



REPUBLIC OF CYPRUS
MINISTRY OF FINANCE



STATISTICAL SERVICE

STATISTICS OF EDUCATION 2018/2019

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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 sex, age, nationality and other important characteristics. In addition, information is given for teaching personnel by sex, post and age. The report, also, provides data about finance statistics on education.

This report was prepared by Mrs. Loukia Nicolaou and Mrs. Maria Hadjiprokopi of the Education Statistics Unit under the guidance of Mrs. Koulia Onisiforou Head of the Demography, Social Statistics and Tourism Division.

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

Stavros Karagiorgis

Director
Statistical Service

March, 2021

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, Culture, Sport and Youth, as well as all the Day Nurseries registered at the Social Welfare Services. The reference period for the statistics of Pre-School and Pre-Primary, Primary, Secondary and Special education is October, 2018. The reference period for Tertiary education is the academic year 2018/2019. For the financial statistics of education, the reference period is the calendar year 2018, while data for the parents associations refer to the school year 2018/2019.

The main findings of the survey for 2018/2019 can be summarized as follows:

1. At all levels of education, there were 1.338 educational institutions, 15.428 teachers and 197.309 pupils/students, giving a pupil/student teacher ratio of 12,5⁽¹⁾.
2. Of the total pupils/students, 64,6% was enrolled in public/communal educational institutions and 35,4% in private. The respective percentages, by level of education are as follows: for Pre-School and Pre-Primary education 50,5% were enrolled in public/communal institutions and 49,5% in private, for Primary education 89,7% were enrolled in public institutions and 10,3% in private, for Secondary education 80,7% were enrolled in public institutions and 19,3% in private and for Tertiary education 26,8% were enrolled in public institutions and 73,2% in private.
3. The enrolments of pupils and students by level of education were: Pre-School and Pre-Primary 33.108, Primary 58.060, Secondary 55.499, Tertiary 50.211 and Special education 460.
4. Public expenditure, in 2018, on all levels of education, amounted to €1.250,9 million and accounted for 13,6% of the Government Budget and 5,8% 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 €5.226, Primary €6.499, Secondary €10.900 and Tertiary €11.113.

(1): The pupil/student Teacher Ratio is calculated by taking into account the Full Time Equivalent for students.

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II. DEVELOPMENTS IN EDUCATION

During the school year 2018/2019, there were 1.338 full-time educational institutions at all levels of education, which were registered at the Ministry of Education, Culture, Sport and Youth, operating in the Government controlled areas with 197.309 pupils/students and 15.428 teachers, with a pupil/student teacher ratio of 12,5⁽¹⁾. For the previous school year 2017/2018 the number of educational institutions was 1.338 with 191.787 pupils/students and 14.982 teachers, with a pupil/student teacher ratio of 12,5⁽¹⁾.

