

JAN GOOSSENAERTS

**HASHTAGS FOR  
ECONOMIC ACTIVITIES  
AND  
FUNCTIONS OF GOVERNMENT**



# Hashtags for economic activities and functions of government

Jan Goossenaerts

This book is available at <http://leanpub.com/tagpedia-isic>

This version was published on 2024-11-30



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[#tagcoding](#)

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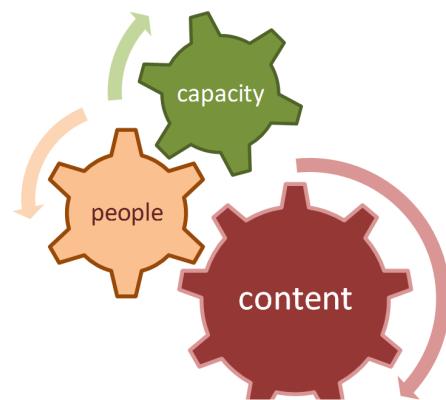
**Editorial.**

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The ISIC and COFOG class numbers and names describing the labels are taken from the International Standard Industrial Classification of All Economic Activities, Rev.4 (2008) and the Classification of Government Functions (2000) of the United Nations Department of Economic and Social Affairs, Statistics Division © 2008, 2000 United Nations. ISIC and COFOG class numbers and names are reproduced with the express written permission of the United Nations.

# Preface

This e-book introduces the #tagcoding hashtags for economic activities and functions of government.

The hashtags defined in this e-book support #tagcoding. #tagcoding is an atomic habit for users of social media platforms. When used collaboratively it can support discerning information and misinformation, debate and why not, consensus finding.

The knowledge localization model presented in the [#tagcoding handbook<sup>1</sup>](#) is based on a number of great resources. I am grateful to all those who have contributed to those resources. The [Wikidot wikifarm<sup>2</sup>](#) has provided a low-cost, but powerful, platform for experimenting with ideas related to the wikis that have started the path leading to this e-book.

In “Hashtags for economic activities and functions of government” you will discover a wide range of hashtags for structuring the public discourse in any country, and on any platform. Without Twitter, now [X<sup>3</sup>](#) it is fair to say that #tagcoding on the scale envisioned here would not be thinkable. Newcomers Mastodon and Bluesky support the use and public search of hashtags.

My special thanks to go Teody and Jiji Trivilegio for their work on the markdown sources of this e-book.

Finally, my gratitude to my wife and our daughter for the love and patience.

The author, Malle, 29 November 2024.

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<sup>1</sup><https://leanpub.com/tagpedia>

<sup>2</sup><https://www.wikidot.com/>

<sup>3</sup><https://X.com/>

# Part I - About #tagcoding

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[Chapter 1 - Introduction](#)

[Chapter 2 - #tagcoding: why everyone should do it, and how to do it](#)

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# Chapter 1 - Introduction

- [Summary](#)
- [#tagcoding: a new digital skill?](#)

The Internet and social media offer enormous new possibilities for curiosity, ingenuity, creativity and resilience. And over the last two decades they have transformed the way we find and share our ideas, information and knowledge.

Search engines, with Google as a pioneer, and recently also AI chatbots, offer fast ways to find answers to many questions.

Open online encyclopedias exist in many languages. Wikipedia was launched in 2001 and is available in over 300 languages.

Microblogs like Twitter, launched in 2006, now X, Bluesky and Mastodon or social platforms such as LinkedIn, Facebook and many others, offer incredible sharing possibilities and great retrieval options when hashtags are used intelligently.

Despite all the opportunities offered by the Internet and social media, the localization of knowledge, as described by Nobel laureate Joseph Stiglitz at the launch of the Global Development Network (2000), proceeds at a slow pace. Information overload in major languages and the insufficient supply of content in most languages and on many topics contribute to slow learning for more sustainable and inclusive development.

What can we do to make better use of the Internet and social media?

Wikinetix's mission is to promote and demonstrate the joint impact of four digital skills, the first of which can be considered an atomic habit:

- **#tagcoding** means that one uses standardized hashtags to relate online information to specific topics in order to structure and retrieve it easily;
- **#xy2wiki** is about creating a wiki that explains tagcoding hashtags in as many languages as possible;
- **#tag2wiki** is about creating, maintaining and coordinating wikis for development communications;
- **#lean2book** is about creating and publishing e-books that leverage the #tagcoding and #tag2wiki wikis.

This e-book has built-in links that make navigating the included reference materials as easy as navigating a wiki. At each level of the hierarchy of contents are tables of contents with links forward to lower-level sections and backward to higher levels. This way, it only takes three or four clicks to get to the specific content of a part, or to return to the part from the more specific content. Of course, the e-book readers also support term search.

The knowledge localization model #tagcoding - #xy2wiki - #tag2wiki - #lean2book offers several features to accelerate knowledge localization and public debate. While #tagcoding is a digital skill available to everyone, the #xy2wiki, #tag2wiki and #lean2book skills require an extra investment of time and means. One #xy2wiki mission is the creation of a multidimensional thematic wiki in any local language through topic-based translation of a reference wiki. Once such a wiki is in place, it can support the curation of content - tagged for a country or local government unit - in the languages of the country or locality, the discovery of forgotten topics, and the rapid provision through translation of new reference content.

Therefore, a #tagcoding - #xy2wiki - #tag2wiki - #lean2book movement is a general-purpose collaborative countermeasure to information overload, (epistemic) polarization into bubbles that no longer meet and other imperfections of mainstream Internet and social media. The proposed coding hashtags and corresponding provision of wikis will empower users in the discursive, instructive and productive use of both the Internet and social media, enable a willingness to listen, and help overcome the polarizing forces of social media algorithms.

How *you* exploit #tagcoding and the other digital skills that build on it is up to you to explore and learn. It depends on where you are in your personal development and the responsibilities you have taken on in business or society. This e-book is intended to be a companion for the first episode of your #tagcoding journey.

You can also get guidance and inspiration about your possible uses for tags and wikis by exploring one of these open access online resources

- the [Wikiworx platform<sup>4</sup>](#);
- the [Actor Atlas<sup>5</sup>](#) or its [EU chapter<sup>6</sup>](#), [India chapter<sup>7</sup>](#) or [USA chapter<sup>8</sup>](#) chapters which also cover the contents of this e-book;
- the [Social Capital Wikis<sup>9</sup>](#);
- the [Wikinetix website<sup>10</sup>](#) has some videos that provide brief introductions to looking up

<sup>4</sup><http://www.worx.wiki/initiative-management>

<sup>5</sup><http://www.actor-atlas.info/>

<sup>6</sup><http://eu.actor-atlas.info/>

<sup>7</sup><http://india.actor-atlas.info/>

<sup>8</sup><http://usa.actor-atlas.info/>

<sup>9</sup><http://www.worx.wiki/kc:social-capital-wiki>

<sup>10</sup><http://www.wikinetix.com/>

hashtags for specific thematic dimensions and online tools that support their use.

The “coding hashtags” cover topics that interest active and thoughtful people from all possible professions and fields of study, in all countries of the world and in all spoken languages.

By #tagcoding social media and online content, we can make it globally discoverable and retrievable as if it were in one’s personal library.

On the Internet, this library is globally accessible. Using the territorial hashtags #WWIgu we can create relevant local sections in the global online library. The hashtag #2030library and a dedicated part of the [Wikinetix website<sup>11</sup>](#) explore this topic in more detail.

If the tagged content is open access, it becomes part of the public part of the global online library.

As long as there are social media platforms and search engines that support hashtags, you, your favorite authors, your students, your teachers, and your peers can use hashtags to share, discover, and retrieve content.

[To the chapter](#)

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## Summary

The second chapter outlines the reasons for #coding tags and explains the digital competencies that are involved if the practice is to be scaled up. The desire for global scaling up should be understood as a continuation of the history of knowledge creation and accessibility.

Each of the following five parts presents coding hashtags and class descriptions for a specific thematic dimension.

- Part II presents the sections, divisions, groups and classes of the *International Standard Industrial Classification of All Economic Activities* (ISIC revision 4).
- Part III presents the coding hashtags for the *Classification of the Functions of Government* (COFOG) classes and divisions.
- Part IV includes three Annexes:
  - Annex 1 lists the ISO 639 language codes for the major languages of the world

<sup>11</sup><http://www.wikinetix.com/lib:2030library>

- Annex 2 lists the ISO 3166 country code for all the countries and territories in the world, as well as #isic, #cofog and #lgu hashtags including these codes to create localized versions.
- Annex 3 describes some features of this e-book that support easy navigation through its hundreds of pages.
- Part V lists a few references and a brief remark about the author.

[To the chapter](#)

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## #tagcoding: a new digital skill?

In its electronic version, this e-book aims to be a companion in your exploration of new digital skills that have the potential to transform the way citizens of all trades use the Internet and social media. What is at stake is a digital transformation that equips you with tools better suited to meet the great challenges of our time.

This e-book provides #tagcoding conventions for two thematic dimensions that are important for development, personal, public and socio-economic. Codes for economic activities and government functions can be combined with ISO 3166 country codes to form hashtags for specific topics such as aquaculture in Indonesia. In fact, depending on the specific interest of users, or issue of an article or campaign, a single hashtag can be created out of billions to support knowledge sharing on a very specific topic, for instance road safety in the EU: The post by EU\_Eurostat “In 2022 there were 20889 road fatalities in the EU, equivalent to 46 per million inhabitants. Highest in Alentejo (Portugal) with 149 road fatalities per million inhabitants, and Notio Aigaio (Greece) with 131. Lowest in Aland (Finland) with 0 and Stockholm (Sweden) with 7” Can be tagged as shown in Figure 1.1:

- NUTS 2 area Alentejo has #EULgu hashtag #PT18, Notio Aigaio has #el42, Aland has #fi20, and Stockholm has #se11.
- “#sdt112” is the hashtag for target 2 of #SDG11: 11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons (as you can read at [#sdt112](#)).

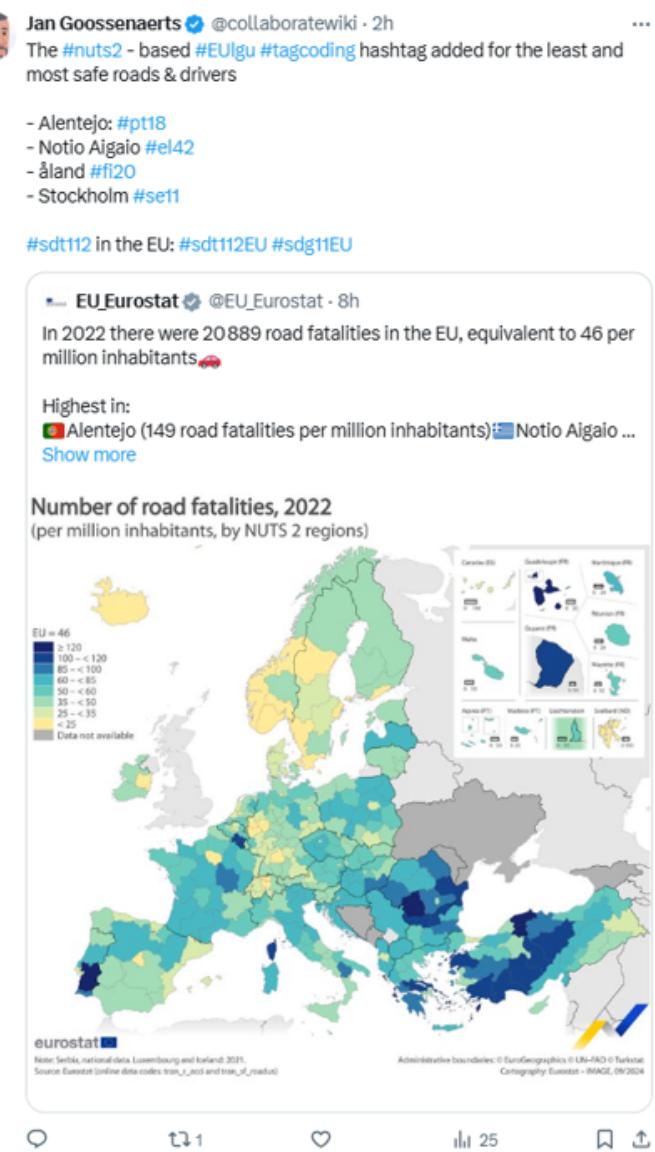


Figure 1.1: #EULgu and #SDGs #tagcoding hashtags for a Eurostat post on road fatalities

In a sense, we propose a coordination of the thematic space, which is similar to the Cartesian coordinate geometry for space and time. In the thematic space, the thematic dimensions are sustainable development goals, economic activities, governance functions, territorial locality

and language. Coordination of the thematic space brings superior *expressive adequacy* and *computational efficiency* in digital social exchange, localization of knowledge and articulation of shared and differentiated responsibility.

Searching this e-book can be a first step in a broader engagement with systematized content that already includes tens of thousands of wiki pages, or when you feel like sharing a good read, a brilliant idea, or when you need high quality or recent content or speeches about an economic activity or function of government in your country.

In addition to this e-book and the #tagcoding pivots, other online tools have been defined to support quick and easy discovery of the coding hashtag for a specific topic. The [#tagcoding handbook](#)<sup>12</sup> contains some more information on these tools and other #tagcoding proposals.

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<sup>12</sup><https://leanpub.com/tagpedia>

# **Chapter 2 - #tagcoding: why everyone should do it, and how to do it**

There are many reasons to start #tagcoding, but two are selected to illustrate these reasons: it is a means to overcome the polarizing forces of social media, and it is a means to make the world of knowledge small for everyone.

As #tagcoding is not primarily a skill to practice individually, a series of engagement steps are presented. They address the individual skill and the public tools that make the skill “socially” productive in a digital Public Sphere.

This chapter concludes with a #tagcoding code of conduct and a brief note on the current “organic” global adoption of #tagcoding.

- The thematic, geographic and language division of the global discourse
- Overcoming the polarizing forces of social media
- Make the world of knowledge small for all
- Thematic dimensions in this e-book
- An atomic habit for the digital age: #tagcoding
- A second step of engagement: #xy2wiki
- A third step of engagement: #tag2wiki
- A fourth step of commitment: #lean2book
- Achieving a digital Public Sphere for your country or language
- Code of Conduct for #tagcoding
- Global adoption of hashtag coding

## **The thematic, geographic and language division of the global discourse**

At the moment of writing, Elon Musk the owner of X has 206.416.510 followers who all get his posts in their timeline - probably upto more than hundred a day. And also non-followers

get his posts as “suggested reading”. Do his posts interest us? No one is asking, but on X, except when blocking him, the assumption is yes. No matter the topic he is writing about. By reposting and quoting the opinions and digital cries he likes, and given the algorithms that enforce popular opinions, a single person’s viewpoints have taken over a platform. The digital tsunami, a mixture of information, Disinformation (\_D), Misinformation (\_M), Propaganda (\_P), Satire (\_S), Fake news (\_F) and Conceptual deception (\_C) is hitting all platform users. Hashtags are of no use to him, nor his followers.

These practices have caused a growth at alternative platforms, first Mastodon, and more recently Bluesky. And some users are retreating from X. One of these is the European Federation of Journalists.

Retreating is certainly an option in the X-case, but the use of distinctive hashtags to stratify the global discourse into thematic lines is the proposition of this e-book.

Elon Musk will know a lot about SpaceX, the economic sector of which is [#isic3030 - Manufacture of air and spacecraft and related machinery](#), and Tesla ([#isic2910 - Manufacture of motor vehicles](#)). And those e-vehicles need batteries, the product of [#isic2720 - Manufacture of batteries and accumulators](#). As the manufacturing activities take place in the US and China, the localized hashtags are [#isic3030US](#), [#isic2910US](#) and [#isic2720CN](#). That’s about what I am interested in when reading posts from citizen Elon Musk.

Figure 2.1 shows how thematic dimensions, geographic location, and language are mapped to codes that are then combined to divide the global discourse that may be taking place on a social media platform.

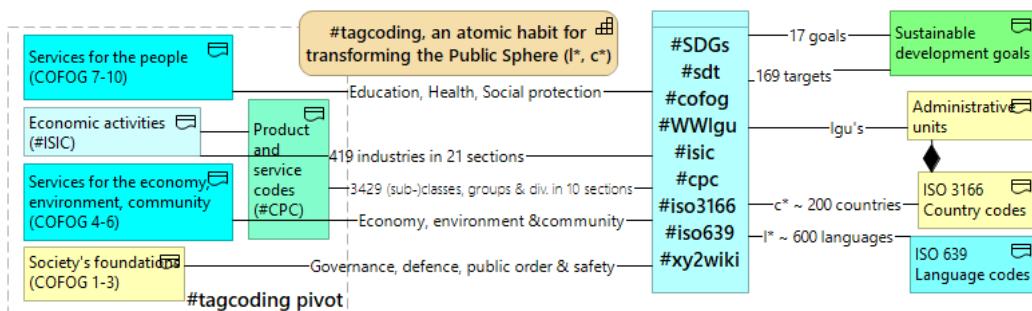


Figure 2.1: Thematic, geographic and language division of the global discourse

To the chapter

## Overcoming the polarizing forces of social media

Recently it has been observed that social media algorithms promote the assertion of one's own opinions and polarize empowered citizens into bubbles that are no longer found. A Belgian Interior Minister stated: "We have invested in *empowerment*, but we have forgotten the willingness to listen".

The resulting question is, then, how to make the will to listen possible through the bubbles.

The good news is that #tagcoding was invented for that purpose: searching for a tagcoding hashtag, before sharing a piece of content or opinion, indicates a willingness to listen, across languages, but also across all sorts of bubbles that social media would otherwise reinforce.

By practicing #tagcoding we can overcome the polarizing forces of social media.

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## Make the world of knowledge small for all

The "small world" argument in social network theory emphasizes that people are, on average, only a few connections away from the information they seek.

Singh et al. (2000) in their article "*The World Is Not Small for Everyone: Inequality in Knowledge Seeking in Organizations*" contrast the "small world" argument with empirical support for the argument that the network structure does not benefit everyone.

For people who have longer search paths to locate knowledge in an organization and on the Internet, the world is big.

Drivers of inequality in access to knowledge include peripheral status mechanisms and homophily, "love of sameness," the tendency of individuals to associate and bond with similar others.

Search tools for coding hashtags and systematized hashtags covering all topics in a thematic dimension (see [Chapter 4 of the #tagcoding handbook](#)<sup>13</sup>) foster heterophilic awareness in search. By taking advantage of Internet and wiki services, it takes only a few seconds to find the coding hashtag for a specific topic in a thematic dimension.

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<sup>13</sup><https://leanpub.com/tagpedia/read#leanpub-auto-tools-for-looking-up-tagcoding-hashtags>

Together, coding hashtags, wikis, and public content serve this purpose: to leverage the Internet and social media to make the world of knowledge smaller for all members of society.

Therefore, the systematized contents referred to in this e-book are offered without a paywall. Your contribution to this e-book allows its author(s) and other volunteers to expand and offer for free a growing collection of systematized content. Together we can demonstrate that #tagcoding of content and the creation of linked wikis are pillars for learning and development, and that they reduce barriers to accessing knowledge that is important for people's livelihoods.

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## Thematic dimensions in this e-book

The #tagcoding capability uses thematic dimensions to facilitate knowledge sharing and retrieval:

- Define topic hashtags in a systematic end-user (single-dimensional) topic dimension, e.g. #isic9101 for library and archive activity, and PH, the ISO 3166 country code for the Philippines;
- Create hashtags for multidimensional topics by combining monodimensional topic codes, e.g., combining #isic9101 with PH to generate #isic9101PH for library and archive activity in the Philippines;
- Ensuring local language wiki and e-book coverage for all topics in key end-user thematic dimensions (focusing on topics important to a community);
- Provide a way to search for a specific hashtag in a thematic dimension.

