

REPUBLIC OF RWANDA



NATIONAL INSTITUTE OF STATISTICS OF RWANDA (NISR)

Customized International Standard Classification of Education (ISCED 97)

The Rwanda Classification Manual, 2012 edition

Foreword

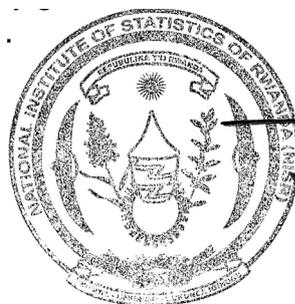
Timely and reliable statistics are considered essential for evidence-based policy and decision-making and for better support to policy implementation, monitoring progress and evaluation of outcomes and impacts of development initiatives such as the Vision 2020 Programme, the Economic Development and Poverty Reduction Strategy (EDPRS), and the Millennium Development Goals (MDGs). These initiatives have accordingly resulted in an unprecedented increase in demand for statistics as policy makers and other stakeholders seek information on national development.

One of the major challenges to successful implementation of the Rwanda development agenda lies in the ability to measure progress and to respond to data needs emerging from current national initiatives aimed at promoting economic and social development in the country.

This classification manual is designed to serve as a standard tool for statistical practitioners in their endeavours to produce required statistics on the social, political, and economic situation of Rwanda. The aim of this publication should be to serve as a convenient volume for statistical reference and as a guide to other statistical publication and sources.

This first edition shows now the available codes for the International Standard Classification of Education (ISCED 97), adapted to Rwandan situation.

Users of the Classification Manual are urged to make their information needs known for consideration in planning future editions. We are confident that this Classification Manual will become key guidelines in furnishing a wide range of development information on Rwanda.




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Acknowledgements

The Rwanda Customised International Standard classification of Education (ISCED 97) was prepared by the National Institute of Statistics (NISR) through a team comprising **APELL Derek** – Principal Statistician in charge of sampling and classification, **Amiina Julius SEIZI** Classification Officer in charge of official Statistics and **Martin UWITONZE** – Intern. The team greatly relied on technical support from other units within NISR as well as the guidance from **Mr. Abulata MOHAMMAD** - technical advisor to the Director General, NISR. The Team was under the supervision of **Dominique HABIMANA**, Director of Statistical Methods, research and publication unit, and the overall coordination under the general direction of **Yusuf MURANGWA**, Director General, NISR.

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Preface

The International Standard Classification of Education (ISCED) was designed by UNESCO in the early 1970's to serve 'as an instrument suitable for assembling, compiling and presenting statistics of education both within individual countries and internationally'. It was approved by the International Conference on Education (Geneva, 1975), and was subsequently endorsed by UNESCO's General Conference when it adopted the Revised Recommendation concerning the International Standardization of Educational Statistics at its twentieth session (Paris, 1978).

Experience over the years with the application of ISCED by national authorities and international organizations has shown the need for its updating and revision. This would further facilitate the international compilation and comparison of education statistics and take into account new developments and changes in education and anticipate future trends in the various regions of the world, such as the multiplication and growth of different forms of vocational education and training, the increasing diversity of education providers, and the increasing recourse to distance education and other modalities based on new technologies.

The present classification, now known as ISCED 1997, was approved by the UNESCO General Conference at its 29th session in November 1997. It was prepared by a Task Force established by the Director-General to that effect and is the result of extensive consultations of worldwide representation. ISCED 1997 covers primarily two cross-classification variables: levels and fields of education.

UNESCO's data-collection programme will be adjusted to these new standards and Member States are invited to apply them in the reporting of education statistics so as to increase their international comparability. To this end, an operational manual, aimed at giving guidance on the interpretation and practical application of ISCED 1997, will be prepared in close collaboration with national experts.

During the 1998/99 biennium work on additional aspects such as types of education and education providers will be undertaken and incorporated in the present classification.

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Introduction

1. ISCED is designed to serve as an instrument suitable for assembling, compiling and presenting comparable indicators and statistics of education both within individual countries and internationally. It presents standard concepts, definitions and classifications. ISCED covers all organized and sustained learning opportunities for children, youth and adults including those with special needs education, irrespective of the institution or entity providing them or the form in which they are delivered.

2. ISCED is a multi-purpose system, designed for education policy analysis and decision making, whatever the structure of the national education systems and whatever the stage of economic development of a country. It can be utilized for statistics on many different aspects of education such as statistics on pupil enrolment, on human or financial resources invested in education or on the educational attainment of the population. The basic concept and definitions of ISCED have therefore been designed to be universally valid and invariant to the particular circumstances of a national education system. However, it is necessary for a general system to include definitions and instructions that cover the full range of education systems.

3. The original version of ISCED classified educational programmes by their content along two main axes: levels of education and fields of education. These axes, referred to as cross-classification variables, are retained in the revised taxonomy. In the light of experience with the implementation and application of the original version of ISCED in a majority of countries over the last two decades, the rules and criteria for allocating programmes to a level of education have been clarified and tightened and the fields of education have been further elaborated.

4. Information compiled according to ISCED can be utilized for assembling statistics on many different aspects of education of interest to policy-makers and other users. Whilst ISCED may be easier to use for collecting enrolment data, it should be stressed that it is a classification of educational programmes and does not deal with the flow of students through the education system (see paragraph 22). As regards the collection of data on the educational attainment of the population, there is need to adapt ISCED and this will be detailed in the operational manual.

5. Taking into account that the comprehensive operational manual will be prepared, the text of the revised ISCED has been made as concise as possible and is structured in five sections:

- What ISCED covers
- How ISCED works
- The concept of the 'Educational Programme' in ISCED
- Application of ISCED to programmes outside regular education
- Cross-classification variables
 - I - Levels of education
 - II - Broad groups and fields of education

SCOPE AND COVERAGE

WHAT ISCED COVERS...

6. ISCED does not intend to provide a comprehensive definition of education, still less to impose an internationally standardized concept of the philosophy, aims or content of education, or to reflect its cultural aspects. Indeed, for any given country the interplay of cultural traditions, local customs, socio-economic conditions, at the very least, will have resulted in a concept of education in many ways unique to that country, and any attempt to impose a common definition would not be productive. However, for the purposes of ISCED, it is necessary to prescribe the scope and coverage of the educational activities to be covered by the classification.

7. Within the framework of ISCED, the term education is thus taken to comprise all deliberate and systematic activities designed to meet learning needs. This includes what in some countries is referred to as cultural activities or training. Whatever the name given to it, education is understood to involve organized and sustained communication designed to bring about learning. The key words in this formulation are to be understood as follows:

8. COMMUNICATION: a relationship between two or more persons involving the transfer of information (messages, ideas, knowledge, strategies, etc.). Communication may be verbal or non-verbal, direct/face-to-face or indirect/remote, and may involve a wide variety of channels and media.

9. LEARNING: any improvement in behaviour, information, knowledge, understanding, attitude, values or skills.

10. ORGANIZED: planned in a pattern or sequence with explicit or implicit aims. It involves a providing agency (person or persons or body) which sets up the learning environment and a method of teaching through which the communication is organized. The method is typically someone who is engaged in communicating or releasing knowledge and skills with a view to bringing about learning, but it can also be indirect/inanimate e.g. a piece of computer software, a film, or tape, etc.

11. SUSTAINED: intended to mean that the learning experience has the elements of duration and continuity. No minimum duration is stipulated, but appropriate minima will be stated in the operational manual.

12. ISCED embraces both initial education at the early stages of a person's life prior to entry into the world of work, as well as continuing education throughout a person's life. It follows that education for the purpose of ISCED includes a variety of programmes and types of education which are designated in the national context, such as regular education, adult education, formal education, non-formal education, initial education, continuing education, distance education, open-education, life-long education, part-time education, dual systems, apprenticeships, technical-vocational education, training, special needs education. A provisional glossary of definitions is annexed to this document.

13. It follows that education, for the purposes of ISCED, excludes communication that is not designed to bring about learning. It also excludes various forms of learning that are not organized. Thus, while all education involves learning, many forms of learning are not regarded as education. For example, incidental or random learning which occurs as a by-product of another event, such as something that crystallizes during the course of a meeting, is excluded because it is not organized i.e. does not result from a planned intervention designed to bring about learning.

HOW ISCED WORKS...

14. ISCED provides an integrated and consistent statistical framework for the collection and reporting of internationally comparable education statistics. It contains two components:

- A statistical framework for the comprehensive statistical description of national education and learning systems along a set of variables that are of key interest to policy makers in international educational comparisons; and
- A methodology that translates national educational programmes into an internationally comparable set of categories for (i) the levels of education; and (ii) the fields of education.

15. The application of ISCED facilitates the transformation of detailed national education statistics on participants, providers and sponsors of education, compiled on the basis of national concepts and definitions, into aggregate categories that are internationally comparable and that can be meaningfully interpreted.

16. ISCED rests on three components: (i) internationally agreed concepts and definitions, (ii) the classification systems, and (iii) an operational instructional manual and a well-defined implementation process. Comprehensive and detailed operational specifications are an integral part of ISCED – that is, inseparable

from the basic taxonomy. The same applies to the implementation process. The operational manual will give specific and operational instructions. Without them, no individual country, no matter how strong its intention to facilitate international comparisons, is in a position to determine whether its method of assigning programmes to international categories is compatible with the methods of other countries.

