



REPUBLIC OF CYPRUS
MINISTRY OF FINANCE



STATISTICAL SERVICE

STATISTICS OF EDUCATION 2015/2016

ISSN: 0253-8733

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PREFACE

This report provides comprehensive data on the educational system of Cyprus. Information is given on each level of education, on school enrolments by grade, sex and age, on repetition of grades, on dropouts as well as on teaching personnel by sex, post and age. The report, also, provides data about finance statistics on education.

This report was prepared by Mrs. Maria Hadjiprokopi and Mrs. Loukia Nicolaou of the Education Statistics Unit under the guidance of Mrs. Koulia Onisiforou Head of the Demography, Social Statistics and Tourism Division. Furthermore, the preparation and integration of the necessary computer programmes were undertaken by Mr. Yiannos Karashialis, IT Officer A'.

Sincere thanks are extended to all educational institutions, public and private, to the Ministry of Education and Culture and to all the Government departments for their valuable cooperation and assistance in supplying the necessary data.

Stavros Karagiorgis

Director
Statistical Service

June, 2018

I. EXECUTIVE SUMMARY

This report presents the results of the annual survey on education. It covers all educational institutions in the Government controlled areas, which are registered at the Ministry of Education and Culture or, as long as the Day Nurseries concerns, at the Social Welfare Services. The reference period for the statistics of Pre-School and Pre-Primary, Primary, Secondary and Special education is October, 2015. The reference period for Post-Secondary Non-Tertiary education, as well as for Tertiary education is the academic year 2015/2016. For the financial statistics of education, the reference period is the calendar year 2015, while data for the parents associations refer to the school year 2015/2016.

The main findings of the survey for 2015/2016 can be summarized as follows:

1. At all levels of education, there were 1.322 educational institutions, 14.716 teachers and 181.537 pupils/students, giving a pupil/teacher ratio of 12,3.
2. Of the total pupils/students, 70,2% was enrolled in public/communal educational institutions and 29,8% in private. The respective percentages, by level of education are as follows: for Pre-School and Pre-Primary education 55,6% were enrolled in public/communal institutions and 44,4% in private, for Primary education 91,4% were enrolled in public institutions and 8,6% in private, for Secondary education 82,2% were enrolled in public institutions and 17,8% in private, for Post-Secondary Non-Tertiary education 100,0% were enrolled in public institutions, and for Tertiary education 36,0% were enrolled in public institutions and 64,0% in private.
3. The enrolments of pupils and students by level of education were: Pre-School and Pre-Primary 30.471, Primary 54.292, Secondary 55.711, Post-Secondary Non-Tertiary 305, Tertiary 40.347 and Special education 411.
4. Public expenditure, in 2015, on all levels of education, amounted to €1.150,0 million and accounted for 16,1% of the Government Budget and 6,5% of the Gross Domestic Product.
5. The total current public cost per pupil/student in public institutions by level of education was: Pre-School and Pre-Primary €4.958, Primary €6.189, Secondary €9.800 and Tertiary €10.321.

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II. DEVELOPMENTS IN EDUCATION

During the school year 2015/2016, there were 1.322 full-time educational institutions at all levels of education, which were registered at the Ministry of Education and Culture, operating in the Government controlled areas with 181.537 pupils/students and 14.716 teachers, thus giving a pupil/teacher ratio of 12,3. For the previous school year 2014/2015 the number of educational institutions was 1.311 with 178.116 pupils/students and 14.228 teachers with a pupil/teacher ratio of 12,5.

