristics of both the GMT and CWN indices and, includes new criteria that capture good practices in central bank financial independence and reporting and disclosure.

This index is in a scale from 0 to 1 where 1 indicates more central bank independence.

For more details about the construction of this index, please visit https://academic.oup.com/economicpolicy/article/37/112/641/6516019

#### 4.4.3.2 Expenditure on education (percent of total gen. gov. exp.) (gfs_educ)

*Long tag*: qog_std_ts_gfs_educ

*Original tag*: gfs_educ

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: International Monetary Fund (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1582, Percent: 12.44

*Non-missing observations in chosen unit*: Sum: 1550, Percent: 5.11

*Lost observations in chosen unit*: Sum: 32 Percent: 2.02

*Description*:

Total expenditure on education, as the percentage of general government expenditure.

### 4.4.4 Religion

This category includes variables regarding numbers of followers of specific religions and the status of religion in the constitution.

#### 4.4.4.1 Government Restrictions on Religious Practices (ciri_relfre)

*Long tag*: qog_std_ts_ciri_relfre

*Original tag*: ciri_relfre

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: Mark et al. (2023)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 7491, Percent: 58.92

*Non-missing observations in chosen unit*: Sum: 6571, Percent: 21.66

*Lost observations in chosen unit*: Sum: 920 Percent: 12.28

*Description*:

This variable indicates the extent to which the freedom of citizens to exercise and practice their religious beliefs is subject to actual government restrictions. Citizens of whatever religious belief should be able to worship free from government interference. Additionally, citizens should be able to hold no religion at all.

Citizens should be able to freely practice their religion and proselytize (attempt to convert) other citizens to their religion as long as such attempts are done in a non-coercive, peaceful manner.

Members of the clergy should be able to advocate partisan political views freely, oppose government laws, support political candidates, and otherwise freely participate in politics without fear of government prosecution.

Some important questions to consider include: Does the government respect rights to religious expression, including the freedom to publish religious documents in foreign languages? Does religious belief affect membership in a ruling party or a career in government? Does the government prohibit promotion of one religion over another, or discriminate on the grounds of religion or belief? Does the government restrict the teaching or practice of any faith? Does the government discriminate against minority religious groups?

Scoring Scheme:

Government restrictions on religious practices are:

(0) Severe and Widespread

(1) Moderate

(2) Practically Absent

### 4.4.5 Quality of Government

This category includes variables that are the core features of QoG (impartiality, bureaucratic quality and corruption) as well as measures that are broader (rule of law and transparency).

#### 4.4.5.1 Human Capital Index (egov_hci)

*Long tag*: qog_std_ts_egov_hci

*Original tag*: egov_hci

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: Department of Economic and Social Affairs (2022)

*Merge scores*:
*Non-missing observations in original unit*: Sum: 2289, Percent: 18
*Non-missing observations in chosen unit*: Sum: 2016, Percent: 6.65
*Lost observations in chosen unit*: Sum: 273 Percent: 11.93
*Description*:
The Human Capital Index (HCI) consists of four components:

(i)adult literacy rate;

(ii)the combined primary, secondary and tertiary gross enrolment ratio;

(iii)expected years of schooling; and

(iv)average years of schooling.

Data for HCI components was extracted from the UNESCO-UIS source.

#### 4.4.5.2 Academic Freedom Index (vdem_academ)

*Long tag*: qog_std_ts_vdem_academ
*Original tag*: vdem_academ
*Dataset citation*: Teorell et al. (2026)
*Variable citation*: Pemstein et al. (2023)
*Merge scores*:
*Non-missing observations in original unit*: Sum: 10503, Percent: 82.61
*Non-missing observations in chosen unit*: Sum: 10165, Percent: 33.51
*Lost observations in chosen unit*: Sum: 338 Percent: 3.22
*Description*:
Academic Freedom Index

Question: To what extent is academic freedom respected?

Clarification: Academic freedom is understood as the right of academics, without constriction by prescribed doctrine, to freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing the results thereof, freedom to express freely their opinion about the institution or system in which they work, freedom from institutional censorship and freedom to participate in professional or representative academic bodies (UNESCO 1997 Recommendation concerning the Status of Higher-Education Teaching Personnel).

The Academic Freedom Index is designed to provide an aggregated measure that captures the

de facto realization of academic freedom, including the degree to which higher-education institutions are autonomous.

Aggregation: The index is formed by point estimates drawn from a Bayesian factor analysis model including the following indicators: freedom to research and teach, freedom of academic exchange and dissemination, institutional autonomy, campus integrity, freedom of academic and cultural expression.

#### 4.4.5.3 CPIA building human resources rating (wdi_bhr)

*Long tag*: qog_std_ts_wdi_bhr

*Original tag*: wdi_bhr

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1474, Percent: 11.59

*Non-missing observations in chosen unit*: Sum: 1255, Percent: 4.14

*Lost observations in chosen unit*: Sum: 219 Percent: 14.86

*Description*:

The CPIA measures the extent to which a country's policy and institutional framework supports sustainable growth and poverty reduction and, consequently, the effective use of development assistance. More specifically, this indicator assesses the national policies and public and private sector service delivery that affect the access to and quality of health and education services, including prevention and treatment of HIV/AIDS, tuberculosis, and malaria (1=low to 6=high).

#### 4.4.5.4 CPIA gender equality rating (wdi_gendeqr)

*Long tag*: qog_std_ts_wdi_gendeqr

*Original tag*: wdi_gendeqr

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1474, Percent: 11.59

*Non-missing observations in chosen unit*: Sum: 1255, Percent: 4.14

*Lost observations in chosen unit*: Sum: 219 Percent: 14.86

*Description*:

Gender equality assesses the extent to which the country has installed institutions and programs to enforce laws and policies that promote equal access for men and women in education, health, the economy, and protection under law (1=low to 6=high).

#### 4.4.5.5 Social Public Goods Sub-index (bgi_spgs)

*Long tag*: qog_std_ts_bgi_spgs

*Original tag*: bgi_spgs

*Dataset citation*: Teorell et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3152, Percent: 24.79

*Non-missing observations in chosen unit*: Sum: 3074, Percent: 10.13

*Lost observations in chosen unit*: Sum: 78 Percent: 2.47

*Description*:

Social public goods are public goods that enable the population to live a healthy life and to

acquire a basic education.

### 4.4.6 Judicial

This category includes judicial indicators, generally covering legal rights granted by a state to its citizens and their compliance, as well as measures of crimes and the overall state of the judicial system.

#### 4.4.6.1 Freedom of Expression and Belief (fh_feb)

*Long tag*: qog_std_ts_fh_feb

*Original tag*: fh_feb

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: Freedom House (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3843, Percent: 30.23

*Non-missing observations in chosen unit*: Sum: 3370, Percent: 11.11

*Lost observations in chosen unit*: Sum: 473 Percent: 12.31

*Description*:

Freedom of Expression and Belief - The variable measures the freedom and independence of the media and other cultural expressions, the freedom of religious groups to practice their faith and express themselves, the academic freedom and freedom from extensive political indoctrination in the educational system, and the ability of the people to engage in private (political) discussions without fear of harassment or arrest by the authorities. Countries are graded between 0 (worst) and 16 (best).

#### 4.4.6.2 Personal Autonomy and Individual Rights (fh_pair)

*Long tag*: qog_std_ts_fh_pair

*Original tag*: fh_pair

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: Freedom House (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 3843, Percent: 30.23

*Non-missing observations in chosen unit*: Sum: 3370, Percent: 11.11

*Lost observations in chosen unit*: Sum: 473 Percent: 12.31

*Description*:

Personal Autonomy and Individual Rights - The variable evaluates the extent of state control over travel, choice of residence, employment or institutions of higher education; the right of citizens to own property and establish private businesses; the private business' freedom from unduly influence by government officials, security forces, political parties or organized crime; gender equality, freedom of choice of marriage partners and size of family; equality of opportunity and absence of economic exploitation. Countries are graded between 0 (worst) and 16 (best).

### 4.4.7 Labour Market

This category includes variables about employment, unemployment and union density rate, in general, as well as in subgroups of the population.

#### 4.4.7.1 Labor force with advanced education percent of total working-age pop. (wdi_lfpedua)

*Long tag*: qog_std_ts_wdi_lfpedua

*Original tag*: wdi_lfpedua

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2321, Percent: 18.26

*Non-missing observations in chosen unit*: Sum: 2261, Percent: 7.45

*Lost observations in chosen unit*: Sum: 60 Percent: 2.59

*Description*:

The percentage of the working age population with an advanced level of education who are in the labor force. Advanced education comprises short-cycle tertiary education, a bachelor's degree or equivalent education level, a master's degree or equivalent education level, or doctoral degree or equivalent education level according to the International Standard Classification of Education 2011 (ISCED 2011).

#### 4.4.7.2 Labor force with advanced education percent of female working-age pop. (wdi_lfpeduaf)

*Long tag*: qog_std_ts_wdi_lfpeduaf

*Original tag*: wdi_lfpeduaf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2317, Percent: 18.22

*Non-missing observations in chosen unit*: Sum: 2258, Percent: 7.44

*Lost observations in chosen unit*: Sum: 59 Percent: 2.55

*Description*:

The percentage of the working age female population with an advanced level of education who are in the labor force. Advanced education comprises short-cycle tertiary education, a bachelor's degree or equivalent education level, a master's degree or equivalent education level, or doctoral degree or equivalent education level according to the International Standard Classification of Education 2011 (ISCED 2011).

#### 4.4.7.3 Labor force with advanced education percent of male working-age pop. (wdi_lfpeduam)

*Long tag*: qog_std_ts_wdi_lfpeduam

*Original tag*: wdi_lfpeduam

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2320, Percent: 18.25

*Non-missing observations in chosen unit*: Sum: 2261, Percent: 7.45

*Lost observations in chosen unit*: Sum: 59 Percent: 2.54

*Description*:

The percentage of the working age male population with an advanced level of education who are in the labor force. Advanced education comprises short-cycle tertiary education, a bachelor's degree or equivalent education level, a master's degree or equivalent education level, or doctoral degree or equivalent education level according to the International Standard Classification of Education 2011 (ISCED 2011).

#### 4.4.7.4 Labor force with basic education percent of total working-age pop. basic edu. (wdi_lfpedub)

*Long tag*: qog_std_ts_wdi_lfpedub

*Original tag*: wdi_lfpedub

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2330, Percent: 18.33

*Non-missing observations in chosen unit*: Sum: 2270, Percent: 7.48

*Lost observations in chosen unit*: Sum: 60 Percent: 2.58

*Description*:

The percentage of the working age population with a basic level of education who are in the labor force. Basic education comprises primary education or lower secondary education according to the International Standard Classification of Education 2011 (ISCED 2011).

#### 4.4.7.5 Labor force with basic education percent of female working-age pop. basic edu. (wdi_lfpedubf)

*Long tag*: qog_std_ts_wdi_lfpedubf

*Original tag*: wdi_lfpedubf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2332, Percent: 18.34

*Non-missing observations in chosen unit*: Sum: 2272, Percent: 7.49

*Lost observations in chosen unit*: Sum: 60 Percent: 2.57

*Description*:

The percentage of the working age female population with a basic level of education who are in the labor force. Basic education comprises primary education or lower secondary education according to the International Standard Classification of Education 2011 (ISCED 2011).

#### 4.4.7.6 Labor force with basic education percent of male working-age pop. w. basic edu. (wdi_lfpedubm)

*Long tag*: qog_std_ts_wdi_lfpedubm

*Original tag*: wdi_lfpedubm

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2327, Percent: 18.3

*Non-missing observations in chosen unit*: Sum: 2268, Percent: 7.48

*Lost observations in chosen unit*: Sum: 59 Percent: 2.54

*Description*:

The percentage of the working age male population with a basic level of education who are in the labor force. Basic education comprises primary education or lower secondary education according to the International Standard Classification of Education 2011 (ISCED 2011).

#### 4.4.7.7 Labor force with intermediate education percent of total working-age pop. (wdi_lfpedui)

*Long tag*: qog_std_ts_wdi_lfpedui

*Original tag*: wdi_lfpedui

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2326, Percent: 18.29

*Non-missing observations in chosen unit*: Sum: 2267, Percent: 7.47

*Lost observations in chosen unit*: Sum: 59 Percent: 2.54

*Description*:

The percentage of the working age population with an intermediate level of education who are in the labor force. Intermediate education comprises upper secondary or post-secondary non tertiary education according to the International Standard Classification of Education 2011 (ISCED 2011).

#### 4.4.7.8 Labor force with intermediate education percent of female working-age pop. (wdi_lfpeduif)

*Long tag*: qog_std_ts_wdi_lfpeduif

*Original tag*: wdi_lfpeduif

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2326, Percent: 18.29

*Non-missing observations in chosen unit*: Sum: 2267, Percent: 7.47

*Lost observations in chosen unit*: Sum: 59 Percent: 2.54

*Description*:

The percentage of the working age female population with an intermediate level of education who are in the labor force. Intermediate education comprises upper secondary or post-secondary non tertiary education according to the International Standard Classification of Education 2011 (ISCED 2011).