THE CONCEPT OF THE 'EDUCATIONAL PROGRAMME' IN ISCED...

17. The basic unit of classification in ISCED remains the educational programme. Educational programmes are defined on the basis of their educational content as an array or sequence of educational activities which are organized to accomplish a pre-determined objective or a specified set of educational tasks. Objectives can, for example, be preparation for more advanced study, qualification for an occupation or range of occupations, or simply an increase of knowledge and understanding.

18. Accomplishment of a pre-determined objective often means the presence of a set of structured learning experiences that lead to a completion point which sometimes is formally certified through an award or other form of recognition. Usually educational programmes, while containing courses and other learning experiences, are not merely the sum of their components because they are supposed to be organized (see para. 17). In many cases – though not always – it is required that an institution or other provider recognizes the existence of such a programme and certifies completion of it.

19. The term 'educational activity' implies a broader meaning than the term 'course or combination of courses' which is important because education at a given level comprises not only courses organized into programmes but also free-standing courses and a variety of non-course activities as well. Programmes sometimes include major components not normally characterized as courses – for example, interludes of work experience in enterprises, research projects, and preparation of dissertations.

20. It should be noted that not all courses are parts of programmes of regular education. For instance, many participants in adult and continuing education and training in enterprises take individual courses to acquire specific kinds of skills (see paragraph 26 to determine the level for these courses).

21. It must be recognized, though, that ISCED has natural limitations for the direct classification and assessment of competences and qualifications of the participants in educational activities. This is because there is no close and

universal relationship between the programmes a participant is enrolled in and actual educational achievement. The educational programmes an individual has participated in or even successfully completed are, at best, a first approximation to the skills and competences he or she has actually obtained. Furthermore, for a programme-based taxonomy it is very difficult to capture educational activities that are not organized in the form of educational programmes of regular education.

22. There is another serious limitation with a programme-based taxonomy of the levels of education. Although it is reasonable to assume that educational activities will result in an increase of skills and competences for an individual so that the pathway of an individual through the education system can be understood as an ordered increase in the educational attainment, the underlying educational programmes can often be ordered only to a limited extent: individuals can arrange their educational pathways in many ways. To respond to this, education systems provide multiple branching paths, alternative programme sequences, and ‘second chance’ provisions. There is also an increase in ‘horizontal’ movements through education systems in which a participant can broaden his or her education with only a partial increase in the ‘level’ of education. It thus becomes increasingly difficult to attribute the programme itself to a particular level of education. A taxonomy which is programme-based necessarily loses partly the information on the pathway of the participants through the education system. A hierarchy of educational programmes can thus reflect the reality of education systems only to a limited extent.

APPLICATION OF ISCED TO PROGRAMMES OUTSIDE REGULAR EDUCATION...

23. Some educational activities cannot be easily described in terms of an educational programme in the above sense even though they clearly involve organized and sustained communication designed to bring about learning so that they fall, in principle, under the scope of ISCED. Family-centred early childhood education can serve as an example.

24. Within the framework of ISCED, the universe of education includes, as mentioned in paragraphs 1 and 12, in addition to regular education, adult education and special needs education. The content of the educational programmes designed for the latter two sub-groups are often adjusted to cover their particular needs.

25. For other types of educational activities the provision of education can be defined in terms of an educational programme in the above sense but it

is very difficult to identify the participants in the programme. An educational broadcasting programme might serve as an example for such cases. In yet other cases educational programmes may have special characteristics that do not meet the usual criteria that are chosen in ISCED for the classification of programmes but still fall under the coverage of ISCED. For example, an educational course provided through the Internet may be similar in content and objectives to a programme provided in regular education.

26. All such educational activities should be classified based on their equivalence with the educational content of regular programmes. In other words, they should be classified together with those regular educational programmes to which they are most similar with respect to the criteria provided. For example, where family-centred early childhood education satisfies the content-based criteria of ISCED level 0, it should be classified as an ISCED level 0 pre-primary programme. Sometimes the qualifications or certifications awarded upon successful completion of a programme can help to classify an educational activity. For example, the level of educational content of a distance education programme might be classified based on the type of qualifications that are awarded upon its successful completion.

CROSS-CLASSIFICATION VARIABLES

27. Educational programmes are cross-classified by levels and fields of education, each variable being independent. Thus, every educational programme can be classified into one and only one cell in the level-field matrix. Obviously, not every combination of level and field exists, or can exist.

I. LEVELS OF EDUCATION

28. The notion of ‘levels’ of education is taken to be broadly related to gradations of learning experiences and the competences which the contents of an educational programme require of participants if they are to have a reasonable expectation of acquiring the knowledge, skills and capabilities that the programme is designed to impart. Broadly speaking, the level is related to the degree of complexity of the content of the programme. This does not imply that levels of education constitute a ladder where the access of prospective participants to each level necessarily depends on having successfully completed the previous level. It also does not preclude the possibility that some participants in educational programmes at a given level may have previously successfully completed programmes at a higher level.

29. The notion of ‘levels’ of education, therefore, is essentially a construct based on the assumption that educational programmes can be grouped, both nationally and cross-nationally, into an ordered series of categories broadly corresponding to the overall knowledge, skills and capabilities required of participants if they are to have a reasonable expectation of successfully completing the programmes in these categories. These categories represent broad steps of educational progression from very elementary to more complex experiences with the more complex the programme, the higher the level of education.

30. The classification of the levels of education is undertaken within an overall taxonomic framework that considers the educational system as a whole, and specifically for parameters that are of key interest to policy-makers in international educational comparisons or that are closely related to the definition of the levels of education. Such parameters can be the general orientation of the programme, the field of education, the service provider and the educational setting or location, the mode of service provision, the type of participant or the mode of participation. Some of these parameters do not necessarily provide direct attributes of the educational programmes but are rather attributes of the institutions that provide the programmes or general attributes of the modes of provision. However, these attributes serve an important function in distinguishing

the nature of the programmes in many countries. They further play a crucial role when defining the scope of data collections. Thus, while ISCED is a classification system of educational programmes, these other – often closely interrelated – parameters will help to establish an overall reference framework.

HOW TO ASSESS THE LEVEL OF CONTENT OF A PROGRAMME...

31. While the classification of educational programmes by level should be based on educational content, it is clearly not possible to directly assess and compare the content of the educational programmes in an internationally consistent way. Curricula are far too diverse, multi-faceted and complex to permit unambiguous determinations that one curriculum for students of a given age or grade belongs to a higher level of education than another. International curricula standards that are needed to support such judgements do not as yet exist.

32. Empirically, ISCED assumes that there exists several criteria which can help point to the level of education into which any given educational programme should be classified. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between criteria: main criteria, and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc., see Table 1). It is very important to apply these criteria in a manner that they do not exclude but rather complement each other. After applying the criteria, the level of the programme is determined.

33. To help users classify educational activities and programmes appropriately, and to provide reliable tools to collect data and to calculate pertinent and comparative indicators, there is a need to subdivide certain levels. For example, Level 5 is disaggregated using three independent variables (called complementary dimensions) - cumulative duration, national degree and qualification structure, and type of programmes. This type of disaggregation facilitates many kinds of cross-classifications and the derivation of pertinent comparative indicators.

HOW TO APPLY THE PROXIES IN PRACTICE...

34. When using the criteria for the classification of a programme, it should be borne in mind that the primary classification criterion is the educational content. It is of fundamental importance that institutional characteristics of national programmes are not used as substitutes for educational content. Sole reliance on institutional criteria could sacrifice the objective of international comparability for a wide range of comparisons since institutional structures are not usually internationally comparable.

35. Flexibility is, however, required when applying the criteria to determine the level of education of an educational programme. While it is a principal objective of ISCED to promote the collection of comparable data on education for the various programme groupings, it is recognized that nationally disparate conditions may exist which preclude strict adherence to the level definitions. Two examples to highlight this are the starting age and the duration.

First, it is stated that the starting age for pre-primary education is three years but this does not preclude younger children from participating.

A second example, the duration of ISCED 1 as stated is six years of full-time equivalent schooling. This, however, does not automatically imply that countries with seven years of primary education are requested to divide statistics on, for example, the financial and teaching resources in primary education in two parts. Instead ISCED recognizes that the statistical reporting will be done in the context of the national education system and the constraints of statistical reporting systems.

What is important is that as far as institutional transition points are used as criteria for allocating a programme to an ISCED level, the choice of national transition points for matching the international classification categories is determined by the content of the underlying educational programmes. Each duration given in ISCED is intended to serve as a guide, and variations could be envisaged. These examples are also valid for levels 2 and 3.

36. Short terms are used to describe some complementary dimensions. The complete definitions are the following:

- The type of subsequent education or destination: the type of subsequent education or destination for which completers are eligible or type of labour market positions for which they prepare graduates;
- The programme orientation: the programme orientation, understood here as the degree to which the programme is specifically oriented towards a specific class of occupations or trades.

