

EDUCATION STATISTICS DIGEST 2024



**Ministry of Education
SINGAPORE**

Moulding The Future of Our Nation

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PREFACE

We are pleased to present the 2024 edition of the Education Statistics Digest. The Digest provides basic statistical information on education in Singapore in 2023. This information includes data on schools, enrolment, teachers, educational outcomes, employment outcomes and finances.

The Digest is divided into three sections.

- a. The first section contains statistics on primary, secondary and pre-university education.
- b. The second section covers post-secondary education: the Institute of Technical Education (ITE), the two publicly-funded arts institutions (LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA)), the polytechnics and the autonomous universities.
- c. The third section shows time series on major education indicators to give a historical perspective of the developments and trends in education over the years.

You can download the statistics in machine-readable format from <http://www.data.gov.sg> or in Excel format from <http://www.moe.gov.sg/about-us/publications/education-statistics-digest>.

We hope you find this information useful. If you have any queries, please email contact@moe.gov.sg.

MANAGEMENT INFORMATION BRANCH
RESEARCH AND MANAGEMENT INFORMATION DIVISION
MINISTRY OF EDUCATION, SINGAPORE
NOVEMBER 2024

OVERVIEW OF SINGAPORE'S EDUCATION SYSTEM

Singapore's education system aims to bring out the best in every child. We aspire for every person who has gone through the Singapore education system to embody the Desired Outcomes of Education. These outcomes emphasise education fundamentals: nurturing whole individuals in the moral, cognitive, physical, social and aesthetic spheres. In sum, learners who are:

- **Confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgment, think independently and critically, and communicate effectively;
- **Self-directed learners** who take responsibility for their own learning, are curious, reflective and persevering in the lifelong pursuit of learning, driven by their passion and purpose;
- **Active contributors** who are empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative and strive for excellence; and
- **Concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation and take active roles in improving the lives of others.

Our students have different learning needs, abilities and aptitudes. We provide multiple educational pathways to cater to different students and develop every one of them to their fullest potential. Our schools provide a rich diversity of learning experiences, to develop students into lifelong learners with an enduring core of competencies to thrive in the 21st century. In addition to building a strong foundation in literacy and numeracy, we also develop our students holistically, and cater to their educational needs in physical, aesthetic, moral, social and emotional aspects.

- **The Character and Citizenship Education (CCE) curriculum** seeks to prepare students to navigate the complexities of today's fast-changing social paradigm, and develop character and citizenship dispositions, resilience and social-emotional well-being;
- **Student Development Experiences** such as Co-curricular activities (CCAs), Values in Action (VIA), Outdoor Adventure Learning Cohort Camps and Student Leadership Development programmes provide rich, authentic platforms for students to apply and reinforce their learning;

- **Applied Learning Programme (ALP) and Learning for Life Programme (LLP)**¹ are distinctive programmes that complement schools' core academic and student development programmes and help students acquire a stronger foundation for lifelong learning and 21st Century Competencies (21CC) development.

The bilingual policy, a cornerstone of our education system, requires students to offer two languages: English Language (EL) and a Mother Tongue Language (MTL). EL serves as our lingua franca, which facilitates inter-ethnic communication, fosters social cohesion and participation in the global economy while MTLs uphold our cultural ethos and allow Singaporeans to gain a competitive edge in Asia.

Teachers form the core of Singapore's education system and MOE is committed to nurturing and motivating our teachers to grow and reach their personal and professional best, in line with their aspirations and interests. As a community, our teachers exemplify a culture of innovation and peer learning, as well as role-model the spirit of lifelong learning in leading, caring for and inspiring future generations of Singapore. To equip them to take on future-ready roles as the designers and facilitators of learning and mentor to students, our teachers receive rigorous and evidence-based pre-service development at the National Institute of Education. They also have access to many opportunities for in-service professional learning, offered by the Academy of Singapore Teachers, academies, language centres, and HQ divisions, to holistically build up their competencies. Additionally, access to an online learning portal allows teachers to take ownership of their learning and remain as future-ready educators.

Parents and the wider community, including industries, play a crucial role in the holistic development of our students' 21CC, and we encourage them to partner schools to enrich the education and learning for our students.

PRIMARY EDUCATION

At the primary level, students go through a compulsory six-year course designed to give them a strong educational foundation. This includes developing literacy, numeracy, problem-solving skills, building character and citizenship dispositions, nurturing sound values and social-emotional competencies.

Aside from English Language, Mathematics, Science and Mother Tongue Languages, students also take subjects like Art, Music, Social Studies, and Physical Education. After the initial foundation stage (Primary 1 to Primary 4), students can take English Language, Mathematics, Mother Tongue Language and Science at either the Foundation or Standard level at Primary 5 and Primary 6. Students who do well in their Mother Tongue Language may also offer Higher Mother Tongue Language.

¹ Independent Schools, Autonomous Schools, Schools with Integrated Programme, Specialised Independent Schools and Specialised Schools already have their own distinctive programmes, and hence, are not included within the ALP/ LLP framework.

At the end of Primary 6, students take the Primary School Leaving Examination (PSLE), which gauges their learning and guides them to offer suitable subject levels for their learning pace at the start of secondary school. Beyond their performance at the PSLE, students can also seek admission to a secondary school based on their talents and potential across a diverse range of areas (such as arts and sports) through the Direct School Admission (DSA) exercise.

Teachers consider students' learning needs and readiness when designing lessons and assessment tasks to ensure that students are able to learn at a pace that best suits them. Students who require more help in acquiring literacy and numeracy skills will receive additional support through targeted programmes that combine flexible teaching approaches and small group instruction so that they can learn at a more manageable pace. High ability learners are provided enriched learning to develop their interests and talents, such as through the Gifted Education Programme (GEP).

SECONDARY EDUCATION

Structure of Secondary Education

For Secondary 1 cohorts in 2023 and earlier, the three courses offered are designed to match students' academic progress and interests.

- **Express Course.** This is a four-year course leading to the Singapore-Cambridge General Certificate of Education (GCE) O-Level certification. Students learn English Language and a Mother Tongue Language², as well as Mathematics, Science and the Humanities (with Social Studies) as compulsory subjects, together with elective subjects of their choice.
- **Normal (Academic) [N(A)] Course.** This is a four-year course leading to the Singapore-Cambridge GCE N(A)-Level certification. Students learn subjects similar to those offered in the Express course. Those who do well at the N(A)-Level will qualify to progress to Secondary 5 to take the O-Level examination. Since 2013, as alternatives to Secondary 5, students who do well at the N(A)-Level may progress to the polytechnics through (i) a one-year Polytechnic Foundation Programme (PFP); or (ii) a two-year Direct-Entry-Scheme to Polytechnic Programme (DPP) via a *Higher Nitec* course at the Institute of Technical Education (ITE).
- **Normal (Technical) [N(T)] Course.** This is a four-year course leading to the Singapore-Cambridge GCE N(T)-Level certification. Students learn English Language and a Mother Tongue Language, Mathematics, Computer Applications and subjects with technical or practical emphases to enhance experiential and practice-oriented learning.

² Students can opt to study Mother Tongue at either the standard, higher, or Syllabus B levels depending on their ability and eligibility.

MOE has fully implemented Full Subject-Based Banding (Full SBB) from the 2024 Secondary 1 cohort to further customise learning to each student's strengths, interests, and learning needs. Under Full SBB, stream labels have been phased out and students can offer their subjects at three subject levels: G1, G2 and G3 (G stands for General), mapped from today's N(T), N(A) and Express standards respectively. The N(T)-, N(A)-, and O-Level examination certificates will be replaced by the Singapore-Cambridge Secondary Education Certificate from 2027.

Distinctive and Specialised Programmes

All secondary schools have distinctive programmes to better support students' diverse learning needs, interests, and talents. To cater to diverse student interests, schools also offer a number of special programmes at the secondary-level. Programmes such as the Art Elective Programme, Music Elective Programme, Language Elective Programme and Bilingual Studies Programme allow students with interest and aptitude in these areas to go deeper into these subjects. In addition, Applied Learning Modules complement the national curriculum and expose students to applied learning options in the ITE and polytechnics. Interested and able students may also offer Applied Subjects at various schools to pursue specific areas in greater depth.

Some secondary schools offer the Integrated Programme (IP) which provides a six-year educational programme for academically-strong students who can benefit from broader learning experiences in both academic and non-academic aspects, with time freed-up from bypassing the O-Level examinations. At the end of Year 6, students in the IP obtain the Singapore-Cambridge GCE A-Level certificate, International Baccalaureate Diploma, or NUS High School Diploma, depending on their school.

Other Secondary School Offerings

As part of our variegated school landscape, we also have several Specialised and Specialised Independent Schools that cater to the unique learning needs and diverse interests of our students.

- **Specialised Independent Schools.** The NUS High School of Mathematics and Science, School of Science and Technology, School of the Arts, and Singapore Sports School cater to students with talents and strong interests in specific fields such as mathematics and science, applied learning, the arts, and sports respectively.
- **Crest Secondary School and Spectra Secondary School.** Crest Secondary School and Spectra Secondary School cater to students who prefer a practice-oriented curriculum and hands-on learning. Students from the two schools offer G1 English Language, Mathematics, Mother Tongue Language, together with the ITE Skills Subject Certificate (ISSC). Selected students also offer G1 Science or G2 subjects.
- **Specialised Schools.** NorthLight School (NLS) and Assumption Pathway School (APS) cater to students who might better benefit from vocational

education. These two schools accept students who do not qualify for secondary schools based on their PSLE performance. Students graduate with the ITE Skills Certificate (ISC), which prepares them for employment or admission into the ITE. A two-year Work-Study Programme (viz. NorthLight Academy and Assumption Pathway Academy), caters to students who graduated from NLS and APS respectively but did not progress to ITE, to equip them with work-ready skills and encourage lifelong learning.

SPECIAL EDUCATION

MOE's goal for students with Special Educational Needs (SEN) is to enable each student to maximise his or her potential, and lead an independent and meaningful life in society. We adopt a differentiated approach where students with SEN are placed in the educational setting that can best serve their needs.

- **Mainstream Schools.** Students with SEN who have the cognitive abilities and adaptive skills to access the national curriculum and mainstream learning environment are supported in mainstream schools. Our teachers and specialised school personnel, such as SEN Officers, are equipped with the knowledge and skills to support students with SEN. The schools also provide a range of targeted interventions and support programmes, utilise assistive learning devices, and offer other itinerant school-based educational support services provided by Social Service Agencies (SSAs) to students with SEN who require them.
- **Special Education (SPED) Schools.** Students with higher support needs who require more intensive and specialised assistance are supported in government and community-funded SPED schools operated by SSAs. Resourced with specially-trained teachers, allied health professionals and specialised facilities, SPED schools deliver a customised curriculum or the national curriculum (NC) to students who can cognitively access the NC but have moderate-to-severe needs in their adaptive functioning. Together with community support, SPED schools help students attain the desired SPED outcomes of Living, Learning and Working.

POST-SECONDARY EDUCATION

After secondary school, students may proceed to one of the following post-secondary education institutions.

- **Junior Colleges / Millennia Institute.** Students can apply for pre-university education at the junior colleges (two-year course) or Millennia Institute (three-year course) leading to the A-Level certification or the International Baccalaureate Diploma. To ensure a good breadth of skills and knowledge, students attempting the A-Level examination take at least one contrasting subject, i.e. at least one subject from Mathematics and the Sciences and at least one subject from the Humanities and the Arts.
- **Singapore Sports School (SSP) / School of the Arts, Singapore (SOTA).** Students with talent and strong interests in sports or the arts can apply for a

specialised education in these schools leading to the following post-secondary qualifications: the International Baccalaureate Diploma, offered by SOTA and SSP; the International Baccalaureate Career-related programme at SOTA; or a polytechnic diploma (Diploma in Business with Republic Polytechnic or Diploma in Business Studies with Ngee Ann Polytechnic) at SSP.

- **Polytechnics.** Students interested in pursuing a more practice-oriented pathway may apply for full-time diploma courses at the polytechnics.

One of the features of a polytechnic education is the strong emphasis on practice-based learning. Work attachments with industry partners are part of the curriculum and can vary in duration from six weeks to six months or longer for selected courses. These provide students with valuable on-the-job experience and the opportunity to work with industry experts. Polytechnic graduates who wish to further their studies may be considered for admission to the universities based on their diploma qualifications.

The polytechnics also offer part-time programmes at diploma and post-diploma level designed for adult learners who want to deepen their knowledge and skills across a range of disciplines and industries.

- **Part-time diploma** courses are designed to be modular and more compact than full-time diploma courses, to provide more flexible and accessible upgrading opportunities for adult learners.
- **Post-diploma** courses cater to working professionals who are diploma or degree holders. They are modular, shorter in duration than diploma courses, and mostly designed for part-time study. These include the Advanced Diploma and Specialist Diploma courses that cater to adults seeking to deepen their skills and knowledge in the field they are trained or practising in, and Diploma (Conversion) courses that cater to adults seeking training in a different discipline so as to facilitate career switches.
- **Work-Study Post-Diploma (WSPostDip)** programmes (previously known as the “SkillsFuture Earn and Learn” programmes) are 12- to 18-month work-study programmes that provide opportunities for graduates to build on the skills and knowledge that they acquired in school, and support their transition into the workforce. WSPostDip trainees undergo a structured training programme with on-the-job training and mentorship at the workplace, and facilitated learning at the polytechnics.
- **Institute of Technical Education (ITE).** ITE taps on industry expertise via its extensive partnerships and collaborations to ensure its graduates are well-equipped with skills needed by the industry, and offers internship opportunities that provide students with meaningful work-based learning under the guidance of industry mentors.

Students may also apply to ITE to pursue technical or vocational education, either through full-time *Nitec* or *Higher Nitec* courses, or traineeship programmes conducted in partnership with employers. By 2026, ITE will transit

all courses to the three-year enhanced curricular structure leading to the Higher Nitec qualification. The enhanced curriculum equips students with deeper industry-relevant skills for employment, and provides a stronger foundation for further education and skills upgrading. For instance, students will undertake two linked Industry Attachments totalling nine months, to better prepare them for the workplace.

ITE also provides industry-recognised skills training through the Technical Diploma (TD) and Work-Study Diploma (WSDip) programmes. The TD is designed in partnership with renowned overseas institutions, while the WSDip is co-developed and co-delivered by ITE and partner companies to provide structured on-the-job training, complemented by on-campus learning.

For adult learners who wish to resume or continue with academic upgrading at the secondary level, ITE offers MOE-subsidised lessons from Secondary One Normal to N- and O-Level under its General Education Programme. ITE also conducts skills evaluation tests for experienced workers, in addition to instructional skills and related programmes for industry trainers. ITE also offers part-time *Nitec*, *Higher Nitec*, and ITE Skills Certificate (ISC) courses. They are offered in modular form, giving participants the flexibility to sign up for training based on their needs.

- **Arts Institutions.** Students interested in pursuing tertiary arts education can enrol in programmes offered by the LASALLE College of the Arts (LASALLE) or the Nanyang Academy of Fine Arts (NAFA). These institutions offer a range of publicly-funded, practice-based degree and diploma programmes in the areas of visual, applied and performing arts.

NAFA also offers the NAFA Foundation Programme (NFP), a 35-week programme that aims to strengthen students' foundation in various creative arts disciplines to better prepare them for entry into NAFA's diploma programmes. N(A)-Level students who demonstrate interest and aptitude in the arts and meet the eligibility requirements may apply for the NFP. Successful applicants will be given an offer of admission to their chosen diploma courses, conditional upon the successful completion of the NFP.

Universities

The Autonomous Universities (AUs) prepare students not only to enter today's workforce but also to thrive in the future economy with new jobs and opportunities. The AUs provide undergraduate education for fresh school leavers, post-graduate programmes and Continuing Education & Training (CET) programmes to support individuals throughout their journey of lifelong learning.

The "Lifetime Cohort Participation Rate" will be increased to 60% for publicly-funded university degrees by 2025, up from 50% today, for fresh school leavers and adult learners. This is to provide more subsidised places for Singaporeans to study in university at different life stages, especially for working adults.

- **National University of Singapore (NUS)** is a comprehensive university that adopts a globally oriented approach towards education, research and entrepreneurship, with a focus on Asian perspectives. It offers a diverse spectrum of courses, including multidisciplinary and cross-faculty academic programmes within the College of Humanities and Sciences, the College of Design and Engineering, and NUS College.
- **Nanyang Technological University (NTU)** is a comprehensive university that offers programmes in engineering, business, science, humanities, arts, social sciences, education, and medicine. NTU hosts several education and research institutes, including the National Institute of Education, S Rajaratnam School of International Studies, Earth Observatory of Singapore, and Singapore Centre for Environmental Life Sciences Engineering.
- **Singapore Management University (SMU)** is a specialised university with seven schools offering ten undergraduate degree programmes – law, accountancy, business management, economics, information systems, computer science, computing & law, software engineering, social sciences and integrative studies. SMU's College of Integrative Studies offers an Individualised Major that allows students to design their own interdisciplinary undergraduate studies. SMU's pedagogy features an interactive and collaborative approach to learning, including the SMU-X curriculum, where students work on real-world industry issues.
- **Singapore University of Technology and Design (SUTD)** is a specialised university, with an interdisciplinary design-focused curriculum. It offers architecture, engineering, and the world's first design and artificial intelligence degree programmes. Grounded in Science, Technology, Engineering and Mathematics (STEM), SUTD's hands-on curriculum broadens students' exposure to the liberal arts, humanities and social sciences with the purpose of training critical thinkers, and incorporates elements of entrepreneurship, management, and design thinking.
- **Singapore Institute of Technology (SIT)** is Singapore's first university of applied learning, offering specialised degree programmes that prepare its graduates to be work-ready professionals. SIT's unique pedagogy integrates work and study, embracing learning in a real-world environment through collaborations with key strategic partners, to maximise the potential of its learners.
- **Singapore University of Social Sciences (SUSS)³** provides an applied education for school leavers and adult learners in the domain of the social sciences, as well as disciplines that have a strong impact on human and community development. It offers a diverse range of undergraduate and graduate programmes across five schools.

³ Known as SIM University (UniSIM) prior to 2017.

The **University of the Arts Singapore (UAS)** is a government-supported private university, comprising an alliance between LASALLE and NAFA, and a central coordinating entity, UAS Ltd. UAS offers an expanded range of programmes in fine arts, design, media arts, performing arts and arts management, as well as in new and upcoming areas in the applied arts. UAS commenced its inaugural degree intake in AY2024.

Work-Study Degrees (WSDegs)

In 2017, the AUs introduced WSDEgs to further tighten the nexus between education and training. These programmes feature increased employer involvement with at least 30% of the programme duration set aside for structured on-the-job training at the workplace. AUs partner companies to co-design and co-deliver curricula that closely interconnect theory and practice, as well as co-assess students' performance at the workplace.

SKILLSFUTURE

SkillsFuture is a national movement to provide Singaporeans with opportunities to develop to their fullest potential through lifelong learning and skills mastery, regardless of their starting points. The movement involves collaboration amongst multiple stakeholders, including individuals, employers, industry associations, unions, training providers and government agencies.

The four key thrusts of SkillsFuture are:

- (i) Help individuals make well-informed choices in education, training and careers;
- (ii) Develop an integrated high-quality system of education and training that responds to constantly evolving needs;
- (iii) Promote employer recognition and career development based on skills and mastery; and
- (iv) Foster a culture that supports and celebrates lifelong learning.

A major task is to shift away from an education system that relies on front-loading within the first two decades of an individual's life, towards continuing education and learning over a lifetime to better prepare our workers in a fast-changing economy.

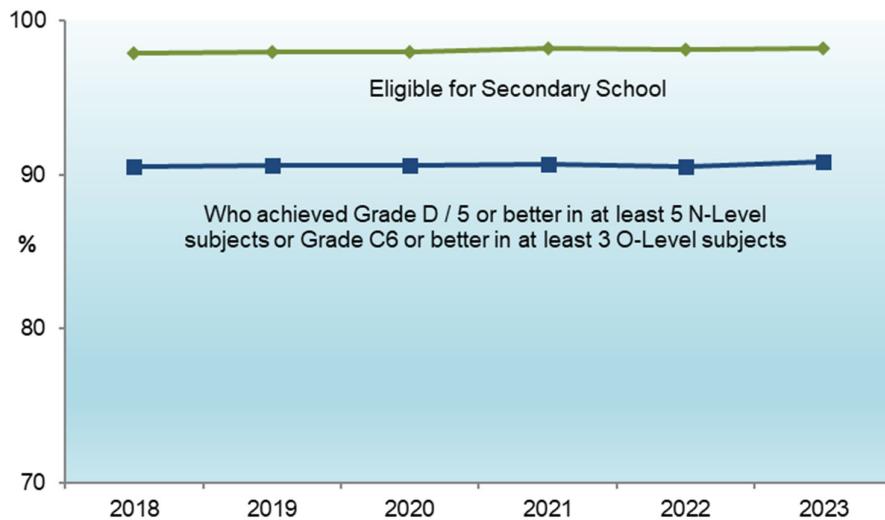
As developing a lifelong learning disposition starts in schools, Education and Career Guidance (ECG) helps students develop a sense of purpose in life, understand their strengths and interests, and make informed decisions on their education and career pathways. By nurturing self-awareness and self-directedness for lifelong learning, ECG helps students develop a growth mindset, adaptability, and a resilient attitude to embrace future opportunities and appreciate the value of all occupations.

To support Singaporeans in their lifelong learning journey, we are making skills upgrading more accessible and affordable for our workers. Some of the key initiatives include:

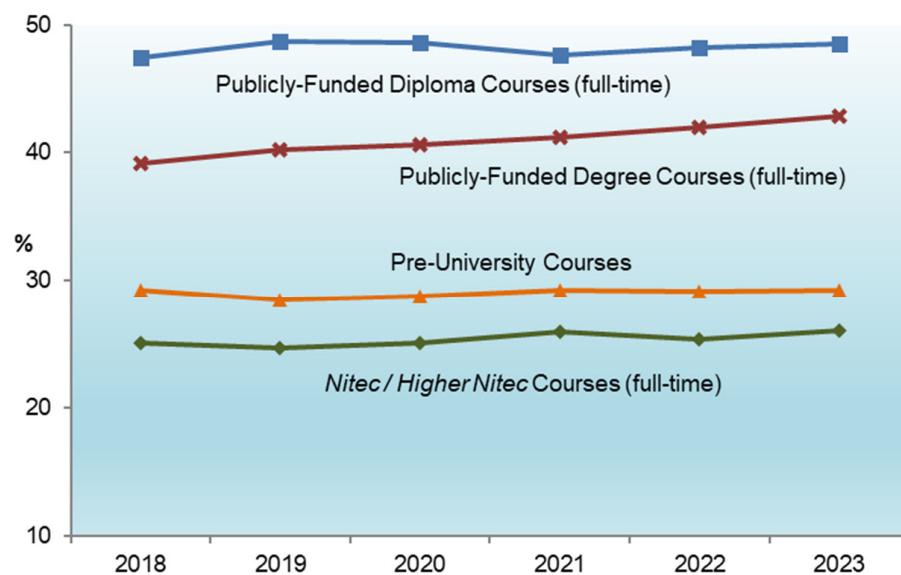
- **SkillsFuture Credit.** To encourage individual ownership of their skills development, Singapore Citizens aged 25 and above are provided with an opening SkillsFuture Credit of \$500 that will not expire. SkillsFuture Credit can be used on a variety of approved skills-related courses supported by SkillsFuture Singapore (SSG). A one-off top-up of \$500 was provided to all Singaporeans aged 25 and above in 2020 which will expire on 31 December 2025.
 - **SkillsFuture Level-Up Programme.** Greater support will be provided to Singaporeans aged 40 and above to pursue a substantive skills-reboot to remain relevant and employable. These are:
 - **\$4,000 SkillsFuture Credit top-up** for programmes with better employability outcomes such as full qualifications offered by the IHLs and modules that stack to these qualifications, the SkillsFuture Career Transition Programme (SCTP) and courses that fulfil training requirements in the Progressive Wage Model.
 - **Subsidies to pursue another full-time Diploma** at the Polytechnics, ITE and Arts Institutions.
 - **Mid-Career Training Allowance** of up to \$3,000/month for up to 24 months for selected full-time training programmes. These comprise IHL full qualifications up to the undergraduate degree-level and the SkillsFuture Career Transition Programme (SCTP).
 - **SCTP.** The SCTP is SSG's steady-state train-and-place programme, to help mid-career workers acquire industry-relevant skills and pivot towards sectors with good hiring opportunities. Skills and training advisory services are offered to help trainees select courses that best suit their strengths and interests. Employment facilitation and career advisory are also integrated into SCTP to strengthen the support for trainees in their job search.
 - **SkillsFuture Series.** The SkillsFuture Series is a curated list of short, industry-relevant courses that allow working adults to pursue just-in-time, bite-sized upskilling in emerging skills areas in the four economic growth pillars, namely Industry 4.0, Care Economy, Green Economy and Digital Economy. The courses are offered across 3 proficiency levels: Basic, Intermediate and Advanced, to cater to learners with different skills proficiencies.
 - **MySkillsFuture Portal.** MySkillsFuture is a one-stop online portal that empowers individuals to chart their career and lifelong learning pathways. It has a course directory to enable individuals to search for SkillsFuture Credit-eligible courses, and other tools such as the Skills Passport for documenting users' skills, certificates and licences. In schools, Primary 5 to Pre-University students use the MySkillsFuture student portal as part of their curriculum to discover their purpose, explore the various education and career opportunities, and make informed decisions.
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KEY EDUCATIONAL INDICATORS

A. Percentage of Primary 1 (P1) cohort:



Percentage of Primary 1 (P1) cohort admitted to:

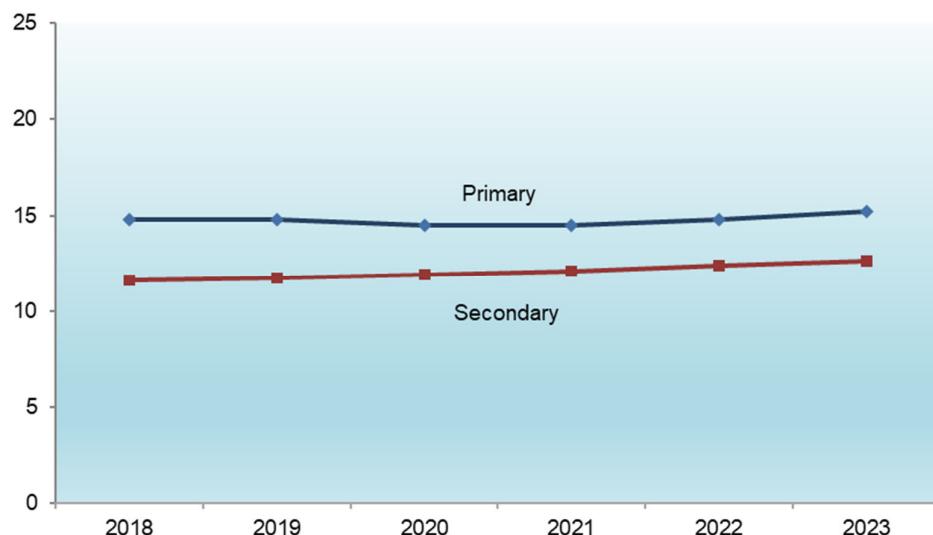


Percentage of P1 Cohort: ¹	2018	2019	2020	2021	2022	2023
(a) Eligible for Secondary School ²	97.9	98.0	98.0	98.2	98.1	98.2
(b) Who achieved Grade D / 5 or better in at least 5 N-Level subjects or Grade C6 or better in at least 3 O-Level subjects ^{2,3}	90.5	90.6	90.6	90.7	90.5	90.8
(c) Admitted to: ⁴						
(i) Nitec / Higher Nitec Courses (full-time)	25.1	24.7	25.1	26.0	25.4	26.1
(ii) Publicly-Funded Diploma Courses (full-time) ⁵	47.4	48.7	48.6	47.6	48.2	48.5
(iii) Pre-University Courses	29.3	28.5	28.8	29.3	29.2	29.3
(iv) Publicly-Funded Degree Courses (full-time) ⁶	39.2	40.2	40.6	41.2	42.0	42.9

Note:

- 1) For indicators (a) and (b), figures for the last three years are preliminary. For indicators c(i) to c(iv), figures for the last five years are preliminary.
- 2) For a given year, the statistics are calculated based on the P1 cohort that would typically sit for these exams in that year. For example, for 2023, the percentage of the P1 cohort eligible for secondary school is calculated based on the cohort that entered P1 in 2018, and the percentage of the P1 cohort who achieved Grade D / 5 or better in at least 5 N-Level subjects or Grade C6 or better in at least 3 O-Level subjects is calculated based on the cohort that entered P1 in 2014. These figures may be different from those shown in Tables 33 to 53 as the latter are based on exam candidatures and not P1 cohorts, i.e., they would include students who enter the school system after P1 and exclude those who left the country after P1.
- 3) Figures include students who achieved Grade D / 5 / C6 or better in 5 distinct subjects based on a combination of N- and O-Level subjects. For students offering ITE Skills Certificate or ITE Skills Subject Certificate courses, the equivalent N-Level grades are also taken into consideration.
- 4) Students who enrol in one course may progress subsequently to another course and are accounted for under both types of courses. For example, polytechnic students who progress to university will be accounted for under both publicly-funded diploma and degree courses. Figures for indicators c(i) to c(iii) are based on the P1 cohort from 10 years prior to the year of reporting, while indicator c(iv) is based on the P1 cohort from 12 years prior to the year of reporting.
- 5) Publicly-funded diploma courses are offered by the five polytechnics, ITE, LASALLE and NAFA.
- 6) Publicly-funded degree courses are offered by NUS, NTU, SMU, SUTD, SIT, SUSS, LASALLE and NAFA.

B. Ratio of Students to Teaching Staff



Level	2018	2019	2020	2021	2022	2023
Primary	14.8	14.8	14.5	14.5	14.8	15.2
Secondary	11.6	11.7	11.9	12.1	12.4	12.6

Note:

- 1) Figures for secondary schools include students and teachers in Government, Government-aided, Independent, Specialised Independent and Specialised schools.
- 2) The ratio of students to teaching staff or what is known as the Pupil-Teacher Ratio (PTR), is the number of primary/secondary students divided by the number of teachers in primary/secondary schools.

SECTION 1

PRIMARY, SECONDARY AND PRE-UNIVERSITY EDUCATION

1 NUMBER OF SCHOOLS BY LEVEL AND TYPE, 2023

Type of School	Primary	Secondary	Mixed Level	Pre-University	Total
Total	177	132	16	11	336
Government	136	97	4	7	244
Government-Aided	41	28	3	4	76
Independent	0	2	6	0	8
Specialised Independent	0	1	3	0	4
Specialised	0	4	0	0	4

1. Mixed Level schools comprise primary & secondary schools (P1-S4/S5) and secondary & junior college schools (S1-JC2). For type of school, Mixed Level schools are reflected according to their secondary sections. For example, if the secondary section is an Independent school and its primary section is Government-aided, the school will be reflected in the table above as an Independent Mixed Level school.

2 STUDENTS, EDUCATION OFFICERS AND EDUCATION PARTNERS IN SCHOOLS BY LEVEL, 2023

	Primary		Secondary		Mixed Level		Pre-University		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Enrolment	230,756	112,545	141,113	70,884	35,645	16,254	14,828	7,892	422,342	207,575
Teacher	15,209	12,232	10,998	6,961	2,911	1,837	1,278	722	30,396	21,752
Vice-Principal	302	210	249	118	64	34	24	13	639	375
Principal	184	126	135	64	16	7	12	3	347	200
Education Partners	3,337	2,416	2,983	1,847	978	621	280	182	7,578	5,066

1. Education Partners include Vice-Principals (Admin), Administrative Managers, Administrative Executives, Allied Educators, Technical Support Officers, Operations Managers, Operations Support Officers and Corporate Support Officers. It excludes contract cleaners and security guards.

2. Mixed Level schools comprise primary & secondary schools (P1-S4/S5) and secondary & junior college schools (S1-JC2).

3. Staff strength data as at Dec of the year, which may include transitional staff movements/deployments.

3 SUMMARY STATISTICS ON EDUCATION OFFICERS, 2023

Level / Type of School	Teacher		Vice-Principal		Principal		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total								
Total	30,396	21,752	639	375	347	200	31,382	22,327
Primary								
Total	15,637	12,605	311	218	185	127	16,133	12,950
Government	11,478	9,151	227	156	141	91	11,846	9,398
Government-Aided	4,159	3,454	84	62	44	36	4,287	3,552
Secondary								
Total	12,621	7,971	289	134	147	70	13,057	8,175
Government	8,304	5,247	190	78	103	50	8,597	5,375
Government-Aided	2,630	1,714	61	34	31	14	2,722	1,762
Independent	977	640	23	16	5	3	1,005	659
Specialised Independent	401	236	9	3	4	2	414	241
Specialised	309	134	6	3	4	1	319	138
Pre-University								
Total	2,138	1,176	39	23	15	3	2,192	1,202
Government	1,104	617	19	10	9	1	1,132	628
Government-Aided	474	261	9	6	4	2	487	269
Independent	560	298	11	7	2	0	573	305

1. The above excludes 1,620 officers in HQ (of whom 1,068 are female), 1,454 on various leave (of whom 1,311 are female), 327 on secondment to other institutions (of whom 204 are female) and 74 studying at NIE (of whom 56 are female).

2. Officers in Mixed Level schools are classified according to the level they teach or the level they are trained in.

3. Include Education Officers on part-time employment scheme.

4 ENROLMENT, NUMBER OF CLASSES AND CLASS SIZE BY LEVEL, 2023

Level	Enrolment	No. of Classes	Average Class Size
Total			
Total	422,342	13,062	32.3
Primary			
Total	237,762	7,080	33.6
Primary 1	39,372	1,335	29.5
Primary 2	40,096	1,359	29.5
Primary 3	40,743	1,100	37.0
Primary 4	38,197	1,057	36.1
Primary 5	41,071	1,139	36.1
Primary 6	38,283	1,090	35.1
Secondary			
Total	159,457	4,894	32.6
Secondary 1	37,208	1,132	32.9
Secondary 2	39,375	1,159	34.0
Secondary 3	40,508	1,207	33.6
Secondary 4	39,686	1,231	32.2
Secondary 5	2,680	165	16.2
Pre-University			
Total	25,123	1,088	23.1
JC 1 / Pre-U 1	12,765	550	23.2
JC 2 / Pre-U 2	12,202	532	22.9
Pre-U 3	156	6	26.0

1. Class size is the average number of students per class, calculated by dividing the number of students enrolled by the number of classes in that level. The classes here refer to form classes only. The actual class size can be smaller for some subjects and lessons, depending on the learning needs of the students or programme considerations. For instance, levelling-up programmes such as the Learning Support Programme for lower primary students, School-based Dyslexia Remediation programme and coursework subjects like Design and Technology at secondary level are conducted in smaller classes.