#### 4.4.7.9 Labor force with intermediate education percent of male working-age pop. (wdi_lfpeduim)

*Long tag*: qog_std_ts_wdi_lfpeduim

*Original tag*: wdi_lfpeduim

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2325, Percent: 18.29

*Non-missing observations in chosen unit*: Sum: 2266, Percent: 7.47

*Lost observations in chosen unit*: Sum: 59 Percent: 2.54

*Description*:

The percentage of the working age male population with an intermediate level of education who are in the labor force. Intermediate education comprises upper secondary or post-secondary non tertiary education according to the International Standard Classification of Education 2011 (ISCED 2011).

#### 4.4.7.10 Unemployment with advanced education (percent of total labor force) (wdi_unempedua)

*Long tag*: qog_std_ts_wdi_unempedua

*Original tag*: wdi_unempedua

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2443, Percent: 19.22

*Non-missing observations in chosen unit*: Sum: 2389, Percent: 7.88

*Lost observations in chosen unit*: Sum: 54 Percent: 2.21

*Description*:

The percentage of the labor force with an advanced level of education who are unemployed.

Advanced education comprises short-cycle tertiary education, a bachelor's degree or equivalent education level, a master's degree or equivalent education level, or doctoral degree or equivalent education level according to the International Standard Classification of Education 2011 (ISCED 2011).

#### 4.4.7.11 Unemployment with advanced education (percent of female labor force) (wdi_unempeduaf)

*Long tag*: qog_std_ts_wdi_unempeduaf

*Original tag*: wdi_unempeduaf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2402, Percent: 18.89

*Non-missing observations in chosen unit*: Sum: 2349, Percent: 7.74

*Lost observations in chosen unit*: Sum: 53 Percent: 2.21

*Description*:

The percentage of the labor force with an advanced level of education who are unemployed. Advanced education comprises short-cycle tertiary education, a bachelor's degree or equivalent education level, a master's degree or equivalent education level, or doctoral degree or equivalent education level according to the International Standard Classification of Education 2011 (ISCED 2011). Female.

#### 4.4.7.12 Unemployment with advanced education (percent of male labor force) (wdi_unempeduam)

*Long tag*: qog_std_ts_wdi_unempeduam

*Original tag*: wdi_unempeduam

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2407, Percent: 18.93

*Non-missing observations in chosen unit*: Sum: 2362, Percent: 7.79

*Lost observations in chosen unit*: Sum: 45 Percent: 1.87

*Description*:

The percentage of the labor force with an advanced level of education who are unemployed. Advanced education comprises short-cycle tertiary education, a bachelor's degree or equivalent education level, a master's degree or equivalent education level, or doctoral degree or equivalent education level according to the International Standard Classification of Education 2011 (ISCED 2011). Male.

#### 4.4.7.13 Unemployment with basic education (percent of total labor force) (wdi_unempedub)

*Long tag*: qog_std_ts_wdi_unempedub

*Original tag*: wdi_unempedub

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2472, Percent: 19.44

*Non-missing observations in chosen unit*: Sum: 2411, Percent: 7.95

*Lost observations in chosen unit*: Sum: 61 Percent: 2.47

*Description*:

The percentage of the labor force with a basic level of education who are unemployed. Basic

education comprises primary education or lower secondary education according to the International Standard Classification of Education 2011 (ISCED 2011).

#### 4.4.7.14 Unemployment with basic education (percent of female labor force) (wdi_unempedubf)

*Long tag*: qog_std_ts_wdi_unempedubf

*Original tag*: wdi_unempedubf

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2460, Percent: 19.35

*Non-missing observations in chosen unit*: Sum: 2401, Percent: 7.92

*Lost observations in chosen unit*: Sum: 59 Percent: 2.4

*Description*:

The percentage of the labor force with a basic level of education who are unemployed. Basic education comprises primary education or lower secondary education according to the International Standard Classification of Education 2011 (ISCED 2011). Female.

#### 4.4.7.15 Unemployment with basic education (percent of male labor force) (wdi_unempedubm)

*Long tag*: qog_std_ts_wdi_unempedubm

*Original tag*: wdi_unempedubm

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2464, Percent: 19.38

*Non-missing observations in chosen unit*: Sum: 2404, Percent: 7.93

*Lost observations in chosen unit*: Sum: 60 Percent: 2.44

*Description*:

The percentage of the labor force with a basic level of education who are unemployed. Basic education comprises primary education or lower secondary education according to the International Standard Classification of Education 2011 (ISCED 2011). Male.

#### 4.4.7.16 Unemployment with intermediate education (percent of total labor force) (wdi_unempedui)

*Long tag*: qog_std_ts_wdi_unempedui

*Original tag*: wdi_unempedui

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2448, Percent: 19.25

*Non-missing observations in chosen unit*: Sum: 2390, Percent: 7.88

*Lost observations in chosen unit*: Sum: 58 Percent: 2.37

*Description*:

The percentage of the labor force with an intermediate level of education who are unemployed. Intermediate education comprises upper secondary or post-secondary non tertiary education according to the International Standard Classification of Education 2011 (ISCED 2011).

#### 4.4.7.17 Unemployment with intermediate education (percent of female labor force) (wdi_unempeduif)

*Long tag*: qog_std_ts_wdi_unempeduif

*Original tag*: wdi_unempeduif

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2419, Percent: 19.03

*Non-missing observations in chosen unit*: Sum: 2366, Percent: 7.8

*Lost observations in chosen unit*: Sum: 53 Percent: 2.19

*Description*:

The percentage of the labor force with an intermediate level of education who are unemployed. Intermediate education comprises upper secondary or post-secondary non tertiary education according to the International Standard Classification of Education 2011 (ISCED 2011). Female.

#### 4.4.7.18 Unemployment with intermediate education (percent of male labor force) (wdi_unempeduim)

*Long tag*: qog_std_ts_wdi_unempeduim

*Original tag*: wdi_unempeduim

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: World Bank (2024)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 2428, Percent: 19.1

*Non-missing observations in chosen unit*: Sum: 2373, Percent: 7.82

*Lost observations in chosen unit*: Sum: 55 Percent: 2.27

*Description*:

The percentage of the labor force with an intermediate level of education who are unemployed. Intermediate education comprises upper secondary or post-secondary non tertiary education according to the International Standard Classification of Education 2011 (ISCED 2011). Male.

#### 4.4.7.19 Individuals with no education as a share of private paid employees (wwbi_sprpempn)

*Long tag*: qog_std_ts_wwbi_sprpempn

*Original tag*: wwbi_sprpempn

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: The World Bank (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 831, Percent: 6.54

*Non-missing observations in chosen unit*: Sum: 829, Percent: 2.73

*Lost observations in chosen unit*: Sum: 2 Percent: 0.24

*Description*:

Individuals with no education as a share of private paid employees

#### 4.4.7.20 Individuals with primary education as a share of private paid employees (wwbi_sprpempp)

*Long tag*: qog_std_ts_wwbi_sprpempp

*Original tag*: wwbi_sprpempp

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: The World Bank (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 955, Percent: 7.51

*Non-missing observations in chosen unit*: Sum: 953, Percent: 3.14

*Lost observations in chosen unit*: Sum: 2 Percent: 0.21

*Description*:

Individuals with primary education as a share of private paid employees

#### 4.4.7.21 Individuals with secondary education as a share of private paid employees (wwbi_sprpemps)

*Long tag*: qog_std_ts_wwbi_sprpemps

*Original tag*: wwbi_sprpemps

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: The World Bank (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 948, Percent: 7.46

*Non-missing observations in chosen unit*: Sum: 946, Percent: 3.12

*Lost observations in chosen unit*: Sum: 2 Percent: 0.21

*Description*:

Individuals with secondary education as a share of private paid employees

#### 4.4.7.22 Individuals with tertiary education as a share of private paid employees (wwbi_sprpempt)

*Long tag*: qog_std_ts_wwbi_sprpempt

*Original tag*: wwbi_sprpempt

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: The World Bank (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 954, Percent: 7.5

*Non-missing observations in chosen unit*: Sum: 952, Percent: 3.14

*Lost observations in chosen unit*: Sum: 2 Percent: 0.21

*Description*:

Individuals with tertiary education as a share of private paid employees

#### 4.4.7.23 Individuals with no education as a share of public paid employees (wwbi_spupempn)

*Long tag*: qog_std_ts_wwbi_spupempn

*Original tag*: wwbi_spupempn

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: The World Bank (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 749, Percent: 5.89

*Non-missing observations in chosen unit*: Sum: 747, Percent: 2.46

*Lost observations in chosen unit*: Sum: 2 Percent: 0.27

*Description*:

Individuals with no education as a share of public paid employees

#### 4.4.7.24 Individuals with primary education as a share of public paid employees (wwbi_spupempp)

*Long tag*: qog_std_ts_wwbi_spupempp

*Original tag*: wwbi_spupempp

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: The World Bank (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 947, Percent: 7.45

*Non-missing observations in chosen unit*: Sum: 945, Percent: 3.12

*Lost observations in chosen unit*: Sum: 2 Percent: 0.21

*Description*:

Individuals with primary education as a share of public paid employees

#### 4.4.7.25 Individuals with secondary education as a share of public paid employees (wwbi_spupemps)

*Long tag*: qog_std_ts_wwbi_spupemps

*Original tag*: wwbi_spupemps

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: The World Bank (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 945, Percent: 7.43

*Non-missing observations in chosen unit*: Sum: 943, Percent: 3.11

*Lost observations in chosen unit*: Sum: 2 Percent: 0.21

*Description*:

Individuals with secondary education as a share of public paid employees

#### 4.4.7.26 Individuals with tertiary education as a share of public paid employees (wwbi_spupempt)

*Long tag*: qog_std_ts_wwbi_spupempt

*Original tag*: wwbi_spupempt

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: The World Bank (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 926, Percent: 7.28

*Non-missing observations in chosen unit*: Sum: 924, Percent: 3.05

*Lost observations in chosen unit*: Sum: 2 Percent: 0.22

*Description*:

Individuals with tertiary education as a share of public paid employees

#### 4.4.7.27 Share of total employees with tertiary edu. working in public sector (wwbi_tertiarypubsec)

*Long tag*: qog_std_ts_wwbi_tertiarypubsec

*Original tag*: wwbi_tertiarypubsec

*Dataset citation*: Teorell et al. (2026)

*Variable citation*: The World Bank (2021)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 1020, Percent: 8.02

*Non-missing observations in chosen unit*: Sum: 1016, Percent: 3.35

*Lost observations in chosen unit*: Sum: 4 Percent: 0.39

*Description*:

Proportion of total employees with tertiary education working in public sector

# 5 V-DEM

Based at the University of Gothenburg, the **Varieties of Democracy (V-Dem)** Research Project takes a comprehensive approach to understanding democratization. This approach encompasses multiple core principles: electoral, liberal, majoritarian, consensual, participatory, deliberative, and egalitarian. Each Principle is represented by a separate index, and each is regarded as a separate outcome in the proposed study. In this manner V-Dem reconceptualizes democracy from a single outcome to a set of outcomes. In addition, V-Dem breaks down each core principle into its constituent components, each to be measured separately. Components include features such as free and fair elections, civil liberties, judicial independence, executive constraints, gender equality, media freedom, and civil society. Finally, each component is disaggregated into specific indicators. This fundamentally different approach to democratization is made possible by the V-Dem Database, which measures 450+ indicators annually from 1789 to the present for all countries of the world. The V-Dem approach stands out, first, as a large global collaboration among scholars with diverse areas of expertise; second, as the first project attempting to explain different varieties of democracy; and third, thanks to the highly disaggregated V-Dem data, the first project to explore causal mechanisms linking different aspects of democracy together. With five Principal Investigators, 19 Project Managers with special responsibility for issue areas covered in the V-Dem dataset, around 23 Regional Managers, 134 Country Coordinators and more than 4000 Country Experts, the V-Dem project is one of the world's largest social science data collection projects on democracy. More information is available on the project's website: `https://www.v-dem.net/`

## 5.1 V-Dem Country-Year: V-Dem Full+Others v16

***Dataset tag:*** vdem_cy

***Output Unit:*** V-Dem Country-Year, i.e., data is collected per country and year. That means each row in the dataset can be identified by one country in combination with a year, using the columns country_name and year. The unit can also be expressed through a combination of the columns county_id or country_text_id and year.

***Description***: All 531 V-Dem indicators and 245 indices + 60 other indicators from other data sources. For R users, we recommend to install our vdemdata R package which includes the most recent V-Dem dataset and some useful functions to explore the data.