Figure 1: Enrolments of pupils/students by level of education, 1970/71 - 2015/16

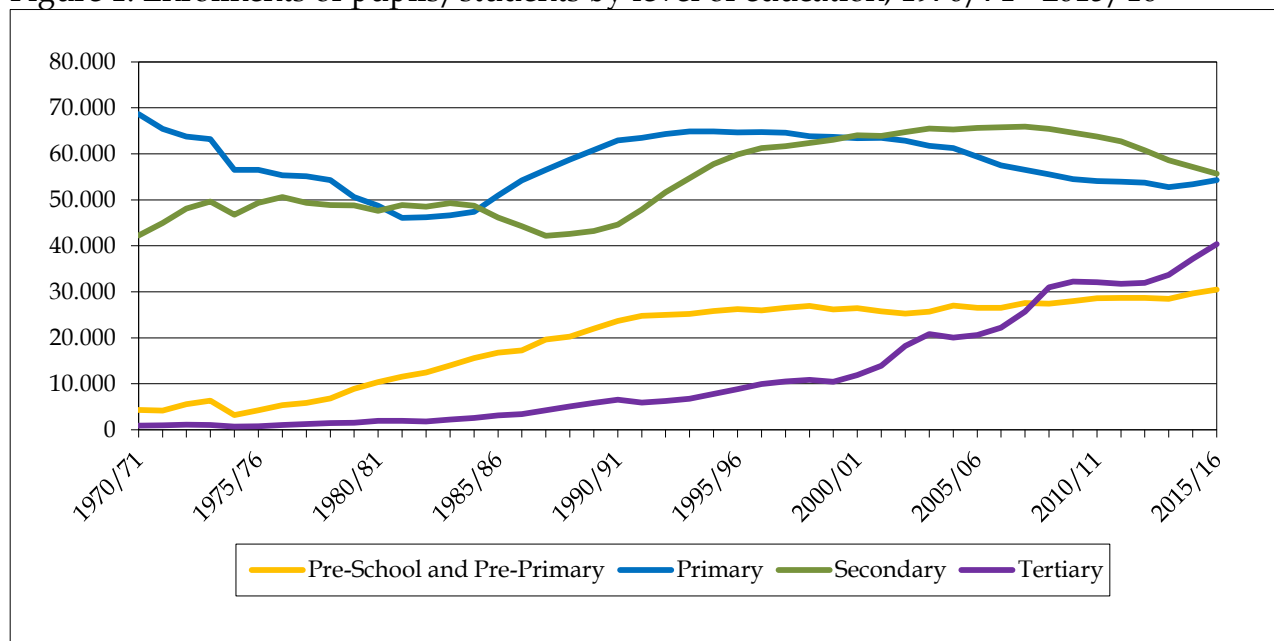


Figure 2: Number of schools by level of education, 1970/71 - 2015/16

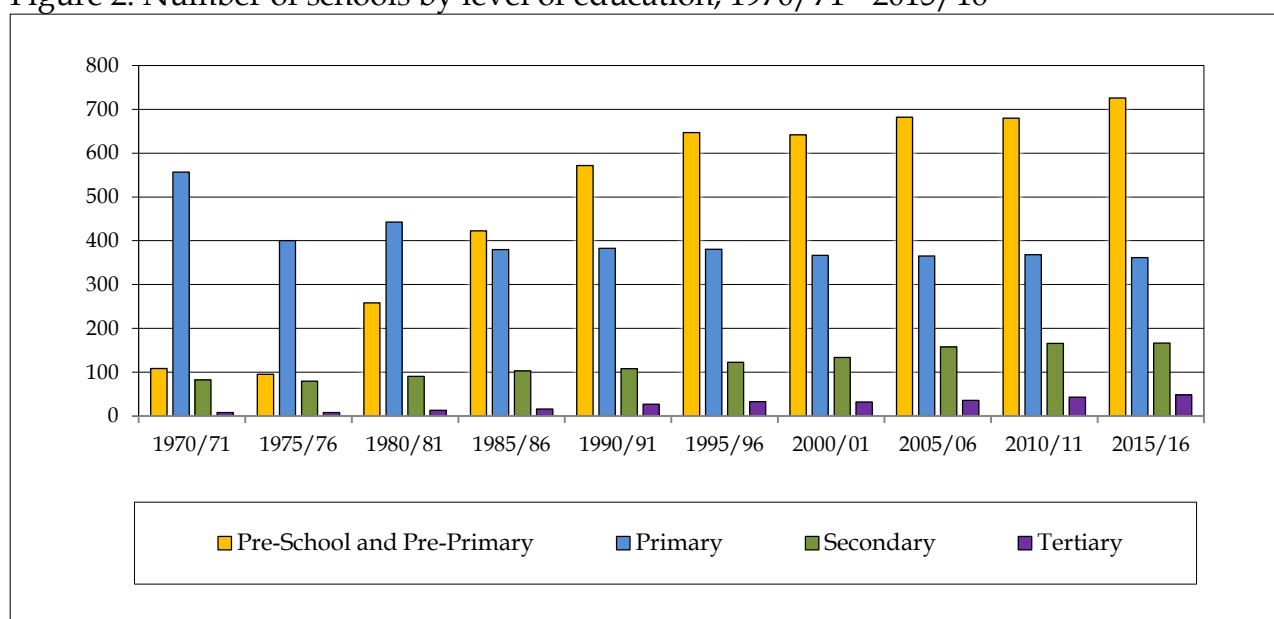
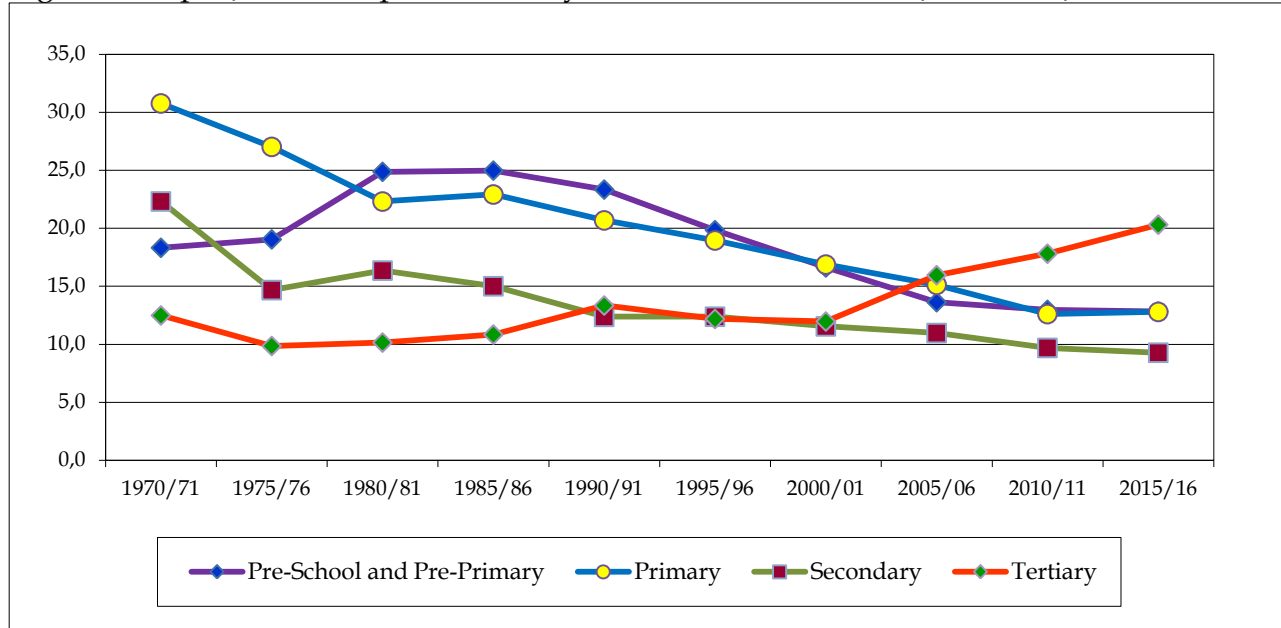


