

# World - WORLD Education Laws 2023

**WORLD Policy Analysis Center**

Report generated on: October 16, 2025

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## Identification

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SURVEY ID NUMBER  
int-world-wel-2023-v1

TITLE  
WORLD Education Laws 2023

ABBREVIATION OR ACRONYM  
WEL 2023

COUNTRY

Name
World

STUDY TYPE  
Other

ABSTRACT

The WORLD Policy Analysis Center (WORLD) is committed to improving the quantity and quality of globally comparative data available to policymakers, citizens, civil society, and researchers on laws and policies that work to support human rights, including economic opportunity, social and civic engagement, human health, development, well-being, and equity. The WORLD Education Laws 2023 dataset was created to assess progress on constitutional rights, laws, and policies affecting access to education through a systematic review of legislation governing education across all 193 UN countries as of January 2023. The dataset covers tuition-free and compulsory education from pre-primary through the completion of secondary, fee-free education from primary through the completion of secondary, prohibitions of gender discrimination and sexual harassment in education, and prohibitions of disability-based discrimination, the right to inclusive education, and guarantees of integration in education. A public use legislative repository is also included providing the legal documents used to code each country.

KIND OF DATA  
Legislation

UNIT OF ANALYSIS  
Laws

## Version

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VERSION DESCRIPTION

v1: Edited anonymised data for distribution as public access share-alike data

VERSION DATE

2023

VERSION NOTES

v1: Edited anonymised data for distribution as public access share-alike data

## Scope

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NOTES

The data covers the legislated minimum age of marriage for boys and girls, including legal loopholes that allow for earlier marriage with parental consent or under religious and customary law. Data is included for all 193 UN member states

## Coverage

### GEOGRAPHIC UNIT

The data is at the level of country and includes all 193 UN member states

## Producers and sponsors

### PRIMARY INVESTIGATORS

Name	Affiliation
WORLD Policy Analysis Center	University of California Los Angeles

### FUNDING AGENCY/SPONSOR

Name	Role
Bill & Melinda Gates Foundation	Funding agency
Conrad N. Hilton Foundation	Funding agency
William and Flora Hewlett Foundation	Funding agency

## Data Collection

### DATES OF DATA COLLECTION

Start	End
2023	2023

### DATA COLLECTION MODE

Other

### SUPERVISION

Ethics approval was not required because all data is from publicly available legislative texts.

### DATA COLLECTION NOTES

WORLD examined constitutional and legal provisions as they set a foundation for 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.

### 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.

This dataset was created through a systematic review of legislation available as of May 31, 2023. The legislation was located

primarily through official country websites, the Lexadin World Law Guide, the Foreign Law Guide, the International Labour Organization (ILO)'s NATLEX database, the Pacific Islands Legal Information Institute, the Asian Legal Information Institute, and JaFBase. In some cases, hard copies and electronic copies of legislation were obtained from libraries such as the Swiss Institute for Comparative Law, the University of California Los Angeles (UCLA) Law Library, the Harvard Law School Library, and the Northwestern University Library. The database captures national-level legislation. In countries where minimum age of marriage laws are set at the state or provincial level we coded based on the lowest minimum age provisions. Given that the scope of the project includes 193 UN member states, and that the role and strength of case law varies substantially across countries, we were unable to include an analysis of case law relevant to legal provisions for the minimum age of marriage. Including case law in future analyses will be helpful to better understand the minimum age of marriage permitted by law. When legislation was not available from these sources, analysts reviewed the most recent reports submitted by countries to the monitoring committees of the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), as well as the reports detailing the committees' concluding observations.