Figure 1: Enrolments of pupils/students by level of education, 1970/71 - 2018/19

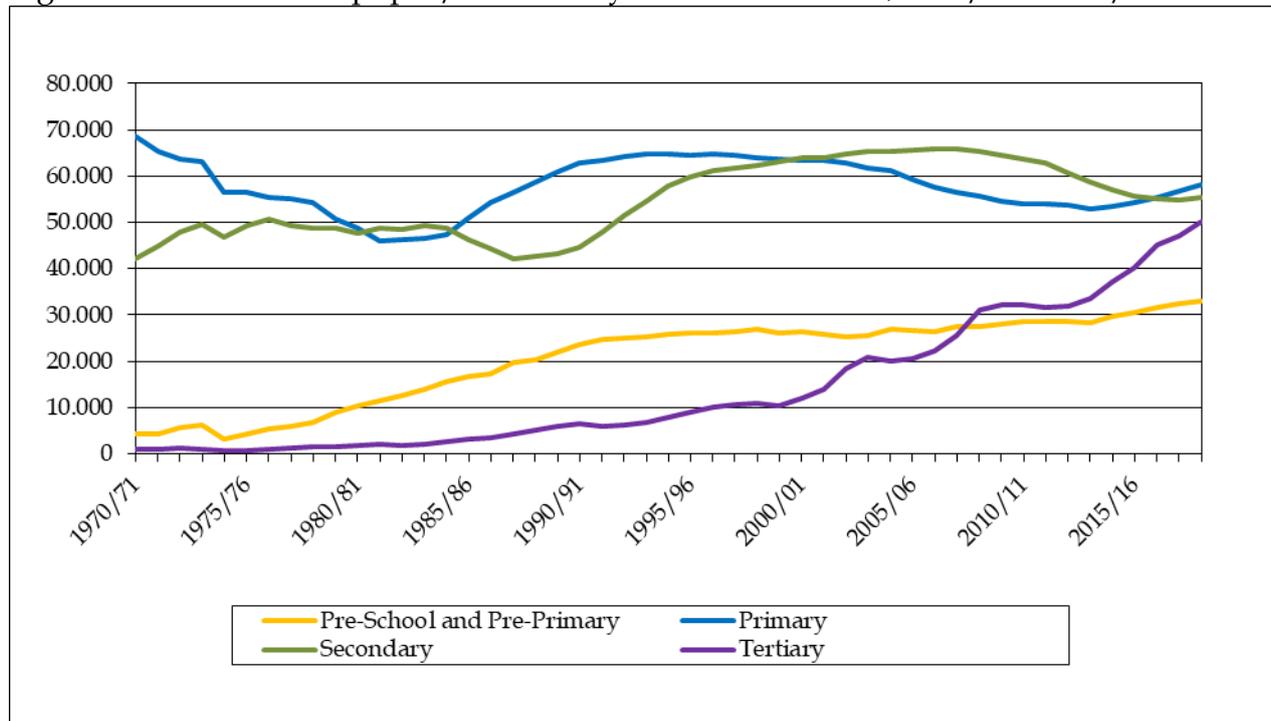
