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Statistics Austria

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Introduction

During the 37th Voorburg Group (VBG) Meeting in 2022, hosted virtually by the National Statistical Institute of Canada, contributions concerning education services were on the meeting agenda for the first time.

Papers and presentations were provided by

- Austria, an introduction presentation
- Chile, discussant remarks
- Mexico, a turnover and output paper
- Sweden, a turnover and output paper
- The United States, a prices paper

and can be found on the permanent VBG homepage.

Besides the above mentioned 37th VBG Meeting, ISIC 85 Education has neither been discussed by prior VBG or Eurostat Meetings, nor by any relevant task forces. Therefore, no respective chapter in the Methodological Guide for Developing Producer Price Indices for Services, 2014 exists. Australia, Japan and the Republic of Korea however have published detailed status reports regarding the collection of *prices* for ISIC 85 in 2022.

The present issues paper illustrates current practices regarding this service branch, and summarises existing research of Sweden, the United States and Mexico. It aims to illustrate the actual state of play in different countries and to highlight challenges and possible new developments in the education services branch. Since only a few countries already have experience in collecting prices for this service branch, it was decided during the 37th VBG Meeting to postpone a sector paper until a broadened experience base can be analysed. Therefore, for the present paper, an issues paper will suffice.

The paper starts with a description of the education services branch in recent years. Subsequent to the comparison of the most common industry classifications, ISIC, NAICS and NACE, and the respective product classifications, CPC, NAPCS and CPA, relevant turnover- and price-statistical findings will be highlights in the respective chapters of this document. The paper will end with summarizing the state of development of possible indices regarding ISIC 85 in the countries discussed in the present paper.

The paper will not include all sections usually discussed in issues papers, since no SPPI is yet being conducted.

1. Descriptions and characteristics of the industry

1.1 Definition of the Industry

Following the definition of *education* in ISIC, Rev 4, this section discusses education at any level or for any profession, regardless of the means of communication, be it oral, written, by radio or television. Various types of education-providers are included: institutions of the regular school system, through all levels from pre-primary to higher education; but also other schools and institutions, like military schools and academies or literacy programmes. The present section elaborates on services in public as well as private education. And for each level of education, it includes special education offered for the physically or mentally handicapped. This section also includes instruction primarily concerned with sport and recreational activities such as bridge or golf and other education support activities. *Table 1* and *2* compare the upper levels of industry and product classifications – for a more detailed look please skip to *appendix 1* and *2*.

ISIC, Rev. 4	Title	NAICS, 2022	Title	NACE, Rev. 2	Title
85	Education	61	Educational services	85	Education
851	Pre-primary and primary education	6111	Elementary and secondary schools	85.1	Pre-primary education
852	Secondary education			85.2	Primary education
				85.3	Secondary education
853	Higher education	6112	Junior colleges	85.4	Higher education
		6113	Colleges, universities, and professional schools		
		6114	Business schools and computer and management training		
		6115	Technical and trade schools		
854	Other education	6116	Other schools and instruction	85.5	Other education
855	Educational support activities	6117	Educational support services	85.6	Educational support activities

Table 1. Comparison of industry classification systems.

CPC, Rev. 2.1	Title	NAPCS, 2022	Title	CPA, Rev. 2.1	Title
92	Education services	341	Educational services	85	Education services
921	Pre-primary education services	341010101	Basic education and skills programs	85.1	Pre-primary education services
922	Primary education services			85.2	Primary education services
923	Secondary education services			85.3	Secondary education services
924	Post-secondary non-tertiary education services	341010102	Trade, career, technical and professional development training programs	85.4	Higher education services
925	Tertiary education services	341010103	Higher career, technical, academic and advanced research qualification programs		
929	Other education and training services and educational support services	341010104	Exam preparation and tutoring services	85.5	Other education services
		341010105	Student services		
		341010201	Educational support and consulting services	85.6	Educational support-services

Table 2. Comparison of product classification systems.

The *International Standard Industry Classification (ISIC)* and its European equivalent the *Statistical Classification of Economic Activities in the European Community (NACE)*, derived from the original title *Nomenclature Statistique des Activités Économiques dans la Communauté Européenne*, as well as its country-specific versions, are amongst the classification systems most commonly used by national statistical institutes (NSIs). The *North American Industry Classification System (NAICS)* is used by Canada, Mexico and the US. Whereas ISIC and NACE are similar overall, even identical in some sections, NAICS is more disaggregated and smaller-scale distinctions are made at the industry level in terms of types of products.

Regarding product classifications, a different focus of the international *Central Product Classification (CPC)* and its European equivalent, the *Classification of Products by Activity (CPA)*, compared to the *North American Product Classification System (NAPCS)* stands out: whereas CPC and CPA differentiate various levels of education from pre-primary to tertiary education, the NAPCS structures educational services by their aim, or targeted career-step respectively. All classification systems include a section for education-related and supporting services. But whereas CPC and CPA keep this section rather general, NAPCS focuses on tutoring and other student support services.

Detailed classification structures with all inclusions and exclusions can be found in *appendix 1* of this paper.

1.2 Market Conditions and Constraints

Compared to other industries, the education services branch is a small one in all countries discussing this topic at the 37th VBG Meeting. Nevertheless, looking at some key indicators, significant growth of turnover, as well as number of enterprises, could be observed in Sweden and Mexico before 2018. As the latter reported, the branch was drastically impacted by the Corona Pandemic, leading to a temporary reduction of income and number of personnel.

In Sweden, educational service providers comprise 2.6% of the country's enterprises. These mostly provide their services in the public sector and therefore do not operate profit-oriented. The paper provided for the 37th VBG Meeting however only discusses the fraction of the market operating profit-oriented. In 2020, this fraction consisted of 30 095 enterprises, employing 75 508 persons. The whole sector generated a revenue (measured in net turnover) of 5 801.27 MEUR¹ and value added amounted to 3 586,39 MEUR¹.

Over the timespan from 2010 to 2020 Sweden reported steady growth regarding all monitored indicators, with the number of education enterprises growing by 51%, and revenue (measured in net turnover) as well as value added growing by 56% and 67% respectively. Number of employees grew by 41% over the whole period monitored, showing peaks from 2010-2012 and in 2016, but decreasing by 5% in 2017.

In Mexico, educational service providers comprise just over 1% of the country's enterprises. In 2018, this sums up to 53 524 enterprises, employing 817 536 persons. The

¹ To ensure compatibility between all money-values given in papers, values were converted from national currency to Euros on 22.09.2023

sector as a whole generated a revenue (measured in income) of 11 014.30 MEUR².

Over the timespan of 2013 to 2018 Mexico reported an overall growth of about 14% regarding the number of enterprises, with partly drastic differences between types of school (i.e. an about 29% decrease in number of enterprises offering Business, Computer and Management Training). The number of employees grew by almost 8%, also with drastic differences between

school types (i.e. an almost 28% reduction of employees in Business, Computer and Management Training Schools). Interestingly, revenue (measured in income) showed far greater growth, with an increase by almost 44% over the whole industry.

Table 3 provides a comparison of Sweden's and Mexico's revenue as present in comparable school types. For an extensive overview please see *appendix 2*.

School Type	Sweden			Mexico		
	Enterprises (n)	Employees (n) (FTE)	Revenue (Net turnover) MEURO	Enterprises (n)	Employees (n)	Revenue (Income) MEURO
Pre-primary education	9 589 ¹	13 159 ¹	1 134.32 ²	10 877	92 238	601.12 ²
Primary education	4 829 ¹	109 070 ¹	1 545.93 ²	2 939	47 571	449.17 ²
Secondary education	1 307 ¹	35 035 ¹	1 225.74 ²	3 427 ³	61 767 ³	717.36 ^{2,3}
Post-secondary education	--	--	259.11 ²	8 412 ⁴	278 482 ⁴	5 462.89 ^{2,4}

Table 3. Comparison of different indicators by product/ school types in Sweden (2020) vs. Mexico (2018). For the conversion to Euros (of SEK and Mex. Pesos respectively), the exchange rate on September 11th 2023 was used.

¹ Data drawn from *statistia.de* (see references), since no respective data was provided in Sweden's turnover and output paper.

² To ensure compatibility between all money-values given in papers, values were converted from national currency to Euros on 22.09.2023.

³ Combining numbers for General Secondary Education Schools, Terminal Technical Middle Education Schools and Higher Middle Education Schools.

⁴ Combining numbers for Higher Technical Education Schools, Higher Education Schools and Business Schools, Computer and Management Training Schools and Trade Schools.

1.2.1 Concentration Within the Industry

As reported by Sweden, in 2020 the industry was dominated by small enterprises: about 96% of enterprises, so called micro-enterprises, have 9 or less employees, making up about 21% of the workforce. Only 25 companies (less than 1%) on the other hand have 250 or more employees, making up about 30% of the workforce. Nevertheless, these 25 large companies produce about 32% of net turnover, whereas all micro-enterprises combined only produce about 24% of net turnover.

Looking at size of institution to revenue distribution, the Education branch in Sweden is not very condensed. However, looking at education-type to revenue distribution, a clear concentration of revenue in education for the early stages of life can be observed: about 27% of revenue (1 547.34 MEUR²) was generated in primary education, about 19% (1 114.31 MEUR²) was generated in pre-primary education. It has to be noted however, that in Sweden the majority of higher education is provided in the public sector, generating only about 4% of revenue.

In Mexico on the other hand, revenue concentrated in post-secondary education: almost 50% of the revenue of 2018 (5 462.89 MEUR²) are generated by enterprises for this education-type. The second largest contributor are schools combining multiple education levels, with about 28% (3 065,74 MEUR²) of the 2018-revenue. Pre-primary

and primary education both make up less than 1% of the revenue.

1.2.3 Type of Consumer of the Services and Import and Export

As mentioned previously, the vast majority of revenue in Sweden's education-branch is generated in the public sector: 73% of the 2020-revenue (4 234.93 MEUR²) were generated there. The remaining revenue of 1 566.34 MEUR² is split almost equally with 14% of the total revenue (812,18 MEUR²) generated with other businesses as customers, and 13% (754,17 MEUR²) with consumers as customers.

1.2.3 Public Regulations Affecting the Market Situation

In Sweden, the majority of education is provided by public institutions, and therefore free of charge for the attendees. The educating institutions are reimbursed by the municipalities with a fee per pupil. Curriculum and learning outcomes are regulated by the Ministry of Education, which is also responsible to implement quality assurance. All funding available to public education-institutions comes from tax revenues or, as an exception, from grants.

As of now, private schools, colleges, universities, etc. are less regulated by the state. There is however an ongoing debate discussing to impose stricter regulations.

² To ensure compatibility between all money-values given in papers, values were converted from national currency to Euros on 22.09.2023

Also in Mexico, the majority of education is provided in the public sector: almost 90% of students in the compulsory education system (covering primary to upper secondary education) attend public schools. This is a result of extensive reforms in the last decade to better reach poor and rural areas of the country. One of the biggest challenges of the Mexican school system is a necessity to also cater to the need of pupils from the indigenous population, speaking more than 64 languages besides Spanish.

The goal of said reforms regarding enrolment and curriculum was, to better prepare Mexican pupils for the current working environment: STEM subjects are fostered, to achieve a greater number of graduates and resulting careers in these field, ultimately furthering economic growth.

In Austria, according to federal law, education has to be available for every child, regardless of their socioeconomic status. This results in the majority of education being provided in the public sector as well – only for pre-primary education there is a comparably large number of private providers.

Attending education-providing institutions is mandatory for children from 5-15 years. As a result, curricula for primary to upper secondary education are regulated rather strictly by authorities, also covering curricula in private schools.

In the US the education system is not regulated by the federal government, but by each state's government. For example, there is compulsory education in every state, but the age limits are set by each state. Similarly, some states regulate curricula more strictly than others.