The end-user thematic dimensions covered in this e-book are:

- **Part II - ISIC:** “all economic activities” classified in ISIC. ISIC is the abbreviation for *International Standard Industrial Classification of All Economic Activities*. The class labels and definitions are translations of revision 4. The full structure and definition of each of the 400+ classes can be found on the [United Nations Statistics Division website](#) also<sup>14</sup>.

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<sup>14</sup><https://unstats.un.org/unsd/classifications/unsdclassifications/>

- **Part III - COFOG:** “all government functions” classified in COFOG. COFOG is short for *Classification of the Functions of Government*. The full structure and definition of each of the more than 100 classes can be found in a United Nations Statistics Division publication: [Classifications of Expenditure by Purpose: Classification of the Functions of Government \(COFOG\)](#)<sup>15</sup>.
- Annex 1 - ISO 3166 Codes for all Countries
- Annex 2 - ISO 639 codes for major Languages

For most economic activities and functions of government tags are added that indicate the *Central Product Classification* or CPC hashtags for the products or services.

The hashtags for the sustainable development goals and targets, and the definition of the CPC hashtags are included in a separate e-book. And so are the #WWlgu #tagcoding hashtags for the European Union, India, the Philippines and the United States of America.

All classifications may also be consulted online: in [English](#)<sup>16</sup>, in [French](#)<sup>17</sup> and in [Spanish](#)<sup>18</sup>.

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## An atomic habit for the digital age: #tagcoding

Common search engines and many social platforms support hashtag coding, but for most social media platforms the use of hashtags is an “intra-platform” feature.

In the case of X, following the discontinuation of [hashtag-based timelines](#)<sup>19</sup> several years ago, also hashtag search is no longer open to non-subscribers.

In Mastodon, hashtag search is open to non-subscribers via [Mastodon Search](#)<sup>20</sup>.

On social platforms anyone can tag content with a hashtag for *the issue in the country* to make it part of a national discourse that is visible globally (if hashtag search would be open to non-subscribers of the platform).

<sup>15</sup><https://unstats.un.org/unsd/classifications/unsdclassifications/>

<sup>16</sup><http://www.ens.wiki/item:hashtag-systematic>

<sup>17</sup><http://www.fr2.wiki/>

<sup>18</sup><http://www.actor-atlas.info/es:pivot>

<sup>19</sup><https://youtu.be/fHUDD5WizwA>

<sup>20</sup><https://mastodon.social/search>

This makes the discourse on the topic *inclusive*. Everyone (on the platform) can contribute, without needing to join a specific group or community, or without needing to be “rich or famous” for the contribution to be noticed.

While social media gives you a means to communicate with your social network, coding hashtags allows you to instantly follow a discourse and address it with your own ideas. This is in contrast to being restricted to bubbles (your own network) or content for the general public. If a discourse is moving at a slow pace, older posts can be easily retrieved and the hashtag helps retrieve posts over a longer period of time.

By having hashtags for specific topics, the expected posting intensity per hashtag decreases, and a much better match between content supply and demand is possible. Think of authors or researchers in a community that has adopted the hashtag code. A topic with many posts would indicate an oversupply of content - many authors writing similar things, or researchers doing similar research - while a topic with no posts would indicate neglect of the topic. By #tagcoding their output and searching for previous work, authors and researchers can better allocate their time so that all topics within a thematic dimension receive adequate attention.

Language-neutral hashtags cover every sustainable development goal or target, every government function, every economic activity, every product or service, and every locality. There is a coding hashtag for each person’s livelihood or public service needs. On the Internet and social media, content coded with hashtags is like a word in a dictionary: when you look it up through a search engine, you will find it.

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## A second step of engagement: #xy2wiki

Bringing tag-based #coding capabilities to institutions in any country and to millions of citizens using many languages is a major challenge.

Since search engines and Internet browsers allow setting language preferences, a first goal of wiki content for any language is the provision of pages explaining the meaning, system and structure of all tag encoding hashtags in the language. This is the goal of the #xy2wiki program, which can be instantiated for any language through its 2- or 3-character ISO 639 code: for example, #bn2wiki (<http://bn2.wiki>) for Bangla, #pa2wiki for Punjabi (<http://pa2.wiki>), #tgl2wiki for Tagalog (<http://tgl.wiki>), #es2wiki (<http://es2.wiki>) for Spanish, etc.

Each #xy2wiki wiki must provide in the “xy” language all the content that this e-book contains in English (#en2wiki with url <http://en2.wiki> or <http://www.ens.wiki>).

To enable a digital Public Sphere and forge the necessary trust between institutions, citizens and businesses, all tagged content, whether limited to one language or not, is merged into a focused discourse stream, including one for each local government unit. Everyone can have a voice in these streams, and everyone can see what others have shared. Because of their combinatorial nature, tags can be highly specialized or rather general. They can be configured according to the [scope level<sup>21</sup>](#) at which the public-private discourse occurs.

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## A third step of engagement: #tag2wiki

Once the #xy2wiki preparations have been completed, native speaking users of the #tagcoding hashtags can be assured that meaning is shared in a wide variety of inclusive [lifeworld<sup>22</sup>](#) related content streams - a [digital public sphere<sup>23</sup>](#), truly public and inclusive becomes enabled.

Once hashtags have been adopted at scale in a country or for a language, the search for hashtags is likely to have a limited horizon in the past. Therefore, it is recommended to curate on #xy2wiki pages the contents of tagged posts that provide quality original content on the relevant topics. The use of similar page and wiki naming conventions facilitates the alignment of pages in different languages and/or countries.

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## A fourth step of commitment: #lean2book

This e-book uses hyperlinks and hashtags to expand the book’s storyline with content that is on the Internet, on wikis and on social platforms. Keep in mind that the e-book reading

<sup>21</sup><http://www.ens.wiki/item:level-of-scope>

<sup>22</sup><http://www.ens.wiki/item:lifeworld>

<sup>23</sup><http://www.ens.wiki/item:public-sphere>

device is likely to have access to the Internet. As explained in [Annex 3](#) pdf and epub readers both support search, bookmarks and inline hyperlinks.

The content referred to can have different access regimes. Content in the public domain is referred to as *public content* and is available to all under the same access regime, i.e. free of charge and without restrictions on re-use. Content that is protected by copyright or other rights regimes, much of which is found in printed books (#cpc322) or online text-based information (#cpc8431), cannot be reused without the approval of the copyright holder.

The use of *hyperlinks* in online books or e-books (#cpc84311) such as those published through **Leanpub** has several advantages:

- The author can avoid rewording and repackaging existing content, and can build on the work of others in a straightforward and transparent way; the author can focus on original contributions;
- Content that is on the Internet can evolve and improve between the time the e-book was first produced and the time one reads it, making use of the hyperlink;
- When hyperlinked content is on wikis or blogs that support discussion or commentary, readers can comment to improve the state of knowledge on a topic or area of interest;
- Authors can harvest discourse encoded with hashtags to periodically update their book or topical article.

[Systematized public content](#)<sup>24</sup>, for example on wikis that are maintained through a #tag2wiki curation approach, draws the attention of authors and readers to the possibility of reusing or referencing such content in their work. By using and expanding systematized public content, its quality and usefulness will gradually improve, especially also in languages where there is still little content online.

The expectation of improving the quality of content gives rise to a subsequent return to specific “content” through hashtag searches, both to discourse and to wiki pages and e-books.

While #tagcoding, #xy2wiki and #tag2wiki are collaborative journeys, e-Book creation is often an individual journey.

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<sup>24</sup><http://www.worx.wiki/systematized>

## A digital Public Sphere enabling Democracy

The “public sphere” is generally conceived as the social space in which different opinions are expressed, problems of general interest are discussed and collective solutions are developed in a communicative way. Thus, the public sphere is the central arena of social communication. In large-scale societies, mass media and, more recently, networked media support and sustain communication in the public sphere.

The Federal President of Germany, Frank-Walter Steinmeier, in his opening speech at the eleventh Bellevue Forum “Democracy and the Digital Public Sphere - A Transatlantic Challenge” (1 March 2021) summarizes the expectations regarding the digital public sphere: “Much is expected of the public sphere in a democracy. It must reflect the plurality of society and be accessible to all, encourage reasoned debate, open up spaces for new ideas and policy goals, provide reliable information, and empower people to participate responsibly in democratic processes. These ideals have guided us since the Enlightenment.

Using *#tagcoding* as a means of promoting and monitoring a discussion topic has a number of advantages, including:

- everyone (with a profile on the platform that allows tagged posts) is empowered to contribute to a discussion or debate, meaning they are truly *inclusive*;
- when consistently defined hashtags are used, content on very specific topics can be easily retrieved; for example, marine aquaculture in Indonesia has the coding hashtag *#isic0312ID*;
- the use of *#tagcoding* by authors and readers encourages collaborative outreach and avoids information overload, as well as the bewilderment it causes;
- each encoding hashtag supports a “search” for the “single version of the truth” for the discourse on the searched platform, at any time and in all languages.

Discourse coded with hashtags helps authors and readers update their knowledge on a wide range of related topics and ideas. In addition, systematized public content, reliable information, can be easily updated and expanded. And translation efforts can be focussed such that a wide body of content gets translated in more languages.

If there is a “public content *#xy2wiki*” for each language (used in a country), maintained by curators who augment it with relevant new content from posts coded with hashtags, this is an important asset for the country’s digital Public Sphere in each of its languages.

In conclusion: the current use of the Internet and social media contributes less to the digital Public Sphere than is possible with the intensive use of *#tagcoding*, *#xy2wiki* and *#tag2wiki*.

## To the chapter

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# Code of Conduct for #tagcoding

By #tagcoding we can combat information overload and disinformation, avoid over-researched topics and make the world of knowledge small for everyone. Success on this global journey also depends on adhering to certain principles when dealing with content that others have created, and when contributing your own content.

- Respect for everyone's opinion
- Respect for copyright
- Avoid spamming or aggressive pushing of content
- Contributing to an inclusive and non-polarizing discourse

## Respect for everyone's opinion

Respecting an opinion doesn't mean endorsing it, especially if it's harmful or unfounded. It simply means acknowledging the right of others to hold their views and engaging with them constructively.

In online information sharing respecting everyone's opinion is important for these reasons (list provided by ChatGPT):

- It fosters Open Dialogue: Respect encourages people to share their thoughts without fear of judgment or ridicule. Open dialogue is essential for learning, growth, and the exchange of ideas.
- It promotes Understanding and Empathy: Respecting opinions, even when we disagree, helps us understand different viewpoints and the experiences that shape them. This builds empathy and reduces prejudice.
- It encourages Critical Thinking: Exposure to diverse perspectives challenges our own beliefs, helping us think critically and refine our views. Disagreement can be a tool for intellectual growth if handled respectfully.
- It strengthens Democratic Principles: A healthy democracy thrives on diverse opinions. Respect ensures that all voices, especially minority ones, are heard, fostering a more inclusive society.

- It prevents Polarization: Disrespect often leads to hostility and division. Respecting others' opinions helps maintain civility, even in disagreement, reducing the risk of extreme polarization.
- It leads to Better Solutions: Collaborative problem-solving benefits from multiple perspectives. Respecting different viewpoints allows for a comprehensive analysis, leading to well-rounded solutions.

By using tagcoding hashtags the author indicates that he or she will respect other opinions on the topic, that the content tagged and shared is not harmful or unfounded to the author's knowledge, and that the author will engage constructively with responses to the shared content.

## **Respect for copyright**

It doesn't make much sense to discover a piece of content through a coding hashtag, and then copy or repeat it, and post it with the same hashtag or a neighboring hashtag (e.g. a different country code). Your content is likely to appear in the same search result as the copied content.

Rather, if you want to reinforce the original author's message, retweet or repost, like, favorite or +1.

By #tagcoding a new work, the author expresses confidence that its content does not infringe on the copyrights of others, or does not merely repeat what is already available (online).

## **Avoid spamming or aggressive pushing of content**

A common practice in (social) media to reach a wider audience is to repeat the same post regularly or in many places.

For example, on X, some post the same content weekly, daily or more frequently. On LinkedIn or Facebook we can post the same content to multiple groups, etc. Tagging with #tags on a public platform makes this multiple posting unnecessary to reach your target audience (as long as you have adopted the #tagcoding conventions, and your target audience is familiar with the hashtags).

By using hashtags coding, the author or publisher chooses not to spam, because of the excess of content pushing attitudes directed at readers. Post once, and then let readers discover the content, through the hashtags in the content, when they need to. This is called "on-demand".

## Contributing to an inclusive and non-polarizing discourse

A speech has questions and answers. Authors tend to use print and social media to share their answers and opinions, even without questions being asked.

Where can people express their burning questions? Or opinions that they feel are relevant to the public?

People working in a “neglected” economic activity can add appropriate coding hashtags to their question. A question can gain prominence when it is liked by others, or recognized by an expert. And when a capable answerer comes across a featured question, they can be sure that the answer coded with #tags will be appreciated.

The barriers to joining the discourse are much lower on an “open social platform” than on a closed group of application users, or on a closed platform.

By #tagcoding questions they become part of an inclusive discourse, in addition to the answers and arguments.

If the opinion is intended for a social media bubble away from public debate, tagging is not recommended: the use of #tagcoding hashtags indicates that the content is not intended to polarize, but is meant to serve in public debate.

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## Global adoption of hashtag coding

Adopting #tagcoding at scale is a societal challenge, especially since there is no (direct) commercial or political interest in such adoption.

Some coding hashtags have been “organically” adopted on a global scale. This is the case for the hashtags of the Sustainable Development Goals: #sdg1, #sdg2 to #sdg17. For these hashtags, on X, it is not uncommon that more than a hundred posts per day, or even per hour, are shared. If you are interested in a specific topic, for example the fight against poverty in the EU, the hashtag #sdg1 won’t help you much. On the other hand, if all posts tagged with #sdg1 about fighting poverty in the EU also carried #sdg01EU or #sdg1EU, a simple search for these tags would retrieve the content you are interested in.

Also, some people have intuitively used #sdgKE to share content about sustainable development in Kenya.

Since the beginning of 2018, some knowledge institutions are using hashtags for the Sustainable Development Goals, for example:

- “#sdt1714 - improve policy coherence for sustainable development;”
- “#sdt123 - by 2030 halve per capita food waste at retail and consumer levels, and reduce food losses throughout production;”
- “#sdt61 or #sdt061 - by 2030, achieve universal and equitable access to safe and affordable drinking water for all;”
- “#sdt055 or #sdt55 - ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making.”

The abundance of #covid19 content, along with the desire of many to ensure that content reaches a specific audience, has inspired many people, including government agencies, to combine #covid19, and more recently also #omicron, with ISO country codes or US state codes. Due to the pandemic and the widespread communication about it through social media, the use of certain forms of #coding tags has increased.

This increased usage has also highlighted the need for “internationally agreed” #tagcoding conventions to avoid homonyms on global platforms such as X and LinkedIn.

Consider the following: around the world, two-character ISO country codes are widely used, usually in combination with #covid19, e.g. #covid19CA for Canada, #covid19CO for Colombia or #covid19IL for Israel. In the United States, on the other hand, it is common to use state abbreviations, such as CA for California, IL for Illinois, CO for Colorado, resulting in the same variants of the #covid19 tag with a very different meaning.

What happens? When users on the “periphery” of a hashtag discover that their distinctive tag codes are already being used in the “core”, they are likely to abandon their good practices. Which is unfortunate because they were doing the right thing. The impact is that users on the periphery are deprived of a platform utility.

For a fair use of a global platform, homonyms in hashtags should be avoided... as a matter of etiquette on the network. It is especially a responsibility of users in the “core”.

The alternative for a US state is a code starting with #covid19US. You could then add the state abbreviation, for example to form #covid19USCA. Or use the state census code, which is 06 for California, to form #covid19US06.

Despite their usefulness for organising content on the Internet and social media, structured hashtags do not easily spread organically. I therefore urge all readers of this e-book to actively promote them in the areas and for the states and counties of their interest, especially also for domestic and local use.

Note that the alphabetical part of the hashtag is not case-sensitive. It also cannot include non-alphanumeric characters, except for the underscore “\_”. In longer hashtags of several words it is common to capitalize the first character of each word, as in #MeToo or #AddisAbabaActionAgenda.

[To the chapter](#)

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# Part II - Economic Activities -

## #ISIC

### About ISIC

Section A - Agriculture, forestry and fishing

Section B - Mining and quarrying

Section C - Manufacturing

Section D - Electricity, gas, steam and air conditioning supply

Section E - Water supply; sewerage, waste management and remediation activities

Section F - Construction

Section G - Wholesale and retail trade; repair of motor vehicles and motorcycles

Section H - Transportation and storage

Section I - Accommodation and food service activities

Section J - Information and communication

Section K - Financial and insurance activities

Section L - Real estate activities

Section M - Professional, scientific and technical activities

Section N - Administrative and support service activities

Section O - Public administration and defence; compulsory social security

Section P - Education

Section Q - Human health and social work activities

Section R - Arts, entertainment and recreation

Section S - Other service activities

Section T - Activities of households

Section U - Activities of extraterritorial organizations and bodies

To I-#Tag - II-ISIC - III-COFOG - IV-Annexes - V-References

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## About ISIC

The International Standard Industrial Classification of all economic activities (ISIC) is the international reference classification of productive activities. Its main purpose is to provide a set of categories of activities that can be used for the collection and dissemination of statistical data according to those activities. Since the original version of the ISIC was adopted in 1948, most of the countries around the world have been using ISIC as their national business classification, or have developed national classifications derived from it. For The ISIC has become an important tool for international comparisons of statistical data on economic activities. The ISIC has been widely used, both nationally and internationally, to classify data according to the type of economic activity in the various statistics economic and social issues, such as those related to national accounts, demographics of the enterprises, employment and other aspects. In addition, ISIC is also increasingly being used for non-statistical purposes.

ISIC was originally provided as a pdf document (in English, Arabic, French, Chinese, Spanish, Russian and Arabic) and as web pages.

With the support of Wikinetix, a #pdf2wiki conversion was carried out over the last few years, for the six languages in which UN DESA has provided official translations (English, Arabic, French, Chinese, Spanish and Russian), and also for Japanese, German, Kiswahili, Tagalog and Illongo. Some usability improvements have been added for these versions of the wiki:

- In order to support multilingual discussion through social media and easy retrieval of various contributions relating to a product or service, #tagcoding hashtags were added for all sections, divisions, groups and classes.
- references to the classes of the Central Product Classification v. 2.1 were added.
- ISIC class pages (and some other pages) were tagged with #cpc codes and terms from the CPC classification, so that alphabetical #tagcoding tags for goods, services and commodities (a cloud of Hashtags) support the discovery of the #cpc codes and the ISIC class producing the service or product.

[To the introduction.](#)

# Section A - Agriculture, forestry and fishing

This section includes the exploitation of vegetal and animal natural resources, comprising the activities of growing of crops, raising and breeding of animals, harvesting of timber and other plants, animals or animal products from a farm or their natural habitats.

- [#isic01 - Crop and animal production, hunting and related service activities](#)
- [#isic02 - Forestry and logging](#)
- [#isic03 - Fishing and aquaculture](#)

[To the classification.](#)

## **#isic01 - Crop and animal production, hunting and related service activities**

This division includes two basic activities, namely the production of crop products and production of animal products, covering also the forms of organic agriculture, the growing of genetically modified crops and the raising of genetically modified animals.

This division also includes service activities incidental to agriculture, as well as hunting, trapping and related activities.

Group 015 (Mixed farming) breaks with the usual principles for identifying main activity. It accepts that many agricultural holdings have reasonably balanced crop and animal production and that it would be arbitrary to classify them in one category or the other.

