



**V-Indoc Codebook:
Varieties of Political Indoctrination in Education and Media**

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(Final Version)

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1 Key definitions and instructions

Thank you for agreeing to take part in this expert survey. We will ask you 27 questions mainly related to the education system of your country of expertise. For each question we will ask you to provide annual responses for the years between 1945 and 2021. We will also ask you to rate how certain you are about each answer.

- We are interested in formal public or publicly-funded education: that is, schools that are controlled, managed and funded by the public sector (a relevant national / sub-national / local public authority), as well as schools that are partially funded or subsidized by the public sector but operated by a private body (for example, schools that charge tuition but also receive some public funds or subsidies). We are not interested in schools fully controlled, managed and funded by a private body (for example, a non-governmental organisation, a religious body, a special interest group, a foundation, a business enterprise). This means, for example, that religious schools will be included in our definition only if they are operated by a public authority or publicly-funded or subsidized by the public sector.
- Unless clearly stated, our questions relate to formal education at the primary and secondary level, not distinguishing between the two levels. If there are substantive differences between the primary and secondary education levels, please provide the response that is most accurate for the majority of students.
- Some questions distinguish between primary and secondary education. In cases, where upper secondary education is specialized, please think about lower secondary education.¹
- We are interested in changes over time at the aggregate country level. Please make sure your answers reflect educational reforms or changes in teaching practices over time.
- We intend for all questions to concern the majority or plurality of public or publicly funded schools, teachers and pupils in a given country and year. For each question, please try to think of what would be expected in the most typical school.
- In cases where sub-national differences exist due to decentralized education systems, please consider policies and practices in the most populous sub-national units.
- Many of our questions pertain to the official curriculum. The official curriculum (set by national / sub-national / local authorities / school administrations) may include: textbooks, topics covered in subject syllabi, teaching materials, as well as the list of subjects that are to be taught by schools and the amount of time that should be devoted to each subject.

¹In defining different education levels, we use the ISCED classification adopted by UNESCO, the [International Standard Classification of Education \(ISCED\) 2011](#): primary education (ISCED level 1); secondary education (lower secondary ISCED level 2 and upper secondary ISCED level 3); tertiary education (ISCED level 6 and higher, that is, bachelor's, master's, doctoral or equivalent levels). We also define: post-secondary non-tertiary education (ISCED level 4); non-university level tertiary education (ISCED level 5, short-cycle tertiary education).

At the end of the survey, you will be asked to code a set of "vignettes" for the questions that you coded. The vignettes describe short hypothetical country scenarios. Each is followed by one survey question that prompts you to code the vignette just as you would a real country, based only on the information provided by the vignette. The vignettes help us to ensure cross-country comparability and over time reliability in our data and contributes greatly to the project as a whole. The vignettes will appear in a separate section at the end of the survey. We would be grateful if you take the time to code these as well.

2 Official Curriculum

The first section of our survey will ask questions about the official curriculum across all subjects.

Definition: The official curriculum (set by national / sub-national / local authorities / school administrations) may include: textbooks, topics covered in subject syllabi, teaching materials, as well as the list of subjects that are to be taught by schools and the amount of time that should be devoted to each subject.

Please consider only formal public schools, publicly-funded schools or schools subsidised by the public sector.

2.1 All Subjects

Question 1. To what extent does a national authority set the official curriculum framework for schools? (v2edcentcurrlm)

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.

Question 2. What proportion of school textbooks across core subjects does a national authority approve centrally? (v2edcenttxbooks)

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.

2.2 Subject-specific questions

The next section will ask questions about the official curriculum for specific subjects.

Question 3. Are primary school students required to study at least one subject that predominantly focuses on teaching political values? (v2edpoledprim)

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.

Question 4. Are secondary school students required to study at least one subject that predominately focuses on teaching political values? (v2edpoledsec)

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.

Question 5. To what extent does the curriculum of subjects that include the teaching of political values cover topics related to individuals' political rights and duties? (v2edpoledrights)

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.