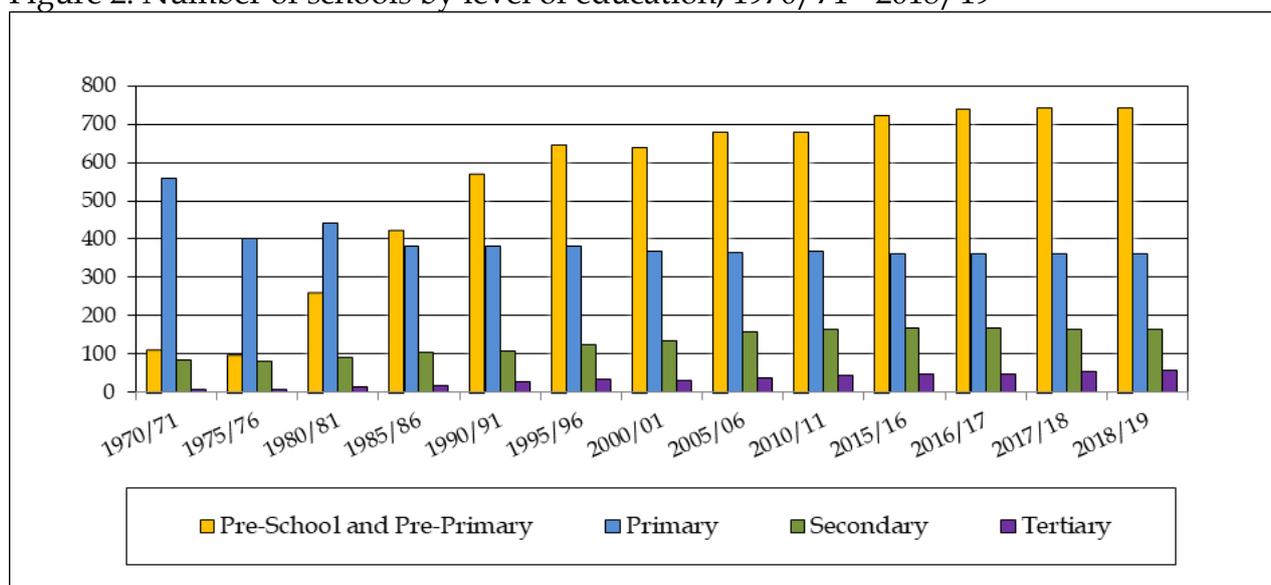
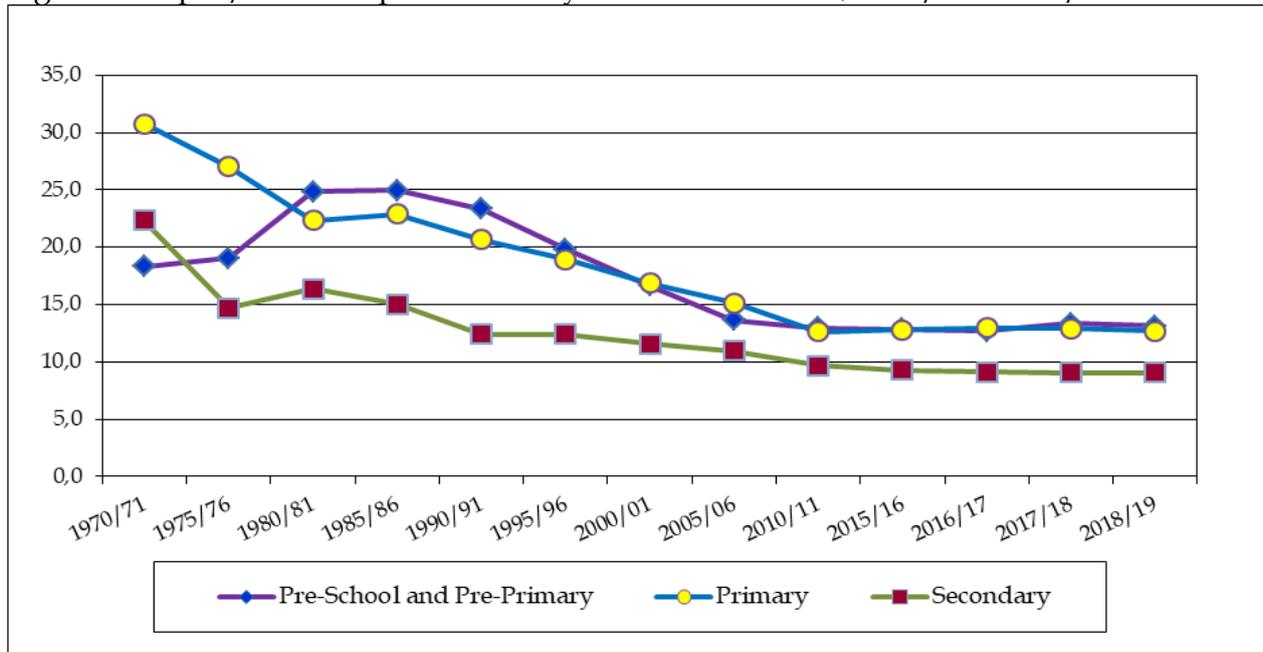