Table 1: LEVELS OF EDUCATION AT A GLANCE

How To Determine The Level of a Programme				
Proxy criteria for contents		Name of the level	Code	Complementary
Main criteria	Subsidiary criteria			
Educational properties School or centre-based Minimum age Upper age limit	Staff qualification	Pre-primary education	0	None
Beginning of systematic apprenticeship of reading, writing and mathematics	Entry into the nationally designated primary institutions or programmes Start of compulsory education	Primary education First stage of basic education	1	None
Subject presentation Full implementation of basic skills and foundation for lifelong learning	Entry after some 6 years of primary education End of the cycle after 9 years since the beginning of primary education End of compulsory education Several teachers conduct classes in their field of specialization	Lower secondary education Second stage of basic education	2	Type of subsequent education or destination Programme orientation
Typical entrance qualification Minimum entrance requirement		(Upper) secondary education	3	Type of subsequent education or destination Programme orientation Cumulative duration since the beginning of ISCED level 3
Entrance requirement, Content, Age, Duration		Post-secondary non tertiary education	4	Type of subsequent education or destination Cumulative duration since the beginning of ISCED level 3 Programme orientation
Minimum entrance requirement, Type of certification obtained, Duration		First stage of tertiary education (not leading directly to an advanced research qualification)	5	Type of programmes Cumulative theoretical duration at tertiary National degree and qualification structure
Research oriented content, Submission of thesis or dissertation	Prepare graduates for faculty and research posts	Second stage of tertiary education (leading to an advanced research qualification)	6	None

LEVEL 0 - PRE-PRIMARY EDUCATION

Principal characteristics

37. Programmes at level 0, (pre-primary) defined as the initial stage of organized instruction are designed primarily to introduce very young children to a school-type environment, i.e. to provide a bridge between the home and a school-based atmosphere. Upon completion of these programmes, children continue their education at level 1 (primary education).

Classification criteria

38. For the definition of the beginning and the end of pre-primary education, i.e. the boundary between pre-primary education and childcare or between pre-primary and primary education, the following criteria are relevant:

Main criteria

- the educational properties of the programme;
- school or centre based;
- the minimum age of the children catered for; and
- the upper age limit of the children.

Subsidiary criterion

- the staff qualifications.

39. For a programme to be considered as pre-primary education, it has to be school-based or centre-based. These terms are used to distinguish activities in settings such as primary school, pre-schools and kindergartens from services provided in households or family settings.

40. Such programmes are designed for children aged at least 3 years. This age has been chosen since programmes destined for younger children do not normally satisfy the educational criteria in ISCED.

41. The upper age limit depends in each case on the typical age for entry into primary education.

42. Where appropriate, the requirement of pedagogical qualifications for the teaching staff can be a good proxy criterion for an educational programme in all those countries, in which such a requirement exists. It serves to distinguish pre-primary education from child-care for which para-medical or no qualifications are required.

Includes also:

43. This level includes organized instruction for children with special needs education. This education may be also provided in hospitals or in special schools or training centres. In this case no upper age limit can be specified.

Excludes:

44. Adult education.

LEVEL 1 - PRIMARY EDUCATION OR FIRST STAGE OF BASIC EDUCATION

Principal characteristics

45. Programmes at level 1 are normally designed on a unit or project basis to give 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. In some cases religious instruction is featured.

46. The core at this level consists of education provided for children, the customary or legal age of entrance being not younger than five years or older than seven years. This level covers in principle six years of full-time schooling.

47. Throughout this level the programmes are organized in units or projects rather than by subjects. This is a principal characteristic differentiating programmes at this level in most countries from those at level 2.

Classification criteria

48. For the definition of the boundary between education levels 0 and 1 (pre-primary and primary education) the following criteria are relevant:

Main criterion

The beginning of systematic studies characteristic of primary education, e.g. reading, writing and mathematics.

Subsidiary criteria

Entry into the nationally designated primary institutions or programmes; and the start of compulsory education where it exists.

Includes also:

49. In countries where primary education is part of 'basic education', only the first stage should be included in level 1. If 'basic education' is not officially divided into stages, only the first six years should be classified as level 1.

50. This level category also includes programmes suited to children with special needs education.

51. Literacy programmes within or outside the school system which are similar in content to programmes in primary education for those considered too old to enter elementary schools are also included at this level because they require no previous formal education.

LEVEL 2 - LOWER SECONDARY OR SECOND STAGE OF BASIC EDUCATION

Principal characteristics

52. The contents of education at this stage are typically designed to complete the provision of basic education which began at ISCED level 1. In many, if not most countries, the educational aim is to lay the foundation for lifelong learning and human development on which countries may expand, systematically, further educational opportunities. The programmes at this level are usually on a more subject-oriented pattern using more specialized teachers and more often several teachers conducting classes in their field of specialization. The full implementation of basic skills occurs at this level. The end of this level often coincides with the end of compulsory education where it exists.

Classification criteria

53. For the definition of this level, the following criteria are relevant:

Main criteria

the beginning of subject presentation using more qualified teachers than for level 1; and
the full implementation of basic skills and foundation for lifelong learning.

Subsidiary criteria

entry is after some 6 years of primary education (see paragraph 35);
the end of this level is after some 9 years of schooling since the beginning of primary education (see paragraph 35);
the end of this level often coincides with the end of compulsory education in countries where this exists; and
often, at the beginning of this level, several teachers start to conduct classes in their field of specialization.

Complementary dimensions

54. Two complementary dimensions are needed to describe this level:

- the type of subsequent education or destination (see paragraph 36); and
- the programme orientation (see paragraph 36).

Type of subsequent education or destination

55. ISCED level 2 programmes can be subclassified according to the destination for which the programmes have been designated, resulting in the following distinction (see paragraph 66):

- ISCED 2A: programmes designed for direct access to level 3 in a sequence

which would ultimately lead to tertiary education, i.e. entrance to ISCED 3A or 3B;

- ISCED 2B: programmes designed for direct access to level 3C;
- ISCED 2C: programmes primarily designed for direct access to the labour market at the end of this level (sometimes referred to as ‘terminal’ programmes).

Programme orientation

56. This second complementary dimension subdivides the programmes into three categories:

General education

57. Education which is mainly designed to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing participants for further (additional) education at the same or a higher level. Successful completion of these programmes may or may not provide the participants with a labour-market relevant qualification at this level. These programmes are typically school-based. Programmes with a general orientation and not focusing on a particular specialization should be classified in this category.

Pre-vocational or pre-technical education

58. Education which is mainly designed to introduce participants to the world of work and to prepare them for entry into vocational or technical education programmes. Successful completion of such programmes does not yet lead to a labour-market relevant vocational or technical qualification. For a programme to be considered as pre-vocational or pre-technical education, at least 25 per cent of its content has to be vocational or technical. This minimum is necessary to ensure that the vocational subject or the technical subject is not only one among many others.

Vocational or technical education

59. Education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade or class of occupations or trades. Successful completion of such programmes lead to a labour-market relevant vocational qualification recognized by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers’ associations, etc.).

Programmes in this category may be subdivided into two types:

- those which are primary theoretically oriented; and
- those which are primarily practically oriented.

These three categories are also used for levels 3 and 4.

How the two complementary dimensions work at level 2			
Type of	ISCED level 2 programmes		
Subseq. educ.	Programmes giving access to ISCED level 3		Programmes not giving
or destination	ISCED 2A progr. giving access to	ISCED 2B progr. giving access to	access to level 3: ISCED 2C programmes
Programme	3A or 3B	3C programmes	preparing only for direct
orientation	programmes		entry into the labour market
General			
Pre-vocat. or			
pre-technical			
Vocational or			
technical			

Includes also:

60. In countries where primary education is part of ‘basic education’, the second stage of ‘basic education’ should be included in level 2. If ‘basic education’ is not officially divided into stages, the years after the sixth should be classified as level 2.

61. This level includes special needs education programmes and all adult education which are similar in content to the education given at this level, e.g. the education which gives to adults the basic skills necessary for further learning.

LEVEL 3 (UPPER) SECONDARY EDUCATION

Principal characteristics

62. This level of education typically begins at the end of full-time compulsory education for those countries that have a system of compulsory education. More specialization may be observed at this level than at ISCED level 2 and often teachers need to be more qualified or specialized than for ISCED level 2. The entrance age to this level is typically 15 or 16 years.

63. The educational programmes included at this level typically require the completion of some 9 years of full-time education (since the beginning of level 1) for admission or a combination of education and vocational or technical experience and with as minimum entrance requirements the completion of level 2 or demonstrable ability to handle programmes at this level.

Classification criteria

64. For the definition of this level, the following criteria are relevant:

Main criteria

the typical entrance qualifications (some nine years of full-time education since the beginning of level 1; see paragraph 35); and
the minimum entrance requirements (usually the completion of level 2).

Complementary dimensions

65. Three dimensions are needed to subclassify this level:

- type of subsequent education or destination (see paragraph 36);
- programme orientation (see paragraph 36); and
- cumulative theoretical duration in full time equivalent since the beginning of level 3.

Type of subsequent education or destination

66. The first of these dimensions results in three distinct groupings (see paragraph 84):

- ISCED 3A: programmes at level 3, designed to provide direct access to ISCED 5A;
- ISCED 3B: programmes at level 3 designed to provide direct access to ISCED 5B;
- ISCED 3C: programmes at level 3 not designed to lead directly to ISCED 5A or 5B.

Therefore, these programmes lead directly to labour market, ISCED 4 programmes or other ISCED 3 programmes.

Programme orientation

67. This second complementary dimension has the same categories as for level 2 (see paragraphs 56 to 59):

- General education;
- pre-vocational or pre-technical education; and
- vocational or technical education.

Cumulative theoretical duration

68. This third dimension, the cumulative theoretical duration of the programme, in full-time equivalent, is calculated from the beginning of level 3. This dimension is particularly useful for level 3C programmes.

