EDUCATION STATISTICS DIGEST 2022

Ministry of Education
SINGAPORE

Moulding The Future of Our Nation

CONTENTS

SECTION 3: STATISTICAL SERIES

APPENDICES

PREFACE

We are pleased to present the 2022 edition of the Education Statistics Digest. The Digest provides basic statistical information on education in Singapore in 2021. 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.

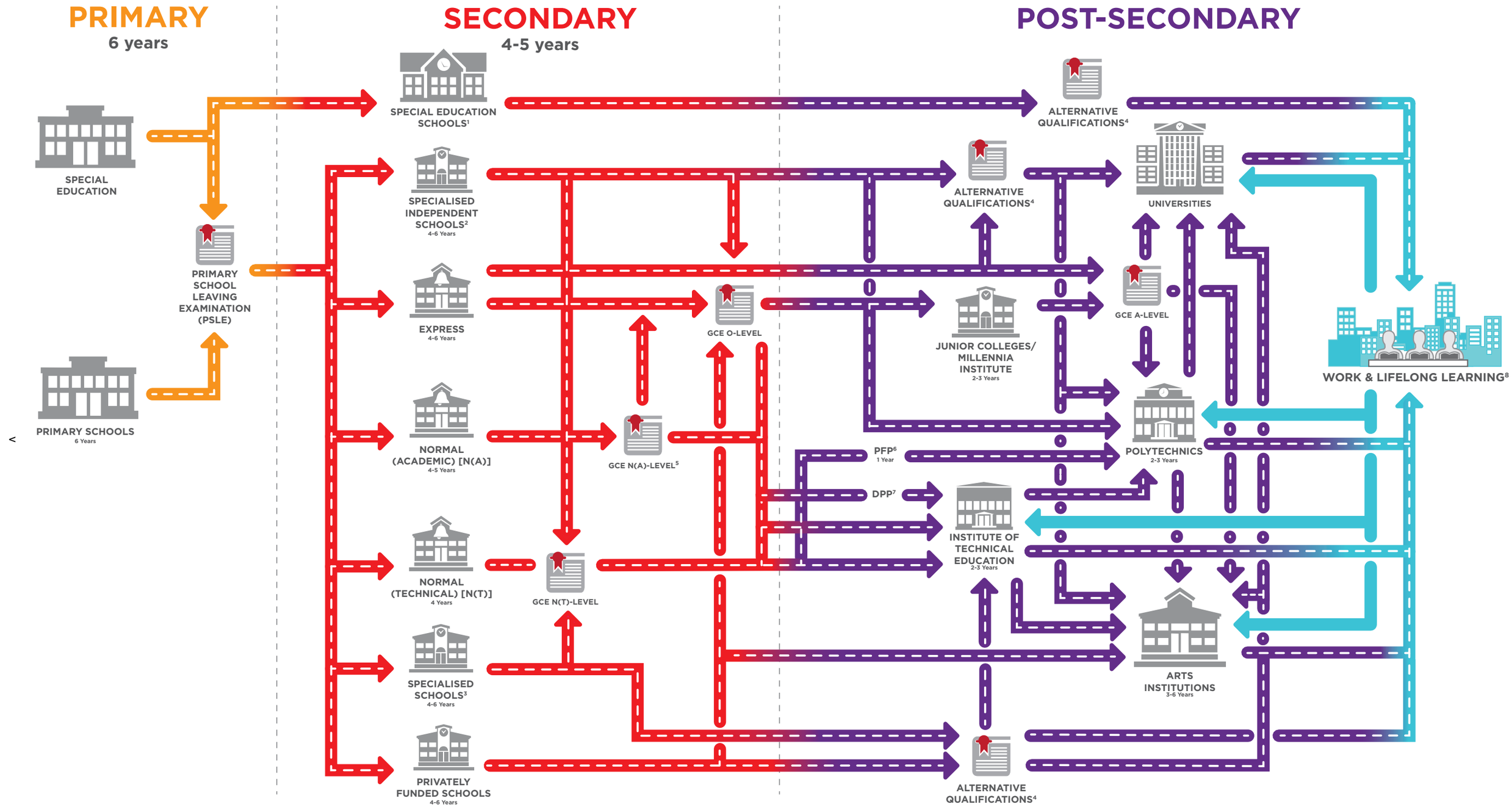
c. The third section shows time series on major education indicators to give a historical perspective of the developments and trends in education over the years.

You can download the statistics in machine-readable format on www.data.gov.sg and in Tableau format from 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
OCTOBER 2022

The Singapore Education Landscape



[1] Students in special education schools which offer the national primary curriculum will sit for PSLE. Some students in Pathlight School who take the national secondary curriculum may also sit for the GCE N- or O-Level examinations. (This has not been fully represented in the graphic.)

[2] Specialised Independent Schools offer specialised education catering to students with talents and strong interests in specific fields, such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, NUS High School of Mathematics and Science, and the School of Science and Technology. Eligible students of the Singapore Sports School can pursue polytechnic diploma programmes offered in collaboration with Republic Polytechnic and Ngee Ann Polytechnic. Eligible students of the School of the Arts can pursue a diploma programme at the Nanyang Academy of Fine Arts and LASALLE College of the Arts via special admissions after their fourth year of study, subject to meeting the entry requirements at the respective institutions.

[3] Specialised schools offer customised programmes for students who are inclined towards hands-on and practical learning. Students from Crest Secondary School and Spectra Secondary School graduate with a combination of N(T)-Level and the ITE Skills Subject Certificate (ISSC) qualifications. Students from Northlight School and Assumption Pathway School graduate with an ITE Skills Certificate (ISC) and have the opportunity to attain Workplace Literacy and Numeracy and N(T)-Level English Language qualifications. These can be used for admissions into *Nitec* courses in ITE.

[4] Alternative Qualifications refer to qualifications not traditionally offered at mainstream schools in Singapore.

[5] Secondary 4 N(A) students who do well in their GCE N(A)-Level examination can apply for the Nanyang Academy of Fine Arts (NAFA) Foundation Programme (NFP). NFP is a full-time, one-year practice-based programme that prepares students to pursue a diploma in the creative arts at NAFA. Successful applicants will be given a provisional offer of admission to the diploma courses. Upon successful completion of the NFP, students will be offered a place in their chosen diploma course.

[6] The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted by the polytechnics over two academic semesters for students who have completed the Secondary 4(NA) course. Students who successfully complete the PFP may progress directly into the first year of their respective polytechnic diploma courses.

[7] The Direct-Entry-Scheme to Polytechnic Programme (DPP) is a through-train pathway to polytechnics via ITE, for students who have completed the Secondary 4(NA) course. DPP students who successfully complete a two-year *Higher Nitec* programme at ITE and attain the required qualifying Grade Point Average (GPA) scores are guaranteed a place in a polytechnic diploma course mapped to their *Higher Nitec* course.

[8] Adults and working professionals are encouraged to upskill and reskill through quality learning options in lifelong learning provided by our Institutes of Higher Learning as well as SkillsFuture Singapore-supported training providers.

Note: Students can opt to transfer laterally between Express, N(A) and N(T) courses, if they are assessed to be more suitable for the respective courses this has not been fully represented in the graphic).

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 and question, reflect and persevere in the lifelong pursuit of learning;
- **Active contributors** who are able to work effectively in teams, exercise initiative, take calculated risks, 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. Our multiple educational pathways cater to students with different strengths and interests, developing each child to his or her fullest potential.

Our schools provide a rich diversity of learning experiences for our students. On top of building a strong foundation in literacy and numeracy, we also cater to their educational needs in physical, aesthetic, moral, social and emotional aspects, and develop them holistically. The recent refresh of the Character and Citizenship Education 2021 curriculum seeks to prepare students to navigate the complexities of today's fast-changing social paradigm, and develop in students character and citizenship dispositions, resilience and social-emotional well-being. Student Development Experiences like co-curricular activities, Values in Action, Outdoor Adventure Learning Cohort Camps and Student Leadership Development programmes provide rich, authentic platforms and opportunities for students to apply and reinforce their learning. With teacher-guided facilitation and reflection, students develop into lifelong learners, with an enduring core of competencies to thrive in the 21st century.

All these experiences help to cultivate in our students qualities such as inventive thinking, collaboration, and compassion – life skills that are essential in a rapidly changing world. Through nurturing the joy of learning, cultivating curiosity and encouraging an enterprising mindset, our students can develop the intrinsic motivation to explore and discover their interests as well as pursue their passions, and to learn for life. We also want to inculcate in them values such as respect, responsibility, resilience, integrity, care and harmony, all of which are important for a cohesive, multi-racial and multi-cultural society.

The bilingual policy, a cornerstone of our education system, requires students to offer two languages: English Language and an official Mother Tongue Language. This enables them to connect with people from different backgrounds in a multi-cultural

environment, and allows them to thrive in a diverse, globalised world. It also equips them with the language and cultural competencies to appreciate their culture and heritage.

Teachers form the core of Singapore's education system. Our teachers play a key role leading, caring for and inspiring future generations of Singapore. We are committed to nurturing and motivating our teachers to grow and reach their personal and professional best, in line with their aspirations and interests. Our teachers receive rigorous and evidence-based pre-service training at the National Institute of Education. They have many opportunities for in-service development to build up their competencies- to be future-ready educators, and this includes access to an online learning portal that allows teachers to take ownership of their learning. Underpinned by the philosophy of teacher ownership and teacher leadership, teacher academies, language institutes, and HQ divisions foster a strong culture of teacher-led professional excellence centred on the holistic development of the child.

Parents and the community also play a crucial role in the holistic education of our students, and we encourage them to work together with schools to create a caring and conducive learning environment in schools, at home, and in the community.

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.

Besides English Language, Mathematics, Science and Mother Tongue Languages, students also take subjects like Art, Music, Social Studies, and Physical Education. These subjects expose our students to different areas of study at an early stage to allow them to discover their interests and talents, equip them holistically with a range of knowledge and skills, and provide teachable moments to develop the core values that define a person's character and sense of responsibility to society. 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.

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

Teachers consider the ability of their students when designing lessons and assessment tasks to ensure that they 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. The Gifted Education Programme (GEP), meanwhile, caters to the educational needs of intellectually gifted students. High ability learners who are not in the GEP can also benefit from the enriched learning offered by school-based and MOE-run programmes.

We will continuously seek to make learning more enjoyable and meaningful for students, while developing the desired skills and values that will put them in good stead for the future. We will also continue to place greater emphasis on training teachers to further enhance teaching pedagogies and holistic assessment.

SECONDARY EDUCATION

Structure of Secondary Education

At the secondary level, we offer three courses 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 Language[1], 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.

Subject-Based Banding

While students may initially be placed in a particular course, through Subject-Based Banding (Secondary), students from the N(A) and N(T) courses may take subjects at more demanding levels at various junctures if they perform well in these subjects.

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

To further customise learning to each student's needs, MOE is progressively implementing Full Subject-Based Banding (Full SBB) in secondary schools between 2020 and 2024. Under Full SBB, stream labels will be phased out and students can offer a range of subjects at three subject levels: G1, G2, G3 (G stands for General), mapped from today's N(T), N(A) and Express standards respectively. The Singapore-Cambridge GCE N(T)-, N(A)-, and O-Level examination certificates will be replaced by the Singapore-Cambridge Secondary Education Certificate from 2027. At the end of their secondary education, all students will sit for the new national examination with subjects offered at G1, G2 and G3.

Distinctive and Specialised Programmes

All secondary schools have distinctive programmes to better support students' diverse learning needs, interests and talents. In particular, the Applied Learning Programme (ALP) and Learning for Life Programme (LLP)[2] offer students more opportunities to develop 21st Century Competencies (21CC) through applying classroom learning and acquiring life skills in authentic contexts. Elective Modules and Advanced Elective 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.

To cater to diverse student interests, we 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.

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

Blended Learning

Since 2021, MOE has introduced blended learning as a key feature of the schooling experience at the secondary and pre-university levels, to encourage students to develop the skills and dispositions for self-directed learning. On regular home-based learning days, students are able to explore areas of personal interest beyond the curriculum. To support blended learning, MOE has also provisioned all secondary students with a personal learning device under the National Digital Literacy Programme.

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[2] 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.

Education and Career Guidance

Education and Career Guidance (ECG) in schools seeks to develop students' self-awareness, ability to make education and career choices, their sense of purpose in work and in life, and dispositions for lifelong learning. It is developmental in nature and delivered through an ECG curriculum that is complemented with the MySkillsFuture student portal, ECG experiences, and counselling. The MySkillsFuture student portal provides up-to-date education and career/industry information and tools to help students understand their interests, values, abilities and explore various education and career choices. ECG experiences, such as ECG talks and fairs, and learning journeys to education institutions/industries, help students raise their self-awareness and guide their education and career planning.

Other Secondary School Offerings

As part of our variegated school landscape, we also have a number of 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.

- **Specialised Schools for Normal (Technical) Students**. Crest Secondary School and Spectra Secondary School cater to students who are eligible for the N(T) course and would benefit from a whole-school approach to practice-based learning. Students from the two SSNTs offer N(T)-level English Language, Mathematics and Mother Tongue Language and the ITE Skills Subject Certificate (ISSC). Selected students also offer N(T)-level Science, or N(A)-level subjects.

- **Specialised Schools**. NorthLight School (NLS) and Assumption Pathway School (APS) cater to students who are not eligible for the N(T) course based on their PSLE performance. Students graduate from these two schools 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 (SPED)

MOE's goal for students with Special Educational Needs (SEN) is to enable each student to maximise their 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 schools have teachers and specialised manpower equipped with the knowledge and skills to support children with SEN. They also run support programmes, utilise assistive learning devices, and offer other itinerant school-based educational support services provided by Social Service Agencies.

- **Special Education (SPED) Schools**. Students who require more intensive and customised SEN support are supported in Government-funded SPED schools. There are 22 Government-funded SPED schools. These schools serve students with a range of SEN profiles. Guided by MOE's SPED Curriculum Framework and with support from Allied Professionals, SPED schools deliver quality customised curriculum and pedagogy for their diverse student profile. Together with strong community support, SPED schools prepare students to achieve the desired outcomes of SPED in the three areas of Living, Learning and Working, for integration into society to lead meaningful lives.

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 GCE A-Level certification or the International Baccalaureate Diploma. To ensure a good breadth of skills and knowledge, students attempting the GCE 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 both 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. The Polytechnics typically admit students with O-Level qualifications, or ITE's *Nitec* and *Higher Nitec* qualifications, and top-performing Secondary 4 N(A) students may apply for entry to the Polytechnics via the Polytechnic Foundation Programme in lieu of Secondary 5. The polytechnics also admit working adults with relevant work experience through the Polytechnic Early Admissions Exercise.

  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 give polytechnic graduates a head-start in careers related to their discipline of study. WSPostDips provide opportunities for graduates to build on the skills and knowledge they acquired in school, and support their transition into the workforce. WSPostDip trainees undergo structured workplace learning, mentorship and facilitated learning, and receive a $5,000 sign-on incentive (for Singaporeans only) and industry-recognised certification upon completion.

- **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. ITE typically admits N-level holders into *Nitec* or 3-year *Higher Nitec* courses, and O-Level holders into 2-year *Higher Nitec* courses, but Secondary 4 N(A) students who meet the eligibility requirements may apply for entry to selected 2-year *Higher Nitec* courses via the DPP, which prepares students for progression into polytechnic diploma courses.

  ITE graduates who wish to further their education can be considered for admission to ITE's Technical Diploma and Work-Study Diploma (WSDip) programmes. WSDip programmes at ITE are 2.5 to 3 year Work-Study

programmes that are open to fresh and in-employment ITE graduates. ITE's WSDip provides trainees with a hands-on, skills-based and apprenticeship-based training pathway. WSDip courses are co-developed and co-delivered by ITE and partner companies, with structured on-the-job training at partner companies' workplaces comprising 70% of the total curriculum time. WSDip trainees are full-time employees of partner companies and receive a salary for the duration of their course.

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, Specialist 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. In recent years, the AUs have moved beyond providing an undergraduate education for fresh school leavers, to offering more Continuing Education & Training (CET) programmes to support graduates throughout their journey of lifelong learning. There are six publicly-funded AUs in Singapore.

- **National University of Singapore (NUS)** is a comprehensive and research-intensive university. 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 and research-intensive university with a strong focus on engineering, science, and technology. In addition to its five colleges, NTU also has the Lee Kong Chian

School of Medicine, which aims to be a model for innovative medicine education and a centre for transformative research.

- **Singapore Management University (SMU)** has six schools offering eight undergraduate degree programmes – law, accountancy, business management, economics, information systems, computer science, computing & law, and social sciences. SMU's pedagogy features an interactive, collaborative and seminar-based approach to learning. Students also take the SMU-X curriculum, which allows them to work on real-world industry issues under the guidance of faculty and industry partners.

- **Singapore University of Technology and Design (SUTD)** is a specialised and research-intensive university, with a multi-disciplinary design-focused curriculum. It offers architecture, engineering, and more recently, 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)** pioneered the applied degree pathway, with a focus on science and technology. It has applied degree programmes as well as degree programmes offered in partnership with reputable overseas universities. These programmes strongly emphasise practice-oriented learning and connection with industry.

- **Singapore University of Social Sciences (SUSS)**[3] provides an applied education in the domain of the social sciences, and disciplines that have a strong impact on human and community development. It offers more than 70 undergraduate and graduate programmes in five schools. These programmes are available in full-time and part-time study modes to cater to the fresh school leavers and working adults.

In March 2021, MOE announced that Singapore's **first university of the arts** would be established in an alliance between LASALLE and NAFA. Unlike Autonomous Universities, this will be a private university of the arts, supported by the Government. Within the alliance, LASALLE and NAFA will remain separate legal entities and distinct colleges offering their own programmes. A new central body will be set up within the alliance to drive synergies between both colleges and support the awarding of degrees in the name of the new university. The new university of the arts is expected to be set up within the next two to three years.

Work-Study Degrees (WSDegs)

Since 2017, the AUs have launched WSDegs to further tighten the nexus between education and training. These programmes feature increased employer involvement, where the companies and AUs co-design and co-deliver curricula that closely

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

interconnect theory and practice, as well as co-assess students' performance at the workplace. They can be delivered through one of the following modes: (i) term-in/term-out, where trainees alternate between spending one to two terms in university and at the workplace; (ii) work-day/study-day, e.g. trainees alternate between working three days in the company, and studying the remaining two days in university each week; or (iii) a combination of the two.

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.

Next Bound of SkillsFuture

Building on the good progress since the launch of the SkillsFuture movement, plans for the Next Bound of SkillsFuture were announced in 2020. This next phase of development will see an enhanced focus on employers and enterprises, and the contributions they can make to the national movement. This includes efforts to enhance workplace learning, as well as working with the Institutes of Higher Learning (IHLs) to scale up SkillsFuture work-study pathways. There is also a special focus on mid-career workers in their 40s and 50s, to help them upskill and reskill to take advantage of new emerging opportunities.

Fostering a Culture of 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. As the pace of change in industry and turnover of skills intensifies, the approach of front-loading education is no longer adequate in preparing our workers to be future-ready. Hence, we have significantly increased government expenditure on CET, and made skills upgrading and lifelong learning much more accessible and affordable for our workers. Some of the key initiatives that have been rolled out to support Singaporeans' lifelong learning include:

- **SkillsFuture Credit**. To catalyse a culture of lifelong learning in Singapore and encourage individual ownership of their skills development, Singapore Citizens aged 25 and above are provided with an opening SkillsFuture Credit of $500. A

broad-based top-up of $500 was provided in 2020, together with an additional SkillsFuture Credit (Mid-Career Support) of $500 for Singaporeans aged 40 to 60 to be used on career transition programmes at the CET Centres.

- **SkillsFuture Series**. The IHLs have developed a list of short, industry-relevant training courses known as the SkillsFuture Series that focus on priority and emerging skills areas, such as data analytics, finance, and tech-enabled services. The courses are offered across 3 proficiency levels: Basic, Intermediate and Advanced.

- **SkillsFuture Career Transition Programme**. A new SkillsFuture Career Transition Programme (SCTP) was launched in April 2022, building on the experience of SGUnited Skills and SGUnited Mid-Career Pathways – Company Training programmes. This will be a permanent feature of our training ecosystem, to help mid-career workers remain employable, and pivot towards sectors with good hiring opportunities. Under SCTP, skills and training advisory services will be made available to help trainees select courses that best suit their strengths and interests. All courses will have elements of industry involvement, such as work attachments or industry projects, to enable trainees to acquire industry-relevant skills. Employment facilitation will also be a part of the SCTP, to support trainees in their job search.

- **MySkillsFuture Portal**. MySkillsFuture is a one-stop online portal that empowers individuals to chart their own career and lifelong learning pathways. The workforce portal provides industry information, online assessment tools, a Skills Passport for documenting users' skills, certificates and licences, as well as a Skills Quotient that helps individuals to identify their skills gaps along with personalised course recommendations to nudge them to make informed career and training decisions. MOE students from Primary 5 to Pre-University use the students' portal as part of their curriculum to raise their self-awareness and understanding of the world of work, identify their career aspirations, and guide them in their education and career decision-making processes. The MySkillsFuture workforce portal also has a course directory to enable individuals to search for SkillsFuture Credit-eligible courses.

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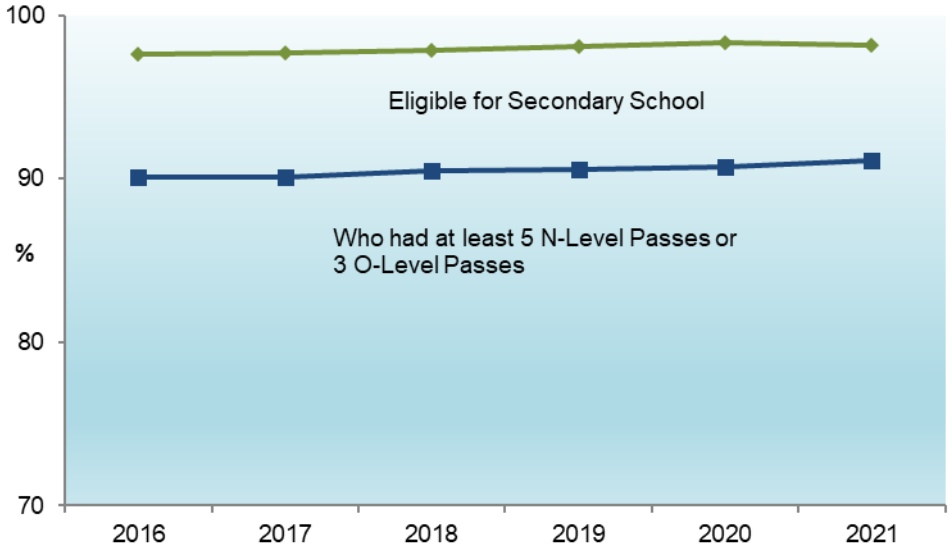
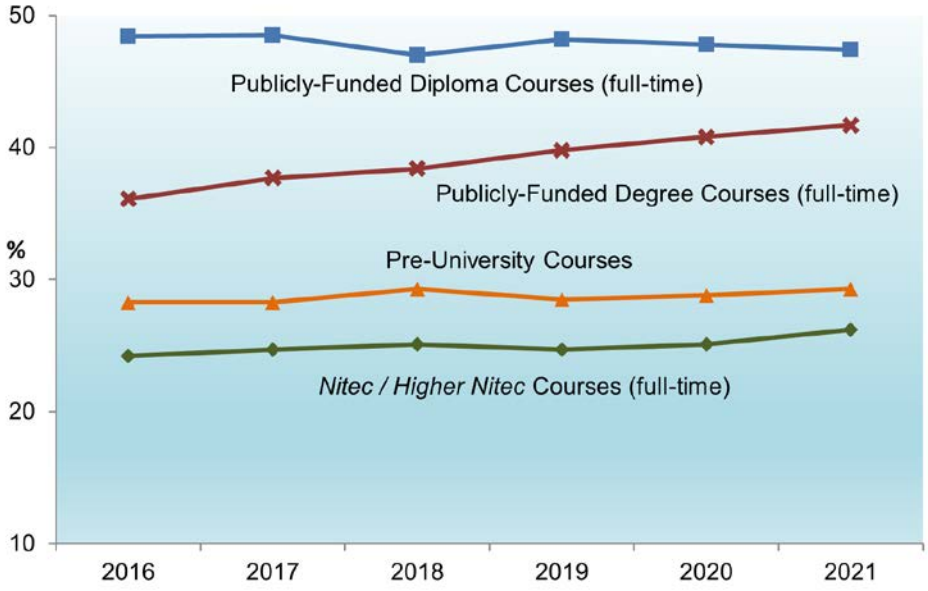
KEY EDUCATIONAL INDICATORS

A. Percentage of Primary 1 (P1) cohort:



Percentage of Primary 1 (P1) cohort admitted to:

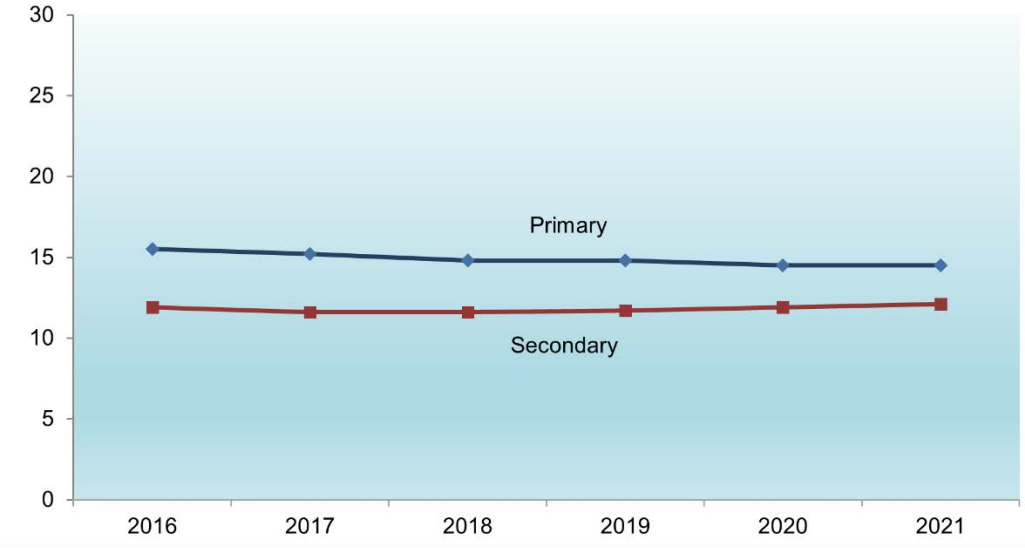


Percentage of P1 Cohort:[1]	2016	2017	2018	2019	2020	2021
(a) Eligible for Secondary School[2] (Refers to students who sat for PSLE and qualified for Express, Normal (Academic) or Normal (Technical) courses)	97.6	97.7	97.9	98.1	98.3	98.2
(b) Who had at least 5 N-Level passes or 3 O-Level passes[2,3]	90.1	90.1	90.5	90.6	90.7	91.1
(c) Admitted to:[4]						
(i) *Nitec / Higher Nitec* Courses (full-time)	24.2	24.7	25.1	24.7	25.1	26.2
(ii) Publicly-Funded Diploma Courses (full-time)[5]	48.4	48.5	47.0	48.2	47.8	47.4
(iii) Pre-University Courses	28.3	28.3	29.3	28.5	28.8	29.3
(iv) Publicly-Funded Degree Courses (full-time)[6]	36.1	37.7	38.4	39.8	40.8	41.7

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 2021, the percentage of the P1 cohort eligible for secondary school is calculated based on the cohort that entered P1 in 2016, and the percentage of the P1 cohort that had at least 5 N-Level or 3 O-Level passes is calculated based on the cohort that entered P1 in 2012. These figures may be different from those shown in Tables 34 to 54 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 passed an equivalent of 5 distinct subjects based on a combination of N- and O-Level subjects. For students offering ITE Skills 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	2016	2017	2018	2019	2020	2021
Primary	15.5	15.2	14.8	14.8	14.5	14.5
Secondary	11.9	11.6	11.6	11.7	11.9	12.1

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, 2021

Type of School	Primary	Secondary	Mixed Level[1]	Junior College / Centralised Institute	Total
Total	**181**	**136**	**16**	**11**	**344**
Government	140	101	4	7	252
Govt-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

Note: 1) Mixed Level schools comprise Primary & Secondary schools (P1-S4/5) 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 EP[1] IN SCHOOLS BY LEVEL, 2021

	Primary		Secondary		Mixed Level[2]		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Enrolment	226,892	110,496	144,178	72,180	35,863	16,455	15,029	7,962	421,962	207,093
Teacher	15,708	12,691	11,784	7,484	2,912	1,810	1,430	837	31,834	22,822
Vice-Principal	291	202	243	117	54	30	20	10	608	359
Principal	189	136	139	62	19	9	12	5	359	212
Education Partners	3,331	2,417	3,113	1,951	912	575	285	189	7,641	5,132

Note: 1) Education Partners are non-Education Officers such as 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-S4/5) and Secondary & Junior College Schools (S1-JC2).

3) Staff strength data as at Dec 2021, which might include transitional staff movements/deployments.

3 SUMMARY STATISTICS ON EDUCATION OFFICERS, 2021

Level / Type of School	Teacher		Vice-Principal		Principal		All	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	**31,834**	**22,822**	**608**	**359**	**359**	**212**	**32,801**	**23,393**
Primary	**16,076**	**13,003**	**300**	**210**	**190**	**137**	**16,566**	**13,350**
Government	11,790	9,431	219	149	145	98	12,154	9,678
Govt-Aided	4,286	3,572	81	61	45	39	4,412	3,672
Secondary	**13,417**	**8,496**	**272**	**131**	**150**	**68**	**13,839**	**8,695**
Government	8,922	5,655	187	81	106	49	9,215	5,785
Govt-Aided	2,783	1,826	55	34	31	13	2,869	1,873
Independent	1,031	663	18	14	5	3	1,054	680
Specialised Independent	367	219	6	1	4	2	377	222
Specialised	314	133	6	1	4	1	324	135
Junior College / Centralised Institute	**2,341**	**1,323**	**36**	**18**	**19**	**7**	**2,396**	**1,348**
Government	1,269	721	17	8	12	5	1,298	734
Govt-Aided	536	310	8	5	4	2	548	317
Independent	536	292	11	5	3	0	550	297

Note: 1) The above excludes 1,612 officers in HQ (of which 1,037 are female), 1,098 on various leave (of whom 997 are female), 275 on secondment to other institutions (of whom 179 are female) and 71 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.

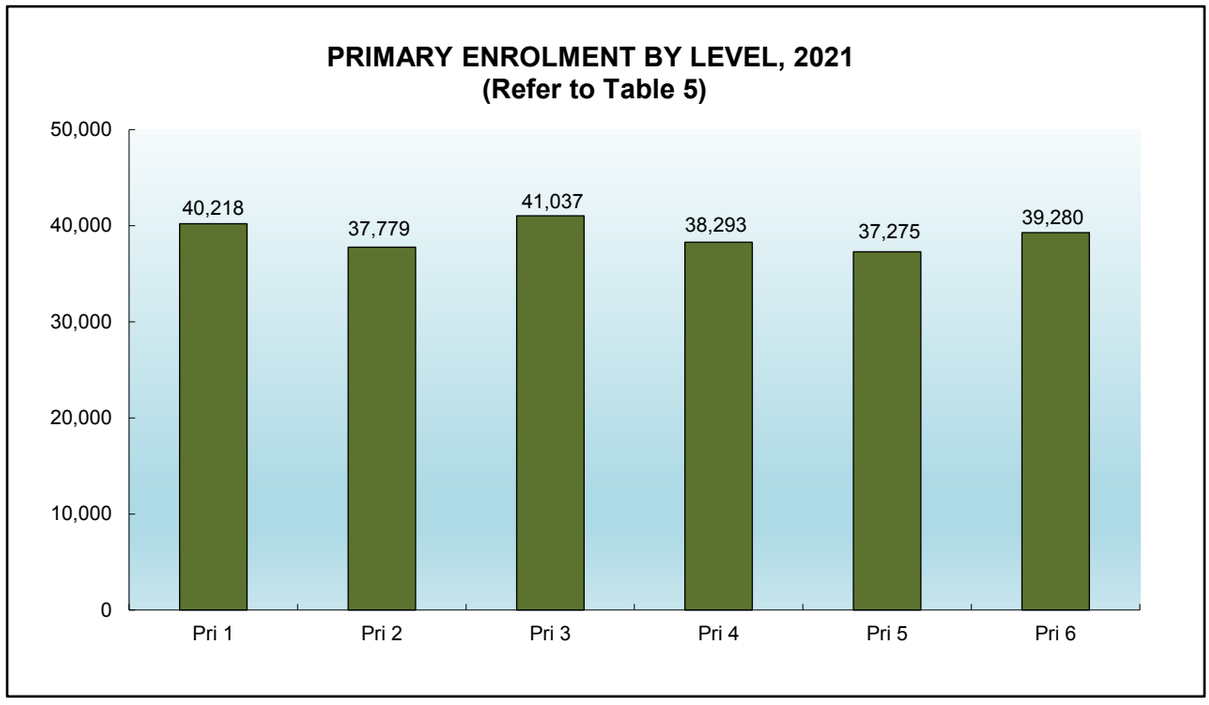
3) Include education officers on part-time employment scheme.

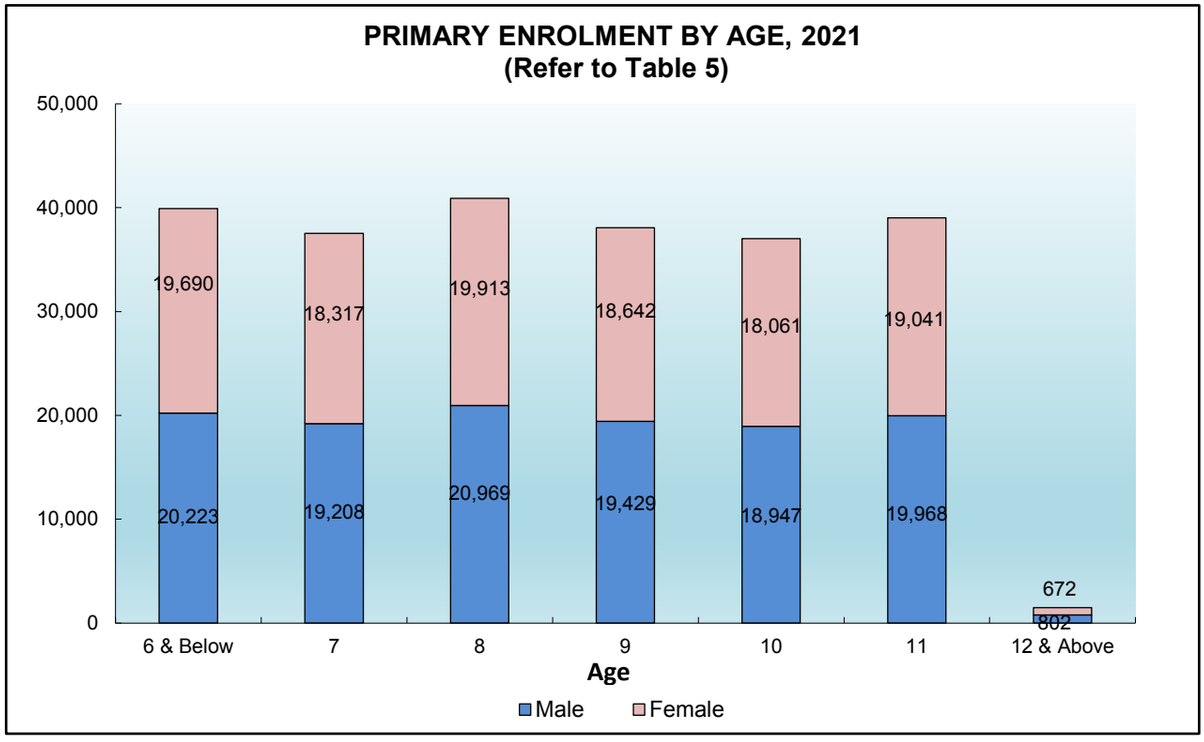
4 ENROLMENT, NUMBER OF CLASSES AND CLASS SIZE BY LEVEL, 2021

Level	Enrolment	No. of Classes	Average Class Size
Total	**421,962**	**13,109**	**32.2**
Primary	**233,882**	**7,086**	**33.0**
Pri 1	40,218	1,376	29.2
Pri 2	37,779	1,291	29.3
Pri 3	41,037	1,126	36.4
Pri 4	38,293	1,078	35.5
Pri 5	37,275	1,083	34.4
Pri 6	39,280	1,132	34.7
Secondary	**162,731**	**4,922**	**33.1**
Sec 1	40,081	1,160	34.6
Sec 2	40,231	1,167	34.5
Sec 3	40,023	1,213	33.0
Sec 4	39,221	1,209	32.4
Sec 5	3,175	173	18.4
Junior College / Centralised Institute	**25,349**	**1,101**	**23.0**
JC 1 / Pre-U 1	12,850	546	23.5
JC 2 / Pre-U 2	12,308	546	22.5
Pre-U 3	191	9	21.2

Note: 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.


