EDUCATION STATISTICS DIGEST 2025

Ministry of Education
SINGAPORE

Moulding The Future of Our Nation

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SECTION 3: STATISTICAL SERIES

APPENDICES

PREFACE

We are pleased to present the 2025 edition of the Education Statistics Digest. The Digest provides basic statistical information on education in Singapore in 2024. This information includes data on schools, enrolment, teachers, educational outcomes, employment outcomes and finances.

The Digest is divided into three sections.

a. The first section contains statistics on primary, secondary and pre-university education.

b. The second section covers post-secondary education: the Institute of Technical Education (ITE), the two publicly-funded arts institutions (LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA)), the polytechnics and the autonomous universities.

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

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

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

MANAGEMENT INFORMATION BRANCH
RESEARCH AND MANAGEMENT INFORMATION DIVISION
MINISTRY OF EDUCATION, SINGAPORE
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OVERVIEW OF SINGAPORE'S EDUCATION SYSTEM

Singapore's education system aims to bring out the best in every child. Our aspirations can be summed up accordingly: "for every child, a good school; at every age, a good learner", as we aim to achieve the Desired Outcomes of Education. These outcomes emphasise education fundamentals: nurturing whole individuals in the moral, cognitive, physical, social and aesthetic spheres. In sum, learners who are:

- **Confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgment, think independently and critically, and communicate effectively;

- **Self-directed learners** who take responsibility for their own learning, are curious, reflective and persevering in the lifelong pursuit of learning, driven by their passion and purpose;

- **Active contributors** who are empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative and strive for excellence; and

- **Concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation and take active roles in improving the lives of others.

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

- **The Character and Citizenship Education (CCE) curriculum** seeks to prepare students to navigate the complexities of today's fast-changing social paradigm, and develop character and citizenship dispositions, resilience and social-emotional well-being;

- **Student Development Experiences** such as Co-curricular activities (CCAs), Values in Action (VIA), Outdoor Adventure Learning Cohort Camps and Student Leadership Development programmes provide rich, authentic platforms for students to apply and reinforce their learning;

- **Applied Learning Programme (ALP) and Learning for Life Programme (LLP)**[1] are distinctive programmes that complement schools' core academic and student development programmes and help students acquire a stronger

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

foundation for lifelong learning and 21st Century Competencies (21CC) development.

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

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

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

PRIMARY EDUCATION

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

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

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

Teachers consider students' learning needs and readiness when designing lessons and assessment tasks to ensure that students can 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. On the other hand, higher-ability learners can benefit from enrichment programmes to develop their talents and interests in different domains, including 21CC.

SECONDARY EDUCATION

Structure of Secondary Education

For Secondary 1 cohorts in 2023 and earlier, the three courses offered were 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 MTL[2], 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 MTL, Mathematics, Computer Applications and subjects with technical or practical emphases to enhance experiential and practice-oriented learning.

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

Distinctive and Specialised Programmes

All secondary schools have distinctive programmes to better support students' diverse learning needs, interests, and talents. To cater to diverse student interests, schools also offer a number of special programmes at the secondary level. Programmes such as the Art Elective Programme, Music Elective Programme,

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

Language Elective Programme and Bilingual Studies Programme allow students with interest and aptitude in these areas to go deeper into these subjects. In addition, Applied Learning Modules complement the national curriculum and expose students to applied learning options in the ITE and polytechnics. Interested and able students may also offer Applied Subjects at various schools to pursue specific areas in greater depth.

Some secondary schools offer the Integrated Programme (IP) which is a six-year programme for academically strong students who can benefit from broader learning experiences in both academic and non-academic aspects, with time freed-up as students need not sit for the O-Level examinations. At the end of Year 6, students in the IP obtain the Singapore-Cambridge GCE A-Level certificate, International Baccalaureate Diploma, or NUS High School Diploma, depending on their school.

Other Secondary Level Offerings

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

- **Specialised Independent Schools**. The NUS High School of Mathematics and Science, School of Science and Technology, School of the Arts (SOTA), and Singapore Sports School (SSP) cater to students with talents and strong interests in specific fields such as mathematics and science, applied learning, the arts, and sports respectively. Notably, SOTA and SSP also offer post-secondary qualifications for its students (refer to the "Post-Secondary Education" section below for more information).

- **Crest Secondary School and Spectra Secondary School**. Crest Secondary School and Spectra Secondary School offer an alternative pathway for students eligible for Posting Group 1 or Posting Group 1/2 who are more inclined towards a practice-oriented curriculum and hands-on learning. Students take the core G1 subjects of English Language, Mathematics and MTL. Selected students also offer G1 Science or G2 subjects. Students can also specialise in an ITE Skills Subject Certificate (ISSC). Students graduate with the SEC (from 2027 onwards) and the ISSC, which are recognised for admission into ITE's 2-year Nitec or 3-year Higher Nitec programme.

- **Specialised Schools**. NorthLight School (NLS) and Assumption Pathway School (APS) offer an experiential and hands-on learning approach for students who do not qualify for a secondary course of education after the PSLE. Students graduate with an ITE Skills Certificate (ISC) at the end of Year 4, which prepares them for employment or admission into the ITE. For graduates who are not ready for employment or were unable to enter ITE, a two-year Work-Study Programme (viz. NorthLight Academy and Assumption Pathway Academy) is available to equip them with work-ready skills and encourage lifelong learning.

SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

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

- **Mainstream Schools.** Students with SEN who have the cognitive abilities and adaptive skills to access the national curriculum (NC) and mainstream learning environment attend mainstream schools. Our teachers and specialised school personnel, such as SEN Officers, are equipped with the knowledge and skills to support students with SEN. Schools also provide a range of targeted interventions and support programmes. Educational Technology has been a capability multiplier to enhance student learning experience; for example, via the use of assistive technology such as reader pens and text-to speech application. Itinerant school-based educational support services are also provided to students with SEN who require them.

- **Special Education (SPED) Schools.** Students with higher support needs who require more intensive and specialised assistance attend government and community-funded SPED schools operated by Social Service Agencies (SSAs). Resourced with specially-trained teachers, allied health professionals and specialised facilities, SPED schools are guided by the National SPED Curriculum to deliver either a quality customised curriculum or the NC for students who have the cognitive ability but have moderate-to-severe needs in their adaptive functioning. Together with community support, SPED schools help students attain the desired SPED outcomes of Living, Learning and Working.

POST-SECONDARY EDUCATION

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

- **Junior Colleges / Millennia Institute**. Students can apply for pre-university education at the junior colleges (two-year course) or Millennia Institute (three-year course) leading to the A-Level certification or the International Baccalaureate Diploma, depending on their school. 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.

- **SSP / SOTA**. Students with talent and strong interests in sports or the arts can apply for a specialised education in these schools leading to the following post-secondary qualifications: the International Baccalaureate Diploma, offered by SOTA and SSP; the International Baccalaureate Career-related programme at SOTA; or a polytechnic diploma (Diploma in Business with Republic Polytechnic or Diploma in Business Studies with Ngee Ann Polytechnic) at SSP.

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

One of the features of a polytechnic education is the strong emphasis on practice-based learning. Internships with industry partners are part of the curriculum, providing students with industry exposure and the opportunity to build on their skills and knowledge through valuable on-the-job experience alongside 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 to give polytechnic graduates a head start in careers related to their discipline of study. All WSPostDip trainees undergo structured workplace learning, mentorship and facilitated learning.

- **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 through full-time *Higher Nitec* courses.

  By 2026, ITE will transit all courses to the three-year enhanced curricular structure leading to the Higher Nitec qualification. The enhanced curriculum equips students with deeper industry-relevant skills for employment, and provides a stronger foundation for further education and skills upgrading. For instance, students will undertake two linked Industry Attachments totalling nine months, to better prepare them for the workplace.

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

  For adult learners who wish to resume or continue with academic upgrading at the secondary level, ITE offers MOE-subsidised lessons from Secondary One

Normal to N- and O-Level under its General Education Programme. ITE also conducts skills evaluation tests for experienced workers, in addition to instructional skills and related programmes for industry trainers. ITE also offers part-time *Higher Nitec,* and 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 to thrive in the future economy by offering undergraduate, post-graduate, and Continuing Education & Training (CET) programmes that support individuals throughout their journey of lifelong learning.

- The **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, computing, 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 in accountancy, business management, economics, information systems, computer science, law, software engineering, social sciences and integrative studies. SMU's College of Integrative Studies offers an Individualised Major that allows students to design their own interdisciplinary undergraduate studies. SMU's pedagogy features an interactive and collaborative approach to learning, including the SMU-X curriculum, where students work on real-world industry issues.

- The **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.

- The **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.

- The **Singapore University of Social Sciences (SUSS)**[3] provides an applied education for school leavers and adult learners in the domain of the social sciences, as well as disciplines that have a strong impact on human and community development. It offers a diverse range of undergraduate and graduate programmes across six schools.

To strengthen the nexus between education and training, the AUs also offer Work-Study degree programmes that feature increased employer involvement. A substantial proportion of the programme is delivered through structured on-the-job training. AUs partner companies to co-design and co-deliver curricula, as well as co-assess students' performance at the workplace.

The "Lifetime Cohort Participation Rate" allowance for publicly-funded university degrees has been increased to 60% as of 2025. This provides subsidised places for Singaporeans to study in university at different life stages, including working adults. Besides the AUs, subsidised places are also offered at the following institution:

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

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;

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

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

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

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

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

- **SkillsFuture Credit**. To encourage individual ownership of their skills development, Singapore Citizens aged 25 and above are provided with an opening SkillsFuture Credit of $500 that will not expire. SkillsFuture Credit can be used to defray the out-of-pocket fees, on top of applicable course fee subsidies, for a variety of approved skills-related courses supported by SkillsFuture Singapore (SSG). A one-off top-up of $500 was provided to all Singaporeans aged 25 and above in 2020 which will expire on 31 December 2025.

- **SkillsFuture Level-Up Programme**. Greater support is being provided to Singapore Citizens aged 40 and above to pursue a substantive skills-reboot to remain relevant and employable. These are:

    - **$4,000 SkillsFuture Credit top-up** for programmes with better employability outcomes such as full qualifications offered by the IHLs and modules that stack to these qualifications, the SkillsFuture Career Transition Programme (SCTP) and courses that fulfil training requirements in the Progressive Wage Model.

    - **Subsidies to pursue another full-time Diploma** at the Polytechnics, ITE and Arts Institutions.

    - **Mid-Career Training Allowance** which supports those pursuing both full-time and part-time long-form training.
        - For mid-career individuals who pursue eligible full-time, long-form training, the Training Allowance seeks to partially address the loss of income when they take time off work. The monthly Training Allowance is computed based on 50% of the individual's average monthly income over the last 12 months, with a minimum of $300 and a maximum of $3,000 per month.
        - From early 2026, those who opt to continue working and pursue part-time training can tap on the Training Allowance to defray training expenses. The monthly Training Allowance of $300

supports incidental training expenses such as books and transport.
    - All Singapore Citizens aged 40 and above will be eligible for a total of 24 months of Training Allowance over their lifetime, across eligible full-time and part-time long-form programmes.

- **SCTP**. The SCTP is a train-and-place programme that supports mid-career transition to sectors with good hiring opportunities. It provides skills and training advisory services to help applicants select courses that best suit their strengths and interests, training to help mid-career workers acquire industry-relevant skills and employment facilitation and career advisory to support trainees in their job search.

- **SkillsFuture Series**. The SkillsFuture Series is a curated list of short, industry-relevant courses that allow working adults to pursue just-in-time, bite-sized upskilling in emerging skills areas in the four economic growth pillars, namely Industry 4.0, Care Economy, Green Economy and Digital Economy. The courses are offered across 3 proficiency levels: Basic, Intermediate and Advanced, to cater to learners with different skills proficiencies.

- **MySkillsFuture Portal**. MySkillsFuture is a one-stop online portal that empowers individuals to chart their career and lifelong learning pathways. It has a course directory to enable individuals to search for SkillsFuture Credit-eligible courses, and other tools such as the Career & Skills Passport for documenting users' skills, certificates and licences. In schools, Primary 5 to Pre-University students use the MySkillsFuture student portal as part of their curriculum to discover their purpose, explore the various education and career opportunities, and make informed decisions.

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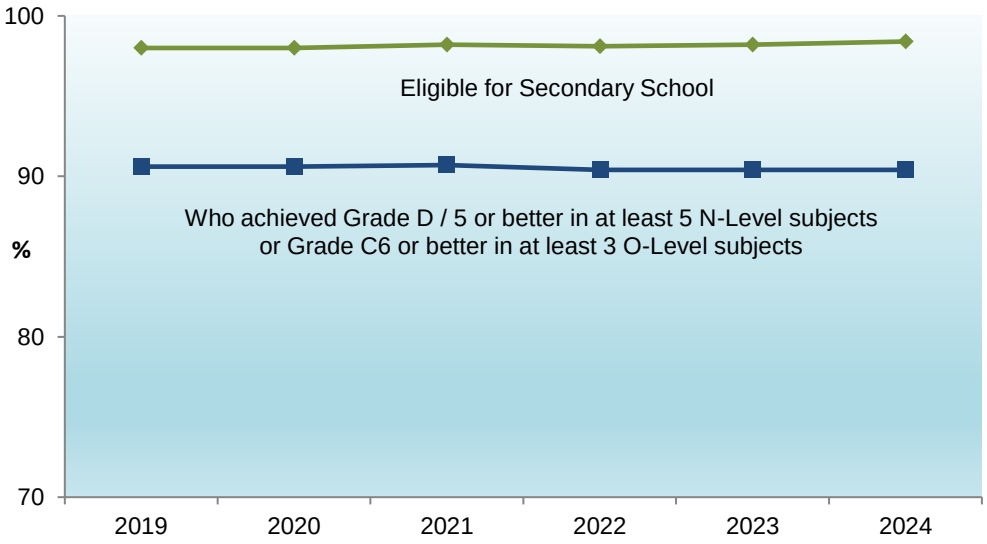
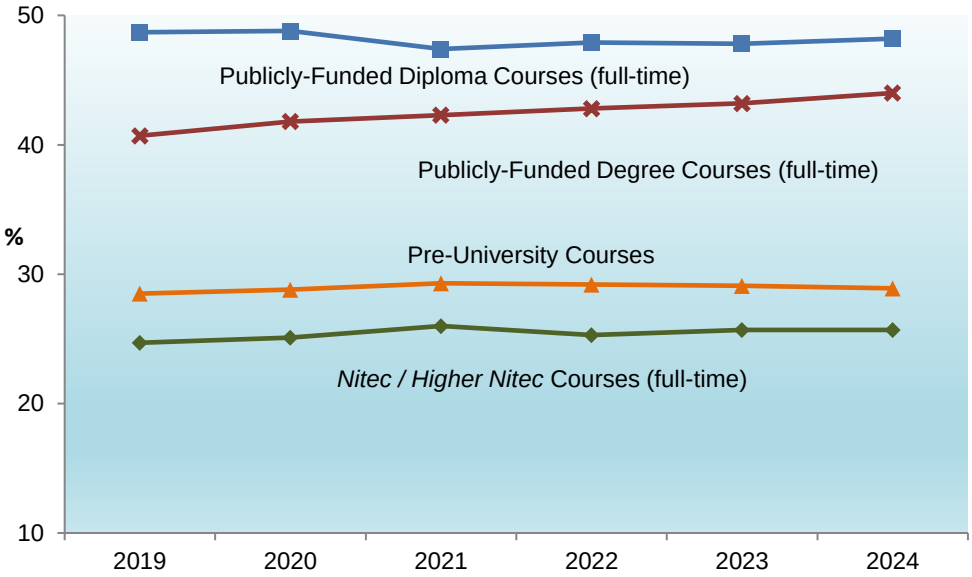
KEY EDUCATIONAL INDICATORS

A. Percentage of Primary 1 (P1) cohort:



Percentage of Primary 1 (P1) cohort admitted to:

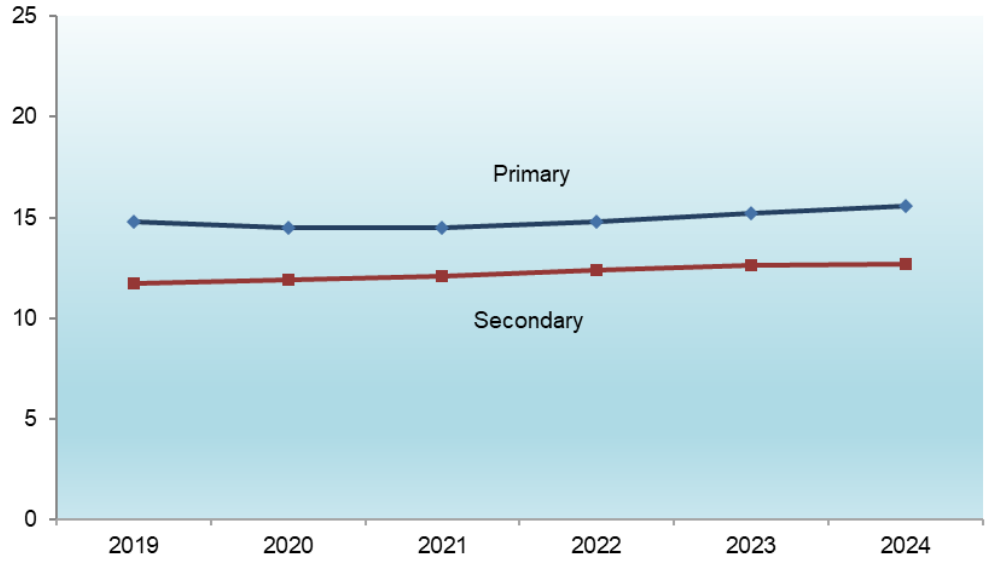


Percentage of P1 Cohort:[1]	2019	2020	2021	2022	2023	2024
(a) Eligible for Secondary School[2]	98.0	98.0	98.2	98.1	98.2	98.4
(b) Who achieved Grade D / 5 or better in at least 5 N-Level subjects or Grade C6 or better in at least 3 O-Level subjects[2,3]	90.6	90.6	90.7	90.4	90.4	90.4
(c) Admitted to:[4]						
(i) *Nitec / Higher Nitec* Courses (full-time)	24.7	25.1	26.0	25.3	25.7	25.7
(ii) Publicly-Funded Diploma Courses (full-time)[5]	48.7	48.8	47.4	47.9	47.8	48.2
(iii) Pre-University Courses	28.5	28.8	29.3	29.2	29.1	28.9
(iv) Publicly-Funded Degree Courses (full-time)[6]	40.7	41.8	42.3	42.8	43.2	44.0

Note:

1) Figures include Singapore Citizens (SC) and Permanent Residents (PR) only, and exclude International Students (IS). For indicators (a) and (b), figures for the last three years are preliminary estimates. For indicators c(i) to c(iv), figures for the last five years are preliminary estimates.
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 2024, the percentage of the P1 cohort eligible for secondary school is calculated based on the cohort that entered P1 in 2019, and the percentage of the P1 cohort who achieved Grade D / 5 or better in at least 5 N-Level subjects or Grade C6 or better in at least 3 O-Level subjects is calculated based on the cohort that entered P1 in 2015. These figures may be different from those shown in Tables 33 to 53 as the latter are based on exam candidatures and not P1 cohorts, i.e., they would include students who enter the school system after P1 and exclude those who left the country after P1.
3) Figures include students who achieved Grade D / 5 / C6 or better in 5 distinct subjects based on a combination of N- and O-Level subjects. For students offering ITE Skills Certificate or ITE Skills Subject Certificate courses, the equivalent N-Level grades are also taken into consideration.
4) Students who enrol in one course may progress subsequently to another course and are accounted for under both types of courses. For example, polytechnic students who progress to university will be accounted for under both publicly-funded diploma and degree courses. Figures for indicators c(i) to c(iii) are based on the P1 cohort from 10 years prior to the year of reporting, while indicator c(iv) is based on the P1 cohort from 12 years prior to the year of reporting.
5) Publicly-funded diploma courses are offered by the five polytechnics, ITE, LASALLE and NAFA.
6) Publicly-funded degree courses are offered by NUS, NTU, SMU, SUTD, SIT, SUSS, LASALLE and NAFA.

B. Ratio of Students to Teaching Staff



Level	2019	2020	2021	2022	2023	2024
Primary	14.8	14.5	14.5	14.8	15.2	15.6
Secondary	11.7	11.9	12.1	12.4	12.6	12.7

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, 2024

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

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

2 STUDENTS, EDUCATION OFFICERS AND EDUCATION PARTNERS IN SCHOOLS BY LEVEL, 2024

	Primary		Secondary		Mixed Level		Pre-University		All Levels	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Enrolment	230,968	112,703	138,738	69,913	35,655	16,139	14,817	7,854	420,178	206,609
Teachers	14,858	11,926	10,626	6,705	2,874	1,807	1,247	697	29,605	21,135
Vice-Principals	322	225	259	125	61	32	25	14	667	396
Principals	186	129	137	61	16	8	11	2	350	200
Education Partners	3,423	2,444	3,062	1,892	1,003	630	302	190	7,790	5,156

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

2. Mixed Level schools comprise primary & secondary schools (P1-S4/5) and secondary & junior college schools (S1-JC2).

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

3 SUMMARY STATISTICS ON EDUCATION OFFICERS, 2024

		Teacher		Vice-Principal		Principal		All	
Level	Type of School	Total	Female	Total	Female	Total	Female	Total	Female
All Levels	**Total**	**29,605**	**21,135**	**667**	**396**	**350**	**200**	**30,622**	**21,731**
Primary	**Total**	**15,273**	**12,285**	**332**	**234**	**187**	**130**	**15,792**	**12,649**
	Government	11,245	8,955	242	168	144	96	11,631	9,219
	Government-Aided	4,028	3,330	90	66	43	34	4,161	3,430
Secondary	**Total**	**12,353**	**7,768**	**296**	**140**	**149**	**68**	**12,798**	**7,976**
	Government	8,137	5,121	194	81	105	47	8,436	5,249
	Government-Aided	2,536	1,634	65	37	31	15	2,632	1,686
	Independent	969	632	20	13	5	3	994	648
	Specialised Independent	404	239	10	4	4	2	418	245
	Specialised	307	142	7	5	4	1	318	148
Pre-University	**Total**	**1,979**	**1,082**	**39**	**22**	**14**	**2**	**2,032**	**1,106**
	Government	969	537	22	12	8	0	999	549
	Government-Aided	461	254	8	5	4	2	473	261
	Independent	549	291	9	5	2	0	560	296

1. The above excludes 1,608 officers in HQ (of whom 1,070 are female), 1,628 on various leave (of whom 1,459 are female), 363 on secondment to other institutions (of whom 224 are female) and 89 studying at NIE (of whom 69 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, 2024

		Enrolment	No. of Classes	Average Class Size
All Levels	**Total**	**420,178**	**12,893**	**32.6**
Primary	**Total**	**237,966**	**7,035**	**33.8**
	Primary 1	37,785	1,291	29.3
	Primary 2	39,621	1,337	29.6
	Primary 3	40,360	1,082	37.3
	Primary 4	41,040	1,114	36.8
	Primary 5	38,089	1,066	35.7
	Primary 6	41,071	1,145	35.9
Secondary	**Total**	**157,082**	**4,774**	**32.9**
	Secondary 1	38,214	1,139	33.6
	Secondary 2	37,299	1,116	33.4
	Secondary 3	39,977	1,170	34.2
	Secondary 4	39,611	1,204	32.9
	Secondary 5	1,981	145	13.7
Pre-University	**Total**	**25,130**	**1,084**	**23.2**
	JC 1 / Pre-U 1	12,812	552	23.2
	JC 2 / Pre-U 2	12,108	524	23.1
	Pre-U 3	210	8	26.3

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

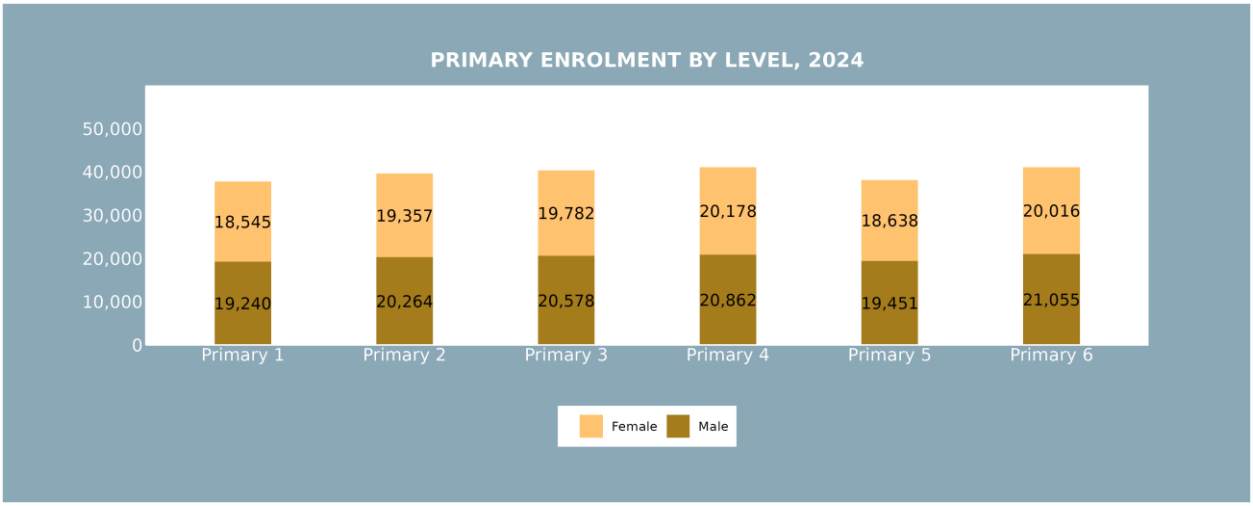
2. Students in Mixed Level schools are classified according to the level they are in.

