



**WORLD Policy
Analysis Center**

Education

Public Use Data Dictionary



EDUCATION PUBLIC USE DATA DICTIONARY

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ABOUT THE DATA

ORGANIZATIONAL OVERVIEW

The mission of the WORLD Policy Analysis Center (WORLD) is to strengthen equal rights and opportunities globally by providing civil society, policymakers, citizens, and other researchers with tools to advance feasible and effective policy approaches for improving the well-being of individuals, families, communities, and societies. WORLD captures quantitatively comparative data for 193 United Nations (UN) countries on adult labor and working conditions, discrimination at work, child marriage, aging, education, constitutional rights, health, disability, family, migration, child labor, environment, and income policies. WORLD works with partners to promote evidence-based decision-making across these areas.

In creating this dataset, our goal was to ensure the accuracy and timeliness of the data we present. We look forward to receiving feedback from data users if they believe that any individual countries have been placed in the wrong category. If you are aware of an error in our data, please contact us at world@ph.ucla.edu to report the error. Please provide a link to the relevant law from which the information can be verified.

BUILDING THE DATA CENTER

We examine constitutional and legal provisions as they set a foundation for citizens' rights and are a first step toward improving outcomes. Across countries, having laws on paper does make a difference in practice. Laws and constitutional rights lead to change by shaping public attitudes, encouraging government follow-through with inspections and implementation, and enabling court action for enforcement. Even when local enforcement is inadequate, laws may still have an impact by shaping the terms of political debate and providing levers for civil society advocates. Laws are a mechanism by which power can be democratically redistributed, changes in institutions can be created to ensure greater fairness, and a social floor guaranteeing minimum humane conditions can be established.

When determining which laws, rights, and policies to include in the data center, we prioritize policies that meet one or more of the following criteria: 1) there is widespread global consensus on their value; 2) research evidence supports their importance to human development, health or well-being in a variety of geographic, social, and economic circumstances; or 3) input from civil society, policymakers, and other stakeholders indicates there are urgent questions about policy design that comparative data could help address.

DATA SOURCES

In selecting data sources to analyze, our first priority is to identify sources containing full-text original legislation. To ensure the greatest level of accuracy and comparability across countries, we always aim to read the original laws (primary sources) rather than secondary summaries or policy descriptions. Primary sources allow for more accurate coding across countries,

particularly in complex legal areas. Working with primary sources also allows us to provide excerpts or links to actual legislation and constitutions for those interested in passing new laws or creating reform in their countries. We review documents in their original language or in a translation into one of the UN's official languages.

Secondary sources are used when information is unclear or insufficient for particular countries. In choosing these secondary sources, we prioritize those that are comparable across multiple countries, such as global or regional sources. When using information sources that cover a limited number of countries, we aim to ensure that the information they contain can be made consistent with other sources.

CODING FRAMEWORKS

In this work, coding refers to the process of translating legislative, policy, or constitutional text into a set of features which can be quantitatively analyzed to provide readily understandable summaries of policy approaches across countries and transformed into data visualizations, such as maps or charts. For example, a researcher reviews many pieces of labor and social security legislation and uses them to answer questions such as: Does a country guarantee paid parental leave? Is it available to all parents, only mothers, or only fathers? How long is paid leave? What is the wage replacement rate? How long do workers need to have been employed to access paid leave?

To answer these questions consistently across countries, we first identify the essential policy features that we want to capture, including intrinsic characteristics, such as coverage; important elements identified in policy research; and minimum standards recognized in global agreements, where they exist. Researchers then read legislative text from 20 to 30 countries to develop an understanding of the approaches countries take in each of these areas. A coding framework consisting of questions and close-ended responses is developed to capture the essential policy features systematically across countries based on the range of approaches identified. Research team members then test whether this coding framework accurately captures approaches on an additional ten to twenty nations.

Once we have a viable framework, we seek feedback from civil society and researchers working in these areas to ensure the questions we are asking will provide the critical answers needed to inform policy debates. Their feedback can lead to more scoping and test coding to determine which questions are feasible to answer with available legislation, recognizing that some important areas aren't always covered by national laws and policies. For example, access to sanitation facilities and safe transportation matters deeply to girls' ability to complete their education but is rarely addressed in a meaningful way in national-level education laws and policies. In other cases, new areas of research might involve going beyond the initial legislation we planned to code, expanding the scale of the project.

Capturing the richness and variety of approaches taken by different countries is our priority throughout the coding process.

At times, research teams would have already analyzed 60 to 80 countries before coming across a single country whose approach to a particular problem was different enough in important ways that it could not be adequately captured within the coding scheme. In these cases, the coding scheme was revised to add the elements necessary to capture new features of legislation and policymaking that had presented themselves. All previously coded nations were reviewed to determine whether the revised coding system would alter how they were analyzed. In other words, the new coding system, better adapted to the full variety of approaches nations around the world take, was applied to all countries in the end.