Even though for primary and secondary education, the percentage of pupils attending public institutions is similar to Europe or Mexico, overall the average annual expenditure per student is one of the highest in OECD-countries.

1.3 Specific Characteristics of the Industry

1.3.1 Development of (New) Products/Services

The education branch is an ever changing one, especially in Mexico aiming to make education more accessible for a broader range of children.

Between 2013-2018, all school types but business, computer and management training schools showed an increase in annual income. Higher education showed the highest increase in income, followed by schools encompassing multiple education levels. Interestingly, this

was accompanied by a reduction in number of educating institutions and employees. *Table 4* highlights the details.

School type	Enterprises (n)	Employees (n)	Revenue (Income) MEURO
Pre-primary Education	10 877	92 238	601.12 ¹
Primary Education	2 939	47 571	449.17 ¹
General Secondary Education	793	16 119	178.96 ¹
Terminal Technical Middle Education	330	2 851	23.35 ¹
Higher Middle Education	2 304	42 797	515.06 ¹
Multiple education levels	6 983	249 021	3 065.74 ¹
Higher Technical Education	313	4 702	58.23 ¹
Higher Education	4 104	252 108	5 192.29 ¹
Business, Computer and Management Training	1 017	8 447	106.02 ¹
Trade Schools	2 978	13 225	106.35 ¹
Other	20 219	80 394	648.69 ¹

Table 4. Comparison of size-indicators, Mexico as of 2018.

¹ To ensure compatibility between all money-values given in papers, values were converted from national currency to Euros on 22.09.2023.

This overall trend is also evident in Sweden, showing an increase in net turnover for all school types between 2012-2020. However, in Sweden other school types make the top three:

- Primary education (6-15 years): 78% growth
- Pre-primary education (0-5 years): 65% growth
- Upper secondary education (16-19 years): 34% growth

1.3.2 Geographical Location

For all countries represented with contributions to the 37th VBG Meeting, basic education-providing institutions have to be available throughout the whole country. However, the higher the provided education-level, the more the institutions are concentrated in capital or larger cities.

Especially regarding pre-primary education, or any level of education for pupils with special needs, there is a general problem to maintain the high key of care. The more rural an area, the more intense this issue gets.

In Mexico, the situation is particularly extreme: Almost 80% of the population live in metropolitan areas, mostly in Mexico City. The remaining 20% however live in small communities with 2 500 inhabitants or less spread over a vast area. As a result, the educational services available to pupils differ vastly, depending on the national territory.

2. Turnover/Output Measurement

2.1 General Framework

As a background for this paper, experiences in measuring turnover/output were provided by Sweden and Mexico during the 37th VBG Meeting. Due to its membership in the European Union, Sweden's country practices are representative for all EU-countries, where turnover statistics are well developed due to the obligation to provide annual and quarterly turnover statistics to Eurostat.

2.1.1 Sweden, Representative for the EU

Said turnover data is used for two types of European statistics:

- *STS Short-Term Statistics (STS)*, quarterly
- *Structural Business Statistics (SBS)*, annually

Short-term statistics (STS) aim to describe the most recent developments of European economies. Its indicators are published monthly as indices. The information outlined in these STS is collected by national statistical institutes and additionally contain administrative data. STS cover the following economic branches:

- Industry
- Construction
- Retail trade
- Other services (but not financial services)

Structural business statistics (SBS) describe performance, structure and characteristics of economic activities within the business economy on a detailed level for several hundred branches. Contrary to STS, in SBS the indicators are not presented as indices, but as monetary values (i.e. number of persons employed, number of enterprises, etc.). SBS cover *the business economy*, which includes:

- Industry
- Construction, and
- Distributive trades and services

In general, an option to collect turnover data is the combined use of survey instruments and administrative data sources. Countries may for instance survey big enterprises (as census or sampling), but for smaller enterprises use administrative data in combination with statistical calculation methods. Said administrative data comes from the state or related authorities, i.e. tax or social security data, reports of institutions to regulation authorities, or trade association statistics. They can be less precise in terms of the level of detail, as turnover revenues may include bundled items and other revenues that do not relate to the service category under

examination. In many cases administrative data is not available sub-annually or can only be used to extrapolate annual values into other periods. Nevertheless, it does not impose any additional burden on respondents and therefore normally is much cheaper than any survey (although estimation procedures and data processing facilities have to be developed and put in place).

2.1.2 Mexico

The *Statistical Business Register of Mexico (RENEM)*, derived from its Spanish title *Registro Estadístico de Negocios de México* is the foundation of all national statistics. The *Economic Census*, one of said statistics, is the backbone of Mexico's statistical reporting system. Conducted by the Mexican Census Bureau every five years, it provides very detailed information on various economic and geographical factors. Additionally, monthly and annual National Economic Surveys measure structure, main activities and evolution of the Mexican economic landscape, surveying branches like:

- Construction
- Manufacturing
- Trade
- Private, non-financial services

Like the European SBS, RENEM data also contains administrative data, i.e. number, sex and salaries of employees, operating expenses, etc. These data are used by Mexico's *anti-corruption system (SNA)*, derived from its Spanish name *Sistema Nacional Anticorrupción* to calculate Mexico's GDP, but also but other short-term macroeconomic statistics. SPPIs at sector level are used as deflators for monetary values.

The *Economic Census* measures branches or sectors according to NAICS and corresponding NAPCS codes. As explained in *section 1.1* of this paper, for education the NAPCS contains only one single product code, *341 Educational services* (for more details please review *table 2*). The Economic Census therefore follows the NAICS classification codes 6111-6116 and sub-sections (for more details please see *appendix 1*).

2.1.3 United States

Within the framework of the *International Price Program (IPP)*, the US produce *Import/Export Price Indexes (MXP)*, the latter also including ISIC 85 or NAICS 61, respectively. MXP report changes in price-developments of non-military goods and services traded between the US and any other state. They are used as principal economic indicators, showing price trends and facilitating thereupon based federal decisions, with the intention of deflating the respective portion of GDP.

To compile MXP, monthly and quarterly data is used. Quarterly indexes are available since 1980, monthly indexes since 1989, both initially covering a limited number of products and services. By today, the indexes used are available for most US merchandise categories, structured following either NAICS, *Bureau of Economic Analysis (BEA) End Use Classification System* or the Harmonized System. In an ongoing process, indexes are expanding their coverage of the international service sector and improving data collection.

2.2 Measurement Issues

2.2.1 Universal Framework

Within the EU, there is no standardized SPPI produced yet. This means, that the measures taken and surveys conducted as of now do not follow the shared goal of comparability between EU states. This means, that even though there are quite extensive data collected within the scope of STS and SBS in EU states, a comparison of their outcome variables is rather complicated and not necessarily possible for all states.

2.2.2 Sampling

To include also educating institutions providing their services in the public sector, and therefore free of charge for attendees, a new sampling mechanism will have to be developed. Currently, sampling methods – probabilistic and non-probabilistic – rely on income data of analysed institutions. This however will not be feasible for institutions in the public sector. To account for this, an alternative for income as a measure of size/importance will have to be found, for example sum of salaries payed or pupils frequenting an institution per year.

By implementing a different base for sampling, also institutions providing in-house trainings for employees of their mother-institution would be eligible for sampling.

2.2.3 Classification

The general issue of institutions possibly being classified in the wrong branch also exists with ISIC 85 Education. To prevent them from reporting numbers for an unfitting classification code, affected institutions have to be reclassified and taken out of the sample. Depending on the size of a sample, this might result in the necessity to redraw several institutions to ensure a minimum sample size.

However, since there are little other services that could be mistaken for ISIC 85, this should affect a relatively small number of institutions.

2.3 Description of Methods for Measurement

2.3.1 Turnover Measures in Sweden

Several STS are conducted in Sweden on a monthly or quarterly basis:

- STS survey based on *kind-of-activity (KAU)* level, monthly
- Service Production Index based on VAT-data, monthly
- Production Value Index, quarterly
- Turnover in each service sector, monthly

The resulting development indexes for current and constant prices are published 35 days after the end of each reference period.

All STS are based on administrative data combined with a sample survey. The latter is conducted monthly, with a targeted turnover-coverage per strata of 90% - amounting to 7 500 enterprises in total surveyed for ISIC 85 Education.

Swedish STS are also based on KAU-level, but are collected annually. The collected survey-data is enriched with administrative data to achieve statistics on enterprise level as well. The result are detailed statistics on KAU-level (functional and regional, the latter being produced with a model-based approach from the original data), as well as on institutional level. Preliminary and final results of all statistics are published 11 and 16 months after the end of each reference period. STS include two surveys:

- Specification of income, submitted to 16 700 institutions
- Specification of investments, submitted to 2 900 institutions

In addition to these surveys based on tax-data, the 450 most significant institutions, making up roughly 1/3 of value added) are surveyed also independently. This detailed survey consists of income statements, balance sheets and specifications of investments.

2.3.2 Turnover Measures in Mexico

The Economic Census, conducted within the RENEM every five years, provides the base for turnover measures regarding ISIC 85 Education in Mexico. To also have statistics with current information available more readily, National Economic Surveys are conducted monthly and annually. They survey short-term developments, i.e. trends for income or personnel. Administrative data is used to enrich findings.

Besides income, short-term surveys also include measures like number, salaries and sex of employees, operating expenses, etc. Quarterly, a productivity index at sector level is calculated. For ISIC 85 Education, samples were drawn with a mix between probabilistic and non-probabilistic methods, depending on various domain characteristics. As a result, the sample framework was implemented by 50 803 institutions and a survey sample of 4 279 institutions.

2.3.3 Turnover Measures in the United States

The *Export Postsecondary Education Price Index (XPI)* for ISIC 85 or NAICS 61, respectively, was discontinued in 2008. For the two years it was published, the BEA was its primary user. After discontinuation, some data was still collected, but no formal index was calculated.

The data used was provided by the *National Center for Education Statistics' Integrated Postsecondary Education Data (IPEDS) Data System*, as well as administrative data sources so no separate sample was necessary. Pricing data used covered the average prices paid for tuition fees, room, and/or board for a full academic year by a full-time student. Weighing was applied, by multiplying above mentioned pricing data per institution by the number of its foreign students. In combination, this allowed to highlight differences between prices for out-of-state, in-state and foreign students.

2.3.4 Statistical Precision Indicators

Statistical precision indicators are used to determine reliability of conducted statistics. For surveys with probabilistic design – like the measures conducted for the service branch ISIC 85 Education – the following measures are calculated:

- Standard error
- Confidence interval
- Coefficient of variation

The coefficient of variation is the most important, indicating a high reliability with a coefficient between 0-20%. Coefficients of 20-30% indicate moderate reliability, signifying results still being useable with some consideration. Only when the coefficient of variation is 30% or higher, the causes for the apparent high variability should be analysed, and other indicators of precision should be used.

2.4 Evaluation of Comparability of Output Data with Price Data

For other service branches in Sweden, the collection of turnover by product is used for National Accounts calculations as well as for the business registers and

prices. Due to the detailed information collected, any changes in activity within institutions are readily detected and trends highlighted. Also, SPPI surveys use this data for sampling and validation. However, ISIC 85 Education is not yet covered by SPPI.

3. Measurement of SPPI

ISIC 85 Education was not part of the first tranche of prioritized service branches to be developed, and is also not part of the branch coverage of *European Business Statistics (EBS)*. As mentioned in prior sections of this paper, several indicators of education as an economy-branch are measures within STS and SBS.

This results in little experience with compiling a standardized SPPI within the EU.

Internationally, an XPI on ISIC 85 was available, conducted by the US. Being based on a different classification scheme, and being conducted in an education branch fundamentally different to the sector in Europe, its usefulness for devising a standardized SPPI like for other EU service branches is limited.