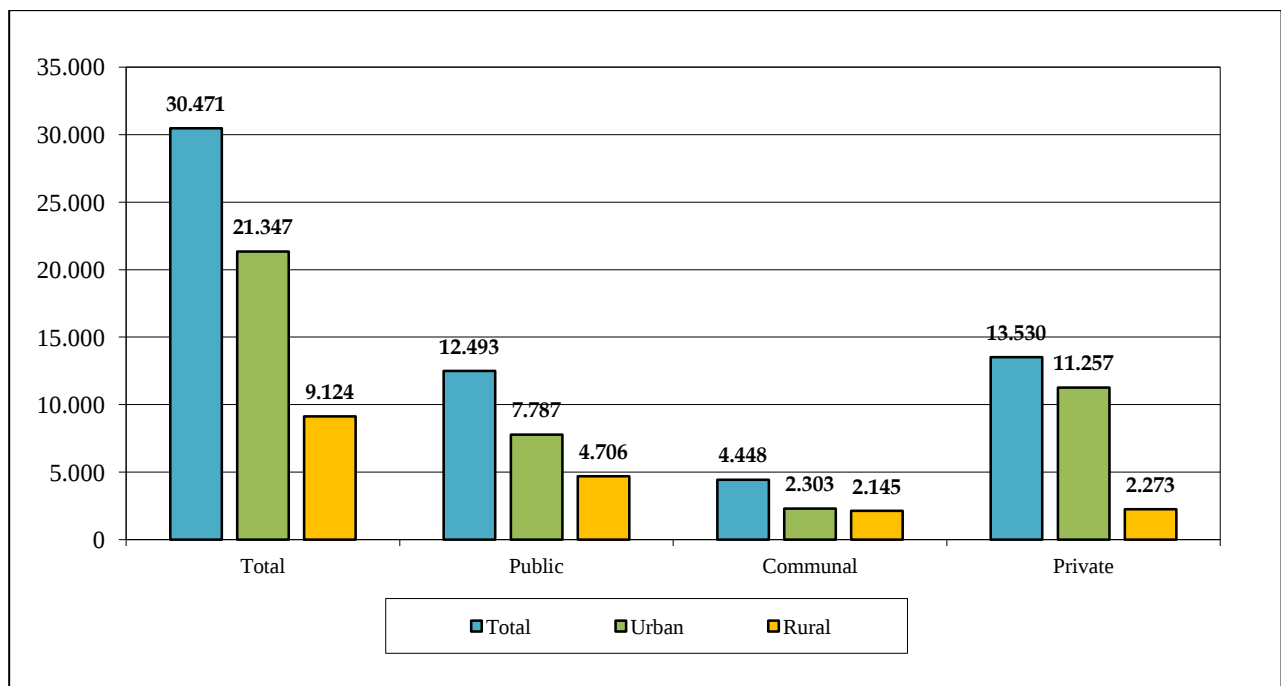
Figure 3: Pupils/students per teacher by level of education, 1970/71 - 2015/16



1. Pre-School and Pre-Primary Education

Pre-School and Pre-Primary institutions increased in number in 2015/2016 to 726 with 30.471 children enrolled from 713 schools with 29.628 children in 2014/2015. Of the total number of pupils at Pre-School and Pre-Primary education, 70,1% was attending schools in urban areas whereas the remaining 29.9% in rural areas.

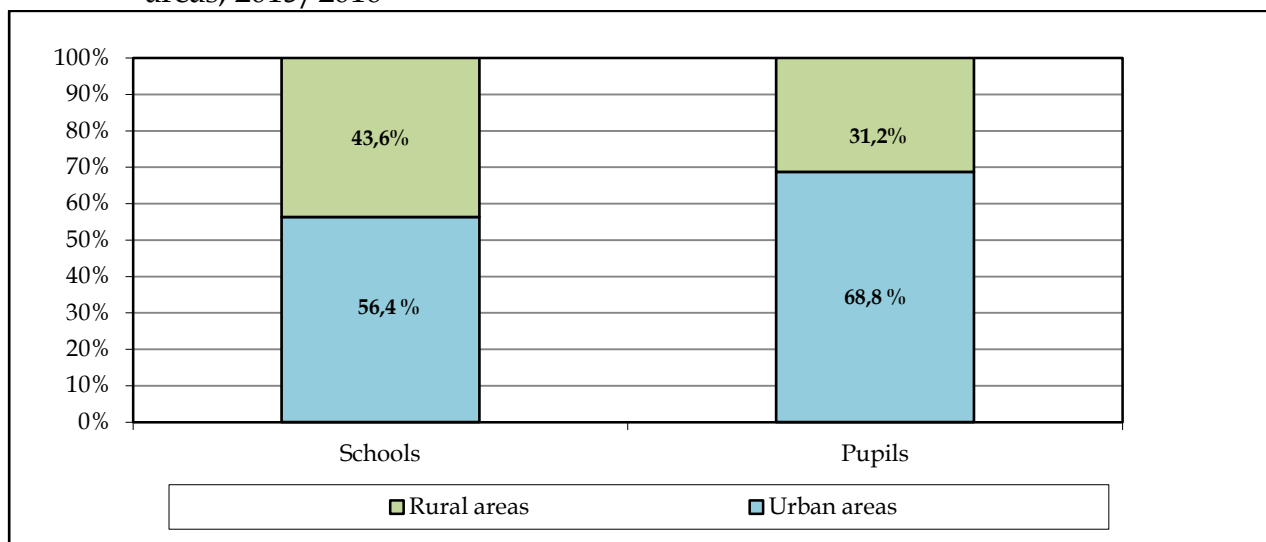
Figure 4: Pre-School and Pre-Primary pupils by type of school and urban/rural area, 2015/2016



2. Primary Education

In 2015/16 Primary school enrolments increased to 54.292 from 53.426 in 2014/2015. The pupil/teacher ratio, in 2015/2016, stayed at the same level as the previous school year, at 12,8. Of the total Primary school population 68,8% was attending schools in urban areas and the remaining 31,2% in rural areas. Primary graduates in 2014/2015 decreased by 3.2% to 8.493 from 8.576 in 2013/2014.