PRIMARY ENROLMENT BY LEVEL, 2021
(Refer to Table 5)
50,000
40,000
30,000
20,000
10,000
0
40,218
37,779
41,037
38,293
37,275
39,280
Pri 1
Pri 2
Pri 3
Pri 4
Pri 5
Pri 6

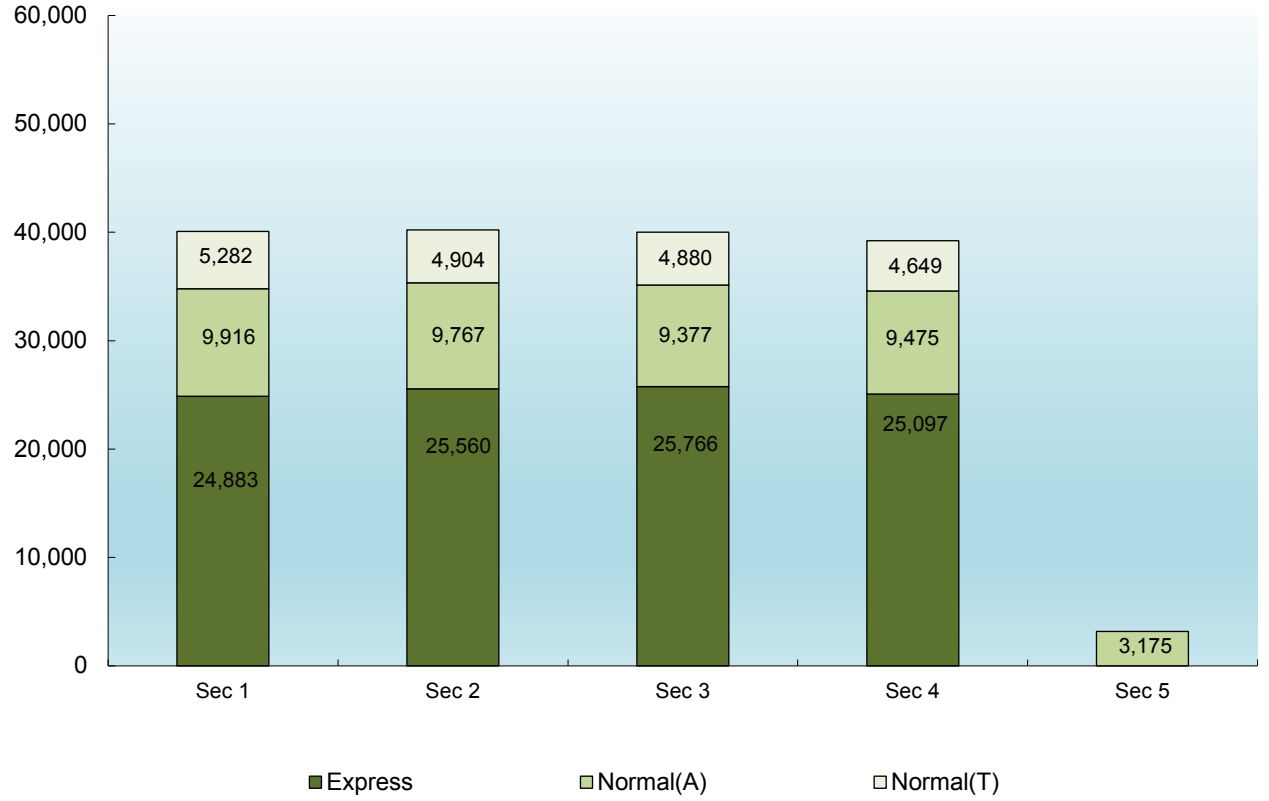

PRIMARY ENROLMENT BY AGE, 2021
(Refer to Table 5)
50,000
40,000
30,000
20,000
10,000
0
19,690
18,317
19,913
18,642
18,061
19,041
20,223
19,208
20,969
19,429
18,947
19,968
672
802
6 & Below
7
8
9
10
11
12 & Above
Age
Male
Female

5 PRIMARY ENROLMENT BY AGE AND LEVEL, 2021

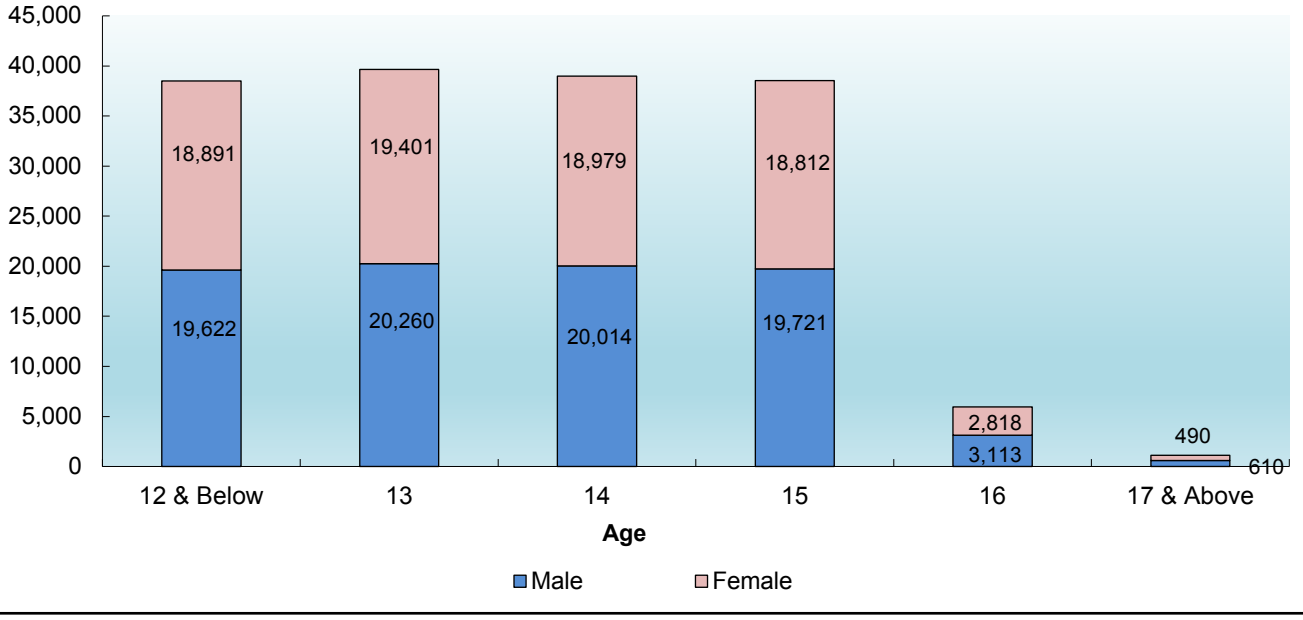
Level	Sex	Age (in years)										
		≤ 6	7	8	9	10	11	12	13	14	≥ 15	Total
Total	**MF**	**39,913**	**37,525**	**40,882**	**38,071**	**37,008**	**39,009**	**1,212**	**234**	**26**	**2**	**233,882**
	F	**19,690**	**18,317**	**19,913**	**18,642**	**18,061**	**19,041**	**549**	**109**	**12**	**2**	**114,336**
Pri 1	MF	39,913	276	26	2	1	0	0	0	0	0	40,218
	F	19,690	106	9	1	1	0	0	0	0	0	19,807
Pri 2	MF	0	37,249	477	50	3	0	0	0	0	0	37,779
	F	0	18,211	190	26	1	0	0	0	0	0	18,428
Pri 3	MF	0	0	40,379	555	86	16	1	0	0	0	41,037
	F	0	0	19,714	242	41	7	0	0	0	0	20,004
Pri 4	MF	0	0	0	37,464	616	192	19	2	0	0	38,293
	F	0	0	0	18,373	249	88	10	0	0	0	18,720
Pri 5	MF	0	0	0	0	36,302	731	221	16	5	0	37,275
	F	0	0	0	0	17,769	314	101	8	3	0	18,195
Pri 6	MF	0	0	0	0	0	38,070	971	216	21	2	39,280
	F	0	0	0	0	0	18,632	438	101	9	2	19,182

Note : 1) Age is as at the start of the year.

SECONDARY ENROLMENT BY LEVEL AND COURSE, 2021
(Refer to Table 6)



SECONDARY ENROLMENT BY AGE, 2021
(Refer to Table 6)



6 SECONDARY ENROLMENT BY AGE, LEVEL AND COURSE, 2021

Level & Course	Sex	Age (in years)									
		≤ 12	13	14	15	16	17	18	19	≥ 20	Total
Total	**MF**	**38,513**	**39,661**	**38,993**	**38,533**	**5,931**	**932**	**141**	**24**	**3**	**162,731**
	F	**18,891**	**19,401**	**18,979**	**18,812**	**2,818**	**410**	**70**	**9**	**1**	**79,391**
Secondary 1	**MF**	**38,512**	**1,238**	**279**	**42**	**8**	**2**	**0**	**0**	**0**	**40,081**
	F	**18,890**	**575**	**122**	**22**	**6**	**0**	**0**	**0**	**0**	**19,615**
Express	MF	24,334	431	114	4	0	0	0	0	0	24,883
	F	12,379	205	57	2	0	0	0	0	0	12,643
Normal(A)	MF	9,480	352	73	10	1	0	0	0	0	9,916
	F	4,567	159	31	5	1	0	0	0	0	4,763
Normal(T)	MF	4,698	455	92	28	7	2	0	0	0	5,282
	F	1,944	211	34	15	5	0	0	0	0	2,209
Secondary 2	**MF**	**1**	**38,422**	**1,335**	**393**	**62**	**16**	**2**	**0**	**0**	**40,231**
	F	**1**	**18,825**	**585**	**196**	**27**	**9**	**0**	**0**	**0**	**19,643**
Express	MF	1	24,913	453	181	9	3	0	0	0	25,560
	F	1	12,861	229	94	3	2	0	0	0	13,190
Normal(A)	MF	0	9,192	440	115	16	3	1	0	0	9,767
	F	0	4,305	190	67	10	1	0	0	0	4,573
Normal(T)	MF	0	4,317	442	97	37	10	1	0	0	4,904
	F	0	1,659	166	35	14	6	0	0	0	1,880
Secondary 3	**MF**	**0**	**1**	**37,377**	**1,972**	**571**	**78**	**22**	**2**	**0**	**40,023**
	F	**0**	**1**	**18,272**	**820**	**278**	**38**	**9**	**1**	**0**	**19,419**
Express	MF	0	1	24,637	831	283	13	1	0	0	25,766
	F	0	1	12,637	400	155	6	1	0	0	13,200
Normal(A)	MF	0	0	8,541	637	158	33	7	1	0	9,377
	F	0	0	3,990	231	70	20	3	1	0	4,315
Normal(T)	MF	0	0	4,199	504	130	32	14	1	0	4,880
	F	0	0	1,645	189	53	12	5	0	0	1,904
Secondary 4	**MF**	**0**	**0**	**2**	**36,126**	**2,431**	**579**	**65**	**16**	**2**	**39,221**
	F	**0**	**0**	**0**	**17,774**	**1,055**	**255**	**32**	**5**	**1**	**19,122**
Express	MF	0	0	2	23,598	1,191	288	17	1	0	25,097
	F	0	0	0	12,228	583	142	11	0	0	12,964
Normal(A)	MF	0	0	0	8,586	711	155	21	2	0	9,475
	F	0	0	0	4,092	272	60	8	1	0	4,433
Normal(T)	MF	0	0	0	3,942	529	136	27	13	2	4,649
	F	0	0	0	1,454	200	53	13	4	1	1,725
Secondary 5	**MF**	**0**	**0**	**0**		**2,859**	**257**	**52**	**6**	**1**	**3,175**
	F	**0**	**0**	**0**		**1,452**	**108**	**29**	**3**	**0**	**1,592**

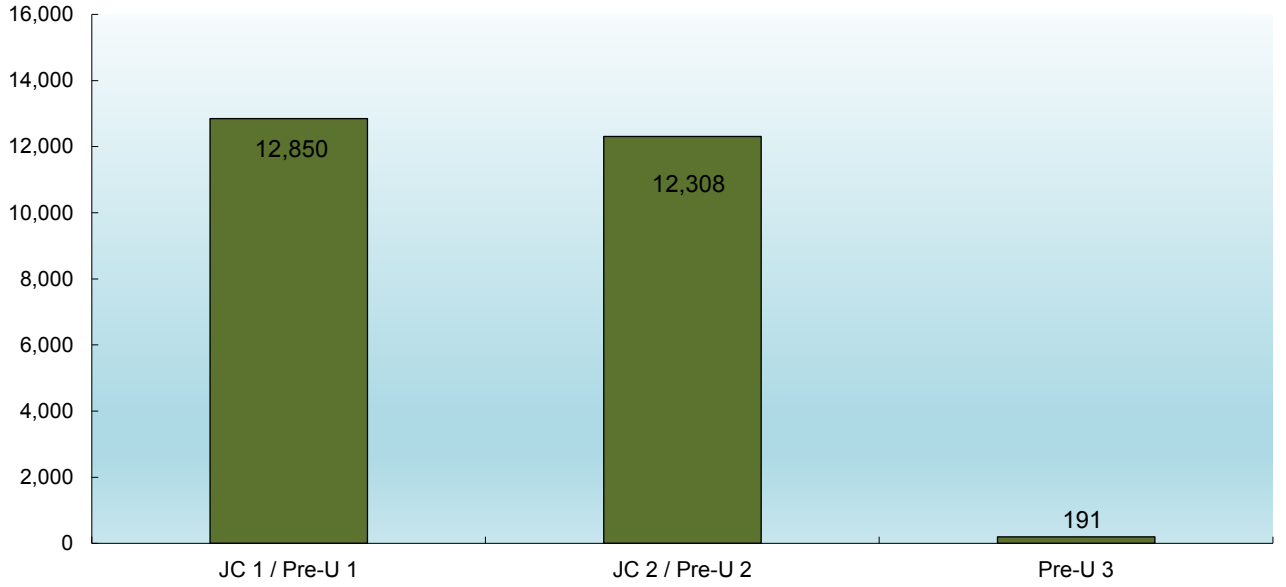
Note: 1) Normal(T) figures include students in Specialised Schools. These students are taking the ITE Skills Certificate (ISC) course or in a 2-year work-study programme after completing ISC.

2) All Secondary 5 students are in the Normal (Academic) course.

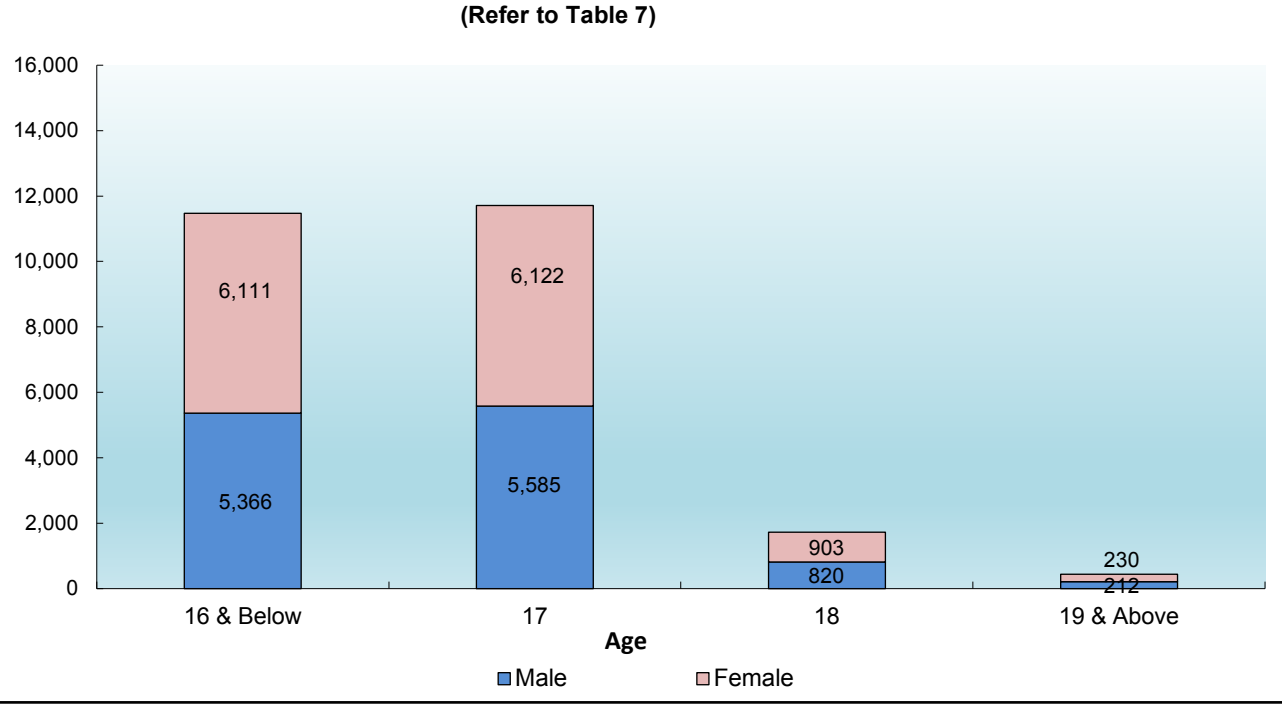
3) Includes Government, Govt-Aided, Independent, Specialised Independent and Specialised schools.

4) Age is as at the start of the year.

JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY LEVEL, 2021
(Refer to Table 7)



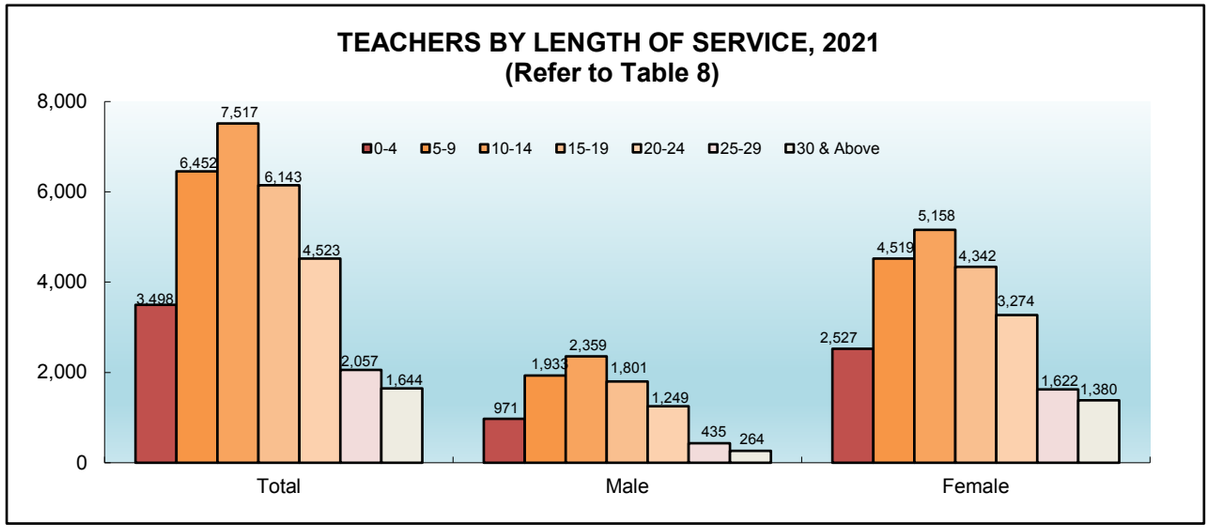
JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY AGE, 2021
(Refer to Table 7)

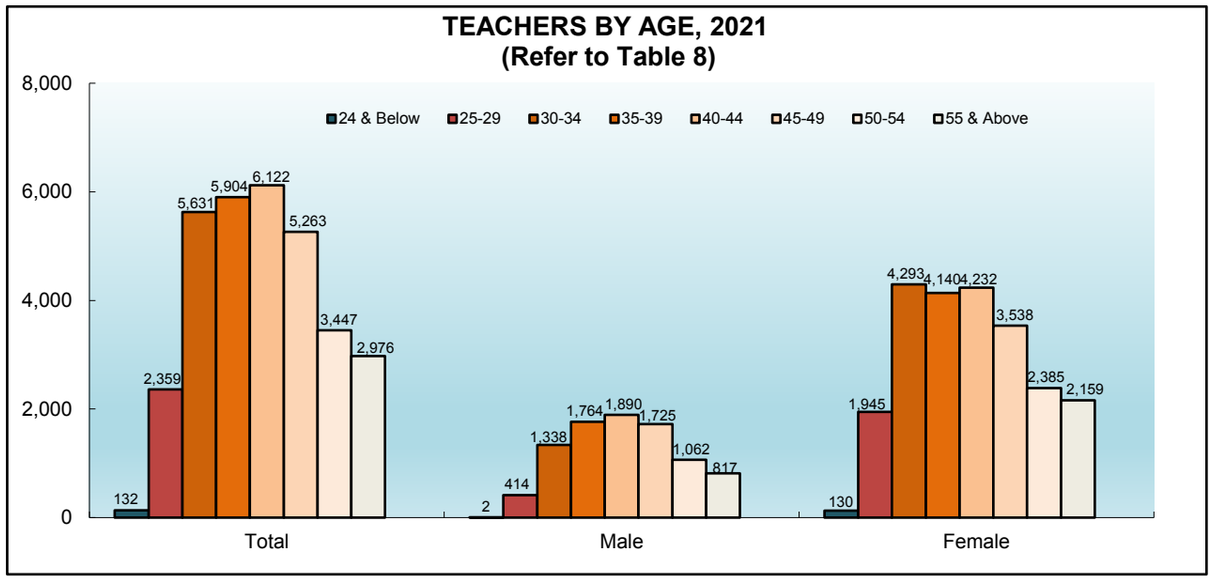


7 JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY AGE AND LEVEL, 2021

Level	Sex	Age (in years)						
		≤ 16	17	18	19	20	≥ 21	Total
Total	**MF**	**11,477**	**11,707**	**1,723**	**361**	**67**	**14**	**25,349**
	F	**6,111**	**6,122**	**903**	**183**	**36**	**11**	**13,366**
JC 1 / Pre-U 1	MF	11,476	1,088	264	14	8	0	12,850
	F	6,110	562	123	9	5	0	6,809
JC 2 / Pre-U 2	MF	1	10,619	1,358	290	36	4	12,308
	F	1	5,560	712	141	16	3	6,433
Pre-U 3	MF	0	0	101	57	23	10	191
	F	0	0	68	33	15	8	124

Note: 1) Includes pre-university students such as those in Years 5 and 6 of the Integrated Programme.
2) Includes Government, Govt-Aided, Independent and Specialised Independent schools.
3) Age is as at the start of the year.


TEACHERS BY LENGTH OF SERVICE, 2021
(Refer to Table 8)
8,000
6,000
4,000
2,000
0
0-4
5-9
10-14
15-19
20-24
25-29
30 & Above
3,498
6,452
7,517
6,143
4,523
2,057
1,644
971
1,933
2,359
1,801
1,249
435
264
2,527
4,519
5,158
4,342
3,274
1,622
1,380
Total
Male
Female


TEACHERS BY AGE, 2021
(Refer to Table 8)
8,000
6,000
4,000
2,000
0
24 & Below
25-29
30-34
35-39
40-44
45-49
50-54
55 & Above
132
2,359
5,631
5,904
6,122
5,263
3,447
2,976
2
414
1,338
1,764
1,890
1,725
1,062
817
130
1,945
4,293
4,140
4,232
3,538
2,385
2,159
Total
Male
Female

8 TEACHERS' LENGTH OF SERVICE AND AGE BY LEVEL, 2021

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	**16,076**	**13,003**	**13,417**	**8,496**	**2,341**	**1,323**	**31,834**	**22,822**
Length of Service (in years)[1]								
0 - 4	1,690	1,396	1,603	1,013	205	118	3,498	2,527
5 - 9	3,047	2,422	2,918	1,837	487	260	6,452	4,519
10 - 14	3,663	2,796	3,282	2,040	572	322	7,517	5,158
15 - 19	3,093	2,476	2,544	1,569	506	297	6,143	4,342
20 - 24	2,651	2,189	1,601	955	271	130	4,523	3,274
25 - 29	1,124	978	787	552	146	92	2,057	1,622
30 & Above	808	746	682	530	154	104	1,644	1,380
Age (in years)								
24 & Below	68	68	63	61	1	1	132	130
25 - 29	1,118	1,030	1,129	838	112	77	2,359	1,945
30 - 34	2,785	2,341	2,444	1,728	402	224	5,631	4,293
35 - 39	2,832	2,181	2,559	1,660	513	299	5,904	4,140
40 - 44	3,145	2,495	2,469	1,456	508	281	6,122	4,232
45 - 49	2,854	2,228	2,049	1,126	360	184	5,263	3,538
50 - 54	1,868	1,494	1,379	789	200	102	3,447	2,385
55 & Above	1,406	1,166	1,325	838	245	155	2,976	2,159

Note : 1) Length of Service is calculated based on officers' latest employment episode (i.e., 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).

9 VICE-PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2021

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	**300**	**210**	**272**	**131**	**36**	**18**	**608**	**359**
Length of Service (in years)[1]								
0 - 9	8	5	8	4	0	0	16	9
10 - 14	17	12	37	11	9	4	63	27
15 - 19	51	35	61	27	6	3	118	65
20 - 24	111	71	60	20	5	1	176	92
25 - 29	66	48	54	31	5	2	125	81
30 & Above	47	39	52	38	11	8	110	85
Age (in years)								
30 - 34	1	1	2	1	1	1	4	3
35 - 39	17	14	40	18	8	4	65	36
40 - 44	49	38	40	18	6	2	95	58
45 - 49	100	67	68	25	2	0	170	92
50 - 54	75	47	60	30	6	3	141	80
55 & Above	58	43	62	39	13	8	133	90

Note: 1) Length of Service is calculated based on officers' latest employment episode (i.e. 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, 2021

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	**190**	**137**	**150**	**68**	**19**	**7**	**359**	**212**
Length of Service (in years)[1]								
0 - 9	10	8	7	5	3	1	20	14
10 - 14	2	0	9	1	0	0	11	1
15 - 19	21	14	31	9	1	0	53	23
20 - 24	57	37	33	15	6	0	96	52
25 - 29	44	33	33	15	3	2	80	50
30 & Above	56	45	37	23	6	4	99	72
Age (in years)								
30 - 34	0	0	0	0	0	0	0	0
35 - 39	2	2	3	1	0	0	5	3
40 - 44	23	15	32	10	0	0	55	25
45 - 49	57	38	32	18	5	0	94	56
50 - 54	47	34	35	13	5	2	87	49
55 & Above	61	48	48	26	9	5	118	79

Note: 1) Length of Service is calculated based on officers' latest employment episode (i.e. 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[1] ON PRIVATE SCHOOLS, 2021

Type of Institution	Number of Institutions	Student Enrolment		Teaching Staff	
		Total	Female	Total	Female
Total	**29**	**13,906**	**5,684**	**2,273**	**1,786**
Full-time Islamic Religious School (Madrasah)	6	3,593	2,194	281	199
Privately-Funded School[2]	3	3,257	1,629	341	199
Special Education School[3]	20	7,056	1,861	1,651	1,388

Note: 1) The figures include only private schools registered with MOE.
2) Privately-Funded Schools (PFS) 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.
3) The figures include only government-funded special education schools.
4) Private kindergartens are not included in these tables.

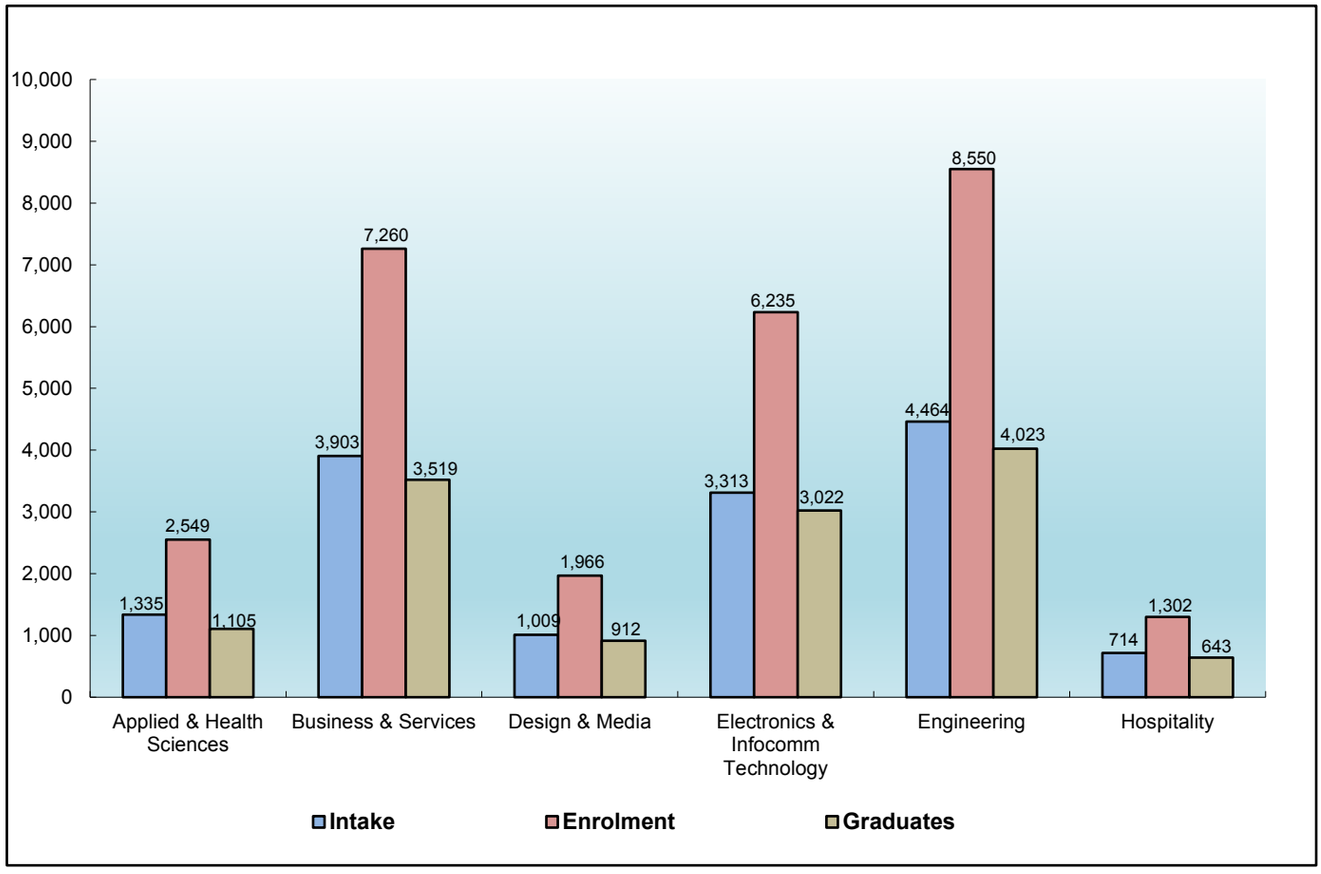
SECTION 2

Post-Secondary Education

12 INTAKE, ENROLMENT AND GRADUATES OF ITE BY COURSE (FULL-TIME), 2021

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**14,738**	**5,905**	**27,862**	**10,957**	**13,224**	**5,173**
Applied & Health Sciences	1,335	878	2,549	1,683	1,105	722
Business & Services	3,903	2,445	7,260	4,536	3,519	2,237
Design & Media	1,009	604	1,966	1,112	912	501
Electronics & Infocomm Technology	3,313	848	6,235	1,543	3,022	724
Engineering	4,464	734	8,550	1,368	4,023	633
Hospitality	714	396	1,302	715	643	356

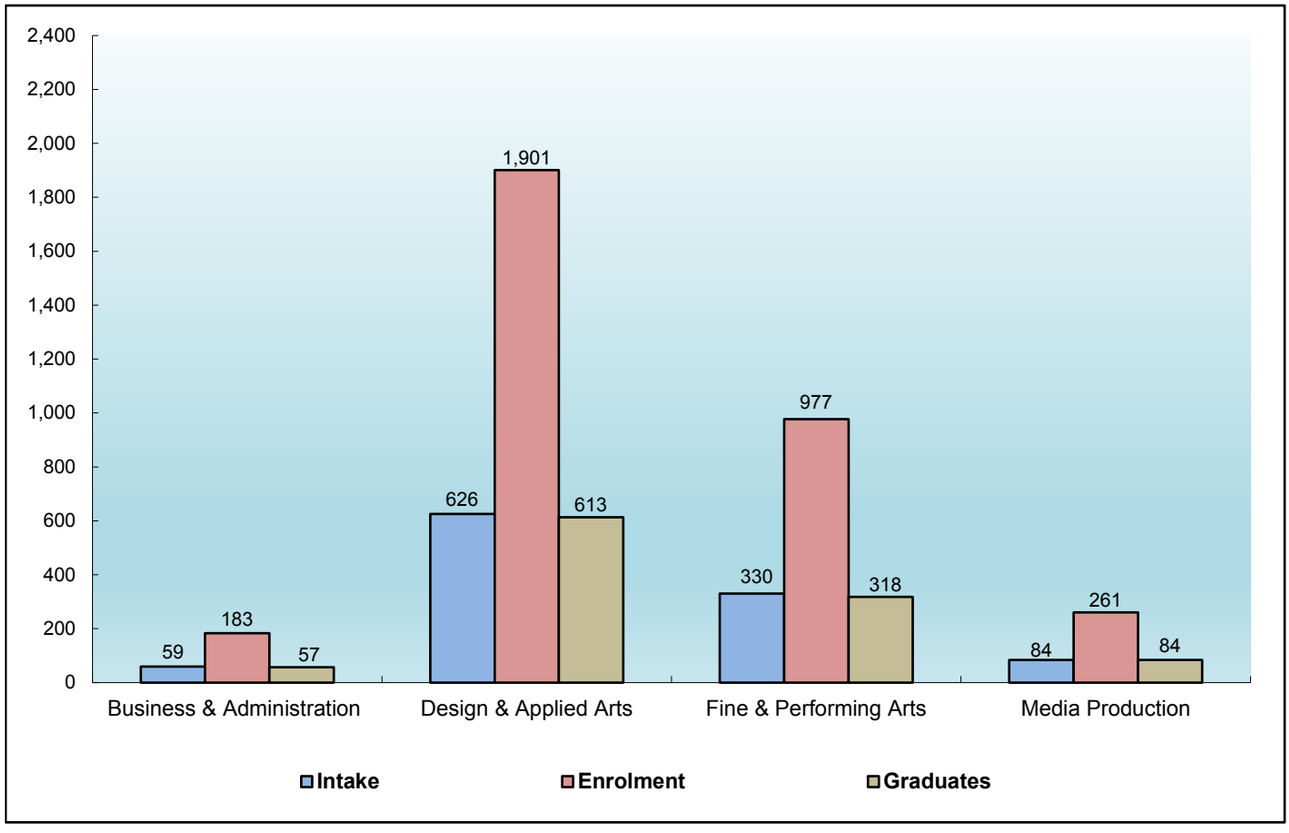
Note : 1) Refer to the Appendix for the classification of courses.