#### 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 data sets, 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 data sets. Further, our process of coding legislation inevitably involves important matters of interpretation. For all data sets, we welcome receiving feedback and copies of laws from anyone who believes the data sets may not be fully up-to-date

**DATA COLLECTORS**

<b>Name</b>	<b>Abbreviation</b>	<b>Affiliation</b>
WORLD Policy Analysis Center	WORLD	University of California, Los Angeles

**Access policy****CONTACTS**

<b>Name</b>	<b>Affiliation</b>	<b>Email</b>	<b>URL</b>
DataFirst Support	University of Cape Town	support@data1st.org	www.support.data1st.org

**ACCESS CONDITIONS**

Public access data for use under a Creative Commons CC-BY-SA (Attribution plus Share-Alike) License

**CITATION REQUIREMENTS**

WORLD Policy Analysis Center (WORLD). WORLD Education Laws 2023 [dataset]. Version 1. Los Angeles: WORLD Policy Analysis Center [producer], 2025. Cape Town: DataFirst [distributor], 2025. DOI: <https://doi.org/10.25828/e659-w175>

**ACCESS AUTHORITY**

<b>Name</b>	<b>Affiliation</b>	<b>Email</b>	<b>URL</b>
DataFirst	University of Cape Town	support@data1st.org	support.data1st.org

**Metadata production****PRODUCERS**

<b>Name</b>	<b>Abbreviation</b>	<b>Affiliation</b>	<b>Role</b>
WORLD Policy Analysis Center	WORLD	University of California, Los Angeles	Metadata producer

**DATE OF METADATA PRODUCTION**

2025-09-25

**DDI DOCUMENT VERSION**

Version 1

**Data Description**

<b>Data file</b>	<b>Cases</b>	<b>Variables</b>
<b>world-el-2023-v1</b>	193	30



**Data file: world-el-2023-v1**

Cases: 193

Variables: 30

**Variables**

ID	Name	Label	Question
V152	country	country name	
V153	iso2	iso 2	
V154	iso3	iso3	
V155	region	un region	
V156	wb_econ	world bank country income group	
V157	finbar	do national policies, laws, or constitutions make education tuition-free?	
V158	finbar_pprim	is pre-primary education tuition-free?	
V159	finbar_prim	is primary education tuition-free?	
V160	finbar_lowsec	is beginning secondary education tuition-free?	
V161	finbar_upsec	is completing secondary education tuition-free?	
V162	free_prim	is primary education tuition- and fee-free?	
V163	free_lowsec	is beginning secondary education tuition- and fee-free?	
V164	free_upsec	is completing secondary education tuition- and fee-free?	
V165	compend	do national policies, laws, or constitutions make education compulsory?	
V166	compend_pprim	is pre-primary education compulsory?	
V167	compend_prim	is primary education compulsory?	
V168	compend_lowsec	is beginning secondary education compulsory?	
V169	compend_upsec	is completing secondary education compulsory?	
V170	barrier_edu	class, gender, and disability supports for right to education	
V171	broad_prim	disability discrimination prohibited in primary education	
V172	incl_edu	legal right to inclusive education	
V173	integ_prim	level of integration in primary education for children with disabilities	
V174	broad_lowsec	disability discrimination prohibited in beginning of secondary education	
V175	integ_lowsec	level of integration in beginning of secondary education for children with disab	
V176	broad_upsec	disability discrimination prohibited in completion of secondary education	
V177	integ_upsec	level of integration in completion of secondary education for children with disa	
V178	disc_sex_prim	is gender-based discrimination prohibited in education?	
V179	sh_edu	is sexual harassment explicitly prohibited in education?	
V180	sh_edu_ssb	are both sexual-based behaviors and sex-based harassment prohibited in education	
V181	sh_edu_def	what sexual-based behaviors are legally defined as sexual harassment in educatio	

Total: 30



**COUNTRY: country name****Data file: world-el-2023-v1****Overview**

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**Questions and instructions**

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### Overview

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### Questions and instructions

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Data file: world-el-2023-v1

#### Overview

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#### Questions and instructions

