

# EDUCATION STATISTICS DIGEST 2023



Ministry of Education  
SINGAPORE

*Moulding The Future of Our Nation*

## CONTENTS

Preface .....	iv
Overview of Singapore's Education System.....	v
Key Educational Indicators .....	xvii

### SECTION 1: PRIMARY, SECONDARY AND PRE-UNIVERSITY EDUCATION

#### Summary Statistics

1	Number of Schools by Level and Type .....	2
2	Students, Education Officers and Education Partners in Schools by Level.....	2
3	Summary Statistics on Education Officers .....	3

#### Enrolment Statistics

4	Enrolment, Number of Classes and Class Size by Level .....	4
5	Primary Enrolment by Age and Level .....	6
6	Secondary Enrolment by Age, Level and Course .....	8
7	Junior College / Centralised Institute Enrolment by Age and Level .....	10

#### Education Officers' Statistics

8	Teachers' Length of Service and Age by Level.....	12
9	Vice-Principals' Length of Service and Age by Level.....	13
10	Principals' Length of Service and Age by Level .....	14

#### Private Schools

11	Statistics on Private Schools .....	15
----	-------------------------------------	----

### SECTION 2: POST-SECONDARY EDUCATION

12	Intake, Enrolment and Graduates of ITE by Course .....	17
13.1	Intake, Enrolment and Graduates of LASALLE and NAFA by Course (Diploma).....	18
13.2	Intake, Enrolment and Graduates of LASALLE and NAFA by Course (Degree)	19
14	Intake, Enrolment and Graduates of Polytechnics by Course .....	20
15	Intake, Enrolment and Graduates of Universities by Course .....	21

16	Employment Outcomes of Autonomous University Graduates.....	23
17	Employment Outcomes of Polytechnic Fresh and Post-NS Graduates.....	24
18	Employment Outcomes of ITE Fresh and Post-NS Graduates.....	25
19	Employment Outcomes of Arts Institution Degree and Diploma Graduates.....	26

### **SECTION 3: STATISTICAL SERIES**

20	Number of Schools by Level and Type .....	30
21	Enrolment by Level and School Type ... ..	32
22	Primary Enrolment by Level and Stream .....	33
23	Secondary Enrolment by Level and Course .....	34
24	Pre-University Enrolment by Level .....	36
25	Pre-University Enrolment by Course and Level.....	38
26	Number of Teachers by Level and School Type .....	40
27	Intake: Universities, Polytechnics, LASALLE, NAFA and ITE .....	42
28	Enrolment: Universities, Polytechnics, LASALLE, NAFA and ITE .....	44
29	Graduates: Universities, Polytechnics, LASALLE, NAFA and ITE .....	46
30	Government Development Expenditure on Education .....	48
31	Government Recurrent Expenditure on Education .....	50
32	Government Recurrent Expenditure on Education Per Student.....	52
33	Percentage of P1 Cohort that Progressed to Post-Secondary Education .....	53
34	Percentage of PSLE Students who Scored AL 1-6 in Standard English Language.....	54
35	Percentage of PSLE Students who Scored AL 1-6 in Standard Mother Tongue Language.....	55
36	Percentage of PSLE Students who Scored AL 1-6 in Standard Mathematics... ..	56
37	Percentage of PSLE Students who Scored AL 1-6 in Standard Science.....	57
38	Percentage of N-Level Students who Progressed to Post-Secondary Education.....	58
39	Percentage of N(A)-Level Students who Passed English Language.....	59
40	Percentage of N(A)-Level Students who Passed Mother Tongue Language....	60
41	Percentage of N(A)-Level Students who Passed Mathematics.....	61
42	Percentage of N(T)-Level Students who Progressed to ITE.....	62
43	Percentage of N(T)-Level Students who Passed English Language.....	63

44	Percentage of N(T)-Level Students who Passed Mother Tongue Language.....	64
45	Percentage of N(T)-Level Students who Passed Mathematics.....	65
46	Percentage of O-Level Students who Progressed to Post-Secondary Education.....	66
47	Percentage of O-Level Students with At Least 3 O-Level Passes.....	67
48	Percentage of O-Level Students with At Least 5 O-Level Passes.....	68
49	Percentage of O-Level Students who Passed English Language.....	69
50	Percentage of O-Level Students who Passed Mother Tongue Language.....	70
51	Percentage of O-Level Students who Passed Mathematics.....	71
52	Percentage of A-Level Students with At Least 3 H2 Passes and Pass in General Paper or Knowledge and Inquiry.....	72
53	Percentage of A-Level Students who Passed General Paper or Knowledge and Inquiry.....	73
54	Percentage of A-Level Students who Passed Mother Tongue Language at H1 Level.....	74

## **APPENDICES**

	Milestones in the Education System.....	76
	Classification of Courses in ITE, Polytechnics, LASALLE, NAFA and Universities.....	87

## PREFACE

We are pleased to present the 2023 edition of the Education Statistics Digest. The Digest provides basic statistical information on education in Singapore in 2022. This information includes data on schools, enrolment, teachers, educational outcomes, employment outcomes and finances.

The Digest is divided into three sections.

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

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

We hope you find this information useful. If you have any queries, please email [contact@moe.gov.sg](mailto:contact@moe.gov.sg).

MANAGEMENT INFORMATION BRANCH  
RESEARCH AND MANAGEMENT INFORMATION DIVISION  
MINISTRY OF EDUCATION, SINGAPORE  
OCTOBER 2023

## OVERVIEW OF SINGAPORE'S EDUCATION SYSTEM

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

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

Our students have different learning needs, abilities and aptitudes. 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, to develop them to become lifelong learners, with an enduring core of competencies to thrive in the 21<sup>st</sup> century. In addition to building a strong foundation in literacy and numeracy, we also develop our students holistically, and cater to their educational needs in physical, aesthetic, moral, social and emotional aspects. The Character and Citizenship Education curriculum seeks to prepare students to navigate the complexities of today's fast-changing social paradigm, and develop character and citizenship dispositions, resilience and social-emotional well-being. Student Development Experiences (SDEs) like Co-curricular activities (CCAs), Values in Action (VIA), Outdoor Adventure Learning Cohort Camps and Student Leadership Development programmes provide rich, authentic platforms and opportunities for students to apply and reinforce their learning. All these experiences help to cultivate in our students values (such as respect, responsibility, resilience, integrity, care and harmony) and life skills which are important for living in our multi-cultural society and rapidly changing world.

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. The teaching community exemplifies a culture of innovation and mutual learning, and role-models the spirit of lifelong learning for our students. 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, offered by teacher academies, language institutes, and HQ divisions, to build up their competencies to be future-ready educators, including access to an online learning portal that allows teachers to take ownership of their learning.

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 talents and potential 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.

## SECONDARY EDUCATION

### *Structure of Secondary Education*

At the secondary level, we currently 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<sup>1</sup>, 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.

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.

To further customise learning to each student's strengths, interests and learning 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 their subjects at three subject levels: G1, G2 and G3 (G stands for General), mapped from today's N(T), N(A) and Express standards respectively. The N(T)-, N(A)-, and O-Level examination certificates will be replaced by the Singapore-Cambridge Secondary Education Certificate from 2027. At the end of their secondary education, all students will sit for the new national examination with subjects offered at G1, G2 or G3.

---

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



## *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)<sup>2</sup> offer students more opportunities to develop 21<sup>st</sup> 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 O-Level examination. At the end of Year 6, students in the IP can obtain the Singapore-Cambridge GCE A-Level certificate, International Baccalaureate Diploma, or NUS High School Diploma, depending on their school.

## *Education and Career Guidance*

Education and Career Guidance (ECG) helps students develop a sense of purpose in life. By nurturing self-awareness and self-directedness for lifelong learning, ECG helps students develop a growth mindset, adaptability and a resilient attitude to embrace future opportunities and appreciate the value of all occupations. 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.

---

<sup>2</sup> 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.

- **Specialised Independent Schools.** The NUS High School of Mathematics and Science, School of Science and Technology, School of the Arts, and Singapore Sports School cater to students with talents and strong interests in specific fields such as mathematics and science, applied learning, the arts, and sports respectively.
- **Crest Secondary School and Spectra Secondary School.** Crest Secondary School and Spectra Secondary School cater to students who are eligible for the N(T) course and would benefit from a whole-school approach to practice-based learning. Students from the two schools 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 provide a range of targeted interventions and support programmes, utilise assistive learning devices, and offer other itinerant school-based educational support services provided by Social Service Agencies.
- **SPED Schools.** Students with higher support needs who require more intensive and specialised assistance are supported in Government-funded SPED schools. By the 2030s, there will be 28 SPED schools, up from the current 24. These schools serve students with a range of SEN profiles. Guided by MOE's SPED Curriculum Framework and with support from specially trained teachers and Allied Professionals, SPED schools deliver quality customised curriculum for their diverse student profiles, including offering the national curriculum to students with the cognitive abilities to access it. Together with strong community support, SPED schools prepare students to achieve the

desired SPED outcomes in Living, Learning and Working, for integration into society to lead independent and 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 A-Level certification or the International Baccalaureate Diploma. To ensure a good breadth of skills and knowledge, students attempting the A-Level examination take at least one contrasting subject, i.e. at least one subject from Mathematics and the Sciences and at least one subject from the Humanities and the Arts.
- **Singapore Sports School (SSP) / School of the Arts, Singapore (SOTA).** Students with talent and strong interests in sports or the arts can apply for a specialised education in these schools leading to the following post-secondary qualifications: The International Baccalaureate Diploma, offered by 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 that they acquired in school, and support their transition into the workforce. WSPostDip trainees undergo a structured training programme with on-the-job training and mentorship at the workplace, and facilitated learning offered by the polytechnics. As full-time employees of the partner companies, WSPostDip trainees receive a salary for the duration of their course, and a \$5,000 sign-on incentive (for eligible Singaporeans only) 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 year Work-Study programmes. 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. As full-time employees of partner companies, WSDip trainees receive a salary for the duration of their course and a \$5,000 sign-on incentive (for eligible Singaporeans only).

For adult learners who wish to resume or continue with academic upgrading at the secondary level, ITE offers MOE-subsidised lessons from Secondary One Normal to N- and O-Level under its General Education Programme. ITE also conducts skills evaluation tests for experienced workers, in addition to instructional skills and related programmes for industry trainers. ITE also offers

part-time *Nitec*, *Higher Nitec*, and ITE Skills Certificate (ISC) courses. They are offered in modular form, giving participants the flexibility to sign up for training based on their needs.

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

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

## Universities

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

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

- **National University of Singapore (NUS)** is a comprehensive university that adopts a globally oriented approach towards education, research and entrepreneurship, with a focus on Asian perspectives. It offers a diverse spectrum of courses, including multidisciplinary and cross-faculty academic programmes within the College of Humanities and Sciences, the College of Design and Engineering, and NUS College.
- **Nanyang Technological University (NTU)** is a comprehensive university that offers programmes in engineering, business, science, humanities, arts, social sciences, education, and medicine. NTU hosts several education and research institutes, including the National Institute of Education, S Rajaratnam School of International Studies, Earth Observatory of Singapore, and Singapore Centre for Environmental Life Sciences Engineering.
- **Singapore Management University (SMU)** is a specialised university with seven schools offering ten undergraduate degree programmes – law, accountancy, business management, economics, information systems, computer science, computing & law, software engineering, social sciences and integrative studies. SMU's College of Integrative Studies will offer an Individualised Major that allows

students to design their own interdisciplinary undergraduate studies. SMU's pedagogy features an interactive and collaborative approach to learning, including the SMU-X curriculum, where students work on real-world industry issues.

- **Singapore University of Technology and Design (SUTD)** is a specialised university, with an interdisciplinary design-focused curriculum. It offers architecture, engineering, and the world's first design and artificial intelligence degree programmes. Grounded in Science, Technology, Engineering and Mathematics (STEM), SUTD's hands-on curriculum broadens students' exposure to the liberal arts, humanities and social sciences with the purpose of training critical thinkers, and incorporates elements of entrepreneurship, management, and design thinking.
- **Singapore Institute of Technology (SIT)** is Singapore's first university of applied learning, offering specialised degree programmes that prepare its graduates to be work-ready professionals. SIT's unique pedagogy integrates work and study, embracing learning in a real-world environment through collaborations with key strategic partners, to maximise the potential of its learners.
- **Singapore University of Social Sciences (SUSS)**<sup>3</sup> provides an applied education for school leavers and adult learners in the domain of the social sciences, as well as disciplines that have a strong impact on human and community development. It offers a diverse range of undergraduate and graduate programmes across five schools.

The **University of the Arts Singapore (UAS)** is Singapore's first Government-supported private arts university, comprising an alliance between LASALLE and NAFA, and a central coordinating entity, UAS Ltd. UAS will offer an expanded range of programme offerings in fine arts, design, media arts, performing arts and arts management, as well as in new and upcoming areas in the applied arts. UAS opens for its first degree intake in AY2024.

### *Work-Study Degrees (WSDegs)*

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

---

<sup>3</sup> Known as SIM University (UniSIM) prior to 2017.

## 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, the Next Bound of SkillsFuture has an enhanced focus on employers and enterprises, and the contributions they can make to the national movement. This includes efforts to enhance workplace learning, and working with the Institutes of Higher Learning (IHLs) to scale up SkillsFuture Work-Study Programmes in partnership with employers. 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 skills obsolescence 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 that will not expire. SkillsFuture Credit can be used on a variety of approved skills-related courses supported by SkillsFuture Singapore (SSG). A one-off top-up of \$500 was provided to all Singaporeans aged 25 and above in 2020, together with an additional SkillsFuture Credit (Mid-Career Support) top-up of \$500 for Singaporeans aged 40 to 60. These top-ups will expire on 31 December 2025.
- **SkillsFuture Series.** The SkillsFuture Series is a curated list of short, industry-relevant courses that allow working adults to pursue just-in-time, bite-sized

upskilling in emerging skills areas in the four economic growth pillars, namely Industry 4.0, Care Economy, Green Economy and Digital Economy. The courses are offered across 3 proficiency levels: Basic, Intermediate and Advanced, to cater to learners with different skills proficiencies.

- **SkillsFuture Career Transition Programme.** Launched officially in April 2022, the SkillsFuture Career Transition Programme (SCTP) is SSG’s steady-state train-and-place programme, to help mid-career workers acquire industry-relevant skills and pivot towards sectors with good hiring opportunities. Skills and training advisory services are available under SCTP to help trainees select courses that best suit their strengths and interests. Employment facilitation and career advisory are also integrated into SCTP to strengthen the support for trainees in their job search.
- **MySkillsFuture Portal.** MySkillsFuture is a one-stop online portal that empowers individuals to chart their own career and lifelong learning pathways. It has a course directory to enable individuals to search for SkillsFuture Credit-eligible courses, and other tools such as the Skills Passport for documenting users’ skills, certificates and licences. 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.

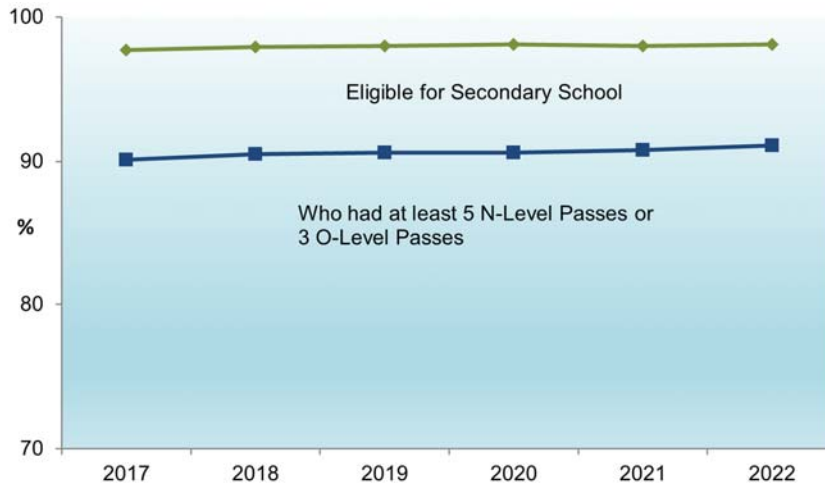
.....



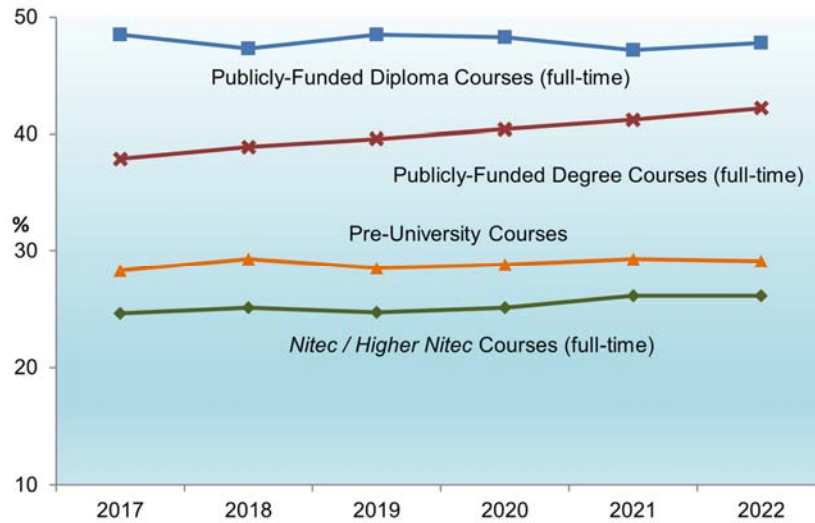


## KEY EDUCATIONAL INDICATORS

### A. Percentage of Primary 1 (P1) cohort:



### Percentage of Primary 1 (P1) cohort admitted to:

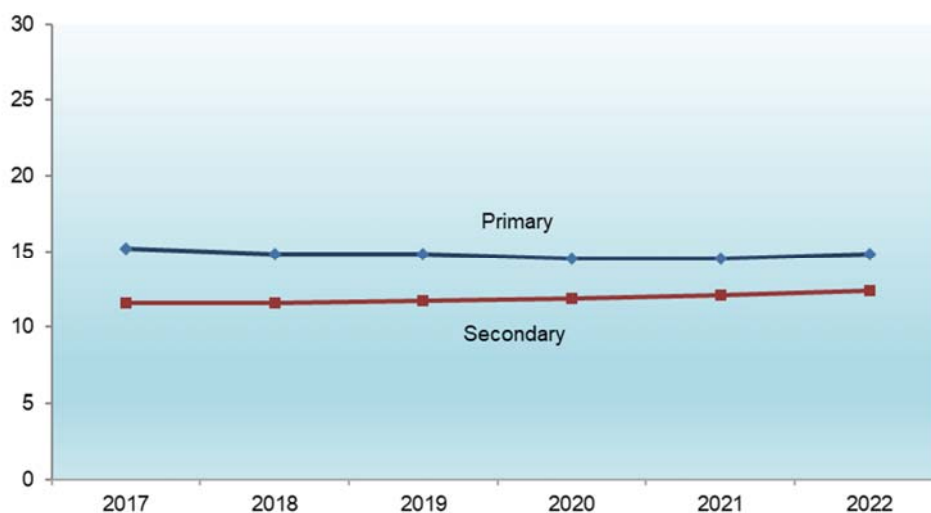


<b>Percentage of P1 Cohort:<sup>1</sup></b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
(a) Eligible for Secondary School <sup>2</sup> (Refers to students who sat for PSLE and qualified for Express, Normal (Academic) or Normal (Technical) courses)	97.7	97.9	98.0	98.1	98.0	98.1
(b) Who had at least 5 N-Level passes or 3 O-Level passes <sup>2, 3</sup>	90.1	90.5	90.6	90.6	90.8	91.1
(c) Admitted to: <sup>4</sup>						
(i) Nitec / Higher Nitec Courses (full-time)	24.6	25.1	24.7	25.1	26.1	26.1
(ii) Publicly-Funded Diploma Courses (full-time) <sup>5</sup>	48.5	47.3	48.5	48.3	47.2	47.8
(iii) Pre-University Courses	28.3	29.3	28.5	28.8	29.3	29.1
(iv) Publicly-Funded Degree Courses (full-time) <sup>6</sup>	37.9	38.9	39.6	40.4	41.2	42.2

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 2022, the percentage of the P1 cohort eligible for secondary school is calculated based on the cohort that entered P1 in 2017, 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 2013. 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	2017	2018	2019	2020	2021	2022
Primary	15.2	14.8	14.8	14.5	14.5	14.8
Secondary	11.6	11.6	11.7	11.9	12.1	12.4

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, 2022

Type of School	Primary	Secondary	Mixed Level <sup>1</sup>	Junior College / Centralised Institute	Total
<b>Total</b>	<b>180</b>	<b>136</b>	<b>16</b>	<b>11</b>	<b>343</b>
Government	139	101	4	7	251
Government-Aided	41	28	3	4	76
Independent	0	2	6	0	8
Specialised Independent	0	1	3	0	4
Specialised	0	4	0	0	4

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 EDUCATION PARTNERS<sup>1</sup> IN SCHOOLS BY LEVEL, 2022

	Primary		Secondary		Mixed Level <sup>2</sup>		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Enrolment	228,093	111,177	143,865	72,091	35,609	16,312	14,988	7,976	422,555	207,556
Teacher	15,491	12,490	11,430	7,255	2,858	1,796	1,332	764	31,111	22,305
Vice-Principal	290	203	234	114	55	30	21	10	600	357
Principal	182	125	141	64	18	8	13	3	354	200
Education Partners	3,298	2,372	3,010	1,872	957	591	285	188	7,550	5,023

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 2022, which might include transitional staff movements/deployments.

### 3 SUMMARY STATISTICS ON EDUCATION OFFICERS, 2022

Level / Type of School	Teacher		Vice-Principal		Principal		All	
	Total	Female	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>31,111</b>	<b>22,305</b>	<b>600</b>	<b>357</b>	<b>354</b>	<b>200</b>	<b>32,065</b>	<b>22,862</b>
<b>Primary</b>	<b>15,853</b>	<b>12,801</b>	<b>298</b>	<b>210</b>	<b>183</b>	<b>126</b>	<b>16,334</b>	<b>13,137</b>
Government	11,631	9,289	219	149	140	89	11,990	9,527
Government-Aided	4,222	3,512	79	61	43	37	4,344	3,610
<b>Secondary</b>	<b>13,054</b>	<b>8,266</b>	<b>267</b>	<b>129</b>	<b>153</b>	<b>70</b>	<b>13,474</b>	<b>8,465</b>
Government	8,636	5,475	176	78	108	51	8,920	5,604
Government-Aided	2,716	1,787	56	32	32	13	2,804	1,832
Independent	1,005	644	21	15	5	3	1,031	662
Specialised Independent	387	233	8	3	4	2	399	238
Specialised	310	127	6	1	4	1	320	129
<b>Junior College / Centralised Institute</b>	<b>2,204</b>	<b>1,238</b>	<b>35</b>	<b>18</b>	<b>18</b>	<b>4</b>	<b>2,257</b>	<b>1,260</b>
Government	1,188	675	18	8	11	1	1,217	684
Government-Aided	495	278	8	5	4	2	507	285
Independent	521	285	9	5	3	1	533	291

Note: 1) The above excludes 1,592 officers in HQ (of whom 1,045 are female), 1,287 on various leave (of whom 1,162 are female), 301 on secondment to other institutions (of whom 192 are female) and 64 studying at NIE (of whom 50 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.

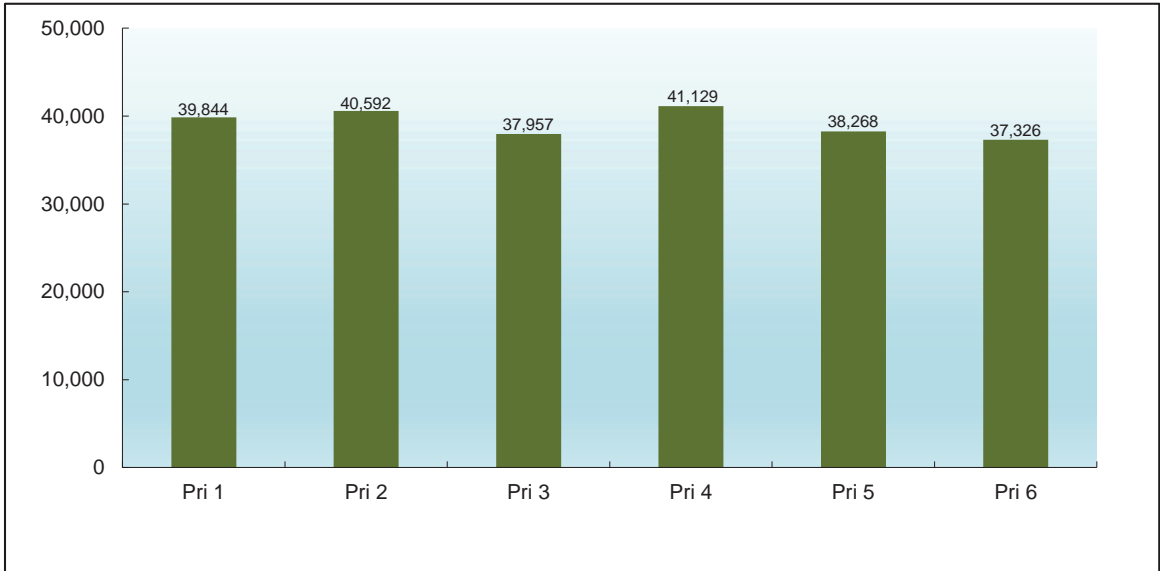
#### 4 ENROLMENT, NUMBER OF CLASSES AND CLASS SIZE BY LEVEL, 2022

Level	Enrolment	No. of Classes	Average Class Size
<b>Total</b>	<b>422,555</b>	<b>13,148</b>	<b>32.1</b>
<b>Primary</b>	<b>235,116</b>	<b>7,103</b>	<b>33.1</b>
Pri 1	39,844	1,359	29.3
Pri 2	40,592	1,375	29.5
Pri 3	37,957	1,054	36.0
Pri 4	41,129	1,138	36.1
Pri 5	38,268	1,087	35.2
Pri 6	37,326	1,090	34.2
<b>Secondary</b>	<b>162,208</b>	<b>4,955</b>	<b>32.7</b>
Sec 1	39,220	1,165	33.7
Sec 2	40,189	1,171	34.3
Sec 3	40,533	1,228	33.0
Sec 4	39,379	1,226	32.1
Sec 5	2,887	165	17.5
<b>Junior College / Centralised Institute</b>	<b>25,231</b>	<b>1,090</b>	<b>23.1</b>
JC 1 / Pre-U 1	12,884	544	23.7
JC 2 / Pre-U 2	12,138	538	22.6
Pre-U 3	209	8	26.1

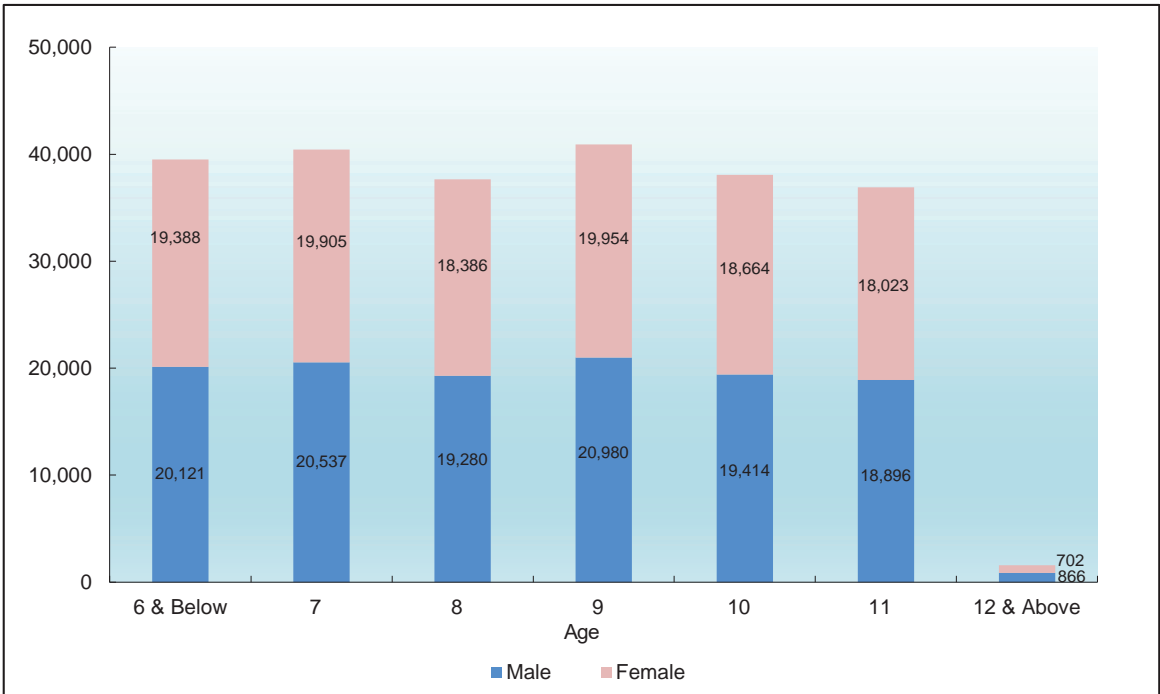
Note: 1) Class size is the average number of students per class, calculated by dividing the number of students enrolled by the number of classes in that level. The classes here refer to form classes only. The actual class size can be smaller for some subjects and lessons, depending on the learning needs 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, 2022 (Refer to Table 5)