***Dataset citation:*** Coppedge, Michael, John Gerring, Carl Henrik Knutsen, Staffan I. Lindberg, Jan Teorell, David Altman, Fabio Angiolillo, Michael Bernhard, Agnes Cornell, M. Steven Fish, Linnea Fox, Lisa Gastaldi, Haakon Gjerløw, Adam Glynn, Ana Good God, Sandra Grahn, Allen Hicken, Katrin Kinzelbach, Kyle L. Marquardt, Kelly McMann, Valeriya Mechkova, Anja Neundorf, Pamela Paxton, Daniel Pemstein, Johannes von Römer, Brigitte Seim, Rachel Sigman, Svend-Erik Skaaning, Jeffrey Staton, Aksel Sundström, Marcus Tannenberg, Eitan Tzelgov, Yi-ting Wang, Felix Wiebrecht, Tore Wig, and Daniel Ziblatt. 2026. "V-Dem Codebook v16" Varieties of Democracy (V-Dem) Project.
and:
Pemstein, Daniel, Kyle L. Marquardt, Eitan Tzelgov, Yi-ting Wang, Juraj Medzihorsky, Joshua Krusell, Farhad Miri, and Johannes von Römer. 2025. "The V-Dem Measurement Model: Latent Variable Analysis for Cross-National and Cross-Temporal Expert-Coded Data". V-Dem Working Paper No. 21. 10th edition. University of Gothenburg: Varieties of Democracy Institute.

V-Dem is part of and funded by DEMSCORE, national research infrastructure grant 2021-00162 from the Swedish Research Council.

***Link to original codebook***
`https://v-dem.net/documents/55/codebook.pdf`

***License:*** CC-BY-SA 4.0 International
`https://creativecommons.org/licenses/by-sa/4.0/legalcode`

More detailed information on the dataset can be found at the following web page: `https://v-dem.net/data/reference-documents/`

### 5.1.1 V-Dem Democracy Indices - V-Dem Mid-Level Indices: Components of the Democracy Indices

This section includes the V-Dem mid-level indices, subcomponents of the V-Dem Democracy Indices. Please see Appendix A of the V-Dem codebook (`https://www.v-dem.net/documents/70/codebook_v16.pdf`) for an overview of all indices, component-indices, and lower-level indices.

#### 5.1.1.1 Freedom of Expression and Alternative Sources of Information Index (v2x_freexp_altinf)

*Long tag*: vdem_cy_v2x_freexp_altinf

*Original tag*: v2x_freexp_altinf

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 27556, Percent: 98.09

*Non-missing observations in chosen unit*: Sum: 27556, Percent: 90.85

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: D
PROJECT MANAGER(S): Svend-Erik Skaaning, Jan Teorell
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: To what extent does government respect press and media freedom, the freedom of ordinary people to discuss political matters at home and in the public sphere, as well as the freedom of academic and cultural expression?
CLARIFICATION: This index includes all variables in the two indices v2x_freexp and v2xme_altinf.
SCALE: Interval, from low to high (0-1).
SOURCE(S): v2mecenefm v2meharjrn v2meslfcen v2xcl_disc v2clacfree v2mebias v2mecrit v2merange
DATA RELEASE: 4-16.
AGGREGATION: The index is formed by taking the point estimates from a Bayesian factor analysis model of the indicators for media censorship effort (v2mecenefm), harassment of journalists (v2meharjrn), media bias (v2mebias), media self-censorship (v2meslfcen), print/broadcast media critical (v2mecrit), and print/broadcast media perspectives (v2merange), freedom of discussion for men/women (v2cldiscm, v2cldiscw), and freedom of academic and cultural expression (v2clacfree).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von

Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1789-2025

### 5.1.2 V-Dem Indicators - Civil Liberty

**Instructions to the coders (as shown in the surveys)**

**Civil Liberty:** The following questions are focused on actual practices (*de facto*) rather than formal legal or constitutional rights (*de jure*). Note that if there is significant variation in the respect for a particular civil liberty across the territory, the score should reflect the "average situation" across the territorial scope of the country unit (for each period) as defined in the coder instructions.

#### 5.1.2.1 Freedom of academic and cultural expression (v2clacfree)

*Long tag*: vdem_cy_v2clacfree

*Original tag*: v2clacfree

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 28039, Percent: 99.81

*Non-missing observations in chosen unit*: Sum: 28039, Percent: 92.44

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Svend-Erik Skaaning
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: Is there academic freedom and freedom of cultural expression related to political issues?
RESPONSES:
0: Not respected by public authorities. Censorship and intimidation are frequent. Academic activities and cultural expressions are severely restricted or controlled by the government.
1: Weakly respected by public authorities. Academic freedom and freedom of cultural expression are practiced occasionally, but direct criticism of the government is mostly met with repression.
2: Somewhat respected by public authorities. Academic freedom and freedom of cultural expression are practiced routinely, but strong criticism of the government is sometimes met with repression.
3: Mostly respected by public authorities. There are few limitations on academic freedom and freedom of cultural expression, and resulting sanctions tend to be infrequent and soft.
4: Fully respected by public authorities. There are no restrictions on academic freedom or cultural expression.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 1-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see

*V-Dem Methodology*).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1789-2025

### 5.1.3 V-Dem Indicators - Political Equality

**Instructions to the coders (as shown in the surveys)**

**Political Equality:** This section pertains to political equality, that is, the extent to which members of a polity possess equal political power. It does not refer to the inevitable differentiation in power that occurs in all large societies between those who hold positions of power within the state (political elites) and lay citizens. It is, rather, about the distribution of political power among identifiable groups within the population.

What does it mean for a group of individuals to wield real political power? Although political power cannot be directly observed, one can infer that groups possess power to the extent that they: (a) actively participate in politics (by voting, etc.), (b) are involved in civil society organizations, (c) secure representation in government, (d) are able to set the political agenda, (e) influence political decisions, and (f) influence the implementation of those decisions. Please consider all these factors when answering the following questions. (Of course, the picture across these different dimensions may be mixed; your response should indicate the overall picture, taking all aspects of political power into account.)

#### 5.1.3.1 Educational equality (v2peedueq)

*Long tag*: vdem_cy_v2peedueq

*Original tag*: v2peedueq

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 19726, Percent: 70.22

*Non-missing observations in chosen unit*: Sum: 19726, Percent: 65.04

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: C
PROJECT MANAGER(S): Michael Coppedge, John Gerring, Staffan Lindberg
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: To what extent is high quality basic education guaranteed to all, sufficient to enable them to exercise their basic rights as adult citizens?
CLARIFICATION: Basic education refers to ages typically between 6 and 16 years of age but

this varies slightly among countries.
RESPONSES:
0: Extreme. Provision of high quality basic education is extremely unequal and at least 75 percent (percent) of children receive such low-quality education that undermines their ability to exercise their basic rights as adult citizens.
1: Unequal. Provision of high quality basic education is extremely unequal and at least 25 percent (percent) of children receive such low-quality education that undermines their ability to exercise their basic rights as adult citizens.
2: Somewhat equal. Basic education is relatively equal in quality but ten to 25 percent (percent) of children receive such low-quality education that undermines their ability to exercise their basic rights as adult citizens.
3: Relatively equal. Basic education is overall equal in quality but five to ten percent (percent) of children receive such low-quality education that probably undermines their ability to exercise their basic rights as adult citizens.
4: Equal. Basic education is equal in quality and less than five percent (percent) of children receive such low-quality education that probably undermines their ability to exercise their basic rights as adult citizens.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 1-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1900-2025
CONVERGENCE: Model parameters with convergence issues: universal thresholds.

#### 5.1.3.2 Primary school enrollment (v2peprisch)

*Long tag*: vdem_cy_v2peprisch

*Original tag*: v2peprisch

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 15957, Percent: 56.8

*Non-missing observations in chosen unit*: Sum: 15957, Percent: 52.61

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: A
PROJECT MANAGER(S): Rachel Sigman
QUESTION: What percentage of the primary school-aged population is enrolled in primary school?

CLARIFICATION: This is based on Barro and Lee's (2016) long-term data on primary school enrollment (available in 5-year intervals). The time series is interpolated to impute values for all years between the five-year intervals.
SOURCE(S): **?**.
DATA RELEASE: 6-16.
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1820-2010

#### 5.1.3.3 Secondary school enrollment (v2pesecsch)

*Long tag*: vdem_cy_v2pesecsch

*Original tag*: v2pesecsch

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 15957, Percent: 56.8

*Non-missing observations in chosen unit*: Sum: 15957, Percent: 52.61

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: A
PROJECT MANAGER(S): Rachel Sigman
QUESTION: What percentage of the secondary school-aged population is enrolled in secondary school?
CLARIFICATION: This is based on Barro and Lee's (2016) long-term data on secondary school enrollment (available in 5-year intervals). The time series is interpolated to impute values for all years between the five-year intervals.
SOURCE(S): **?**.
DATA RELEASE: 6-16.
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1820-2010

#### 5.1.3.4 Secondary tertiary enrollment (v2petersch)

*Long tag*: vdem_cy_v2petersch

*Original tag*: v2petersch

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 15957, Percent: 56.8

*Non-missing observations in chosen unit*: Sum: 15957, Percent: 52.61

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: A
PROJECT MANAGER(S): Rachel Sigman
QUESTION: What percentage of the tertiary school-aged population is enrolled in tertiary school?
CLARIFICATION: This is based on Barro and Lee's (2016) long-term data on tertiary school enrollment (available in 5-year intervals). The time series is interpolated to impute values for all years between the five-year intervals.
SOURCE(S): **?**.
DATA RELEASE: 6-16.
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1820-2010

### 5.1.4 V-Dem Indicators - Exclusion

**Instructions to the coders (as shown in the surveys)**

**Exclusion:**

The following survey contains questions pertaining to exclusion. Political, economic and social well-being may depend on whether groups or individuals are excluded from positions of power, the state's protection of rights and freedoms, access to public goods and services, and opportunities to work or do business with the state.

Please bear in mind the following definitions as you respond to questions on this survey:

*Exclusion* is when individuals are denied access to services or participation in governed spaces based on their identity or belonging to a particular group. It is not necessary for all members of a group to be excluded in order for group-based exclusion to occur. Exclusion occurs even when only a single individual is excluded based on her or his identity or membership (perceived or actual) in a particular group.

*Political groups* are defined as those who are affiliated with a particular political party or candidate, or a group of parties/candidates. A common form of partisan exclusion is when state services or regulations are implemented in a way that seeks to reward the incumbent's political supporters and punish non-supporters.

*Socio-Economic position* defines groups based on attributes of wealth, occupation, or other economic circumstances such as owning property. Exclusion of economic groups occurs when, for example, those who are not property owners are restricted from voting, or when fees associated with justice, health or education are set at a rate that is unaffordable for poorer individuals.

*Social group* is differentiated within a country by caste, ethnicity, language, race, region, religion, migration status, or some combination thereof. (It does not include identities grounded in sexual orientation, gender, or socioeconomic status.) Social group identity is contextually defined and is likely to vary across countries and through time. Social group identities are also likely to cross-cut, so that a given person could be defined in multiple ways, i.e., as part of multiple groups. Nonetheless, at any given point in time there are social groups within a society that are understood - by those residing within that society - to be different, in ways that may be politically relevant. Contrast Identity group.

*Geographic group* refers to those living in rural or urban areas. Urban areas are defined as an area that meets the following conditions: population density exceeds a threshold of 150 persons per square kilometer and there is access to a sizeable settlement of 50,000 people or more within some reasonable travel time, for example 60 minutes by road. (World Development Report, 2009: 54).

#### 5.1.4.1 Access to public services distributed by socio-economic position (v2peapsecon)

*Long tag*: vdem_cy_v2peapsecon

*Original tag*: v2peapsecon

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 18918, Percent: 67.34

*Non-missing observations in chosen unit*: Sum: 18918, Percent: 62.37

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Rachel Sigman
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: Is access to basic public services, such as order and security, primary education, clean water, and healthcare, distributed equally according to socioeconomic position?
CLARIFICATION: This question asks if socio-economic position is an important cleavage in society for the distribution of public services. Thus, if there are inequalities in access to public services, but these are not mainly due to differentiation between particular socio-economic position, the code should be "4" (equal). The situation could of course vary by type of public service, such that a socio-economic group is denied access to some basic public services but not others. Please base your response on whether access to most of the aforementioned services are distributed equally or unequally.
RESPONSES:
0: Extreme. Because of poverty or low income, 75 percent (percent) or more of the population lack access to basic public services of good quality.
1: Unequal. Because of poverty or low income, 25 percent (percent) or more of the

population lack access to basic public services of good quality.
2: Somewhat Equal. Because of poverty or low income, 10 to 25 percent (percent) of the population lack access to basic public services of good quality.
3: Relatively Equal. Because of poverty or low income, 5 to 10 percent (percent) of the population lack access to basic public services of good quality.
4: Equal. Because of poverty or low income, less than 5 percent (percent) of the population lack access to basic public services of good quality.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 9-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see V-Dem Methodology).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1900-2023

#### 5.1.4.2 Access to public services distributed by gender (v2peapsgen)

*Long tag*: vdem_cy_v2peapsgen

*Original tag*: v2peapsgen

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 18929, Percent: 67.38

*Non-missing observations in chosen unit*: Sum: 18929, Percent: 62.41

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: C
PROJECT MANAGER(S): Rachel Sigman
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: Is access to basic public services, such as order and security, primary education, clean water, and healthcare, distributed equally according to gender?
CLARIFICATION: This question asks if gender is an important cleavage in society for the distribution of public services. Thus, if there are inequalities in access to public services, but these are not mainly due to differentiation between gender, the code should be "4" (equal). The situation could of course vary by type of public service, such that women are denied access to some basic public services but not others. Please base your response on whether access to most of the aforementioned services are distributed equally or unequally.
RESPONSES:
0: Extreme. Because of their gender, 75 percent (percent) or more of women lack access to basic public services of good quality.