2. Students in Mixed Level schools are classified according to the level they are in.

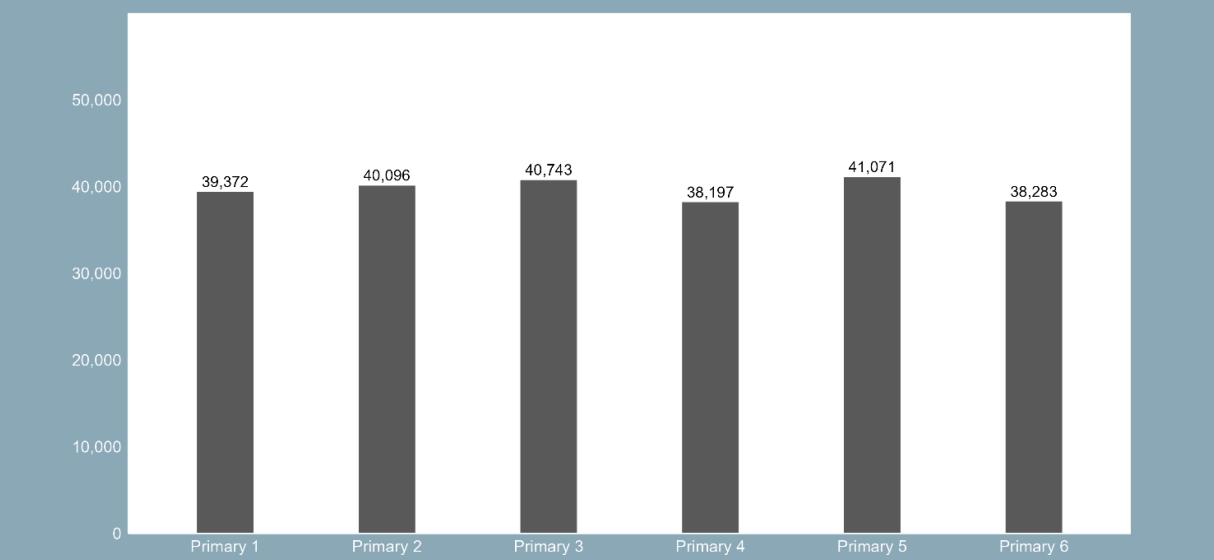
5 PRIMARY ENROLMENT BY AGE AND LEVEL, 2023

Level	Age (in years)											Total
	Under 7	7	8	9	10	11	12	13	14 & Over			
Total	39,031	39,949	40,567	37,694	41,020	37,991	1,190	283	37	237,762		
Primary 1	39,031	299	38	4	0	0	0	0	0	39,372		
Primary 2	0	39,650	376	64	6	0	0	0	0	40,096		
Primary 3	0	0	40,153	435	135	19	1	0	0	40,743		
Primary 4	0	0	0	37,191	769	210	25	2	0	38,197		
Primary 5	0	0	0	0	40,110	732	199	29	1	41,071		
Primary 6	0	0	0	0	0	37,030	965	252	36	38,283		

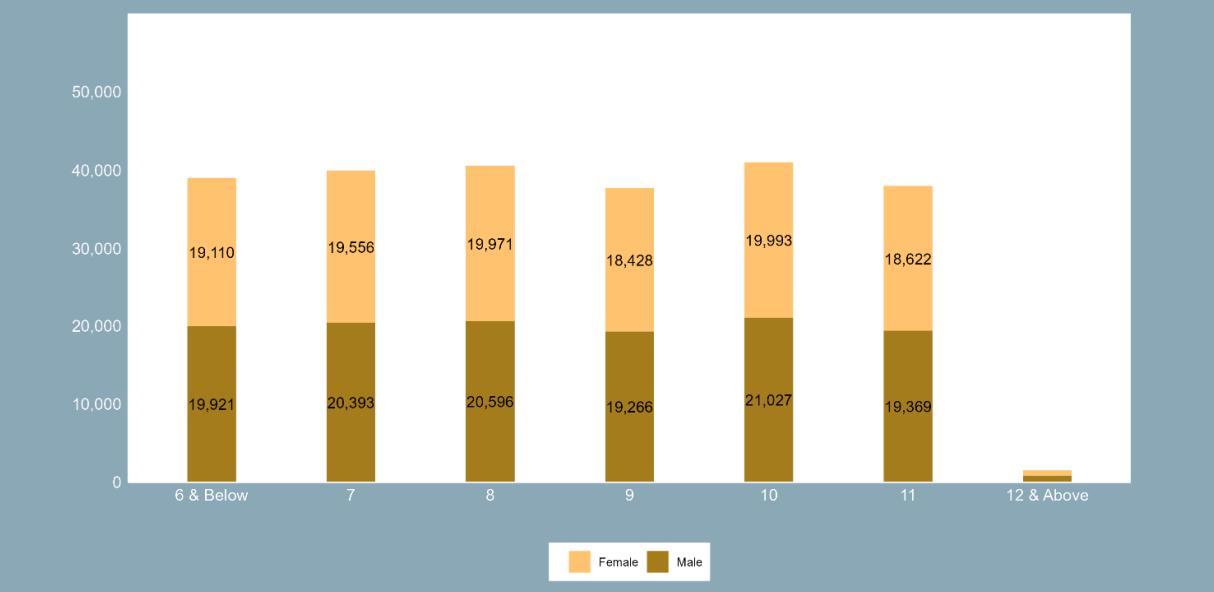
1. Age is as at the start of the year.

2. For disaggregation of the enrolment by sex, refer to the Excel tables available at www.moe.gov.sg/about-us/publications/education-statistics-digest.

PRIMARY ENROLMENT BY LEVEL, 2023



PRIMARY ENROLMENT BY AGE, 2023



6 SECONDARY ENROLMENT BY AGE, LEVEL AND COURSE, 2023

Level & Course	Age (in years)									Total
	Under 13	13	14	15	16	17	18	19 & Over		
Total										
Total	35,582	38,634	39,704	39,844	4,830	737	105	21	159,457	
Secondary 1										
Total	35,582	1,240	339	40	7	0	0	0	37,208	
Express	22,448	494	158	2	1	0	0	0	23,103	
N(A)	8,647	266	71	15	2	0	0	0	9,001	
N(T)	4,487	480	110	23	4	0	0	0	5,104	
Secondary 2										
Total	0	37,394	1,459	460	55	7	0	0	39,375	
Express	0	24,255	537	244	8	1	0	0	25,045	
N(A)	0	8,807	459	108	18	4	0	0	9,396	
N(T)	0	4,332	463	108	29	2	0	0	4,934	
Secondary 3										
Total	0	0	37,906	2,029	501	59	12	1	40,508	
Express	0	0	24,644	812	234	13	3	1	25,707	
N(A)	0	0	9,006	740	151	21	5	0	9,923	
N(T)	0	0	4,256	477	116	25	4	0	4,878	
Secondary 4										
Total	0	0	0	37,315	1,798	501	57	15	39,686	
Express	0	0	0	24,675	751	251	12	3	25,692	
N(A)	0	0	0	8,513	582	114	17	5	9,231	
N(T)	0	0	0	4,127	465	136	28	7	4,763	
Secondary 5										
N(A)	0	0	0	0	2,469	170	36	5	2,680	

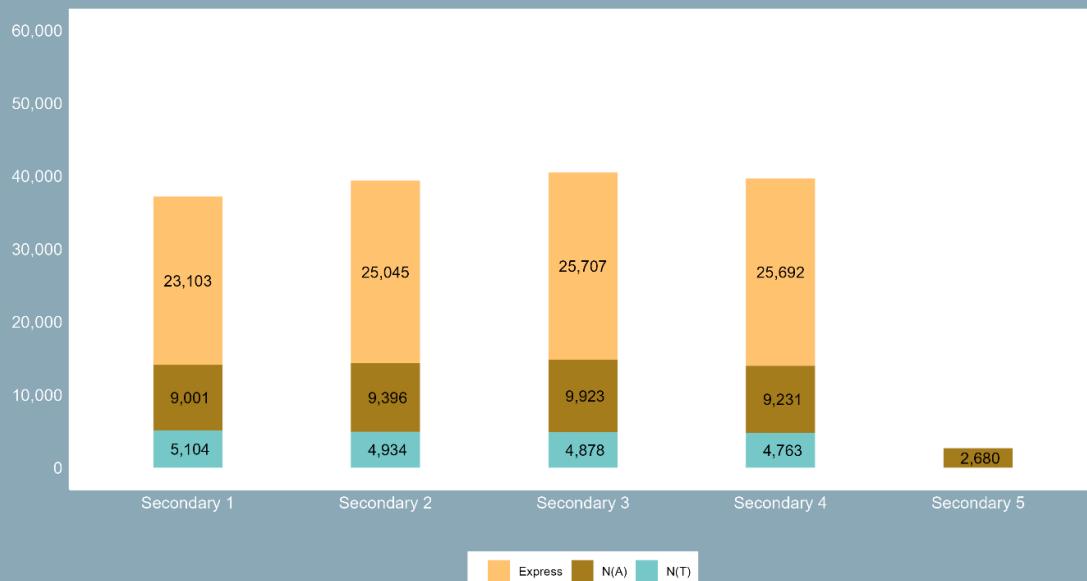
1. N(T) figures include students in Specialised Schools. These students are taking the ITE Skills Certificate (ISC) course or are in a 2-year work-study programme after completing ISC.

2. Include Government, Government-aided, Independent, Specialised Independent and Specialised schools.

3. Age is as at the start of the year.

4. For disaggregation of the enrolment by sex, refer to the Excel tables available at www.moe.gov.sg/about-us/publications/education-statistics-digest.

SECONDARY ENROLMENT BY LEVEL AND COURSE, 2023



SECONDARY ENROLMENT BY AGE, 2023

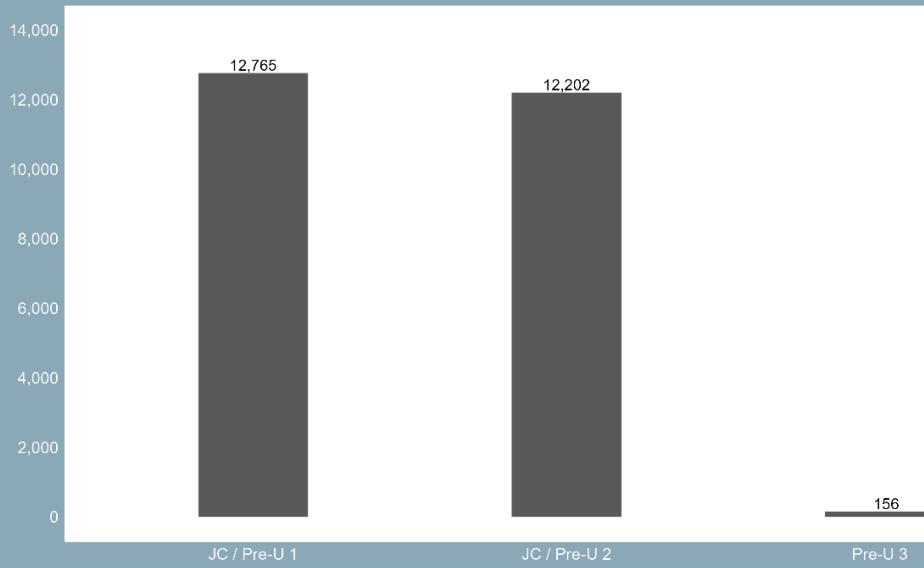


7 PRE-UNIVERSITY ENROLMENT BY AGE AND LEVEL, 2023

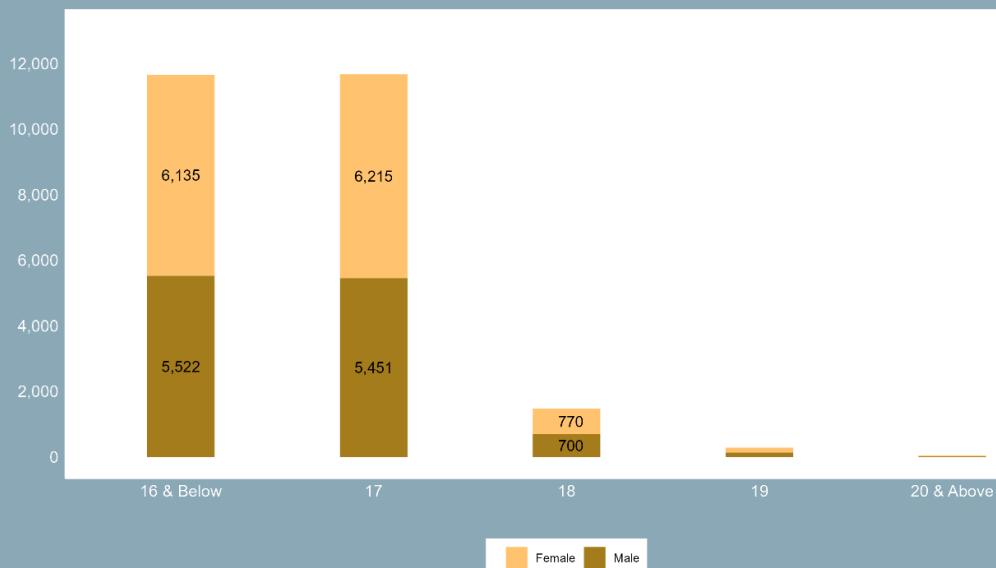
Level	Age (in years)						Total
	Under 17	17	18	19	20 & Over		
Total	11,657	11,666	1,470	283	47	25,123	
JC / Pre-U 1	11,657	903	190	14	1	12,765	
JC / Pre-U 2	0	10,763	1,192	221	26	12,202	
Pre-U 3	0	0	88	48	20	156	

1. Include students in Years 5 and 6 of the Integrated Programme.
2. Include Government, Government-aided, Independent and Specialised Independent schools.
3. Age is as at the start of the year.
4. For disaggregation of the enrolment by sex, refer to the Excel tables available at www.moe.gov.sg/about-us/publications/education-statistics-digest.

PRE-UNIVERSITY ENROLMENT BY LEVEL, 2023



PRE-UNIVERSITY ENROLMENT BY AGE, 2023

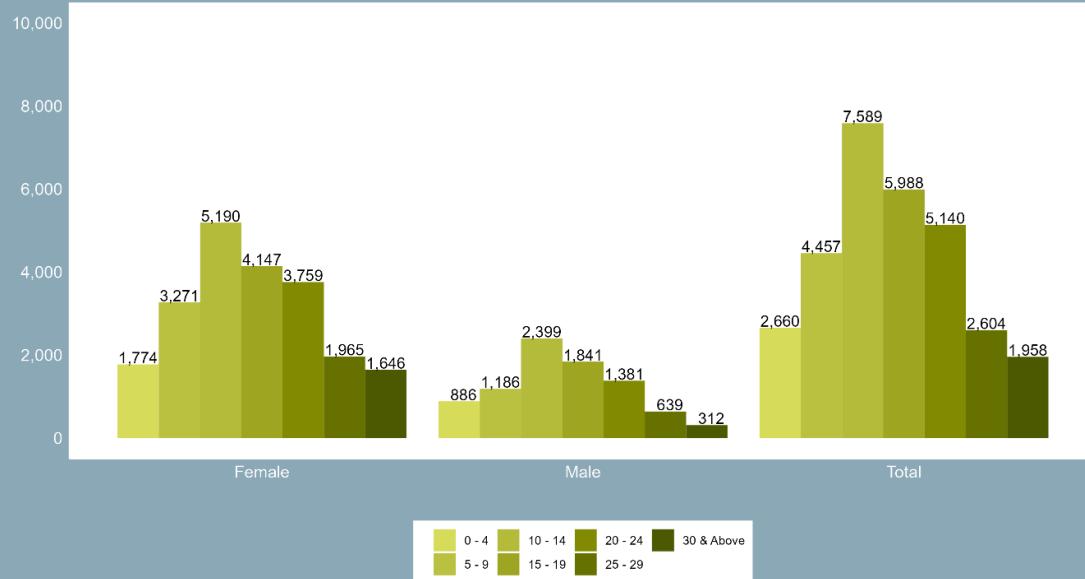


8 TEACHERS' LENGTH OF SERVICE AND AGE BY LEVEL, 2023

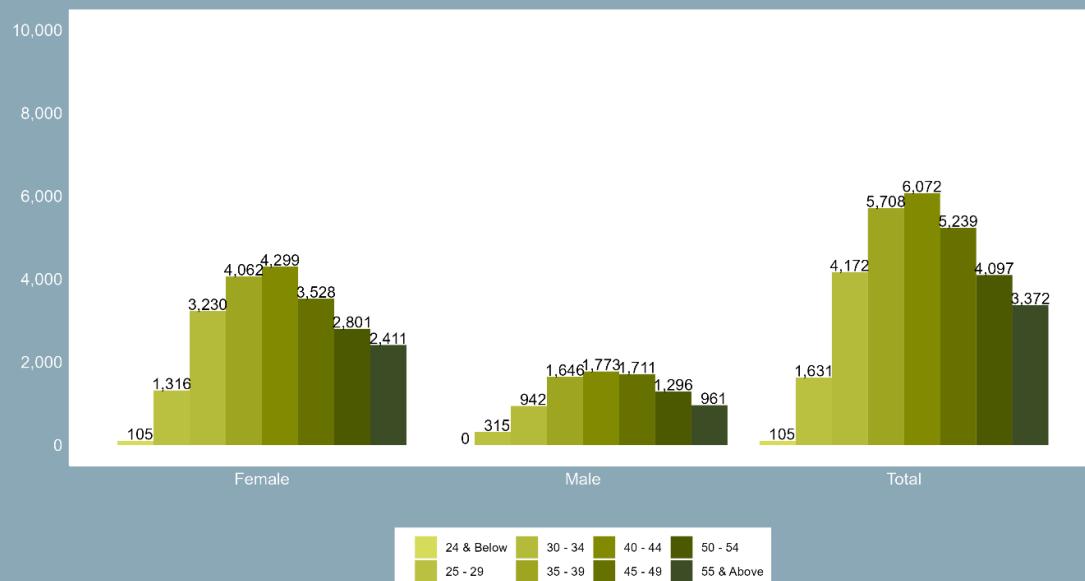
	Primary		Secondary		Pre-University		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total								
Total	15,637	12,605	12,621	7,971	2,138	1,176	30,396	21,752
Length of Service (in years)								
0 - 4	1,258	967	1,231	728	171	79	2,660	1,774
5 - 9	2,293	1,894	1,859	1,215	305	162	4,457	3,271
10 - 14	3,671	2,819	3,369	2,074	549	297	7,589	5,190
15 - 19	2,960	2,322	2,536	1,540	492	285	5,988	4,147
20 - 24	3,035	2,472	1,823	1,146	282	141	5,140	3,759
25 - 29	1,303	1,112	1,101	733	200	120	2,604	1,965
30 & Above	1,117	1,019	702	535	139	92	1,958	1,646
Age (in years)								
24 & Below	51	51	52	52	2	2	105	105
25 - 29	796	720	755	545	80	51	1,631	1,316
30 - 34	2,192	1,847	1,742	1,244	238	139	4,172	3,230
35 - 39	2,801	2,191	2,457	1,624	450	247	5,708	4,062
40 - 44	3,122	2,474	2,438	1,526	512	299	6,072	4,299
45 - 49	2,812	2,206	2,071	1,155	356	167	5,239	3,528
50 - 54	2,206	1,765	1,647	915	244	121	4,097	2,801
55 & Above	1,657	1,351	1,459	910	256	150	3,372	2,411

1. Length of Service is calculated based on officers' latest employment episode (i.e., for officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

TEACHERS BY LENGTH OF SERVICE, 2023



TEACHERS BY AGE, 2023



9 VICE-PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2023

	Primary		Secondary		Pre-University		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total								
Total	311	218	289	134	39	23	639	375
Length of Service (in years)								
0 - 9	3	2	18	13	2	2	23	17
10 - 14	22	11	32	11	7	3	61	25
15 - 19	44	34	63	23	8	4	115	61
20 - 24	92	59	63	24	6	3	161	86
25 - 29	81	51	71	35	7	4	159	90
30 & Above	69	61	42	28	9	7	120	96
Age (in years)								
30 - 34	2	2	0	0	0	0	2	2
35 - 39	18	12	33	15	6	4	57	31
40 - 44	46	35	53	26	9	3	108	64
45 - 49	87	60	62	21	5	3	154	84
50 - 54	92	60	74	32	8	5	174	97
55 & Above	66	49	67	40	11	8	144	97

1. Length of Service is calculated based on officers' latest employment episode (i.e., for officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

10 PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2023

	Primary		Secondary		Pre-University		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total								
Total	185	127	147	70	15	3	347	200
Length of Service (in years)								
0 - 9	8	6	6	6	3	2	17	14
10 - 14	2	1	9	2	0	0	11	3
15 - 19	19	10	27	7	1	0	47	17
20 - 24	53	31	34	18	4	0	91	49
25 - 29	41	29	38	16	5	0	84	45
30 & Above	62	50	33	21	2	1	97	72
Age (in years)								
30 - 34	0	0	0	0	0	0	0	0
35 - 39	2	1	6	3	0	0	8	4
40 - 44	20	13	29	10	0	0	49	23
45 - 49	53	34	32	17	6	0	91	51
50 - 54	41	27	37	14	4	1	82	42
55 & Above	69	52	43	26	5	2	117	80

1. Length of Service is calculated based on officers' latest employment episode (i.e., for officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

11 STATISTICS ON PRIVATE SCHOOLS, 2023

Type of Institution	Number of Institutions	Student Enrolment		Teaching Staff	
		Total	Female	Total	Female
Total	32	14,997	6,001	2,372	1,837
Full-time Islamic Religious School (Madrasah)	6	3,806	2,294	295	202
Privately-Funded School	3	3,373	1,694	364	218
Special Education School	23	7,818	2,013	1,713	1,417

1. Privately-Funded Schools offer education at the secondary and/or junior college levels and are aimed primarily at Singapore residents who may prefer an alternative curriculum and qualification.

2. The figures for Special Education Schools include only those that are government funded.

SECTION 2

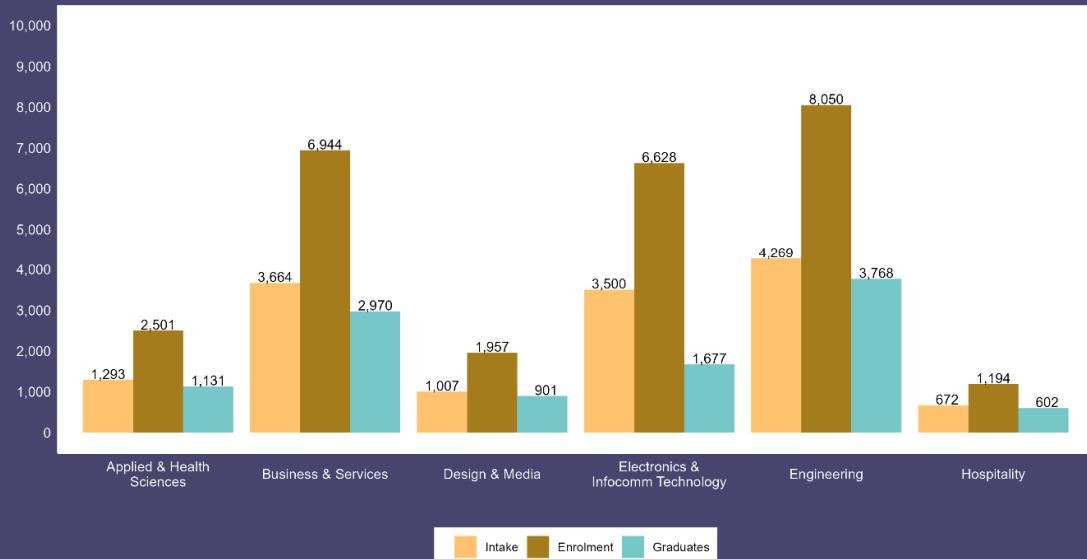
POST-SECONDARY EDUCATION

12 INTAKE, ENROLMENT AND GRADUATES OF ITE BY COURSE (FULL-TIME), 2023

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	14,405	5,729	27,274	10,777	11,049	4,680
Applied & Health Sciences	1,293	878	2,501	1,718	1,131	787
Business & Services	3,664	2,208	6,944	4,168	2,970	1,912
Design & Media	1,007	591	1,957	1,142	901	534
Electronics & Infocomm Technology	3,500	816	6,628	1,510	1,677	416
Engineering	4,269	855	8,050	1,563	3,768	699
Hospitality	672	381	1,194	676	602	332

1. Refer to the Appendix for the classification of courses.

INTAKE, ENROLMENT AND GRADUATES OF ITE BY COURSE (FULL-TIME), 2023



13.1 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DIPLOMA (FULL-TIME), 2023

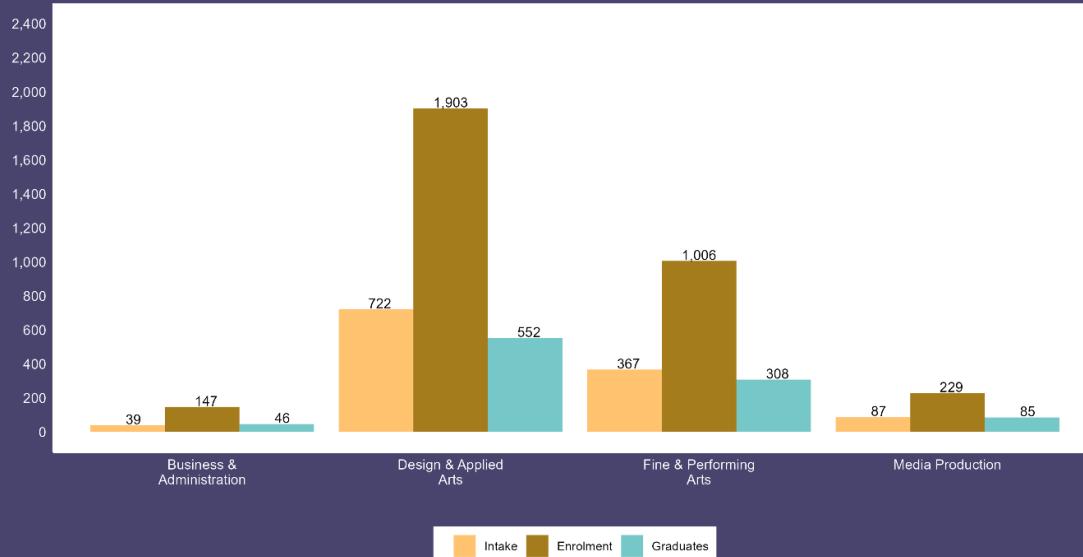
Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	1,215	873	3,285	2,354	991	706
Business & Administration	39	26	147	114	46	37
Design & Applied Arts	722	527	1,903	1,421	552	398
Fine & Performing Arts	367	269	1,006	694	308	232
Media Production	87	51	229	125	85	39

1. Figures for LASALLE College of the Arts (LASALLE) and the Nanyang Academy of Fine Arts (NAFA) are for full-time diploma courses only.
Excludes 67 students on NAFA Foundation Programme (of whom 52 are female).

2. Intake includes direct entry to second and subsequent years.

3. Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.

INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DIPLOMA (FULL-TIME), 2023



13.2 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DEGREE (FULL-TIME), 2023

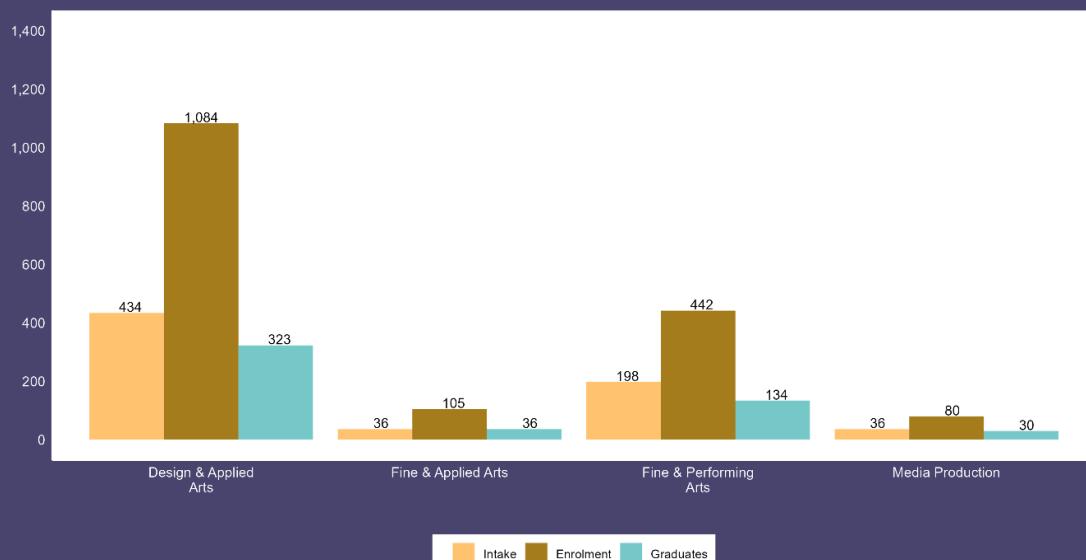
Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	704	549	1,711	1,321	523	383
Design & Applied Arts	434	353	1,084	872	323	259
Fine & Applied Arts	36	29	105	88	36	31
Fine & Performing Arts	198	146	442	316	134	84
Media Production	36	21	80	45	30	9

1. Figures for LASALLE College of the Arts (LASALLE) and the Nanyang Academy of Fine Arts (NAFA) are for full-time degree courses only.

2. Intake includes direct entry to second and subsequent years.

3. Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.

INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DEGREE (FULL-TIME), 2023



14 INTAKE, ENROLMENT AND GRADUATES OF POLYTECHNICS BY COURSE (FULL-TIME), 2023

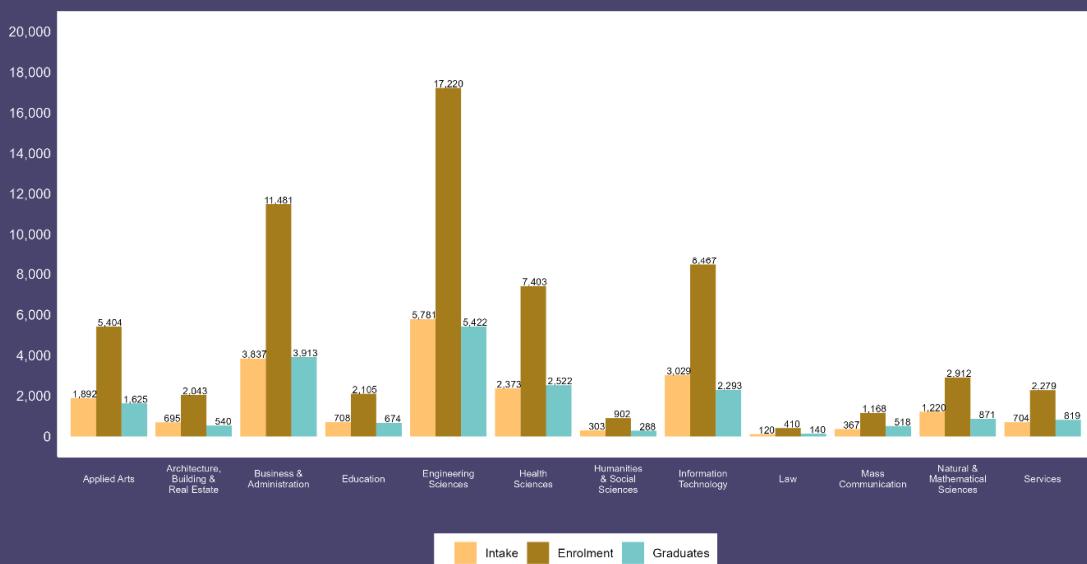
Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	21,029	10,138	61,794	29,397	19,625	9,571
Applied Arts	1,892	1,239	5,404	3,435	1,625	1,005
Architecture, Building & Real Estate	695	382	2,043	1,031	540	295
Business & Administration	3,837	2,230	11,481	6,777	3,913	2,376
Education	708	660	2,105	1,966	674	625
Engineering Sciences	5,781	1,355	17,220	3,929	5,422	1,161
Health Sciences	2,373	1,684	7,403	5,252	2,522	1,875
Humanities & Social Sciences	303	227	902	712	288	221
Information Technology	3,029	866	8,467	2,242	2,293	591
Law	120	82	410	267	140	79
Mass Communication	367	276	1,168	861	518	393
Natural & Mathematical Sciences	1,220	831	2,912	1,923	871	560
Services	704	306	2,279	1,002	819	390

1. Intake, enrolment and graduate figures refer to full-time diploma courses only. Excludes 1,646 students (of whom 818 are female) on the Polytechnic Foundation Programme.

2. Intake includes direct entry to second year.

3. Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.

INTAKE, ENROLMENT AND GRADUATES OF POLYTECHNICS BY COURSE (FULL-TIME), 2023



15 INTAKE, ENROLMENT AND GRADUATES OF UNIVERSITIES BY COURSE (FULL-TIME), 2023

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	21,370	10,302	81,006	39,108	19,162	9,870
Accountancy	1,131	632	4,430	2,502	1,286	753
Architecture, Building & Real Estate	298	185	1,610	920	465	283
Business & Administration	3,033	1,797	12,391	7,272	3,037	1,852
Dentistry	80	49	319	230	59	38
Education	208	168	644	525	166	133
Engineering Sciences	5,396	1,649	18,927	5,519	4,257	1,208
Fine & Applied Arts	391	260	1,459	960	370	221
Health Sciences	1,149	870	3,911	2,904	948	718
Humanities & Social Sciences	3,496	2,218	14,884	9,441	3,918	2,608
Information Technology	3,701	1,034	12,918	3,559	2,492	845
Law	520	299	1,954	1,041	447	209
Mass Communication	155	124	656	534	169	144
Medicine	431	216	2,270	1,110	441	210
Natural & Mathematical Sciences	949	559	3,419	1,932	875	539
Services	370	193	1,152	610	232	109

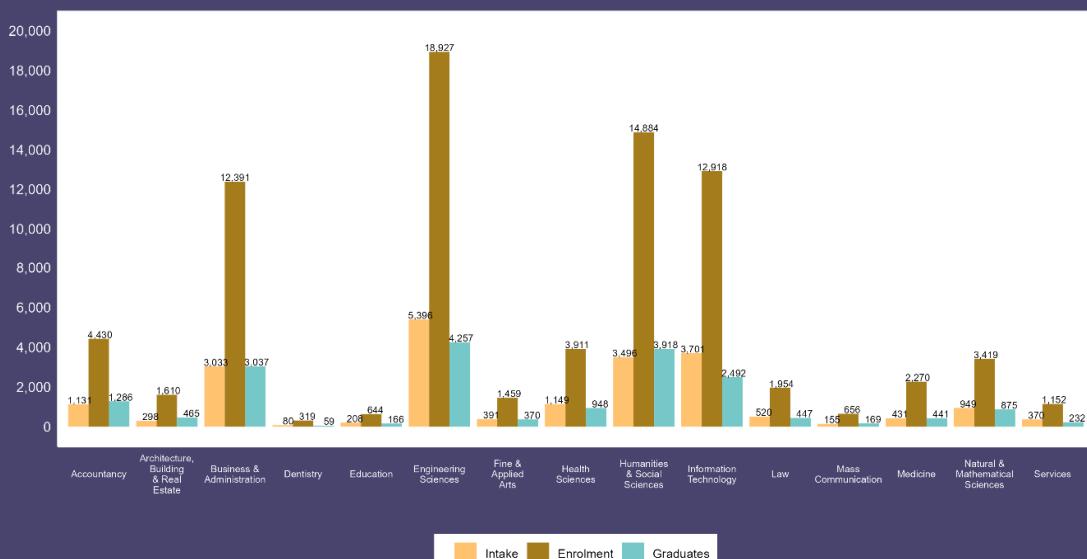
1. Refers to National University of Singapore, Nanyang Technological University, Singapore Management University, Singapore Institute of Technology, Singapore University of Technology & Design and Singapore University of Social Sciences.