#### CATEGORIES

Value	Category	Cases	
AFG		1	0.5%
AGO		1	0.5%
ALB		1	0.5%
AND		1	0.5%
ARE		1	0.5%
ARG		1	0.5%
ARM		1	0.5%
ATG		1	0.5%
AUS		1	0.5%
AUT		1	0.5%

AZE		1	0.5%
BDI		1	0.5%
BEL		1	0.5%
BEN		1	0.5%
BFA		1	0.5%
BGD		1	0.5%
BGR		1	0.5%
BHR		1	0.5%
BHS		1	0.5%
BIH		1	0.5%
BLR		1	0.5%
BLZ		1	0.5%
BOL		1	0.5%
BRA		1	0.5%
BRB		1	0.5%
BRN		1	0.5%
BTN		1	0.5%
BWA		1	0.5%
CAF		1	0.5%
CAN		1	0.5%
CHE		1	0.5%
CHL		1	0.5%
CHN		1	0.5%
CIV		1	0.5%
CMR		1	0.5%
COD		1	0.5%
COG		1	0.5%
COL		1	0.5%
COM		1	0.5%
CPV		1	0.5%
CRI		1	0.5%
CUB		1	0.5%
CYP		1	0.5%
CZE		1	0.5%
DEU		1	0.5%
DJI		1	0.5%
DMA		1	0.5%
DNK		1	0.5%
DOM		1	0.5%

DZA		1	0.5%
ECU		1	0.5%
EGY		1	0.5%
ERI		1	0.5%
ESP		1	0.5%
EST		1	0.5%
ETH		1	0.5%
FIN		1	0.5%
FJI		1	0.5%
FRA		1	0.5%
FSM		1	0.5%
GAB		1	0.5%
GBR		1	0.5%
GEO		1	0.5%
GHA		1	0.5%
GIN		1	0.5%
GMB		1	0.5%
GNB		1	0.5%
GNQ		1	0.5%
GRC		1	0.5%
GRD		1	0.5%
GTM		1	0.5%
GUY		1	0.5%
HND		1	0.5%
HRV		1	0.5%
HTI		1	0.5%
HUN		1	0.5%
IDN		1	0.5%
IND		1	0.5%
IRL		1	0.5%
IRN		1	0.5%
IRQ		1	0.5%
ISL		1	0.5%
ISR		1	0.5%
ITA		1	0.5%
JAM		1	0.5%
JOR		1	0.5%
JPN		1	0.5%
KAZ		1	0.5%

KEN		1	0.5%
KGZ		1	0.5%
KHM		1	0.5%
KIR		1	0.5%
KNA		1	0.5%
KOR		1	0.5%
KWT		1	0.5%
LAO		1	0.5%
LBN		1	0.5%
LBR		1	0.5%
LBY		1	0.5%
LCA		1	0.5%
LIE		1	0.5%
LKA		1	0.5%
LSO		1	0.5%
LTU		1	0.5%
LUX		1	0.5%
LVA		1	0.5%
MAR		1	0.5%
MCO		1	0.5%
MDA		1	0.5%
MDG		1	0.5%
MDV		1	0.5%
MEX		1	0.5%
MHL		1	0.5%
MKD		1	0.5%
MLI		1	0.5%
MLT		1	0.5%
MMR		1	0.5%
MNE		1	0.5%
MNG		1	0.5%
MOZ		1	0.5%
MRT		1	0.5%
MUS		1	0.5%
MWI		1	0.5%
MYS		1	0.5%
NAM		1	0.5%
NER		1	0.5%
NGA		1	0.5%