PRIMARY ENROLMENT BY AGE, 2022 (Refer to Table 5)



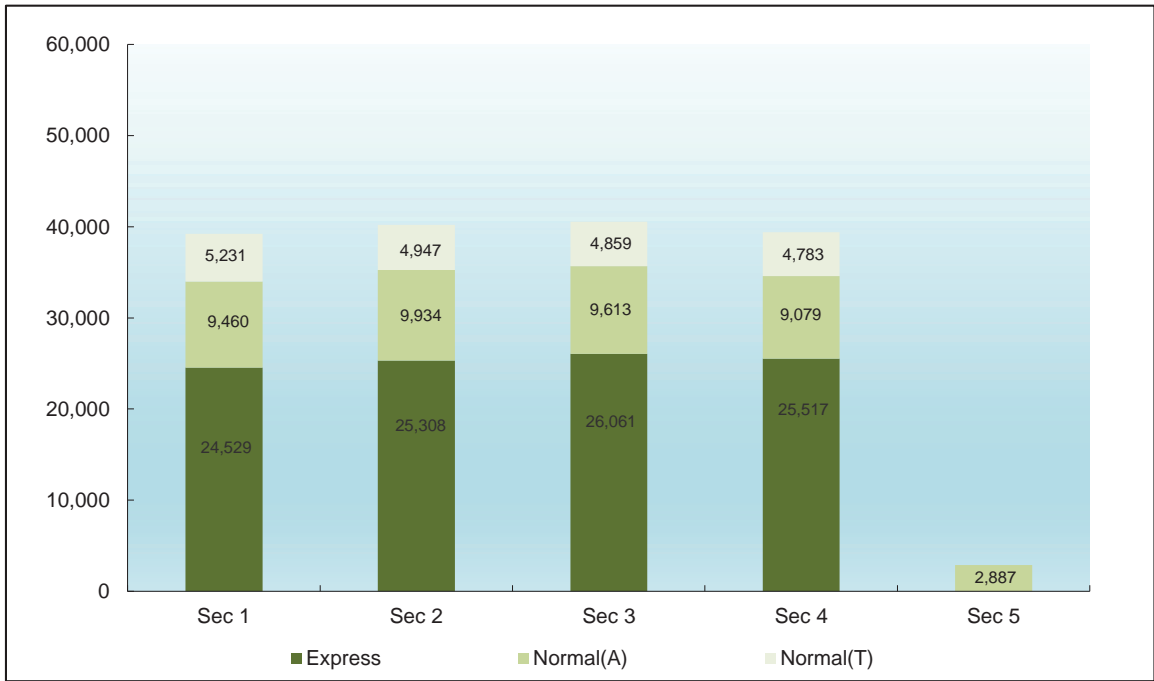


## 5 PRIMARY ENROLMENT BY AGE AND LEVEL, 2022

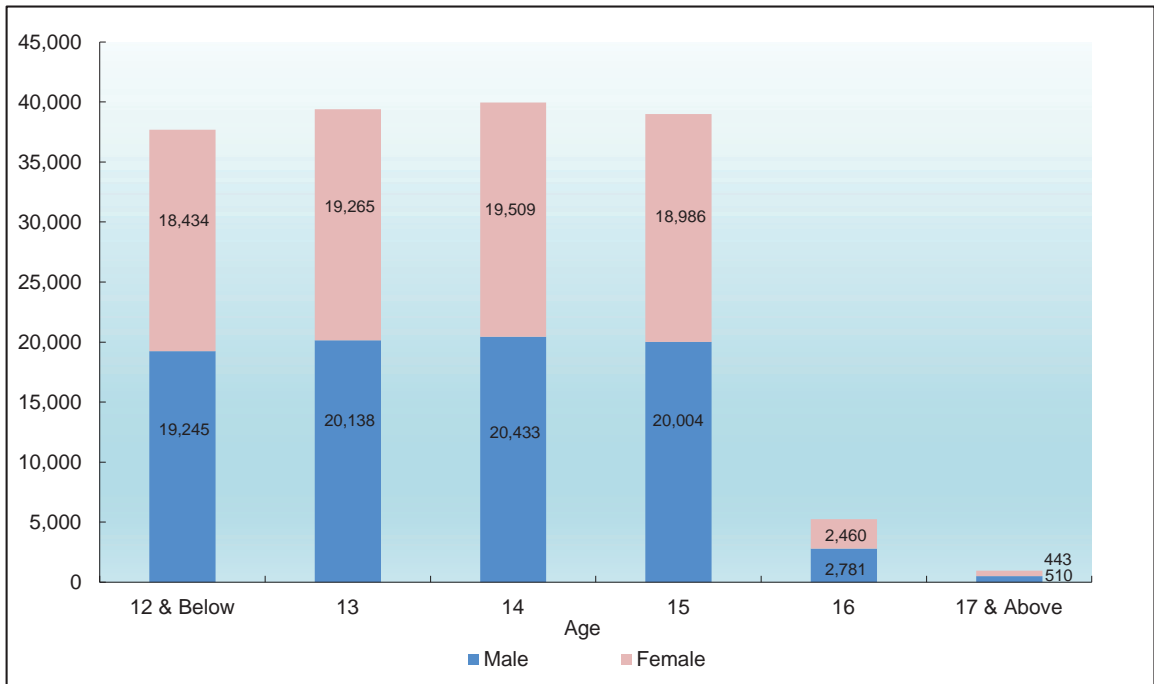
Level	Sex	Age (in years)										Total
		≤ 6	7	8	9	10	11	12	13	14	≥ 15	
Total	MF	39,509	40,442	37,666	40,934	38,078	36,919	1,275	265	22	6	235,116
	F	19,388	19,905	18,386	19,954	18,664	18,023	564	127	9	2	115,022
Pri 1	MF	39,509	300	32	3	0	0	0	0	0	0	39,844
	F	19,388	113	16	0	0	0	0	0	0	0	19,517
Pri 2	MF	0	40,142	370	73	7	0	0	0	0	0	40,592
	F	0	19,792	144	33	2	0	0	0	0	0	19,971
Pri 3	MF	0	0	37,264	575	102	14	2	0	0	0	37,957
	F	0	0	18,226	239	57	9	0	0	0	0	18,531
Pri 4	MF	0	0	0	40,283	667	154	24	1	0	0	41,129
	F	0	0	0	19,682	286	73	13	0	0	0	20,054
Pri 5	MF	0	0	0	0	37,302	698	235	29	4	0	38,268
	F	0	0	0	0	18,319	288	113	14	1	0	18,735
Pri 6	MF	0	0	0	0	0	36,053	1,014	235	18	6	37,326
	F	0	0	0	0	0	17,653	438	113	8	2	18,214

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

SECONDARY ENROLMENT BY LEVEL AND COURSE, 2022 (Refer to Table 6)



SECONDARY ENROLMENT BY AGE, 2022 (Refer to Table 6)



## 6 SECONDARY ENROLMENT BY AGE, LEVEL AND COURSE, 2022

Level & Course	Sex	Age (in years)									Total
		≤ 12	13	14	15	16	17	18	19	≥ 20	
<b>Total</b>	<b>MF</b>	<b>37,679</b>	<b>39,403</b>	<b>39,942</b>	<b>38,990</b>	<b>5,241</b>	<b>818</b>	<b>112</b>	<b>20</b>	<b>3</b>	<b>162,208</b>
	<b>F</b>	<b>18,434</b>	<b>19,265</b>	<b>19,509</b>	<b>18,986</b>	<b>2,460</b>	<b>387</b>	<b>46</b>	<b>8</b>	<b>2</b>	<b>79,097</b>
<b>Sec 1</b>	<b>MF</b>	<b>37,679</b>	<b>1,189</b>	<b>312</b>	<b>33</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>39,220</b>
	<b>F</b>	<b>18,434</b>	<b>535</b>	<b>144</b>	<b>18</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19,137</b>
Express	MF	23,955	410	159	4	1	0	0	0	0	24,529
	F	12,204	200	78	4	1	0	0	0	0	12,487
N(A)	MF	9,066	307	73	10	4	0	0	0	0	9,460
	F	4,395	144	33	5	3	0	0	0	0	4,580
N(T)	MF	4,658	472	80	19	2	0	0	0	0	5,231
	F	1,835	191	33	9	2	0	0	0	0	2,070
<b>Sec 2</b>	<b>MF</b>	<b>0</b>	<b>38,214</b>	<b>1,498</b>	<b>411</b>	<b>51</b>	<b>14</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>40,189</b>
	<b>F</b>	<b>0</b>	<b>18,730</b>	<b>701</b>	<b>187</b>	<b>21</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19,643</b>
Express	MF	0	24,586	531	182	7	2	0	0	0	25,308
	F	0	12,541	262	93	3	1	0	0	0	12,900
N(A)	MF	0	9,311	499	106	15	3	0	0	0	9,934
	F	0	4,444	232	46	8	2	0	0	0	4,732
N(T)	MF	0	4,317	468	123	29	9	1	0	0	4,947
	F	0	1,745	207	48	10	1	0	0	0	2,011
<b>Sec 3</b>	<b>MF</b>	<b>0</b>	<b>0</b>	<b>38,131</b>	<b>1,797</b>	<b>516</b>	<b>65</b>	<b>19</b>	<b>4</b>	<b>1</b>	<b>40,533</b>
	<b>F</b>	<b>0</b>	<b>0</b>	<b>18,663</b>	<b>762</b>	<b>248</b>	<b>29</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>19,711</b>
Express	MF	0	0	25,087	704	249	16	5	0	0	26,061
	F	0	0	12,991	337	132	6	3	0	0	13,469
N(A)	MF	0	0	8,827	613	142	23	6	1	1	9,613
	F	0	0	4,056	241	73	12	2	0	1	4,385
N(T)	MF	0	0	4,217	480	125	26	8	3	0	4,859
	F	0	0	1,616	184	43	11	2	1	0	1,857
<b>Sec 4</b>	<b>MF</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>36,749</b>	<b>2,030</b>	<b>533</b>	<b>53</b>	<b>11</b>	<b>2</b>	<b>39,379</b>
	<b>F</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>18,019</b>	<b>851</b>	<b>257</b>	<b>25</b>	<b>4</b>	<b>1</b>	<b>19,158</b>
Express	MF	0	0	1	24,323	904	273	14	2	0	25,517
	F	0	0	1	12,501	429	153	7	1	0	13,092
N(A)	MF	0	0	0	8,319	614	125	16	5	0	9,079
	F	0	0	0	3,912	225	58	11	2	0	4,208
N(T)	MF	0	0	0	4,107	512	135	23	4	2	4,783
	F	0	0	0	1,606	197	46	7	1	1	1,858
<b>Sec 5</b>	<b>MF</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,637</b>	<b>206</b>	<b>39</b>	<b>5</b>	<b>0</b>	<b>2,887</b>
	<b>F</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,334</b>	<b>97</b>	<b>14</b>	<b>3</b>	<b>0</b>	<b>1,448</b>

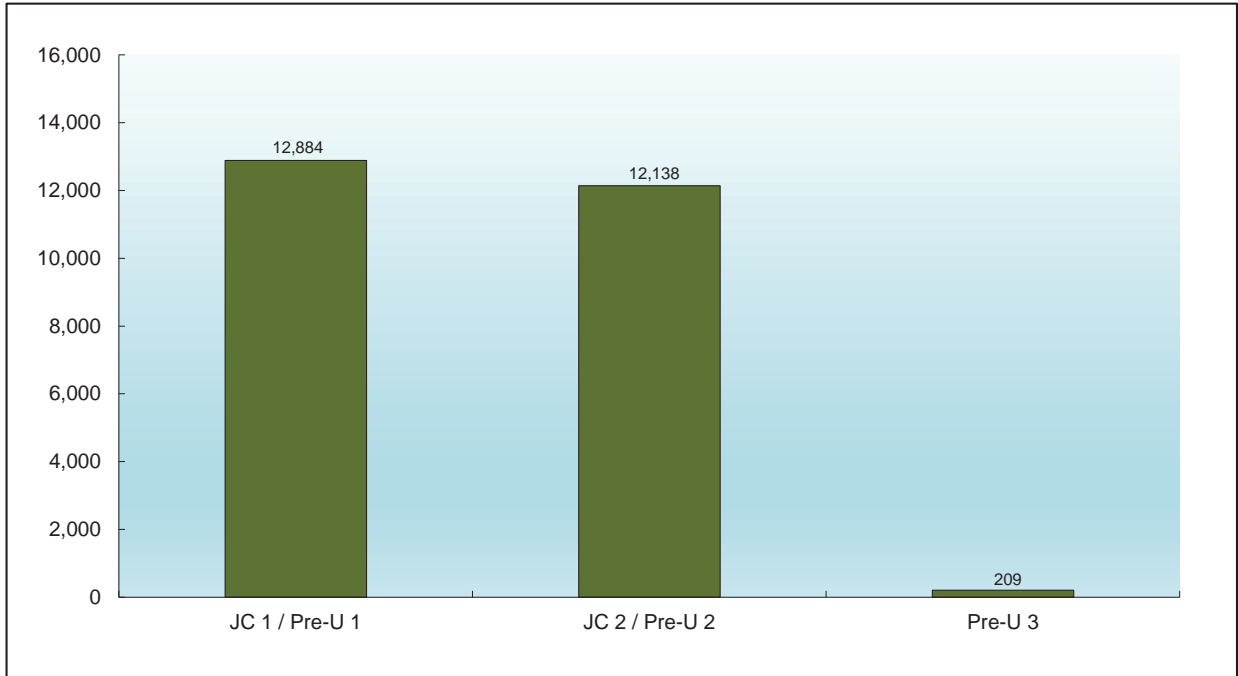
Note: 1) N(T) figures include students in Specialised Schools. These students are taking the ITE Skills Certificate (ISC) course or are in a 2-year work-study programme after completing ISC.

2) All Secondary 5 students are in the N(A) course.

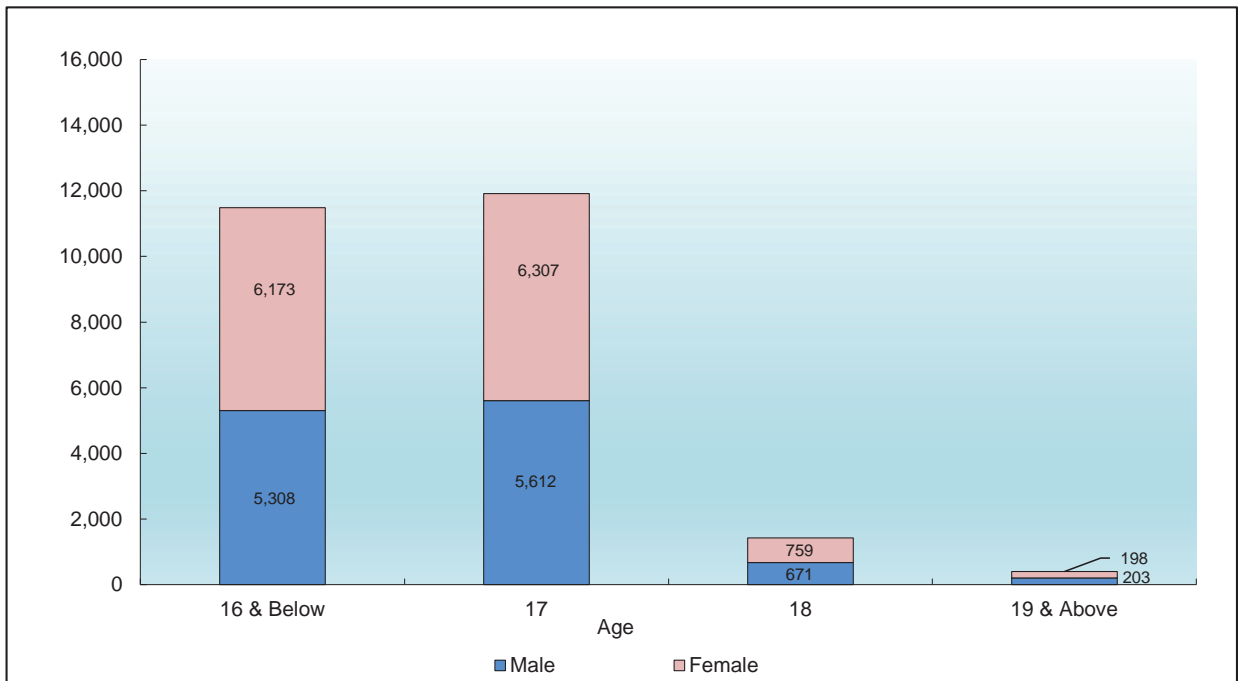
3) Include Government, Government-aided, Independent, Specialised Independent and Specialised schools.

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

JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY LEVEL, 2022 (Refer to Table 7)



JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY AGE, 2022 (Refer to Table 7)

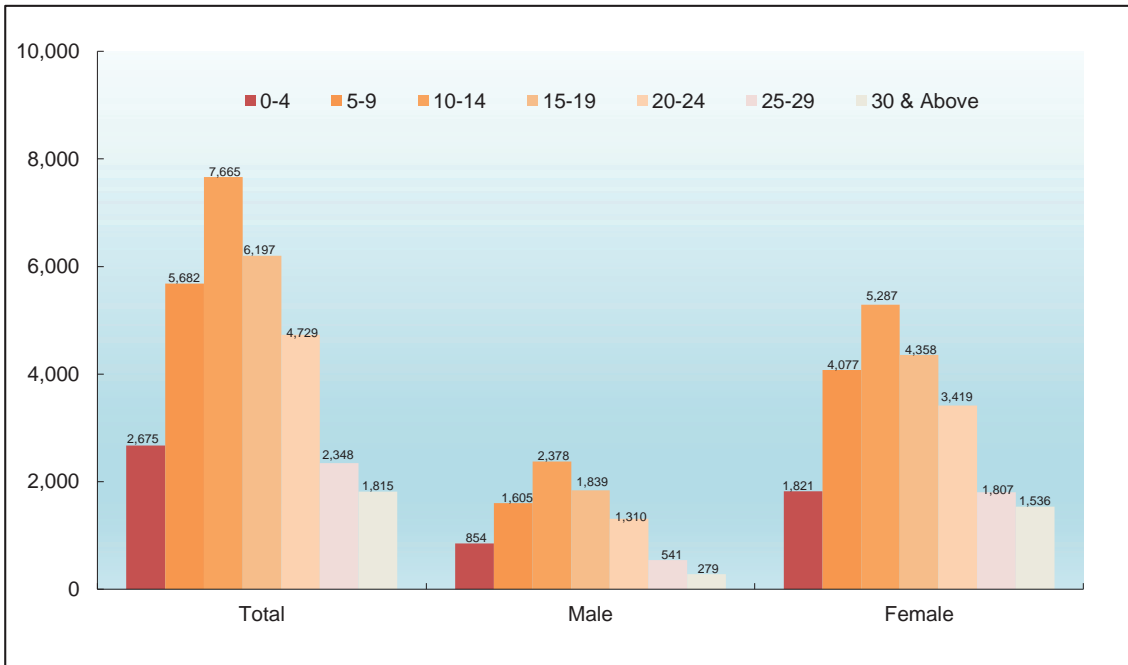


7 JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY AGE AND LEVEL, 2022

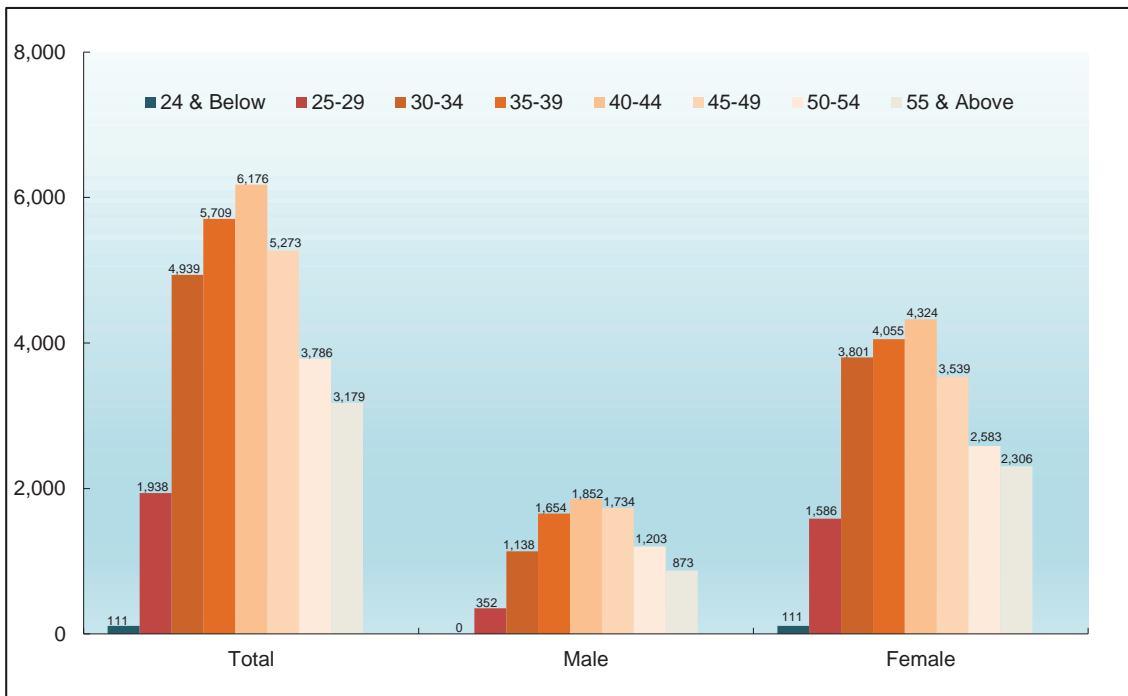
Level	Sex	Age (in years)					Total
		≤ 16	17	18	19	≥ 20	
Total	MF	11,481	11,919	1,430	345	56	25,231
	F	6,173	6,307	759	167	31	13,437
JC 1 / Pre-U 1	MF	11,481	1,154	216	27	6	12,884
	F	6,173	607	107	16	5	6,908
JC 2 / Pre-U 2	MF	0	10,765	1,095	257	21	12,138
	F	0	5,700	582	121	14	6,417
Pre-U 3	MF	0	0	119	61	29	209
	F	0	0	70	30	12	112

Note: 1) Include students in Years 5 and 6 of the Integrated Programme.  
 2) Include Government, Government-aided, Independent and Specialised Independent schools.  
 3) Age is as at the start of the year.

TEACHERS BY LENGTH OF SERVICE, 2022 (Refer to Table 8)



TEACHERS BY AGE, 2022 (Refer to Table 8)



## 8 TEACHERS' LENGTH OF SERVICE AND AGE BY LEVEL, 2022

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>15,853</b>	<b>12,801</b>	<b>13,054</b>	<b>8,266</b>	<b>2,204</b>	<b>1,238</b>	<b>31,111</b>	<b>22,305</b>
<b>Length of Service (in years)<sup>1</sup></b>								
0 - 4	1,251	1,000	1,269	749	155	72	2,675	1,821
5 - 9	2,777	2,251	2,493	1,598	412	228	5,682	4,077
10 - 14	3,777	2,890	3,344	2,088	544	309	7,665	5,287
15 - 19	3,127	2,493	2,574	1,583	496	282	6,197	4,358
20 - 24	2,769	2,256	1,677	1,017	283	146	4,729	3,419
25 - 29	1,163	1,008	1,012	696	173	103	2,348	1,807
30 & Above	989	903	685	535	141	98	1,815	1,536
<b>Age (in years)</b>								
24 & Below	55	55	56	56	0	0	111	111
25 - 29	920	845	932	679	86	62	1,938	1,586
30 - 34	2,546	2,154	2,087	1,471	306	176	4,939	3,801
35 - 39	2,704	2,096	2,549	1,700	456	259	5,709	4,055
40 - 44	3,216	2,553	2,419	1,465	541	306	6,176	4,324
45 - 49	2,836	2,219	2,087	1,143	350	177	5,273	3,539
50 - 54	2,057	1,630	1,511	850	218	103	3,786	2,583
55 & Above	1,519	1,249	1,413	902	247	155	3,179	2,306

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

**9 VICE-PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2022**

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>298</b>	<b>210</b>	<b>267</b>	<b>129</b>	<b>35</b>	<b>18</b>	<b>600</b>	<b>357</b>

**Length of Service (in years)<sup>1</sup>**

0 - 9	7	5	9	5	1	1	17	11
10 - 14	13	9	30	8	10	4	53	21
15 - 19	46	34	62	30	4	1	112	65
20 - 24	100	62	52	17	4	2	156	81
25 - 29	75	53	65	33	4	2	144	88
30 & Above	57	47	49	36	12	8	118	91

**Age (in years)**

30 - 34	1	1	0	0	0	0	1	1
35 - 39	17	14	26	13	9	4	52	31
40 - 44	46	34	47	22	5	2	98	58
45 - 49	82	56	56	23	2	1	140	80
50 - 54	94	62	81	35	6	3	181	100
55 & Above	58	43	57	36	13	8	128	87

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



**10 PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2022**

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>183</b>	<b>126</b>	<b>153</b>	<b>70</b>	<b>18</b>	<b>4</b>	<b>354</b>	<b>200</b>
<b>Length of Service (in years)<sup>1</sup></b>								
0 - 9	7	4	10	7	4	1	21	12
10 - 14	1	0	9	1	0	0	10	1
15 - 19	21	12	36	9	0	0	57	21
20 - 24	57	33	27	14	6	0	90	47
25 - 29	37	28	38	17	4	1	79	46
30 & Above	60	49	33	22	4	2	97	73
<b>Age (in years)</b>								
30 - 34	0	0	0	0	0	0	0	0
35 - 39	1	0	8	3	0	0	9	3
40 - 44	21	14	31	9	0	0	52	23
45 - 49	54	34	35	19	5	0	94	53
50 - 54	44	29	30	11	5	1	79	41
55 & Above	63	49	49	28	8	3	120	80

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

## 11 STATISTICS ON PRIVATE SCHOOLS<sup>1</sup>, 2022

Type of Institution	Number of Institutions	Student Enrolment		Teaching Staff	
		Total	Female	Total	Female
<b>Total</b>	<b>31</b>	<b>14,316</b>	<b>5,778</b>	<b>2,353</b>	<b>1,843</b>
Full-time Islamic Religious School (Madrasah)	6	3,605	2,173	282	194
Privately-Funded School <sup>2</sup>	3	3,383	1,711	355	212
Special Education School <sup>3</sup>	22	7,328	1,894	1,716	1,437

- Note: 1) The figures include only private schools registered with MOE. Private kindergartens are not included in this table.  
 2) Privately-Funded Schools offer education at the secondary and/or junior college levels and are aimed primarily at Singapore residents who may prefer an alternative curriculum and qualification.  
 3) The figures include only government-funded special education schools.