2. Intake, enrolment and graduates figures refer to full-time first degree only.

3. Intake figures include students who entered directly into second and subsequent years.

4. Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting. Total intake and enrolment figures include students in courses that are not elsewhere classified.

INTAKE, ENROLMENT AND GRADUATES OF UNIVERSITIES BY COURSE (FULL-TIME), 2023



Notes on Graduate Employment Survey (Tables 16 to 19)

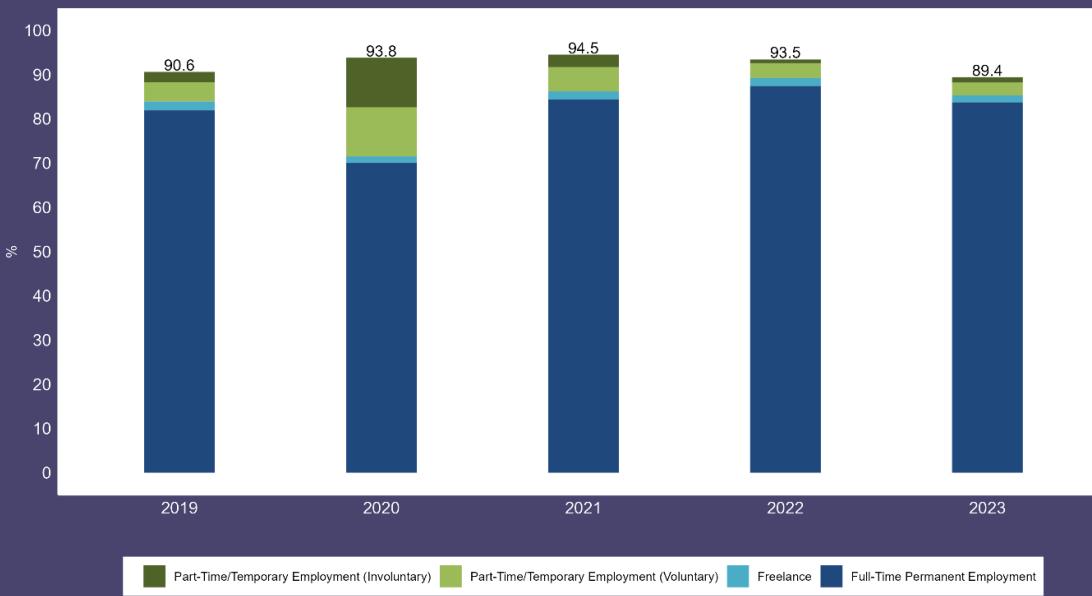
- 1 The employment rates refer to the number of graduates employed as a proportion of graduates in the labour force (i.e., those who were working, or not working but actively looking and available for work) approximately six months after completing their final examinations.
- 2 Full-time permanent employment refers to employment of at least 35 hours a week and where the employment is not temporary. It includes those on contracts of one year or more.
- 3 Freelancers refer to those who operate their own business without employing any paid workers in the conduct of their business or trade.
- 4 Involuntary part-time/temporary employment refers to those who indicated that they were in part-time/temporary employment as they tried but were unable to obtain a full-time permanent job offer so far.
- 5 Voluntary part-time/temporary employment refers to those who indicated that they were in part-time/temporary employment as they were pursuing/ preparing to commence further studies, taking active steps to start a business venture, due to personal choice and other reasons.
- 6 Gross monthly salary pertains only to full-time permanently employed graduates. It comprises basic salary, overtime payments, commissions, fixed allowances and other regular cash payments, before deductions of the employee's CPF contributions and personal income tax. Employer's CPF contributions, bonuses, stock options, lump sum payments, and payments-in-kind are excluded.
- 7 Fresh graduates refer to those who had completed their studies in the year, comprising mostly females who are not liable for National Service (NS) after graduation and males who defer NS for further studies. Post-NS graduates refer to male graduates who had completed their studies about 2 years earlier. For example, 2023 data refers to male graduates who completed their full-time NS between April 2022 and March 2023 for polytechnic and ITE graduates.
- 8 Starting from 2021, ITE graduates on full-time further studies are considered to be in the labour force if they indicate that they are working or seeking work. In previous years, such graduates were assumed to be outside the labour force.
- 9 Starting from 2021, NS-liable ITE graduates who enrolled in polytechnics immediately after graduation and before serving NS are surveyed around six months after graduation, before they enrol in polytechnics, and included as fresh graduates. In previous years, such ITE graduates were surveyed after they completed their full-time NS, and included as post-NS graduates.
- 10 Figures might not add up due to rounding.

16 EMPLOYMENT OUTCOMES OF AUTONOMOUS UNIVERSITY GRADUATES

	2019	2020	2021	2022	2023
Proportion of AU Graduates In The Labour Force Who Are Employed	90.6%	93.8%	94.5%	93.5%	89.4%
Part-Time/Temporary Employment (Involuntary)	2.3%	11.2%	2.8%	0.8%	1.2%
Part-Time/Temporary Employment (Voluntary)	4.4%	11.1%	5.5%	3.4%	2.9%
Freelance	2.0%	1.5%	1.8%	1.8%	1.6%
Full-Time Permanent Employment	81.9%	70.0%	84.4%	87.4%	83.7%
Median Gross Monthly Salary of FTP Employed AU Graduates	\$3,600	\$3,700	\$3,800	\$4,200	\$4,295

Source: Graduate Employment Survey jointly conducted by NUS, NTU, SMU, SUTD, SIT and SUSS

EMPLOYMENT OUTCOMES OF AUTONOMOUS UNIVERSITY GRADUATES



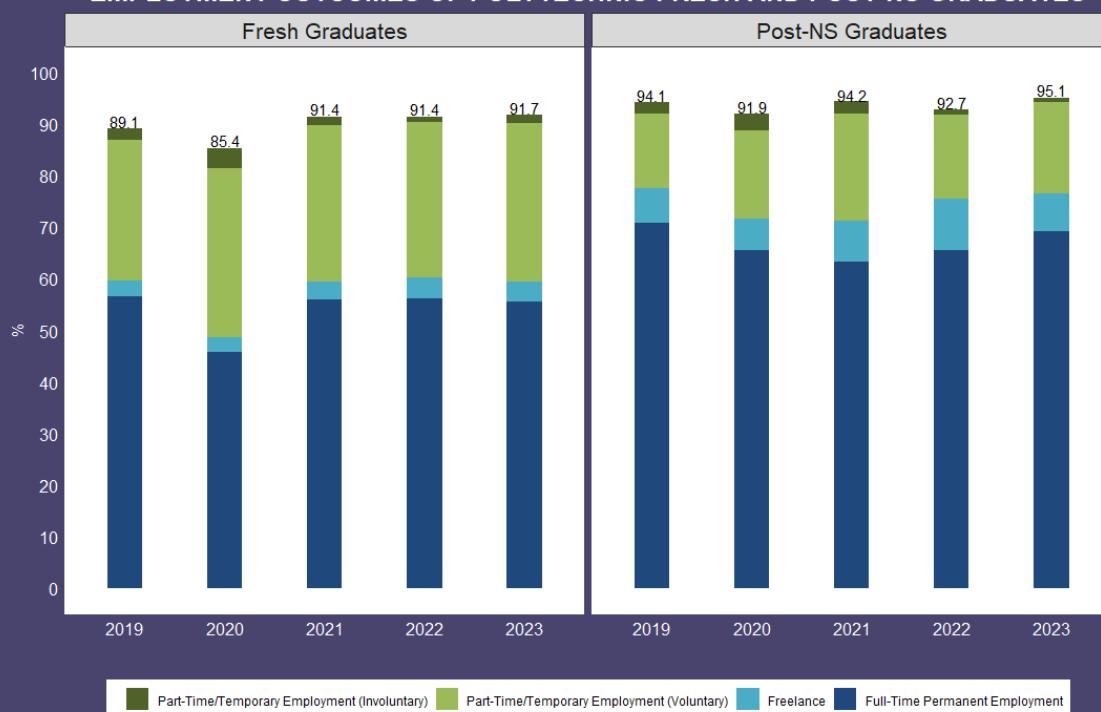
17 EMPLOYMENT OUTCOMES OF POLYTECHNIC FRESH AND POST-NS GRADUATES

	2019	2020	2021	2022	2023
Fresh Graduates					
Proportion of Polytechnic Graduates In The Labour Force Who Are Employed	89.1%	85.4%	91.4%	91.4%	91.7%
Part-Time/Temporary Employment (Involuntary)	2.3%	3.9%	1.6%	1.1%	1.5%
Part-Time/Temporary Employment (Voluntary)	27.3%	32.8%	30.3%	30.2%	30.8%
Freelance	2.9%	2.8%	3.4%	4.0%	3.9%
Full-Time Permanent Employment	56.6%	45.8%	56.0%	56.1%	55.5%
Median Gross Monthly Salary of FTP Employed Polytechnic Graduates	\$2,300	\$2,350	\$2,400	\$2,550	\$2,700
Post-NS Graduates					
Proportion of Polytechnic Graduates In The Labour Force Who Are Employed	94.1%	91.9%	94.2%	92.7%	95.1%
Part-Time/Temporary Employment (Involuntary)	2.1%	3.3%	2.3%	1.0%	0.8%
Part-Time/Temporary Employment (Voluntary)	14.6%	17.1%	20.9%	16.2%	17.7%
Freelance	6.7%	6.0%	7.8%	10.1%	7.3%
Full-Time Permanent Employment	70.7%	65.5%	63.3%	65.4%	69.2%
Median Gross Monthly Salary of FTP Employed Polytechnic Graduates	\$2,540	\$2,500	\$2,614	\$2,800	\$2,963

Source: Graduate Employment Survey jointly conducted by NP, NYP, RP, SP and TP

1. Of the polytechnic graduates in part-time/temporary employment or freelancing arrangements, about half are pursuing or preparing to begin further studies.

EMPLOYMENT OUTCOMES OF POLYTECHNIC FRESH AND POST-NS GRADUATES



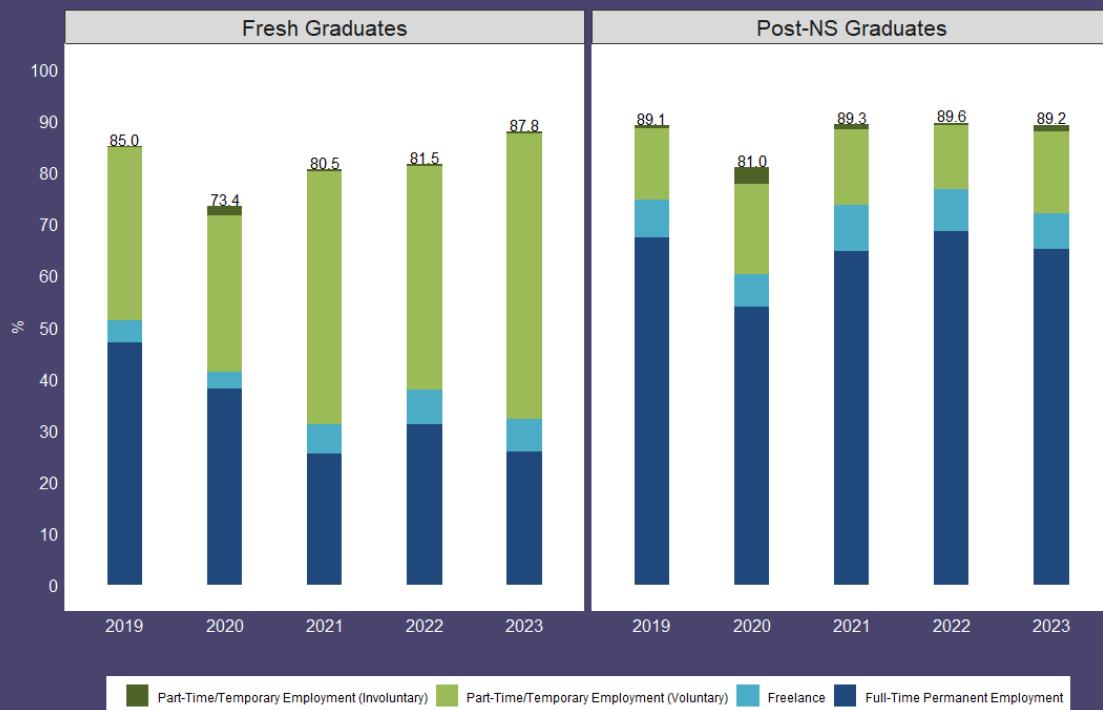
18 EMPLOYMENT OUTCOMES OF ITE FRESH AND POST-NS GRADUATES

	2019	2020	2021	2022	2023
Fresh Graduates					
Proportion of ITE Graduates In The Labour Force Who Are Employed	85.0%	73.4%	80.5%	81.5%	87.8%
Part-Time/Temporary Employment (Involuntary)	0.3%	1.8%	0.3%	0.4%	0.4%
Part-Time/Temporary Employment (Voluntary)	33.6%	30.4%	49.2%	43.2%	55.2%
Freelance	4.2%	3.2%	5.7%	6.9%	6.4%
Full-Time Permanent Employment	47.0%	38.0%	25.3%	31.0%	25.8%
Median Gross Monthly Salary of FTP Employed ITE Graduates	\$1,700	\$1,720	\$1,800	\$1,920	\$2,000
Post-NS Graduates					
Proportion of ITE Graduates In The Labour Force Who Are Employed	89.1%	81.0%	89.3%	89.6%	89.2%
Part-Time/Temporary Employment (Involuntary)	0.6%	3.3%	1.0%	0.5%	1.2%
Part-Time/Temporary Employment (Voluntary)	13.8%	17.5%	14.6%	12.4%	15.8%
Freelance	7.4%	6.2%	9.0%	8.1%	7.1%
Full-Time Permanent Employment	67.3%	53.9%	64.7%	68.6%	65.0%
Median Gross Monthly Salary of FTP Employed ITE Graduates	\$2,050	\$2,200	\$2,178	\$2,400	\$2,450

Source: Graduate Employment Survey conducted by ITE

- ITE's graduate employment outcomes should not be compared year-on-year because some definitions were changed from 2021 to align with definitions for polytechnics' and AUs' Graduate Employment Surveys (see 8 and 9 on Notes for Graduate Employment Survey).
- For ITE fresh graduates, the decrease in full-time permanent (FTP) employment rate and increase in part-time/temporary/freelance (PT/T/F) employment rate between 2020 and 2021 are mainly due to the changes in definitions. Without these changes, the FTP employment rate would be 44.9% and the PT/T/F employment rate would be 38.0% in 2021.
- Of the ITE graduates in part-time/temporary employment or freelancing arrangements, about half are pursuing or preparing to begin further studies.

EMPLOYMENT OUTCOMES OF ITE FRESH AND POST-NS GRADUATES

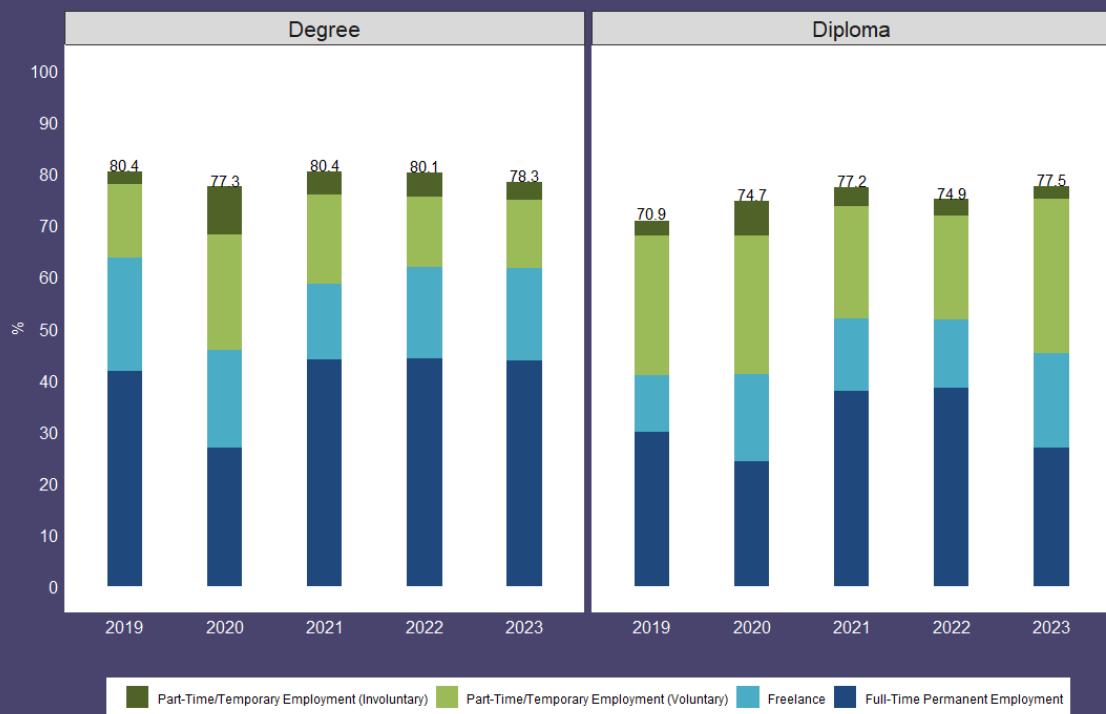


19 EMPLOYMENT OUTCOMES OF AI DEGREE AND DIPLOMA GRADUATES

	2019	2020	2021	2022	2023
Degree					
Proportion of AI Graduates In The Labour Force Who Are Employed	80.4%	77.3%	80.4%	80.1%	78.3%
Part-Time/Temporary Employment (Involuntary)	2.4%	9.2%	4.5%	4.6%	3.5%
Part-Time/Temporary Employment (Voluntary)	14.4%	22.4%	17.4%	13.6%	13.2%
Freelance	22.0%	19.0%	14.5%	17.8%	17.9%
Full-Time Permanent Employment	41.6%	26.8%	44.0%	44.1%	43.7%
Median Gross Monthly Salary of FTP Employed AI Graduates	\$2,500	\$2,600	\$2,600	\$3,000	\$3,200
Diploma					
Proportion of AI Graduates In The Labour Force Who Are Employed	70.9%	74.7%	77.2%	74.9%	77.5%
Part-Time/Temporary Employment (Involuntary)	2.8%	6.8%	3.6%	3.3%	2.4%
Part-Time/Temporary Employment (Voluntary)	27.2%	26.8%	21.8%	20.0%	29.8%
Freelance	11.0%	17.0%	14.0%	13.2%	18.4%
Full-Time Permanent Employment	29.8%	24.1%	37.8%	38.5%	26.8%
Median Gross Monthly Salary of FTP Employed AI Graduates	\$2,100	\$2,000	\$2,300	\$2,400	\$2,600

Source: Graduate Employment Survey jointly conducted by LASALLE and NAFA

EMPLOYMENT OUTCOMES OF AI DEGREE AND DIPLOMA GRADUATES



SECTION 3

STATISTICAL SERIES

20 NUMBER OF SCHOOLS BY LEVEL AND TYPE

	1960	1970	1980	1990	2000	2010	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Primary																
Total	413	388	313	200	195	173	185	182	185	185	186	179	180	181	180	177
Government	165	198	199	157	155	132	144	141	144	144	145	138	139	140	139	136
Government-Aided	248	190	114	43	40	41	41	41	41	41	41	41	41	41	41	41
Secondary																
Total	48	85	107	133	157	155	154	154	150	143	139	136	136	136	136	132
Government	27	68	84	102	123	120	119	119	115	108	104	101	101	101	101	97
Government-Aided	21	17	23	27	28	28	28	28	28	28	28	28	28	28	28	28
Independent	-	-	-	4	6	3	2	2	2	2	2	2	2	2	2	2
Specialised Independent	-	-	-	-	-	2	1	1	1	1	1	1	1	1	1	1
Specialised	-	-	-	-	-	2	4	4	4	4	4	4	4	4	4	4
Mixed Level																
Total	32	30	23	9	6	15	16									
Government	1	-	-	-	-	5	4	4	4	4	4	4	4	4	4	4
Government-Aided	31	30	23	7	4	3	3	3	3	3	3	3	3	3	3	3
Independent	-	-	-	2	2	5	6	6	6	6	6	6	6	6	6	6
Specialised Independent	-	-	-	-	-	2	3	3	3	3	3	3	3	3	3	3
Pre-University																
Total	-	1	7	18	17	13	14	14	14	15	15	11	11	11	11	11
Government (JC)	-	1	2	9	10	8	9	9	9	10	10	6	6	6	6	6
Government-Aided (JC)	-	-	5	5	5	4	4	4	4	4	4	4	4	4	4	4
Government (CI)	-	-	-	4	2	1	1	1	1	1	1	1	1	1	1	1

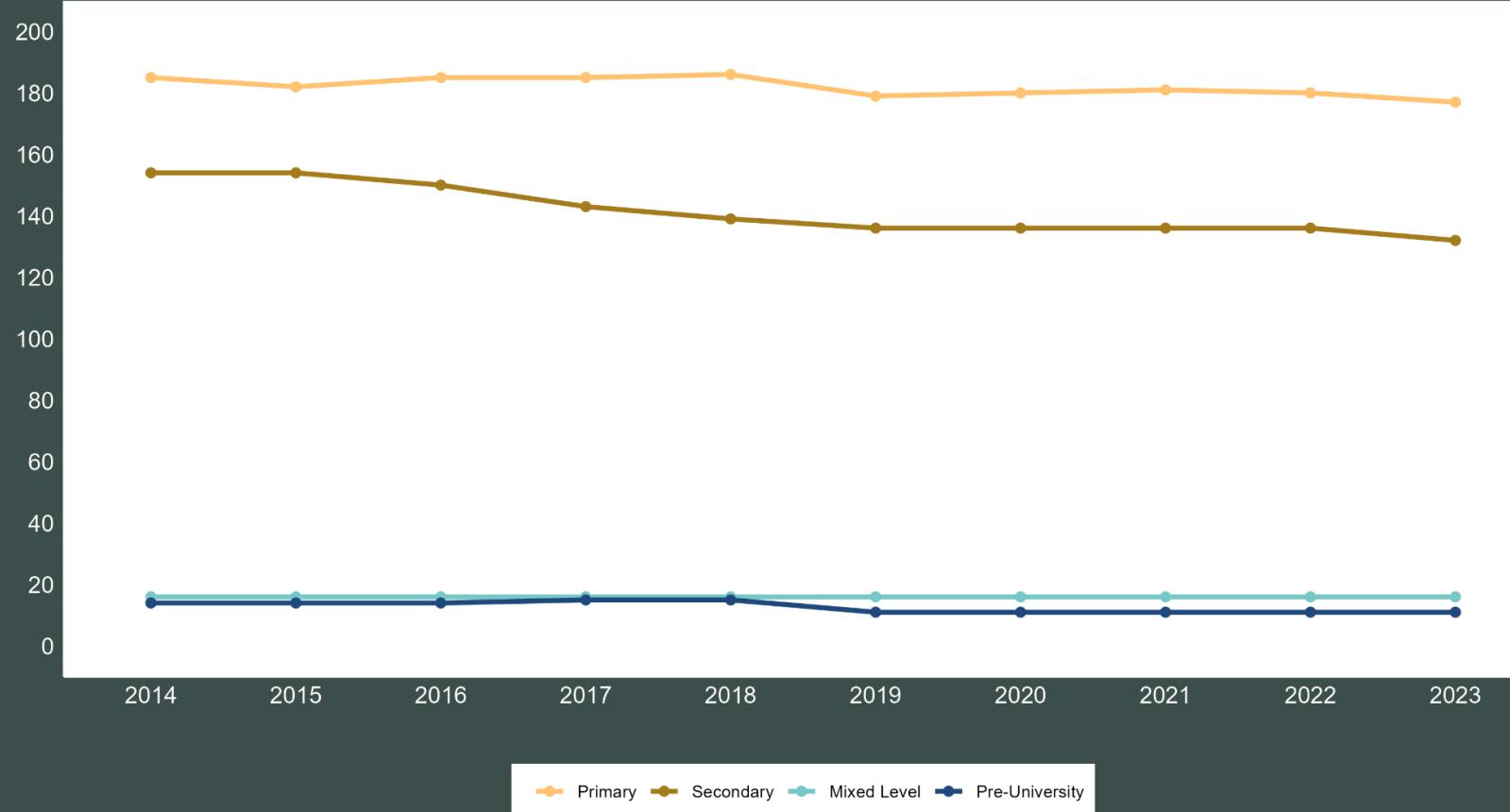
1. Mixed Level comprises primary & secondary schools (P1-S4/S5), and secondary & junior college schools (S1-JC2 or S3-JC2). Mixed Level schools are classified by type according to their secondary sections.

2. The first junior college (National Junior College) was opened in 1969.

3. Introduced in 1987, centralised institutes provide a 3-year pre-university course leading to A-Level certification.

4. Figures exclude the number of Pre-U centres. Introduced in 1979, Pre-U centres are schools that offer a 3-year pre-university course leading to A-Level certification. They were phased out in 1995 due to falling demand.

NUMBER OF SCHOOLS BY LEVEL



21 ENROLMENT BY LEVEL AND SCHOOL TYPE

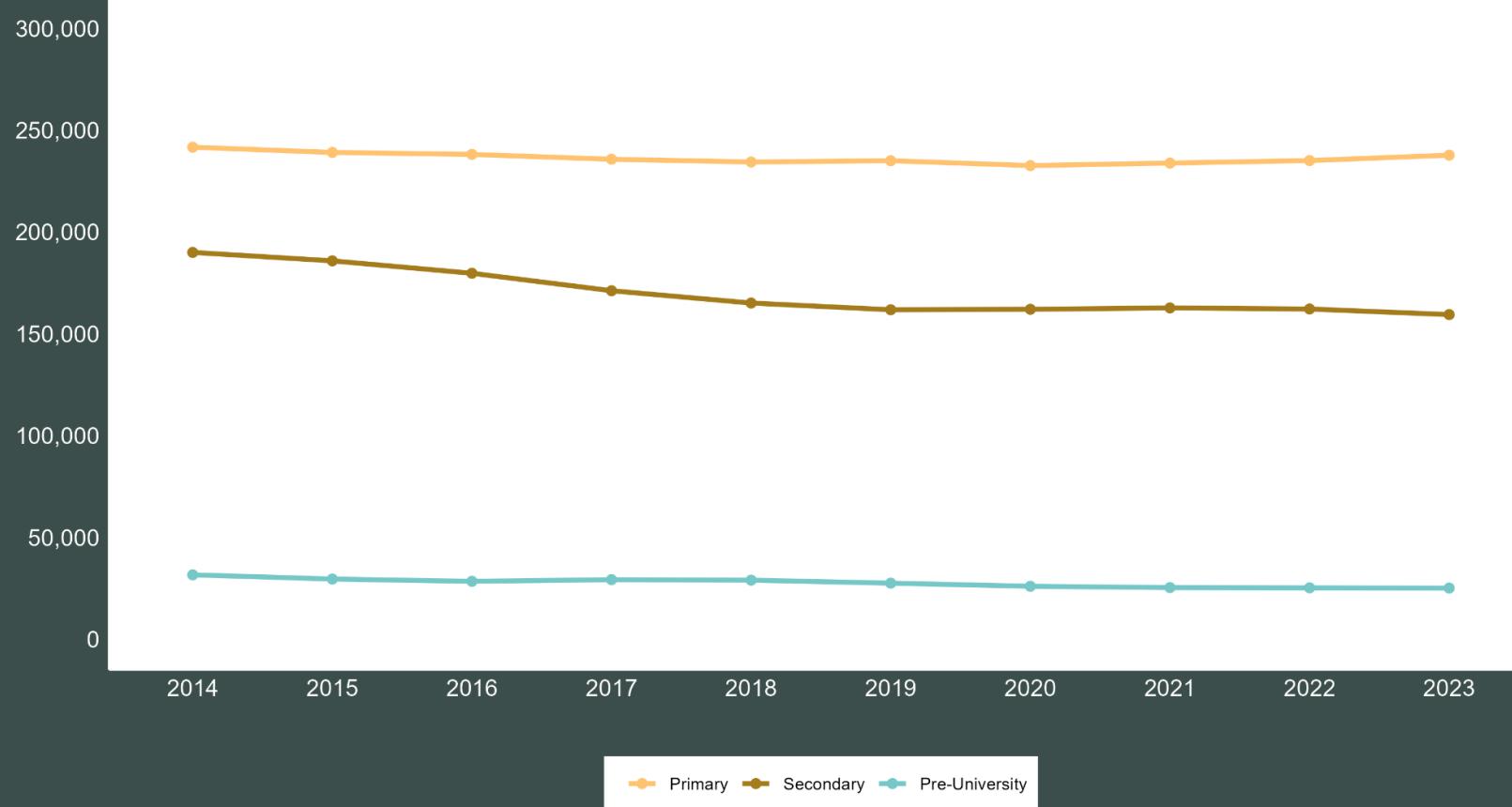
	1960	1970	1980	1990	2000	2010	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Primary																
Total	283,036	362,842	291,510	257,757	305,705	263,906	241,683	239,102	238,140	235,754	234,414	235,039	232,650	233,882	235,116	237,762
Government	139,932	233,692	214,187	195,994	223,272	189,999	171,975	169,972	169,389	167,732	166,848	167,672	165,547	166,856	167,907	170,303
Government-Aided	143,104	129,150	77,323	61,763	82,433	73,907	69,708	69,130	68,751	68,022	67,566	67,367	67,103	67,026	67,209	67,459
Secondary																
Total	50,923	133,405	155,533	160,542	175,405	214,388	189,996	185,855	179,753	171,180	165,124	161,831	162,071	162,731	162,208	159,457
Government	26,300	97,997	115,185	116,693	110,154	155,033	133,011	129,667	124,645	117,148	111,951	108,825	108,803	109,172	108,974	106,296
Government-Aided	24,623	35,408	40,348	35,589	27,902	42,934	39,537	38,557	37,482	36,607	35,912	35,728	35,836	36,037	35,774	35,565
Independent	-	-	-	8,260	12,087	13,260	12,585	12,399	12,067	11,856	11,862	11,819	11,924	11,961	11,950	12,038
Autonomous	-	-	-	-	25,262	-	-	-	-	-	-	-	-	-	-	-
Specialised Independent	-	-	-	-	-	1,953	2,698	2,670	2,665	2,651	2,664	2,688	2,738	2,758	2,738	2,802
Specialised	-	-	-	-	-	1,208	2,165	2,562	2,894	2,918	2,735	2,771	2,770	2,803	2,772	2,756
Pre-University																
Total	5,128	9,868	16,272	29,214	24,804	32,420	31,613	29,559	28,442	29,252	29,012	27,532	26,005	25,349	25,231	25,123
Government	1,298	5,877	9,826	21,107	16,452	19,440	18,755	17,476	16,763	17,269	15,908	14,122	13,295	12,960	12,965	12,844
Government-Aided	3,830	3,991	6,446	8,107	8,352	6,877	6,278	5,659	5,308	5,410	6,203	6,443	5,942	5,757	5,667	5,642
Independent	-	-	-	-	-	5,717	5,908	5,717	5,669	5,862	6,197	6,272	6,036	5,883	5,826	5,884
Specialised Independent	-	-	-	-	-	386	672	707	702	711	704	695	732	749	773	753

1. Since 2008, Autonomous schools have been grouped under Government and Government-aided schools.

2. Pre-University includes junior colleges, centralised institutes and Pre-U centres.

3. For disaggregation of the enrolment by sex, refer to the Excel tables available at www.moe.gov.sg/about-us/publications/education-statistics-digest.

ENROLMENT BY LEVEL



22 PRIMARY ENROLMENT BY LEVEL AND STREAM

	1960	1970	1980	1990	2000	2010	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Primary 1																
Total	60,049	55,557	46,377	39,317	50,204	39,595	40,927	40,063	38,904	36,885	37,671	40,324	37,363	40,218	39,844	39,372
Primary 2																
Total	59,052	55,070	49,655	41,582	49,844	42,405	40,179	40,774	40,077	38,997	37,092	37,888	40,755	37,779	40,592	40,096
Primary 3																
Total	51,087	57,585	47,495	41,254	50,019	43,022	39,440	40,199	40,733	40,135	39,173	37,128	38,019	41,037	37,957	40,743
Primary 4																
Total	43,395	59,440	52,853	40,401	52,116	48,418	39,252	39,461	40,136	40,618	40,180	39,180	37,236	38,293	41,129	38,197
Normal	-	-	45,994	36,086	-	-	-	-	-	-	-	-	-	-	-	-
Extended	-	-	4,670	2,620	-	-	-	-	-	-	-	-	-	-	-	-
Monolingual	-	-	2,189	1,695	-	-	-	-	-	-	-	-	-	-	-	-
Primary 5																
Total	38,241	60,272	45,374	40,242	48,749	45,141	39,277	39,094	39,252	39,949	40,427	40,074	39,133	37,275	38,268	41,071
Normal	-	-	-	33,444	-	-	-	-	-	-	-	-	-	-	-	-
Extended	-	-	-	5,155	-	-	-	-	-	-	-	-	-	-	-	-
Monolingual	-	-	-	1,643	-	-	-	-	-	-	-	-	-	-	-	-
EM1	-	-	-	-	10,238	-	-	-	-	-	-	-	-	-	-	-
EM2	-	-	-	-	34,369	-	-	-	-	-	-	-	-	-	-	-
EM3	-	-	-	-	4,142	-	-	-	-	-	-	-	-	-	-	-
Primary 6																
Total	31,212	74,918	49,756	38,555	54,773	45,325	42,608	39,511	39,038	39,170	39,871	40,445	40,144	39,280	37,326	38,283
Normal	-	-	-	32,508	-	-	-	-	-	-	-	-	-	-	-	-
Extended	-	-	-	3,981	-	-	-	-	-	-	-	-	-	-	-	-
Monolingual	-	-	-	2,066	-	-	-	-	-	-	-	-	-	-	-	-
EM1	-	-	-	-	9,239	-	-	-	-	-	-	-	-	-	-	-
EM2	-	-	-	-	36,959	-	-	-	-	-	-	-	-	-	-	-
EM3	-	-	-	-	8,575	-	-	-	-	-	-	-	-	-	-	-

1. The channelling of Primary 3 students into Primary 4 Normal, Extended and Monolingual streams was replaced in 1992 by channelling of Primary 4 students into Primary 5 EM1, EM2 and EM3 streams.