NIC		1	0.5%
NLD		1	0.5%
NOR		1	0.5%
NPL		1	0.5%
NRU		1	0.5%
NZL		1	0.5%
OMN		1	0.5%
PAK		1	0.5%
PAN		1	0.5%
PER		1	0.5%
PHL		1	0.5%
PLW		1	0.5%
PNG		1	0.5%
POL		1	0.5%
PRK		1	0.5%
PRT		1	0.5%
PRY		1	0.5%
QAT		1	0.5%
ROU		1	0.5%
RUS		1	0.5%
RWA		1	0.5%
SAU		1	0.5%
SDN		1	0.5%
SEN		1	0.5%
SGP		1	0.5%
SLB		1	0.5%
SLE		1	0.5%
SLV		1	0.5%
SMR		1	0.5%
SOM		1	0.5%
SRB		1	0.5%
SSD		1	0.5%
STP		1	0.5%
SUR		1	0.5%
SVK		1	0.5%
SVN		1	0.5%
SWE		1	0.5%
SWZ		1	0.5%
SYC		1	0.5%

SYR		1	0.5%
TCD		1	0.5%
TGO		1	0.5%
THA		1	0.5%
TJK		1	0.5%
TKM		1	0.5%
TLS		1	0.5%
TON		1	0.5%
TTO		1	0.5%
TUN		1	0.5%
TUR		1	0.5%
TUV		1	0.5%
TZA		1	0.5%
UGA		1	0.5%
UKR		1	0.5%
URY		1	0.5%
USA		1	0.5%
UZB		1	0.5%
VCT		1	0.5%
VEN		1	0.5%
VNM		1	0.5%
VUT		1	0.5%
WSM		1	0.5%
YEM		1	0.5%
ZAF		1	0.5%
ZMB		1	0.5%
ZWE		1	0.5%

## REGION: un region

Data file: world-el-2023-v1

### Overview

Valid: 193 Invalid: 0

Type: Discrete Width: 26 Range: - Format: character

### Questions and instructions

#### CATEGORIES

Value	Category	Cases	
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Americas		35	18.1%
East Asia & Pacific		30	15.5%
Europe & Central Asia		53	27.5%
Middle East & North Africa		19	9.8%
South Asia		8	4.1%
Sub-Saharan Africa		48	24.9%

## WB\_ECON: world bank country income group

Data file: world-el-2023-v1

### Overview

Valid: 192 Invalid: 1 Minimum: 1 Maximum: 4  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 4 Format: Numeric

### Questions and instructions

#### CATEGORIES

Value	Category	Cases	
1	low-income	26	13.5%
2	middle-income	103	53.6%
4	high-income	63	32.8%
Sysmiss		1	

## FINBAR: do national policies, laws, or constitutions make education tuition-free?

Data file: world-el-2023-v1

### Overview

Valid: 180 Invalid: 13 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

### Questions and instructions

#### CATEGORIES

Value	Category	Cases	
1	not tuition-free	4	2.2%
2	primary only	12	6.7%
3	through start of secondary	29	16.1%
5	through completion of secondary	135	75%
Sysmiss		13	

**FINBAR\_PPRIM: is pre-primary education tuition-free?**

Data file: world-el-2023-v1

**Overview**

Valid: 187 Invalid: 6 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

**Questions and instructions**

## CATEGORIES

Value	Category	Cases	
1	not tuition-free	76	40.6%
3	subject to progressive realization	3	1.6%
4	policy guarantee	25	13.4%
5	legislative or constitutional guarantee	83	44.4%
Sysmiss		6	

**FINBAR\_PRIM: is primary education tuition-free?**

Data file: world-el-2023-v1

**Overview**

Valid: 192 Invalid: 1 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

**Questions and instructions**

## CATEGORIES

Value	Category	Cases	
1	not tuition-free	4	2.1%
3	subject to progressive realization	0	0%
4	policy guarantee	18	9.4%
5	legislative or constitutional guarantee	170	88.5%
Sysmiss		1	

**FINBAR\_LOWSEC: is beginning secondary education tuition-free?**

Data file: world-el-2023-v1

**Overview**

Valid: 191 Invalid: 2 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

## Questions and instructions

### CATEGORIES

Value	Category	Cases	
1	not tuition-free	16	8.4%
3	subject to progressive realization	7	3.7%
4	policy guarantee	16	8.4%
5	legislative or constitutional guarantee	152	79.6%
Sysmiss		2	