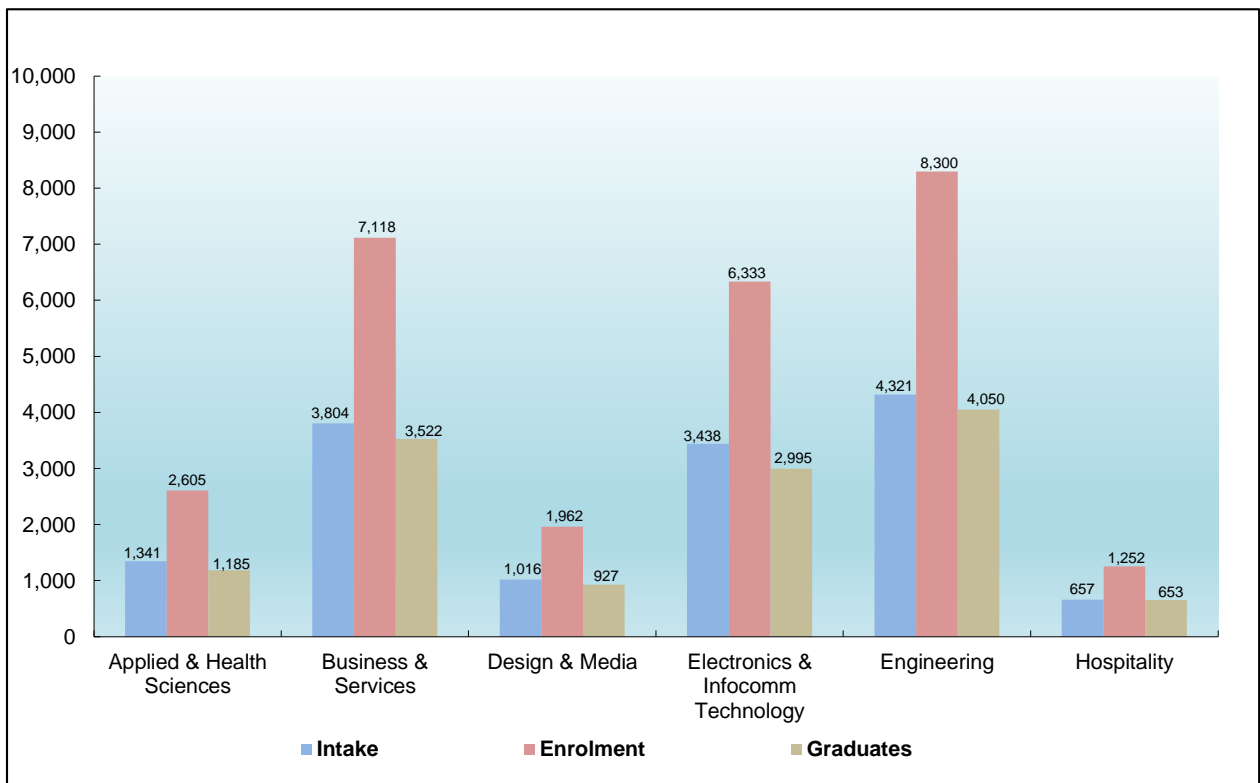
## **SECTION 2**

### **POST-SECONDARY EDUCATION**

## 12 INTAKE, ENROLMENT AND GRADUATES OF ITE BY COURSE (FULL-TIME), 2022

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>14,577</b>	<b>5,814</b>	<b>27,570</b>	<b>10,976</b>	<b>13,332</b>	<b>5,206</b>
Applied & Health Sciences	1,341	934	2,605	1,770	1,185	789
Business & Services	3,804	2,316	7,118	4,376	3,522	2,183
Design & Media	1,016	586	1,962	1,152	927	529
Electronics & Infocomm Technology	3,438	768	6,333	1,510	2,995	742
Engineering	4,321	828	8,300	1,472	4,050	593
Hospitality	657	382	1,252	696	653	370

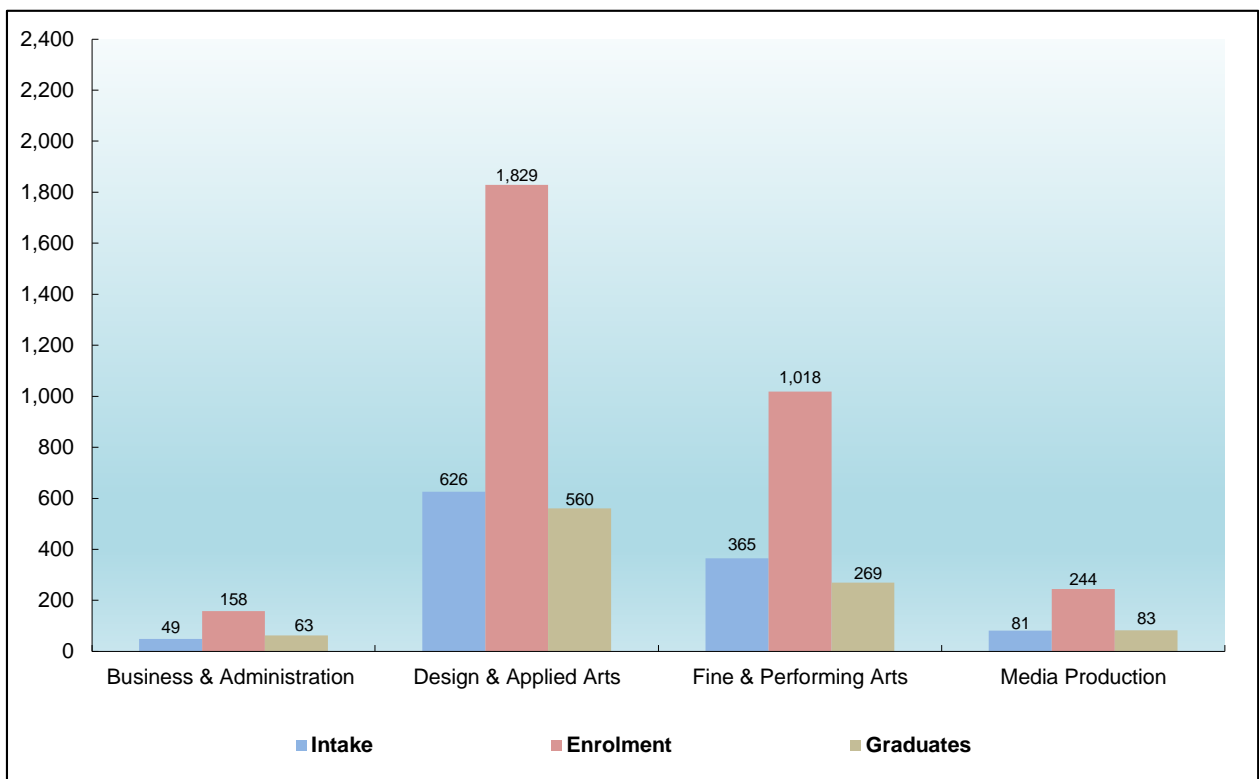
Note: 1) Refer to the Appendix for the classification of courses.



### 13.1 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DIPLOMA (FULL-TIME), 2022

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>1,121</b>	<b>814</b>	<b>3,249</b>	<b>2,287</b>	<b>975</b>	<b>692</b>
Business & Administration	49	40	158	127	63	48
Design & Applied Arts	626	474	1,829	1,337	560	419
Fine & Performing Arts	365	258	1,018	699	269	180
Media Production	81	42	244	124	83	45

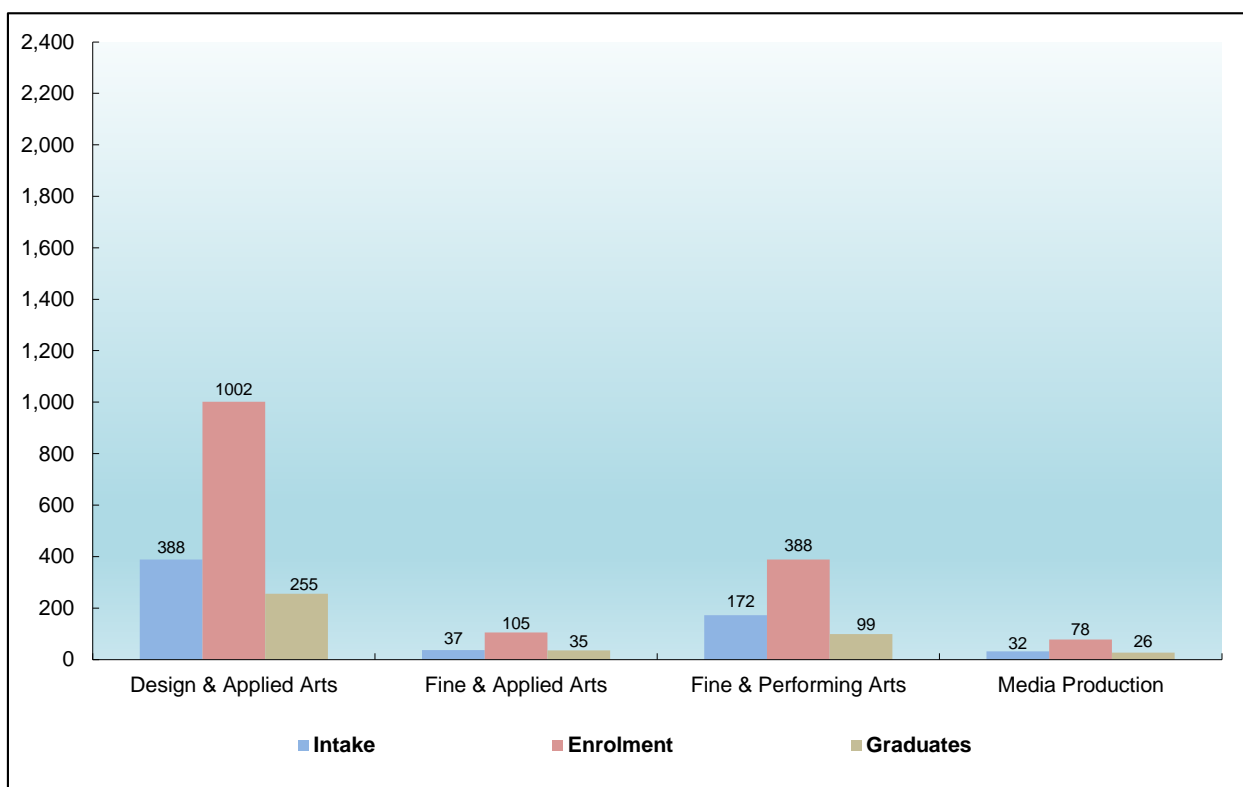
- Note: 1) Figures for LASALLE College of the Arts (LASALLE) and the Nanyang Academy of Fine Arts (NAFA) are for full-time diploma courses only. Intake excludes 65 students on NAFA Foundation Programme (of which 48 are female).
- 2) Intake includes direct entry to second and subsequent years.
- 3) Refer 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), 2022

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>629</b>	<b>476</b>	<b>1,573</b>	<b>1,180</b>	<b>415</b>	<b>304</b>
Design & Applied Arts	388	310	1002	801	255	199
Fine & Applied Arts	37	29	105	89	35	33
Fine & Performing Arts	172	118	388	258	99	60
Media Production	32	19	78	32	26	12

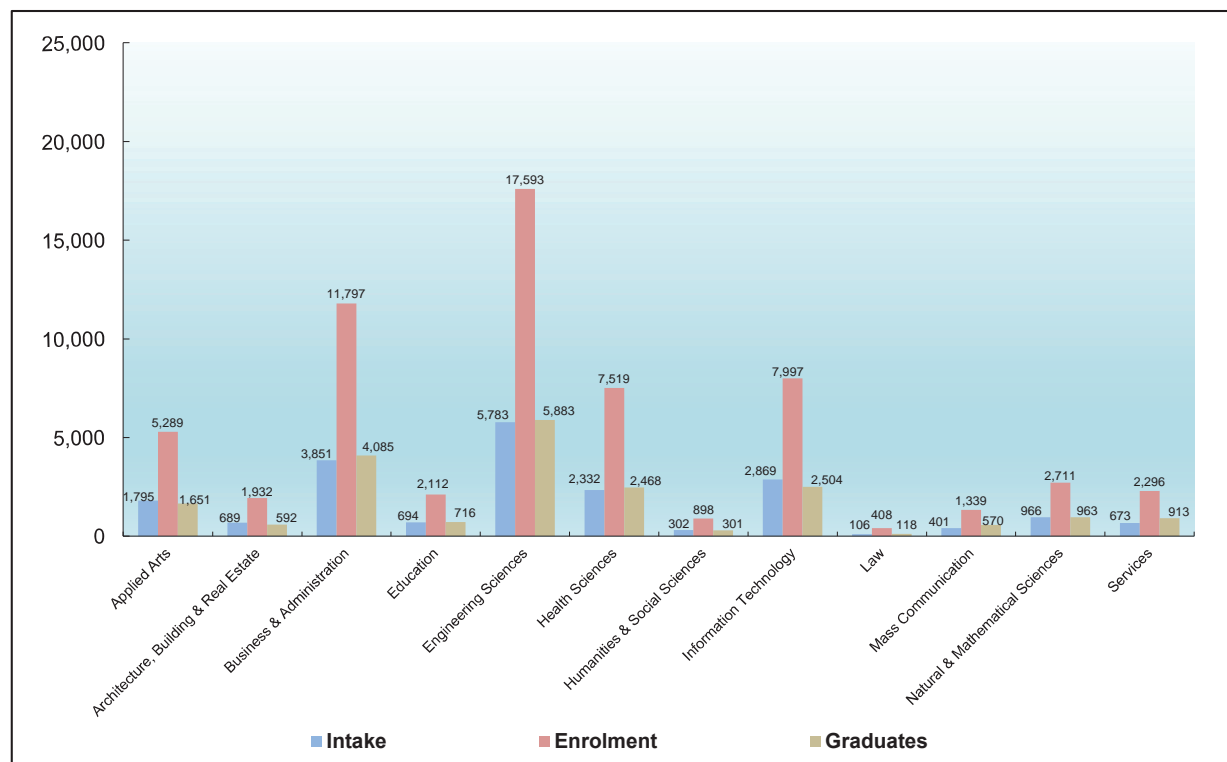
- Note: 1) Figures for LASALLE College of the Arts (LASALLE) and the Nanyang Academy of Fine Arts (NAFA) are for full-time degree courses only.  
 2) Intake includes direct entry to second and subsequent years.  
 3) Refer to the Appendix for the classification of courses. Courses are classified according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



#### 14 INTAKE, ENROLMENT AND GRADUATES OF POLYTECHNICS BY COURSE (FULL-TIME), 2022

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>20,461</b>	<b>9,726</b>	<b>61,891</b>	<b>29,368</b>	<b>20,764</b>	<b>10,122</b>
Applied Arts	1,795	1,129	5,289	3,300	1,651	1,013
Architecture, Building & Real Estate	689	336	1,932	973	592	313
Business & Administration	3,851	2,345	11,797	7,069	4,085	2,528
Education	694	640	2,112	1,964	716	664
Engineering Sciences	5,783	1,333	17,593	3,891	5,883	1,334
Health Sciences	2,332	1,640	7,519	5,388	2,468	1,829
Humanities & Social Sciences	302	245	898	709	301	238
Information Technology	2,869	759	7,997	2,027	2,504	701
Law	106	62	408	249	118	80
Mass Communication	401	294	1,339	989	570	427
Natural & Mathematical Sciences	966	639	2,711	1,750	963	614
Services	673	304	2,296	1,059	913	381

Note: 1) Intake, enrolment and graduate figures refer to full-time diploma courses only. Excludes 1,685 students (of which 815 are female) on the Polytechnic Foundation Programme.  
 2) Intake includes direct entry to second year.  
 3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



15 INTAKE, ENROLMENT AND GRADUATES OF UNIVERSITIES<sup>1</sup> BY COURSE (FULL-TIME), 2022

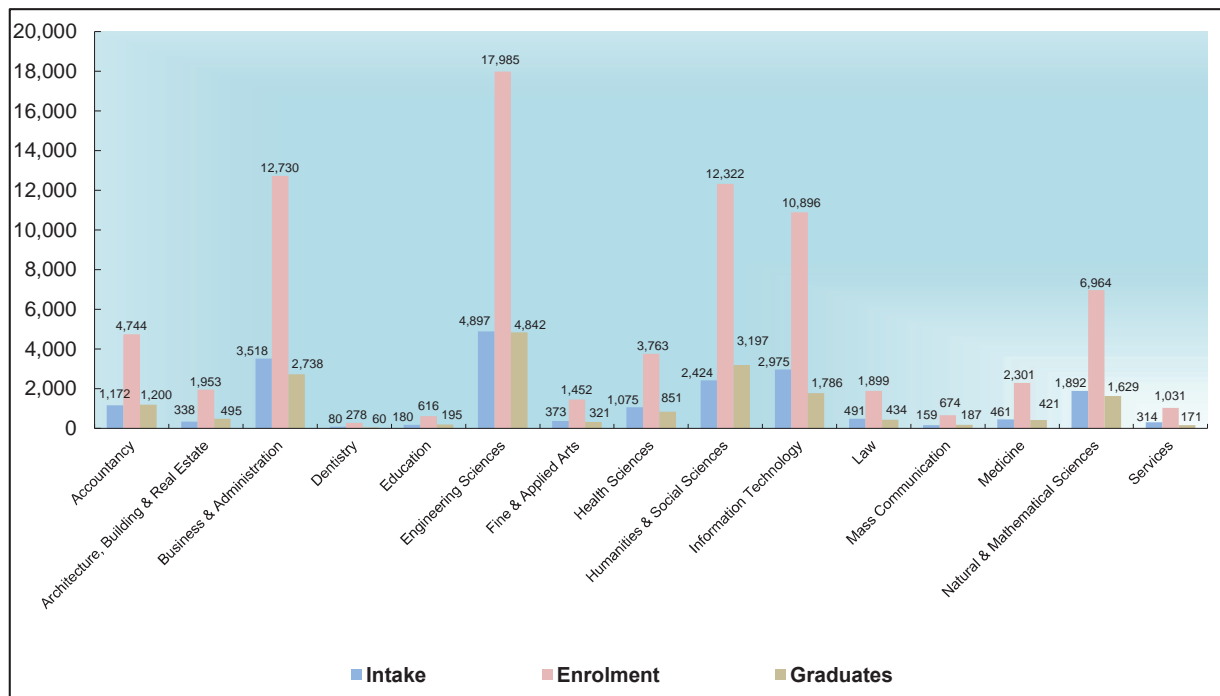
Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>20,349</b>	<b>9,554</b>	<b>79,608</b>	<b>38,960</b>	<b>18,527</b>	<b>9,173</b>
Accountancy	1,172	662	4,744	2,740	1,200	641
Architecture, Building & Real Estate	338	167	1,953	721	495	295
Business & Administration	3,518	1,948	12,730	7,466	2,738	1,624
Dentistry	80	54	278	191	60	34
Education	180	141	616	490	195	161
Engineering Sciences	4,897	1,295	17,985	5,352	4,842	1,375
Fine & Applied Arts	373	252	1,452	877	321	187
Health Sciences	1,075	812	3,763	2,638	851	621
Humanities & Social Sciences	2,424	1,578	12,322	7,986	3,197	2,207
Information Technology	2,975	764	10,896	3,195	1,786	557
Law	491	269	1,899	1,026	434	203
Mass Communication	159	132	674	558	187	143
Medicine	461	246	2,301	1,212	421	192
Natural & Mathematical Sciences	1,892	1,060	6,964	3,970	1,629	855
Services	314	174	1,031	538	171	78

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

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

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

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

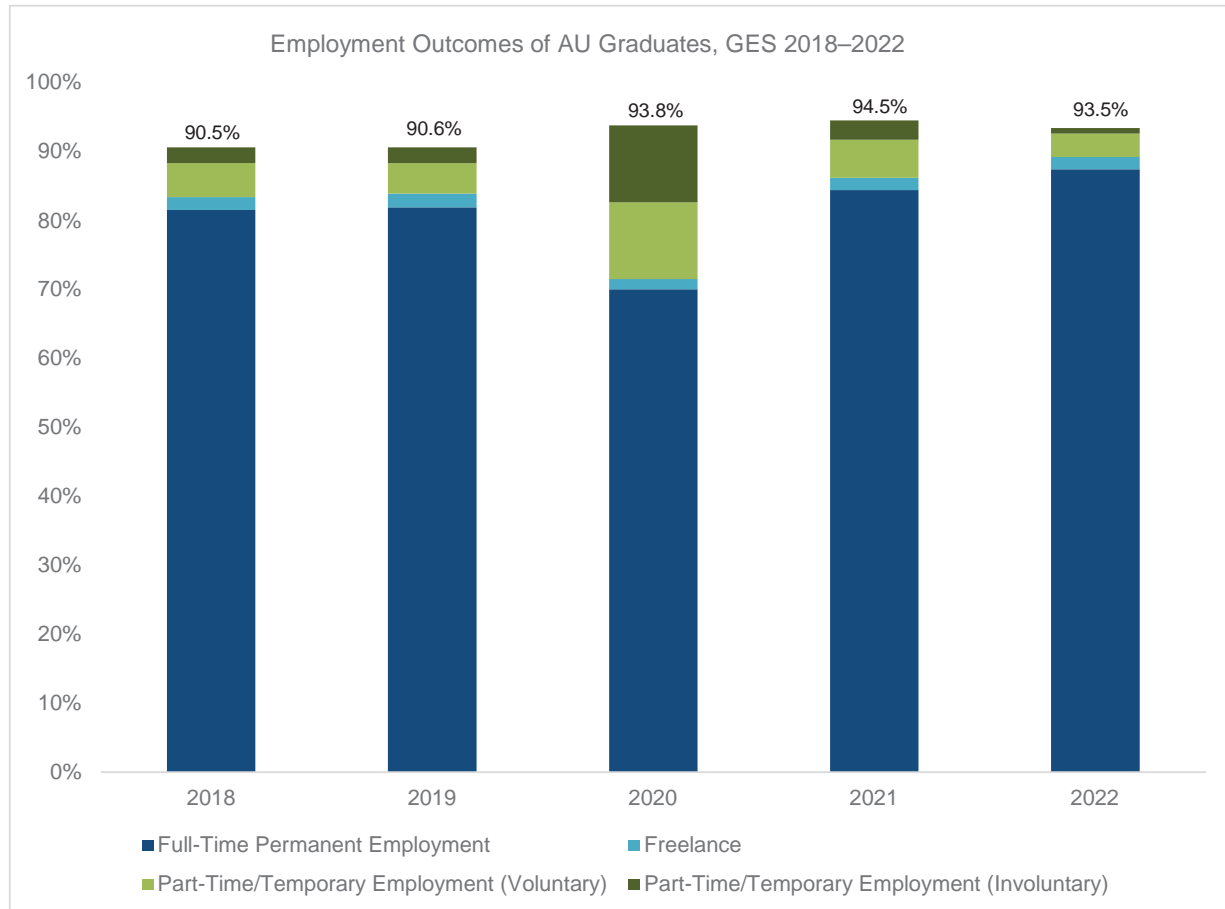




## Notes on Graduate Employment Survey (Tables 16 to 19)

- 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, 2022 data refers to male graduates who completed their full-time NS between April 2021 and March 2022 for polytechnic and ITE graduates.
- 8 Starting from 2021, ITE graduates on full-time further studies are considered to be in the labour force if they indicate that they are working or seeking work. In previous years, such graduates were assumed to be outside the labour force.
- 9 Starting from 2021, NS-liable ITE graduates who enrolled in polytechnics immediately after graduation and before serving NS are surveyed around six months after graduation, before they enrol in polytechnics, and included as fresh graduates. In previous years, such ITE graduates were surveyed after they completed their full-time NS, and included as post-NS graduates.
- 10 Figures might not add up due to rounding.

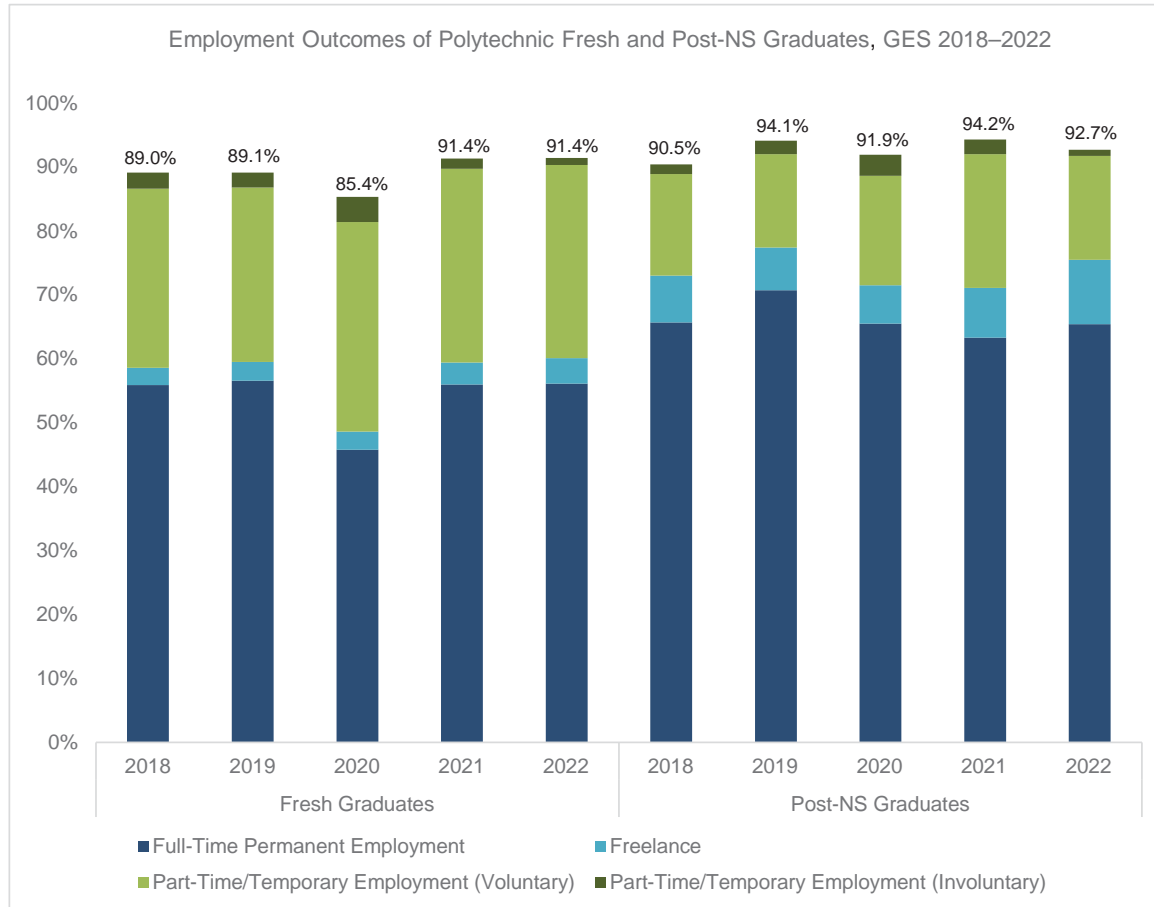
## 16 EMPLOYMENT OUTCOMES OF AUTONOMOUS UNIVERSITY GRADUATES



	2018	2019	2020	2021	2022
<b>Proportion Of AU Graduates In The Labour Force Who Are Employed</b>	<b>90.5%</b>	<b>90.6%</b>	<b>93.8%</b>	<b>94.5%</b>	<b>93.5%</b>
Part-Time/Temporary Employment (Involuntary)	2.3%	2.3%	11.2%	2.8%	0.8%
Part-Time/Temporary Employment (Voluntary)	4.9%	4.4%	11.1%	5.5%	3.4%
Freelance	1.9%	2.0%	1.5%	1.8%	1.8%
Full-Time Permanent Employment	81.5%	81.9%	70.0%	84.4%	87.4%
Median Gross Monthly Salary of FTP Employed AU Graduates	\$3,500	\$3,600	\$3,700	\$3,800	\$4,200