The data sources available contained systematic information on legislation and policies but not on implementation. To ensure consistent approaches across countries, reports that contained comprehensive information on policies but only limited incidental information on implementation were coded only for policies. Obtaining systematic sources of information on implementation should be a pressing priority for global organizations.

CODING PROCESS

Core to ensuring transparency and consistency is developing a codebook that details the rules and examples for coding each question. Researchers rely on this codebook to make decisions on coding policy features. The codebook is designed to be as straightforward as possible, but some questions require judgment calls. To minimize human error, we use a double coding system where two researchers independently code legal text for each country and then meet to compare their results. When two researchers cannot reach consensus based on the existing codebook, they bring these questions to the full coding team and senior analysts. This team meets regularly to discuss any questions or concerns that arise through the coding process. We record detailed minutes of these meetings and update the codebook to reflect any determinations that impact the coding rules.

ACCURACY, ANALYSIS, AND UPDATING

Upon completion of coding, we conduct systematic quality checks. We also carry out targeted checks of countries that appear as outliers globally or for their region or income level.

For each of our databases, we use the most up-to-date sources available. While this approach is designed to achieve accuracy, it is important to note that when publicly available sources have not been fully updated, the most recent amendments may not be captured in our databases. Further, our process of coding legislation inevitably involves important matters of interpretation. For all databases, we welcome receiving feedback and copies of laws from anyone who believes the databases may not be fully up-to-date.

NATIONAL AND SUBNATIONAL LEVELS

Our goal is to understand the scope of policy provisions and whether they extend protections to all, including, for example, workers in the informal economy, racial and ethnic minorities, urban and rural residents, and those in the poorest households. Accordingly, we code for policies in place at a national level with wide coverage. When policies are legislated subnationally, that is, when states or cities provide protections without a national guarantee, we code for the minimum guaranteed level of protection covering all states so as to not overstate safeguards available only in limited localities. In the future, we hope that a team will be able to analyze information about state/provincial policies and laws in all federal systems for each area.

All indicators in the Education Database reflect national-level constitutional, legislative, or policy guarantees. In countries where guarantees are set at the state or provincial level, the database captures information for the state or province with the lowest level of protection. For example, length of compulsory education varies by state in the United States. Some states require completing twelve years of education (including all of secondary), while others (including Massachusetts and Wyoming) do not. In this analysis, the United States is coded as guaranteeing compulsory for the beginning (not the completion of) secondary education, to reflect the gaps in guarantees across states.

THE EDUCATION DATABASE

The WORLD Education database was created through a systematic review of national constitution, law and policy guarantees extended to public education. To construct the database WORLD analysts reviewed:

- Original, legislative texts (education acts, child protection legislation, disability rights acts, and anti-discrimination legislation) identified primarily using the UNESCO Observatory on the Right to Education and the International Labour Organization's (ILO) NATLEX database, current as of September 2019.
- Non-legislative policy and government commitments, identified via the UNESCO Observatory on the Right to Education, UNESCO's Planipolis Portal of Education Plans and Policies, country questionnaires fielded and published by UNESCO Institute for Statistics, the European Commission's review of National Education Systems, and government education websites in place as of September 2019.
- Full constitutional texts and all amendments as of May 2017 from official government websites, supplemented with Constitution Finder (University of Richmond), and other sources. For countries that did not have a written codified constitution, analysts reviewed all laws considered to have constitutional status.

For disability-specific variables, data reflects a comprehensive review of original legislative text and non-legislative policy and government commitments as of June 2018.

All variables are captured by school level. When countries do not split their education systems according to primary, lower secondary and upper secondary, we assigned these categories based on the available information on levels of schooling to increase comparability across countries. Stages of schooling were established as follows:

- When countries have 8 or more years of primary school and split it into stages, the upper level of primary is treated as lower secondary for comparability.

- For the minority of countries that do not split secondary into levels, we apply the general secondary policies to both levels of secondary education (lower and upper secondary)

Note that indicators on tuition-free and compulsory integrate guarantees in policy, legislation, and constitutions, while indicators on integration and non-discrimination for students with disabilities only include legislative guarantees. Additional constitutional guarantees to education (including integration and non-discrimination in education on the basis of disability) were analyzed separately in WORLD's Constitutions database, available here: <https://www.worldpolicycenter.org/maps-data/data-download/world-areas>.

DATA

While exhaustive methods were used to collect data, comparable information was not always available for all 193 UN member states for every indicator. In these cases, the relevant variable will be blank in the datasets.