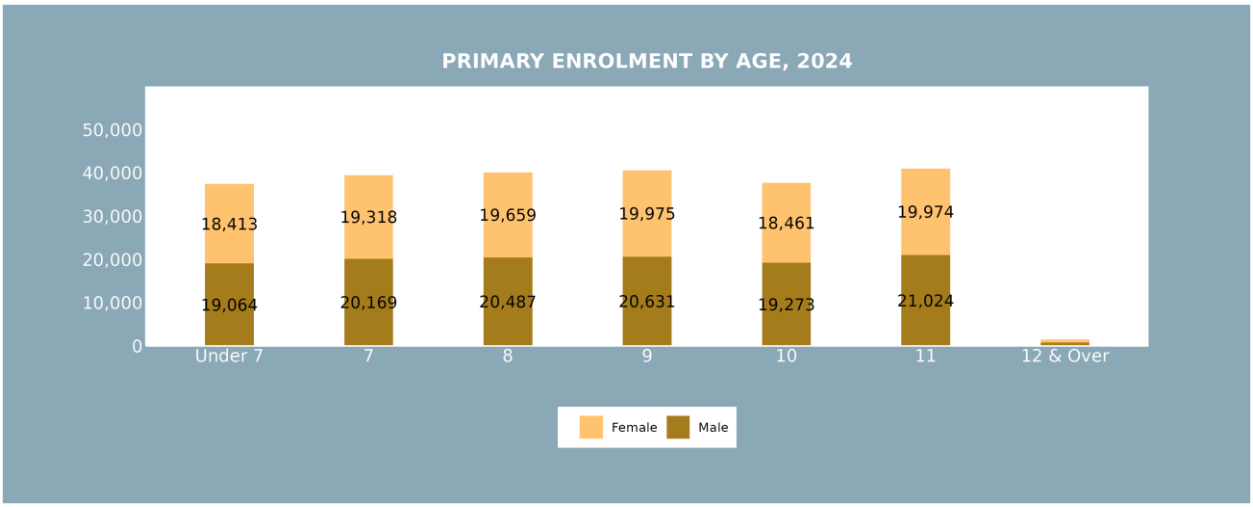
5 PRIMARY ENROLMENT BY AGE AND LEVEL, 2024

Level	Age (in years)									
	Under 7	7	8	9	10	11	12	13	14 & Over	Total
Total	**37,477**	**39,487**	**40,146**	**40,606**	**37,734**	**40,998**	**1,229**	**248**	**41**	**237,966**
Primary 1	37,477	275	31	1	1	0	0	0	0	37,785
Primary 2	0	39,210	349	54	8	0	0	0	0	39,621
Primary 3	0	1	39,766	468	112	11	2	0	0	40,360
Primary 4	0	1	0	40,083	632	293	29	2	0	41,040
Primary 5	0	0	0	0	36,981	832	240	30	6	38,089
Primary 6	0	0	0	0	0	39,862	958	216	35	41,071

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

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





6 SECONDARY ENROLMENT BY AGE, LEVEL AND COURSE, 2024

Level	Course	Age (in years)								
		Under 13	13	14	15	16	17	18	19 & Over	Total
All Levels	**Total**	**36,647**	**36,387**	**39,008**	**39,791**	**4,475**	**660**	**97**	**17**	**157,082**
Secondary 1	**Total**	**36,647**	**1,168**	**345**	**46**	**8**	**0**	**0**	**0**	**38,214**
Secondary 2	**Total**	**0**	**35,219**	**1,514**	**495**	**61**	**10**	**0**	**0**	**37,299**
	Express	0	22,570	619	249	5	1	0	0	23,444
	N(A)	0	8,424	398	126	22	5	0	0	8,975
	N(T)	0	4,225	497	120	34	4	0	0	4,880
Secondary 3	**Total**	**0**	**0**	**37,149**	**2,142**	**598**	**73**	**12**	**3**	**39,977**
	Express	0	0	24,336	918	328	21	1	0	25,604
	N(A)	0	0	8,554	707	161	22	7	2	9,453
	N(T)	0	0	4,259	517	109	30	4	1	4,920
Secondary 4	**Total**	**0**	**0**	**0**	**37,108**	**1,974**	**463**	**56**	**10**	**39,611**
	Express	0	0	0	24,276	865	226	15	1	25,383
	N(A)	0	0	0	8,673	633	109	9	3	9,427
	N(T)	0	0	0	4,159	476	128	32	6	4,801
Secondary 5	N(A)	0	0	0	0	1,834	114	29	4	1,981

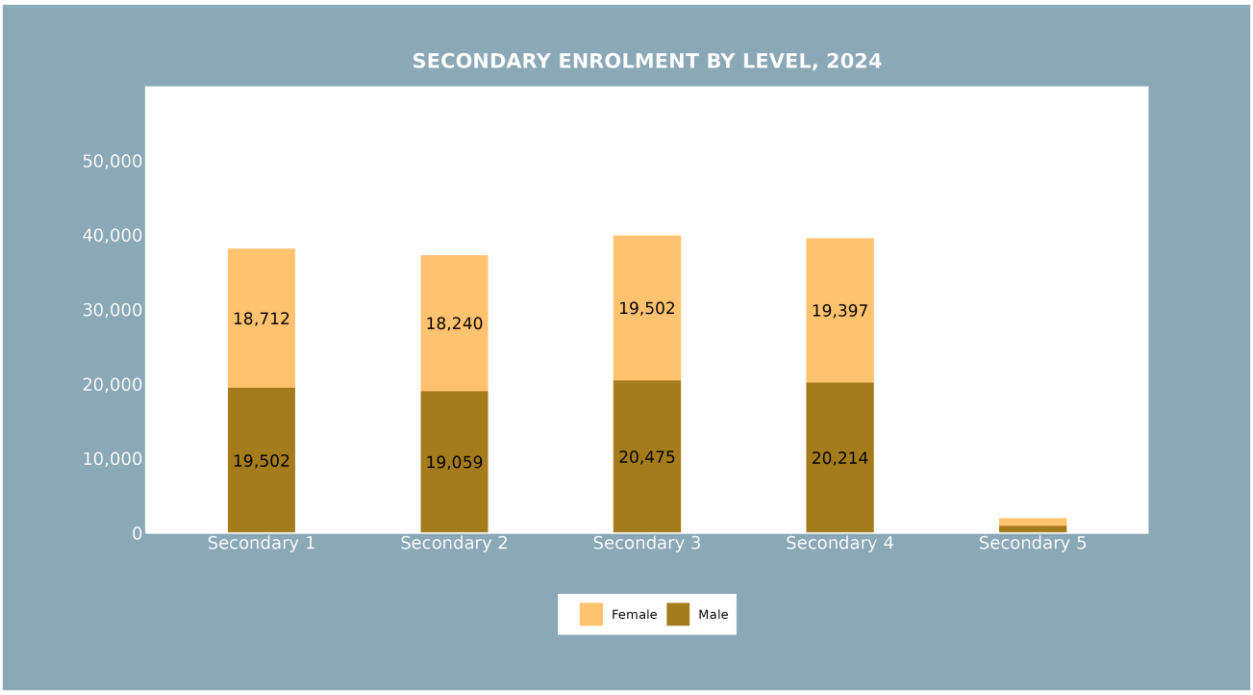
1. N(T) figures include students in Specialised Schools. These students are taking the ITE Skills Certificate (ISC) course or are in a 2-year work-study programme after completing ISC.

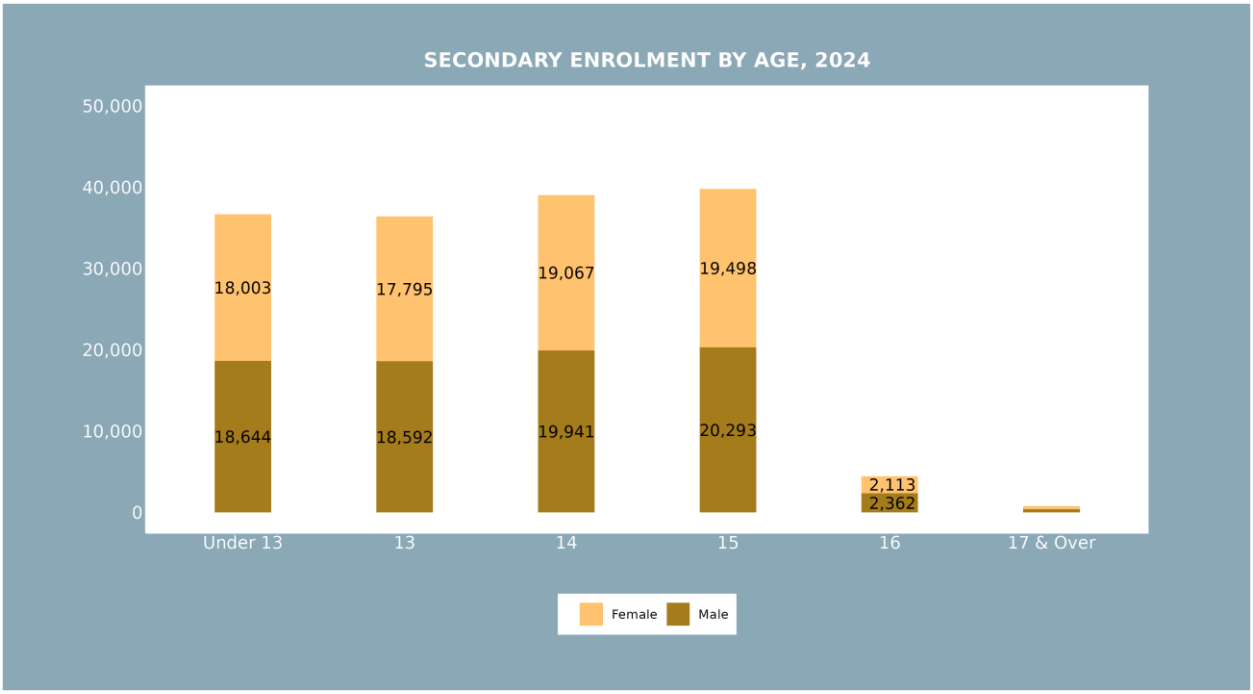
2. Starting from the 2024 Secondary 1 cohort, the N(T), N(A) and Express courses were removed with the introduction of Full Subject-Based Banding.

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

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

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


SECONDARY ENROLMENT BY LEVEL, 2024
50,000
40,000
30,000
20,000
10,000
0
18,712
19,502
18,240
19,059
19,502
20,475
19,397
20,214
Secondary 1
Secondary 2
Secondary 3
Secondary 4
Secondary 5
Female
Male


SECONDARY ENROLMENT BY AGE, 2024
50,000
40,000
30,000
20,000
10,000
0
18,003
18,644
17,795
18,592
19,067
19,941
19,498
20,293
2,113
2,362
Under 13
13
14
15
16
17 & Over
Female
Male

7 PRE-UNIVERSITY ENROLMENT BY AGE AND LEVEL, 2024

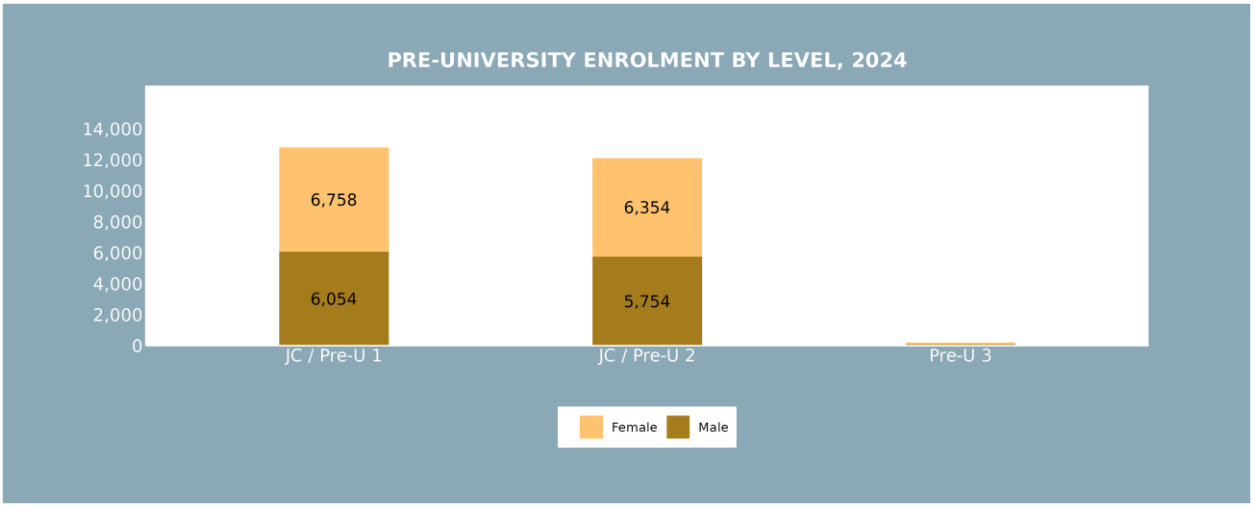
Level	Age (in years)					
	Under 17	17	18	19	20 & Over	Total
Total	**11,806**	**11,798**	**1,207**	**277**	**42**	**25,130**
JC / Pre-U 1	11,805	820	162	22	3	12,812
JC / Pre-U 2	1	10,978	932	183	14	12,108
Pre-U 3	0	0	113	72	25	210

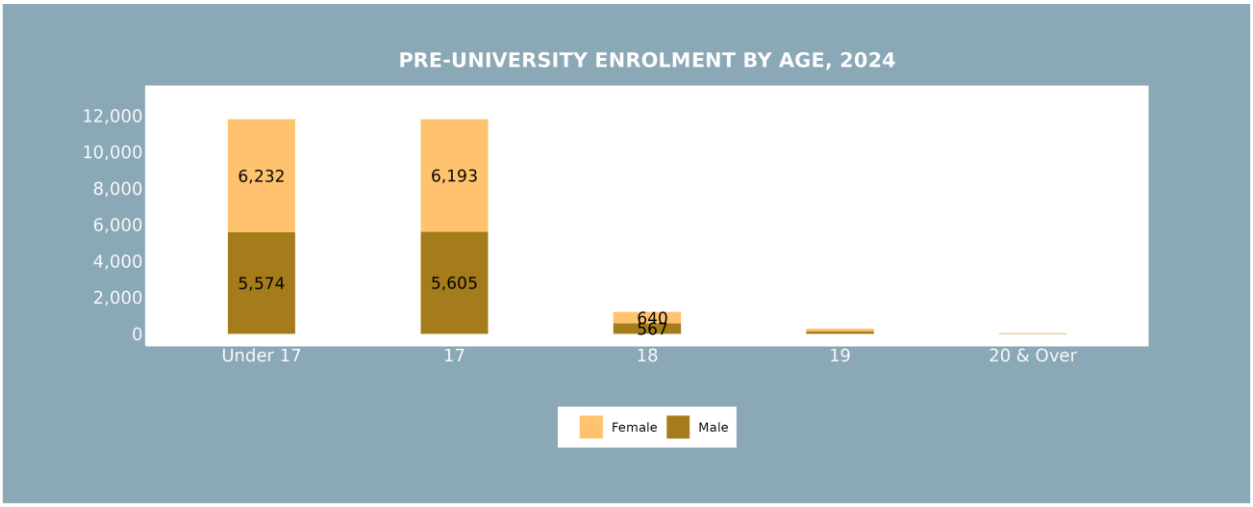
1. Include students in Years 5 and 6 of the Integrated Programme.

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

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

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

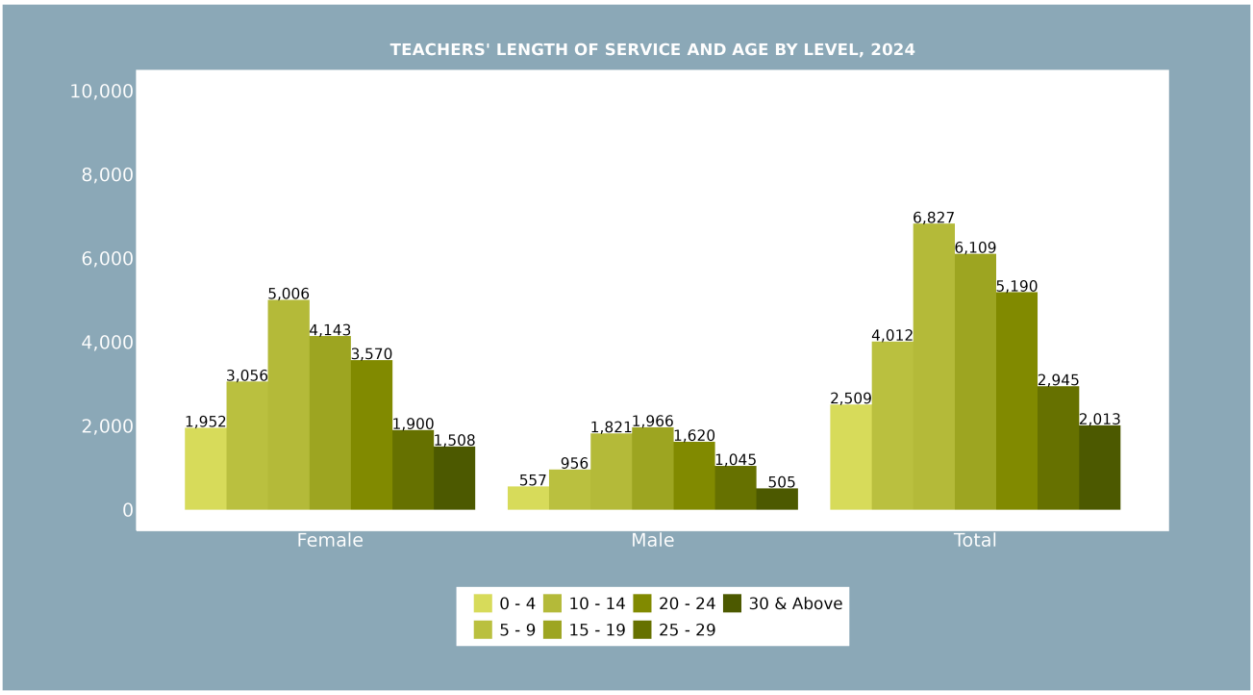


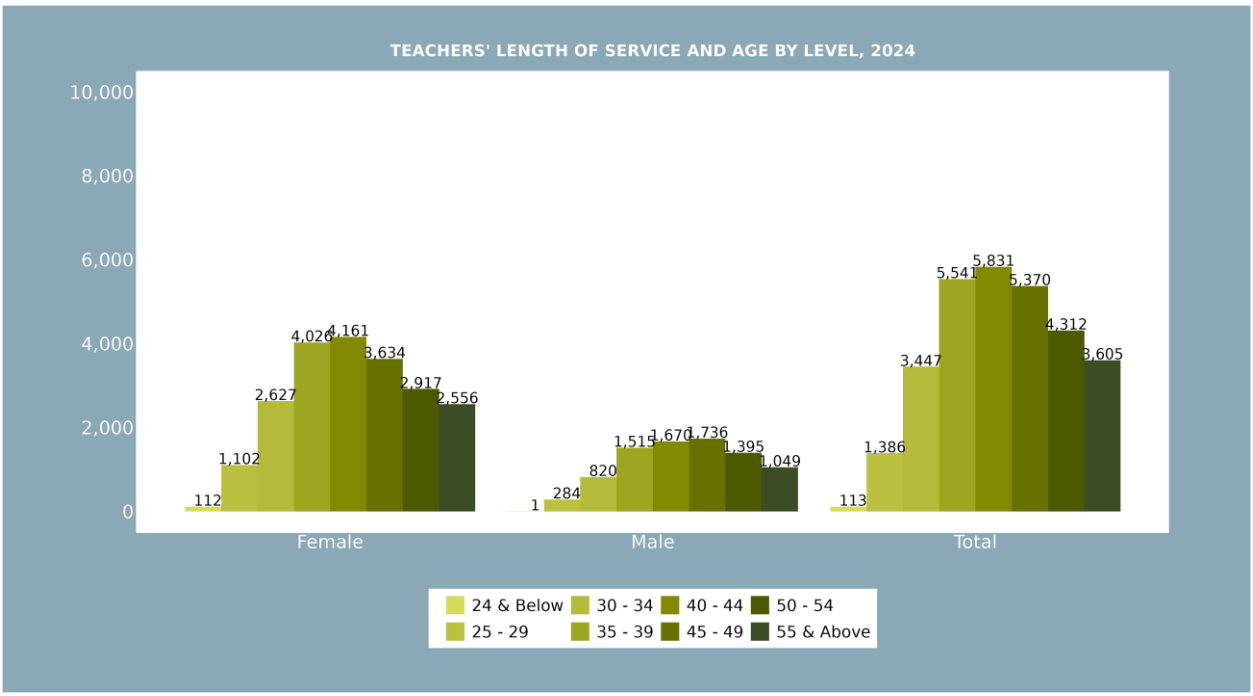


8 TEACHERS' LENGTH OF SERVICE AND AGE BY LEVEL, 2024

		Primary		Secondary		Pre-University		Total	
		Total	Female	Total	Female	Total	Female	Total	Female
Total	**Total**	**15,273**	**12,285**	**12,353**	**7,768**	**1,979**	**1,082**	**29,605**	**21,135**
Length of Service (in years)	0 - 4	1,251	1,074	1,120	794	138	84	2,509	1,952
	5 - 9	2,242	1,878	1,557	1,053	213	125	4,012	3,056
	10 - 14	3,346	2,705	3,009	2,031	472	270	6,827	5,006
	15 - 19	3,047	2,332	2,637	1,582	425	229	6,109	4,143
	20 - 24	2,782	2,259	2,070	1,141	338	170	5,190	3,570
	25 - 29	1,532	1,134	1,183	650	230	116	2,945	1,900
	30 & Above	1,073	903	777	517	163	88	2,013	1,508
Age (in years)	24 & Below	55	55	56	55	2	2	113	112
	25 - 29	650	585	673	474	63	43	1,386	1,102
	30 - 34	1,834	1,515	1,443	1,012	170	100	3,447	2,627
	35 - 39	2,787	2,221	2,348	1,581	406	224	5,541	4,026
	40 - 44	3,000	2,373	2,404	1,542	427	246	5,831	4,161
	45 - 49	2,842	2,239	2,166	1,218	362	177	5,370	3,634
	50 - 54	2,272	1,797	1,768	980	272	140	4,312	2,917
	55 & Above	1,833	1,500	1,495	906	277	150	3,605	2,556

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


TEACHERS' LENGTH OF SERVICE AND AGE BY LEVEL, 2024
10,000
8,000
6,000
4,000
2,000
0
1,952
3,056
5,006
4,143
3,570
1,900
1,508
557
956
1,821
1,966
1,620
1,045
505
2,509
4,012
6,827
6,109
5,190
2,945
2,013
Female
Male
Total
0 - 4
5 - 9
10 - 14
15 - 19
20 - 24
25 - 29
30 & Above


TEACHERS' LENGTH OF SERVICE AND AGE BY LEVEL, 2024
10,000
8,000
6,000
4,000
2,000
0
112
1,102
2,627
4,026
4,161
3,634
2,917
2,556
1
284
820
1,515
1,670
1,736
1,395
1,049
113
1,386
3,447
5,541
5,831
5,370
4,312
3,605
Female
Male
Total
24 & Below
25 - 29
30 - 34
35 - 39
40 - 44
45 - 49
50 - 54
55 & Above

9 VICE-PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2024

		Primary		Secondary		Pre-University		Total	
		Total	Female	Total	Female	Total	Female	Total	Female
Total	**Total**	**332**	**234**	**296**	**140**	**39**	**22**	**667**	**396**
Length of Service (in years)	0 - 9	5	5	13	11	3	3	21	19
	10 - 14	23	17	20	12	3	3	46	32
	15 - 19	55	41	66	31	8	4	129	76
	20 - 24	62	46	71	29	11	4	144	79
	25 - 29	112	69	62	29	7	3	181	101
	30 & Above	75	56	64	28	7	5	146	89
Age (in years)	30 - 34	0	0	0	0	0	0	0	0
	35 - 39	21	16	29	12	2	2	52	30
	40 - 44	58	44	65	34	10	4	133	82
	45 - 49	78	53	63	25	9	5	150	83
	50 - 54	101	68	69	31	7	5	177	104
	55 & Above	74	53	70	38	11	6	155	97

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

10 PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2024

		Primary		Secondary		Pre-University		Total	
		Total	Female	Total	Female	Total	Female	Total	Female
Total	**Total**	**187**	**130**	**149**	**68**	**14**	**2**	**350**	**200**
Length of Service (in years)	0 - 9	12	8	9	8	2	1	23	17
	10 - 14	1	1	1	1	0	0	2	2
	15 - 19	14	11	20	7	0	0	34	18
	20 - 24	38	28	40	18	2	0	80	46
	25 - 29	61	36	34	15	6	0	101	51
	30 & Above	61	46	45	19	4	1	110	66
Age (in years)	30 - 34	0	0	0	0	0	0	0	0
	35 - 39	2	2	4	2	0	0	6	4
	40 - 44	18	12	26	10	0	0	44	22
	45 - 49	48	35	34	14	4	0	86	49
	50 - 54	51	31	42	17	5	0	98	48
	55 & Above	68	50	43	25	5	2	116	77

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, 2024

Type of Institution	Number of Institutions	Student Enrolment		Teaching Staff	
		Total	Female	Total	Female
Total	**34**	**15,287**	**5,913**	**2,410**	**1,854**
Full-time Islamic Religious School (Madrasah)	6	3,589	2,127	306	212
Privately-Funded School	3	3,372	1,675	372	222
Special Education School	25	8,326	2,111	1,732	1,420

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

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

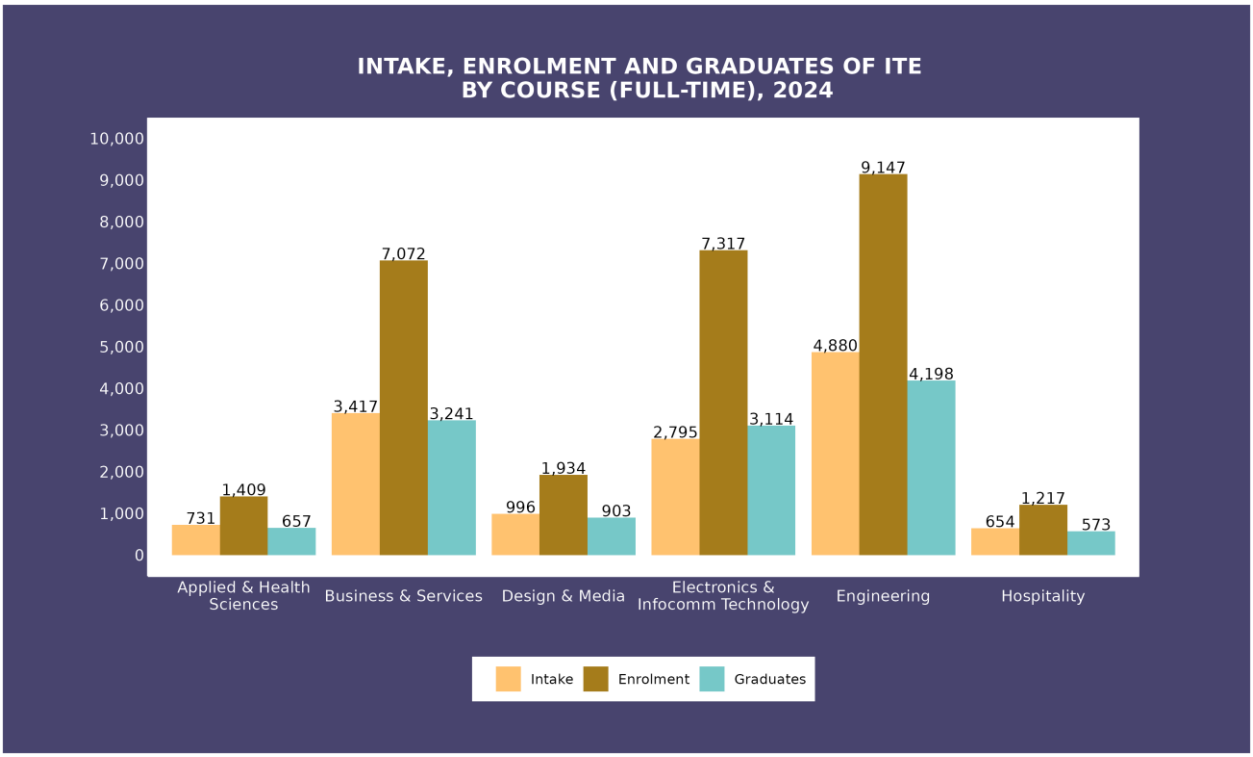
SECTION 2

POST-SECONDARY EDUCATION

12 INTAKE, ENROLMENT AND GRADUATES OF ITE BY COURSE (FULL-TIME), 2024

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**13,473**	**5,589**	**28,096**	**11,077**	**12,686**	**4,970**
Applied & Health Sciences	731	545	1,409	1,046	657	484
Business & Services	3,417	1,988	7,072	4,082	3,241	1,935
Design & Media	996	607	1,934	1,160	903	524
Electronics & Infocomm Technology	2,795	650	7,317	1,635	3,114	692
Engineering	4,880	1,419	9,147	2,457	4,198	998
Hospitality	654	380	1,217	697	573	337

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



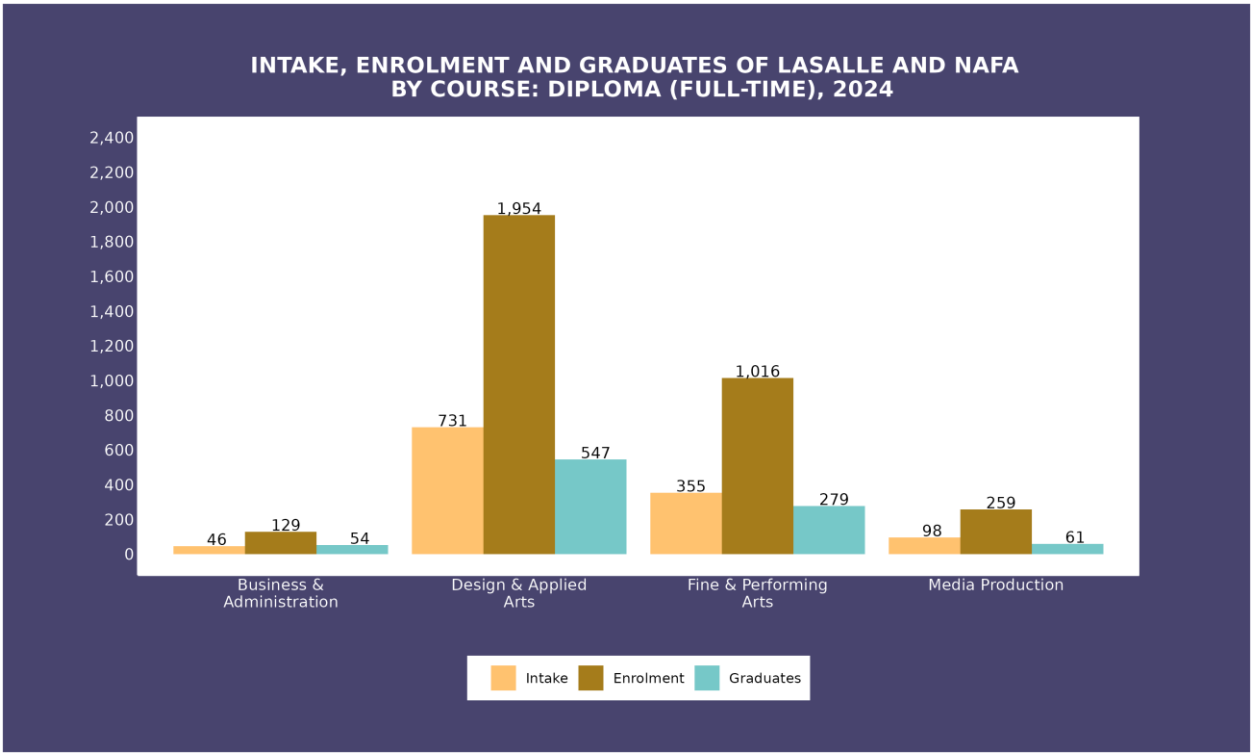
13.1 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DIPLOMA (FULL-TIME), 2024

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**1,230**	**866**	**3,358**	**2,427**	**941**	**653**
Business & Administration	46	40	129	106	54	42
Design & Applied Arts	731	537	1,954	1,469	547	404
Fine & Performing Arts	355	234	1,016	709	279	172
Media Production	98	55	259	143	61	35

1. Figures for LASALLE College of the Arts (LASALLE) and the Nanyang Academy of Fine Arts (NAFA) are for full-time diploma courses only. Excludes 70 students (of whom 55 are female) on the NAFA Foundation Programme.