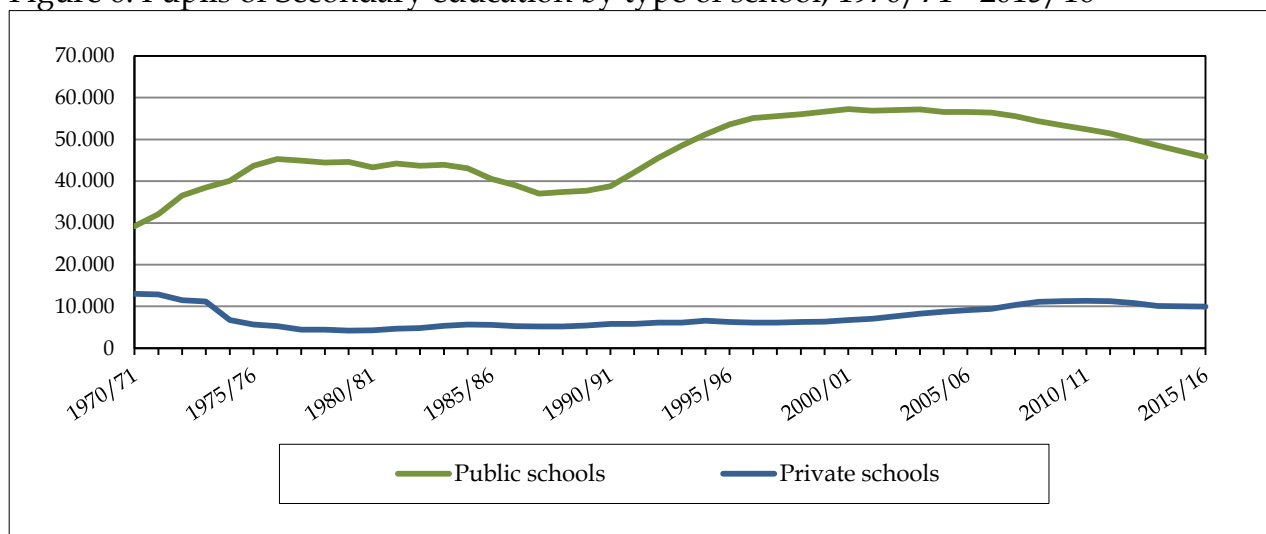
Figure 5: Distribution of schools and pupils of Primary education in urban and rural areas, 2015/2016



3. Secondary Education

During the school year 2015/2016, the enrolments of pupils decreased to 55.711 from 57.161 in the previous school year. Of the Secondary school population, 82,2% was enrolled in public schools and the remaining 17,8% in private schools. The overall pupil/teacher ratio in 2015/2016 decreased to 9,3 from 10,2 in 2014/2015.

Figure 6: Pupils of Secondary education by type of school, 1970/71 - 2015/16



Graduates from Upper Secondary schools, decreased by 1,8% to 9.443 in 2014/2015 from 9.619 in 2013/2014. The graduates from the General Stream were 86,9% and from the Technical/Vocational Stream, 13,1%, whereas the distribution of the previous year was 87,6% and 12,4% respectively.

The flow of the 2014/2015 Secondary school population throughout the system was as follows: 16,5% graduated, 80,3% were promoted and moved to the next higher grade, 1,2% were repeating the same grade and 2,0% dropped out.

Statistics of Secondary education indicate that of the pupils who enroll in grade I in Lower Secondary (Gymnasium), 95,5% successfully complete grade III three years later, and 92,3% succeed in graduating from the Upper Secondary education six years later.

Combining the enrolments of the first year of Cypriot students in Tertiary educational institutions in Cyprus and the Upper Secondary school leavers, it is estimated that 31% of Upper Secondary school graduates continued their studies in 2015/2016 to the Tertiary educational institutions in Cyprus. The percentage for women is estimated at 35% and for men at 27%. It is clarified that, in addition to the 31% who continued their studies in Cyprus, a significant proportion of Upper Secondary school leavers chose to continue their studies to Tertiary educational institutions abroad.

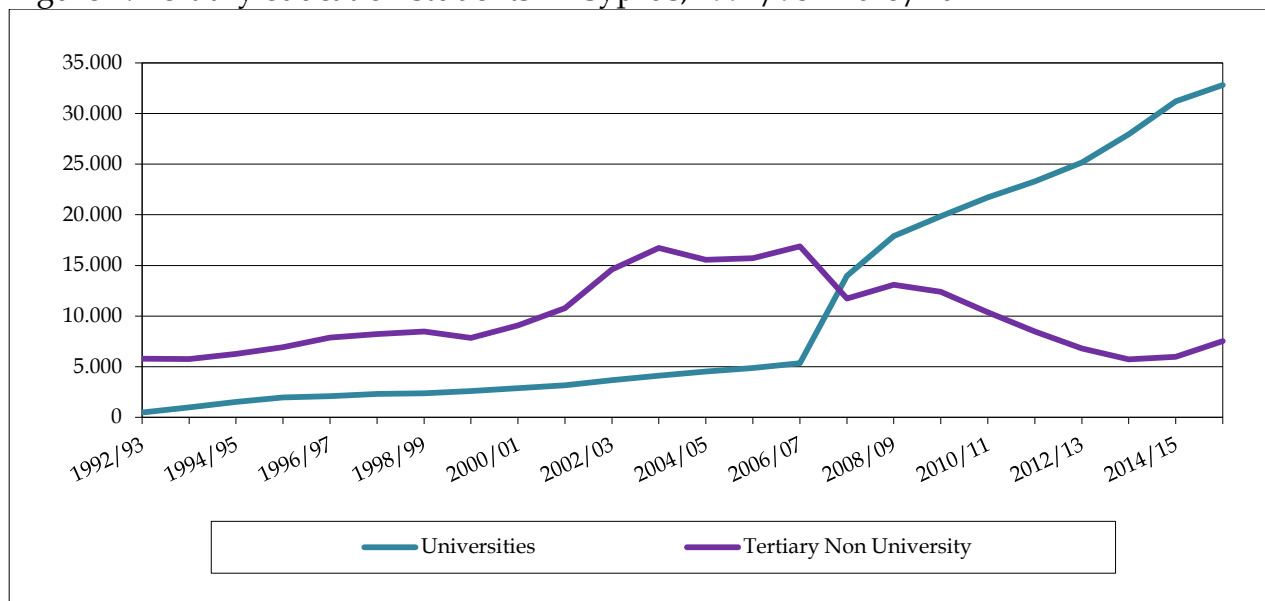
4. Post-Secondary Non-Tertiary Education

In 2015/2016 there were 8 public Post-Secondary Non-Tertiary schools, the Post-Secondary Institutions of Vocational Education and Training. These schools covered all districts, with 305 students (226 men and 79 women) and the student/teacher ratio was 8,2. During the previous school year, 2014/2015, there were 9 public schools with 347 students.