COUNTRY IDENTIFIER VARIABLES

Variable Name	Variable Values	Variable Description
country		Name of country
iso_2		2-digit ISO country code
iso_3		3-digit ISO country code
region		Country geographical region (World Bank classification) ¹
World Bank Country Income Group (wb_econ)	1: Low-income 2: Middle-income 4: High-income	Country income group classification (World Bank, July 2018)

¹ While Malta is classified as part of the Middle East and North Africa by the World Bank (WB), it is also a member of the European Union (EU) and therefore more likely to have legislation reflecting the EU's principles and directives. Thus, we classified Malta as a part of Europe and Central Asia. All other countries retained their WB classifications.

THE EDUCATION DATABASE

Tuition-Free and Compulsory Education

Variable Name	Variable Values	Variable Notes
Do national policies, laws, or constitutions make education tuition-free? (finbar)	1: Not tuition-free 2: Primary only 3: Through start of secondary 5: Through completion of secondary	<ul style="list-style-type: none"> Guaranteeing tuition-free education can eliminate a financial barrier to schooling that disproportionately impact girls, poor children, children with disabilities, and other marginalized groups. <i>Tuition</i> refers to fees charged for access to public education. It does not include fees that may be levied on other specific educational materials, such as textbooks or uniforms. In countries with tuition-free guarantees to public education, tuition may be charged in private schools operating in parallel. <i>Not tuition-free</i> means that there is no explicit guarantee to tuition-free education in the country's constitution, legislation, or non-legislative policy commitments. The country may have committed to taking steps to gradually implement tuition-free education over time.
Is primary education tuition-free? (finbar_prim)	1: Not tuition-free 3: Subject to progressive realization 4: Policy guarantee 5: Legislative or constitutional guarantee	<ul style="list-style-type: none"> Guaranteeing tuition-free education can eliminate a financial barrier to schooling that disproportionately impact girls, poor children, children with disabilities, and other marginalized groups. <i>Tuition</i> refers to fees charged for access to public education. It does not include fees that may be levied on other specific educational materials, such as textbooks or uniforms. In countries with tuition-free guarantees to public education, tuition may be charged in private schools operating in parallel. <i>Not tuition-free</i> means that there is no explicit guarantee to tuition-free primary education in the country's constitution, legislation, or non-legislative policy commitments. <i>Subject to progressive realization</i> means that the country does not commit to tuition-free primary education, but has committed to take steps to gradually implement tuition-free primary education over time.

Variable Name	Variable Values	Variable Notes
		<ul style="list-style-type: none"> • <i>Policy guarantee</i> refers to guarantees to tuition-free primary education included in policy documents or non-legislative government commitments. While this can be a valuable policy-making approach, non-legislative guarantees to tuition-free can be more impermanent and reversible than those enshrined in legislation or constitutions. • <i>Legislative or constitutional guarantee</i> means that a guarantee to tuition-free primary school is enshrined in the country's legislation or constitution
<p>Is beginning secondary education tuition-free?</p> <p>(finbar_lowsec)</p>	<p>1: Not tuition-free</p> <p>3: Subject to progressive realization</p> <p>4: Policy guarantee</p> <p>5: Legislative or constitutional guarantee</p>	<ul style="list-style-type: none"> • Guaranteeing tuition-free education can eliminate a financial barrier to schooling that disproportionately impact girls, poor children, children with disabilities, and other marginalized groups. • <i>Tuition</i> refers to fees charged for access to public education. It does not include fees that may be levied on other specific educational materials, such as textbooks or uniforms. In countries with tuition-free guarantees to public education, tuition may be charged in private schools operating in parallel. • <i>Not tuition-free</i> means that there is no explicit guarantee to tuition-free education at the beginning of secondary school in the country's constitution, legislation, or non-legislative policy commitments. • <i>Subject to progressive realization</i> means that the country does not commit to tuition-free education at the beginning of secondary school, but has committed to take steps to gradually implement tuition-free education over time. • <i>Policy guarantee</i> refers to guarantees to tuition-free education at the beginning of secondary school that are included in policy documents or non-legislative government commitments. While this can be a valuable policy-making approach, non-legislative guarantees to tuition-free can be more impermanent and reversible than those enshrined in legislation or constitutions.