Figure 2: Number of schools by level of education, 1970/71 - 2018/19



(1): The pupil/student Teacher Ratio is calculated by taking into account the Full Time Equivalent for students.

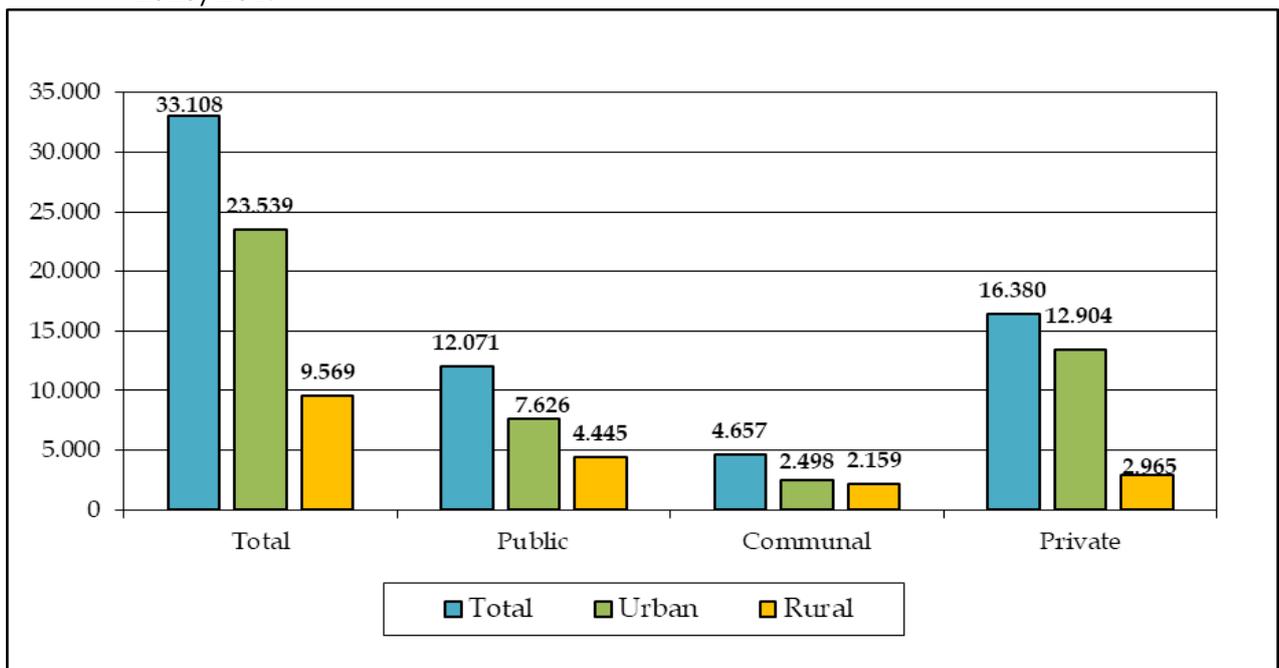
Figure 3: Pupils/students per teacher by level of education, 1970/71 - 2018/19



1. Pre-School and Pre-Primary Education

Pre-School and Pre-Primary institutions remain the same in number, for 2018/2019 as in 2017/2018, to 745. Children enrolled in 2018/2019 increased to 33.108 compared to 32.522 in the previous year. Of the total number of pupils at Pre-School and Pre-Primary education, 71,1% was attending schools in urban areas whereas the remaining 28,9% in rural areas.

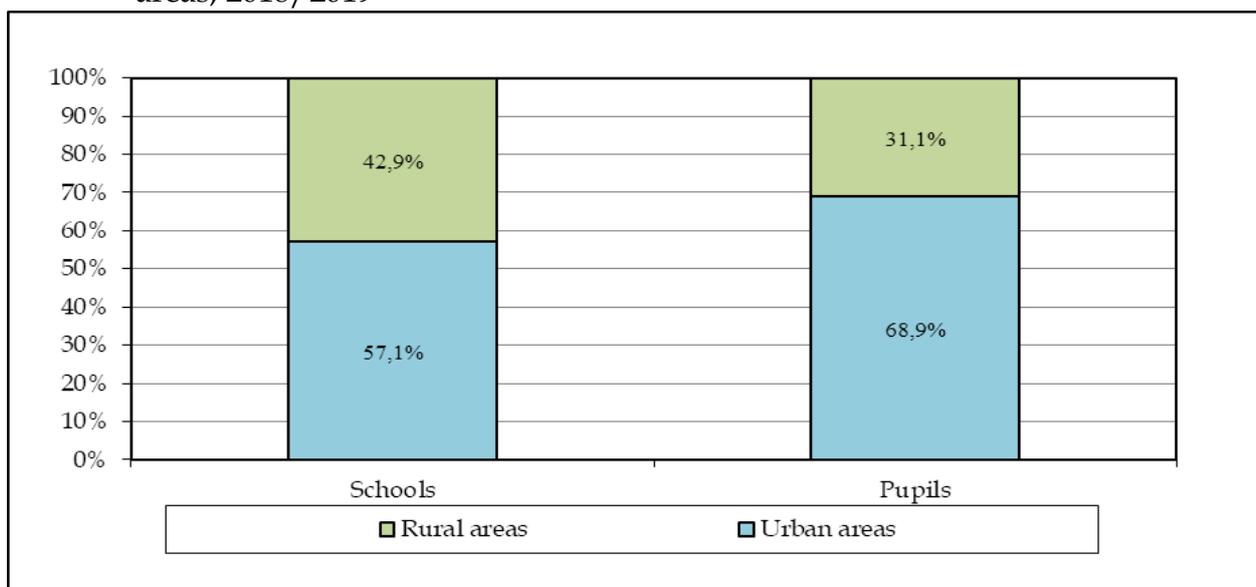
Figure 4: Pre-School and Pre-Primary pupils by type of school and urban/rural area, 2018/2019