Question 6. How often does the language curriculum promote patriotism? (v2edpatriot)

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, 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

Question 7. How often does the history curriculum promote a specific societal model or ideology? (v2edideol)

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

Question 8. How would you characterize the dominant societal model(s) or ideology(ies) promoted through the history curriculum, identified in the previous question? (v2edideolcharctr)

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 (Select up to two options per year):

- 1: Nationalist
- 2: Socialist or communist
- 3: Restorative or conservative
- 4: Democratic norms, e.g. liberalism or pluralism
- 5: Democratic institutions, e.g. elections
- 6: Personality cult
- 7: Religious
- 8: Ethnicity, clan or tribe
- 9: Other societal model or ideology

10: The history curriculum does not promote a specific societal model or ideology

Question 9. When historical events are taught, to what extent are students exposed to diverse views and/or interpretations of these events? (v2edplural)

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

Question 10. To what extent do students have opportunities to discuss what they are taught in history classes? (v2edcritical)

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.

Question 11. Do history teachers have autonomy to deviate from the content of the official curriculum in the classroom? (v2edteaautonomy)

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.

Question 12. What proportion of instructional weekly hours is dedicated to mathematics and natural sciences in primary education? (v2edmath)

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 25%).
- 1: A large proportion (about 25% or more).

3 Teachers

The next section of our survey will ask questions about school teachers.

Please consider only primary and secondary schools that are formal public schools or publicly funded schools or schools subsidized by the public sector.

For the following question, we are interested in all school subjects.

Question 13. What are the *de facto* education requirements to become a primary school teacher? (v2edtequal)

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 specialisation. 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)

Question 14. Is there a comprehensive monitoring system in place for public authorities to conduct external teacher inspection? (v2temonitor)

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.

Question 15. Do officially recognized teacher unions exist in this country? (v2edteunion)

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) unionisation is formally prohibited, teacher unionisation can be allowed *de jure* but prohibited *de facto* due to government pressure, or there can be a lack of organisation capacity among teachers.

- 0: No officially recognized teacher unions exist.
- 1: Officially recognized teacher unions exist.

Question 16. Are officially recognized teacher unions independent from political authorities? (v2edteunionindp)

[Question 15] is a filter question: please answer this question only when option 1 is selected in a given year]

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.

Question 17. To what extent are hiring decisions for teachers based on their political views and/or political behavior and/or moral character? (v2edtehire)

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

Question 18. How likely is it that teachers would be fired if they were to publicly express political views that contradict the dominant political order? (v2edtefire)

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.

4 Schools

The next section will ask questions related to schools. Please consider only publicly funded primary and secondary public schools or schools subsidized by the public sector.

Please consider both primary and secondary schools. If there are substantive differences between the primary and secondary education levels, please provide the response that is most accurate to affect the majority of students.

Question 19. Are patriotic symbols displayed in schools? (v2edscpatriot)

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.

Question 20. How often are patriotic symbols or dates celebrated in schools?
(v2edscpatriotceleb)

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.

Question 21. Do schools promote involvement in extracurricular civic and/or political activities?
(v2edsceextracurr)

Clarification: Extracurricular civic activities can include (but are not limited to): joining a political organisation, a specific political party, the army, a civil society organisation, a labor union, a grassroots activist organisation, 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.

5 Media

The final section will ask questions regarding mass media in the country.

Definitions:

Media: Two types of media are distinguished: (1) print and (2) broadcast. By print media, we refer to newspapers, magazines, or printed journals whose content can be consumed through their printed or online editions. Broadcast media includes radio and television stations whose content can be consumed offline or online, for example, through station's websites.

Historical clarification: If there is no print or broadcast media at all in a given time period, please leave the questions blank (missing) for this time period.

Question 22. Out of the top four national print media with the highest readership, how many are state-owned? (v2medstateprint)

Clarification: If there are fewer than four national print media, please provide your answer based on the number of existing national print media.

By print media, we refer to newspapers, magazines, or printed journals whose content can be consumed through their printed or online editions. In this question, we are only interested in state ownership of the media – not in the extent to which the state may control editorial decisions.

State ownership takes different forms. For example, state-owned media can be funded by government license fees and advertising. They can also be directly controlled by government agencies (e.g. the Ministry of Information and Culture). The state, the ruling party, or the Head of Government / the Head of State, can also be the owner of media in this context.