How the three complementary dimensions work at level 3						
Type of	ISCED level 3 programmes					
Subseq. educ.	Programmes giving access to ISCED level 5			Programmes not giving access to level 5 programmes		
or destination	ISCED 3A progr.	ISCED 3B progr.	ISCED 3C programmes giving ISCED 2C programmes			
Programme	giving access to 5A programmes	giving access to 5B programmes	access to labour market, level 4 programmes or other level 3 programmes			
orientation	programmes		<= 6 months	6 mo < <=1 y	1y < <=2y	> 2 yrs
General						
Pre-vocat. or						
pre-technical						
Vocational or						
technical						

Includes also:

69. This level includes also special needs education programmes and adult education.

Excludes:

70. Remedial programmes that are designed for participants who have pursued a programme at ISCED level 2 but who have not attained the objectives of ISCED level 2 programmes (and which can therefore not be regarded as equivalent in content to any of the ISCED 3 programmes described below) should not be classified at ISCED level 3 but at ISCED level 1 or 2 depending on the content of the programmes.

LEVEL 4 - POST-SECONDARY NON-TERTIARY EDUCATION

Principal characteristics

71. ISCED 4 captures programmes that straddle the boundary between upper-secondary and post-secondary education from an international point of view, even though they might clearly be considered as upper-secondary or post-secondary programmes in a national context.

72. ISCED 4 programmes can, considering their content, not be regarded as tertiary programmes. They are often not significantly more advanced than programmes at ISCED 3 but they serve to broaden the knowledge of participants who have already completed a programme at level 3.

73. Typical examples are programmes designed to prepare students for studies at level 5 who, although having completed ISCED level 3, did not follow a curriculum which would allow entry to level 5, i.e. pre-degree foundation courses or short vocational programmes. Second cycle programmes can be included as well.

Classification criteria

74. It requires as a rule the successful completion of level 3, i.e. successful completion of any programme at level 3A or 3B, or, for 3C programmes, a cumulative theoretical duration of typically 3 years at least. However, the criterion of successful completion of ISCED 3 should be interpreted in the context of the duration of the programme. For example, a programme that builds on a 2-year programme at ISCED 3 and has a duration of 4 years, would normally be classified at ISCED 4 even though the preceding 2-year programme at ISCED 3 does not qualify for the completion of ISCED 3. The programme content can be expected to be more specialized or detailed and the applications to be more complex in some cases than those offered at the upper-secondary level, and this irrespective of the institutional setting of the programme.

- The students are typically older than those in upper secondary programmes.
- It has a typical full-time equivalent duration of between 6 months and 2 years.

Complementary dimensions

75. Three dimensions are needed to subclassify this level:

- type of subsequent education or destination (see paragraph 36);
- the cumulative theoretical duration in full-time equivalence since the beginning of level 3; and
- the programme orientation (see paragraph 36).

Type of subsequent education or destination

- 76.** According to this first dimension, level 4 can be subdivided into:
- 4A programmes that prepare for entry to ISCED 5; and
 - 4B programmes not giving access to level 5 (primarily designed for direct labour market entry).

Cumulative theoretical duration

- 77.** This duration is to be considered from the beginning of ISCED 3.

Programme orientation

- 78.** The three categories are defined above in paragraphs 56 to 59:
- general education;
 - pre-vocational or pre-technical education;
 - and vocational or technical education.

How the three complementary dimensions work at level 4								
Type of	ISCED level 4 programmes							
Subseq. educ. or destination	Programmes giving access to level 5 programmes				Programmes not giving access to level 5 programmes			
	ISCED 4A programmes .				ISCED 4B programmes			
Programme								
orientation	<= 2 years	2y < <=3 y	3y < <=4y	> 4 years	<= 2 years	2y < <=3 y	3y < <=4y	> 4 years
General								
Pre-vocat. or pre-technical								
Vocational or technical								
Cumulative duration is to be considered from the beginning of ISCED 3								

Includes also:

- 79.** This level includes adult education. For example, technical courses given during an individual's professional life on specific subjects as computer software could be included in this level.

LEVEL 5 - FIRST STAGE OF TERTIARY EDUCATION (NOT LEADING DIRECTLY TO AN ADVANCED RESEARCH QUALIFICATION)

Principal characteristics

80. This level consists of tertiary programmes having an educational content more advanced than those offered at levels 3 and 4. Entry to these programmes normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A.

81. All degrees and qualifications are cross-classified by type of programmes, position in national degree or qualification structures (see below) and cumulative duration at tertiary.

Classification criteria

82. For the definition of this level, the following criteria are relevant:

- normally the minimum entrance requirement to this level is the successful completion of ISCED level 3A or 3B or ISCED level 4A;
- level 5 programmes do not lead directly to the award of an advanced research qualification (level 6); and
- these programmes must have a cumulative theoretical duration of at least 2 years from the beginning of level 5.

Complementary dimensions

83. Three complementary dimensions are needed to subdivide this level:

- the type of programmes dividing programmes into theoretically based/research preparatory/giving access to professions with high skills requirements programmes on the one hand, practical/technical/occupationally specific programmes on the other hand;
- the cumulative theoretical duration in full time equivalence; and
- the position in the national degree or qualification structure (first, second or further degree, research).

Combining these three independent dimensions is the only way to capture the broad variety in the provision of tertiary education. The choice of the combination depends on the problems to analyse.

Type of programmes

84. The first dimension to be considered is the distinction between the programmes which are theoretically based/research preparatory (history, philosophy, mathematics, etc.) or giving access to professions with high skills

requirements (e.g. medicine, dentistry, architecture, etc.), and those programmes which are practical/technical/occupationally specific. To facilitate the presentation, the first type will be called 5A, the second, 5B.

85. With the increasing demand for tertiary education in many countries, the distinction between long streams and short streams is very important. The long stream programmes are more theoretical and can lead to advanced research programmes or a profession with high skills requirements. The short streams are more practically oriented.

86. As the organizational structure of tertiary education programmes varies greatly across countries, no single criterion can be used to define boundaries between ISCED 5A and ISCED 5B. The following criteria are the minimum requirements for classifying a programme as ISCED 5A, although programmes not satisfying a single criterion should not be automatically excluded. If a programme is similar in content to other programmes meeting each of these criteria, it should be classified at level 5A.

87. ISCED level 5A programmes are tertiary programmes that are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and profession with high skills requirements. They must satisfy a sufficient number of the following criteria:

- They have a minimum cumulative theoretical duration (at tertiary) of three years' full-time equivalent, although typically they are of 4 or more years. If a degree has 3 years' full-time equivalent duration, it is usually preceded by at least 13 years of previous schooling (see paragraph 35). For systems in which degrees are awarded by credit accumulation, a comparable amount of time and intensity would be required;
- They typically require that the faculty have advanced research credentials;
- They may involve completion of a research project or thesis;
- They provide the level of education required for entry into a profession with high skills requirements (see paragraph 84) or an advanced research programme.

88. Qualifications in category 5B are typically shorter than those in 5A and focus on occupationally specific skills geared for entry into the labour market, although some theoretical foundations may be covered in the respective programme.

89. The content of ISCED level 5B programmes is practically oriented occupationally specific and is mainly designed for participants to acquire the practical skills, and know-how needed for employment in a particular occupation or trade or

class of occupations or trades - the successful completion of which usually provides the participants with a labour-market relevant qualification.

90. A programme should be considered as belonging to level 5B if it meets the following criteria:

- it is more practically oriented and occupationally specific than programmes at ISCED 5A, and does not provide direct access to advanced research programmes;
- it has a minimum of two years' full-time equivalent duration but generally is of 2 or 3 years. For systems in which qualifications are awarded by credit accumulation, a comparable amount of time and intensity would be required;
- the entry requirement may require the mastery of specific subject areas at ISCED 3B or 4A; and
- it provides access to an occupation.

Cumulative theoretical duration

91. For initial programmes at tertiary, the cumulative theoretical duration is simply the theoretical full-time equivalent duration of those programmes from the beginning of level 5.

92. For programmes that require completion of other tertiary programmes prior to admission (see national degree and qualification structure below), cumulative duration is calculated by adding the minimum entrance requirements of the programme (i.e. full-time equivalent years of tertiary education prerequisites) to the full-time equivalent duration of the programme. For degrees or qualifications where the full-time equivalent years of schooling is unknown (i.e. courses of study designed explicitly for flexible or part-time study), cumulative duration is calculated based on the duration of more traditional degree or qualification programmes with a similar level of educational content.

93. The categories to be considered would be:

- and less than 3 years (particularly for ISCED level 5B);
- and less than 4 years;
- and less than 5 years;
- and less than 6 years;
- years and more.

National degree and qualification structure

94. This dimension cross-classifies both ISCED 5A and 5B qualifications by their position in the national qualification structure for tertiary education within an individual country.

95. The main reason the national degree and qualification structure is included as a separate dimension is that the timing of these awards mark important educational and labour market transition points within countries. For example, in country A a student who completes a three year Bachelor's degree programme will have access to a wide range of occupations and opportunities for further education, whereas the same student studying in country B (which does not distinguish between a first and second university degree) will only obtain a labour market relevant qualification after the completion of a full four or five year degree programme, even though the content may be similar to that of a second (Master's) degree programme in country A.