Variable Name	Variable Values	Variable Notes
		<ul style="list-style-type: none"> • <i>Legislative or constitutional guarantee</i> means that a guarantee to tuition-free school at the beginning of secondary is enshrined in the country's legislation or constitution
<p>Is completing secondary education tuition-free? (finbar_upsec)</p>	<p>1: Not tuition-free 3: Subject to progressive realization 4: Policy guarantee 5: Legislative or constitutional guarantee</p>	<ul style="list-style-type: none"> • Guaranteeing tuition-free education can eliminate a financial barrier to schooling that disproportionally impact girls, poor children, children with disabilities, and other marginalized groups. • <i>Tuition</i> refers to fees charged for access to public education. It does not include fees that may be levied on other specific educational materials, such as textbooks or uniforms. In countries with tuition-free guarantees to public education, tuition may be charged in private schools operating in parallel. • <i>Not tuition-free</i> means that there is no explicit guarantee to tuition-free education at the beginning of secondary school in the country's constitution, legislation, or non-legislative policy commitments. • <i>Subject to progressive realization</i> means that the country does not commit to tuition-free education at the beginning of secondary school, but has committed to take steps to gradually implement tuition-free education over time. • <i>Policy guarantee</i> refers to guarantees to tuition-free education at the beginning of secondary school that are included in policy documents or non-legislative government commitments. While this can be a valuable policy-making approach, non-legislative guarantees to tuition-free can be more impermanent and reversible than those enshrined in legislation or constitutions. • <i>Legislative or constitutional guarantee</i> means that a guarantee to tuition-free school at the beginning of secondary is enshrined in the country's legislation or constitution
<p>Do national policies, laws, or constitutions make education compulsory?</p>	<p>1: Not compulsory 2: Primary only</p>	<ul style="list-style-type: none"> • Guarantees to compulsory education can make clear that government has an obligation to provide education, and support families in prioritizing education for all of their children

Variable Name	Variable Values	Variable Notes
(compend)	3: Through start of secondary 5: Through completion of secondary	<ul style="list-style-type: none"> • <i>Compulsory</i> education can be specified by an age range, a number of years, or a level of education during which children are required to go to school. We have looked at each of these factors, as well as national information on the length of each level of education and the standard age of beginning school, in order to create comparable information on the age until which education is compulsory. Note that in some cases, source text uses authoritative language to assert the parents'/guardians/ responsibility to ensure children of a certain age are enrolled or attending school; these cases were categorized as a guarantee to compulsory education. • <i>Not compulsory</i> means that there is no explicit guarantee to compulsory education in the country's constitution, legislation, or non-legislative policy commitments.
Is primary education compulsory? (compend_prim)	1: Not compulsory 3: Subject to progressive realization 4: Policy guarantee 5: Legislative or constitutional guarantee	<ul style="list-style-type: none"> • Guarantees to compulsory education can make clear that government has an obligation to provide education, and support families in prioritizing education for all of their children • <i>Compulsory</i> education can be specified by an age range, a number of years, or a level of education during which children are required to go to school. We have looked at each of these factors, as well as national information on the length of primary education and the standard age of beginning school, in order to create comparable information on the age until which education is compulsory. Note that in some cases, source text uses authoritative language to assert the parents'/guardians/ responsibility to ensure children of a certain age are enrolled or attending school; these cases were categorized as a guarantee to compulsory education. • <i>Not compulsory</i> means that there is no explicit guarantee to compulsory primary education in the country's constitution, legislation, or non-legislative policy commitments. • <i>Subject to progressive realization</i> means that the country does not guarantee compulsory primary education, but has committed to take steps to gradually realize compulsory primary education over time

Variable Name	Variable Values	Variable Notes
		<ul style="list-style-type: none"> • <i>Policy guarantee</i> refers to guarantees to compulsory primary education included in policy documents or non-legislative government commitments. While this can be a valuable policy-making approach, non-legislative guarantees to compulsory can be more impermanent and reversible than those enshrined in legislation or constitutions. • <i>Legislative or constitutional guarantee</i> means that a guarantee to compulsory primary school is enshrined in the country's legislation or constitution
<p>Is beginning secondary education compulsory? (compend_lowsec)</p>	<p>1: No compulsory guarantee 3: Subject to progressive realization 4: Policy guarantee 5: Legislative or constitutional guarantee</p>	<ul style="list-style-type: none"> • Guarantees to compulsory education can make clear that government has an obligation to provide education, and support families in prioritizing education for all of their children • <i>Compulsory</i> education can be specified by an age range, a number of years, or a level of education during which children are required to go to school. We have looked at each of these factors, as well as national information on the length of primary education and the standard age of beginning school, in order to create comparable information on the age until which education is compulsory. Note that in some cases, source text uses authoritative language to assert the parents'/guardians' responsibility to ensure children of a certain age are enrolled or attending school; these cases were categorized as a guarantee to compulsory education. • <i>Not compulsory</i> means that there is no explicit guarantee to compulsory education at the beginning of secondary school in the country's constitution, legislation, or non-legislative policy commitments. • <i>Subject to progressive realization</i> means that the country does not guarantee compulsory education at the beginning of secondary school, but has committed to take steps to gradually realize compulsory secondary education over time • <i>Policy guarantee</i> refers to guarantees to compulsory education at the beginning of secondary school included in policy documents or non-