5. Tertiary Education

In 2015/2016 there were 48 public and private institutions with a total number of enrolments of 40.347 students, compared to 37.166 in 2014/2015. Tertiary education has been developed significantly the last few years in Cyprus. As from the academic year 2006/2007, 2 more public and 5 private Universities started gradually to operate (in addition to the University of Cyprus which operates since 1992/1993). Nevertheless, Cypriot students who chose to stay and study in Tertiary institutions in Cyprus have decreased to 22.746 in 2015/2016 compared to 23.980 in 2014/2015. In contrast, foreign students have increased considerably and amount to 17.601 in 2015/2016 in comparison to 13.186 in the previous academic year. A significant part of this increase corresponds to the development of the distance learning programmes, which are offered by public and private educational institutions, where students can participate without having their physical presence in Cyprus. Of the total population of Tertiary students 36,0% were enrolled in public and the remaining 64,0% in private institutions. Males accounted for 45,3% of the total enrolments and females for 54,7%.

Figure 7: Tertiary education students in Cyprus, 1992/93 - 2015/16



Graduates increased from 7.965 in 2014/2015 to 8.420 in 2015/2016. The distribution of graduates by field of study was as follows: Education 17,0%, Arts 3,5%, Humanities 2,5%, Languages 2,6%, Social and behavioural science 6,0%, Journalism and information 2,0%, Business and administration 31,1%, Law 4,5%, Biological sciences 1,3%, Environment 0,8%, Physical sciences 0,7%, Mathematics and statistics 0,8%, Information and communication technologies 2,4 %, Engineering and engineering trades 6,0%, Manufacturing and processing 0,4%, Architecture and building 3,5%, Agriculture, forestry and fishery 0,5%, Health 6,1%, Welfare 1,5%, Personal services 4,4%, Hygiene and occupational health services 0,7% and Security services 1,7%.

6. Special Schools

During school year 2015/2016 there were 11 Special Schools with 411 pupils. In the previous year there was the same number of schools with 388 pupils.

7. Non-Formal (Part - Time) Education

Enrolments in the State Institutes of Further Education decreased from 12.656 in 2014/2015 to 12.000 in 2015/2016 of which 7.166 were pupils of Secondary schools. In the New Modern Apprenticeship Scheme the enrolments increased from 189 in 2014/2015 to 242 in 2015/2016. In the Evening Classes of Technical Schools the enrolments decreased slightly from 1.131 in 2014/2015 to 1.109 in 2015/2016. The enrolments at the Adults Education Centres increased from 22.079 in 2014/2015 to 25.030 in 2015/2016. At the Human Resource Development Authority, 51.302 trainees attended the various programmes in 2015/2016 in comparison to 35.577 in 2014/2015. At the Cyprus Productivity Centre 560 trainees took part in the programmes in 2015/2016 compared to 511 in 2014/2015, whereas at the Cyprus Academy of Public Administration 3.091 trainees took part in 2015 compared to 2.733 in 2014.

8. Financial Statistics of Education

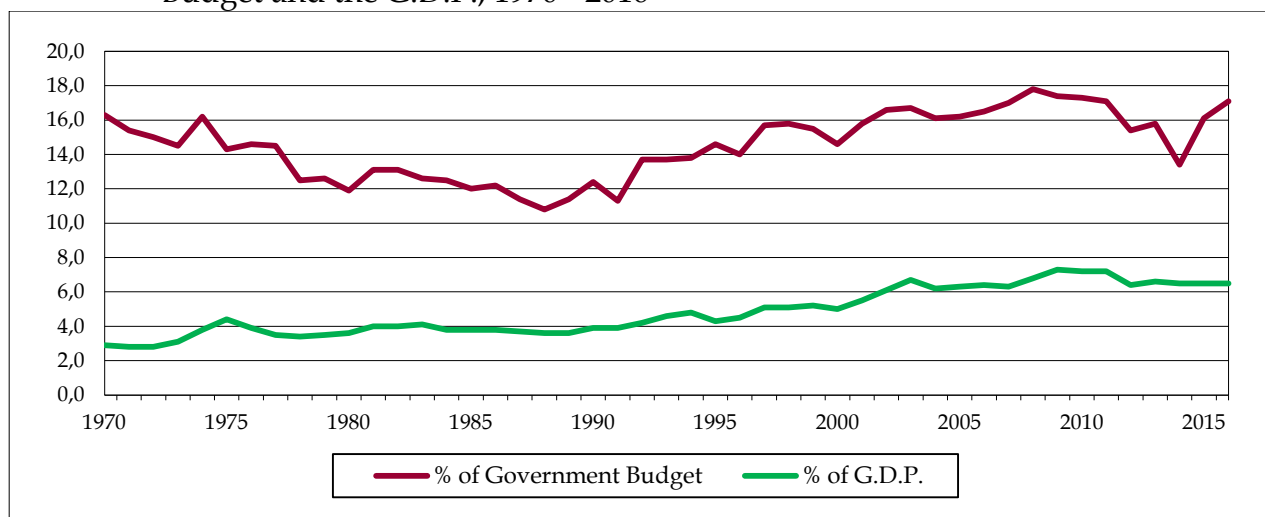
Government expenditure on education stands, for the financial year 2015, at 16,1% of the Government Budget and 6,5% of the Gross Domestic Product.

Public expenditure on all levels of education was €1.150,0 millions in 2015 and it demonstrated an increase of 0,7% in comparison to 2014, where public expenditure on education amounted to €1.142,2 millions. Current expenditure decreased by 0,6%, while capital expenditure increased by 48,4%.