96. The 'position' of a degree or qualification structure is assigned (first, second or further, research) based on the internal hierarchy of awards within national education systems. For example, a first theoretically based degree or qualification (cross-classifying 'theoretically based' type of programme 5A with 'first' in the national degree and qualifications structure) would necessarily meet all of the criteria listed above for a theoretically based programme and lead to the first important educational or labour market qualification within this type of programme. The research degree is intended for the countries which have a non-doctoral research degree such as the Master of Philosophy in some countries and want to have it clearly distinguished in international statistics.

97. When 'theoretically based' programmes are organized and provide sequential qualifications, usually only the last qualification gives direct access to level 6, but all these programmes are allocated to level 5A.

98. Bachelor's degrees in many English-speaking countries, the 'Diplom' in many German-speaking countries, and the Licence in many French-speaking countries meet the content criteria for the first theoretically based programmes. Second and higher theoretically based programmes (e.g. Master's degree in English-speaking countries and Maîtrise in French-speaking countries) would be classified separately from advanced research qualifications, which would have their own position in ISCED 6 (see below).

99. Degrees or qualifications with a different numerical ranking in two countries may be equivalent in educational content. For instance, programmes leading to a 'graduate' or second degree in many English-speaking countries have to be classified at level 5 as is the case for long first degrees in many German-speaking countries. It is only by combining national degree structure with other tertiary dimensions, such as cumulative theoretical duration and programme orientation, that enough information is available to group degrees and qualifications of similar education content.

How the three complementary dimensions work at level 5					
Theoretical	LEVEL 5				
cumulative	5A Programmes			5B Programmes	
duration at					
tertiary level	First degree	Sec. and further degree	Research	First qualificat.	Second qualification
2 and < 3 years					
3 and < 4 years					
4 and < 5 years					
5 and < 6 years					
6 years and +					

Includes also:

100. This level includes all the research programmes which are not part of a doctorate, such as any type of Master's degree.

101. In some countries, students beginning tertiary education enrol directly for an advanced research qualification. In this case, the part of the programme concentrating on advanced research should be classified as level 6 and the initial years as level 5.

102. Adult education programmes equivalent in content with some ISCED 5 programmes could be included at this level.

LEVEL 6 - SECOND STAGE OF TERTIARY EDUCATION (LEADING TO AN ADVANCED RESEARCH QUALIFICATION)

Principal characteristics

103. This level is reserved for tertiary programmes which lead to the award of an advanced research qualification. The programmes are therefore devoted to advanced study and original research and are not based on course-work only.

Classification criteria

104. For the definition of this level, the following criteria are relevant:

Main criterion

It typically requires the submission of a thesis or dissertation of publishable quality which is the product of original research and represents a significant contribution to knowledge.

Subsidiary criterion

It prepares graduates for faculty posts in institutions offering ISCED 5A programmes, as well as research posts in government, industry, etc.

Complementary dimensions

105. As the scope of this level is very restricted, no complementary dimension is needed.

Includes also:

106. The part concentrating on advanced research in those countries where students beginning tertiary education enrol directly for an advanced research programme (see paragraph 101).

II. BROAD GROUPS AND FIELDS OF EDUCATION

107. The fields of education in the original ISCED have been modified to eliminate overlapping, and increased to include new fields. Thus, there are now 25 fields of education as compared to 21 in the original version. Another innovation is the establishment of broad groups composed of fields of education having similarities. One such example is the broad group Health and Welfare comprising educational programmes in medicine, medical services, nursing, dental services and social services.

108. Further, it should also be stated that UNESCO intends to insert new fields as and when the need arises. Member States would be accordingly advised when this occurs. It is also recommended that inter- or multi-disciplinary programmes should be classified according to a majority rule, i.e. in the field of education in which the students spend most of their time.

109. A code list describing exactly how educational programmes/subject groups are allocated to the different fields of education will be given in the operational manual.

General Programmes

01 Basic programmes

Basic general programmes; pre-primary, elementary, primary, secondary, etc.

08 Literacy and numeracy

Simple and functional literacy, numeracy.

09 Personal development

Enhancing personal skills, e.g. behavioural capacities, mental skills, personal organizational capacities, life orientation programmes.

Education

14 Teacher training and education science

Teacher training for pre-school, kindergarten, elementary school, vocational, practical, non-vocational subject, adult education, teacher trainers and for handicapped children. General and specialized teacher training programmes. Education science: curriculum development in non-vocational and vocational subjects. Educational assessment, testing and measurement, educational research, other education science.

Humanities and Arts

21 Arts

Fine arts: drawing, painting, sculpture;

Performing arts: music, drama, dance, circus;

Graphic and audio-visual arts: photography, cinematography, music production, radio and TV production, printing and publishing;

Design; Craft skills.

22 Humanities

Religion and theology; Foreign languages and cultures: living or 'dead' languages and their literature, area studies;

Native languages: current or vernacular language and its literature;

Other humanities: interpretation and translation, linguistics, comparative literature, history, archaeology, philosophy, ethics.

Social sciences, business and law

31 Social and behavioural science

Economics, economic history, political science, sociology, demography, anthropology (except physical anthropology), ethnology, futurology, psychology, geography (except physical geography), peace and conflict studies, human rights.

32 Journalism and information

Journalism; library technician and science; technicians in museums and similar repositories;

Documentation techniques;

Archival sciences.

34 Business and administration

Retailing, marketing, sales, public relations, real estate;

Finance, banking, insurance, investment analysis;

Accounting, auditing, bookkeeping;

Management, public administration, institutional administration, personnel administration;

Secretarial and office work.

38 Law

Local magistrates, 'notaires', law (general, international, labour, maritime, etc.), jurisprudence, history of law.

Science

42 Life sciences

Biology, botany, bacteriology, toxicology, microbiology, zoology, entomology, ornithology, genetics, biochemistry, biophysics, other allied sciences, excluding clinical and veterinary sciences.

44 Physical sciences

Astronomy and space sciences, physics, other allied subjects, chemistry, other allied subjects, geology, geophysics, mineralogy, physical anthropology, physical geography and other geosciences, meteorology and other atmospheric sciences including climatic research, marine science, vulcanology, palaeoecology.

46 Mathematics and statistics

Mathematics, operations research, numerical analysis, actuarial science, statistics and other allied fields.

48 Computing

Computer sciences: system design, computer programming, data processing, networks, operating systems - software development only (hardware development should be classified with the engineering fields).

Engineering, manufacturing and construction

52 Engineering and engineering trades

Engineering drawing, mechanics, metal work, electricity, electronics, telecommunications, energy and chemical engineering, vehicle maintenance, surveying.

54 Manufacturing and processing

Food and drink processing, textiles, clothes, footwear, leather, materials (wood, paper, plastic, glass, etc.), mining and extraction.

58 Architecture and building

Architecture and town planning: structural architecture, landscape architecture, community planning, cartography; Building, construction; Civil engineering.

Agriculture

62 Agriculture, forestry and fishery

Agriculture, crop and livestock production, agronomy, animal husbandry, horticulture and gardening, forestry and forest product techniques, natural parks, wildlife, fisheries, fishery science and technology.

64 Veterinary

Veterinary medicine, veterinary assisting.

Health and welfare

72 Health

Medicine: anatomy, epidemiology, cytology, physiology, immunology and immunoaematology, pathology, anaesthesiology, paediatrics, obstetrics and gynaecology, internal medicine, surgery, neurology, psychiatry, radiology, ophthalmology;

Medical services: public health services, hygiene, pharmacy, pharmacology, therapeutics, rehabilitation, prosthetics, optometry, nutrition;

Nursing: basic nursing, midwifery;

Dental services: dental assisting, dental hygienist, dental laboratory technician, odontology.

76 Social services

Social care: care of the disabled, child care, youth services, gerontological services;

Social work: counselling, welfare n.e.c.

Services

81 Personal services

Hotel and catering, travel and tourism, sports and leisure, hairdressing, beauty treatment and other personal services: cleaning, laundry, dry-cleaning, cosmetic services, domestic science.

84 Transport services

Seamanship, ship's officer, nautical science, air crew, air traffic control, railway operations, road motor vehicle operations, postal service.

85 Environmental protection

Environmental conservation, control and protection, air and water pollution control, labour protection and security.

86 Security services

Protection of property and persons: police work and related law enforcement, criminology, fire-protection and fire fighting, civil security; Military.

Not known or unspecified

(This category is not part of the classification itself but in data collection '99' is needed for 'fields of education not known or unspecified'.)

GLOSSARY

Course

A course for this purpose is taken to be a planned series of learning experiences in a particular range of subject-matters or skills offered by a sponsoring agency and undertaken by one or more students.

Formal education (or initial education or regular school and university education) Education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous ‘ladder’ of full-time education for children and young people, generally beginning at age five to seven and continuing up to 20 or 25 years old. In some countries, the upper parts of this ‘ladder’ are constituted by organized programmes of joint part-time employment and part-time participation in the regular school and university system: such programmes have come to be known as the ‘dual system’ or equivalent terms in these countries.

Non-formal education

Any organized and sustained educational activities that do not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture. Non-formal education programmes do not necessarily follow the ‘ladder’ system, and may have differing duration.