The same goes for the education indicators being measured in Mexico: even though useful as it shows the international interest in measuring outputs in this branch is growing, the measured data itself is not yet enough to be used as the basis of an SPPI.

4. Evaluation of Measurement

As ISIC 85 Education is not yet surveyed by an SPPI, no evaluation of used methods can be given at this time.

5. International Progress

Summing up, in Europe as of now there are no standardized statistics for ISIC 85 Education yet. Internationally, the only survey existing is the US Export Postsecondary Education Price Index.

For several reasons, this export price index cannot be used as a basis for an SPPI for the education-sector in Europe. First, the sector itself is fundamentally different in Europe, where most education takes place in the public sector. Second, the level to which model-cases used to calculate various aggregation levels of the index can be transferred to the conditions present in Europe is very limited.

For Europe, an SPPI differentiating between education-levels as proposed in ISIC/NACE seems more fitting to the

market. However, to ensure high-quality measurements in following these sectors, a framework to collect prices for services provided mostly in the public sector will yet have to be developed.

Another interesting factor to consider will be private institutions providing courses and trainings on specific topics taking place solely online, like *udemy*, *coursera*, *udacity*, *skillshare*, etc. They should be covered by ISIC code 8549, providing education that is not extensive enough to be considered tertiary education, but definitely exceeds secondary education. However, this section does not (yet) account for institutions providing this kind of education specifically – which means, the respective institutions could be classified in other branches.

5.1 Considerations on a General Framework

5.1.1 Including the Public Sector

As education in Europe is mostly provided in the public sector, these institutions have to be included in a future SPPI. This will have impacts on sampling (see *section 5.2.2*), but also on the types of services monitored. Regarding monitored services, a balance has to be found between depicting an exhaustive picture of the services provided by each type of institution, but also keeping the survey feasible for institutions and NSIs alike.

5.1.2 Accounting for Other Price-Relevant Factors

Besides the monitored services itself, a future SPPI should consider other price-relevant factors from the start – for example, by providing corresponding grouping not only via sampling, but also within the surveys or aggregation structures themselves.

As revenue-development between school-types has shown (for details see *section 1.3.1*) there are fundamental differences depending on the education level provided, or the school-type respectively.

Another possibly relevant factor could be the size of an institution itself, as for example in Sweden, about 96% of institutions have 9 or less employees, but account for slightly less revenue than the 25 biggest institutions, employing 250 or more persons each (for details see *table 5*). However, this factor is likely to be strongly influenced by national characteristics.

Administrative data could also be used could also be used, to validate and enrich collected data, for example by including factors like number of employees (FTEs) or number of enrolled students in SPPI-calculation. This could provide more detailed insights in developments

likely caused by events outside the educating institutions itself - like the COVID-19 pandemic did in 2020-2022, or like changes to the curriculum might in the future.

Number of employees per enterprise	Enterprises (n)	Employees (FTE) (n)	Revenue (Net turnover) MEURO
0-9	28 813	15 534	1 411.92 ¹
10-19	618	8 017	485.88 ¹
20-49	443	13 318	903.78 ¹
50-249	196	15 900	1 163.98 ¹
250+	25	22 739	1 830.50 ¹

Table 5. Comparison of size-indicators, Sweden as of 2020.

¹ To ensure compatibility between all money-values given in papers, values were converted from national currency to Euros on 22.09.2023.

5.2 Considerations on possible measurement issues

5.2.1 Aggregation structure

To ensure a truly comparable SPPI, measuring consistent service products EU-wide is of the utmost importance. As of now, for other branches this is not always the case, as different countries might group different service products, to account for characteristics of the respective national economy.

It will be a challenge to find the balance between using a universal aggregation structure and at the same time accounting for each nation's particularities.

5.2.2 Sampling

To further keep the future SPPI comparable between EU-countries, standardized sampling methods should be used, i.e. the commonly used cut-off method following the assumption, that big enterprises are the price setters and smaller enterprises have to adapt prices to stay competitive.

Any method used would however first have to be adapted for the fact, that institutions operating in the public sector do not generate their income in the same fashion as institutions operating in the private sector. Ways will have to be found, to include both types of institutions for sampling, by finding alternative for income as a measure of size/importance. For example, the sum of salaries payed to an institution's employees, or the number of pupils frequenting an institution per year, could be used as a sampling-variable.

A corresponding method would also make institutions providing in-house trainings for employees of their mother-institution eligible for sampling.

5.2.3 Monitored Prices

Especially in the public sector, but also in private institutions, not all education- or education-related services are charged. It will be a challenge, to find variables or factors, that can in fact be measures as prices on services. Inspiration could be drawn from SPPI surveys conducted in public transport, where providers are often paid by municipalities depending on the number of transported persons or covered kilometres. However, these branches are still in development, so no definitive results can be used as guidelines yet.

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Appendix 1: Detailed Description of International Classification-Sections

ISIC, Rev. 4

85 Education

This section includes education at any level or for any profession, oral or written as well as by radio and television or other means of communication. It includes education by the different institutions in the regular school system at its different levels as well as adult education, literacy programmes etc. Also included are military schools and academies, prison schools etc. at their respective levels. The section includes public as well as private education.

For each level of initial education, the classes include special education for physically or mentally handicapped pupils.

The breakdown of the categories in this section is based on the level of education offered as defined by the levels of ISCED 1997. The activities of educational institutions providing education at ISCED levels 0 and 1 are classified in group 851, those at ISCED levels 2 and 3 in group 852 and those at ISCED levels 4, 5 and 6 in group 853.

This section also includes instruction primarily concerned with sport and recreational activities such as bridge or golf and education support activities.

8510 Pre-Primary and Primary Education

This class includes the provision of instruction designed primarily to introduce very young children to a school-type environment and instruction that gives students a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Such education is generally provided for children, however the provision of literacy programmes within or outside the school system, which are similar in content to programmes in primary education but are intended for those considered too old to enter elementary schools, is also included. Also included is the provision of programmes at a similar level, suited to children with special needs education. Education can be provided in classrooms or through radio, television broadcast, Internet, correspondence or at home.

This class includes:

- pre-primary education
- primary education
- special education for handicapped students at this level
- provision of literacy programmes for adults

This class excludes:

- adult education as defined in group 854
- child day-care activities, see 8890

8521 General Secondary Education

This class includes provision of the type of education that lays the foundation for lifelong learning and human development and is capable of furthering education opportunities. Such units provide programmes that are usually on a more subject-oriented pattern using more specialized teachers, and more often employ several teachers conducting classes in their field of specialization. Education can be provided in classrooms or through radio, television broadcast, Internet, correspondence or at home.

Subject specialization at this level often begins to have some influence even on the educational experience of those pursuing a general programme. Such programmes are designated to qualify students either for technical and vocational education or for entrance to higher education without any special subject prerequisite.

This class includes:

- general school education in the first stage of the secondary level corresponding more
- general school education in the second stage of the secondary level giving, in principle, access to higher education
- special education for handicapped students at this level

This class excludes:

- adult education as defined in group 854

8522 Technical and Vocational Secondary Education

This class includes education typically emphasizing subject-matter specialization and instruction in both theoretical background and practical skills generally associated with present or prospective employment. The aim of a programme can vary from preparation for a general field of employment to a very specific job. Instruction may be provided in diverse settings, such as the unit's or client's training facilities, educational institutions, the workplace, or the home, and through correspondence, television, Internet, or other means.

This class includes:

- technical and vocational education below the level of higher education as defined in 853
- instruction for tourist guides
- instruction for chefs, hoteliers and restaurateurs
- special education for handicapped students at this level
- cosmetology and barber schools
- computer repair training
- driving schools for occupational drivers e.g. of trucks, buses, coaches

This class excludes:

- technical and vocational education at post-secondary and university levels, see 8530
- adult education as defined in group 854
- performing art instruction for recreation, hobby and self-development purposes, see 8542
- automobile driving schools not intended for occupational drivers, see 8549
- job training forming part of social work activities without accommodation, see 8810, 8890

8530 Higher Education

This class includes the provision of post-secondary non-tertiary and tertiary education, including granting of degrees at baccalaureate, graduate or post-graduate level. The requirement for admission is at least a high school diploma or equivalent general academic training. Education can be provided in classrooms or through radio, television broadcast, Internet or correspondence.

This class includes:

- post-secondary non-tertiary education
- first stage of tertiary education (not leading to an advanced research qualification)
- second stage of tertiary education (leading to an advanced research qualification)
- performing arts schools providing higher education

This class excludes:

- adult education as defined in group 854

8541 Sports and Recreation Education

This class includes the provision of instruction in athletic activities to groups or individuals, such as by camps and schools. Overnight and day sports instruction camps are also included. This class does not include activities of academic schools, colleges and universities. Instruction may be provided in diverse settings, such as the unit's or client's training facilities, educational institutions or by other means. Instruction provided in this class is formally organized.

This class includes:

- sports instruction (baseball, basketball, cricket, football, etc)
- camps, sports instruction
- cheerleading instruction
- gymnastics instruction
- riding instruction, academies or schools
- swimming instruction
- professional sports instructors, teachers, coaches
- martial arts instruction
- card game instruction (such as bridge)
- yoga instruction

This class excludes:

- cultural education, see 8542

8542 Cultural Education

This class includes provision of instruction in the arts, drama and music. Units giving this type of instructions might be named "schools", "studios", "classes" etc. They provide formally organized instruction, mainly for hobby, recreational or self-development purposes, but such instruction does not lead to a professional diploma, baccalaureate or graduate degree.

This class includes:

- piano teachers and other music instruction
- art instruction
- dance instruction and dance studios
- drama schools (except academic)
- fine arts schools (except academic)
- performing arts schools (except academic)
- photography schools (except commercial)

8549 Other Education n.e.c.

This class includes the provision of instruction and specialized training, generally for adults, not comparable to the general education in groups 851–853. This class does not include activities of academic schools, colleges, and universities. Instruction may be provided in diverse settings, such as the unit's or client's training facilities, educational institutions, the workplace, or the home, and through correspondence, radio, television, Internet, in classrooms or by other means. Such instruction does not lead to a high school diploma, baccalaureate or graduate degree.

This class includes:

- education that is not definable by level
- academic tutoring services
- college board preparation
- learning centres offering remedial courses
- professional examination review courses
- language instruction and conversational skills instruction

- speed reading instruction
- religious instruction
- automobile driving schools
- flying schools
- lifeguard training
- survival training
- public speaking training
- computer training

This class excludes:

- adult literacy programmes see 8510
- general secondary education, see 8521
- driving schools for occupational drivers, see 8522
- higher education, see 8530
- cultural education, see 8542

8550 Educational Support Activities

This class includes:

- provision of non-instructional services that support educational processes or systems:
 - educational consulting
 - educational guidance counseling services
 - educational testing evaluation services
 - educational testing services
 - organization of student exchange programs

This class excludes:

- research and experimental development on social sciences and humanities, see 7220

NACE, Rev. 2

85 Education

This section includes education at any level or for any profession. The instructions may be oral or written and may be provided by radio, television, Internet or via correspondence.

It includes education by the different institutions in the regular school system at its different levels as well as adult education, literacy programmes etc. Also included are military schools and academies, prison schools etc. at their respective levels. The section includes public as well as private education.

For each level of initial education, the classes include special education for physically or mentally handicapped pupils.

The breakdown of the categories in this section is based on the level of education offered as defined by the levels of ISCED 1997. The activities of educational institutions providing courses on ISCED level 0 are classified in 85.10, on ISCED level 1 in 85.20, on ISCED levels 2-3 in group 85.3, on ISCED level 4 in 85.41 and on ISCED level 5-6 in 85.42.

This section also includes instruction primarily concerned with sport and recreational activities such as tennis or golf and education support activities.

85.10 Pre-Primary Education

This class includes pre-primary education (education preceding the first level). Pre-primary education is defined as the initial stage of organised instruction designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between the home and a school-based atmosphere.