13.1 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DIPLOMA (FULL-TIME), 2021

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**1,099**	**752**	**3,322**	**2,310**	**1,072**	**751**
Business & Administration	59	46	183	141	57	45
Design & Applied Arts	626	455	1,901	1,378	613	454
Fine & Performing Arts	330	207	977	659	318	220
Media Production	84	44	261	132	84	32

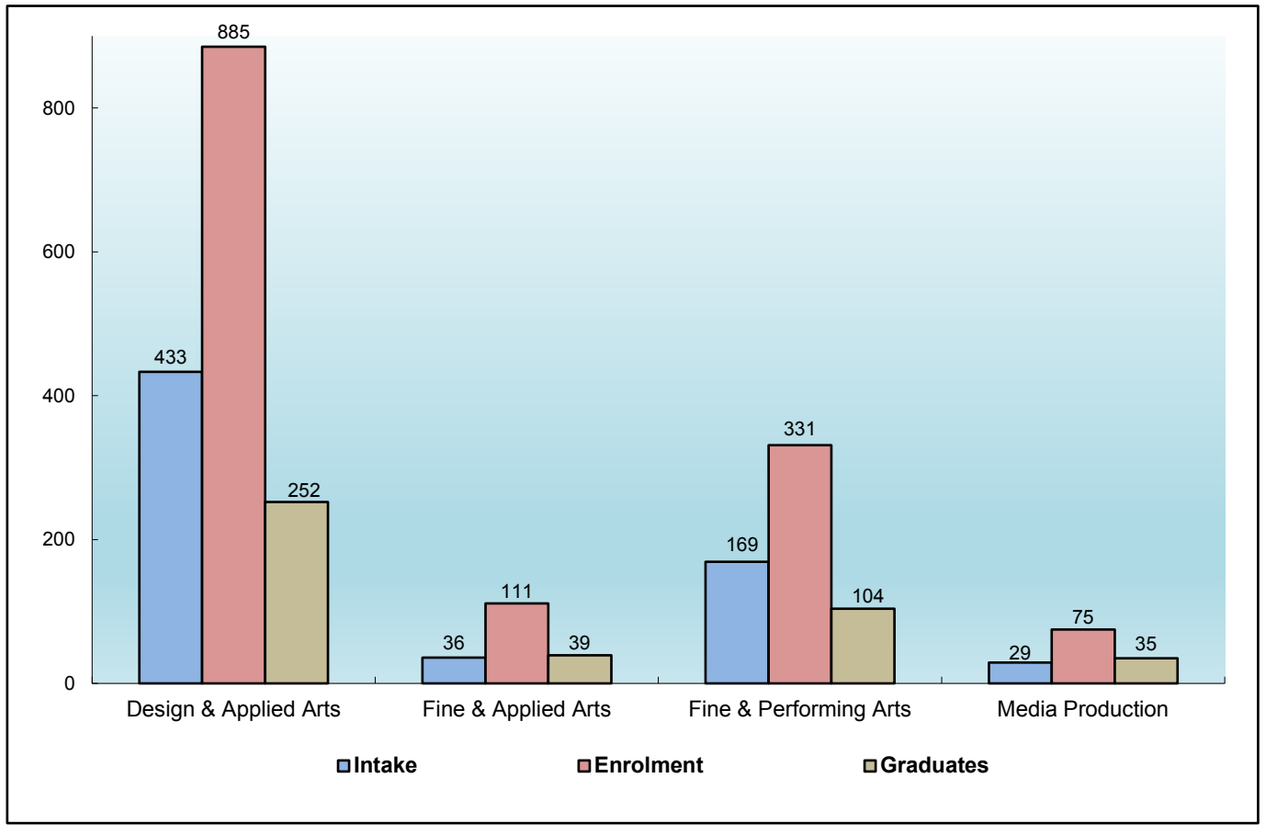
Note: 1) Figures for LASALLE College of the Arts (LASALLE) and the Nanyang Academy of Fine Arts (NAFA) are for full-time diploma courses only. Intake excludes 55 students on NAFA Foundation Programme (of which 47 are female).
2) Intake includes direct entry to second and subsequent years.
3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



13.2 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DEGREE (FULL-TIME), 2021

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**667**	**499**	**1,402**	**1,042**	**430**	**318**
Design & Applied Arts	433	339	885	704	252	199
Fine & Applied Arts	36	32	111	98	39	31
Fine & Performing Arts	169	120	331	214	104	66
Media Production	29	8	75	26	35	22

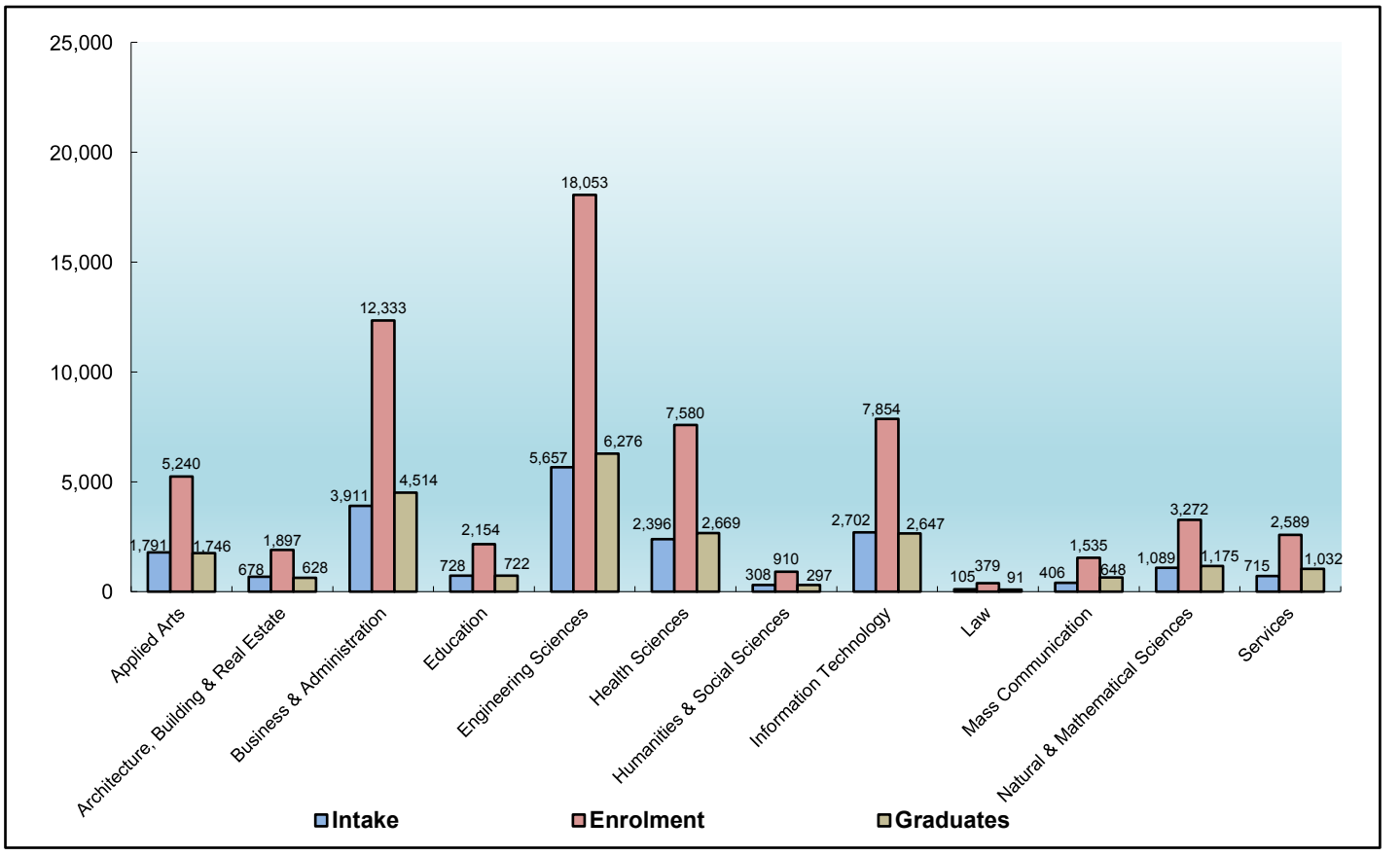
Note: 1) Figures for LASALLE College of the Arts (LASALLE) and the Nanyang Academy of Fine Arts (NAFA) are for full-time publicly-funded degree courses only.
2) Intake includes direct entry to second and subsequent years.
3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



14 INTAKE, ENROLMENT AND GRADUATES OF POLYTECHNICS BY COURSE (FULL-TIME), 2021

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**20,486**	**9,730**	**63,796**	**30,267**	**22,445**	**10,883**
Applied Arts	1,791	1,132	5,240	3,243	1,746	1,029
Architecture, Building & Real Estate	678	342	1,897	981	628	329
Business & Administration	3,911	2,301	12,333	7,406	4,514	2,755
Education	728	685	2,154	2,006	722	665
Engineering Sciences	5,657	1,281	18,053	3,881	6,276	1,370
Health Sciences	2,396	1,709	7,580	5,517	2,669	2,052
Humanities & Social Sciences	308	246	910	713	297	223
Information Technology	2,702	662	7,854	2,010	2,647	768
Law	105	70	379	236	91	61
Mass Communication	406	299	1,535	1,142	648	479
Natural & Mathematical Sciences	1,089	676	3,272	1,987	1,175	731
Services	715	327	2,589	1,145	1,032	421

Note: 1) Intake, enrolment and graduate figures refer to full-time diploma courses only. Intake excludes 1,485 students (of which 715 are female) on 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.



15 INTAKE, ENROLMENT AND GRADUATES OF UNIVERSITIES[1] BY COURSE (FULL-TIME), 2021

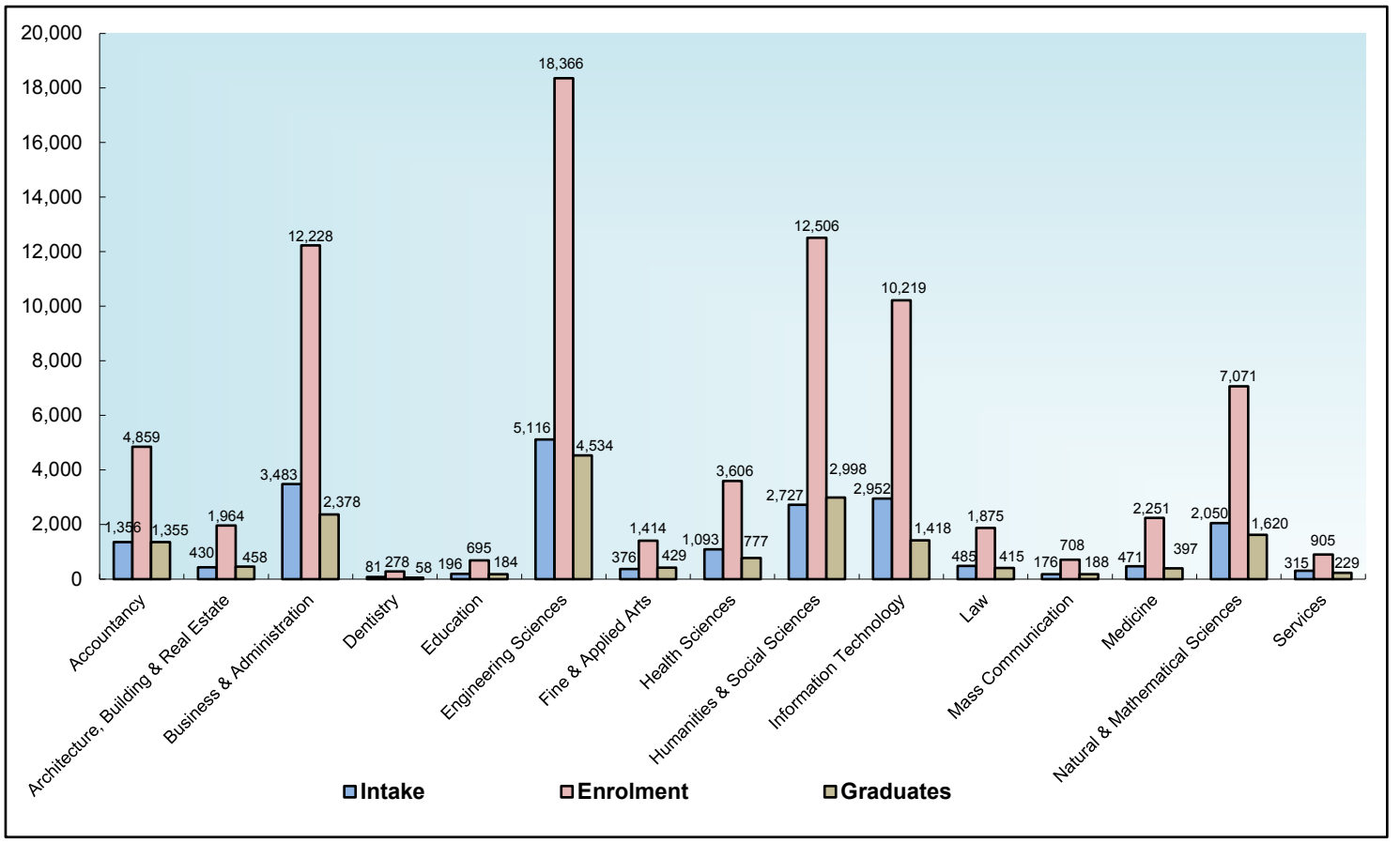
Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**21,307**	**10,187**	**78,945**	**39,128**	**17,438**	**8,525**
Accountancy	1,356	757	4,859	2,726	1,355	732
Architecture, Building & Real Estate	430	255	1,964	1,171	458	247
Business & Administration	3,483	2,046	12,228	7,274	2,378	1,357
Dentistry	81	65	278	199	58	33
Education	196	152	695	561	184	160
Engineering Sciences	5,116	1,397	18,366	5,254	4,534	1,202
Fine & Applied Arts	376	251	1,414	870	429	255
Health Sciences	1,093	817	3,606	2,642	777	576
Humanities & Social Sciences	2,727	1,789	12,506	8,506	2,998	1,984
Information Technology	2,952	705	10,219	3,027	1,418	426
Law	485	230	1,875	909	415	216
Mass Communication	176	140	708	574	188	136
Medicine	471	227	2,251	1,052	397	196
Natural & Mathematical Sciences	2,050	1,193	7,071	3,912	1,620	874
Services	315	163	905	451	229	131

Note: 1) Refer 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 includes 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.



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, 2021 data refers to male graduates who completed their full-time NS between April 2020 and March 2021 for polytechnic and ITE graduates.

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

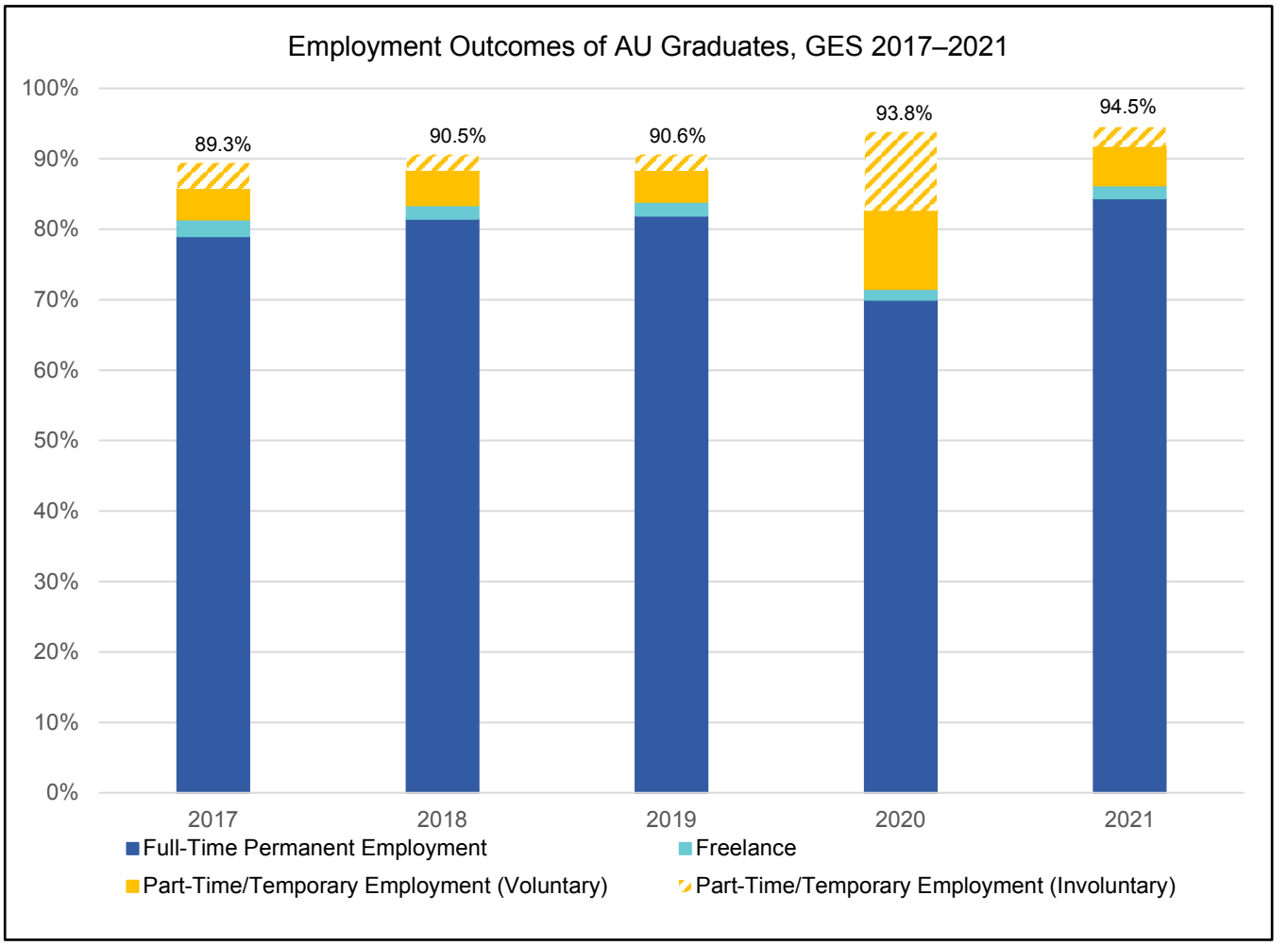
9 For ITE fresh graduates, the decrease in full-time permanent (FTP) employment rate and increase in part-time/temporary/freelance (PT/T/F) employment rate between 2020 and 2021 are mainly due to changes in definitions (notes 10 and 11). Without these changes, the FTP employment rate would be 44.9% and the PT/T/F employment rate would be 38.0% in 2021.

10 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.

11 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.

12 Figures might not add up due to rounding.

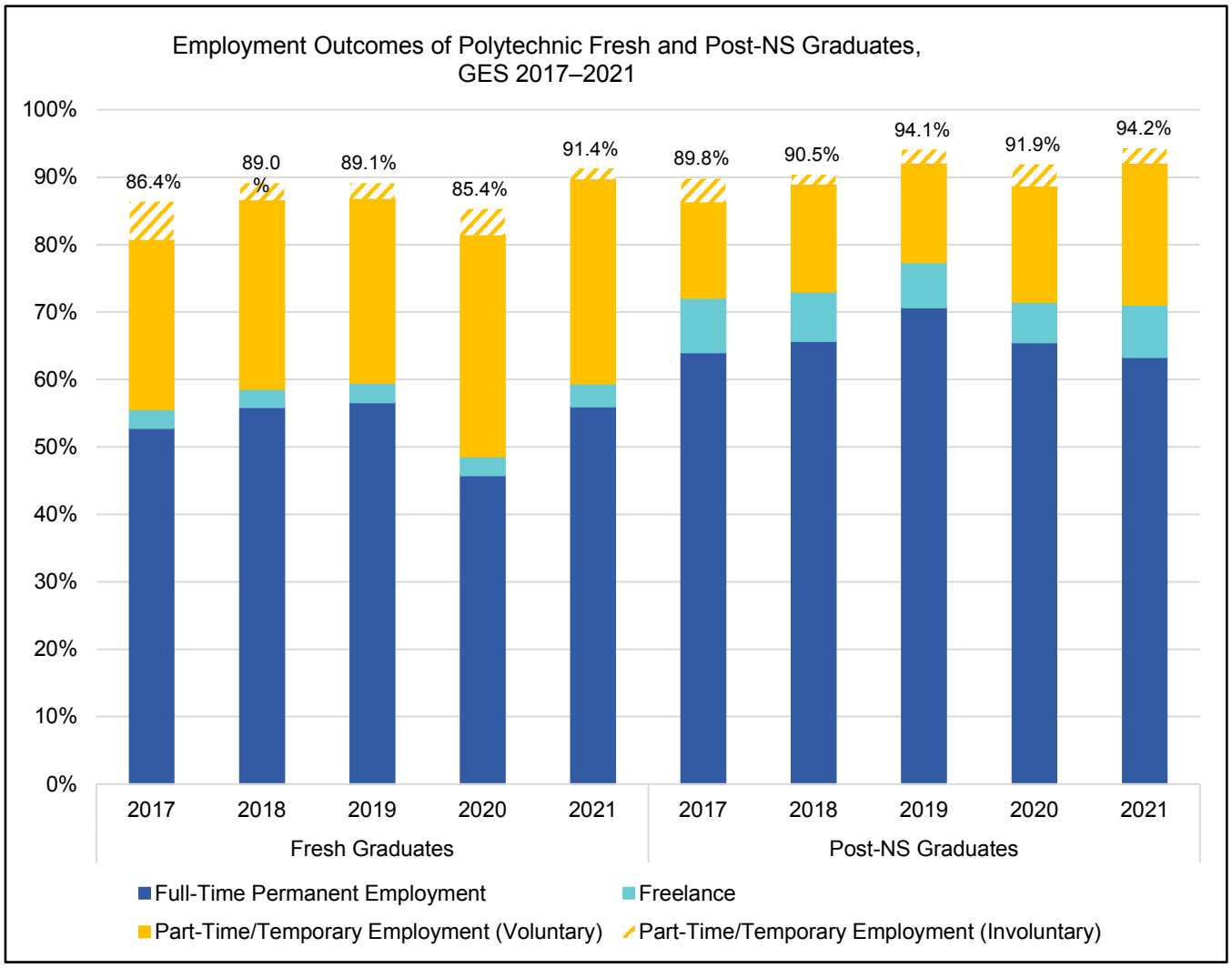
16 EMPLOYMENT OUTCOMES OF AUTONOMOUS UNIVERSITY GRADUATES



	2017	2018	2019	2020	2021
Proportion Of AU Graduates In The Labour Force Who Are Employed	**89.3%**	**90.5%**	**90.6%**	**93.8%**	**94.5%**
Part-Time/Temporary Employment (Involuntary)	3.7%	2.3%	2.3%	11.2%	2.8%
Part-Time/Temporary Employment (Voluntary)	4.3%	4.9%	4.4%	11.1%	5.5%
Freelance	2.4%	1.9%	2.0%	1.5%	1.8%
Full-Time Permanent Employment	79.0%	81.5%	81.9%	70.0%	84.4%
Median Gross Monthly Salary of FTP Employed AU Graduates	$3,400	$3,500	$3,600	$3,700	$3,800

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

17 EMPLOYMENT OUTCOMES OF POLYTECHNIC FRESH AND POST-NS GRADUATES

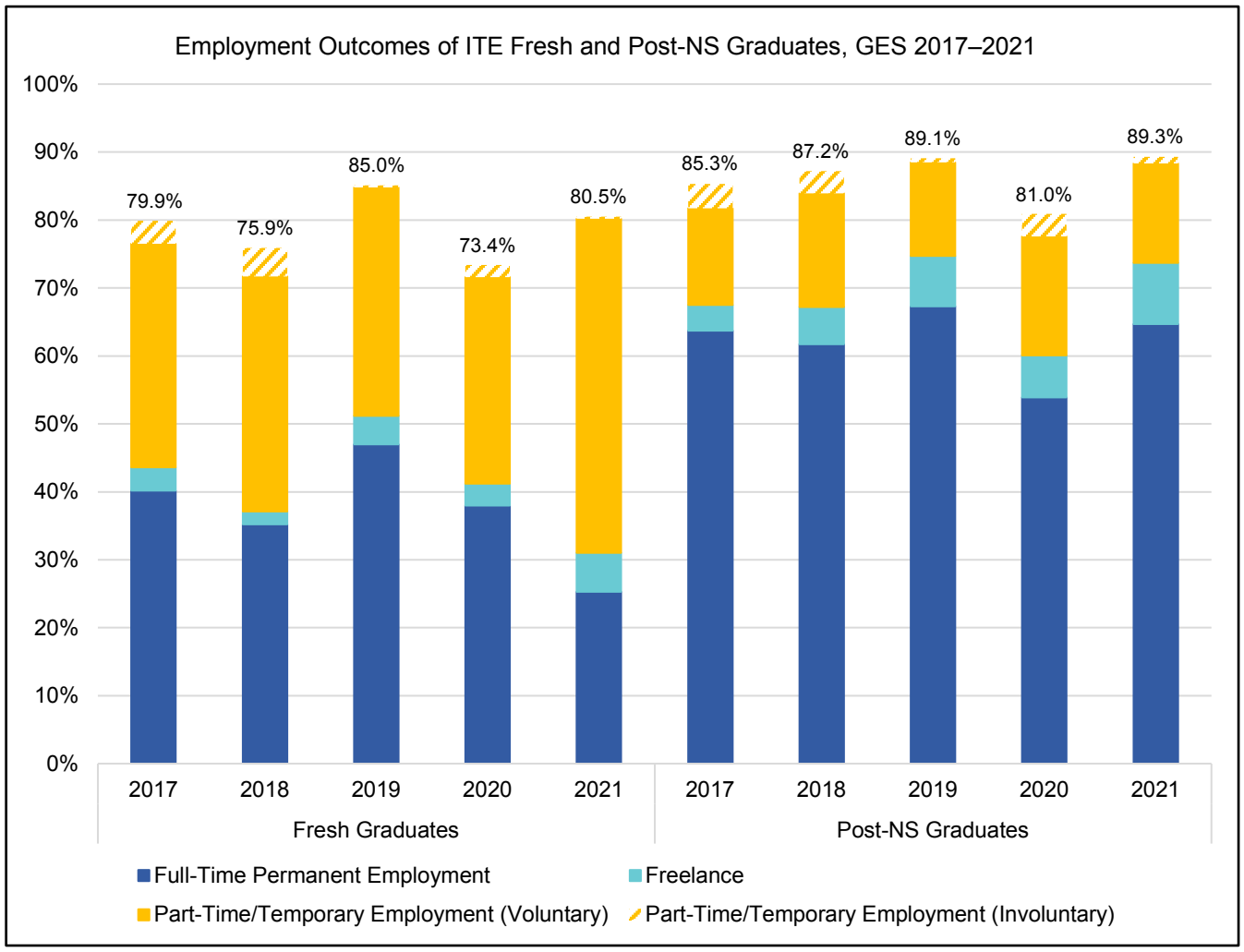


	Fresh Graduates					Post-NS Graduates				
	2017	**2018**	**2019**	**2020**	**2021**	**2017**	**2018**	**2019**	**2020**	**2021**
Proportion Of Polytechnic Graduates In The Labour Force Who Are Employed	**86.4%**	**89.0%**	**89.1%**	**85.4%**	**91.4%**	**89.8%**	**90.5%**	**94.1%**	**91.9%**	**94.2%**
Part-Time/Temporary Employment (Involuntary)	5.7%	2.5%	2.3%	3.9%	1.6%	3.5%	1.5%	2.1%	3.3%	2.3%
Part-Time/Temporary Employment (Voluntary)	25.1%	28.0%	27.3%	32.8%	30.3%	14.2%	15.9%	14.6%	17.1%	20.9%
Freelance	2.8%	2.7%	2.9%	2.8%	3.4%	8.1%	7.3%	6.7%	6.0%	7.8%
Full-Time Permanent Employment	52.8%	55.9%	56.6%	45.8%	56.0%	64.0%	65.7%	70.7%	65.5%	63.3%
Median Gross Monthly Salary of FTP Employed Polytechnic Graduates	$2,200	$2,270	$2,300	$2,350	$2,400	$2,480	$2,501	$2,540	$2,500	$2,614

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

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

18 EMPLOYMENT OUTCOMES OF ITE FRESH AND POST-NS GRADUATES

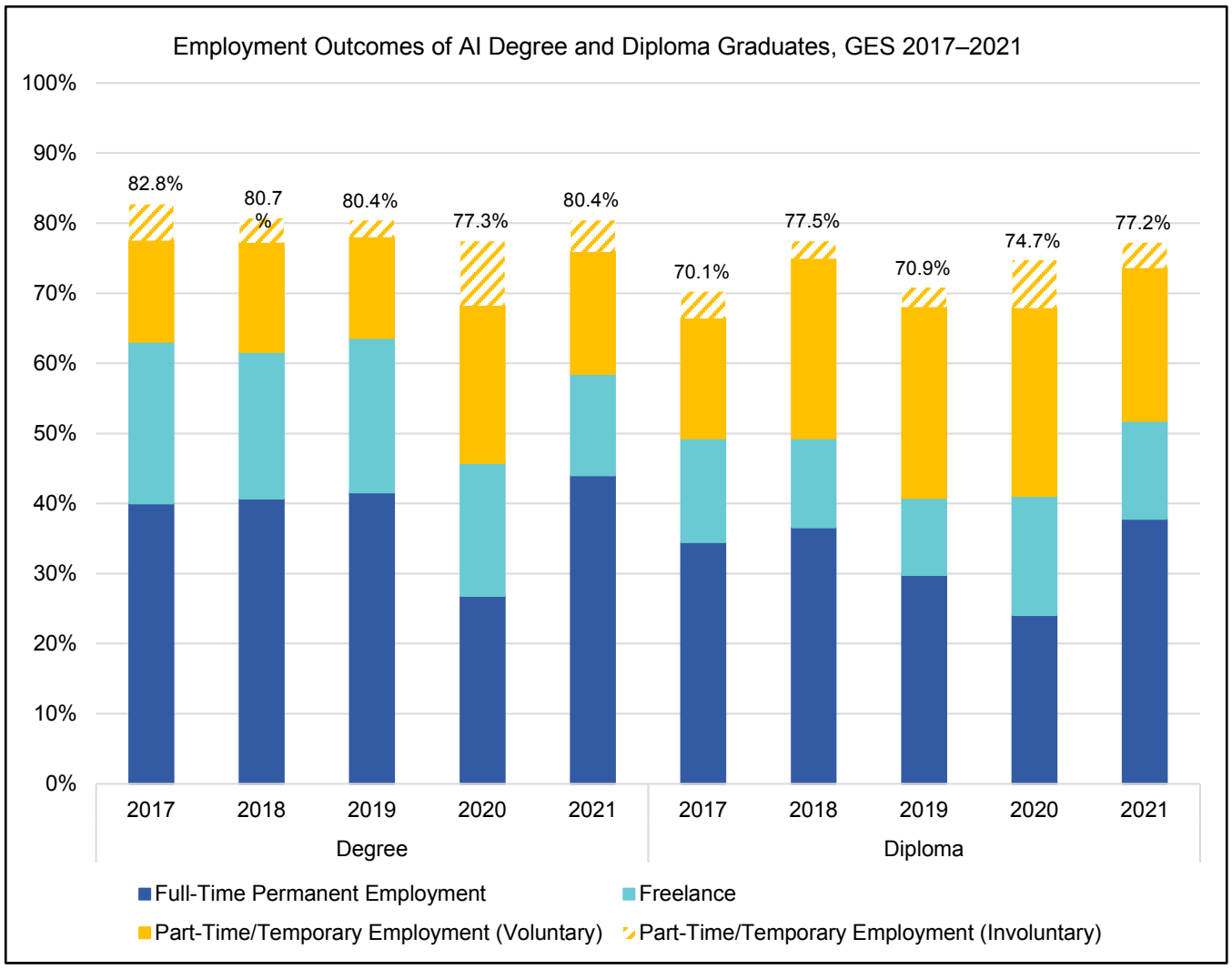


	Fresh Graduates					Post-NS Graduates				
	2017	**2018**	**2019**	**2020**	**2021**	**2017**	**2018**	**2019**	**2020**	**2021**
Proportion Of ITE Graduates In The Labour Force Who Are Employed	**79.9%**	**75.9%**	**85.0%**	**73.4%**	**80.5%**	**85.3%**	**87.2%**	**89.1%**	**81.0%**	**89.3%**
Part-Time/Temporary Employment (Involuntary)	3.4%	4.2%	0.3%	1.8%	0.3%	3.6%	3.3%	0.6%	3.3%	1.0%
Part-Time/Temporary Employment (Voluntary)	32.9%	34.6%	33.6%	30.4%	49.2%	14.2%	16.7%	13.8%	17.5%	14.6%
Freelance	3.4%	1.9%	4.2%	3.2%	5.7%	3.8%	5.5%	7.4%	6.2%	9.0%
Full-Time Permanent Employment	40.2%	35.2%	47.0%	38.0%	25.3%	63.7%	61.7%	67.3%	53.9%	64.7%
Median Gross Monthly Salary of FTP Employed ITE Graduates	$1,700	$1,700	$1,700	$1,720	$1,800	$2,100	$2,200	$2,050	$2,200	$2,178

Source: Graduate Employment Survey conducted by ITE

Note:
1) 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 notes 10 and 11 on page 22).
2) 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.
3) Of the ITE graduates in part-time/temporary employment or freelancing arrangements, about half are pursuing or preparing to begin further studies.

19 EMPLOYMENT OUTCOMES OF AI DEGREE AND DIPLOMA GRADUATES



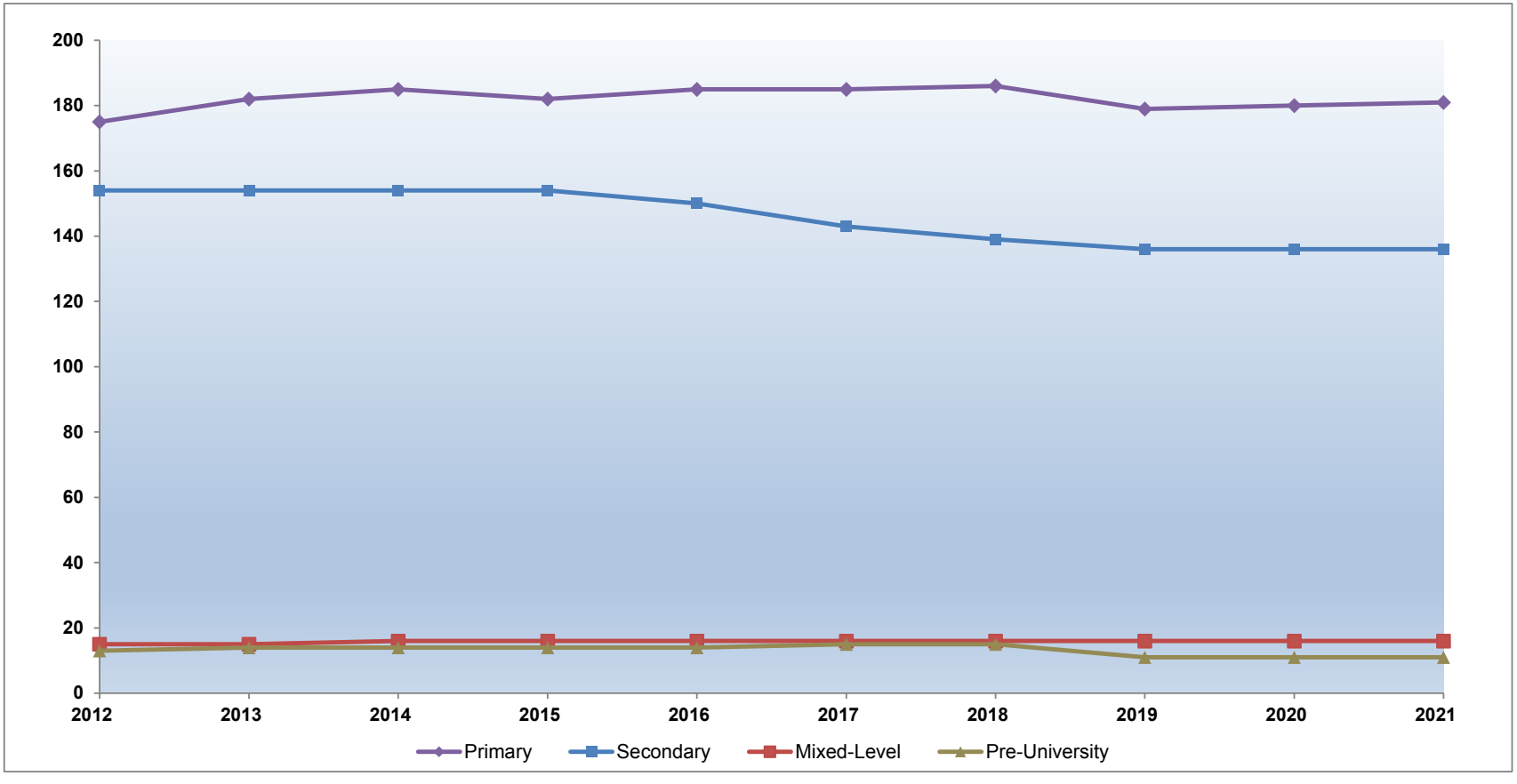
	Degree					Diploma				
	2017	**2018**	**2019**	**2020**	**2021**	**2017**	**2018**	**2019**	**2020**	**2021**
Proportion Of AI Graduates In The Labour Force Who Are Employed	**82.8%**	**80.7%**	**80.4%**	**77.3%**	**80.4%**	**70.1%**	**77.5%**	**70.9%**	**74.7%**	**77.2%**
Part-Time/Temporary Employment (Involuntary)	5.2%	3.5%	2.4%	9.2%	4.5%	3.8%	2.5%	2.8%	6.8%	3.6%
Part-Time/Temporary Employment (Voluntary)	14.4%	15.6%	14.4%	22.4%	17.4%	17.1%	25.6%	27.2%	26.8%	21.8%
Freelance	23.1%	20.9%	22.0%	19.0%	14.5%	14.8%	12.7%	11.0%	17.0%	14.0%
Full-Time Permanent Employment	40.0%	40.7%	41.6%	26.8%	44.0%	34.5%	36.6%	29.8%	24.1%	37.8%
Median Gross Monthly Salary of FTP Employed AI Graduates	$2,500	$2,500	$2,500	$2,600	$2,600	$2,000	$2,100	$2,100	$2,000	$2,300

Source: Graduate Employment Survey jointly conducted by LASALLE and NAFA

SECTION 3

Statistical Series

NUMBER OF SCHOOLS BY LEVEL (Refer to Table 20)

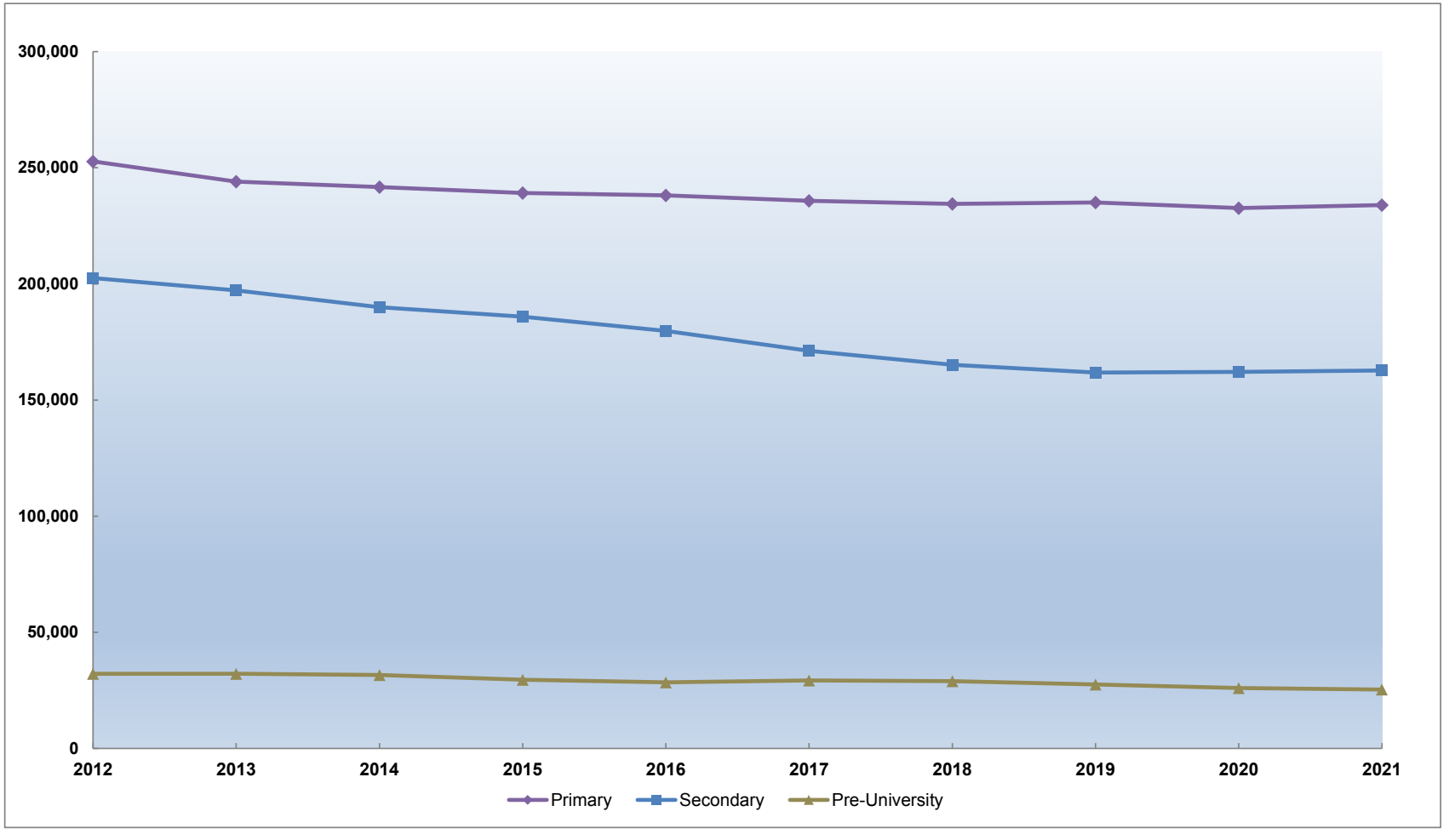


20 NUMBER OF SCHOOLS BY LEVEL AND TYPE

Year	Primary			Secondary						Mixed Level[1]					Pre-University						Grand Total
															Junior College[3]			Centralised			
	Govt	Aided	Total	Govt	Aided	Indep	Spec Indep[2]	Spec'd[2]	Total	Govt	Aided	Indep	Spec Indep[2]	Total	Govt	Aided	Indep	Institute[4]	Total[5]		
1960	165	248	413	27	21	-	-	-	48	1	31	-	-	32	-	-	-	-	-		493
1970	198	190	388	68	17	-	-	-	85	-	30	-	-	30	1	-	-	-	1		504
1980	199	114	313	84	23	-	-	-	107	-	23	-	-	23	2	5	-	-	7	(19)	450
1990	157	43	200	102	27	4	-	-	133	-	7	2	-	9	9	5	-	4	18	(25)	360
2000	155	40	195	123	28	6	-	-	157	-	4	2	-	6	10	5	-	2	17		375
2010	132	41	173	120	28	3	2	2	155	5	3	5	2	15	8	4	-	1	13		356
2012	134	41	175	119	28	3	2	2	154	5	3	5	2	15	8	4	-	1	13		357
2013	141	41	182	119	28	2	2	3	154	4	3	6	2	15	9	4	-	1	14		365
2014	144	41	185	119	28	2	1	4	154	4	3	6	3	16	9	4	-	1	14		369
2015	141	41	182	119	28	2	1	4	154	4	3	6	3	16	9	4	-	1	14		366
2016	144	41	185	115	28	2	1	4	150	4	3	6	3	16	9	4	-	1	14		365
2017	144	41	185	108	28	2	1	4	143	4	3	6	3	16	10	4	-	1	15		359
2018	145	41	186	104	28	2	1	4	139	4	3	6	3	16	10	4	-	1	15		356
2019	138	41	179	101	28	2	1	4	136	4	3	6	3	16	6	4	-	1	11		342
2020	139	41	180	101	28	2	1	4	136	4	3	6	3	16	6	4	-	1	11		343
2021	140	41	181	101	28	2	1	4	136	4	3	6	3	16	6	4	-	1	11		344

Note:
1) Mixed Level schools comprise Primary & Secondary schools (P1-S4/5) and Secondary & Junior College schools (S1-JC2 or S3-JC2). Mixed Level schools are classified by type according to their secondary sections.
2) "Spec Indep" refers to "Specialised Independent" and "Spec'd" refers to "Specialised".
3) The first junior college (National Junior College) was opened in 1969.
4) Centralised Institute, which provides a 3-year pre-university course leading to A-Level certification, was introduced in 1987.
5) Figures exclude the number of Pre-U centres, which are indicated in parentheses. 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.