2. Primary Education

In 2018/19 Primary school enrolments increased to 58.060 from 56.699 in 2017/2018. The pupil/teacher ratio, in 2018/2019, decreased to 12,6 compared to 12,9 of the previous year. Of the total Primary school population 68,9% was attending schools in urban areas and the remaining 31,1% in rural areas. Primary graduates in 2017/2018 increased by 4,1% to 9.209 from 8.848 in 2016/2017.

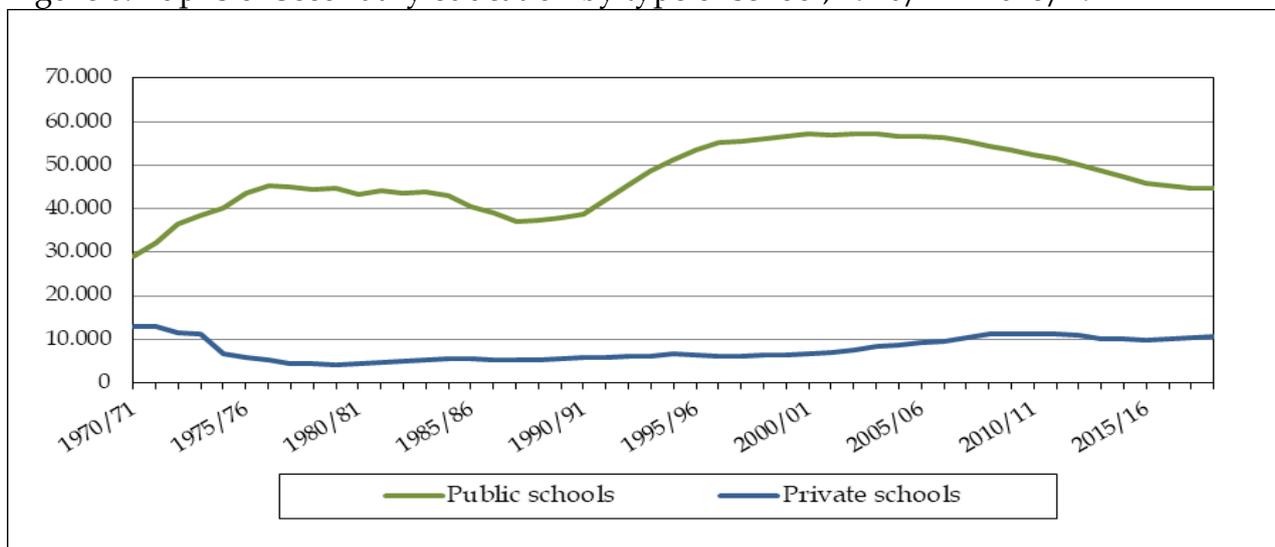
Figure 5: Distribution of schools and pupils of Primary education in urban and rural areas, 2018/2019



3. Secondary Education

During the school year 2018/2019, the enrolments of pupils increased to 55.499 from 54.966 in the previous school year. Of the Secondary school population, 80,7% was enrolled in public schools and the remaining 19,3% in private schools. The overall pupil/teacher ratio in 2018/2019 decreased to 9,0 from 9,1 in 2017/2018.