Pre-School and Pre-Primary education absorbed 5,5% of total public expenditure on education, Primary 27,9%, Secondary General and Technical 40,6%, Special education 3,8%, Tertiary 20,3%, Non Formal and Post-Secondary education 1,7% and the Educational programmes abroad 0,2%.

The cost per student for public education, in 2015 measured, in terms of current expenditure, €4.958 for Pre-School and Pre-Primary, €6.189 for Primary, €9.536 for Secondary General, €12.240 for Secondary Technical and €10.321 for Tertiary education.

Figure 8: Public expenditure on education as a percentage of the Government Budget and the G.D.P., 1970 - 2016



9. Cypriot Students Abroad

A significant number of young people of Cyprus choose to pursue their tertiary studies abroad.

The source of data for the Cypriot students that studied in Tertiary educational institutions abroad was, until the academic year 2010/2011, the Student Grant Register that consisted of applications of students for grants. Until that year, the student's grant was not means-tested and all students could apply for it. Thus, with the introduction of income criteria this register became inadequate within the scope of the Statistics of Education, since it no longer includes all tertiary students.

Therefore, the data for the Cypriot students that study in Tertiary educational institutions abroad are not available, as from 2011/2012.

However, some information on the number of Cypriot students who study abroad as well as on the number of Cypriot graduates can be derived from the European Statistical Service (EUROSTAT). It should be noted that this information is restricted to the Cypriot students who have physical presence in these countries, i.e. they are enrolled in programmes with traditional teaching and not in distance learning programmes.

Based on EUROSTAT data, the number of Cypriot students that studied in specific countries abroad, in 2014/2015, was: United Kingdom 9.737, Bulgaria 386, France 220, Czech Republic 195 and Hungary 188 Cypriot students.

Also, the number of Cypriots who graduated from specific countries abroad, in 2014/2015, was: United Kingdom 3.690, Bulgaria 91, Netherland 52, Germany 48 and Hungary 33 graduates.

It should be clarified that there are some countries that did not send their data to EUROSTAT and, therefore, the relevant information for the Cypriot students in these countries is missing. Greece is one of these countries and although many Cypriot students study there, the exact number is missing.

III. THE SYSTEM OF EDUCATION IN CYPRUS

In Cyprus, education is provided through Pre-School and Pre-Primary schools, Primary schools, Secondary General and Secondary Technical/Vocational schools, Special schools, Post-Secondary Non-Tertiary institutions and Tertiary University and Non-University institutions (public and private). Also, Non-Formal education is provided through non-formal institutions and centres.

(a) Public schools

Public schools are mainly financed from public funds. The public educational system in Cyprus is highly centralized with headmasters and teachers appointed, transferred and promoted by the Educational Service Commission, an independent five-member body, appointed for a six year period by the President of the Republic.

The Ministry of Education and Culture is responsible for the enforcement of educational laws and the preparation of educational legislation. It prescribes syllabuses, curricula and textbooks.

The construction, maintenance and equipment of public school buildings are the responsibility of school committees under the supervision of the technical services of the Ministry of Education and Culture. Until 2006 in urban areas the committees were appointed by the Council of Ministers, while in rural areas were elected by the communities. Since the Communal elections of December 2006, the committees are elected by the citizens.

(b) Private schools

Private schools raise their funds primarily from tuition fees, while some private schools receive a small state subsidy.

Private schools are owned and administered by private individuals or bodies but are liable to supervision by the Ministry of Education. A number of private schools are run on a non-profit basis.

1. Pre-School and Pre-Primary Education

(a) Kindergartens

Pre-Primary education is offered in Kindergartens for children aged below 5 $\frac{2}{3}$ years, under the jurisdiction of the Ministry of Education. As from 2004/05, enrolment to Pre-Primary education was made compulsory and free for children aged 4 $\frac{2}{3}$ years old to the age of 5 $\frac{2}{3}$ years old.

There are three categories of kindergartens:

- Public kindergartens, which are established and fully supported by the State.
- Community kindergartens, which are private non-profit institutions, are established and supported by the communities or other organized bodies and by government grants.
- Private kindergartens, which are established and supported by the owners of the school, usually on a profitable basis.

(β) Day-Nurseries

Pre-School day-care for children aged 6 weeks to 4 $\frac{2}{3}$ years old is offered in Day-Nurseries under the jurisdiction of the Social Welfare Services of the Ministry of Labour, Welfare and Social Insurance.

These fall into three categories:

- Public day-nurseries, which are established and fully supported by the State.
- Community day-nurseries, which are private non-profit institutions, are established and supported by local communities or other organized bodies and by government grants.
- Private day-nurseries, which are established and supported by the owners of the school, usually on a profitable basis.

Private and community Kindergartens, which are registered and supervised by the Ministry of Education and Culture are also registered and supervised by the Social Welfare Services as Day-Nurseries.

2. Primary Education

Primary Education is pursued mainly at public schools, but there are also a few private ones. Education at this level is compulsory since 1962 and has always been free in public schools. Children begin their Primary education at the age of 5 $\frac{2}{3}$ years and leave when they have completed the prescribed six-year course.

3. Secondary Education

Secondary education is pursued mainly at public schools but there are also many private ones. Entrance in the public schools is open to all Primary school leavers without any examinations and as from 1985/86 attendance for the first cycle (up to the third grade) was made compulsory. Free education was first introduced in 1972/73 for grade I and by 1985/86 was extended to all grades.

There are basically two types of Secondary schools and these are:

(a) Secondary General

Public: Schools in this category are the Gymnasiums, the Lyceums, the 6th Grades Gymnasiums-Lyceums and the Evening Gymnasiums-Lyceums, where schooling consists of two stages. Stage I, Lower Secondary (Gymnasium), comprises the first three grades and the emphasis is on general subjects and the humanities. Stage II, Upper Secondary (Lyceum), comprises the last three grades and specialization begins from the first grade.