ENROLMENT BY LEVEL (Refer to Table 21)



21 ENROLMENT BY LEVEL AND SCHOOL TYPE

Year	Sex	Primary			Secondary						Pre-University [1]					Grand Total
		Govt	Aided	Total	Govt	Aided	Indep	Auto[2]	-	Total	Govt	Aided	-	-	Total	
1960	**MF**	**139,932**	**143,104**	**283,036**	**26,300**	**24,623**	**-**	**-**	**-**	**50,923**	**1,298**	**3,830**	**-**	**-**	**5,128**	**339,087**
	F	61,636	63,430	125,066	8,484	11,607	-	-	-	20,091	330	1,442	-	-	1,772	146,929
1970	**MF**	**233,692**	**129,150**	**362,842**	**97,997**	**35,408**	**-**	**-**	**-**	**133,405**	**5,877**	**3,991**	**-**	**-**	**9,868**	**506,115**
	F	108,947	60,472	169,419	46,472	18,830	-	-	-	65,302	2,664	1,627	-	-	4,291	239,012
1980	**MF**	**214,187**	**77,323**	**291,510**	**115,185**	**40,348**	**-**	**-**	**-**	**155,533**	**9,826**	**6,446**	**-**	**-**	**16,272**	**463,315**
	F	101,232	37,971	139,203	57,734	21,034	-	-	-	78,768	5,799	3,819	-	-	9,618	227,589
1990	**MF**	**195,994**	**61,763**	**257,757**	**116,693**	**35,589**	**8,260**	**-**	**-**	**160,542**	**21,107**	**8,107**	**-**	**-**	**29,214**	**447,513**
	F	91,747	30,437	122,184	56,741	20,036	1,654	-	-	78,431	12,110	4,268	-	-	16,378	216,993
2000	**MF**	**223,272**	**82,433**	**305,705**	**110,154**	**27,902**	**12,087**	**25,262**	**-**	**175,405**	**16,452**	**8,352**	**-**	**-**	**24,804**	**505,914**
	F	106,443	40,964	147,407	50,805	13,659	5,315	14,075	-	83,854	9,141	4,365	-	-	13,506	244,767
		Govt	**Aided**	**Total**	**Govt**	**Aided**	**Indep**	**Spec Indep[3]**	**Spec'd[3]**	**Total**	**Govt**	**Aided**	**Indep**	**Spec Indep[3]**	**Total**	
2010	**MF**	**189,999**	**73,907**	**263,906**	**155,033**	**42,934**	**13,260**	**1,953**	**1,208**	**214,388**	**19,440**	**6,877**	**5,717**	**386**	**32,420**	**510,714**
	F	90,030	37,507	127,537	74,437	21,661	5,824	945	412	103,279	11,100	3,816	2,717	136	17,769	248,585
2012	**MF**	**180,829**	**71,906**	**252,735**	**143,943**	**41,620**	**13,024**	**2,465**	**1,468**	**202,520**	**19,035**	**6,618**	**5,811**	**623**	**32,087**	**487,342**
	F	85,837	36,617	122,454	69,240	21,119	5,723	1,119	522	97,723	10,834	3,536	2,809	332	17,511	237,688
2013	**MF**	**173,721**	**70,324**	**244,045**	**139,542**	**40,456**	**12,759**	**2,693**	**1,715**	**197,165**	**19,109**	**6,545**	**5,881**	**630**	**32,165**	**473,375**
	F	82,692	35,930	118,622	67,269	20,512	5,619	1,200	617	95,217	10,797	3,456	2,874	328	17,455	231,294
2014	**MF**	**171,975**	**69,708**	**241,683**	**133,011**	**39,537**	**12,585**	**2,698**	**2,165**	**189,996**	**18,755**	**6,278**	**5,908**	**672**	**31,613**	**463,292**
	F	81,912	35,791	117,703	64,023	20,034	5,585	1,211	783	91,636	10,474	3,330	2,870	361	17,035	226,374
2015	**MF**	**169,972**	**69,130**	**239,102**	**129,667**	**38,557**	**12,399**	**2,670**	**2,562**	**185,855**	**17,476**	**5,659**	**5,717**	**707**	**29,559**	**454,516**
	F	81,087	35,521	116,608	62,573	19,488	5,552	1,200	908	89,721	9,722	3,085	2,775	385	15,967	222,296
2016	**MF**	**169,389**	**68,751**	**238,140**	**124,645**	**37,482**	**12,067**	**2,665**	**2,894**	**179,753**	**16,763**	**5,308**	**5,669**	**702**	**28,442**	**446,335**
	F	80,871	35,287	116,158	60,464	19,032	5,478	1,158	1,027	87,159	9,329	2,893	2,766	381	15,369	218,686
2017	**MF**	**167,732**	**68,022**	**235,754**	**117,148**	**36,607**	**11,856**	**2,651**	**2,918**	**171,180**	**17,269**	**5,410**	**5,862**	**711**	**29,252**	**436,186**
	F	80,179	34,895	115,074	56,821	18,597	5,407	1,144	1,014	82,983	9,656	2,892	2,836	375	15,759	213,816
2018	**MF**	**166,848**	**67,566**	**234,414**	**111,951**	**35,912**	**11,862**	**2,664**	**2,735**	**165,124**	**15,908**	**6,203**	**6,197**	**704**	**29,012**	**428,550**
	F	79,810	34,663	114,473	54,539	18,225	5,405	1,178	921	80,268	8,791	3,323	3,012	377	15,503	210,244
2019	**MF**	**167,672**	**67,367**	**235,039**	**108,825**	**35,728**	**11,819**	**2,688**	**2,771**	**161,831**	**14,122**	**6,443**	**6,272**	**695**	**27,532**	**424,402**
	F	80,311	34,428	114,739	53,049	18,078	5,378	1,165	946	78,616	7,796	3,459	3,075	381	14,711	208,066
2020	**MF**	**165,547**	**67,103**	**232,650**	**108,803**	**35,836**	**11,924**	**2,738**	**2,770**	**162,071**	**13,295**	**5,942**	**6,036**	**732**	**26,005**	**420,726**
	F	79,328	34,265	113,593	53,174	18,097	5,463	1,201	960	78,895	7,347	3,138	2,923	375	13,783	206,271
2021	**MF**	**166,856**	**67,026**	**233,882**	**109,172**	**36,037**	**11,961**	**2,758**	**2,803**	**162,731**	**12,960**	**5,757**	**5,883**	**749**	**25,349**	**421,962**
	F	80,127	34,209	114,336	53,478	18,192	5,503	1,211	1,007	79,391	7,111	3,006	2,871	378	13,366	207,093

Note: 1) Pre-University includes Junior Colleges, Centralised Institute and Pre-U centres.
2) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-aided schools.
3) "Spec Indep" refers to "Specialised Independent" and "Spec'd" refers to "Specialised".

22 PRIMARY ENROLMENT BY LEVEL AND STREAM

Year	Sex	Pri 1	Pri 2	Pri 3	Primary 4			Primary 5[1]			Primary 6			Total
					Norm	Extd	Mono	Norm	Extd	Mono	Norm	Extd	Mono	
1960	**MF**	**60,049**	**59,052**	**51,087**	**43,395**	**-**	**-**	**38,241**	**-**	**-**	**31,212**	**-**	**-**	**283,036**
	F	28,100	26,679	22,424	18,594	-	-	16,484	-	-	12,785	-	-	125,066
1970	**MF**	**55,557**	**55,070**	**57,585**	**59,440**	**-**	**-**	**60,272**	**-**	**-**	**74,918**	**-**	**-**	**362,842**
	F	26,856	26,533	27,307	27,970	-	-	28,408	-	-	32,345	-	-	169,419
1980	**MF**	**46,377**	**49,655**	**47,495**	**45,994**	**4,670**	**2,189**	**45,374**	**-**	**-**	**49,756**	**-**	**-**	**291,510**
	F	22,460	23,800	22,595	22,015	1,657	650	22,011	-	-	24,015	-	-	139,203
1990	**MF**	**39,317**	**41,582**	**41,254**	**36,086**	**2,620**	**1,695**	**33,444**	**5,155**	**1,643**	**32,508**	**3,981**	**2,066**	**257,757** [2]
	F	18,803	19,789	19,787	17,773	1,001	563	16,384	2,178	584	16,324	1,689	726	122,184
								EM1	**EM2**	**EM3**	**EM1**	**EM2**	**EM3**	
2000	**MF**	**50,204**	**49,844**	**50,019**	**52,116**	**-**	**-**	**10,238**	**34,369**	**4,142**	**9,239**	**36,959**	**8,575**	**305,705**
	F	24,215	24,144	24,254	25,156	-	-	5,639	16,238	1,558	5,170	17,757	3,276	147,407
2010	**MF**	**39,595**	**42,405**	**43,022**	**48,418**	-	-		**45,141**			**45,325**		**263,906**
	F	19,274	20,635	20,798	23,224	-	-		21,680			21,926		127,537
2012	**MF**	**39,582**	**39,258**	**39,610**	**42,652**	-	-		**43,042**			**48,591**		**252,735**
	F	19,300	18,994	19,310	20,780	-	-		20,787			23,283		122,454
2013	**MF**	**40,168**	**39,407**	**39,273**	**39,510**	**-**	**-**		**42,384**			**43,303**		**244,045**
	F	19,566	19,232	19,013	19,279	-	-		20,652			20,880		118,622
2014	**MF**	**40,927**	**40,179**	**39,440**	**39,252**	-	-		**39,277**			**42,608**		**241,683**
	F	19,962	19,579	19,245	19,030	-	-		19,168			20,719		117,703
2015	**MF**	**40,063**	**40,774**	**40,199**	**39,461**	-	-		**39,094**			**39,511**		**239,102**
	F	19,633	19,912	19,592	19,273	-	-		18,964			19,234		116,608
2016	**MF**	**38,904**	**40,077**	**40,733**	**40,136**	-	-		**39,252**			**39,038**		**238,140**
	F	18,977	19,642	19,880	19,578	-	-		19,153			18,928		116,158
2017	**MF**	**36,885**	**38,997**	**40,135**	**40,618**	-	-		**39,949**			**39,170**		**235,754**
	F	17,936	19,051	19,662	19,843	-	-		19,482			19,100		115,074
2018	**MF**	**37,671**	**37,092**	**39,173**	**40,180**	-	-		**40,427**			**39,871**		**234,414**
	F	18,392	18,054	19,110	19,685	-	-		19,775			19,457		114,473
2019	**MF**	**40,324**	**37,888**	**37,128**	**39,180**	-	-		**40,074**			**40,445**		**235,039**
	F	19,616	18,516	18,091	19,101	-	-		19,631			19,784		114,739
2020	**MF**	**37,363**	**40,755**	**38,019**	**37,236**	-	-		**39,133**			**40,144**		**232,650**
	F	18,227	19,839	18,589	18,151	-	-		19,102			19,685		113,593
2021	**MF**	**40,218**	**37,779**	**41,037**	**38,293**	**-**	**-**		**37,275**			**39,280**		**233,882**
	F	19,807	18,428	20,004	18,720	-	-		18,195			19,182		114,336

Note: 1) The channelling of Primary 3 students into Primary 4 Normal, Extended and Monolingual streams was replaced in 1992 by channelling at Primary 4 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.

23 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Secondary 1					Secondary 2					Secondary 3				
		Special	Express[1]	Normal (Acad)	Normal (Tech)[2]	Total	Special	Express[1]	Normal (Acad)	Normal (Tech)[2]	Total	Special	Express[1]	Normal (Acad)	Normal (Tech)[2]	Total
1960	**MF**	**-**	**20,842**	**-**	**-**	**20,842**	**-**	**13,048**	**-**	**-**	**13,048**	**-**	**9,333**	**-**	**-**	**9,333**
	F	-	8,040	-	-	8,040	-	5,597	-	-	5,597	-	3,710	-	-	3,710
1970	**MF**	**-**	**38,200**	**-**	**-**	**38,200**	**-**	**36,970**	**-**	**-**	**36,970**	**-**	**30,485**	**-**	**-**	**30,485**
	F	-	18,886	-	-	18,886	-	17,701	-	-	17,701	-	15,071	-	-	15,071
1980	**MF**	**1,511**	**45,489**	**-**	**-**	**47,000**	**1,737**	**39,068**	**-**	**-**	**40,805**	**-**	**34,803**	**-**	**-**	**34,803**
	F	800	22,509	-	-	23,309	978	19,765	-	-	20,743	-	17,860	-	-	17,860
1990	**MF**	**2,354**	**20,113**	**13,292**	**-**	**35,759**	**2,278**	**22,336**	**13,167**	**-**	**37,781**	**2,228**	**21,503**	**12,623**	**-**	**36,354**
	F	1,133	10,027	6,279	-	17,439	1,134	11,114	6,093	-	18,341	1,092	10,790	5,897	-	17,779
2000	**MF**	**4,182**	**22,585**	**9,855**	**7,795**	**44,417**	**3,766**	**19,939**	**9,472**	**5,808**	**38,985**	**4,329**	**22,573**	**10,609**	**5,975**	**43,486**
	F	2,239	11,301	4,687	3,160	21,387	1,997	10,126	4,270	2,359	18,752	2,262	11,353	4,738	2,386	20,739
2010	**MF**	**-**	**29,785**	**12,394**	**6,491**	**48,670**	**-**	**31,296**	**12,978**	**6,661**	**50,935**	**-**	**32,933**	**14,048**	**6,197**	**53,178**
	F	-	15,417	5,832	2,260	23,509	-	16,230	6,023	2,285	24,538	-	17,140	6,287	2,047	25,474
2012	**MF**	-	**27,293**	**11,848**	**6,057**	**45,198**	-	**28,038**	**11,825**	**5,842**	**45,705**	-	**31,387**	**13,324**	**6,084**	**50,795**
	F	-	13,803	5,636	2,289	21,728	-	14,507	5,551	2,071	22,129	-	16,378	6,083	2,069	24,530
2013	**MF**	**-**	**28,870**	**12,747**	**6,477**	**48,094**	**-**	**27,671**	**12,132**	**5,745**	**45,548**	**-**	**28,897**	**12,144**	**5,674**	**46,715**
	F	-	14,802	5,955	2,346	23,103	-	14,077	5,695	2,095	21,867	-	15,016	5,554	1,992	22,562
2014	**MF**	**-**	**27,490**	**9,873**	**5,606**	**42,969**	**-**	**29,241**	**12,973**	**6,114**	**48,328**	**-**	**28,619**	**12,447**	**5,646**	**46,712**
	F	-	13,963	4,713	2,080	20,756	-	15,071	5,988	2,169	23,228	-	14,607	5,698	2,029	22,334
2015	**MF**	**-**	**26,736**	**9,972**	**5,509**	**42,217**	**-**	**27,719**	**10,141**	**5,396**	**43,256**	-	**30,007**	**13,222**	**5,973**	**49,202**
	F	-	13,841	4,556	2,191	20,588	-	14,155	4,791	1,947	20,893	-	15,530	5,927	2,098	23,555
2016	**MF**	-	**24,613**	**10,033**	**4,904**	**39,550**	-	**26,976**	**10,248**	**5,253**	**42,477**	-	**28,387**	**10,614**	**5,249**	**44,250**
	F	-	12,568	4,795	1,899	19,262	-	14,020	4,651	2,031	20,702	-	14,519	4,870	1,855	21,244
2017	**MF**	-	**24,475**	**9,559**	**4,948**	**38,982**	-	**24,915**	**10,170**	**4,649**	**39,734**	-	**27,750**	**10,504**	**5,155**	**43,409**
	F	-	12,471	4,576	1,859	18,906	-	12,760	4,808	1,767	19,335	-	14,399	4,654	1,964	21,017
2018	**MF**	-	**24,432**	**9,663**	**4,991**	**39,086**	-	**24,645**	**9,710**	**4,675**	**39,030**	-	**25,619**	**10,378**	**4,535**	**40,532**
	F	-	12,575	4,575	1,914	19,064	-	12,599	4,584	1,695	18,878	-	13,121	4,816	1,724	19,661
2019	**MF**	-	**24,879**	**9,466**	**5,226**	**39,571**	-	**24,704**	**9,760**	**4,723**	**39,187**	-	**25,215**	**9,899**	**4,619**	**39,733**
	F	-	12,635	4,557	2,092	19,284	-	12,740	4,598	1,759	19,097	-	12,898	4,569	1,678	19,145
2020	**MF**	-	**25,085**	**9,795**	**5,274**	**40,154**	-	**25,310**	**9,474**	**4,935**	**39,719**	-	**25,353**	**9,874**	**4,682**	**39,909**
	F	-	12,881	4,649	2,084	19,614	-	12,918	4,486	1,943	19,347	-	13,087	4,562	1,740	19,389
2021	**MF**	-	**24,883**	**9,916**	**5,282**	**40,081**	-	**25,560**	**9,767**	**4,904**	**40,231**	-	**25,766**	**9,377**	**4,880**	**40,023**
	F	-	12,643	4,763	2,209	19,615	-	13,190	4,573	1,880	19,643	-	13,200	4,315	1,904	19,419

Continued next page

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

1) Special and Express streams have been merged since the 2008 Secondary 1 cohort.

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

23 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Secondary 4					Sec 5	Total				Grand Total
		Special	Express[1]	Normal (Acad)	Normal (Tech)[2]	Total	Normal (Acad)	Special	Express[1]	Normal (Acad)	Normal (Tech)[2]	
1960	**MF**	**-**	**7,700**	**-**	**-**	**7,700**	**-**	**-**	**50,923**	**-**	**-**	**50,923**
	F	-	2,744	-	-	2,744	-	-	20,091	-	-	20,091
1970	**MF**	**-**	**27,750**	**-**	**-**	**27,750**	**-**	**-**	**133,405**	**-**	**-**	**133,405**
	F	-	13,644	-	-	13,644	-	-	65,302	-	-	65,302
1980	**MF**	**-**	**32,925**	**-**	**-**	**32,925**	**-**	**3,248**	**152,285**	**-**	**-**	**155,533**
	F	-	16,856	-	-	16,856	-	1,778	76,990	-	-	78,768
1990	**MF**	**2,167**	**23,733**	**13,197**	**-**	**39,097**	**11,551**	**9,027**	**87,685**	**63,830**	**-**	**160,542**
	F	1,071	11,890	6,249	-	19,210	5,662	4,430	43,821	30,180	-	78,431
2000	**MF**	**4,100**	**21,299**	**10,058**	**5,654**	**41,111**	**7,406**	**16,377**	**86,396**	**47,400**	**25,232**	**175,405**
	F	2,239	10,797	4,457	2,110	19,603	3,373	8,737	43,577	21,525	10,015	83,854
2010	**MF**	**4,053**	**28,356**	**13,003**	**6,661**	**52,073**	**9,532**	**4,053**	**122,370**	**61,955**	**26,010**	**214,388**
	F	2,498	14,509	5,931	2,353	25,291	4,467	2,498	63,296	28,540	8,945	103,279
2012	**MF**	-	**32,011**	**13,084**	**6,230**	**51,325**	**9,497**	-	**118,729**	**59,578**	**24,213**	**202,520**
	F	-	16,717	5,991	2,099	24,807	4,529	-	61,405	27,790	8,528	97,723
2013	**MF**	-	**30,585**	**12,776**	**5,829**	**49,190**	**7,618**	-	**116,023**	**57,417**	**23,725**	**197,165**
	F	-	16,045	5,862	1,975	23,882	3,803	-	59,940	26,869	8,408	95,217
2014	**MF**	-	**28,293**	**11,446**	**5,444**	**45,183**	**6,804**	-	**113,643**	**53,543**	**22,810**	**189,996**
	F	-	14,781	5,292	1,903	21,976	3,342	-	58,422	25,033	8,181	91,636
2015	**MF**	-	**28,115**	**11,784**	**5,514**	**45,413**	**5,767**	-	**112,577**	**50,886**	**22,392**	**185,855**
	F	-	14,411	5,436	1,966	21,813	2,872	-	57,937	23,582	8,202	89,721
2016	**MF**	-	**29,444**	**12,533**	**5,892**	**47,869**	**5,607**	-	**109,420**	**49,035**	**21,298**	**179,753**
	F	-	15,311	5,694	2,074	23,079	2,872	-	56,418	22,882	7,859	87,159
2017	**MF**	-	**27,780**	**10,093**	**5,158**	**43,031**	**6,024**	-	**104,920**	**46,350**	**19,910**	**171,180**
	F	-	14,311	4,673	1,831	20,815	2,910	-	53,941	21,621	7,421	82,983
2018	**MF**	-	**27,173**	**9,979**	**5,086**	**42,238**	**4,238**	-	**101,869**	**43,968**	**19,287**	**165,124**
	F	-	14,149	4,454	1,932	20,535	2,130	-	52,444	20,559	7,265	80,268
2019	**MF**	-	**25,217**	**9,829**	**4,476**	**39,522**	**3,818**	-	**100,015**	**42,772**	**19,044**	**161,831**
	F	-	12,956	4,633	1,677	19,266	1,824	-	51,229	20,181	7,206	78,616
2020	**MF**	-	**24,847**	**9,402**	**4,560**	**38,809**	**3,480**	-	**100,595**	**42,025**	**19,451**	**162,071**
	F	-	12,749	4,394	1,651	18,794	1,751	-	51,635	19,842	7,418	78,895
2021	**MF**	-	**25,097**	**9,475**	**4,649**	**39,221**	**3,175**	-	**101,306**	**41,710**	**19,715**	**162,731**
	F	-	12,964	4,433	1,725	19,122	1,592	-	51,997	19,676	7,718	79,391

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

1) Special and Express streams have been merged since the 2008 Secondary 1 cohort.

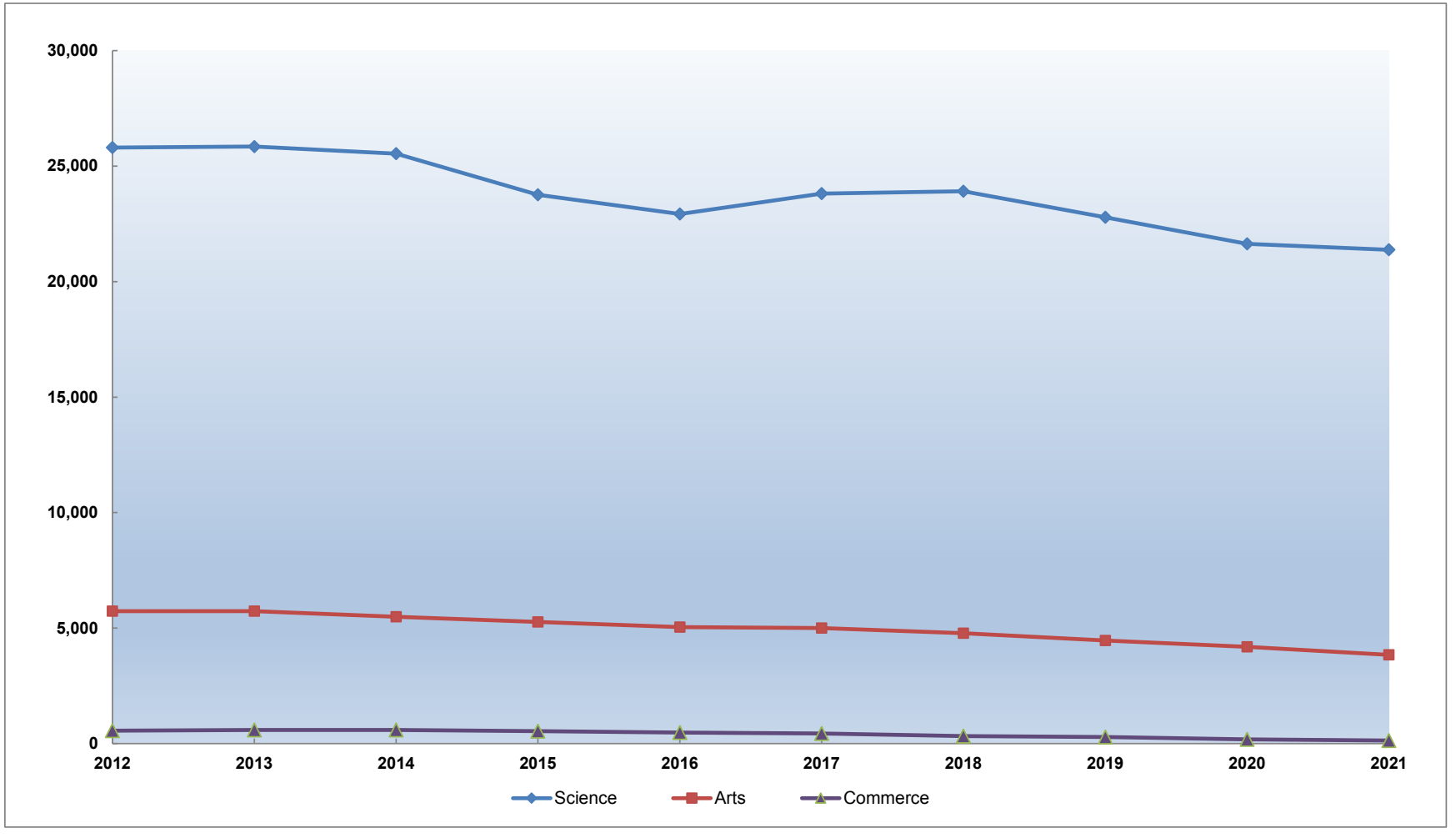
2) Normal (Tech) figures include students in Specialised Schools. These students are taking the ITE Skills Certificate (ISC) course or in a 2-year work-study programme after completing ISC.

24 PRE-UNIVERSITY ENROLMENT BY LEVEL

Year	Sex	Junior College			Centralised Institute				Pre-U Centre[1]				Grand Total
		JC1	JC2	Total	PU1	PU2	PU3	Total	PU1	PU2	PU3	Total	
1960	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**2,809**	**2,319**	**-**	**5,128**	**5,128**
	F	-	-	-	-	-	-	-	934	838	-	1,772	1,772
1970	**MF**	**454**	**564**	**1,018**	**-**	**-**	**-**	**-**	**4,735**	**4,115**	**-**	**8,850**	**9,868**
	F	221	276	497	-	-	-	-	2,091	1,703	-	3,794	4,291
1980	**MF**	**5,669**	**5,239**	**10,908**	**-**	**-**	**-**	**-**	**2,911**	**2,453**	**-**	**5,364**	**16,272**
	F	3,253	3,069	6,322	-	-	-	-	1,797	1,499	-	3,296	9,618
1990	**MF**	**11,047**	**11,048**	**22,095**	**1,509**	**1,067**	**626**	**3,202**	**1,023**	**1,260**	**1,634**	**3,917**	**29,214**
	F	5,823	5,802	11,625	1,052	752	427	2,231	668	805	1,049	2,522	16,378
2000	**MF**	**11,797**	**11,903**	**23,700**	**394**	**421**	**289**	**1,104**	**-**	**-**	**-**	**-**	**24,804**
	F	6,286	6,520	12,806	257	251	192	700	-	-	-	-	13,506
2010	**MF**	**16,327**	**14,724**	**31,051**	**571**	**441**	**357**	**1,369**	-	-	-	-	**32,420**
	F	8,836	8,030	16,866	385	283	235	903	-	-	-	-	17,769
2012	**MF**	**16,155**	**14,659**	**30,814**	**572**	**364**	**337**	**1,273**	-	-	-	-	**32,087**
	F	8,801	7,894	16,695	357	240	219	816	-	-	-	-	17,511
2013	**MF**	**16,261**	**14,601**	**30,862**	**629**	**372**	**302**	**1,303**	-	-	-	-	**32,165**
	F	8,742	7,906	16,648	372	234	201	807	-	-	-	-	17,455
2014	**MF**	**15,337**	**14,901**	**30,238**	**600**	**485**	**290**	**1,375**	-	-	-	-	**31,613**
	F	8,256	7,973	16,229	336	285	185	806	-	-	-	-	17,035
2015	**MF**	**14,043**	**14,234**	**28,277**	**469**	**441**	**372**	**1,282**	-	-	-	-	**29,559**
	F	7,537	7,662	15,199	297	249	222	768	-	-	-	-	15,967
2016	**MF**	**14,122**	**13,119**	**27,241**	**480**	**336**	**385**	**1,201**	-	-	-	-	**28,442**
	F	7,613	7,037	14,650	294	207	218	719	-	-	-	-	15,369
2017	**MF**	**14,838**	**13,281**	**28,119**	**535**	**327**	**271**	**1,133**	-	-	-	-	**29,252**
	F	7,955	7,101	15,056	329	205	169	703	-	-	-	-	15,759
2018	**MF**	**14,022**	**14,078**	**28,100**	**376**	**358**	**178**	**912**	-	-	-	-	**29,012**
	F	7,440	7,526	14,966	217	216	104	537	-	-	-	-	15,503
2019	**MF**	**13,296**	**13,356**	**26,652**	**350**	**264**	**266**	**880**	-	-	-	-	**27,532**
	F	7,141	7,042	14,183	223	142	163	528	-	-	-	-	14,711
2020	**MF**	**12,602**	**12,623**	**25,225**	**346**	**220**	**214**	**780**	-	-	-	-	**26,005**
	F	6,565	6,761	13,326	205	139	113	457	-	-	-	-	13,783
2021	**MF**	**12,510**	**12,061**	**24,571**	**340**	**247**	**191**	**778**	-	-	-	-	**25,349**
	F	6,606	6,296	12,902	203	137	124	464	-	-	-	-	13,366

Note: 1) Pre-U Centres were phased out in 1995.