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

## 17 EMPLOYMENT OUTCOMES OF POLYTECHNIC FRESH AND POST-NS GRADUATES

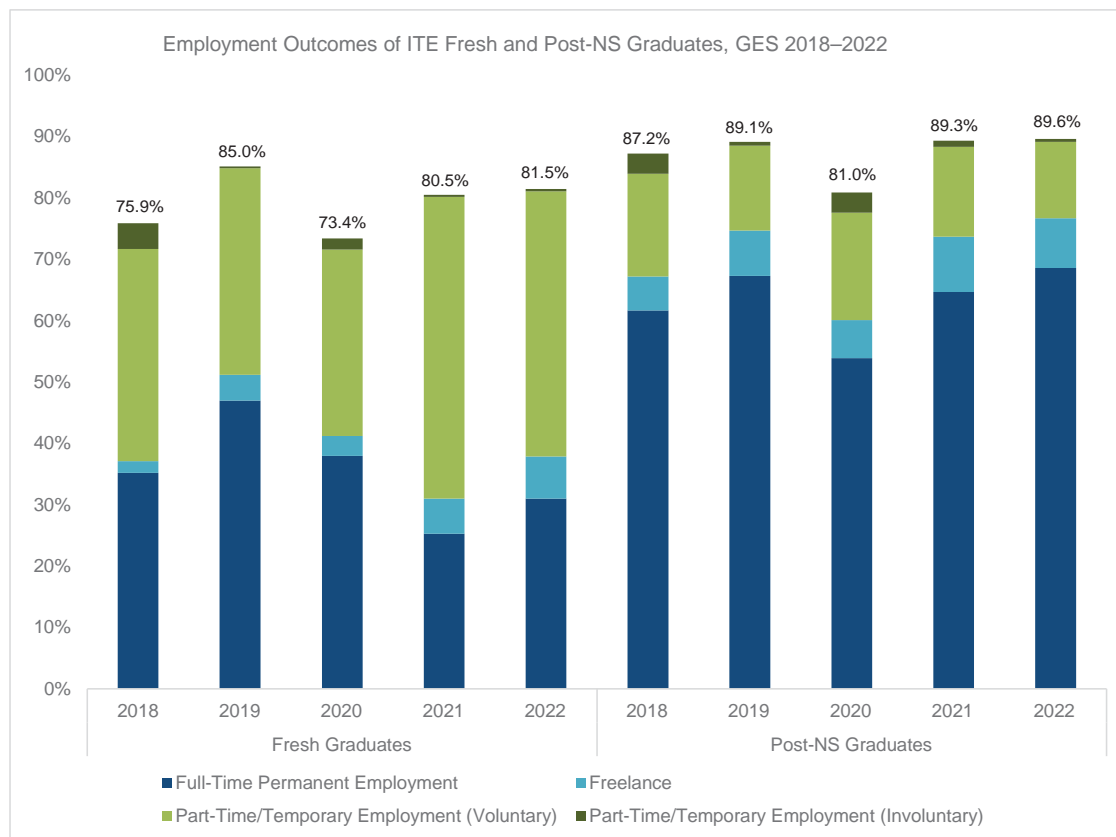


	Fresh Graduates					Post-NS Graduates				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
<b>Proportion Of Polytechnic Graduates In The Labour Force Who Are Employed</b>	<b>89.0%</b>	<b>89.1%</b>	<b>85.4%</b>	<b>91.4%</b>	<b>91.4%</b>	<b>90.5%</b>	<b>94.1%</b>	<b>91.9%</b>	<b>94.2%</b>	<b>92.7%</b>
Part-Time/Temporary Employment (Involuntary)	2.5%	2.3%	3.9%	1.6%	1.1%	1.5%	2.1%	3.3%	2.3%	1.0%
Part-Time/Temporary Employment (Voluntary)	28.0%	27.3%	32.8%	30.3%	30.2%	15.9%	14.6%	17.1%	20.9%	16.2%
Freelance	2.7%	2.9%	2.8%	3.4%	4.0%	7.3%	6.7%	6.0%	7.8%	10.1%
Full-Time Permanent Employment	55.9%	56.6%	45.8%	56.0%	56.1%	65.7%	70.7%	65.5%	63.3%	65.4%
Median Gross Monthly Salary of FTP Employed Polytechnic Graduates	\$2,270	\$2,300	\$2,350	\$2,400	\$2,550	\$2,501	\$2,540	\$2,500	\$2,614	\$2,800

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

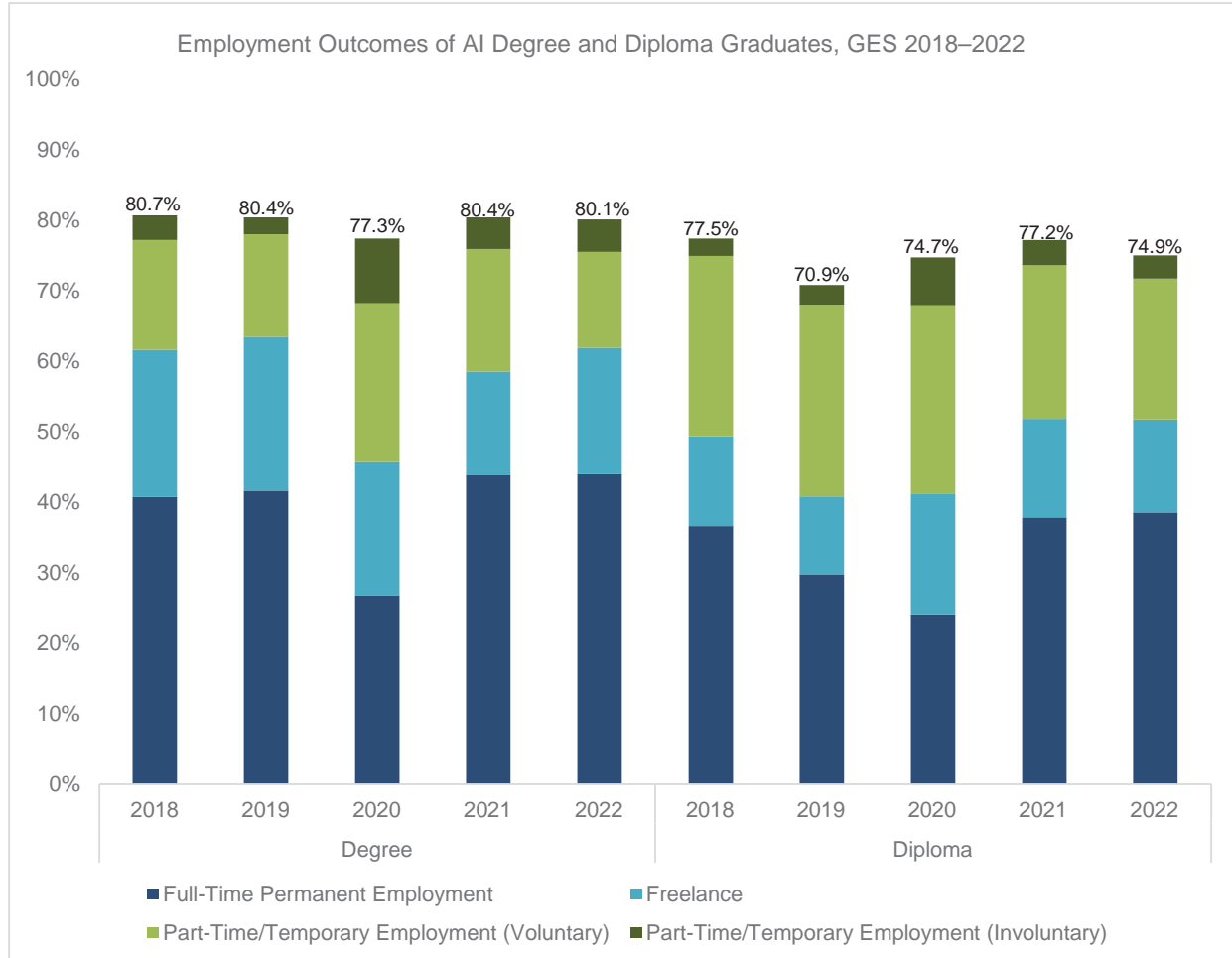


	Fresh Graduates					Post-NS Graduates				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
<b>Proportion Of ITE Graduates In The Labour Force Who Are Employed</b>	<b>75.9%</b>	<b>85.0%</b>	<b>73.4%</b>	<b>80.5%</b>	<b>81.5%</b>	<b>87.2%</b>	<b>89.1%</b>	<b>81.0%</b>	<b>89.3%</b>	<b>89.6%</b>
Part-Time/Temporary Employment (Involuntary)	4.2%	0.3%	1.8%	0.3%	0.4%	3.3%	0.6%	3.3%	1.0%	0.5%
Part-Time/Temporary Employment (Voluntary)	34.6%	33.6%	30.4%	49.2%	43.2%	16.7%	13.8%	17.5%	14.6%	12.4%
Freelance	1.9%	4.2%	3.2%	5.7%	6.9%	5.5%	7.4%	6.2%	9.0%	8.1%
Full-Time Permanent Employment	35.2%	47.0%	38.0%	25.3%	31.0%	61.7%	67.3%	53.9%	64.7%	68.6%
Median Gross Monthly Salary of FTP Employed ITE Graduates	\$1,700	\$1,700	\$1,720	\$1,800	\$1,920	\$2,200	\$2,050	\$2,200	\$2,178	\$2,400

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 8 and 9 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				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
<b>Proportion Of AI Graduates In The Labour Force Who Are Employed</b>	<b>80.7%</b>	<b>80.4%</b>	<b>77.3%</b>	<b>80.4%</b>	<b>80.1%</b>	<b>77.5%</b>	<b>70.9%</b>	<b>74.7%</b>	<b>77.2%</b>	<b>74.9%</b>
Part-Time/Temporary Employment (Involuntary)	3.5%	2.4%	9.2%	4.5%	4.6%	2.5%	2.8%	6.8%	3.6%	3.3%
Part-Time/Temporary Employment (Voluntary)	15.6%	14.4%	22.4%	17.4%	13.6%	25.6%	27.2%	26.8%	21.8%	20.0%
Freelance	20.9%	22.0%	19.0%	14.5%	17.8%	12.7%	11.0%	17.0%	14.0%	13.2%
Full-Time Permanent Employment	40.7%	41.6%	26.8%	44.0%	44.1%	36.6%	29.8%	24.1%	37.8%	38.5%
Median Gross Monthly Salary of FTP Employed AI Graduates	\$2,500	\$2,500	\$2,600	\$2,600	\$3,000	\$2,100	\$2,100	\$2,000	\$2,300	\$2,400

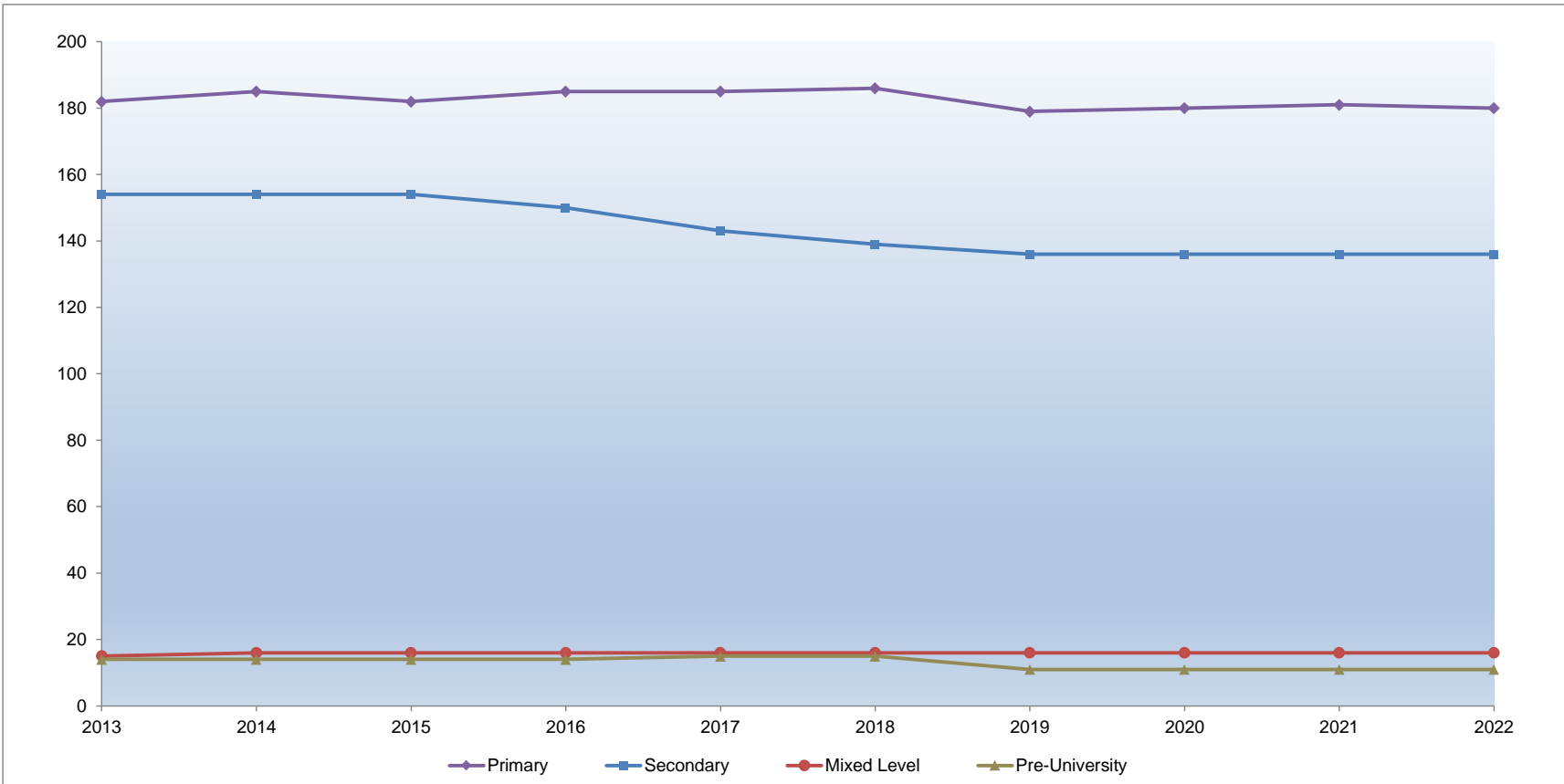
Source: Graduate Employment Survey jointly conducted by LASALLE and NAFA



## **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					Pre-University				Grand Total		
	Govt	Aided	Total	Govt	Aided	Indep	Spec Indep	Spec	Total	Govt	Aided	Indep	Spec Indep	Total	Junior College				Centralised Institute	Total
															Govt	Aided	Indep			
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
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
2022	139	41	180	101	28	2	1	4	136	4	3	6	3	16	6	4	-	1	11	343

Note: 1) Mixed Level comprises 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.

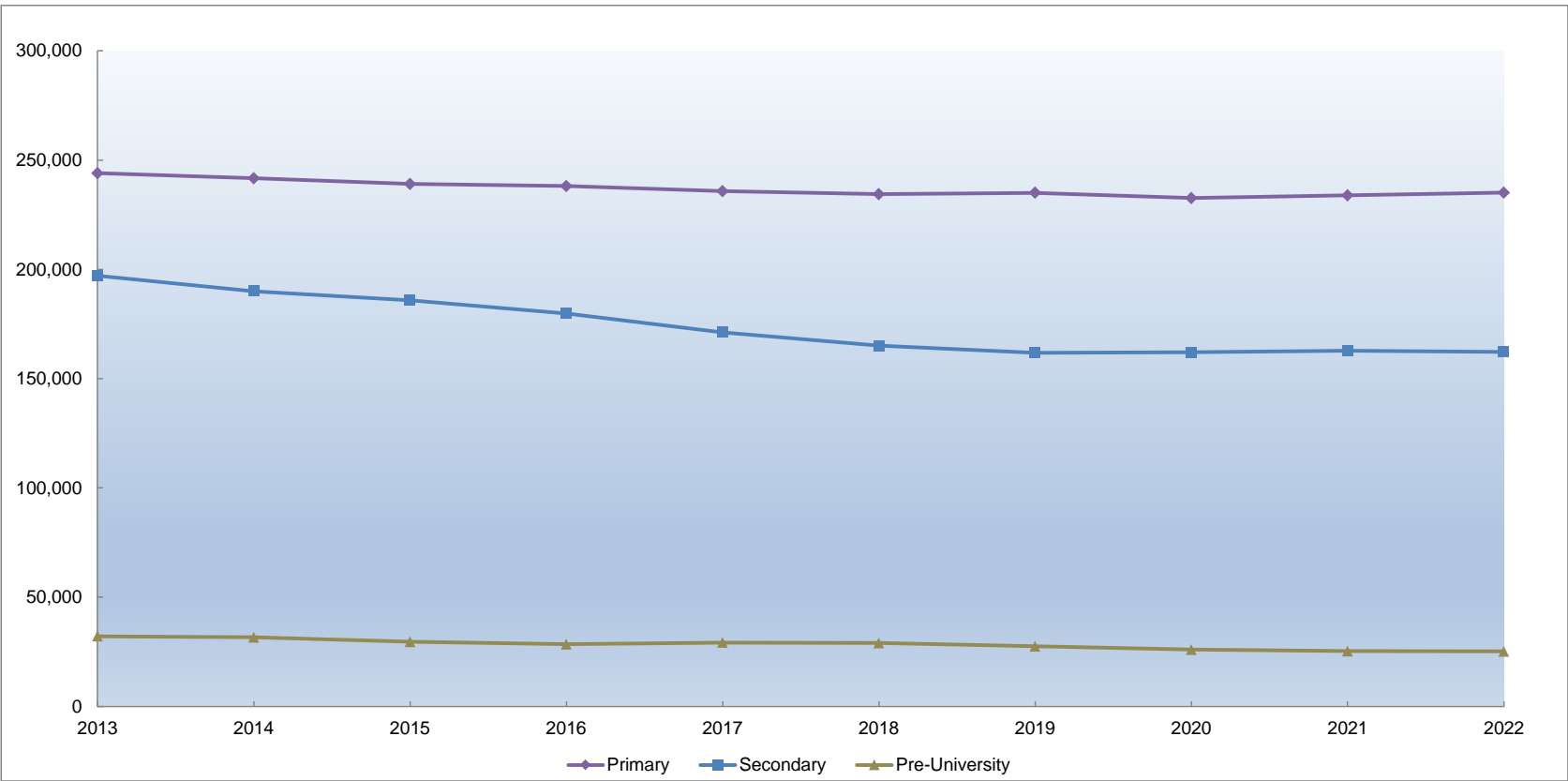
2) The types of schools comprise Government (Govt), Government-aided (Aided), Independent (Indep), Specialised Independent (Spec Indep), and Specialised (Spec).

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

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

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					Grand Total
		Govt	Aided	Total	Govt	Aided	Indep	Auto	-	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	Spec	Total	Govt	Aided	Indep	Spec Indep	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
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
2022	MF	167,907	67,209	235,116	108,974	35,774	11,950	2,738	2,772	162,208	12,965	5,667	5,826	773	25,231	422,555
	F	80,782	34,240	115,022	53,429	17,962	5,551	1,154	1,001	79,097	7,103	3,036	2,871	427	13,437	207,556

- Note: 1) The types of schools comprise Government (Govt), Government-aided (Aided), Independent (Indep), Specialised Independent (Spec Indep), and Specialised (Spec).  
 2) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-aided schools.  
 3) Pre-University includes junior colleges, centralised institutes and Pre-U centres.

22 PRIMARY ENROLMENT BY LEVEL AND STREAM

Year	Sex	Pri 1	Pri 2	Pri 3	Pri 4			Pri 5			Pri 6			Total
					Norm	Extd	Mono	Norm	Extd	Mono	Norm	Extd	Mono	
1960	<b>MF</b>	<b>60,049</b>	<b>59,052</b>	<b>51,087</b>	<b>43,395</b>	-	-	<b>38,241</b>	-	-	<b>31,212</b>	-	-	<b>283,036</b>
	F	28,100	26,679	22,424	18,594	-	-	16,484	-	-	12,785	-	-	125,066
1970	<b>MF</b>	<b>55,557</b>	<b>55,070</b>	<b>57,585</b>	<b>59,440</b>	-	-	<b>60,272</b>	-	-	<b>74,918</b>	-	-	<b>362,842</b>
	F	26,856	26,533	27,307	27,970	-	-	28,408	-	-	32,345	-	-	169,419
1980	<b>MF</b>	<b>46,377</b>	<b>49,655</b>	<b>47,495</b>	<b>45,994</b>	<b>4,670</b>	<b>2,189</b>	<b>45,374</b>	-	-	<b>49,756</b>	-	-	<b>291,510</b>
	F	22,460	23,800	22,595	22,015	1,657	650	22,011	-	-	24,015	-	-	139,203
1990	<b>MF</b>	<b>39,317</b>	<b>41,582</b>	<b>41,254</b>	<b>36,086</b>	<b>2,620</b>	<b>1,695</b>	<b>33,444</b>	<b>5,155</b>	<b>1,643</b>	<b>32,508</b>	<b>3,981</b>	<b>2,066</b>	<b>257,757</b>
	F	18,803	19,789	19,787	17,773	1,001	563	16,384	2,178	584	16,324	1,689	726	122,184
								<b>EM1</b>	<b>EM2</b>	<b>EM3</b>	<b>EM1</b>	<b>EM2</b>	<b>EM3</b>	
2000	<b>MF</b>	<b>50,204</b>	<b>49,844</b>	<b>50,019</b>	<b>52,116</b>	-	-	<b>10,238</b>	<b>34,369</b>	<b>4,142</b>	<b>9,239</b>	<b>36,959</b>	<b>8,575</b>	<b>305,705</b>
	F	24,215	24,144	24,254	25,156	-	-	5,639	16,238	1,558	5,170	17,757	3,276	147,407
2010	<b>MF</b>	<b>39,595</b>	<b>42,405</b>	<b>43,022</b>	<b>48,418</b>	-	-	<b>45,141</b>			<b>45,325</b>			<b>263,906</b>
	F	19,274	20,635	20,798	23,224	-	-	21,680			21,926			127,537
2013	<b>MF</b>	<b>40,168</b>	<b>39,407</b>	<b>39,273</b>	<b>39,510</b>	-	-	<b>42,384</b>			<b>43,303</b>			<b>244,045</b>
	F	19,566	19,232	19,013	19,279	-	-	20,652			20,880			118,622
2014	<b>MF</b>	<b>40,927</b>	<b>40,179</b>	<b>39,440</b>	<b>39,252</b>	-	-	<b>39,277</b>			<b>42,608</b>			<b>241,683</b>
	F	19,962	19,579	19,245	19,030	-	-	19,168			20,719			117,703
2015	<b>MF</b>	<b>40,063</b>	<b>40,774</b>	<b>40,199</b>	<b>39,461</b>	-	-	<b>39,094</b>			<b>39,511</b>			<b>239,102</b>
	F	19,633	19,912	19,592	19,273	-	-	18,964			19,234			116,608
2016	<b>MF</b>	<b>38,904</b>	<b>40,077</b>	<b>40,733</b>	<b>40,136</b>	-	-	<b>39,252</b>			<b>39,038</b>			<b>238,140</b>
	F	18,977	19,642	19,880	19,578	-	-	19,153			18,928			116,158
2017	<b>MF</b>	<b>36,885</b>	<b>38,997</b>	<b>40,135</b>	<b>40,618</b>	-	-	<b>39,949</b>			<b>39,170</b>			<b>235,754</b>
	F	17,936	19,051	19,662	19,843	-	-	19,482			19,100			115,074
2018	<b>MF</b>	<b>37,671</b>	<b>37,092</b>	<b>39,173</b>	<b>40,180</b>	-	-	<b>40,427</b>			<b>39,871</b>			<b>234,414</b>
	F	18,392	18,054	19,110	19,685	-	-	19,775			19,457			114,473
2019	<b>MF</b>	<b>40,324</b>	<b>37,888</b>	<b>37,128</b>	<b>39,180</b>	-	-	<b>40,074</b>			<b>40,445</b>			<b>235,039</b>
	F	19,616	18,516	18,091	19,101	-	-	19,631			19,784			114,739
2020	<b>MF</b>	<b>37,363</b>	<b>40,755</b>	<b>38,019</b>	<b>37,236</b>	-	-	<b>39,133</b>			<b>40,144</b>			<b>232,650</b>
	F	18,227	19,839	18,589	18,151	-	-	19,102			19,685			113,593
2021	<b>MF</b>	<b>40,218</b>	<b>37,779</b>	<b>41,037</b>	<b>38,293</b>	-	-	<b>37,275</b>			<b>39,280</b>			<b>233,882</b>
	F	19,807	18,428	20,004	18,720	-	-	18,195			19,182			114,336
2022	<b>MF</b>	<b>39,844</b>	<b>40,592</b>	<b>37,957</b>	<b>41,129</b>	-	-	<b>38,268</b>			<b>37,326</b>			<b>235,116</b>
	F	19,517	19,971	18,531	20,054	-	-	18,735			18,214			115,022

- Note: 1) The channelling of Primary 3 students into Primary 4 Normal (Norm), Extended (Extd), and Monolingual (Mono) streams was replaced in 1992 by channelling of Primary 4 students into Primary 5 EM1, EM2 and EM3 streams.
- 2) Total primary enrolment includes Primary 7 and Primary 8 students from the Extended and Monolingual streams.
- 3) Since 2004, the distinction between the EM1 and EM2 streams have been removed and schools were given the autonomy to decide on how best to band their students by ability, in ways that added the most educational value. Since 2008, Subject-based Banding was introduced for the Primary 5 cohort and streaming was removed. With Subject-based Banding, students are able to offer a mix of Standard- or Foundation-level subjects depending on their aptitude in each subject.

23 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Sec 1					Sec 2					Sec 3				
		Special	Express	N(A)	N(T)	Total	Special	Express	N(A)	N(T)	Total	Special	Express	N(A)	N(T)	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
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
2022	MF	-	24,529	9,460	5,231	39,220	-	25,308	9,934	4,947	40,189	-	26,061	9,613	4,859	40,533
	F	-	12,487	4,580	2,070	19,137	-	12,900	4,732	2,011	19,643	-	13,469	4,385	1,857	19,711

Continued on the next page

- Note: 1) As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.  
 2) Special and Express courses have been merged since the 2008 Secondary 1 cohort.  
 3) N(T) figures include students in Specialised Schools. These students are taking the ITE Skills Certificate (ISC) course or are in a 2-year work-study programme after completing ISC.

**23 SECONDARY ENROLMENT BY LEVEL AND COURSE**

Year	Sex	Sec 4				Total	Sec 5	Total				Grand Total
		Special	Express	N(A)	N(T)			N(A)	Special	Express	N(A)	
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
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
2022	MF	-	25,517	9,079	4,783	39,379	2,887	-	101,415	40,973	19,820	162,208
	F	-	13,092	4,208	1,858	19,158	1,448	-	51,948	19,353	7,796	79,097

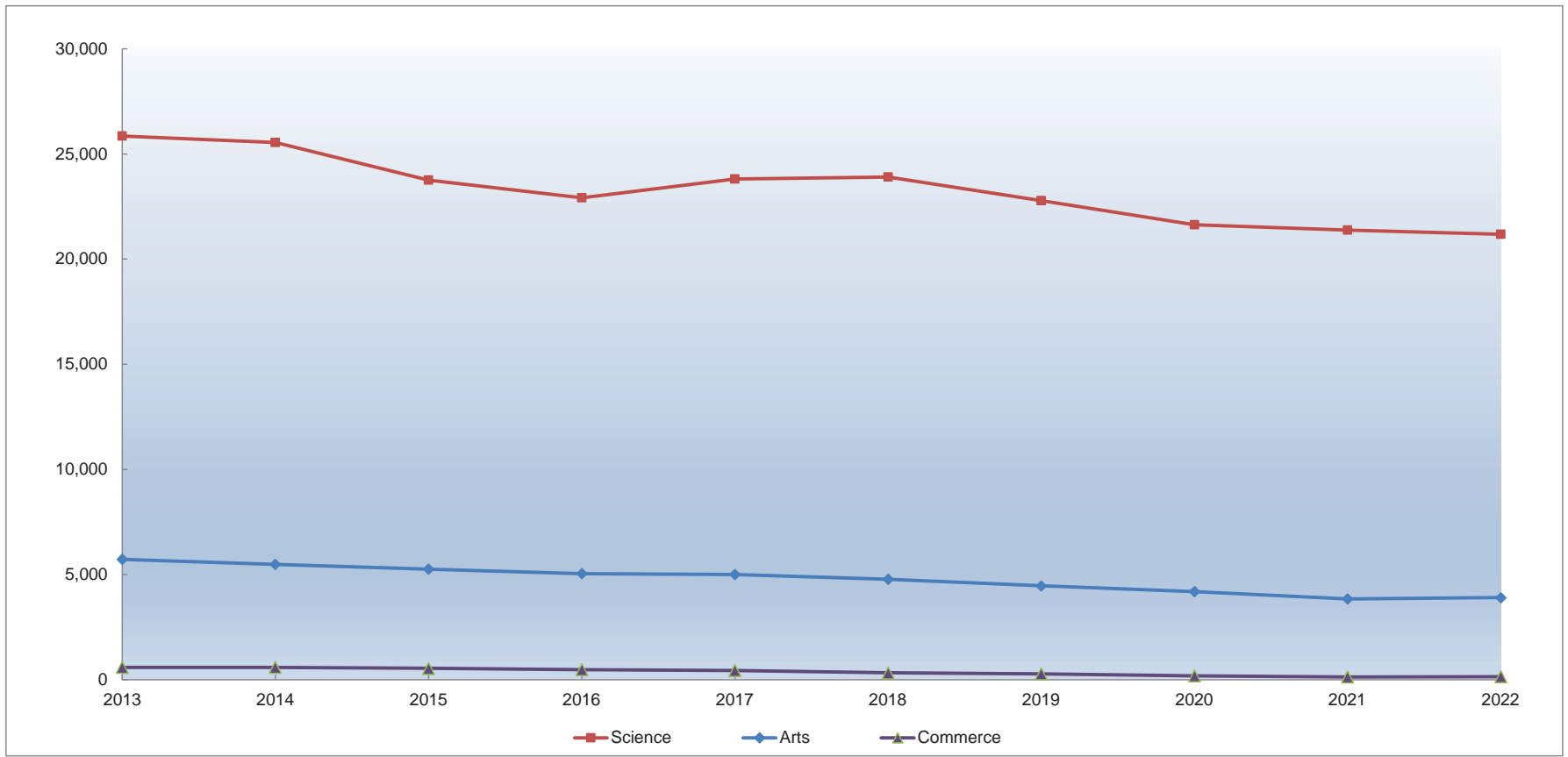
- Note: 1) As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.  
 2) Special and Express courses have been merged since the 2008 Secondary 1 cohort.  
 3) N(T) figures include students in Specialised Schools. These students are taking the ITE Skills Certificate (ISC) course or are in a 2-year work-study programme after completing ISC.