Variable Name	Variable Values	Variable Notes
		<p>legislative government commitments. While this can be a valuable policy-making approach, non-legislative guarantees to compulsory can be more impermanent and reversible than those enshrined in legislation or constitutions.</p> <ul style="list-style-type: none"> • <i>Legislative or constitutional guarantee</i> means that a guarantee to compulsory education at the beginning of secondary school is enshrined in the country's legislation or constitution
<p>Is completing secondary education compulsory? (compend_upsec)</p>	<p>1: No compulsory guarantee 3: Subject to progressive realization 4: Policy guarantee 5: Legislative or constitutional guarantee</p>	<ul style="list-style-type: none"> • Guarantees to compulsory education can make clear that government has an obligation to provide education, and support families in prioritizing education for all of their children • <i>Compulsory</i> education can be specified by an age range, a number of years, or a level of education during which children are required to go to school. We have looked at each of these factors, as well as national information on the length of primary education and the standard age of beginning school, in order to create comparable information on the age until which education is compulsory. Note that in some cases, source text uses authoritative language to assert the parents'/guardians' responsibility to ensure children of a certain age are enrolled or attending school; these cases were categorized as a guarantee to compulsory education. • <i>Not compulsory</i> means that there is no explicit guarantee to compulsory education through the completion of secondary school in the country's constitution, legislation, or non-legislative policy commitments. • <i>Subject to progressive realization</i> means that the country does not guarantee compulsory education through the completion of secondary school, but has committed to take steps to gradually realize compulsory secondary education over time • <i>Policy guarantee</i> refers to guarantees to compulsory education through the completion of secondary school included in policy documents or non-legislative government commitments. While this can be a valuable policy-making approach, non-legislative

Variable Name	Variable Values	Variable Notes
		<p>guarantees to compulsory can be more impermanent and reversible than those enshrined in legislation or constitutions.</p> <ul style="list-style-type: none"> • <i>Legislative or constitutional guarantee</i> means that a guarantee to compulsory education through the completion of secondary school is enshrined in the country's legislation or constitution

Prohibitions of Gender Discrimination and Sexual Harassment in Education

Variable Name	Variable Values	Variable Notes
<p>Is gender-based discrimination prohibited in education?</p> <p>(disc_sex_prim)</p>	<p>1: No prohibition 3: Broadly prohibited, not specific to education 4: Prohibited in admissions or access to education 5: Prohibited in education</p>	<ul style="list-style-type: none"> • <i>No prohibition</i> means that legislation does not explicitly prohibit gender-based discrimination broadly, specifically in admissions or access to education, or in an education setting. This does not mean that legislation denies this guarantee. • <i>Broadly prohibited, not specific to education</i> means that national constitutions or legislation generally guarantee gender equality, but do not specifically prohibit gender discrimination in education or more narrowly address gender equality in access to education. • <i>Prohibited in admissions or access to education</i> means that legislation explicitly prohibits gender-based discrimination in admissions generally, guarantees that boys and girls have equal access to education, makes education explicitly compulsory for girls, prohibits the denial of access to girls, or guarantees girls the right to educational advancement. However, legislation does not specifically address gender discrimination in other aspects of education. • <i>Prohibited in education</i> means that legislation explicitly prohibits gender-based discrimination in education. • Because the vast majority of countries do not distinguish these provisions by level of education, we do not present separate results for different levels. Provisions that only apply to higher education are not included.
<p>Is sexual harassment explicitly prohibited in education?</p> <p>(sh_edu)</p>	<p>1: No prohibition 2: No explicit prohibition, but gender discrimination prohibited 3: Prohibited against girls only 4: Broadly prohibited, not specific to education</p>	<ul style="list-style-type: none"> • <i>No prohibition</i> means that legislation does not explicitly prohibit sexual harassment or gender discrimination broadly or specifically in education. • <i>No explicit prohibition, but gender discrimination prohibited</i> means that legislation does not specifically prohibit sexual harassment broadly or specifically in education, but does prohibit gender discrimination. In some countries in this category, prohibitions of gender discrimination have been interpreted to include sexual harassment.