PRE-UNIVERSITY ENROLMENT BY COURSE (Refer to Table 25)

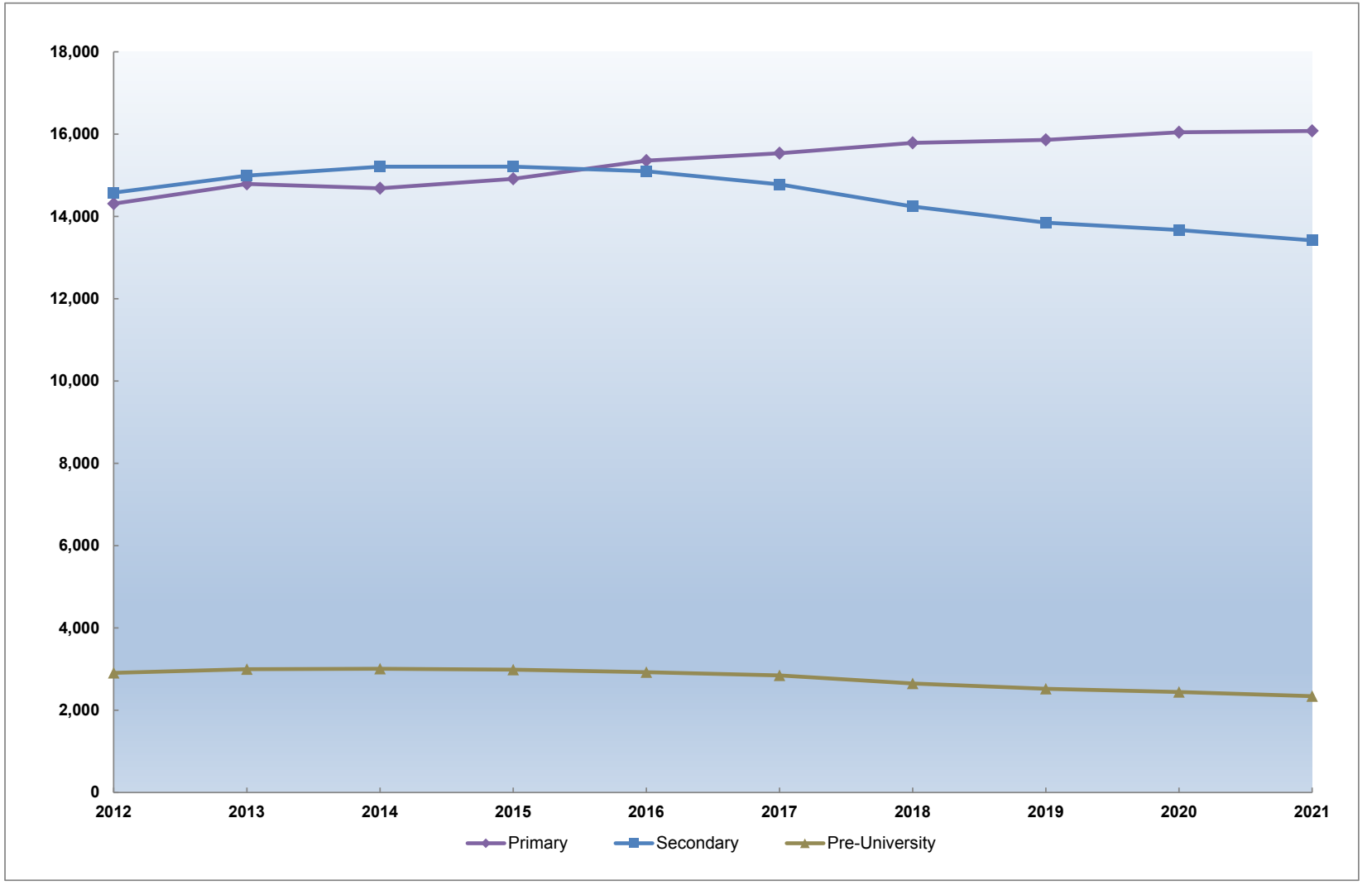


25 PRE-UNIVERSITY ENROLMENT BY COURSE AND LEVEL

Year	Sex	Arts					Science					Commerce					Total
		JC1	JC2	PU1	PU2	PU3	JC1	JC2	PU1	PU2	PU3	JC1	JC2	PU1	PU2	PU3	
1960	**MF**	**-**	**-**	**NA**	**NA**	**-**	**-**	**-**	**NA**	**NA**	**-**	**-**	**-**	**-**	**-**	**-**	**5,128**
	F	-	-	NA	NA	-	-	-	NA	NA	-	-	-	-	-	-	1,772
1970	**MF**	**x**	**x**	**2,596**	**2,417**	**-**	**x**	**x**	**2,433**	**2,155**	**-**	**x**	**x**	**160**	**107**	**-**	**9,868**
	F	x	x	1,471	1,285	-	x	x	720	632	-	x	x	121	62	-	4,291
1980	**MF**	**1,158**	**1,167**	**754**	**1,038**	**-**	**3,301**	**3,220**	**773**	**732**	**-**	**1,210**	**852**	**1,384**	**683**	**-**	**16,272**
	F	903	889	521	695	-	1,355	1,456	270	308	-	995	724	1,006	496	-	9,618
1990	**MF**	**1,992**	**2,056**	**351**	**416**	**575**	**6,370**	**6,593**	**280**	**204**	**118**	**2,685**	**2,399**	**1,901**	**1,707**	**1,567**	**29,214**
	F	1,408	1,489	253	269	367	2,464	2,504	85	80	48	1,951	1,809	1,382	1,208	1,061	16,378
2000	**MF**	**2,442**	**1,904**	**138**	**103**	**81**	**9,355**	**8,262**	**91**	**97**	**47**	**-**	**1,737**	**165**	**221**	**161**	**24,804**
	F	1,757	1,392	87	69	55	4,529	3,928	50	38	19	-	1,200	120	144	118	13,506
2010	**MF**	**2,733**	**2,400**	**164**	**127**	**63**	**13,594**	**12,324**	**223**	**168**	**97**	**-**	**-**	**184**	**146**	**197**	**32,420**
	F	1,835	1,641	123	92	49	7,001	6,389	131	93	58	-	-	131	98	128	17,769
2012	**MF**	**3,025**	**2,451**	**101**	**68**	**87**	**13,130**	**12,208**	**183**	**146**	**132**	**-**	**-**	**288**	**150**	**118**	**32,087**
	F	2,069	1,681	76	56	58	6,732	6,213	100	80	74	-	-	181	104	87	17,511
2013	**MF**	**2,854**	**2,614**	**135**	**68**	**58**	**13,407**	**11,987**	**211**	**137**	**105**	**-**	**-**	**283**	**167**	**139**	**32,165**
	F	1,957	1,833	96	51	49	6,785	6,073	100	77	54	-	-	176	106	98	17,455
2014	**MF**	**2,697**	**2,467**	**168**	**94**	**59**	**12,640**	**12,434**	**199**	**167**	**100**	**-**	**-**	**233**	**224**	**131**	**31,613**
	F	1,873	1,726	124	67	45	6,383	6,247	78	82	55	-	-	134	136	85	17,035
2015	**MF**	**2,508**	**2,455**	**113**	**99**	**86**	**11,535**	**11,779**	**164**	**161**	**119**	**-**	**-**	**192**	**181**	**167**	**29,559**
	F	1,753	1,743	85	79	61	5,784	5,919	103	60	60	-	-	109	110	101	15,967
2016	**MF**	**2,443**	**2,314**	**131**	**75**	**81**	**11,679**	**10,805**	**167**	**129**	**140**	**-**	**-**	**182**	**132**	**164**	**28,442**
	F	1,732	1,620	96	56	66	5,881	5,417	88	72	54	-	-	110	79	98	15,369
2017	**MF**	**2,427**	**2,278**	**147**	**88**	**65**	**12,411**	**11,003**	**182**	**123**	**92**	**-**	**-**	**206**	**116**	**114**	**29,252**
	F	1,684	1,610	100	72	49	6,271	5,491	109	63	51	-	-	120	70	69	15,759
2018	**MF**	**2,302**	**2,267**	**80**	**78**	**50**	**11,720**	**11,811**	**175**	**135**	**65**	**-**	**-**	**121**	**145**	**63**	**29,012**
	F	1,589	1,583	49	58	41	5,851	5,943	96	75	31	-	-	72	83	32	15,503
2019	**MF**	**2,167**	**2,122**	**68**	**48**	**61**	**11,129**	**11,234**	**212**	**121**	**88**	**-**	**-**	**70**	**95**	**117**	**27,532**
	F	1,518	1,477	48	27	48	5,623	5,565	126	65	46	-	-	49	50	69	14,711
2020	**MF**	**1,998**	**2,037**	**66**	**49**	**40**	**10,604**	**10,586**	**234**	**114**	**91**	**-**	**-**	**46**	**57**	**83**	**26,005**
	F	1,405	1,441	45	33	24	5,160	5,320	132	70	45	-	-	28	36	44	13,783
2021	**MF**	**1,786**	**1,884**	**73**	**52**	**46**	**10,724**	**10,177**	**213**	**163**	**99**	**-**	**-**	**54**	**32**	**46**	**25,349**
	F	1,273	1,331	51	33	31	5,333	4,965	118	85	63	-	-	34	19	30	13,366

Note: "NA" - Courses for 1960 are not available.
"x" - Figures for JC are included under PU1 & PU2.
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.

NUMBER OF TEACHERS BY LEVEL (Refer to Table 26)

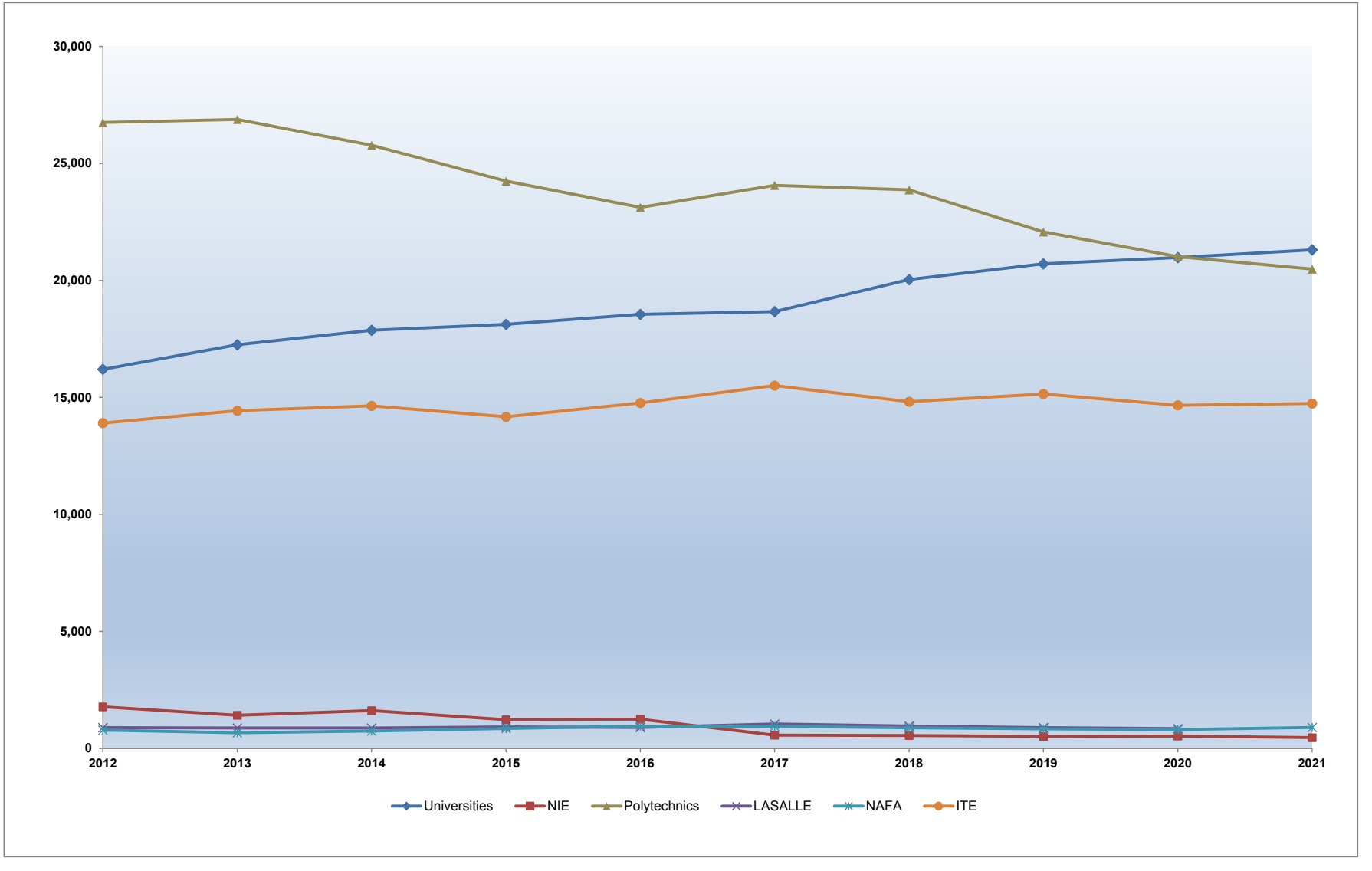


26 NUMBER OF TEACHERS BY LEVEL AND SCHOOL TYPE

Year	Sex	Primary			Secondary						Pre-University				Grand Total
		Govt	Aided	Total	Govt	Aided	Indep	Auto[1]	-	Total	Govt	Aided	-	Total	
1960	**MF**	**4,283**	**4,316**	**8,599**	**979**	**1,025**	**-**	**-**	**-**	**2,004**	**-**	**-**	**-**	**-**	**10,603**
	F	1,944	2,377	4,321	248	426	-	-	-	674	-	-	-	-	4,995
1970	**MF**	**8,044**	**4,172**	**12,216**	**4,847**	**1,598**	**-**	**-**	**-**	**6,445**	**x**	**x**	**-**	**-**	**18,661**
	F	5,485	2,569	8,054	2,155	776	-	-	-	2,931	x	x	-	-	10,985
1980	**MF**	**7,244**	**2,837**	**10,081**	**5,605**	**2,234**	**-**	**-**	**-**	**7,839**	**x**	**x**	**-**	**-**	**17,920**
	F	4,834	1,908	6,742	3,013	1,304	-	-	-	4,317	x	x	-	-	11,059
1990	**MF**	**7,848**	**2,158**	**10,006**	**5,660**	**1,533**	**393**	**-**	**-**	**7,586**	**1,038**	**502**	**-**	**1,540**	**19,132**
	F	5,560	1,673	7,233	3,395	1,047	269	-	-	4,711	661	323	-	984	12,928
2000	**MF**	**8,659**	**3,264**	**11,923**	**5,791**	**1,559**	**756**	**1,026**	**-**	**9,132**	**1,245**	**640**	**-**	**1,885**	**22,940**
	F	6,822	2,767	9,589	3,650	1,068	545	722	-	5,985	730	376	-	1,106	16,680
		Govt	**Aided**	**Total**	**Govt**	**Aided**	**Indep**	**Spec Indep**	**Spec'd**	**Total**	**Govt**	**Aided**	**Indep**	**Total**	
2010	**MF**	**9,892**	**3,801**	**13,693**	**9,496**	**2,515**	**1,078**	**185**	**58**	**13,332**	**1,714**	**600**	**523**	**2,837**	**29,862**
	F	8,012	3,219	11,231	6,219	1,722	699	109	23	8,772	995	348	284	1,627	21,630
2012	**MF**	**10,219**	**4,090**	**14,309**	**10,181**	**2,821**	**1,100**	**309**	**163**	**14,574**	**1,756**	**618**	**534**	**2,908**	**31,791**
	F	8,243	3,446	11,689	6,631	1,896	727	180	62	9,496	1,033	359	300	1,692	22,877
2013	**MF**	**10,553**	**4,235**	**14,788**	**10,416**	**2,924**	**1,086**	**358**	**209**	**14,993**	**1,813**	**638**	**547**	**2,998**	**32,779**
	F	8,496	3,550	12,046	6,778	1,953	716	201	83	9,731	1,074	368	290	1,732	23,509
2014	**MF**	**10,541**	**4,142**	**14,683**	**10,538**	**2,996**	**1,079**	**349**	**246**	**15,208**	**1,840**	**633**	**534**	**3,007**	**32,898**
	F	8,472	3,478	11,950	6,814	2,007	706	194	101	9,822	1,085	370	284	1,739	23,511
2015	**MF**	**10,740**	**4,174**	**14,914**	**10,541**	**2,967**	**1,064**	**353**	**282**	**15,207**	**1,814**	**613**	**557**	**2,984**	**33,105**
	F	8,617	3,497	12,114	6,775	1,989	685	203	121	9,773	1,053	353	294	1,700	23,587
2016	**MF**	**11,161**	**4,196**	**15,357**	**10,356**	**2,972**	**1,064**	**386**	**318**	**15,096**	**1,820**	**574**	**531**	**2,925**	**33,378**
	F	8,911	3,506	12,417	6,640	1,990	685	228	142	9,685	1,052	338	282	1,672	23,774
2017	**MF**	**11,339**	**4,198**	**15,537**	**10,041**	**2,985**	**1,063**	**366**	**323**	**14,778**	**1,763**	**558**	**527**	**2,848**	**33,163**
	F	9,058	3,493	12,551	6,390	1,991	685	223	140	9,429	1,027	327	281	1,635	23,615
2018	**MF**	**11,559**	**4,228**	**15,787**	**9,571**	**2,926**	**1,048**	**360**	**336**	**14,241**	**1,571**	**555**	**526**	**2,652**	**32,680**
	F	9.243	3.504	12,747	6.094	1.960	680	218	149	9.101	899	324	282	1.505	23,353
2019	MF	**11.629**	**4.228**	**15,857**	**9.226**	**2.890**	**1,047**	**356**	**329**	**13.848**	**1.425**	**564**	**531**	**2.520**	**32,225**
	F	9,290	3,509	12,799	5,869	1,925	670	216	138	8,818	813	329	293	1,435	23,052
2020	**MF**	**11,799**	**4,243**	**16,042**	**9,068**	**2,844**	**1,061**	**416**	**280**	**13,669**	**1,364**	**559**	**518**	**2,441**	**32,152**
	F	9,435	3,520	12,955	5,751	1,888	677	235	121	8,672	772	322	283	1,377	23,004
2021	**MF**	**11,790**	**4,286**	**16,076**	**8,922**	**2,783**	**1,031**	**367**	**314**	**13,417**	**1,269**	**536**	**536**	**2,341**	**31,834**
	F	9,431	3,572	13,003	5,655	1,826	663	219	133	8,496	721	310	292	1,323	22,822

Note: Data is correct as at 31 December in each year. (Prior to 1996, data is correct as at June in each year)
"x" - figures for JC section are included under Secondary.
1) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-Aided schools.

INTAKE: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 27)

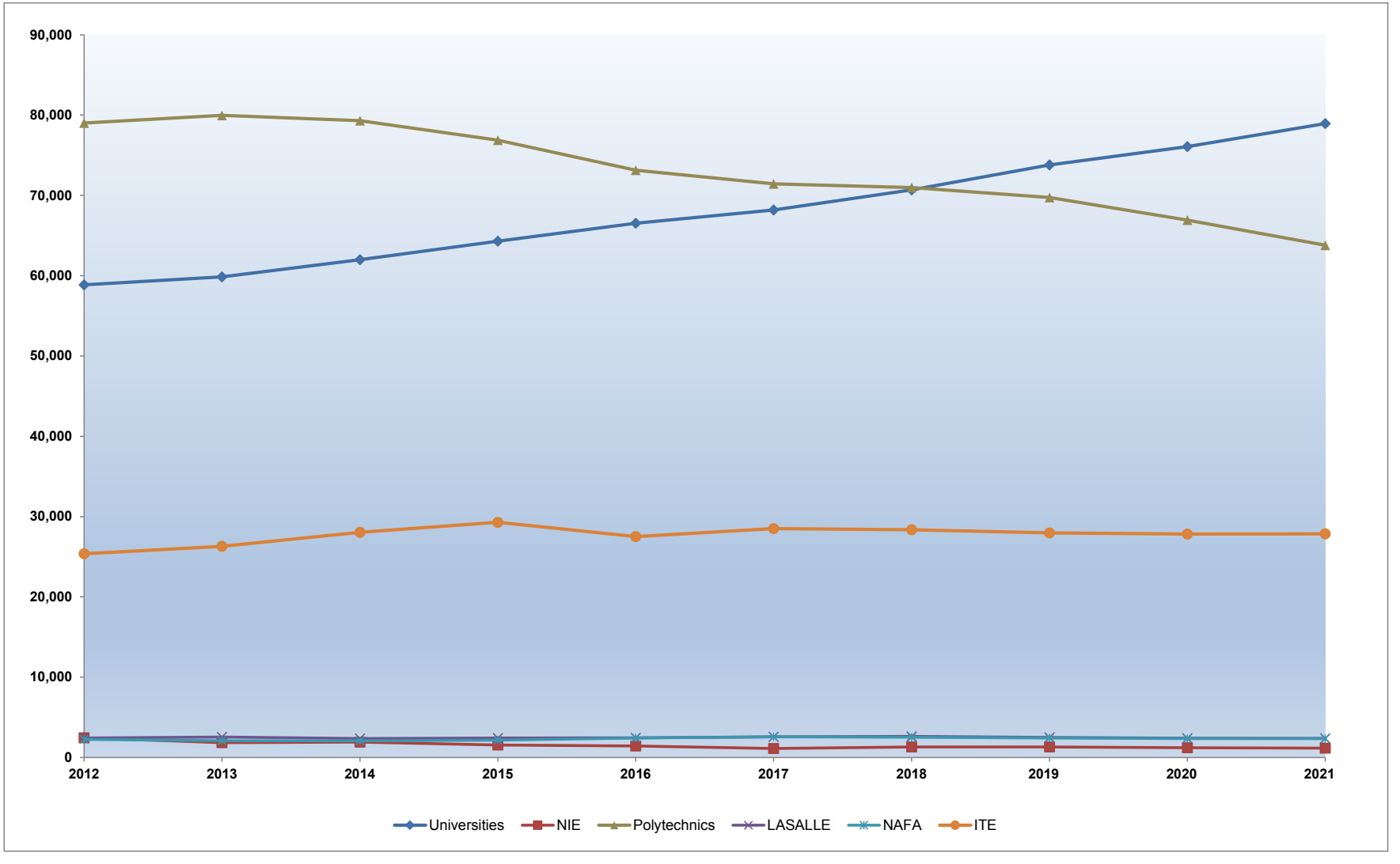


27 INTAKE[1]: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities[2]								NIE[3]	Polytechnics[4]						LASALLE		NAFA		ITE[6]
		NUS	Nanyang University	NTU	SMU	SIT	SUTD	SUSS	Total		S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree[5]	Diploma	Degree[5]	
1960	**MF**	**532**	**651**	**-**	**-**	**-**	**-**	**-**	**1,183**	**890**	**874**	**-**	**-**	**-**	**-**	**874**	**-**	**-**	**-**	**-**	**-**
	F	189	137	-	-	-	-	-	326	433	51	-	-	-	-	51	-	-	-	-	-
1970	**MF**	**1,390**	**685**	**-**	**-**	**-**	**-**	**-**	**2,075**	**1,293**	**1,617**	**302**	**-**	**-**	**-**	**1,919**	**-**	**-**	**-**	**-**	**3,348**
	F	530	366	-	-	-	-	-	896	986	109	74	-	-	-	183	-	-	-	-	246
1980	**MF**	**3,002**	**-**	**-**	**-**	**-**	**-**	**-**	**3,002**	**875**	**3,479**	**1,112**	**-**	**-**	**-**	**4,591**	**-**	**-**	**-**	**-**	**3,145**
	F	1,524	-	-	-	-	-	-	1,524	748	736	379	-	-	-	1,115	-	-	-	-	230
1990	**MF**	**5,053**	**-**	**1,875**	**-**	**-**	**-**	**-**	**6,928**	**1,185**	**4,336**	**4,453**	**735**	**-**	**-**	**9,524**	**-**	**-**	**-**	**-**	**9,221**
	F	2,430	-	1,046	-	-	-	-	3,476	895	1,553	1,902	552	-	-	4,007	-	-	-	-	3,352
2000	**MF**	**6,421**	**-**	**4,506**	**305**	**-**	**-**	**-**	**11,232**	**2,186**	**4,446**	**4,673**	**4,519**	**3,881**	**-**	**17,519**	**-**	**-**	**-**	**-**	**9,772**
	F	3,437	-	2,113	212	-	-	-	5,762	1,564	1,843	2,236	2,244	1,985	-	8,308	-	-	-	-	3,248
2010	**MF**	**6,568**	-	**6,132**	**1,686**	**523**	**-**	**-**	**14,909**	**1,939**	**5,429**	**5,387**	**5,067**	**5,482**	**4,342**	**25,707**	**795**	**-**	**835**	**-**	**13,886**
	F	3,405	-	2,951	823	275	**-**	**-**	7,454	1,327	2,260	2,573	2,604	2,933	2,292	12,662	530	-	559	-	5,248
2012	**MF**	**6,733**	**-**	**5,905**	**1,930**	**1,304**	**327**	**-**	**16,199**	**1,782**	**5,407**	**5,561**	**5,370**	**5,116**	**5,300**	**26,754**	**495**	**398**	**757**	**25**	**13,906**
	F	3,545	-	3,028	1,121	597	149	**-**	8,440	1,198	2,094	2,682	2,652	2,615	2,834	12,877	312	278	530	13	5,144
2013	**MF**	**6,892**	-	**6,660**	**1,924**	**1,510**	**265**	**-**	**17,251**	**1,424**	**5,364**	**5,487**	**5,370**	**5,604**	**5,054**	**26,879**	**456**	**422**	**646**	**26**	**14,432**
	F	3,685	-	3,537	983	627	103	**-**	8,935	946	2,071	2,620	2,630	2,915	2,706	12,942	289	282	454	12	5,459
2014	**MF**	**7,108**	-	**6,480**	**1,912**	**1,836**	**317**	**217**	**17,870**	**1,623**	**5,312**	**5,145**	**5,270**	**5,349**	**4,701**	**25,777**	**427**	**447**	**721**	**27**	**14,641**
	F	3,857	-	3,153	908	813	125	145	9,001	1,097	2,092	2,512	2,654	2,756	2,523	12,537	285	306	532	19	5,574
2015	**MF**	**6,935**	-	**6,525**	**1,944**	**2,076**	**362**	**284**	**18,126**	**1,231**	**4,814**	**4,872**	**4,800**	**4,959**	**4,806**	**24,251**	**424**	**502**	**819**	**33**	**14,173**
	F	3,720	-	3,140	1,062	907	167	196	9,192	831	1,928	2,383	2,389	2,582	2,493	11,775	263	359	563	21	5,204
2016	**MF**	**7,011**	-	**6,138**	**1,961**	**2,559**	**460**	**423**	**18,552**	**1,256**	**4,737**	**4,728**	**4,641**	**4,766**	**4,249**	**23,121**	**388**	**510**	**942**	**16**	**14,763**
	F	3,680	-	2,964	1,052	1,196	172	286	9,350	884	1,828	2,374	2,156	2,388	2,272	11,018	240	368	699	10	5,635
2017	**MF**	**7,121**	**-**	**5,955**	**2,004**	**2,589**	**424**	**575**	**18,668**	**569**	**4,958**	**4,886**	**4,900**	**4,920**	**4,400**	**24,064**	**518**	**531**	**921**	**23**	**15,506**
	F	3,468	-	2,867	1,103	1,066	151	418	9,073	404	1,955	2,578	2,323	2,437	2,243	11,536	334	391	657	14	5,915
2018	**MF**	**7,856**	**-**	**6,160**	**2,161**	**2,660**	**437**	**767**	**20,041**	**556**	**4,821**	**4,874**	**4,861**	**4,920**	**4,393**	**23,869**	**475**	**487**	**865**	**23**	**14,819**
	F	4,139	-	2,889	1,230	1,072	155	516	10,001	379	1,869	2,576	2,281	2,461	2,207	11,394	322	349	608	14	5,629
2019	**MF**	**7,847**	**-**	**6,482**	**2,365**	**2,718**	**415**	**886**	**20,713**	**515**	**4,616**	**4,492**	**4,536**	**4,556**	**3,871**	**22,071**	**445**	**448**	**815**	**28**	**15,147**
	F	4,140	-	3,155	1,387	1,127	158	512	10,479	367	1,800	2,376	2,177	2,287	1,959	10,599	293	325	598	19	5,908
2020	**MF**	**7,486**	-	**6,693**	**2,429**	**2,894**	**475**	**999**	**20,976**	**530**	**4,270**	**4,201**	**4,274**	**4,329**	**3,940**	**21,014**	**415**	**435**	**789**	**17**	**14,661**
	F	3,513	-	3,284	1,484	1,292	186	625	10,384	377	1,656	2,293	1,945	2,199	1,919	10,012	270	324	562	10	5,716
2021	**MF**	**7,881**	**-**	**6,483**	**2,436**	**2,952**	**468**	**1087**	**21,307**	**467**	**4,104**	**4,088**	**4,210**	**4,223**	**3,861**	**20,486**	**413**	**449**	**686**	**218**	**14,738**
	F	3,922	-	2,822	1,333	1,231	165	714	10,187	292	1,583	2,215	1,935	2,123	1,874	9,730	262	333	490	166	5,905

Note: 1) Intake includes 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. BA / BSc (Education) figures are included under Nanyang Technological University.
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.

ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 28)



28 ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities[1]								NIE[2]	Polytechnics[3]						LASALLE		NAFA		ITE[5]
		NUS	Nanyang University	NTU	SMU	SIT	SUTD	SUSS	Total		S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree[4]	Diploma	Degree[4]	
1960	**MF**	**1,641**	**1,861**	**-**	**-**	**-**	**-**	**-**	**3,502**	**2,327**	**2,332**	**-**	**-**	**-**	**-**	**2,332**	**-**	**-**	**-**	**-**	**-**
	F	426	378	-	-	-	-	-	804	1,202	55	-	-	-	-	55	-	-	-	-	-
1970	**MF**	**4,751**	**2,310**	**-**	**-**	**-**	**-**	**-**	**7,061**	**2,001**	**2,185**	**609**	**-**	**-**	**-**	**2,794**	**-**	**-**	**-**	**-**	**4,727**
	F	1,531	918	-	-	-	-	-	2,449	1,390	155	163	-	-	-	318	-	-	-	-	326
1980	**MF**	**8,634**	**-**	**-**	**-**	**-**	**-**	**-**	**8,634**	**2,328**	**5,004**	**2,831**	**-**	**-**	**-**	**7,835**	**-**	**-**	**-**	**-**	**12,543**
	F	3,926	-	-	-	-	-	-	3,926	1,977	1,036	782	-	-	-	1,818	-	-	-	-	2,414
1990	**MF**	**15,193**	**-**	**6,812**	**-**	**-**	**-**	**-**	**22,005**	**1,577**	**11,348**	**11,995**	**735**	**-**	**-**	**24,078**	**-**	**-**	**-**	**-**	**15,919**
	F	8,107	-	2,689	-	-	-	-	10,796	1,212	3,878	4,817	552	-	-	9,247	-	-	-	-	5,304
2000	**MF**	**21,233**	**-**	**14,583**	**305**	**-**	**-**	**-**	**36,121**	**3,072**	**13,459**	**14,378**	**12,733**	**11,463**	**-**	**52,033**	**-**	**-**	**-**	**-**	**15,974**
	F	11,341	-	6,223	**212**	-	-	-	17,776	2,247	5,408	6,419	6,446	5,989	-	24,262	-	-	-	-	4,343
2010	**MF**	**25,189**	**-**	**22,862**	**6,721**	**523**	**-**	**-**	**55,295**	**2,816**	**15,928**	**15,942**	**15,933**	**16,183**	**13,003**	**76,989**	**1,754**	**-**	**2,269**	**-**	**24,789**
	F	13,067	-	11,389	3,525	275	-	-	28,256	1,886	6,453	7,655	7,804	8,387	6,729	37,028	1,137	-	1,532	-	8,856
2012	**MF**	**25,979**	**-**	**22,862**	**7,108**	**2,587**	**327**	-	**58,863**	**2,445**	**15,972**	**16,430**	**16,005**	**16,076**	**14,520**	**79,003**	**1,353**	**1,081**	**2,225**	**43**	**25,370**
	F	13,295	-	11,386	3,684	1,246	149	-	29,760	1,624	6,327	7,788	7,855	8,197	7,583	37,750	854	771	1,531	22	9,085
2013	**MF**	**26,156**	**-**	**22,777**	**7,297**	**3,051**	**583**	-	**59,864**	**1,838**	**15,878**	**16,581**	**16,250**	**16,266**	**14,995**	**79,970**	**1,253**	**1,290**	**2,037**	**51**	**26,288**
	F	13,532	-	11,517	3,789	1,317	249	-	30,404	1,216	6,167	7,866	7,934	8,242	7,910	38,119	769	956	1,419	25	9,428
2014	**MF**	**26,797**	**-**	**23,021**	**7,515**	**3,557**	**886**	**217**	**61,993**	**1,913**	**15,905**	**16,227**	**16,138**	**16,092**	**14,952**	**79,314**	**1,190**	**1,176**	**2,022**	**53**	**28,036**
	F	14,042	-	11,623	3,883	1,482	363	145	31,538	1,313	6,175	7,758	7,900	8,189	7,914	37,936	773	846	1,440	31	10,249
2015	**MF**	**27,288**	**-**	**23,512**	**7,740**	**4,039**	**1,235**	**489**	**64,303**	**1,549**	**15,297**	**15,611**	**15,425**	**15,842**	**14,690**	**76,865**	**1,173**	**1,262**	**2,106**	**59**	**29,295**
	F	14,423	-	11,860	4,062	1,693	522	330	32,890	1,015	6,022	7,465	7,585	8,177	7,736	36,985	765	905	1,483	40	11,267
2016	**MF**	**27,702**	**-**	**23,495**	**7,827**	**5,230**	**1,381**	**896**	**66,531**	**1,443**	**14,671**	**14,866**	**14,662**	**15,035**	**13,915**	**73,149**	**1,150**	**1,311**	**2,390**	**50**	**27,519**
	F	14,617	-	11,633	4,047	2,306	551	609	33,763	1,010	5,766	7,243	7,115	7,661	7,343	35,128	741	946	1,745	31	10,346
2017	**MF**	**28,134**	**-**	**22,934**	**7,979**	**6,138**	**1,545**	**1,451**	**68,181**	**1,122**	**14,298**	**14,599**	**14,239**	**14,734**	**13,566**	**71,436**	**1,241**	**1,330**	**2,537**	**39**	**28,508**
	F	14,600	-	11,079	4,193	2,626	603	1,011	34,112	804	5,611	7,304	6,802	7,398	7022	34,137	783	987	1,830	24	10,804
2018	**MF**	**29,037**	**-**	**22,813**	**8,182**	**6,951**	**1,658**	**2,049**	**70,690**	**1,309**	**14,337**	**14,543**	**14,248**	**14,715**	**13,142**	**70,985**	**1,294**	**1,339**	**2,484**	**43**	**28,367**
	F	14,981	-	10,896	4,486	2,905	626	1,399	35,293	924	5,559	7,469	6,688	7,304	6,703	33,723	842	981	1,785	28	10,707
2019	**MF**	**30,033**	**-**	**23,063**	**8,656**	**7,714**	**1,730**	**2,601**	**73,797**	**1,323**	**14,209**	**14,233**	**14,142**	**14,522**	**12,627**	**69,733**	**1,277**	**1,235**	**2,377**	**50**	**27,968**
	F	15,440	-	11,120	4,855	3,128	624	1,683	36,850	948	5,520	7,431	6,718	7,175	6,364	33,208	844	909	1,706	32	10,658
2020	**MF**	**30,420**	**-**	**23,758**	**9,144**	**8,201**	**1,406**	**3,153**	**76,082**	**1,206**	**13,568**	**13,637**	**13,535**	**13,968**	**12,225**	**66,933**	**1,231**	**1,168**	**2,312**	**46**	**27,825**
	F	15,262	-	11,499	5,276	3,423	518	2,014	37,992	852	5,238	7,205	6,382	6,966	6,064	31,855	809	868	1,644	29	10,770
2021	**MF**	**31,191**	**-**	**24,074**	**9,580**	**9,015**	**1,429**	**3,656**	**78,945**	**1,154**	**12,880**	**12,996**	**12,984**	**13,268**	**11,668**	**63,796**	**1,205**	**1,166**	**2,117**	**236**	**27,862**
	F	15,693	-	11,352	5,512	3,725	534	2,312	39,128	781	4,972	6,943	6,044	6,589	5,719	30,267	787	865	1,523	177	10,957

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

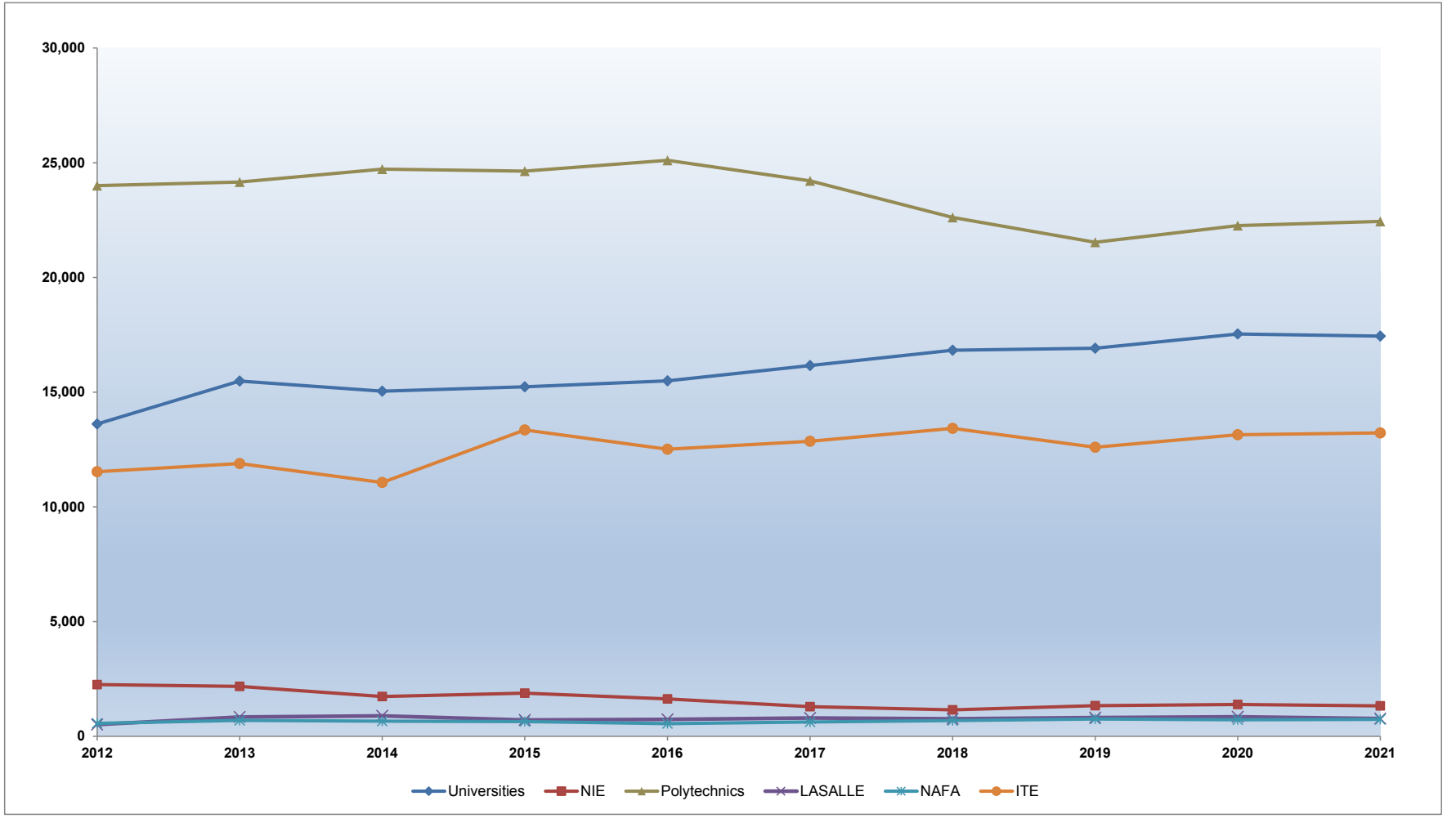
2) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

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, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 29)