2. Total primary enrolment includes Primary 7 and Primary 8 students from the Extended and Monolingual streams.

3. Since 2004, the distinction between the EM1 and EM2 streams have been removed and schools were given the autonomy to decide on how best to band their students by ability, in ways that added the most educational value. Since 2008, Subject-based Banding was introduced for the Primary 5 cohort and streaming was removed. With Subject-based Banding, students are able to offer a mix of Standard- or Foundation-level subjects depending on their aptitude in each subject.

4. For disaggregation of the enrolment by sex, refer to the Excel tables available at www.moe.gov.sg/about-us/publications/education-statistics-digest.

23 SECONDARY ENROLMENT BY LEVEL AND COURSE

	1960	1970	1980	1990	2000	2010	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Secondary 1																
Total	20,842	38,200	47,000	35,759	44,417	48,670	42,969	42,217	39,550	38,982	39,086	39,571	40,154	40,081	39,220	37,208
Special	-	-	1,511	2,354	4,182	-	-	-	-	-	-	-	-	-	-	-
Express	-	-	45,489	20,113	22,585	29,785	27,490	26,736	24,613	24,475	24,432	24,879	25,085	24,883	24,529	23,103
N(A)	-	-	-	13,292	9,855	12,394	9,873	9,972	10,033	9,559	9,663	9,466	9,795	9,916	9,460	9,001
N(T)	-	-	-	-	7,795	6,491	5,606	5,509	4,904	4,948	4,991	5,226	5,274	5,282	5,231	5,104
Secondary 2																
Total	13,048	36,970	40,805	37,781	38,985	50,935	48,328	43,256	42,477	39,734	39,030	39,187	39,719	40,231	40,189	39,375
Special	-	-	1,737	2,278	3,766	-	-	-	-	-	-	-	-	-	-	-
Express	-	-	39,068	22,336	19,939	31,296	29,241	27,719	26,976	24,915	24,645	24,704	25,310	25,560	25,308	25,045
N(A)	-	-	-	13,167	9,472	12,978	12,973	10,141	10,248	10,170	9,710	9,760	9,474	9,767	9,934	9,396
N(T)	-	-	-	-	5,808	6,661	6,114	5,396	5,253	4,649	4,675	4,723	4,935	4,904	4,947	4,934
Secondary 3																
Total	9,333	30,485	34,803	36,354	43,486	53,178	46,712	49,202	44,250	43,409	40,532	39,733	39,909	40,023	40,533	40,508
Special	-	-	-	2,228	4,329	-	-	-	-	-	-	-	-	-	-	-
Express	-	-	-	21,503	22,573	32,933	28,619	30,007	28,387	27,750	25,619	25,215	25,353	25,766	26,061	25,707
N(A)	-	-	-	12,623	10,609	14,048	12,447	13,222	10,614	10,504	10,378	9,899	9,874	9,377	9,613	9,923
N(T)	-	-	-	-	5,975	6,197	5,646	5,973	5,249	5,155	4,535	4,619	4,682	4,880	4,859	4,878
Secondary 4																
Total	7,700	27,750	32,925	39,097	41,111	52,073	45,183	45,413	47,869	43,031	42,238	39,522	38,809	39,221	39,379	39,686
Special	-	-	-	2,167	4,100	-	-	-	-	-	-	-	-	-	-	-
Express	-	-	-	23,733	21,299	28,356	28,293	28,115	29,444	27,780	27,173	25,217	24,847	25,097	25,517	25,692
N(A)	-	-	-	13,197	10,058	13,003	11,446	11,784	12,533	10,093	9,979	9,829	9,402	9,475	9,079	9,231
N(T)	-	-	-	-	5,654	6,661	5,444	5,514	5,892	5,158	5,086	4,476	4,560	4,649	4,783	4,763
Secondary 5																
N(A)	-	-	-	11,551	7,406	9,532	6,804	5,767	5,607	6,024	4,238	3,818	3,480	3,175	2,887	2,680

1. As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.

2. Special and Express courses have been merged since the 2008 Secondary 1 cohort.

3. N(T) figures include students in Specialised Schools. These students are taking the ITE Skills Certificate (ISC) course or are in a 2-year work-study programme after completing ISC.

4. For disaggregation of the enrolment by sex, refer to the Excel tables available at www.moe.gov.sg/about-us/publications/education-statistics-digest.

24 PRE-UNIVERSITY ENROLMENT BY COURSE AND LEVEL

	1960	1970	1980	1990	2000	2010	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
All																
Total	5,128	9,868	16,272	29,214	24,804	32,420	31,613	29,559	28,442	29,252	29,012	27,532	26,005	25,349	25,231	25,123
Junior College 1	-	454	5,669	11,047	11,797	16,327	15,337	14,043	14,122	14,838	14,022	13,296	12,602	12,510	12,525	12,396
Junior College 2	-	564	5,239	11,048	11,903	14,724	14,901	14,234	13,119	13,281	14,078	13,356	12,623	12,061	11,938	11,957
Pre-University 1	2,809	4,735	2,911	2,532	394	571	600	469	480	535	376	350	346	340	359	369
Pre-University 2	2,319	4,115	2,453	2,327	421	441	485	441	336	327	358	264	220	247	200	245
Pre-University 3	-	-	-	2,260	289	357	290	372	385	271	178	266	214	191	209	156
Arts																
Total	NA	5,013	4,117	5,390	4,668	5,487	5,485	5,261	5,044	5,005	4,777	4,466	4,190	3,841	3,902	4,049
Junior College 1	-	x	1,158	1,992	2,442	2,733	2,697	2,508	2,443	2,427	2,302	2,167	1,998	1,786	2,039	2,004
Junior College 2	-	x	1,167	2,056	1,904	2,400	2,467	2,455	2,314	2,278	2,267	2,122	2,037	1,884	1,697	1,885
Pre-University 1	NA	2,596	754	351	138	164	168	113	131	147	80	68	66	73	75	75
Pre-University 2	NA	2,417	1,038	416	103	127	94	99	75	88	78	48	49	52	44	46
Pre-University 3	-	-	-	575	81	63	59	86	81	65	50	61	40	46	47	39
Science																
Total	NA	4,588	8,026	13,565	17,852	26,406	25,540	23,758	22,920	23,811	23,906	22,784	21,629	21,376	21,183	20,881
Junior College 1	-	x	3,301	6,370	9,355	13,594	12,640	11,535	11,679	12,411	11,720	11,129	10,604	10,724	10,486	10,392
Junior College 2	-	x	3,220	6,593	8,262	12,324	12,434	11,779	10,805	11,003	11,811	11,234	10,586	10,177	10,241	10,072
Pre-University 1	NA	2,433	773	280	91	223	199	164	167	182	175	212	234	213	200	191
Pre-University 2	NA	2,155	732	204	97	168	167	161	129	123	135	121	114	163	123	140
Pre-University 3	-	-	-	118	47	97	100	119	140	92	65	88	91	99	133	86
Commerce																
Total	-	267	4,129	10,259	2,284	527	588	540	478	436	329	282	186	132	146	193
Junior College 1	-	x	1,210	2,685	-	-	-	-	-	-	-	-	-	-	-	-
Junior College 2	-	x	852	2,399	1,737	-	-	-	-	-	-	-	-	-	-	-
Pre-University 1	-	160	1,384	1,901	165	184	233	192	182	206	121	70	46	54	84	103
Pre-University 2	-	107	683	1,707	221	146	224	181	132	116	145	95	57	32	33	59
Pre-University 3	-	-	-	1,567	161	197	131	167	164	114	63	117	83	46	29	31

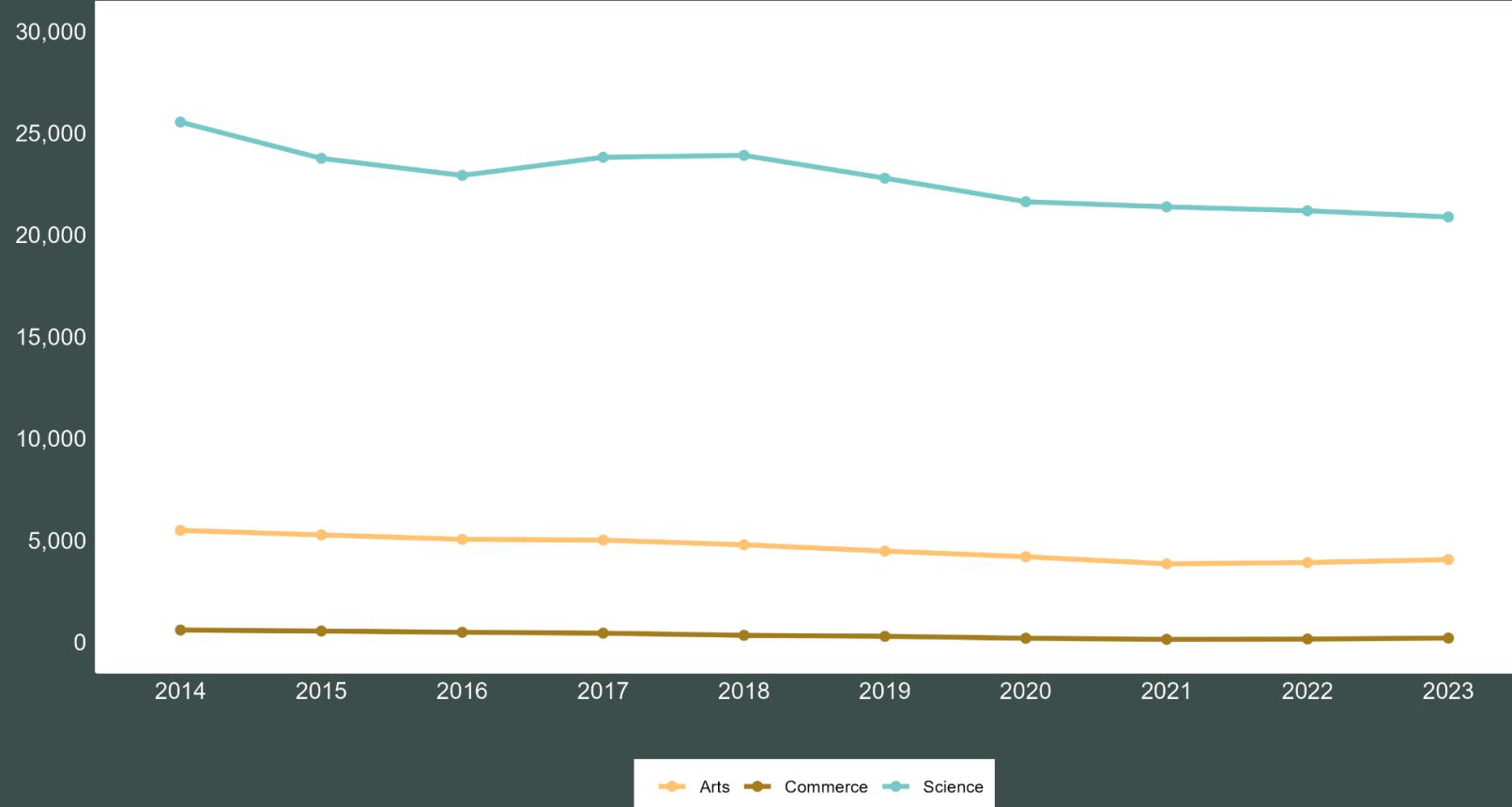
1. 'NA' - Courses for 1960 are not available.

2. 'x' - Figures for JC are included under Pre-U 1 & Pre-U 2.

3. Since 2006, as part of a new broad-based JC education, students are required to do at least one subject outside their area of specialisation. For example, a Science course student is required to take at least one Humanities subject and an Arts course student is required to take at least one Science subject.

4. For disaggregation of the enrolment by sex, refer to the Excel tables available at www.moe.gov.sg/about-us/publications/education-statistics-digest.

PRE-UNIVERSITY ENROLMENT BY COURSE



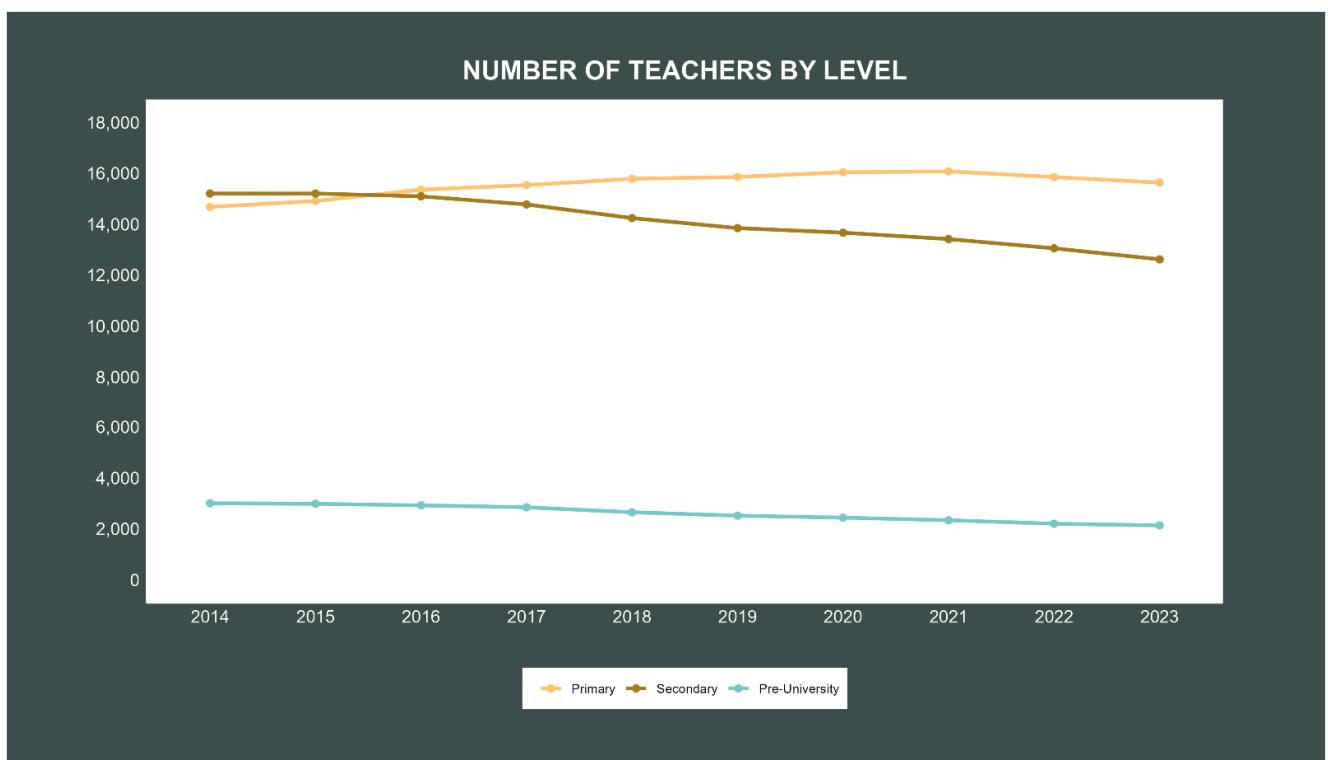
25 NUMBER OF TEACHERS BY LEVEL AND SCHOOL TYPE

		Sex	1960	1970	1980	1990	2000	2010	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Total																		
	Total	MF	10,603	18,661	17,920	19,132	22,940	29,862	32,898	33,105	33,378	33,163	32,680	32,225	32,152	31,834	31,111	30,396
		F	4,995	10,985	11,059	12,928	16,680	21,630	23,511	23,587	23,774	23,615	23,353	23,052	23,004	22,822	22,305	21,752
Primary																		
	Total	MF	8,599	12,216	10,081	10,006	11,923	13,693	14,683	14,914	15,357	15,537	15,787	15,857	16,042	16,076	15,853	15,637
		F	4,321	8,054	6,742	7,233	9,589	11,231	11,950	12,114	12,417	12,551	12,747	12,799	12,955	13,003	12,801	12,605
	Government	MF	4,283	8,044	7,244	7,848	8,659	9,892	10,541	10,740	11,161	11,339	11,559	11,629	11,799	11,790	11,631	11,478
		F	1,944	5,485	4,834	5,560	6,822	8,012	8,472	8,617	8,911	9,058	9,243	9,290	9,435	9,431	9,289	9,151
	Government-Aided	MF	4,316	4,172	2,837	2,158	3,264	3,801	4,142	4,174	4,196	4,198	4,228	4,228	4,243	4,286	4,222	4,159
		F	2,377	2,569	1,908	1,673	2,767	3,219	3,478	3,497	3,506	3,493	3,504	3,509	3,520	3,572	3,512	3,454
Secondary																		
	Total	MF	2,004	6,445	7,839	7,586	9,132	13,332	15,208	15,207	15,096	14,778	14,241	13,848	13,669	13,417	13,054	12,621
		F	674	2,931	4,317	4,711	5,985	8,772	9,822	9,773	9,685	9,429	9,101	8,818	8,672	8,496	8,266	7,971
	Government	MF	979	4,847	5,605	5,660	5,791	9,496	10,538	10,541	10,356	10,041	9,571	9,226	9,068	8,922	8,636	8,304
		F	248	2,155	3,013	3,395	3,650	6,219	6,814	6,775	6,640	6,390	6,094	5,869	5,751	5,655	5,475	5,247
	Government-Aided	MF	1,025	1,598	2,234	1,533	1,559	2,515	2,996	2,967	2,972	2,985	2,926	2,890	2,844	2,783	2,716	2,630
		F	426	776	1,304	1,047	1,068	1,722	2,007	1,989	1,990	1,991	1,960	1,925	1,888	1,826	1,787	1,714
	Independent	MF	-	-	-	393	756	1,078	1,079	1,064	1,064	1,063	1,048	1,047	1,061	1,031	1,005	977
		F	-	-	-	269	545	699	706	685	685	685	680	670	677	663	644	640
	Autonomous	MF	-	-	-	-	1,026	-	-	-	-	-	-	-	-	-	-	
		F	-	-	-	-	722	-	-	-	-	-	-	-	-	-	-	
	Specialised Independent	MF	-	-	-	-	-	185	349	353	386	366	360	356	416	367	387	401
		F	-	-	-	-	-	109	194	203	228	223	218	216	235	219	233	236
	Specialised	MF	-	-	-	-	-	58	246	282	318	323	336	329	280	314	310	309
		F	-	-	-	-	-	23	101	121	142	140	149	138	121	133	127	134
Pre-University																		
	Total	MF	-	x	x	1,540	1,885	2,837	3,007	2,984	2,925	2,848	2,652	2,520	2,441	2,341	2,204	2,138
		F	-	x	x	984	1,106	1,627	1,739	1,700	1,672	1,635	1,505	1,435	1,377	1,323	1,238	1,176
	Government	MF	-	x	x	1,038	1,245	1,714	1,840	1,814	1,820	1,763	1,571	1,425	1,364	1,269	1,188	1,104
		F	-	x	x	661	730	995	1,085	1,053	1,052	1,027	899	813	772	721	675	617
	Government-Aided	MF	-	x	x	502	640	600	633	613	574	558	555	564	559	536	495	474
		F	-	x	x	323	376	348	370	353	338	327	324	329	322	310	278	261
	Independent	MF	-	-	-	-	-	523	534	557	531	527	526	531	518	536	521	560
		F	-	-	-	-	-	284	284	294	282	281	282	293	283	285	285	298

1. Data is correct as at 31 December each year. Prior to 1996, data is correct as at June each year.

2. 'x' - Figures for JC section are included under Secondary.

3. Since 2008, Autonomous schools have been grouped under Government and Government-aided schools.



26 INTAKE: UNIVERSITIES, POLYTECHNICS, ARTS INSTITUTIONS AND ITE (FULL-TIME)

	Sex	1960	1970	1980	1990	2000	2010	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Universities																		
	Total	MF	1,183	2,075	3,002	6,928	11,232	14,909	17,870	18,126	18,552	18,668	20,041	20,713	20,976	21,307	20,349	21,370
		F	326	896	1,524	3,476	5,762	7,454	9,001	9,192	9,350	9,073	10,001	10,479	10,384	10,187	9,554	10,302
Nanyang University		MF	651	685	-	-	-	-	-	-	-	-	-	-	-	-	-	
		F	137	366	-	-	-	-	-	-	-	-	-	-	-	-	-	
NUS		MF	532	1,390	3,002	5,053	6,421	6,568	7,108	6,935	7,011	7,121	7,856	7,847	7,486	7,881	7,273	7,470
		F	189	530	1,524	2,430	3,437	3,405	3,857	3,720	3,680	3,468	4,139	4,140	3,513	3,922	3,666	3,555
NTU		MF	-	-	-	1,875	4,506	6,132	6,480	6,525	6,138	5,955	6,160	6,482	6,693	6,483	6,184	6,448
		F	-	-	-	1,046	2,113	2,951	3,153	3,140	2,964	2,867	2,889	3,155	3,284	2,822	2,727	3,062
SMU		MF	-	-	-	-	305	1,686	1,912	1,944	1,961	2,004	2,161	2,365	2,429	2,436	2,380	2,572
		F	-	-	-	-	212	823	908	1,062	1,052	1,103	1,230	1,387	1,484	1,333	1,170	1,511
SIT		MF	-	-	-	-	-	523	1,836	2,076	2,559	2,589	2,660	2,718	2,894	2,952	3,121	3,328
		F	-	-	-	-	-	275	813	907	1,196	1,066	1,072	1,127	1,292	1,231	1,272	1,367
SUTD		MF	-	-	-	-	-	-	317	362	460	424	437	415	475	468	405	541
		F	-	-	-	-	-	-	125	167	172	151	155	158	186	165	133	218
SUSS		MF	-	-	-	-	-	-	217	284	423	575	767	886	999	1,087	986	1,011
		F	-	-	-	-	-	-	145	196	286	418	516	512	625	714	586	589
NIE																		
		MF	890	1,293	875	1,185	2,186	1,939	1,623	1,231	1,256	569	556	515	530	467	527	1,204
		F	433	986	748	895	1,564	1,327	1,097	831	884	404	379	367	377	292	361	866
Polytechnics																		
	Total	MF	874	1,919	4,591	9,524	17,519	25,707	25,777	24,251	23,121	24,064	23,869	22,071	21,014	20,486	20,461	21,029
		F	51	183	1,115	4,007	8,308	12,662	12,537	11,775	11,018	11,536	11,394	10,599	10,012	9,730	9,726	10,138
Singapore		MF	874	1,617	3,479	4,336	4,446	5,429	5,312	4,814	4,737	4,958	4,821	4,616	4,270	4,104	4,181	4,385
		F	51	109	736	1,553	1,843	2,260	2,092	1,928	1,828	1,955	1,869	1,800	1,656	1,583	1,631	1,835
Ngee Ann		MF	-	302	1,112	4,453	4,673	5,387	5,145	4,872	4,728	4,886	4,874	4,492	4,201	4,088	4,067	4,229
		F	-	74	379	1,902	2,236	2,573	2,512	2,383	2,374	2,578	2,576	2,376	2,293	2,215	2,174	2,253
Temasek		MF	-	-	-	735	4,519	5,067	5,270	4,800	4,641	4,900	4,861	4,536	4,274	4,210	4,178	4,272
		F	-	-	-	552	2,244	2,604	2,654	2,389	2,156	2,323	2,281	2,177	1,945	1,935	2,020	2,101
Nanyang		MF	-	-	-	-	3,881	5,482	5,349	4,959	4,766	4,920	4,920	4,556	4,329	4,223	4,121	4,241
		F	-	-	-	-	1,985	2,933	2,756	2,582	2,388	2,437	2,461	2,287	2,199	2,123	2,061	2,104
Republic		MF	-	-	-	-	-	4,342	4,701	4,806	4,249	4,400	4,393	3,871	3,940	3,861	3,914	3,902
		F	-	-	-	-	-	2,292	2,523	2,493	2,272	2,243	2,207	1,959	1,919	1,874	1,840	1,845
AI Diploma																		
	NAFA	MF	-	-	-	-	-	835	721	819	942	921	865	815	789	686	711	800
		F	-	-	-	-	-	559	532	563	699	657	608	598	562	490	537	596
LASALLE		MF	-	-	-	-	-	795	427	424	388	518	475	445	415	413	410	415
		F	-	-	-	-	-	530	285	263	240	334	322	293	270	262	277	277
AI Degree																		
	NAFA	MF	-	-	-	-	-	-	27	33	16	23	23	28	17	218	223	237
		F	-	-	-	-	-	-	19	21	10	14	14	19	10	166	175	196
LASALLE		MF	-	-	-	-	-	-	447	502	510	531	487	448	435	449	406	467
		F	-	-	-	-	-	-	306	359	368	391	349	325	324	333	301	353
ITE																		
		MF	-	3,348	3,145	9,221	9,772	13,886	14,641	14,173	14,763	15,506	14,819	15,147	14,661	14,738	14,577	14,405
		F	-	246	230	3,352	3,248	5,248	5,574	5,204	5,635	5,915	5,629	5,908	5,716	5,905	5,814	5,729

1. Intake figures include students who entered directly into the second and subsequent years.

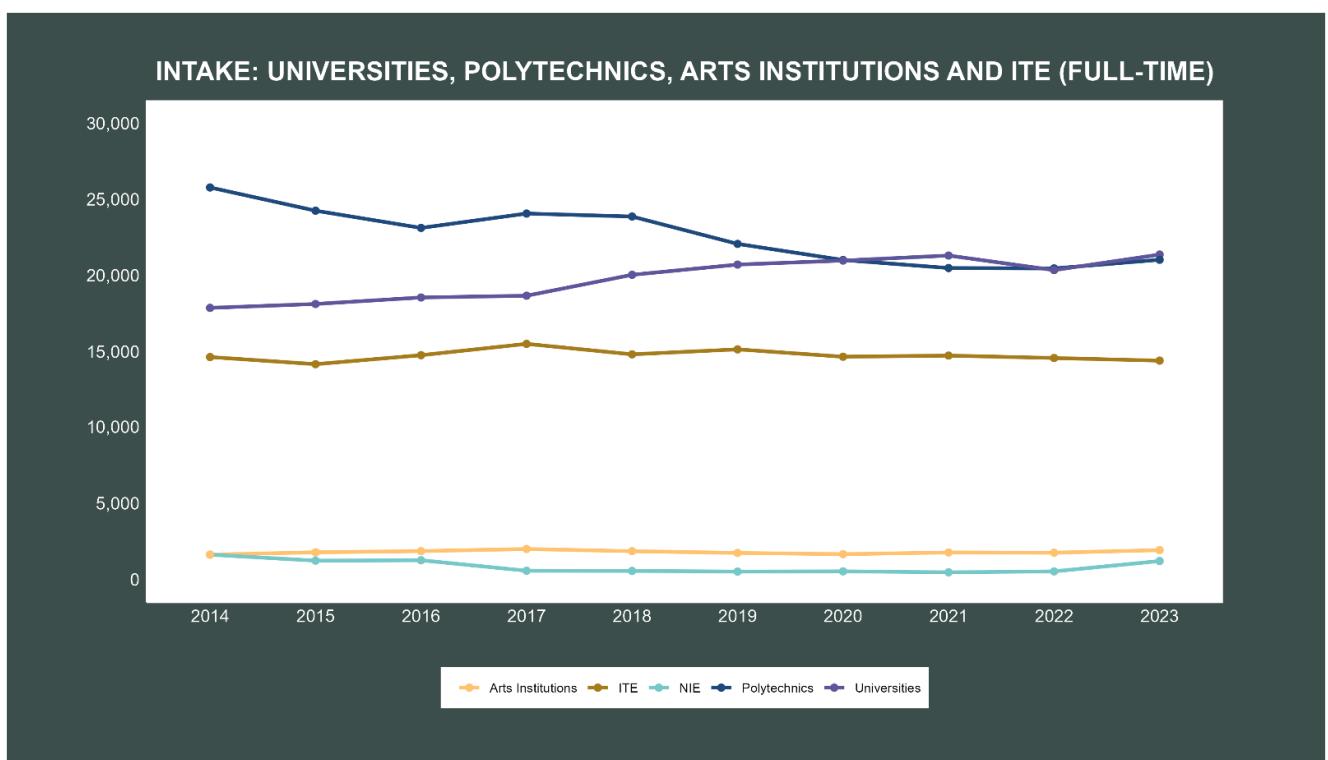
2. University figures are for full-time first degree only.

3. National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects as well as selected in-service programmes. BA / BSc (Education) figures are included under Nanyang Technological University (NTU). There is an increase in the AY2023 figures from previous years due to changes in how the figures are accounted.

4. Polytechnic figures are for full-time diploma courses only.

5. LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.

6. Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

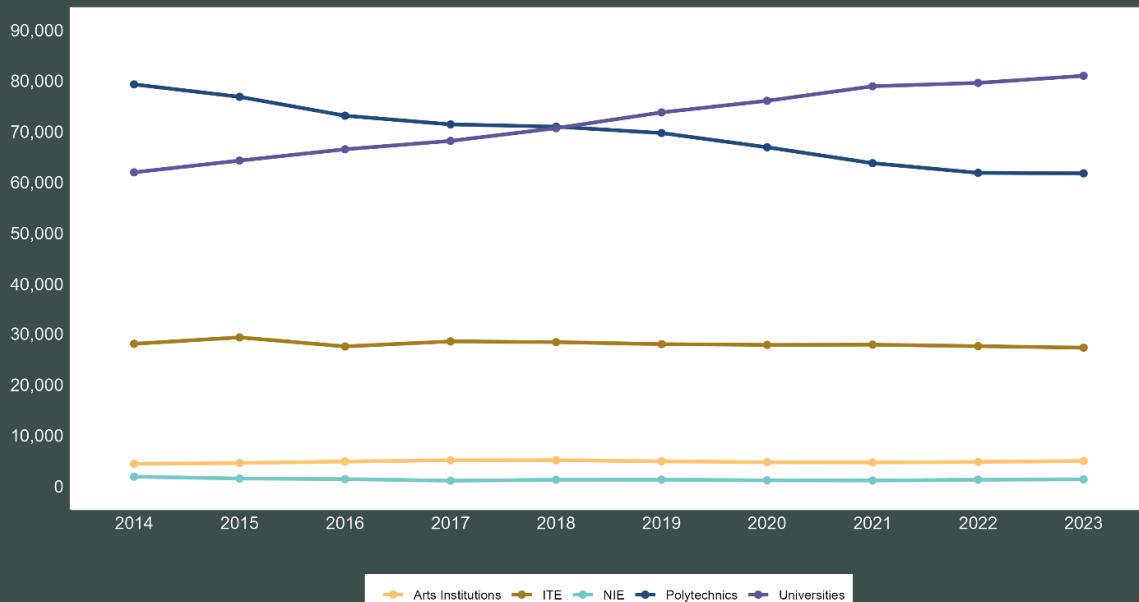


27 ENROLMENT: UNIVERSITIES, POLYTECHNICS, ARTS INSTITUTIONS AND ITE (FULL-TIME)

	Sex	1960	1970	1980	1990	2000	2010	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Universities																		
	Total	MF	3,502	7,061	8,634	22,005	36,121	55,295	61,993	64,303	66,531	68,181	70,690	73,797	76,082	78,945	79,608	81,006
		F	804	2,449	3,926	10,796	17,776	28,256	31,538	32,890	33,763	34,112	35,293	36,850	37,992	39,128	38,960	39,108
Nanyang University	MF	1,861	2,310	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	F	378	918	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
NUS	MF	1,641	4,751	8,634	15,193	21,233	25,189	26,797	27,288	27,702	28,134	29,037	30,033	30,420	31,191	30,842	30,467	
	F	426	1,531	3,926	8,107	11,341	13,067	14,042	14,423	14,617	14,600	14,981	15,440	15,262	15,693	15,405	14,776	
NTU	MF	-	-	-	6,812	14,583	22,862	23,021	23,512	23,495	22,934	22,813	23,063	23,758	24,074	23,876	24,117	
	F	-	-	-	2,689	6,223	11,389	11,623	11,860	11,633	11,079	10,896	11,120	11,499	11,352	11,085	11,081	
SMU	MF	-	-	-	-	305	6,721	7,515	7,740	7,827	7,979	8,182	8,656	9,144	9,580	9,883	10,129	
	F	-	-	-	-	212	3,525	3,883	4,062	4,047	4,193	4,486	4,855	5,276	5,512	5,512	5,670	
SIT	MF	-	-	-	-	-	523	3,557	4,039	5,230	6,138	6,951	7,714	8,201	9,015	9,688	10,380	
	F	-	-	-	-	-	275	1,482	1,693	2,306	2,626	2,905	3,128	3,423	3,725	4,062	4,416	
SUTD	MF	-	-	-	-	-	-	886	1,235	1,381	1,545	1,658	1,730	1,406	1,429	1,409	1,915	
	F	-	-	-	-	-	-	363	522	551	603	626	624	518	534	502	706	
SUSS	MF	-	-	-	-	-	-	217	489	896	1,451	2,049	2,601	3,153	3,656	3,910	3,998	
	F	-	-	-	-	-	-	415	330	609	1,011	1,399	1,683	2,014	2,312	2,394	2,459	
NIE																		
		MF	2,327	2,001	2,328	1,577	3,072	2,816	1,913	1,549	1,443	1,122	1,309	1,323	1,206	1,154	1,319	1,394
		F	1,202	1,390	1,977	1,212	2,247	1,886	1,313	1,015	1,010	804	924	948	852	781	908	988
Polytechnics																		
	Total	MF	2,332	2,794	7,835	24,078	52,033	76,989	79,314	76,865	73,149	71,436	70,985	69,733	66,933	63,796	61,891	61,794
		F	55	318	1,818	9,247	24,262	37,028	37,936	36,985	35,128	34,137	33,723	33,208	31,855	30,267	29,368	29,397
Singapore	MF	2,332	2,185	5,004	11,348	13,459	15,928	15,905	15,297	14,671	14,298	14,337	14,209	13,568	12,880	12,391	12,590	
	F	55	155	1,036	3,878	5,408	6,453	6,175	6,022	5,766	5,611	5,559	5,520	5,238	4,972	4,800	4,984	
Ngee Ann	MF	-	609	2,831	11,995	14,378	15,942	16,227	15,611	14,866	14,599	14,543	14,233	13,637	12,996	12,500	12,397	
	F	-	163	782	4,817	6,419	7,655	7,758	7,465	7,243	7,304	7,469	7,431	7,205	6,943	6,735	6,620	
Temasek	MF	-	-	-	735	12,733	15,933	16,138	15,425	14,662	14,239	14,248	14,142	13,535	12,984	12,481	12,462	
	F	-	-	-	552	6,446	7,804	7,900	7,585	7,115	6,802	6,688	6,718	6,382	6,044	5,826	5,971	
Nanyang	MF	-	-	-	-	11,463	16,183	16,092	15,842	15,035	14,734	14,715	14,522	13,968	13,268	12,815	12,758	
	F	-	-	-	-	5,989	8,387	8,189	8,177	7,661	7,398	7,304	7,175	6,966	6,589	6,399	6,321	
Republic	MF	-	-	-	-	-	13,003	14,952	14,690	13,915	13,566	13,142	12,627	12,225	11,668	11,704	11,587	
	F	-	-	-	-	-	6,729	7,914	7,736	7,343	7,022	6,703	6,364	6,064	5,719	5,608	5,501	
AI Diploma																		
	NAFA	MF	-	-	-	-	-	2,269	2,022	2,106	2,390	2,537	2,484	2,377	2,312	2,117	2,049	2,108
		F	-	-	-	-	-	1,532	1,440	1,483	1,745	1,830	1,785	1,706	1,644	1,523	1,503	1,574
LASALLE	MF	-	-	-	-	-	-	1,754	1,190	1,173	1,150	1,241	1,294	1,277	1,231	1,205	1,200	1,177
	F	-	-	-	-	-	-	1,137	773	765	741	783	842	844	809	787	784	780
AI Degree																		
	NAFA	MF	-	-	-	-	-	-	53	59	50	39	43	50	46	236	433	514
		F	-	-	-	-	-	-	31	40	31	24	28	32	29	177	334	413
LASALLE	MF	-	-	-	-	-	-	-	1,176	1,262	1,311	1,330	1,339	1,235	1,168	1,166	1,140	1,197
	F	-	-	-	-	-	-	-	846	905	946	987	981	909	868	865	846	908
ITE																		
		MF	-	4,727	12,543	15,919	15,974	24,789	28,036	29,295	27,519	28,508	28,367	27,968	27,825	27,862	27,570	27,274
		F	-	326	2,414	5,304	4,343	8,856	10,249	11,267	10,346	10,804	10,707	10,658	10,770	10,957	10,976	10,777