This class excludes: child day-care activities, see 88.91

85.20 Primary Education

This class includes primary education: the furnishing of academic courses and associated course work that give students a sound basic education in reading, writing and mathematics and an elementary understanding of other subjects such as history, geography, natural science, social science, art and music.

Such education is generally provided for children, however the provision of literacy programmes within or outside the school system, which are similar in content to programmes in primary education but are intended for those considered too old to enter elementary schools, is also included (i.e. adult literacy programmes).

This class excludes:

- adult education as defined in 85.5
- child day-care activities, including day nurseries for pupils, see 88.91

85.31 General Secondary Education

The group 83.3 Secondary education includes the provision of general secondary and technical and vocational secondary education, but excludes adult education as defined in 85.5.

This class includes provision of the type of education that lays the foundation for lifelong learning and human development and is capable of furthering education opportunities. Such units provide programmes that are usually on a more subject-oriented pattern using more specialised teachers, and more often employ several teachers conducting classes in their field of specialisation.

Subject specialisation at this level often begins to have some influence even on the educational experience of those pursuing a general programme. Such programmes are designated to qualify students either for technical and vocational education or for entrance to higher education without any special subject prerequisite.

This class includes:

- lower general secondary education corresponding more or less to the period of compulsory school attendance
- upper general secondary education giving, in principle, access to higher education

85.32 Technical and Vocational Secondary Education

The group 83.3 Secondary education includes the provision of general secondary and technical and vocational secondary education, but excludes adult education as defined in 85.5.

This class includes provision of education typically emphasising subject-matter specialisation and instruction in both theoretical background and practical skills generally associated with present or prospective employment. The aim of a programme can vary from preparation for a general field of employment to a very specific job.

This class includes:

- technical and vocational education below the level of higher education as defined in 85.4
- tourist guide instruction
- instruction for chefs, hoteliers and restaurateurs
- cosmetology and barber schools
- computer repair training
- driving schools for occupational drivers e.g. of trucks, buses, coaches, schools for professional pilots

This class excludes:

- technical and vocational higher education, see 85.4
- performing art instruction for recreation, hobby and self-development purposes, see 85.52
- automobile driving schools not intended for occupational drivers, see 85.53
- job training forming part of social work activities without accommodation, see 88.10, 88.99

85.41 Post-Secondary Non-Tertiary Education

The group 85.4 Higher education includes the furnishing of post-secondary non-tertiary and academic courses and granting of degrees at baccalaureate, graduate or post-graduate level. The requirement for admission is a diploma at least at upper secondary education level. It excludes adult education as defined in 85.5.

This class includes provision of post-secondary education, which cannot be considered tertiary education. For example provision of supplementary post-secondary education to prepare for tertiary education or post-secondary non-tertiary vocational.

85.42 Tertiary Education

The group 85.4 Higher education includes the furnishing of post-secondary non-tertiary and academic courses and granting of degrees at baccalaureate, graduate or post-graduate level. The requirement for admission is a diploma at least at upper secondary education level. It excludes adult education as defined in 85.5.

This class includes:

- first, second and third stages of tertiary education
- performing arts schools providing tertiary education

85.51 Sports and Recreation Education

The group 85.5 Other education includes general continuing education and continuing vocational education and training for any profession, hobby or self-development purposes. It excludes educational activities as outlined in groups 85.1-85.4.

This class includes the provision of instruction in athletic activities to groups of individuals, such as by camps and schools. Overnight and day sports instruction camps are also included. It does not include academic schools, colleges and universities. Instruction may be provided in diverse settings, such as the unit's or client's training facilities, educational institutions or by other means. Instruction provided in this class is formally organised.

This class includes:

- sports instruction (baseball, basketball, cricket, football, etc)
- camps, sports instruction
- gymnastics instruction
- riding instruction, academies or schools
- swimming instruction
- professional sports instructors, teachers, coaches
- martial arts instruction
- card game instruction (such as bridge)
- yoga instruction

This class excludes: cultural education, see 85.52

85.52 Cultural Education

The group 85.5 Other education includes general continuing education and continuing vocational education and training for any profession, hobby or self-development purposes. It excludes educational activities as outlined in groups 85.1-85.4.

This class includes provision of instruction in the arts, drama and music. Units giving this type of instructions might be named "schools", "studios", "classes" etc. They provide formally organised instruction, mainly for hobby, recreational or self-development purposes, but such instruction does not lead to a professional diploma, baccalaureate or graduate degree.

This class includes:

- piano teachers and other music instruction
- art instruction
- dance instruction and dance studios
- drama schools (except academic)
- fine arts schools (except academic)
- performing arts schools (except academic)
- photography schools (except commercial)

This class excludes:

- foreign language instruction, see 85.59

85.53 Driving School Activities

The group 85.5 Other education includes general continuing education and continuing vocational education and training for any profession, hobby or self-development purposes. It excludes educational activities as outlined in groups 85.1-85.4.

This class also includes: flying, sailing, shipping schools not issuing commercial certificates and permits

This class excludes: driving schools for occupational drivers, see 85.32

85.59 Other Education n.e.c.

The group 85.5 Other education includes general continuing education and continuing vocational education and training for any profession, hobby or self-development purposes. It excludes educational activities as outlined in groups 85.1-85.4.

This class includes:

- education that is not definable by level
- academic tutoring
- learning centres offering remedial courses
- professional examination review courses
- language instruction and conversational skills instruction
- computer training
- religious instruction
- lifeguard training
- survival training
- public speaking training
- speed reading instruction

This class excludes:

- adult literacy programmes see 85.20
- general secondary education, see 85.31
- technical and vocational secondary education, see 85.32
- higher education, see 85.4

85.60 Educational Support Activities

This class includes provision of non-instructional activities that support educational processes or systems:

- educational consulting
- educational guidance counselling activities
- educational testing evaluation activities
- educational testing activities
- organisation of student exchange programmes

This class excludes: research and experimental development on social sciences and humanities, see 72.20

NAICS, 2022

61 Educational Services

Industries in the Educational Services subsector provide instruction and training in a wide variety of subjects. The instruction and training is provided by specialized establishments, such as schools, colleges, universities, and training centres. The subsector is structured according to level and type of educational services. Elementary and secondary schools, junior colleges, and colleges, universities, and professional schools correspond to a recognized series of formal levels of education designated by diplomas, associate degrees (including equivalent certificates), and degrees. The remaining industry groups are based more on the type of instruction or training offered, and the levels are not always as formally defined. The establishments are often highly specialized, many offering instructions in a very limited subject matter, for example ski lessons or one specific computer software application. Within the subsector, the level and types of training that are required of the instructors and teachers vary depending on the industry. Establishments that manage schools and other educational establishments on a contractual basis are classified in this subsector if they both manage the operation and provide the operating staff. Such establishments are classified in the Educational Services subsector based on the type of facility managed and operated. Excluded from this subsector are establishments primarily engaged in publishing educational software or other educational materials without providing instruction. These establishments are classified in Subsector 513, Publishing Industries. Establishments that manage schools and other educational establishments on a contract or fee basis without providing the operating staff are classified in Subsector 561, Administrative and Support Services. Establishments primarily engaged in providing vocational rehabilitation services and establishments primarily engaged in providing child care services are classified in Subsector 624, Social Assistance.

611110 Elementary and Secondary Schools

This industry comprises establishments primarily engaged in furnishing academic courses and associated course work that comprise a basic preparatory education. A basic preparatory education ordinarily constitutes kindergarten through 12th grade. This industry includes school boards and school districts.

Illustrative Examples:

- Elementary schools
- Parochial schools, elementary or secondary
- High schools
- Primary schools
- Kindergartens
- Schools for the physically disabled, elementary or secondary
- Military academies, elementary or secondary

Cross-References:

- Establishments primarily engaged in providing preschool or pre-kindergarten education (cf. 624410)
- College level military academies (cf. 611310)

Corresponding Index Entries:

- Academies, elementary or secondary
- Boarding schools, elementary or secondary
- Charter schools
- Elementary and secondary schools
- Elementary schools
- Finishing schools, secondary
- High schools
- High schools offering both academic and technical courses
- High schools offering both academic and vocational courses
- Junior high schools

- Kindergartens
- Kindergartens, combined with preschools
- Middle schools
- Military academies, elementary or secondary
- Montessori schools, elementary or secondary
- Parochial schools, elementary or secondary
- Preparatory schools, elementary or secondary
- Primary schools
- Private schools, elementary or secondary
- Public schools, elementary or secondary
- School boards, elementary and secondary
- School districts, elementary or secondary
- Schools for the intellectually and developmentally disabled (except preschool, job training, vocational rehabilitation)
- Schools for the physically disabled, elementary or secondary
- Schools, elementary
- Schools, secondary
- Secondary schools offering both academic and technical courses
- Seminaries, below university grade

611210 Junior Colleges

This industry comprises establishments primarily engaged in furnishing academic, or academic and technical, courses and granting associate degrees, certificates, or diplomas below the baccalaureate level. The requirement for admission to an associate or equivalent degree program is at least a high school diploma or equivalent general academic training. Instruction may be provided in diverse settings, such as the establishment's or client's training facilities, educational institutions, the workplace, or the home, and through diverse means, such as correspondence, television, the Internet, or other electronic and distance-learning methods. The training provided by these establishments may include the use of simulators and simulation methods.

Cross-References: Establishments primarily engaged in providing technical training without offering academic courses (cf. 61151)

Corresponding Index Entries:

- Academies, junior college
- Colleges, community
- Colleges, junior
- Community colleges
- Community colleges offering a wide variety of academic and technical training
- Junior colleges
- Junior colleges offering a wide variety of academic and technical training
- Schools, junior college
- Schools, junior college vocational

611310 Colleges, Universities, and Professional Schools

This industry comprises establishments primarily engaged in furnishing academic courses and granting degrees at baccalaureate or graduate levels. The requirement for admission is at least a high school diploma or equivalent general academic training. Instruction may be provided in diverse settings, such as the establishment's or client's training facilities, educational institutions, the workplace, or the home, and through diverse means, such as correspondence, television, the Internet, or other electronic and distance-learning methods. The training provided by these establishments may include the use of simulators and simulation methods.

Illustrative Examples:

- Colleges (except junior colleges)
- Theological seminaries offering baccalaureate or graduate degrees
- Military academies, college level
- Universities
- Professional schools (e.g., business administration, dental, law, medical)

Cross-References: Establishments primarily engaged in furnishing academic, or academic and technical, courses and granting associate degrees, certificates, or diplomas below the baccalaureate level (cf. 611210)

Corresponding Index Entries:

- Academies, college or university
- Academies, military service (college)
- Business colleges or schools offering baccalaureate or graduate degrees
- Colleges (except junior colleges)
- Colleges, universities, and professional schools
- Conservatories of music (colleges or universities)
- Dental schools
- Hospital management schools offering baccalaureate or graduate degrees
- Hospitality management schools offering baccalaureate or graduate degrees
- Law schools
- Medical schools
- Military service academies (college)
- Private colleges (except community or junior college)
- Professional schools (e.g., business administration, dental, law, medical)
- Schools, medical
- Schools, music (colleges or universities)
- Schools, professional (colleges or universities)
- Seminaries, theological, offering baccalaureate or graduate degrees
- Theological seminaries offering baccalaureate or graduate degrees
- Universities

611410 Business and Secretarial Schools

This industry comprises establishments primarily engaged in offering courses in office procedures and secretarial and stenographic skills and may offer courses in basic office skills, such as word processing. In addition, these establishments may offer such classes as office machine operation, reception, communications, and other skills designed for individuals pursuing a clerical or secretarial career. Instruction may be provided in diverse settings, such as the establishment's or client's training facilities, educational institutions, the workplace, or the home, and through diverse means, such as correspondence, television, the Internet, or other electronic and distance-learning methods. The training provided by these establishments may include the use of simulators and simulation methods.