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.



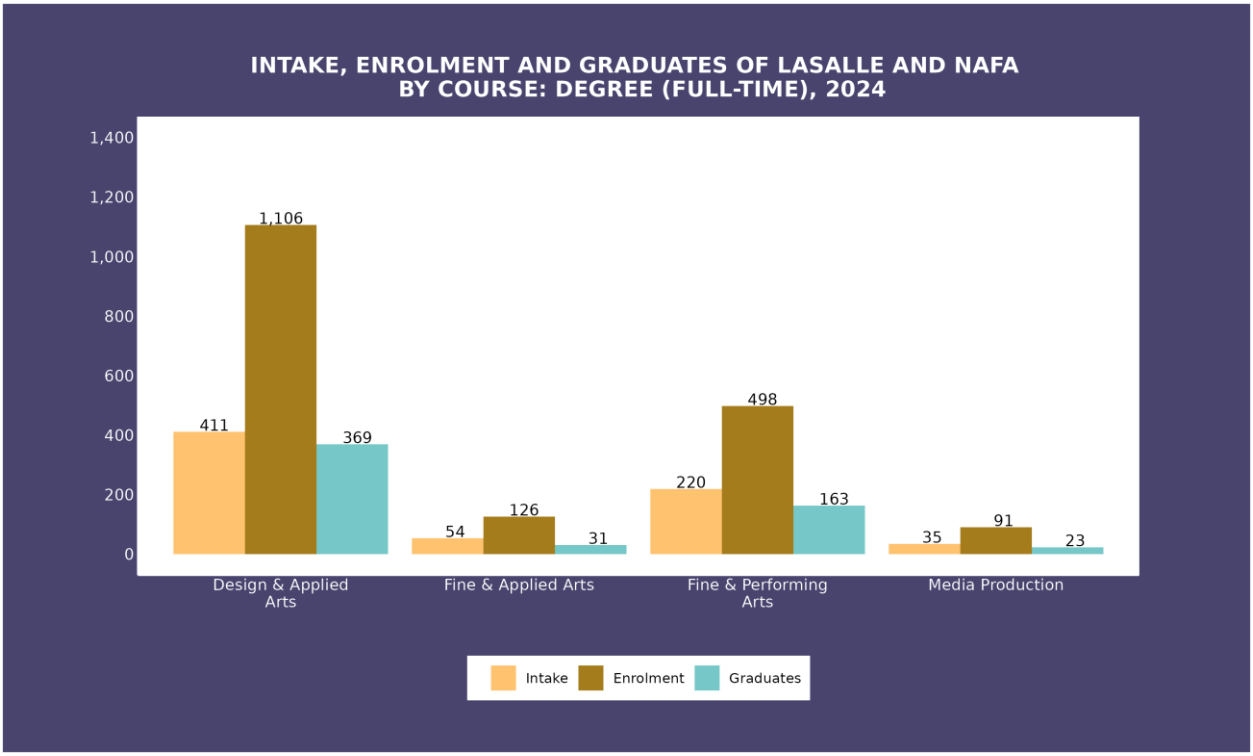
13.2 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DEGREE (FULL-TIME), 2024

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**720**	**565**	**1,821**	**1,416**	**586**	**449**
Design & Applied Arts	411	324	1,106	886	369	293
Fine & Applied Arts	54	48	126	105	31	29
Fine & Performing Arts	220	168	498	366	163	118
Media Production	35	25	91	59	23	9

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

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

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



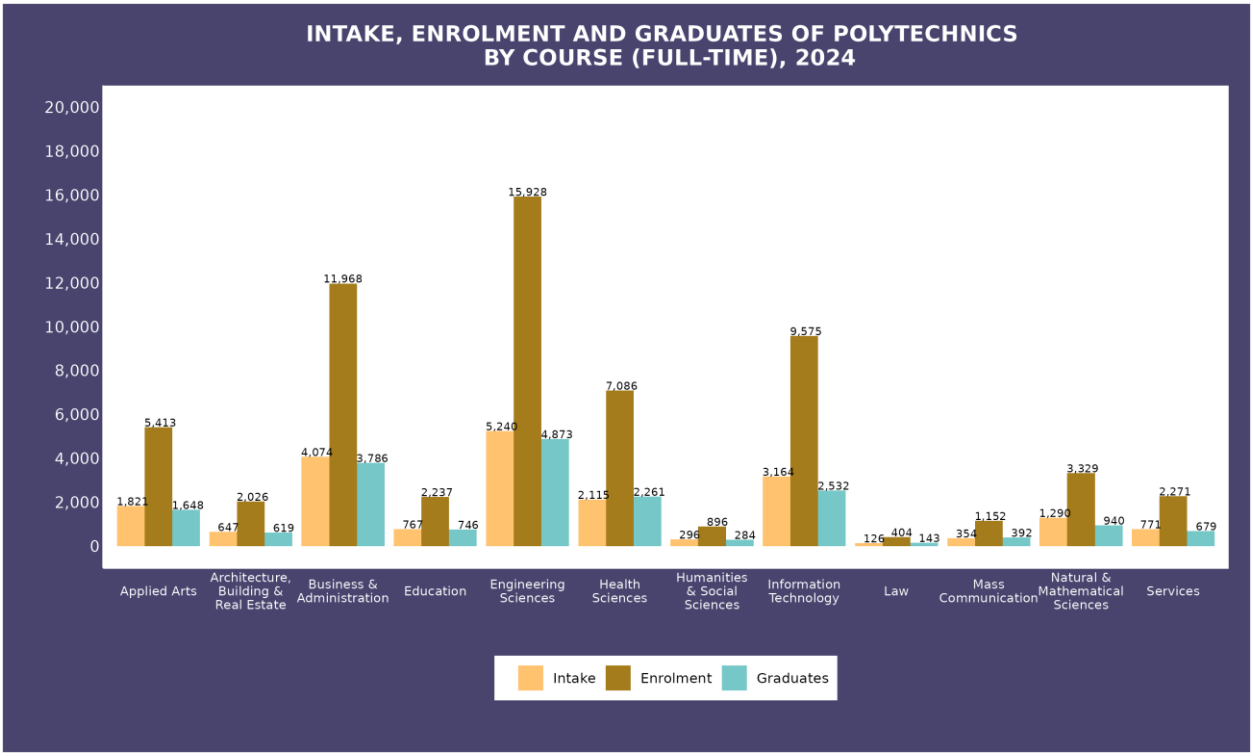
14 INTAKE, ENROLMENT AND GRADUATES OF POLYTECHNICS BY COURSE (FULL-TIME), 2024

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**20,665**	**10,084**	**62,285**	**29,935**	**18,903**	**9,083**
Applied Arts	1,821	1,171	5,413	3,480	1,648	1,023
Architecture, Building & Real Estate	647	345	2,026	1,031	619	309
Business & Administration	4,074	2,315	11,968	6,935	3,786	2,242
Education	767	674	2,237	1,976	746	684
Engineering Sciences	5,240	1,351	15,928	3,704	4,873	1,057
Health Sciences	2,115	1,579	7,086	5,250	2,261	1,670
Humanities & Social Sciences	296	225	896	696	284	228
Information Technology	3,164	922	9,575	2,659	2,532	617
Law	126	91	404	271	143	96
Mass Communication	354	277	1,152	868	392	285
Natural & Mathematical Sciences	1,290	832	3,329	2,159	940	585
Services	771	302	2,271	906	679	287

1. Intake, enrolment and graduate figures refer to full-time diploma courses only. Excludes 2,010 students (of whom 921 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 BY COURSE (FULL-TIME), 2024

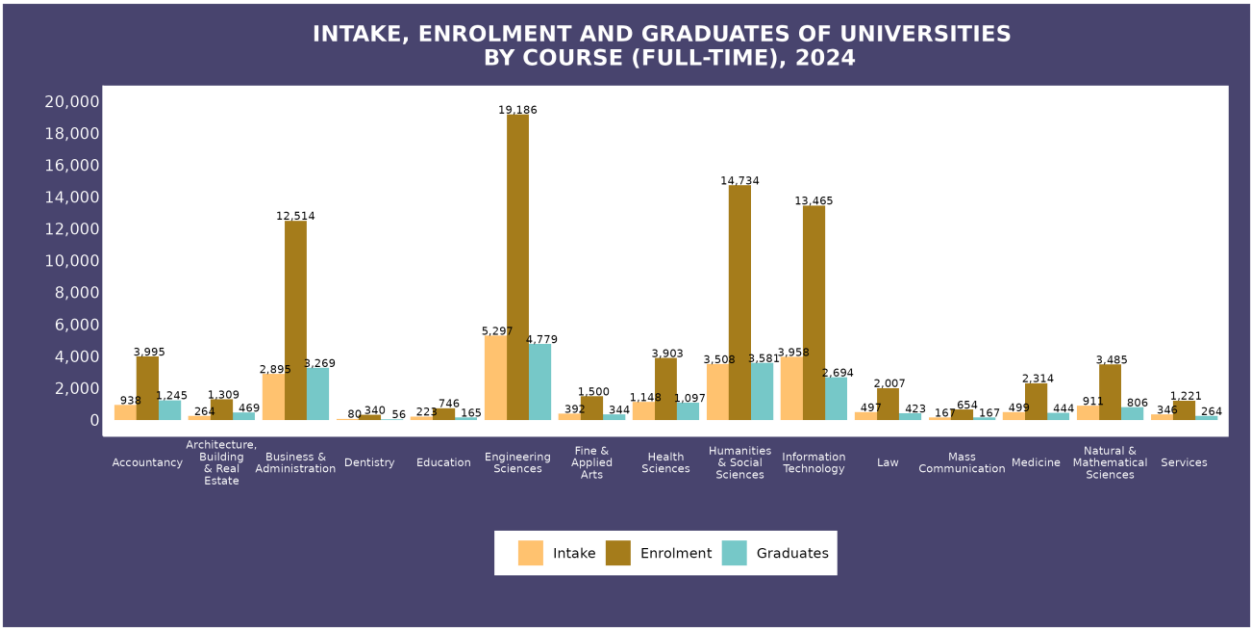
Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**21,181**	**10,140**	**81,475**	**38,900**	**19,803**	**9,858**
Accountancy	938	544	3,995	2,277	1,245	712
Architecture, Building & Real Estate	264	173	1,309	746	469	279
Business & Administration	2,895	1,628	12,514	7,139	3,269	1,966
Dentistry	80	51	340	234	56	45
Education	223	185	746	600	165	135
Engineering Sciences	5,297	1,603	19,186	5,609	4,779	1,363
Fine & Applied Arts	392	254	1,500	993	344	220
Health Sciences	1,148	862	3,903	2,872	1,097	844
Humanities & Social Sciences	3,508	2,241	14,734	9,304	3,581	2,344
Information Technology	3,958	1,141	13,465	3,626	2,694	792
Law	497	295	2,007	1,095	423	227
Mass Communication	167	144	654	537	167	140
Medicine	499	291	2,314	1,189	444	205
Natural & Mathematical Sciences	911	513	3,485	1,968	806	446
Services	346	168	1,221	630	264	140

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

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

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

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



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, 2024 data refers to male graduates who completed their full-time NS between April 2023 and March 2024 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.

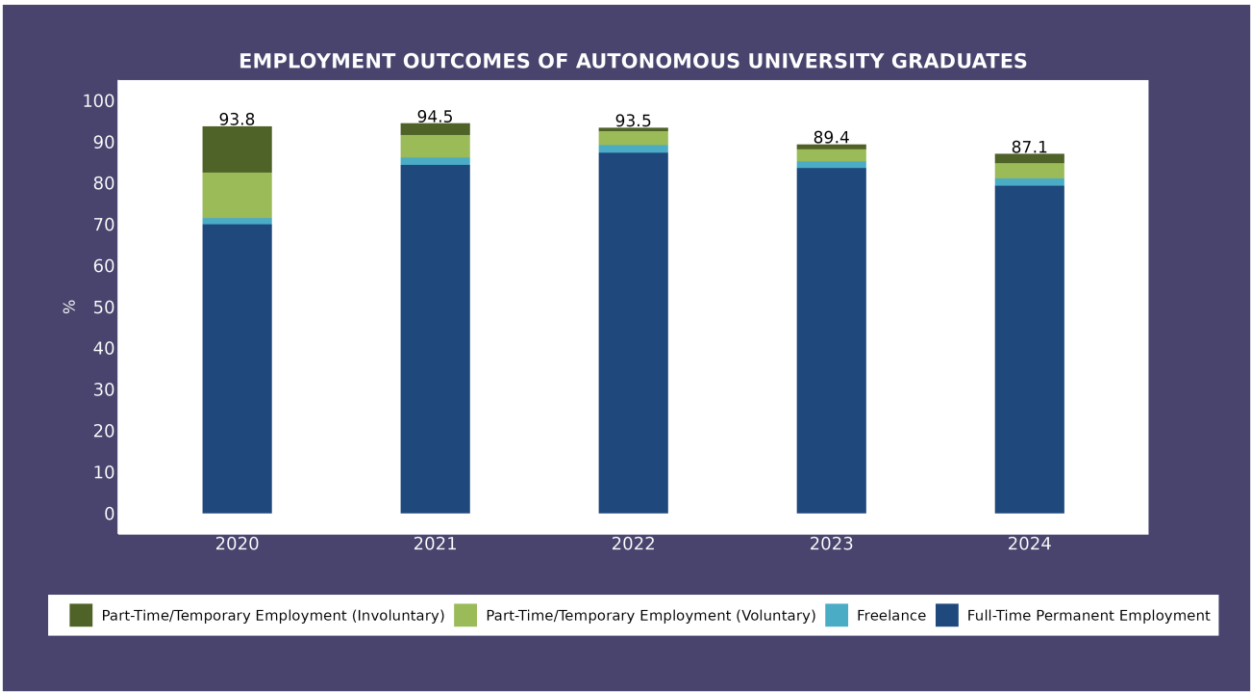
10 Figures might not add up due to rounding.

16 EMPLOYMENT OUTCOMES OF AUTONOMOUS UNIVERSITY GRADUATES

	2020	2021	2022	2023	2024
Proportion of AU Graduates In The Labour Force Who Are Employed	**93.8%**	**94.5%**	**93.5%**	**89.4%**	**87.1%**
Part-Time/Temporary Employment (Involuntary)	11.2%	2.8%	0.8%	1.2%	2.3%
Part-Time/Temporary Employment (Voluntary)	11.1%	5.5%	3.4%	2.9%	3.7%
Freelance	1.5%	1.8%	1.8%	1.6%	1.7%
Full-Time Permanent Employment	70.0%	84.4%	87.4%	83.7%	79.4%
Median Gross Monthly Salary of FTP Employed AU Graduates	**$3,700**	**$3,800**	**$4,200**	**$4,295**	**$4,500**

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

1. GES2023 excludes SUTD's results due to a change in academic calendar resulting in a small graduating cohort.

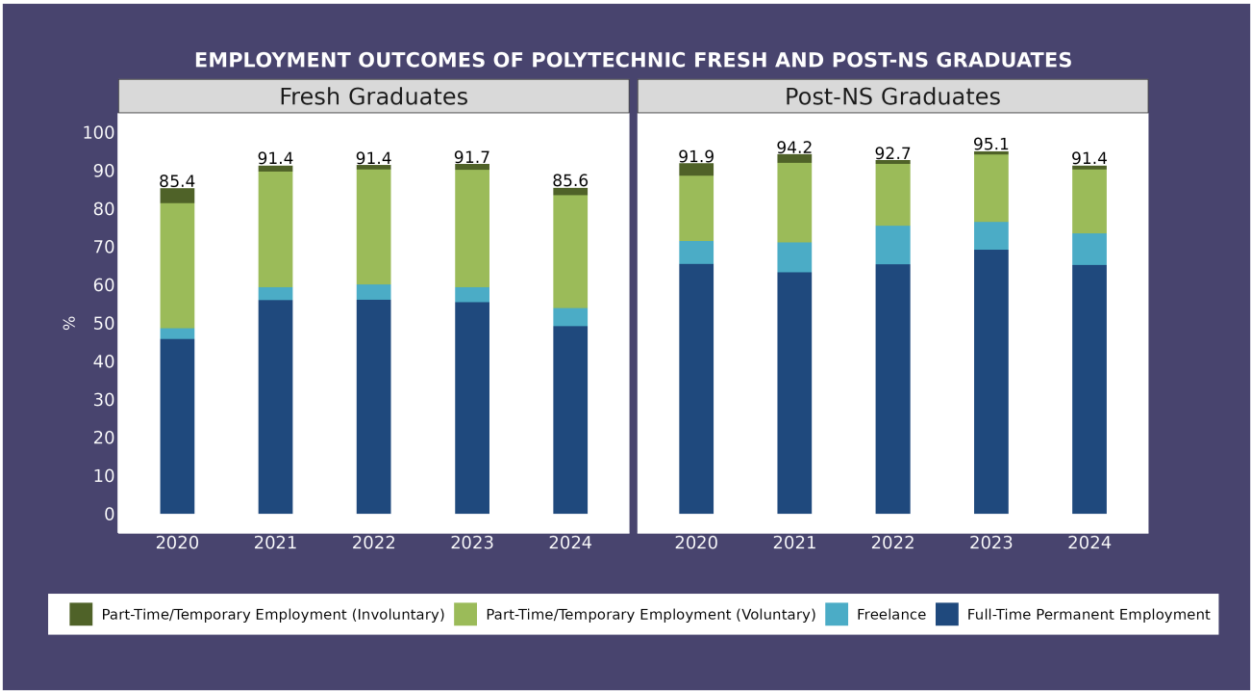


17 EMPLOYMENT OUTCOMES OF POLYTECHNIC FRESH AND POST-NS GRADUATES

		2020	2021	2022	2023	2024
Fresh Graduates	**Proportion of Polytechnic Graduates In The Labour Force Who Are Employed**	**85.4%**	**91.4%**	**91.4%**	**91.7%**	**85.6%**
	Part-Time/Temporary Employment (Involuntary)	3.9%	1.6%	1.1%	1.5%	1.9%
	Part-Time/Temporary Employment (Voluntary)	32.8%	30.3%	30.2%	30.8%	29.6%
	Freelance	2.8%	3.4%	4.0%	3.9%	4.7%
	Full-Time Permanent Employment	45.8%	56.0%	56.1%	55.5%	49.2%
	Median Gross Monthly Salary of FTP Employed Polytechnic Graduates	**$2,350**	**$2,400**	**$2,550**	**$2,700**	**$2,800**
Post-NS Graduates	**Proportion of Polytechnic Graduates In The Labour Force Who Are Employed**	**91.9%**	**94.2%**	**92.7%**	**95.1%**	**91.4%**
	Part-Time/Temporary Employment (Involuntary)	3.3%	2.3%	1.0%	0.8%	1.0%
	Part-Time/Temporary Employment (Voluntary)	17.1%	20.9%	16.2%	17.7%	16.8%
	Freelance	6.0%	7.8%	10.1%	7.3%	8.3%
	Full-Time Permanent Employment	65.5%	63.3%	65.4%	69.2%	65.2%
	Median Gross Monthly Salary of FTP Employed Polytechnic Graduates	**$2,500**	**$2,614**	**$2,800**	**$2,963**	**$3,000**

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

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



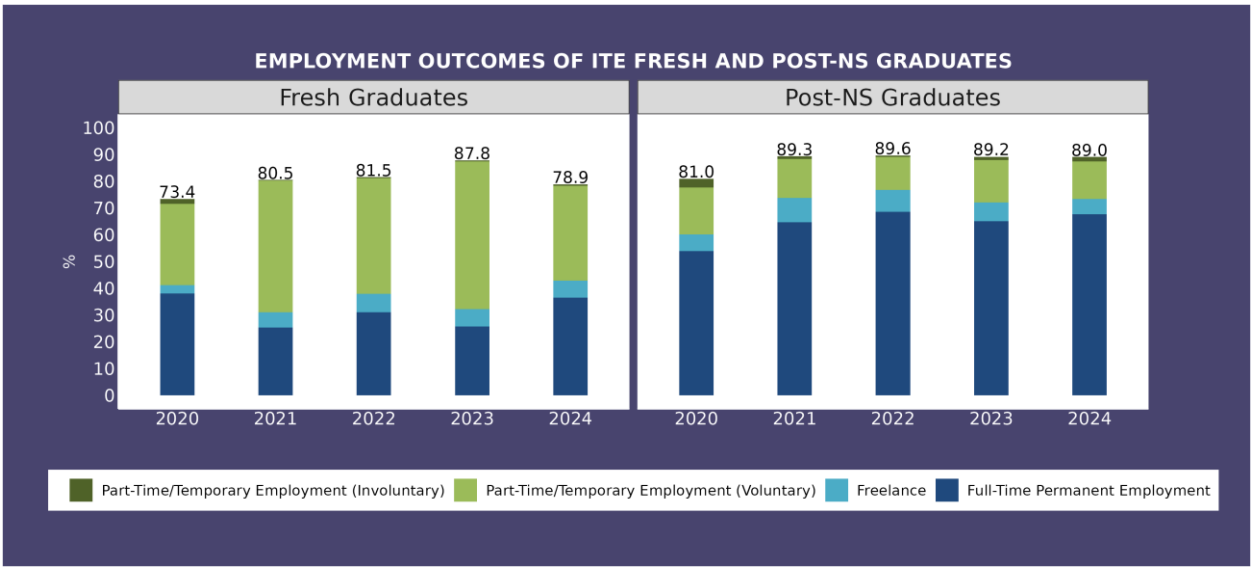
18 EMPLOYMENT OUTCOMES OF ITE FRESH AND POST-NS GRADUATES

		2020	2021	2022	2023	2024
Fresh Graduates	**Proportion of ITE Graduates In The Labour Force Who Are Employed**	**73.4%**	**80.5%**	**81.5%**	**87.8%**	**78.9%**
	Part-Time/Temporary Employment (Involuntary)	1.8%	0.3%	0.4%	0.4%	0.5%
	Part-Time/Temporary Employment (Voluntary)	30.4%	49.2%	43.2%	55.2%	35.4%
	Freelance	3.2%	5.7%	6.9%	6.4%	6.4%
	Full-Time Permanent Employment	38.0%	25.3%	31.0%	25.8%	36.5%
	Median Gross Monthly Salary of FTP Employed ITE Graduates	**$1,720**	**$1,800**	**$1,920**	**$2,000**	**$2,080**
Post-NS Graduates	**Proportion of ITE Graduates In The Labour Force Who Are Employed**	**81.0%**	**89.3%**	**89.6%**	**89.2%**	**89.0%**
	Part-Time/Temporary Employment (Involuntary)	3.3%	1.0%	0.5%	1.2%	1.6%
	Part-Time/Temporary Employment (Voluntary)	17.5%	14.6%	12.4%	15.8%	14.0%
	Freelance	6.2%	9.0%	8.1%	7.1%	5.8%
	Full-Time Permanent Employment	53.9%	64.7%	68.6%	65.0%	67.6%
	Median Gross Monthly Salary of FTP Employed ITE Graduates	**$2,200**	**$2,178**	**$2,400**	**$2,450**	**$2,400**

Source: Graduate Employment Survey conducted by ITE

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 8 and 9 on Notes for Graduate Employment Survey).