Up to 1976/77 there were three streams: the Classical, the Commercial and the Science stream. As from 1977/78 the Lyceums of Optional Subjects were introduced in which students can choose one of the five main fields of specialization, the Classical stream, the Science stream, the Economics stream, the Commercial/Secretarial stream and the Foreign Languages stream. As from 1995/96 the Unified Lyceum was introduced at three schools and as from 1999/2000 in all schools. As from the school year 2015/2016, the Subject Orientation Groups were introduced in grade I of the Lyceum cycle, leading to six respective Directions of study for grades II and III. The six Directions are: the Classical and Humanities direction, the Foreign Languages and European Studies direction, the Science and Technology direction, the Economics direction, the Commercial and Services direction and the Fine Arts direction.

The Evening Gymnasiums and Lyceums enable adults and young people who discontinued their normal attendance, to complete their secondary education.

Private: Schools in this category are heavily geared towards General education though some incorporate Technical/Vocational education as well. As in the case of public education, schooling consists of two stages (Lower and Upper Secondary) and extends over a period of six or seven years. Private schools of Secondary education fall into three types:

- Same type: All private schools that follow, without any deviation, the current analytical and timetable programs of existing types of public schools.
- Similar type: All private schools that include in their programmes the main subjects of the existing types of public schools, at least by two thirds ($\frac{2}{3}$), in terms of time and syllabus.
- Different type: All private schools that do not fall into any of the above categories.

(b) Secondary Technical and Vocational:

These schools accept students only in the second stage of Secondary education (Upper Secondary). Education in these schools is offered in two directions, the theoretical and the practical. During the three years of the theoretical direction and the two first years of the practical direction, education and practice are offered exclusively at the school place, while at the third year of the practical direction pupils are trained one day per week at the work place.

The programmes of these two directions aim to provide to students a balanced programme of general education, technological expertise and laboratory practice, so to be able to work in the industry, with very good employment conditions or to continue their studies in Tertiary Education.

The evening technical school enables adults and young people who discontinued their normal attendance to complete their secondary education in technical stream.

4. Post-Secondary Non-Tertiary Education

Public: In 2012/2013, programmes at the level of Post-Secondary Non-Tertiary education were offered for the first time from the public Post-Secondary Institutions of Vocational Education and Training. The duration of studies is 2 years and the programmes are addressed to the graduates of Secondary education with the aim of helping them enter and integrate themselves in the labour market. This level of education provides contemporary programmes of vocational studies, which give scientific, technical and professional knowledge and skills. These are flexible and adaptable programmes towards the rapid changes observed in the sector of employment, economy, and occupations.

Private: Private institutions of Tertiary education offer programmes in subjects of vocational studies with duration of less than 2 years, which fall under this level.

5. Tertiary Education

Tertiary education is provided through two types of educational institutions:

(a) Universities (public and private).

The public Universities are:

The University of Cyprus, The Open University of Cyprus and the Cyprus University of Technology which admitted their first students in September 1992, September 2006 and September 2007 respectively.

The private Universities are:

The European University Cyprus, the University of Nicosia, the Frederick University, the Neapolis University and the University of Central Lancashire (UCLAN). The first three Universities started their operations in September 2007, while the other two, in September 2010 and September 2012 respectively.

(b) Tertiary Non-University institutions (public and private).

The public Tertiary Non-University institutions are:

The Higher Hotel Institute of Cyprus of the Ministry of Labour, Welfare and Social Insurance, the Mediterranean Institute of Management also of the Ministry of Labour,

Welfare and Social Insurance, the Police Academy of the Ministry of Justice and Public Order and the Tourist Guides School of the Cyprus Tourism Organization.

During 2015/2016, due to restrictive measures on public finances, there were no recruitments by the Cyprus Police and therefore the Police Academy did not operate. Moreover, the Tourist Guides School does not operate in systematic basis, but only when there is need for guides in specific languages, in order to meet the requirements in the tourism market.

The private Tertiary Non-University institutions correspond to an important share of Tertiary education in Cyprus, amounting to more than 40. They offer undergraduate and postgraduate courses, as well as short-cycle professional programmes.

6. Special Education

Special Education is provided through:

- (a) The Special Units that are integrated into mainstream schools.
- (b) The Special Schools that provide education of primary and secondary school level and vocational training to children with severe difficulties.

7. Non-Formal (Part-Time) Education

Non-Formal education consists of various public and private part-time institutions, which provide miscellaneous courses at various levels.

Public Non-Formal education is provided through:

- (a) The New Modern Apprenticeship Scheme of the Ministry of Education and Culture. This programme aims at the vocational education and training of children aged 15-18 years old, who do not continue their studies in the Lyceum Cycle.
- (b) The Afternoon and Evening classes of Technical Schools of the Ministry of Education and Culture, which provide one-year or three-year programmes. These programmes aim at the continuous training of technical personnel in order to be able to respond to the new needs of the labour market. They also provide preparatory courses for various examinations.
- (c) The Human Resource Development Authority organizes accelerated vocational training and retraining courses, which are usually sub-contracted out to suitable institutions.
- (d) The Productivity Center provides courses for upgrading and/or training of managerial and supervisory personnel and skilled workers.
- (e) The Cyprus Academy of Public Administration of the Ministry of Finance. Its primary aim is to train and enhance the capability of the civil servants in managerial skills.

(f) The State Institutes of Further Education offer courses in languages, commercial and other subjects, both for pupils of Primary and Secondary education, as well as for adults.

(g) The Adult Education Centers refer to people aged 15 years and over. They offer a variety of interdisciplinary courses which focus mainly on the teaching of foreign languages, arts and crafts, cultural programmes, health and other issues of general interest, as well as on teaching professional and vocational skills.

Private institutions offer various part-time courses including foreign languages, accounting, mathematics, computer studies. Some provide coaching for external examinations especially for British and American examining bodies. This report does not cover the private institutions of part-time courses, although it provides data on the enrolments of these institutions for some years before.