1. University figures are for full-time first degree only.
2. National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects as well as selected in-service programmes. BA / BSc (Education) figures are included under Nanyang Technological University (NTU).
3. Polytechnic figures are for full-time diploma courses only.
4. LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.
5. Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

ENROLMENT: UNIVERSITIES, POLYTECHNICS, ARTS INSTITUTIONS AND ITE (FULL-TIME)



28 GRADUATES: UNIVERSITIES, POLYTECHNICS, ARTS INSTITUTIONS AND ITE (FULL-TIME)

	Sex	1960	1970	1980	1990	2000	2010	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Universities																		
	Total	MF	1,030	1,776	2,874	5,334	9,244	12,451	15,041	15,236	15,496	16,160	16,823	16,911	17,534	17,420	18,527	19,162
		F	291	546	1,320	2,817	4,853	6,214	7,530	7,547	8,060	8,338	8,475	8,556	8,754	8,524	9,173	9,870
Nanyang University	MF	437	556	687	-	-	-	-	-	-	-	-	-	-	-	-	-	
	F	95	168	250	-	-	-	-	-	-	-	-	-	-	-	-	-	
NUS	MF	593	1,220	2,187	4,001	5,631	5,833	6,210	6,179	6,305	6,446	6,700	6,631	6,885	6,874	7,277	7,601	
	F	196	378	1,070	2,307	3,270	3,124	3,224	3,192	3,332	3,350	3,606	3,553	3,572	3,356	3,793	4,040	
NTU	MF	-	-	-	1,333	3,613	5,412	5,993	5,756	5,856	6,174	5,990	5,997	5,840	5,691	6,020	6,041	
	F	-	-	-	510	1,583	2,544	2,951	2,777	3,066	3,266	2,953	2,836	2,882	2,744	2,820	3,016	
SMU	MF	-	-	-	-	-	1,206	1,602	1,639	1,804	1,779	1,887	1,842	1,883	1,914	1,982	2,257	
	F	-	-	-	-	-	546	772	840	1,030	920	903	984	1,023	1,043	1,116	1,317	
SIT	MF	-	-	-	-	-	-	1,236	1,364	1,285	1,494	1,744	1,759	2,172	1,991	2,185	2,426	
	F	-	-	-	-	-	-	583	602	539	695	749	836	890	863	831	1,026	
SUTD	MF	-	-	-	-	-	-	-	298	246	267	334	431	373	431	401	28	
	F	-	-	-	-	-	-	-	136	93	107	152	167	128	144	155	11	
SUSS	MF	-	-	-	-	-	-	-	-	-	-	168	251	381	519	662	809	
	F	-	-	-	-	-	-	-	-	-	-	112	180	259	374	458	460	
NIE																		
	Total	MF	734	1,202	616	929	2,445	2,416	1,732	1,880	1,628	1,292	1,153	1,339	1,390	1,327	1,192	1,374
		F	358	820	504	694	1,681	1,622	1,125	1,328	1,076	899	843	939	1,000	950	817	960
Polytechnics																		
	Total	MF	-	436	2,553	6,199	14,059	21,445	24,721	24,631	25,104	24,210	22,614	21,532	22,260	22,445	20,764	19,625
		F	-	7	514	2,244	6,710	10,462	12,012	11,981	12,211	11,928	11,175	10,436	10,803	10,883	10,122	9,571
Singapore	MF	-	436	1,969	3,112	3,974	4,627	5,026	5,057	5,007	4,924	4,380	4,389	4,619	4,484	4,300	3,884	
	F	-	7	378	1,011	1,619	1,700	1,995	1,988	1,984	2,000	1,809	1,724	1,853	1,758	1,699	1,554	
Ngee Ann	MF	-	-	584	3,087	4,187	4,534	5,166	5,182	5,258	4,886	4,687	4,484	4,583	4,591	4,362	4,106	
	F	-	-	136	1,233	1,844	2,237	2,513	2,568	2,512	2,400	2,314	2,265	2,445	2,460	2,316	2,276	
Temasek	MF	-	-	-	-	3,336	4,848	5,116	5,119	5,064	5,012	4,556	4,305	4,610	4,543	4,382	4,008	
	F	-	-	-	-	1,776	2,429	2,559	2,529	2,495	2,516	2,290	2,029	2,190	2,206	2,134	1,849	
Nanyang	MF	-	-	-	-	2,562	4,483	4,983	4,642	5,161	4,999	4,584	4,288	4,434	4,689	4,201	3,938	
	F	-	-	-	-	1,471	2,502	2,603	2,400	2,727	2,605	2,414	2,256	2,224	2,352	2,155	2,077	
Republic	MF	-	-	-	-	-	2,953	4,430	4,631	4,614	4,389	4,407	4,066	4,014	4,138	3,519	3,689	
	F	-	-	-	-	-	1,594	2,342	2,496	2,493	2,407	2,348	2,162	2,091	2,107	1,818	1,815	
AI Diploma																		
	NAFA	MF	-	-	-	-	-	518	633	617	527	591	668	735	694	706	623	606
		F	-	-	-	-	-	365	439	436	365	447	488	547	505	506	455	450
LASALLE	MF	-	-	-	-	-	-	578	371	346	331	331	333	331	398	366	352	385
	F	-	-	-	-	-	-	371	222	218	226	237	216	205	264	245	237	256
AI Degree																		
	NAFA	MF	-	-	-	-	-	-	25	24	25	34	15	19	22	28	19	145
		F	-	-	-	-	-	-	13	11	18	22	10	14	12	18	12	106
LASALLE	MF	-	-	-	-	-	-	-	520	363	407	466	429	487	456	402	396	378
	F	-	-	-	-	-	-	-	397	260	286	318	319	356	330	300	292	277
ITE																		
	MF	-	1,426	7,862	7,469	7,650	11,334	11,062	13,351	12,516	12,858	13,421	12,595	13,144	13,224	13,332	11,049	
		F	-	134	1,145	2,889	2,429	4,488	3,883	5,140	4,863	4,808	5,026	4,930	5,027	5,173	5,206	4,680

1. University figures are for full-time first degree only.

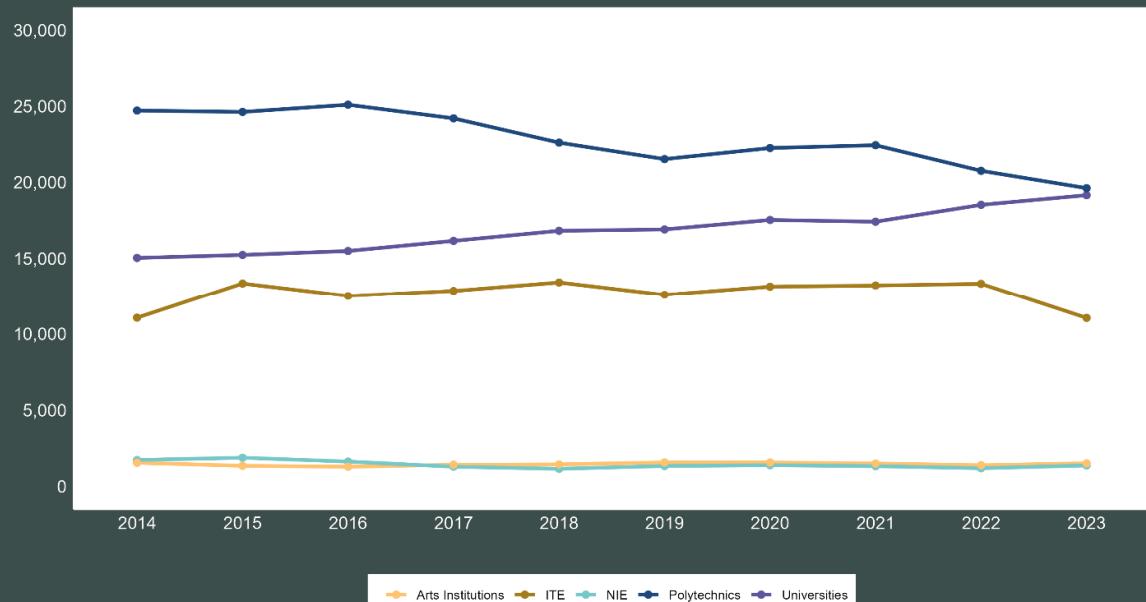
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3. Polytechnic figures are for full-time diploma courses only.

4. LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.

5. Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

GRADUATES: UNIVERSITIES, POLYTECHNICS, ARTS INSTITUTIONS AND ITE (FULL-TIME)



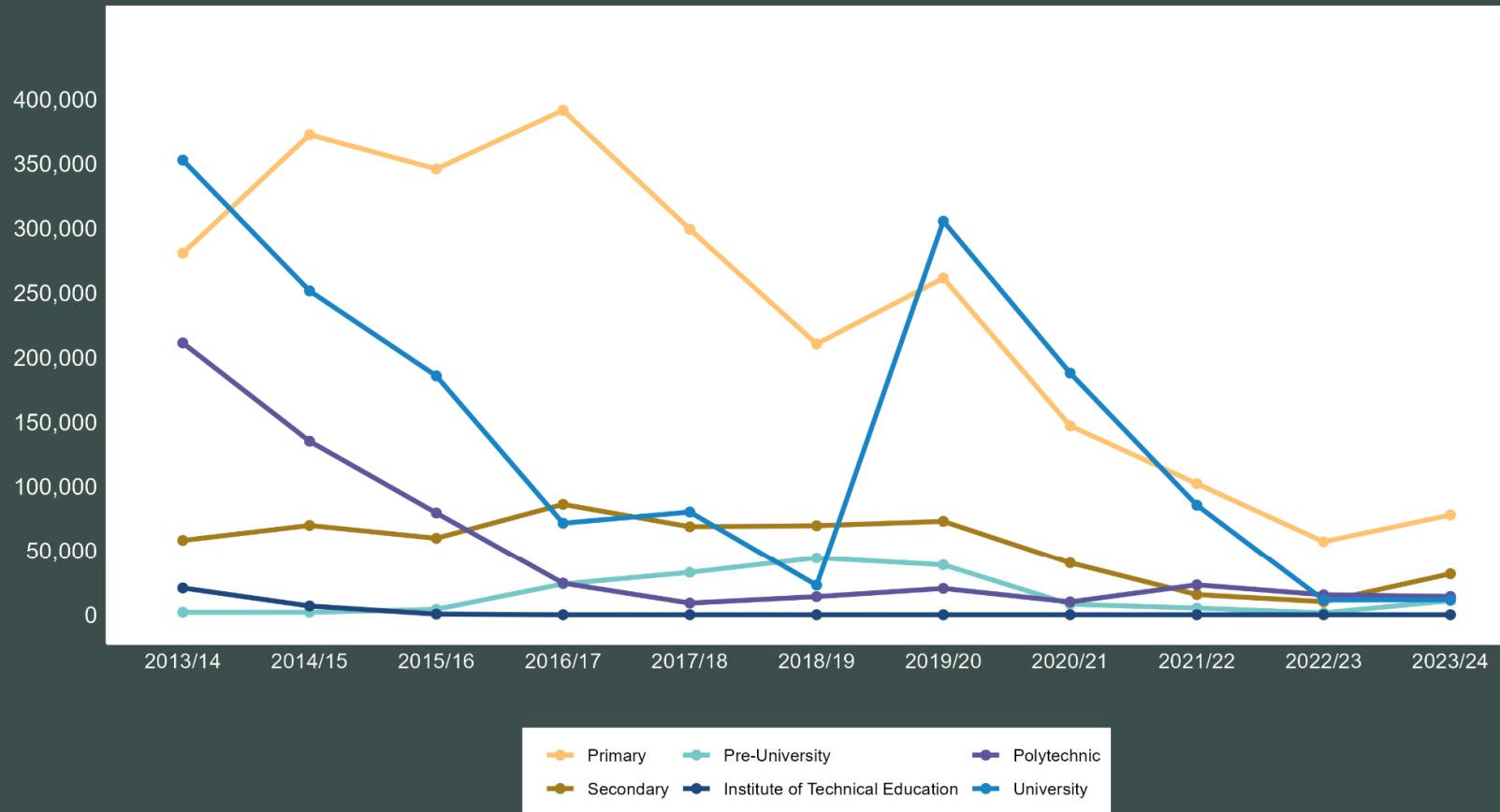
29 GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Pre-University	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others	Total
2009/10	74,776	214,235	275,916	4,020	11,510	62,297	9,417	163,371	27,721	3,884	847,147
2010/11	104,467	151,204	153,719	12,910	142,006	71,379	1,298	224,661	14,048	1,044	876,736
2011/12	82,970	354,602	137,802	4,081	255,687	20,417	0	168,610	17,899	389	1,042,457
2012/13	31,521	335,973	82,431	1,003	122,940	90,434	0	191,961	3,336	0	859,599
2013/14	45,810	280,695	58,199	1,883	20,780	211,214	0	352,817	1,609	438	973,445
2014/15	46,671	372,492	69,847	1,921	6,774	135,099	0	251,570	76	1,563	886,013
2015/16	23,304	345,975	59,858	4,176	535	79,498	0	185,668	201	0	699,215
2016/17	56,060	391,398	86,206	23,933	0	24,518	0	71,553	2,992	0	656,660
2017/18	115,226	299,273	68,799	32,939	0	9,027	0	80,237	3,271	2,320	611,092
2018/19	66,742	210,453	69,608	44,342	0	14,044	0	22,959	668	18,170	446,986
2019/20	55,972	261,397	73,005	38,835	0	20,412	0	305,469	5,364	30,645	791,099
2020/21	35,959	147,053	40,439	8,148	0	9,949	0	187,894	18,424	45,134	493,000
2021/22	42,981	102,237	15,603	5,176	0	23,222	0	85,526	20,363	10,023	305,131
2022/23	33,912	57,196	10,117	1,476	0	15,474	0	11,454	23,086	17,526	170,241
2023/24	53,499	77,976	31,781	10,922	0	14,146	0	11,546	41,173	90,957	332,000

1. Figures for FY2023/24 are preliminary.

2. Others include ISEAS - Yusof Ishak Institute, Science Centre Board, Nanyang Academy of Fine Arts, LASALLE College of the Arts, Singapore Examinations and Assessment Board and SkillsFuture Singapore Agency.

GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD)



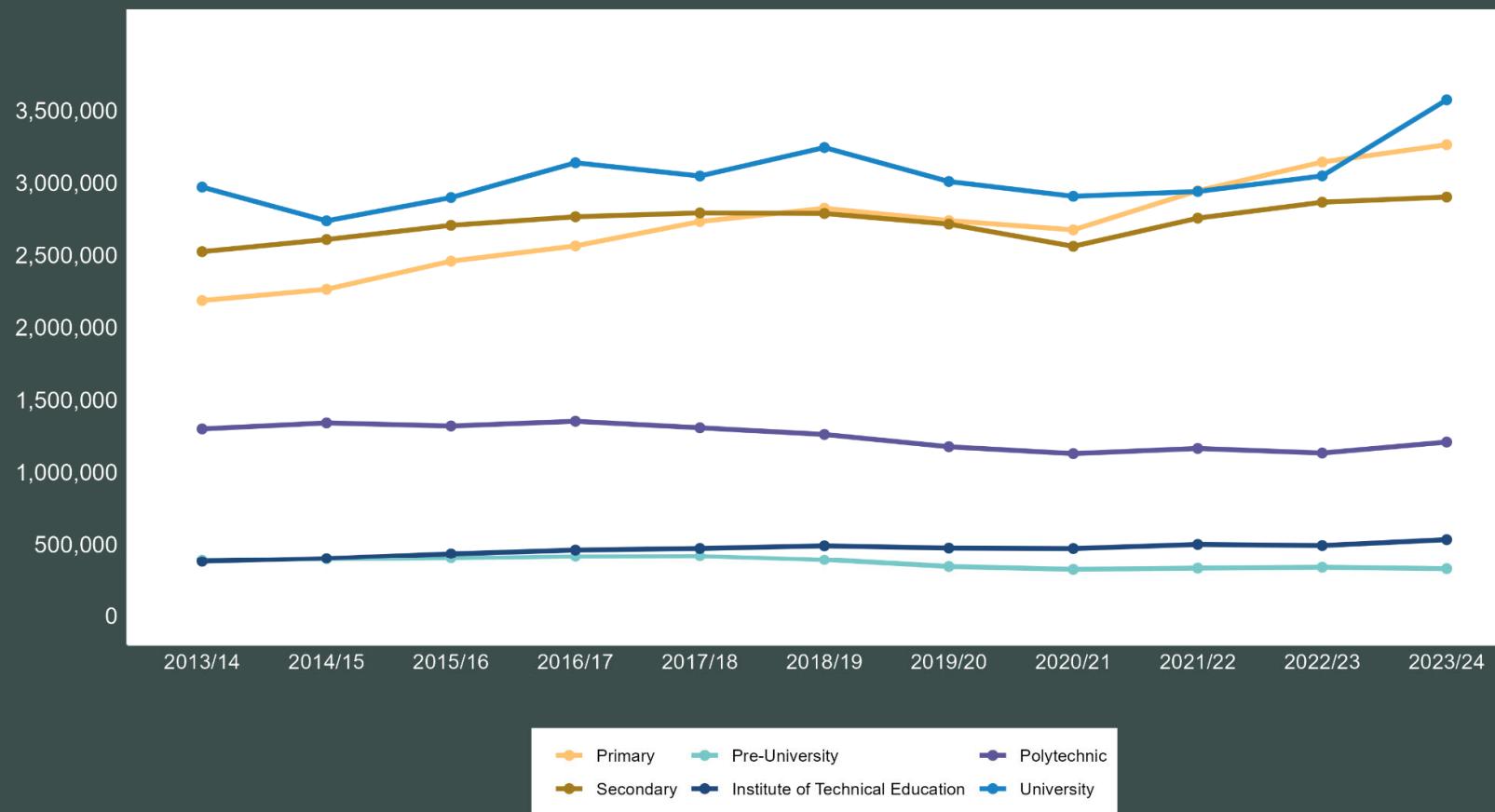
30 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Pre-University	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others	Total
2009/10	503,277	1,573,321	1,924,142	311,770	262,509	944,810	112,474	2,014,807	95,937	94,862	7,837,909
2010/11	517,043	1,839,190	2,220,430	348,039	328,067	1,124,873	123,625	2,305,921	84,943	106,578	8,998,709
2011/12	532,136	1,820,988	2,181,167	336,063	346,106	1,180,981	119,266	2,973,812	96,127	111,147	9,697,793
2012/13	591,814	1,946,159	2,314,237	365,825	351,658	1,196,035	113,312	2,536,971	106,219	115,082	9,637,312
2013/14	587,903	2,185,580	2,523,528	389,037	376,896	1,297,647	99,668	2,969,921	125,117	109,571	10,664,868
2014/15	623,461	2,263,510	2,607,555	394,321	399,949	1,339,298	94,941	2,736,642	135,510	117,258	10,712,445
2015/16	628,918	2,457,901	2,705,620	401,335	432,961	1,317,875	86,526	2,897,770	154,060	152,775	11,235,741
2016/17	678,891	2,563,211	2,764,946	412,032	459,931	1,350,672	80,290	3,138,310	161,189	202,722	11,812,194
2017/18	741,706	2,731,770	2,791,373	414,581	471,088	1,305,602	74,774	3,046,680	177,638	324,326	12,079,538
2018/19	768,071	2,823,567	2,787,630	389,060	489,278	1,259,567	105,071	3,243,605	182,967	380,190	12,429,006
2019/20	782,429	2,738,444	2,714,153	340,088	473,599	1,174,459	124,176	3,008,764	194,595	381,470	11,932,177
2020/21	781,825	2,674,257	2,560,404	320,254	470,521	1,127,018	122,227	2,906,300	204,565	599,482	11,766,853
2021/22	860,552	2,944,535	2,755,277	328,885	498,915	1,162,665	123,306	2,939,737	232,267	758,638	12,604,777
2022/23	939,083	3,143,296	2,865,515	334,983	491,147	1,131,133	125,976	3,047,510	248,849	562,797	12,890,289
2023/24	1,063,939	3,263,180	2,901,285	325,241	532,038	1,206,767	147,502	3,573,337	271,296	463,415	13,748,000

1. Figures for FY2023/24 are preliminary.

2. Others include ISEAS - Yusof Ishak Institute, Science Centre Board, Nanyang Academy of Fine Arts, LASALLE College of the Arts, Singapore Examinations and Assessment Board and SkillsFuture Singapore Agency.

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD)



31 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD)

Financial Year	Primary	Secondary	Pre-University	Institute of Technical Education	Polytechnic	University	Full-time Nitec / Higher Nitec courses	Publicly-funded full-time diploma courses	Publicly-funded full-time degree courses
2009/10	5,537	7,736	10,772	10,129	12,598	18,868	-	-	-
2010/11	6,624	9,008	12,331	11,839	14,552	20,630	-	-	-
2011/12	6,712	9,022	11,830	11,898	14,687	20,505	-	-	-
2012/13	7,396	9,940	12,806	-	-	-	11,837	14,487	20,777
2013/14	8,549	11,434	13,942	-	-	-	12,491	15,304	21,870
2014/15	9,123	12,261	14,379	-	-	-	12,650	15,681	22,181
2015/16	10,081	13,213	15,326	-	-	-	13,619	16,118	21,988
2016/17	10,596	13,869	16,602	-	-	-	13,968	15,934	21,757
2017/18	11,338	14,527	17,440	-	-	-	14,582	16,561	21,624
2018/19	11,835	14,973	16,760	-	-	-	14,758	16,375	22,186
2019/20	11,526	15,076	15,592	-	-	-	14,282	16,070	22,022
2020/21	11,310	14,456	15,448	-	-	-	14,069	15,882	21,619
2021/22	12,472	15,928	16,457	-	-	-	15,253	17,379	21,430
2022/23	13,255	16,604	17,251	-	-	-	15,642	17,596	21,574
2023/24	13,637	16,853	17,354	-	-	-	16,227	18,750	21,562

1. Figures for FY2023/24 are preliminary.

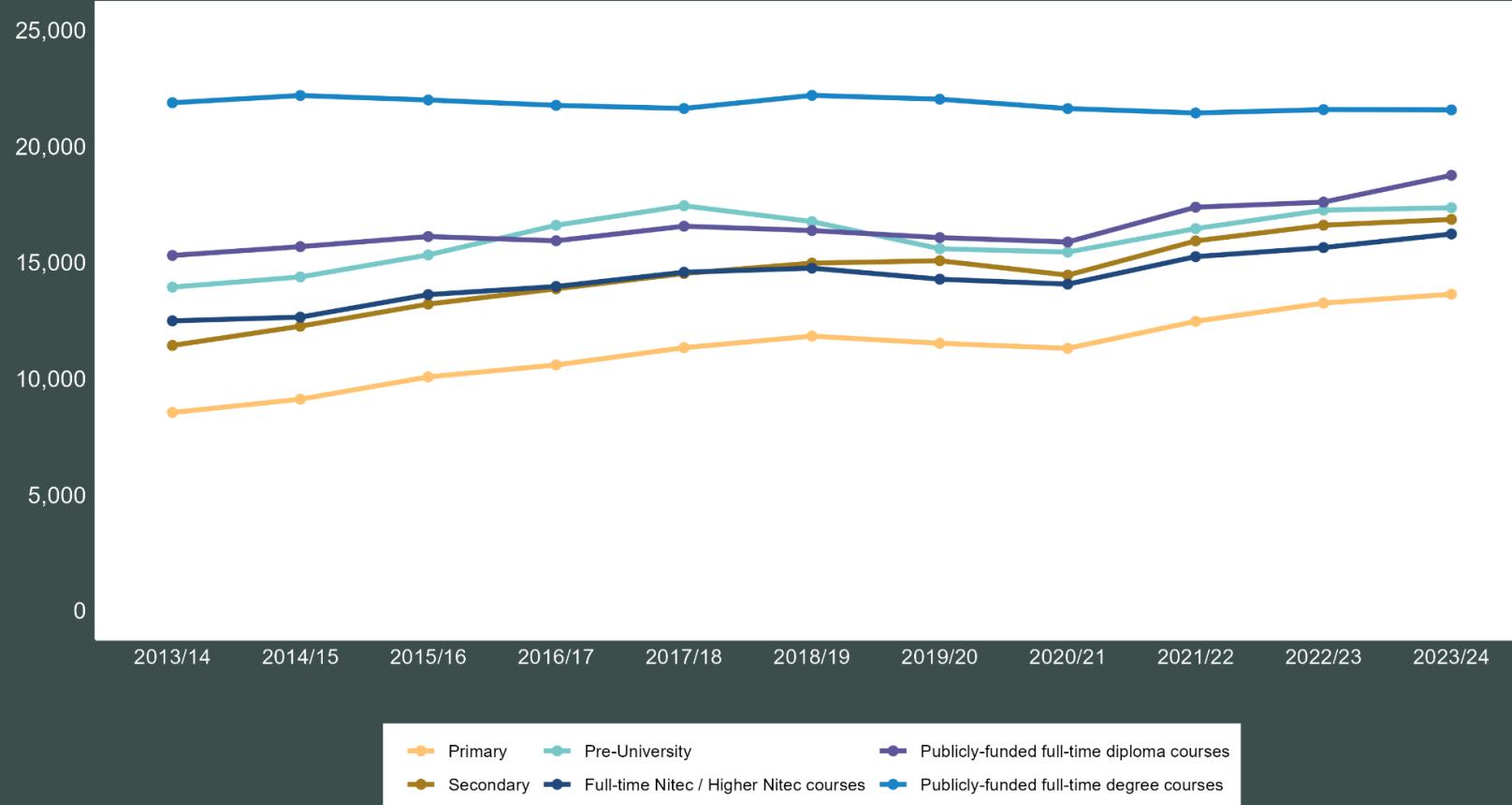
2. Figures for Secondary exclude Independent Schools.

3. Full-time Nitec / Higher Nitec courses are offered by the Institute of Technical Education (ITE). Publicly-funded full-time diploma courses offered by ITE are included under 'Publicly-funded full-time diploma courses' from FY2012 onwards. From revised FY2018, it also includes funding to National Institute of Early Childhood Development (NIEC) offering publicly-funded full-time Higher Nitec courses.

4. Publicly-funded full-time diploma courses are offered by Singapore Polytechnic, Ngee Ann Polytechnic, Temasek Polytechnic, Nanyang Polytechnic and Republic Polytechnic. Since FY2012, it includes publicly-funded full-time diploma courses offered by ITE, LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA). From revised FY2018, it also includes funding to NIEC offering publicly-funded full-time diploma courses.

5. Publicly-funded full-time degree courses are offered by National University of Singapore, Nanyang Technological University, Singapore Management University, Singapore Institute of Technology, Singapore University of Technology and Design, LASALLE, NAFA and SIM University (renamed as Singapore University of Social Sciences wef 2016) from FY2014.

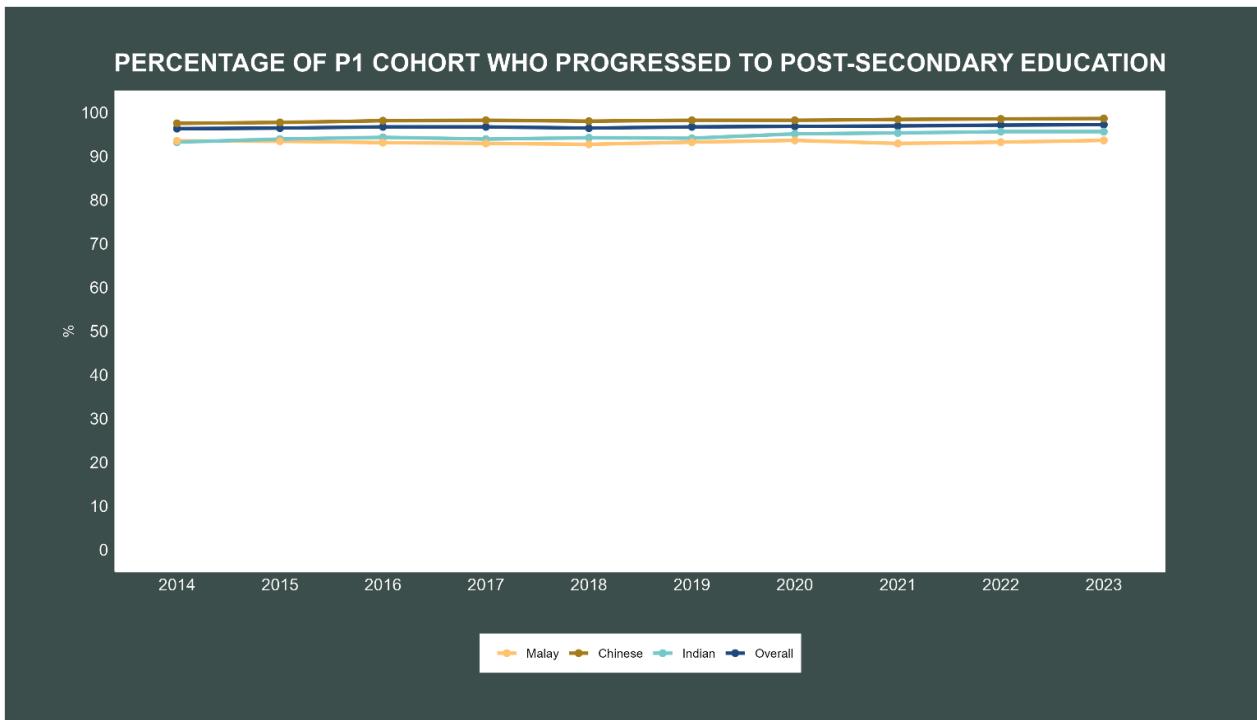
GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD)



32 PERCENTAGE OF P1 COHORT WHO PROGRESSED TO POST-SECONDARY EDUCATION

Year (P1 Cohort)	2014 (2004)	2015 (2005)	2016 (2006)	2017 (2007)	2018 (2008)	2019 (2009)	2020 (2010)	2021 (2011)	2022 (2012)	2023 (2013)
Malay	93.5	93.4	93.1	92.9	92.7	93.2	93.6	92.9	93.2	93.6
Chinese	97.5	97.7	98.1	98.2	98.0	98.2	98.2	98.4	98.5	98.6
Indian	93.2	93.9	94.3	93.9	94.2	94.1	95.1	95.3	95.6	95.6
Others	93.5	94.1	93.9	92.1	92.4	92.8	93.0	94.0	93.8	94.3
Overall	96.3	96.4	96.7	96.7	96.4	96.7	96.8	96.9	97.1	97.2

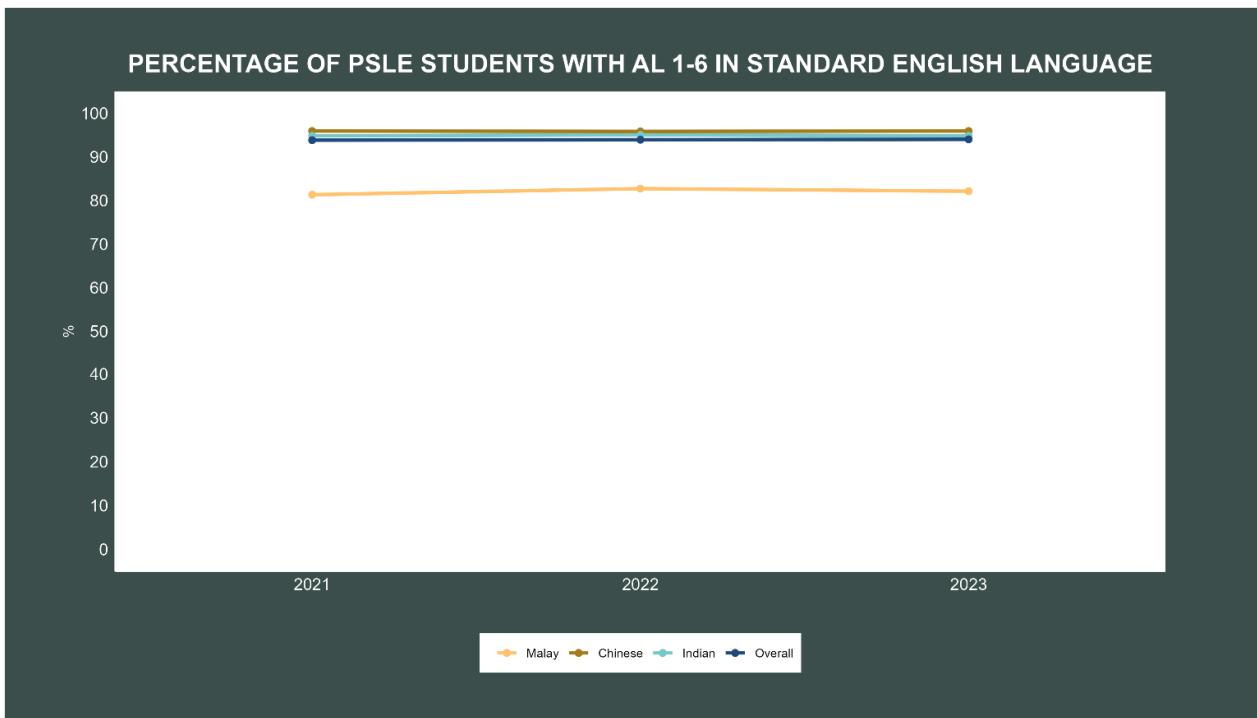
1. Refers to the year in which a typical student in that particular cohort would progress to post-secondary education programmes (i.e., 10 years after P1).
2. The figures include Singapore Citizens (SC) and Permanent Residents (PR) only, and exclude International Students (IS).
3. Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education, LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and take into account students who have left the country. From 2015 onwards, figures also include participation in Privately-Funded Schools and Foreign System Schools.
4. Figures for 2019 - 2023 are preliminary estimates as these cohorts have not been fully tracked.