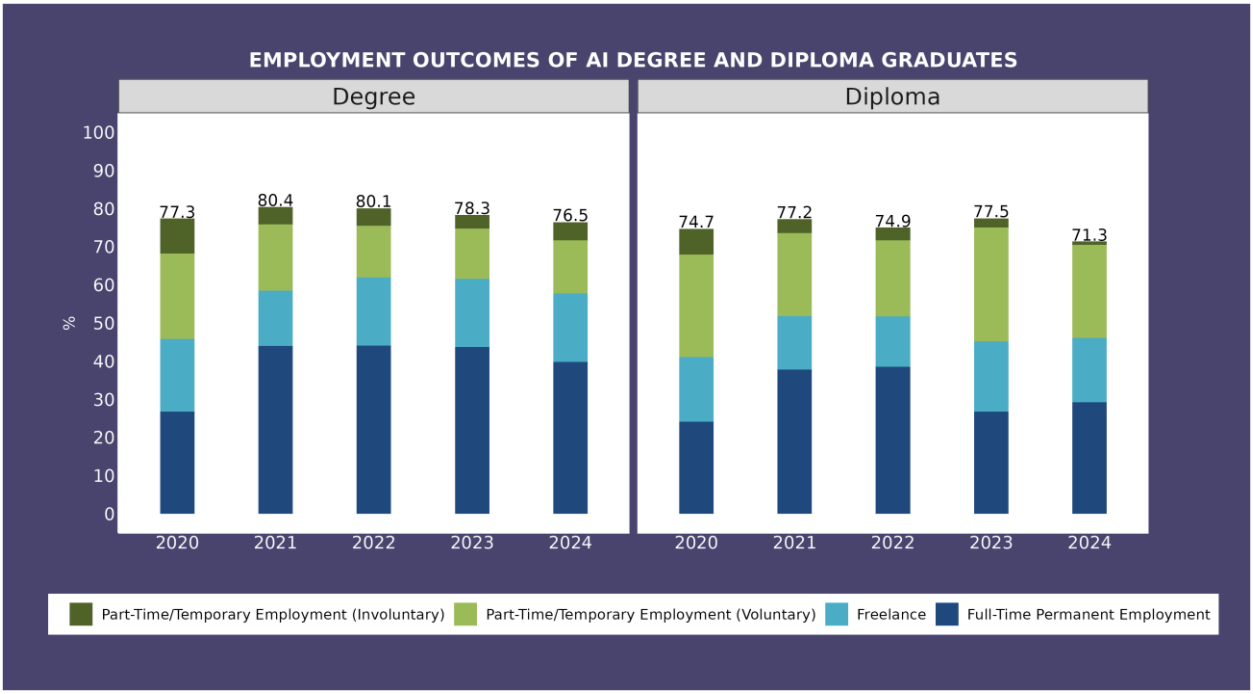
2. For ITE fresh graduates, the decrease in full-time permanent (FTP) employment rate and increase in part-time/temporary/freelance (PT/T/F) employment rate between 2020 and 2021 are mainly due to the changes in definitions. Without these changes, the FTP employment rate would be 44.9% and the PT/T/F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



19 EMPLOYMENT OUTCOMES OF AI DEGREE AND DIPLOMA GRADUATES

		2020	2021	2022	2023	2024
Degree	**Proportion of AI Graduates In The Labour Force Who Are Employed**	**77.3%**	**80.4%**	**80.1%**	**78.3%**	**76.5%**
	Part-Time/Temporary Employment (Involuntary)	9.2%	4.5%	4.6%	3.5%	4.7%
	Part-Time/Temporary Employment (Voluntary)	22.4%	17.4%	13.6%	13.2%	14.0%
	Freelance	19.0%	14.5%	17.8%	17.9%	17.9%
	Full-Time Permanent Employment	26.8%	44.0%	44.1%	43.7%	39.8%
	Median Gross Monthly Salary of FTP Employed AI Graduates	**$2,600**	**$2,600**	**$3,000**	**$3,200**	**$3,150**
Diploma	**Proportion of AI Graduates In The Labour Force Who Are Employed**	**74.7%**	**77.2%**	**74.9%**	**77.5%**	**71.3%**
	Part-Time/Temporary Employment (Involuntary)	6.8%	3.6%	3.3%	2.4%	0.9%
	Part-Time/Temporary Employment (Voluntary)	26.8%	21.8%	20.0%	29.8%	24.4%
	Freelance	17.0%	14.0%	13.2%	18.4%	16.9%
	Full-Time Permanent Employment	24.1%	37.8%	38.5%	26.8%	29.2%
	Median Gross Monthly Salary of FTP Employed AI Graduates	**$2,000**	**$2,300**	**$2,400**	**$2,600**	**$2,700**

Source: Graduate Employment Survey jointly conducted by LASALLE and NAFA



SECTION 3

STATISTICAL SERIES

20 NUMBER OF SCHOOLS BY LEVEL AND TYPE

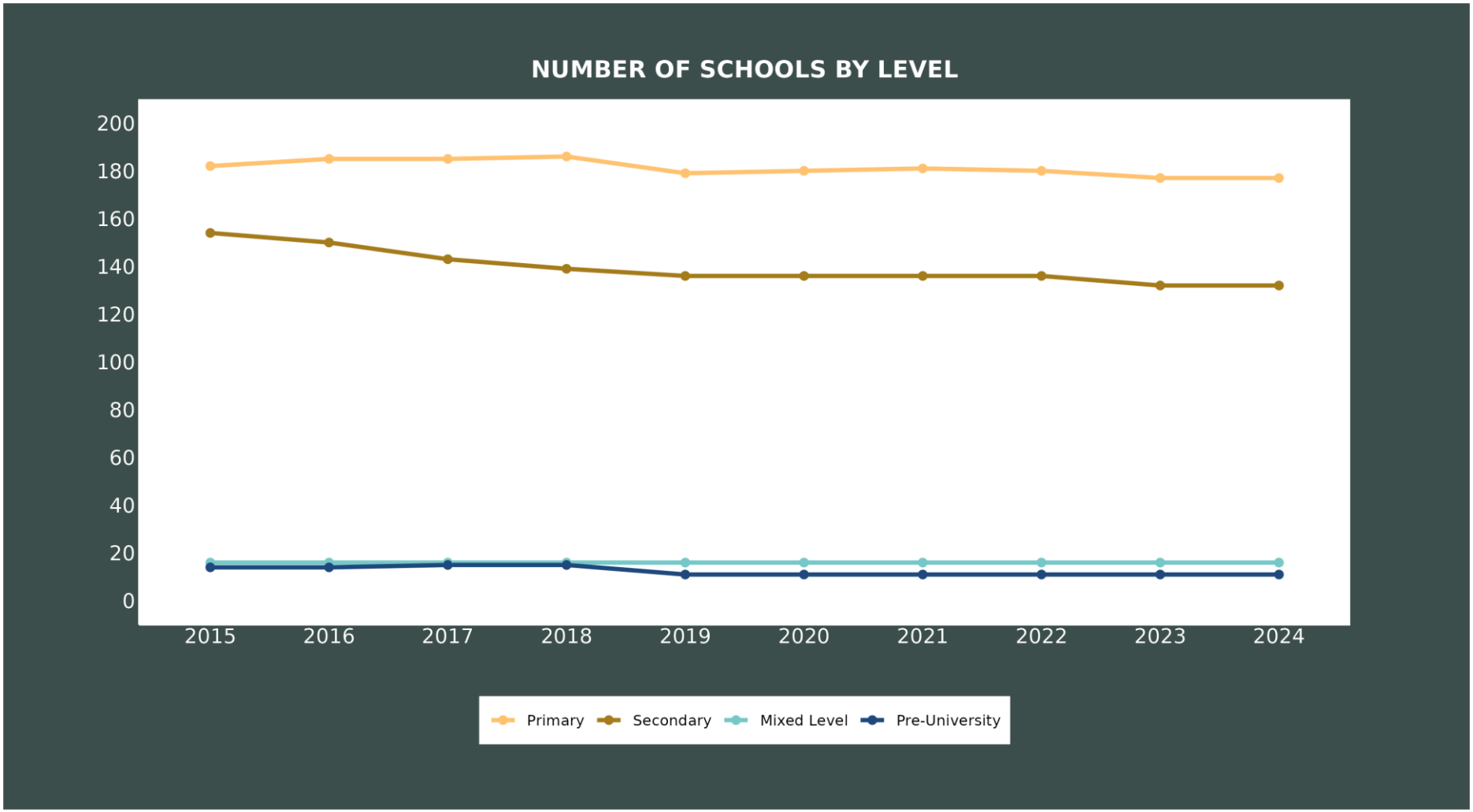
		1960	1970	1980	1990	2000	2010	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Levels	**Total**	**493**	**504**	**450**	**360**	**375**	**356**	**366**	**365**	**359**	**356**	**342**	**343**	**344**	**343**	**336**	**336**
Primary	**Total**	**413**	**388**	**313**	**200**	**195**	**173**	**182**	**185**	**185**	**186**	**179**	**180**	**181**	**180**	**177**	**177**
	Government	165	198	199	157	155	132	141	144	144	145	138	139	140	139	136	136
	Government-Aided	248	190	114	43	40	41	41	41	41	41	41	41	41	41	41	41
Secondary	**Total**	**48**	**85**	**107**	**133**	**157**	**155**	**154**	**150**	**143**	**139**	**136**	**136**	**136**	**136**	**132**	**132**
	Government	27	68	84	102	123	120	119	115	108	104	101	101	101	101	97	97
	Government-Aided	21	17	23	27	28	28	28	28	28	28	28	28	28	28	28	28
	Independent	-	-	-	4	6	3	2	2	2	2	2	2	2	2	2	2
	Specialised Independent	-	-	-	-	-	2	1	1	1	1	1	1	1	1	1	1
	Specialised	-	-	-	-	-	2	4	4	4	4	4	4	4	4	4	4
Mixed Level	**Total**	**32**	**30**	**23**	**9**	**6**	**15**	**16**	**16**	**16**	**16**	**16**	**16**	**16**	**16**	**16**	**16**
	Government	1	-	-	-	-	5	4	4	4	4	4	4	4	4	4	4
	Government-Aided	31	30	23	7	4	3	3	3	3	3	3	3	3	3	3	3
	Independent	-	-	-	2	2	5	6	6	6	6	6	6	6	6	6	6
	Specialised Independent	-	-	-	-	-	2	3	3	3	3	3	3	3	3	3	3
Pre-University	**Total**	**-**	**1**	**7**	**18**	**17**	**13**	**14**	**14**	**15**	**15**	**11**	**11**	**11**	**11**	**11**	**11**
	Government (JC)	-	1	2	9	10	8	9	9	10	10	6	6	6	6	6	6
	Government-Aided (JC)	-	-	5	5	5	4	4	4	4	4	4	4	4	4	4	4
	Government (CI)	-	-	-	4	2	1	1	1	1	1	1	1	1	1	1	1

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

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

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

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


NUMBER OF SCHOOLS BY LEVEL
200
180
160
140
120
100
80
60
40
20
0
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
Primary
Secondary
Mixed Level
Pre-University

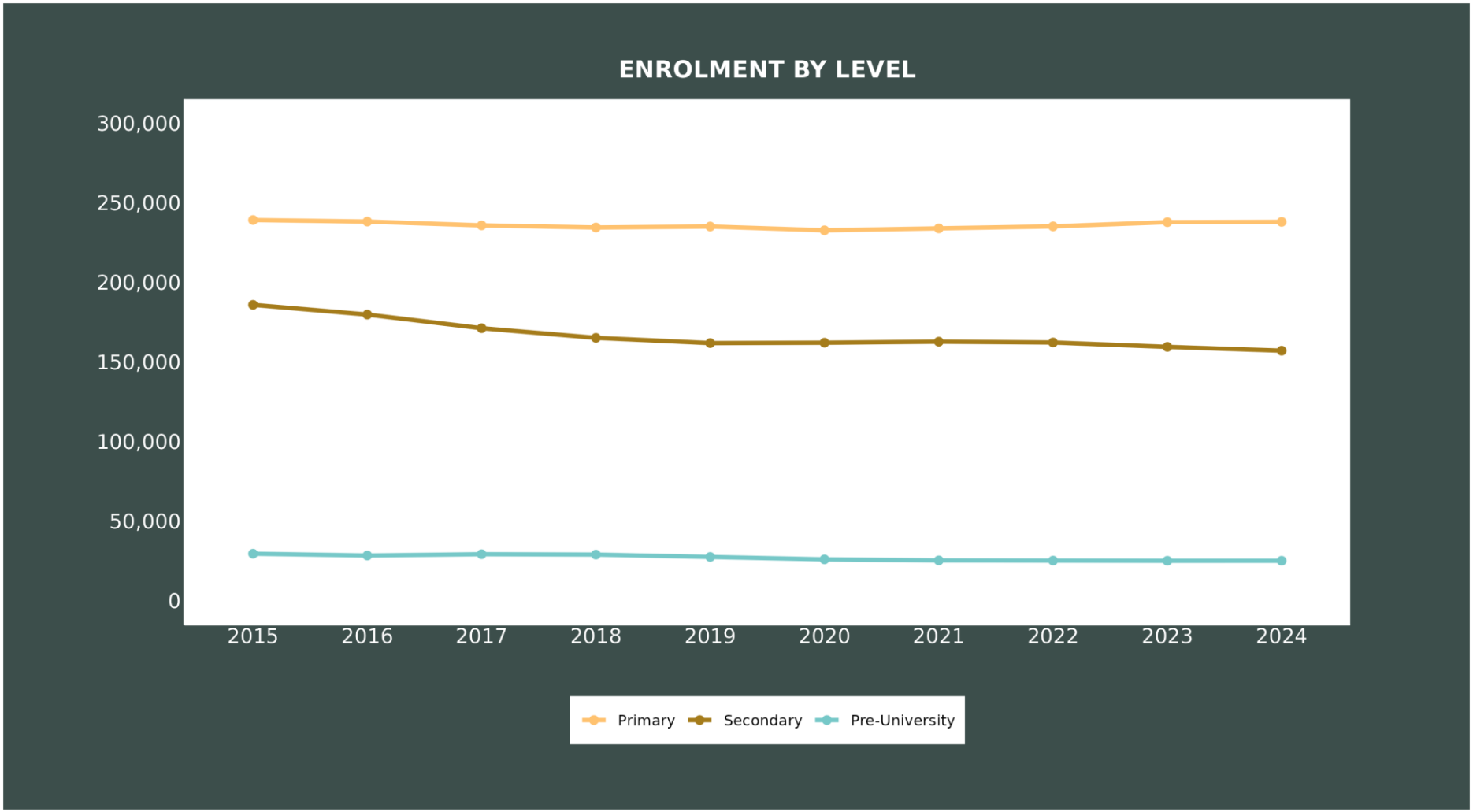
21 ENROLMENT BY LEVEL AND SCHOOL TYPE

		1960	1970	1980	1990	2000	2010	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Levels	**Total**	**339,087**	**506,115**	**463,315**	**447,513**	**505,914**	**510,714**	**454,516**	**446,335**	**436,186**	**428,550**	**424,402**	**420,726**	**421,962**	**422,555**	**422,342**	**420,178**
Primary	**Total**	**283,036**	**362,842**	**291,510**	**257,757**	**305,705**	**263,906**	**239,102**	**238,140**	**235,754**	**234,414**	**235,039**	**232,650**	**233,882**	**235,116**	**237,762**	**237,966**
	Government	139,932	233,692	214,187	195,994	223,272	189,999	169,972	169,389	167,732	166,848	167,672	165,547	166,856	167,907	170,303	170,528
	Government-Aided	143,104	129,150	77,323	61,763	82,433	73,907	69,130	68,751	68,022	67,566	67,367	67,103	67,026	67,209	67,459	67,438
Secondary	**Total**	**50,923**	**133,405**	**155,533**	**160,542**	**175,405**	**214,388**	**185,855**	**179,753**	**171,180**	**165,124**	**161,831**	**162,071**	**162,731**	**162,208**	**159,457**	**157,082**
	Government	26,300	97,997	115,185	116,693	110,154	155,033	129,667	124,645	117,148	111,951	108,825	108,803	109,172	108,974	106,296	104,124
	Government-Aided	24,623	35,408	40,348	35,589	27,902	42,934	38,557	37,482	36,607	35,912	35,728	35,836	36,037	35,774	35,565	35,252
	Independent	-	-	-	8,260	12,087	13,260	12,399	12,067	11,856	11,862	11,819	11,924	11,961	11,950	12,038	12,070
	Autonomous	-	-	-	-	25,262	-	-	-	-	-	-	-	-	-	-	-
	Specialised Independent	-	-	-	-	-	1,953	2,670	2,665	2,651	2,664	2,688	2,738	2,758	2,738	2,802	2,798
	Specialised	-	-	-	-	-	1,208	2,562	2,894	2,918	2,735	2,771	2,770	2,803	2,772	2,756	2,838
Pre-University	**Total**	**5,128**	**9,868**	**16,272**	**29,214**	**24,804**	**32,420**	**29,559**	**28,442**	**29,252**	**29,012**	**27,532**	**26,005**	**25,349**	**25,231**	**25,123**	**25,130**
	Government	1,298	5,877	9,826	21,107	16,452	19,440	17,476	16,763	17,269	15,908	14,122	13,295	12,960	12,965	12,844	12,809
	Government-Aided	3,830	3,991	6,446	8,107	8,352	6,877	5,659	5,308	5,410	6,203	6,443	5,942	5,757	5,667	5,642	5,653
	Independent	-	-	-	-	-	5,717	5,717	5,669	5,862	6,197	6,272	6,036	5,883	5,826	5,884	5,920
	Specialised Independent	-	-	-	-	-	386	707	702	711	704	695	732	749	773	753	748

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

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

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


ENROLMENT BY LEVEL
300,000
250,000
200,000
150,000
100,000
50,000
0
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
Primary
Secondary
Pre-University

22 PRIMARY ENROLMENT BY LEVEL AND STREAM

		1960	1970	1980	1990	2000	2010	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Levels	**Total**	**283,036**	**362,842**	**291,510**	**257,757**	**305,705**	**263,906**	**239,102**	**238,140**	**235,754**	**234,414**	**235,039**	**232,650**	**233,882**	**235,116**	**237,762**	**237,966**
Primary 1	**Total**	**60,049**	**55,557**	**46,377**	**39,317**	**50,204**	**39,595**	**40,063**	**38,904**	**36,885**	**37,671**	**40,324**	**37,363**	**40,218**	**39,844**	**39,372**	**37,785**
Primary 2	**Total**	**59,052**	**55,070**	**49,655**	**41,582**	**49,844**	**42,405**	**40,774**	**40,077**	**38,997**	**37,092**	**37,888**	**40,755**	**37,779**	**40,592**	**40,096**	**39,621**
Primary 3	**Total**	**51,087**	**57,585**	**47,495**	**41,254**	**50,019**	**43,022**	**40,199**	**40,733**	**40,135**	**39,173**	**37,128**	**38,019**	**41,037**	**37,957**	**40,743**	**40,360**
Primary 4	**Total**	**43,395**	**59,440**	**52,853**	**40,401**	**52,116**	**48,418**	**39,461**	**40,136**	**40,618**	**40,180**	**39,180**	**37,236**	**38,293**	**41,129**	**38,197**	**41,040**
	Normal	-	-	45,994	36,086	-	-	-	-	-	-	-	-	-	-	-	-
	Extended	-	-	4,670	2,620	-	-	-	-	-	-	-	-	-	-	-	-
	Monolingual	-	-	2,189	1,695	-	-	-	-	-	-	-	-	-	-	-	-
Primary 5	**Total**	**38,241**	**60,272**	**45,374**	**40,242**	**48,749**	**45,141**	**39,094**	**39,252**	**39,949**	**40,427**	**40,074**	**39,133**	**37,275**	**38,268**	**41,071**	**38,089**
	Normal	-	-	-	33,444	-	-	-	-	-	-	-	-	-	-	-	-
	Extended	-	-	-	5,155	-	-	-	-	-	-	-	-	-	-	-	-
	Monolingual	-	-	-	1,643	-	-	-	-	-	-	-	-	-	-	-	-
	EM1	-	-	-	-	10,238	-	-	-	-	-	-	-	-	-	-	-
	EM2	-	-	-	-	34,369	-	-	-	-	-	-	-	-	-	-	-
	EM3	-	-	-	-	4,142	-	-	-	-	-	-	-	-	-	-	-
Primary 6	**Total**	**31,212**	**74,918**	**49,756**	**38,555**	**54,773**	**45,325**	**39,511**	**39,038**	**39,170**	**39,871**	**40,445**	**40,144**	**39,280**	**37,326**	**38,283**	**41,071**
	Normal	-	-	-	32,508	-	-	-	-	-	-	-	-	-	-	-	-
	Extended	-	-	-	3,981	-	-	-	-	-	-	-	-	-	-	-	-
	Monolingual	-	-	-	2,066	-	-	-	-	-	-	-	-	-	-	-	-
	EM1	-	-	-	-	9,239	-	-	-	-	-	-	-	-	-	-	-
	EM2	-	-	-	-	36,959	-	-	-	-	-	-	-	-	-	-	-
	EM3	-	-	-	-	8,575	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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

23 SECONDARY ENROLMENT BY LEVEL AND COURSE

		1960	1970	1980	1990	2000	2010	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Levels	**Total**	**50,923**	**133,405**	**155,533**	**160,542**	**175,405**	**214,388**	**185,855**	**179,753**	**171,180**	**165,124**	**161,831**	**162,071**	**162,731**	**162,208**	**159,457**	**157,082**
Secondary 1	**Total**	**20,842**	**38,200**	**47,000**	**35,759**	**44,417**	**48,670**	**42,217**	**39,550**	**38,982**	**39,086**	**39,571**	**40,154**	**40,081**	**39,220**	**37,208**	**38,214**
	Special	-	-	1,511	2,354	4,182	-	-	-	-	-	-	-	-	-	-	-
	Express	-	-	45,489	20,113	22,585	29,785	26,736	24,613	24,475	24,432	24,879	25,085	24,883	24,529	23,103	-
	N(A)	-	-	-	13,292	9,855	12,394	9,972	10,033	9,559	9,663	9,466	9,795	9,916	9,460	9,001	-
	N(T)	-	-	-	-	7,795	6,491	5,509	4,904	4,948	4,991	5,226	5,274	5,282	5,231	5,104	-
Secondary 2	**Total**	**13,048**	**36,970**	**40,805**	**37,781**	**38,985**	**50,935**	**43,256**	**42,477**	**39,734**	**39,030**	**39,187**	**39,719**	**40,231**	**40,189**	**39,375**	**37,299**
	Special	-	-	1,737	2,278	3,766	-	-	-	-	-	-	-	-	-	-	-
	Express	-	-	39,068	22,336	19,939	31,296	27,719	26,976	24,915	24,645	24,704	25,310	25,560	25,308	25,045	23,444
	N(A)	-	-	-	13,167	9,472	12,978	10,141	10,248	10,170	9,710	9,760	9,474	9,767	9,934	9,396	8,975
	N(T)	-	-	-	-	5,808	6,661	5,396	5,253	4,649	4,675	4,723	4,935	4,904	4,947	4,934	4,880
Secondary 3	**Total**	**9,333**	**30,485**	**34,803**	**36,354**	**43,486**	**53,178**	**49,202**	**44,250**	**43,409**	**40,532**	**39,733**	**39,909**	**40,023**	**40,533**	**40,508**	**39,977**
	Special	-	-	-	2,228	4,329	-	-	-	-	-	-	-	-	-	-	-
	Express	-	-	-	21,503	22,573	32,933	30,007	28,387	27,750	25,619	25,215	25,353	25,766	26,061	25,707	25,604
	N(A)	-	-	-	12,623	10,609	14,048	13,222	10,614	10,504	10,378	9,899	9,874	9,377	9,613	9,923	9,453
	N(T)	-	-	-	-	5,975	6,197	5,973	5,249	5,155	4,535	4,619	4,682	4,880	4,859	4,878	4,920
Secondary 4	**Total**	**7,700**	**27,750**	**32,925**	**39,097**	**41,111**	**52,073**	**45,413**	**47,869**	**43,031**	**42,238**	**39,522**	**38,809**	**39,221**	**39,379**	**39,686**	**39,611**
	Special	-	-	-	2,167	4,100	-	-	-	-	-	-	-	-	-	-	-
	Express	-	-	-	23,733	21,299	28,356	28,115	29,444	27,780	27,173	25,217	24,847	25,097	25,517	25,692	25,383
	N(A)	-	-	-	13,197	10,058	13,003	11,784	12,533	10,093	9,979	9,829	9,402	9,475	9,079	9,231	9,427
	N(T)	-	-	-	-	5,654	6,661	5,514	5,892	5,158	5,086	4,476	4,560	4,649	4,783	4,763	4,801
Secondary 5	**N(A)**	**-**	**-**	**-**	**11,551**	**7,406**	**9,532**	**5,767**	**5,607**	**6,024**	**4,238**	**3,818**	**3,480**	**3,175**	**2,887**	**2,680**	**1,981**

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

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

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

4. Starting from the 2024 Secondary 1 cohort, the N(T), N(A) and Express courses were removed with the introduction of Full Subject-Based Banding.