### FINBAR\_UPSEC: is completing secondary education tuition-free?

Data file: world-el-2023-v1

#### Overview

Valid: 192 Invalid: 1 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

## Questions and instructions

### CATEGORIES

Value	Category	Cases	
1	not tuition-free	49	25.5%
3	subject to progressive realization	8	4.2%
4	policy guarantee	17	8.9%
5	legislative or constitutional guarantee	118	61.5%
Sysmiss		1	

### FREE\_PRIM: is primary education tuition- and fee-free?

Data file: world-el-2023-v1

#### Overview

Valid: 185 Invalid: 8 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

## Questions and instructions

### CATEGORIES

Value	Category	Cases	
1	not tuition-free	4	2.2%
2	tuition-free subject to progressive realization	0	0%

3	tuition-free, but fees permitted	54	29.2%
4	tuition-free, fees not specified	86	46.5%
5	tuition-free, fees prohibited	41	22.2%
Sysmiss		8	

### FREE\_LOWSEC: is beginning secondary education tuition- and fee-free?

Data file: world-el-2023-v1

#### Overview

Valid: 186 Invalid: 7 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

#### Questions and instructions

##### CATEGORIES

Value	Category	Cases	
1	not tuition-free	16	8.6%
2	tuition-free subject to progressive realization	7	3.8%
3	tuition-free, but fees permitted	48	25.8%
4	tuition-free, fees not specified	82	44.1%
5	tuition-free, fees prohibited	33	17.7%
Sysmiss		7	

### FREE\_UPSEC: is completing secondary education tuition- and fee-free?

Data file: world-el-2023-v1

#### Overview

Valid: 190 Invalid: 3 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

#### Questions and instructions

##### CATEGORIES

Value	Category	Cases	
1	not tuition-free	49	25.8%
2	tuition-free subject to progressive realization	8	4.2%
3	tuition-free, but fees permitted	37	19.5%
4	tuition-free, fees not specified	71	37.4%
5	tuition-free, fees prohibited	25	13.2%
Sysmiss		3	

**COMPEND: do national policies, laws, or constitutions make education compulsory?**

Data file: world-el-2023-v1

**Overview**

Valid: 181 Invalid: 12 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

**Questions and instructions**

## CATEGORIES

Value	Category	Cases	
1	not compulsory	5	2.8%
2	primary only	15	8.3%
3	through start of secondary	105	58%
5	through completion of secondary	56	30.9%
Sysmiss		12	

**COMPEND\_PPRIM: is pre-primary education compulsory?**

Data file: world-el-2023-v1

**Overview**

Valid: 175 Invalid: 18 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

**Questions and instructions**

## CATEGORIES

Value	Category	Cases	
1	no compulsory guarantee	116	66.3%
3	subject to progressive realization	2	1.1%
4	policy guarantee	8	4.6%
5	legislative or constitutional guarantee	49	28%
Sysmiss		18	

**COMPEND\_PRIM: is primary education compulsory?**

Data file: world-el-2023-v1

**Overview**

Valid: 193 Invalid: 0 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

## Questions and instructions

### CATEGORIES

Value	Category	Cases	
1	no compulsory guarantee	6	3.1%
3	subject to progressive realization	0	0%
4	policy guarantee	2	1%
5	legislative or constitutional guarantee	185	95.9%

## COMPEND\_LOWSEC: is beginning secondary education compulsory?

Data file: world-el-2023-v1

### Overview

Valid: 190 Invalid: 3 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

## Questions and instructions

### CATEGORIES

Value	Category	Cases	
1	no compulsory guarantee	20	10.5%
3	subject to progressive realization	4	2.1%
4	policy guarantee	4	2.1%
5	legislative or constitutional guarantee	162	85.3%
Sysmiss		3	