1: Unequal. Because of their gender, 25 percent (percent) or more of women lack access to basic public services of good quality.
2: Somewhat Equal. Because of their gender, 10 to 25 percent (percent) of women lack access to basic public services of good quality.
3: Relatively Equal. Because of their gender, 5 to 10 percent (percent) of women lack access to basic public services of good quality.
4: Equal. Because of their gender, less than 5 percent (percent) of women lack access to basic public services of good quality.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 9-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see V-Dem Methodology).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1900-2023

#### 5.1.4.3 Access to public services distributed by urban-rural location (v2peapsgeo)

*Long tag*: vdem_cy_v2peapsgeo

*Original tag*: v2peapsgeo

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 18898, Percent: 67.27

*Non-missing observations in chosen unit*: Sum: 18898, Percent: 62.31

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Rachel Sigman
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: Is access to basic public services, such as order and security, primary education, clean water, and healthcare, distributed equally across urban and rural areas?
CLARIFICATION: Urban areas are defined as an area that meets the following conditions: population density exceeds a threshold of 150 persons per square kilometer, there is access to a sizeable settlement of 50,000 people or more within some reasonable travel time, for example 60 minutes by road. (World Development Report, 2009: 54). This question asks if geographic group is an important cleavage in society for the distribution of public services. Thus, if there are inequalities in access to public services, but these are not mainly due to differentiation between urban and rural areas, the code should be "4" (equal). The situation could of course vary by type of public service, such that a geographic group is denied access

to some basic public services but not others. Please base your response on whether access to most of the aforementioned services are distributed equally or unequally.
RESPONSES:
0: Extreme. Because they live in rural areas, 75 percent (percent) or more of the population lack access to basic public services of good quality.
1: Unequal. Because they live in rural areas, 25 percent (percent) or more of the population lack access to basic public services of good quality.
2: Somewhat Equal. Because they live in rural areas, 10 to 25 percent (percent) of the population lack access to basic public services of good quality.
3: Relatively Equal. Because they live in rural areas, only 5 to 10 percent (percent) of the population lack access to basic public services of good quality.
4: Equal. Because they live in rural areas, less than 5 percent (percent) of the population lack access to basic public services of good quality.
5: Rural-Bias: Because they live in urban areas, 25percent or more of the population lack access to basic public services of good quality.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 9-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see V-Dem Methodology).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1900-2023

#### 5.1.4.4 Access to public services distributed by political group (v2peapspol)

*Long tag*: vdem_cy_v2peapspol

*Original tag*: v2peapspol

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 18964, Percent: 67.51

*Non-missing observations in chosen unit*: Sum: 18964, Percent: 62.52

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: C
PROJECT MANAGER(S): Rachel Sigman
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: Is access to basic public services, such as order and security, primary education, clean water, and healthcare, distributed equally across political groups?
CLARIFICATION: A political group is defined as those who are affiliated with a particular

political party or candidate, or a group of parties/candidates. This question asks if political group is an important cleavage in society for the distribution of public services. Thus, if there are inequalities in access to public services, but these are not mainly due to differentiation between particular political groups, the code should be "4" (equal). The situation could of course vary by type of public service, such that a political group is denied access to some basic public services but not others. Please base your response on whether access to most of the aforementioned services are distributed equally or unequally.
RESPONSES:
0: Extreme. Because of their political group affiliation 75 percent (percent) or more of the population lack access to basic public services of good quality.
1: Unequal. Because of their political group affiliation 25 percent (percent) or more of the population lack access to basic public services of good quality.
2: Somewhat Equal. Because of their political group affiliation 10 to 25 percent (percent) of the population lack access to basic public services of good quality.
3: Relatively Equal. Because of their political group affiliation only 5 to 10 percent (percent) of the population lack access to basic public services of good quality.
4: Equal. Because of their political group affiliation less than 5 percent (percent) of the population lack access to basic public services of good quality.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 9-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see V-Dem Methodology).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1900-2023

#### 5.1.4.5 Access to public services distributed by social group (v2peapssoc)

*Long tag*: vdem_cy_v2peapssoc

*Original tag*: v2peapssoc

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 18933, Percent: 67.4

*Non-missing observations in chosen unit*: Sum: 18933, Percent: 62.42

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: C
PROJECT MANAGER(S): Rachel Sigman
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr

QUESTION: Are basic public services, such as order and security, primary education, clean water, and healthcare, distributed equally across social groups?
CLARIFICATION: This question asks if social group is an important cleavage in society for the distribution of public services. Thus, if there are inequalities in access to public services, but these are not mainly due to differentiation between particular social groups, the code should be "4" (equal). The situation could of course vary by type of public service, such that a social group is denied access to some basic public services but not others. Please base your response on whether access to most of the aforementioned services are distributed equally or unequally.
RESPONSES:
0: Extreme. Because of their social group, 75 percent (percent) or more of the population lack access to basic public services of good quality.
1: Unequal. Because of their social group, 25 percent (percent) or more of the population lack access to basic public services of good quality.
2: Somewhat Equal. Because of their social group, 10 to 25 percent (percent) of the population lack access to basic public services of good quality.
3: Relatively Equal. Because of their social group, only 5 to 10 percent (percent) of the population lack access to basic public services of good quality.
4: Equal. Because of their social group, less than 5 percent (percent) of the population lack access to basic public services of good quality.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 9-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see V-Dem Methodology).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1900-2023

### 5.1.5 V-Dem Indicators - Civic and Academic Space

**Instructions to the coders (as shown in the surveys)**

**Civic and Academic Space:**

In this survey, we ask you to assess several issues concerning the space for and state of civil society and academia. First, we ask about some general issues such as polarization and peaceful assembly. Then, we probe into mobilization for mass events and associations. Finally, we ask you to consider questions related to academia.

#### 5.1.5.1 Total number of universities (v2canuni)

*Long tag*: vdem_cy_v2canuni

*Original tag*: v2canuni

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt,

McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 23714, Percent: 84.42

*Non-missing observations in chosen unit*: Sum: 23714, Percent: 78.18

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: A
PROJECT MANAGER(S): John Gerring, Brendan Apfeld
QUESTION: What is the total number of universities?
CLARIFICATION: The total number of universities founded in or before the given year. Universities are considered to be degree-granting institutions of higher education that grant at least one bachelor's degree or its equivalent, corresponding to International Standard Classification of Education (ISCED) levels 6-8.
RESPONSES:
Numeric
SCALE: Interval
SOURCE(S): **?** drawing on **?**.
DATA RELEASE: 10-16.
COUNTRY-YEAR AGGREGATION: Last
CITATION: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1789-2016

#### 5.1.5.2 Constitutional Protection for Academic Freedom (v2caprotac)

*Long tag*: vdem_cy_v2caprotac

*Original tag*: v2caprotac

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Elkins & Ginsburg (2025)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 14035, Percent: 49.96

*Non-missing observations in chosen unit*: Sum: 14035, Percent: 46.27

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: A
PROJECT MANAGER(S): Katrin Kinzelbach, Janika Spannagel
QUESTION: Do constitutional provisions for the protection of academic freedom exist?
RESPONSES:
0: No.

1: Yes.
95: Constitution suspended.
97: Other, or undetermined.
99: Missing.
SCALE: Ordinal
SOURCE(S): **?**; Elkins & Ginsburg (2025).
NOTES: This variable was substantially revised in Version 13 on the basis of new available data. For the online graphing tools, all values but 0 or 1 are set to missing.
DATA RELEASE: 10-16.
COUNTRY-YEAR AGGREGATION: Last
CITATION: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1900-2025

#### 5.1.5.3 Freedom to research and teach (v2cafres)

*Long tag*: vdem_cy_v2cafres

*Original tag*: v2cafres

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 15276, Percent: 54.38

*Non-missing observations in chosen unit*: Sum: 15276, Percent: 50.36

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Katrin Kinzelbach, Ilyas Saliba, Janika Spannagel
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: To what extent are scholars free to develop and pursue their own research and teaching agendas without interference?
CLARIFICATION: Examples of interference include research agendas or teaching curricula being drafted, restricted, or fully censored by a non-academic actor; scholars being externally induced, through possible reprisals, to self-censor; or the university administration abusing its position of power to impose research or teaching agendas on individual academics. It also includes public pressure on academics - offline and online. We do not consider as interference restrictions that are due to research priorities, as well as ethical and quality standards, freely defined by the scholarly community as well as the development of standardized curricula by academics that aim to structure and enhance teaching.
RESPONSES:
0: Completely restricted. When determining their research agenda or teaching curricula, scholars are, across all disciplines, consistently subject to interference or incentivized to

self-censor.
1: Severely restricted. When determining their research agenda or teaching curricula, scholars are, in some disciplines, consistently subject to interference or incentivized to self-censor.
2: Moderately restricted. When determining their research agenda or teaching curricula, scholars are occasionally subject to interference or incentivized to self-censor.
3: Mostly free. When determining their research agenda or teaching curricula, scholars are rarely subject to interference or incentivized to self-censor.
4: Fully free. When determining their research agenda or teaching curricula, scholars are not subject to interference or incentivized to self-censor.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 10-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1900-2025

#### 5.1.5.4 Freedom of academic exchange and dissemination (v2cafexch)

*Long tag*: vdem_cy_v2cafexch

*Original tag*: v2cafexch

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 15268, Percent: 54.35

*Non-missing observations in chosen unit*: Sum: 15268, Percent: 50.34

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: C
PROJECT MANAGER(S): Katrin Kinzelbach, Ilyas Saliba, Janika Spannagel
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: To what extent are scholars free to exchange and communicate research ideas and findings?
CLARIFICATION: Free academic exchange includes uncensored access to research material, unhindered participation in national or international academic conferences, and the uncensored publication of academic material. Free dissemination refers to the unrestricted possibility for scholars to share and explain research findings in their field of expertise to non-academic audiences through media engagement or public lectures.
RESPONSES:
0: Completely restricted. Academic exchange and dissemination is, across all disciplines,

consistently subject to censorship, self-censorship or other restrictions.
1: Severely restricted. Academic exchange and dissemination is, in some disciplines, consistently subject to censorship, self-censorship or other restrictions.
2: Moderately restricted. Academic exchange and dissemination is occasionally subject to censorship, self-censorship or other restrictions.
3: Mostly free. Academic exchange and dissemination is rarely subject to censorship, self-censorship or other restrictions.
4: Fully free. Academic exchange and dissemination is not subject to censorship, self-censorship or other restrictions.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 10-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1900-2025

#### 5.1.5.5 Institutional autonomy (v2cainsaut)

*Long tag*: vdem_cy_v2cainsaut

*Original tag*: v2cainsaut

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 15257, Percent: 54.31

*Non-missing observations in chosen unit*: Sum: 15257, Percent: 50.3

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Katrin Kinzelbach, Ilyas Saliba, Janika Spannagel
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: To what extent do universities exercise institutional autonomy in practice?
CLARIFICATION: Institutional autonomy "means the independence of institutions of higher education from the State and all other forces of society, to make decisions regarding its internal government, finance, administration, and to establish its policies of education, research, extension work and other related activities" (Lima Declaration). Note that institutional autonomy does not preclude universities from accepting state or third party funding, but does require that they remain in charge of all types of decisions listed above. Institutional autonomy does also not preclude a public oversight role by the state over universities' spending of public funds.