Cross-References: Establishments primarily engaged in

- Offering computer training (except computer repair) (cf. 611420)
- Offering academic degrees in business education (cf. 611310)
- Offering training in the maintenance and repair of computers (cf. 611519)

Corresponding Index Entries:

- Business colleges or schools not offering academic degrees
- Business schools not offering academic degrees
- Clerical schools
- Court reporting schools
- Schools, business, not offering academic degrees
- Secretarial schools

611420 Computer Training

This industry comprises establishments primarily engaged in conducting computer training (except computer repair), such as computer programming, software packages, computerized business systems, computer electronics technology, computer operations, and local area network management. Instruction may be provided in diverse settings, such as the establishment's or client's training facilities, educational institutions, the workplace, or the home, and through diverse means, such as correspondence, television, the Internet, or other electronic and distance-learning methods. The training provided by these establishments may include the use of simulators and simulation methods.

Cross-References: Establishments primarily engaged in--

- Offering training in the maintenance and repair of computers (cf. 611519)
- Computer retailing, wholesaling, or computer system designing that may also provide computer training

Corresponding Index Entries:

- Computer operator training
- Computer programming schools
- Computer software training
- Computer training (except repair)
- Local area network (LAN) management training
- Software application training

611430 Professional and Management Development Training

This industry comprises establishments primarily engaged in offering an array of short duration courses and seminars for management and professional development. Training for career development may be provided directly to individuals or through employers' training programs, and courses may be customized or modified to meet the special needs of customers. Instruction may be provided in diverse settings, such as the establishment's or client's training facilities, educational institutions, the workplace, or the home, and through diverse means, such as correspondence, television, the Internet, or other electronic and distance-learning methods. The training provided by these establishments may include the use of simulators and simulation methods.

Cross-References: Establishments primarily engaged in

- Advising clients on human resource and training issues without providing the training (cf. 541612)
- Offering academic degrees (cf. 611310)

Corresponding Index Entries

- Continuing education seminars or conferences
- Management development training
- Professional development training
- Quality assurance training

611511 Cosmetology and Barber Schools

This U.S. industry comprises establishments primarily engaged in offering training in barbering, hair styling, or the cosmetic arts, such as makeup or skin care. These schools provide job-specific certification.

Corresponding Index Entries:

- Barber colleges
- Beauty schools
- Colleges, barber and beauty
- Cosmetic art schools (e.g., makeup, skin care)
- Cosmetology schools
- Manicure and pedicure schools
- Schools, barber
- Schools, beauty
- Schools, cosmetology

611512 Flight Training

This U.S. industry comprises establishments primarily engaged in offering aviation and flight training. These establishments may offer vocational training, recreational training, or both.

Cross-References: Establishments primarily engaged in

- Offering specialized military training (except flight instruction, academies, and basic training) (cf. 611519)
- Operating college level military academies (cf. 611310)
- National security and military basic training (except academies) (cf. 928110)
- Providing specialty air transportation services that may also provide flight training (cf. 481219)

Corresponding Index Entries:

- Aviation schools
- Flight simulation training
- Flight training schools
- Flying instruction
- Military flight instruction training
- Schools, aviation

611513 Apprenticeship Training

This U.S. industry comprises establishments primarily engaged in offering apprenticeship training programs. These programs involve applied training as well as course work.

Corresponding Index Entries:

- Apprenticeship training programs
- Carpenters' apprenticeship training
- Craft union apprenticeship training programs
- Electricians' apprenticeship training
- Mechanic's apprenticeship training
- Plumbers' apprenticeship training
- Sheet metal workers' apprenticeship training
- Steam fitters' apprenticeship training
- Trade union apprenticeship training programs
- Vocational apprenticeship training

611519 Other Technical and Trade Schools

This U.S. industry comprises establishments primarily engaged in offering job or career vocational or technical courses (except cosmetology and barber training, aviation and flight training, and apprenticeship training). The curriculums offered by these schools are highly structured and specialized and lead to job-specific certification.

Illustrative Examples:

- Bartending schools
- Modeling schools
- Broadcasting schools
- Real estate schools
- Computer repair training
- Truck driving schools
- Graphic arts schools
- Specialized military training (except flight instruction, academies, and basic training)

Cross-References: Establishments primarily engaged in

- Offering courses in office procedures and secretarial and stenographic skills (cf. 611410)
- Offering computer training (except computer repair) (cf. 611420)
- Offering professional and management development training (cf. 611430)
- Offering registered nursing training with academic degrees (cf. 611210)
- Offering aviation and flight training, including military flight instruction (cf. 611512)
- Operating college level military academies (cf. 611310)
- National security and military basic training (except academies) (cf. 928110)
- Offering cosmetology and barber training (cf. 611511)
- Offering academic courses that may also offer technical and trade courses
- Offering apprenticeship training programs (cf. 611513)

Corresponding Index Entries

- Acupuncture training
- Air traffic control schools
- Art schools, commercial or graphic
- Banking schools (training in banking)
- Bartending schools
- Broadcasting schools
- Bus driver training
- Chauffeur training
- Computer repair training
- Cooking schools
- Culinary arts schools
- Dental hygienist schools
- Dental technician schools
- Electronic equipment repair training
- Flight attendant schools
- Graphic arts schools
- Heavy equipment operation schools
- Heavy equipment repair training
- Home health aid schools
- Hospital management schools (except academic)
- Hospitality management schools (except academic)

- Marine navigational schools
- Massage therapist instruction
- Mechanic's schools (except apprenticeship)
- Medical technician schools
- Modeling schools
- Nurse's aides schools
- Nursing schools (except academic)
- Personal fitness instructor training
- Photography schools, commercial
- Police training schools
- Real estate schools
- Restaurant management schools (except academic)
- Security guard training
- Specialized military training (except flight instruction, academies, and basic training)
- Truck driving schools
- Yoga instructor training

611610 Fine Arts Schools

This industry comprises establishments primarily engaged in offering instruction in the arts, including dance, art, drama, and music.

Illustrative Examples:

- Art (except commercial and graphic) instruction
- Music instruction (e.g., piano, guitar)
- Dance instruction
- Music schools (except academic)
- Dance studios
- Performing arts schools (except academic)
- Drama schools (except academic)
- Photography schools (except commercial photography)
- Fine arts schools (except academic)

Cross-References:

- Establishments offering high school diplomas or academic degrees (i.e., even if they specialize in fine arts)
- Establishments primarily engaged in offering courses in commercial and graphic arts and commercial photography (cf. 611519)

Corresponding Index Entries:

- Art (except commercial or graphic) instruction
- Art schools (except academic), fine
- Ballet schools (except academic)
- Ceramics instruction
- Conservatory of music (except academic)
- Dance instruction
- Dance schools
- Dance studios
- Drama schools (except academic)
- Fine arts schools (except academic)

- Handicrafts instruction
- Music instruction (e.g., guitar, piano)
- Music schools (except academic)
- Painting instruction
- Performing arts schools (except academic)
- Photography schools, art
- Schools, drama (except academic)
- Schools, music (except academic)
- Sculpture instruction
- Singing instruction
- Theater schools
- Voice instruction

611620 Sports and Recreation Instruction

This industry comprises establishments, such as camps and schools, primarily engaged in offering instruction in athletic activities to groups of individuals. Overnight and day sports instruction camps are included in this industry.

Illustrative Examples:

- Camps, sports instruction
- Professional sports instructors (i.e., not participating in sporting events)
- Cheerleading instruction
- Riding instruction academies or schools
- Gymnastics instruction
- Sports (e.g., baseball, basketball, football, golf) instruction
- Martial arts instruction, camps or schools
- Swimming instruction

Cross-References:

- Establishments primarily engaged in operating overnight recreational camps that may offer some athletic instruction in addition to other activities (cf. 721214)
- Establishments primarily engaged in operating sports and recreation establishments that also offer athletic instruction (cf. 71)
- Independent (i.e., freelance) athletes engaged in providing sports instruction and participating in spectator sporting events (cf. 711219)
- Establishments primarily engaged in offering academic courses that may also offer athletic instruction

Corresponding Index Entries:

- Academies, riding instruction
- Aerobic dance and exercise instruction
- Automobile racing schools
- Baton instruction
- Bowling instruction
- Boys' camps, sports instruction
- Boys' camps, sports instructor
- Camps, sports instruction
- Girls' camps, sports instruction
- Karate instruction, camps or schools
- Professional sports (e.g., golf, skiing, swimming, tennis) instructors (i.e., not participating in sporting events)

- Riding instruction academies or schools
- Schools, sports instruction
- Sports camps (e.g., baseball, basketball, football), instructional
- Sports instructors, independent (i.e., not participating in sporting events)
- Swimming instruction

611630 Language Schools

This industry comprises establishments primarily engaged in offering foreign language instruction (including sign language). These establishments are designed to offer language instruction ranging from conversational skills for personal enrichment to intensive training courses for career or educational opportunities.

Cross-References: Establishments primarily engaged in

- Offering academic courses that may also offer language instruction
- Providing translation and interpretation services (cf. 541930)

Corresponding Index Entries:

- Foreign language schools
- Language schools
- Schools, language
- Second language instruction
- Sign language instruction
- Sign language schools

611691 Exam Preparation and Tutoring

This U.S. industry comprises establishments primarily engaged in offering preparation for standardized examinations and/or academic tutoring services.

Illustrative Examples:

- Academic tutoring services
- Learning centers offering remedial courses
- College board preparation centers
- Professional examination review instruction

Corresponding Index Entries:

- Academic tutoring services
- Adult literacy instruction
- College board preparation centers
- College entrance exam preparation instruction
- Exam preparation services
- High school equivalency (e.g., GED) exam instruction
- Learning centers offering remedial courses
- Professional examination review instruction
- Tutoring, academic

611692 Automobile Driving Schools

This U.S. industry comprises establishments primarily engaged in offering automobile driving instruction.

Cross-References: Establishments primarily engaged in offering truck and bus driving instruction (cf. 611519)

Corresponding Index Entries:

- Automobile driving schools
- Driver education
- Driver training schools (except bus, heavy equipment, truck)
- Motorcycle driving schools

611699 All Other Miscellaneous Schools and Instruction

This U.S. industry comprises establishments primarily engaged in offering instruction (except business, computer, management, technical, trade, fine arts, athletic, language instruction, tutoring, and automobile driving instruction). Also excluded from this industry are academic schools, colleges, and universities.

Illustrative Examples:

- Public speaking training
- Survival training
- Speed reading instruction
- Yoga instruction, camps, or schools

Cross-References: Establishments primarily engaged in

- Offering elementary and secondary school instruction (cf. 611110)
- Offering junior college instruction (cf. 611210)
- Offering college, university, and professional school instruction with academic degrees (e.g., baccalaureate, graduate) (cf. 611310)
- Offering business, computer (except computer repair), and management training (cf. 6114)
- Offering vocational and technical instruction (e.g., computer repair and maintenance) (cf. 61151)
- Offering fine arts instruction (cf. 611610)
- Offering sports and recreation instruction (cf. 611620)
- Offering language instruction (cf. 611630)
- Offering exam preparation and tutoring services (cf. 611691)
- Offering automobile driving instruction (cf. 611692)

Corresponding Index Entries:

- Bible schools (except degree granting)
- Bridge and other card game instruction
- Charm schools
- CPR (cardiopulmonary resuscitation) training and certification
- Diction schools
- Firearms training
- First-aid instruction
- Life guard training
- Personal development schools
- Public speaking training
- Self defense (except martial arts) instruction
- Speed reading instruction
- Survival training instruction

611710 Educational Support Services

This industry comprises establishments primarily engaged in providing non-instructional services that support educational processes or systems.