Variable Name	Variable Values	Variable Notes
	5: Prohibited in education specifically or by people in a position of authority	<ul style="list-style-type: none"> • <i>Prohibited against girls only</i> means that legislation prohibits sexual harassment broadly or specifically in schools, but these provisions only refer to women or girls, or are contained in women-specific legislation or women-specific sections of legislation. • <i>Broadly prohibited, not specific to education</i> means that laws prohibit sexual harassment, but do not specifically address educational settings or sexual harassment by people in a position of authority. • Because the vast majority of countries do not distinguish these provisions by level of education, we do not present separate results for different levels. Provisions that only apply to higher education are not included.
<p>Are both sexual-based behaviors and sex-based harassment prohibited in education?</p> <p>(sh_edu_ssb)</p>	<p>1: Sexual violence prohibited, but not explicitly harassment</p> <p>3: Gender discrimination in education and sexual violence prohibited, but not explicitly harassment</p> <p>4: Sexual-based behaviors only</p> <p>5: Sexual-based behaviors and sex-based harassment</p>	<ul style="list-style-type: none"> • <i>Sexual violence prohibited, but not explicitly harassment</i> means that legislation prohibits sexual violence, but does not specifically address sexual harassment or behaviors that are generally considered to be sexual harassment, such as sexual behaviors, sexual advances, or conduct that creates a hostile environment. No country fails to prohibit at least some form of sexual violence. These prohibitions may protect children from the most extreme forms of sexual harassment. • <i>Gender discrimination in education and sexual violence prohibited, but not explicitly harassment</i> means that legislation prohibits both sexual violence and gender discrimination in education. However, it does not specifically address sexual harassment or behaviors that are generally considered to be sexual harassment, such as sexual behaviors, sexual advances, or conduct that creates a hostile environment. In some countries in this category, prohibitions of gender discrimination have been interpreted to include sexual harassment. • <i>Sexual-based behaviors only</i> means that legislation prohibits sexual harassment, but does not specifically address sex-based harassment that is not sexual in nature, such as stereotyping or derogatory jokes.

Variable Name	Variable Values	Variable Notes
<p>What sexual-based behaviors are legally defined as sexual harassment in education?</p> <p>(sh_edu_def)</p>	<p>1: Sexual violence prohibited, but not explicitly harassment</p> <p>3: Gender discrimination in education and sexual violence prohibited, but not explicitly harassment</p> <p>4: Sexual advances or quid pro quo</p> <p>5: Quid pro quo and conduct that creates a hostile environment</p> <p>9: Sexual harassment not defined</p>	<ul style="list-style-type: none"> • <i>Quid pro quo</i> refers to conduct based on gender or conduct of a sexual nature—where rejection of or submission to such conduct is used explicitly or implicitly as a basis for decisions that impact that child’s educational outcomes. • <i>Conduct that creates a hostile environment</i> refers to behaviors that—while not necessarily targeted at an individual—create conditions at school that undermine children’s learning and dignity. Behaviors that create a hostile environment may include unwelcome or humiliating jokes or comments of a sexual nature, or portrayal of offensive sexually-explicit materials. • <i>Sexual violence prohibited, but not explicitly harassment</i> means that legislation prohibits sexual violence, but does not specifically address sexual harassment or behaviors that are generally considered to be sexual harassment, such as sexual behaviors, sexual advances, or conduct that creates a hostile environment. No country fails to prohibit at least some form of sexual violence. These prohibitions may protect children from the most extreme forms of sexual harassment. • <i>Gender discrimination in education and sexual violence prohibited, but not explicitly harassment</i> means that legislation prohibits both sexual violence and gender discrimination in education. However, it does not specifically address sexual harassment or behaviors that are generally considered to be sexual harassment, such as sexual behaviors, sexual advances, or conduct that creates a hostile environment. In some countries in this category, prohibitions of gender discrimination have been interpreted to include sexual harassment. • <i>Sexual harassment is not defined</i> means legislation explicitly prohibits sexual harassment, but a definition or description of specific prohibited sexual behaviors does not accompany the prohibition.

Prohibitions of Disability-based Discrimination and Guarantees to Inclusive Education²

Variable Name	Variable Values	Variable Notes
Is disability-based discrimination prohibited in primary education? (broad_prim)	1: No 3: Discrimination prohibited in admissions 5: Discrimination broadly prohibited	<ul style="list-style-type: none"> The term ‘disability’ refers to general references to disabilities, “special education needs” or specific mentions of mental, intellectual, sensory, or physical disabilities. No means that legislation does not explicitly prohibit disability-based discrimination in primary education broadly, nor in admissions. This does not mean that legislation denies this guarantee. <i>Discrimination prohibited in admissions</i> means that legislation explicitly prohibits disability-based discrimination in admissions generally, or prohibits disability-based discrimination in requirements, exams, or terms and conditions linked to admissions in primary education—but does not guarantee a broad prohibition of disability-based discrimination in primary education. <i>Discrimination broadly prohibited</i> means that legislation explicitly prohibits discrimination in primary education and/or affirmatively guarantees students with disabilities access to the beginning of secondary education on an equal basis with others. Legislation may use authoritative or aspirational language (e.g. if a state “aims to protect or promote equality” in education). These guarantees or aspirations to non-discrimination may be extended to: primary education specifically, b) all educational institutions or schools, c) the public sector, or d) compulsory education, if primary education is compulsory.
Is disability-based discrimination prohibited in the beginning of secondary education?	1: No 3: Discrimination prohibited in admissions 5: Discrimination broadly prohibited	<ul style="list-style-type: none"> The term ‘disability’ refers to general references to disabilities, “special education needs” or specific mentions of mental, intellectual, sensory, or physical disabilities. No means that legislation does not explicitly prohibit disability-based discrimination in the beginning of secondary education broadly, nor in

² Data as of June 2018.