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

24 PRE-UNIVERSITY ENROLMENT BY COURSE AND LEVEL

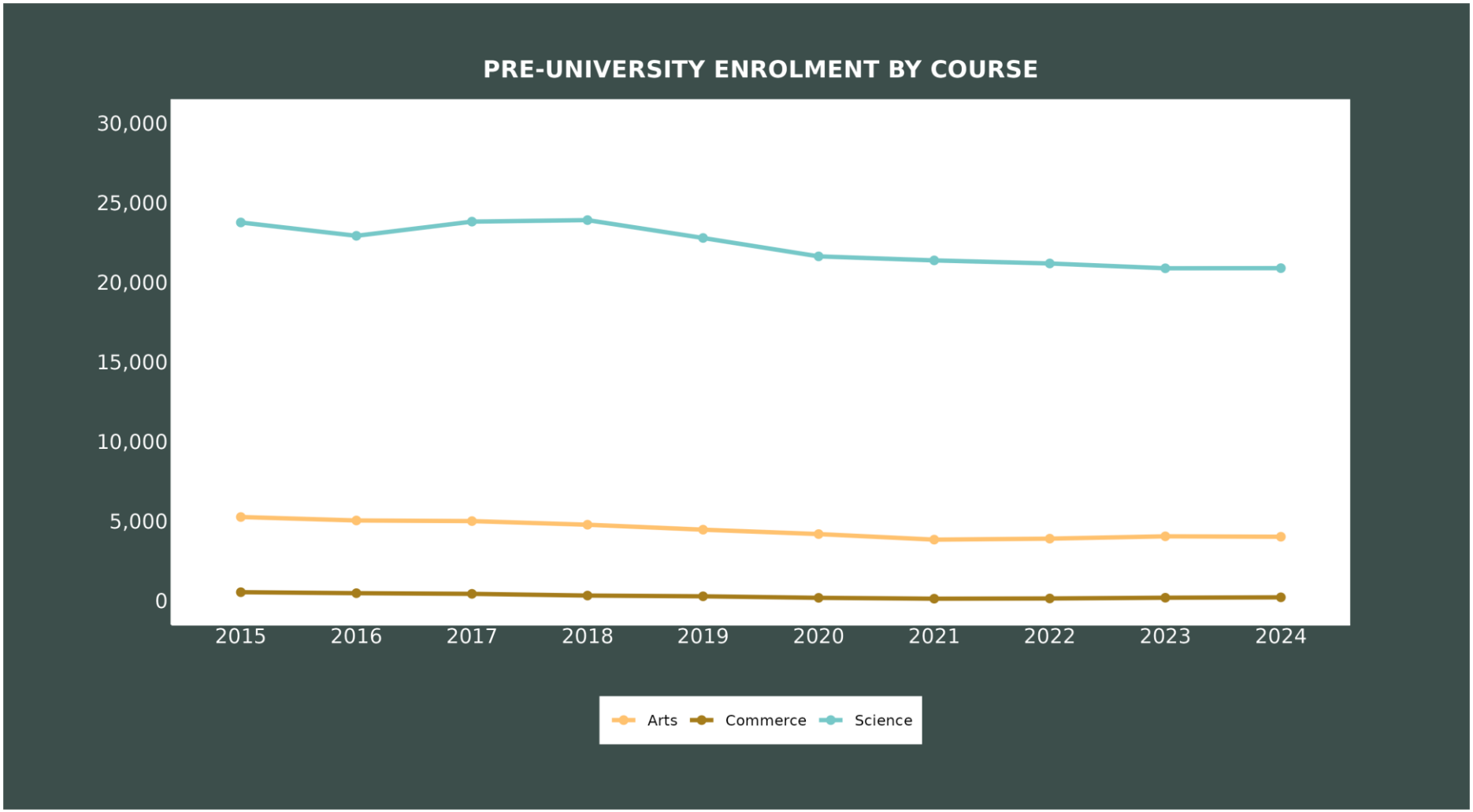
		1960	1970	1980	1990	2000	2010	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
All	**Total**	**5,128**	**9,868**	**16,272**	**29,214**	**24,804**	**32,420**	**29,559**	**28,442**	**29,252**	**29,012**	**27,532**	**26,005**	**25,349**	**25,231**	**25,123**	**25,130**
	Junior College 1	-	454	5,669	11,047	11,797	16,327	14,043	14,122	14,838	14,022	13,296	12,602	12,510	12,525	12,396	12,451
	Junior College 2	-	564	5,239	11,048	11,903	14,724	14,234	13,119	13,281	14,078	13,356	12,623	12,061	11,938	11,957	11,878
	Pre-University 1	2,809	4,735	2,911	2,532	394	571	469	480	535	376	350	346	340	359	369	361
	Pre-University 2	2,319	4,115	2,453	2,327	421	441	441	336	327	358	264	220	247	200	245	230
	Pre-University 3	-	-	-	2,260	289	357	372	385	271	178	266	214	191	209	156	210
Arts	**Total**	**NA**	**5,013**	**4,117**	**5,390**	**4,668**	**5,487**	**5,261**	**5,044**	**5,005**	**4,777**	**4,466**	**4,190**	**3,841**	**3,902**	**4,049**	**4,022**
	Junior College 1	-	x	1,158	1,992	2,442	2,733	2,508	2,443	2,427	2,302	2,167	1,998	1,786	2,039	2,004	1,983
	Junior College 2	-	x	1,167	2,056	1,904	2,400	2,455	2,314	2,278	2,267	2,122	2,037	1,884	1,697	1,885	1,888
	Pre-University 1	NA	2,596	754	351	138	164	113	131	147	80	68	66	73	75	75	65
	Pre-University 2	NA	2,417	1,038	416	103	127	99	75	88	78	48	49	52	44	46	42
	Pre-University 3	-	-	-	575	81	63	86	81	65	50	61	40	46	47	39	44
Science	**Total**	**NA**	**4,588**	**8,026**	**13,565**	**17,852**	**26,406**	**23,758**	**22,920**	**23,811**	**23,906**	**22,784**	**21,629**	**21,376**	**21,183**	**20,881**	**20,890**
	Junior College 1	-	x	3,301	6,370	9,355	13,594	11,535	11,679	12,411	11,720	11,129	10,604	10,724	10,486	10,392	10,468
	Junior College 2	-	x	3,220	6,593	8,262	12,324	11,779	10,805	11,003	11,811	11,234	10,586	10,177	10,241	10,072	9,990
	Pre-University 1	NA	2,433	773	280	91	223	164	167	182	175	212	234	213	200	191	194
	Pre-University 2	NA	2,155	732	204	97	168	161	129	123	135	121	114	163	123	140	126
	Pre-University 3	-	-	-	118	47	97	119	140	92	65	88	91	99	133	86	112
Commerce	**Total**	**-**	**267**	**4,129**	**10,259**	**2,284**	**527**	**540**	**478**	**436**	**329**	**282**	**186**	**132**	**146**	**193**	**218**
	Junior College 1	-	x	1,210	2,685	-	-	-	-	-	-	-	-	-	-	-	-
	Junior College 2	-	x	852	2,399	1,737	-	-	-	-	-	-	-	-	-	-	-
	Pre-University 1	-	160	1,384	1,901	165	184	192	182	206	121	70	46	54	84	103	102
	Pre-University 2	-	107	683	1,707	221	146	181	132	116	145	95	57	32	33	59	62
	Pre-University 3	-	-	-	1,567	161	197	167	164	114	63	117	83	46	29	31	54

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

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

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

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


PRE-UNIVERSITY ENROLMENT BY COURSE
30,000
25,000
20,000
15,000
10,000
5,000
0
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
Arts
Commerce
Science

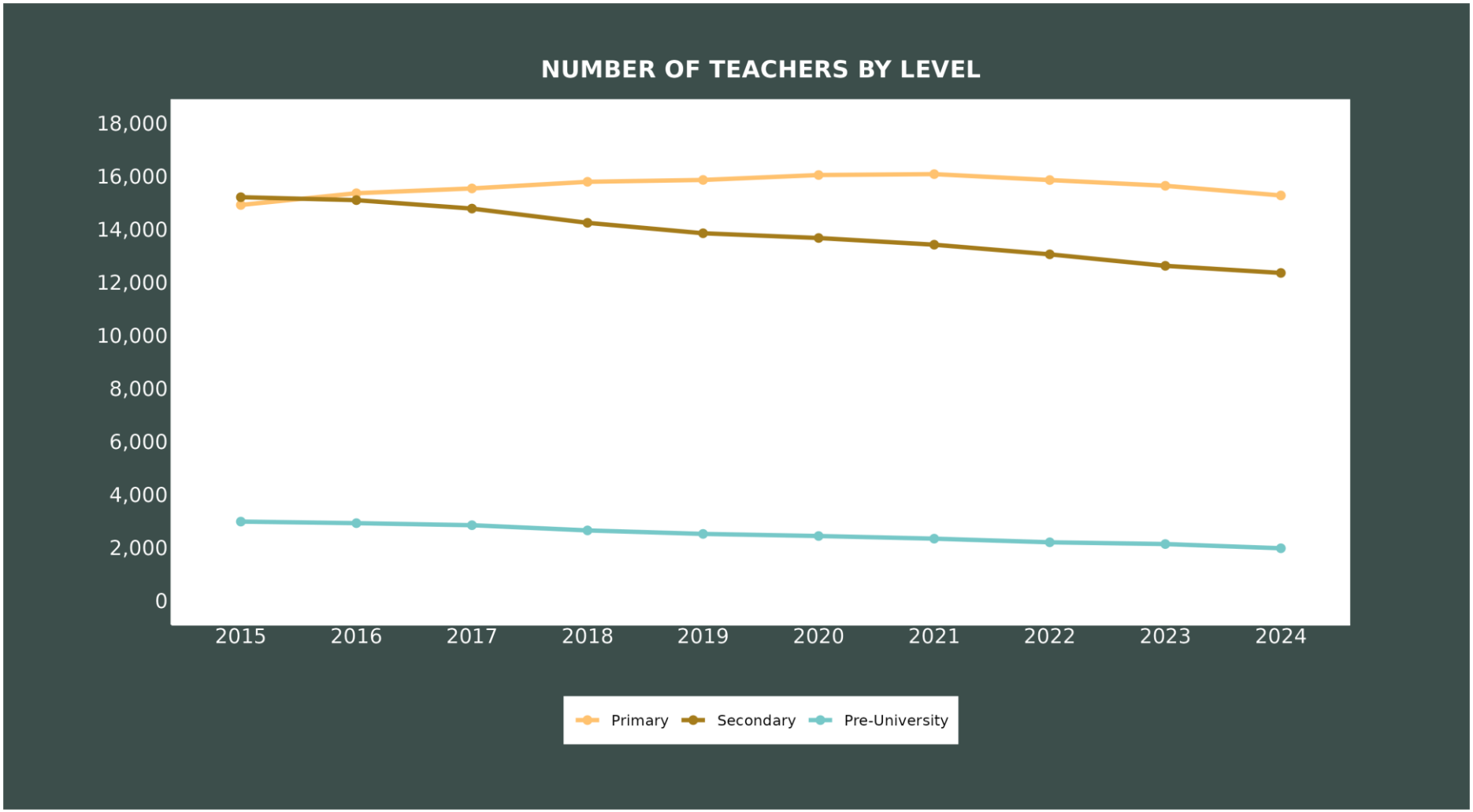
25 NUMBER OF TEACHERS BY LEVEL AND SCHOOL TYPE

		Sex	1960	1970	1980	1990	2000	2010	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Levels	**Total**	**MF**	**10,603**	**18,661**	**17,920**	**19,132**	**22,940**	**29,862**	**33,105**	**33,378**	**33,163**	**32,680**	**32,225**	**32,152**	**31,834**	**31,111**	**30,396**	**29,605**
		F	4,995	10,985	11,059	12,928	16,680	21,630	23,587	23,774	23,615	23,353	23,052	23,004	22,822	22,305	21,752	21,135
Primary	**Total**	**MF**	**8,599**	**12,216**	**10,081**	**10,006**	**11,923**	**13,693**	**14,914**	**15,357**	**15,537**	**15,787**	**15,857**	**16,042**	**16,076**	**15,853**	**15,637**	**15,273**
		F	4,321	8,054	6,742	7,233	9,589	11,231	12,114	12,417	12,551	12,747	12,799	12,955	13,003	12,801	12,605	12,285
	Government	**MF**	**4,283**	**8,044**	**7,244**	**7,848**	**8,659**	**9,892**	**10,740**	**11,161**	**11,339**	**11,559**	**11,629**	**11,799**	**11,790**	**11,631**	**11,478**	**11,245**
		F	1,944	5,485	4,834	5,560	6,822	8,012	8,617	8,911	9,058	9,243	9,290	9,435	9,431	9,289	9,151	8,955
	Government-Aided	**MF**	**4,316**	**4,172**	**2,837**	**2,158**	**3,264**	**3,801**	**4,174**	**4,196**	**4,198**	**4,228**	**4,228**	**4,243**	**4,286**	**4,222**	**4,159**	**4,028**
		F	2,377	2,569	1,908	1,673	2,767	3,219	3,497	3,506	3,493	3,504	3,509	3,520	3,572	3,512	3,454	3,330
Secondary	**Total**	**MF**	**2,004**	**6,445**	**7,839**	**7,586**	**9,132**	**13,332**	**15,207**	**15,096**	**14,778**	**14,241**	**13,848**	**13,669**	**13,417**	**13,054**	**12,621**	**12,353**
		F	674	2,931	4,317	4,711	5,985	8,772	9,773	9,685	9,429	9,101	8,818	8,672	8,496	8,266	7,971	7,768
	Government	**MF**	**979**	**4,847**	**5,605**	**5,660**	**5,791**	**9,496**	**10,541**	**10,356**	**10,041**	**9,571**	**9,226**	**9,068**	**8,922**	**8,636**	**8,304**	**8,137**
		F	248	2,155	3,013	3,395	3,650	6,219	6,775	6,640	6,390	6,094	5,869	5,751	5,655	5,475	5,247	5,121
	Government-Aided	**MF**	**1,025**	**1,598**	**2,234**	**1,533**	**1,559**	**2,515**	**2,967**	**2,972**	**2,985**	**2,926**	**2,890**	**2,844**	**2,783**	**2,716**	**2,630**	**2,536**
		F	426	776	1,304	1,047	1,068	1,722	1,989	1,990	1,991	1,960	1,925	1,888	1,826	1,787	1,714	1,634
	Independent	**MF**	**-**	**-**	**-**	**393**	**756**	**1,078**	**1,064**	**1,064**	**1,063**	**1,048**	**1,047**	**1,061**	**1,031**	**1,005**	**977**	**969**
		F	-	-	-	269	545	699	685	685	685	680	670	677	663	644	640	632
	Autonomous	**MF**	**-**	**-**	**-**	**-**	**1,026**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
		F	-	-	-	-	722	-	-	-	-	-	-	-	-	-	-	-
	Specialised Independent	**MF**	**-**	**-**	**-**	**-**	**-**	**185**	**353**	**386**	**366**	**360**	**356**	**416**	**367**	**387**	**401**	**404**
		F	-	-	-	-	-	109	203	228	223	218	216	235	219	233	236	239
	Specialised	**MF**	**-**	**-**	**-**	**-**	**-**	**58**	**282**	**318**	**323**	**336**	**329**	**280**	**314**	**310**	**309**	**307**
		F	-	-	-	-	-	23	121	142	140	149	138	121	133	127	134	142
Pre-University	**Total**	**MF**	**-**	**x**	**x**	**1,540**	**1,885**	**2,837**	**2,984**	**2,925**	**2,848**	**2,652**	**2,520**	**2,441**	**2,341**	**2,204**	**2,138**	**1,979**
		F	-	x	x	984	1,106	1,627	1,700	1,672	1,635	1,505	1,435	1,377	1,323	1,238	1,176	1,082
	Government	**MF**	**-**	**x**	**x**	**1,038**	**1,245**	**1,714**	**1,814**	**1,820**	**1,763**	**1,571**	**1,425**	**1,364**	**1,269**	**1,188**	**1,104**	**969**
		F	-	x	x	661	730	995	1,053	1,052	1,027	899	813	772	721	675	617	537
	Government-Aided	**MF**	**-**	**x**	**x**	**502**	**640**	**600**	**613**	**574**	**558**	**555**	**564**	**559**	**536**	**495**	**474**	**461**
		F	-	x	x	323	376	348	353	338	327	324	329	322	310	278	261	254
	Independent	**MF**	**-**	**-**	**-**	**-**	**-**	**523**	**557**	**531**	**527**	**526**	**531**	**518**	**536**	**521**	**560**	**549**
		F	-	-	-	-	-	284	294	282	281	282	293	283	292	285	298	291

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

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

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


NUMBER OF TEACHERS BY LEVEL
18,000
16,000
14,000
12,000
10,000
8,000
6,000
4,000
2,000
0
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
Primary
Secondary
Pre-University

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

		Sex	1960	1970	1980	1990	2000	2010	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Universities	**Total**	**MF**	**1,183**	**2,075**	**3,002**	**6,928**	**11,232**	**14,909**	**18,126**	**18,552**	**18,668**	**20,041**	**20,713**	**20,976**	**21,307**	**20,349**	**21,370**	**21,181**
		F	326	896	1,524	3,476	5,762	7,454	9,192	9,350	9,073	10,001	10,479	10,384	10,187	9,554	10,302	10,140
	Nanyang University	**MF**	**651**	**685**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
		F	137	366	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	NUS	**MF**	**532**	**1,390**	**3,002**	**5,053**	**6,421**	**6,568**	**6,935**	**7,011**	**7,121**	**7,856**	**7,847**	**7,486**	**7,881**	**7,273**	**7,470**	**7,308**
		F	189	530	1,524	2,430	3,437	3,405	3,720	3,680	3,468	4,139	4,140	3,513	3,922	3,666	3,555	3,430
	NTU	**MF**	**-**	**-**	**-**	**1,875**	**4,506**	**6,132**	**6,525**	**6,138**	**5,955**	**6,160**	**6,482**	**6,693**	**6,483**	**6,184**	**6,448**	**6,501**
		F	-	-	-	1,046	2,113	2,951	3,140	2,964	2,867	2,889	3,155	3,284	2,822	2,727	3,062	3,181
	SMU	**MF**	**-**	**-**	**-**	**-**	**305**	**1,686**	**1,944**	**1,961**	**2,004**	**2,161**	**2,365**	**2,429**	**2,436**	**2,380**	**2,572**	**2,380**
		F	-	-	-	-	212	823	1,062	1,052	1,103	1,230	1,387	1,484	1,333	1,170	1,511	1,273
	SIT	**MF**	**-**	**-**	**-**	**-**	**-**	**523**	**2,076**	**2,559**	**2,589**	**2,660**	**2,718**	**2,894**	**2,952**	**3,121**	**3,328**	**3,381**
		F	-	-	-	-	-	275	907	1,196	1,066	1,072	1,127	1,292	1,231	1,272	1,367	1,380
	SUTD	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**362**	**460**	**424**	**437**	**415**	**475**	**468**	**405**	**541**	**494**
		F	-	-	-	-	-	-	167	172	151	155	158	186	165	133	218	170
	SUSS	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**284**	**423**	**575**	**767**	**886**	**999**	**1,087**	**986**	**1,011**	**1,117**
		F	-	-	-	-	-	-	196	286	418	516	512	625	714	586	589	706
NIE		**MF**	**890**	**1,293**	**875**	**1,185**	**2,186**	**1,939**	**1,231**	**1,256**	**569**	**556**	**515**	**530**	**467**	**527**	**1,204**	**1,467**
		F	433	986	748	895	1,564	1,327	831	884	404	379	367	377	292	361	866	1,033
Polytechnics	**Total**	**MF**	**874**	**1,919**	**4,591**	**9,524**	**17,519**	**25,707**	**24,251**	**23,121**	**24,064**	**23,869**	**22,071**	**21,014**	**20,486**	**20,461**	**21,029**	**20,665**
		F	51	183	1,115	4,007	8,308	12,662	11,775	11,018	11,536	11,394	10,599	10,012	9,730	9,726	10,138	10,084
	Singapore	**MF**	**874**	**1,617**	**3,479**	**4,336**	**4,446**	**5,429**	**4,814**	**4,737**	**4,958**	**4,821**	**4,616**	**4,270**	**4,104**	**4,181**	**4,385**	**4,079**
		F	51	109	736	1,553	1,843	2,260	1,928	1,828	1,955	1,869	1,800	1,656	1,583	1,631	1,835	1,683
	Ngee Ann	**MF**	**-**	**302**	**1,112**	**4,453**	**4,673**	**5,387**	**4,872**	**4,728**	**4,886**	**4,874**	**4,492**	**4,201**	**4,088**	**4,067**	**4,229**	**4,162**
		F	-	74	379	1,902	2,236	2,573	2,383	2,374	2,578	2,576	2,376	2,293	2,215	2,174	2,253	2,279
	Temasek	**MF**	**-**	**-**	**-**	**735**	**4,519**	**5,067**	**4,800**	**4,641**	**4,900**	**4,861**	**4,536**	**4,274**	**4,210**	**4,178**	**4,272**	**4,226**
		F	-	-	-	552	2,244	2,604	2,389	2,156	2,323	2,281	2,177	1,945	1,935	2,020	2,101	2,133
	Nanyang	**MF**	**-**	**-**	**-**	**-**	**3,881**	**5,482**	**4,959**	**4,766**	**4,920**	**4,920**	**4,556**	**4,329**	**4,223**	**4,121**	**4,241**	**4,170**
		F	-	-	-	-	1,985	2,933	2,582	2,388	2,437	2,461	2,287	2,199	2,123	2,061	2,104	2,122
	Republic	**MF**	**-**	**-**	**-**	**-**	**-**	**4,342**	**4,806**	**4,249**	**4,400**	**4,393**	**3,871**	**3,940**	**3,861**	**3,914**	**3,902**	**4,028**
		F	-	-	-	-	-	2,292	2,493	2,272	2,243	2,207	1,959	1,919	1,874	1,840	1,845	1,867
AI Diploma	**NAFA**	**MF**	**-**	**-**	**-**	**-**	**-**	**835**	**819**	**942**	**921**	**865**	**815**	**789**	**686**	**711**	**800**	**811**
		F	-	-	-	-	-	559	563	699	657	608	598	562	490	537	596	590
	LASALLE	**MF**	**-**	**-**	**-**	**-**	**-**	**795**	**424**	**388**	**518**	**475**	**445**	**415**	**413**	**410**	**415**	**419**
		F	-	-	-	-	-	530	263	240	334	322	293	270	262	277	277	276
AI Degree	**NAFA**	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**33**	**16**	**23**	**23**	**28**	**17**	**218**	**223**	**237**	**271**
		F	-	-	-	-	-	-	21	10	14	14	19	10	166	175	196	203
	LASALLE	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**502**	**510**	**531**	**487**	**448**	**435**	**449**	**406**	**467**	**449**
		F	-	-	-	-	-	-	359	368	391	349	325	324	333	301	353	362
ITE		**MF**	**-**	**3,348**	**3,145**	**9,221**	**9,772**	**13,886**	**14,173**	**14,763**	**15,506**	**14,819**	**15,147**	**14,661**	**14,738**	**14,577**	**14,405**	**13,473**
		F	-	246	230	3,352	3,248	5,248	5,204	5,635	5,915	5,629	5,908	5,716	5,905	5,814	5,729	5,589

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

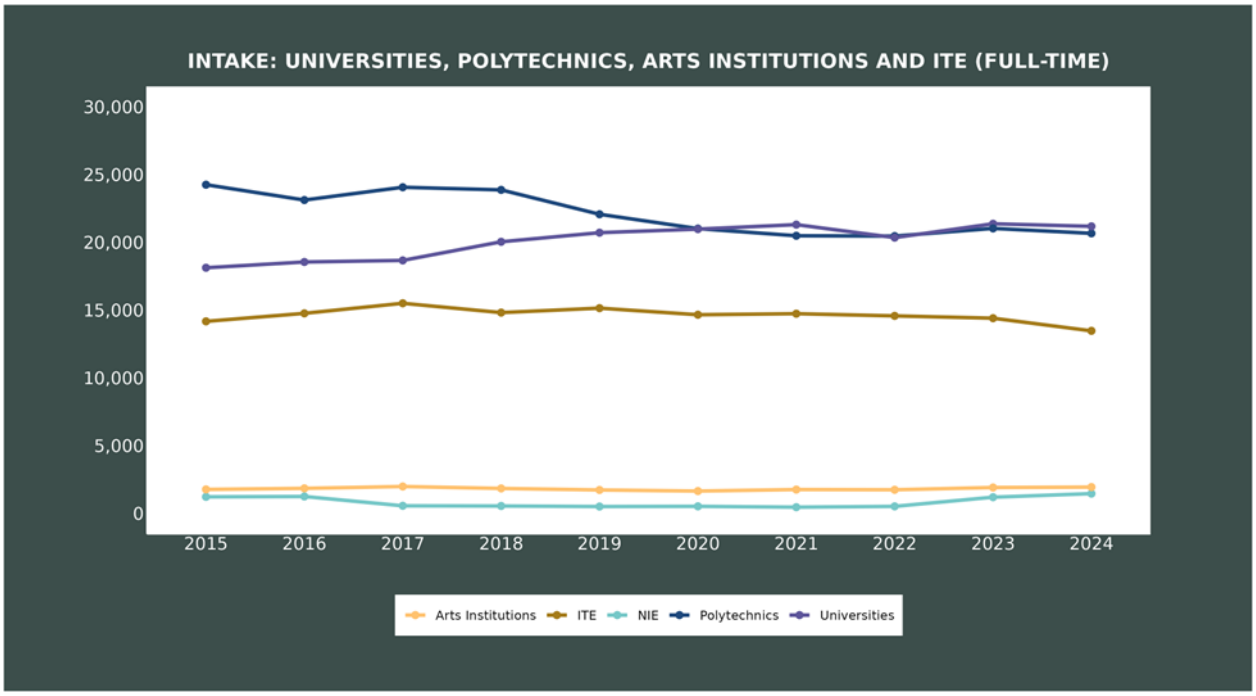
2. University figures are for full-time first degree only.