24 PRE-UNIVERSITY ENROLMENT BY LEVEL

Year	Sex	Junior College			Centralised Institute				Pre-U Centre				Grand Total
		JC 1	JC 2	Total	Pre-U 1	Pre-U 2	Pre-U 3	Total	Pre-U 1	Pre-U 2	Pre-U 3	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
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
2022	MF	12,525	11,938	24,463	359	200	209	768	-	-	-	-	25,231
	F	6,695	6,291	12,986	213	126	112	451	-	-	-	-	13,437

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

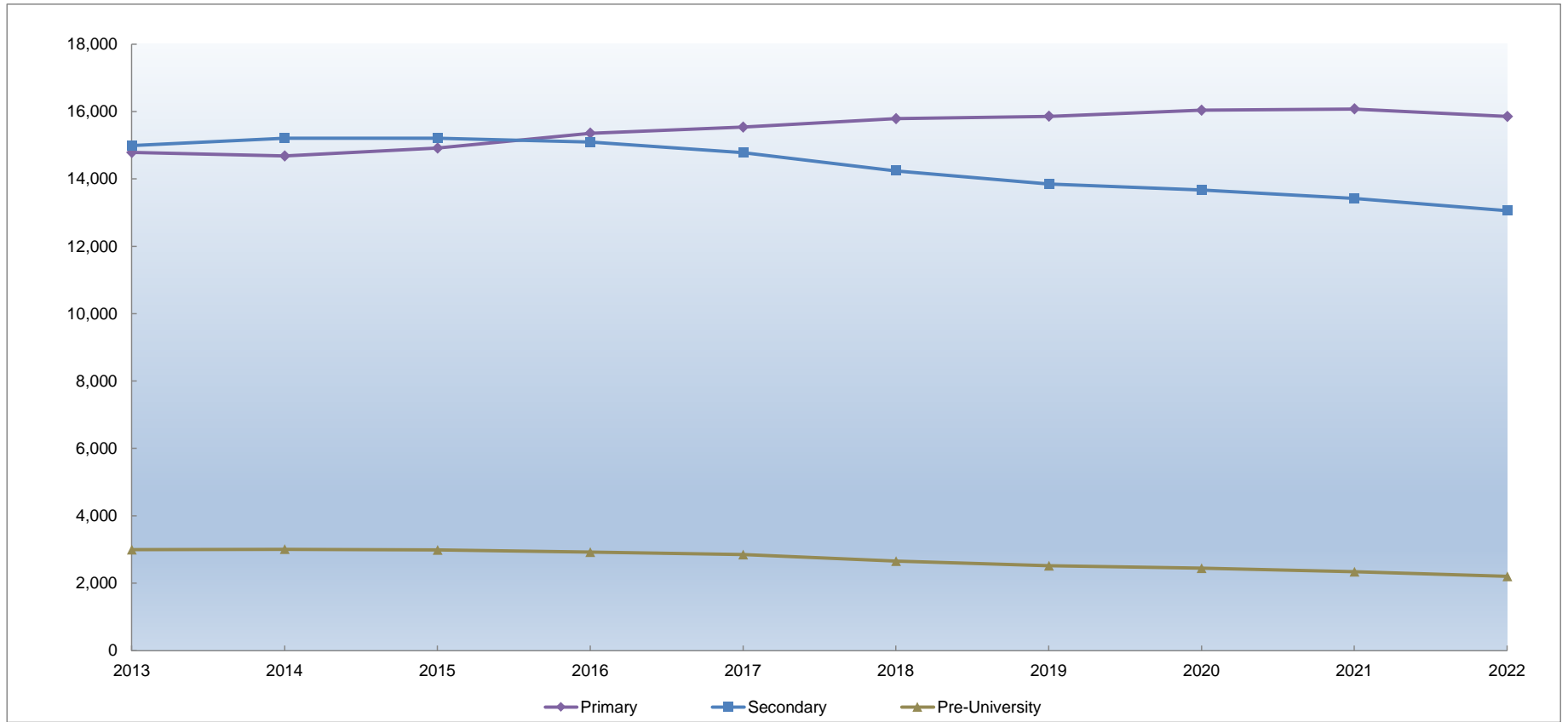
Year	Sex	Arts					Science					Commerce					Total	
		JC 1	JC 2	Pre-U 1	Pre-U 2	Pre-U 3	JC 1	JC 2	Pre-U 1	Pre-U 2	Pre-U 3	JC 1	JC 2	Pre-U 1	Pre-U 2	Pre-U 3		
1960	MF	-	-	NA	NA	-	-	-	NA	NA	-	-	-	-	-	-	-	5,128
	F	-	-	NA	NA	-	-	-	NA	NA	-	-	-	-	-	-	-	1,772
1970	MF	x	x	2,596	2,417	-	x	x	2,433	2,155	-	x	x	160	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
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
2022	MF	2,039	1,697	75	44	47	10,486	10,241	200	123	133	-	-	84	33	29	-	25,231
	F	1,424	1,221	51	33	27	5,271	5,070	110	71	68	-	-	52	22	17	-	13,437

Note: 1) "NA" - Courses for 1960 are not available.

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

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

NUMBER OF TEACHERS BY LEVEL (Refer to Table 26)



26 NUMBER OF TEACHERS BY LEVEL AND SCHOOL TYPE

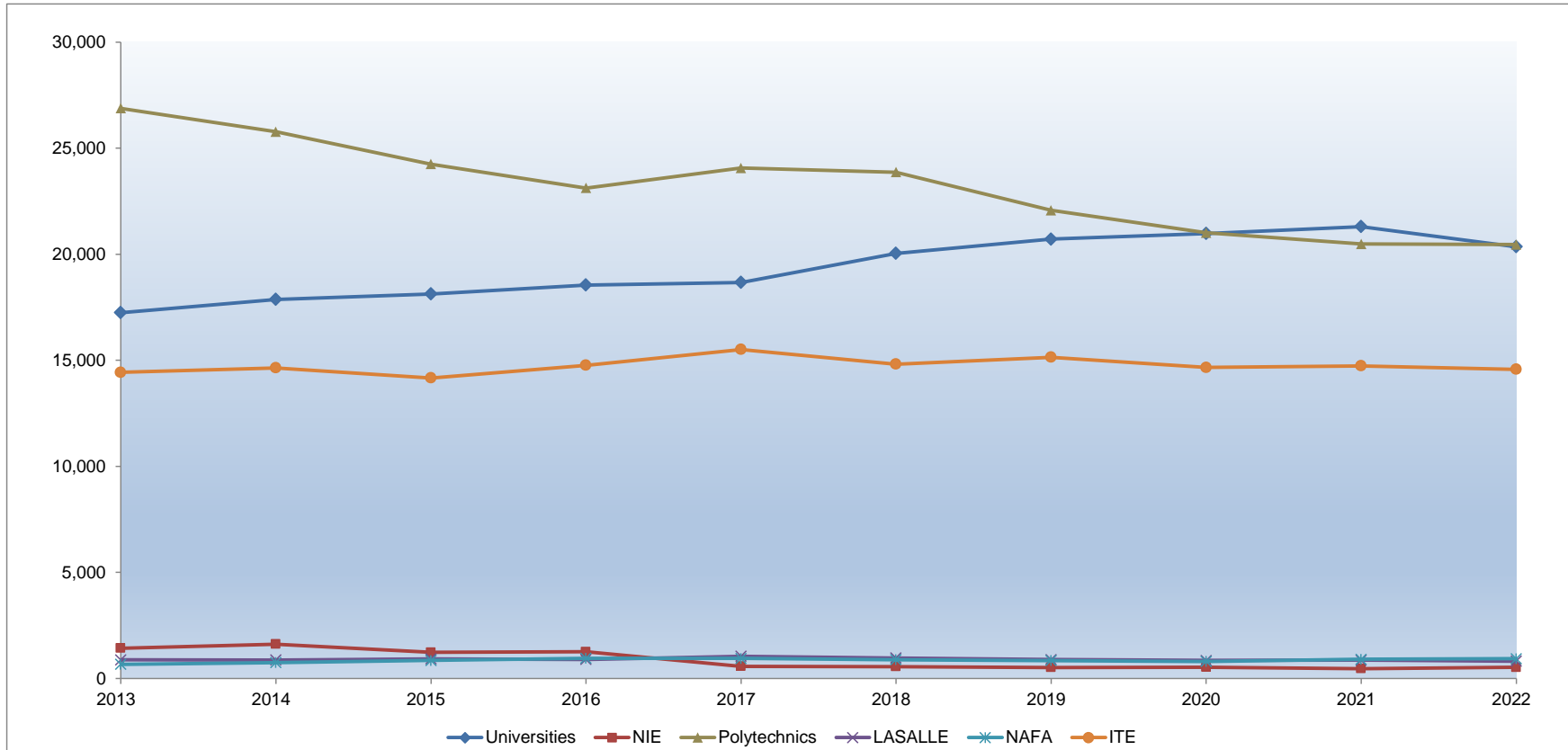
Year	Sex	Primary			Secondary						Pre-University				Grand Total
		Govt	Aided	Total	Govt	Aided	Indep	Auto	-	Total	Govt	Aided	-	Total	
1960	MF	4,283	4,316	8,599	979	1,025	-	-	-	2,004	-	-	-	-	10,603
	F	1,944	2,377	4,321	248	426	-	-	-	674	-	-	-	-	4,995
1970	MF	8,044	4,172	12,216	4,847	1,598	-	-	-	6,445	x	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	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
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
2022	MF	11,631	4,222	15,853	8,636	2,716	1,005	387	310	13,054	1,188	495	521	2,204	31,111
	F	9,289	3,512	12,801	5,475	1,787	644	233	127	8,266	675	278	285	1,238	22,305

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

2) "x" - figures for JC section are included under Secondary.

3) The types of schools comprise Government (Govt), Government-aided (Aided), Independent (Indep), Specialised Independent (Spec Indep), and Specialised (Spec). 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)

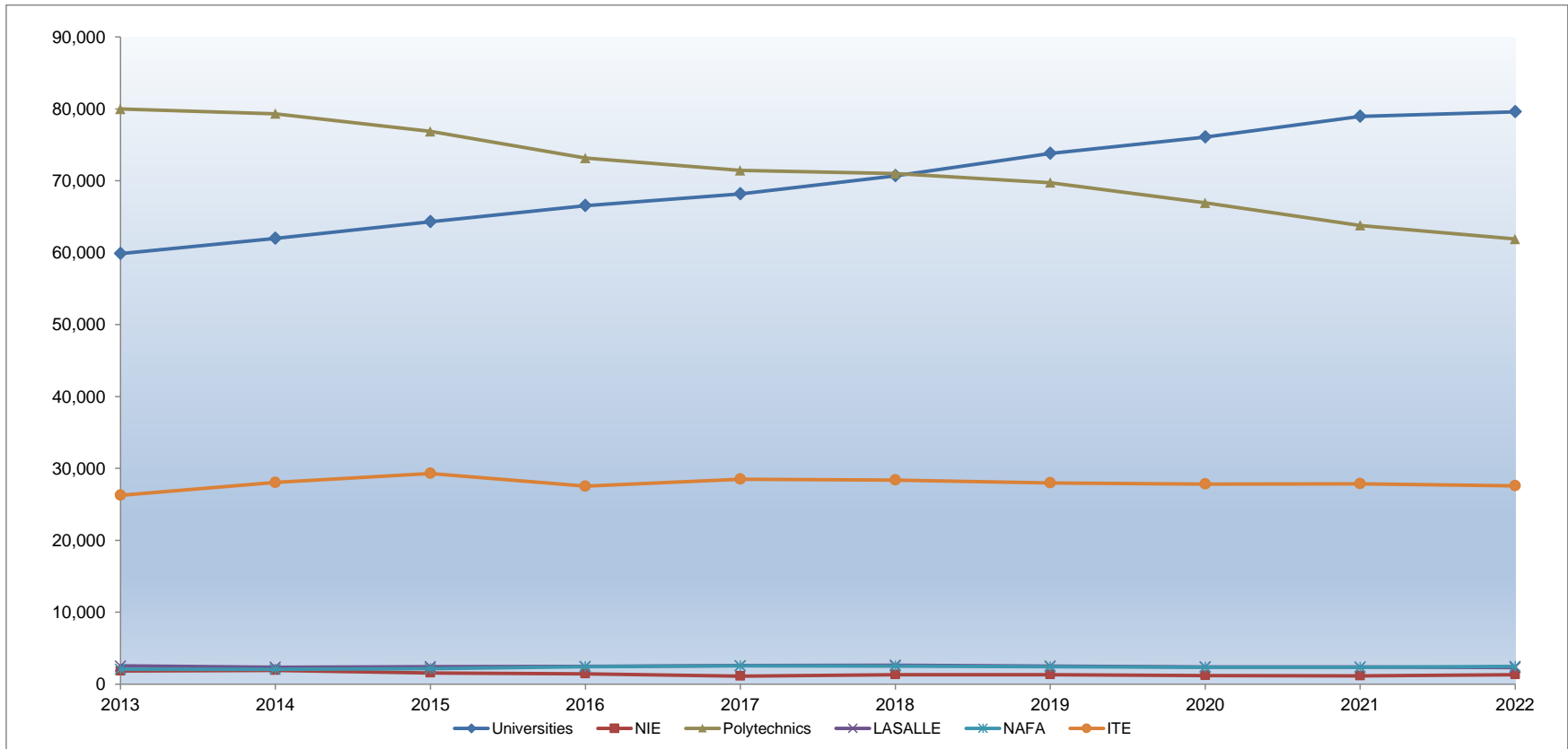


27 INTAKE<sup>1</sup>: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities <sup>2</sup>								NIE <sup>3</sup>	Polytechnics <sup>4</sup>						LASALLE		NAFA		ITE <sup>6</sup>
		NUS	Nanyang University	NTU	SMU	SIT	SUTD	SUSS	Total		S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree <sup>5</sup>	Diploma	Degree <sup>5</sup>	
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
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	1,087	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
2022	MF	7,273	-	6,184	2,380	3,121	405	986	20,349	527	4,181	4,067	4,178	4,121	3,914	20,461	410	406	711	223	14,577
	F	3,666	-	2,727	1,170	1,272	133	586	9,554	361	1,631	2,174	2,020	2,061	1,840	9,726	277	301	537	175	5,814

- Note: 1) Intake figures include students who entered directly into the second and subsequent years.  
 2) University figures are for first degree only.  
 3) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects as well as selected in-service programmes. BA / BSc (Education) figures are included under Nanyang Technological University (NTU).  
 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)  
 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 <sup>2</sup>								NIE <sup>3</sup>	Polytechnics <sup>4</sup>						LASALLE		NAFA		ITE <sup>6</sup>
		NUS	Nanyang University	NTU	SMU	SIT	SUTD	SUSS	Total		S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree <sup>5</sup>	Diploma	Degree <sup>5</sup>	
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
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	415	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	7,336	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	7,022	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
2022	MF	30,842	-	23,876	9,883	9,688	1,409	3,910	79,608	1,319	12,391	12,500	12,481	12,815	11,704	61,891	1,200	1,140	2,049	433	27,570
	F	15,405	-	11,085	5,512	4,062	502	2,394	38,960	908	4,800	6,735	5,826	6,399	5,608	29,368	784	846	1,503	334	10,976

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 as well as selected in-service programmes. BA / BSc (Education) figures are included under Nanyang Technological University (NTU).

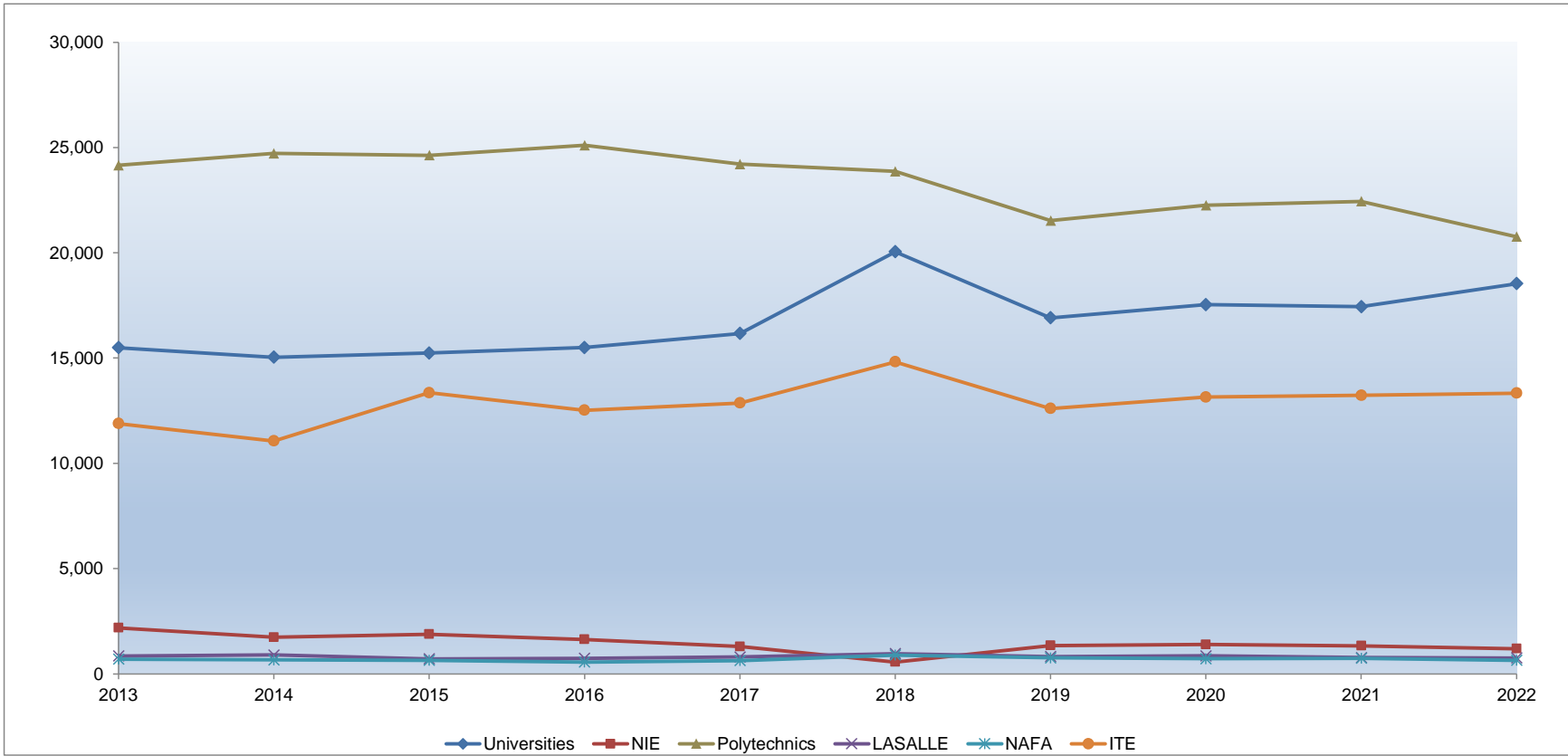
3) Polytechnic figures are for full-time diploma courses only.

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

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)

45



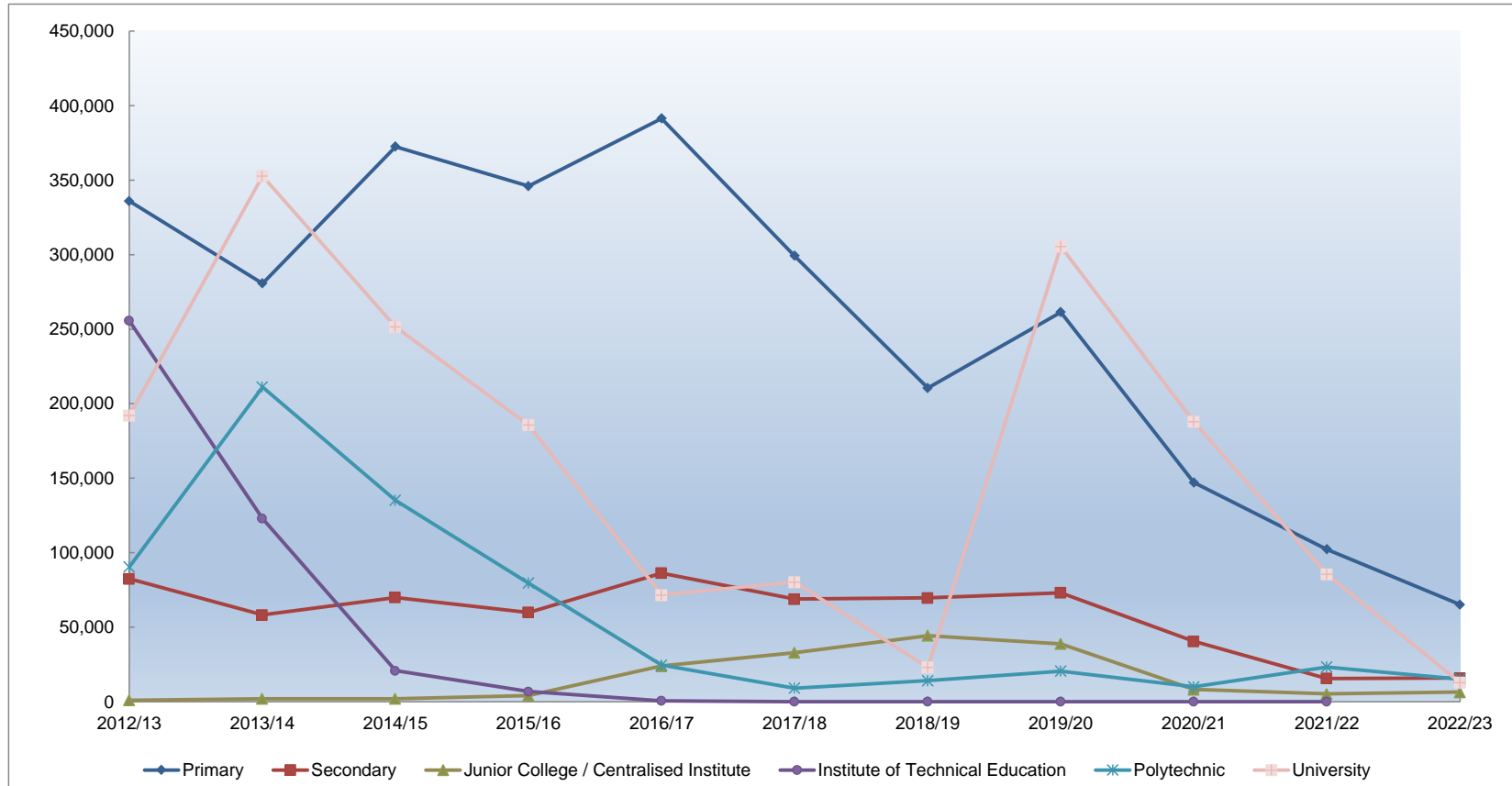


29 GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities <sup>2</sup>								NIE <sup>3</sup>	Polytechnics <sup>4</sup>						LASALLE		NAFA		ITE <sup>6</sup>		
		NUS	Nanyang University	NTU	SMU	SIT	SUTD	SUSS	Total		S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree <sup>5</sup>	Diploma	Degree <sup>5</sup>			
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
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
2022	MF	7,277	-	6,020	1,982	2,185	401	662	18,527	1,192	4,300	4,362	4,382	4,201	3,519	20,764	352	396	623	19	-	-	13,332
	F	3,793	-	2,820	1,116	831	155	458	9,173	817	1,699	2,316	2,134	2,155	1,818	10,122	237	292	455	12	-	-	5,206

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

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



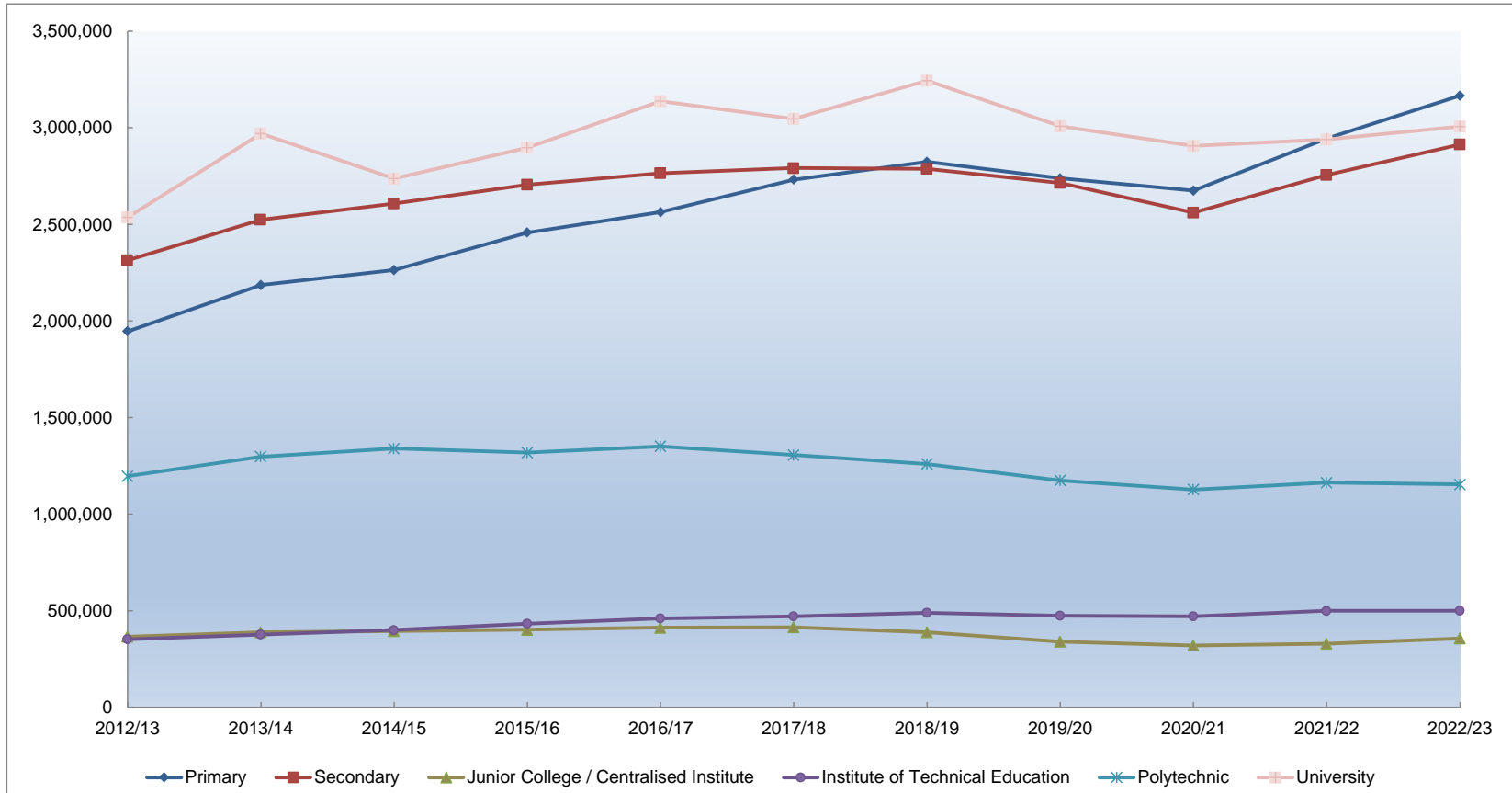
30 GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others <sup>2</sup>	Total
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	42,981	102,237	15,603	5,176	0	23,222	0	85,526	20,363	10,023	305,131
2022/23 <sup>1</sup>	57,287	65,104	15,844	6,399	0	15,171	0	12,834	12,478	23,883	209,000

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)