Illustrative Examples:

- Educational consultants
- Educational testing services
- Educational guidance counseling services
- Student exchange programs
- Educational testing evaluation services

Cross-References: Establishments primarily engaged in

- Providing job training for the unemployed, underemployed, physically disabled, and persons who have a job market disadvantage because of lack of education or job skills (cf. 624310)
- Conducting research and analyses in cognitive development (cf. 541720)

Corresponding Index Entries:

- Career and vocational counseling services (except rehabilitative)
- College selection services
- Educational consultants
- Educational curriculum development services
- Educational guidance counseling services
- Educational support services
- Educational testing evaluation services
- Educational testing services
- School bus attendant services
- Student exchange programs
- Study abroad programs
- Test development and evaluation services, educational
- Testing services, educational

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92100 Pre-Primary Education Services

This subclass includes education services usually provided by nursery schools, kindergartens, pre-schools, centres for early childhood education, centres for infant education or special sections attached to primary schools. Pre-primary education (ISCED Level 0) is defined as the initial stage of organized instruction designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between the home and a school-based atmosphere.

This subclass also includes services related to the provision of special education programmes at this educational level.

This subclass does not include:

- recreational and vacation camps for children, cf. 63130
- child day-care services, cf. 93510

92200 Primary Education Services

This subclass includes educational services provided at ISCED Level 1, which includes programmes designed to provide students with an initial basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music.

This subclass also includes:

- services related to the provision of special education programmes at this educational level
- services related to the provision of literacy programmes for adults at this educational level

92310 Lower Secondary Education Services, General

The group 923 includes educational services for secondary programmes that become increasingly specialized as a student moves from one level to the next. Programmes can be general or technical/vocational according to the following definitions:

- *General programmes: education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes*
- *Technical/Vocational: education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.*

This subclass includes educational services at ISCED Level 2 generally aiming to complete the provision of basic skills and knowledge of the primary level, although teaching is typically more subject-focused, often employing more specialized teachers who conduct classes in their field of specialization. These services cover education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes.

This subclass also includes:

- services related to the provision of special education programmes at this educational level
- services related to the provision of literacy programmes for adults at this educational level

92320 Lower Secondary Education Services, Technical and Vocational

The group 923 includes educational services for secondary programmes that become increasingly specialized as a student moves from one level to the next. Programmes can be general or technical/vocational according to the following definitions:

- *General programmes: education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes*
- *Technical/Vocational: education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.*

This subclass includes educational services at ISCED Level 2 generally aiming to complete the provision of basic skills and knowledge of the primary level, although teaching is typically more subject-focused, often employing more specialized teachers who conduct classes in their field of specialization. These services cover education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.

This subclass also includes services related to the provision of special education programmes at this educational level.

92330 Upper Secondary Education Services, General

The group 923 includes educational services for secondary programmes that become increasingly specialized as a student moves from one level to the next. Programmes can be general or technical/vocational according to the following definitions:

- *General programmes: education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes*
- *Technical/Vocational: education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.*

This subclass includes educational services for programmes (ISCED Level 3), with a higher degree of specialization and where teachers are more qualified and specialized in their subjects when compared to Level 2. Often different streams and types of programmes are available at this level. Generally speaking, completion of Level 3 education is the minimum requirement for entry into tertiary education programmes. Services in this subclass cover education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes.

92340 Upper Secondary Education Services, Technical and Vocational

The group 923 includes educational services for secondary programmes that become increasingly specialized as a student moves from one level to the next. Programmes can be general or technical/vocational according to the following definitions:

- *General programmes: education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes*
- *Technical/Vocational: education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.*

This subclass includes educational services for programmes (ISCED Level 3), with a higher degree of specialization and where teachers are more qualified and specialized in their subjects when compared to Level 2. Often different streams and types of programmes are available at this level. Generally speaking, completion of Level 3 education is the minimum requirement for entry into tertiary education programmes. Services in this subclass cover education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.

92410 Post-secondary non-tertiary education services, general

This subclass includes educational services for programmes (ISCED Level 4) which, while happening after students finish Upper Secondary education, cannot be considered tertiary education because content-wise these programmes are not significantly more advanced than those from Upper Secondary. They are either short vocational programmes that lead students to the labour market or programmes with substantial theoretical background instruction specifically designed to prepare students for entry to tertiary education in cases where they had previously followed a curriculum (in Level 3 above) that lacked elements needed to entitle them to enter tertiary education programmes. Services in this subclass cover education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes.

92420 Post-Secondary Non-Tertiary Education Services, Technical and Vocational

This subclass includes educational services for programmes (ISCED Level 4) which, while happening after students finish Upper Secondary education, cannot be considered tertiary education because content-wise these programmes are not significantly more advanced than those from Upper Secondary. They are either short vocational programmes that lead students to the labour market or programmes with substantial theoretical background instruction specifically designed to prepare students for entry to tertiary education in cases where they had previously followed a curriculum (in Level 3 above) that lacked elements needed to entitle them to enter tertiary education programmes. Services in this subclass cover education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.

92510 First Stage Tertiary Education Services

This subclass includes education services leading to a university degree or equivalent. Such education services are offered in universities, colleges and similar institutions of higher education.

92520 Second Stage Tertiary Education Services

This subclass includes education services for tertiary programmes which lead directly to an advanced research qualification, such as a doctoral degree.

92911 Cultural Education Services

This subclass includes:

- piano and other music instruction
- art instruction
- dance instruction and dance studios
- art instruction except academic
- photography instruction

This subclass does not include formal instruction on the above which leads to a professional diploma or degree, cf. 925.

92912 Sports and Recreation Education Services

This subclass includes sports instruction services by sports camps and schools or by professional sports instructors, teachers or coaches to groups of individuals. It does not include the provision of such services by academic schools, colleges and universities:

- sports instruction (baseball, basketball, cricket, football, hockey, tennis, figure skating, etc.)
- camps, sports instruction
- gymnastics instruction
- riding instruction
- swimming instruction
- martial arts instruction
- card game instruction (such as bridge)
- yoga instruction

This subclass does not include:

- recreational or vacation camps that include sports training or instruction, cf. 63130
- incidental sports and recreation instruction by academic schools, colleges or universities, cf. 921-925

92919 Other Education and Training Services, n.e.c.

This subclass includes:

- training for car, bus, lorry and motorcycle driving licences
- training for flying certificates and ship licences
- computer training services
- management training services
- services provided by music camps, science camps, computer camps and other instructional camps, except for sports
- education services not definable by level

This subclass does not include:

- services related to literacy programmes for adults, cf. 92200, 92310
- higher education services comparable to the regular education system, cf. 924, 925
- cultural education services other than academic, cf. 92911
- education services provided by instructors, coaches, etc., as part of sporting activities, cf. 92912

92920 Educational Support Services

This subclass includes non-instructional services that support educational processes or systems, such as:

- educational consulting
- educational guidance counselling services
- educational testing evaluation services
- educational testing services
- organization of student exchange programmes

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85.10.10 Pre-Primary Education Services

This subcategory includes:

- education services usually provided by nursery schools, kindergartens, pre-schools, centres for early childhood education, centres for infant education or special sections attached to primary schools.
- pre-primary education (ISCED Level 0) is defined as the initial stage of organised instruction designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between the home and a school-based atmosphere.
- services related to the provision of special education programmes at this educational level

This subcategory excludes day camps for children, see 55.30.12 - child day-care services, see 88.91.1

85.20.1 Primary Education Services

This category includes³:

- educational services provided at ISCED Level 1, which includes programmes designed to provide students with an initial basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music
- services related to the provision of literacy programmes for adults at this level

This category excludes child day-care services, see 88.91.1⁴

Included subcategories are:

- 85.20.11 On-line primary education services
- 85.20.12 Other primary education services

85.31.1 General Secondary Education Services

This subcategory includes⁵:

- educational services at ISCED Level 2 generally aiming to complete the provision of basic skills and knowledge of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation. These services cover education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes.
- services related to the provision of literacy programmes for adults at this level

Included subcategories are:

- 85.31.11 On-line general lower secondary education services
- 85.31.12 Other general lower secondary education services
- 85.31.21 On-line general upper secondary education services
- 85.31.22 Other general upper secondary education services

³ Added from the equivalent section (85.20.1) of CPA 2008

⁴ Added from the equivalent section (85.20.1) of CPA 2008

⁵ Added from the equivalent section (85.31.1) of CPA 2008

85.32.11 On-Line Technical and Vocational Lower Secondary Education Services

This subcategory includes on-line educational services at ISCED Level 2 generally aiming to complete the provision of basic skills and knowledge of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation. These services cover education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification⁶.

85.32.12 Other Technical and Vocational Lower Secondary Education Services

This subcategory includes other educational services at ISCED Level 2 generally aiming to complete the provision of basic skills and knowledge of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation. These services cover education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.

85.32.21 On-Line Technical and Vocational Upper Secondary Education Services

This subcategory includes: on-line educational services for programmes (ISCED Level 3), with a higher degree of specialisation and where teachers are more qualified and specialised in their subjects when compared to Level 2. Often different streams and types of programmes are available at this level. Generally speaking, completion of Level 3 education is the minimum requirement for entry into tertiary education programmes. Services in this subcategory cover education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification⁷.

85.32.22 Other Technical and Vocational Upper Secondary Education Services

This subcategory includes other educational services for programmes (ISCED Level 3), with a higher degree of specialisation and where teachers are more qualified and specialised in their subjects when compared to Level 2. Often different streams and types of programmes are available at this level. Generally speaking, completion of Level 3 education is the minimum requirement for entry into tertiary education programmes. Services in this subcategory cover education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification⁸.

85.41.11 On-Line Post-Secondary Non-Tertiary General Education Services

This subcategory includes on-line educational services for programmes (ISCED Level 4) which, while happening after students finish upper secondary education, they cannot be considered tertiary education because content-wise these programmes are not significantly more advanced than those from upper secondary. They are either short vocational programmes that lead students to the labour market or programmes with substantial theoretical background instruction specifically designed to prepare students for entry to tertiary education in cases where they had previously followed a curriculum (in Level 3 above) that lacked elements needed to entitle them to enter tertiary education programmes. Services in this subcategory cover education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes.

85.41.12 Other Post-Secondary Non-Tertiary General Education Services

This subcategory includes other educational services for programmes (ISCED Level 4) which, while happening after students finish upper secondary education, they cannot be considered tertiary education because content-wise these programmes are

⁶ Added from the equivalent section (85.32.11) of CPA 2008

⁷ Added from the equivalent section (85.32.13) of CPA 2008

⁸ Added from the equivalent section (85.32.14) of CPA 2008

not significantly more advanced than those from upper secondary. They are either short vocational programmes that lead students to the labour market or programmes with substantial theoretical background instruction specifically designed to prepare students for entry to tertiary education in cases where they had previously followed a curriculum (in Level 3 above) that lacked elements needed to entitle them to enter tertiary education programmes. Services in this subcategory cover education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes.

85.41.13 On-Line Post-Secondary Non-Tertiary Technical and Vocational Education Services

This subcategory includes on-line educational services for programmes (ISCED Level 4) which, while happening after students finish upper secondary education, they cannot be considered tertiary education because content-wise these programmes are not significantly more advanced than those from upper secondary. They are either short vocational programmes that lead students to the labour market or programmes with substantial theoretical background instruction specifically designed to prepare students for entry to tertiary education in cases where they had previously followed a curriculum (in Level 3 above) that lacked elements needed to entitle them to enter tertiary education programmes. Services in this subcategory cover education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.

85.41.14 Other Post-Secondary Non-Tertiary Technical and Vocational Education Services

This subcategory includes other educational services for programmes (ISCED Level 4) which, while happening after students finish upper secondary education, they cannot be considered tertiary education because content-wise these programmes are not significantly more advanced than those from upper secondary. They are either short vocational programmes that lead students to the labour market or programmes with substantial theoretical background instruction specifically designed to prepare students for entry to tertiary education in cases where they had previously followed a curriculum (in Level 3 above) that lacked elements needed to entitle them to enter tertiary education programmes. Services in this subcategory cover education that prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.