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

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

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

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


INTAKE: UNIVERSITIES, POLYTECHNICS, ARTS INSTITUTIONS AND ITE (FULL-TIME)
30,000
25,000
20,000
15,000
10,000
5,000
0
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
Arts Institutions
ITE
NIE
Polytechnics
Universities

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

		Sex	1960	1970	1980	1990	2000	2010	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Universities	**Total**	**MF**	**3,502**	**7,061**	**8,634**	**22,005**	**36,121**	**55,295**	**64,303**	**66,531**	**68,181**	**70,690**	**73,797**	**76,082**	**78,945**	**79,608**	**81,006**	**81,475**
		F	804	2,449	3,926	10,796	17,776	28,256	32,890	33,763	34,112	35,293	36,850	37,992	39,128	38,960	39,108	38,900
	Nanyang University	**MF**	**1,861**	**2,310**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
		F	378	918	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	NUS	**MF**	**1,641**	**4,751**	**8,634**	**15,193**	**21,233**	**25,189**	**27,288**	**27,702**	**28,134**	**29,037**	**30,033**	**30,420**	**31,191**	**30,842**	**30,467**	**30,176**
		F	426	1,531	3,926	8,107	11,341	13,067	14,423	14,617	14,600	14,981	15,440	15,262	15,693	15,405	14,776	14,531
	NTU	**MF**	**-**	**-**	**-**	**6,812**	**14,583**	**22,862**	**23,512**	**23,495**	**22,934**	**22,813**	**23,063**	**23,758**	**24,074**	**23,876**	**24,117**	**24,228**
		F	-	-	-	2,689	6,223	11,389	11,860	11,633	11,079	10,896	11,120	11,499	11,352	11,085	11,081	11,190
	SMU	**MF**	**-**	**-**	**-**	**-**	**305**	**6,721**	**7,740**	**7,827**	**7,979**	**8,182**	**8,656**	**9,144**	**9,580**	**9,883**	**10,129**	**10,137**
		F	-	-	-	-	212	3,525	4,062	4,047	4,193	4,486	4,855	5,276	5,512	5,512	5,670	5,493
	SIT	**MF**	**-**	**-**	**-**	**-**	**-**	**523**	**4,039**	**5,230**	**6,138**	**6,951**	**7,714**	**8,201**	**9,015**	**9,688**	**10,380**	**10,811**
		F	-	-	-	-	-	275	1,693	2,306	2,626	2,905	3,128	3,423	3,725	4,062	4,416	4,417
	SUTD	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**1,235**	**1,381**	**1,545**	**1,658**	**1,730**	**1,406**	**1,429**	**1,409**	**1,915**	**1,969**
		F	-	-	-	-	-	-	522	551	603	626	624	518	534	502	706	699
	SUSS	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**489**	**896**	**1,451**	**2,049**	**2,601**	**3,153**	**3,656**	**3,910**	**3,998**	**4,154**
		F	-	-	-	-	-	-	330	609	1,011	1,399	1,683	2,014	2,312	2,394	2,459	2,570
NIE		**MF**	**2,327**	**2,001**	**2,328**	**1,577**	**3,072**	**2,816**	**1,549**	**1,443**	**1,122**	**1,309**	**1,323**	**1,206**	**1,154**	**1,319**	**1,394**	**1,635**
		F	1,202	1,390	1,977	1,212	2,247	1,886	1,015	1,010	804	924	948	852	781	908	988	1,169
Polytechnics	**Total**	**MF**	**2,332**	**2,794**	**7,835**	**24,078**	**52,033**	**76,989**	**76,865**	**73,149**	**71,436**	**70,985**	**69,733**	**66,933**	**63,796**	**61,891**	**61,794**	**62,285**
		F	55	318	1,818	9,247	24,262	37,028	36,985	35,128	34,137	33,723	33,208	31,855	30,267	29,368	29,397	29,935
	Singapore	**MF**	**2,332**	**2,185**	**5,004**	**11,348**	**13,459**	**15,928**	**15,297**	**14,671**	**14,298**	**14,337**	**14,209**	**13,568**	**12,880**	**12,391**	**12,590**	**12,508**
		F	55	155	1,036	3,878	5,408	6,453	6,022	5,766	5,611	5,559	5,520	5,238	4,972	4,800	4,984	5,079
	Ngee Ann	**MF**	**-**	**609**	**2,831**	**11,995**	**14,378**	**15,942**	**15,611**	**14,866**	**14,599**	**14,543**	**14,233**	**13,637**	**12,996**	**12,500**	**12,397**	**12,578**
		F	-	163	782	4,817	6,419	7,655	7,465	7,243	7,304	7,469	7,431	7,205	6,943	6,735	6,620	6,738
	Temasek	**MF**	**-**	**-**	**-**	**735**	**12,733**	**15,933**	**15,425**	**14,662**	**14,239**	**14,248**	**14,142**	**13,535**	**12,984**	**12,481**	**12,462**	**12,546**
		F	-	-	-	552	6,446	7,804	7,585	7,115	6,802	6,688	6,718	6,382	6,044	5,826	5,971	6,159
	Nanyang	**MF**	**-**	**-**	**-**	**-**	**11,463**	**16,183**	**15,842**	**15,035**	**14,734**	**14,715**	**14,522**	**13,968**	**13,268**	**12,815**	**12,758**	**12,787**
		F	-	-	-	-	5,989	8,387	8,177	7,661	7,398	7,304	7,175	6,966	6,589	6,399	6,321	6,407
	Republic	**MF**	**-**	**-**	**-**	**-**	**-**	**13,003**	**14,690**	**13,915**	**13,566**	**13,142**	**12,627**	**12,225**	**11,668**	**11,704**	**11,587**	**11,866**
		F	-	-	-	-	-	6,729	7,736	7,343	7,022	6,703	6,364	6,064	5,719	5,608	5,501	5,552
AI Diploma	**NAFA**	**MF**	**-**	**-**	**-**	**-**	**-**	**2,269**	**2,106**	**2,390**	**2,537**	**2,484**	**2,377**	**2,312**	**2,117**	**2,049**	**2,108**	**2,189**
		F	-	-	-	-	-	1,532	1,483	1,745	1,830	1,785	1,706	1,644	1,523	1,503	1,574	1,637
	LASALLE	**MF**	**-**	**-**	**-**	**-**	**-**	**1,754**	**1,173**	**1,150**	**1,241**	**1,294**	**1,277**	**1,231**	**1,205**	**1,200**	**1,177**	**1,169**
		F	-	-	-	-	-	1,137	765	741	783	842	844	809	787	784	780	790
AI Degree	**NAFA**	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**59**	**50**	**39**	**43**	**50**	**46**	**236**	**433**	**514**	**580**
		F	-	-	-	-	-	-	40	31	24	28	32	29	177	334	413	455
	LASALLE	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**1,262**	**1,311**	**1,330**	**1,339**	**1,235**	**1,168**	**1,166**	**1,140**	**1,197**	**1,241**
		F	-	-	-	-	-	-	905	946	987	981	909	868	865	846	908	961
ITE		**MF**	**-**	**4,727**	**12,543**	**15,919**	**15,974**	**24,789**	**29,295**	**27,519**	**28,508**	**28,367**	**27,968**	**27,825**	**27,862**	**27,570**	**27,274**	**28,096**
		F	-	326	2,414	5,304	4,343	8,856	11,267	10,346	10,804	10,707	10,658	10,770	10,957	10,976	10,777	11,077

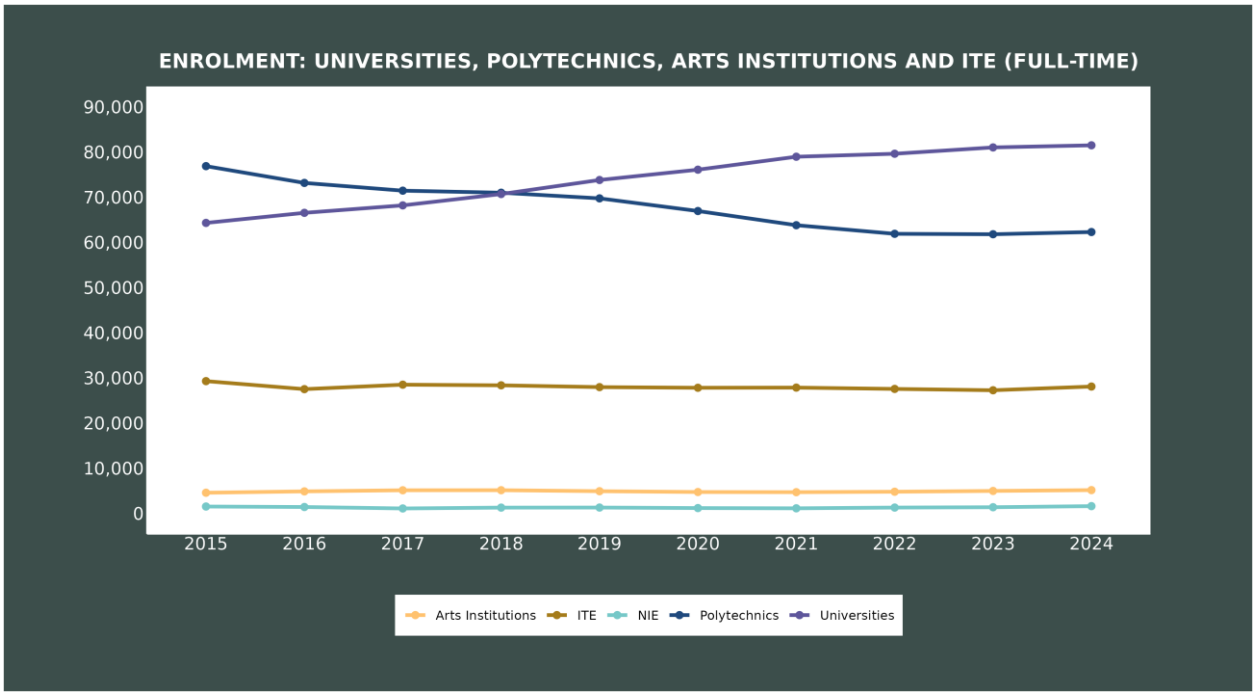
1. University figures are for full-time first degree only.

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

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

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

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


ENROLMENT: UNIVERSITIES, POLYTECHNICS, ARTS INSTITUTIONS AND ITE (FULL-TIME)
90,000
80,000
70,000
60,000
50,000
40,000
30,000
20,000
10,000
0
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
Arts Institutions
ITE
NIE
Polytechnics
Universities

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

		Sex	1960	1970	1980	1990	2000	2010	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Universities	**Total**	**MF**	**1,030**	**1,776**	**2,874**	**5,334**	**9,244**	**12,451**	**15,236**	**15,496**	**16,160**	**16,823**	**16,911**	**17,534**	**17,420**	**18,527**	**19,162**	**19,803**
		F	291	546	1,320	2,817	4,853	6,214	7,547	8,060	8,338	8,475	8,556	8,754	8,524	9,173	9,870	9,858
	Nanyang University	**MF**	**437**	**556**	**687**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
		F	95	168	250	-	-	-	-	-	-	-	-	-	-	-	-	-
	NUS	**MF**	**593**	**1,220**	**2,187**	**4,001**	**5,631**	**5,833**	**6,179**	**6,305**	**6,446**	**6,700**	**6,631**	**6,885**	**6,874**	**7,277**	**7,601**	**7,337**
		F	196	378	1,070	2,307	3,270	3,124	3,192	3,332	3,350	3,606	3,553	3,572	3,356	3,793	4,040	3,548
	NTU	**MF**	**-**	**-**	**-**	**1,333**	**3,613**	**5,412**	**5,756**	**5,856**	**6,174**	**5,990**	**5,997**	**5,840**	**5,691**	**6,020**	**6,041**	**6,132**
		F	-	-	-	510	1,583	2,544	2,777	3,066	3,266	2,953	2,836	2,882	2,744	2,820	3,016	2,986
	SMU	**MF**	**-**	**-**	**-**	**-**	**-**	**1,206**	**1,639**	**1,804**	**1,779**	**1,887**	**1,842**	**1,883**	**1,914**	**1,982**	**2,257**	**2,300**
		F	-	-	-	-	-	546	840	1,030	920	903	984	1,023	1,043	1,116	1,317	1,409
	SIT	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**1,364**	**1,285**	**1,494**	**1,744**	**1,759**	**2,172**	**1,991**	**2,185**	**2,426**	**2,731**
		F	-	-	-	-	-	-	602	539	695	749	836	890	863	831	1,026	1,196
	SUTD	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**298**	**246**	**267**	**334**	**431**	**373**	**431**	**401**	**28**	**439**
		F	-	-	-	-	-	-	136	93	107	152	167	128	144	155	11	176
	SUSS	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**168**	**251**	**381**	**519**	**662**	**809**	**864**
		F	-	-	-	-	-	-	-	-	-	112	180	259	374	458	460	543
NIE		**MF**	**734**	**1,202**	**616**	**929**	**2,445**	**2,416**	**1,880**	**1,628**	**1,292**	**1,153**	**1,339**	**1,390**	**1,327**	**1,192**	**1,374**	**1,184**
		F	358	820	504	694	1,681	1,622	1,328	1,076	899	843	939	1,000	950	817	960	842
Polytechnics	**Total**	**MF**	**-**	**436**	**2,553**	**6,199**	**14,059**	**21,445**	**24,631**	**25,104**	**24,210**	**22,614**	**21,532**	**22,260**	**22,445**	**20,764**	**19,625**	**18,903**
		F	-	7	514	2,244	6,710	10,462	11,981	12,211	11,928	11,175	10,436	10,803	10,883	10,122	9,571	9,083
	Singapore	**MF**	**-**	**436**	**1,969**	**3,112**	**3,974**	**4,627**	**5,057**	**5,007**	**4,924**	**4,380**	**4,389**	**4,619**	**4,484**	**4,300**	**3,884**	**3,814**
		F	-	7	378	1,011	1,619	1,700	1,988	1,984	2,000	1,809	1,724	1,853	1,758	1,699	1,554	1,473
	Ngee Ann	**MF**	**-**	**-**	**584**	**3,087**	**4,187**	**4,534**	**5,182**	**5,258**	**4,886**	**4,687**	**4,484**	**4,583**	**4,591**	**4,362**	**4,106**	**3,812**
		F	-	-	136	1,233	1,844	2,237	2,568	2,512	2,400	2,314	2,265	2,445	2,460	2,316	2,276	2,119
	Temasek	**MF**	**-**	**-**	**-**	**-**	**3,336**	**4,848**	**5,119**	**5,064**	**5,012**	**4,556**	**4,305**	**4,610**	**4,543**	**4,382**	**4,008**	**3,880**
		F	-	-	-	-	1,776	2,429	2,529	2,495	2,516	2,290	2,029	2,190	2,206	2,134	1,849	1,812
	Nanyang	**MF**	**-**	**-**	**-**	**-**	**2,562**	**4,483**	**4,642**	**5,161**	**4,999**	**4,584**	**4,288**	**4,434**	**4,689**	**4,201**	**3,938**	**3,911**
		F	-	-	-	-	1,471	2,502	2,400	2,727	2,605	2,414	2,256	2,224	2,352	2,155	2,077	1,972
	Republic	**MF**	**-**	**-**	**-**	**-**	**-**	**2,953**	**4,631**	**4,614**	**4,389**	**4,407**	**4,066**	**4,014**	**4,138**	**3,519**	**3,689**	**3,486**
		F	-	-	-	-	-	1,594	2,496	2,493	2,407	2,348	2,162	2,091	2,107	1,818	1,815	1,707
AI Diploma	**NAFA**	**MF**	**-**	**-**	**-**	**-**	**-**	**518**	**617**	**527**	**591**	**668**	**735**	**694**	**706**	**623**	**606**	**579**
		F	-	-	-	-	-	365	436	365	447	488	547	505	506	455	450	422
	LASALLE	**MF**	**-**	**-**	**-**	**-**	**-**	**578**	**346**	**331**	**331**	**333**	**331**	**398**	**366**	**352**	**385**	**362**
		F	-	-	-	-	-	371	218	226	237	216	205	264	245	237	256	231
AI Degree	**NAFA**	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**24**	**25**	**34**	**15**	**19**	**22**	**28**	**19**	**145**	**198**
		F	-	-	-	-	-	-	11	18	22	10	14	12	18	12	106	154
	LASALLE	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**363**	**407**	**466**	**429**	**487**	**456**	**402**	**396**	**378**	**388**
		F	-	-	-	-	-	-	260	286	318	319	356	330	300	292	277	295
ITE		**MF**	**-**	**1,426**	**7,862**	**7,469**	**7,650**	**11,334**	**13,351**	**12,516**	**12,858**	**13,421**	**12,595**	**13,144**	**13,224**	**13,332**	**11,049**	**12,686**
		F	-	134	1,145	2,889	2,429	4,488	5,140	4,863	4,808	5,026	4,930	5,027	5,173	5,206	4,680	4,970

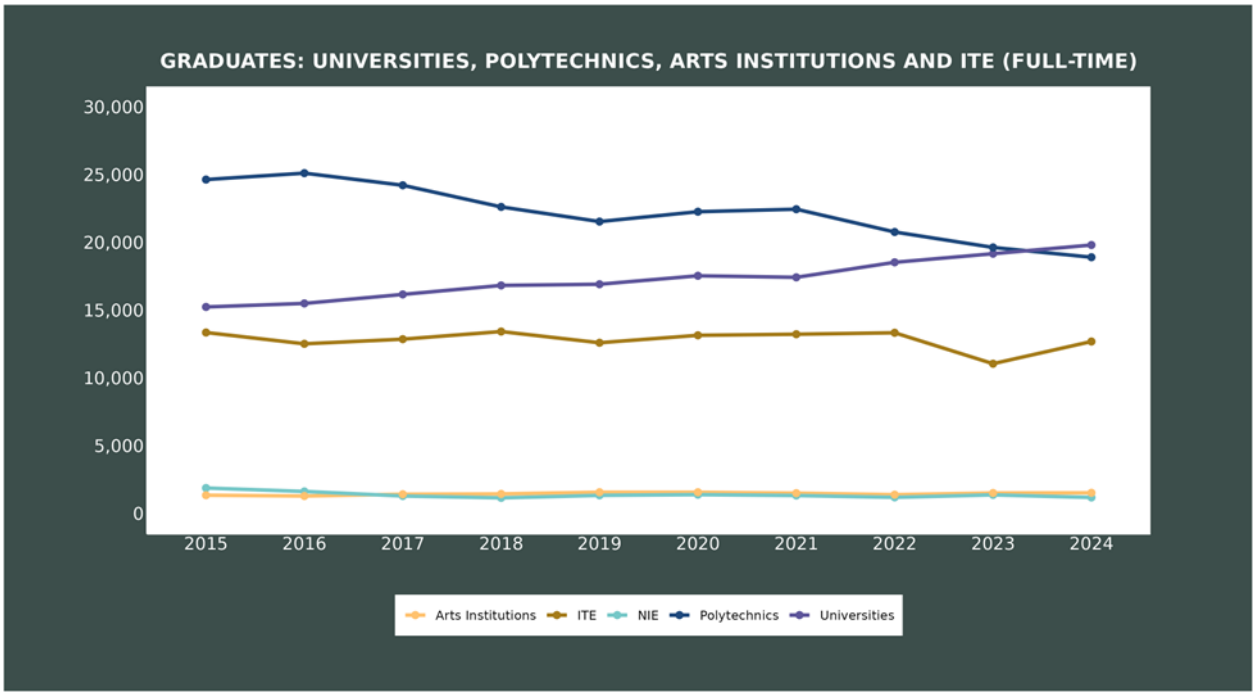
1. University figures are for full-time first degree only.

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

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

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

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

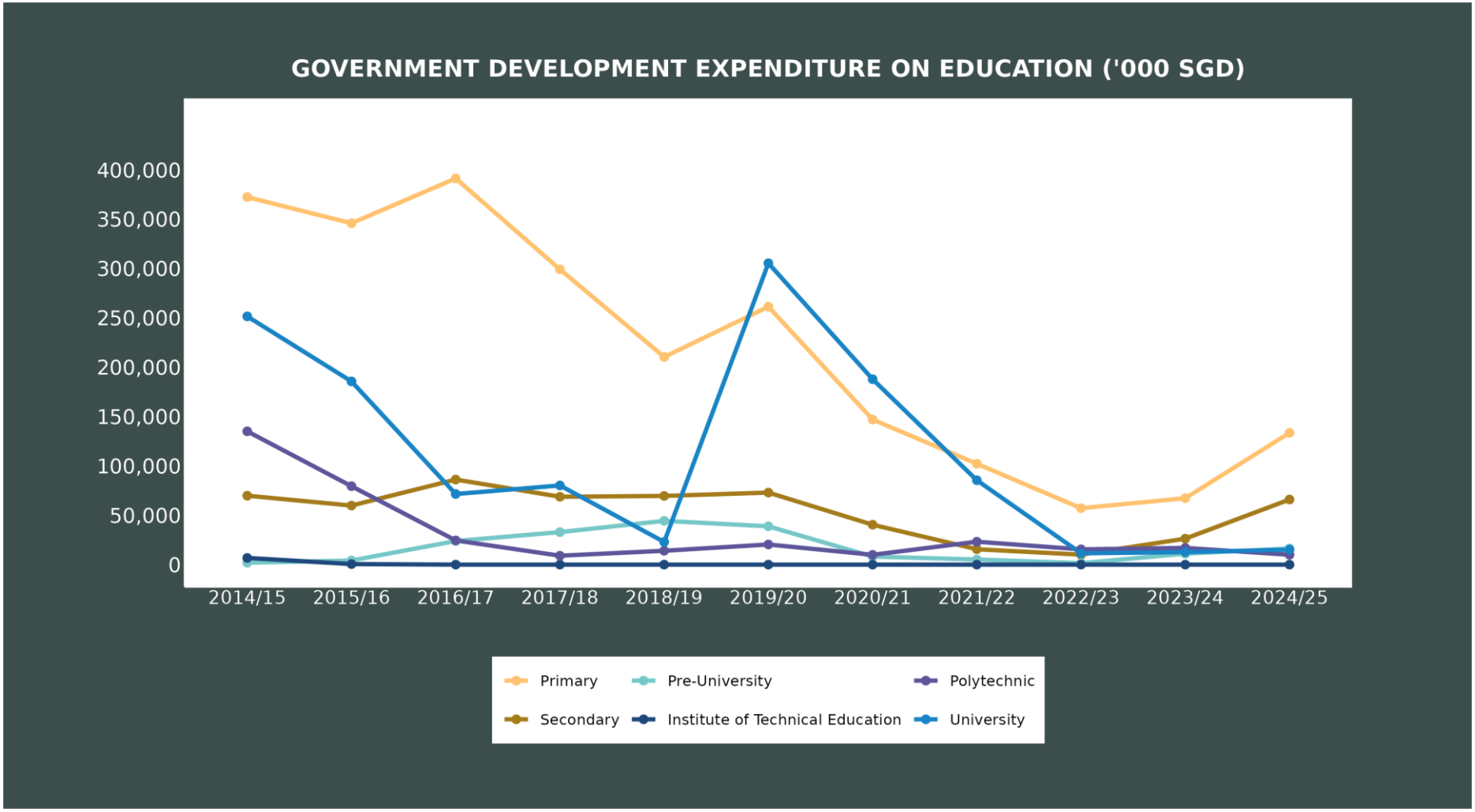

GRADUATES: UNIVERSITIES, POLYTECHNICS, ARTS INSTITUTIONS AND ITE (FULL-TIME)
30,000
25,000
20,000
15,000
10,000
5,000
0
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
Arts Institutions
ITE
NIE
Polytechnics
Universities

29 GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Pre-University	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others	Total
2010/11	104,467	151,204	153,719	12,910	142,006	71,379	1,298	224,661	14,048	1,044	876,736
2011/12	82,970	354,602	137,802	4,081	255,687	20,417	0	168,610	17,899	389	1,042,457
2012/13	31,521	335,973	82,431	1,003	122,940	90,434	0	191,961	3,336	0	859,599
2013/14	45,810	280,695	58,199	1,883	20,780	211,214	0	352,817	1,609	438	973,445
2014/15	46,671	372,492	69,847	1,921	6,774	135,099	0	251,570	76	1,563	886,013
2015/16	23,304	345,975	59,858	4,176	535	79,498	0	185,668	201	0	699,215
2016/17	56,060	391,398	86,206	23,933	0	24,518	0	71,553	2,992	0	656,660
2017/18	115,226	299,273	68,799	32,939	0	9,027	0	80,237	3,271	2,320	611,092
2018/19	66,742	210,453	69,608	44,342	0	14,044	0	22,959	668	18,170	446,986
2019/20	55,972	261,397	73,005	38,835	0	20,412	0	305,469	5,364	30,645	791,099
2020/21	35,959	147,053	40,439	8,148	0	9,949	0	187,894	18,424	45,134	493,000
2021/22	42,981	102,237	15,603	5,176	0	23,222	0	85,526	20,363	10,023	305,131
2022/23	33,912	57,196	10,117	1,476	0	15,474	0	11,454	23,086	17,526	170,241
2023/24	41,808	67,336	26,312	11,109	0	16,911	0	12,668	52,261	91,087	319,492
2024/25	81,443	133,568	65,979	16,331	0	10,002	0	15,175	71,030	57,472	451,000

1. Figures for FY2024/25 are preliminary.

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

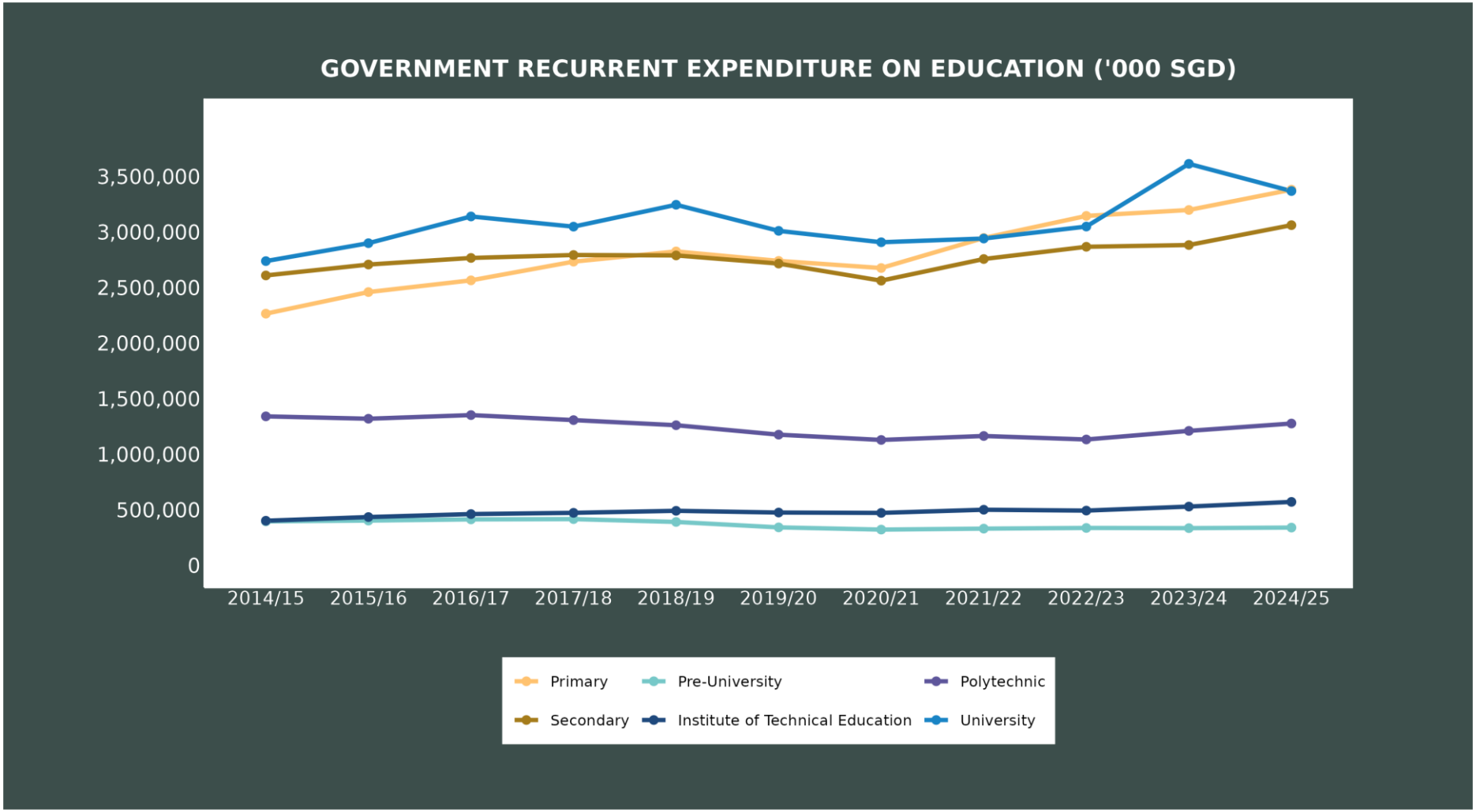

GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD)
400,000
350,000
300,000
250,000
200,000
150,000
100,000
50,000
0
2014/15
2015/16
2016/17
2017/18
2018/19
2019/20
2020/21
2021/22
2022/23
2023/24
2024/25
Primary
Pre-University
Polytechnic
Secondary
Institute of Technical Education
University

30 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Pre-University	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others	Total
2010/11	517,043	1,839,190	2,220,430	348,039	328,067	1,124,873	123,625	2,305,921	84,943	106,578	8,998,709
2011/12	532,136	1,820,988	2,181,167	336,063	346,106	1,180,981	119,266	2,973,812	96,127	111,147	9,697,793
2012/13	591,814	1,946,159	2,314,237	365,825	351,658	1,196,035	113,312	2,536,971	106,219	115,082	9,637,312
2013/14	587,903	2,185,580	2,523,528	389,037	376,896	1,297,647	99,668	2,969,921	125,117	109,571	10,664,868
2014/15	623,461	2,263,510	2,607,555	394,321	399,949	1,339,298	94,941	2,736,642	135,510	117,258	10,712,445
2015/16	628,918	2,457,901	2,705,620	401,335	432,961	1,317,875	86,526	2,897,770	154,060	152,775	11,235,741
2016/17	678,891	2,563,211	2,764,946	412,032	459,931	1,350,672	80,290	3,138,310	161,189	202,722	11,812,194
2017/18	741,706	2,731,770	2,791,373	414,581	471,088	1,305,602	74,774	3,046,680	177,638	324,326	12,079,538
2018/19	768,071	2,823,567	2,787,630	389,060	489,278	1,259,567	105,071	3,243,605	182,967	380,190	12,429,006
2019/20	782,429	2,738,444	2,714,153	340,088	473,599	1,174,459	124,176	3,008,764	194,595	381,470	11,932,177
2020/21	781,825	2,674,257	2,560,404	320,254	470,521	1,127,018	122,227	2,906,300	204,565	599,482	11,766,853
2021/22	860,552	2,944,535	2,755,277	328,885	498,915	1,162,665	123,306	2,939,737	232,267	758,638	12,604,777
2022/23	939,083	3,143,296	2,865,515	334,983	491,147	1,131,133	125,976	3,047,510	248,849	562,797	12,890,289
2023/24	1,019,315	3,196,552	2,881,213	333,327	527,377	1,208,615	135,125	3,612,019	297,988	461,102	13,672,633
2024/25	1,163,614	3,379,124	3,060,115	338,210	569,450	1,274,800	138,223	3,366,997	391,396	450,071	14,132,000