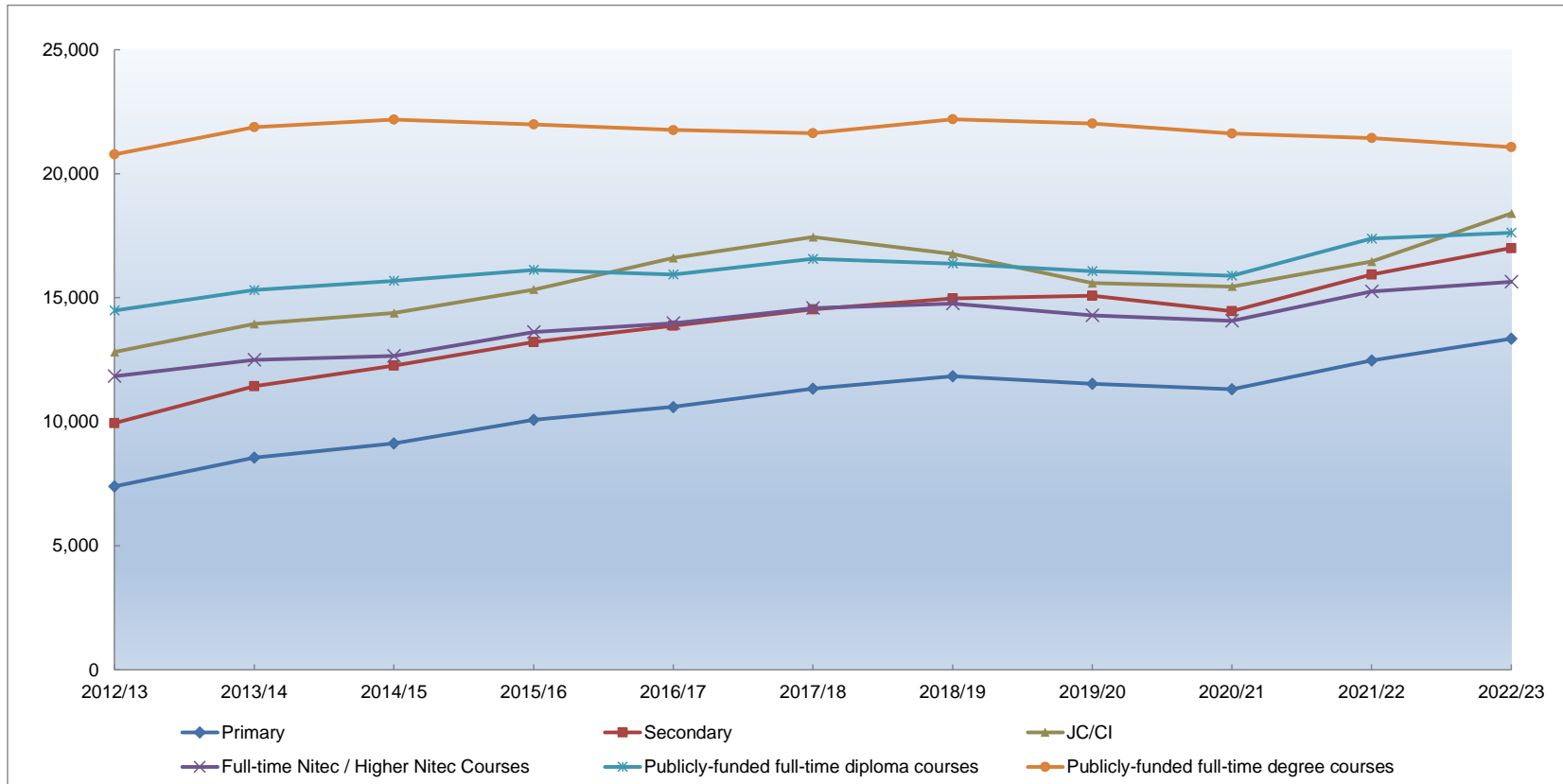
31 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others <sup>2</sup>	Total
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	860,552	2,944,535	2,755,277	328,885	498,915	1,162,665	123,306	2,939,737	232,267	758,638	12,604,777
2022/23 <sup>1</sup>	970,081	3,165,939	2,914,142	356,534	499,499	1,153,483	124,908	3,007,388	251,505	594,521	13,038,000

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 PER STUDENT (SGD) (Refer to Table 32)



32 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD)

Financial Year	Primary	Secondary <sup>2</sup>	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	University
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 <sup>2</sup>	Junior College / Centralised Institute	Full-time <i>Nitec</i> / <i>Higher Nitec</i> courses <sup>3</sup>	Publicly-funded full-time diploma courses <sup>4</sup>	Publicly-funded full-time degree courses <sup>5</sup>
2012/13	7,396	9,940	12,806	11,837	14,487	20,777
2013/14	8,549	11,434	13,942	12,491	15,304	21,870
2014/15	9,123	12,261	14,379	12,650	15,681	22,181
2015/16	10,081	13,213	15,326	13,619	16,118	21,988
2016/17	10,596	13,869	16,602	13,968	15,934	21,757
2017/18	11,338	14,527	17,440	14,582	16,561	21,624
2018/19	11,835	14,973	16,760	14,758	16,375	22,186
2019/20	11,526	15,076	15,592	14,282	16,070	22,022
2020/21	11,310	14,456	15,448	14,069	15,882	21,619
2021/22	12,472	15,928	16,457	15,253	17,379	21,430
2022/23 <sup>1</sup>	13,345	17,001	18,396	15,643	17,618	21,065

Note: 1) Preliminary figures.

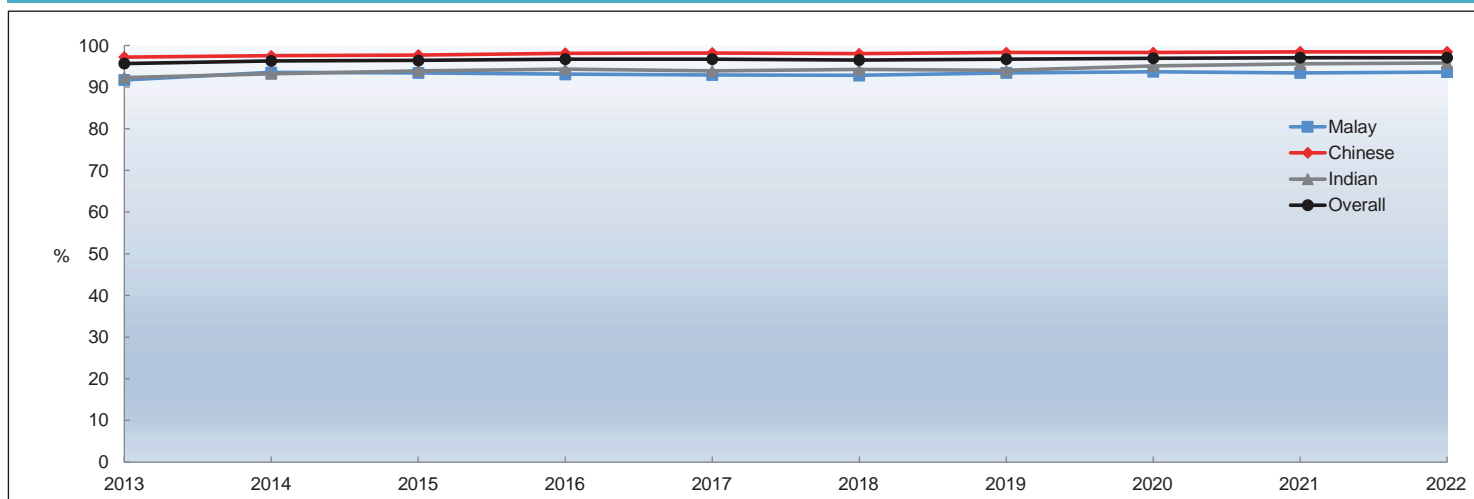
2) Figures exclude Independent Schools.

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 offering 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

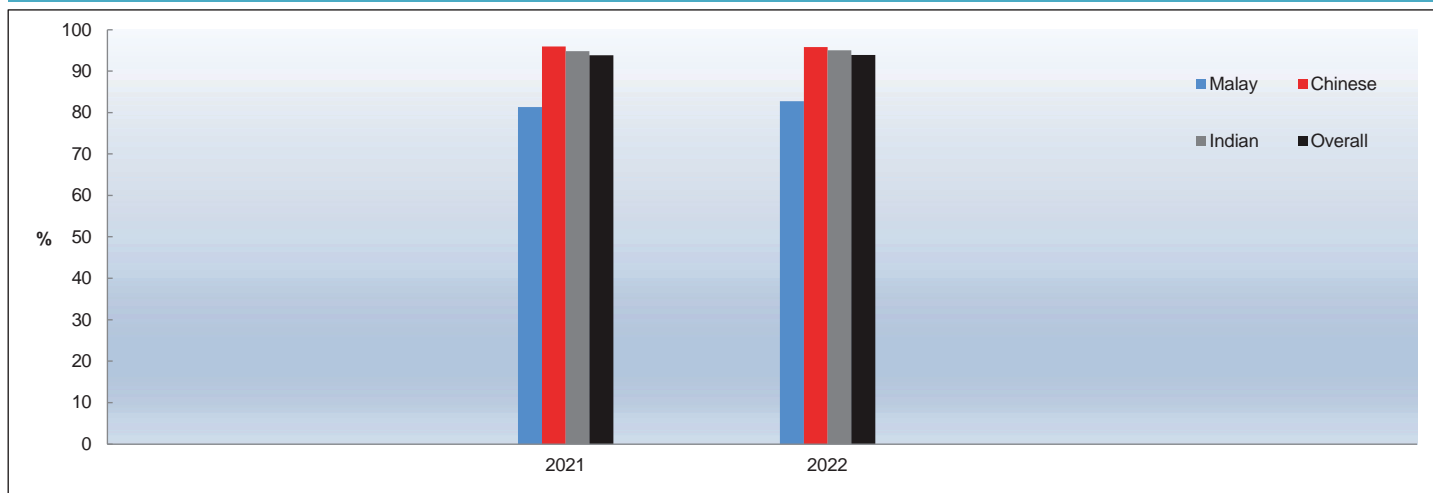


Ethnic Group	Year <sup>1</sup> P1 cohort	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Malay	%	91.7	93.5	93.4	93.1	92.9	92.8	93.4	93.7	93.4	93.6
Chinese	%	97.2	97.5	97.7	98.1	98.2	98.0	98.3	98.3	98.5	98.5
Indian	%	92.3	93.2	93.9	94.3	93.9	94.2	94.0	95.1	95.6	95.8
Others	%	93.6	93.5	94.1	93.9	92.1	92.4	92.7	92.8	94.0	93.6
<b>Overall</b>	<b>%</b>	<b>95.7</b>	<b>96.3</b>	<b>96.4</b>	<b>96.7</b>	<b>96.7</b>	<b>96.5</b>	<b>96.7</b>	<b>96.9</b>	<b>97.1</b>	<b>97.1</b>

- 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 2018 – 2022 are preliminary estimates as these cohorts have not been fully tracked.



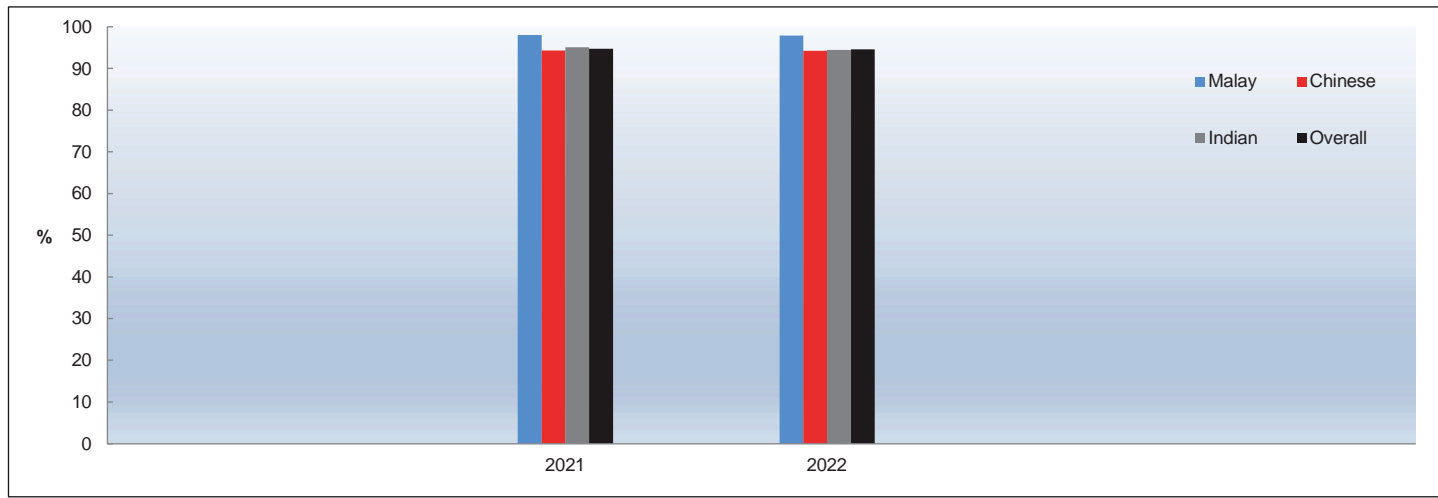
34 PERCENTAGE OF PSLE STUDENTS WHO SCORED AL 1-6 IN STANDARD ENGLISH LANGUAGE



Ethnic Group		2021	2022
Malay	%	81.3	82.7
Chinese	%	95.9	95.8
Indian	%	94.8	95.0
Others	%	96.9	95.8
<b>Overall</b>	<b>%</b>	<b>93.8</b>	<b>93.9</b>

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.

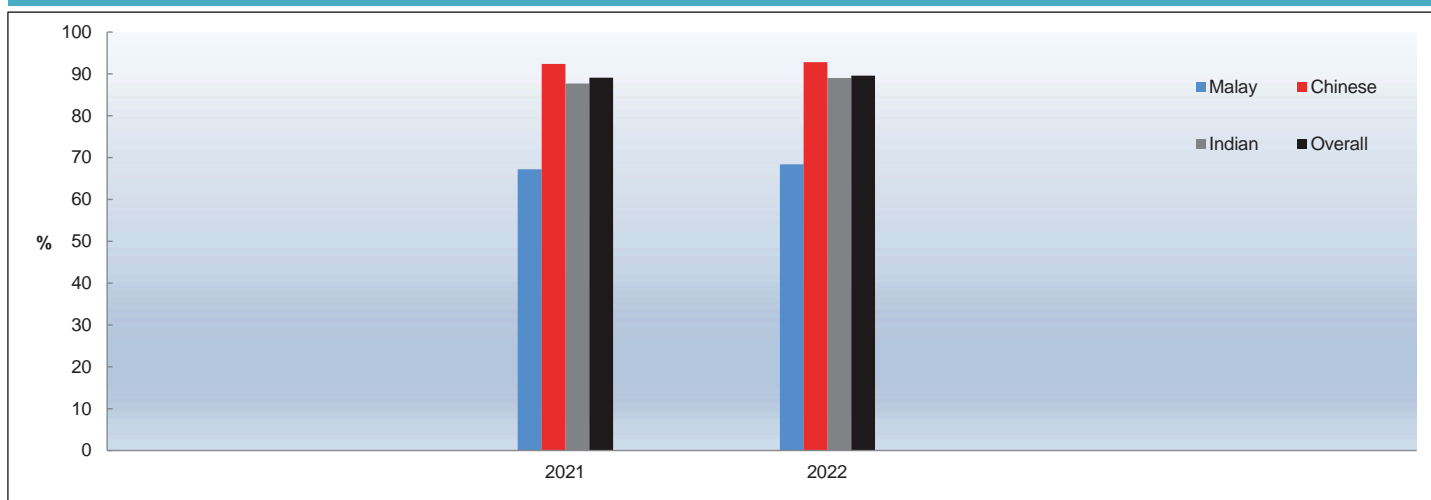
35 PERCENTAGE OF PSLE STUDENTS WHO SCORED AL 1-6 IN STANDARD MOTHER TONGUE LANGUAGE



Ethnic Group		2021	2022
Malay	%	98.0	97.9
Chinese	%	94.3	94.2
Indian	%	95.1	94.4
Others	%	86.9	87.9
<b>Overall</b>	<b>%</b>	<b>94.7</b>	<b>94.6</b>

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](https://data.gov.sg).

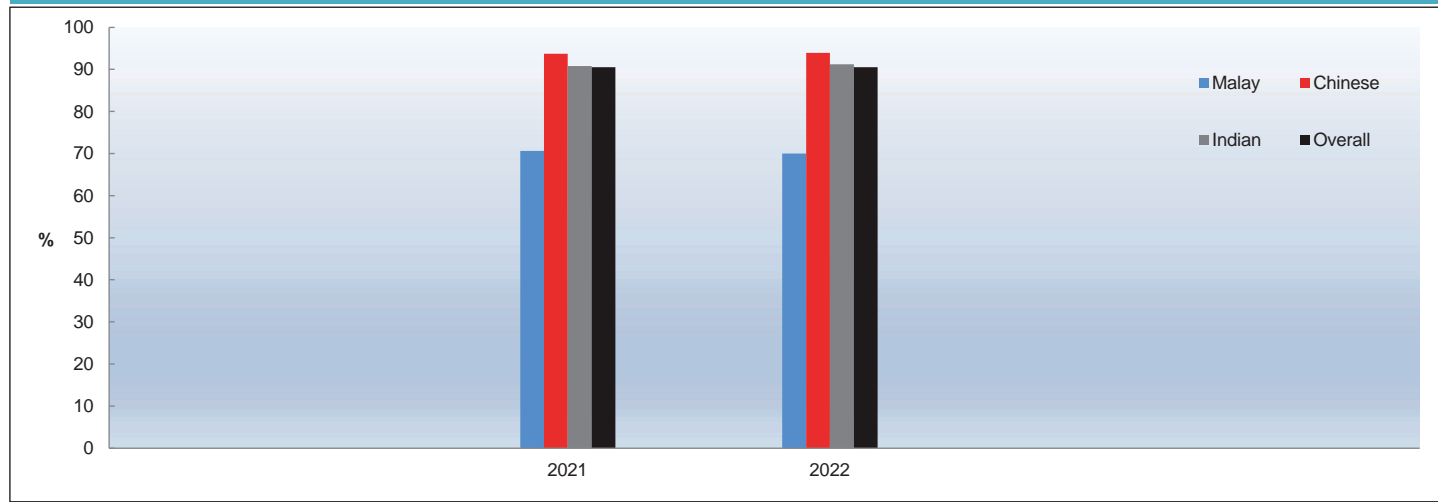
## 36 PERCENTAGE OF PSLE STUDENTS WHO SCORED AL 1-6 IN STANDARD MATHEMATICS



Ethnic Group		2021	2022
Malay	%	67.2	68.4
Chinese	%	92.4	92.8
Indian	%	87.7	89.0
Others	%	90.8	89.6
<b>Overall</b>	<b>%</b>	<b>89.1</b>	<b>89.6</b>

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](http://Data.gov.sg).

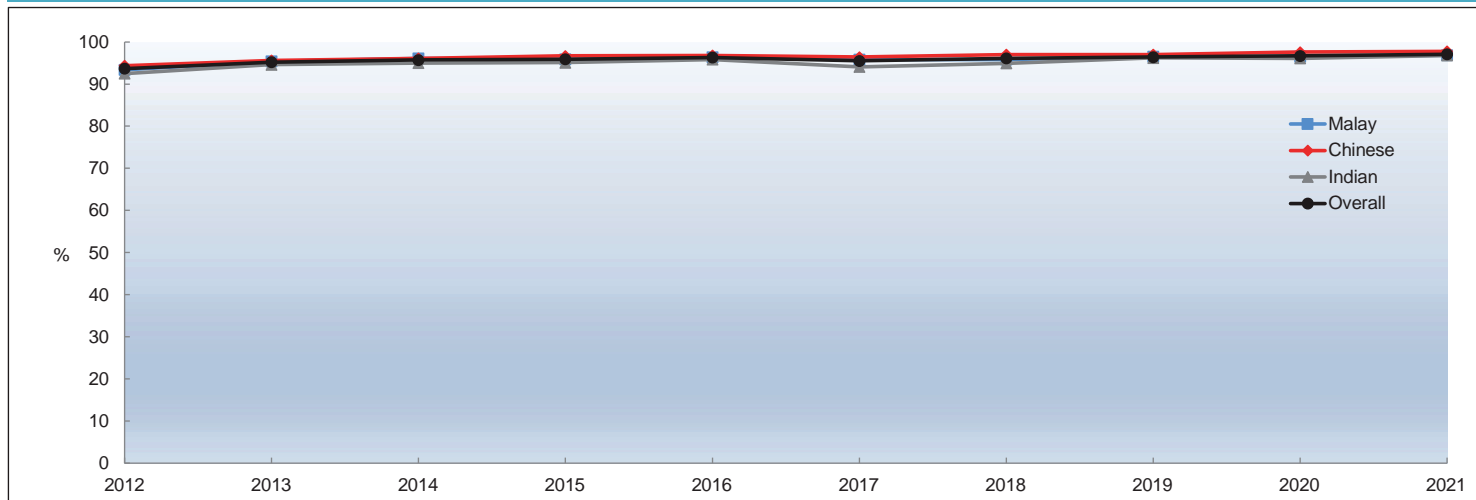
## 37 PERCENTAGE OF PSLE STUDENTS WHO SCORED AL 1-6 IN STANDARD SCIENCE



Ethnic Group		2021	2022
Malay	%	70.6	70.0
Chinese	%	93.7	93.9
Indian	%	90.8	91.2
Others	%	93.3	91.8
<b>Overall</b>	<b>%</b>	<b>90.5</b>	<b>90.5</b>

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.

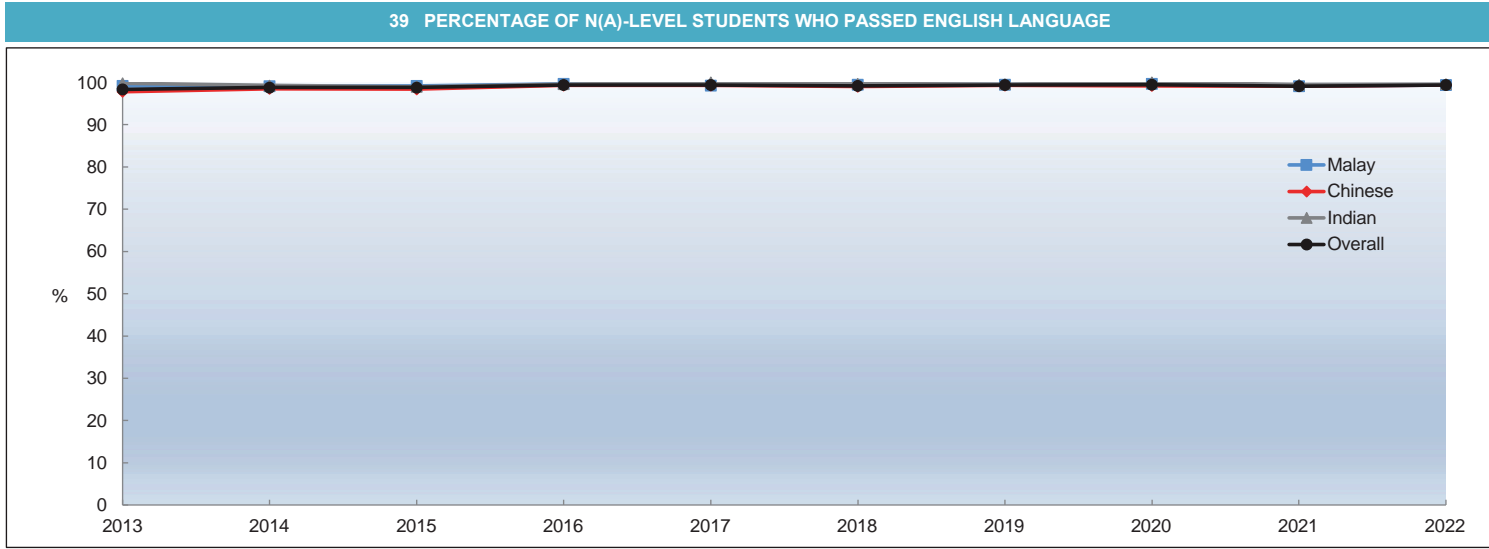
38 PERCENTAGE OF N-LEVEL STUDENTS WHO PROGRESSED TO POST-SECONDARY EDUCATION



Ethnic Group		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Malay	%	93.4	95.4	96.1	95.9	96.4	95.8	95.8	96.5	96.5	96.9
Chinese	%	94.4	95.6	96.1	96.7	96.8	96.4	97.0	97.0	97.6	97.8
Indian	%	92.5	94.6	95.0	95.1	95.8	94.1	94.9	96.2	96.1	96.8
Others	%	86.2	87.3	86.5	87.9	88.4	85.5	90.5	89.0	90.9	91.8
<b>Overall</b>	<b>%</b>	<b>93.7</b>	<b>95.2</b>	<b>95.7</b>	<b>95.9</b>	<b>96.3</b>	<b>95.5</b>	<b>96.1</b>	<b>96.4</b>	<b>96.7</b>	<b>97.1</b>

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

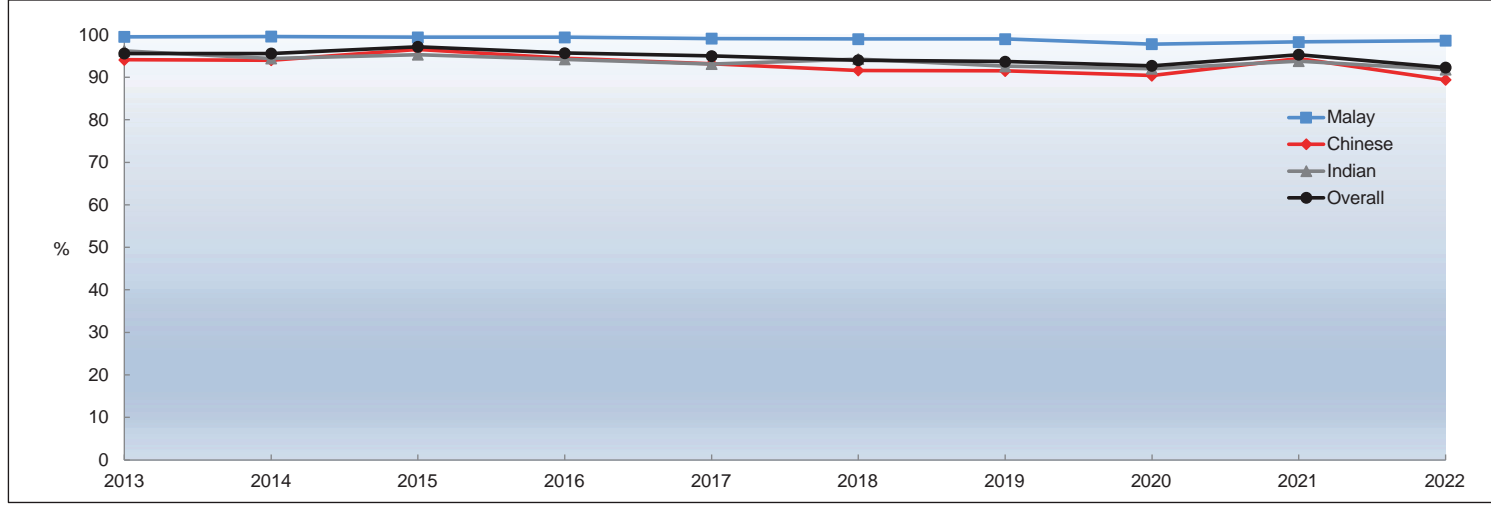
2) Figures for 2017 - 2021 are preliminary estimates as these cohorts have not been fully tracked. Data for 2022 is not available as the 2022 S4N(A) students progressing to S5 have not been tracked to post-secondary education.



Ethnic Group		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay	%	99.2	99.1	99.2	99.7	99.3	99.5	99.5	99.7	99.1	99.4
Chinese	%	97.8	98.5	98.4	99.3	99.3	99.0	99.3	99.2	99.1	99.4
Indian	%	99.8	99.3	99.0	99.6	100.0	99.7	99.6	100.0	99.5	99.6
Others	%	99.7	99.7	99.6	99.6	99.4	99.6	100.0	99.8	99.8	99.8
<b>Overall</b>	<b>%</b>	<b>98.4</b>	<b>98.8</b>	<b>98.8</b>	<b>99.4</b>	<b>99.4</b>	<b>99.2</b>	<b>99.4</b>	<b>99.5</b>	<b>99.1</b>	<b>99.4</b>

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.