85.42 Tertiary Education Services

This category includes⁹:

- education services leading to a university degree or equivalent. Such education services are offered in universities, colleges and similar institutions of tertiary education.
- performing arts schools services providing tertiary education

Included subcategories are:

- 85.42.11 On-line short-cycle tertiary education services
- 85.42.12 Other short-cycle tertiary education services
- 85.42.21 On-line bachelor's or equivalent level tertiary education services
- 85.42.22 Other Bachelor's or equivalent level tertiary education services
- 85.42.31 On-line master's or equivalent level tertiary education services
- 85.42.32 Other Master's or equivalent level tertiary education services
- 85.42.41 On-line doctoral or equivalent level tertiary education services
- 85.42.42 Other Doctoral or equivalent level tertiary education services

⁹ Added from the equivalent section (85.42.1) of CPA 2008

85.51.10 Sports and Recreation Education Services

This subcategory includes sports instruction services by sports camps and schools or by professional sports instructors, teachers or coaches to groups of individuals. It does not include the provision of such services by academic schools, colleges and universities:

- sports instruction (baseball, basketball, cricket, football, hockey, tennis, figure skating, etc.)
- camps, sports instruction
- gymnastics instruction
- riding instruction
- swimming instruction
- martial arts instruction
- card game instruction (such as bridge)
- yoga instruction

This subcategory excludes:

- recreational or vacation camps that include sports training or instruction, see 55.30.12
- incidental sports and recreation instruction by academic schools, colleges or universities, see 85.10-85.42
- cultural education services, see 85.52

85.52.11 Dancing Schools and Dance Instructors Services

This subcategory includes services provided by dance instructors and dance studios.

85.52.12 Music Schools and Music Instructors Services

This subcategory includes piano and other music instruction services.

85.52.13 Fine Arts Schools and Arts Instruction Services

No explanatory notes available.

85.52.19 Other Cultural Education Services

This subcategory includes:

- drama instruction services (except academic)
- photography instruction services (except commercial)

85.53.11 Car Driving School Services

This subcategory includes tuition services for car, bus, lorry and motorcycle driving licences.

This subcategory excludes driving school services for occupational drivers, see 85.32.1¹⁰.

¹⁰ Added from the equivalent section (85.53.11) of CPA 2008

85.53.12 Flying and Sailing School Services

This subcategory includes tuition services for non-commercial flying and shipmaster certificates.

This subcategory excludes flying school services for occupational pilots, see 85.32.13 and 85.32.14¹¹.

85.59.11 Language School Services

This subcategory includes language and conversational skills instruction services.

85.59.12 IT School Services

This subcategory includes computer training services.

85.59.13 Vocational Education Services n.e.c.

This subcategory includes continuous adult vocational education services that are not definable by level.

This subcategory excludes:

- technical and vocational secondary education services, see 85.32.1 and 85.32.2
- post-secondary non-tertiary and tertiary education services comparable to the regular education system, see 85.41.1, 85.42
- education services provided by instructors, coaches, etc., as part of sporting activities, see 85.51.10
- cultural education services other than academic, see 85.52.1
- language and conversational skills instruction services, see 85.59.11

85.59.14 Home School Support Courses

This subcategory includes school support courses provided at home by organisations or independent teachers.

85.59.19 Education Services n.e.c.

This subcategory includes:

- academic tutoring services
- remedial courses offered by learning centres
- professional examination review courses
- speed reading instruction services
- religious instruction services
- lifeguard training services
- survival training services
- public speaker training services
- education services that are not definable by level

¹¹ Added from the equivalent section (85.53.12) of CPA 2008

This subcategory excludes:

- services related to literacy programmes for adults, see 85.20.1
- general secondary education services, see 85.31
- technical and vocational secondary education services, see 85.32
- post-secondary non-tertiary and tertiary education services comparable to the regular education system, see 85.41.1, 85.42
- education services provided by instructors, coaches, etc., as part of sporting activities, see 85.51.10
- cultural education services other than academic, see 85.52.1
- language and conversational skills instruction services, see 85.59.11

85.60.10 Educational Support Services

This subcategory includes the provision of non-instructional services that support educational processes or systems, such as:

- educational consulting
- educational guidance counselling services
- educational testing evaluation services
- educational testing services
- organisation of student exchange programmes

This subcategory excludes research and experimental development services in social sciences and humanities, see 72.20.

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341 Educational Services

Providing educational services, health care and related products for persons, and public, community, and social services, not elsewhere classified, except public administration services.

Excludes:

- Public administration services - are classified in Trilateral Product 87101010101, Public administration services;
- Instruction in recreational and sporting activities, services of sports instruction camps and overnight recreational camps, services to members of performing arts or other cultural organizations, renting and leasing fitness equipment, and educational test publishing - are classified in Subsection 241, Home entertainment, recreation and culture products;
- Manufactured pharmaceutical preparations for veterinary use, in-vivo and in-vitro diagnostic substances, intraocular lenses, and surgical orthopedic hosiery (cf. 712010101)
- Manufactured orthopedic shoes and related wholesaling and retailing services - are classified in Section 14, Clothing, footwear, personal accessories, and related products;
- Manufactured ophthalmic lens blanks, safety goggles, industrial eyewear, rubber gloves, personal safety equipment, respiratory protection equipment, eye protectors, and prescription ground ophthalmic focal lenses, except in combination with retailing services for prescription glasses - are classified in Subsection 671, Materials and supplies for production, except processed food and beverage inputs for human food manufacturing and food services;
- Manufactured non-electrical hearing apparatus (cf. 51501020301)
- Wholesaling services for medical and dental instruments and supplies, vaccines, laboratory diagnostic reagents, and prescription pet and veterinary (cf. 71202010101)
- Wholesaling services for binoculars and surgical, hospital, and dental equipment (cf. 51502010101)
- Retailing services for prescription pet and veterinary medicines (cf. 67301010301)
- Wholesaling and retailing services for nonprescription pet and veterinary medicines (cf. 24201)
- Retailing services for contact lens solutions (cf. 37103010101)
- Retailing services for used home health care equipment and used glasses and optical accessories (cf. 21301010701)
- Renting and leasing commercial medical equipment without operator (cf. 51503020101)
- Maintenance and repair services for nonelectronic home health care equipment sold separately (cf. 21501010103)
- Non-therapeutic massage services (cf. 37104010105)
- Insurance (e.g., property, liability, warranty, and damage waiver) sold separately, providing finance leases, and brokerage or agency services for insurance (e.g., property, liability, warranty, and damage waiver) sold separately (cf. 41102)
- Delivery/pick-up services sold separately (cf. 64101030101)
- Providing translation and interpretation services (cf. 77108010101)
- Public housing renting or leasing services (cf. 17104010101)
- Renting meeting rooms, church halls, etc. (cf. 471020102)

341 Educational services

Providing basic education and skills programs, trade, career, technical, and professional development training, higher career, technical, academic, and advanced research qualification programs, exam preparation and tutoring services, compulsory and supplementary student services, and educational support and consulting services.

Excludes:

- Non-educational day care services sold separately - are classified in Trilateral Product 34301010101, Social assistance services for children, youth, and families;
- Instruction in recreational and sporting activities, services of sports instruction camps and overnight recreational camps, services to members of performing arts or other cultural organizations, and educational test publishing - are classified in Subsection 241, Home entertainment, recreation and culture products.

3410101 Education, training, and instruction services

Providing basic education and skills programs, trade, career, technical, and professional development training, higher career, technical, academic, and advanced research qualification programs, exam preparation and tutoring services, and compulsory and supplementary student services.

Excludes:

- Educational testing services and academic counseling services sold separately (cf. 34101020101)
- Instruction in recreational and sporting activities, including sports instruction camps (cf. 24110010201)
- Non-educational day care services sold separately (cf. 34301010101)
- Overnight recreational camps (cf. 24108070204)

34101010101 Basic education and skills programs

Providing formal instructional programs and courses at the pre-primary, elementary, and secondary levels for children and adults, designed to develop fundamental knowledge and skills needed by individuals to function productively in society.

Includes:

- Pre-school and educational daycare programs for children at least 3 years old
- Kindergarten, elementary, and secondary school programs through grade 12
- Literacy and numeracy programs
- Adult basic education programs
- Non-credit language programs
- Personal improvement programs
- Special education programs for gifted or disadvantaged children
- Academic camps

Excludes:

- Instruction in recreational and sporting activities (cf. 24110010201)
- Second language credit programs (cf. 34101010201, 34101010301)
- Tutoring services (cf. 34101010402)
- Educational testing services (cf. 34101020101)
- Sports instruction camps (cf. 24110010201)
- Non-educational day care services sold separately (cf. 34301010101)
- Overnight recreational camps (cf. 24108070204)

34101010201 Trade, career, technical and professional development training programs

Providing instructional programs and non-degree courses in a wide variety of subjects designed to train or update adults in the skilled trades or in entry level vocations, career and technical occupations; or which provide short term skills upgrading or professional development training during a person's working life. This type of training is frequently highly structured and specialized and may lead to some type of award for completion, attendance, or industry recognition, or may count as a continuing education credit towards the maintenance of a workplace or professional qualification.

Includes:

- Trade/vocational pre-employment and registered apprenticeship programs and courses offered by career colleges, private vocational schools, and other private providers
- Career/technical training programs or courses equal to or less than two years in length
- Professional development and management training programs and courses
- Customized training programs and courses
- Commercial flight/pilot training programs
- Certification training for operating machinery and equipment

Excludes:

- High school vocational certificate or diploma programs (cf. 34101010101)
- Literacy and numeracy programs (cf. 34101010101)
- Adult basic education programs (cf. 34101010101)
- Non-credit second language learning programs (cf. 34101010101)
- Programs of two years duration or longer (including post diploma or post degree career programs) in higher technical and theoretical subjects which focus on occupationally specific qualifications needed for entry into or advancement in the labor market (cf. 34101010301)
- Higher academic programs focused on preparation for further research or entry into professions with high skill requirements (cf. 34101010301)
- Programs leading to a PhD (cf. 34101010301)

34101010301 Higher career, technical, academic, and advanced research qualification programs

Providing instructional programs and courses in higher technical and theoretical subjects. Programs are normally two years or more in length or may cumulatively contribute to or follow such a program. Programs may be designed to qualify a person for industry or government certification.

Includes:

- Programs providing occupationally specific qualifications for entry to or advancement in the labor market
- Programs of academic degree credit, or their equivalent, which prepare students for further research or for occupations with high skills requirements
- PhD and other advanced research programs

Excludes:

- Registered apprenticeship programs; trade, career and technical entry level programs of less than two years duration; and skills upgrading, professional development, and management training programs and courses (cf. 34101010201)

34101010401 Exam preparation courses

Providing instructional programs and courses that help prepare students and other candidates to take standardized examinations. Courses may provide a review of previously learned information and usually include advice on test-taking strategies and insights on the nature and structure of particular exams.

Includes:

- Exam preparation programs for standardized high school admission tests; college and university admission tests; professional and technical designation or licensing exams; second language proficiency tests, etc.

Excludes:

- Programs that prepare adults to take high school equivalency tests, such as the General Educational Development (GED) test (cf. 34101010101)
- Programs designed to teach the content for specific language tests (cf. 34101010101)
- For-credit programs designed to teach the content required to pass specific occupational designation tests (cf. 34101010201, 34101010301)
- Educational testing services (cf. 34101020101)

34101010402 Academic tutoring and customized learning programs

Providing instruction supplemental to another program or course to students who desire or need additional instruction. Services may be customized or offered in small groups.