- [#isic011 - Growing of non-perennial crops](#)
- [#isic012 - Growing of perennial crops](#)
- [#isic013 - Plant propagation](#)
  - [#isic0130 - Plant propagation](#)
- [#isic014 - Animal production](#)

- #isic015 - Mixed farming
  - #isic0150 - Mixed farming
- #isic016 - Support activities to agriculture and post-harvest crop activities
- #isic017 - Hunting, trapping and related service activities
  - #isic0170 - Hunting, trapping and related service activities

Agricultural activities exclude any subsequent processing of the agricultural products (classified under divisions 10 and 11 (Manufacture of food products and beverages) and division 12 (Manufacture of tobacco products)), beyond that needed to prepare them for the primary markets. However, the preparation of products for the primary markets is included here.

The division excludes field construction (e.g. agricultural land terracing, drainage, preparing rice paddies etc.) classified in section F (Construction) and buyers and cooperative associations engaged in the marketing of farm products classified in section G.

To the section.

## #isic011 - Growing of non-perennial crops

This group includes the growing of non-perennial crops, i.e. plants that do not last for more than two growing seasons. Included is the growing of these plants for the purpose of seed production.

- #isic0111 - Growing of cereals (except rice), leguminous crops and oil seeds
- #isic0112 - Growing of rice
- #isic0113 - Growing of vegetables and melons, roots and tubers
- #isic0114 - Growing of sugar cane
- #isic0115 - Growing of tobacco
- #isic0116 - Growing of fibre crops
- #isic0119 - Growing of other non-perennial crops

**Tags:** support-and-operation-services-to-crop-production-#cpc8611 support-and-operation-services-to-agriculture-hunting-forestry-and-fishing-#cpc861 support-and-operation-services-to-agriculture-hunting-forestry-and-fishing-mining-and-utilities-#cpc86 business-and-production-services#cpc8

To the division.

## **#isic0111 - Growing of cereals (except rice), leguminous crops and oil seeds**

This class includes all forms of growing of cereals, leguminous crops and oil seeds in open fields, including those considered organic farming and the growing of genetically modified crops. The growing of these crops is often combined within agricultural units.

This class includes:

- growing of cereals such as:
  - wheat
  - grain maize
  - sorghum
  - barley
  - rye
  - oats
  - millets
  - other cereals n.e.c.
- growing of leguminous crops such as:
  - beans
  - broad beans
  - chick peas
  - cow peas
  - lentils
  - lupins
  - peas
  - pigeon peas
  - other leguminous crops
- growing of oil seeds such as:
  - soya beans
  - groundnuts
  - castor bean
  - linseed
  - mustard seed
  - niger seed

- rapeseed
- safflower seed
- sesame seed
- sunflower seed
- other oil seeds

This class excludes: growing of maize for fodder, see 0119

**Tags:** wheat-#cpc0111 maize-(corn)-#cpc0112 sorghum-#cpc0114 barley-#cpc0115 rye-#cpc0116 oats-#cpc0117 millet-#cpc0118 other-cereals#cpc0119 green-leguminous-vegetables-#cpc0124 soya-beans-#cpc0141 groundnuts-excluding-shelled-#cpc0142 cottonseed-#cpc0143 other-oilseeds-#cpc0144 oilseeds-and-oleaginous-fruits-#cpc014 pulses-(dried-leguminous-vegetables)-#cpc0170 forage-products#cpc0191

[To the group.](#)

## **#isic0112 - Growing of rice**

This class includes: growing of rice (including organic farming and the growing of genetically modified rice)

**Tags:** rice-seed-#cpc01131 rice-paddy-other-(not husked)-#cpc01132 rice-#cpc0113

## **#isic0113 - Growing of vegetables and melons, roots and tubers**

This class includes:

- growing of leafy or stem vegetables such as:
  - artichokes
  - asparagus
  - cabbages
  - cauliflower and broccoli
  - lettuce and chicory
  - spinach
  - other leafy or stem vegetables
- growing of fruit bearing vegetables such as:
  - cucumbers and gherkins
  - eggplants (aubergines)

- tomatoes
- watermelons
- cantaloupes
- other melons and fruit-bearing vegetables
- growing of root, bulb or tuberous vegetables such as:
  - carrots
  - turnips
  - garlic
  - onions (incl. shallots)
  - leeks and other alliaceous vegetables
  - other root, bulb or tuberous vegetables
- growing of mushrooms and truffles
- growing of vegetable seeds, except beet seeds
- growing of sugar beet
- growing of other vegetables
- growing of roots and tubers such as:
  - potatoes
  - sweet potatoes
  - cassava
  - yams
  - other roots and tubers

This class excludes:

- growing of mushroom spawn, see 0130
- growing of chilies and peppers (*capsicum* spp.) and other spices and aromatic crops, see 0128

**Tags:** leafy-or-stem-vegetables-#cpc0121 watermelons-#cpc01221 cantaloupes-and-other-melons-#cpc01229 melons-#cpc0122 fruit-bearing-vegetables-#cpc0123 root-bulb-or-tuberous-vegetables-#cpc0125 vegetable-seeds-except-beet-seeds-#cpc0126 mushrooms-and-truffles-#cpc0127 vegetables-fresh-n.e.c.-#cpc0129 potatoes-#cpc0151 cassava-#cpc0152 sweet-potatoes-#cpc0153 yams-#cpc0154 taro-#cpc0155 yautia-#cpc01591 other-edible-roots-and-tubers-with-high-starch-or-inulin-content-n.e.c.-#cpc01599 other-edible-roots-and-tubers-with-high-starch-or inulin-content-#cpc0159 sugar-crops-#cpc0180

**To the group.**

## **#isic0114 - Growing of sugar cane**

This class includes: growing of sugar cane

This class excludes: growing of sugar beet, see 0113

**Tags:** sugar-beet-#cpc01801 sugar-cane-#cpc01802 sugar-beet-seeds-#cpc01803 other-sugar-crops-n.e.c.-#cpc01809

## **#isic0115 - Growing of tobacco**

This class includes: growing of unmanufactured tobacco

**Tags:** unmanufactured tobacco-#cpc0197

[To the group.](#)

## **#isic0116 - Growing of fibre crops**

This class includes:

- growing of cotton
- growing of jute, kenaf and other textile bast fibres
- growing of flax and true hemp
- growing of sisal and other textile fibre of the genus agave
- growing of abaca, ramie and other vegetable textile fibres
- growing of other fibre crops

**Tags:** cotton-whether-or-not-ginned-#cpc01921 jute-kenaf-and-other-textile-bast-fibres-raw-or-retted-except-flax-true-hemp-and-ramie-#cpc01922 other-fibre-crops-raw-n.e.c.-#cpc01929 fibre-crops-#cpc0192

[To the group.](#)

## **#isic0119 - Growing of other non-perennial crops**

This class includes the growing of non-perennial crops not elsewhere classified. This class includes:

- growing of swedes, mangolds, fodder roots, clover, alfalfa, sainfoin, maize and other grasses, forage kale and similar forage products

- growing of beet seeds (excluding sugar beet seeds) and seeds of forage plants
- growing of flowers, including production of cut flowers and flower buds
- growing of flower seeds

This class excludes:

- growing of sunflower seeds, see 0111
- growing of non-perennial spice, aromatic, drug and pharmaceutical crops, see 0128

Tags: maize-for-forage-and-silage-#cpc01911 alfalfa-for-forage-and-silage-#cpc01912 cereal-straw-husks-unprepared-ground-pressed-or-in-the-form-of-pellets-#cpc01913 forage-products-n.e.c.-#cpc01919 forage-products-#cpc0191 beet-seeds-(excluding-sugar-beet-seeds)-and-seeds-of-forage-plants-#cpc0194 flower-seeds-#cpc01963 living-plants-cut-flowers-and-flower-buds-flower-seeds-#cpc0196 other-raw-vegetable-materials-n.e.c.-#cpc0199

To the group.

## #isic012 - Growing of perennial crops

This group includes the growing of perennial crops, i.e. plants that last for more than two growing seasons, either dying back after each season or growing continuously. Included is the growing of these plants for the purpose of seed production.

- #isic0121 - Growing of grapes
- #isic0122 - Growing of tropical and subtropical fruits
- #isic0123 - Growing of citrus fruits
- #isic0124 - Growing of pome fruits and stone fruits
- #isic0125 - Growing of other tree and bush fruits and nuts
- #isic0126 - Growing of oleaginous fruits
- #isic0127 - Growing of beverage crops
- #isic0128 - Growing of spices, aromatic, drug and pharmaceutical crops
- #isic0129 - Growing of other perennial crops

To the division.

### **#isic0121 - Growing of grapes**

This class includes: growing of wine grapes and table grapes in vineyards

This class excludes: manufacture of wine, see 1102

Tags: grapes-#cpc0133

[To the group.](#)

### **#isic0122 - Growing of tropical and subtropical fruits**

This class includes:

- growing of tropical and subtropical fruits:
  - avocados
  - bananas and plantains
  - dates
  - figs
  - mangoes
  - papayas
  - pineapples
  - other tropical and subtropical fruits

Tags: avocados-#cpc01311 bananas-#cpc01312 plantains-and-cooking-bananas-#cpc01313 dates-#cpc01314 figs-#cpc01315 mangoes-guavas-and-mangosteens-#cpc01316 papayas-#cpc01317 pineapples-#cpc01318 other-tropical-and-subtropical-fruits-n.e.c.-#cpc01319 tropical-and-subtropical-fruits-#cpc0131

[To the group.](#)

### **#isic0123 - Growing of citrus fruits**

This class includes:

- growing of citrus fruits:
  - grapefruit and pomelo
  - lemons and limes
  - oranges

- tangerines, mandarins and clementines
- other citrus fruits

Tags: pomelos-and-grapefruits-#cpc01321 lemons-and-limes-#cpc01322 oranges-#cpc01323 tangerines-mandarins-clementines-#cpc01324 other-citrus-fruit-n.e.c.-#cpc01329 citrus-fruits-#cpc0132

## #isic0124 - Growing of pome fruits and stone fruits

This class includes:

- growing of pome fruits and stone fruits:
  - apples
  - apricots
  - cherries and sour cherries
  - peaches and nectarines
  - pears and quinces
  - plums and sloes
  - other pome fruits and stone fruits

Tags: apples-#cpc01341 pears-and-quinces-#cpc01342 apricots-#cpc01343 cherries-#cpc01344 peaches-and-nectarines-#cpc01345 plums-and-sloes-#cpc01346 other-pome-fruits-and-stone-fruits-#cpc01349 pome-fruits-and-stone-fruits#cpc0134

[To the group.](#)

## #isic0125 - Growing of other tree and bush fruits and nuts

This class includes:

- growing of berries:
  - blueberries
  - currants
  - gooseberries
  - kiwi fruit
  - raspberries

- strawberries
- other berries
- growing of fruit seeds
- growing of edible nuts:
  - almonds
  - cashew nuts
  - chestnuts
  - hazelnuts
  - pistachios
  - walnuts
  - other nuts
- growing of other tree and bush fruits:
  - locust beans

This class excludes: growing of coconuts, see 0126

**Tags:** berries-and-other-fruits-#cpc0135 fruit-seeds-#cpc0136 almonds-in-shell-#cpc01371 cashew-nuts-in-shell-#cpc01372 chestnuts-in-shell-#cpc01373 hazelnuts-in-shell-#cpc01374 pistachios-in-shell#cpc01375 walnuts-in-shell-#cpc01376 brazil-nuts-in-shell-#cpc01377 other-nuts-(excluding-wild-edible-nuts-and-groundnuts)-in-shell-#cpc01379 nuts-(excluding-wild-edible-nuts-and-groundnuts)-in-shell-#cpc0137 sugar-crops-#cpc0180

[To the group.](#)

## **#isic0126 - Growing of oleaginous fruits**

This class includes:

- growing of oleaginous fruits:
  - coconuts
  - olives
  - oil palms
  - other oleaginous fruits

This class excludes: growing of soya beans, groundnuts and other oil seeds, see 0111

**Tags:** olives-#cpc0145 coconuts-in-shell-#cpc0146 palm-nuts-and-kernels-#cpc01491 copra-#cpc01492 other-oleaginous-fruits-n.e.c-#cpc01499 other-oleaginous-fruits-cpc0149

[To the group.](#)

## #isic0127 - Growing of beverage crops

This class includes:

- growing of beverage crops:
  - coffee
  - tea
  - maté
  - cocoa
  - other beverage crops

Tags: coffee-green-#cpc0161 tea-leaves-#cpc0162 maté-leaves-#cpc0163 cocoa-beans-#cpc0164

## #isic0128 - Growing of spices, aromatic, drug and pharmaceutical crops

This class includes:

- growing of perennial and non-perennial spices and aromatic crops:
  - pepper (piper spp.)
  - chilies and peppers (capsicum spp.)
  - nutmeg, mace and cardamoms
  - anise, badian and fennel
  - cinnamon (canella)
  - cloves
  - ginger
  - vanilla
  - hops
  - other spices and aromatic crops
- growing of drug and narcotic crops
- growing of plants used primarily in perfumery, in pharmacy or for insecticidal, fungicidal or similar purposes

Tags: fruit-bearing-vegetables-#cpc0123 spice-and-aromatic-crops-raw-#cpc0165 stimulant-spice-and-aromatic-crops-n.e.c.-#cpc0169 plants-and-parts-of-plants-used-primarily-in-perfumery-in-pharmacy-or-for-insecticidal-fungicidal-or-similar-#cpc0193 chicory-roots-#cpc01691 other-stimulant-spice-and-aromatic-crops-n.e.c.-#cpc01699

[To the group.](#)

## #isic0129 - Growing of other perennial crops

This class includes:

- growing of rubber trees
- growing of Christmas trees
- growing of trees for extraction of sap
- growing of vegetable materials of a kind used primarily for plaiting

This class excludes: gathering of tree sap or rubber-like gums in the wild, see 0230

**Tags:** christmas-trees-#cpc03241 other-parts-of-plants-without-flowers-#cpc03249 flower-buds-#cpc0324      grasses-mosses-and-lichens-#cpc0324      vegetable-materials-of-a-kind-#cpc0325 plaiting-or-stuffing-#cpc0325 or padding-raw-vegetable-materials-#cpc0325

[To the group.](#)

## #isic013 - Plant propagation

See class 0130.

**Tags:** support-and-operation-services-to-crop-production-#cpc8611

[To the division.](#)

## #isic0130 - Plant propagation

This class includes the production of all vegetative planting materials including cuttings, suckers and seedlings for direct plant propagation or to create plant grafting stock into which selected scion is grafted for eventual planting to produce crops.

This class includes:

- growing of plants for planting
- growing of plants for ornamental purposes, including turf for transplanting
- growing of live plants for bulbs, tubers and roots; cuttings and slips; mushroom spawn
- operation of tree nurseries, except forest tree nurseries

This class excludes:

- growing of plants for the purpose of seed production, see groups 011 and 012
- operation of forest tree nurseries, see 0210

**Tags:** live-plants-bulbs-#cpc01961 tubers-and-roots-cuttings-#cpc01961 slips-mushroom-spawn-#cpc01961 cut-flowers-and-flower-buds-#cpc01962 bouquets-wreaths-#cpc01962 floral-baskets-#cpc0196 flower-seeds-#cpc01963 living-plants-cut-flowers-#cpc0196 flower-buds-flower-seeds-#cpc0196

To the group.

## **#isic014 - Animal production**

This group includes raising (farming) and breeding of all animals, except aquatic animals.

- #isic0141 - Raising of cattle and buffaloes
- #isic0142 - Raising of horses and other equines
- #isic0143 - Raising of camels and camelids
- #isic0144 - Raising of sheep and goats
- #isic0145 - Raising of swine/pigs
- #isic0146 - Raising of poultry
- #isic0149 - Raising of other animals

This group excludes:

- breeding support services, such as stud services, see 0162
- farm animal boarding and care, see 0162
- production of hides and skins from slaughterhouses, see 1010

**Tags:** farm-animal-husbandry-services-#cpc86121 animal-husbandry-services-#cpc8612 support-and-operation-services-to-agriculture-hunting-forestry-and-fishing-#cpc861

To the division.

## **#isic0141 - Raising of cattle and buffaloes**

This class includes:

- raising and breeding of cattle and buffaloes
- production of raw cow milk from cows or buffaloes
- production of bovine semen

This class excludes: processing of milk, see 1050

Tags: cattle-#cpc02111 buffalo-#cpc02112 other-bovine-animals-#cpc02119 bovine-animals-live-#cpc0211 raw-milk-of-cattle-#cpc02211 raw-milk-of-buffalo-#cpc02212 raw-milk-from-bovine-animals-#cpc0221 bovine-semen-#cpc02411 semen-n.e.c.-#cpc02419 semen-#cpc0241 embryos-#cpc0242 raw-animal-materials-used-in-textiles-#cpc0294 other-fertilizers-#cpc3465

[To the group.](#)

## **#isic0142 - Raising of horses and other equines**

This class includes: raising and breeding of horses (including racing horses), asses, mules or hinnies

This class excludes: operation of racing and riding stables, see 9319

Tags: horses-#cpc02131 asses-#cpc02132 mules-and-hinnies-#cpc02133 horses-and-other-equines-#cpc0213 other-raw-milk-#cpc0229 embryos-#cpc0242 excreta-of-animals-useful-for-manure/fertilizer-and-fuel-preparation-#cpc34654 other-fertilizers-#cpc3465

## **#isic0143 - Raising of camels and camelids**

This class includes: raising and breeding of camels (dromedary) and camelids

Tags: camels-and-camelids-#cpc02121 other-ruminants-#cpc0212 raw-milk-of-camel-#cpc02293 other-raw-milk-#cpc0229 fine-animal-hair-not-carded-or-combed-#cpc02943 silk-worm-cocoons-suitable-for-reeling-#cpc02944 raw-animal-materials-used-in-textiles-#cpc0294 other-fertilizers-#cpc3465

[To the group.](#)

## **#isic0144 - Raising of sheep and goats**

This class includes:

- raising and breeding of sheep and goats
- production of raw sheep or goat milk
- production of raw wool

This class excludes:

- sheep shearing on a fee or contract basis, see 0162
- production of pulled wool, see 1010
- processing of milk, see 1050

Tags: sheep-#cpc02122 goats-#cpc02123 other-ruminants-#cpc0212 live-animals-#cpc021 raw-milk-of-sheep-#cpc02291 raw-milk-of-goats-#cpc02292 other-raw-milk-#cpc022 bovine-semen-#cpc02411 semen-n.e.c.-#cpc02419 semen-#cpc0241 raw-animal-materials-used-in-textiles-#cpc0294 other-fertilizers-#cpc3465

To the group.