RESPONSES:
0: No autonomy at all. Universities do not exercise any degree of institutional autonomy; non-academic actors control decision-making.
1: Minimal autonomy. Universities exercise only very limited institutional autonomy; non-academic actors interfere extensively with decision-making.
2: Moderate autonomy. Universities exercise some institutional autonomy; non-academic actors interfere moderately with decision-making.
3: Substantial autonomy. Universities exercise institutional autonomy to a large extent; non-academic actors have only rare and minimal influence on decision-making.
4: Complete autonomy. Universities exercise complete institutional autonomy from non-academic actors.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 10-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1900-2025

#### 5.1.5.6 Campus integrity (v2casurv)

*Long tag*: vdem_cy_v2casurv

*Original tag*: v2casurv

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 15260, Percent: 54.32

*Non-missing observations in chosen unit*: Sum: 15260, Percent: 50.31

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: C
PROJECT MANAGER(S): Katrin Kinzelbach, Ilyas Saliba, Janika Spannagel
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: To what extent are campuses free from politically motivated surveillance or security infringements?
CLARIFICATION: "Campus" refers to all university buildings as well as digital research and teaching platforms. Campus integrity means the preservation of an open learning and research environment marked by an absence of an externally induced climate of insecurity or intimidation on campus. Examples of infringements of campus integrity are politically motivated on-campus or digital surveillance, presence by intelligence or security forces,

presence of student militias, or violent attacks by third parties, if specifically targeting universities to repress academic life on campus. Note that we are only interested in politically motivated infringements and targeted attacks on campus integrity, not in non-political security concerns or proportionate security measures taken on campus to address these.
RESPONSES:
0: Completely restricted. Campus integrity is fundamentally undermined by extensive surveillance and severe intimidation, including violence or closures.
1: Severely restricted. Campus integrity is to a large extent undermined by surveillance and intimidation, at times including violence or closures.
2: Moderately restricted. Campus integrity is challenged by some significant cases of surveillance or intimidation.
3: Mostly free. Campus integrity is to a large extent respected, with only minor cases of surveillance or intimidation.
4: Fully free. Campus integrity is comprehensively respected; there are no cases of surveillance or intimidation.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 10-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1900-2025

#### 5.1.5.7 International legal commitment to academic freedom (v2caacadfree)

*Long tag*: vdem_cy_v2caacadfree

*Original tag*: v2caacadfree

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), United Nations (2025)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 9600, Percent: 34.17

*Non-missing observations in chosen unit*: Sum: 9600, Percent: 31.65

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: A
PROJECT MANAGER(S): Katrin Kinzelbach, Alicja Polakiewicz, Janika Spannagel
QUESTION: Is the state party to the International Covenant on Economic, Social and Cultural Rights (ICESCR) without reservations to article 15 (right to science)?
CLARIFICATION: This indicator captures the country's international legal commitment to academic freedom. It indicates whether the country is party to the International Covenant on

Economic, Social and Cultural Rights without having made explicit reservations to its article 15 (right to science), which stipulates, among other things, that states parties "undertake to respect the freedom indispensable for scientific research".
RESPONSES:
0: State not a party to ICESCR, or made reservations to article 15.
1: State is party to ICESCR without reservations to article 15, but treaty not yet in force.
2: ICESCR in force and signed without reservations to article 15.
3: ICESCR in force and ratified without reservations to article 15.
SCALE: Ordinal.
SOURCE(S): United Nations (2025).
NOTES: Coded is the ratification status as of December 31st of each year.
DATA RELEASE: 10-16.
COUNTRY-YEAR AGGREGATION: Last
CITATION: **?**; Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1966-2025

### 5.1.6 Other Indices Created Using V-Dem Data - Elections

The *Elections Index* uses V-Dem data but is not a subcomponent of the V-Dem Democracy Indices. Please see Appendix A of the V -Dem codebook (`https://www.v-dem.net/documents/70/codebook_v16.pdf`) for an overview of all indices, component-indices, and lower-level indices.

#### 5.1.6.1 Freedom of expression index (v2x_freexp)

*Long tag*: vdem_cy_v2x_freexp

*Original tag*: v2x_freexp

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 27605, Percent: 98.27

*Non-missing observations in chosen unit*: Sum: 27605, Percent: 91.01

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: D
PROJECT MANAGER(S): Svend-Erik Skaaning, Jan Teorell
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: To what extent does government respect press and media freedom, the freedom of ordinary people to discuss political matters at home and in the public sphere, as well as the freedom of academic and cultural expression?

SCALE: Interval, from low to high (0-1).
SOURCE(S): v2mecenefm v2meharjrn v2meslfcen v2xcl_disc v2clacfree
DATA RELEASE: 1-16.
AGGREGATION: The index is formed by taking the point estimates from a Bayesian factor analysis model of the indicators for print/broadcast censorship effort (v2mecenefm), harassment of journalists (v2meharjrn), media self-censorship (v2meslfcen), freedom of discussion for men/women (v2cldiscm, v2cldiscw) and freedom of academic and cultural expression (v2clacfree).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1789-2025

### 5.1.7 Other Indices Created Using V-Dem Data - Academic Freedom

The *Academic Freedom Index* uses V-Dem data but is not a subcomponent of the V-Dem Democracy Indices. Please see Appendix A of the V -Dem codebook (`https://www.v-dem.net/documents/70/codebook_v16.pdf`) for an overview of all indices, component-indices, and lower-level indices.

#### 5.1.7.1 Academic Freedom Index (v2xca_academ)

*Long tag*: vdem_cy_v2xca_academ

*Original tag*: v2xca_academ

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 15513, Percent: 55.22

*Non-missing observations in chosen unit*: Sum: 15513, Percent: 51.15

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: D
PROJECT MANAGER(S): Katrin Kinzelbach, Ilyas Saliba, Janika Spannagel
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: To what extent is academic freedom respected?
CLARIFICATION: Academic freedom is understood as the right of academics, without constriction by prescribed doctrine, to freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing the results thereof, freedom to express freely their opinion about the institution or system in which they work, freedom from institutional censorship and freedom to participate in professional or representative academic bodies (UNESCO 1997 Recommendation concerning the Status of Higher-Education Teaching Personnel). The Academic Freedom Index is designed to provide an aggregated

measure that captures the de facto realization of academic freedom, including the degree to which higher-education institutions are autonomous.
SCALE: Interval, from low to high (0-1).
SOURCE(S): v2cafres v2cafexch v2cainsaut v2casurv v2clacfree
DATA RELEASE: 10-16.
AGGREGATION: The index is formed by point estimates drawn from a Bayesian factor analysis model including the following indicators: freedom to research and teach (v2cafres), freedom of academic exchange and dissemination (v2cafexch), institutional autonomy (v2cainsaut), campus integrity (v2casurv), freedom of academic and cultural expression (v2clacfree).
COUNTRY-YEAR AGGREGATION: Day-weighted mean
CITATION: Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1900-2025

### 5.1.8 Other Democracy Indices and Indicators - Ordinal Versions of Indices

This section lists other indicators on democracy, that may help in evaluating the causes and effects of democracy or which may provide convergent validity tests for V-Dem data, divided into sections based on source.

#### 5.1.8.1 Freedom of expression index ordinal (e_v2x_freexp_3c)

*Long tag*: vdem_cy_e_v2x_freexp_3c

*Original tag*: e_v2x_freexp_3C

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 27605, Percent: 98.27

*Non-missing observations in chosen unit*: Sum: 27605, Percent: 91.01

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: D
AVAILABLE VERSIONS: *_3C, *_4C, *_5C
QUESTION: To what extent does government respect press and media freedom, the freedom of ordinary people to discuss political matters at home and in the public sphere, as well as the freedom of academic and cultural expression?
CLARIFICATION: These are ordinalized versions of the V-Dem freedom of expression index. The original index ranges from 0 to 1. These transformations offer three different ordinal versions with three (_3C), four (_4C), and five (_5C) levels respectively.
SCALE: Ordinal.
SOURCE(S): v2mecenefm v2meharjrn v2meslfcen v2cldiscm v2cldiscw v2clacfree
DATA RELEASE: 5-15.
AGGREGATION: Same transformation rule as for quot;v2x_libdem_3C/_4C/_5Cquot;.
CITATION: **?**; *V-Dem Codebook* (see suggested citation at the top of this document).
YEARS: 1789-2024

#### 5.1.8.2 Expanded freedom of expression index ordinal (e_v2x_freexp_altinf_3c)

*Long tag*: vdem_cy_e_v2x_freexp_altinf_3c

*Original tag*: e_v2x_freexp_altinf_3C

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 27556, Percent: 98.09

*Non-missing observations in chosen unit*: Sum: 27556, Percent: 90.85

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: D
AVAILABLE VERSIONS: *_3C, *_4C, *_5C
QUESTION: To what extent does government respect press and media freedom, the freedom of ordinary people to discuss political matters at home and in the public sphere, as well as the freedom of academic and cultural expression?
CLARIFICATION: These are ordinalized versions of the V-Dem expanded freedom of expression index. The original index ranges from 0 to 1. These transformations offer three different ordinal versions with three (_3C), four (_4C), and five (_5C) levels respectively.
SCALE: Ordinal.
SOURCE(S): v2mecenefm v2meharjrn v2meslfcen v2mebias v2mecrit v2merange v2cldiscm v2cldiscw v2clacfree
DATA RELEASE: 5-15.
AGGREGATION: Same transformation rule as for quot;v2x_libdem_3C/_4C/_5Cquot;.
CITATION: **?**; *V-Dem Codebook* (see suggested citation at the top of this document).
YEARS: 1789-2024

### 5.1.9 Background Factors (E) - Education

This section lists variables gathered from other sources that may help in evaluating the causes and effects of democracy. The variables are divided into sections based on theme.

#### 5.1.9.1 Education 15+ (e_peaveduc)

*Long tag*: vdem_cy_e_peaveduc

*Original tag*: e_peaveduc

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Clio-Infra (2018), along with other sources listed above, United States Census Bureau (2025)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 12996, Percent: 46.26

*Non-missing observations in chosen unit*: Sum: 12996, Percent: 42.85

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: E
QUESTION: What is the average years of education among citizens older than 15?
CLARIFICATION: The Average years of education in the total population aged 15 years and older.
SOURCE(S): **?** drawing on **?**; **?**; **?**; United States Census Bureau (2025); **?**; **?**; **?**; **?**; **?**; **?**.
NOTES: Missing data within a time–series is interpolated using linear interpolation for each country. In addition to this, from the last recorded data point to nowadays the data is extrapolated.
DATA RELEASE: 2-16.
CITATION: **?**.
YEARS: 1820-2010

#### 5.1.9.2 Educational inequality, Gini (e_peedgini)

*Long tag*: vdem_cy_e_peedgini

*Original tag*: e_peedgini

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Clio-Infra (2018), along with other sources listed above, United States Census Bureau (2025)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 11171, Percent: 39.77

*Non-missing observations in chosen unit*: Sum: 11171, Percent: 36.83

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: E
QUESTION: How unequal is the level of education achieved by the population aged 15 years and older?
CLARIFICATION: Gini coefficient of educational inequality estimated from average education data using the method as suggested by Thomas, Wang, and Fan (2000), Checchi (2004) and Castelló and Doménech (2002: 4). Van Leeuwen, van Leeuwen-Li, and Foldvari (N.d.) provide a more detailed explanation in the Clio-Infra codebook.
SOURCE(S): **?** drawing on **?**; **?**; **?**; United States Census Bureau (2025); **?**; **?**; **?**; **?**; **?**; **?**.
DATA RELEASE: 5-16.
CITATION: **?**.
YEARS: 1850-2010

### 5.1.10 Varieties of Indoctrination

The Varieties of Indoctrination (V-Indoc) dataset is constructed based on an expert survey fielded in collaboration with V-Dem and led by the ERC-funded project "Democracy under Threat: How Education can Save it" (DEMED). The dataset contains indices and indicators that measure

indoctrination efforts in education and the media across 160 countries from 1945 to 2021. The indices capture broad dimensions of indoctrination such as indoctrination potential and indoctrination content, while the indicators cover topics related to the curriculum, teachers, schools, and the media. The principal investigators are Anja Neundorf, Eugenia Nazrullaeva, Ksenia Northmore-Ball, Katerina Tertytchnaya, and Wooseok Kim. For more information, please visit `https://www.gla.ac.uk/research/az/democracyresearch/`.