29 GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities[1]								NIE[2]	Polytechnics[3]						LASALLE		NAFA		ITE[5]
		NUS	Nanyang University	NTU	SMU	SIT	SUTD	SUSS	Total		S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree[4]	Diploma	Degree[4]	
1960	**MF**	**593**	**437**	**-**	**-**	**-**	**-**	**-**	**1,030**	**734**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
	F	196	95	-	-	-	-	-	291	358	-	-	-	-	-	-	-	-	-	-	-
1970	**MF**	**1,220**	**556**	**-**	**-**	**-**	**-**	**-**	**1,776**	**1,202**	**436**	**-**	**-**	**-**	**-**	**436**	**-**	**-**	**-**	**-**	**1,426**
	F	378	168	-	-	-	-	-	546	820	7	-	-	-	-	7	-	-	-	-	134
1980	**MF**	**2,187**	**687**	**-**	**-**	**-**	**-**	**-**	**2,874**	**616**	**1,969**	**584**	**-**	**-**	**-**	**2,553**	**-**	**-**	**-**	**-**	**7,862**
	F	1,070	250	-	-	-	-	-	1,320	504	378	136	-	-	-	514	-	-	-	-	1,145
1990	**MF**	**4,001**	**-**	**1,333**	**-**	**-**	**-**	**-**	**5,334**	**929**	**3,112**	**3,087**	**-**	**-**	**-**	**6,199**	**-**	**-**	**-**	**-**	**7,469**
	F	2,307	-	510	-	-	-	-	2,817	694	1,011	1,233	-	-	-	2,244	-	-	-	-	2,889
2000	**MF**	**5,631**	**-**	**3,613**	**-**	**-**	**-**	**-**	**9,244**	**2,445**	**3,974**	**4,187**	**3,336**	**2,562**	**-**	**14,059**	**-**	**-**	**-**	**-**	**7,650**
	F	3,270	-	1,583	-	-	-	-	4,853	1,681	1,619	1,844	1,776	1,471	-	6,710	-	-	-	-	2,429
2010	**MF**	**5,833**	**-**	**5,412**	**1,206**	**-**	**-**	**-**	**12,451**	**2,416**	**4,627**	**4,534**	**4,848**	**4,483**	**2,953**	**21,445**	**578**	**-**	**518**	**-**	**11,334**
	F	3,124	-	2,544	546	-	-	-	6,214	1,622	1,700	2,237	2,429	2,502	1,594	10,462	371	-	365	-	4,488
2012	**MF**	**5,969**	**-**	**5,807**	**1,603**	**233**	**-**	**-**	**13,612**	**2,255**	**5,016**	**4,955**	**5,133**	**4,965**	**3,930**	**23,999**	**511**	**-**	**564**	**-**	**11,530**
	F	3,149	-	2,909	919	134	-	-	7,111	1,538	2,060	2,432	2,545	2,644	2,083	11,764	316	-	390	-	4,425
2013	**MF**	**6,395**	**-**	**6,476**	**1,659**	**958**	**-**	**-**	**15,488**	**2,178**	**5,082**	**4,983**	**4,886**	**5,146**	**4,060**	**24,157**	**406**	**435**	**674**	**18**	**11,888**
	F	3,281	-	3,310	834	559	-	-	7,984	1,447	2,141	2,420	2,447	2,729	2,123	11,860	282	291	458	9	4,580
2014	**MF**	**6,210**	**-**	**5,993**	**1,602**	**1,236**	**-**	**-**	**15,041**	**1,732**	**5,026**	**5,166**	**5,116**	**4,983**	**4,430**	**24,721**	**371**	**520**	**633**	**25**	**11,062**
	F	3,224	-	2,951	772	583	-	-	7,530	1,125	1,995	2,513	2,559	2,603	2,342	12,012	222	397	439	13	3,883
2015	**MF**	**6,179**	**-**	**5,756**	**1,639**	**1,364**	**298**	**-**	**15,236**	**1,880**	**5,057**	**5,182**	**5,119**	**4,642**	**4,631**	**24,631**	**346**	**363**	**617**	**24**	**13,351**
	F	3,192	-	2,777	840	602	136	-	7,547	1,328	1,988	2,568	2,529	2,400	2,496	11,981	218	260	436	11	5,140
2016	**MF**	**6,305**	**-**	**5,856**	**1,804**	**1,285**	**246**	**-**	**15,496**	**1,628**	**5,007**	**5,258**	**5,064**	**5,161**	**4,614**	**25,104**	**331**	**407**	**527**	**25**	**12,516**
	F	3,332	-	3,066	1,030	539	93	-	8,060	1,076	1,984	2,512	2,495	2,727	2,493	12,211	226	286	365	18	4,863
2017	**MF**	**6,446**	**-**	**6,174**	**1,779**	**1,494**	**267**	**-**	**16,160**	**1,292**	**4,924**	**4,886**	**5,012**	**4,999**	**4,389**	**24,210**	**331**	**466**	**591**	**34**	**12,858**
	F	3,350	-	3,266	920	695	107	-	8,338	899	2,000	2,400	2,516	2,605	2,407	11,928	237	318	447	22	4,808
2018	**MF**	**6,700**	**-**	**5,990**	**1,887**	**1,744**	**334**	**168**	**16,823**	**1,153**	**4,380**	**4,687**	**4,556**	**4,584**	**4,407**	**22,614**	**333**	**429**	**668**	**15**	**13,421**
	F	3,606	-	2,953	903	749	152	112	8,475	843	1,809	2,314	2,290	2,414	2,348	11,175	216	319	488	10	5,026
2019	**MF**	**6,631**	**-**	**5,997**	**1,842**	**1,759**	**431**	**251**	**16,911**	**1,339**	**4,389**	**4,484**	**4,305**	**4,288**	**4,066**	**21,532**	**331**	**487**	**735**	**19**	**12,595**
	F	3,553	-	2,836	984	836	167	180	8,556	939	1,724	2,265	2,029	2,256	2,162	10,436	205	356	547	14	4,930
2020	**MF**	**6,885**	**-**	**5,840**	**1,883**	**2,172**	**373**	**381**	**17,534**	**1,390**	**4,619**	**4,583**	**4,610**	**4,434**	**4,014**	**22,260**	**398**	**456**	**694**	**22**	**13,144**
	F	3,572	-	2,882	1,023	890	128	259	8,754	1,000	1,853	2,445	2,190	2,224	2,091	10,803	264	330	505	12	5,027
2021	**MF**	**6,874**	**-**	**5,691**	**1,914**	**1,991**	**449**	**519**	**17,438**	**1,327**	**4,484**	**4,591**	**4,543**	**4,689**	**4,138**	**22,445**	**366**	**402**	**706**	**28**	**13,224**
	F	3,356	-	2,744	1,043	863	145	374	8,525	950	1,758	2,460	2,206	2,352	2,107	10,883	245	300	506	18	5,173

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

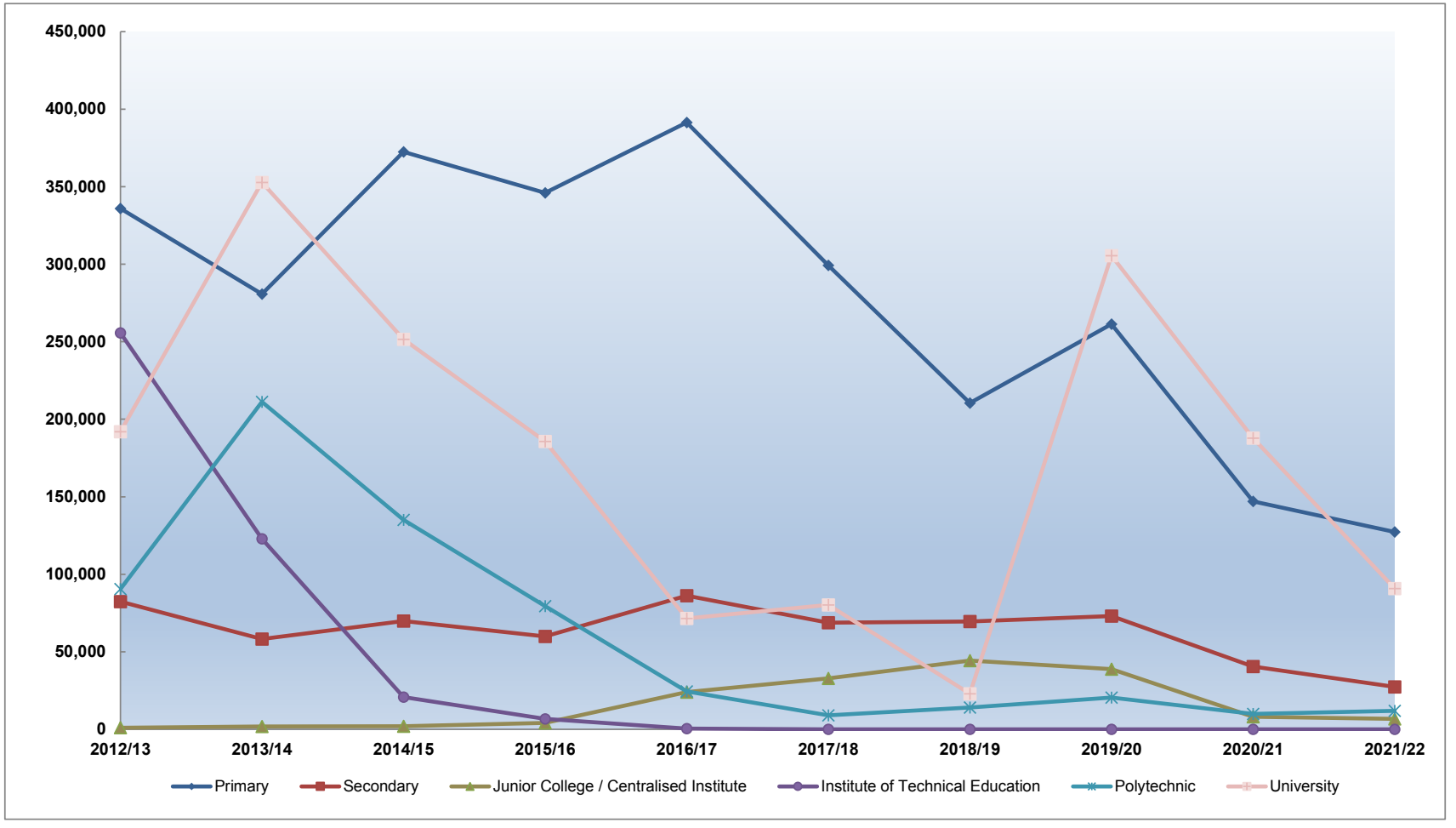
2) National Institute of Education figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

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. Figures for 2001 and earlier include ITE students who completed their programmes without receiving certificates.

GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 30)



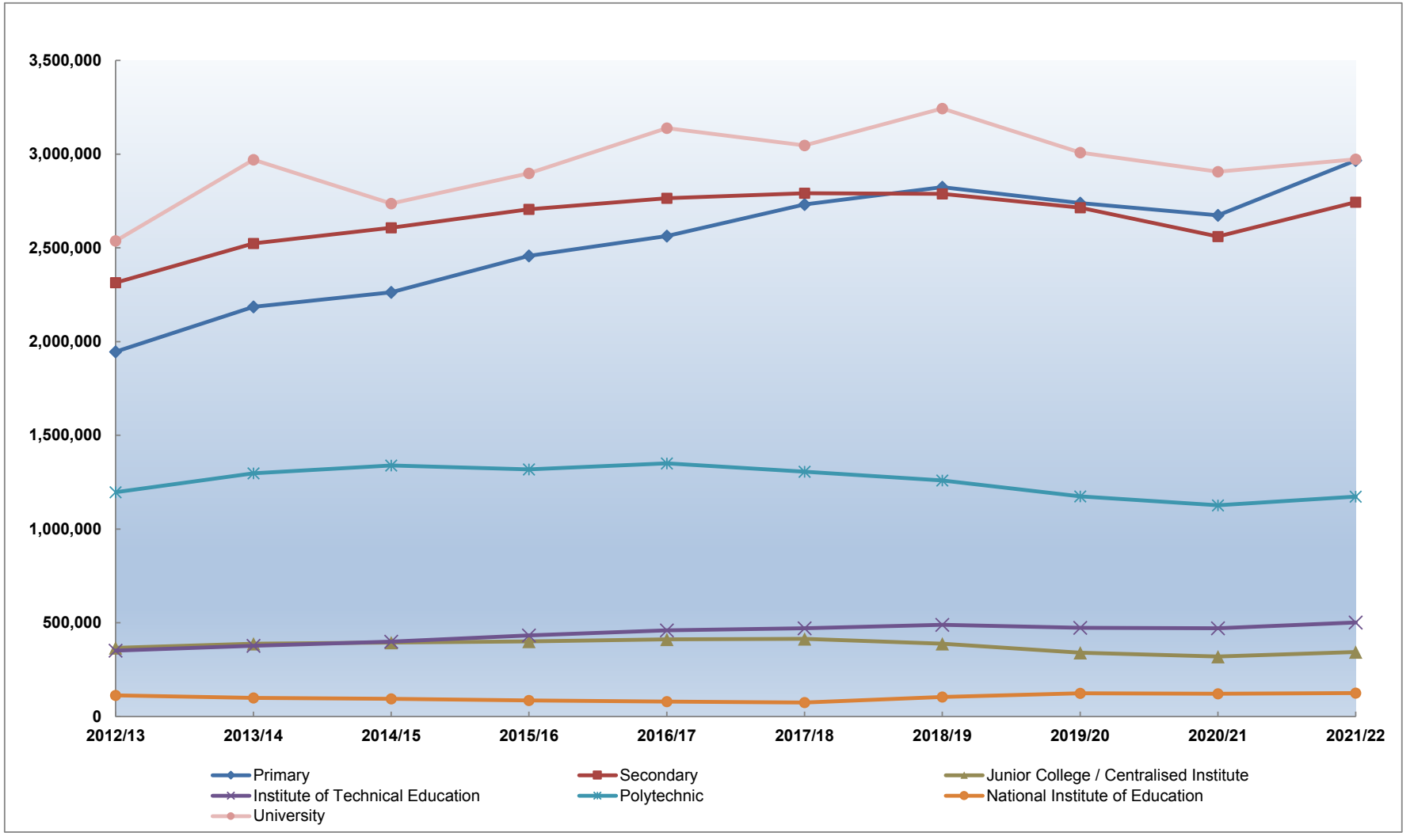
30 GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others[2]	Total
2007/08	58,358	214,637	157,152	7,793	5,960	116,371	0	153,564	20,495	7,713	742,043
2008/09	69,595	267,672	212,062	3,161	7,666	42,076	958	118,307	29,204	2,472	753,173
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 [1]	66,253	127,279	27,365	6,775	0	11,952	0	90,823	22,606	21,947	375,000

Note : 1) Preliminary figures.

2) Includes 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) (Refer to Table 31)



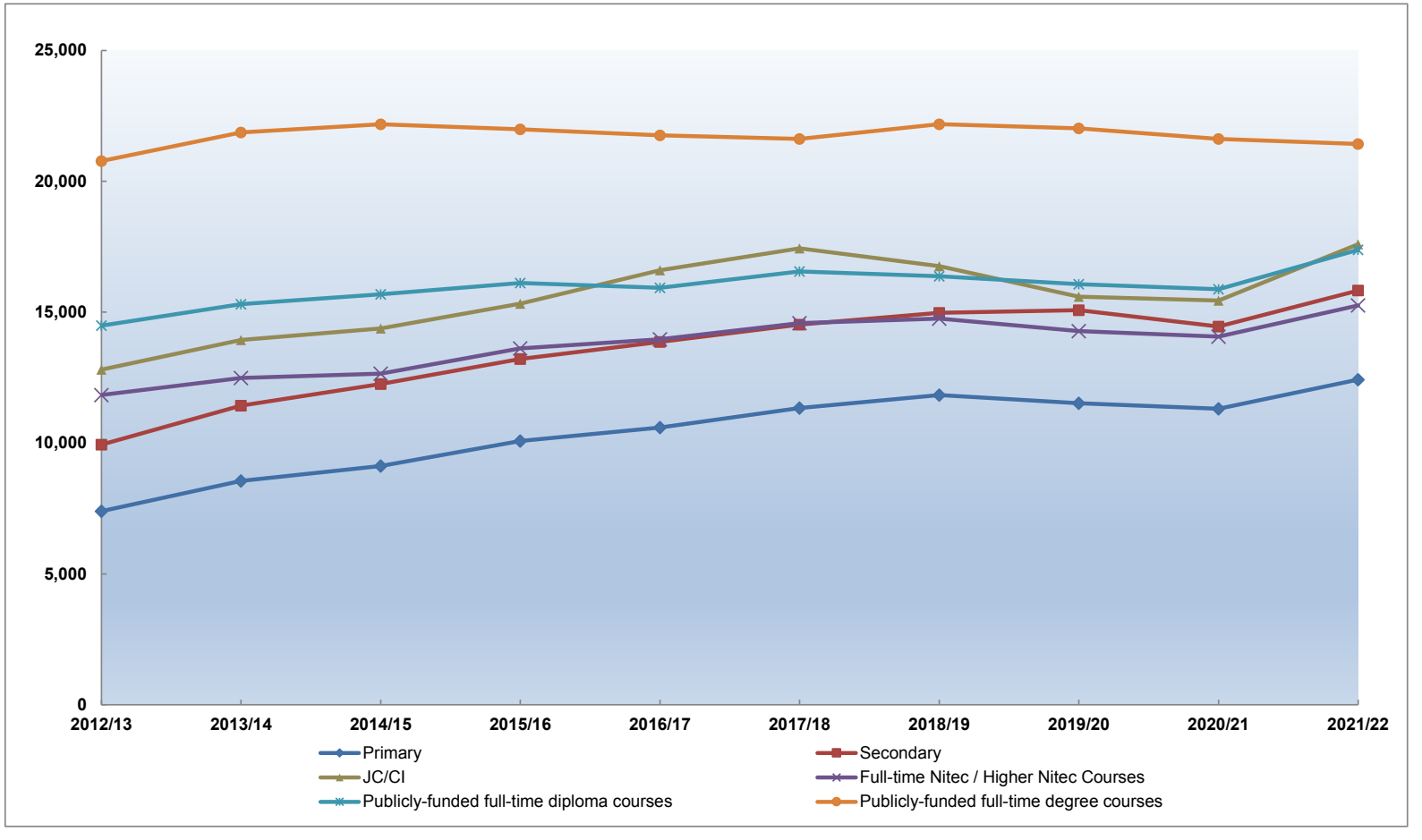
31 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others[2]	Total
2007/08	347,946	1,496,718	1,780,889	340,681	253,506	816,913	102,243	1,491,382	68,874	86,473	6,785,625
2008/09	439,480	1,553,535	1,859,599	316,184	281,262	946,113	110,378	1,808,987	73,594	87,389	7,476,521
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 [1]	889,257	2,966,364	2,743,863	344,488	501,816	1,173,887	125,326	2,973,192	230,632	841,175	12,790,000

Note : 1) Preliminary figures.

2) Includes 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 EDUCATON PER STUDENT (SGD) (Refer to Table 32)



32 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD)

Financial Year	Primary	Secondary[2]	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	University
2007/08	5,026	7,230	12,386	10,543	12,482	19,011
2008/09	5,397	7,551	11,094	11,106	13,479	19,664
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
	Primary	**Secondary[2]**	**Junior College / Centralised Institute**	**Full-time *Nitec* / *Higher Nitec* courses[3]**	**Publicly-funded full-time diploma courses[4]**	**Publicly-funded full-time degree courses[5]**
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 [1]	12,425	15,828	17,597	15,258	17,383	21,428

Note : 1) Preliminary figures.

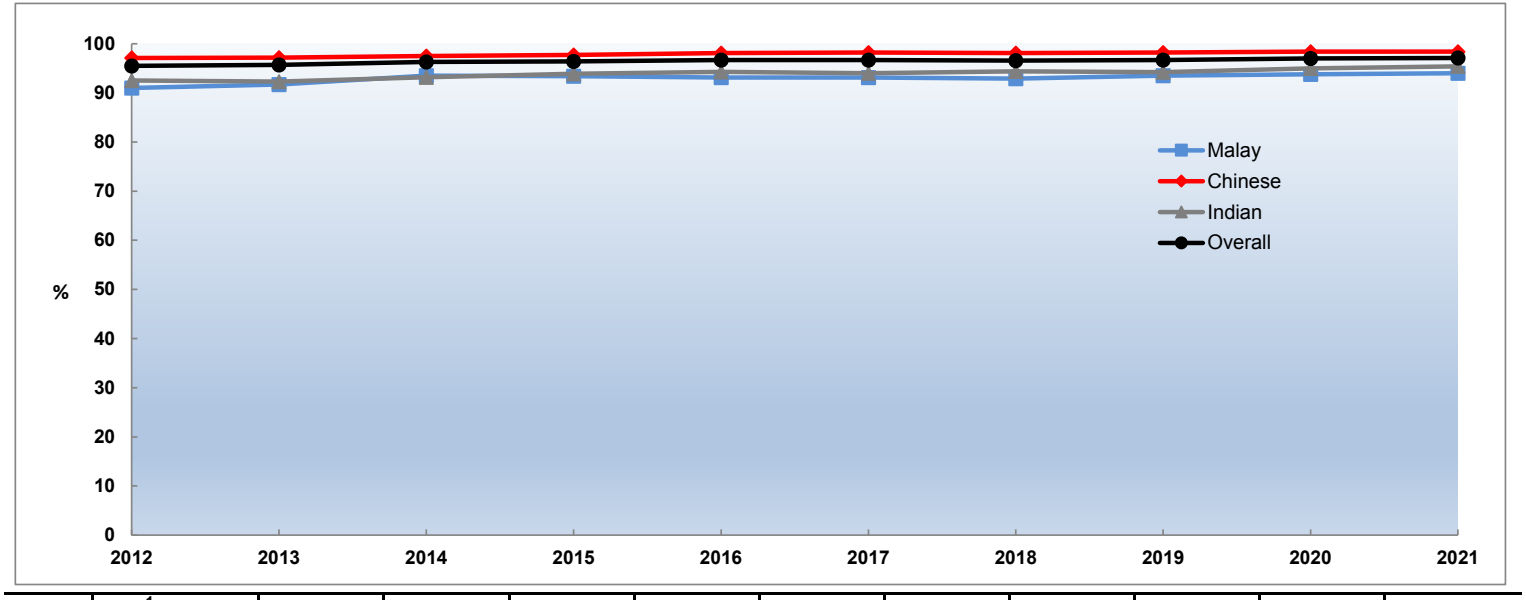
2) Figures exclude Independent Schools.

3) Refers to full-time *Nitec / Higher Nitec* courses 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) Refers to publicly-funded full-time diploma courses 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 offerring publicly-funded full-time diploma courses.

5) Refers to publicly-funded full-time degree courses 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.

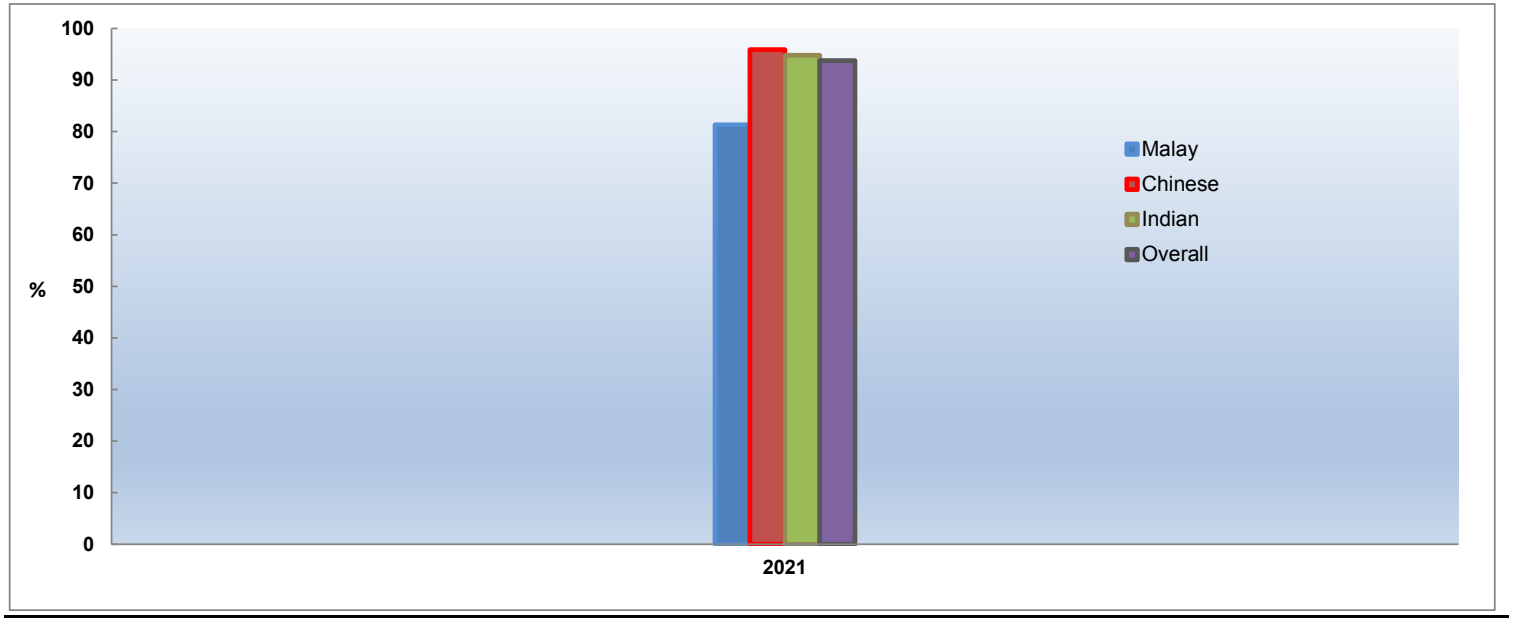
33 PERCENTAGE OF P1 COHORT THAT PROGRESSED TO POST-SECONDARY EDUCATION



Ethnic Group	Year[1] / P1 cohort	2012 / 2002	2013 / 2003	2014 / 2004	2015 / 2005	2016 / 2006	2017 / 2007	2018 / 2008	2019 / 2009	2020 / 2010	2021 / 2011
Malay	%	91.0	91.7	93.5	93.4	93.1	93.1	92.9	93.5	93.8	94.0
Chinese	%	97.1	97.2	97.5	97.7	98.1	98.2	98.1	98.2	98.4	98.4
Indian	%	92.5	92.3	93.2	93.9	94.3	94.0	94.4	94.2	95.0	95.4
Others	%	92.6	93.6	93.5	94.1	93.9	92.1	92.6	93.0	93.6	94.4
Overall	**%**	**95.5**	**95.7**	**96.3**	**96.4**	**96.7**	**96.7**	**96.6**	**96.7**	**97.0**	**97.1**

Note: 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 2017 – 2021 are preliminary estimates as these cohorts have not been fully tracked.

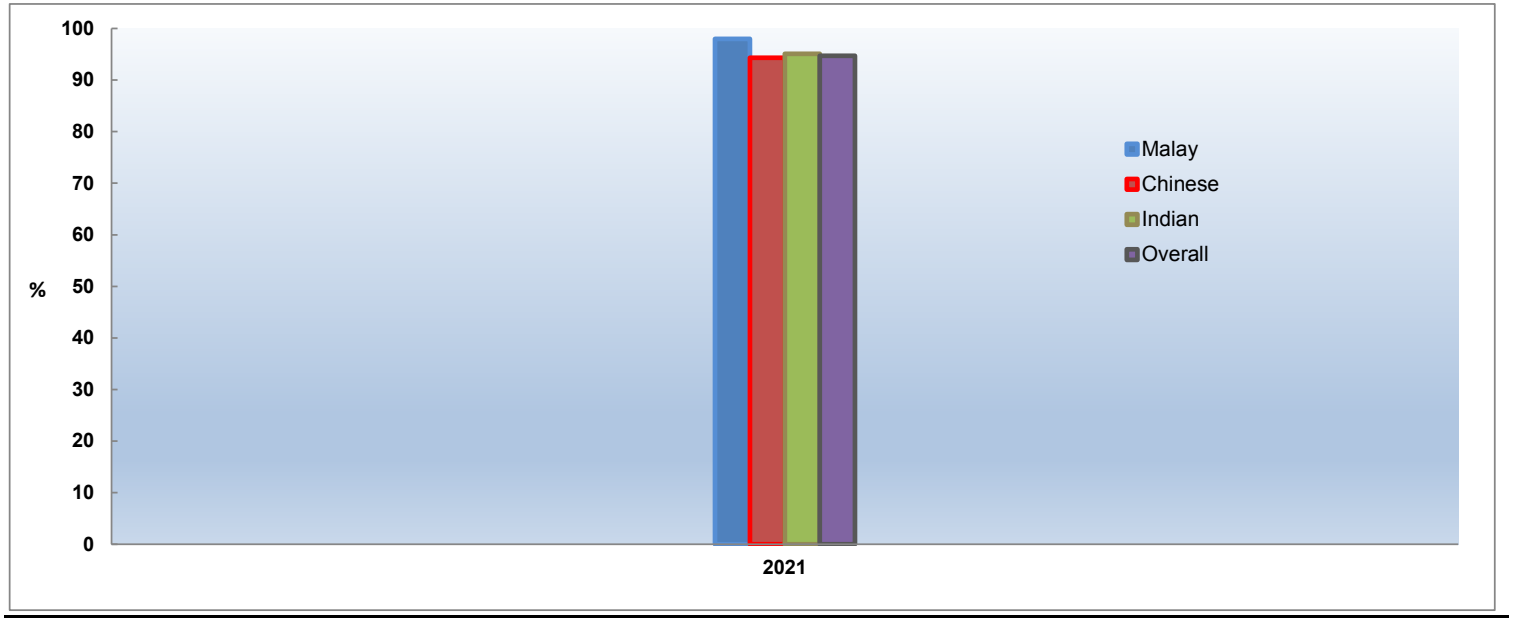
34 PERCENTAGE OF PSLE STUDENTS WHO SCORED AL 1-6 IN STANDARD ENGLISH LANGUAGE



Ethnic Group		2021
Malay	%	81.3
Chinese	%	95.9
Indian	%	94.8
Others	%	96.9
Overall	**%**	**93.8**

Note: 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.

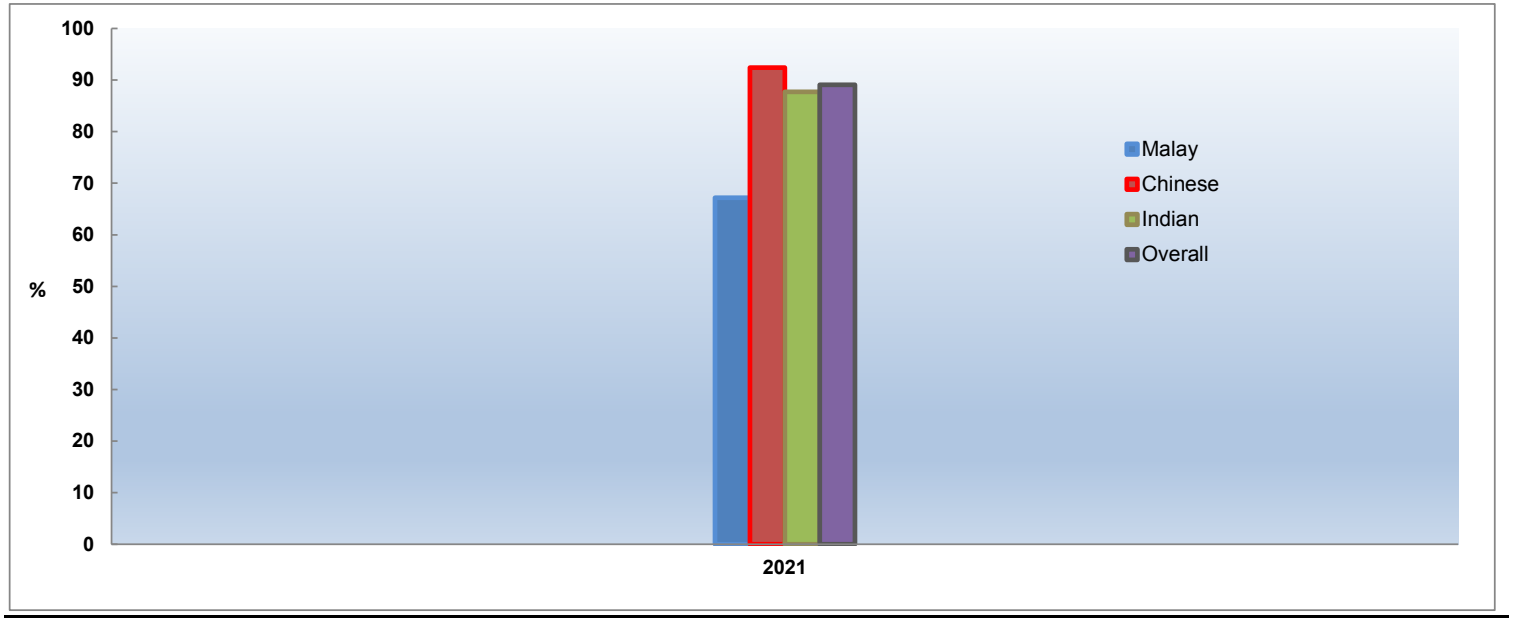
35 PERCENTAGE OF PSLE STUDENTS WHO SCORED AL 1-6 IN STANDARD MOTHER TONGUE LANGUAGE



Ethnic Group		2021
Malay	%	98.0
Chinese	%	94.3
Indian	%	95.1
Others	%	86.9
Overall	**%**	**94.7**

Note: 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.

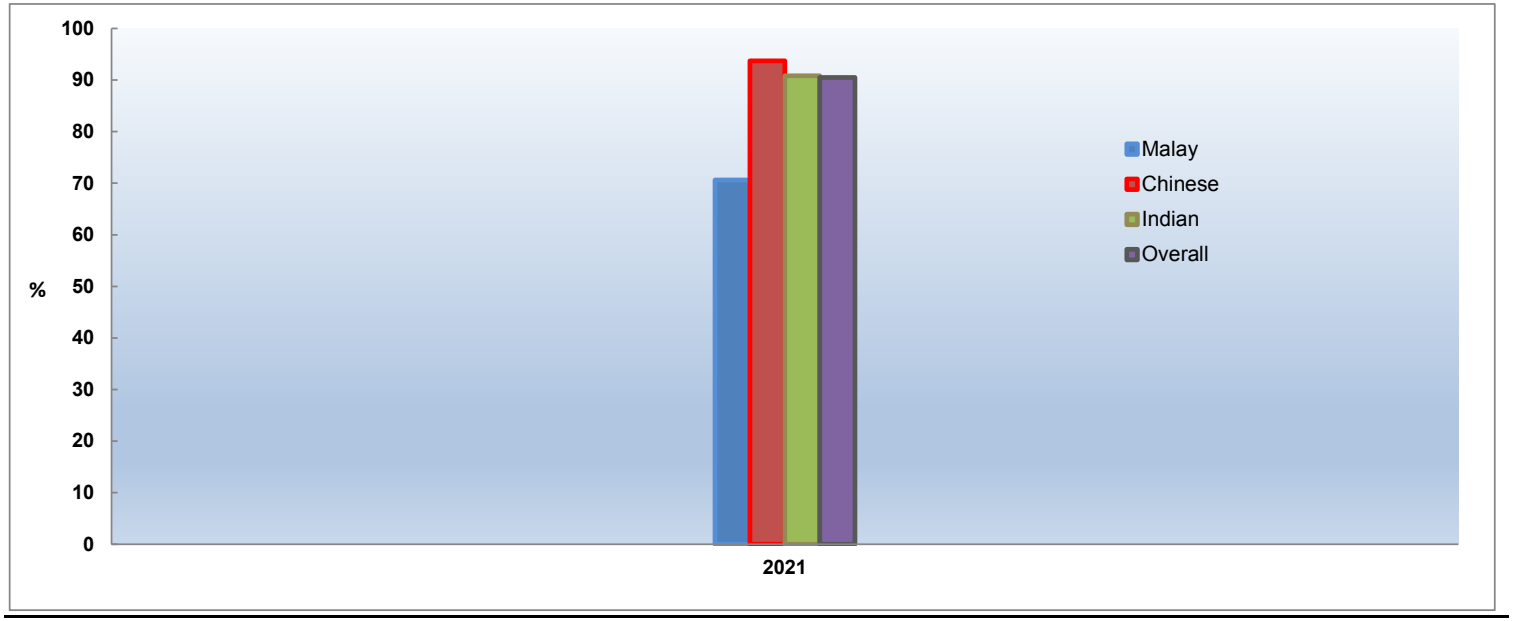
36 PERCENTAGE OF PSLE STUDENTS WHO SCORED AL 1-6 IN STANDARD MATHEMATICS



Ethnic Group		2021
Malay	%	67.2
Chinese	%	92.4
Indian	%	87.7
Others	%	90.8
Overall	**%**	**89.1**

Note: 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.