## **#isic0145 - Raising of swine/pigs**

This class includes: raising and breeding of swine (pigs)

Tags: horses-and-other-equines-#cpc0213 swine-/-pigs-#cpc0214 bovine-semen-#cpc02411 semen-n.e.c.-#cpc02419 semen-#cpc0241 excreta-of-animals-useful-for-manure/fertilizer-and-fuel-preparation-#cpc34654 other-fertilizers-#cpc3465

## **#isic0146 - Raising of poultry**

This class includes:

- raising and breeding of poultry:
  - fowls of the species *Gallus domesticus* (chickens and capons), ducks, geese, turkeys and guinea fowls
- production of eggs
- operation of poultry hatcheries

This class excludes: production of feathers or down, see 1010

**Tags:** chickens-#cpc02151 turkeys-#cpc02152 geese-#cpc02153 ducks-#cpc02154 guinea-fowls-#cpc02155 poultry-#cpc0215 hen-eggs-in-shell-fresh-for-hatching-#cpc02311 other-hen-eggs-in-shell-fresh-#cpc02312 hen-eggs-in-shell-fresh-#cpc0231 eggs-from-other-birds-in-shell-fresh-n.e.c.-#cpc0232 other-fertilizers-#cpc3465

[To the group.](#)

## **#isic0149 - Raising of other animals**

This class includes:

- raising and breeding of semi-domesticated or other live animals:
  - ostriches and emus
  - other birds (except poultry)
  - insects
  - rabbits and other fur animals
- production of fur skins, reptile or bird skins from ranching operation
- operation of worm farms, land mollusc farms, snail farms etc.
- raising of silk worms, production of silk worm cocoons
- bee-keeping and production of honey and beeswax
- raising and breeding of pet animals (except fish):
  - cats and dogs
  - birds, such as parakeets etc.
  - hamsters etc.
- raising of diverse animals

This class excludes:

- production of hides and skins originating from hunting and trapping, see 0170
- operation of frog farms, crocodile farms, marine worm farms, see 0321, 0322
- operation of fish farms, see 0321, 0322
- training of pet animals, see 9609

**Tags:** other-ruminants-#cpc0212 other-live-animals-#cpc0219 other-raw-milk-#cpc0229 eggs-from-other-birds-in-shell-fresh-n.e.c.-#cpc0232 bovine-semen-#cpc02411 semen-n.e.c.-#cpc02419 semen-#cpc0241 natural-honey-#cpc0291 snails-fresh-chilled-frozen-dried-salted-or-in-brine-except-sea-snails-#cpc0292 edible-products-of-animal-origin-n.e.c.-#cpc0293 raw-animal-materials-used-in-textiles-#cpc0294 other-fertilizers-#cpc3465

[To the group.](#)

## #isic015 - Mixed farming

See class 0150.

[To the division.](#)

### #isic0150 - Mixed farming

This class includes the combined production of crops and animals without a specialized production of crops or animals. The size of the overall farming operation is not a determining factor. If either production of crops or animals in a given unit exceeds 66 per cent or more of standard gross margins, the combined activity should not be included here, but allocated to crop or animal farming.

This class excludes:

- mixed crop farming, see groups 011 and 012
- mixed animal farming, see group 014

Tags: crop-or-animal-farming crops-and-animals-production mixed-farming-#cpc0

[To the group.](#)

## #isic016 - Support activities to agriculture and post-harvest crop activities

This group includes activities incidental to agricultural production and activities similar to agriculture not undertaken for production purposes (in the sense of harvesting agricultural products), done on a fee or contract basis. Also included are post-harvest crop activities, aimed at preparing agricultural products for the primary market.

- [#isic0161 - Support activities for crop production](#)
- [#isic0162 - Support activities for animal production](#)
- [#isic0163 - Post-harvest crop activities](#)
- [#isic0164 - Seed processing for propagation](#)

[To the division.](#)

## #isic0161 - Support activities for crop production

This class includes:

- agricultural activities on a fee or contract basis:
  - preparation of fields
  - establishing a crop
  - treatment of crops
  - crop spraying, including by air
  - trimming of fruit trees and vines
  - transplanting of rice, thinning of beets
  - harvesting
  - pest control (including rabbits) in connection with agriculture
- operation of agricultural irrigation equipment

This class also includes:

- provision of agricultural machinery with operators and crew
- maintenance of land to keep it in good condition for agricultural use

This class excludes:

- post-harvest crop activities, see 0163
- activities of agronomists and agricultural economists, see 7490
- landscape architecture, see 7110
- landscape gardening, planting, see 8130
- maintenance of land to keep it in good ecological condition, see 8130
- organization of agricultural shows and fairs, see 8230

**Tags:** crop-production-services-on-inputs-owned-by-others-#cpc86113 other-support-services-to-crop-production-#cpc86119 support-and-operation-services-to-crop-production-#cpc8611

[To the group.](#)

## #isic0162 - Support activities for animal production

This class includes:

- agricultural activities on a fee or contract basis:
    - activities to promote propagation, growth and output of animals
    - herd testing services, droving services, agistment services, poultry caponizing, coop cleaning etc.
    - activities related to artificial insemination
    - stud services
    - sheep shearing
    - farm animal boarding and care
- This class also includes:
- activities of farriers

This class excludes:

- provision of space for animal boarding only, see 6810
- veterinary activities, see 7500
- vaccination of animals, see 7500
- renting of animals (e.g. herds), see 7730
- service activities to promote commercial hunting and trapping, see 9499
- pet boarding, see 9609

Tags: support-services-to-farm-animal-husbandry-#cpc86122 animal-husbandry-services-#cpc8612

[To the group.](#)

## #isic0163 - Post-harvest crop activities

This class includes:

- preparation of crops for primary markets, i.e. cleaning, trimming, grading, disinfecting
- cotton ginning
- preparation of tobacco leaves
- preparation of cocoa beans
- waxing of fruit

- sun-drying of fruit and vegetables

This class excludes:

- preparation of agricultural products by the producer, see groups 011 and 012
- preserving of fruit and vegetables, including dehydration by artificial means, see 1030
- stemming and redrying of tobacco, see 1200
- marketing activities of commission merchants and cooperative associations, see division 46
- wholesale of agricultural raw materials, see 4620

Tags: post-harvest-crop-services-#cpc86111 support-and-operation-services-to-crop-production-#cpc8611

[To the group.](#)

## **#isic0164 - Seed processing for propagation**

This class includes all post-harvest activities aimed at improving the propagation quality of seed through the removal of non-seed materials, undersized, mechanically or insectdamaged and immature seeds as well as removing the seed moisture to a safe level for seed storage. This activity includes the drying, cleaning, grading and treating of seeds until they are marketed. The treatment of genetically modified seeds is included here.

This class excludes:

- growing of seeds, see groups 011 and 012
- processing of seeds to obtain oil, see 1040
- research to develop or modify new forms of seeds, see 7210

Tags: seed-processing-services-#cpc86112 support-and-operation-services-to-crop-production-#cpc8611

[To the group.](#)

## **#isic017 - Hunting, trapping and related service activities**

See class 0170.

Tags: hunting-services-on-resources-owned-by-others-#cpc86131 support-and-operation-services-to-hunting-#cpc8613

[To the division.](#)

## #isic0170 - Hunting, trapping and related service activities

This class includes:

- hunting and trapping on a commercial basis
- taking of animals (dead or alive) for food, fur, skin, or for use in research, in zoos or as pets
- production of fur skins, reptile or bird skins from hunting or trapping activities This class also includes:
- land-based catching of sea mammals such as walrus and seal

This class excludes:

- production of fur skins, reptile or bird skins from ranching operations, see group 014
- raising of game animals on ranching operations, see 0149
- catching of whales, see 0311
- production of hides and skins originating from slaughterhouses, see 1010
- hunting for sport or recreation and related service activities, see 9319
- service activities to promote hunting and trapping, see 9499

Tags: other-ruminants-#cpc0212 turkeys-#cpc02152 geese-#cpc02153 ducks-#cpc02154 guinea-fowls-#cpc02155 poultry-#cpc0215 other-live-animals-#cpc0219 raw-animal-materials-used-in-extiles-#cpc0294 support-and-operation-services-to-hunting#cpc8613

[To the group.](#)

## #isic02 - Forestry and logging

This division includes the production of roundwood for the forest-based manufacturing industries (ISIC divisions 16 and 17) as well as the extraction and gathering of wild growing non-wood forest products. Besides the production of timber, forestry activities result in products that undergo little processing, such as fire wood, charcoal, wood chips and roundwood used in an unprocessed form (e.g. pit-props, pulpwood etc.). These activities can be carried out in natural or planted forests.

- [#isic021 - Silviculture and other forestry activities](#)
  - [#isic0210 - Silviculture and other forestry activities](#)

- #isic022 - Logging
  - #isic0220 - Logging
- #isic023 - Gathering of non-wood forest products
  - #isic0230 - Gathering of non-wood forest products
- #isic024 - Support services to forestry
  - #isic0240 - Support services to forestry

To the section.

## **#isic021 - Silviculture and other forestry activities**

See class 0210.

To the division.

### **#isic0210 - Silviculture and other forestry activities**

This class includes:

- growing of standing timber: planting, replanting, transplanting, thinning and conserving of forests and timber tracts
- growing of coppice, pulpwood and fire wood
- operation of forest tree nurseries

These activities can be carried out in natural or planted forests.

This class excludes:

- growing of Christmas trees, see 0129
- operation of tree nurseries, see 0130
- gathering of wild growing non-wood forest products, see 0230
- production of wood chips and particles, see 1610

Tags: logs-of-coniferous-wood-#cpc0311 logs-of-non-coniferous-wood-#cpc0312 forestry-and-logging-services-on-inputs-owned-by-others-#cpc86141 support-and-operation-services-to-forestry-and-logging#cpc8614

To the group.

## #isic022 - Logging

See class 0220.

[To the division.](#)

## #isic0220 - Logging

This class includes:

- production of roundwood for forest-based manufacturing industries
- production of roundwood used in an unprocessed form such as pit-props, fence posts and utility poles
- gathering and production of fire wood
- production of charcoal in the forest (using traditional methods)

The output of this activity can take the form of logs, chips or fire wood.

This class excludes:

- growing of Christmas trees, see 0129
- growing of standing timber: planting, replanting, transplanting, thinning and conserving of forests and timber tracts, see 0210
- gathering of wild growing non-wood forest products, see 0230
- production of wood chips and particles, not associated with logging, see 1610
- production of charcoal through distillation of wood, see 2011

**Tags:** logs-of-coniferous-wood-#cpc0311 logs-of-non-coniferous-wood-#cpc0312 fuel-wood-of-coniferous-wood-#cpc03131 fuel-wood-of-non-coniferous-wood-#cpc03132 fuel-wood-in logs-in billets-in twigs-in-faggots-or-in-similar-forms-#cpc0313 wood-charcoal-#cpc3451 support-and-operation-services-to-forestry-and-logging-#cpc8614

[To the group.](#)

## #isic023 - Gathering of non-wood forest products

See class 0230.

[To the division.](#)

## #isic0230 - Gathering of non-wood forest products

This class includes the gathering of non-wood forest products and other plants growing in the wild.

This class includes:

- gathering of wild growing materials:
  - mushrooms, truffles
  - berries
  - nuts
  - balata and other rubber-like gums
  - cork
  - lac and resins
  - balsams
  - vegetable hair
  - eelgrass
  - acorns, horse chestnuts
  - mosses and lichens

This class excludes:

- managed production of any of these products (except growing of cork trees), see division 01
- growing of mushrooms or truffles, see 0113
- growing of berries or nuts, see 0125
- gathering of fire wood, see 0220

**Tags:** mushrooms-and-truffles-#cpc0127 berries-and-other-fruits-#cpc0135 natural-rubber-in-primary-forms-or-in-plates-sheets-or-strip-#cpc0195 natural-gums-and-resins-gums-resins-and-oleoresins-#cpc0321 natural-cork-raw-or-simply-prepared-#cpc0322 other-wild-edible-products-#cpc0323 parts-of-plants-without-flowers-or-flower-buds-and-grasses-mosses-and-lichens-suitable-for-ornamental-purposes-#cpc0324

To the group.

## #isic024 - Support services to forestry

See class 0240.

[To the division.](#)

### #isic0240 - Support services to forestry

This class includes carrying out part of the forestry operation on a fee or contract basis. This class includes:

- forestry service activities:
  - forestry inventories
  - forest management consulting services
  - timber evaluation
  - forest fire fighting and protection
  - forest pest control
- logging service activities:
  - transport of logs within the forest

This class excludes: operation of forest tree nurseries, see 0210

**Tags:** support-services-to-forestry-and-logging-#cpc86142 support-and-operation-services-to-forestry-and-logging-#cpc8614

[To the group.](#)

## #isic03 - Fishing and aquaculture

This division includes capture fishery and aquaculture, covering the use of fishery resources from marine, brackish or freshwater environments, with the goal of capturing or gathering fish, crustaceans, molluscs and other marine organisms and products (e.g. aquatic plants, pearls, sponges etc).

Also included are activities that are normally integrated in the process of production for own account (e.g. seeding oysters for pearl production).

- [#isic031 - Fishing](#)

- #isic0311 - Marine fishing
- #isic0312 - Freshwater fishing
- #isic032 - Aquaculture
  - #isic0321 - Marine aquaculture
  - #isic0322 - Freshwater aquaculture

This division does not include building and repairing of ships and boats (3011, 3315) and sport or recreational fishing activities (9319). Processing of fish, crustaceans or molluscs is excluded, whether at land-based plants or on factory ships (1020).

[To the section.](#)

## #isic031 - Fishing

This group includes capture fishery, i.e. the hunting, collecting and gathering activities directed at removing or collecting live wild aquatic organisms (predominantly fish, molluscs and crustaceans) including plants from the oceanic, coastal or inland waters for human consumption and other purposes by hand or more usually by various types of fishing gear such as nets, lines and stationary traps. Such activities can be conducted on the intertidal shoreline (e.g. collection of molluscs such as mussels and oysters) or shore based netting, or from home-made dugouts or more commonly using commercially made boats in inshore, coastal waters or offshore waters. Unlike in aquaculture (group 032), the aquatic resource being captured is usually common property resource irrespective of whether the harvest from this resource is undertaken with or without exploitation rights. Such activities also include fishing restocked water bodies.

- #isic0311 - Marine fishing
- #isic0312 - Freshwater fishing

[To the division.](#)

### #isic0311 - Marine fishing

This class includes:

- fishing on a commercial basis in ocean and coastal waters
- taking of marine crustaceans and molluscs

- whale catching
- taking of marine aquatic animals: turtles, sea squirts, tunicates, sea urchins etc.

This class also includes:

- activities of vessels engaged both in fishing and in processing and preserving of fish
- gathering of other marine organisms and materials: natural pearls, sponges, coral and algae

This class excludes:

- capturing of marine mammals, except whales, e.g. walruses, seals, see 0170
- processing of fish, crustaceans and molluscs on factory ships or in factories ashore, see 1020
- renting of pleasure boats with crew for sea and coastal water transport (e.g. for fishing cruises), see 5011
- fishing inspection, protection and patrol services, see 8423
- fishing practiced for sport or recreation and related services, see 9319
- operation of sport fishing preserves, see 9319

Tags:      ornamental-fish-#cpc0411      live-fish-not-or-human-consumption...-#cpc0419  
salmonidae-ive-fresh-or-chilled-#cpc0422      pearls-natural-or-cultured-and-unworked-#cpc3821 support-and-operation-services-to-fishing-#cpc8615 natural-sponges-of-aquatic-animal-origin-#cpc0492 sea-cucumbers-live-fresh-or-chilled-#cpc0451 oysters-live-fresh-or-chilled-#cpc0442 flatfish-live-fresh-or-chilled-#cpc0423 mussels-live-fresh-or-chilled-#cpc0443 other-molluscs-live-fresh-or-chilled-#cpc0449

[To the group.](#)

## **#isic0312 - Freshwater fishing**

This class includes:

- fishing on a commercial basis in inland waters
- taking of freshwater crustaceans and molluscs
- taking of freshwater aquatic animals

This class also includes:

- gathering of freshwater materials

This class excludes:

- processing of fish, crustaceans and molluscs, see 1020
- fishing inspection, protection and patrol services, see 8423
- fishing practiced for sport or recreation and related services, see 9319
- operation of sport fishing preserves, see 9319

**Tags:** ornamental-fish-#cpc0411 freshwater-fish-live-fresh-or-chilled-#cpc0421 salmonidae-live-fresh-or-chilled-#cpc0422 other-fish-live-fresh-or-chilled-#cpc0429 crabs-live-fresh-or-chilled-#cpc0431 oysters-live-fresh-or-chilled-#cpc0442 mussels-live-fresh-or-chilled-#cpc0443 scallops-live-fresh-or-chilled-#cpc0444 clams-cockles-and-ark-shells-live-fresh-or-chilled-#cpc0445 cuttle-fish-and-squid-live-fresh-or-chilled-#cpc0446 octopus-live-fresh-or-chilled-#cpc0447 other-molluscs-live-fresh-or-chilled-#cpc0449 sea-cucumbers-live-fresh-or-chilled-#cpc0451 sea-urchins-live-fresh-or-chilled-#cpc0452 support-and-operation-services-to-fishing-#cpc8615

[To the group.](#)

## #isic032 - Aquaculture

This group includes aquaculture (or aquafarming), i.e. the production process involving the culturing or farming (including harvesting) of aquatic organisms (fish, molluscs, crustaceans, plants, crocodiles, alligators and amphibians) using techniques designed to increase the production of the organisms in question beyond the natural capacity of the environment (for example regular stocking, feeding and protection from predators).

Culturing/farming refers to the rearing up to their juvenile and/or adult phase under captive conditions of the above organisms. In addition, aquaculture also encompasses individual, corporate or state ownership of the individual organisms throughout the rearing or culture stage, up to and including harvesting.

- [#isic0321 - Marine aquaculture](#)
- [#isic0322 - Freshwater aquaculture](#)

[To the division.](#)

## **#isic0321 - Marine aquaculture**

This class includes:

- fish farming in sea water including farming of marine ornamental fish
- production of bivalve spat (oyster mussel etc.), lobsterlings, shrimp post-larvae, fish fry and fingerlings
- growing of laver and other edible seaweeds
- culture of crustaceans, bivalves, other molluscs and other aquatic animals in sea water

This class also includes:

- aquaculture activities in brackish waters
- aquaculture activities in salt water filled tanks or reservoirs
- operation of fish hatcheries (marine)
- operation of marine worm farms

This class excludes:

- frog farming, see 0322
- operation of sport fishing preserves, see 9319

**Tags:** ornamental-fish-#cpc0411 salmonidae-live-fresh-or-chilled-#cpc0422 flatfish-live-fresh-or-chilled-#cpc0423 fish-of-Gadiformes-live-fresh-or-chilled-#cpc0424 crabs-live-fresh-or-chilled-#cpc0431 lobsters-(Homarus-spp.)-live-fresh-or-chilled-#cpc0433 norway-lobsters-live-fresh-or-chilled-#cpc0434 other-shrimps-and-prawns-live-fresh-or-chilled-#cpc0436 abalone-live-fresh-chilled-#cpc0441 oysters-live-fresh-or-chilled-#cpc0442 mussels-live-fresh-or-chilled-#cpc0443 sea-cucumbers-live-fresh-or-chilled-#cpc0451 pearls-natural-or-cultured-and-unworked-#cpc3821 support-and-operation-services-to-fishing-#cpc8615

[To the group.](#)

## **#isic0322 - Freshwater aquaculture**

This class includes:

- fish farming in freshwater including farming of freshwater ornamental fish
- culture of freshwater crustaceans, bivalves, other molluscs and other aquatic animals
- operation of fish hatcheries (freshwater)

- farming of frogs

This class excludes:

- aquaculture activities in salt water filled tanks and reservoirs, see 0321
- operation of sport fishing preserves, see 9319

**Tags:** other-live-animals-#cpc0219 ornamental-fish-#cpc0411 freshwater-fish-live-fresh-or-chilled-#cpc0421 salmonidae-live-fresh-or-chilled-#cpc0422 other-fish-live-fresh-or-chilled-#cpc0429 crabs-live-fresh-or-chilled-#cpc0431 lobsters-(*Homarus*-spp.)-live-fresh-or-chilled-#cpc0433 norway-lobsters-live-fresh-or-chilled-#cpc0434 abalone-live-fresh-or-chilled-#cpc0441 oysters-live-fresh-or-chilled-#cpc0442 octopus-live-fresh-or-chilled-#cpc0447 sea-cucumbers-live-fresh-or-chilled-#cpc0451 sea-urchins-live-fresh-or-chilled-#cpc0452 support-and-operation-services-to-fishing-#cpc8615

[To the group.](#)

# Section B - Mining and quarrying

This section includes the extraction of minerals occurring naturally as solids (coal and ores), liquids (petroleum) or gases (natural gas). Extraction can be achieved by different methods such as underground or surface mining, well operation, seabed mining etc.

This section also includes supplementary activities aimed at preparing the crude materials for marketing, for example, crushing, grinding, cleaning, drying, sorting, concentrating ores, liquefaction of natural gas and agglomeration of solid fuels. These operations are often carried out by the units that extracted the resource and/or others located nearby.