33 PERCENTAGE OF PSLE STUDENTS WITH AL 1-6 IN STANDARD ENGLISH LANGUAGE

Year	2021	2022	2023
Malay	81.3	82.7	82.1
Chinese	95.9	95.8	95.9
Indian	94.8	95.0	94.8
Others	96.9	95.8	96.4
Overall	93.8	93.9	94.0

1. The first year that students sat for the PSLE under the new Achievement Level (AL) scoring system was in 2021. Under the new system, there are eight ALs, AL 1-8. The new AL scoring differs from the T-score system and results from the two systems are not comparable. As such, the ESD has started a new series of statistics from 2021 PSLE. The T-score series before 2021 PSLE are available on Data.gov.sg.

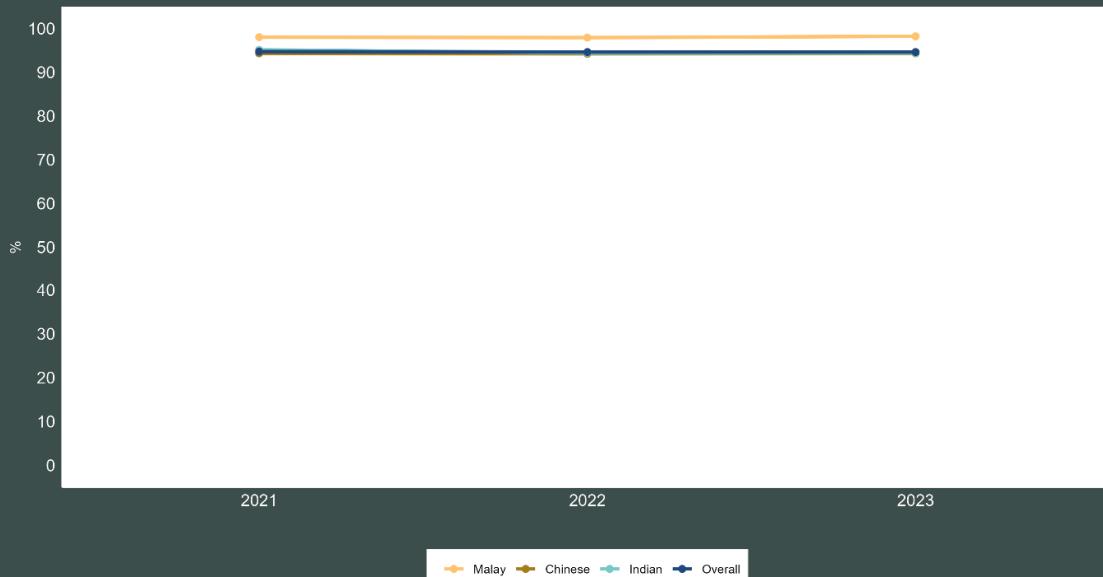


34 PERCENTAGE OF PSLE STUDENTS WITH AL 1-6 IN STANDARD MOTHER TONGUE LANGUAGE

Year	2021	2022	2023
Malay	98.0	97.9	98.2
Chinese	94.3	94.2	94.3
Indian	95.1	94.4	94.4
Others	86.9	87.9	87.3
Overall	94.7	94.6	94.6

1. The first year that students sat for the PSLE under the new Achievement Level (AL) scoring system was in 2021. Under the new system, there are eight ALs, AL 1-8. The new AL scoring differs from the T-score system and results from the two systems are not comparable. As such, the ESD has started a new series of statistics from 2021 PSLE. The T-score series before 2021 PSLE are available on Data.gov.sg.

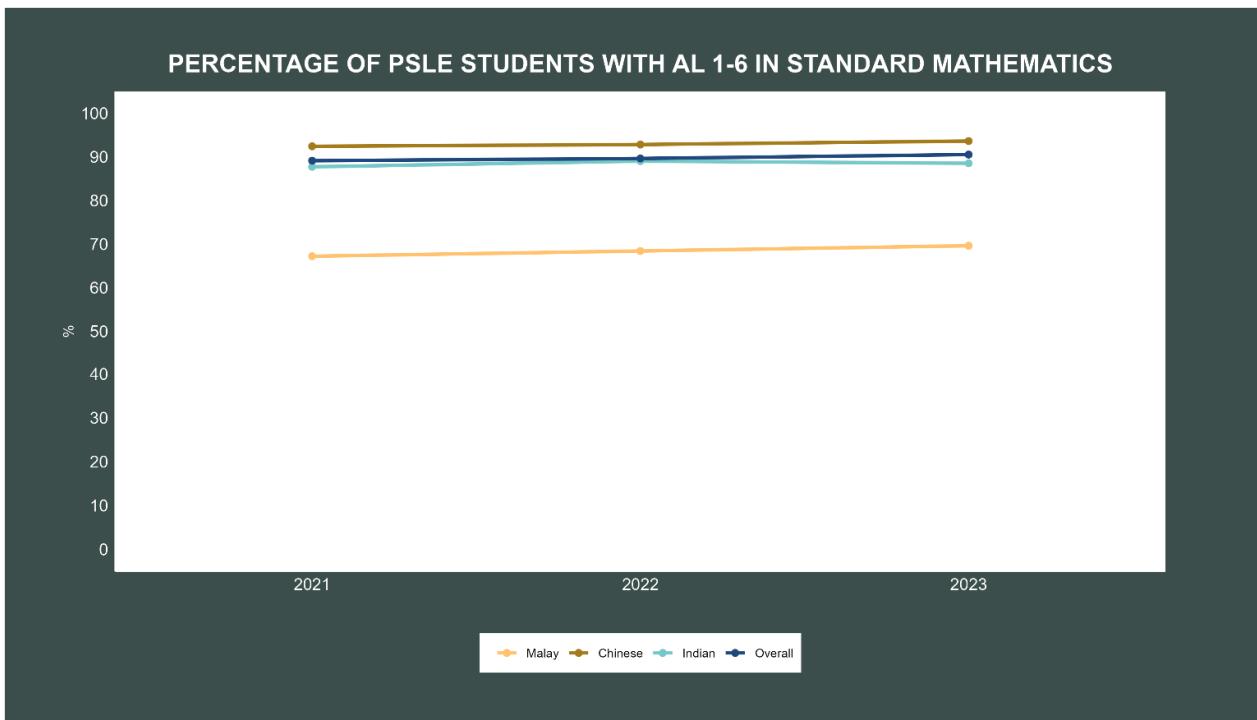
PERCENTAGE OF PSLE STUDENTS WITH AL 1-6 IN STANDARD MOTHER TONGUE LANGUAGE



35 PERCENTAGE OF PSLE STUDENTS WITH AL 1-6 IN STANDARD MATHEMATICS

Year	2021	2022	2023
Malay	67.2	68.4	69.6
Chinese	92.4	92.8	93.6
Indian	87.7	89.0	88.5
Others	90.8	89.6	92.2
Overall	89.1	89.6	90.5

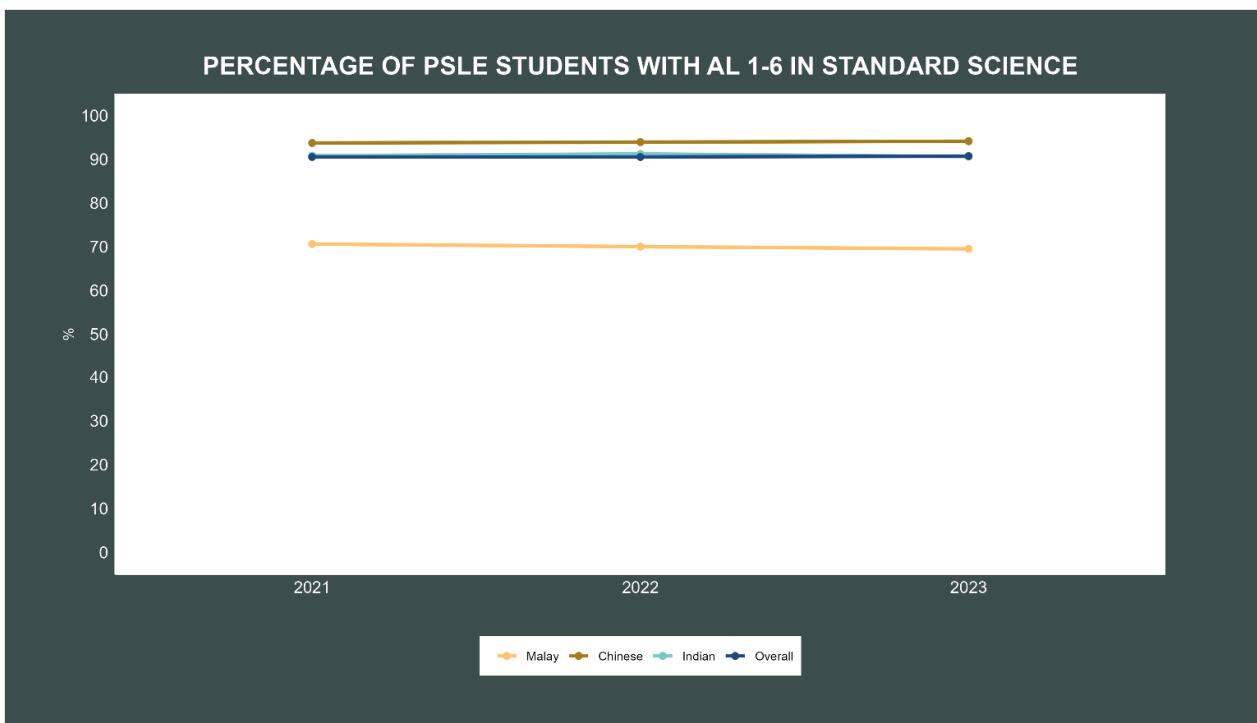
1. The first year that students sat for the PSLE under the new Achievement Level (AL) scoring system was in 2021. Under the new system, there are eight ALs, AL 1-8. The new AL scoring differs from the T-score system and results from the two systems are not comparable. As such, the ESD has started a new series of statistics from 2021 PSLE. The T-score series before 2021 PSLE are available on Data.gov.sg.



36 PERCENTAGE OF PSLE STUDENTS WITH AL 1-6 IN STANDARD SCIENCE

Year	2021	2022	2023
Malay	70.6	70.0	69.5
Chinese	93.7	93.9	94.1
Indian	90.8	91.2	90.6
Others	93.3	91.8	92.8
Overall	90.5	90.5	90.7

1. The first year that students sat for the PSLE under the new Achievement Level (AL) scoring system was in 2021. Under the new system, there are eight ALs, AL 1-8. The new AL scoring differs from the T-score system and results from the two systems are not comparable. As such, the ESD has started a new series of statistics from 2021 PSLE. The T-score series before 2021 PSLE are available on Data.gov.sg.



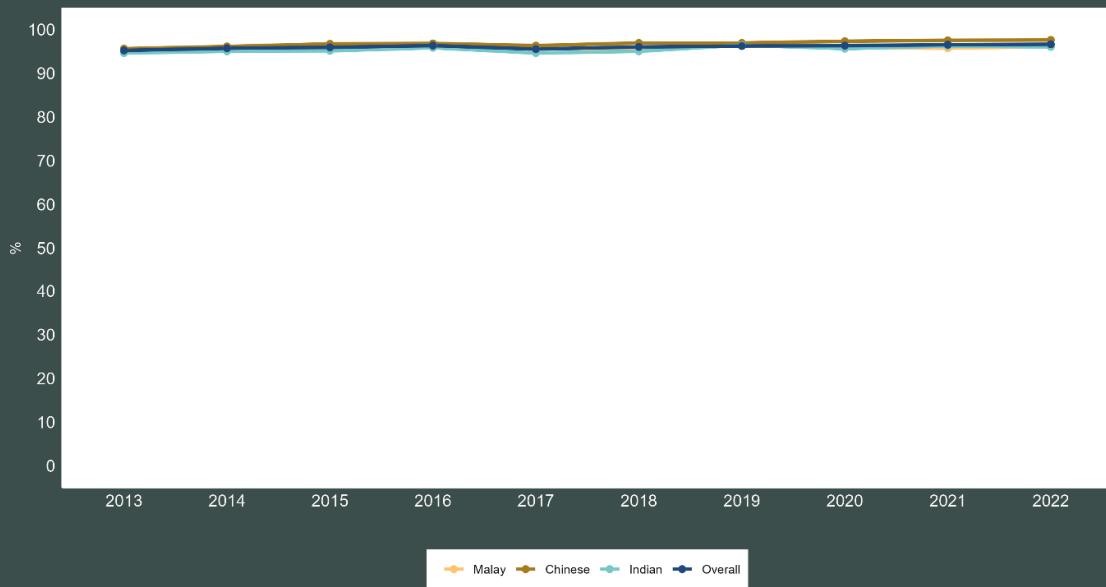
37 PERCENTAGE OF N-LEVEL STUDENTS WHO PROGRESSED TO POST-SECONDARY EDUCATION

Year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay	95.4	96.1	95.9	96.4	95.6	95.6	96.3	95.8	95.7	96.1
Chinese	95.6	96.1	96.7	96.8	96.3	96.9	96.9	97.3	97.5	97.6
Indian	94.6	95.0	95.1	95.8	94.6	95.0	96.4	95.6	96.2	96.0
Others	87.3	86.5	87.9	88.4	85.2	90.0	87.8	90.7	90.9	91.0
Overall	95.2	95.7	95.9	96.3	95.5	96.0	96.2	96.3	96.5	96.6

1. Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and take into account of students who have left the country. From 2015 onwards, figures also include participation in Privately-Funded Schools and Foreign System Schools.

2. Figures for 2018 - 2022 are preliminary estimates as these cohorts have not been fully tracked. Data for 2023 is not available as the 2023 S4N(A) students progressing to S5 have not been tracked to post-secondary education.

PERCENTAGE OF N-LEVEL STUDENTS WHO PROGRESSED TO POST-SECONDARY EDUCATION



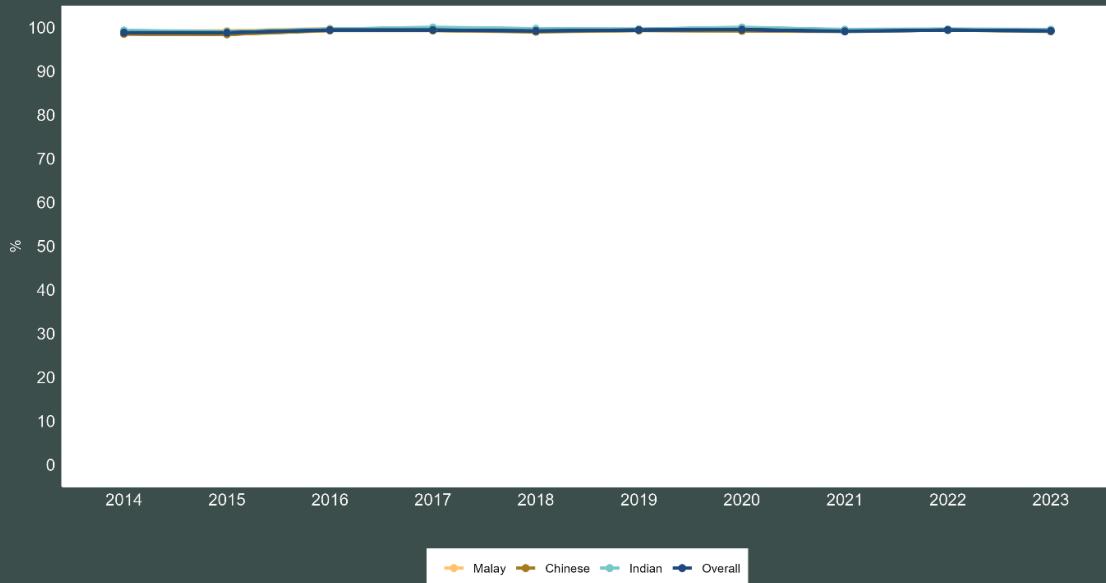
38 PERCENTAGE OF N(A)-LEVEL STUDENTS WITH GRADE 5 OR BETTER IN ENGLISH LANGUAGE

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	99.1	99.2	99.7	99.3	99.5	99.5	99.7	99.1	99.4	99.3
Chinese	98.5	98.4	99.3	99.3	99.0	99.3	99.2	99.1	99.4	99.1
Indian	99.3	99.0	99.6	100.0	99.7	99.6	100.0	99.5	99.6	99.5
Others	99.7	99.6	99.6	99.4	99.6	100.0	99.8	99.8	99.8	99.8
Overall	98.8	98.8	99.4	99.4	99.2	99.4	99.5	99.1	99.4	99.2

1. Figures exclude N(A) students on the Through-train Programme who progress to Secondary 5 N(A) without taking the N(A)-Level Examination.

2. Students who offer the subject at a more demanding level are also taken into consideration.

PERCENTAGE OF N(A)-LEVEL STUDENTS WITH GRADE 5 OR BETTER IN ENGLISH LANGUAGE



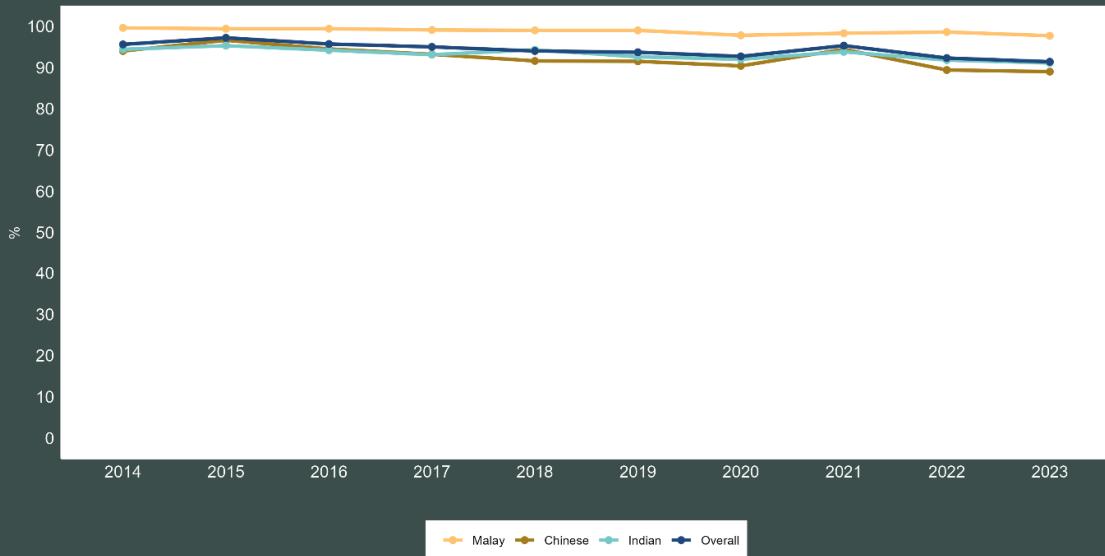
39 PERCENTAGE OF N(A)-LEVEL STUDENTS WITH GRADE 5 OR BETTER IN MOTHER TONGUE LANGUAGE

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	99.6	99.4	99.4	99.1	99.0	99.0	97.8	98.3	98.6	97.7
Chinese	94.0	96.6	94.5	93.2	91.6	91.5	90.4	94.4	89.4	89.0
Indian	94.4	95.3	94.2	93.1	94.3	92.6	92.0	93.8	91.8	91.1
Others	84.5	87.7	82.2	84.8	83.9	81.9	78.6	80.0	79.4	68.0
Overall	95.6	97.2	95.7	95.0	94.0	93.7	92.7	95.3	92.3	91.4

1. Figures exclude N(A) students on the Through-train Programme who progress to Secondary 5 N(A) without taking the N(A)-Level Examination.

2. Students who offer the subject at a more demanding level are also taken into consideration.

PERCENTAGE OF N(A)-LEVEL STUDENTS WITH GRADE 5 OR BETTER IN MOTHER LANGUAGE LANGUAGE



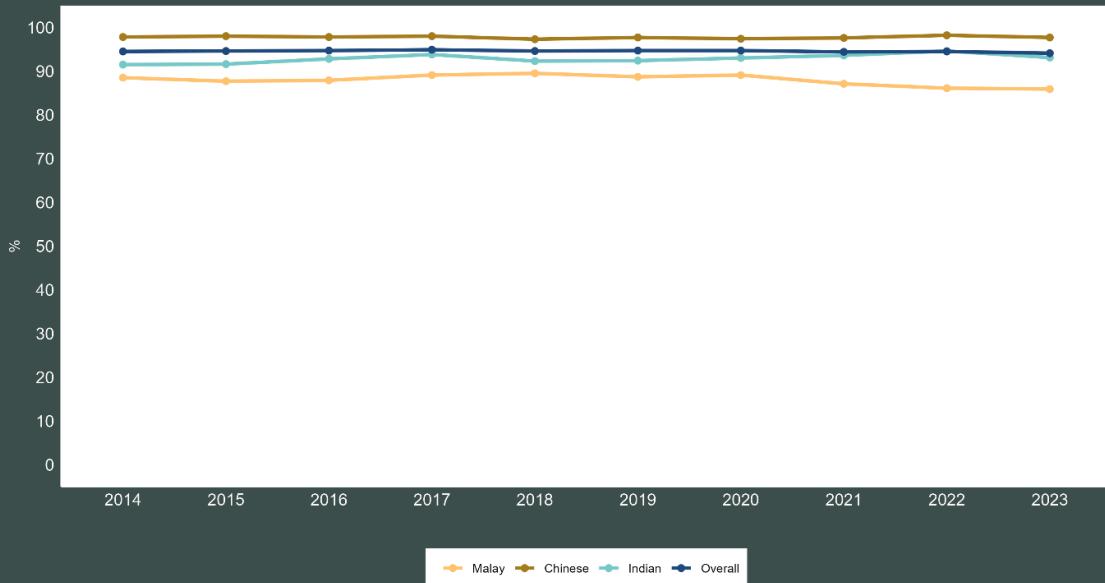
40 PERCENTAGE OF N(A)-LEVEL STUDENTS WITH GRADE 5 OR BETTER IN MATHEMATICS

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	88.5	87.7	87.9	89.1	89.5	88.7	89.1	87.1	86.1	85.9
Chinese	97.8	98.0	97.8	98.0	97.3	97.7	97.4	97.6	98.2	97.7
Indian	91.5	91.6	92.8	93.8	92.3	92.4	93.0	93.6	94.6	93.1
Others	94.1	96.7	95.6	95.9	95.8	97.8	98.1	96.7	96.3	96.3
Overall	94.5	94.6	94.7	94.9	94.6	94.7	94.7	94.4	94.5	94.1

1. Figures exclude N(A) students on the Through-train Programme who progress to Secondary 5 N(A) without taking the N(A)-Level Examination.

2. Students who offer the subject at a more demanding level are also taken into consideration.

PERCENTAGE OF N(A)-LEVEL STUDENTS WITH GRADE 5 OR BETTER IN MATHEMATICS

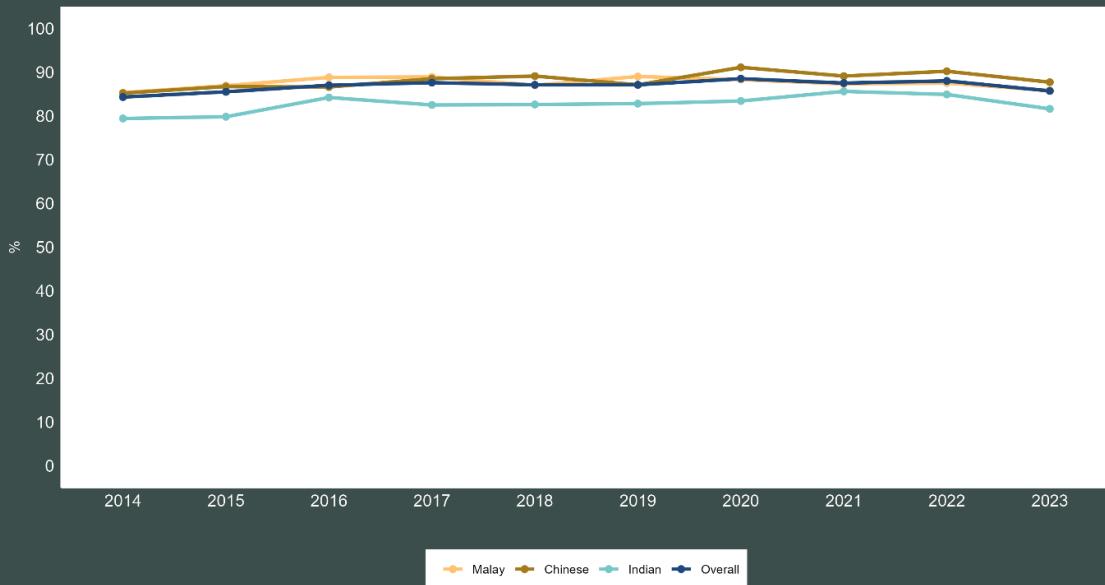


41 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PROGRESSED TO ITE

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	85.3	86.9	88.8	88.9	87.0	89.0	88.3	87.3	87.5	85.8
Chinese	85.2	86.7	86.6	88.5	89.1	87.1	91.1	89.1	90.2	87.7
Indian	79.4	79.8	84.2	82.5	82.6	82.8	83.4	85.6	84.9	81.6
Others	77.8	75.0	80.0	75.6	82.3	81.8	78.6	79.3	78.2	75.4
Overall	84.3	85.5	87.0	87.6	87.1	87.1	88.5	87.5	88.0	85.7

1. Figures refer to students who progress to ITE in the immediate year after the N(T)-Level Examination.

PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PROGRESSED TO ITE

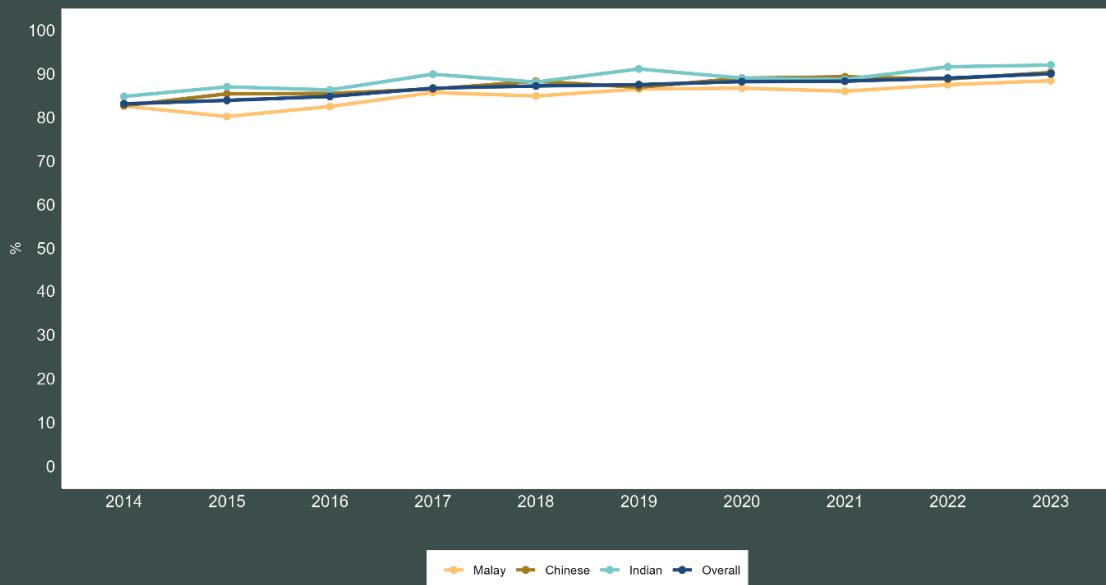


42 PERCENTAGE OF N(T)-LEVEL STUDENTS WITH GRADE D OR BETTER IN ENGLISH LANGUAGE

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	82.6	80.2	82.5	85.7	84.9	86.5	86.7	86.0	87.5	88.4
Chinese	82.7	85.4	85.5	86.5	88.3	86.9	89.0	89.3	88.8	90.3
Indian	84.8	87.0	86.3	89.9	88.1	91.1	89.0	88.7	91.6	92.0
Others	88.8	91.6	96.1	89.6	97.1	93.9	92.2	95.7	95.3	93.7
Overall	83.1	83.9	84.8	86.7	87.2	87.5	88.2	88.3	89.0	90.0

1. Students who offer the subject at a more demanding level are also taken into consideration.

PERCENTAGE OF N(T)-LEVEL STUDENTS WITH GRADE D OR BETTER IN ENGLISH LANGUAGE

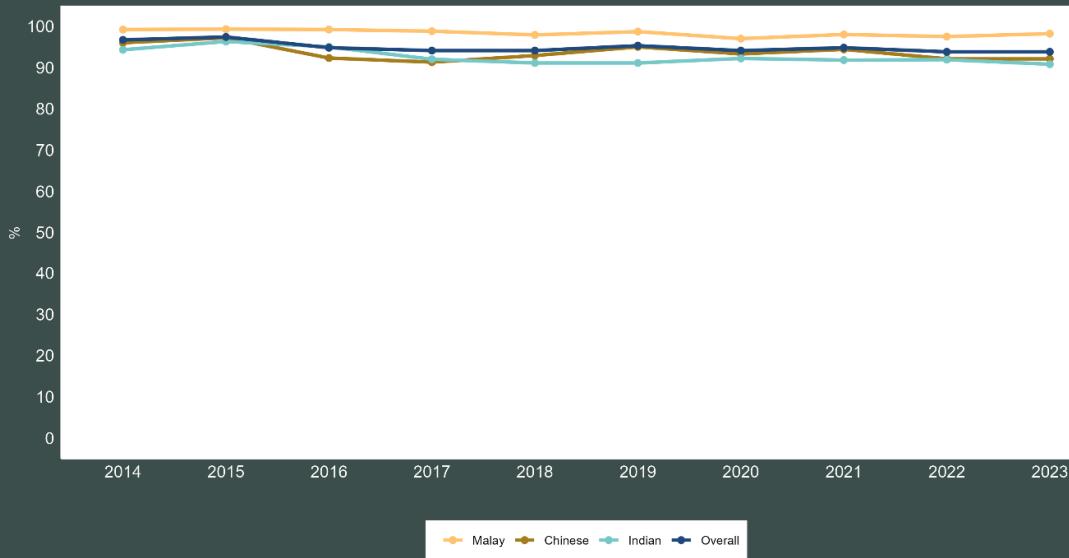


43 PERCENTAGE OF N(T)-LEVEL STUDENTS WITH GRADE D OR BETTER IN MOTHER TONGUE LANGUAGE

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	99.2	99.3	99.2	98.8	97.9	98.7	97.0	98.0	97.5	98.2
Chinese	96.0	97.2	92.3	91.3	92.9	95.0	93.3	94.4	92.1	92.1
Indian	94.3	96.3	95.0	92.0	91.1	91.1	92.2	91.8	91.9	90.8
Others	71.4	69.3	65.0	66.7	66.9	63.3	62.3	67.6	73.2	67.6
Overall	96.7	97.4	94.8	94.1	94.1	95.3	94.1	94.8	93.8	93.8

1. Students who offer the subject at a more demanding level are also taken into consideration.

PERCENTAGE OF N(T)-LEVEL STUDENTS WITH GRADE D OR BETTER IN MOTHER TONGUE LANGUAGE

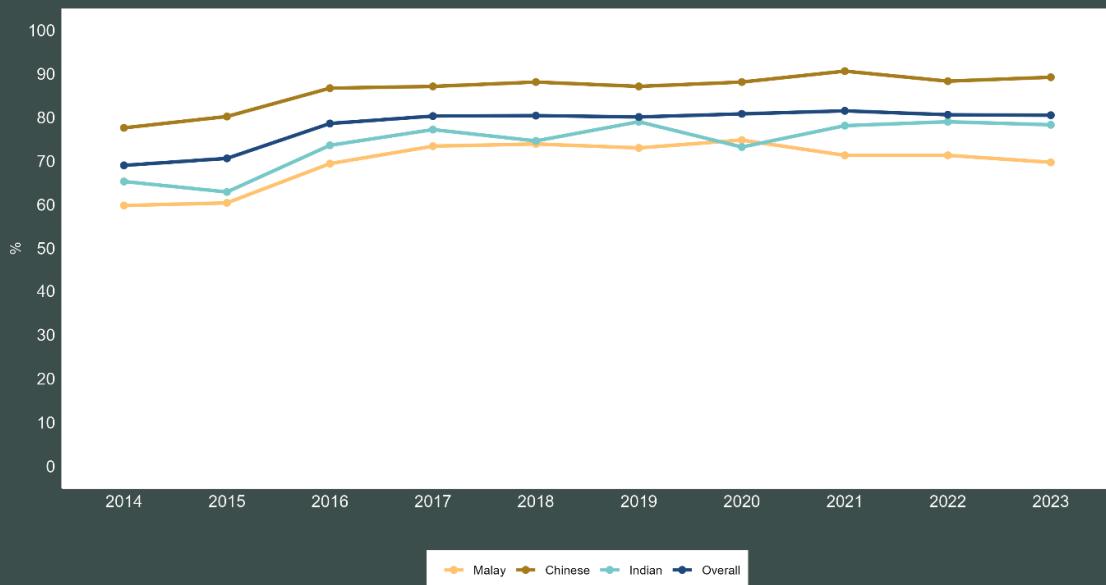


44 PERCENTAGE OF N(T)-LEVEL STUDENTS WITH GRADE D OR BETTER IN MATHEMATICS

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	59.8	60.4	69.4	73.4	73.9	73.0	74.8	71.3	71.3	69.7
Chinese	77.6	80.2	86.7	87.1	88.1	87.1	88.1	90.6	88.3	89.2
Indian	65.3	62.9	73.6	77.2	74.6	79.0	73.2	78.1	79.0	78.3
Others	76.6	78.4	83.7	85.6	82.8	81.2	87.5	87.6	89.4	90.2
Overall	69.0	70.6	78.6	80.3	80.4	80.1	80.8	81.5	80.6	80.5

1. Students who offer the subject at a more demanding level are also taken into consideration.

PERCENTAGE OF N(T)-LEVEL STUDENTS WITH GRADE D OR BETTER IN MATHEMATICS



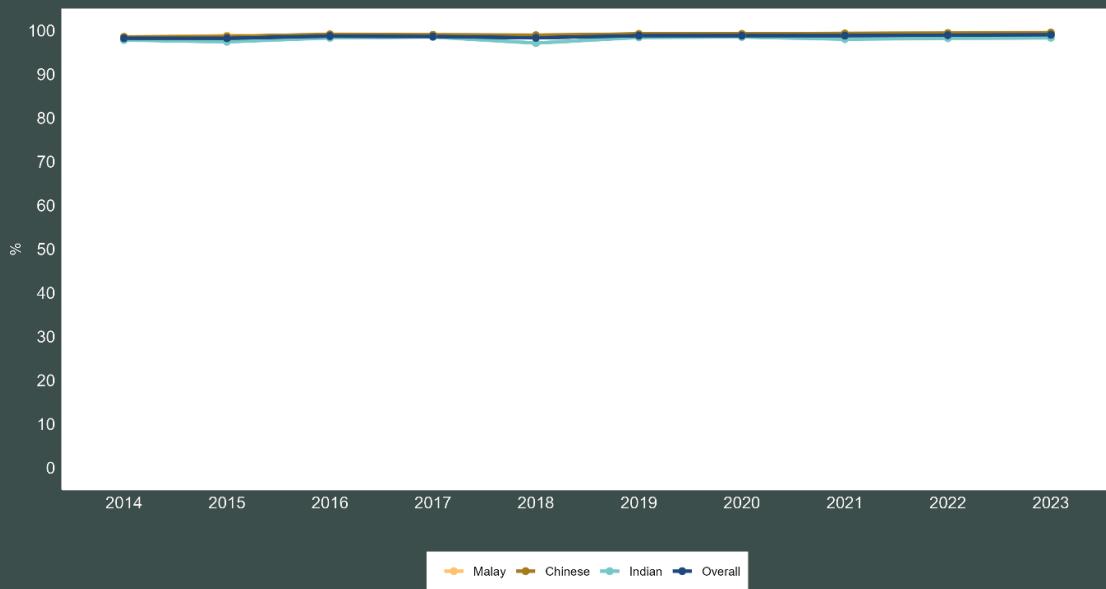
45 PERCENTAGE OF O-LEVEL STUDENTS WHO PROGRESSION TO POST-SECONDARY EDUCATION

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	98.5	98.8	98.7	98.9	98.3	98.8	98.9	98.9	98.8	98.6
Chinese	98.5	98.6	99.1	99.0	98.9	99.2	99.2	99.3	99.4	99.5
Indian	97.8	97.4	98.3	98.5	97.1	98.4	98.5	98.0	98.2	98.3
Others	91.3	91.6	92.7	93.2	92.5	94.3	93.2	93.3	93.4	94.5
Overall	98.2	98.2	98.7	98.6	98.3	98.8	98.8	98.8	98.9	99.0

1. Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and take into account of students who have left the country. From 2015 onwards, figures also include participation in Privately-Funded Schools and Foreign System Schools.