Special needs education

Educational intervention and support designed to address special education needs. The term ‘special needs education’ has come into use as a replacement for the term ‘special education’. The older term was mainly understood to refer to the education of children with disabilities that takes place in special schools or institutions distinct from, and outside of, the institutions of the regular school and university system. In many countries today a large proportion of disabled children are in fact educated in institutions of the regular system. Moreover, the concept of ‘children with special educational needs’ extends beyond those who may be included in handicapped categories to cover those who are failing in school for a wide variety of other reasons that are known to be likely to impede a child’s optimal progress. Whether or not this more broadly defined group of children are in need of additional support depends on the extent to which schools need to adapt their curriculum, teaching and organization and/or to provide

additional human or material resources so as to stimulate efficient and effective learning for these pupils.

Adult education (or continuing or recurrent education)

The entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong, improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose:

- to complete a level of formal education;
- to acquire knowledge and skills in a new field;
- to refresh or update their knowledge in a particular field.

III ANNEX: DETAILED STRUCTURE OF THE CLASSIFICATION

ISCED defined fields of education

Level 1	Level 2	Level 4	Level 5	ENGLISH	Icyiciro cya 1	Icyiciro cya 2	Icyiciro cya 4	Icyiciro cya 5	IKINYARWANDA
0				GENERAL PROGRAMES	0				Ibyiciro rusange
	01			Basic program		01			Ibyiciro fatizo
	08			Literacy and numeracy		08			Gusoma, kwandika no kubara
	09			Personal development		09			Ubumenyi bwihariye
1				EDUCATION	1				Uburezi
	14			Teacher training and education science		14			Amahugwa y'abarimu n'ubumenyi mu burezi
2				HUMANITIES AND ARTS	2				Ubumenyamuntu, ubuvanganzo n'ubukorikori
	21			Arts		21			Ubukolikoli/ubuvanganzo
	22			Humanities		22			Ubumenyamuntu
3				SOCIAL SCIENCES,BUSINESS AND LAW	3				Ubumenyi nyamuryango,ubucuruzi n'amategeko
	31			Social and behavioural science		31			Ubumenyi bw'umuryango n'imyitwarire
	32			Journalism and information		32			Itangazamakuru n'imenyekanisha
	34			Business and administration		34			Ubucuruzi n'imiyoborere/imicungire
	38			Law		38			Amategeko

4	SCIENCE	4	Ubumenyi (siyansi)
41	Combined sciences	41	ubumenyi muri rusange (bwunze/bukomatanyije)
42	Life sciences	42	Ubumenyi bw' ubuzima
44	Physical sciences	44	Ubumenyi bw' ubwugenge
46	Mathematics and Statistics	46	Imibare n'ibarurishamibare
48	Computing	48	Isesenguramakuru/ itunganyamakuru
5	ENGINEERING, MANUFACTURING AND CONSTRUCTION	5	Ubumenyi buhambaye, ingandazibyaza umusaruro n'ubwubatsi
52	Engineering and engineering trades	52	Ubuganga n'ubumenyi buhanitse mu myuga
54	Manufacturing and processing	54	Inganda zo guhindura no gutunganya
58	Architecture and building	58	Gukora inyigo no kubaka
6	AGRICULTURE	6	Ubuhinzi
62	Agriculture, forestry and fishery	62	Ubuhinzi, amashyamba n'uburobyi
64	Veterinary	64	Ubumenyi ku buvuzi bw'amatungo
7	HEALTH AND WELFARE	7	Ubuzima no kubungabunga umuryango
72	Health	72	Ubuzima
76	Social services	76	Ibikorwa byo gufasha

8					8			Ubufasha
	81			Personal services			81	Ubufasha ku bantu bihariye
	84			Transport services			84	Ubufasha mu gutwara abantu n'ibintu
	85			Environmental protection			85	Kubungabunga ibidukikije
	86			Security services			86	Ibikorwa by'umutekano
9	99	9999		Not known or unspecified			99	Ibitazwi cyangwa ibitavuzwe

Level 1	Level 2	Level 4	Level 5	ENGLISH	Icyiciro cya 1	Icyiciro cya 2	Icyiciro cya 4	Icyiciro cya 5	IKINYARWANDA
0				GENERAL PROGRAMES	0				Ibyiciro rusange
	01			Basic program		01			Ibyiciro fatizo
		0110		Basic general program elementary			0110		Amasomo/inyigisho z'ibanze
		0120		Basic general program pre-primary			0120		Inyigisho rusange z'ikiburamwaka
		0130		Basic general program primary			0130		Inyigisho rusange z'amashuri abanza
		0140		Basic general program secondary			0140		Inyigisho rusange z'amashuri yisumbuye
		0150		Basic special program pre-primary			0150		Inyigisho zihariye z'ikiburamwaka
		0160		Lower secondary			0160		Ikiciro cya mbere cy'amashuri yisumbuye
		0170		Upper secondary			0170		Ikiciro cya kabiri cy'amashuri yisumbuye
	08			Literacy and numeracy		08			Gusoma, kwandika no kubara
		0810		Simple and functional literacy, numeracy			0810		Gusoma, kwandika no kubara ku rwego rw'ibanze n'urwisumbuye
	09			Personal development		09			Ubumenyi bwihariye
		0910		Behavioural capacities			0910		Ubushobozi mu myitwarire
		0920		Life orientation programmes			0920		Gahunda zerekeye ubuzima
		0930		Mental skills			0930		Ubushobozi mu bitekerezo

								0940		Ubushobozi mu kwiyoobora no kwiha gahunda
1				1	EDUCATION					U burezi
	14				Teacher training and education science			14		Amahugurwa y'abarimu n'ubumenyi mu burezi
		1410			Education science in Curriculum development in non-vocational and vocational subjects			1410		Ubumenyi mu gutegura imfashanyigisho mu bunyamwuga n'abatari abanyamwuga
		1411			Education science in Educational research			1411		Ubumenyi mu burezi bw'ushakashatsi mu myigishirize
		1412			Education science Testing and measurement			1412		Ubumenyi mu burezi bw'isuzumabumenyi
		1413			General and specialized teacher training programmes			1413		Gahunda rusange ni z'umwihariko mu mahugurwa y'abarimu
		1414			Teacher trainers and for handicapped children			1414		Guhugura abarimu no kwigisha abana babana n'ubumuga
		1415			Teacher training for adult education			1415		Guhugurwa ku bigisha inyigisho z'abakuru
		1416			Teacher training for non-vocational subject			1416		Amahugurwa y'abarimu bigisha ibitajyanye n' umwuga
		1417			Teacher training for practical			1417		Amahugurwa y'abarimu mu bumenyi ngiro
		1418			Teacher training for pre-school, kindergarten			1418		Amahugurwa y'abigisha mu kiburamwaka

	1419		Teacher training for Primary schools			1419		Amahugurwa y'abigisha mu kiciro cy'amashuri abanza
	1420		Teacher training for vocational			1420		Amahugurwa y'abarimu b'umwuga
	1421		Other education science			1421		Ubundi bumenyi mu kwigisha
2			HUMANITIES AND ARTS	2				Ubumenyamuntu, ubuvanganzo n'ubukorikori
	21		Arts		21			Ubukolikoli/ubuvanganzo
	2100		Fine art and design			2100		Ubugeni no gutaka
		21001	Drawing				21001	Gushushanya
		21002	Painting				21002	Gusiga irangi
		21003	Sculpture				21003	Ubugeni bwo kubaza no kubumba
	2110		Performing arts			2110		Ubuvanganzo bwo gushimisha/ Ubuhanzi mu kwiyerekana
		21111	Music				21111	kurimba
		21112	Drama				21112	Ikinamico
		21113	Dance				21113	Kubyina
		21114	Circus				21114	Ubugenge mu mikino
	2120		Graphic and audio-visual arts			2120		Ubugeni mu gukora amashusho n'isakazamajwi rijyanye n'amashusho
		21201	Photography				21201	Ubufotozi
		21202	Cinematography				21202	Gukina sinema

	2218	French				2218	Igifaransa
	2219	History				2219	Amateka
	2220	Interpretation and translation				2220	Guhindura no gusemura indimi
	2221	Islam and arabic				2221	Iyobokaman y'abayisilamu n'ururimirw'icyarabu
	2222	linguistics				2222	Indimi zivugwa n'abantu(uko zivugwa n'ibisobanuro byazo)
	2223	Native languages				2223	Indimi gakondo/kavukire
	2225	philosophy				2225	Ubucurabwenge
	2226	Religion and theology				2226	Iyobokamana na tewolojiya
	2227	Religious Studies				2227	Amasomo y'iyobokamana
	2228	Shariah				2228	Amategeko ashingiye ku idini ya islamu
	2229	Swahiri				2229	Igiswayire
	2230	Theology (Christian)				2230	Tewolojiya ya gikirisitu
	2239	Other humanities Not Elsewhere Classified (NEC)				2239	Andi mashami y'ubumenyamuntu atagize aho avugwa

3			SOCIAL SCIENCES,BUSINESS AND LAW	3			Ubumenyi nyamuryango,ubucuruzi n'amategeko
	31		Social and behavioural science		31		Ubumenyi bw'umuryango n'imyitwarire
		3111	Economics			3111	Ubukungu
		3112	Economic history			3112	Amateka y'ubukungu
		3113	Political science			3113	Ubumenyi muri politiki
		3114	Sociology			3114	Ubumenyi ku mibanire y'abantu
		3115	Demography			3115	Ibijyanye n'imibereho n'imyorokere y'abantu
		3116	Antropology (except physical antropology)			3116	Ubumenyi ku nkomoko,imiterere,imibereho n'imico y'ikiremwamuntu
		3117	Ethnology			3117	Ibijyanye n'amoko y'abantu(ubumenyi ku moko y'abantu)
		3118	Futurology			3118	Ubumenyi ku bihe biri imbere/bizaza
		3119	Pschology			3119	Ubumenyi ku mitekereze n'imyitwarire y'abantu
		3120	Geography(except physical geography)			3120	Ubumenyi bw'isi
		3121	Peace and conflict studies			3121	Kwimakaza amahoro no gukemura amakibirane
		3122	Human rights			3122	Amategeko y'ikiremwamuntu