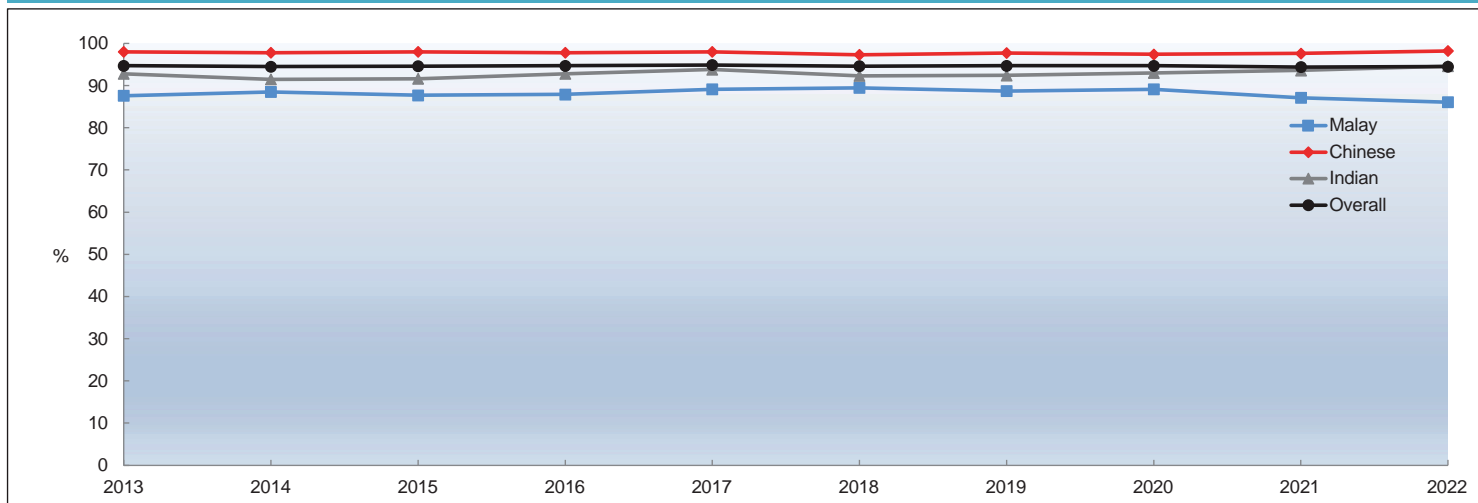
40 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Ethnic Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	99.5	99.6	99.4	99.4	99.1	99.0	99.0	97.8	98.3	98.6
Chinese %	94.1	94.0	96.6	94.5	93.2	91.6	91.5	90.4	94.4	89.4
Indian %	96.2	94.4	95.3	94.2	93.1	94.3	92.6	92.0	93.8	91.8
Others %	80.6	84.5	87.7	82.2	84.8	83.9	81.9	78.6	80.0	79.4
<b>Overall %</b>	<b>95.6</b>	<b>95.6</b>	<b>97.2</b>	<b>95.7</b>	<b>95.0</b>	<b>94.0</b>	<b>93.7</b>	<b>92.7</b>	<b>95.3</b>	<b>92.3</b>

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

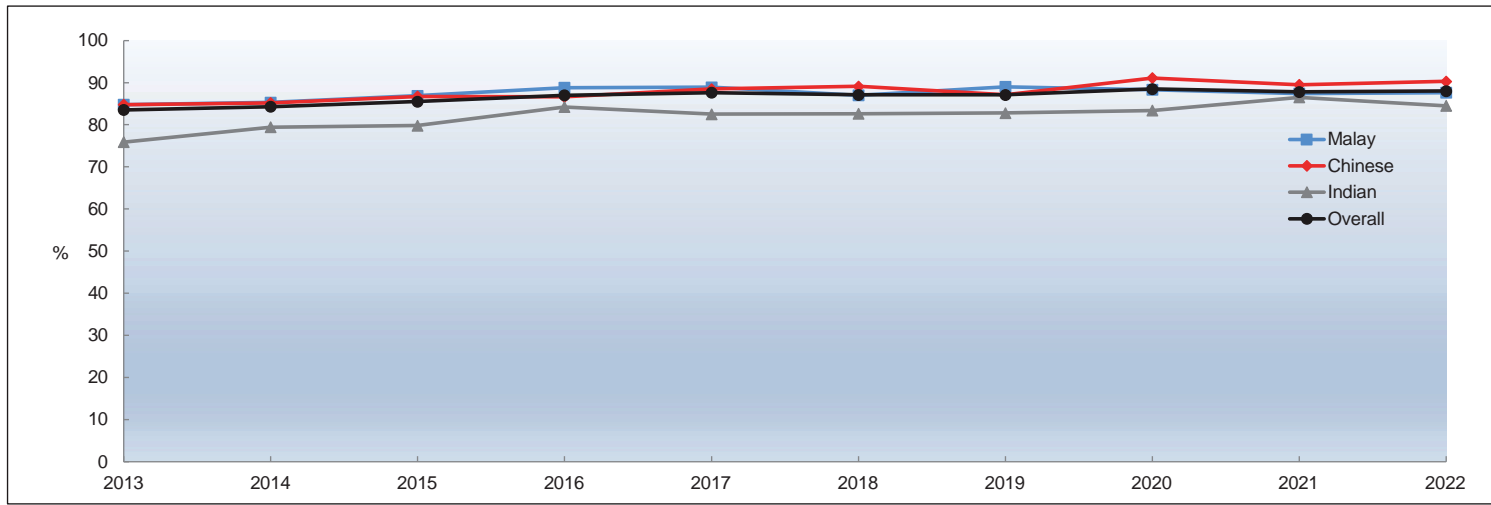


Ethnic Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	87.6	88.5	87.7	87.9	89.1	89.5	88.7	89.1	87.1	86.1
Chinese %	98.0	97.8	98.0	97.8	98.0	97.3	97.7	97.4	97.6	98.2
Indian %	92.8	91.5	91.6	92.8	93.8	92.3	92.4	93.0	93.6	94.6
Others %	94.1	94.1	96.7	95.6	95.9	95.8	97.8	98.1	96.7	96.3
<b>Overall %</b>	<b>94.7</b>	<b>94.5</b>	<b>94.6</b>	<b>94.7</b>	<b>94.9</b>	<b>94.6</b>	<b>94.7</b>	<b>94.7</b>	<b>94.4</b>	<b>94.5</b>

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.



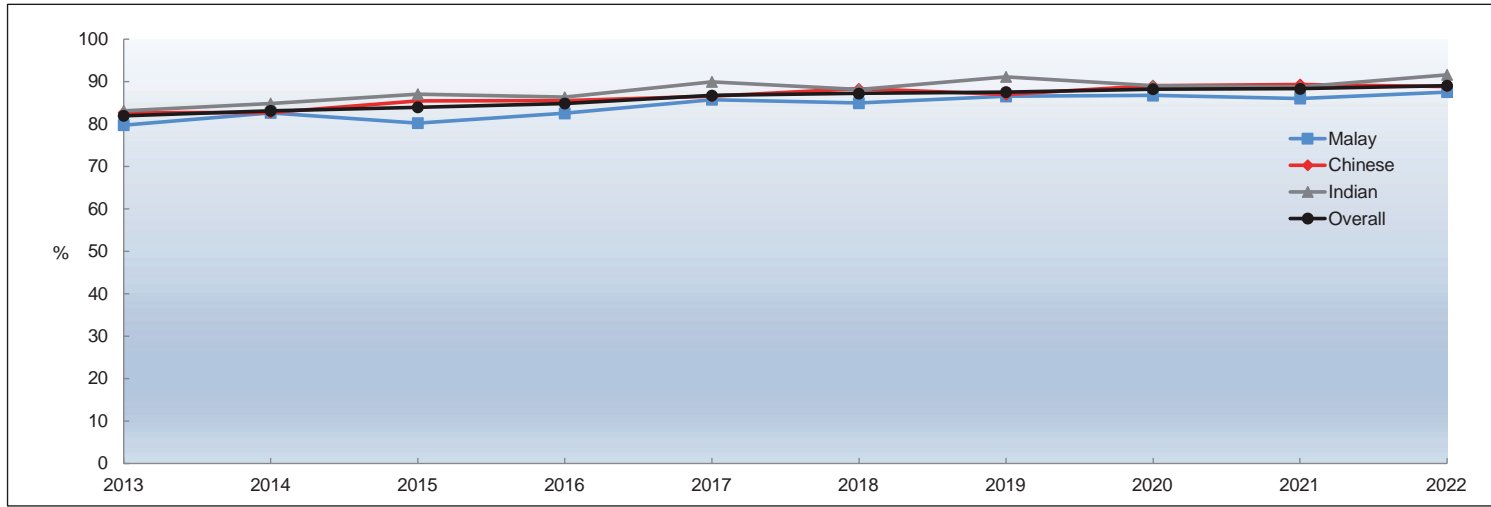
42 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PROGRESSED TO ITE



Ethnic Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	84.8	85.3	86.9	88.8	88.9	87.0	89.0	88.3	87.4	87.6
Chinese %	84.8	85.2	86.7	86.6	88.5	89.1	87.1	91.1	89.5	90.3
Indian %	75.9	79.4	79.8	84.2	82.5	82.6	82.8	83.4	86.5	84.5
Others %	70.2	77.8	75.0	80.0	75.6	82.3	81.8	78.6	79.3	78.2
<b>Overall %</b>	<b>83.5</b>	<b>84.3</b>	<b>85.5</b>	<b>87.0</b>	<b>87.6</b>	<b>87.1</b>	<b>87.1</b>	<b>88.5</b>	<b>87.8</b>	<b>88.0</b>

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

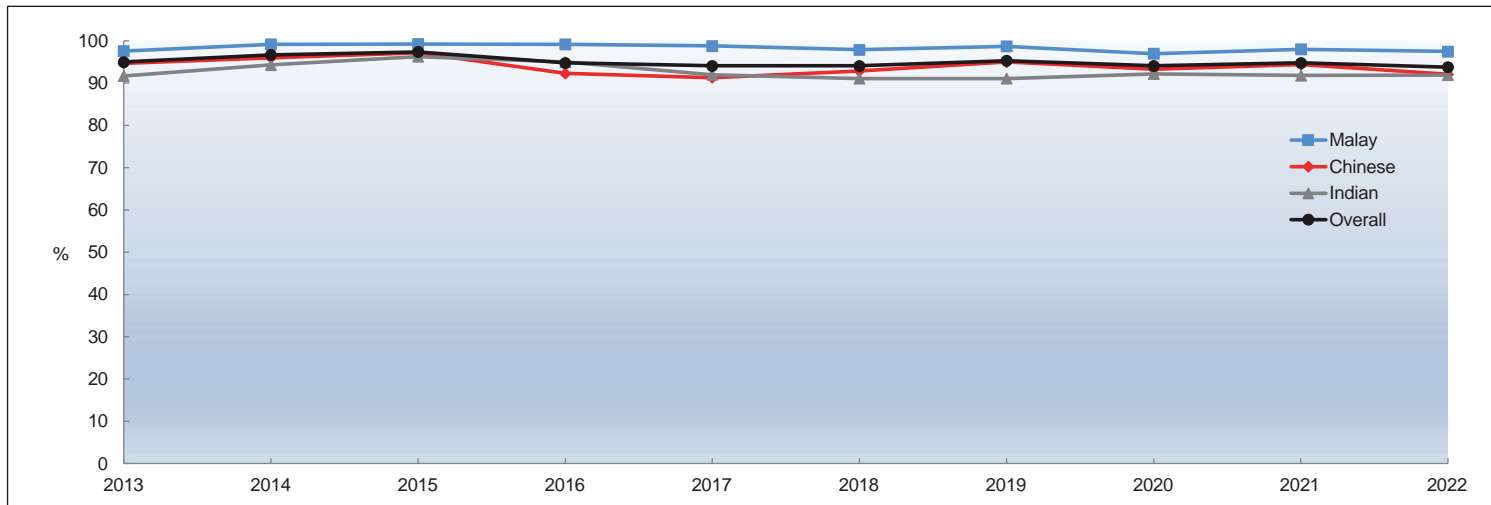
43 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Ethnic Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	79.7	82.6	80.2	82.5	85.7	84.9	86.5	86.7	86.0	87.5
Chinese %	82.7	82.7	85.4	85.5	86.5	88.3	86.9	89.0	89.3	88.8
Indian %	83.1	84.8	87.0	86.3	89.9	88.1	91.1	89.0	88.7	91.6
Others %	94.2	88.8	91.6	96.1	89.6	97.1	93.9	92.2	95.7	95.3
<b>Overall %</b>	<b>81.9</b>	<b>83.1</b>	<b>83.9</b>	<b>84.8</b>	<b>86.7</b>	<b>87.2</b>	<b>87.5</b>	<b>88.2</b>	<b>88.3</b>	<b>89.0</b>

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

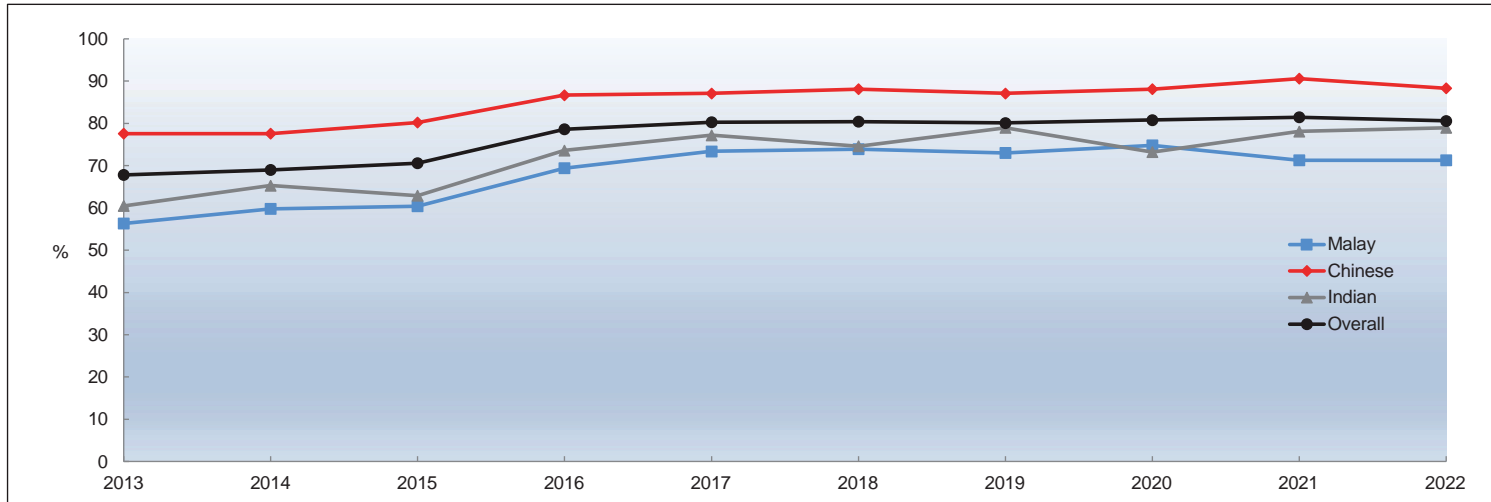
44 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Ethnic Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	97.6	99.2	99.3	99.2	98.8	97.9	98.7	97.0	98.0	97.5
Chinese %	94.7	96.0	97.2	92.3	91.3	92.9	95.0	93.3	94.4	92.1
Indian %	91.7	94.3	96.3	95.0	92.0	91.1	91.1	92.2	91.8	91.9
Others %	64.5	71.4	69.3	65.0	66.7	66.9	63.3	62.3	67.6	73.2
<b>Overall %</b>	<b>95.0</b>	<b>96.7</b>	<b>97.4</b>	<b>94.8</b>	<b>94.1</b>	<b>94.1</b>	<b>95.3</b>	<b>94.1</b>	<b>94.8</b>	<b>93.8</b>

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

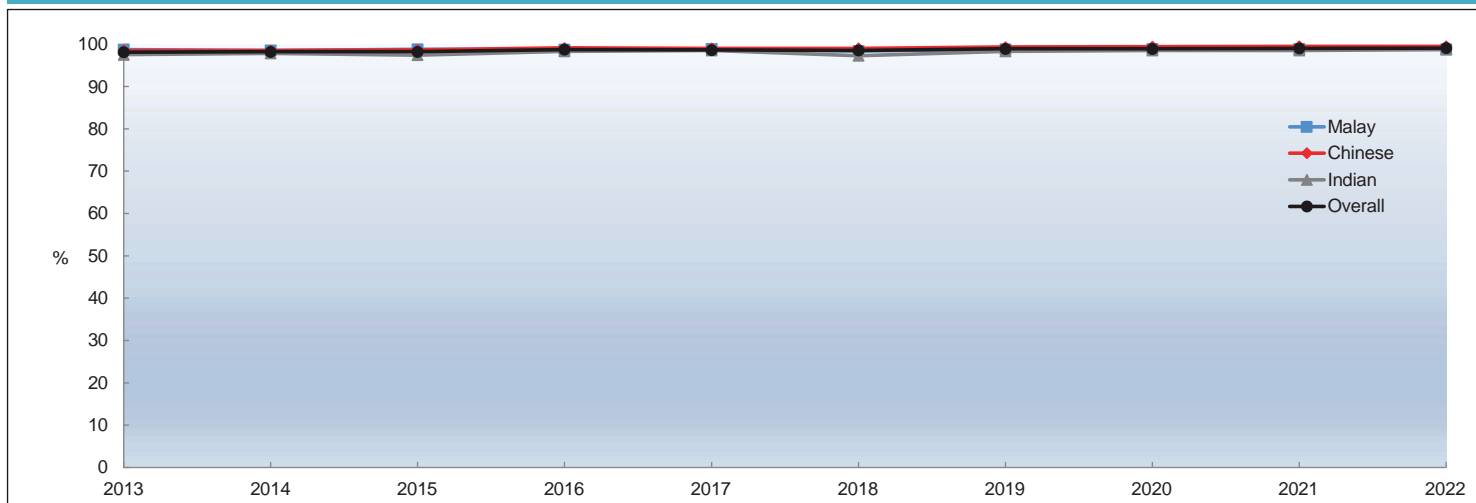
45 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED MATHEMATICS



Ethnic Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	56.3	59.8	60.4	69.4	73.4	73.9	73.0	74.8	71.3	71.3
Chinese %	77.6	77.6	80.2	86.7	87.1	88.1	87.1	88.1	90.6	88.3
Indian %	60.5	65.3	62.9	73.6	77.2	74.6	79.0	73.2	78.1	79.0
Others %	69.2	76.6	78.4	83.7	85.6	82.8	81.2	87.5	87.6	89.4
<b>Overall %</b>	<b>67.8</b>	<b>69.0</b>	<b>70.6</b>	<b>78.6</b>	<b>80.3</b>	<b>80.4</b>	<b>80.1</b>	<b>80.8</b>	<b>81.5</b>	<b>80.6</b>

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

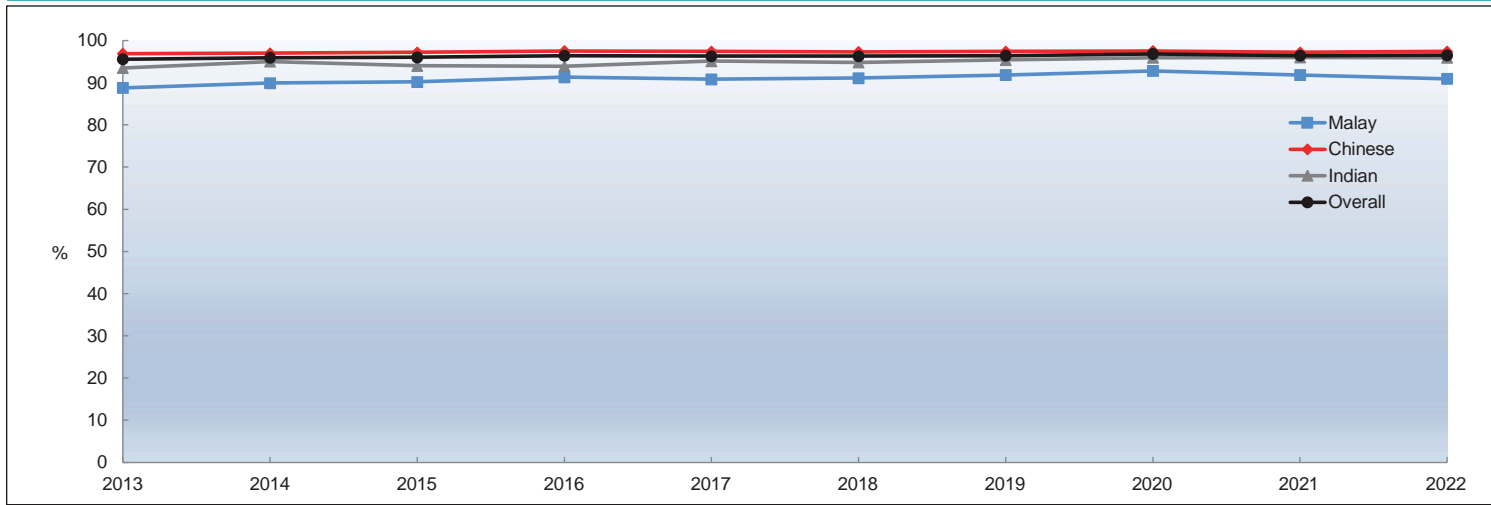


Ethnic Group		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay	%	98.7	98.5	98.8	98.7	98.9	98.4	98.8	98.9	98.9	98.8
Chinese	%	98.5	98.5	98.6	99.1	99.0	99.0	99.3	99.4	99.5	99.5
Indian	%	97.5	97.8	97.4	98.3	98.5	97.3	98.3	98.5	98.5	98.7
Others	%	90.7	91.3	91.6	92.7	93.2	92.6	94.5	93.8	94.1	94.7
<b>Overall</b>	<b>%</b>	<b>98.1</b>	<b>98.2</b>	<b>98.2</b>	<b>98.7</b>	<b>98.6</b>	<b>98.5</b>	<b>98.9</b>	<b>98.9</b>	<b>99.0</b>	<b>99.1</b>

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

2) Figures for 2018 - 2022 are preliminary estimates as these cohorts have not been fully tracked. Data for 2022 may be under-estimates as admissions data for 2023 into private education institutions is not available yet.

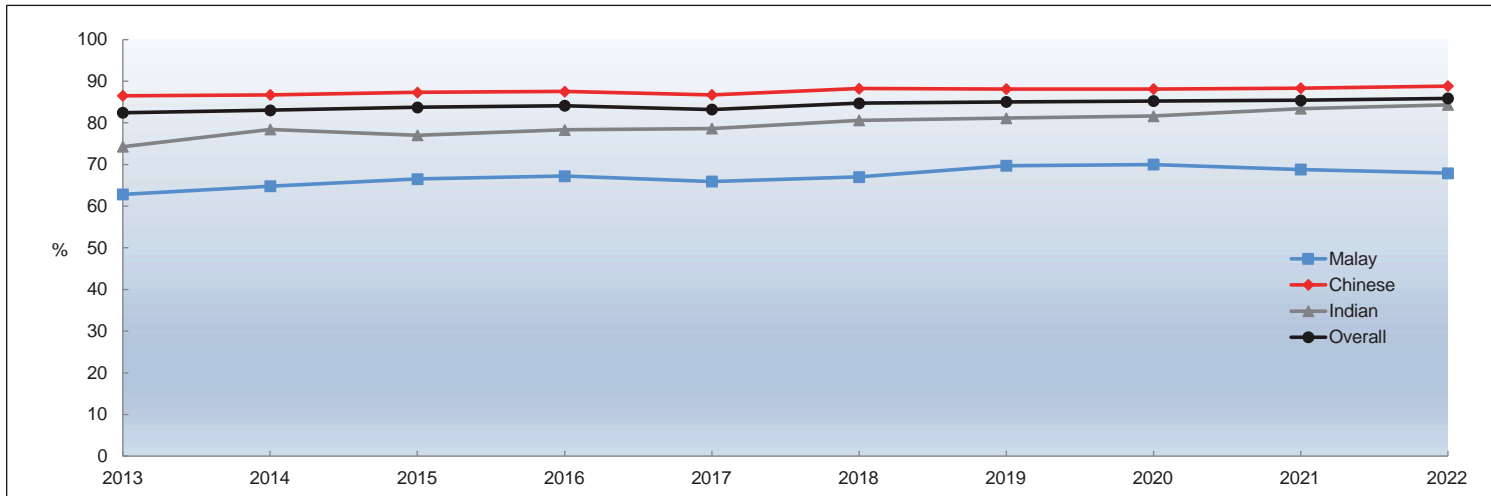
47 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 3 O-LEVEL PASSES



Ethnic Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	88.8	89.9	90.2	91.3	90.8	91.1	91.8	92.8	91.8	90.9
Chinese %	96.9	97.0	97.2	97.5	97.4	97.3	97.4	97.5	97.2	97.4
Indian %	93.5	95.0	94.0	93.9	95.1	94.8	95.4	95.9	96.0	95.9
Others %	94.3	94.6	95.6	94.4	96.5	95.5	95.0	96.5	94.2	95.7
<b>Overall %</b>	<b>95.6</b>	<b>95.9</b>	<b>96.0</b>	<b>96.4</b>	<b>96.3</b>	<b>96.3</b>	<b>96.4</b>	<b>96.8</b>	<b>96.4</b>	<b>96.5</b>

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.

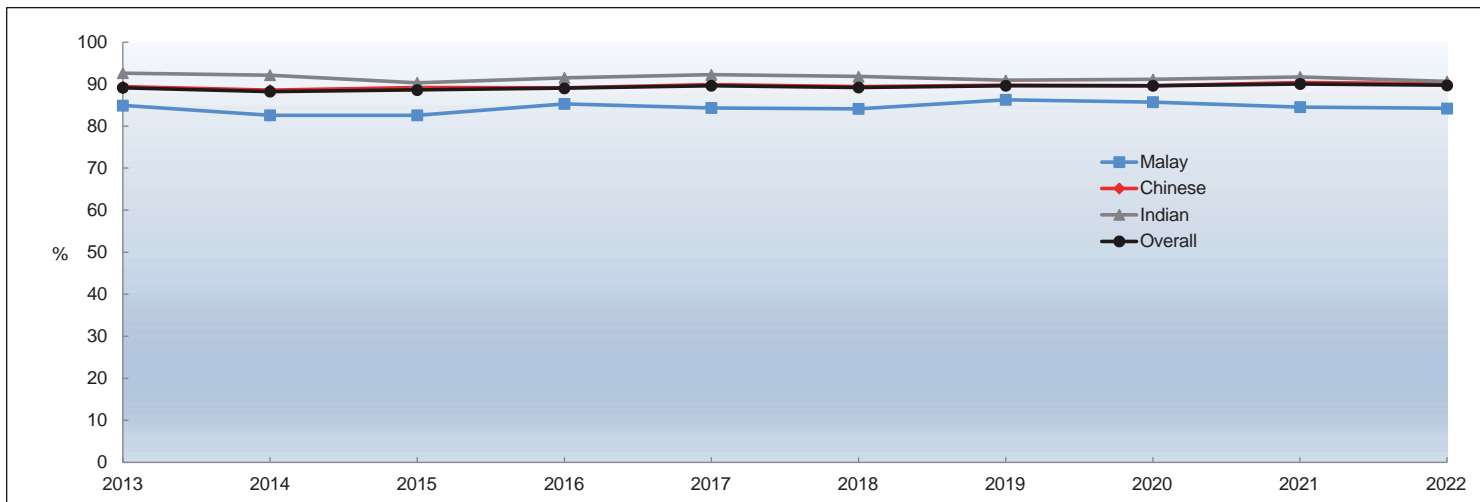
48 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 5 O-LEVEL PASSES



Ethnic Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	62.8	64.8	66.5	67.2	65.9	67.0	69.7	70.0	68.8	67.9
Chinese %	86.5	86.7	87.3	87.5	86.7	88.2	88.1	88.1	88.3	88.8
Indian %	74.3	78.4	77.0	78.3	78.6	80.6	81.1	81.6	83.4	84.3
Others %	76.8	79.9	80.1	78.8	81.1	78.8	82.3	82.4	80.4	82.4
<b>Overall %</b>	<b>82.4</b>	<b>83.0</b>	<b>83.7</b>	<b>84.1</b>	<b>83.2</b>	<b>84.7</b>	<b>85.0</b>	<b>85.2</b>	<b>85.4</b>	<b>85.9</b>

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	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	84.9	82.6	82.6	85.3	84.3	84.1	86.3	85.7	84.5	84.2
Chinese %	89.4	88.6	89.2	89.1	89.9	89.4	89.7	89.6	90.4	90.1
Indian %	92.6	92.1	90.3	91.5	92.2	91.8	90.9	91.1	91.7	90.6
Others %	90.9	90.3	91.3	92.9	93.5	92.8	92.8	93.1	92.1	93.7
<b>Overall %</b>	<b>89.1</b>	<b>88.2</b>	<b>88.6</b>	<b>89.0</b>	<b>89.6</b>	<b>89.2</b>	<b>89.6</b>	<b>89.6</b>	<b>90.0</b>	<b>89.7</b>

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.