1. Figures for FY2024/25 are preliminary.

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


GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD)
3,500,000
3,000,000
2,500,000
2,000,000
1,500,000
1,000,000
500,000
0
2014/15
2015/16
2016/17
2017/18
2018/19
2019/20
2020/21
2021/22
2022/23
2023/24
2024/25
Primary
Pre-University
Polytechnic
Secondary
Institute of Technical Education
University

31 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD)

Financial Year	Primary	Secondary	Pre-University	Institute of Technical Education	Polytechnic	University	Full-time Nitec / Higher Nitec courses	Publicly-funded full-time diploma courses	Publicly-funded full-time degree courses
2010/11	6,624	9,008	12,331	11,839	14,552	20,630	-	-	-
2011/12	6,712	9,022	11,830	11,898	14,687	20,505	-	-	-
2012/13	7,396	9,940	12,806	-	-	-	11,837	14,487	20,777
2013/14	8,549	11,434	13,942	-	-	-	12,491	15,304	21,870
2014/15	9,123	12,261	14,379	-	-	-	12,650	15,681	22,181
2015/16	10,081	13,213	15,326	-	-	-	13,619	16,118	21,988
2016/17	10,596	13,869	16,602	-	-	-	13,968	15,934	21,757
2017/18	11,338	14,527	17,440	-	-	-	14,582	16,561	21,624
2018/19	11,835	14,973	16,760	-	-	-	14,758	16,375	22,186
2019/20	11,526	15,076	15,592	-	-	-	14,282	16,070	22,022
2020/21	11,310	14,456	15,448	-	-	-	14,069	15,882	21,619
2021/22	12,472	15,928	16,457	-	-	-	15,253	17,379	21,430
2022/23	13,255	16,604	17,251	-	-	-	15,642	17,596	21,574
2023/24	13,425	16,683	17,713	-	-	-	15,623	18,123	21,504
2024/25	14,147	17,979	18,229	-	-	-	17,009	19,097	21,980

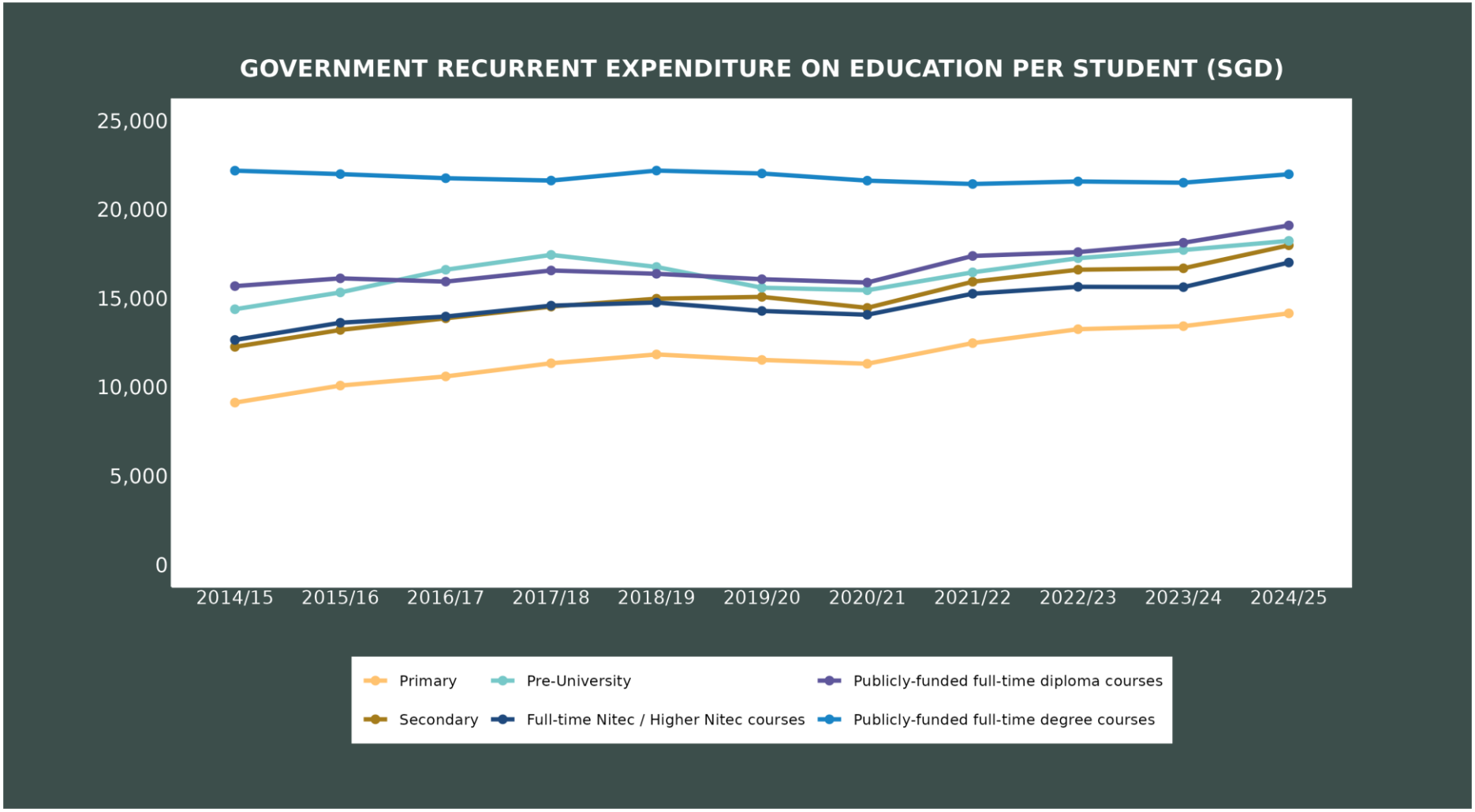
1. Figures for FY2024/25 are preliminary.

2. Figures for Secondary exclude Independent Schools.

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

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

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


GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD)
25,000
20,000
15,000
10,000
5,000
0
2014/15
2015/16
2016/17
2017/18
2018/19
2019/20
2020/21
2021/22
2022/23
2023/24
2024/25
Primary
Pre-University
Publicly-funded full-time diploma courses
Secondary
Full-time Nitec / Higher Nitec courses
Publicly-funded full-time degree courses

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

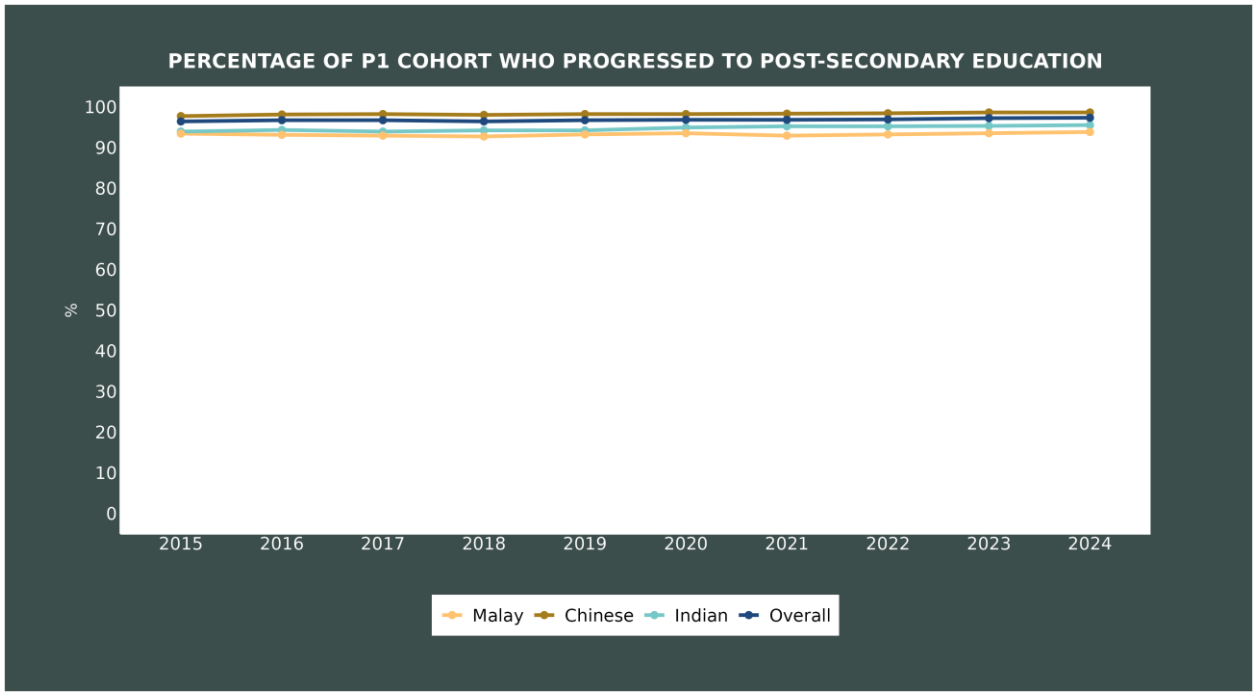
Year (P1 Cohort)	2015 (2005)	2016 (2006)	2017 (2007)	2018 (2008)	2019 (2009)	2020 (2010)	2021 (2011)	2022 (2012)	2023 (2013)	2024 (2014)
Malay	93.4	93.1	92.9	92.7	93.2	93.5	92.9	93.2	93.5	93.8
Chinese	97.7	98.1	98.2	98.0	98.2	98.2	98.3	98.4	98.6	98.6
Indian	93.9	94.3	93.9	94.2	94.2	94.9	95.2	95.2	95.3	95.5
Others	94.1	93.9	92.1	92.4	92.7	93.0	93.7	93.3	94.0	94.1
Overall	**96.4**	**96.7**	**96.7**	**96.4**	**96.7**	**96.8**	**96.8**	**96.9**	**97.2**	**97.3**

1. Year 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, Privately-Funded Schools, Foreign System Schools and other private education institutions, and take into account students who have left the country.

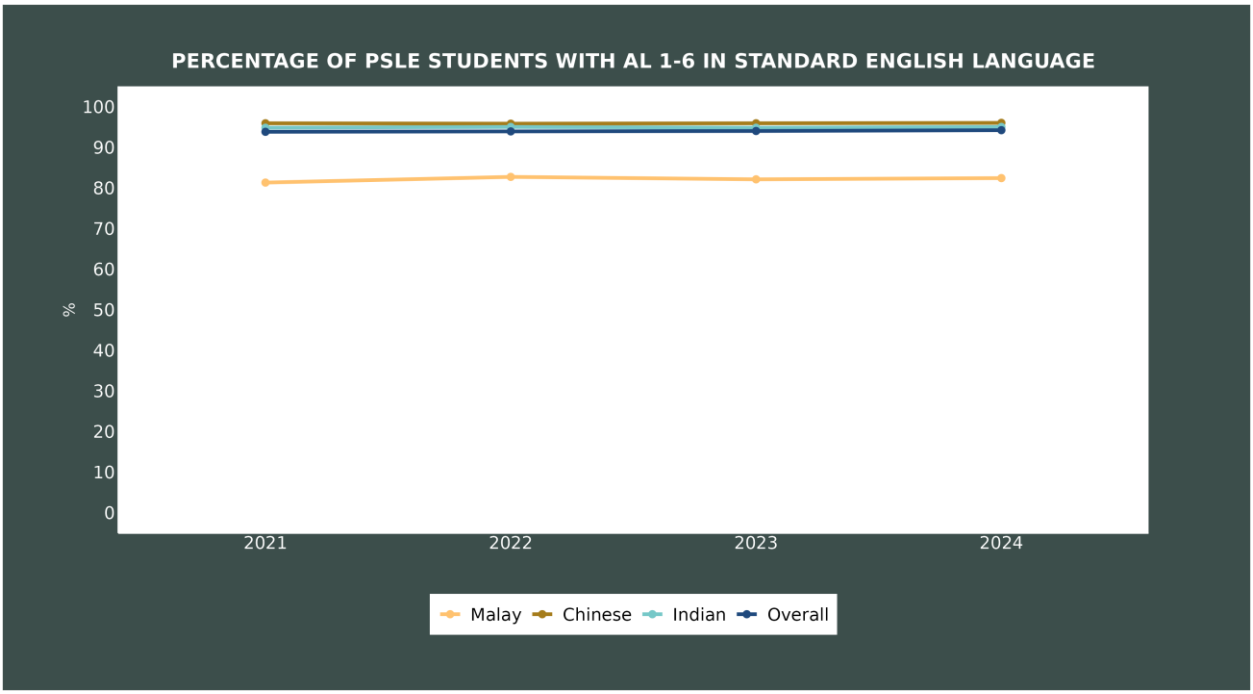
4. Figures for 2020 - 2024 are preliminary estimates as these cohorts have not been fully tracked.



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

Year	2021	2022	2023	2024
Malay	81.3	82.7	82.1	82.4
Chinese	95.9	95.8	95.9	96.0
Indian	94.8	95.0	94.8	95.0
Others	96.9	95.8	96.4	97.1
Overall	**93.8**	**93.9**	**94.0**	**94.2**

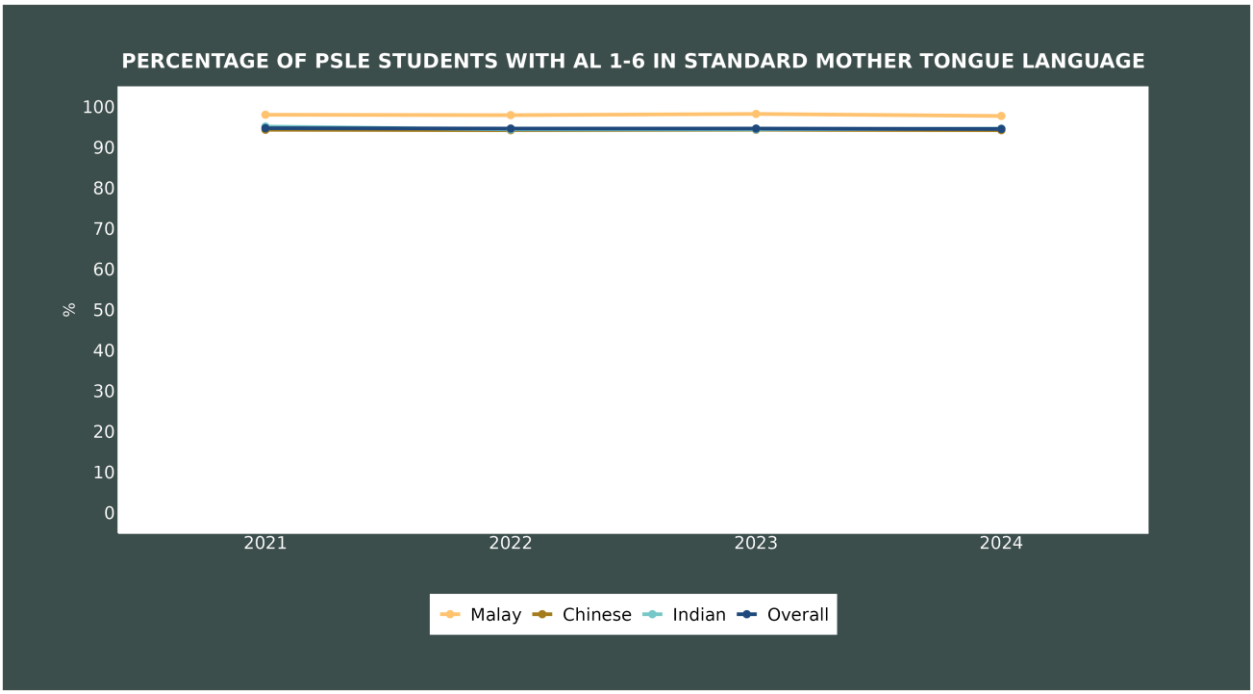
1. The first year that students sat for the PSLE under the new Achievement Level (AL) scoring system was in 2021. Under the new system, there are eight ALs, AL 1-8. The new AL scoring differs from the T-score system and results from the two systems are not comparable. As such, the ESD has started a new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



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

Year	2021	2022	2023	2024
Malay	98.0	97.9	98.2	97.7
Chinese	94.3	94.2	94.3	94.2
Indian	95.1	94.4	94.4	94.6
Others	86.9	87.9	87.3	87.5
Overall	**94.7**	**94.6**	**94.6**	**94.5**

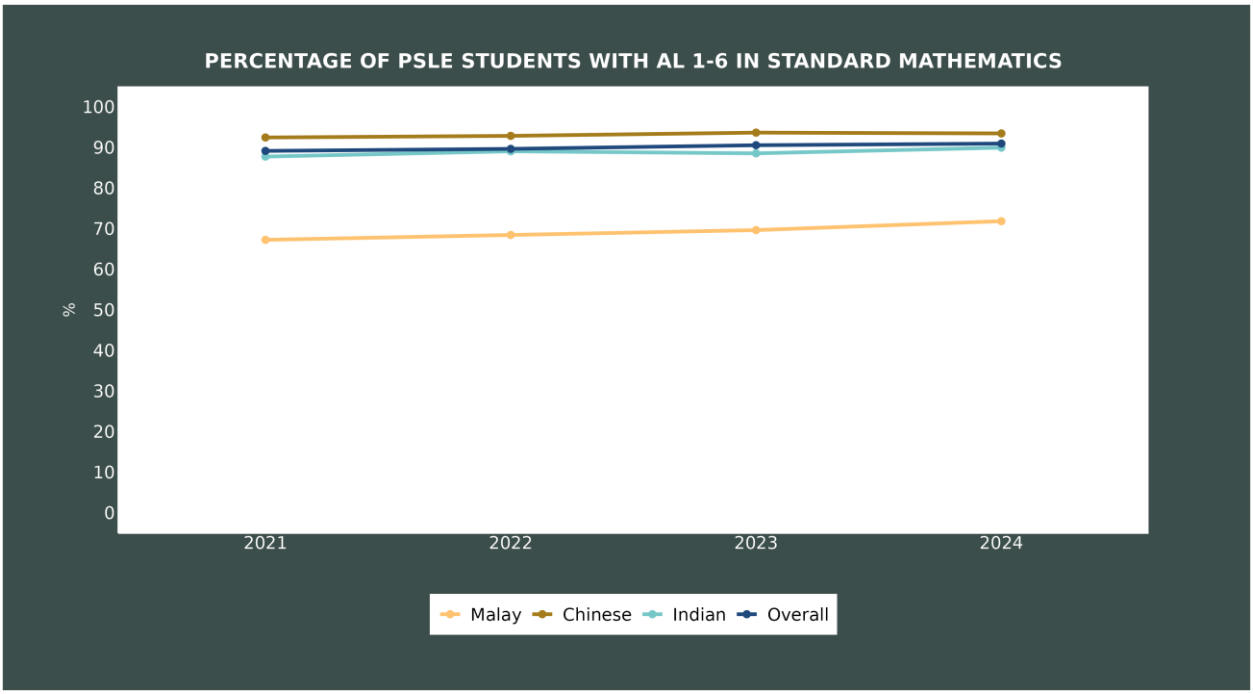
1. The first year that students sat for the PSLE under the new Achievement Level (AL) scoring system was in 2021. Under the new system, there are eight ALs, AL 1-8. The new AL scoring differs from the T-score system and results from the two systems are not comparable. As such, the ESD has started a new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



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

Year	2021	2022	2023	2024
Malay	67.2	68.4	69.6	71.8
Chinese	92.4	92.8	93.6	93.4
Indian	87.7	89.0	88.5	89.9
Others	90.8	89.6	92.2	92.0
Overall	**89.1**	**89.6**	**90.5**	**90.9**

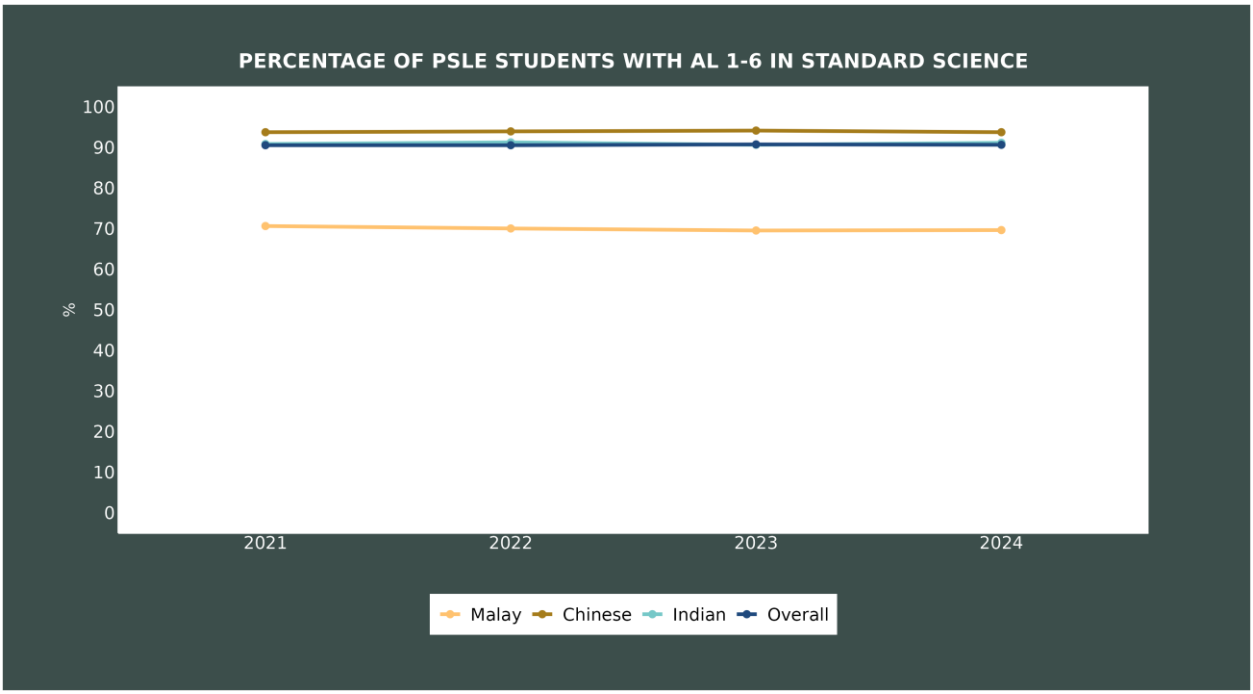
1. The first year that students sat for the PSLE under the new Achievement Level (AL) scoring system was in 2021. Under the new system, there are eight ALs, AL 1-8. The new AL scoring differs from the T-score system and results from the two systems are not comparable. As such, the ESD has started a new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



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

Year	2021	2022	2023	2024
Malay	70.6	70.0	69.5	69.6
Chinese	93.7	93.9	94.1	93.7
Indian	90.8	91.2	90.6	91.1
Others	93.3	91.8	92.8	92.8
Overall	**90.5**	**90.5**	**90.7**	**90.6**

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

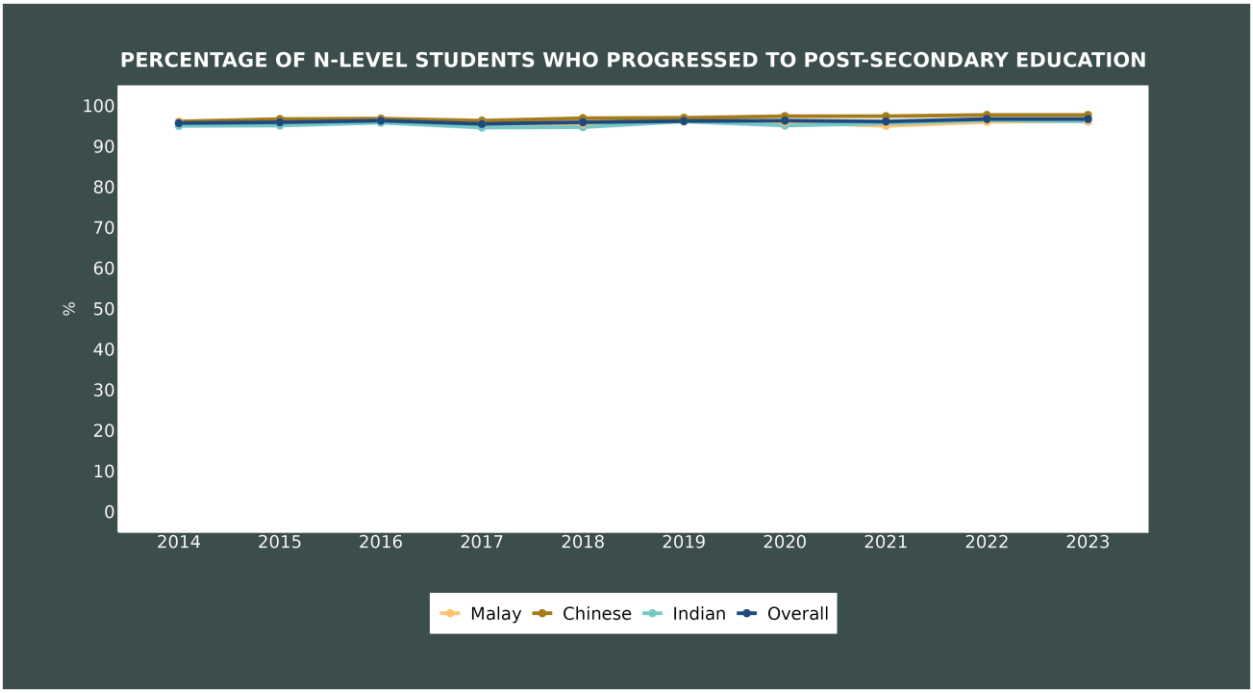


37 PERCENTAGE OF N-LEVEL STUDENTS WHO PROGRESSED TO POST-SECONDARY EDUCATION

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Malay	96.1	95.9	96.4	95.6	95.6	96.2	95.9	95.0	96.0	96.2
Chinese	96.1	96.7	96.8	96.3	96.9	97.0	97.4	97.4	97.7	97.7
Indian	95.0	95.1	95.8	94.6	94.7	96.1	95.1	95.6	96.4	96.1
Others	86.5	87.9	88.4	85.2	90.3	87.9	89.6	89.8	90.4	90.0
Overall	**95.7**	**95.9**	**96.3**	**95.5**	**95.9**	**96.2**	**96.3**	**96.1**	**96.7**	**96.7**

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

2. Figures for 2019 - 2023 are preliminary estimates as these cohorts have not been fully tracked. Data for 2024 is not available as the 2024 S4N(A) students progressing to S5 have not been tracked to post-secondary education.