	3123	Gender studies				3123	Uburunganyire bw'igitsina
	3124	Human sciences				3124	Ubumenyamuntu
	3125	Social sciences				3125	Ubumenyi mu mibanire y'abantu
	3129	Other training in social and behavioural science				3129	Andi mahugurwa ku bumenyi bw'imibanire n'imyitwarire
32		Journalism and information		32			Itangazamakuru n'imenyekanisha
	3210	Journalism				3210	Itangazamakuru
	3220	Library technician and science				3220	Gucunga ibitabo n'andi mahugurwa ku bikorerwa mu ibikwa ry'ibitabo
	3230	Technicians in museums and similar repositories				3230	Amahugurwa y'abakora mu nzu ndangamurage n'andi mazu ashamikiyeho
	3240	Documentation techniques				3240	Uburyo bwo gushakisha no gukora inkuru
	3250	Archival sciences				3250	Ibijyanye n'ubushynguro bw'inyandiko
34		Business and administration		34			Ubucuruzi n'imiyoborere/imicungire
	3410	Accounting				3410	Ibaruramutungo
	3411	Auditing				3411	Igenzuramutungo (ubugenzuramali)
	3412	Banking				3412	Ibijyanye n'amabanki (kubitsa, kubikuzza no kuguriza amafaranga)

	3413	Bookkeeping				3413	Kubika ibitabo by'icungamutungo
	3414	Business administration				3414	Ibijyanye n'imiyoborere y'ubucuruzi
	3415	Business development				3415	Iterambere ry'ubucuruzi
	3416	Community development				3416	Iterambere ry'umuryango
	3417	Cooperative management				3417	Gucunga amakoperative
	3418	Customer care services				3418	Gufata/kwakira neza abakugana
	3419	Development studies				3419	Inyigisho z'imicungire
	3420	Enterprise management				3420	Imicungire y'ibigo byihangira imirimo
	3421	Finance				3421	Icungamali
	3422	Institutional administration				3422	Imiyoborere y'ibigo
	3423	Insurance				3423	Ubwiteganyirize/ubwishingizi
	3424	International business				3424	Ubucuruzi mpuzamahanga
	3425	Interpreneurship				3425	Kwihangira imirimo
	3426	Investment analysis				3426	Gusesengura ishoramali
	3427	Management				3427	Icungamutungo
	3428	Marketing				3428	Imenyekanisha ry'ibicuruzwa/ibikorwa
	3429	Personnel administration				3429	Imiyoborere y'abakozi
	3430	Procurement				3430	Gutanga amasoko
	3431	Project management				3431	Gucunga imishinga
	3432	Public administration				3432	Ubuyobozi rusange
	3433	Public relations				3433	Imihurize y'inzego

4	41	4100	4101	4102	4103	4104	4105	4106	4107	4109	4110	4	41	Ubumenyi (siyansi)
														ubumenyi muri rusange (bwunze/bukomatananyije)
														Imibare-ubugenge-ikoranabuhanga
														Imibare-ubugenge-ubutabire-ibinyabuzima
														Ubugenge-ubutabire-ibinyabuzima
														Imibare-ubutabire-ubumenyibwisi
														Ubugenge-ubutabire-imibare
														Ikoranabuhanga-ubukungu-imibare
														Imibare-ubukungu-ubumenyibwisi
														Amateka-ubukungu-ubumenyibwisi
														Amateka-ubukungu-Indimi
														Indimi-ubukungu-ubumenyibwisi

								Amateka-ubumenyibwisi-Indimi
4111		History-Geography –Literature combination (HGL)				4111		
4112		Maths-Physics				4112		Imibare-ubugenge
4119		Other combined sciences training				4119		Amahugurwa cyangwa andi masomo yunze
42		Life sciences			42			Ubumenyi bw' ubuzima
4210		Bacteriology				4210		Ubumenyi ku dukoko dutera indwara
4211		Biochemistry				4211		Ibinyabuzima n' ubutabire
4212		Biology				4212		Ibinyabuzima
4213		Biophysics				4213		Ubumenyi bw'ubugenge mu binyabuzima
4214		Botany				4214		Ibimera
4215		Entomology				4215		Ubumenyi ku dukoko
4216		Genetics				4216		Uruhererekane rwa kamere muntu
4217		Microbiology				4217		Ubumenyi bw'utunyangingo tw'ibinyabuzima
4218		Ornithology				4218		Ubumenyi ku biguruka(inyoni)
4219		Texicology				4219		Ubumenyi mu bijyanye n'ibihumanya
4220		Zoology				4220		Ubumenyi mu bijyanye n'inyamanswa n'udukoko
4221		Zootechni				4221		Ubumenyi n'uburyo bwo korora ibisimba

	4418	Physical anthropology		4418	Ubumenyi ku miterere n'ibice bigize umubiri w'umuntu
	4419	Physical geography and other geosciences		4419	Ubumenyi ku miterere y'isi n'ibindi biyanye n'umubumbe w'isi
	4420	Physics and other allied subjects		4420	Ubugenge n'ubundi bumenyi bushamikiyeho
	4421	Vulcanology		4421	Ubumenyi ku birunga n'imikorere yabyo
	4429	Other Physical sciences related training		4429	Andi mahugurwa ku bugenge
46		Mathematics and Statistics	46		Imibare n'ibarurishamibare
	4610	Actuarial science		4610	Gukoresha uburyo bw'imibare n'ibarurishamibare mu icungamali n'ubwishingizi
	4611	Mathematics		4611	Imibare
	4612	Numerical analysis		4612	Gusesengura imibarire
	4613	Operations research		4613	Ubumenyi mu bushakashatsi bugamije gufasha gufata ibyemezo bya ngombwa hifashishijwe ibitekerezo bishingiye ku imibare
	4614	Statistics and other allied fields		4614	Ibarurishamibare n'ibiyanye naryo

48	48	computing	48	48	Isesenguramakuru/ itunganyamakuru
	4810	Computer sciences		4810	Ubumenyi mu bya mudasobwa
	48001	System design		48001	Guhanga porogaramu za mudasobwa
	48002	computer programming		48002	Gukora no gutinganya porogaramu za mudasobwa
	48003	Data processing		48003	Gutunganya amakuru hifashishijwe mudasobwa
	48004	Networks		48004	Gukoresha imiyoboro y'itumanaho
	48005	Operating systems-software development only		48005	Porogaramu zifasha mu mikorere ya mudasobwa
	4811	Computer application programs training		4811	Amahugurwa ku bikorerwa/ bikoreshwa muri mudasobwa
	4812	Computer hardware related training		4812	Amahugurwa mu gukora ibyuma bigize imikorere ya mudasobwa
	4813	Electronics & computer science		4813	Elegituroniki n'ubumenyi bwo gukoresha mudasobwa
	4814	Information and communication technology		4814	Ikoranabuhanga mu itumanaho n'isakazamakuru
	4815	IT management		4815	Gucunga hakoreshejwe ikoranabuhanga
	4816	Networking related training		4816	Guhuza imirongo hifashishijwe ikoranabuhanga

					Software development training		4817	4817	Amahugurwa mu gukora porogaramu zikoreshwa muri mudasobwa
5				ENGINEERING, MANUFACTURING AND CONSTRUCTION	5				Ubumenyi buhambaye, ingandazibyaza umusaruro n'ubwubatsi
	52			Engineering and engineering trades		52			Ubuganga n'ubumenyi buhanitse mu myuga
		5210		Aeronautical engineering			5210		Ubumenyi buhambaye mu guhanga no gukora indege n'ibyogajuru
		5211		Agricultural Engineering			5211		Ubumenyi buhambaye/ubuhanga mu buhinzi
		5212		Chemical Engineering			5212		Ubumenyi buhambaye/ubuhanga mu butabire
		5213		Computer engineering			5213		Ubumenyi buhambaye/ubuhanga muri mudasobwa
		5214		Electricity engineering			5214		Ubumenyi buhambaye/ubuhanga mu mashanyarazi
		5215		Electronics engineering			5215		Ubumenyi buhambaye/ubuhanga muri elegituronike
		5216		Energy and chemical engineering			5216		Ubumenyi buhambaye/ubuhanga mu ngufu z'ibihumanya