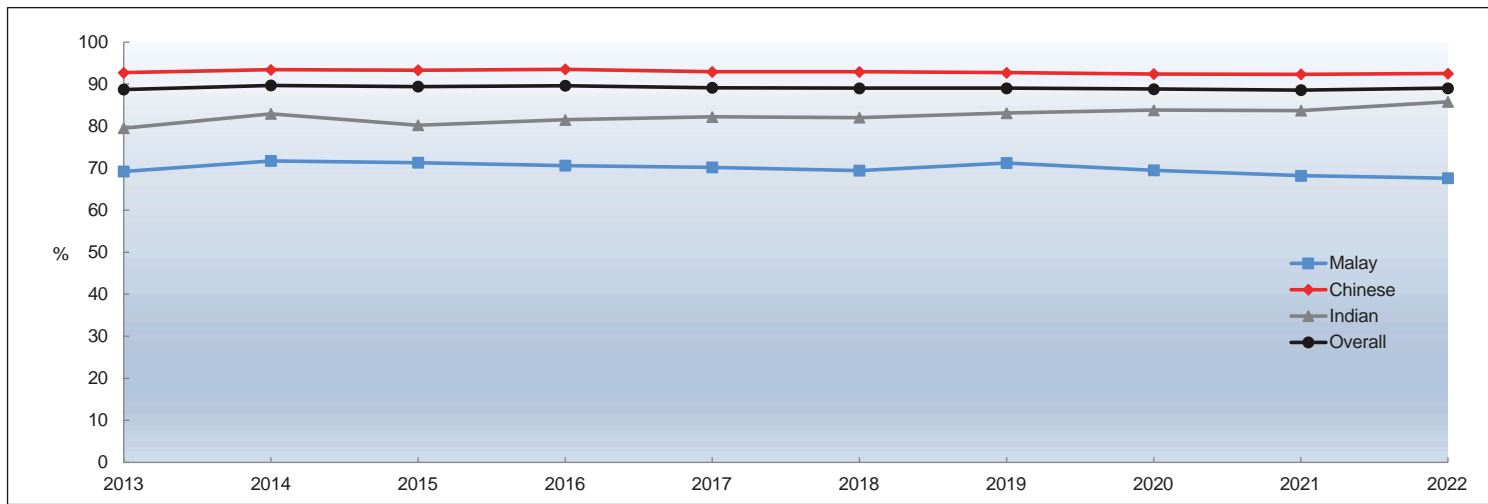
50 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Ethnic Group		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay	%	99.5	99.4	99.3	99.4	98.9	99.4	98.6	99.2	98.2	97.0
Chinese	%	96.8	96.5	96.0	96.7	94.8	96.5	95.8	96.2	96.5	95.2
Indian	%	97.7	97.0	96.5	96.4	96.0	95.3	94.9	95.2	95.1	95.1
Others	%	90.6	90.4	91.2	87.2	86.0	89.5	86.2	91.0	89.4	88.4
<b>Overall</b>	<b>%</b>	<b>97.2</b>	<b>96.9</b>	<b>96.5</b>	<b>96.9</b>	<b>95.4</b>	<b>96.7</b>	<b>95.9</b>	<b>96.4</b>	<b>96.4</b>	<b>95.3</b>

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

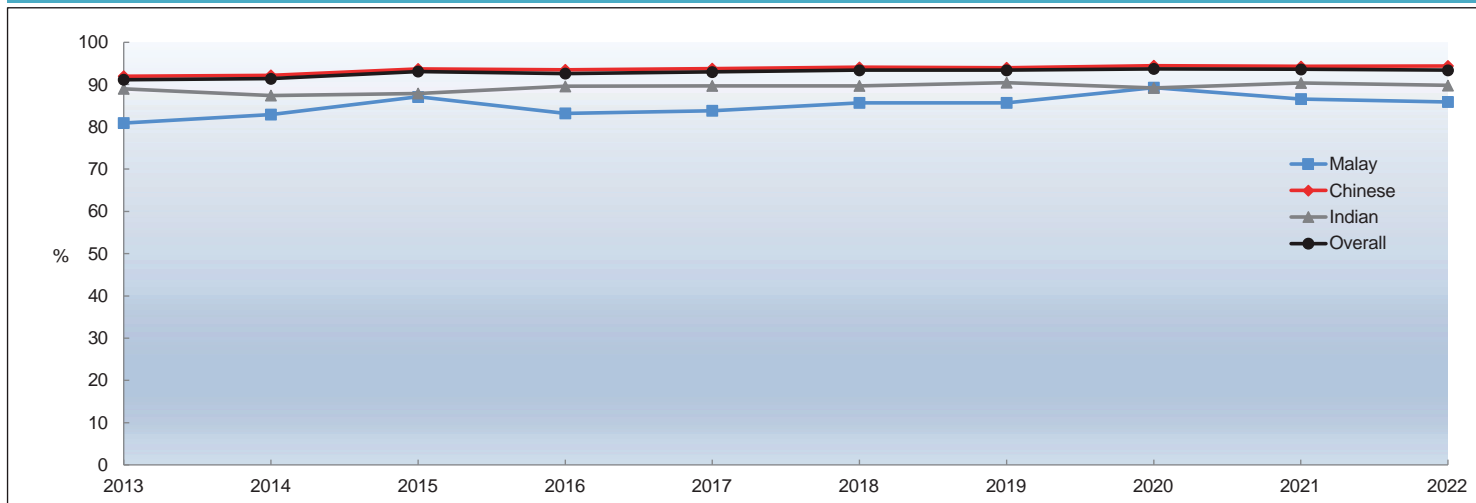


Ethnic Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	69.2	71.7	71.3	70.6	70.2	69.4	71.2	69.5	68.2	67.6
Chinese %	92.7	93.4	93.3	93.5	92.9	92.9	92.7	92.4	92.3	92.5
Indian %	79.5	82.9	80.2	81.5	82.2	82.0	83.1	83.8	83.7	85.8
Others %	86.0	88.7	88.2	85.3	89.4	86.9	88.1	89.0	87.2	87.8
<b>Overall %</b>	<b>88.7</b>	<b>89.7</b>	<b>89.4</b>	<b>89.6</b>	<b>89.1</b>	<b>89.0</b>	<b>89.0</b>	<b>88.8</b>	<b>88.6</b>	<b>89.0</b>

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 GENERAL PAPER OR KNOWLEDGE AND INQUIRY



Ethnic Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	80.9	82.9	87.1	83.2	83.8	85.7	85.7	89.3	86.6	85.9
Chinese %	92.0	92.2	93.7	93.5	93.8	94.1	94.0	94.5	94.3	94.4
Indian %	89.0	87.4	87.9	89.6	89.7	89.7	90.5	89.2	90.4	89.8
Others %	88.1	89.0	92.3	88.7	90.1	90.5	93.3	90.3	93.0	90.2
<b>Overall %</b>	<b>91.2</b>	<b>91.4</b>	<b>93.1</b>	<b>92.6</b>	<b>93.0</b>	<b>93.4</b>	<b>93.4</b>	<b>93.7</b>	<b>93.6</b>	<b>93.4</b>

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



Ethnic Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	91.1	93.2	95.5	95.9	93.1	97.0	96.1	96.7	95.6	96.4
Chinese %	95.0	95.1	96.6	96.5	96.8	97.2	97.2	97.5	97.4	97.4
Indian %	95.9	95.5	97.7	97.6	97.0	96.9	97.7	96.2	97.0	96.6
Others %	91.8	91.8	95.7	94.2	95.7	96.1	97.0	96.2	98.3	95.9
<b>Overall %</b>	<b>94.8</b>	<b>94.9</b>	<b>96.6</b>	<b>96.4</b>	<b>96.6</b>	<b>97.1</b>	<b>97.2</b>	<b>97.3</b>	<b>97.3</b>	<b>97.2</b>

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



Ethnic Group	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Malay %	96.0	95.7	98.4	98.1	97.7	97.4	98.2	96.6	97.6	97.0
Chinese %	95.4	94.8	95.4	94.9	95.0	95.3	95.7	95.4	95.4	95.2
Indian %	95.9	95.4	92.4	93.8	93.0	93.7	93.6	94.1	93.3	95.0
Others %	87.0	80.3	87.2	86.7	91.7	84.3	87.6	91.4	89.7	91.4
<b>Overall %</b>	<b>95.4</b>	<b>94.7</b>	<b>95.3</b>	<b>94.9</b>	<b>94.9</b>	<b>95.0</b>	<b>95.5</b>	<b>95.2</b>	<b>95.2</b>	<b>95.1</b>

## **APPENDICES**

# Milestones in the Education System

## Primary Education

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

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

## Secondary Education

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



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

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

## Post-Secondary Education

### Pre-University

- 1969 **Junior college education was introduced** to improve the quality of education at pre-university level. National Junior College was the first junior college.
- 1979 **A three-year pre-university course was introduced** in several secondary schools (Pre-U centres) to (i) provide an extra year for non-English stream students to upgrade their proficiency in the English Language; and (ii) cater to students who require an extra year to suit their pace of learning.
- 1987 **Centralised institutes were introduced.** They offered the same A-Level courses as junior colleges, but with a greater emphasis on commerce subjects. All their

students sat for the A-Level examination at the end of three years, compared to students from the junior colleges, who typically did so at the end of two years.

- 1995 **Pre-U centres were phased out due to the implementation of Single Session Schools.**
- 2000 **The A-Level commerce course in junior colleges was phased out** because the polytechnics already offered a commerce course and could take in more students than before.
- 2004 **Millennia Institute was established** through the merger of Outram Institute and Jurong Institute, the two remaining centralised institutes. It was the only pre-university institution to offer the commerce course.
- 2005 **DSA was introduced** as an alternative admission mechanism to junior college. It allowed students to enter junior colleges based on their aptitudes and talents (e.g. in sports or performing arts), beyond what was demonstrated through the O-Level examination.
- 2006 **A-Level curriculum was revised** to provide greater flexibility, breadth, and depth in learning, and to allow students to develop a wider range of skills. The new curriculum included the introduction of Knowledge & Inquiry, enhancement of General Paper and Project Work, and a compulsory contrasting subject.
- 2006 **The International Baccalaureate Diploma Programme was introduced** as an alternative to the A-Level examinations. Its introduction added to the diversity of post-education pathways within our education system.

## **Polytechnic**

- 1954 **Singapore Polytechnic** was established to meet the manpower needs of industrialisation.
- 1963 **Ngee Ann College** was inaugurated as an independent college. It later became Ngee Ann Technical College in 1968 and then Ngee Ann Polytechnic in 1981.
- 1990 **Temasek Polytechnic**, Singapore's third polytechnic, was established to cater to the growing number of people opting for polytechnic education, and helped widen the range of courses to meet industry needs. It was the first major tertiary institution in the east.
- 1992 **Nanyang Polytechnic**, Singapore's fourth polytechnic, was established and enrolled its pioneer batch of students in its School of Health Sciences and School

of Business Management. The courses offered were new options at the diploma level at that time.

- 2002 **Republic Polytechnic**, Singapore's fifth polytechnic, was established to cater to the need for increased capacity for pre-employment training. It admitted its first batch of students in 2003.
- 2006 **Polytechnic admission criteria were broadened** to recognise a wider range of aptitudes and talents other than academic achievements, with the introduction of the Joint Polytechnic Special Admissions Exercise (JPSAE) in 2006 and Direct Polytechnic Admission Exercise (DPA) in 2007.
- 2013 **The one-year Polytechnic Foundation Programme (PFP)** was rolled out to provide an alternative education pathway to prepare students who had performed very well in their N(A)-Level examinations for entry into relevant polytechnic diploma courses.
- 2015 **SkillsFuture Earn and Learn Programme (ELP), now known as SkillsFuture Work-Study Diplomas/Post-Diplomas/Certificates, was launched** as a 12- to 18-month programme to give polytechnic and ITE graduates a head-start in careers related to their discipline of study.
- 2016 **Aptitude-based admissions to polytechnics were enhanced** with the newly-introduced Polytechnic Early Admissions Exercise (EAE), which expanded the allowance for students to gain admission to the polytechnics based on their aptitude and interest related to their intended fields of study.

## **Institute of Technical Education**

- 1958 **The Adult Education Board (AEB) was established** to promote education for adults after the end of Second World War.
- 1961 **Vocational schools were introduced** to provide two-year vocational courses for over-age primary school leavers who did not qualify for admission to secondary schools. By 1969, these were eventually merged with academic schools, converted to vocational institutes (VIs), or phased out due to falling demand.
- 1964 **The Singapore Vocational Institute was established** as the first VI to prepare premature school leavers and O-Level holders for post-secondary technical education or employment. By 1979, the rapidly growing pace of industrialisation saw the establishment of 12 more VIs.
- 1969 **The Singapore Technical Institute (STI) was established** to meet the industry's requirement for industrial technicians. STI's courses helped bridge the gap

between the trade courses offered in the VIs, and the three-year technician diploma courses at Singapore Polytechnic and the Ngee Ann Technical College.

- 1973 **The Industrial Training Board (ITB) was established** to centralise, co-ordinate and promote all forms of skills training both in education and in the industry itself.
- 1979 **The Vocational & Industrial Training Board (VITB) was established** as a statutory board as a result of a merger of AEB & ITB, and took charge of the VIs.
- 1992 **The VITB was restructured into the Institute of Technical Education (ITE).** The primary role of ITE was to ensure that its graduates had technical knowledge and skills that were relevant to industry. ITE also became the national authority for the setting of skills standards and the certification of skills in Singapore.
- 2005 **ITE implemented the ‘One ITE System, Three Colleges’ model,** which saw the restructuring of the 10 ITE institutes into three regional colleges.
- 2008 **The Direct-Entry-Scheme to *Higher Nitec* Programme (DES) was launched** as an alternative pathway for Sec 4 N(A) students. Under the DES, students who completed their N(A)-Level examinations could progress to *Higher Nitec* courses directly instead of taking the O-Level examinations at Sec 5.
- 2013 **The Direct-Entry-Scheme to Polytechnic Programme (DPP) replaced the DES.** It allowed selected students who had completed their N(A)-Level examinations to progress directly to a *Higher Nitec* programme in ITE, and subsequently to a related polytechnic diploma course.
- 2018 **Aptitude-based admissions to ITE was enhanced** with the newly-introduced ITE Early Admissions Exercise, which allowed secondary school and *Nitec* students to gain admission to *Nitec* and *Higher Nitec* courses based on their aptitude and interest related to their intended fields of study. The new ITE Work-Learn Technical Diploma (WLTD), now known as ITE SkillsFuture Work-Study Diploma, aimed to provide a pathway for skills deepening and career progression in partnership with industry to both fresh and in-employment ITE graduates.
- 2022 **ITE introduced a new enhanced three-year curricular structure** leading directly to a *Higher Nitec* certification, by streamlining overlapping competencies between related *Nitec* and *Higher Nitec* courses. The enhanced curricular structure was progressively implemented from AY2022.

## University Education

- 1956 **Nanyang University (Nantah) admitted its first batch of students.** It was formed in response to greater demand for higher education in the Chinese language medium.

- 1962 **The University of Singapore was set up** after its split from the University of Malaya.
- 1980 **The National University of Singapore (NUS) was established** with the merger of the University of Singapore and Nanyang University. It promoted English as Singapore's main language.
- 1981 **Nanyang Technological Institute (NTI) was established** to produce practice-oriented programmes for engineers who wished to concentrate on application. NTI admitted its first batch of students in 1982.
- 1991 **NTI, along with the National Institute of Education was re-constituted to Nanyang Technological University (NTU)** to increase the number of university places.
- 2000 **Singapore Management University (SMU) was established** as Singapore's first Autonomous University. SMU was established as a city campus to facilitate a closer nexus with businesses for its degree and executive programmes.
- 2001 The **Cohort Participation Rate (CPR) target was increased to 25% by 2010**, for fresh school leavers.
- 2005 **Duke-NUS Medical School was established** as a collaboration between NUS and Duke University. As a graduate medical school, it diversified the medical education landscape and provided an avenue to train clinician-scientists.
- 2005 **SIM University (UniSIM) was established** as a private university dedicated to adult learners. It began offering publicly-subsidised part-time undergraduate degree programmes in 2008, and publicly-subsidised full-time degree programmes in 2014.
- 2006 **NUS and NTU were corporatised and attained the status of Autonomous Universities.** This granted the universities greater autonomy and strengthened their long-term financial sustainability to support their pursuit of excellence in education and research.
- 2007 The **CPR target was increased to 30% by 2015**, for fresh school leavers.
- 2009 **The Singapore Institute of Technology (SIT) was established** to provide an improved upgrading pathway for polytechnic graduates to obtain industry-relevant degrees offered in partnership with overseas universities. It admitted its first batch of students in 2010.

- 2009 **The Singapore University of Technology and Design (SUTD) was established** in collaboration with the Massachusetts Institute of Technology and Zhejiang University, as a research-intensive university focusing on technology and design. It offered programmes in the disciplines of engineering, information systems and architecture and admitted its first batch of students in 2012.
- 2010 **The Lee Kong Chian School of Medicine was established** as Singapore's third medical school, as a collaboration between NTU and Imperial College London. It admitted its first batch of students in 2013.
- 2011 **Yale-NUS College was established** as a collaboration between NUS and Yale University. It admitted its first batch of students in 2013.
- 2012 Committee on University Expansion Pathways beyond 2015 recommended **an increase in the Lifetime CPR target to 50% by 2020**, providing publicly-funded places for fresh school leavers and working adults to pursue a university degree.
- 2014 **SIT attained the status of Autonomous University** and diversified the university landscape in Singapore by pioneering a new applied degree pathway. SIT launched its own degree programmes in Accountancy, Infocomm Technology and Sustainable Infrastructure Engineering (Land).
- 2017 **UniSIM was renamed as the Singapore University of Social Sciences (SUSS) and established** as Singapore's sixth Autonomous University. SUSS offered full-time and part-time degree programmes that were designed to support the needs of working adults and those who preferred an applied education. The focus of its programmes was in the domain of the social sciences, as well as disciplines that had a strong impact on human and community development, such as social work, early childhood education, human resource management, and law (focusing on family and criminal law).
- 2017 **The first SkillsFuture Work-Study Degree Programme** at SIT and SUSS was launched together with partner companies, to further tighten the nexus between education and training.
- 2023 **The Lifetime CPR target will be increased to 60% for publicly-funded university degrees by 2025**, up from 50% today, for fresh school leavers and adult learners. This is to provide more subsidised places for Singaporeans to study in university at different life stages, especially for working adults.

## Arts Institutions

- 1938 **Nanyang Academy of Fine Arts (NAFA) was established** by Chinese artist and art educator Lim Hak Tai. As Singapore's pioneer arts education institution, the

school was modelled after the Chinese art academies but with a balance of Western and Chinese art traditions in its curriculum.

- 1982 **NAFA launched a full-time Diploma in Applied Arts course**, the first institution to do so in Singapore. Courses in computer graphic design were also offered.
- 1984 **The St Patrick's Arts Centre, later renamed LASALLE College of the Arts (LASALLE)**, was founded by Brother Joseph McNally, a teacher with the De La Salle Order of Brothers and the former principal of St Patrick's Secondary School. LASALLE College of the Arts offered diploma courses in painting, ceramics, sculpture and music.
- 1998 **MOE announced funding for diploma programmes** offered at the Arts Institutions, i.e. LASALLE and NAFA.
- 2010 **MOE announced funding for selected degree programmes at the Arts Institutions**, offered in partnership with overseas universities.
- 2011 **NAFA launched its first publicly-funded degree programme**, the Bachelor of Music (Hons), in partnership with the Royal College of Music, London.
- 2012 **LASALLE began offering publicly-funded bachelor's degree programmes** in partnership with Goldsmiths College, University of London.
- 2018 **NAFA launched the NAFA Foundation Programme** as a pathway for N(A)-Level students who demonstrated interest and aptitude in the arts, to articulate into one of NAFA's diploma programmes. The 35-week programme aimed to strengthen students' foundation in various creative arts disciplines to better prepare them for entry into the diploma programmes, similar to that of the Polytechnic Foundation Programme.
- 2021 **NAFA launched three new publicly-funded bachelor's degree programmes** in partnership with University of the Arts London.
- 2021 **MOE announced that Singapore's first private arts university would be established in an alliance between LASALLE and NAFA.** This would be a private university of the arts, supported by the Government. Within the alliance, LASALLE and NAFA would remain separate legal entities and distinct colleges offering their own programmes.



2022

**MOE announced that the university would be named the University of the Arts Singapore (UAS) and will open for its first cohort of students in August 2024.** UAS will offer an expanded range of programme offerings in fine arts, design, media arts, performing arts and arts management, as well as in new and upcoming areas in the applied arts.

.....

## CLASSIFICATION OF ITE COURSES (2022)

### CLASSIFICATION OF NATIONAL ITE CERTIFICATE (*NITEC*) PROGRAMMES (2022)

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

		<i>Nitec</i> in Rapid Transit Technology <i>Nitec</i> in Urban Greenery & Landscape
6.	<b>HOSPITALITY</b>	<i>Nitec</i> in Asian Culinary Arts <i>Nitec</i> in Hospitality Operation <i>Nitec</i> in Pastry & Baking <i>Nitec</i> in Western Culinary Arts

**CLASSIFICATION OF DIPLOMA AND HIGHER NATIONAL ITE CERTIFICATE  
(HIGHER NITEC) PROGRAMMES (2022)**

1.	<b>APPLIED &amp; HEALTH SCIENCES</b>	<i>Higher Nitec in Biotechnology Higher Nitec in Chemical Technology Higher Nitec in Paramedic &amp; Emergency Care</i>
2.	<b>BUSINESS &amp; SERVICES</b>	<i>Higher Nitec in Accounting Higher Nitec in Beauty &amp; Wellness Management Higher Nitec in Early Childhood Education Higher Nitec in Event Management Higher Nitec in Financial Services Higher Nitec in Human Resources &amp; Administration Higher Nitec in International Logistics Higher Nitec in Leisure &amp; 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</i>
3.	<b>DESIGN &amp; MEDIA</b>	<i>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</i>
4.	<b>ELECTRONICS &amp; INFOCOMM TECHNOLOGY</b>	<i>Higher Nitec in AI Applications Higher Nitec in Broadcast &amp; Media Technology Higher Nitec in Business Information Systems Higher Nitec in Cyber &amp; Network Security Higher Nitec in Data Engineering Higher Nitec in Electronics Engineering Higher Nitec in Games Art &amp; Design Higher Nitec in Games Programming &amp; Development Higher Nitec in IT Applications Development Higher Nitec in IT Systems &amp; Networks Higher Nitec in Security System Integration</i>
5.	<b>ENGINEERING</b>	<i>Technical Engineer Diploma in Automotive Engineering Technical Engineer Diploma in Machine Technology Higher Nitec in Automotive Engineering Higher Nitec in Civil &amp; Structural Engineering Design Higher Nitec in Electrical Engineering Higher Nitec in Engineering with Business Higher Nitec in Facility Management Higher Nitec in Integrated Mechanical &amp; Electrical Design Higher Nitec in Landscape Management &amp; Design Higher Nitec in Marine Engineering</i>

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

## CLASSIFICATION OF POLYTECHNIC COURSES<sup>1</sup> (2022)

1.	<b>APPLIED ARTS</b>	<p>Animation  Animation &amp; 3D Arts  Animation &amp; Visual Effects  Apparel Design &amp; Merchandising  Communication Design  Design  Design For Games &amp; Gamification  Design for User Experience  Digital Animation  Digital Film &amp; Television  Digital Game Art &amp; Design  Digital Visual Effects  Environment Design  Experience &amp; Communication Design  Experience &amp; Product Design  Experiential Product &amp; Interior Design  Film, Sound &amp; Video  Game Design  Game Design &amp; Development  Immersive Media &amp; Game Design  Industrial Design  Interaction Design  Interactive &amp; Digital Media  Interior Architecture &amp; Design  Interior Design  Media Post-Production  Media Production &amp; Design  Media, Arts &amp; Design  Motion Graphics &amp; Broadcast Design  Motion Graphics Design  Multimedia &amp; Animation  Music &amp; Audio Technology  Product and Industrial Design  Sonic Arts  Spatial Design  Visual Communication  Visual Effects  Visual Effects &amp; Motion Graphics</p>
2.	<b>ARCHITECTURE, BUILDING &amp; REAL ESTATE</b>	<p>Architectural Technology &amp; Building Services  Architecture  Facilities Management  Hotel &amp; Leisure Facilities Management  Integrated Facility Management  Landscape Architecture  Landscape Design &amp; Horticulture  Real Estate Business  Sustainable Built Environment</p>

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

		Sustainable Urban Design & Engineering
3.	<b>BUSINESS &amp; ADMINISTRATION</b>	Accountancy Accountancy & Finance Accounting & Finance Arts & Theatre Management Arts Business Management Banking & Finance Banking & Financial Services Business Business & Social Enterprise Business Administration Business Management Business Studies Common Business Programme Consumer Behaviour & Research Customer Experience Management with Business Hospitality & Tourism Management Hotel & Hospitality Management Human Resource Management with Psychology Integrated Events & Project Management Integrated Events Management International Trade & Business International Trade & Logistics Leisure & Events Management Logistics & Operations Management Marketing Retail Management Social Enterprise Management Supply Chain Management
4.	<b>EDUCATION</b>	Child Psychology & Early Education Early Childhood Development & Education Early Childhood Education Early Childhood Studies Tamil Studies with Early Education
5.	<b>ENGINEERING SCIENCES</b>	Advanced & Digital Manufacturing Aeronautical & Aerospace Technology Aeronautical Engineering Aerospace Avionics Aerospace Electronics Aerospace Engineering Aerospace Systems & Management Aerospace Technology AI & Data Engineering Audio-visual Technology Automation & Mechatronic Systems Bioengineering Biologics & Process Technology Biomedical Engineering Business Process & Systems Engineering Chemical & Biomolecular Engineering

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



		Social Sciences (Social Work) Social Sciences in Gerontology Social Work
8.	<b>INFORMATION TECHNOLOGY</b>	3D Interactive Media Technology Applied AI & Analytics Applied Artificial Intelligence Big Data & Analytics Big Data Management & Governance Business & Financial Technology Business Applications Business Informatics Business Information Systems Business Information Technology Business Intelligence & Analytics Common Infocomm Technology Programme Cyber Security & Digital Forensics Cyber Security & Forensics Data Science Digital Design & Development Financial Business Informatics Financial Informatics Financial Technology Game Design & Development Game Development & Technology Immersive Media Infocomm & Security Infocomm Security Management Information Technology Mobile & Network Services Mobile Software Development Multimedia & InfoComm Technology Network Systems & Security
9.	<b>LAW</b>	Law & Management
10.	<b>MASS COMMUNICATION</b>	Chinese Media & Communication Communications & Media Management Creative Writing for TV & New Media Mass Communication Mass Media Management Media & Communication
11.	<b>NATURAL &amp; MATHEMATICAL SCIENCES</b>	Applied Chemistry Applied Food Science & Nutrition Baking & Culinary Science Biotechnology Common Science Programme Environmental & Marine Science Environmental Science Food Science & Nutrition

		<p>Food Science &amp; Technology  Food, Nutrition &amp; Culinary Science  Marine Science &amp; Aquaculture  Materials Science  Medical Biotechnology  Medicinal Chemistry  Molecular Biotechnology  Perfumery &amp; Cosmetic Science  Veterinary Bioscience  Veterinary Technology</p>
12.	<b>SERVICES</b>	<p>Aviation Management  Aviation Management &amp; Service  Culinary &amp; Catering Management  Food &amp; Beverage Business  Maritime Business  Nautical Studies  Outdoor &amp; Adventure Learning  Restaurant and Culinary Operations  Sport &amp; Wellness Management  Sport Coaching  Sport Management  Sports &amp; Leisure Management  Tourism &amp; Resort Management  Wellness &amp; Hospitality Business  Wellness, Lifestyle &amp; Spa Management</p>

## CLASSIFICATION OF LASALLE & NAFA DIPLOMA COURSES (2022)

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

## CLASSIFICATION OF LASALLE & NAFA DEGREE COURSES (2022)

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

## CLASSIFICATION OF UNIVERSITY COURSES<sup>2</sup> (2022)

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

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

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

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

13.	<b>MEDICINE</b>	Medicine
14.	<b>NATURAL &amp; MATHEMATICAL SCIENCES</b>	Biological Sciences Biological Sciences & Psychology Chemistry & Biological Chemistry Data Science and Analytics Environmental Earth Systems Science Environmental Earth Systems Science & Public Policy & Global Affairs Environmental Studies (Bio) Environmental Studies (Geog) Food Technology Mathematical and Computer Sciences Mathematical Sciences Mathematical Sciences and Economics Mathematics & Economics Pharmaceutical Science Physics & Applied Physics Physics & Mathematical Sciences Science
15.	<b>SERVICES</b>	Food Business Management (Baking and Pastry Arts) Food Business Management (Culinary Arts) Maritime Studies Public Safety and Security Sport Science & Management







Produced by  
Management Information Branch  
Research and Management Information Division

Ministry of Education  
Singapore