Variable Name	Variable Values	Variable Notes
(broad_lowsec)		<p>admissions. This does not mean that legislation denies this guarantee.</p> <ul style="list-style-type: none"> • <i>Discrimination prohibited in admissions</i> means that legislation explicitly prohibits disability-based discrimination in admissions generally, or prohibits disability-based discrimination in requirements, exams, or terms and conditions linked to admissions in the beginning of secondary education—but does not guarantee a broad prohibition of disability-based discrimination in the beginning of secondary education. • <i>Discrimination broadly prohibited</i> means that legislation explicitly prohibits discrimination in the beginning of secondary education and/or affirmatively guarantees students with disabilities access to the beginning of secondary education on an equal basis with others. Legislation may use authoritative or aspirational language (e.g. if a state “aims to protect or promote equality” in education). These guarantees or aspirations to non-discrimination may be extended to: a) the beginning of secondary education specifically, b) all educational institutions or schools, c) the public sector, or d) compulsory education, if the beginning of secondary education is compulsory.
<p>Is disability-based discrimination prohibited through the completion of secondary education?</p> <p>(broad_upsec)</p>	<p>1: No 3: Discrimination prohibited in admissions 5: Discrimination broadly prohibited</p>	<ul style="list-style-type: none"> • The term ‘disability’ refers to general references to disabilities, “special education needs” or specific mentions of mental, intellectual, sensory, or physical disabilities. • <i>No</i> means that legislation does not explicitly prohibit disability-based discrimination through the completion of secondary education broadly, nor in admissions. This does not mean that legislation denies this guarantee. • <i>Discrimination prohibited in admissions</i> means that legislation explicitly prohibits disability-based discrimination in admissions generally, or prohibits disability-based discrimination in requirements, exams, or terms and conditions linked to admissions through the completion of secondary education—but does not guarantee a broad

Variable Name	Variable Values	Variable Notes
		<p>prohibition of disability-based discrimination through the completion of secondary education.</p> <ul style="list-style-type: none"> • <i>Discrimination broadly prohibited</i> means that legislation explicitly prohibits discrimination through the completion of secondary education and/or affirmatively guarantees students with disabilities access to education on an equal basis with others through the completion of secondary. Legislation may use authoritative or aspirational language (e.g. if a state “aims to protect or promote equality” in education). These guarantees or aspirations to non-discrimination may be extended to: a) the completion of secondary education specifically, b) all educational institutions or schools, c) the public sector, or d) compulsory education if completion of secondary education is compulsory.
<p>What is the guaranteed level of inclusion in primary education for students with disabilities?</p> <p>(integ_prim)</p>	<p>1: No educational guarantee 2: No integration guarantee 4: Integration in mainstream schools 5: Integration in mainstream schools and guaranteed support 999: Guaranteed, unclear level of integration</p>	<ul style="list-style-type: none"> • The term ‘disability’ refers to general references to disabilities, “special education needs” or specific mentions of mental, intellectual, sensory, or physical disabilities. • <i>No educational guarantee</i> means that legislation does not explicitly guarantee students with disabilities access to education at the primary level. This does not mean that legislation denies this guarantee. In some countries in this category, education rights are only narrowly extended to the extent of students’ capacity. In other countries, legislation includes provisions which mention educational resources available for students with disabilities, but does not use language strong enough to be considered a guarantee. In a small number of countries in this category, inclusion is only narrowly granted to the extent of students’ capacity. • <i>No integration guarantee</i> means that legislation guarantees students with disabilities access to education, and outlines access to specialized education in separate schools or institutions within the public system at the primary level. There is no explicit guarantee to integration in mainstream education environments, but this does not mean that access to integrated mainstream schools is denied.

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		<ul style="list-style-type: none"> • <i>Integration in mainstream schools</i> means that legislation guarantees students with disabilities access to education and explicitly guarantees students with disabilities in primary school access to: a) education within mainstream schools, b) education within mainstream classrooms, c) education within the least restrictive environment, and/or d) legislation includes a strong commitment to integration within mainstream schools and/or inclusive education generally. However, legislation does not broadly provide for guaranteed support as outlined below. This category includes countries which: a) make provision of supports subject to progressive realization, b) require financial contributions or cost-sharing to cover provision of supports, or c) only guarantee narrow forms of support (e.g. materials made available in Braille but no other supports or accommodations). • <i>Integration in mainstream school and guaranteed support</i> means that in addition to guaranteeing students with disabilities access to mainstream primary schools as detailed above, legislation guarantees students with disabilities individualized supports and/or reasonable accommodations to support their education, e.g. assistive devices, curricular adaptations, adjustments in exams, and more. • <i>Guarantee to public education, unclear level of integration</i> means that legislation explicitly guarantees students with disabilities access to education at the primary level, but legislation does not contain any explicit details on guarantees to mainstream education environments.
<p>What is the guaranteed level of inclusion in the beginning of secondary education for students with disabilities?</p> <p>(integ_lowsec)</p>	<p>1: No educational guarantee 2: No integration guarantee 4: Integration in mainstream schools 5: Integration in mainstream schools and guaranteed support 999: Guaranteed, unclear level of integration</p>	<ul style="list-style-type: none"> • The term ‘disability’ refers to general references to disabilities, “special education needs” or specific mentions of mental, intellectual, sensory, or physical disabilities. • <i>No educational guarantee</i> means that legislation does not explicitly guarantee students with disabilities access to education in the beginning of secondary school. This does not mean that legislation denies this guarantee. In some countries in this category, legislation includes provisions which mention educational resources available for students with disabilities, but does not use language strong