	5217	Engineering drawing		5217	Ubumenyi buhambaye/ubuhanga mu gushushanya ibikorera mu nganda
	5218	Environmental and Biosystems Engineering		5218	Ubumenyi buhambaye/ubuhanga mu bidukikije n' binyabuzima
	5219	Fibre Optic Communications, Splicing & Termination		5219	Itumanaho rikoresheje/ubuhanga imiyoboro y'insinga
	5220	mechanics engineering		5220	Ubumenyi buhambaye/ubuhanga mu gukanika
	5221	Medical engeneering		5221	Ubumenyi buhambaye mu kuvura
	5222	Metal work engineering		5222	Ubumenyi buhambaye mu gukora ibyuma
	5223	Software engineering		5223	Ubumenyi buhambaye mu buryo bwo gukoresha za logiciel
	5224	Surveying		5224	Gushushanya ahantu ukoresheje amakarita
	5225	Sustainable energy technology engineering		5225	Ikoranabuhanga mu ngufu zirambye
	5226	Telecommunication engineering		5226	Ubumenyi buhambaye mu itumanaho
	5227	Electromecanics		5227	Elegituromekanike
	5228	Hydraulic\$Pneumatics		5228	Ubumenyi buhanitse mu bisukika n' ihinduramwuka
	5230	Assembling and servicing		5230	Guteranya no gukanika

54	Manufacturing and processing	54	Inganda zo guhindura no gutunganya
5410	Clothes	5410	Gutunganya imyambaro
5411	Food and drink processing	5411	Gutunganya ibiribwa n'ibinyobwa
5412	Footwear	5412	Gukora inkweto
5413	Leather work	5413	Gukora ibintu mu mpu
5414	Mining and extraction	5414	Ubucukuzi bw'amabuye y'agaciro
5415	Other materials(paper,plastic,glas s,etc)	5415	Ibindi bikoresho(impapuro,pulasi tike,ibirahure,n'ibindi.)
5416	Textiles	5416	Ubudozi bw'imyenda/gukora imyenda
5417	Woodwork	5417	Ububaji
58	Architecture and builiding	58	Gukora inyigo no kubaka
5810	Architecture and urbanisme	5810	Guhanga,kubaka no gutunganya imigi n'inkengero
58001	Structural and architecture	58001	Guhanga no kubaka inyubako zikoranye ubuhanga kandi zikomeye
58002	Landscape architecture	58002	Gutunganya/guha ubwiza ahantu rusange
58003	Community planning	58003	Imitunganyirize y'ibyanya rusange
58004	Cartography	58004	Gukora amakarita y'ubuso 'ubutaka

	7227	Internal medicine				7227	Ubuwuzi bw'indwara ziri mu mubiri
	7228	Malaria related training				7228	Amahugurwa ku bijyanye na malariya
	7229	Medecine				7229	Ubuganga/ubuvuzi
	7230	Medical imaging sciences				7230	Ubumenyi ku mashusho afasha mu kuvura
	7231	Medical services				7231	Ubufasha bwo kuvura
	7232	Medicine and surgery				7232	Kuvura no kubaga
	7233	Mental health/Psychiatry				7233	Ubuguzima bwo mu mutwe
	7234	Midwifery				7234	kubyaza/ububyaza
	7235	Neurology				7235	Ubuwuzi bw'indwara z'ubwonko
	7236	Nursing				7236	Ubuforomo
	7237	Nutrition				7237	Imirire
	7238	Obstetrics and gynaecology				7238	Ibirebana n'imyanya myibarukiro y'abagore n'ibijyanye nabyo
	7239	Ophthalmology				7239	Kuvura indwara z'amaso n'ibijyanye nazo
	7240	Ophthalmometry				7240	Gupima amaso no gutanga utuboneshamaso
	7241	Orthopaedics				7241	Kuvura amagufwa
	7242	Paediatrics				7242	Ubuwuzi bw'abana
	7243	Pathology				7243	Ubumenyi ku ndwara
	7244	Pharmacology				7244	Ubumenyi ku bigize imiti ivura abantu

	7245		Physiology				7245	Ibinyanye n'imikorere y'umubiri w'umuntu(imihindagurikire)
	7246		Physiotherapy				7246	Kugorora ingingo
	7247		PMTCT and SONI training				7247	Amahugurwa mu kurinda umwana ubwandu n'ubuvuzi bw'ibanze ku mwana ukivuka
	7248		Prosthetics				7248	Gusimburanya ingingo
	7249		Public health				7249	Ubuzima rusange
	7250		Pyschiatry				7250	Ubuvuzi bw'indwara zo mu mutwe
	7251		Radiology and radiotherapy				7251	Gusuzuma hakoreshejwe amashusho n'imirasire
	7252		Rehabilitation				7252	Gusubiza mu buzima busanzwe
	7253		Reproductive health				7253	Ubuzima bw'imyorokere
	7254		Surgery				7254	Kubaga
	7255		Therapeutics				7255	Kuvura
	7256		Tibercolosis related training				7256	Amahugurwa ku ndwara y'igituntu
	7257		Other health related training				7257	Andi mahugurwa ajyanye n'ubuzima
	7258		Cardiology				7258	Indwara z'umutima
	7259		Dermatology				7259	Indwara z'uruhu

76	76	Social services	76	Ibikorwa byo gufasha
	7610	Social care		Kubungabunga ubusugire/ imibereho y'umuryango
	76001	Care of the disabled	76001	Kwita ku bantu babana n'ubumuga
	76002	Child care	76002	Kwita ku bana
	76003	Youth services	76003	Gufasha urubyiruko
	76004	Gerontological services	76004	Kwita ku bageze mu za bukuru
	7611	Psychotrauma Management	7611	Kwita ku bafite ihungabana
	7612	Social work	7612	Kumva no gufasha gusubiza ibibazo by'umuryango
	76101	Counseling	76101	Ubujuanama
8		SERVICES	8	Ubufasha
81		Personal services	81	Ubufasha ku bantu bihariye
	8150	Beauty treatment	8150	Kwita ku bijyanye n'ubwiza bw'umubiri
	8151	Cleaning	8151	Gusukura
	8152	Cosmetic services	8152	Imirimo y'ubwiza
	8153	Domestic science	8153	Ubumenyi mu gukora imirimo yo mu rugo(guteka,gufuma...)
	8154	Dry-cleaning	8154	Guhanagura imyenda hadakoreshejwe amazi
	8155	Hairdressing	8155	Gutunganya umusatsi
	8156	Hotel and catering	8156	Ibijyanye n'amacumbi no kugaburira abantu

	8157	Hotel and Restaurant management			8157	Imicunire y'amacumbi n'aho bafatira amafunguro
	8158	Laundry			8158	Gufura imyenda
	8159	Sports and leisure, physical education			8159	Siporo imyidagaduro, ingororangingo
	8160	Travel and tourism Management			8160	Gucunga ingendo n'ubukerarugendo
	8161	Travel, hospitality and tourism			8161	Ingendo, kwakira n'ubukerarugendo
	8169	Other personal services			8169	Ubundi bufasha ku bantu bihariye
84		Transport services		84		Ubufasha mu gutwara abantu n'ibintu
	8410	Air crew			8410	Kwita ku bagenzi bo mu ndege
	8411	Air traffic control			8411	Gucunga ingendo zo mu kirere
	8412	Nautical sciences			8412	Ubumenyi mu gutwara no gukora amato
	8413	Postal service			8413	Ubufasha mu koherezanya inyandiko
	8414	Railway operations			8414	Gutwara abantu n'ibintu muri za galiyamoshi
	8415	Road motor vehicle operations			8415	Gutwara abantu n'ibintu ku butaka
	8416	Seamanship			8416	Amahugurwa ku bakozi bo mu bwato n'abayobozi b'ubwato

	8417	Ship's officer			8417	Kuyobora ubwato/umuyobozi w'ubwato
	8419	Other transport services training			8419	Andi mahugurwa mu gutwara abantu n'ibintu
85		Environmental protection	85			Kubungabunga ibidukikije
	8510	Air and water pollution control			8510	Kurwanya ihumanya ry'ikirere (umwuka) n'amazi
	8511	Control and protection			8511	Gucunga no kubungabunga ibidukikije
	8512	Environmental conservation			8512	Gufata neza ibidukikije
	8513	Labour protection and security			8513	Kubungabunga umutekano wo mu kazi n'uwa'abakozi
	8519	Other environment protection training			8519	Andi mahugurwa mu kubungabunga ibidukikije
86		Security services	86			Ibikorwa by'umutekano
	8610	Civil security			8610	Umutekano rusange
	8611	Criminology			8611	Kurwanya ibyaha ndengakamere
	8612	Fire-protection and fire fighting			8612	Gucunga no kurwanya inkongi
	8613	Military			8613	Umutekano wa gisilikare
	8614	Police work and related law enforcement			8614	Akazi ka gipolisi n'ibindi bijyanye no kubungabunga ubusugire/umutekano
	8615	Protection of property and person			8615	Gucunga abantu n'ibintu
	8619	Other security services training			8619	Andi mahugurwa mu gucunga umutekano
9	99	9999	99		9999	Ibitazwi cyangwa ibitavuzwe

RWANDA ISCED MAPPING

School Year reference: 2007 and 2008																		
A	B	C	D	E	F	G	H	I	J	K	L	M						
ID	Name of the education programme	Minimum entrance requirements	Main diplomas, qualifications or certificates awarded at end of programme	Theoretical entrance age	Theoretical duration (in years)	Is the programme part of Compulsory Education?	ISCED97 level	ISCED97 programme destination	Programme orientation or Position in National Structure	Theoretical entrance age	Theoretical duration	Notes						
1	Pre-primary education	3 years old	na	4	3	N	Pre-primary education	na	na	4	3							
2	Primary education	7 years old	na	7	6	Y	Primary education	na	na	7	6							
3	Lower secondary mainstream	Having passed the national primary exam	na	13	3	Y	Lower secondary education	A	G	13	3							