Responses:

- 0: There are no state-owned print media outlets.
- 1: State-owned outlets make up a minority of print media outlets.
- 2: There is an equal share of state- and non-state owned print media outlets.
- 3: State-owned outlets make up the majority of print media outlets.
- 4: All print media outlets are state-owned.

Question 23. Out of the top four national broadcast media with the largest audience, how many are state-owned? (v2medstatebroad)

Clarification: If there are fewer than four national broadcast media, please provide your answer based on the number of existing national broadcast media.

Broadcast media includes radio and television stations whose content can be consumed offline or online, for example, through station's websites. Here, we are only interested in state ownership of the media – not in the extent to which the state may control editorial decisions.

State ownership takes different forms. For example, state-owned media can be funded by government license fees and advertising. They can also be directly controlled by government agencies (e.g. the Ministry of Information and Culture). The state, the ruling party, or the Head of Government / the Head of State, can also be the owner of media in this context.

Responses:

- 0: There are no state-owned broadcast media outlets.
- 1: State-owned outlets make up a minority of media broadcast outlets.
- 2: There is an equal share of state- and non-state owned broadcast media outlets.
- 3: State-owned outlets make up the majority of broadcast media outlets.
- 4: All broadcast media outlets are state-owned.

Question 24. For the print and broadcast media outlets owned by the state, how often do political authorities influence how these outlets cover political issues? (v2medpolstate)

[skip question if Question 22=0 & Question 23=0]

Clarification: 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. Political authorities can influence which political issues state-media cover, how, and how much they cover them. For example, they can exert influence by directly or indirectly controlling the hiring and firing of producers, directors, writers, editors, and announcers; by manipulating the resources these media require; by withholding resources required for printing or broadcast. Political authorities can also directly dictate content and make editorial decisions.

Responses:

- 0: Political authorities (almost) never influence the coverage of political issues.
- 1: Political authorities sometimes influence the coverage of political issues.

- 2: Political authorities often influence the coverage of political issues.
- 3: Political authorities almost always influence the coverage of political issues.

Question 25. For the print and broadcast media outlets NOT owned by the state, how often do political authorities influence how these cover political issues? (v2medpolnonstate)

[skip question if Question 22=4 & Question 23=4]

Clarification: 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. Political authorities can influence the coverage of non-state owned outlets both directly and indirectly. Indirect forms of control might include politically motivated awarding of broadcast frequencies, withdrawal of financial support, influence over printing facilities (e.g. subsidized newsprint) and distribution networks, selected distribution of advertising, onerous registration requirements, and prohibitive tariffs. They might also include tax privileges, bribery, and cash payments. Indirect forms of control may also include the intimidation of owners, advertisers, and editors, through the use of threats and violence.

Responses:

- 0: Political authorities (almost) never influence the coverage of key political issues.
- 1: Political authorities sometimes influence the coverage of key political issues.
- 2: Political authorities often influence the coverage of key political issues.
- 3: Political authorities almost always influence the coverage of key political issues.

Question 26. How often do media outlets promote patriotism? (v2medpatriot)

Clarification: Promotion of patriotism can be associated with promotion of patriotic consciousness, the love of the country, national pride, loyalty and commitment. For example, specific narratives can celebrate the country's military past, national origin stories, or accomplishments in economic or technological sectors. Patriotism can be promoted in news, movies, TV shows, radio shows, music, or magazines.

For this question, please consider all (state-owned as well as not state-owned) broadcast and print media outlets.

Responses:

- 0: Rarely or never
- 1: Sometimes

2: Often

3: Extensively

Question 27. Do political authorities have control over the production of entertainment content? (v2medentrain)

Clarification: Entertainment includes both broadcast and print content, such as movies, TV shows, radio shows, music, and magazines. Here we distinguish between entertainment content and news content (although, in some cases news content can have an entertainment component, and vice versa), focusing on entertainment.

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.

It is irrelevant how political authorities came to exert the control over the entertainment content.

Responses:

0: Political authorities exert almost no control over the production of entertainment content.

1: Political authorities exert some control over the production of entertainment content.

2: Political authorities exert a high level of control over the production of entertainment content.

3: Political authorities almost exclusively control the production of entertainment content.