## COMPEND\_UPSEC: is completing secondary education compulsory?

Data file: world-el-2023-v1

### Overview

Valid: 190 Invalid: 3 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

## Questions and instructions

### CATEGORIES

Value	Category	Cases	
1	no compulsory guarantee	128	67.4%
3	subject to progressive realization	6	3.2%
4	policy guarantee	1	0.5%

5	legislative or constitutional guarantee	55	28.9%
Sysmiss		3	

## BARRIER\_EDU: class, gender, and disability supports for right to education

Data file: world-el-2023-v1

### Overview

Valid: 191 Invalid: 2 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

### Questions and instructions

#### CATEGORIES

Value	Category	Cases	
1	no comprehensive protections in any domain	25	13.1%
2	comprehensive protections in only 1 domain	76	39.8%
3	comprehensive protections in only 2 domains	69	36.1%
5	comprehensive protections in all 3 domains	21	11%
Sysmiss		2	

## BROAD\_PRIM: disability discrimination prohibited in primary education

Data file: world-el-2023-v1

### Overview

Valid: 187 Invalid: 6 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

### Questions and instructions

#### CATEGORIES

Value	Category	Cases	
1	no	40	21.4%
2	broadly prohibited, not education specific	11	5.9%
3	discrimination prohibited in admissions	11	5.9%
5	discrimination broadly prohibited	125	66.8%
Sysmiss		6	

## INCL\_EDU: legal right to inclusive education

Data file: world-el-2023-v1

## Overview

Valid: 188 Invalid: 5 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

## Questions and instructions

### CATEGORIES

Value	Category	Cases	
1	no	92	48.9%
2	aspirational or subject to progressive realization	34	18.1%
3	students are preferentially educated in inclusive environmen	19	10.1%
4	guaranteed right to inclusive education with exceptions	27	14.4%
5	guaranteed right to inclusive education without exceptions	16	8.5%
Sysmiss		5	

## INTEG\_PRIM: level of integration in primary education for children with disabilities

Data file: world-el-2023-v1

### Overview

Valid: 188 Invalid: 5 Minimum: 1 Maximum: 999  
 Type: Discrete Decimal: 0 Width: 3 Range: 1 - 999 Format: Numeric

## Questions and instructions

### CATEGORIES

Value	Category	Cases	
1	no educational guarantee	18	9.6%
2	no integration guarantee	7	3.7%
4	integration in mainstream schools	12	6.4%
5	integration in mainstream schools and guaranteed support	140	74.5%
999	guaranteed, unclear level of integration	11	5.9%
Sysmiss		5	

## BROAD\_LOWSEC: disability discrimination prohibited in beginning of secondary education

Data file: world-el-2023-v1

### Overview

Valid: 187 Invalid: 6 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

## Questions and instructions

### CATEGORIES

Value	Category	Cases	
1	no	40	21.4%
2	broadly prohibited, not education specific	11	5.9%
3	discrimination prohibited in admissions	11	5.9%
5	discrimination broadly prohibited	125	66.8%
Sysmiss		6	

## INTEG\_LOWSEC: level of integration in beginning of secondary education for children with disab

Data file: world-el-2023-v1

### Overview

Valid: 188 Invalid: 5 Minimum: 1 Maximum: 999  
 Type: Discrete Decimal: 0 Width: 3 Range: 1 - 999 Format: Numeric

## Questions and instructions

### CATEGORIES

Value	Category	Cases	
1	no educational guarantee	18	9.6%
2	no integration guarantee	7	3.7%
4	integration in mainstream schools	12	6.4%
5	integration in mainstream schools and guaranteed support	140	74.5%
999	guaranteed, unclear level of integration	11	5.9%
Sysmiss		5	