Mining activities are classified into divisions, groups and classes on the basis of the principal mineral produced. Divisions 05, 06 are concerned with mining and quarrying of fossil fuels (coal, lignite, petroleum, gas); divisions 07, 08 concern metal ores, various minerals and quarry products.

Some of the technical operations of this section, particularly related to the extraction of hydrocarbons, may also be carried out for third parties by specialized units as an industrial service, which is reflected in division 09.

This section excludes the processing of the extracted materials (see section C—Manufacturing), which also covers the bottling of natural spring and mineral waters at springs and wells (see class 1104) or the crushing, grinding or otherwise treating certain earths, rocks and minerals not carried out in conjunction with mining and quarrying (see class 2399). This section also excludes the usage of the extracted materials without a further transformation for construction purposes (see section F—Construction), the collection, purification and distribution of water (see class 3600), separate site preparation activities for mining (see class 4312) and geophysical, geologic and seismic surveying activities (see class 7110).

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [B - Mining and quarrying<sup>25</sup>](#).

[To the classification.](#)

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<sup>25</sup><http://www.ens.wiki/item:b1>

# Section C - Manufacturing

This section includes the physical or chemical transformation of materials, substances, or components into new products, although this cannot be used as the single universal criterion for defining manufacturing (see remark on processing of waste below). The materials, substances, or components transformed are raw materials that are products of agriculture, forestry, fishing, mining or quarrying as well as products of other manufacturing activities. Substantial alteration, renovation or reconstruction of goods is generally considered to be manufacturing.

Units engaged in manufacturing are often described as plants, factories or mills and characteristically use power-driven machines and materials-handling equipment. However, units that transform materials or substances into new products by hand or in the worker's home and those engaged in selling to the general public of products made on the same premises from which they are sold, such as bakeries and custom tailors, are also included in this section. Manufacturing units may process materials or may contract with other units to process their materials for them. Both types of units are included in manufacturing.

The output of a manufacturing process may be finished in the sense that it is ready for utilization or consumption, or it may be semi-finished in the sense that it is to become an input for further manufacturing. For example, the output of alumina refining is the input used in the primary production of aluminium; primary aluminium is the input to aluminium wire drawing; and aluminium wire is the input for the manufacture of fabricated wire products.

Manufacture of specialized components and parts of, and accessories and attachments to, machinery and equipment is, as a general rule, classified in the same class as the manufacture of the machinery and equipment for which the parts and accessories are intended. Manufacture of unspecialized components and parts of machinery and equipment, e.g. engines, pistons, electric motors, electrical assemblies, valves, gears, roller bearings, is classified in the appropriate class of manufacturing, without regard to the machinery and equipment in which these items may be included. However, making specialized components and accessories by moulding or extruding plastics materials is included in class 2220.

Assembly of the component parts of manufactured products is considered manufacturing. This includes the assembly of manufactured products from either self-produced or purchased components.

The recovery of waste, i.e. the processing of waste into secondary raw materials is classified in class 3830 (Materials recovery). While this may involve physical or chemical transformations, this is not considered to be a part of manufacturing. The primary purpose of these activities is considered to be the treatment or processing of waste and they are therefore classified in Section E (Water supply; sewerage, waste management and remediation activities). However, the manufacture of new final products (as opposed to secondary raw materials) is classified in manufacturing, even if these processes use waste as an input. For example, the production of silver from film waste is considered to be a manufacturing process.

Specialized maintenance and repair of industrial, commercial and similar machinery and equipment is, in general, classified in division 33 (Repair, maintenance and installation of machinery and equipment). However, the repair of computers and personal and household goods is classified in division 95 (Repair of computers and personal and household goods), while the repair of motor vehicles is classified in division 45 (Wholesale and retail trade and repair of motor vehicles and motorcycles).

The installation of machinery and equipment, when carried out as a specialized activity, is classified in 3320.

Remark: The boundaries of manufacturing and the other sectors of the classification system can be somewhat blurry. As a general rule, the activities in the manufacturing section involve the transformation of materials into new products. Their output is a new product. However, the definition of what constitutes a new product can be somewhat subjective. As clarification, the following activities are considered manufacturing in ISIC:

- milk pasteurizing and bottling (see 1050)
- fresh fish processing (oyster shucking, fish filleting), not done on a fishing boat (see 1020)
- printing and related activities (see 1811, 1812)
- ready-mixed concrete production (see 2395)
- leather converting (see 1511)
- wood preserving (see 1610)
- electroplating, plating, metal heat treating, and polishing (see 2592)
- rebuilding or remanufacturing of machinery (e.g. automobile engines, see 2910)
- tyre retreading (see 2211)

Conversely, there are activities that, although sometimes involving transformation processes, are classified in other sections of ISIC; in other words, they are not classified as manufacturing. They include:

- logging, classified in section A (Agriculture, forestry and fishing);
- beneficiating of agricultural products, classified in section A (Agriculture, forestry and fishing);
- beneficiating of ores and other minerals, classified in section B (Mining and quarrying);
- construction of structures and fabricating operations performed at the site of construction, classified in section F (Construction);
- activities of breaking bulk and redistribution in smaller lots, including packaging, repackaging or bottling of products, such as liquors or chemicals; sorting of scrap; mixing of paints to customers' order; and cutting of metals to customers' order, producing a modified version of the same product, are classified to section G (Wholesale and retail trade; repair of motor vehicles and motorcycles).

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [C - Manufacturing<sup>26</sup>](#).

[To the classification.](#)

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<sup>26</sup><http://www.ens.wiki/item:c1>

# **Section D - Electricity, gas, steam and air conditioning supply**

This section includes the activity of providing electric power, natural gas, steam, hot water and the like through a permanent infrastructure (network) of lines, mains and pipes. The dimension of the network is not decisive; also included are the distribution of electricity, gas, steam, hot water and the like in industrial parks or residential buildings.

This section therefore includes the operation of electric and gas utilities, which generate, control and distribute electric power or gas. Also included is the provision of steam and air-conditioning supply.

This section excludes the operation of water and sewerage utilities, see 36, 37. This section also excludes the (typically long-distance) transport of gas through pipelines.

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [D - Electricity, gas, steam and air conditioning supply<sup>27</sup>](#).

[To the classification.](#)

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<sup>27</sup><http://www.ens.wiki/item:d1>

# **Section E - Water supply; sewerage, waste management and remediation activities**

This section includes activities related to the management (including collection, treatment and disposal) of various forms of waste, such as solid or non-solid industrial or household waste, as well as contaminated sites. The output of the waste or sewage treatment process can either be disposed of or become an input into other production processes. Activities of water supply are also grouped in this section, since they are often carried out in connection with, or by units also engaged in, the treatment of sewage.

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [E - Water supply; sewerage, waste management and remediation activities<sup>28</sup>](#).

[To the classification.](#)

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<sup>28</sup><http://www.ens.wiki/item:e1>

# Section F - Construction

This section includes general construction and specialized construction activities for buildings and civil engineering works. It includes new work, repair, additions and alterations, the erection of prefabricated buildings or structures on the site and also construction of a temporary nature.

General construction is the construction of entire dwellings, office buildings, stores and other public and utility buildings, farm buildings etc., or the construction of civil engineering works such as motorways, streets, bridges, tunnels, railways, airfields, harbours and other water projects, irrigation systems, sewerage systems, industrial facilities, pipelines and electric lines, sports facilities etc.

This work can be carried out on own account or on a fee or contract basis. Portions of the work and sometimes even the whole practical work can be subcontracted out. A unit that carries the overall responsibility for a construction project is classified here.

Also included is the repair of buildings and engineering works.

This section includes the complete construction of buildings (division 41), the complete construction of civil engineering works (division 42), as well as specialized construction activities, if carried out only as a part of the construction process (division 43).

The renting of construction equipment with operator is classified with the specific construction activity carried out with this equipment.

This section also includes the development of building projects for buildings or civil engineering works by bringing together financial, technical and physical means to realize the construction projects for later sale. If these activities are carried out not for later sale of the construction projects, but for their operation (e.g. renting of space in these buildings, manufacturing activities in these plants), the unit would not be classified here, but according to its operational activity, i.e. real estate, manufacturing etc.

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [F - Construction<sup>29</sup>](#).

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<sup>29</sup><http://www.ens.wiki/item:f1>

To the classification.

# **Section G - Wholesale and retail trade; repair of motor vehicles and motorcycles**

This section includes wholesale and retail sale (i.e. sale without transformation) of any type of goods and the rendering of services incidental to the sale of these goods. Wholesaling and retailing are the final steps in the distribution of goods. Goods bought and sold are also referred to as merchandise.

Also included in this section are the repair of motor vehicles and motorcycles.

Sale without transformation is considered to include the usual operations (or manipulations) associated with trade, for example sorting, grading and assembling of goods, mixing (blending) of goods (for example sand), bottling (with or without preceding bottle cleaning), packing, breaking bulk and repacking for distribution in smaller lots, storage (whether or not frozen or chilled), cleaning and drying of agricultural products, cutting out of wood fibreboards or metal sheets as secondary activities.

Division 45 includes all activities related to the sale and repair of motor vehicles and motorcycles, while divisions 46 and 47 include all other sale activities. The distinction between division 46 (wholesale) and division 47 (retail sale) is based on the predominant type of customer.

Wholesale is the resale (sale without transformation) of new and used goods to retailers, to industrial, commercial, institutional or professional users, or to other wholesalers, or involves acting as an agent or broker in buying goods for, or selling goods to, such persons or companies. The principal types of businesses included are merchant wholesalers, i.e. wholesalers who take title to the goods they sell, such as wholesale merchants or jobbers, industrial distributors, exporters, importers, and cooperative buying associations, sales branches and sales offices (but not retail stores) that are maintained by manufacturing or mining units apart from their plants or mines for the purpose of marketing their products and that do not merely take orders to be filled by direct shipments from the plants or mines. Also included are merchandise brokers, commission merchants and agents and assemblers, buyers and cooperative associations engaged in the marketing of farm products. Wholesalers frequently physically assemble, sort and grade goods in large lots, break bulk, repack and

redistribute in smaller lots, for example pharmaceuticals; store, refrigerate, deliver and install goods, engage in sales promotion for their customers and label design.

Retailing is the resale (sale without transformation) of new and used goods mainly to the general public for personal or household consumption or utilization, by shops, department stores, stalls, mail-order houses, door-to-door sales persons, hawkers and peddlers, consumer cooperatives, auction houses etc. Most retailers take title to the goods they sell, but some act as agents for a principal and sell either on consignment or on a commission basis.

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [G - Wholesale and retail trade; repair of motor vehicles and motorcycles<sup>30</sup>](#).

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<sup>30</sup><http://www.ens.wiki/item:g1>

# **Section H - Transportation and storage**

This section includes the provision of passenger or freight transport, whether scheduled or not, by rail, pipeline, road, water or air and associated activities such as terminal and parking facilities, cargo handling, storage etc. Included in this section is the renting of transport equipment with driver or operator. Also included are postal and courier activities.

This section excludes maintenance and repair of motor vehicles and other transportation equipment (see classes 4520 and 3315, respectively), the construction, maintenance and repair of roads, railroads, harbours, airfields (see classes 4210 and 4290), as well as the renting of transport equipment without driver or operator (see classes 7710 and 7730).

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [H - Transportation and storage<sup>31</sup>](#).

[To the classification.](#)

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<sup>31</sup><http://www.ens.wiki/item:h1>

# **Section I - Accommodation and food service activities**

This section includes the provision of short-stay accommodation for visitors and other travellers and the provision of complete meals and drinks fit for immediate consumption. The amount and type of supplementary services provided within this section can vary widely.

This section excludes the provision of long-term accommodation as primary residences, which is classified in Real estate activities (section L). Also excluded is the preparation of food or drinks that are either not fit for immediate consumption or that are sold through independent distribution channels, i.e. through wholesale or retail trade activities. The preparation of these foods is classified in Manufacturing (section C).

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [I - Accommodation and food service activities<sup>32</sup>](#).

[To the classification.](#)

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<sup>32</sup><http://www.ens.wiki/item:i1>

# **Section J - Information and communication**

This section includes the production and distribution of information and cultural products, the provision of the means to transmit or distribute these products, as well as data or communications, information technology activities and the processing of data and other information service activities.

The main components of this section are publishing activities (division 58), including software publishing, motion picture and sound recording activities (division 59), radio and TV broadcasting and programming activities (division 60), telecommunications activities (division 61) and information technology activities (division 62) and other information service activities (division 63).

Publishing includes the acquisition of copyrights to content (information products) and making this content available to the general public by engaging in (or arranging for) the reproduction and distribution of this content in various forms. All the feasible forms of publishing (in print, electronic or audio form, on the internet, as multimedia products such as CD-ROM reference books etc.) are included in this section.

Activities related to production and distribution of TV programming span divisions 59, 60 and 61, reflecting different stages in this process. Individual components, such as movies, television series etc. are produced by activities in division 59, while the creation of a complete television channel programme, from components produced in division 59 or other components (such as live news programming) is included in division 60. Division 60 also includes the broadcasting of this programme by the producer. The distribution of the complete television programme by third parties, i.e. without any alteration of the content, is included in division 61. This distribution in division 61 can be done through broadcasting, satellite or cable systems.

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [J - Information and communication<sup>33</sup>](#).

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<sup>33</sup><http://www.ens.wiki/item:j1>

**To the classification.**

# **Section K - Financial and insurance activities**

This section includes financial service activities, including insurance, reinsurance and pension funding activities and activities to support financial services.

This section also includes the activities of holding assets, such as activities of holding companies and the activities of trusts, funds and similar financial entities.

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [K - Financial and insurance activities<sup>34</sup>](#).

[To the classification.](#)

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<sup>34</sup><http://www.ens.wiki/item:k1>

# **Section L - Real estate activities**

This section includes acting as lessors, agents and/or brokers in one or more of the following: selling or buying real estate, renting real estate, providing other real estate services such as appraising real estate or acting as real estate escrow agents. Activities in this section may be carried out on own or leased property and may be done on a fee or contract basis. Also included is the building of structures, combined with maintaining ownership or leasing of such structures.

This section includes real estate property managers.

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [L - Real estate activities<sup>35</sup>](#).

[To the classification.](#)

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<sup>35</sup><http://www.ens.wiki/item:l1>

# **Section M - Professional, scientific and technical activities**

This section includes specialized professional, scientific and technical activities. These activities require a high degree of training, and make specialized knowledge and skills available to users.

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [M - Professional, scientific and technical activities<sup>36</sup>](#).

To the classification.

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<sup>36</sup><http://www.ens.wiki/item:m1>

# **Section N - Administrative and support service activities**

This section includes a variety of activities that support general business operations. These activities differ from those in section M, since their primary purpose is not the transfer of specialized knowledge.

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [N - Administrative and support service activities<sup>37</sup>](#).

To the classification.

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<sup>37</sup><http://www.ens.wiki/item:n1>

# **Section O - Public administration and defence; compulsory social security**

This section includes activities of a governmental nature, normally carried out by the public administration. This includes the enactment and judicial interpretation of laws and their pursuant regulation, as well as the administration of programmes based on them, legislative activities, taxation, national defence, public order and safety, immigration services, foreign affairs and the administration of government programmes. This section also includes compulsory social security activities.

The legal or institutional status is not, in itself, the determining factor for an activity to belong in this section, rather than the activity being of a nature specified in the previous paragraph. This means that activities classified elsewhere in ISIC do not fall under this section, even if carried out by public entities. For example, administration of the school system (i.e. regulations, checks, curricula) falls under this section, but teaching itself does not (see section P), and a prison or military hospital is classified to health (see section Q). Similarly, some activities described in this section may be carried out by non-government units.

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [O - Public administration and defence; compulsory social security<sup>38</sup>](#).

[To the classification.](#)

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<sup>38</sup><http://www.ens.wiki/item:o1>

# Section P - 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.

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [P - Education<sup>39</sup>](#).

[To the classification.](#)

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<sup>39</sup><http://www.ens.wiki/item:p1>

# **Section Q - Human health and social work activities**

This section includes the provision of health and social work activities. Activities include a wide range of activities, starting from health care provided by trained medical professionals in hospitals and other facilities, over residential care activities that still involve a degree of health care activities to social work activities without any involvement of health care professionals.

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [Q - Human health and social work activities<sup>40</sup>](#).

[To the classification.](#)

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<sup>40</sup><http://www.ens.wiki/item:q1>

# **Section R - Arts, entertainment and recreation**

This section includes a wide range of activities to meet varied cultural, entertainment and recreational interests of the general public, including live performances, operation of museum sites, gambling, sports and recreation activities.

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [R - Arts, entertainment and recreation<sup>41</sup>](#).

To the classification.

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<sup>41</sup><http://www.ens.wiki/item:r1>

# **Section S - Other service activities**

This section (as a residual category) includes the activities of membership organizations, the repair of computers and personal and household goods and a variety of personal service activities not covered elsewhere in the classification.

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [S - Other service activities<sup>42</sup>](#).

[To the classification.](#)

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<sup>42</sup><http://www.ens.wiki/item:s1>

# **Section T - Activities of households as employers; undifferentiated goods and services-producing activities of households for own use**

## **For the sample version**

Further details are in the full version of this e-book or can be consulted online via [T - Activities of households as employers; undifferentiated goods and services-producing activities of households for own use<sup>43</sup>](#).

[To the classification.](#)

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<sup>43</sup><http://www.ens.wiki/item:t1>

# **Section U - Activities of extraterritorial organizations and bodies**

See class 9900.

## **#isic99 - Activities of extraterritorial organizations and bodies**

See class 9900.

## **#isic990 - Activities of extraterritorial organizations and bodies**

See class 9900.

## **#isic9900 - Activities of extraterritorial organizations and bodies**

This class includes: activities of international organizations such as the United Nations and the specialized agencies of the United Nations system, regional bodies etc., the International Monetary Fund, the World Bank, the World Customs Organization, the Organisation for Economic Co-operation and Development, the Organization of Petroleum Exporting Countries, the European Communities, the European Free Trade Association etc.

This class also includes: activities of diplomatic and consular missions when being determined by the country of their location rather than by the country they represent

[To the section - classification](#)

# Part III - Functions of Government - #COFOG

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## About COFOG

- #cofog01 - General Public Services
  - #cofog02 - Defence
  - #cofog03 - Public Order and Safety
  - #cofog04 - Economic Affairs
  - #cofog05 - Environmental Protection
  - #cofog06 - Housing and Community Amenities
  - #cofog07 - Health
  - #cofog08 - Recreation, Culture and Religion
  - #cofog09 - Education
  - #cofog10 - Social Protection
- 

To [I-#Tagcoding](#) - [II-ISIC](#) - [III-COFOG](#) - [IV-Annexes](#) - [V-References](#)

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# About COFOG

The Classification of the Functions of General Government (COFOG) was developed by the Organisation for Economic Co-operation and Development and published by the United Nations Statistics Division (UNSD). It can be applied to government expenditure and net acquisition of non-financial assets (outlays). COFOG has three levels of detail: Divisions, Groups and Classes. Divisions could be considered as the general objectives of general government, while groups and classes detail the means by which these general objectives are achieved. The initials “CS” or “IS” follow the title of each class in brackets to indicate whether the services produced by general government units and included in this class are collective or individual services and therefore whether individual and collective final consumption expenditure should be recorded in the respective functions. This is in line with the provisions of ESA 2010 paragraphs 3.104-3.107.

This chapter reproduces the description of the COFOG classification published by the UNSD. To this description, COFOG TF has added comments on the ESA operation to be used.

The references in the comments refer to the accounts of the [European System of Accounts ESA-95<sup>44</sup>](#).