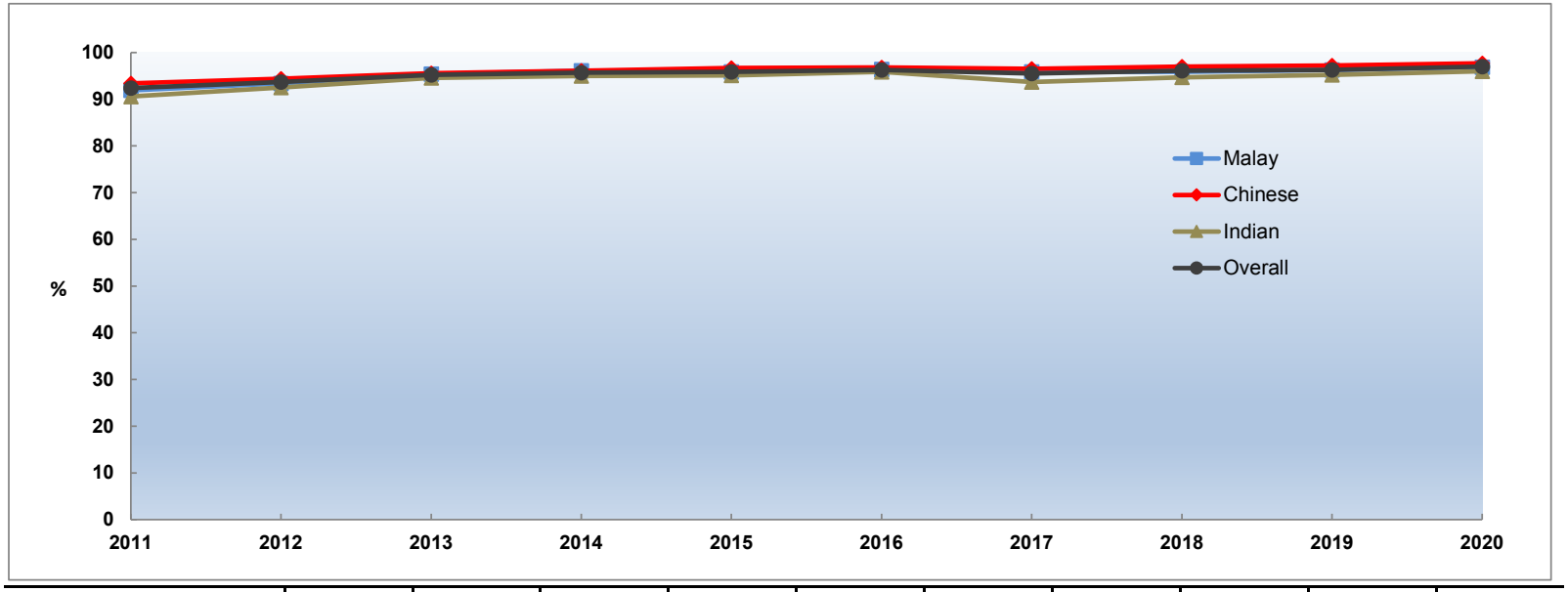
37 PERCENTAGE OF PSLE STUDENTS WHO SCORED AL 1-6 IN STANDARD SCIENCE



Ethnic Group		2021
Malay	%	70.6
Chinese	%	93.7
Indian	%	90.8
Others	%	93.3
Overall	**%**	**90.5**

Note: 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.

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



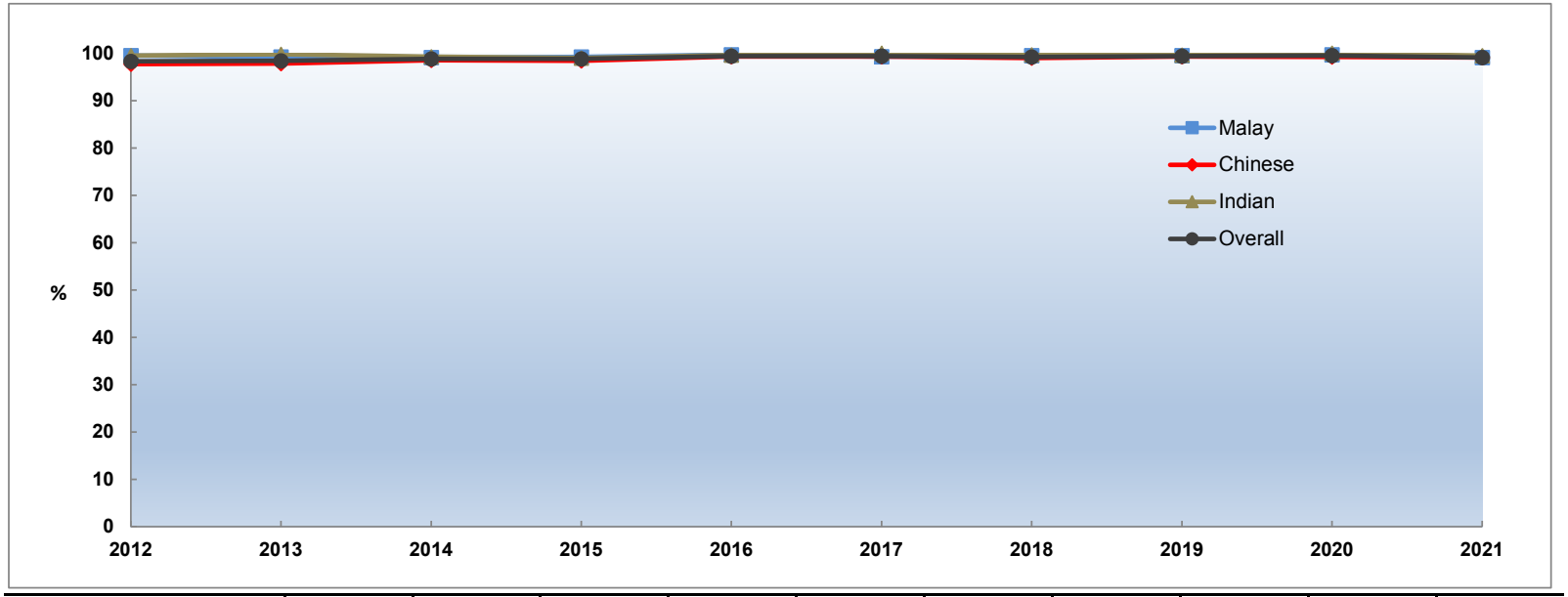
Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	91.9	93.4	95.4	96.1	95.9	96.4	95.9	95.9	96.3	96.9
Chinese	%	93.4	94.4	95.6	96.1	96.7	96.8	96.5	97.0	97.2	97.7
Indian	%	90.6	92.5	94.6	95.0	95.1	95.9	93.7	94.7	95.2	96.0
Others	%	84.5	86.2	87.3	86.5	87.9	88.4	85.7	90.2	88.5	91.5
Overall	**%**	**92.4**	**93.7**	**95.2**	**95.7**	**95.9**	**96.3**	**95.5**	**96.1**	**96.3**	**97.0**

Note:

1) 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.

2) Figures for 2017 - 2020 are preliminary estimates as these cohorts have not been fully tracked. Data for 2021 is not available as the 2021 S4N(A) students progressing to S5 have not been tracked to post-secondary education.

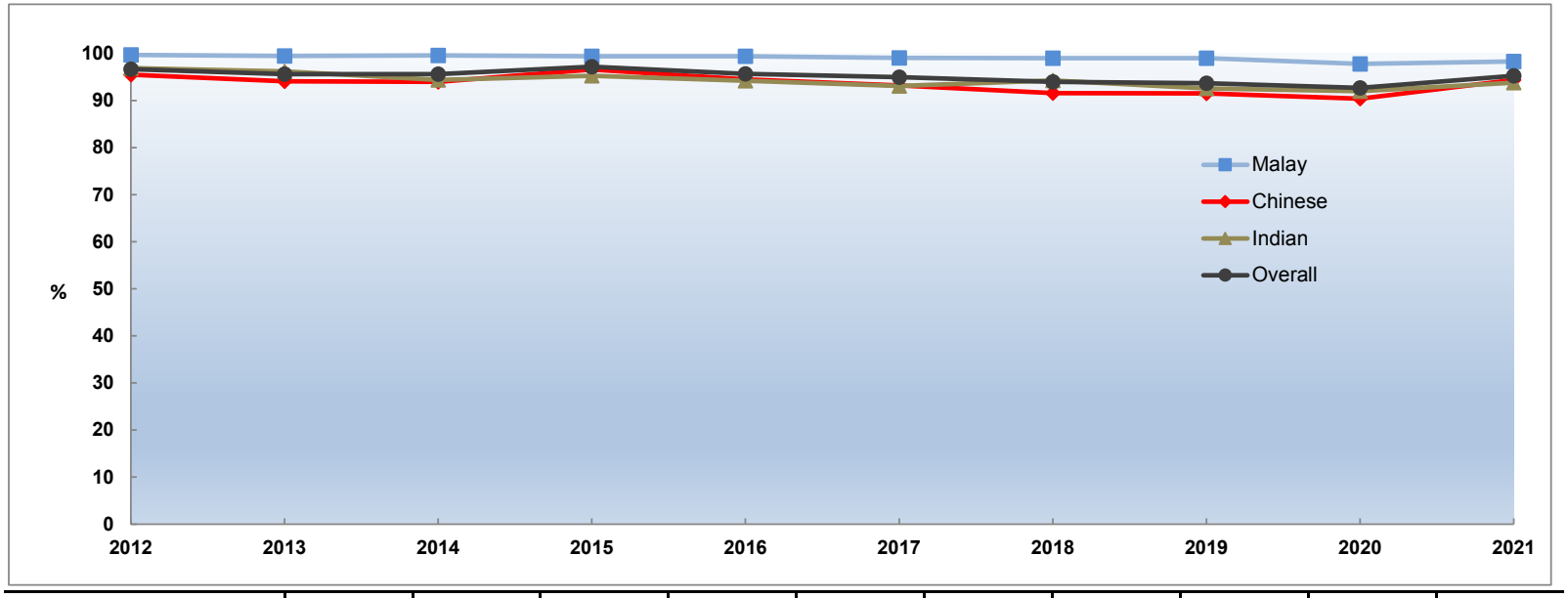
39 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	99.5	99.2	99.1	99.2	99.7	99.3	99.5	99.5	99.7	99.1
Chinese	%	97.7	97.8	98.5	98.4	99.3	99.3	99.0	99.3	99.2	99.1
Indian	%	99.5	99.8	99.3	99.0	99.6	100.0	99.7	99.6	100.0	99.5
Others	%	98.2	99.7	99.7	99.6	99.6	99.4	99.6	100.0	99.8	99.8
Overall	**%**	**98.3**	**98.4**	**98.8**	**98.8**	**99.4**	**99.4**	**99.2**	**99.4**	**99.5**	**99.1**

Note: 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.

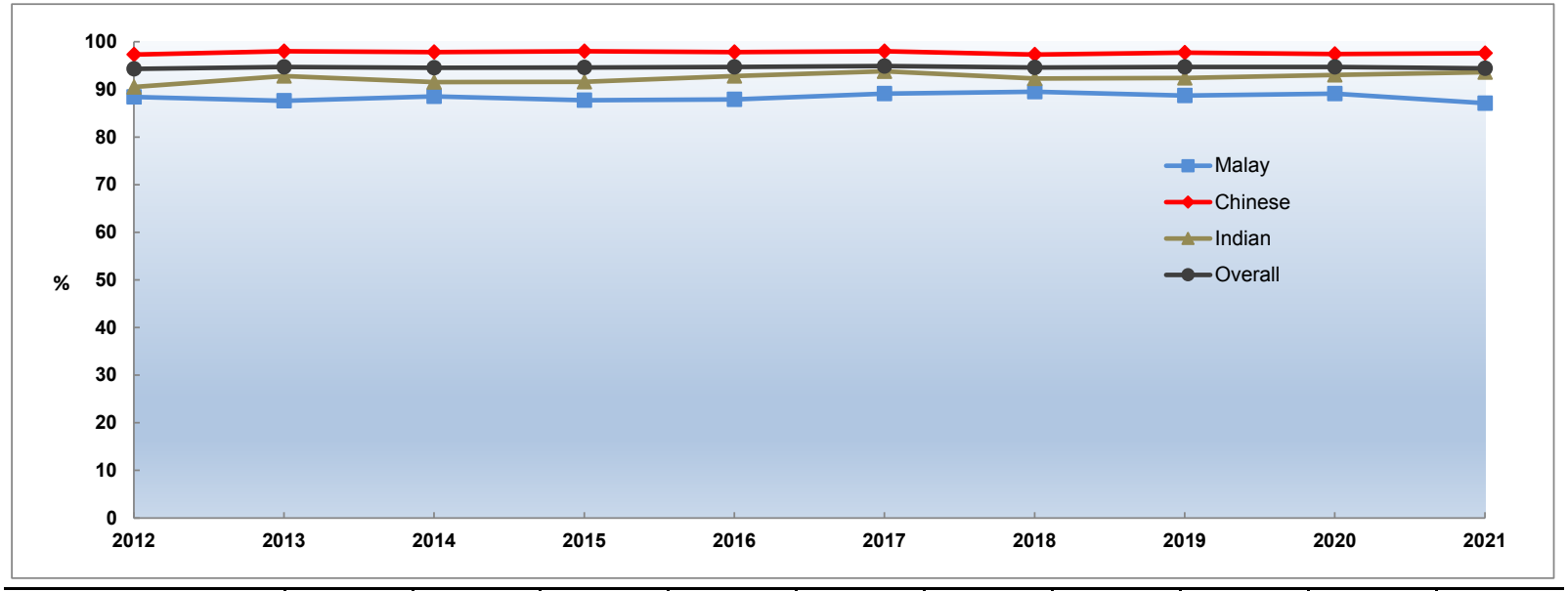
40 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	99.7	99.5	99.6	99.4	99.4	99.1	99.0	99.0	97.8	98.3
Chinese	%	95.5	94.1	94.0	96.6	94.5	93.2	91.6	91.5	90.4	94.4
Indian	%	96.9	96.2	94.4	95.3	94.2	93.1	94.3	92.6	92.0	93.8
Others	%	89.5	80.6	84.5	87.7	82.2	84.8	83.9	81.9	78.6	80.0
Overall	**%**	**96.7**	**95.6**	**95.6**	**97.2**	**95.7**	**95.0**	**94.0**	**93.7**	**92.7**	**95.3**

Note: 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.

41 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED MATHEMATICS

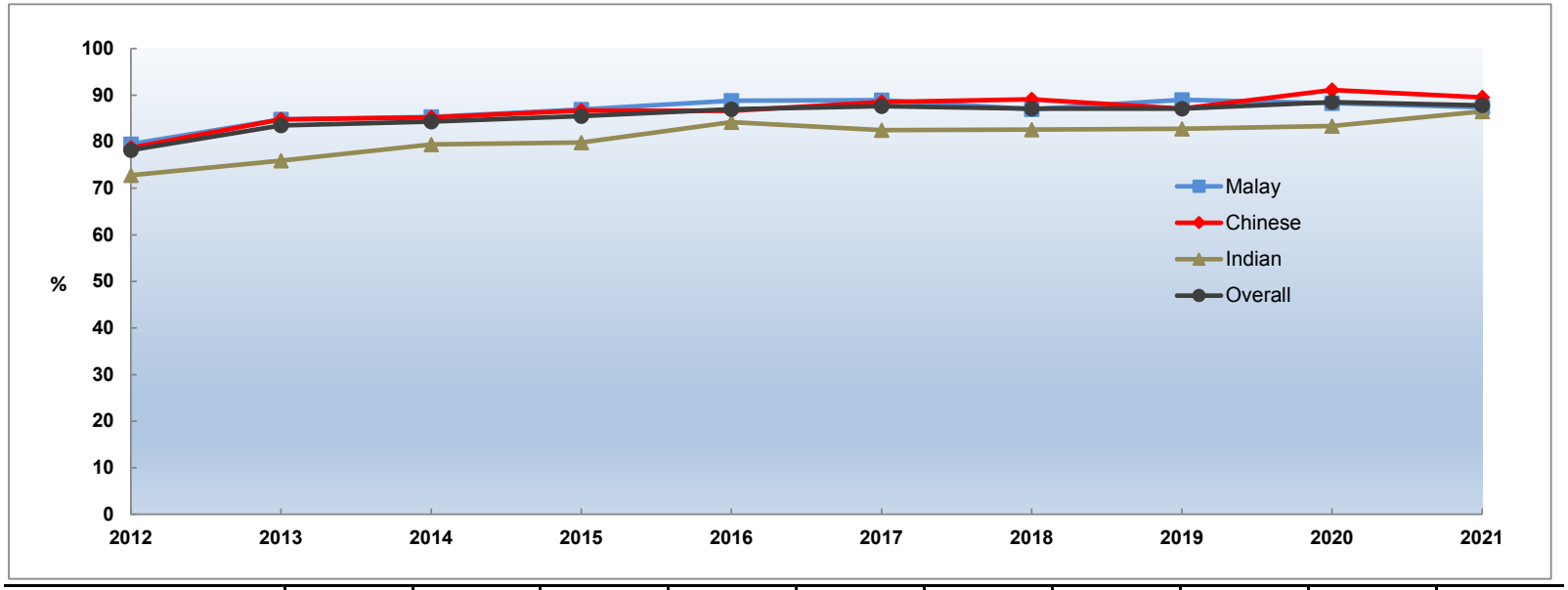


Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	88.4	87.6	88.5	87.7	87.9	89.1	89.5	88.7	89.1	87.1
Chinese	%	97.3	98.0	97.8	98.0	97.8	98.0	97.3	97.7	97.4	97.6
Indian	%	90.5	92.8	91.5	91.6	92.8	93.8	92.3	92.4	93.0	93.6
Others	%	93.3	94.1	94.1	96.7	95.6	95.9	95.8	97.8	98.1	96.7
Overall	**%**	**94.3**	**94.7**	**94.5**	**94.6**	**94.7**	**94.9**	**94.6**	**94.7**	**94.7**	**94.4**

Note: 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.

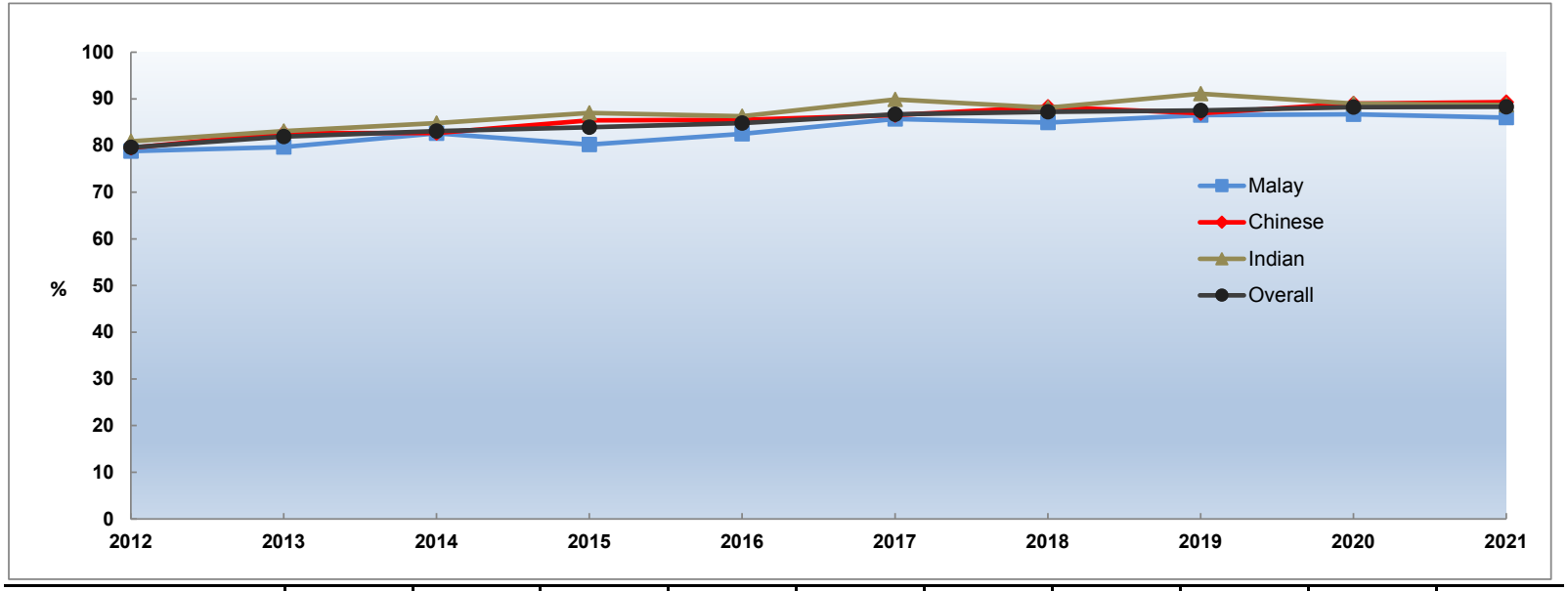
42 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PROGRESSED TO ITE



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	79.5	84.8	85.3	86.9	88.8	88.9	87.0	89.0	88.3	87.4
Chinese	%	78.7	84.8	85.2	86.7	86.6	88.5	89.1	87.1	91.1	89.5
Indian	%	72.8	75.9	79.4	79.8	84.2	82.5	82.6	82.8	83.4	86.5
Others	%	69.5	70.2	77.8	75.0	80.0	75.6	82.3	81.8	78.6	79.3
Overall	**%**	**78.2**	**83.5**	**84.3**	**85.5**	**87.0**	**87.6**	**87.1**	**87.1**	**88.5**	**87.8**

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

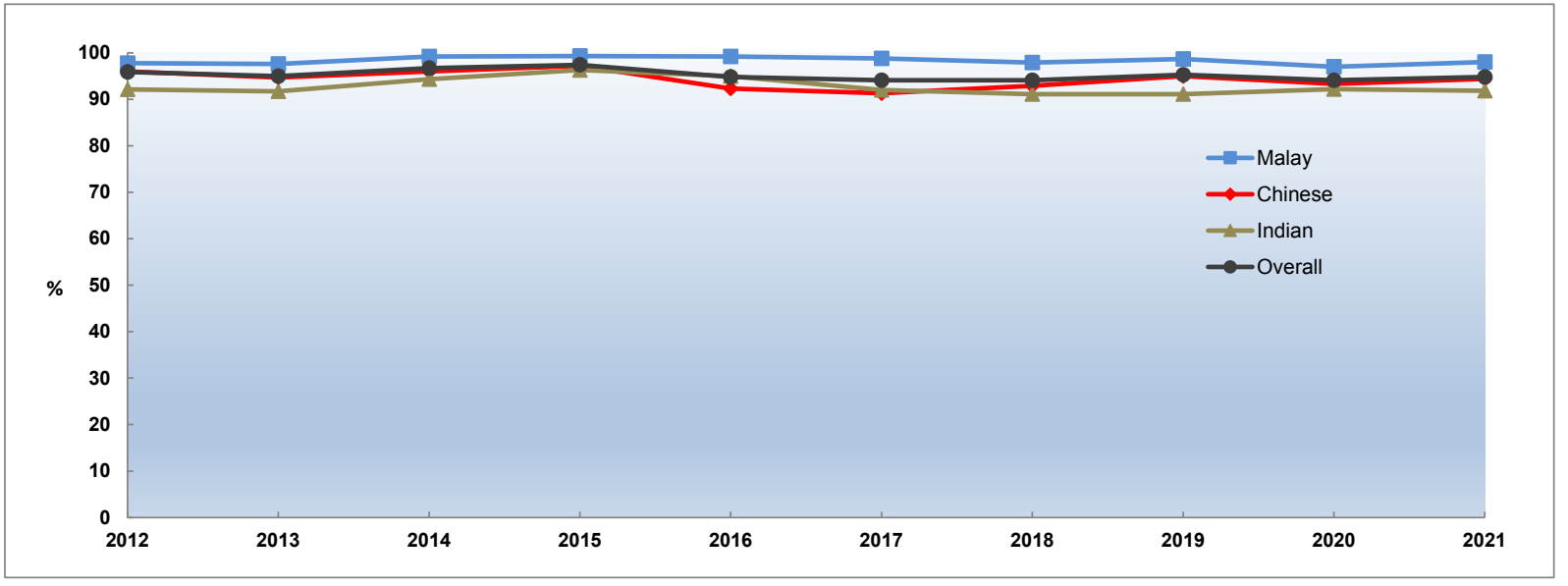
43 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	78.8	79.7	82.6	80.2	82.5	85.7	84.9	86.5	86.7	86.0
Chinese	%	79.5	82.7	82.7	85.4	85.5	86.5	88.3	86.9	89.0	89.3
Indian	%	80.9	83.1	84.8	87.0	86.3	89.9	88.1	91.1	89.0	88.7
Others	%	90.6	94.2	88.8	91.6	96.1	89.6	97.1	93.9	92.2	95.7
Overall	**%**	**79.6**	**81.9**	**83.1**	**83.9**	**84.8**	**86.7**	**87.2**	**87.5**	**88.2**	**88.3**

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

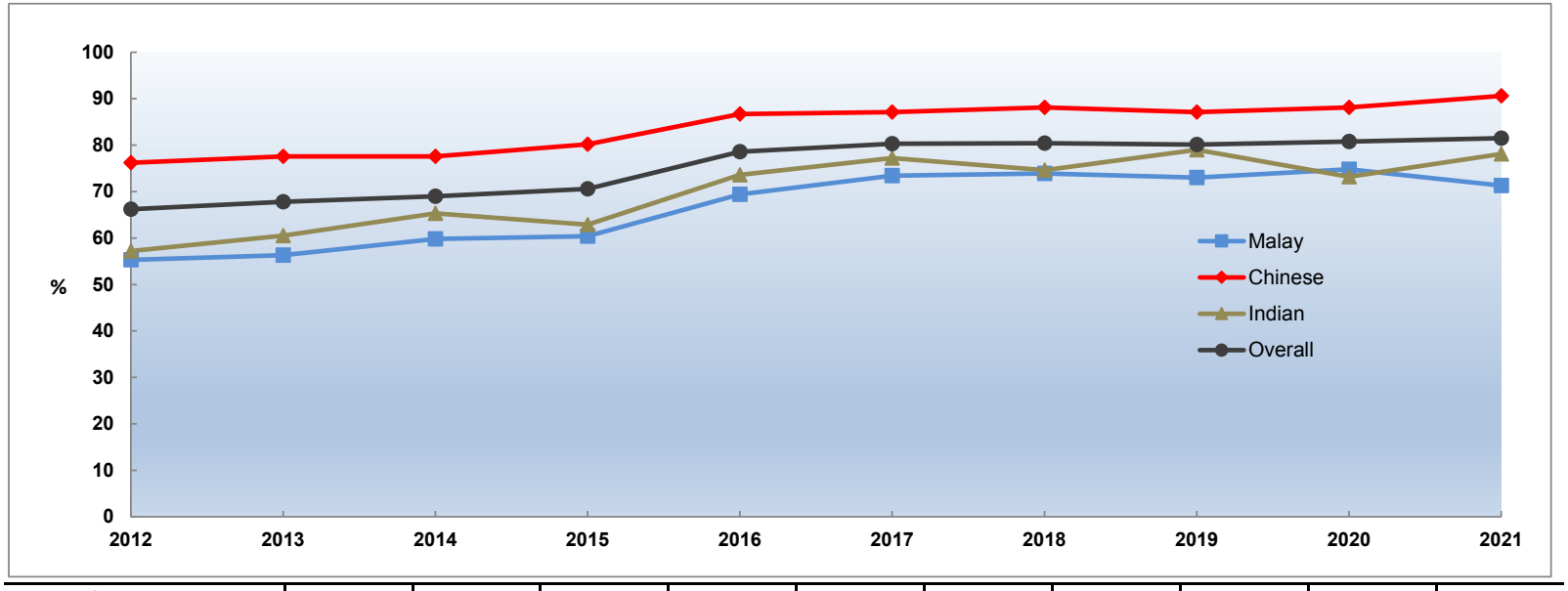
44 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	97.8	97.6	99.2	99.3	99.2	98.8	97.9	98.7	97.0	98.0
Chinese	%	96.0	94.7	96.0	97.2	92.3	91.3	92.9	95.0	93.3	94.4
Indian	%	92.1	91.7	94.3	96.3	95.0	92.0	91.1	91.1	92.2	91.8
Others	%	65.8	64.5	71.4	69.3	65.0	66.7	66.9	63.3	62.3	67.6
Overall	**%**	**95.9**	**95.0**	**96.7**	**97.4**	**94.8**	**94.1**	**94.1**	**95.3**	**94.1**	**94.8**

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

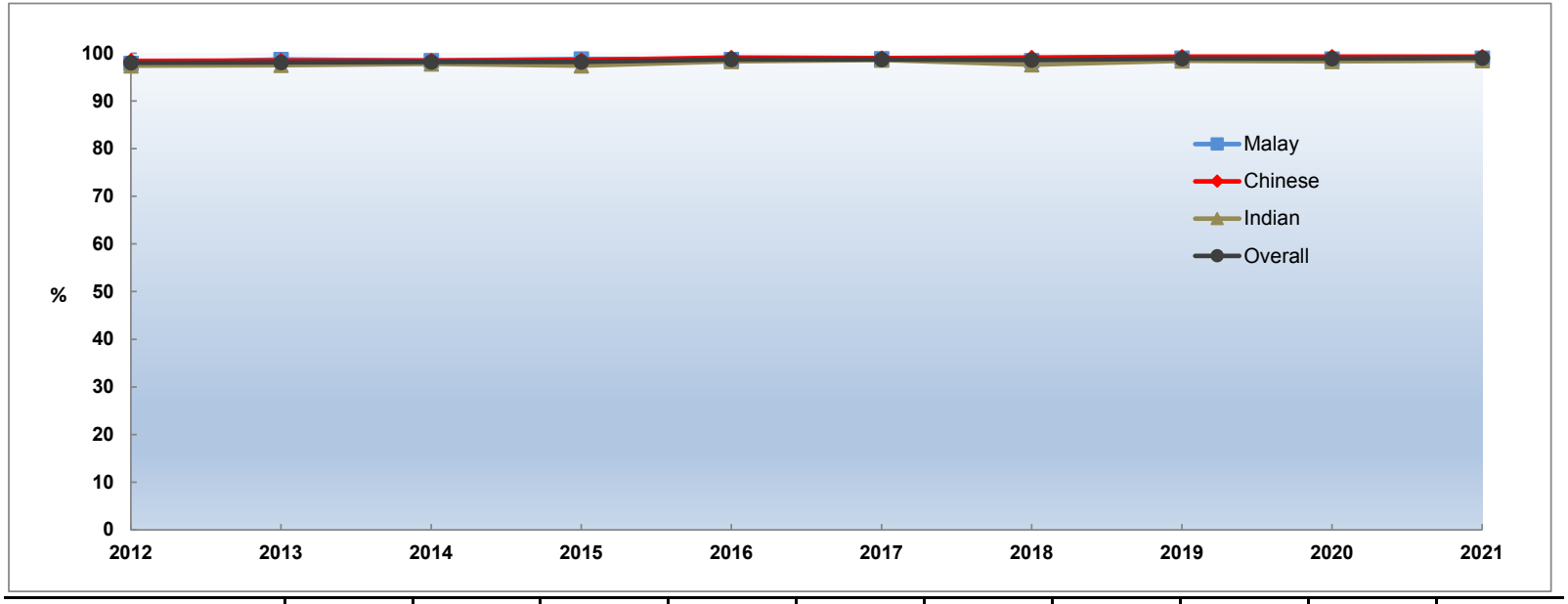
45 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED MATHEMATICS



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	55.3	56.3	59.8	60.4	69.4	73.4	73.9	73.0	74.8	71.3
Chinese	%	76.2	77.6	77.6	80.2	86.7	87.1	88.1	87.1	88.1	90.6
Indian	%	57.2	60.5	65.3	62.9	73.6	77.2	74.6	79.0	73.2	78.1
Others	%	69.3	69.2	76.6	78.4	83.7	85.6	82.8	81.2	87.5	87.6
Overall	**%**	**66.2**	**67.8**	**69.0**	**70.6**	**78.6**	**80.3**	**80.4**	**80.1**	**80.8**	**81.5**

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

46 PERCENTAGE OF O-LEVEL STUDENTS WHO PROGRESSED TO POST-SECONDARY EDUCATION



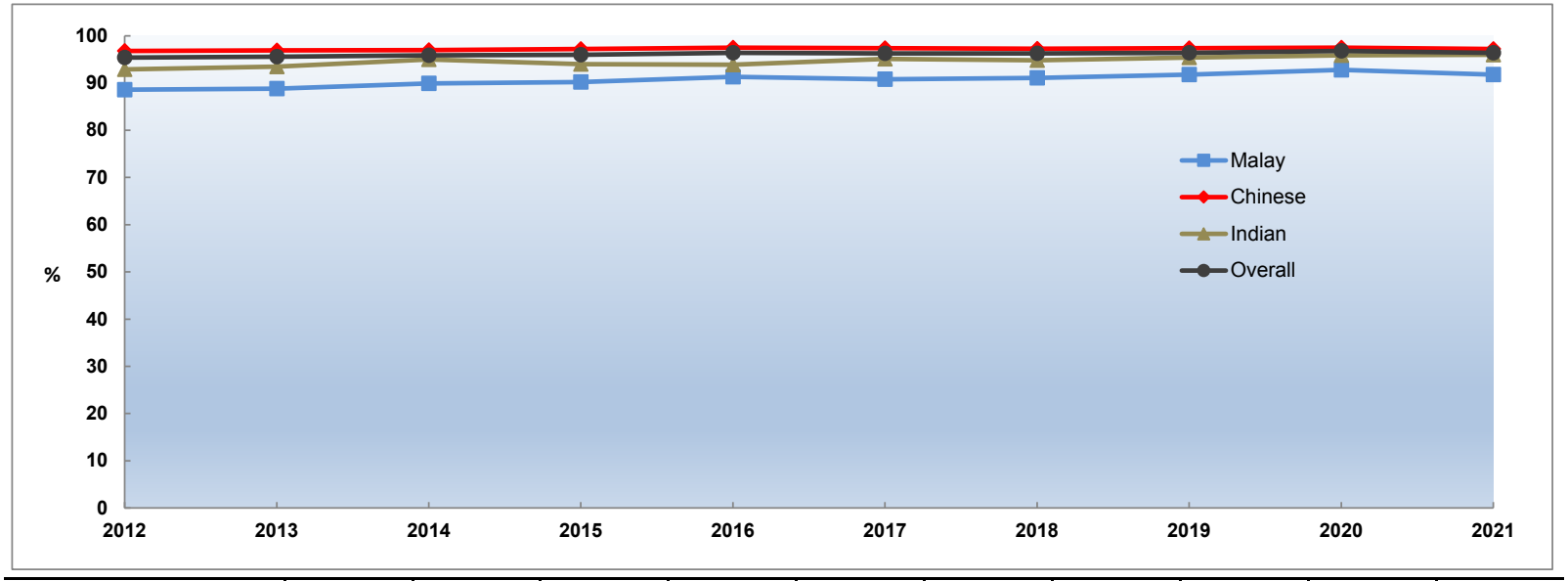
Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	97.9	98.7	98.5	98.8	98.7	98.9	98.5	99.0	98.8	99.0
Chinese	%	98.4	98.5	98.5	98.6	99.1	99.0	99.1	99.3	99.3	99.3
Indian	%	97.4	97.5	97.8	97.4	98.3	98.6	97.6	98.4	98.3	98.5
Others	%	90.0	90.7	91.3	91.6	92.7	93.3	92.7	94.7	94.4	94.5
Overall	**%**	**98.0**	**98.1**	**98.2**	**98.2**	**98.7**	**98.7**	**98.6**	**98.9**	**98.9**	**99.0**

Note:

1) 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.

2) Figures for 2017 - 2021 are preliminary estimates as these cohorts have not been fully tracked. Data for 2021 may be under-estimates as admissions data for 2022 into private education institutions is not available yet.

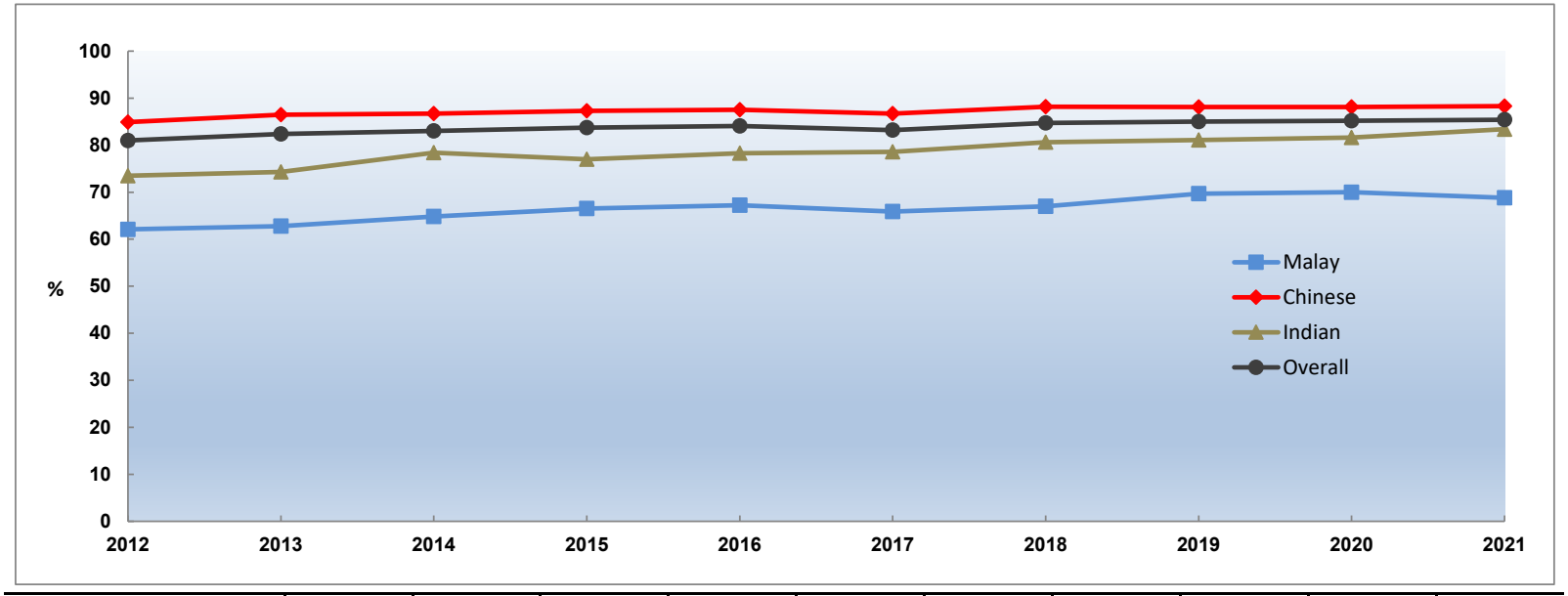
47 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 3 O-LEVEL PASSES



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	88.6	88.8	89.9	90.2	91.3	90.8	91.1	91.8	92.8	91.8
Chinese	%	96.8	96.9	97.0	97.2	97.5	97.4	97.3	97.4	97.5	97.2
Indian	%	92.9	93.5	95.0	94.0	93.9	95.1	94.8	95.4	95.9	96.0
Others	%	94.0	94.3	94.6	95.6	94.4	96.5	95.5	95.0	96.5	94.2
Overall	**%**	**95.4**	**95.6**	**95.9**	**96.0**	**96.4**	**96.3**	**96.3**	**96.4**	**96.8**	**96.4**

Note: 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.