#### 5.1.10.1 Indoctrination potential in education (v2xed_ed_inpt)

*Long tag*: vdem_cy_v2xed_ed_inpt

*Original tag*: v2xed_ed_inpt

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Neundorf et al. (2023), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10916, Percent: 38.86

*Non-missing observations in chosen unit*: Sum: 10916, Percent: 35.99

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: D
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: How strong is the potential for indoctrination in education?
CLARIFICATION: The potential of regimes to successfully indoctrinate through education is based on their control over the structures and processes of the education system. The index is a function of the coherence of the regime's doctrine (whether it be democratic or autocratic) and the effort devoted to political education. Greater coherence and political education efforts are expected to generate higher potential for indoctrination.
SCALE: Interval, from low to high (0-1).
SOURCE(S): v2xed_ed_poed v2xed_ed_inco
DATA RELEASE: 13-16.
AGGREGATION: We estimate the index by averaging two indices: v2xed_ed_poed and v2xed_ed_inco.
CITATION: Neundorf et al. (2023); Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.2 Political education effort in education (v2xed_ed_poed)

*Long tag*: vdem_cy_v2xed_ed_poed

*Original tag*: v2xed_ed_poed

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard,

Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Neundorf et al. (2023), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10768, Percent: 38.33

*Non-missing observations in chosen unit*: Sum: 10768, Percent: 35.5

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: D
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: Are political values and ideology emphasized in education?
CLARIFICATION: This index measures the extent to which the regime attempts to teach its core political values and ideologies through education based on political education in primary and secondary schools, and the teaching of a dominant ideology in the history curriculum.
SCALE: Interval, from low to high (0-1).
SOURCE(S): v2edpoledprim v2edpoledsec v2edideol
DATA RELEASE: 13-16.
AGGREGATION: We estimate this index by taking the point estimates from a Bayesian factor analysis model of the indicators: v2edpoledprim v2edpoledsec v2edideol.
CITATION: Neundorf et al. (2023); Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.3 Indoctrination coherence in education (v2xed_ed_inco)

*Long tag*: vdem_cy_v2xed_ed_inco

*Original tag*: v2xed_ed_inco

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Neundorf et al. (2023), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10916, Percent: 38.86

*Non-missing observations in chosen unit*: Sum: 10916, Percent: 35.99

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: D
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: How coherent are the means of indoctrination in education?
CLARIFICATION: This index measures the extent to which a coherent single doctrine of political values and model citizenship is known and promoted by educational agents. The index is a function of the centralization of the education system and the regime's control over educational agents. Greater centralization and control are expected to lead to a more coherent doctrine being taught through education.
SCALE: Interval, from low to high (0-1).
SOURCE(S): v2xed_ed_cent v2xed_ed_ctag
DATA RELEASE: 13-16.
AGGREGATION: We estimate the index by averaging two indices: v2xed_ed_cent and v2xed_ed_ctag.
CITATION: Neundorf et al. (2023); Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.4 Centralization of the education system (v2xed_ed_cent)

*Long tag*: vdem_cy_v2xed_ed_cent

*Original tag*: v2xed_ed_cent

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Neundorf et al. (2023), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10888, Percent: 38.76

*Non-missing observations in chosen unit*: Sum: 10888, Percent: 35.9

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: D
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: Is control over educational structures and resources centralized?
CLARIFICATION: This index measures the extent to which the regime has control over education structures and resources based on the centralization of the curriculum and

textbooks.
SCALE: Interval, from low to high (0-1).
SOURCE(S): v2edcentcurrlm v2edcenttxbooks
DATA RELEASE: 13-16.
AGGREGATION: We estimate the index by averaging two indicators: v2edcentcurrlm and v2edcenttxbooks.
CITATION: Neundorf et al. (2023); Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.5 Control over educational agents (v2xed_ed_ctag)

*Long tag*: vdem_cy_v2xed_ed_ctag

*Original tag*: v2xed_ed_ctag

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Neundorf et al. (2023), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10702, Percent: 38.1

*Non-missing observations in chosen unit*: Sum: 10702, Percent: 35.28

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: D
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: How strong is state-control over agents in education?
CLARIFICATION: This index measures the extent to which the regime is able to control teachers and teaching practices inside the classroom based on the strength of teacher autonomy and unions, and the hiring/firing of teachers.
SCALE: Interval, from low to high (0-1).
SOURCE(S): v2edteautonomy v2edteunionindp v2edtehire v2edtefire
DATA RELEASE: 13-16.
AGGREGATION: We estimate the index by taking the point estimates from a Bayesian factor analysis model of the indicators: v2edteautonomy, v2edteunionindp, v2edtehire, and v2edtefire.
CITATION: Neundorf et al. (2023); Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.6 Indoctrination content in education (v2xed_ed_con)

*Long tag*: vdem_cy_v2xed_ed_con

*Original tag*: v2xed_ed_con

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Neundorf et al. (2023), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10683, Percent: 38.03

*Non-missing observations in chosen unit*: Sum: 10683, Percent: 35.22

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: D
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: To what extent is the indoctrination content in education democratic (and not patriotic)?
CLARIFICATION: This index combines indicators from the democratic and patriotic indoctrination content indices in education (i.e., v2xed_ed_dmcon and v2xed_ed_ptcon). This index should be used if patriotic principles are considered to be at odds with democratic principles, i.e., higher values of the patriotic content indicators will be associated with lower values of this index. If democratic and patriotic indoctrination content are considered to be orthogonal, v2xed_ed_dmcon and v2xed_ed_ptcon should be used instead.
SCALE: Interval, from low to high (0-1).
SOURCE(S): v2edpoledrights v2edideolch_rec v2edcritical v2edplural v2edpatriot v2edscpatriotcb
NOTES: The scales of v2edpatriot and v2edscpatriotcb have been reversed to accommodate the direction of the index.
DATA RELEASE: 13-16.
AGGREGATION: We estimate the index by taking the point estimates from a Bayesian factor analysis model of the variables: v2edpoledrights v2edideolch_rec v2edcritical v2edplural v2edpatriot v2edscpatriotcb.
CITATION: Neundorf et al. (2023); Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.7 Democratic indoctrination content in education (v2xed_ed_dmcon)

*Long tag*: vdem_cy_v2xed_ed_dmcon

*Original tag*: v2xed_ed_dmcon

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt,

McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Neundorf et al. (2023), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10682, Percent: 38.03

*Non-missing observations in chosen unit*: Sum: 10682, Percent: 35.22

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: D
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: To what extent is the indoctrination content in education democratic?
CLARIFICATION: Indoctrination content in education can range from being democratic (participatory, critical, pluralist) to autocratic (loyal/obedient, uncritical, single view/ideology). This index measures the democratic/autocratic character of the regime's doctrine based on the core teaching principles and the level of contestation promoted in education.
SCALE: Interval, from low to high (0-1).
SOURCE(S): v2edpoledrights v2edideolch_rec v2edcritical v2edplural
DATA RELEASE: 13-16.
AGGREGATION: We estimate this index by taking the point estimates from a Bayesian factor analysis model of the indicators: v2edpoledrights, v2edideolch_rec, v2edcritical, and v2edplural.
CITATION: Neundorf et al. (2023); Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.8 Patriotic indoctrination content in education (v2xed_ed_ptcon)

*Long tag*: vdem_cy_v2xed_ed_ptcon

*Original tag*: v2xed_ed_ptcon

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Neundorf et al. (2023), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson

& Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10798, Percent: 38.44

*Non-missing observations in chosen unit*: Sum: 10798, Percent: 35.6

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: D
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: To what extent is the indoctrination content in education patriotic?
CLARIFICATION: Patriotism is another key tool that regimes can use to build political support for the broader political community. This index measures the extent of patriotic content in education by focusing on patriotic content in the curriculum as well as the celebration of patriotic symbols in schools more generally.
SCALE: Interval, from low to high (0-1).
SOURCE(S): v2edpatriot v2edscpatriotcb
DATA RELEASE: 13-16.
AGGREGATION: We estimate the index by averaging two indicators: v2edpatriot and v2edscpatriotcb.
CITATION: Neundorf et al. (2023); Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.9 Patriotic indoctrination content in education and the media (v2xed_ptcon)

*Long tag*: vdem_cy_v2xed_ptcon

*Original tag*: v2xed_ptcon

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Neundorf et al. (2023), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10694, Percent: 38.07

*Non-missing observations in chosen unit*: Sum: 10694, Percent: 35.26

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: D
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: To what extent is the indoctrination content in education and the media patriotic?
CLARIFICATION: This is an aggregate index of patriotic indoctrination across education

and the media that combines the patriotism indicators in education (v2edpatriot and v2edscpatriotcb) and the media (v2medpatriot).
SCALE: Interval, from low to high (0-1).
SOURCE(S): v2edpatriot v2edscpatriotcb v2medpatriot
DATA RELEASE: 13-16.
AGGREGATION: We estimate this index by taking the point estimates from a Bayesian factor analysis model of the indicators: v2edpatriot, v2edscpatriotcb, and v2medpatriot.
CITATION: Neundorf et al. (2023); Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.10 Indoctrination potential in education and the media (v2xedvd_inpt)

*Long tag*: vdem_cy_v2xedvd_inpt

*Original tag*: v2xedvd_inpt

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Neundorf et al. (2023), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10916, Percent: 38.86

*Non-missing observations in chosen unit*: Sum: 10916, Percent: 35.99

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: D
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_codelow, *_codehigh, *_sd
QUESTION: How strong is the potential for indoctrination in education and the media?
CLARIFICATION: This is an aggregate index of indoctrination potential across education and the media that combines the indices that make up the indoctrination potential in education index (v2xed_ed_inpt) and indoctrination potential in media index (i.e., v2xedvd_me_inco).
SCALE: Interval, from low to high (0-1).
SOURCE(S): v2xed_ed_poed v2xed_ed_inco v2xedvd_me_inco
NOTES: The component v2xedvd_me_inco includes supplementary V-Dem indicators. See the variable description of v2xedvd_me_inco for more information.
DATA RELEASE: 13-16.
AGGREGATION: We estimate the index by taking the point estimates from a Bayesian factor analysis model of the indices: v2xed_ed_poed, v2xed_ed_inco, and v2xedvd_me_inco.
CITATION: Neundorf et al. (2023); Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton,

Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.11 Centralized curriculum (v2edcentcurrlm)

*Long tag*: vdem_cy_v2edcentcurrlm

*Original tag*: v2edcentcurrlm

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10852, Percent: 38.63

*Non-missing observations in chosen unit*: Sum: 10852, Percent: 35.78

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: To what extent does a national authority set the official curriculum framework for schools?
CLARIFICATION: The official curriculum may only be a framework, to which individual schools can contribute.
For this question, we are interested in all school subjects across levels of primary and secondary public education. If there are substantive differences between the primary and secondary education levels, please provide the response that is most accurate for the majority of schools.
A national (or federal) authority can include a state body organized under the auspices of a Ministry of Education.
The sub-national level includes states, provinces, districts, municipalities, villages, local educational authorities, etc.
RESPONSES:
0: A national authority does not set the official curriculum framework, that is, the curriculum framework is completely set by sub-national authorities.
1: Sub-national authorities mostly set the official curriculum framework, with some input from the national authority.
2: A national authority mostly sets the official curriculum framework, with some input from sub-national authorities.
3: A national authority fully sets the official curriculum framework.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw,

Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.12 Centralized textbook approval (v2edcenttxbooks)

*Long tag*: vdem_cy_v2edcenttxbooks

*Original tag*: v2edcenttxbooks

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10799, Percent: 38.44

*Non-missing observations in chosen unit*: Sum: 10799, Percent: 35.6

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: What proportion of school textbooks across core subjects does a national authority approve centrally?
CLARIFICATION: For this question, we are interested in core subjects, such as languages, mathematics, science, arts, social studies, history, geography. We are not interested in textbooks teaching foreign languages that could be subcontracted to a foreign publisher.
Please consider school subjects across levels of formal primary and secondary public education. If there are substantive differences between the primary and secondary education levels, please provide the response that is most accurate for the majority of schools.
Examples of ways in which textbook production is centrally approved or authorized include: a national public authority reviews textbook content and approves textbooks for use in schools; there is a state-mandated national list of textbooks that schools are recommended to use; the Ministry of Education directly publishes textbooks. A national (or federal) authority can include a public authority organized under the auspices of a Ministry of Education or a different authority.
RESPONSES:
0: No textbooks are centrally approved by a national authority.
1: Some textbooks are centrally approved by a national authority.
2: All textbooks are centrally approved by a national authority.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton,

Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.13 Political education, primary school (v2edpoledprim)

*Long tag*: vdem_cy_v2edpoledprim

*Original tag*: v2edpoledprim

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10781, Percent: 38.38

*Non-missing observations in chosen unit*: Sum: 10781, Percent: 35.54

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: Are primary school students required to study at least one subject that predominately focuses on teaching political values?
CLARIFICATION: Examples of subjects that focus on teaching political values include specific subjects in political education, as well subjects where political values are integrated in the curriculum: for example, moral, religious, and civic education; ethics and civics; 'knowledge about society' with elements of sociology, politics, legal studies, or economics. This does not include history as a subject. We are not interested in *de jure* subject labels but in *de facto* subject content: a course does not need to be entitled "political values" to be considered here.
Political values refer to goals that are the desirable purposes for socio-political organizations such as the political community, the nation-state, and regime. Political values guide an individual's or group's general behavior/attitudes toward political 'objects' (e.g. leaders, events, ideologies).
RESPONSES:
0: No. There is no general requirement for the majority of primary school students to study at least one subject predominately focused on political values.
1: Yes. The majority of primary school students are required to study at least one subject that is predominately focused on political values.
SCALE: Binary, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov,

Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.14 Political education, secondary school (v2edpoledsec)