Includes:

- Homework and study help programs
- Tutoring in specific subjects
- Customized instruction for academically challenged students or for students seeking to acquire additional academic skills

Excludes:

- Instruction which is not supplemental to another program or course, such as one-on-one second language training (cf. 34101010101)

34101010501 Student services

Providing services to students for which separate compulsory and supplementary fees are paid.

Includes:

- Student health and counseling services
- Student athletic services
- Library services for students
- Locker rentals for students
- Transcription services for students
- Laboratory and computer services for students
- Education application and registration services

Excludes:

- Academic counseling services sold separately (cf. 34101020101)

3410102 Educational support and consulting services

Providing non-instructional services, advice, and counseling that support educational systems or processes, usually on a fee-for-service or contract basis. This may include advice and guidance services bundled with implementation services.

Includes:

- Educational testing services
- Curriculum, program, and educational materials design and assessment services
- Academic exchange services
- Academic, career, and vocational counseling services
- Educational planning and development consulting services
- Needs assessments sold separately

Excludes:

- Test preparation and tutoring services (cf. 341010104)
- Educational test publishing (cf. 24104010402)
- Programs which teach job-seeking skills, career exploration, technology education/industrial arts, business soft skills, and other career related skills (cf. 34101010201)

34101020101 Educational support and consulting services

Providing non-instructional services, advice, and counseling that support educational systems or processes, usually on a fee-for-service or contract basis. This may include advice and guidance services bundled with implementation services.

Includes:

- Educational testing services
- Curriculum, program, and educational materials design and assessment services
- Academic exchange services
- Academic, career, and vocational counseling services
- Educational planning and development consulting services
- Needs assessments sold separately

Excludes:

- Test preparation and tutoring services (cf. 341010104)
- Educational test publishing (cf. 24104010402)
- Programs which teach job-seeking skills, career exploration, technology education/industrial arts, business soft skills, and other career related skills (cf. 34101010201)

Appendix 2: Additional Tables and Information

Comparison of Indicators of Relevance per School Type

School Type	Sweden			Mexico		
	Enterprises (n)	Employees (n) (FTE)	Revenue (Net turnover) MEURO	Enterprises (n)	Employees (n)	Revenue (Income) MEURO
Pre-primary education	9 589 ¹	13 159 ¹	1 113.32 ²	10 877	92 238	601.12 ²
Primary education	4 829 ¹	109 070 ¹	1 545.93 ²	2 939	47 571	449.17 ²
General Secondary Education	---	---	---	793	16 119	178.96 ²
Upper secondary education	1 307 ¹	35 035 ¹	1 225.74 ²	---	---	---
Terminal Technical Middle Education	---	---	---	330	2 851	23.35 ²
Higher Middle Education	---	---	---	2 304	42 797	515.06 ²
Schools that combine multiple education levels	---	---	---	6 983	249 021	3 065.74 ²
Universities and other post-secondary education	---	---	259.11 ²	---	---	---
Higher Technical Education	---	---	---	313	4 702	58.23 ²
Higher Education	---	---	---	4 104	252 108	5 192.29 ²
Business, Computer and Management Training Schools	---	---	---	1 017	8 447	106.02 ²
Trade Schools	---	---	---	2 978	13 225	106.35 ²
Cultural, sports and recreational education	---	---	206.60 ²	---	---	---
Driving schools	---	---	207.44 ²	---	---	---
Education for the labour market	---	---	420.34 ²	---	---	---
Educational support and other education services	---	---	456.22 ²	---	---	---
Management consultancy activities	---	---	105.27 ²	---	---	---
Arts, entertainment, personal services	---	---	107.88 ²	---	---	---
Other activities	---	---	148.21 ²	20 219	80 394	648.69 ²

Table 6. Comparison of different indicators by product/school types in Sweden (2020) vs. Mexico (2018). For the conversion to Euros (of SEK and Mex. Pesos respectively), the exchange rate on September 11th 2023 was used.

¹ Data drawn from statistia.de (see references), since no respective data was provided in Sweden's turnover and output paper.

² To ensure compatibility between all money-values given in papers, values were converted from national currency to Euros on 22.09.2023.

Overview Industry Classifications

ISIC, Rev. 2.1	NACE, Rev. 2	NAICS, 2022
851 Pre-primary and primary education	85.1 Pre-primary education	6111 Elementary and Secondary Schools
8510 Pre-primary and primary education	85.10 Pre-primary education	61111 Elementary and Secondary Schools
	85.2 Primary education	611110 Elementary and Secondary Schools
	85.20 Primary education	
852 Secondary education	85.3 Secondary education	6112 Junior Colleges
8521 General secondary education	85.31 General secondary education	61121 Junior Colleges
8522 Technical and vocational secondary education	85.32 Technical and vocational secondary education	611210 Junior Colleges
	85.4 Higher education	
853 Higher education	85.41 Post-secondary non-tertiary education	6113 Colleges, Universities, and Professional Schools
8530 Higher education	85.42 Tertiary education	61131 Colleges, Universities, and Professional Schools
		611310 Colleges, Universities, and Professional Schools
		6114 Business Schools and Computer and Management Training
		61141 Business and Secretarial Schools
		611410 Business and Secretarial Schools
		61142 Computer Training
		611420 Computer Training
		61143 Professional and Management Development Training
		611430 Professional and Management Development Training
		6115 Technical and Trade Schools
		61151 Technical and Trade Schools
		611511 Cosmetology and Barber Schools
		611512 Flight Training
		611513 Apprenticeship Training
		611519 Other Technical and Trade Schools
		6116 Other Schools and Instruction
		61161 Fine Arts Schools
		611610 Fine Arts Schools
		61162 Sports and Recreation Instruction
		611620 Sports and Recreation Instruction
		61163 Language Schools
		611630 Language Schools
854 Other education	85.5 Other education	
8541 Sports and recreation education	85.51 Sports and recreation education	
8542 Cultural education	85.52 Cultural education	
8549 Other education n.e.c.	85.53 Driving school activities	
	85.59 Other education n.e.c.	

P 85 Education

P 85 Education

61 Educational Services = 611 Educational Services

ISIC: P. 85 Education	NACE: P. 85 Education	NAICS: 61 Edu. Services
855 Educational support activities	85.6 Educational support activities	61169 All Other Schools and Instruction
8550 Educational support activities	85.60 Educational support activities	611691 Exam Preparation and Tutoring
		611692 Automobile Driving Schools
		611699 All Other Miscellaneous Schools and Instruction
		6117 Educational Support Services
		61171 Educational Support Services
		611710 Educational Support Services

Table 7. Comparison between ISIC, Rev. 4; NACE, Rev. 2; NAICS 2022

Overview Product Classifications

CPC, Rev. 2.1	CPA, Rev. 2	NAPCS, 2022
921 Pre-primary education services	85.1 Pre-primary education services	3410101 Education, training, and instruction services
9210 Pre-primary education services	85.10 Pre-primary education services	341010101 Basic education and skills programs
92100 Pre-primary education services	85.10.1 Pre-primary education services	34101010101 Basic education and skills programs
92100 Pre-primary education services	85.10.10 Pre-primary education services	341010102 Trade, career, technical and professional development training programs
922 Primary education services	85.2 Primary education services	34101010201 Trade, career, technical and professional development training programs
9220 Primary education services	85.20 Primary education services	341010103 Higher career, technical, academic, and advanced research qualification programs
92200 Primary education services	85.20.1 Primary education services	34101010301 Higher career, technical, academic, and advanced research qualification programs
	85.20.11 On-line primary education services	341010104 Exam preparation and tutoring services
	85.20.12 Other primary education services	34101010401 Exam preparation courses
923 Secondary education services	85.3 Secondary education services	34101010402 Academic tutoring and customized learning programs
9231 Lower secondary education services, general	85.31 General secondary education services	341010105 Student services
92310 Lower secondary education services, general	85.31.1 General lower secondary education services	34101010501 Student services
9232 Lower secondary education services, technical and vocational	85.31.11 On-line general lower secondary education services	
92320 Lower secondary education services, technical and vocational	85.31.12 Other general lower secondary education services	
9233 Upper secondary education services, general	85.31.2 General upper secondary education services	
92330 Upper secondary education services, general	85.31.21 On-line general upper secondary education services	

CPC: 92 Education Services	9234	Upper secondary education services, technical and vocational	85.31.22	Other general upper secondary education services
	92340	Upper secondary education services, technical and vocational	85.32	Technical and vocational secondary education services
	924	Post-secondary non-tertiary education services	85.32.1	Technical and vocational lower secondary education s.
	9241	Post-secondary non-tertiary education services, general	85.32.11	On-line technical and vocational lower secondary education services
	92410	Post-secondary non-tertiary education services, general	85.32.12	Other technical and vocational lower secondary education services
	9242	Post-secondary non-tertiary education services, technical and vocational	85.32.1	Technical and vocational upper secondary education s.
	92420	Post-secondary non-tertiary education services, technical and vocational	85.32.21	On-line technical and vocational upper secondary education services
			85.32.22	Other technical and vocational upper secondary education services
	925	Tertiary education services	85.4	Higher education services
	9251	First stage tertiary education services	85.41	Post-secondary non-tertiary education services
92510	First stage tertiary education services	85.41.1	Post-secondary non-tertiary education services	
9252	Second stage tertiary education services	85.41.11	On-line post-secondary non-tertiary general education s.	
92520	Second stage tertiary education services	85.41.12	Other post-secondary non-tertiary general education s.	
		85.41.13	On-line post-secondary non-tertiary technical and vocational education services	
		85.41.14	Other post-secondary non-tertiary technical and vocational education services	
		85.42	Tertiary education services	
		85.42.1	Short-cycle Tertiary education services	
		85.42.11	On-line short-cycle tertiary education services	
		85.42.12	Other short-cycle tertiary education services	
		85.42.2	Bachelor's or equivalent level tertiary education services	
		85.42.21	On-line bachelor's or equivalent level tertiary education s.	
		85.42.22	Other Bachelor's or equivalent level tertiary education s.	
		85.42.3	Master's or equivalent level tertiary education services	
		85.42.31	On-line master's or equivalent level tertiary education s.	
		85.42.32	Other Master's or equivalent level tertiary education s.	
		85.42.4	Doctoral or equivalent level tertiary education services	
		85.42.41	On-line doctoral or equivalent level tertiary education s.	
		85.42.42	Other Doctoral or equivalent level tertiary education s.	

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CPC: 92 Education Services	929	Other education and training services and educational support services	85.5	Other education services	
	9291	Other education and training services	85.51	Sports and recreation education services	
	92911	Cultural education services	85.51.1	Sports and recreation education services	
	92912	Sports and recreation education services	85.51.10	Sports and recreation education services	
	92919	Other education and training services, n.e.c.	85.52	Cultural education services	
			85.52.1	Cultural education services	
			85.52.11	Dancing schools and dance instructors services	
			85.52.12	Music schools and music instructors services	
			85.52.13	Fine arts schools and arts instruction services	
			85.52.19	Other cultural education services	
			85.53	Driving school services	
			85.53.1	Driving school services	
			85.53.11	Car driving school services	
			85.53.12	Flying and sailing school services	
			85.59	Other education services n.e.c.	
		85.59.1	Other education services n.e.c.		
		85.59.11	Language school services		
		85.59.12	IT school services		
		85.59.13	Vocational education services n.e.c.		
		85.59.14	Home school support courses		
		85.59.19	Education services n.e.c.		
		85.6	Educational support services	3410102	Educational support and consulting services
9292	Educational support services	85.60	Educational support services	341010201	Educational support and consulting services
92920	Educational support services	85.60.1	Educational support services	34101020101	Educational support and consulting services
		85.60.10	Educational support services		

Table 8. Comparison between CPC, Rev. 2.1; CPA, Rev. 2; NAPCS 2022