## BROAD\_UPSEC: disability discrimination prohibited in completion of secondary education

Data file: world-el-2023-v1

### Overview

Valid: 187 Invalid: 6 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

## Questions and instructions

### CATEGORIES

Value	Category	Cases	
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1	no	40	21.4%
2	broadly prohibited, not education specific	11	5.9%
3	discrimination prohibited in admissions	11	5.9%
5	discrimination broadly prohibited	125	66.8%
Sysmiss		6	

## INTEG\_UPSEC: level of integration in completion of secondary education for children with disa

Data file: world-el-2023-v1

### Overview

Valid: 188 Invalid: 5 Minimum: 1 Maximum: 999  
 Type: Discrete Decimal: 0 Width: 3 Range: 1 - 999 Format: Numeric

### Questions and instructions

#### CATEGORIES

Value	Category	Cases	
1	no educational guarantee	23	12.2%
2	no integration guarantee	6	3.2%
4	integration in mainstream schools	13	6.9%
5	integration in mainstream schools and guaranteed support	137	72.9%
999	guaranteed, unclear level of integration	9	4.8%
Sysmiss		5	

## DISC\_SEX\_PRIM: is gender-based discrimination prohibited in education?

Data file: world-el-2023-v1

### Overview

Valid: 193 Invalid: 0 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

### Questions and instructions

#### CATEGORIES

Value	Category	Cases	
1	no prohibition	10	5.2%
3	broadly prohibited, not specific to education	42	21.8%
4	prohibited in admissions or access to education	13	6.7%
5	prohibited in education	128	66.3%

**SH\_EDU: is sexual harassment explicitly prohibited in education?**

Data file: world-el-2023-v1

**Overview**

Valid: 193 Invalid: 0 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

**Questions and instructions**

## CATEGORIES

Value	Category	Cases	
1	no prohibition	29	15%
2	no explicit prohibition, but gender discrimination prohibite	22	11.4%
3	prohibited against girls only	11	5.7%
4	broadly prohibited, not specific to education	25	13%
5	prohibited in education specifically or by people in a posit	106	54.9%

**SH\_EDU\_SSB: are both sexual-based behaviors and sex-based harassment prohibited in education**

Data file: world-el-2023-v1

**Overview**

Valid: 192 Invalid: 1 Minimum: 1 Maximum: 5  
 Type: Discrete Decimal: 0 Width: 1 Range: 1 - 5 Format: Numeric

**Questions and instructions**

## CATEGORIES

Value	Category	Cases	
1	sexual violence prohibited, but not explicitly harassment	28	14.6%
3	gender discrimination in education and sexual violence prohi	22	11.5%
4	sexual-based behaviors only	102	53.1%
5	sexual-based behaviors and sex-based harassment	40	20.8%
Sysmiss		1	

**SH\_EDU\_DEF: what sexual-based behaviors are legally defined as sexual harassment in educatio**

Data file: world-el-2023-v1

## Overview

Valid: 191 Invalid: 2 Minimum: 1 Maximum: 999  
 Type: Discrete Decimal: 0 Width: 3 Range: 1 - 999 Format: Numeric

## Questions and instructions

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### CATEGORIES

Value	Category	Cases	
1	sexual violence prohibited, but not explicitly harassment	28	14.7%
3	gender discrimination in education and sexual violence prohi	22	11.5%
4	sexual advances or quid pro quo	48	25.1%
5	quid pro quo and conduct that creates a hostile environment	80	41.9%
999	sexual harassment not defined	13	6.8%
Sysmiss		2	

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# Download related resources

## Other materials

### Education: public use data dictionary

---

Title Education: public use data dictionary  
Date 2023  
Publisher(s) WORLD Policy Analysis Center  
Description This is the codebook for the study  
Filename world-ed-2023-dict.pdf

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### [Education Laws 2023]

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Title [Education Laws 2023]  
Date 2023  
Publisher(s) WORLD Policy Analysis Center  
Description This is a zipped folder of education laws for all countries in the study  
Filename education-laws-2023.zip

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