Figure 6: Pupils of Secondary education by type of school, 1970/71 - 2018/19



Graduates from Upper Secondary schools, decreased by 2,6% to 8.622 in 2017/2018 from 8.845 in 2016/2017. The graduates from the General Stream were 85,4% and from the Technical/Vocational Stream, 14,6%, remaining at the same levels as the previous year.

The flow of the 2017/2018 Secondary school population throughout the system was as follows: 15,7% graduated, 79,5% were promoted and moved to the next higher grade, 1,8% 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), 95,9% successfully complete grade III three years later, and 90,4% 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 2018/2019 to the Tertiary educational institutions in Cyprus. The percentage for women is estimated at 37% and for men at 25%. It should be 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. For Cypriot students studying abroad, the available data are insufficient to estimate the specific proportion with reliability.

4. Tertiary Education

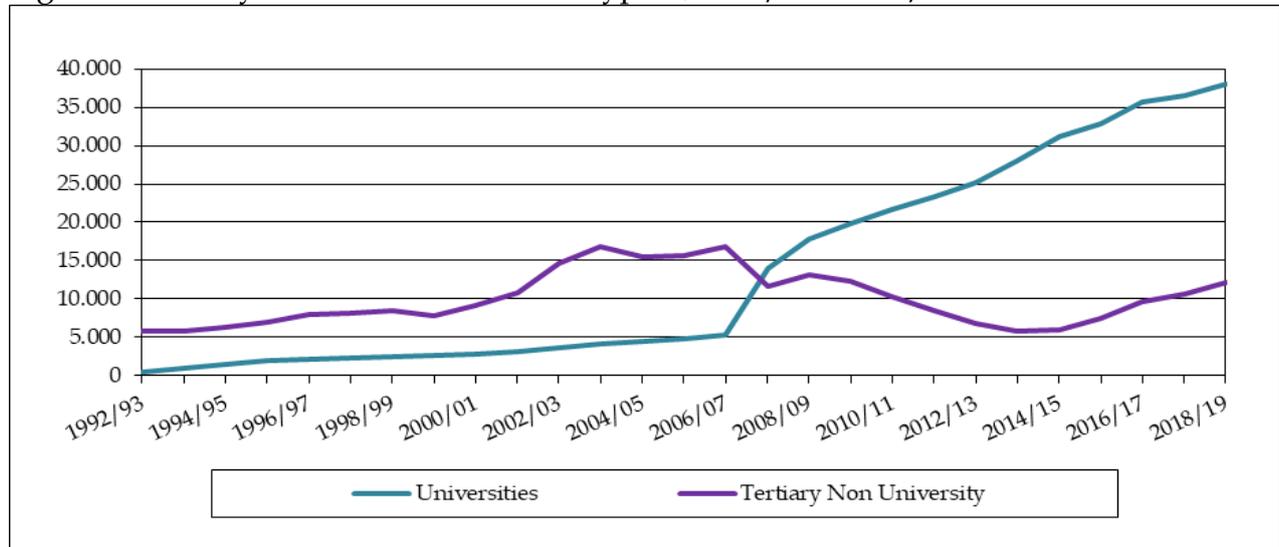
In 2018/2019 there were 57 public and private institutions with a total number of enrolments of 50.211 students, compared to 55 institutions in 2017/2018 with 47.169 enrolments.

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).

Cypriot students who chose to stay and study in Tertiary institutions in Cyprus have decreased slightly to 22.823 in 2018/2019 compared to 22.965 in 2017/2018. Foreign students have increased considerably and amount to 27.388 in 2018/2019 in comparison to 24.204 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 26,8% were enrolled in public and the remaining 73,2% in private institutions. Males accounted for 46,8% of the total enrolments and females for 53,2%.