2. Figures for 2019 - 2023 are preliminary estimates as these cohorts have not been fully tracked. Data for 2023 may be under-estimates as admissions data for 2024 into private education institutions is not available yet.

PERCENTAGE OF O-LEVEL STUDENTS WHO PROGRESSION TO POST-SECONDARY EDUCATION

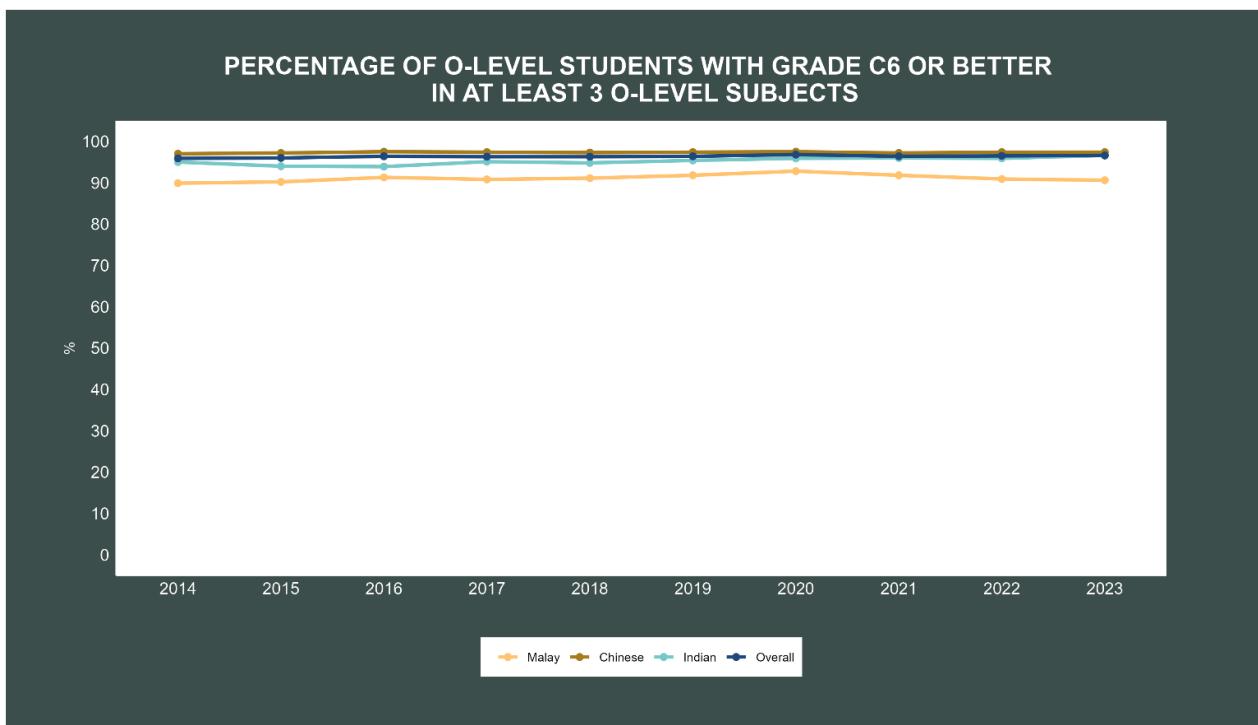


**46 PERCENTAGE OF O-LEVEL STUDENTS WITH GRADE C6 OR BETTER IN
AT LEAST 3 O-LEVEL SUBJECTS**

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	89.9	90.2	91.3	90.8	91.1	91.8	92.8	91.8	90.9	90.6
Chinese	97.0	97.2	97.5	97.4	97.3	97.4	97.5	97.2	97.4	97.4
Indian	95.0	94.0	93.9	95.1	94.8	95.4	95.9	96.0	95.9	96.6
Others	94.6	95.6	94.4	96.5	95.5	95.0	96.5	94.2	95.7	95.9
Overall	95.9	96.0	96.4	96.3	96.3	96.4	96.8	96.4	96.5	96.6

1. Figures exclude Integrated Programme (IP) students.

2. Figures include all school candidates except those who took O-Level subjects not in their graduating year.

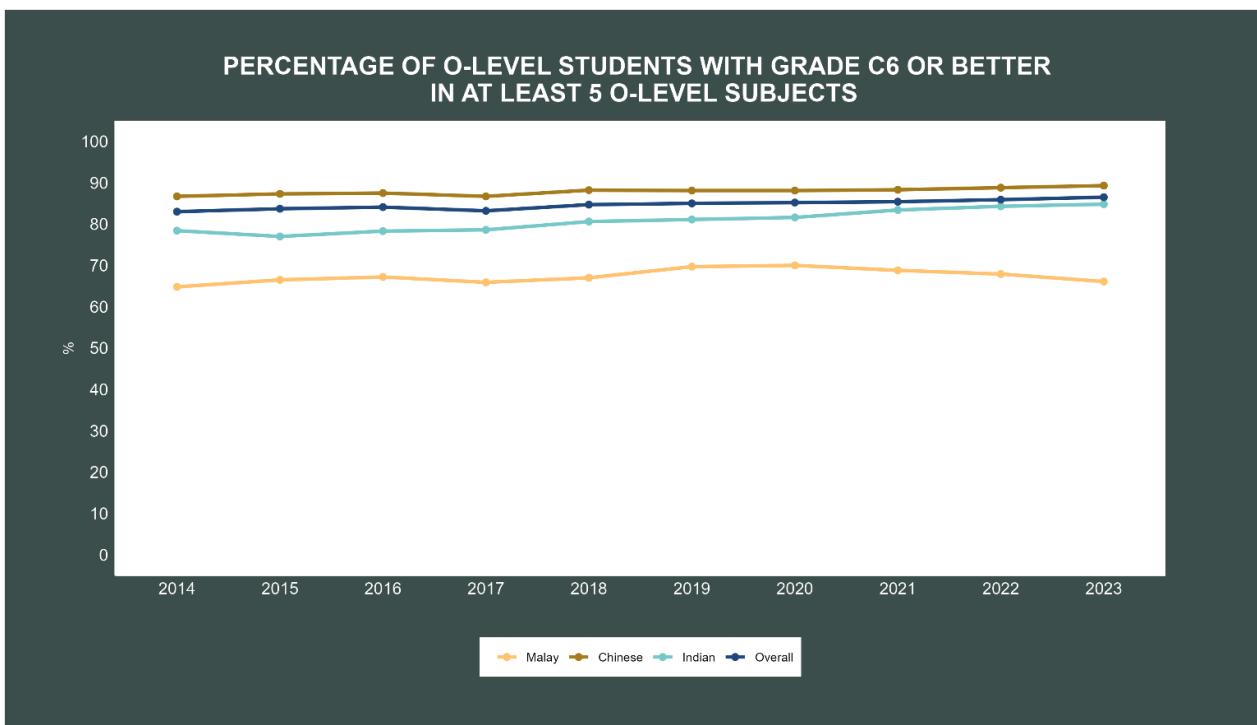


**47 PERCENTAGE OF O-LEVEL STUDENTS WITH GRADE C6 OR BETTER IN
AT LEAST 5 O-LEVEL SUBJECTS**

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	64.8	66.5	67.2	65.9	67.0	69.7	70.0	68.8	67.9	66.1
Chinese	86.7	87.3	87.5	86.7	88.2	88.1	88.1	88.3	88.8	89.3
Indian	78.4	77.0	78.3	78.6	80.6	81.1	81.6	83.4	84.3	84.8
Others	79.9	80.1	78.8	81.1	78.8	82.3	82.4	80.4	82.4	84.6
Overall	83.0	83.7	84.1	83.2	84.7	85.0	85.2	85.4	85.9	86.5

1. Figures exclude Integrated Programme (IP) students.

2. Figures include all school candidates except those who took O-Level subjects not in their graduating year.



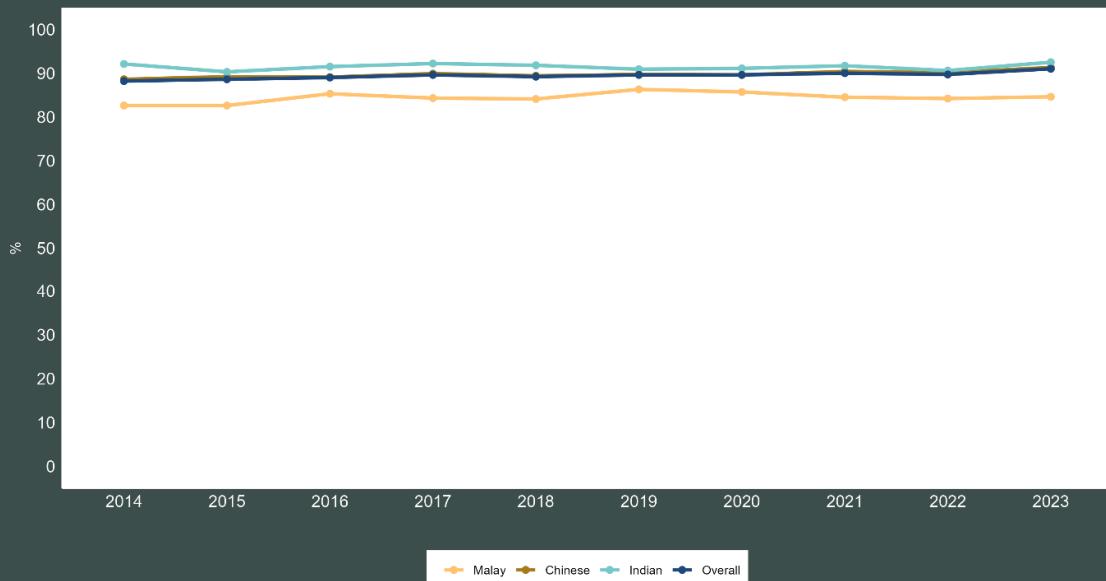
48 PERCENTAGE OF O-LEVEL STUDENTS WITH GRADE C6 OR BETTER IN ENGLISH LANGUAGE

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	82.6	82.6	85.3	84.3	84.1	86.3	85.7	84.5	84.2	84.6
Chinese	88.6	89.2	89.1	89.9	89.4	89.7	89.6	90.4	90.1	91.3
Indian	92.1	90.3	91.5	92.2	91.8	90.9	91.1	91.7	90.6	92.5
Others	90.3	91.3	92.9	93.5	92.8	92.8	93.1	92.1	93.7	93.6
Overall	88.2	88.6	89.0	89.6	89.2	89.6	89.6	90.0	89.7	91.0

1. Figures exclude Integrated Programme (IP) students.

2. Figures include all school candidates except those who took O-Level subjects not in their graduating year.

PERCENTAGE OF O-LEVEL STUDENTS WITH GRADE C6 OR BETTER IN ENGLISH LANGUAGE

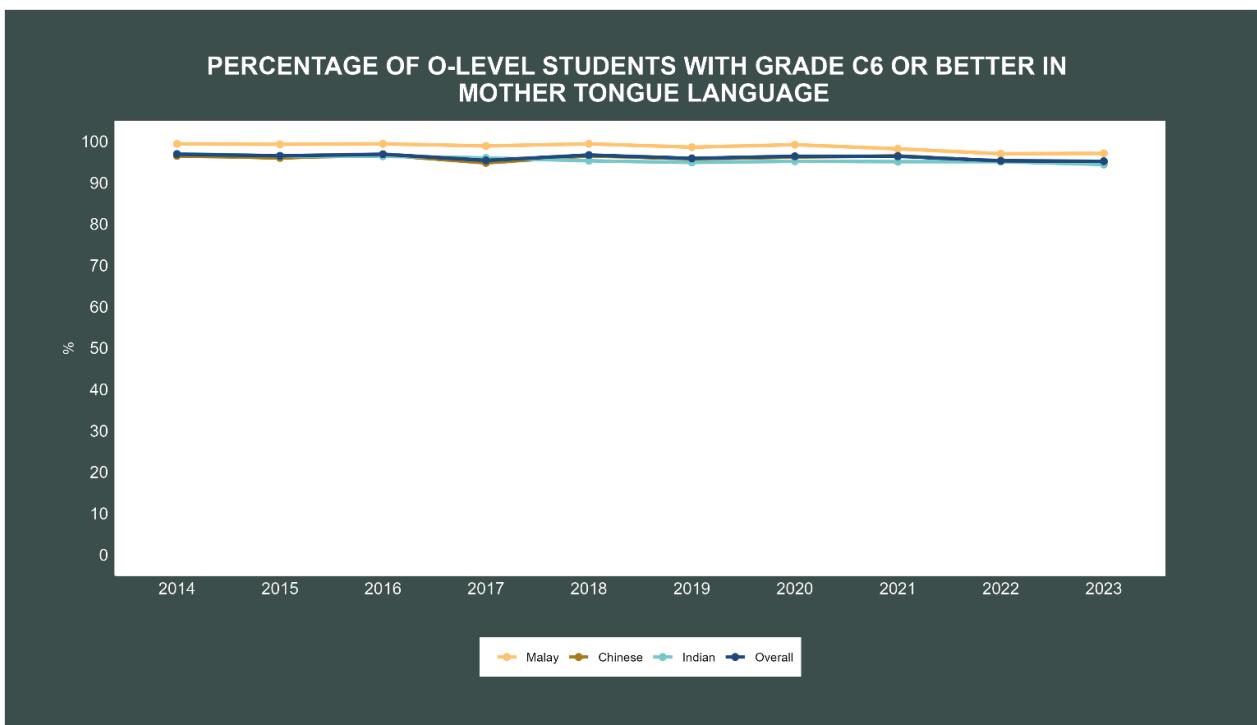


49 PERCENTAGE OF O-LEVEL STUDENTS WITH GRADE C6 OR BETTER IN MOTHER TONGUE LANGUAGE

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	99.4	99.3	99.4	98.9	99.4	98.6	99.2	98.2	97.0	97.1
Chinese	96.5	96.0	96.7	94.8	96.5	95.8	96.2	96.5	95.2	95.1
Indian	97.0	96.5	96.4	96.0	95.3	94.9	95.2	95.1	95.1	94.4
Others	90.4	91.2	87.2	86.0	89.5	86.2	91.0	89.4	88.4	91.6
Overall	96.9	96.5	96.9	95.4	96.7	95.9	96.4	96.4	95.3	95.2

1. Figures exclude Integrated Programme (IP) students.

2. Figures include all school candidates except those who took O-Level subjects not in their graduating year.



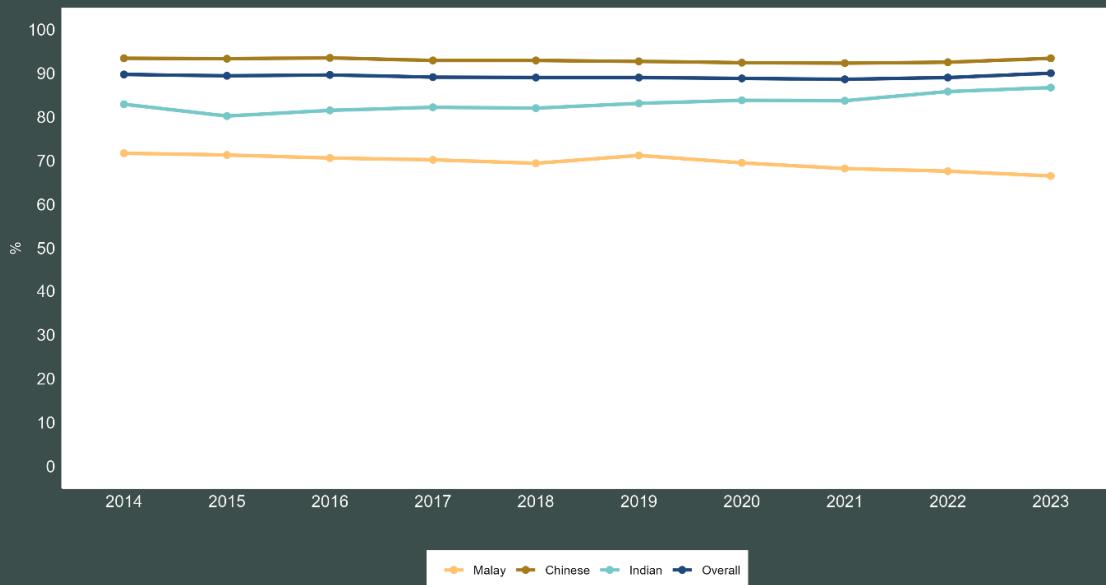
50 PERCENTAGE OF O-LEVEL STUDENTS WITH GRADE C6 OR BETTER IN MATHEMATICS

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	71.7	71.3	70.6	70.2	69.4	71.2	69.5	68.2	67.6	66.5
Chinese	93.4	93.3	93.5	92.9	92.9	92.7	92.4	92.3	92.5	93.4
Indian	82.9	80.2	81.5	82.2	82.0	83.1	83.8	83.7	85.8	86.7
Others	88.7	88.2	85.3	89.4	86.9	88.1	89.0	87.2	87.8	89.1
Overall	89.7	89.4	89.6	89.1	89.0	89.0	88.8	88.6	89.0	90.0

1. Figures exclude Integrated Programme (IP) students.

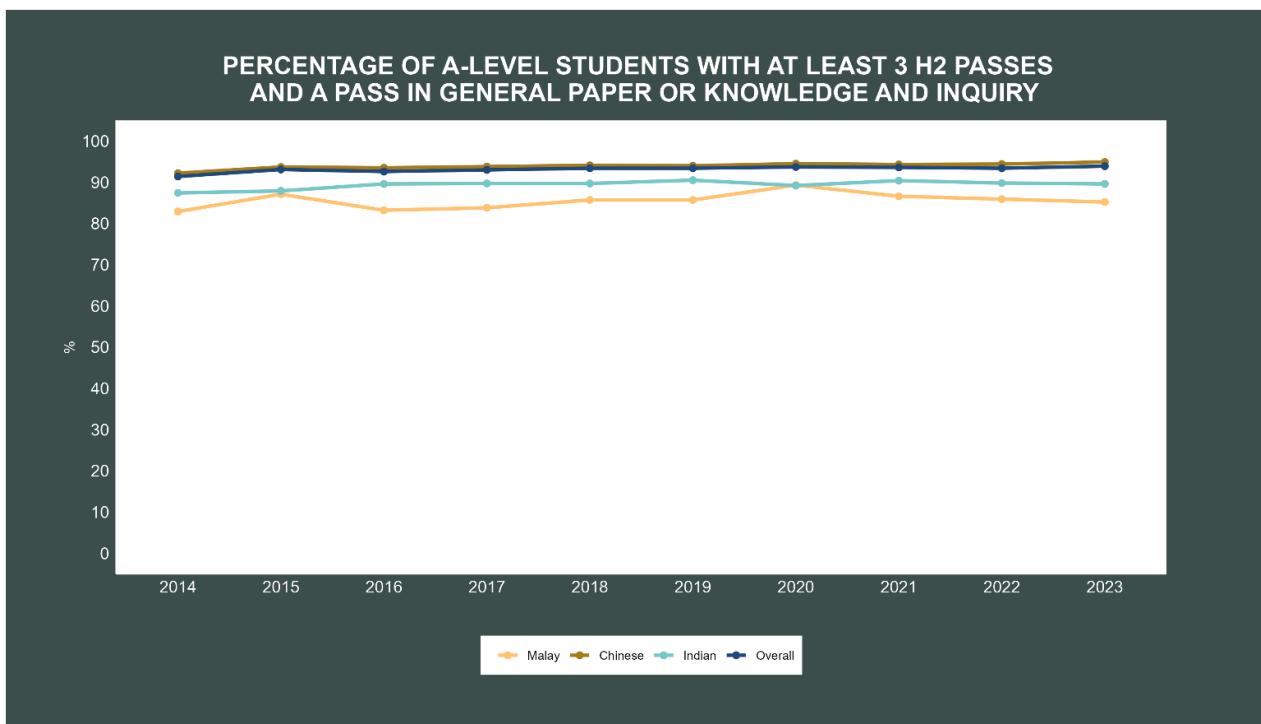
2. Figures include all school candidates except those who took O-Level subjects not in their graduating year.

PERCENTAGE OF O-LEVEL STUDENTS WITH GRADE C6 OR BETTER IN MATHEMATICS



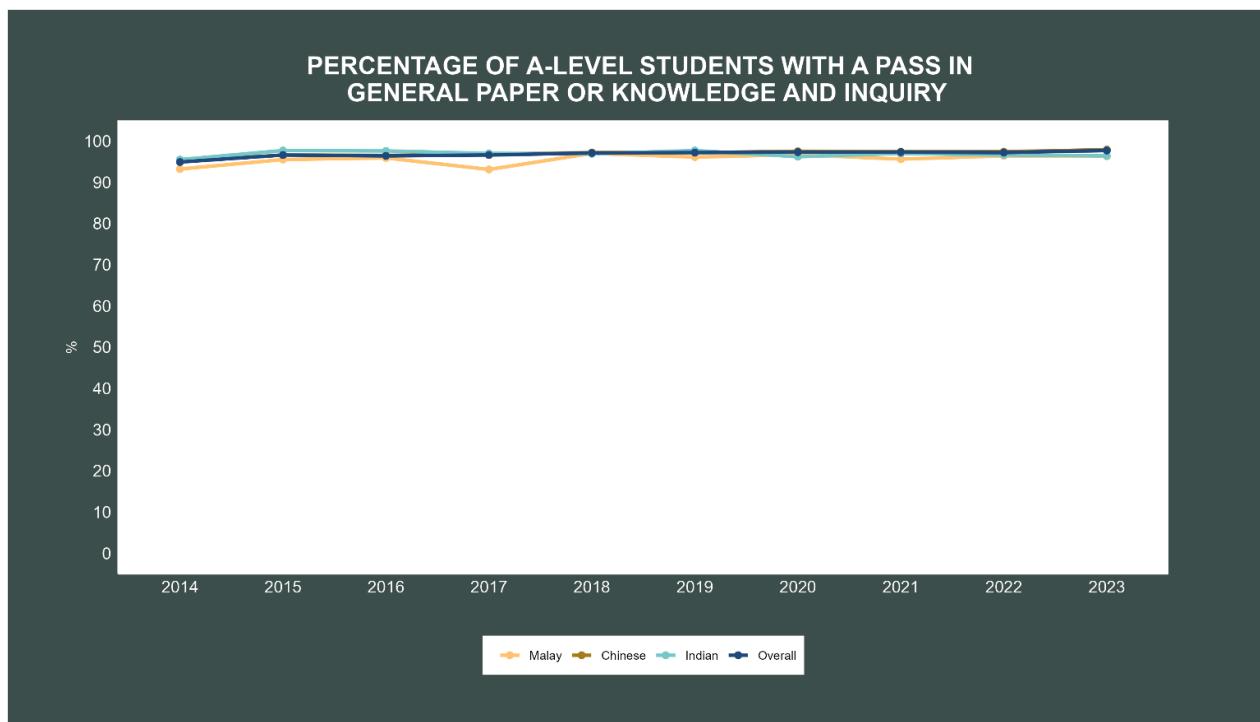
51 PERCENTAGE OF A-LEVEL STUDENTS WITH AT LEAST 3 H2 PASSES AND A PASS IN GENERAL PAPER OR KNOWLEDGE AND INQUIRY

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	82.9	87.1	83.2	83.8	85.7	85.7	89.3	86.6	85.9	85.2
Chinese	92.2	93.7	93.5	93.8	94.1	94.0	94.5	94.3	94.4	94.9
Indian	87.4	87.9	89.6	89.7	89.7	90.5	89.2	90.4	89.8	89.6
Others	89.0	92.3	88.7	90.1	90.5	93.3	90.3	93.0	90.2	92.3
Overall	91.4	93.1	92.6	93.0	93.4	93.4	93.7	93.6	93.4	93.9



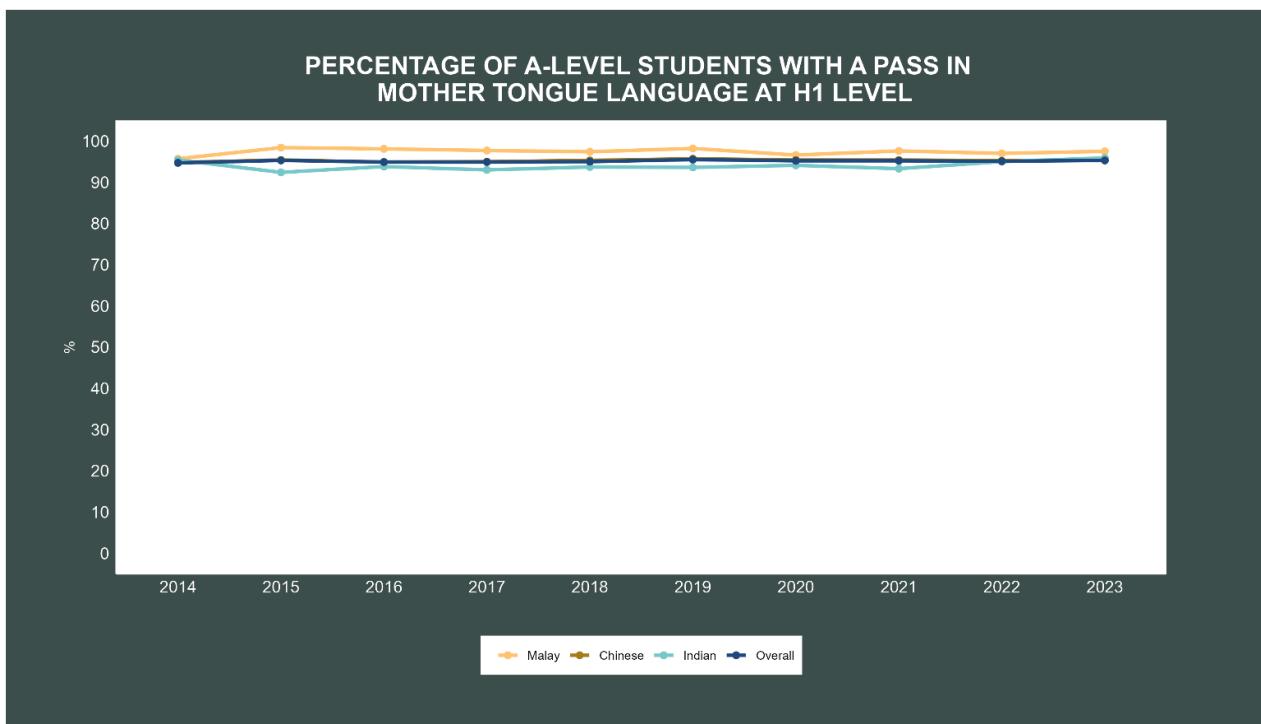
52 PERCENTAGE OF A-LEVEL STUDENTS WITH A PASS IN GENERAL PAPER OR KNOWLEDGE AND INQUIRY

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	93.2	95.5	95.9	93.1	97.0	96.1	96.7	95.6	96.4	96.3
Chinese	95.1	96.6	96.5	96.8	97.2	97.2	97.5	97.4	97.4	97.9
Indian	95.5	97.7	97.6	97.0	96.9	97.7	96.2	97.0	96.6	96.4
Others	91.8	95.7	94.2	95.7	96.1	97.0	96.2	98.3	95.9	97.6
Overall	94.9	96.6	96.4	96.6	97.1	97.2	97.3	97.3	97.2	97.7



53 PERCENTAGE OF A-LEVEL STUDENTS WITH A PASS IN MOTHER TONGUE LANGUAGE AT H1 LEVEL

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	95.7	98.4	98.1	97.7	97.4	98.2	96.6	97.6	97.0	97.5
Chinese	94.8	95.4	94.9	95.0	95.3	95.7	95.4	95.4	95.2	95.3
Indian	95.4	92.4	93.8	93.0	93.7	93.6	94.1	93.3	95.0	95.9
Others	80.3	87.2	86.7	91.7	84.3	87.6	91.4	89.7	91.4	91.2
Overall	94.7	95.3	94.9	94.9	95.0	95.5	95.2	95.2	95.1	95.3



APPENDICES

Milestones in the Education System

Primary Education

- 1979 **Streaming at primary levels was introduced** starting with the 1979 Primary 3 (Pri 3) cohort – the Goh Report recommended that students be channelled to the Normal, Extended and Monolingual streams. The Normal course led to the PSLE at the end of Pri 6. The Extended course offered a slower pace of teaching and learning, and students sat for the PSLE after 7-8 years in primary school. The Monolingual course, which helped students to acquire basic literacy and numeracy skills to prepare them for training in a skill or trade with then-Vocational and Industrial Training Board (VITB), led to the Primary School Proficiency Examination (PSPE) at the end of 8 years of schooling.
- 1991 **Streaming at Pri 3 was removed, and streaming at Pri 4 (EM1, EM2 and EM3 streams) was introduced.** The 1991 Report on Improving Primary School Education recommended that streaming take place at the end of Pri 4. Schools assessed students' performance in English Language, Mother Tongue Language (MTL) and Mathematics, and placed each student in one of the three streams, while ensuring comparable standards across schools. The students advanced to Pri 5 in the same school.
- 1993 **Last batch of Pri 8 Extended and Pri 8 Monolingual students.**
- 2004 **Streaming was refined further by merging the EM1 and EM2 streams, while keeping the EM3 stream.** Distinctions between the streams were further reduced as students who were not from the EM1 stream were also allowed to opt for Higher Mother Tongue Language (HMTL) (or Standard Mother Tongue Language if they were previously offering it at the Foundational level) if they were capable of offering it at a more demanding level.
- 2005 **Schools were given the flexibility to integrate the merged EM1 and EM2 streams, and EM3 stream in the teaching of non-academic subjects.** While students in EM3 stream were still taught as a group for their academic subjects, schools could organise and band their students in a manner that would achieve the best educational outcomes for them.
- 2008 **Streaming at primary levels was removed and replaced with Subject-Based Banding (SBB), starting with the 2008 Pri 5 cohort.** Under SBB, students could offer a mix of Standard or Foundation subjects depending on their aptitude in each subject.
- 2021 **New PSLE scoring system was implemented.** Under the new system, students were scored using eight scoring bands known as Achievement Levels (ALs). Students with similar scores in each subject were grouped into the AL bands, with scoring reflecting each student's level of achievement, rather than

how he/she had performed relative to his/her peers. This reduced fine differentiation of students' academic results at a young age.

Secondary Education

- 1980 **Streaming at secondary levels was introduced.** Students promoted to Secondary 1 (Sec 1) were channelled to one of three courses at the secondary level based on their PSLE results – the Normal course, Express course, or Special course. Students in the Normal course would sit for the N-Level examination at the end of four years and take the O-Level examination in the fifth year. Students in the Express course would take EL as a first language and MTL as a second language, and sit for the O-Level examination at the end of four years. Students in the Special course would take both EL and MTL as first languages (i.e. HMTL) and complete their secondary education in four years by sitting for the O-Level examination.
- 1988 **Independent Schools (IS) were established** – The first three IS, Anglo-Chinese School (Independent), St Joseph's Institution, and The Chinese High School attained their IS status in 1988. The Singapore Chinese Girls' School and Methodist Girls' School followed suit in 1989, Raffles Institution in 1990, and Raffles Girls' School and Nanyang Girls' High School in 1993. These schools were given greater autonomy to develop innovative academic and non-academic programmes, some of which have been adopted across all our schools.
- 1994 **The Normal course was split into Normal (Academic) [N(A)] and Normal (Technical) [N(T)] courses.** Sec 1 N(T) course was introduced to cater to students who were more technically-inclined, preparing them for technical-vocational education and training in the Institute of Technical Education (ITE). Students could also transfer to the N(A) course if they performed well in their N(T)-Level examination at the end of four years.
- 2002 **Students in the N(A) course were allowed to offer out-of-stream subjects or subjects at a more demanding level at upper secondary, starting with the 2003 Sec 3N(A) cohort.** This provision was extended to students in the N(T) course from the 2006 Sec 3N(T) cohort. Schools were encouraged to adopt a more customised approach and stretch academically stronger students in their areas of strengths, which would better prepare them for post-secondary education.
- 2004 **The Integrated Programme was introduced** as a seamless six-year programme for academically strong students who preferred a more independent and less structured learning approach. The programme aimed to develop students by engaging them in broader learning experiences in both academic and non-academic aspects of the curriculum, with time freed up from preparing for the O-Level examinations. Students proceeded to pre-university education without sitting for the O-Level examination.