[To the introduction.](#)

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<sup>44</sup><https://eur-lex.europa.eu/legal-content/ES/ALL/?uri=CELEX%3A31996R2223>

# #cofog01 - General Public Services

This division includes these groups:

- cofog011 - Executive and legislative organs, financial and fiscal affairs, external affairs
- cofog012 - Foreign economic aid
- cofog013 - General services
- cofog014 - Basic research
- cofog015 - R&D General public services
- cofog016 - General public services n.e.c.
- cofog017 - Public debt transactions
- cofog018 - Transfers of a general character between different levels of government

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [01 - General public services<sup>45</sup>](#).

To the classification.

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<sup>45</sup><http://www.ens.wiki/item:cofog01>

# #cofog02 - Defense

This division includes these groups:

- cofog021 - Military Defence
- cofog022 - Civil Defence
- cofog023 - Foreign Military Aid
- cofog024 - R&D Defence
- cofog025 - Defence n.e.c.

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [02 - Defense<sup>46</sup>](#).

To the classification.

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<sup>46</sup><http://www.ens.wiki/item:cofog02>

# #cofog03 - Public safety and order

This division includes these groups:

- #cofog031 - Police Services
- #cofog032 - Fire Protection Services
- #cofog033 - Law courts
- #cofog034 - Prisons
- #cofog035 - R&D Public Order and Security
- #cofog036 - Public Order and Safety n.e.c.

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [03 - Public safety and order<sup>47</sup>](#).

To the classification.

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<sup>47</sup><http://www.ens.wiki/item:cofog03>

# #cofog04 - Economic affairs

This division includes these groups:

- #cofog041 - General economic, commercial and labour affairs
- #cofog042 - Agriculture, forestry, fishing and hunting
- #cofog043 - Fuel and Energy
- #cofog044 - Mining, manufacturing and construction
- #cofog045 - Transport
- #cofog046 - Communication
- #cofog047 - Other industries
- #cofog048 - R&D Economic affairs
- #cofog049 - Economic affairs n.e.c.

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [04 - Economic affairs<sup>48</sup>](#).

To the classification.

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<sup>48</sup><http://www.ens.wiki/item:cofog04>

# #cofog05 - Environmental Protection

The breakdown of environmental protection is based on the Classification of Environmental Protection Activities (CEPA) developed in the European System for the Collection of Economic Information on the Environment (SERIEE) of the Statistical Office of the European Communities (Eurostat).

This division includes these groups:

- cofog051 - Waste management
- cofog052 - Waste water management
- cofog053 - Pollution Abatement
- cofog054 - Protection of biodiversity and landscape
- cofog055 - R&D Environmental protection
- cofog056 - Environmental protection n.e.c.

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [05 - Environmental Protection<sup>49</sup>](#).

To the classification.

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<sup>49</sup><http://www.ens.wiki/item:cofog05>

# #cofog06 - Housing and Community Services

This division includes these groups:

- cofog061 - Housing development
- cofog062 - Community Development
- cofog063 - Water Supply
- cofog064 - Street lighting
- cofog065 - R&D Housing and community amenities
- cofog066 - Housing and community amenities n.e.c.

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [06 - Housing and Community Services<sup>50</sup>](#).

[To the classification.](#)

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<sup>50</sup><http://www.ens.wiki/item:cofog06>

# #cofog07 - Health

Government expenditure on health includes expenditure on services provided to individuals and services provided on a collective basis. Expenditure on individual services is allocated to groups (07.1) to (07.4); expenditure on collective services is allocated to groups (07.5) and (07.6).

Collective health services relate to such matters as the formulation and administration of government policy; the establishment and enforcement of standards for medical and paramedical personnel and for hospitals, clinics, surgeries, etc.; the regulation and licensing of health service providers; and applied research and experimental development in medical and health-related matters. However, overhead costs related to the administration or operation of a group of hospitals, clinics, surgeries, etc., are considered individual costs and are classified in groups (07.1) to (07.4), as appropriate.

This division includes these groups:

- cofog071 - Medical Products, Appliances and Equipment
- cofog072 - Outpatient Services
- cofog073 - Hospital Services
- cofog074 - Public health services
- cofog075 - R&D Health
- cofog076 - Health n.e.c.

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [07 - Health<sup>51</sup>](#).

[To the classification.](#)

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<sup>51</sup><http://www.ens.wiki/item:cofog07>

# #cofog08 - Recreation, culture and religion

This division includes these groups:

Public expenditure on recreational, cultural and religious activities includes expenditure on services provided to individual persons and households and expenditure on services provided collectively. Expenditure on individual expenditure is allocated to groups (08.1) and (08.2); expenditure on collective services is allocated to groups (08.3) to (08.6). Collective services are provided to the community as a whole. They include activities such as the formulation and administration of government policy; the formulation and implementation of legislation and regulations for the provision of recreational and cultural services; and applied research and experimental development in recreational, cultural and religious affairs and services.

- cofog081 - Recreational and sporting services
- cofog082 - Cultural services
- cofog083 - Broadcasting and publishing services
- cofog084 - Religious and other community services
- cofog085 - R&D Recreation, culture and religion
- cofog086 - Recreation, culture and religion n.e.c.

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [08 - Recreation, culture and religion](#)<sup>52</sup>.

[To the classification.](#)

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<sup>52</sup><http://www.ens.wiki/item:cofog08>

# #cofog09 - Education

Comment: In Division 09, no amounts are provided for D.41 or D.8.

Public expenditure on education includes expenditure on services provided to individual pupils and students and expenditure on services provided collectively. Expenditure on individual services is allocated to groups (09.1) to (09.6); expenditure on collective services is allocated to groups (09.7) and (09.8).

Collective educational services refer to such matters as the formulation and administration of government policy; the setting and enforcement of standards; the regulation, licensing and supervision of educational institutions; and applied research and experimental development in educational matters and services. However, overhead costs related to the administration or operation of a group of schools, colleges, etc. are considered as individual costs and are classified in groups (09.1) to (09.6), as appropriate.

The breakdown of education is based on the level categories of the 1997 International Standard Classification of Education (ISCED-97) of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

This division includes military schools and colleges whose curricula resemble those of civilian institutions, police colleges providing general education in addition to police training, and the provision of education through radio or television broadcasts. Expenditures thus incurred are classified in groups (09.1) to (09.5) as appropriate.

- [#cofog091 - Pre-school and Primary Education](#)
- [#cofog092 - Secondary education](#)
- [#cofog093 - Post-secondary non-tertiary education](#)
- [#cofog094 - Tertiary education](#)
- [#cofog095 - Education not definable by level](#)
- [#cofog096 - Subsidiary services to education](#)
- [#cofog097 - R&D Education](#)
- [#cofog098 - Education n.e.c.](#)

[To the classification.](#)

## **#cofog091 - Preschool and primary education**

Comment: No amounts are foreseen for P.32 in this group. In this group the amounts recorded in P.31 must be equal to or greater than the amounts recorded for D.632, the difference being D.631.

### **#cofog0911 - PRE-SCHOOL EDUCATION (IS)**

- provision of pre-primary education at ISCED-97 level 0;
- administration, inspection, operation or support of schools and other institutions providing pre-primary education at ISCED-97 level 0.

Excludes: services auxiliary to education (09.60).

Tags: education-#cpc92, pre-primary-education-#cpc921

### **#cofog0912 - PRIMARY EDUCATION (IS)**

- provision of primary education at ISCED-97 level;
- administration, inspection, operation or support of schools and other institutions providing primary education at ISCED-97 level.

Includes: literacy programmes for students too old for primary school.

Excludes: subsidiary services to education (09.60).

Tags: education-#cpc92, primary-education-#cpc9220

## **#cofog092 - Secondary education**

Comment: No amounts are foreseen for P.32 in this group. In this group the amounts recorded in P.31 must be equal to or greater than the amounts recorded for D.632, the difference being D.631.

To the division.

## **#cofog0921 - LOWER SECONDARY EDUCATION (IS)**

- provision of lower secondary education at ISCED-97;
- administration, inspection, operation or support of schools and other institutions providing lower secondary education at ISCED-97;
- scholarships, grants, loans and subsidies to support learners in lower secondary education at ISCED-97.

Includes: out-of-school lower secondary education for adults and youth.

Excludes: subsidiary services to education (09.60).

Tags: education-#cpc92, lower-secondary-education-#cpc9231

## **#cofog0922 - UPPER SECONDARY EDUCATION (IS)**

- provision of ISCED-97 upper secondary education;
- administration, inspection, operation or support of schools and other institutions providing ISCED-97 upper secondary education;
- scholarships, grants, loans and subsidies to support students in ISCED-97 upper secondary education.

Includes: non-formal upper secondary education for adults and youth.

Excludes: subsidiary services to education (09.60).

Tags: education-#cpc92, upper-secondary-education-#cpc9233

## **#cofog093 - Post-secondary non-tertiary education**

Comment: No amounts are foreseen for P.32 in this group. In this group the amounts recorded in P.31 must be equal to or greater than the amounts recorded for D.632, the difference being D.631.

## **#cofog0930 - POST-SECONDARY NON-TERTIARY EDUCATION (IS)**

- provision of post-secondary non-tertiary education at ISCED-97 level 4;

- administration, inspection, operation or support of institutions providing post-secondary non-tertiary education at ISCED-97 level;
- scholarships, grants, loans and subsidies to support students in post-secondary non-tertiary education at ISCED-97 level.

Includes: post-secondary non-tertiary education for adults and youth.

Excludes: subsidiary services to education (09.60).

Tags: education-#cpc92

## **#cofog094 - Tertiary education**

Comment: No amounts are foreseen for P.32 in this group. In this group the amounts recorded in P.31 must be equal to or greater than the amounts recorded for D.632, the difference being D.631.

[To the division.](#)

### **#cofog0941 - FIRST STAGE OF TERTIARY EDUCATION (IS)**

- provision of tertiary education at ISCED-97 level;
- administration, inspection, operation or support of universities and other institutions providing tertiary education at ISCED-97 level;
- scholarships, grants, loans and subsidies to support students pursuing tertiary education at ISCED-97 level.

Excludes: services auxiliary to education (09.60).

Tags: education-#cpc92, tertiary-education-#cpc925

### **#cofog0942 - SECOND STAGE OF TERTIARY EDUCATION (IS)**

- provision of tertiary education at ISCED-97 level 6;
- administration, inspection, operation or support of universities and other institutions providing tertiary education at ISCED-97 level 6;
- scholarships, grants, loans and subsidies to support students pursuing tertiary education at ISCED-97 level.

Excludes: services auxiliary to education (09.60).

Tags: education-#cpc92, tertiary-education-#cpc925

## #cofog095 - Education not definable by level

Comment: No amounts are foreseen for P.32 in this group. In this group the amounts recorded in P.31 must be equal to or greater than the amounts recorded for D.632, the difference being D.631.

## #cofog0950 - EDUCATION NOT DEFINABLE BY LEVEL (IS)

- provision of non-definable education (i.e. educational programmes, usually for adults, which do not require any prior special instruction, in particular vocational training and cultural development);
- administration, inspection, operation or support of institutions providing non-definable education; scholarships, grants, loans and subsidies to support students in non-definable education programmes.

Tags: education-#cpc92

## #cofog096 - Subsidiary services to education

Comment: No amounts are foreseen for P.32 in this group. In this group the amounts recorded in P.31 must be equal to or greater than the amounts recorded for D.632, the difference being D.631.

[To the division.](#)

## #cofog0960 - SUBSIDIARY SERVICES TO EDUCATION (IS)

- provision of services ancillary to education;
- administration, inspection, operation or support of transportation, food, lodging, medical and dental care and related ancillary services primarily for students, regardless of level.

Excludes:

- school health monitoring and prevention services (07.40);
- grants, subsidies, loans and cash compensation for the costs of subsidiary services (09.1), (09.2), (09.3), (09.4) or (09.5).

Tags: subsidiary-services-#cpc9291

## #cofog097 - R&D Education

Comment: In the R&D groups, no amounts are foreseen for D.62, D.632 and P.31.

Definitions of basic research, applied research and experimental development are given in [#cofog014](#) and [#cofog015](#).

## #cofog0970 - R&D EDUCATION (CS)

- administration and operation of public bodies engaged in applied research and experimental development related to education;
- grants, loans and subsidies to support applied research and experimental development related to education carried out by non-governmental bodies, such as research institutes and universities.

Excludes: basic research [#cofog0140](#).

Tags: education-#cpc92

## #cofog098 - Education n.e.c.

Comment: No amounts are foreseen in this group for D.632 and P.31.

[To the division.](#)

## #cofog0980 - EDUCATION N.C.E. (CS)

- administration, operation or support of activities such as formulation, administration, coordination and monitoring of overall educational policies, plans, programmes and budgets;
- preparation and implementation of legislation and standards for the provision of educational services, including the licensing of educational institutions;
- production and dissemination of general information, technical documentation and statistics on education.

Includes: educational subjects and services that cannot be assigned to (091), (092), (093), (094), (094), (095), (096) or (097).

**Tags:** education-n.e.c.-#cpc92

[To the classification.](#)

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# #cofog10 - Social protection

Government expenditures on social protection include expenditures on services and transfers provided to individual persons and households and expenditures on services provided collectively. Expenditures on individual services and transfers are allocated to groups (101) to (107); expenditures on collective services are allocated to groups (108) and (109).

Collective social protection services deal with such matters as the formulation and administration of government policy; the formulation and implementation of legislation and standards to provide social protection; and applied research and experimental development in social protection matters and services.

Social protection functions and their definitions are based on the 1996 European System of Integrated Social Protection Statistics (ESSPROS) of the Statistical Office of the European Communities (Eurostat). In ESSPROS, social protection includes health care, but this division does not include health care. Health care is covered by [Division 07](#). Therefore, medical goods and services provided to persons receiving the cash and in-kind benefits specified in groups (101) to (107) are classified in (071), (072) or (073), as appropriate.

This division includes these groups:

- cofog101 - Sick and Disability
- cofog102 - Old age
- cofog103 - Survivors
- cofog104 - Family and Children
- cofog105 - Unemployment
- cofog106 - Housing
- cofog107 - Social exclusion n.e.c.
- cofog108 - R&D Social protection
- cofog109 - Social protection n.e.c.

[To the classification.](#)

## For the sample version

Further details are in the full version of this e-book or can be consulted online via [10 - Social protection<sup>53</sup>](#).

[To the classification.](#)

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<sup>53</sup><http://www.ens.wiki/item:cofog10>

# Part IV - Annexes

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[Annex 1 - ISO 639 code for the major languages of the world](#)

[Annex 2 - ISO 3166 Codes for all Countries](#)

[Annex 3 - Navigating features in this e-Book](#)

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To [I-#Tagcoding](#) - [II-ISIC](#) - [III-COFOG](#) - [IV-Annexes](#) - [V-References](#)

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# Annex 1 - ISO 639 codes for the major languages of the world

More details on the use of all these languages is available from <http://www.ens.wiki/system:lang>.

Use the hashtag #xy2wiki when sharing content is in a certain language for which little online content is available. For instance #ajg2wiki for content in Adja.

[A](#) - [B](#) - [C](#) - [D](#) - [E](#) - [F](#) - [G](#) - [H](#) - [I](#) - [J](#) - [K](#) - [L](#) - [M](#) -

[N](#) - [O](#) - [P](#) - [Q](#) - [R](#) - [S](#) - [T](#) - [U](#) - [V](#) - [W](#) - [X](#) - [Y](#) - [Z](#)

[To the annexes](#)

## A

abkhazian-#abk acehnese-#ace acoli-#ach adangme-#ada adhola-#adh adi-#adi adja-#ajg adyghe-#ady afaan-oromo-#gax afaan-oromo-#om afar-#aa afghani-#ps afrikaans-#af aguaruna-#agr akan-#ak akuapem-#ak albanian-#sq alemannic-#als algerian-arabic-#arq alur-#alz amharic-#am angami-#njm angika-#anp anii-#blo antigua-and-barbuda antiguan-creole-#aig antillean-creole-#acf anuak-#anu anyuak-#anu anywa-#anu ao-#njo arabic-#ar arabic-#ary arabic-egyptian-spoken-#arz aragonese-#an aringa-#luc aringati-#luc armenian-#hy aromanian-#rup assamese-#as assante-twisi-#ak assyrian-neo-aramaic-#aii asturian-#ast ateso-#teo avaric-#av awadhi-#awa awa-pit-#kwi aymara-#ay azerbaijani-#az

[To the alphabet](#)

## B

babanki-#bbk bahamian-creole-#bah bahasa-indonesia-#id bajan-#bjs balinese-#ban balti-#bft baluchi-#bal bamanankan-#bm bambara-#bm banda-#bad bangla-#bn banjarese-#bjn banyumasan-#bms baoulé-#bci bar-#anu bariba-#bba bari-#bfa bashkir-#ba basque-#eu batak-#btk batak-karo-#btx batak-simalungun-#bts beja-#bej belarusian-#be belizean-creole-#bzj bemba-#bem bengali-#bn betawi-#bew bhili-#bhb bhojpuri-#bho bhotia-#bhotia

bhumij-#bhumij bikol-#bcl bikol-#bik bikol-naga-#bcl bini-#bin bishnupuriya-#bpy  
 bislama-#bi blin-#byn bodo-#brx bono-#ak bosnian-#bs brahui-#brh braj-#bra breton-#br  
 buginese-#bug buksa-tharu-#tkb bukus-#bxk bulgarian-#bg bura-#bwr bura-pabir-#bwr  
 burjin-#anu burmese-#my burushaski-#bsk buryat-#bua

[To the alphabet](#)

## C

cameroonian-creole-#wes cañar-loja-#qxr cantonese-#yue cape-verdean-creole-#kea  
 carib-#car catalan-#ca cebuano-#ceb central-atlas-tamazight-#tzm central-bikol-#bcl  
 central-makhuwa-#vmw chadian-arabic-#shu chakhesang-#nri chakru-#nri chaldean-  
 neo-aramaic-#cld cham-#cja chamic-#cmc chamorro-#ch chang-#nbc chavacano-#cbk  
 chayahuita-#cbt chechen-#ce cherokee-#chr chewa-#ny cheyenne-#chy chibemba-#bem  
 chicewa-#ny chimborazo-#qug chinambya-#nmq chindau-#ndc chinese-hong-kong-#zhhk  
 chinese-macau-#zhmo chinese-prc-#zhcn chinese-singapore-#zhsg chinese-taiwan-#zhtw  
 chinese-#zh chinkonde-#nyy chinyanja-#ny chipewyan-#chp chishona-#sn chitonga-#toi  
 chitumbuka-#tum chitwania-tharu-#the choctaw-#cho chokri-#nri chol-#ctu chontal-#chf  
 chopi-#cce ch'orti-#caa chuj-#cac chuukese-#chk chuvash-#cv chuhabu-#chw cicopi-#cce  
 cinyungwe-#nyu circassian-west-#ady cisena-#seh citumbuka-#tum ciyawo-#yao coorgi-  
 #kfa copi-#cce corsican-#co cree-#cr creek-#mus crimean-tatar-#crh croatian-#hr cuka-#cuh  
 cuzco-quechua-(quechuan)-#quz czech-#cs

[To the alphabet](#)

## D

dafla-#njz dagaare-#dga dagaari-dioula-#dgd dagbani-#dag dagbanli-#dag dagur-#dta dan-  
 #dnj dangaura-tharu-#thl dangme-#ada danish-#da dari-#prs datooga-#tcc dazaga-#dzg  
 dend-#ddn deori-#der dholuo-#luo dhopadhola-#adh dimasa-#dis dinka-#din divehi-#dv  
 djerma-#dje dogri-#doi dombe-#dov dongxiang-#sce doteli-#dty dotyali-#dty duala-#dua  
 dutch-#nl dyula-#dyu dzongkha-#dz

[To the alphabet](#)