Figure 7: Tertiary education students in Cyprus, 1992/93 - 2018/19



Graduates increased from 9.149 in 2017/2018 to 10.367 in 2018/2019. The distribution of graduates by field of study was as follows: Business and administration 32,3%, Education 24,4%, Social and behavioural science 5,9%, Health 5,4%, Engineering and engineering trades 4,7%, Law 4,6%, Personal services 3,6%, Information and communication technologies 2,9%, Arts 2,6%, Architecture and building 2,6%, Languages 2,3%, Humanities 2,2%, Journalism and information 1,0%, Biological sciences 1,0%, Welfare 0,9%, Mathematics and statistics 0,8%, Manufacturing and processing 0,8%, Agriculture, forestry and fishery 0,7%, Physical sciences 0,6%, Environment 0,2%, Security services 0,2% and Hygiene and occupational health services 0,2%.

5. Special Schools

During school year 2018/2019 there were 11 Special Schools with 460 pupils. In the previous year there was the same number of schools with 431 pupils.

6. Non-Formal (Part - Time) Education

Enrolments in the State Institutes of Further Education decreased from 11.715 in 2017/2018 to 11.255 in 2018/2019 of which 5.823 were pupils of Secondary schools. In the New Modern Apprenticeship Scheme the enrolments decreased to 208 in 2018/2019 from 238 in the previous year, 2017/2018. In the Evening Classes of Technical Schools the enrolments increased from 807 in 2017/2018 to 855 in 2018/2019. The enrolments at the Adults Education Centres decreased from 22.602 in 2017/2018 to 17.544 in 2018/2019. At the Human Resource Development Authority, 45.084 trainees attended the various programmes in 2018 in comparison to 54.446 in 2017. At the Cyprus Productivity Centre, 1.300 trainees took part in the programmes in 2018 compared to 1.346 in 2017, whereas at the Cyprus Academy of Public Administration 4.311 trainees took part in 2018 compared to 7.108 in 2017.

7. Financial Statistics of Education

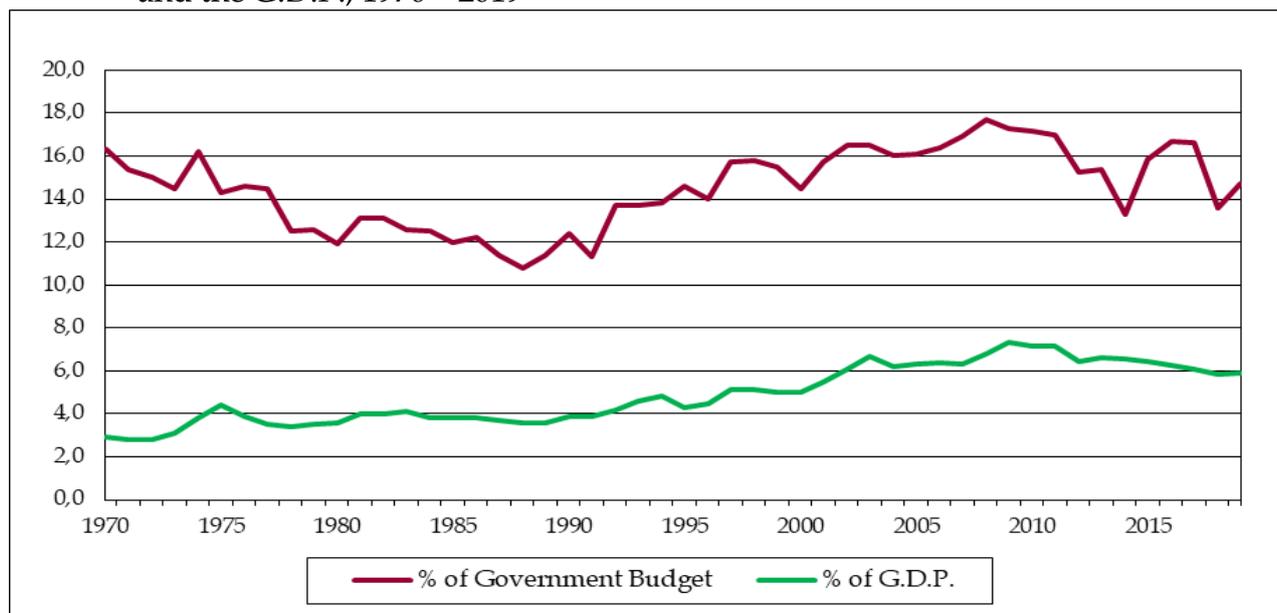
Government expenditure on education stands, for the financial year 2018, at 13,6% of the Government Budget and 5,8% of the Gross Domestic Product.