*Long tag*: vdem_cy_v2edpoledsec

*Original tag*: v2edpoledsec

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10758, Percent: 38.3

*Non-missing observations in chosen unit*: Sum: 10758, Percent: 35.47

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: Are secondary school students required to study at least one subject that predominately focuses on teaching political values?
CLARIFICATION: Examples of subjects that focus on teaching political values include specific subjects in political education, as well subjects where political values are integrated in the curriculum: for example, moral, religious, and civic education; ethics and civics; 'knowledge about society' with elements of sociology, politics, legal studies, or economics. This does not include history as a subject. We are not interested in *de jure* subject labels but in *de facto* subject content: a course does not need to be entitled "political values" to be considered here.
In cases, where upper secondary education is specialized, please only consider lower secondary education.
Political values refer to goals that are the desirable purposes for socio-political organizations such as the political community, the nation-state, and regime. Political values guide an individual's or group's general behavior/attitudes toward political 'objects' (e.g. leaders, events, ideologies).
RESPONSES:
0: No. There is no general requirement for the majority of secondary school students to study at least one subject predominately focused on political values.
1: Yes. The majority of secondary school students are required to study at least one subject that is predominately focused on political values.
SCALE: Binary, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton,

Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.15 Political rights and duties in the curriculum (v2edpoledrights)

*Long tag*: vdem_cy_v2edpoledrights

*Original tag*: v2edpoledrights

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10713, Percent: 38.14

*Non-missing observations in chosen unit*: Sum: 10713, Percent: 35.32

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: To what extent does the curriculum of subjects that include the teaching of political values cover topics related to individuals' political rights and duties?
CLARIFICATION: In this question we are asking about the subjects you considered in the previous two questions, on average across primary and secondary education. Again, these subjects may be specifically focused on political education or may be subjects into which the teaching of political values is only integrated.
Political rights and duties include: guarantees of equal political opportunities and equal protection under the law, regardless of race, religion, gender, or other personal attributes; the right or duty to vote; the right to organize and protest; or the right to join labor unions.
RESPONSES:
0: These subjects do not cover these topics.
1: These subjects rarely cover these topics.
2: These subjects cover these topics, but not at depth.
3: These subjects cover these topics in some depth.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.16 Patriotic education in the curriculum (v2edpatriot)

*Long tag*: vdem_cy_v2edpatriot

*Original tag*: v2edpatriot

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10777, Percent: 38.36

*Non-missing observations in chosen unit*: Sum: 10777, Percent: 35.53

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: How often does the language curriculum promote patriotism?
CLARIFICATION: We are interested in the curriculum for core subjects in language studies, common to a majority of students, for example, teaching the official language(s) of the country. We are not interested in foreign languages.
By promoting patriotism, we mean encouraging feelings of love, pride, loyalty and commitment to one's country. For example, promoting patriotism can take the form of teaching narratives that celebrate the country's military past, national origin stories, the majority ethnic or religious group, or accomplishments in economic or technological sectors. Patriotic education could be part of the texts used to teach basic literacy skills (e.g. handwriting exercises), language textbooks, assigned readings in the literature curriculum, as well as in accompanying teaching manuals.
Please consider a typical situation for students in primary and secondary schools. If the situation varies across educational levels, please provide the response that is most accurate for the majority of students.
RESPONSES:
0: Rarely or never.
1: Sometimes.
2: Often.
3: Extensively.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.17 Ideology in the curriculum (v2edideol)

*Long tag*: vdem_cy_v2edideol

*Original tag*: v2edideol

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10684, Percent: 38.03

*Non-missing observations in chosen unit*: Sum: 10684, Percent: 35.22

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: How often does the history curriculum promote a specific societal model or ideology?
CLARIFICATION: A societal model or ideology is generally a codified set of beliefs used to justify a particular social and political order, for example, socialism, democracy, liberalism, fascism or social orders related to a specific religion.
The history curriculum can promote a specific ideology or societal model by often referring to it and clearly interpreting one model as better than other alternatives.
We are not just interested in *de jure* history subjects, but also in the *de facto* subject content. Please consider a typical situation for students in primary and secondary schools. If the situation varies across educational levels, please provide the response that is most accurate for the majority of students.
RESPONSES:
0: Rarely or never.
1: Sometimes.
2: Often.
3: Extensively.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.18 Pluralism in the curriculum (v2edplural)

*Long tag*: vdem_cy_v2edplural

*Original tag*: v2edplural

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10676, Percent: 38

*Non-missing observations in chosen unit*: Sum: 10676, Percent: 35.2

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: When historical events are taught, to what extent are students exposed to diverse views and/or interpretations of these events?
CLARIFICATION: We are not interested in *de jure* history subjects but in the *de facto* subject content, that is, in history-related subjects or in subjects that are predominantly focused on teaching history.
We are interested in how much space is given to alternative viewpoints, such as alternative political ideologies, in the teaching of history. For example, if the major international conflict is taught, it can be studied exclusively from the perspective of the country's now-dominant power.
RESPONSES:
0: Rarely or never.
1: Sometimes.
2: Often.
3: Extensively.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.19 Critical engagement with education content (v2edcritical)

*Long tag*: vdem_cy_v2edcritical

*Original tag*: v2edcritical

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge,

Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10681, Percent: 38.02

*Non-missing observations in chosen unit*: Sum: 10681, Percent: 35.21

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: To what extent do students have opportunities to discuss what they are taught in history classes?
CLARIFICATION: This question regards the degree to which students are *de facto* given the opportunity to engage in debates which question the material and content of their history classes, as well as being able to voice disagreement with each other. Critical engagement with the content can be expressed by engaging in discussions with the teacher or other students, in oral presentations, or in written work (for example, exams and essays).
*Opportunity* means that critically engaging with the content would not bring down students' marks.
RESPONSES:
0: Students are never or rarely given the opportunity to discuss what they are taught.
1: Students are sometimes given the opportunity to discuss what they are taught.
2: Students are often given the opportunity to discuss what they are taught.
3: Students are extensively given the opportunity to discuss what they are taught.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.20 Teacher autonomy in the classroom (v2edteautonomy)

*Long tag*: vdem_cy_v2edteautonomy

*Original tag*: v2edteautonomy

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10683, Percent: 38.03

*Non-missing observations in chosen unit*: Sum: 10683, Percent: 35.22

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: Do history teachers have autonomy to deviate from the content of the official curriculum in the classroom?
CLARIFICATION: Here we aim to capture the degree to which teachers have autonomy to *de facto* deviate from the intended or official curriculum in their classes. Examples of how teachers can deviate from the content of the official curriculum: selecting textbooks that are different from those authorized or recommended by a central authority; diverging from the official curriculum in terms of the amount of time allocated to different topics, or supplement/expand on the official curriculum.
In cases where there is no official history curriculum, or the official history curriculum sets only loose restrictions on teachers' autonomy, please code this question as zero (generally autonomous).
RESPONSES:
0: They are free to deviate to a large extent: teachers are generally autonomous.
1: They are free to deviate to a moderate extent: teachers' autonomy is somewhat restricted.
2: They are free to deviate to a small extent: teachers' autonomy is mostly restricted.
3: They are not at all free to deviate: teachers' autonomy is completely restricted.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.21 Mathematics and science education (v2edmath)

*Long tag*: vdem_cy_v2edmath

*Original tag*: v2edmath

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning,

Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10683, Percent: 38.03

*Non-missing observations in chosen unit*: Sum: 10683, Percent: 35.22

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_mode, *_nr
QUESTION: What proportion of instructional weekly hours is dedicated to mathematics and natural sciences in primary education?
CLARIFICATION: For this question, please approximate the proportion of instructional hours across grades of primary education.
*Mathematics* includes arithmetic, geometry, algebra, calculus.
*Natural sciences* include chemistry, biology, physics, as well as classes in computing and engineering.
RESPONSES:
0: A small proportion (less than 25percent).
1: A large proportion (about 25percent or more).
SCALE: Binary, converted to interval by the measurement model.
NOTES: For the mode version of this variable, we assign an observation a value of 0.5 if the mode is not unique, i.e., a value of 0.5 represents a multimodal response distribution.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.22 Mathematics and science education (v2edmath_mode)

*Long tag*: vdem_cy_v2edmath_mode

*Original tag*: v2edmath_mode

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10683, Percent: 38.03

*Non-missing observations in chosen unit*: Sum: 10683, Percent: 35.22

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
QUESTION: What proportion of instructional weekly hours is dedicated to mathematics and

natural sciences in primary education?
CLARIFICATION: For this question, please approximate the proportion of instructional hours across grades of primary education.
*Mathematics* includes arithmetic, geometry, algebra, calculus.
*Natural sciences* include chemistry, biology, physics, as well as classes in computing and engineering.
RESPONSES:
0: A small proportion (less than 25percent).
0.5: Multimodal.
1: A large proportion (about 25percent or more).
SCALE: Binary unless it is multimodal, aggregated by expert mode.
NOTES: This version builds on v2edmath but is aggregated across coders using the mode. If the mode is not unique we assign that observation a value of 0.5. Hence, a value of 0.5 represents a multimodal response distribution.
DATA RELEASE: 12_ed.
CROSS-CODER AGGREGATION: Mode.
CITATION: Neundorf et al. (2023); **?**.
YEARS: 1945-2021

#### 5.1.10.23 Ideology character in the curriculum (v2edideolch)

*Long tag*: vdem_cy_v2edideolch

*Original tag*: v2edideolch

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10676, Percent: 38

*Non-missing observations in chosen unit*: Sum: 10676, Percent: 35.2

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_nr
QUESTION: How would you characterize the dominant societal model(s) or ideology(ies) promoted through the history curriculum, identified in the question for v2edideol?
CLARIFICATION: Select up to two options that apply if the history curriculum promotes more than one dominant social model or ideology, focusing on the most important. Please refer to the curriculum taught in a typical school.
RESPONSES:
1: Nationalist [No=0, Yes=1, v2edideolch_1].
2: Socialist or communist [No=0, Yes=1, v2edideolch_2].
3: Restorative or conservative [No=0, Yes=1, v2edideolch_3].
4: Democratic norms, e.g. liberalism or pluralism [No=0, Yes=1, v2edideolch_4].
5: Democratic institutions, e.g. elections [No=0, Yes=1, v2edideolch_5].
6: Personality cult [No=0, Yes=1, v2edideolch_6].
7: Religious [No=0, Yes=1, v2edideolch_7].
8: Ethnicity, clan or tribe [No=0, Yes=1, v2edideolch_8].
9: Other societal model or ideology [No=0, Yes=1, v2edideolch_9].
10: The history curriculum does not promote a specific societal model or ideology [No=0,

Yes=1, v2edideolch_10].
SCALE: Mean-aggregated scores of dichotomized variable.
ANSWER-TYPE: Multiple selection.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Mean.
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.24 Presence of patriotic symbols in schools (v2edscpatriot)

*Long tag*: vdem_cy_v2edscpatriot

*Original tag*: v2edscpatriot

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10688, Percent: 38.05

*Non-missing observations in chosen unit*: Sum: 10688, Percent: 35.24

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_mode, *_nr
QUESTION: Are patriotic symbols displayed in schools?
CLARIFICATION: Examples of patriotic symbols include: the national flag, a picture or bust of current or past country leaders, singing the national anthem or reciting national pledges, and celebrations of national days, heroes, historical or military events (for example, victory in a war). It further includes symbols associated with the ruling party, royal family, military junta, or other group/entity representing the political regime (e.g., party logo, symbol for royal family, military symbol tied to the particular regime, symbol of specific ethnic group or class dominating the regime). Patriotic symbols include religious symbols if (and only if) religious and state authorities are closely interlinked.
Here we refer to the school building(s) and classrooms and not to the content of learning material, such as textbooks.
If there is significant variation in the use of patriotic symbols across the territory, the answer should reflect the average or typical school across the sub-national units.
RESPONSES:
0: Patriotic symbols are usually not displayed.
1: Patriotic symbols are displayed.
ORDERING: If answer is 0 in a given year, please skip v2edscpatriotcb for this year.

SCALE: Binary, converted to interval by the measurement model.
NOTES: This is a filtering question for v2edscpatriotcb. For the mode version of this variable, we assign an observation a value of 0.5 if the mode is not unique, i.e., a value of 0.5 represents a multimodal response distribution.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.25 Presence of patriotic symbols in schools (v2edscpatriot_mode)

*Long tag*: vdem_cy_v2edscpatriot_mode

*Original tag*: v2edscpatriot_mode

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10688, Percent: 38.05

*Non-missing observations in chosen unit*: Sum: 10688, Percent: 35.24

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
QUESTION: Are patriotic symbols displayed in schools?
CLARIFICATION: Examples of patriotic symbols include: the national flag, a picture or bust of current or past country leaders, singing the national anthem or reciting national pledges, and celebrations of national days, heroes, historical or military events (for example, victory in a war). It further includes symbols associated with the ruling party, royal family, military junta, or other group/entity representing the political regime (e.g., party logo, symbol for royal family, military symbol tied to the particular regime, symbol of specific ethnic group or class dominating the regime). Patriotic symbols include religious symbols if (and only if) religious and state authorities are closely interlinked.
Here we refer to the school building(s) and classrooms and not to the content of learning material, such as textbooks.
If there is significant variation in the use of patriotic symbols across the territory, the answer should reflect the average or typical school across the sub-national units.
RESPONSES:
0: Patriotic symbols are usually not displayed.
0.5: Multimodal.
1: Patriotic symbols are displayed.
SCALE: Binary unless it is multimodal, aggregated by expert mode.
NOTES: This version builds on v2edscpatriot but is aggregated across coders using the mode. If the mode is not unique we assign that observation a value of 0.5. Hence, a value of 0.5 represents a multimodal response distribution.
DATA RELEASE: 12_ed.