**E**

eastern-gorkha-tamang-#tge eastern-tamang-#taj east-limba-#lma ebira-#igb echuwabo-#chw ecizinza-#zin efik-#efi ekajuk-#eka ekegusii-#guz elhomwe-#lon elomwe-#ngl emilian-#egl enga-#enq english-#en erzya-#myv estonian-#et evenki-#evn ewe-#ee ewondo-#ewo

[To the alphabet](#)

**F**

fang-#fan fante-#fat faroese-#fo farsi-#fa fijian-#fj fiji-hindi-#hif filipino-#tl finnish-#fi fon-#fon forro-#cri frafra-#gur french-#fr french-guianese-creole-#gcr frisian-#fy friulan-#fur fulah-#ff fulani-#ff fulfulde-#ff

[To the alphabet](#)

**G**

gadaba-#gbj gaelic-#gd ga-#gaa gagauz-#gag galician-#gl ganda-#lg gan-#gan gangte-#gnb garifuna-#cab garo-#grt gayo-#gay gen-#gej georgian-#ka german-#de german-#sxu gikuyu-#ki gilaki-#glk gilbertese-#gil gitonga-#toh gondi-#gon gonja-#gjn gorontalo-#gor gourmanché-#gux grebo-#grb greek-#el grenadian-creole-#gcl guarani-#gn guinea-bissau-creole-#pov gujarati-#gu gurene-#gur gurindji-#gue gusii-#guz guyanese-creole-#gyn gwere-#gwr

[To the alphabet](#)

**H**

hadiyya-#hdy haitian-creole-#ht hakka-#hak halabi-#hlb halam-#cfm hani-#hni hassanya-#mey hausa-#ha hawaiian-#haw hawaiian-pidgin-english-#hwc hazaragi-#haz hebrew-#he herero-#hz hiligaynon-#hil hindi-#hi hiri-motu-#ho hmar-#hmr hmong-#hmn ho-#hoc huastec-#hus hungarian-#hu hunsrik-#hrx hyam-#jab

[To the alphabet](#)

**I**

iban-#iba ibibio-#ibb icelandic-#is icibemba-#bem igala-#igl igbo-#ig ikisimbëtë-kiswahili-#sw ikokolemu-#kdi ikwerre-#ikw ilokano-#ilo ilonggo-#hil imbabura-#qvi indonesian-#id ingush-#inh inuktitut-#iu iraqw-#irk irish-#ga isindebele-#nr isixhosa-#xh isizulu-#zu italian-#it

[To the alphabet](#)

**J**

jamaican-patois-#jam jambo-#anu japanese-#ja jatapu-#kxv javanese-#jv juang-#jun

[To the alphabet](#)

**K**

kabardian-#kbc kabaui-#nbu kabiye-#kbp kabras-#lkb kabuli-#ps kabuverdianu-#kea kabyle-#kab kachin-#kac kakwa-#keo kalaallisut-#kl kalanga-#kck kalanguya-#kak kallahan-#kak kalmyk-#xal kamba-#kam kanembu-#kbl kannada-#kn kanuri-#kr kaonde-#kqn kapampangan-#pam kaqchikel-#cak karachay-balkar-#krc karakalpak-#kaa karamojong-#kdj karbi-#mjw karelian-#krl karen-#kar kasem-#xsm kashmiri-#ks kashubian-#csb kassena-#xsm kassonke-#kao kathoriya-tharu-#tkt kazakh-#kk kenyi-#lke khakas-#kjh khalkha-#khk khandeshi-#khn kharia-#khr khasi-#kha khayo-#lko khezha-#nkh khiemnungan-#kix khmer-#km khoekhoeowab-#naq khoekhoe-#naq k'iche'an-#guq kiche-#quc kidawida-#dav kiga-#cgg kigiryama-#nyf kikamba-#kam kikongo-#kg kikongo-ya-leta-#ktu kikuyu-#ki kimbundu-#kmb kîmîrû-#mer kinnauri-#kfk kinyarwanda-#rw kirundi-#rn kisan-#xis kiswahili-#sw kituba-#ktu kituba-#mkw kochila-tharu-#thq koch-#kdq koda-#cdz kodagu-#kfa kokborok-#trp kokola-#kzn kolami-#kfb komi-#kv kom-#kmn konda-#kfc kongo-#kg konjo-#koo konkani-#kok konkomba-#xon konso-#kxc konyak-#nbe kora-#cdz korean-#ko korku-#kfq korwa-#kfp koya-#kff koyraboro-senni-#ses kpelle-#kpe krio-#kri kru-#kro kui-#uki kuki-#tcz kumam-#kdi kumyk-#kum kupsabiny-#kpz kurdish-central-#ckb kurdish-#ku kurdish-northern-#kmr kurdish-southern-#sdh kurmanji-#kmr kurukh-#kru kuteb-#kub kwangali-#kwn kwanyama-#kj kyrgyz-#ky

[To the alphabet](#)

**L**

ladakhi-#lbj ladino-#lad lahaulili-#spt lahnda-#lah lakher-#mrh lak-#lbe lakota-dida-#dic  
 lalung-#lax lámnso-#lns lango-#laj lao-#lo latgalian-#ltg latvian-#lv leblango-#laj lepcha-#lep  
 lhukonzo-#koo liangmei-#njn liberian-kreyol-#lir ligurian-#lij likpakpaanl-#xon  
 limbu-#lif limburgish-#li lingala-#ln lithuanian-#lt logooli-#rag lolo-#llb lombard-#lmo  
 lori-northern-#lrc lotha-#njh low-german-#nds low-lugbara-#luc lozi-#loz lubukusu-#bxk  
 luganda-#lg lugbarati-#lgg lugwere-#gwr luhya-#luy lukabarasi-#lkb lukenye-#lke  
 lulamoogi-#xog lulogoli-#rag lumasaaba-#myx lunyole-kenya-#nyd lunyole-#nuj lunyore-#nyd  
 lusamia-#lsm lushai-#lus lusoga-#xog luxembourgish-#lb

[To the alphabet](#)

**M**

maa-#mas macedonian-#mk madagascar ma'di-#mhi madurese-#mad magahi-#mag  
 maindo-#cwb maithili-#mai makasar-#mak makhuwa-marrevone-#xmc makhuwa-meetto-#mgh  
 makhuwa-saka-#xsq makhuwa-shirima-#vmk malagasy-#mg malawi-lomwe-#lon  
 malayalam-#ml malay-#ms malgwa-#mfi malinka-western-#mlq maltese-#mt malto-#kmj  
 mamara-#myk mambilla-#mzk mam-#mam mampruli-#maw mamprusi-#maw  
 mandari-#mqu mandarin-#cmn mandar-#mdr mandinka-#mnk maninka-#emk manipuri-#mni  
 manx-#gv manyawa-#mny mao-#nbi maori-#mi mapudungun-#arn maram-#nma  
 marathi-#mr marenje-#vmr mari-#chm maring-#nng marshallse-#mh marwari-#mwr  
 masaba-#myx masai-#mas mauritian-creole-#mfe mazandarani-#mzn mbukushu-#mhw  
 meadow-mari-#mhr meitei-#mni mende-#men meru-#mer mikir-#mjw minangkabau-#min  
 mirandese-#mwl miroy-#anu mishmi-#mhu miskito-#miq mizo-#lus moba-#mfq  
 modern-mon-#mnw mogh-#rki moksha-#mdf mongolian-#mn mongo-#lol monpa-#kkf  
 moojanga-#anu mopan-#mop mossi-#mos mumuye-#mzm munda-#mun mundari-#unr  
 mwimbi-muthambi-#mws myanmar-#my

[To the alphabet](#)

**N**

nahuaatl-#nah nakhi-#nxq nambya-#nmq nandi-#niq nauru-#na navajo-#nv ndau-#ndc  
 ndebele-north-#nd ndonga-#ng neapolitan-#nap nenets-#yrk nepal-basha-#new nepali-#ne

newari-#new new-guinea-pidgin-#tpi ngakarimojong-#kdj ng'aturkana-#tuv ngbaka-minagende-#nga ngoni-#ngo nias-#nia nicobarese-#caq nigerian-pidgin-#pcm nissi-#njz nkore-#nyn nobiin-#fia nocte-#njb nogai-#nog northern-dagara-#dgi northern-pashto-#pbu northern-sami-#se northern-sotho-#nso northwestern-otomi-#otq north-western-tamang-#tmk norwegian-#no nso-#lns nuer-#nus nuosu-#ii nupe-#nup nuro-#anu nyakyusa-#nyy nyala-#nle nyamwezi-#nym nyaneka-#nyk nyanja-#ny nyankole-#nyn nyole-kenya-#nyd nyole-#nuj nyoro-#nyo nyungwe-#nyu nzima-#nzi

[To the alphabet](#)

## O

obolo-#ann occitan-#oc odia-#or ojibwa-#oj okene-#igb oktpoto-#igb olukabarasi-#lkb olukhayo-#lko olunyala-#nle olunyaneka-#nyk olusamia-#lsm oluwanga-#lwg oraon-#kru oria-#or oriya-#or oromiffa-#om oromo-#om oshikwanyama-#kj oshindonga-#ng ossetian-#os otetela-#tll otjiherero-#hz otomi-#oto otuho-#lot

[To the alphabet](#)

## P

paez-#pbb paite-#pck palauan-#pau pangasinan-#pag papantla-totonac-#top papiamento-#pap parji-#pci pashto-#ps pawi-#cnh pedi-#nso persian-#fa peul-#ff phom-#nph picard-#pcd pidgin-#tpi pilágá-#plg pochury-#npo pohnpeian-#pon pokomo-#pkb polish-#pl portuguese-#pt pulaar-#ff pular-#fuf punjabi-#pa purepecha-#pua

[To the alphabet](#)

## Q

q'anjob'alan-#kjb qeqchi-#kek quechua-#qu querétaro-otomi-#otq

[To the alphabet](#)

## R

rabha-#rah rai-#bap rajasthani-#raj ramoaaina-#rai rana-tharu-#thr rarotongan-#rar rengma-#nre réunion réunion-creole-#rcf romagnol-#rgn romania romanian-#ro romani-

#rom romansh-#rm rufumbira-#kin rukiga-#cgg rukwangali-#kwn rundi-#rn runyankore-#nyn runyoro-#nyo runyoro-rutooro-#ttj russia russian-#ru rutooro-#ttj rwanda

[To the alphabet](#)

## S

sabinyi-#kpz sambaa-#ksb samia-#lsm samoan-#sm samogitian-#sgs sandawe-#sad sango-#sg sangtam-#nsa sanskrit-#sa santali-#sat saraiki-#skr saramaccan-#srm sardinian-#sc sasak-#sas savara-#srp scots-#sco sema-#nsm sena-#seh sepedi-#nso serbian-#sr serer-#srr sesotho-#st setswana-#tn seychellois-creole-#crs shan-#shn sherpa-#xsr shilha-#shi shilluk-#shk shina-#scl shona-#sn sicilian-#scn sidamo-#sid sierra-leonean-creole-#kri sierra-totonac-#toc silesian-#szl silozi-#loz silte-#stv sindhi-#sd sinhala-#si sioux-#dak siswati-#ss siyi-#yue slovak-#sk slovenian-#sl soga-#xog somali-#so sonha-#soi soninke-#snk sorani-#ckb sora-#srp sotho-#st south-africa southern-altai-#alt southern-balochi-#bcc southern-min-#nan southern-pashto-#pbt southern-sotho-#st southwestern-mandarin-#xghu spanish-#es sranan-(creoles)-#srn sranan-(other)-#srn sranan-(pidgins)-#srn standard-arabic-#arb sukuma-#suk sundanese-#su susu-#sus swabian-#swg swahili-#sw swati-#ss swazi-language-#ss swedish-#sv switzerland syria

[To the alphabet](#)

## T

tadaksahak-#dsq tahitian-#ty taishanese-#yue taita-#dav tajik-#tg takia-#tbc takwane-#tke tamashek-#taq tamil-#ta tangkhul-#nmf tangsa-#nst tarifit-#rif tatar-#tt tawellemmet-#ttq telugu-#te teso-#teo tetela-#tll tetum-#tdt thado-#tcz thai-#th tharaka-#thk themne-#tem thimbukushu-#mhw thok-naath-#nus tibetan-#bo ticuna-#tca tigre-#tig tigrigna-#ti tigrinya-#ti timne-#tem tiv-#tiv tjikalanga-#kck toba-batak-#bbc toba-#tob tojolabal-#toj tok-pisin-#tpi tolai-#ksd tongan-#to tonga-#toh tonga-#toi tooro-#ttj tripuri-#trp tshiluba-#lua tshivenda-#ve tsonga-#ts tswana-#tn tswa-#tsc tubu-#tuq tulu-#tcy tumbuka-#tum tunisian-#aeb turkana-#tuv turkish-#tr turkmen-#tk tuvaluan-#tvl tuvan-#tyv twi-#tw txopi-#cce tzeltal-#tzh tzotzil-#tzo

[To the alphabet](#)

**U**

udmurt-#udm urainian-#uk umbundu-#umb upper-sorbian-#hsb urdu-#ur urhobo-#urh  
uyghur-#ug uzbek-#uz

[To the alphabet](#)

**V**

vaiphei-#vap vai-#vai venda-#ve venetian-#vec vietnamese-#vi virgin-islands-creole-#vic  
vlax-romani-#rmy

[To the alphabet](#)

**W**

walamo-#wal wales walloon-#wa wancho-#nnp wanga-#lwg waray-#war warlpiri-#wbp  
waskia-#wsk wayuu-#guc welsh-#cy west-bank-and-gaza west-central-limba-#lia western-  
punjabi-#pnb western-tamang-#tdg west-greenland wolaytta-#wal wolof-#wo wu-#wu

[To the alphabet](#)

**X**

xhosa-#xh xitsonga-#ts xitswa-#tsc

[To the alphabet](#)

**Y**

yakut-#sah yambo-#anu yao-#yao yaqui-#yaq yembo-#anu yiddish-#yi yi-#ii yimchungre-  
#yim yocoboué-dida-#gud yoruba-#yo yucatec-maya-#yua yuehai-#yue

[To the alphabet](#)

**Z**

zande-#zne zapotec-#zap zaramo-#zaj zarma-#dje zaza-#zza zeliang-#nbu zemi-#nzm  
zhuang-#za zigula-#ziw zinza-#zin zou-#zom zulu-#zu

[To the alphabet](#)

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# Annex 2 - ISO 3166 Codes for all Countries

This annex lists all countries and territories of the world, each with its ISO 3166 country code and their generic tagcoding hashtags. Over a hundred thousand topics for discourse are supported by adding a country's ISO code to the hashtags for economic activities (ISIC) or functions of government (COFOG).

Most of these tags are listed in the [Actor Atlas country pages](#)<sup>54</sup>. Those territories for which this is not the case are marked with \*.

Country	ISO code	cofog tag	isic tag	lgu tag
Afghanistan	AF	#cofogAG	#isicAG	#AGlgu
Aland Islands*	AX	#cofogAX	#isicAX	#AXlgu
Albania	AL	#cofogAL	#isicAL	#Allgu
Algeria	DZ	#cofogDZ	#isicDZ	#DZlgu
American Samoa*	AS	#cofogAS	#isicAS	#ASlgu
Andorra\$	AD	#cofogAD	#isicAD	#ADlgu
Angola	AO	#cofogAO	#isicAO	#AOlgu
Anguilla*	AI	#cofogAI	#isicAI	#Allgu
Antarctica*	AQ	#cofogAQ	#isicAQ	#AQlgu
Antigua and Barbuda	AG	#cofogAG	#isicAG	#AGlgu
Argentina	AR	#cofogAR	#isicAR	#ARlgu
Armenia	AM	#cofogAM	#isicAM	#AMlgu
Aruba*	AW	#cofogAW	#isicAW	#AWlgu
Australia	AU	#cofogAU	#isicAU	#AULgu
Austria	AT	#cofogAT	#isicAT	#ATlgu
The Bahamas	BS	#cofogBS	#isicBS	#BSlgu
Bahrain	BH	#cofogBH	#isicBH	#BHLgu
Bangladesh	BD	#cofogBD	#isicBD	#BDlgu
Barbados	BB	#cofogBB	#isicBB	#BBlgu
Belarus	BY	#cofogBY	#isicBY	#BYlgu
Belgium	BE	#cofogBE	#isicBE	#BElgu
Belize	BZ	#cofogBZ	#isicBZ	#BZlgu
Benin	BJ	#cofogBJ	#isicBJ	#BJlgu

<sup>54</sup><http://www.actor-atlas.info/initiative-books>

Country	ISO code	cofog tag	isic tag	lgu tag
Bermuda	BM	#cofogBM	#isicBM	#BMLgu
Bhutan	BT	#cofogBT	#isicBT	#BTlgu
Bolivia	BO	#cofogBO	#isicBO	#BOLgu
Bonaire, Sint Eustatius and Saba*	BQ	#cofogBQ	#isicBQ	#BQLgu
Bosnia and Herzegovina	BA	#cofogBA	#isicBA	#BALgu
Botswana	BW	#cofogBW	#isicBW	#BWlgu
Bouvet Island*	BV	#cofogBV	#isicBV	#BVlgu
Brazil	BR	#cofogBR	#isicBR	#BRlgu
British Indian Ocean Territory*	IO	#cofogIO	#isicIO	#IOLgu
Brunei Darussalam	BN	#cofogBN	#isicBN	#BNlgu
Bulgaria	BG	#cofogBG	#isicBG	#BGlgu
Burkina Faso	BF	#cofogBF	#isicBF	#BFlgu
Burundi	BI	#cofogBI	#isicBI	#BIIlgu
Cambodia	KH	#cofogKH	#isicKH	#KHlgu
Cameroon	CM	#cofogCM	#isicCM	#CMLgu
Canada	CA	#cofogCA	#isicCA	#CALgu
Cape Verde	CV	#cofogCV	#isicCV	#CVlgu
Cayman Islands*	KY	#cofogKY	#isicKY	#KYlgu
Central African Republic	CF	#cofogCF	#isicCF	#CFlgu
Chad	TD	#cofogTD	#isicTD	#TDlgu
Chile	CL	#cofogCL	#isicCL	#CLlgu
China	CN	#cofogCN	#isicCN	#CNlgu
Christmas Island*	CX	#cofogCX	#isicCX	#CXlgu
Cocos (Keeling) Islands*	CC	#cofogCC	#isicCC	#CCLgu
Colombia	CO	#cofogCO	#isicCO	#COLgu
Comoros	KM	#cofogKM	#isicKM	#KMLgu
Congo	CG	#cofogCG	#isicCG	#CGlgu
Congo, Democratic Republic of the	CD	#cofogCD	#isicCD	#CDlgu
Cook Islands*	CK	#cofogCK	#isicCK	#CKlgu
Costa Rica	CR	#cofogCR	#isicCR	#CRlgu
Côte d'Ivoire	CI	#cofogCI	#isicCI	#CIlgu
Croatia	HR	#cofogHR	#isicHR	#HRLgu
Cuba	CU	#cofogCU	#isicCU	#CULgu
Cura ao*	CW	#cofogCW	#isicCW	#CWlgu
Cyprus	CY	#cofogCY	#isicCY	#CYlgu
Czech Republic	CZ	#cofogCZ	#isicCZ	#CZlgu
Denmark	DK	#cofogDK	#isicDK	#DKlgu
Djibouti	DJ	#cofogDJ	#isicDJ	#DJlgu
Dominica	DM	#cofogDM	#isicDM	#DMlgu
Dominican Republic	DO	#cofogDO	#isicDO	#DOLgu