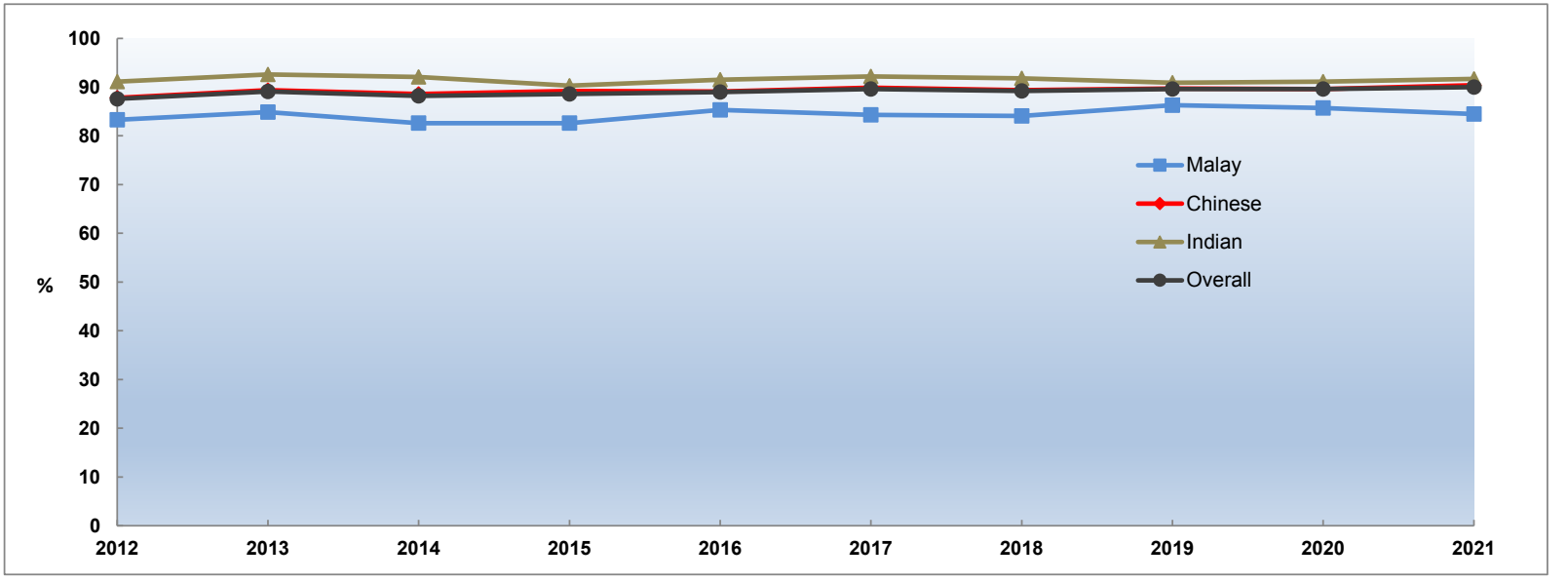
48 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 5 O-LEVEL PASSES



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	62.1	62.8	64.8	66.5	67.2	65.9	67.0	69.7	70.0	68.8
Chinese	%	84.9	86.5	86.7	87.3	87.5	86.7	88.2	88.1	88.1	88.3
Indian	%	73.5	74.3	78.4	77.0	78.3	78.6	80.6	81.1	81.6	83.4
Others	%	76.6	76.8	79.9	80.1	78.8	81.1	78.8	82.3	82.4	80.4
Overall	**%**	**81.0**	**82.4**	**83.0**	**83.7**	**84.1**	**83.2**	**84.7**	**85.0**	**85.2**	**85.4**

Note: 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.

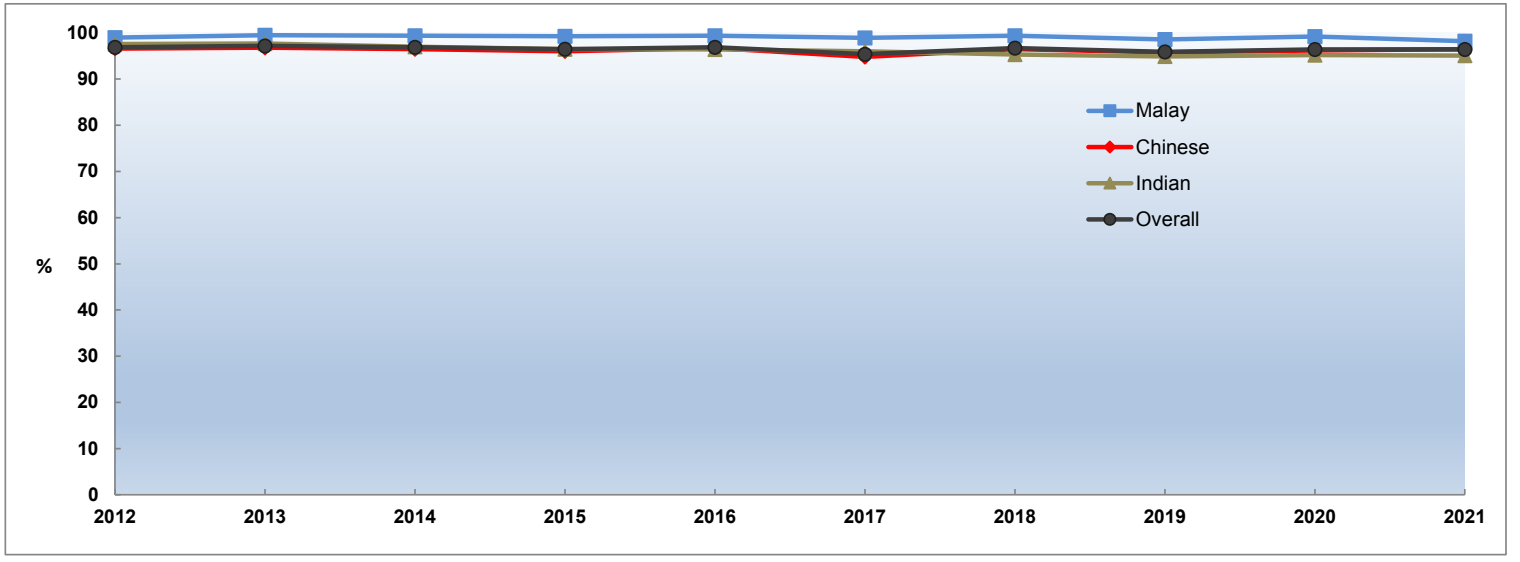
49 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	83.3	84.9	82.6	82.6	85.3	84.3	84.1	86.3	85.7	84.5
Chinese	%	87.8	89.4	88.6	89.2	89.1	89.9	89.4	89.7	89.6	90.4
Indian	%	91.1	92.6	92.1	90.3	91.5	92.2	91.8	90.9	91.1	91.7
Others	%	90.0	90.9	90.3	91.3	92.9	93.5	92.8	92.8	93.1	92.1
Overall	**%**	**87.6**	**89.1**	**88.2**	**88.6**	**89.0**	**89.6**	**89.2**	**89.6**	**89.6**	**90.0**

Note: 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.

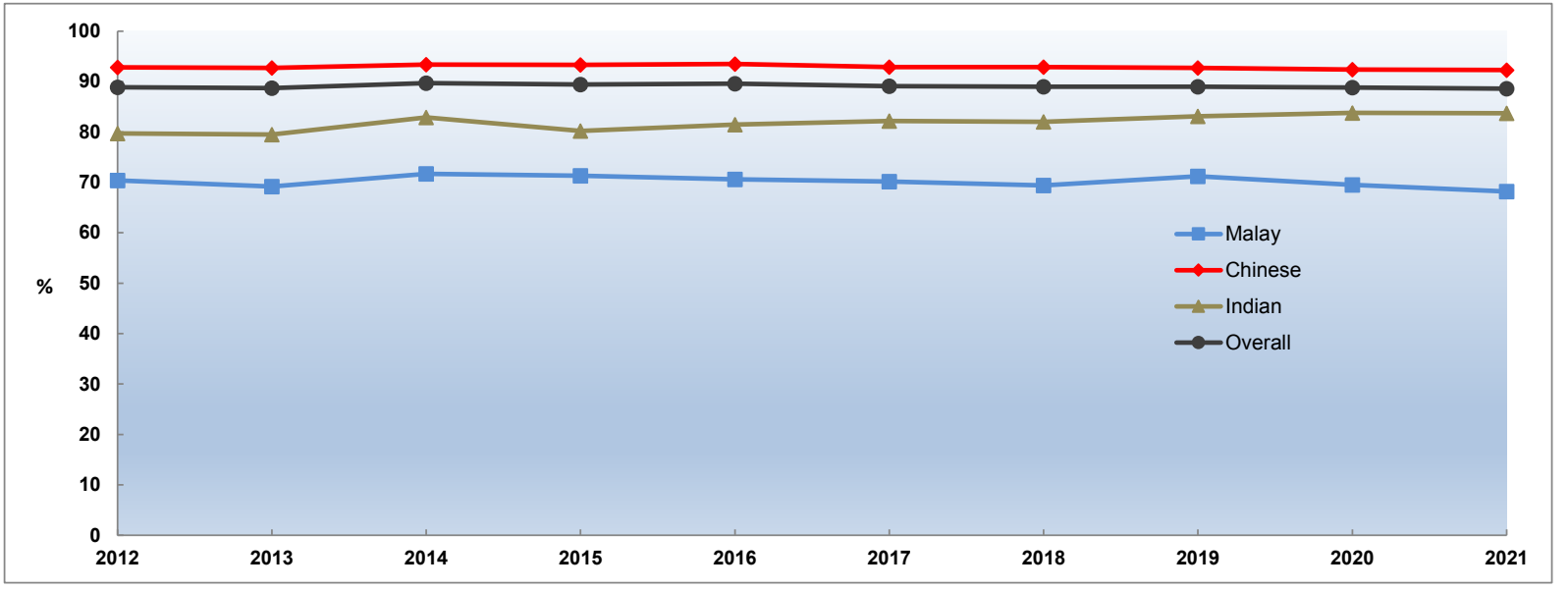
50 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	99.0	99.5	99.4	99.3	99.4	98.9	99.4	98.6	99.2	98.2
Chinese	%	96.6	96.8	96.5	96.0	96.7	94.8	96.5	95.8	96.2	96.5
Indian	%	97.6	97.7	97.0	96.5	96.4	96.0	95.3	94.9	95.2	95.1
Others	%	90.6	90.6	90.4	91.2	87.2	86.0	89.5	86.2	91.0	89.4
Overall	**%**	**96.9**	**97.2**	**96.9**	**96.5**	**96.9**	**95.4**	**96.7**	**95.9**	**96.4**	**96.4**

Note: 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.

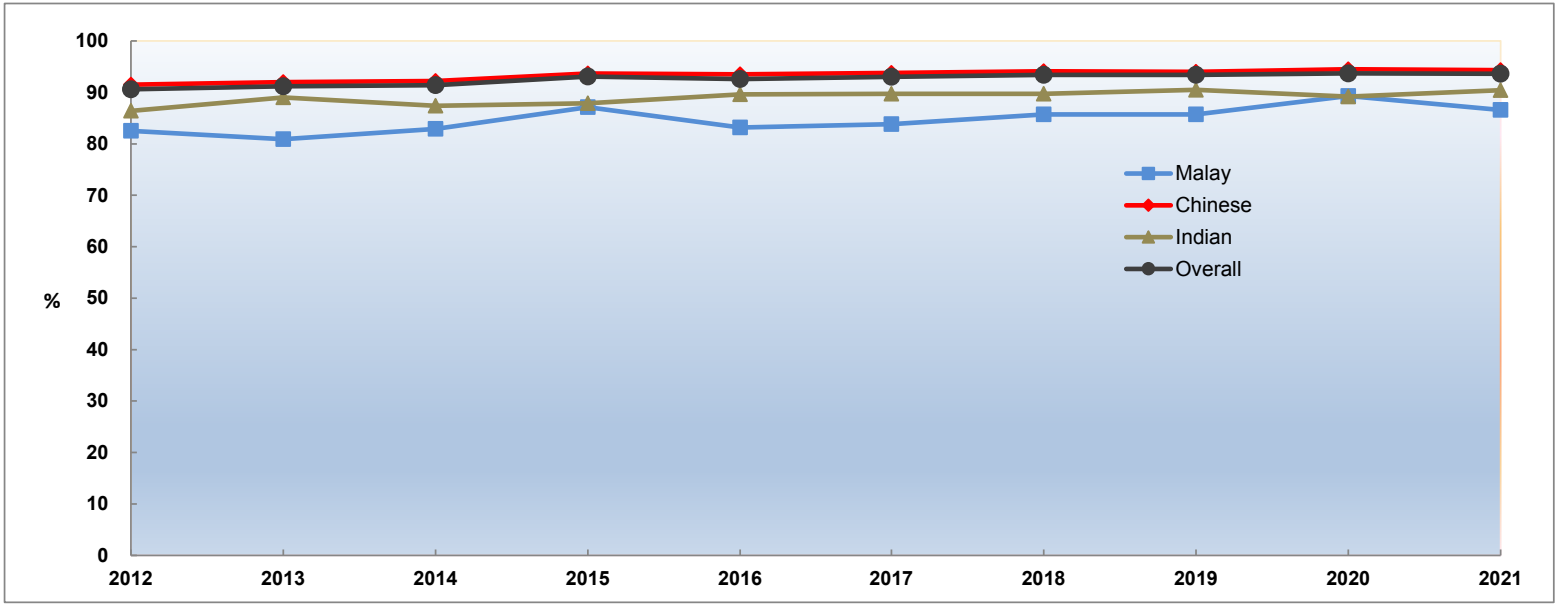
51 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MATHEMATICS



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	70.4	69.2	71.7	71.3	70.6	70.2	69.4	71.2	69.5	68.2
Chinese	%	92.8	92.7	93.4	93.3	93.5	92.9	92.9	92.7	92.4	92.3
Indian	%	79.7	79.5	82.9	80.2	81.5	82.2	82.0	83.1	83.8	83.7
Others	%	88.8	86.0	88.7	88.2	85.3	89.4	86.9	88.1	89.0	87.2
Overall	**%**	**88.9**	**88.7**	**89.7**	**89.4**	**89.6**	**89.1**	**89.0**	**89.0**	**88.8**	**88.6**

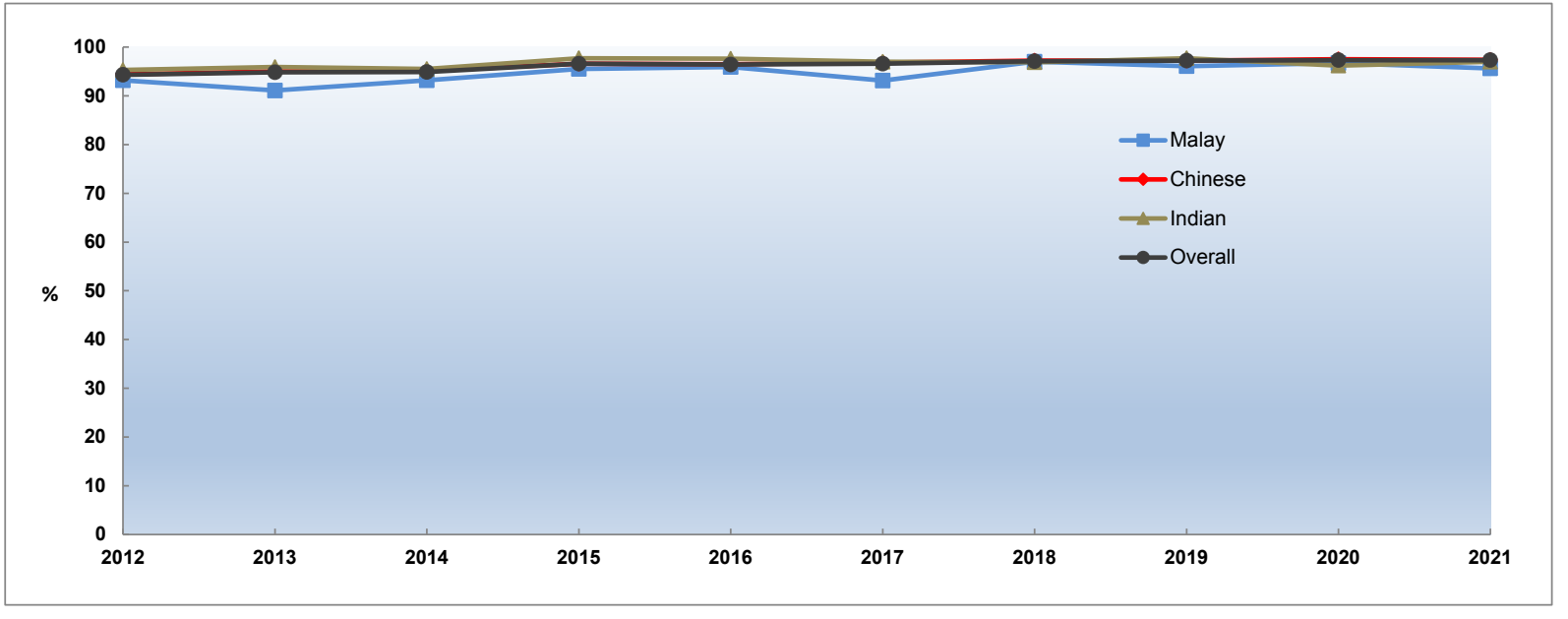
Note: 1) Figures exclude Integrated Programme (IP) students
2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

52 PERCENTAGE OF A-LEVEL STUDENTS WITH AT LEAST 3 H2 PASSES & PASS IN GP / KI



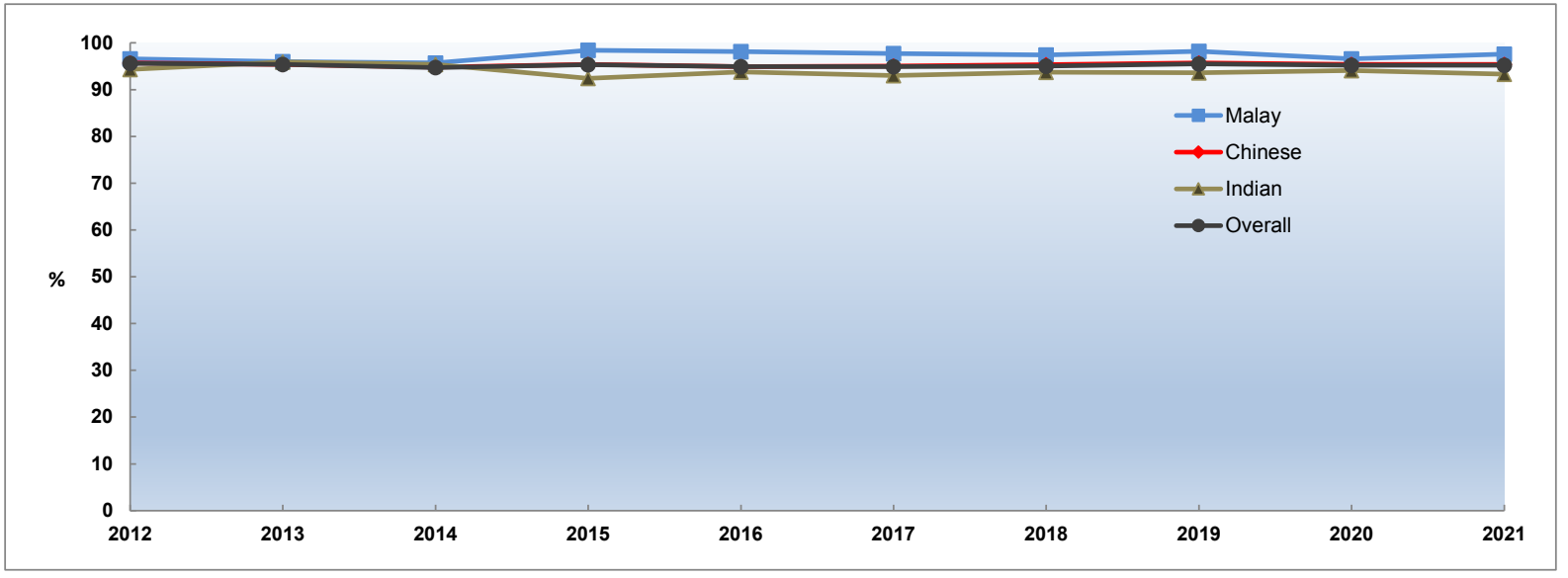
Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	82.5	80.9	82.9	87.1	83.2	83.8	85.7	85.7	89.3	86.6
Chinese	%	91.5	92.0	92.2	93.7	93.5	93.8	94.1	94.0	94.5	94.3
Indian	%	86.4	89.0	87.4	87.9	89.6	89.7	89.7	90.5	89.2	90.4
Others	%	87.7	88.1	89.0	92.3	88.7	90.1	90.5	93.3	90.3	93.0
Overall	**%**	**90.6**	**91.2**	**91.4**	**93.1**	**92.6**	**93.0**	**93.4**	**93.4**	**93.7**	**93.6**

53 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED GENERAL PAPER OR KNOWLEDGE AND INQUIRY



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	93.2	91.1	93.2	95.5	95.9	93.1	97.0	96.1	96.7	95.6
Chinese	%	94.4	95.0	95.1	96.6	96.5	96.8	97.2	97.2	97.5	97.4
Indian	%	95.3	95.9	95.5	97.7	97.6	97.0	96.9	97.7	96.2	97.0
Others	%	90.9	91.8	91.8	95.7	94.2	95.7	96.1	97.0	96.2	98.3
Overall	**%**	**94.3**	**94.8**	**94.9**	**96.6**	**96.4**	**96.6**	**97.1**	**97.2**	**97.3**	**97.3**

54 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE AT H1 LEVEL



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	96.6	96.0	95.7	98.4	98.1	97.7	97.4	98.2	96.6	97.6
Chinese	%	95.7	95.4	94.8	95.4	94.9	95.0	95.3	95.7	95.4	95.4
Indian	%	94.3	95.9	95.4	92.4	93.8	93.0	93.7	93.6	94.1	93.3
Others	%	86.2	87.0	80.3	87.2	86.7	91.7	84.3	87.6	91.4	89.7
Overall	**%**	**95.6**	**95.4**	**94.7**	**95.3**	**94.9**	**94.9**	**95.0**	**95.5**	**95.2**	**95.2**

APPENDICES

Milestones in the Education System

Primary Education

1979 **Streaming at primary levels was introduced** starting with the 1979 Primary 3 (P3) 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 P6. 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 P3 was removed, and streaming at P4 (EM1, EM2 and EM3 streams) was introduced.** The 1991 Report on Improving Primary School Education recommended that streaming take place at the end of P4. 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 P5 in the same school.

1993 **Last batch of P8 Extended and P8 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 P5 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 also 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 are 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. It prepares 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.

1994 **Autonomous Schools were established**. A number of non-IS were given greater autonomy as well as additional funding to develop a wider range of programmes to enhance their students' learning experience and hone their talents.

2002 **Students in the N(A) course were allowed to offer out-of-stream or higher-level subjects 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 prefer a more independent and less structured learning approach. The programme aims 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 proceed 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 allows 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 is 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 has 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 Normal (Academic) 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 aims 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 is a specialised arts school which offers a six-year integrated arts and academic curriculum for those who have 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 aims to cater to develop students through the real-world application of Science, Technology, Engineering, Arts and Mathematics (STEAM).

2013 **Crest Secondary, the first Specialised School for Normal (Technical) course students (SSNT), welcomed its inaugural batch of students**. The school provides a customised curriculum to cater to N(T) students who have an interest in practice-oriented, hands-on learning.

2014 **Spectra Secondary, the second SSNT, welcomed its inaugural batch of students.**

2014 **Subject-Based Banding (Secondary) [(SBB (Sec)] was piloted in 12 Prototype Schools.** SBB (Sec) provides lower secondary N(A) and N(T) students 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 is 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 may take Humanities subjects at a more demanding level from Sec 2. Students in these schools also offer 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 SSNTs, to provide SSNT students with a broad-based curriculum that widens exposure to different industry growth areas.

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 sit for the A-Level examination at the end of three years, compared to students from the Junior Colleges, who typically do 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 is the only Pre-University institution to offer the commerce stream.

2005 **DSA was introduced** as an alternative admission mechanism to Junior College. It allows students to enter Junior Colleges based on their aptitudes and talents (e.g., in sports or performing arts) beyond what is demonstrated through the O-Level examination.

2006 **A-Level curriculum was revised** to provide greater flexibility, breadth, and depth to 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 adds to the diversity of post-education pathways within our education system.

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 GCE 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 Normal (Academic) students. Under the DES, students who complete their GCE N(A)-Level examinations can progress to *Higher Nitec* courses directly instead of taking the GCE O-Level examinations at Sec 5.

2013 **The Direct-Entry-Scheme to Polytechnic Programme (DPP) replaced the DES.** It allows selected students who have completed their GCE 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 allows 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, aims 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 will be progressively implemented from AY2022.

University Education

1956 **Nanyang University (Nantah or NU) 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 (SU) was set up** after its split from the University of Malaya.

1980 **The National University of Singapore (NUS) was established** with the merger of SU and NU. It promoted English as Singapore's main language.

1981 **The 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 **The NTI was re-constituted to Nanyang Technological University (NTU)** to increase the number of university places.

2000 **The 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.

2005 **Duke-NUS Medical School (Duke-NUS) was established** as a collaboration between NUS and Duke University. As our only graduate medical school, it diversifies the medical education landscape and provides an avenue to train clinician-scientists.

2006 **NUS and NTU were corporatised and attained the status of Autonomous Universities.** This granted greater autonomy to the universities and strengthened their long-term financial sustainability to support their pursuit of excellence in education and research.

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.

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** as Singapore's fourth Autonomous University in collaboration with the Massachusetts Institute of Technology (MIT) and Zhejiang University. It admitted its first batch of students in 2012.

2010 **The Lee Kong Chian School of Medicine (LKCMedicine) 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 (YNC) was established** as a collaboration between NUS and Yale University to offer a liberal arts education. It admitted its first batch of students in 2013.

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)

2017 **UniSIM was renamed as the Singapore University of Social Sciences (SUSS) and established** as Singapore's sixth Autonomous University. SUSS offers full-time and part-time degree programmes that are designed to support the needs of working adults and those who prefer an applied education. The focus of its programmes is in the domain of the social sciences, as well as disciplines that have 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** by SIT and SUSS was launched together with partner companies, to further tighten the nexus between education and training.

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,** 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 programme**s 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 demonstrate interest and aptitude in the arts, to articulate into one of NAFA's diploma programmes. The 35-week programme aims 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 university of the arts would be established in an alliance between LASALLE and NAFA.** This will be a private university of the arts, supported by the Government. Within the alliance, LASALLE and NAFA will remain separate legal entities and distinct colleges offering their own programmes.

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CLASSIFICATION OF ITE COURSES (2021)

CLASSIFICATION OF NATIONAL ITE CERTIFICATE (*NITEC*) PROGRAMMES (2021)

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

		Nitec in Mechanical Technology *Nitec in Mechanical Technology (3-years)* *Nitec in Mechatronics & Robotics* *Nitec in Rapid Transit Technology* *Nitec in Urban Greenery & Landscape*
6.	**HOSPITALITY**	*Nitec* in Asian Culinary Arts *Nitec* in Hospitality Operation *Nitec* in Pastry & Baking *Nitec* in Western Culinary Arts

CLASSIFICATION OF DIPLOMA AND HIGHER NATIONAL ITE CERTIFICATE (*HIGHER NITEC*) PROGRAMMES (2021)

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

		Higher Nitec in Landscape Management & Design *Higher Nitec in Marine Engineering* *Higher Nitec in Marine & Offshore Technology* *Higher Nitec in Mechanical Engineering* *Higher Nitec in Mechatronics Engineering* *Higher Nitec in Offshore & Marine Engineering Design* *Higher Nitec in Precision Engineering* *Higher Nitec in Process Plant Design* *Higher Nitec in Rapid Transit Engineering* *Higher Nitec in Robotic & Smart Systems*
6.	**HOSPITALITY**	*Technical Diploma in Culinary Arts* *Higher Nitec in Culinary Arts* *Higher Nitec in Hospitality Operations* *Higher Nitec in Pastry & Baking*

CLASSIFICATION OF POLYTECHNIC COURSES[1] (2021)

1.	**APPLIED ARTS**	Animation Animation & Visual Effects Apparel Design & Merchandising Communication Design Design Design for User Experience Design For Games & Gamification Digital Animation Digital Film & Television Digital Game Art & Design Digital Visual Effects Experience & Communication Design Experiential Product & Interior Design Film, Sound & Video Game Design Games Design & Development (SP) Immersive Media & Game Design Industrial Design Interaction Design Interior Architecture & Design Interior Design Media, Arts & Design (SP) Media Post-Production Media Production & Design Motion Graphics & Broadcast Design Motion Graphics Design Music & Audio Technology Product and Industrial Design Sonic Arts Spatial Design Visual Communication Visual Effects & Motion Graphics
2.	**ARCHITECTURE, BUILDING & REAL ESTATE**	Architecture Architectural Technology & Building Services Facilities Management Hotel & Leisure Facilities Management Integrated Facility Management Landscape Architecture Landscape Design & Horticulture Real Estate Business Sustainable Built Environment Sustainable Urban Design & Engineering
3.	**BUSINESS & ADMINISTRATION**	Accountancy Accountancy & Finance Accounting & Finance

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

		Arts Business Management Arts & Theatre Management Banking & Finance Banking & Financial Services Business Business Administration Business Management Business & Social Enterprise Business Studies Common Business Programme Consumer Behaviour & Research Customer Experience Management with Business Financial Informatics (SP & NYP) Fund Management & Administration Hospitality & Tourism Management Hotel & Hospitality Management Human Resource Management with Psychology Integrated Events & Project Management Integrated Events Management International Trade & Business Leisure & Events Management Logistics & Operations Management Marketing Retail Management Social Enterprise Management Supply Chain Management
4.	**EDUCATION**	Early Childhood Development & Education Tamil Studies with Early Education
5.	**ENGINEERING SCIENCES**	Advanced & Digital Manufacturing Aeronautical Engineering Aeronautical & Aerospace Technology Aerospace Avionics Aerospace Electronics Aerospace Engineering Aerospace Systems & Management Aerospace Technology Audio-visual Technology Automation & Mechatronic Systems Bioengineering Biologics & Process Technology Biomedical Engineering Business Process & Systems Engineering Chemical Engineering (SP) Chemical & Biomolecular Engineering Chemical & Pharmaceutical Technology Civil Engineering Clean Energy Clean Energy Management Common Engineering Programme Computer Engineering Digital and Precision Engineering Electrical Engineering

		Electrical Engineering with Eco-Design Electrical & Electronic Engineering Electronics Electronic & Computer Engineering Electronic Systems Engineering with Business Engineering Design with Business Engineering Science Engineering Systems Engineering Systems & Management Environmental & Water Technology Green Building & Sustainability Green Building Energy Management Industrial & Operations Management Infocomm & Media Engineering Marine Engineering Marine & Offshore Technology Mechanical Engineering Mechatronics Mechatronics & Robotics Nanotechnology & Materials Science Product Design & Innovation
6.	**HEALTH SCIENCES**	Biomedical Science Health Management & Promotion Health Services Management Nursing Nutrition, Health & Wellness Optometry Oral Health Therapy Pharmaceutical Sciences Sports & Exercise Sciences
7.	**HUMANITIES & SOCIAL SCIENCES**	Applied Drama & Psychology Chinese Studies Community Development Psychology Studies Social Work Social Sciences in Gerontology
8.	**INFORMATION TECHNOLOGY**	Applied AI & Analytics Applied Artificial Intelligence 3D Interactive Media Technology Big Data & Analytics Business & Financial Technology Business Information Systems Business Information Technology Business Intelligence & Analytics Common Infocomm Technology Cyber Security & Forensics Data Science Digital Design & Development Financial Business Informatics

		Financial Informatics (NP) Financial Technology Game Design & Development (TP) Game Development & Technology Immersive Media Infocomm & Network Engineering Infocomm & Security Infocomm Security Management Information Technology Multimedia & InfoComm Technology Network Systems & Security
9.	**LAW**	Law & Management
10.	**MASS COMMUNICATION**	Chinese Media & Communication Communications & Media Management Creative Writing for TV & New Media Mass Communication Mass Media Management Media & Communication
11.	**NATURAL & MATHEMATICAL SCIENCES**	Applied Chemistry Applied Food Science & Nutrition Baking & Culinary Science Biotechnology Chemical Engineering (TP) Common Science Programme Environmental & Marine Science Environmental Science Food, Nutrition & Culinary Science Food Science & Nutrition Food Science & Technology Marine Science & Aquaculture Materials Science Medical Biotechnology Medicinal Chemistry Molecular Biotechnology Perfumery & Cosmetic Science Veterinary Bioscience Veterinary Technology
12.	**SERVICES**	Aviation Management Culinary & Catering Management Food & Beverage Business Maritime Business Nautical Studies Outdoor & Adventure Learning Restaurant and Culinary Operations Sport & Wellness Management Sports & Leisure Management Sports Coaching

		Sport Management Tourism & Resort Management (NP) Wellness & Hospitality Business

CLASSIFICATION OF LASALLE & NAFA DIPLOMA COURSES (2021)

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 Merchandising & Marketing Graphic Communication Illustration Design with Animation Interior Design
3.	**FINE & PERFORMING ARTS**	Art Teaching Audio Production Dance Fine Arts Music Music Teaching Performance Theatre & Production Management Theatre (English Drama) Theatre (Mandarin Drama)
4.	**MEDIA PRODUCTION**	Broadcast Media Screen Media

CLASSIFICATION OF LASALLE & NAFA DEGREE COURSES (2021)

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

CLASSIFICATION OF UNIVERSITY COURSES (2021)

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 & Computer Engineering Business & Computing Business Analytics (SUSS) Business Administration 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 Electrical & Electronic Engineering Electrical & Electronic Engineering & Economics Electrical Engineering Electrical Power Engineering Electronics Data & Engineering Engineering

		Engineering Product Development Engineering Science Programme 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 Offshore Engineering Pharmaceutical Engineering Renaissance Engineering Robotics Systems Sustainable Infrastructure Engineering (Building Services) Sustainable Infrastructure Engineering (Land) Systems Engineering (ElectroMechanical Systems) Telematics (Intelligent Transportation Systems Engineering)
7.	**FINE & APPLIED ARTS**	Art, Design and Media Digital Art and Animation (BFA) Digital Communications and Integrated Media Industrial Design Music User Experience and Game Design
8.	**HEALTH SCIENCES**	Biomedical Sciences Biomedical Sciences and Bio-Business Diagnostic Radiography Dietetics and Nutrition Nursing Occupational Therapy Pharmacy Physiotherapy Radiation Therapy Speech and Language Therapy
9.	**HUMANITIES & SOCIAL SCIENCES**	Arts & Social Science Chinese Criminology & Security Economics Economics & Data Science Economics & Media Analytics Economics & Psychology Economics & Public Policy & Global Affairs English English & History

		English & Philosophy English Literature & Art History Humanities & Social Sciences (NUS) History History And Linguistics & Multilingual Studies Linguistics & Multilingual Studies Linguistics & Multilingual Studies & English Philosophy Philosophy & History 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**	Business Analytics (NUS) Computer Science Computer Science & Economics Computer Science and Game Design Computer Science in Real-Time Interactive Simulation 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
11.	**LAW**	Juris Doctor Law
12.	**MASS COMMUNICATION**	Communication Studies
13.	**MEDICINE**	Medicine Bachelor of Medicine & Bachelor of Surgery
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 Mathematics & Economics Mathematical Sciences Mathematical Sciences and Economics Physics & Applied Physics Physics & Mathematical Sciences Pharmaceutical Science Science
15.	**SERVICES**	Food Business Management (Baking and Pastry Arts) Food Business Management (Culinary Arts) Maritime Studies Public Safety and Security Sport Science & Management

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