CROSS-CODER AGGREGATION: Mode.
CITATION: Neundorf et al. (2023); **?**.
YEARS: 1945-2021

#### 5.1.10.26 Celebration of patriotic symbols (v2edscpatriotcb)

*Long tag*: vdem_cy_v2edscpatriotcb

*Original tag*: v2edscpatriotcb

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10693, Percent: 38.06

*Non-missing observations in chosen unit*: Sum: 10693, Percent: 35.25

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:
VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: How often are patriotic symbols or dates celebrated in schools?
CLARIFICATION: To celebrate patriotic symbols can be: to explicitly draw students' attention to the symbols or to regularly remind students about the symbols. Examples include: flag raising ceremonies, reciting a pledge of allegiance, or broadcasting or singing the national anthem.
RESPONSES:
0: Never.
1: Once per year or less.
2: Several times per year.
3: At least once per week.
SCALE: Ordinal, converted to interval by the measurement model.
NOTES: Please answer this question only when 1 is selected in a given year for v2edscpatriot.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CLEANING: Set to 0 when v2edscpatriot is 0.
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.27 Extracurricular activities (v2edscextracurr)

*Long tag*: vdem_cy_v2edscextracurr

*Original tag*: v2edscextracurr

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10708, Percent: 38.12

*Non-missing observations in chosen unit*: Sum: 10708, Percent: 35.3

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: Do schools promote involvement in extracurricular civic and/or political activities?
CLARIFICATION: Extracurricular civic activities can include (but are not limited to): joining a political organization, a specific political party, the army, a civil society organization, a labor union, a grassroots activist organization, volunteering in the local community, leadership activities, school-community partnerships.
Schools can promote these activities by providing such opportunities (e.g. by having a school council), or encouraging pupils to get involved in these outside of school (e.g. by emphasizing the importance of volunteering).
RESPONSES:
0: Schools do not promote extracurricular civic and/or political activities.
1: Schools promote extracurricular civic and/or political activities to some extent, but these activities are not considered an integral part of education.
2: Schools promote extracurricular civic and/or political activities as an integral part of education.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.28 Education requirements for primary school teachers (v2edtequal)

*Long tag*: vdem_cy_v2edtequal

*Original tag*: v2edtequal

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard,

Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10667, Percent: 37.97

*Non-missing observations in chosen unit*: Sum: 10667, Percent: 35.17

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: What are the *de facto* education requirements to become a primary school teacher?
CLARIFICATION: If there is substantive variation at the sub-national or local levels, please consider the education requirements for the majority of primary school teachers in the country. Some countries may require a degree/diploma in education and others may accept a degree in any subject – indicate the completed education level required regardless of specialization. Please consider initial requirements to be a teacher not those for further professional development.
RESPONSES:
0: There are no educational requirements for aspiring teachers beyond proof of basic literacy and/or numeracy skills (ISCED Level 2 or lower).
1: Aspiring teachers must have completed a secondary school level education (ISCED Level 3).
2: Aspiring teachers must have achieved an education at the post-secondary, non-university level (for example, technical or vocational institutions) (ISCED Level 4).
3: Aspiring teachers must have completed at least one degree program taught at the university level (ISCED Level 5 and above).
SCALE: Ordinal, converted to interval by the measurement model.
NOTES: In defining different education levels, we use the ISCED classification adopted by UNESCO, the International Standard Classification of Education (ISCED) 2011.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.29 Teacher inspection (v2temonitor)

*Long tag*: vdem_cy_v2temonitor

*Original tag*: v2temonitor

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard,

Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10695, Percent: 38.07

*Non-missing observations in chosen unit*: Sum: 10695, Percent: 35.26

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: Is there a comprehensive monitoring system in place for public authorities to conduct external teacher inspection?
CLARIFICATION: This question concerns the formal monitoring efforts of the relevant public/government authorities (national / sub-national / local authorities / school district administration) to conduct external inspection of teachers, that is, it concerns the operations of a formal bureaucratic hierarchy outside of school that works to inspect teachers. We are not interested in peer review observations of teachers working in the same school. We are not interested in *de jure* formal procedures but whether they are *de facto* carried out in practice.
Teacher inspection can include external inspectors conducting teaching observations inside the classroom or during a class, before a class (audits of teachers' lesson plans) or after a class (for example, audits of students' notebooks and teachers' assessment of students' schoolwork).
We define a comprehensive inspection in the following way(s): inspections are regular, conducted according to standardized and transparent protocols, with impartial and objective judgements; inspection results are reported to relevant national or sub-national government offices, etc.
If there are substantive differences between the primary and secondary education levels, please provide the response that is most accurate for the majority of schools.

RESPONSES:
0: There is no external teacher inspection.
1: While there is a system in place for external teacher inspection, it is not comprehensive.
2: There is a generally comprehensive system in place for external teacher inspection.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.30 Presence of teacher unions (v2edteunion)

*Long tag*: vdem_cy_v2edteunion

*Original tag*: v2edteunion

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10678, Percent: 38.01

*Non-missing observations in chosen unit*: Sum: 10678, Percent: 35.2

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_mode, *_nr
QUESTION: Do officially recognized teacher unions exist in this country?
CLARIFICATION: Please answer this question without taking into account the nature of the union. That is, for the purposes of this question it is irrelevant if the teacher union is distinct or part of a larger union (e.g. a trade union federation). This question does not concern why a teacher's union does or does not exist. It is irrelevant if a union does not exist because (teacher) unionization is formally prohibited, teacher unionization can be allowed *de jure* but prohibited *de facto* due to government pressure, or there can be a lack of organization capacity among teachers.
RESPONSES:
0: No officially recognized teacher unions exist.
1: Officially recognized teacher unions exist.
ORDERING: If answer is 0 in a given year, please skip v2edteunionindp for this year.
SCALE: Binary, converted to interval by the measurement model.
NOTES: This is a filtering question for v2edteunionindp. For the mode version of this variable, we assign an observation a value of 0.5 if the mode is not unique, i.e., a value of 0.5 represents a multimodal response distribution.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.31 Presence of teacher unions (v2edteunion_mode)

*Long tag*: vdem_cy_v2edteunion_mode

*Original tag*: v2edteunion_mode

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10678, Percent: 38.01

*Non-missing observations in chosen unit*: Sum: 10678, Percent: 35.2

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
QUESTION: Do officially recognized teacher unions exist in this country?
CLARIFICATION: Please answer this question without taking into account the nature of the union. That is, for the purposes of this question it is irrelevant if the teacher union is distinct or part of a larger union (e.g. a trade union federation). This question does not concern why a teacher's union does or does not exist. It is irrelevant if a union does not exist because (teacher) unionization is formally prohibited, teacher unionization can be allowed *de jure* but prohibited *de facto* due to government pressure, or there can be a lack of organization capacity among teachers.
RESPONSES:
0: No officially recognized teacher unions exist.
0.5: Multimodal.
1: Officially recognized teacher unions exist.
SCALE: Binary unless it is multimodal, aggregated by expert mode.
NOTES: This version builds on v2edteunion but is aggregated across coders using the mode. If the mode is not unique we assign that observation a value of 0.5. Hence, a value of 0.5 represents a multimodal response distribution.
DATA RELEASE: 12_ed.
CROSS-CODER AGGREGATION: Mode.
CITATION: Neundorf et al. (2023); **?**.
YEARS: 1945-2021

#### 5.1.10.32 Independent teacher unions (v2edteunionindp)

*Long tag*: vdem_cy_v2edteunionindp

*Original tag*: v2edteunionindp

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 9453, Percent: 33.65

*Non-missing observations in chosen unit*: Sum: 9453, Percent: 31.17

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: Are officially recognized teacher unions independent from political authorities?
CLARIFICATION: Please answer this question regardless of the nature of teacher unions, that is, it is irrelevant if teacher unions are distinct or part of a comprehensive union (e.g. trade union federations). In cases where there is substantive sub-national variation, please consider teacher unions in the most populous sub-national units.
Political authorities can be national / sub-national / local public authorities and include ruling political parties and office holders such as presidents, prime minister or ministers.
This question does not distinguish between different mechanisms that can lead to teacher unions being dependent on the state. It is irrelevant if the relationship with the state was due to coercion, co-optation, or voluntary strategic alliances.
RESPONSES:
0: Teacher unions are fully independent.
1: Teacher unions are mostly independent.
2: Teacher unions are somewhat independent.
3: Teacher unions are not independent.
SCALE: Ordinal, converted to interval by the measurement model.
NOTES: Please answer this question only when option 1 was selected for v2edteunion.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CLEANING: Set to missing when v2edteunion is 0.
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.33 Political teacher hiring (v2edtehire)

*Long tag*: vdem_cy_v2edtehire

*Original tag*: v2edtehire

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10697, Percent: 38.08

*Non-missing observations in chosen unit*: Sum: 10697, Percent: 35.27

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: To what extent are hiring decisions for teachers based on their political views and/or political behavior and/or moral character?
CLARIFICATION: Please consider hiring decisions across all subjects.
This question concerns actual practice (*de facto*, not legislation pertaining to the recruitment procedures for teachers).
This question concerns hiring decisions based on political views, or statements, participation in political protests, or membership in political parties or other organizations on the part of hiring candidates. Note that these behaviors can result in either a) relevant candidates not being hired (for example, being denied a teaching job due to a party affiliation) and b) only specific candidates being hired (for example, being hired due to pro-regime ideological affinities, party membership or moral character). Note that sometimes "moral character" is used as a pretext for political hiring decisions. In such cases, treat this pretext as political.
Please consider the situation for both primary and secondary school teachers. If there are substantive differences between the primary and secondary education levels, please provide the response that applies to the majority of teachers.
RESPONSES:
0: Rarely or never.
1: Sometimes.
2: Often.
3: Almost exclusively.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

#### 5.1.10.34 Political teacher firing (v2edtefire)

*Long tag*: vdem_cy_v2edtefire

*Original tag*: v2edtefire

*Dataset citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Grahn, Hicken, Kinzelbach, Krusell, Marquardt, McMann, Mechkova, Medzihorsky, Natsika, Neundorf, Paxton, Pemstein, von Römer, Seim, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wiebrecht, Wig, Wilson & Ziblatt (2026)

*Variable citation*: Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026), Pemstein et al. (2026)

*Merge scores*:

*Non-missing observations in original unit*: Sum: 10699, Percent: 38.09

*Non-missing observations in chosen unit*: Sum: 10699, Percent: 35.27

*Lost observations in chosen unit*: Sum: 0 Percent: 0

*Description*:

VARIABLE TYPE: C
PROJECT MANAGER(S): Anja Neundorf
ADDITIONAL VERSIONS: *_osp, *_ord, *_codelow, *_codehigh, *_sd, *_mean, *_nr
QUESTION: How likely is it that teachers would be fired if they were to publicly express political views that contradict the dominant political order?
CLARIFICATION: This question pertains to firings of teachers on the basis of their political views, statements or membership in parties or organizations. We are not interested in firings for reasons related to their performance or professional competencies.
Dominant political order: A country's political norms and key political institutions and authorities. We are not interested in the violations of predominant social, cultural and moral norms unless they are explicitly politicized.
Public expression of political views can happen at school or outside of school (for example, public tweets, participation in a protest).
RESPONSES:
0: Teachers would almost never be fired.
1: Teachers would sometimes be fired.
2: Teachers would likely be fired.
3: Teachers would almost certainly be fired.
SCALE: Ordinal, converted to interval by the measurement model.
DATA RELEASE: 13-16.
CROSS-CODER AGGREGATION: Bayesian item response theory measurement model (see *V-Dem Methodology*).
CITATION: Neundorf et al. (2023); **?**; Pemstein et al. (2026); Coppedge, Gerring, Knutsen, Lindberg, Teorell, Altman, Angiolillo, Bernhard, Cornell, Fish, Fox, Gastaldi, Gjerløw, Glynn, Good God, Hicken, Kinzelbach, Marquardt, McMann, Mechkova, Neundorf, Paxton, Pemstein, Pernes, von Römer, Sigman, Skaaning, Staton, Sundström, Tannenberg, Tzelgov, Wang, Wig, Wilson & Ziblatt (2026) (see suggested citation at the top of this document).
YEARS: 1945-2021

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