Country	ISO code	cofog tag	isic tag	lgu tag
Ecuador	EC	#cofogEC	#isicEC	#EClgu
Egypt	EG	#cofogEG	#isicEG	#EGlgu
El Salvador	SV	#cofogSV	#isicSV	#SVlgu
Equatorial Guinea	GQ	#cofogGQ	#isicGQ	#GQlgu
Eritrea	ER	#cofogER	#isicER	#ERlgu
Estonia	EE	#cofogEE	#isicEE	#EElgu
Ethiopia	ET	#cofogET	#isicET	#ETlgu
Falkland Islands (Malvinas)*	FK	#cofogFK	#isicFK	#FKlgu
Faroe Islands*	FO	#cofogFO	#isicFO	#FOlgu
Fiji	FJ	#cofogFJ	#isicFJ	#FJlgu
Finland	FI	#cofogFI	#isicFI	#FIlgu
France	FR	#cofogFR	#isicFR	#FRLgu
French Guiana*	GF	#cofogGF	#isicGF	#GFlgu
French Polynesia*	PF	#cofogPF	#isicPF	#PFlgu
French Southern Territories*	TF	#cofogTF	#isicTF	#TFlgu
Gabon	GA	#cofogGA	#isicGA	#GAlggu
The Gambia	GM	#cofogGM	#isicGM	#GMIgu
Georgia	GE	#cofogGE	#isicGE	#GElgu
Germany	DE	#cofogDE	#isicDE	#DElgu
Ghana	GH	#cofogGH	#isicGH	#GHlgu
Gibraltar	GI	#cofogGI	#isicGI	#GIlgu
Greece	GR	#cofogGR	#isicGR	#GRlgu
Greenland*	GL	#cofogGL	#isicGL	#GLlgu
Grenada	GD	#cofogGD	#isicGD	#GDlgu
Guadeloupe*	GP	#cofogGP	#isicGP	#GPLgu
Guam*	GU	#cofogGU	#isicGU	#GULgu
Guatemala	GT	#cofogGT	#isicGT	#GTlgu
Guernsey*	GG	#cofogGG	#isicGG	#GGlgu
Guinea	GN	#cofogGN	#isicGN	#GNlgu
Guinea-Bissau	GW	#cofogGW	#isicGW	#GWlgu
Guyana	GY	#cofogGY	#isicGY	#GYlgu
Haiti	HT	#cofogHT	#isicHT	#HTlgu
Heard Island and McDonald Islands*	HM	#cofogHM	#isicHM	#HMIgu
Holy See (Vatican City State)*	VA	#cofogVA	#isicVA	#VALgu
Honduras	HN	#cofogHN	#isicHN	#HNlgu
Hong Kong	HK	#cofogHK	#isicHK	#HKlgu
Hungary	HU	#cofogHU	#isicHU	#HULgu
Iceland	IS	#cofogIS	#isicIS	#ISlgu
India	IN	#cofogIN	#isicIN	#INlgu
Indonesia	ID	#cofogID	#isicID	#IDlgu

Country	ISO code	cofog tag	isic tag	lgu tag
Iran, Islamic Rep. of	IR	#cofogIR	#isicIR	#IRlgu
Iraq	IQ	#cofogIQ	#isicIQ	#IQlgu
Ireland	IE	#cofogIE	#isicIE	#IElgu
Isle of Man*	IM	#cofogIM	#isicIM	#IMlgu
Israel	IL	#cofogIL	#isicIL	#ILlgu
Italy	IT	#cofogIT	#isicIT	#ITlgu
Jamaica	JM	#cofogJM	#isicJM	#JMLgu
Japan	JP	#cofogJP	#isicJP	#JPlgu
Jersey*	JE	#cofogJE	#isicJE	#JElgu
Jordan	JO	#cofogJO	#isicJO	#JOlgu
Kazakhstan	KZ	#cofogKZ	#isicKZ	#KZlgu
Kenya	KE	#cofogKE	#isicKE	#KElgu
Kiribati	KI	#cofogKI	#isicKI	#KIlgu
Korea, DPR	KP	#cofogKP	#isicKP	#KPlgu
Korea, Republic of	KR	#cofogKR	#isicKR	#KRLgu
Kuwait	KW	#cofogKW	#isicKW	#KWlgu
Kyrgyzstan	KG	#cofogKG	#isicKG	#KGlgu
Lao, PDR	LA	#cofogLA	#isicLA	#LAlgu
Latvia	LV	#cofogLV	#isicLV	#LVlgu
Lebanon	LB	#cofogLB	#isicLB	#LBlgu
Lesotho	LS	#cofogLS	#isicLS	#LSlgu
Liberia	LR	#cofogLR	#isicLR	#LRlgu
Libya	LY	#cofogLY	#isicLY	#LYlgu
Liechtenstein*	LI	#cofogLI	#isicLI	#LIlgu
Lithuania	LT	#cofogLT	#isicLT	#LTlgu
Luxembourg	LU	#cofogLU	#isicLU	#LYlgu
Macao*	MO	#cofogMO	#isicMO	#MOlgu
Macedonia, FYR	MK	#cofogMK	#isicMK	#MKlgu
Madagascar	MG	#cofogMG	#isicMG	#MGlgu
Malawi	MW	#cofogMW	#isicMW	#MWlgu
Malaysia	MY	#cofogMY	#isicMY	#MYlgu
Maldives	MV	#cofogMV	#isicMV	#MVLgu
Mali	ML	#cofogML	#isicML	#MLlgu
Malta	MT	#cofogMT	#isicMT	#MTlgu
Marshall Islands	MH	#cofogMH	#isicMH	#MHLgu
Martinique	MQ	#cofogMQ	#isicMQ	#MQlgu
Mauritania	MR	#cofogMR	#isicMR	#MRlgu
Mauritius	MU	#cofogMU	#isicMU	#MULgu
Mayotte*	YT	#cofogYT	#isicYT	#YTlgu
Mexico	MX	#cofogMX	#isicMX	#MXlgu

Country	ISO code	cofog tag	isic tag	lgu tag
Micronesia, Fed. States	FM	#cofogFM	#isicFM	#FMIgu
Moldova, Republic of	MD	#cofogMD	#isicMD	#MDIgu
Monaco	MC	#cofogMC	#isicMC	#MCIgu
Mongolia	MN	#cofogMN	#isicMN	#MNLgu
Montenegro	ME	#cofogME	#isicME	#MElgu
Montserrat*	MS	#cofogMS	#isicMS	#MSIgu
Morocco	MA	#cofogMA	#isicMA	#MAIgu
Mozambique	MZ	#cofogMZ	#isicMZ	#MZIgu
Myanmar	MM	#cofogMM	#isicMM	#MMIgu
Namibia	NA	#cofogNA	#isicNA	#NALgu
Nauru	NR	#cofogNR	#isicNR	#NRlgu
Nepal	NP	#cofogNP	#isicNP	#NPlgu
Netherlands	NL	#cofogNL	#isicNL	#NLLgu
New Caledonia*	NC	#cofogNC	#isicNC	#NCIgu
New Zealand	NZ	#cofogNZ	#isicNZ	#NZIgu
Nicaragua	NI	#cofogNI	#isicNI	#NIlgua
Niger	NE	#cofogNE	#isicNE	#NELgu
Nigeria	NG	#cofogNG	#isicNG	#NGIgu
Niue*	NU	#cofogNU	#isicNU	#NULgu
Norfolk Island*	NF	#cofogNF	#isicNF	#NFLgu
Northern Mariana Islands*	MP	#cofogMP	#isicMP	#MPlgu
Norway	NO	#cofogNO	#isicNO	#NOLgu
Oman	OM	#cofogOM	#isicOM	#OMIgu
Pakistan	PK	#cofogPK	#isicPK	#PKIgu
Palau	PW	#cofogPW	#isicPW	#PWlgu
Palestine, State of	PS	#cofogPS	#isicPS	#PSIgu
Panama	PA	#cofogPA	#isicPA	#PALgu
Papua New Guinea	PG	#cofogPG	#isicPG	#PGIgu
Paraguay	PY	#cofogPY	#isicPY	#PYIgu
Peru	PE	#cofogPE	#isicPE	#PElgu
Philippines	PH	#cofogPH	#isicPH	#PHIgu
Pitcairn*	PN	#cofogPN	#isicPN	#PNIgu
Poland	PL	#cofogPL	#isicPL	#PLLgu
Portugal	PT	#cofogPT	#isicPT	#PTIgu
Puerto Rico	PR	#cofogPR	#isicPR	#PRIgu
Qatar	QA	#cofogQA	#isicQA	#QAlgu
R union	RE	#cofogRE	#isicRE	#RElgu
Romania	RO	#cofogRO	#isicRO	#ROlgu
Russian Federation	RU	#cofogRU	#isicRU	#RULgu
Rwanda	RW	#cofogRW	#isicRW	#RWlgu

Country	ISO code	cofog tag	isic tag	lgu tag
St. Barth lemy*	BL	#cofogBL	#isicBL	#BLLgu
St. Helena, Ascension and Tristan da Cunha*	SH	#cofogSH	#isicSH	#SHlgu
St. Kitts and Nevis	KN	#cofogKN	#isicKN	#KNlgu
St. Lucia	LC	#cofogLC	#isicLC	#LClgu
St. Maarten (French Part)*	MF	#cofogMF	#isicMF	#MFlgu
St. Pierre and Miquelon*	PM	#cofogPM	#isicPM	#PMlgu
St. Vincent and the Grenadines	VC	#cofogVC	#isicVC	#VClgu
Samoa*	WS	#cofogWS	#isicWS	#WSlgu
San Marino*	SM	#cofogSM	#isicSM	#SMLgu
S o Tom and Principe	ST	#cofogST	#isicST	#STlgu
Saudi Arabia	SA	#cofogSA	#isicSA	#SAlgu
Senegal	SN	#cofogSN	#isicSN	#SNlgu
Serbia	RS	#cofogRS	#isicRS	#RSlgu
Seychelles	SC	#cofogSC	#isicSC	#SClgu
Sierra Leone	SL	#cofogSL	#isicSL	#SLLgu
Singapore	SG	#cofogSG	#isicSG	#SGlgu
Sint Maarten (Dutch Part)*	SX	#cofogSX	#isicSX	#SXlgu
Slovakia	SK	#cofogSK	#isicSK	#SKlgu
Slovenia	SI	#cofogSI	#isicSI	#SIlgu
Solomon Islands	SB	#cofogSB	#isicSB	#SBlgu
Somalia	SO	#cofogSO	#isicSO	#SOLgu
South Africa	ZA	#cofogZA	#isicZA	#ZAlgu
South Georgia and the South Sandwich Islands*	GS	#cofogGS	#isicGS	#GSlgu
South Sudan	SS	#cofogSS	#isicSS	#SSlgu
Spain	ES	#cofogES	#isicES	#ESlgu
Sri Lanka	LK	#cofogLK	#isicLK	#LKlgu
Sudan	SD	#cofogSD	#isicSD	#SDlgu
Suriname	SR	#cofogSR	#isicSR	#SRlgu
Svalbard and Jan Mayen*	SJ	#cofogSJ	#isicSJ	#SJlgu
Swaziland	SZ	#cofogSZ	#isicSZ	#SZlgu
Sweden	SE	#cofogSE	#isicSE	#SElgu
Switzerland	CH	#cofogCH	#isicCH	#CHlgu
Syrian Arab Republic	SY	#cofogSY	#isicSY	#SYlgu
Taiwan	TW	#cofogTW	#isicTW	#TWlgu
Tajikistan	TJ	#cofogTJ	#isicTJ	#TJlgu
Tanzania	TZ	#cofogTZ	#isicTZ	#TZlgu
Thailand	TH	#cofogTH	#isicTH	#THlgu
Timor-Leste	TL	#cofogTL	#isicTL	#TLLgu
Togo	TG	#cofogTG	#isicTG	#TGlgu
Tokelau*	TK	#cofogTK	#isicTK	#TKlgu

Country	ISO code	cofog tag	isic tag	lgu tag
Tonga	TO	#cofogTO	#isicTO	#Tolg
Trinidad and Tobago	TT	#cofogTT	#isicTT	#TTlgu
Tunisia	TN	#cofogTN	#isicTN	#TNlgu
Turkey	TR	#cofogTR	#isicTR	#TRlgu
Turkmenistan	TM	#cofogTM	#isicTM	#TMIgu
Turks and Caicos Islands*	TC	#cofogTC	#isicTC	#TCIgu
Tuvalu*	TV	#cofogTV	#isicTV	#TVlgu
Uganda	UG	#cofogUG	#isicUG	#UGlgu
Ukraine	UA	#cofogUA	#isicUA	#UAigu
United Arab Emirates	AE	#cofogAE	#isicAE	#AElgu
United Kingdom	GB	#cofogGB	#isicGB	#GBlgu
United States of America	US	#cofogUS	#isicUS	#USlgu
United States of America Minor Outlying Islands	UM	#cofogUM	#isicUM	#UMlgu
Uruguay	UY	#cofogUY	#isicUY	#UYlgu
Uzbekistan	UZ	#cofogUZ	#isicUZ	#UZlgu
Vanuatu	VU	#cofogVU	#isicVU	#VUlgu
Venezuela, Bolivarian Republic of	VE	#cofogVE	#isicVE	#VElgu
Vietnam	VN	#cofogVN	#isicVN	#VNlgu
Virgin Islands, British*	VG	#cofogVG	#isicVG	#VGlgu
Virgin Islands, U.S.*	VI	#cofogVI	#isicVI	#VIlgu
Wallis and Futuna*	WF	#cofogWF	#isicWF	#WFigu
Western Sahara*	EH	#cofogEH	#isicEH	#EHlgu
Yemen	YE	#cofogYE	#isicYE	#YEigu
Zambia	ZM	#cofogZM	#isicZM	#ZMIgu
Zimbabwe	ZW	#cofogZW	#isicZW	#ZWlgu

[To the annexes](#)

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# Annex 3 - Navigating features in this e-Book

This e-book is not an ordinary e-book. It is explicitly designed to use *hyperlinks* to online and inline content.

Because of its size, over 300 pages, and because it is, like a dictionary or encyclopedia, not intended for linear reading, it is recommended to use:

- the search function provided by both pdf and epub readers;
- the bookmarks for part and chapter headings, which show the overall structure of the e-book (See Figure A.1).

As long as the pdf and epub versions do not support bookmarks for sections below the chapters, use inline hyperlinks based on the TOCs of the sub-sections, with a backlink from the sub-section to the containing section where the TOC is located.

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 <a href="#">Preface</a>											
▼  <a href="#">Part I - About #tagcoding</a> <table border="0"><tr><td> <a href="#">Chapter 1 - Introduction</a></td></tr><tr><td> <a href="#">Chapter 2 - #tagcoding: why everyone should do it, and how to do it</a></td></tr></table>	 <a href="#">Chapter 1 - Introduction</a>	 <a href="#">Chapter 2 - #tagcoding: why everyone should do it, and how to do it</a>									
 <a href="#">Chapter 1 - Introduction</a>											
 <a href="#">Chapter 2 - #tagcoding: why everyone should do it, and how to do it</a>											
>  <a href="#">Part II - Economic Activities - #ISIC</a>											
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Figure A.1: The Parts and Chapters of the e-book in a pdf reader

- Hyperlinks to online content
- Inline Hyperlinks
- Other uses of hashtags
- Provide #tagcoding manuals in your language

## Hyperlinks to online content

Hyperlinks to online content make it a *media enhanced book*.

In the pdf version of the e-book, such hyperlinks appear as footnotes.

A *media enhanced book* offers benefits to participants in the knowledge chain. These benefits are based on the use of hyperlinks and hashtags to extend the story of the book with content that is available on the web and with discourse on social platforms. Content that is in the public domain is called *content commons* and should, in principle, be available to all under the same access regime, free of charge and with no restrictions on re-use. Content that is protected by copyright is called proprietary content. It can be accessed for a fee or for free, and cannot be re-used without permission from the copyright holder. Access conditions should be comparable for all participants in the same market.

Using *hyperlinks* to online content commons and proprietary content has several advantages:

- The author can avoid rewriting and repackaging existing content, and can build on the work of others in a direct and transparent way;
- Content on the web can evolve and improve between the time the e-book is created and the time it is read using the hyperlink;
- If the hyperlinked content is in wikis or blogs that support discussion or commentary, readers can add comments to further improve the state of knowledge in the area covered.

Systematised [content commons<sup>55</sup>](#) referenced by hyperlinks alert authors and readers to the possibility of contributing to the wider dissemination of content commons or using them in other situations where they can be of benefit. By using and expanding the systematised content commons, their quality and usefulness will gradually improve.

## Inline Hyperlinks

While editing the #tagcoding manuals, which often amounted to putting wiki content into e-book format, I missed the convenience of wiki breadcrumbs to navigate from subsections higher up in the content hierarchy. Markdown and related editing formats support linking within a piece.

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<sup>55</sup><http://www.worx.wiki/systematized>

This e-book and the #tagcoding manuals make extensive use of inline hyperlinks for tables of contents of chapters, sections, and subsections, for links to return to the next level up in the content hierarchy, and for links between chapters and between sections.

In this way, a thousand-plus page #tagcoding eHandbook can be read with the convenience of a wiki without being online. Within the source text, #tagcoding hashtags are used to tag the sections that define them. And access to the source code for the classifications is (or will be) included in the purchase of the e-book on leanpub. This makes it easy to reuse the source text or parts of it in other electronic publications or websites.

## Other uses of hashtags

Using *hashtags* as a means of promoting and tracking a discussion topic also has several advantages, including:

- Anyone with a platform profile that allows tagged posts can contribute to the discussion (or better yet, the platform can allow non-members to read the discussion),
- When systematically defined hashtags are used, it becomes possible to discuss very specific topics, e.g. marine aquaculture in Indonesia via `#isic0312ID`.
- The use of hashtags by authors and readers supports collaborative scoping and avoids information overload,
- Each hashtag supports a “single-version-of-the-truth” search for the discourse on the platform(s) searched, at any point in time, and across languages.

Tagged discourse helps authors and readers update their knowledge about a particular topic.

If necessary, an author can update and republish an e-book, as supported by Leanpub, for example.

Realized as wikis, the systematized content commons can also be easily updated.

The expectation of improved quality provides a reason to return to specific “content commons” or hashtag searches later.

The systematized content commons in the #tagcoding guidelines are intentionally offered for free. Together we can demonstrate the feasibility of content commons and tagged discourse as pillars for development and low barrier access to knowledge that matters to people’s livelihoods.

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## Provide #tagcoding manuals in your language

While the #tagcoding handbook is already available in a few languages, providing systematized content commons in other languages will help reach a wider readership and user base for the Societal Architecture. In this way, we can overcome the digital and knowledge divide globally and achieve more poverty reduction and sustainable development impacts. Cooperatively, we can also make such provision [economically viable] (<http://convention.worx.wiki/article:economic-sustainability>).

A number of conditions mutually reinforce each other as enablers for the translation of this e-book:

- The 2030 Agenda hashtags defined in the [Actor Atlas<sup>56</sup>](#) are language independent;
- Google Translate supports page-by-page translation of Content Commons;
- Translating models in modeling tools is efficient as only the elements (and comments) need to be translated to translate all views;
- Leanpub supports royalty sharing according to an agreed split between author and (co-)translator.

[To the annexes](#)

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<sup>56</sup><http://www.actor-atlas.info/en:pivot>

# Part V - References

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To [I-#Tag](#) - [II-ISIC](#) - [III-COFOG](#) - [IV-Annexes](#) - [V-References](#)

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# About the author

Jan Goossenaerts is a social media entrepreneur and a business and architecture consultant specialized in aligning ICT and communications solutions to organizational and societal needs. In 2012 he founded Wikinetix which became a finalist in the 2012 Social Media Leadership Awards. In order to catalyse further the instructive and productive use of the internet and social media he invented #tagcoding and launched the Actor Atlas and the #xy2wiki programme.

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<sup>57</sup><https://bsky.app/profile/xy2w.bsky.social>

<sup>58</sup><https://mastodon.social/@jagoo>

<sup>59</sup><https://X.com/collaboratewiki>

<sup>60</sup>[https://X.com/SoCap\\_EU](https://X.com/SoCap_EU)

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