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		<p>enough to be considered a guarantee. In a small number of countries in this category, inclusion is only narrowly granted to the extent of students' capacity.</p> <ul style="list-style-type: none"> • <i>No integration guarantee</i> means that legislation guarantees students with disabilities access to education, and outlines access to specialized education in separate schools or institutions within the public system at the beginning of secondary education. There is no explicit guarantee to integration in mainstream education environments, but this does not mean that access to integrated mainstream schools is denied. • <i>Integration in mainstream schools</i> means that legislation guarantees students with disabilities access to education and explicitly guarantees students with disabilities beginning secondary school access to: a) education within mainstream schools, b) education within mainstream classrooms, c) education within the least restrictive environment, and/or d) legislation includes a strong commitment to integration within mainstream schools and/or inclusive education generally. However, legislation does not broadly provide for guaranteed support as outlined below. This category includes countries which: a) make provision of supports subject to progressive realization, b) require financial contributions or cost-sharing to cover provision of supports, or c) only guarantee narrow forms of support (e.g. materials made available in Braille but no other supports or accommodations). • <i>Integration in mainstream school and guaranteed support</i> means that in addition to guaranteeing students with disabilities access to mainstream schools at the beginning of secondary (as detailed above), legislation guarantees students with disabilities individualized supports and/or reasonable accommodations to support their education, e.g. assistive devices, curricular adaptations, adjustments in exams, and more. • <i>Guarantee to public education, unclear level of integration</i> means that legislation explicitly guarantees students with disabilities access to education at the beginning of secondary school, but legislation

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		does not contain any explicit details on guarantees to mainstream education environments.
<p>What is the guaranteed level of inclusion through the completion of secondary education for students with disabilities?</p> <p>(integ_upsec)</p>	<p>1: No educational guarantee 2: No integration guarantee 4: Integration in mainstream schools 5: Integration in mainstream schools and guaranteed support 999: Guaranteed, unclear level of integration</p>	<ul style="list-style-type: none"> • The term ‘disability’ refers to general references to disabilities, “special education needs” or specific mentions of mental, intellectual, sensory, or physical disabilities. • <i>No educational guarantee</i> means that legislation does not explicitly guarantee students with disabilities access to education through the completion of secondary school. This does not mean that legislation denies this guarantee. In some countries in this category, legislation includes provisions which mention educational resources available for students with disabilities, but does not use language strong enough to be considered a guarantee. In a small number of countries in this category, inclusion is only narrowly granted to the extent of students’ capacity. • <i>No integration guarantee</i> means that legislation guarantees students with disabilities access to education, and outlines access to specialized education in separate schools or institutions within the public system through the completion of secondary education. There is no explicit guarantee to integration in mainstream education environments, but this does not mean that access to integrated mainstream schools is denied. • <i>Integration in mainstream schools</i> means that legislation guarantees students with disabilities access to education and explicitly guarantees students with disabilities completing secondary school access to: a) education within mainstream schools, b) education within mainstream classrooms, c) education within the least restrictive environment, and/or d) legislation includes a strong commitment to integration within mainstream schools and/or inclusive education generally. However, legislation does not broadly provide for guaranteed support as outlined below. This category includes countries which: a) make provision of supports subject to progressive realization, b) require financial contributions or cost-sharing to cover provision of supports, or c) only guarantee narrow

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		<p>forms of support (e.g. materials made available in Braille but no other supports or accommodations).</p> <ul style="list-style-type: none"> • <i>Integration in mainstream school and guaranteed support</i> means that in addition to guaranteeing students with disabilities access to mainstream schools through the completion of secondary (as detailed above), legislation guarantees students with disabilities individualized supports and/or reasonable accommodations to support their education, e.g. assistive devices, curricular adaptations, adjustments in exams, and more. • <i>Guarantee to public education, unclear level of integration</i> means that legislation explicitly guarantees students with disabilities access to education through the completion of secondary school, but legislation does not contain any explicit details on guarantees to mainstream education environments.