Public expenditure on all levels of education was €1.250,9 million in 2018 and it demonstrated an increase of 1,9% in comparison to 2017, where public expenditure on education amounted to €1.227,6 million. Current expenditure increased by 5,4%, while capital expenditure decreased of 41,9%.

Pre-School and Pre-Primary education absorbed 5,3% of total public expenditure on education, Primary 28,3%, Secondary General and Technical 40,0%, Special education 4,2%, Tertiary 20,0%, Non Formal education 2,0% and the Educational programmes abroad 0,2%.

The cost per student for public education in 2018, measured in terms of current expenditure, €5.226 for Pre-School and Pre-Primary, €6.499 for Primary, €10.648 for Secondary General, €13.205 for Secondary Technical and €11.113 for Tertiary education.

Figure 8: Public expenditure on education as a percentage of the Government Budget and the G.D.P., 1970 - 2019



8. 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 in European countries 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's data, the number of Cypriot students that studied in specific European countries, in 2017/2018, was: Greece 13.794, United Kingdom 9.461, Netherland 345, Bulgaria 312 and Czech Republic 202.

Also, the number of Cypriots who graduated from specific countries abroad, in 2017/2018, was: United Kingdom 3.351, Greece 601, Netherlands 75, France 60 and Germany 59.

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.

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 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, Culture, Sport and Youth 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, Culture, Sport and Youth. 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, Culture, Sport and Youth. 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.

(b) 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. 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 (*as from 1992*).
- The Open University of Cyprus (*as from 2006*).
- The Cyprus University of Technology (*as from 2007*).

The private Universities are:

- The European University Cyprus (*as from 2007*).
- The University of Nicosia (*as from 2007*).
- The Frederick University (*as from 2007*).
- The Neapolis University (*as from 2010*).
- The University of Central Lancashire (UCLAN) (*as from 2012*).

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

The public Tertiary Non-University institutions are:

- The Higher Hotel Institute
- The Mediterranean Institute of Management
- The Police Academy
- The Tourist Guides School
- The Post-Secondary Institutes

The Police Academy started to operate again in 2017/2018, after a few-year break due to restrictive measures in public finances, where no recruitments were made in Cyprus Police. 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. Finally, as from 2017/2018, the public Post-Secondary institutes are included in this category as well, having been upgraded to Public Schools of Higher Vocational Education and Training (these institutions were offering Post-Secondary Non-Tertiary education from 2012/2013 until 2016/2017).

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.

5. 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.

6. 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, Culture, Sport and Youth. This programme aims at the vocational education and training of children aged 15-18 years old, who do not continue their studies in Upper Secondary education.

(b) The Afternoon and Evening classes of Technical Schools of the Ministry of Education, Culture, Sport and Youth, 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, of the Ministry of Labour, Welfare and Social Insurance, that 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, of the Ministry of Education, Culture, Sport and Youth, that 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, also of the Ministry of Education, Culture, Sport and Youth, which 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, Culture, Sport and Youth.

1. Reference period

The reference month for the data of Pre-School and Pre-Primary, Primary, Secondary and Special education is October, 2018. The reference period for Tertiary education is the academic year 2018/2019. For the financial statistics of education, the reference period is the calendar year 2018, while data for the parents associations refer to the school year 2018/2019.

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 Statistics of Education, 2018/2019 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:

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

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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

This classification is available on the website of UNESCO, by following the URL:

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