- 2004 **Direct School Admission (DSA) was introduced** as an alternative admissions mechanism to secondary school. It allowed students to enter secondary schools based on their aptitudes and talents in a diverse range of areas (e.g. in sports or performing arts), beyond what was demonstrated through the PSLE.
- 2004 **The Singapore Sports School welcomed its inaugural batch of students.** It was the first Specialised Independent School (SIS) offering an integrated academic and sports programme. Apart from offering the O-Level examination, the school also had several post-secondary through-train pathways.
- 2005 **The progression structure for the N(T) course was revised to provide additional pathways for “lateral” transfers to the N(A) course**, e.g. Sec 2N(T)-to-Sec 2N(A). This provided greater flexibility and choice to students who demonstrated the ability to cope with the rigour of the more academically demanding course. The Sec 4N(T)-to-Sec 4N(A) lateral transfer replaced the previous provision for promotion from Sec 4N(T)-to-Sec 5N(A).
- 2005 **NUS High School of Mathematics and Science, an SIS, welcomed its inaugural batch of students.** NUS High aimed to develop students with talent and interest in the field of Mathematics and Science and nurture well-rounded and world-ready scientific minds.
- 2007 **NorthLight School, Singapore’s first Specialised School (SS), was established** to provide an experiential and hands-on curriculum, with an emphasis on greater social-emotional support for their students.
- 2008 **The Special and Express courses were merged into the Express Course**, to allow more students to offer MTL at the first language level (i.e. HMTL).
- 2008 **The School of the Arts, an SIS, welcomed its inaugural batch of students.** It was a specialised arts school which offered a six-year integrated arts and academic curriculum for those who had talent and interest in the arts.
- 2008 **Assumption Vocational Institute was re-modelled into the Assumption Pathway School**, Singapore’s second SS.
- 2010 **The School of Science and Technology, an SIS, welcomed its inaugural batch of students.** It aimed to cater to students with a strong interest in applied Science, Technology, Engineering, Arts and Mathematics (STEAM).
- 2013 **Crest Secondary School welcomed its inaugural batch of students.** The school provided a customised curriculum to cater to N(T) students with an interest in practice-oriented hands-on learning.

- 2014 **Spectra Secondary School welcomed its inaugural batch of students.** It was the second school providing a customised curriculum to cater to N(T) students who had an interest in practice-oriented hands-on learning.
- 2014 **Subject-Based Banding (Secondary) [(SBB (Sec)] was piloted in 12 Prototype Schools.** SBB (Sec) provided lower secondary students in the N(A) and N(T) courses the flexibility to take some subjects at a more demanding level – English Language, Mathematics, Science or MTL (i.e. the PSLE subjects) – from the start of Sec 1. This was an extension of out-of-stream provisions at the upper secondary level.
- 2015 **Two-year work-study pathway (NorthLight Academy and Assumption Pathway Academy) introduced in the two SS,** to equip SS graduates with work-relevant skills and certification, and to help them transit into the workplace.
- 2018 **Subject-Based Banding (Secondary) [(SBB (Sec)] was expanded** to all secondary schools offering the N(A) and/or N(T) course from Sec 1.
- 2020 **Full Subject Based Banding (Full SBB) was piloted in 28 secondary schools** and progressively implemented in secondary schools between 2020 and 2024. Under the Full SBB pilot, students from the N(A) and N(T) course could take Humanities subjects at a more demanding level from Sec 2. Students in these schools also offered a common curriculum for six subjects in mixed form classes at lower secondary.
- 2021 **ITE Skills Subject Certificate (ISSC) was introduced,** starting with the 2021 Sec 3 cohort in Crest and Spectra Secondary, to provide these students with a broad-based curriculum that widens exposure to different industry growth areas.
- 2024 **Full Subject Based Banding (Full SBB)** was fully implemented in Secondary Schools, starting from the 2024 Secondary 1 cohort. The Express, N(A) and N(T) streams have been removed. Students have the flexibility to adjust their subject levels at appropriate junctures throughout their secondary school education to take subjects at different levels, according to their strengths.

Post-Secondary Education

Pre-University

- 1969 **Junior college education was introduced** to improve the quality of education at pre-university level. National Junior College was the first junior college.

- 1979 **A three-year pre-university course was introduced** in several secondary schools (Pre-U centres) to (i) provide an extra year for non-English stream students to upgrade their proficiency in the English Language; and (ii) cater to students who require an extra year to suit their pace of learning.
- 1987 **Centralised institutes were introduced.** They offered the same A-Level courses as junior colleges, but with a greater emphasis on commerce subjects. All their students sat for the A-Level examination at the end of three years, compared to students from the junior colleges, who typically did so at the end of two years.
- 1995 **Pre-U centres were phased out due to the implementation of Single Session Schools.**
- 2000 **The A-Level commerce course in junior colleges was phased out** because the polytechnics already offered a commerce course and could take in more students than before.
- 2004 **Millennia Institute was established** through the merger of Outram Institute and Jurong Institute, the two remaining centralised institutes. It was the only pre-university institution to offer the commerce course.
- 2005 **DSA was introduced** as an alternative admission mechanism to junior college. It allowed students to enter junior colleges based on their aptitudes and talents (e.g. in sports or performing arts), beyond what was demonstrated through the O-Level examination.
- 2006 **A-Level curriculum was revised** to provide greater flexibility, breadth, and depth in learning, and to allow students to develop a wider range of skills. The new curriculum included the introduction of Knowledge & Inquiry, enhancement of General Paper and Project Work, and a compulsory contrasting subject.
- 2006 **The International Baccalaureate Diploma Programme was introduced** as an alternative to the A-Level examinations. Its introduction added to the diversity of post-education pathways within our education system.
- 2024 **A-Level curriculum was reviewed** to enhance holistic education and strengthen the development of 21st Century Competencies (21CC) in students. We removed mid-year examinations, repositioned Project Work as a pass/fail subject, and made General Paper a compulsory subject for all JC/MI students.

Polytechnic

- 1954 **Singapore Polytechnic** was established to meet the manpower needs of industrialisation.
- 1963 **Ngee Ann College** was inaugurated as an independent college. It later became Ngee Ann Technical College in 1968 and then Ngee Ann Polytechnic in 1981.
- 1990 **Temasek Polytechnic**, Singapore's third polytechnic, was established to cater to the growing number of people opting for polytechnic education, and helped widen the range of courses to meet industry needs. It was the first major tertiary institution in the east.
- 1992 **Nanyang Polytechnic**, Singapore's fourth polytechnic, was established and enrolled its pioneer batch of students in its School of Health Sciences and School of Business Management. The courses offered were new options at the diploma level at that time.
- 2002 **Republic Polytechnic**, Singapore's fifth polytechnic, was established to cater to the need for increased capacity for pre-employment training. It admitted its first batch of students in 2003.
- 2006 **Polytechnic admission criteria were broadened** to recognise a wider range of aptitudes and talents other than academic achievements, with the introduction of the Joint Polytechnic Special Admissions Exercise (JPSAE) in 2006 and Direct Polytechnic Admission Exercise (DPA) in 2007.
- 2013 **The one-year Polytechnic Foundation Programme (PFP)** was rolled out to provide an alternative education pathway to prepare students who had performed very well in their N(A)-Level examinations for entry into relevant polytechnic diploma courses.
- 2015 **SkillsFuture Earn and Learn Programme (ELP), now known as SkillsFuture Work-Study Diplomas/Post-Diplomas/Certificates, was launched** as a 12- to 18-month programme to give polytechnic and ITE graduates a head-start in careers related to their discipline of study.
- 2016 **Aptitude-based admissions to polytechnics were enhanced** with the newly-introduced Polytechnic Early Admissions Exercise (EAE), which expanded the allowance for students to gain admission to the polytechnics based on their aptitude and interest related to their intended fields of study.

Institute of Technical Education

- 1958 **The Adult Education Board (AEB) was established** to promote education for adults after the end of Second World War.
- 1961 **Vocational schools were introduced** to provide two-year vocational courses for over-age primary school leavers who did not qualify for admission to secondary schools. By 1969, these were eventually merged with academic schools, converted to vocational institutes (VIs), or phased out due to falling demand.
- 1964 **The Singapore Vocational Institute was established** as the first VI to prepare premature school leavers and O-Level holders for post-secondary technical education or employment. By 1979, the rapidly growing pace of industrialisation saw the establishment of 12 more VIs.
- 1969 **The Singapore Technical Institute (STI) was established** to meet the industry's requirement for industrial technicians. STI's courses helped bridge the gap between the trade courses offered in the VIs, and the three-year technician diploma courses at Singapore Polytechnic and the Ngee Ann Technical College.
- 1973 **The Industrial Training Board (ITB) was established** to centralise, co-ordinate and promote all forms of skills training both in education and in the industry itself.
- 1979 **The Vocational & Industrial Training Board (VITB) was established** as a statutory board as a result of a merger of AEB & ITB, and took charge of the VIs.
- 1992 **The VITB was restructured into the Institute of Technical Education (ITE).** The primary role of ITE was to ensure that its graduates had technical knowledge and skills that were relevant to industry. ITE also became the national authority for the setting of skills standards and the certification of skills in Singapore.
- 2005 **ITE implemented the ‘One ITE System, Three Colleges’ model**, which saw the restructuring of the 10 ITE institutes into three regional colleges.
- 2008 **The Direct-Entry-Scheme to Higher Nitec Programme (DES) was launched** as an alternative pathway for Sec 4 N(A) students. Under the DES, students who completed their N(A)-Level examinations could progress to *Higher Nitec* courses directly instead of taking the O-Level examinations at Sec 5.

- 2013 **The Direct-Entry-Scheme to Polytechnic Programme (DPP) replaced the DES.** It allowed selected students who had completed their N(A)-Level examinations to progress directly to a *Higher Nitec* programme in ITE, and subsequently to a related polytechnic diploma course.
- 2018 **Aptitude-based admissions to ITE was enhanced** with the newly-introduced ITE Early Admissions Exercise, which allowed secondary school and *Nitec* students to gain admission to *Nitec* and *Higher Nitec* courses based on their aptitude and interest related to their intended fields of study. The new ITE Work-Learn Technical Diploma (WLTD), now known as ITE SkillsFuture Work-Study Diploma, aimed to provide a pathway for skills deepening and career progression in partnership with industry to both fresh and in-employment ITE graduates.
- 2022 **ITE introduced a new enhanced three-year curricular structure** leading directly to a *Higher Nitec* certification, by streamlining overlapping competencies between related *Nitec* and *Higher Nitec* courses. The enhanced curricular structure was progressively implemented from AY2022.

University Education

- 1956 **Nanyang University (Nantah) admitted its first batch of students.** It was formed in response to greater demand for higher education in the Chinese language medium.
- 1962 **The University of Singapore was set up** after its split from the University of Malaya.
- 1980 **The National University of Singapore (NUS) was established** with the merger of the University of Singapore and Nanyang University. It promoted English as Singapore's main language of instruction.
- 1981 **Nanyang Technological Institute (NTI) was established** to produce practice-oriented programmes for engineers who wished to concentrate on application. NTI admitted its first batch of students in 1982.
- 1991 **NTI, along with the National Institute of Education was re-constituted to Nanyang Technological University (NTU)** to increase the number of university places.
- 2000 **Singapore Management University (SMU) was established** as Singapore's first Autonomous University. SMU was established as a city campus to facilitate a closer nexus with businesses for its degree and executive programmes.

- 2001 **The Cohort Participation Rate (CPR) target was increased to 25% by 2010**, for fresh school leavers.
- 2005 **Duke-NUS Graduate Medical School was established** as a collaboration between NUS and Duke University. As a graduate medical school, it diversified the medical education landscape and provided an avenue to train clinician-scientists.
- 2005 **SIM University (UniSIM) was established** as a private university dedicated to adult learners. It began offering publicly-subsidised part-time undergraduate degree programmes in 2008, and publicly-subsidised full-time degree programmes in 2014.
- 2006 **NUS and NTU were corporatised and attained the status of Autonomous Universities.** This granted the universities greater autonomy and strengthened their long-term financial sustainability to support their pursuit of excellence in education and research.
- 2007 The **CPR target was increased to 30% by 2015**, for fresh school leavers.
- 2009 **The Singapore Institute of Technology (SIT) was established** to provide an improved upgrading pathway for polytechnic graduates to obtain industry-relevant degrees offered in partnership with overseas universities. It admitted its first batch of students in 2010.
- 2009 **The Singapore University of Technology and Design (SUTD) was established** in collaboration with the Massachusetts Institute of Technology and Zhejiang University, as a research-intensive university focusing on technology and design. It offered programmes in the disciplines of engineering, information systems and architecture and admitted its first batch of students in 2012.
- 2010 **The Lee Kong Chian School of Medicine was established** as Singapore's third medical school, as a collaboration between NTU and Imperial College London. It admitted its first batch of students in 2013.
- 2011 **Yale-NUS College was established** as a collaboration between NUS and Yale University. It admitted its first batch of students in 2013.
- 2012 Committee on University Expansion Pathways beyond 2015 recommended **an increase in the Lifetime CPR target to 50% by 2020**, providing publicly-funded places for fresh school leavers and working adults to pursue a university degree.

- 2014 **SIT attained the status of Autonomous University** and diversified the university landscape in Singapore by pioneering a new applied degree pathway. SIT launched its own degree programmes in Accountancy, Infocomm Technology and Sustainable Infrastructure Engineering (Land).
- 2015 **Duke-NUS Graduate Medical School was renamed Duke-NUS Medical School** to solidify the school's identity and strengthen its position with other successful international medical schools.
- 2017 **UniSIM was renamed as the Singapore University of Social Sciences (SUSS) and established** as Singapore's sixth Autonomous University. SUSS offered full-time and part-time degree programmes that were designed to support the needs of working adults and those who preferred an applied education. The focus of its programmes was in the domain of the social sciences, as well as disciplines that had a strong impact on human and community development, such as social work, early childhood education, human resource management, and law (focusing on family and criminal law).
- 2017 **The first SkillsFuture Work-Study Degree Programme** at SIT and SUSS was launched together with partner companies, to further tighten the nexus between education and training.
- 2023 **The Lifetime CPR target will be increased to 60% for publicly-funded university degrees by 2025**, up from 50% today, for fresh school leavers and adult learners. This is to provide more subsidised places for Singaporeans to study in university at different life stages, especially for working adults.

Arts Institutions

- 1938 **Nanyang Academy of Fine Arts (NAFA) was established** by Chinese artist and art educator Lim Hak Tai. As Singapore's pioneer arts education institution, the school was modelled after the Chinese art academies but with a balance of Western and Chinese art traditions in its curriculum.
- 1982 **NAFA launched a full-time Diploma in Applied Arts course**, the first institution to do so in Singapore. Courses in computer graphic design were also offered.
- 1984 **The St Patrick's Arts Centre, later renamed LASALLE College of the Arts (LASALLE)**, was founded by Brother Joseph McNally, a teacher with the De La Salle Order of Brothers and the former principal of St Patrick's Secondary School. LASALLE College of the Arts offered diploma courses in painting, ceramics, sculpture and music.

- 1998 **MOE announced funding for diploma programmes** offered at the Arts Institutions, i.e. LASALLE and NAFA.
- 2010 **MOE announced funding for selected degree programmes at the Arts Institutions**, offered in partnership with overseas universities.
- 2011 **NAFA launched its first publicly-funded degree programme**, the Bachelor of Music (Hons), in partnership with the Royal College of Music, London.
- 2012 **LASALLE began offering publicly-funded bachelor's degree programmes** in partnership with Goldsmiths College, University of London.
- 2018 **NAFA launched the NAFA Foundation Programme** as a pathway for N(A)-Level students who demonstrated interest and aptitude in the arts, to articulate into one of NAFA's diploma programmes. The 35-week programme aimed to strengthen students' foundation in various creative arts disciplines to better prepare them for entry into the diploma programmes, similar to that of the Polytechnic Foundation Programme.
- 2021 **NAFA launched three new publicly-funded bachelor's degree programmes** in partnership with University of the Arts London.
- 2021 **MOE announced that Singapore's first private arts university would be established in an alliance between LASALLE and NAFA.** This would be a private university of the arts, supported by the Government. Within the alliance, LASALLE and NAFA would remain separate legal entities and distinct colleges offering their own programmes.
- 2024 **University of the Arts Singapore (UAS) commenced intake for its inaugural degree cohort.** UAS offered an expanded range of programme offerings in fine arts, design, media arts, performing arts and arts management, as well as the applied arts.

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CLASSIFICATION OF ITE COURSES (2023)

CLASSIFICATION OF NATIONAL ITE CERTIFICATE (*NITEC*) PROGRAMMES (2023)

1.	APPLIED & HEALTH SCIENCES	<i>Nitec</i> in Applied Food Science <i>Nitec</i> in Chemical Process Technology <i>Nitec</i> in Community Care & Social Services <i>Nitec</i> in Nursing <i>Nitec</i> in Opticianry
2.	BUSINESS & SERVICES	<i>Nitec</i> in Beauty & Wellness <i>Nitec</i> in Business Administration <i>Nitec</i> in Business Services <i>Nitec</i> in Fitness Training <i>Nitec</i> in Floristry <i>Nitec</i> in Hair Fashion & Design <i>Nitec</i> in Logistics Services <i>Nitec</i> in Retail Services <i>Nitec</i> in Retail Services (3 years) <i>Nitec</i> in Travel & Tourism Services
3.	DESIGN & MEDIA	<i>Nitec</i> in Architectural Technology <i>Nitec</i> in Digital Animation <i>Nitec</i> in Fashion Apparel Production & Design <i>Nitec</i> in Interior & Exhibition Design <i>Nitec</i> in Product Design <i>Nitec</i> in Video Production <i>Nitec</i> in Visual Communication
4.	ELECTRONICS & INFOCOMM TECHNOLOGY	<i>Nitec</i> in Electronics, Computer Networking & Communications <i>Nitec</i> in Electronics & Internet of Things <i>Nitec</i> in Infocomm Technology <i>Nitec</i> in Microelectronics <i>Nitec</i> in Security Technology <i>Nitec</i> in Web Applications
5.	ENGINEERING	<i>Nitec</i> in Aerospace Avionics <i>Nitec</i> in Aerospace Machining Technology <i>Nitec</i> in Aerospace Technology <i>Nitec</i> in Automotive Technology <i>Nitec</i> in Built Environment (Mechanical & Electrical Services) <i>Nitec</i> in Built Environment (Mechanical & Electrical Services) (3-years) <i>Nitec</i> in Built Environment (Vertical Transportation) <i>Nitec</i> in Digital & Precision Engineering <i>Nitec</i> in Electrical Technology (Lighting & Sound) <i>Nitec</i> in Electrical Technology (Power & Control) <i>Nitec</i> in Mechanical Technology

		<i>Nitec</i> in Mechanical Technology (3-years) <i>Nitec</i> in Mechatronics & Robotics <i>Nitec</i> in Rapid Transit Technology <i>Nitec</i> in Urban Greenery & Landscape
6.	HOSPITALITY	<i>Nitec</i> in Asian Culinary Arts <i>Nitec</i> in Hospitality Operations <i>Nitec</i> in Pastry & Baking <i>Nitec</i> in Western Culinary Arts

**CLASSIFICATION OF DIPLOMA AND HIGHER NATIONAL ITE CERTIFICATE
(*HIGHER NITEC*) PROGRAMMES (2023)**

1.	APPLIED & HEALTH SCIENCES	<i>Higher Nitec in Biotechnology</i> <i>Higher Nitec in Chemical Technology</i> <i>Higher Nitec in Paramedic & Emergency Care</i>
2.	BUSINESS & SERVICES	<i>Higher Nitec in Accounting</i> <i>Higher Nitec in Beauty & Wellness Management</i> <i>Higher Nitec in Early Childhood Education</i> <i>Higher Nitec in Event Management</i> <i>Higher Nitec in Financial Services</i> <i>Higher Nitec in Human Resources & Administration</i> <i>Higher Nitec in International Logistics</i> <i>Higher Nitec in Leisure & Travel Operations</i> <i>Higher Nitec in Maritime Business</i> <i>Higher Nitec in Passenger Services</i> <i>Higher Nitec in Retail and Online Business</i> <i>Higher Nitec in Service Management</i> <i>Higher Nitec in Sport Management</i>
3.	DESIGN & MEDIA	<i>Higher Nitec in Architectural Technology</i> <i>Higher Nitec in Filmmaking (Cinematography)</i> <i>Higher Nitec in Interactive Design</i> <i>Higher Nitec in Motion Graphics</i> <i>Higher Nitec in Performance Production</i> <i>Higher Nitec in Visual Effects</i> <i>Higher Nitec in Visual Merchandising</i>
4.	ELECTRONICS & INFOCOMM TECHNOLOGY	<i>Higher Nitec in AI Applications</i> <i>Higher Nitec in Broadcast & Media Technology</i> <i>Higher Nitec in Business Information Systems</i> <i>Higher Nitec in Cyber & Network Security</i> <i>Higher Nitec in Data Engineering</i> <i>Higher Nitec in Electronics Engineering</i> <i>Higher Nitec in Games Art & Design</i> <i>Higher Nitec in Games Programming & Development</i> <i>Higher Nitec in Immersive Applications & Game</i> <i>Higher Nitec in IT Applications Development</i> <i>Higher Nitec in IT Systems & Networks</i> <i>Higher Nitec in Security System Integration</i>
5.	ENGINEERING	Technical Engineer Diploma in Automotive Engineering Technical Engineer Diploma in Machine Technology <i>Higher Nitec in Automotive Engineering</i> <i>Higher Nitec in Civil & Structural Engineering Design</i> <i>Higher Nitec in Electrical Engineering</i> <i>Higher Nitec in Engineering with Business</i> <i>Higher Nitec in Facility Management</i>

		<i>Higher Nitec in Integrated Mechanical & Electrical Design</i> <i>Higher Nitec in Landscape Management & Design</i> <i>Higher Nitec in Marine Engineering</i> <i>Higher Nitec in Marine & Offshore Technology</i> <i>Higher Nitec in Mechanical Engineering</i> <i>Higher Nitec in Mechatronics Engineering</i> <i>Higher Nitec in Offshore & Marine Engineering Design</i> <i>Higher Nitec in Precision Engineering</i> <i>Higher Nitec in Rapid Transit Engineering</i> <i>Higher Nitec in Robotic & Smart Systems</i>
6.	HOSPITALITY	Technical Diploma in Culinary Arts <i>Higher Nitec in Culinary Arts</i> <i>Higher Nitec in Hospitality Operations</i> <i>Higher Nitec in Pastry & Baking</i>

CLASSIFICATION OF LASALLE & NAFA DIPLOMA COURSES (2023)

1.	BUSINESS & ADMINISTRATION	Arts Management
2.	DESIGN & APPLIED ARTS	Advertising Animation Creative Direction for Fashion Design for Communication and Experiences Design (Furniture and Spatial) Design (Interior and Exhibition) Design (Landscape and Architecture) Design (Object and Jewellery) Fashion Design Fashion Business and Management Fashion Merchandising and Management Graphic Communication Illustration Design with Animation Interior Design
3.	FINE & PERFORMING ARTS	Art Teaching Audio Production Dance Fine Art(s) Music Music Teaching Performance Theatre Production and Management Theatre (English Drama) Theatre (Mandarin Drama)
4.	MEDIA PRODUCTION	Broadcast Media Screen Media

CLASSIFICATION OF LASALLE & NAFA DEGREE COURSES (2023)

1.	DESIGN & APPLIED ARTS	Animation Art Design Communication Design Practice Fashion Design and Textiles Fashion Media and Industries Interior Design Product Design
2.	FINE & APPLIED ARTS	Arts Management
3.	FINE & PERFORMING ARTS	Acting Fine Art(s) Instrumental & Vocal Teaching Music Musical Theatre Performance Making
4.	MEDIA PRODUCTION	Film

CLASSIFICATION OF POLYTECHNIC COURSES¹ (2023)

1.	APPLIED ARTS	Common Arts, Design and Media Programme Common Design & Media Programme Common Design Programme Common Media Programme Diploma in Animation Diploma in Animation & Visual Effects Diploma in Animation, Games & Visual Effects Diploma in Apparel Design & Merchandising Diploma in Communication & Motion Design Diploma in Communication Design Diploma in Design Diploma in Design for Games & Gamification Diploma in Design for User Experience Diploma in Digital Animation Diploma in Digital Film & Television Diploma in Digital Game Art & Design Diploma in Digital Visual Effects Diploma in Experience & Communication Design Diploma in Experiential Product & Interior Design Diploma in Film, Sound & Video Diploma in Game Design Diploma in Game Design & Development Diploma in Games Design & Development Diploma in Immersive Media & Game Design Diploma in Industrial Design Diploma in Interaction Design Diploma in Interior Architecture & Design Diploma in Interior Design Diploma in Media Post-Production Diploma in Media Production & Design Diploma in Media, Arts & Design Diploma in Motion Graphics & Broadcast Design Diploma in Motion Graphics Design Diploma in Music & Audio Technology Diploma in Product & Industrial Design Diploma in Product Design & Innovation Diploma in Product Experience & Design Diploma in Sonic Arts Diploma in Spatial Design Diploma in Visual Communication Diploma in Visual Effects & Motion Graphics
2.	ARCHITECTURE, BUILDING & REAL ESTATE	Diploma in Architectural Technology & Building Services Diploma in Architecture Diploma in Facilities Management Diploma in Hotel & Leisure Facilities Management Diploma in Integrated Facility Management

¹ Courses with the same name could be classified under more than one category depending on the specific programme offered by the polytechnic.

		Diploma in Landscape Architecture Diploma in Landscape Design & Horticulture Diploma in Real Estate Business Diploma in Sustainable Built Environment Diploma in Sustainable Urban Design & Engineering
3.	BUSINESS & ADMINISTRATION	Common Business Programme Diploma in Accountancy Diploma in Accountancy & Finance Diploma in Accounting & Finance Diploma in Arts & Theatre Management Diploma in Arts Business Management Diploma in Banking & Finance Diploma in Business Diploma in Business & Social Enterprise Diploma in Business Administration Diploma in Business Management Diploma in Business Studies Diploma in Consumer Behaviour & Research Diploma in Customer Experience Management with Business Diploma in Hospitality & Tourism Management Diploma in Hotel & Hospitality Management Diploma in Human Resource Management with Psychology Diploma in Integrated Events & Project Management Diploma in Integrated Events Management Diploma in International Trade & Business Diploma in International Trade & Logistics Diploma in Leisure & Events Management Diploma in Logistics & Operations Management Diploma in Marketing Diploma in Supply Chain Management Diploma in Tourism Management with Technology
4.	EDUCATION	Diploma in Early Childhood Development & Education Diploma in Tamil Studies with Early Education
5.	ENGINEERING SCIENCES	Common Engineering Programme Diploma in Advanced & Digital Manufacturing Diploma in Aeronautical & Aerospace Technology Diploma in Aeronautical Engineering Diploma in Aerospace Avionics Diploma in Aerospace Electronics Diploma in Aerospace Engineering Diploma in Aerospace Systems & Management Diploma in Aerospace Technology Diploma in AI & Data Engineering Diploma in Automation & Mechatronic Systems Diploma in Bioengineering Diploma in Biologics & Process Technology Diploma in Biomedical Engineering Diploma in Business Process & Systems Engineering

		Diploma in Chemical & Biomolecular Engineering Diploma in Chemical & Pharmaceutical Technology Diploma in Chemical Engineering Diploma in Civil Engineering Diploma in Civil Engineering with Business Diploma in Clean Energy Diploma in Clean Energy Management Diploma in Computer Engineering Diploma in Digital & Precision Engineering Diploma in Electrical & Electronic Engineering Diploma in Electrical Engineering Diploma in Electrical Engineering with Eco-Design Diploma in Electronic & Computer Engineering Diploma in Electronic Systems Diploma in Electronics Diploma in Energy Systems & Management Diploma in Engineering Design with Business Diploma in Engineering Science Diploma in Engineering Systems & Management Diploma in Engineering with Business Diploma in Environmental & Water Technology Diploma in Green Building & Sustainability Diploma in Green Building Energy Management Diploma in Industrial & Operations Management Diploma in Infocomm & Media Engineering Diploma in Marine & Offshore Technology Diploma in Marine Engineering Diploma in Mechanical Engineering Diploma in Mechatronics Diploma in Mechatronics & Robotics Diploma in Nanotechnology & Materials Science Diploma in Robotics & Mechatronics
6.	HEALTH SCIENCES	Common Sports and Health Programme Diploma in Biomedical Science Diploma in Health Management & Promotion Diploma in Health Sciences (Nursing) Diploma in Health Services Management Diploma in Nursing Diploma in Nutrition, Health & Wellness Diploma in Optometry Diploma in Oral Health Therapy Diploma in Pharmaceutical Science Diploma in Pharmaceutical Sciences Diploma in Sport & Exercise Science
7.	HUMANITIES & SOCIAL SCIENCES	Diploma in Applied Drama & Psychology Diploma in Chinese Studies Diploma in Community Development Diploma in Psychology Studies Diploma in Social Sciences (Social Work) Diploma in Social Sciences in Gerontology Diploma in Social Work

8.	INFORMATION TECHNOLOGY	Common ICT Programme Common Infocomm Technology Programme Diploma in Applied AI & Analytics Diploma in Applied Artificial Intelligence Diploma in Big Data & Analytics Diploma in Business & Financial Technology Diploma in Business Applications Diploma in Business Information Systems Diploma in Business Information Technology Diploma in Business Intelligence & Analytics Diploma in Cybersecurity & Digital Forensics Diploma in Data Science Diploma in Digital Design and Development Diploma in Financial Business Informatics Diploma in Financial Informatics Diploma in Financial Technology Diploma in Game Design & Development Diploma in Game Development & Technology Diploma in Immersive Media Diploma in Immersive Media & Game Development Diploma in Infocomm & Security Diploma in Infocomm Security Management Diploma in Information Technology Diploma in Mobile Software Development Diploma in Multimedia & Infocomm Technology Diploma in Network Systems & Security
9.	LAW	Diploma in Law & Management
10.	MASS COMMUNICATION	Diploma in Chinese Media & Communication Diploma in Communications & Media Management Diploma in Creative Writing for Television & New Media Diploma in Mass Communication Diploma in Mass Media Management Diploma in Media & Communication
11.	NATURAL & MATHEMATICAL SCIENCES	Common Science Programme Diploma in Applied Chemistry Diploma in Biotechnology Diploma in Environmental & Marine Science Diploma in Environmental Science Diploma in Food Science & Nutrition Diploma in Food Science & Technology Diploma in Food, Nutrition & Culinary Science Diploma in Marine Science & Aquaculture Diploma in Materials Science Diploma in Medical Biotechnology Diploma in Medicinal Chemistry Diploma in Molecular Biotechnology Diploma in Perfumery & Cosmetic Science

		Diploma in Veterinary Bioscience Diploma in Veterinary Technology
12.	SERVICES	Diploma in Aviation Management Diploma in Culinary & Catering Management Diploma in Food & Beverage Business Diploma in Maritime Business Diploma in Nautical Studies Diploma in Outdoor & Adventure Learning Diploma in Restaurant & Culinary Operations Diploma in Sport & Wellness Management Diploma in Sport Coaching Diploma in Sport Management Diploma in Sports & Leisure Management Diploma in Tourism & Resort Management Diploma in Wellness & Hospitality Business

CLASSIFICATION OF UNIVERSITY COURSES² (2023)

1.	ACCOUNTANCY	Accountancy Accountancy & Business Accountancy & Data Science & Artificial Intelligence Business Administration (Accountancy)
2.	ARCHITECTURE, BUILDING & REAL ESTATE	Architecture Architecture and Sustainable Design Building Estate Project & Facilities Management
3.	BUSINESS & ADMINISTRATION	Air Transport Management Business Business Administration Business Analytics Business & Computer Engineering Business & Computing Business Management Finance Hospitality Business Human Resource Management Marketing Supply Chain Management
4.	DENTISTRY	Dentistry
5.	EDUCATION	Arts (Education) Science (Education) Early Childhood Education
6.	ENGINEERING SCIENCES	Aerospace Engineering Aerospace Engineering & Economics Aircraft Systems Engineering Bioengineering Bioengineering & Economics Chemical & Biomolecular Engineering Chemical & Biomolecular Engineering & Economics Chemical Engineering Civil Engineering Civil Engineering & Economics Computer Engineering Computer Engineering & Economics Computer Science and Design

² Courses with the same name could be classified under more than one category depending on the specific programme offered by the university.

		<p>Electrical & Electronic Engineering Electrical & Electronic Engineering & Economics Electrical Engineering Electrical Power Engineering Electronics Data & Engineering Engineering Engineering Product Development Engineering Science Programme Engineering Systems Engineering Systems and Design Environmental Engineering Environmental Engineering & Economics Environmental Science & Engineering Industrial & Systems Engineering Marine Engineering Materials Engineering Materials Engineering & Economics Materials Science & Engineering Mechanical Design & Manufacturing Engineering Mechanical Engineering Mechanical Engineering & Economics Mechatronics Systems Naval Architecture Naval Architecture & Marine Engineering Offshore Engineering Pharmaceutical Engineering Renaissance Engineering Robotics Systems Sustainable Built Environment</p>
7.	FINE & APPLIED ARTS	<p>Art, Design and Media Digital Art and Animation Digital Communications and Integrated Media Industrial Design Music User Experience and Game Design</p>
8.	HEALTH SCIENCES	<p>Biomedical Sciences Biomedical Sciences and Bio-Business Diagnostic Radiography Dietetics and Nutrition Nursing Occupational Therapy Pharmacy Physiotherapy Radiation Therapy Speech and Language Therapy</p>
9.	HUMANITIES & SOCIAL SCIENCES	<p>Arts & Social Science Chinese Chinese And English</p>

		Chinese And Linguistics & Multilingual Studies Criminology & Security Humanities and Science Economics Economics & Data Science Economics & Media Analytics Economics & Psychology Economics & Public Policy & Global Affairs English English & History English & Philosophy English Literature & Art History History History And Linguistics & Multilingual Studies Linguistics & Multilingual Studies Linguistics & Multilingual Studies & English Linguistics & Multilingual Studies And Philosophy Philosophy Philosophy & History Philosophy And Chinese Philosophy, Politics and Economics Psychology Psychology & Linguistics & Multilingual Studies Psychology & Media Analytics Public Policy & Global Affairs Social Sciences Social Work Sociology YNC Arts/Science
10.	INFORMATION TECHNOLOGY	Applied Artificial Intelligence Business Analytics Computer Science Computer Science & Economics Computer Science in Real-Time Interactive Simulation Applied Computing Computing & Law Computing Science Data Science and Artificial Intelligence Information and Communications Technology (Information Security) Information and Communications Technology (Software Engineering) Information Engineering & Media Information Engineering & Media & Economics Information Security Information Systems Interactive Media and Game Development Software Engineering
11.	LAW	Juris Doctor Law

12.	MASS COMMUNICATION	Communication Studies
13.	MEDICINE	Medicine
14.	NATURAL & MATHEMATICAL SCIENCES	Biological Sciences Biological Sciences & Psychology Chemistry & Biological Chemistry Data Science and Analytics Environmental Earth Systems Science Environmental Earth Systems Science & Public Policy & Global Affairs Environmental Studies (Bio) Environmental Studies (Geog) Food Technology Mathematical and Computer Sciences Mathematical Sciences Mathematical Sciences and Economics Mathematics & Economics Pharmaceutical Science Physics & Applied Physics Physics & Mathematical Sciences Science
15.	SERVICES	Food Business Management (Baking and Pastry Arts) Food Business Management (Culinary Arts) Maritime Studies Public Safety and Security Sport Science & Management
16.	OTHERS	College of Integrative Studies



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