IV. COVERAGE OF THE SURVEY OF EDUCATION

Statistics of Education are compiled annually with the primary aim of providing comprehensive statistical data on education at all levels. The data presented in this report cover all educational institutions, both public and private in the Government controlled areas, which are registered at the Ministry of Education and Culture.

1. Reference period

The reference month for the data of Pre-School and Pre-Primary, Primary, Secondary and Special education is October, 2015. The reference period for Post-Secondary Non-Tertiary education, as well as for Tertiary education is the academic year 2015/2016. For the financial statistics of education, the reference period is the calendar year 2015, while data for the parents associations refer to the school year 2015/2016.

2. Sources of data

The data collection is carried out via questionnaires sent to all educational institutions and completed by them, following the written instructions. Additionally, administrative sources are used, mainly for the compilation of the financial statistics of education.

3. Classification systems used

It is considered essential to classify the fields of education, if a summary of education statistics is to be presented. In this report, the International Standard Classification of Education is used, for the fields of education (ISCED-F 2013), which is published by UNESCO Institute for Statistics. This classification is presented in the Annex of the report (Section VIII).

V. DEFINITIONS OF TERMS USED

Gross Enrolment Ratio

The **gross** enrolment ratio for a given level of education is derived by dividing the total number of pupils at this level regardless of age, by the population of the age group which according to national regulations should be enrolled at this level.

Net Enrolment Ratio

The **net** enrolment ratio is derived by dividing only the enrolments of the age group that should be in schools at a given level, by the corresponding population of the same group.

Public expenditure on education as % of Gross Domestic Product (G.D.P.)

The total public expenditure on education is compiled according to the definitions and methodology of the European Statistical Service (EUROSTAT). The public expenditure on education as a % of GDP is calculated by dividing the total public expenditure on education, by the amount of the GDP and multiplying by 100.

VI. SYMBOLS USED

...	=	Data not available
0	=	Zero or less than half on the unit
n.a.	=	Not applicable
b	=	Break in time series
(€000's)	=	Thousands of Euros
LEM	=	Lyceums of Optional Subjects
OMP	=	Subject Orientation Groups
ISCED	=	International Standard Classification of Education

VII. DETAILED TABLES

The complete list of the detailed tables of Education Statistics are available in the relevant Excel files in the sections presented below, on the website of the Statistical Service (in the Statistical Theme 'Population and Social Conditions', the subtheme 'Education' and the category 'Key Figures'), by following the URL:

http://www.mof.gov.cy/mof/cystat/statistics.nsf/populationcondition_24main_en/populationcondition_24main_en?OpenForm&sub=4&sel=2

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 - B. Annual data
- SECONDARY EDUCATION
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- FINANCIAL STATISTICS OF EDUCATION
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 - B. Public expenditure (annual data)
 - C. Private expenditure (annual data)

Further information on the data presented in this report may be obtained from the Statistical Service:

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VIII. ANNEX

Fields of education in Tertiary education

The fields of Tertiary education have been classified by using the International Standard Classification of Education, ISCED-F 2013, of UNESCO.

3-digit code	4-digit code
011 Education	0111 Education science 0112 Training for pre-school teachers 0113 Teacher training without subject specialization 0114 Teacher training with subject specialization
021 Arts	0211 Audio-visual techniques and media production 0212 Fashion, interior and industrial design 0213 Fine arts 0214 Handicrafts 0215 Music and performing arts
022 Humanities (except languages)	0221 Religion and theology 0222 History and archaeology 0223 Philosophy and ethics
023 Languages	0231 Language acquisition 0232 Literature and linguistics
031 Social and behavioural sciences	0311 Economics 0312 Political sciences and civics 0313 Psychology 0314 Sociology and cultural studies
032 Journalism and information	0321 Journalism and reporting 0322 Library, information and archival studies
041 Business and administration	0411 Accounting and taxation 0412 Finance, banking and insurance 0413 Management and administration 0414 Marketing and advertising 0415 Secretarial and office work 0416 Wholesale and retail sales 0417 Work skills
042 Law	0421 Law

3-digit code		4-digit code	
051	Biological and related Sciences	0511	Biology
		0512	Biochemistry
052	Environment	0521	Environmental sciences
		0522	Natural environment and wildlife
053	Physical sciences	0531	Chemistry
		0532	Earth sciences
		0533	Physics
054	Mathematics and statistics	0541	Mathematics
		0542	Statistics
061	Information and communication technologies (ICTs)	0611	Computer use
		0612	Database and network design and administration
		0613	Software and applications development and analysis Software and applications development and analysis
071	Engineering and engineering trades	0711	Chemical engineering and processes
		0712	Environmental protection technology
		0713	Electricity and energy
		0714	Electronics and automation
		0715	Mechanics and metal trades
		0716	Motor vehicles, ships and aircrafts
072	Manufacturing and processing	0721	Food processing
		0722	Materials (glass, paper, plastic and wood)
		0723	Textiles (clothes, footwear and leather)
		0724	Mining and extraction
073	Architecture and construction	0731	Architecture
		0732	Building and civil engineering
081	Agriculture	0811	Crop and livestock production
		0812	Horticulture
082	Forestry	0821	Forestry
083	Fisheries	0831	Fisheries
084	Veterinary	0841	Veterinary

3-digit code	4-digit code
091 Health	0911 Dental studies
	0912 Medicine
	0913 Nursing and midwifery
	0914 Medical diagnostic and treatment technology
	0915 Therapy and rehabilitation
	0916 Pharmacy
	0917 Traditional and complementary medicine and therapy
092 Welfare	0921 Care of the elderly and of disabled adults
	0922 Child care and youth services
	0923 Social work and counseling
101 Personal services	1011 Domestic services
	1012 Hair and beauty services
	1013 Hotel, restaurants and catering
	1014 Sports
	1015 Travel, tourism and leisure
102 Hygiene and occupational health services	1021 Community sanitation
	1022 Occupational health and safety
103 Security services	1031 Military and defense
	1032 Protection of persons and property
104 Transport services	1041 Transport services

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<http://uis.unesco.org/en/topic/international-standard-classification-education-iscd>