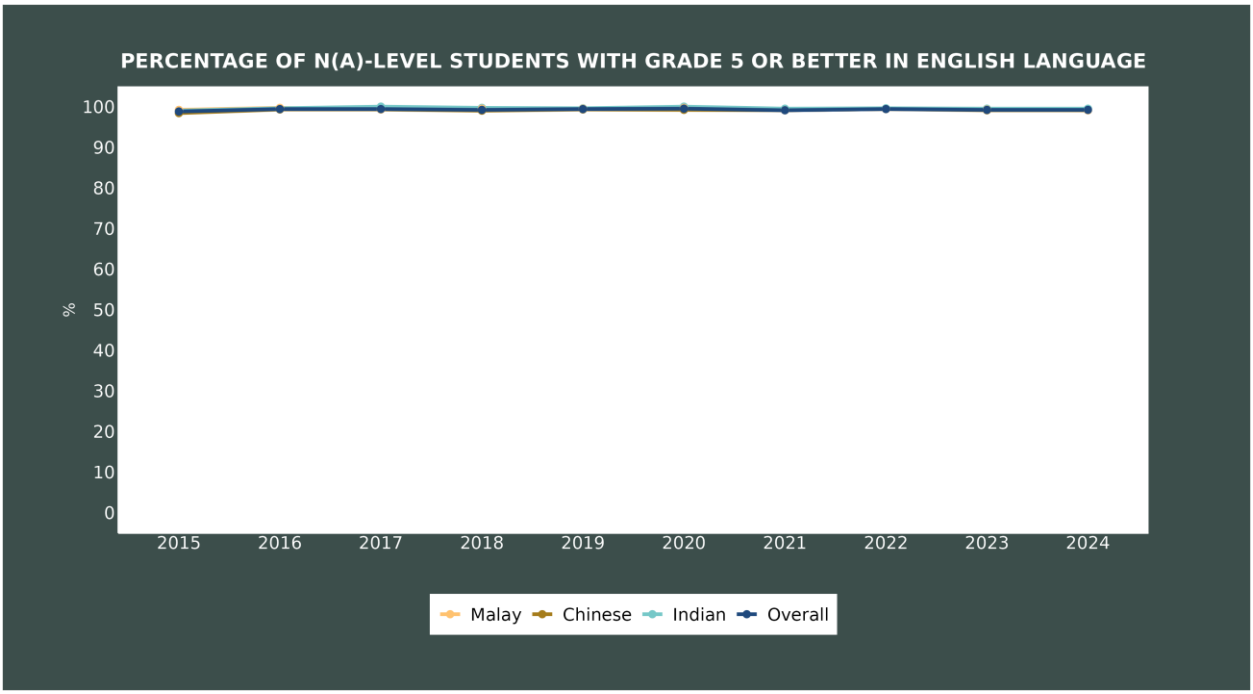


38 PERCENTAGE OF N(A)-LEVEL STUDENTS WITH GRADE 5 OR BETTER IN ENGLISH LANGUAGE

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	99.2	99.7	99.3	99.5	99.5	99.7	99.1	99.4	99.3	99.1
Chinese	98.4	99.3	99.3	99.0	99.3	99.2	99.1	99.4	99.1	99.1
Indian	99.0	99.6	100.0	99.7	99.6	100.0	99.5	99.6	99.5	99.5
Others	99.6	99.6	99.4	99.6	100.0	99.8	99.8	99.8	99.8	100.0
Overall	**98.8**	**99.4**	**99.4**	**99.2**	**99.4**	**99.5**	**99.1**	**99.4**	**99.2**	**99.2**

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

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

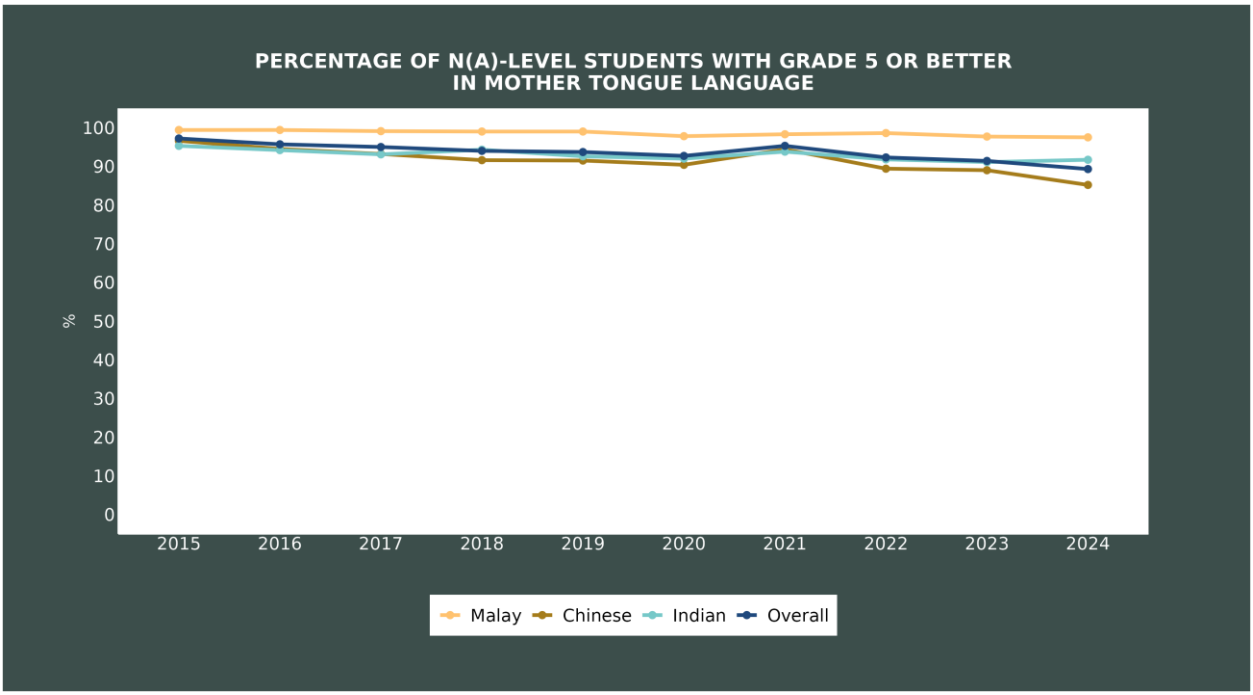


39 PERCENTAGE OF N(A)-LEVEL STUDENTS WITH GRADE 5 OR BETTER IN MOTHER TONGUE LANGUAGE

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	99.4	99.4	99.1	99.0	99.0	97.8	98.3	98.6	97.7	97.5
Chinese	96.6	94.5	93.2	91.6	91.5	90.4	94.4	89.4	89.0	85.2
Indian	95.3	94.2	93.1	94.3	92.6	92.0	93.8	91.8	91.1	91.7
Others	87.7	82.2	84.8	83.9	81.9	78.6	80.0	79.4	68.0	74.5
Overall	**97.2**	**95.7**	**95.0**	**94.0**	**93.7**	**92.7**	**95.3**	**92.3**	**91.4**	**89.3**

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.

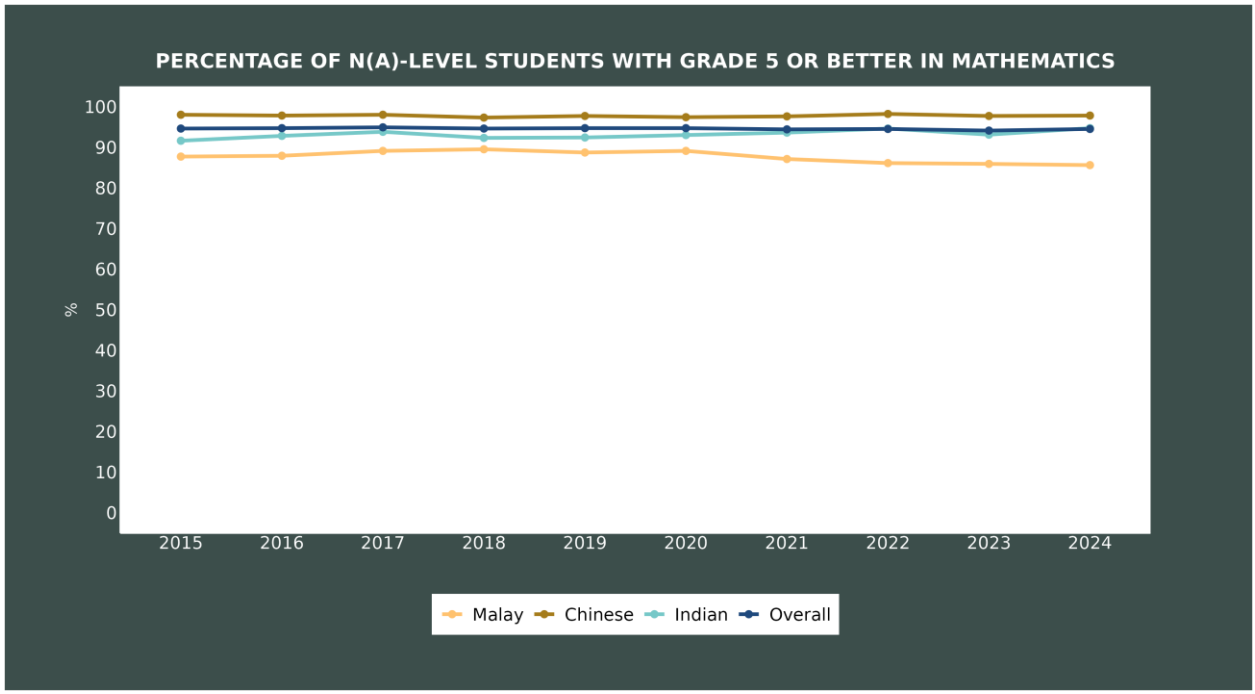


40 PERCENTAGE OF N(A)-LEVEL STUDENTS WITH GRADE 5 OR BETTER IN MATHEMATICS

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	87.7	87.9	89.1	89.5	88.7	89.1	87.1	86.1	85.9	85.6
Chinese	98.0	97.8	98.0	97.3	97.7	97.4	97.6	98.2	97.7	97.8
Indian	91.6	92.8	93.8	92.3	92.4	93.0	93.6	94.6	93.1	94.7
Others	96.7	95.6	95.9	95.8	97.8	98.1	96.7	96.3	96.3	98.5
Overall	**94.6**	**94.7**	**94.9**	**94.6**	**94.7**	**94.7**	**94.4**	**94.5**	**94.1**	**94.5**

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.

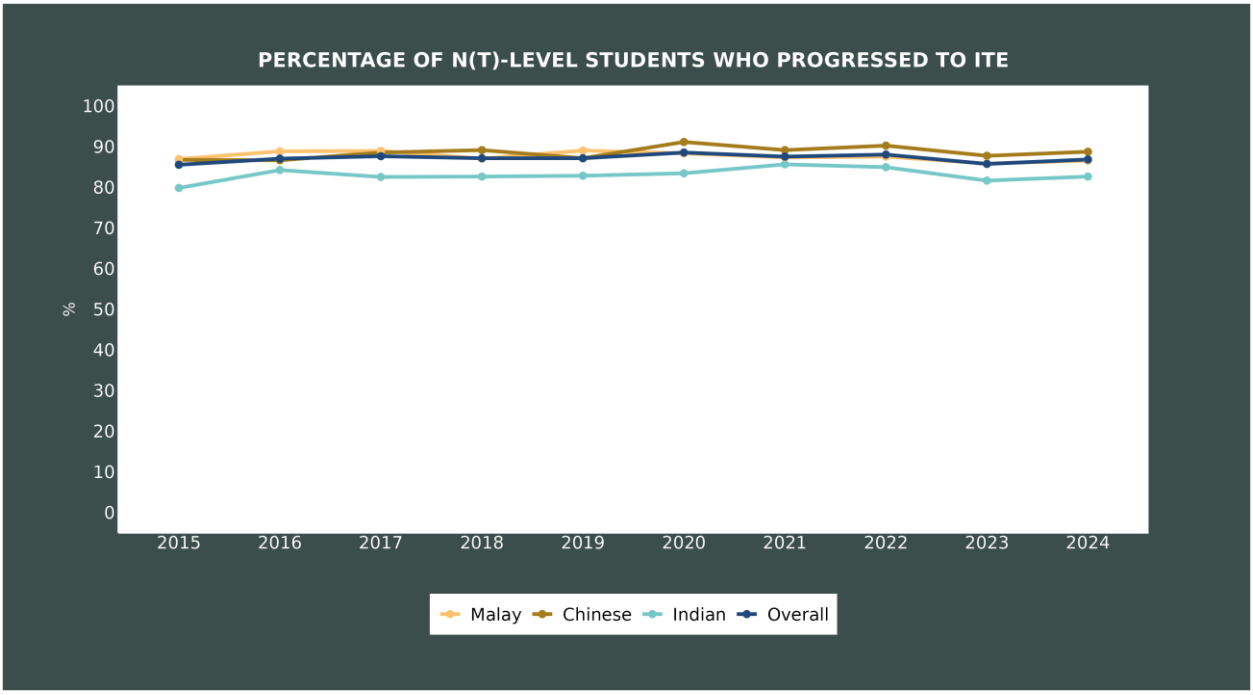
2. Students who offer the subject at a more demanding level are also taken into consideration.



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

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	86.9	88.8	88.9	87.0	89.0	88.3	87.3	87.5	85.8	86.5
Chinese	86.7	86.6	88.5	89.1	87.1	91.1	89.1	90.2	87.7	88.7
Indian	79.8	84.2	82.5	82.6	82.8	83.4	85.6	84.9	81.6	82.6
Others	75.0	80.0	75.6	82.3	81.8	78.6	79.3	78.2	75.4	78.5
Overall	**85.5**	**87.0**	**87.6**	**87.1**	**87.1**	**88.5**	**87.5**	**88.0**	**85.7**	**86.8**

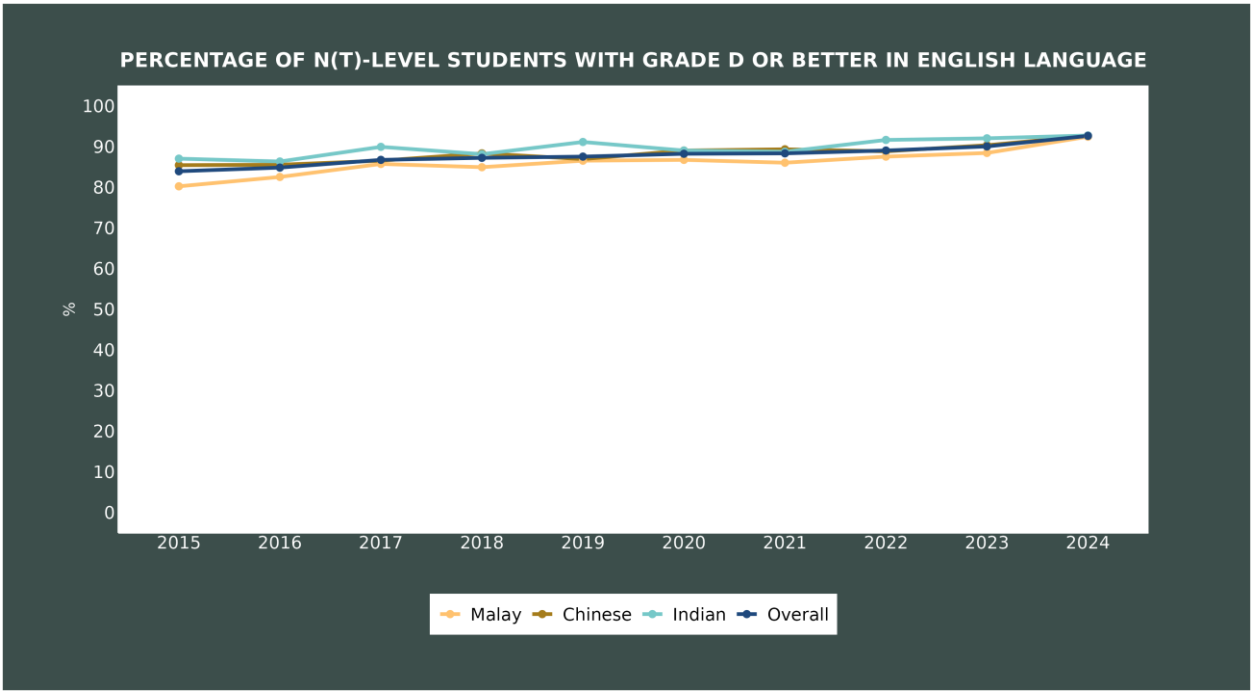
1. Figures refer to students who progress to ITE in the immediate year after the N(T)-Level Examination.



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

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	80.2	82.5	85.7	84.9	86.5	86.7	86.0	87.5	88.4	92.4
Chinese	85.4	85.5	86.5	88.3	86.9	89.0	89.3	88.8	90.3	92.6
Indian	87.0	86.3	89.9	88.1	91.1	89.0	88.7	91.6	92.0	92.7
Others	91.6	96.1	89.6	97.1	93.9	92.2	95.7	95.3	93.7	94.8
Overall	**83.9**	**84.8**	**86.7**	**87.2**	**87.5**	**88.2**	**88.3**	**89.0**	**90.0**	**92.6**

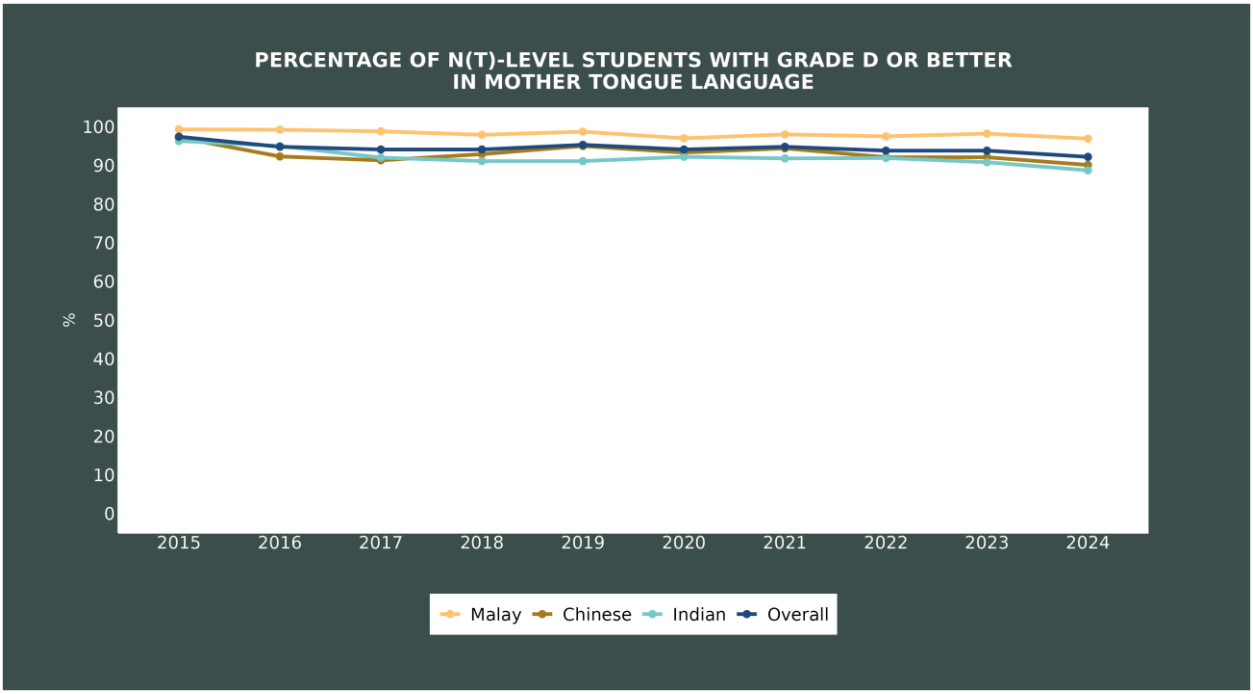
1. Students who offer the subject at a more demanding level are also taken into consideration.



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

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	99.3	99.2	98.8	97.9	98.7	97.0	98.0	97.5	98.2	96.9
Chinese	97.2	92.3	91.3	92.9	95.0	93.3	94.4	92.1	92.1	90.1
Indian	96.3	95.0	92.0	91.1	91.1	92.2	91.8	91.9	90.8	88.7
Others	69.3	65.0	66.7	66.9	63.3	62.3	67.6	73.2	67.6	72.1
Overall	**97.4**	**94.8**	**94.1**	**94.1**	**95.3**	**94.1**	**94.8**	**93.8**	**93.8**	**92.2**

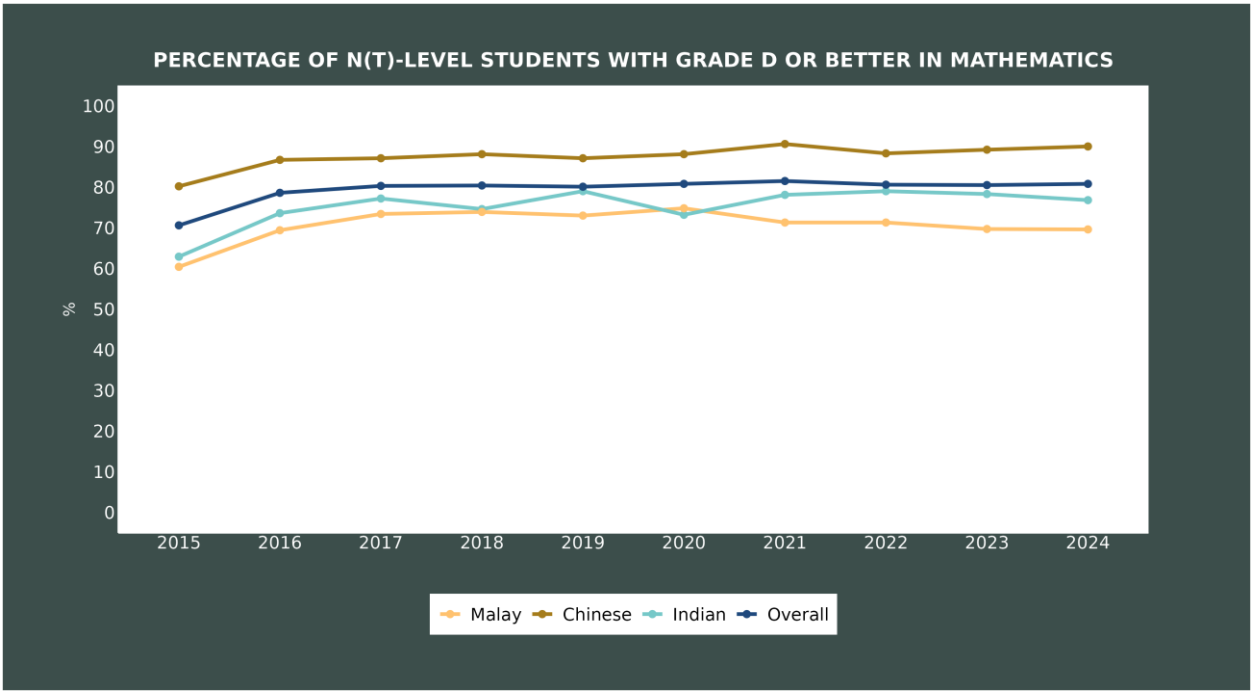
1. Students who offer the subject at a more demanding level are also taken into consideration.



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

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	60.4	69.4	73.4	73.9	73.0	74.8	71.3	71.3	69.7	69.6
Chinese	80.2	86.7	87.1	88.1	87.1	88.1	90.6	88.3	89.2	90.0
Indian	62.9	73.6	77.2	74.6	79.0	73.2	78.1	79.0	78.3	76.8
Others	78.4	83.7	85.6	82.8	81.2	87.5	87.6	89.4	90.2	88.8
Overall	**70.6**	**78.6**	**80.3**	**80.4**	**80.1**	**80.8**	**81.5**	**80.6**	**80.5**	**80.8**

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

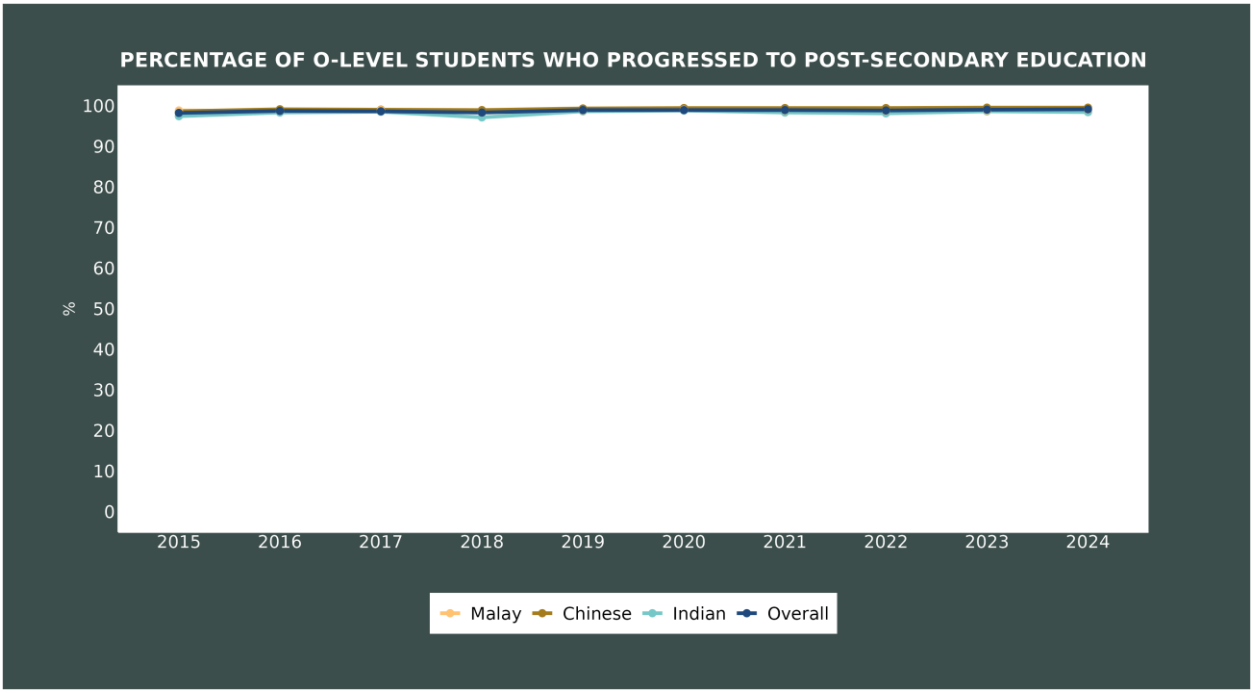


45 PERCENTAGE OF O-LEVEL STUDENTS WHO PROGRESSED TO POST-SECONDARY EDUCATION

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	98.8	98.7	98.9	98.3	98.8	99.0	98.8	98.7	98.8	99.0
Chinese	98.6	99.1	99.0	98.9	99.3	99.4	99.4	99.4	99.5	99.5
Indian	97.4	98.3	98.5	97.1	98.6	98.8	98.3	98.1	98.6	98.4
Others	91.6	92.7	93.2	92.5	94.6	93.3	93.0	92.1	93.4	94.0
Overall	**98.2**	**98.7**	**98.6**	**98.3**	**98.9**	**98.9**	**98.9**	**98.8**	**99.0**	**99.1**

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

2. Figures for 2020 - 2024 are preliminary estimates as these cohorts have not been fully tracked. Data for 2024 may be under-estimates as admissions data for 2025 into private education institutions is not available yet.

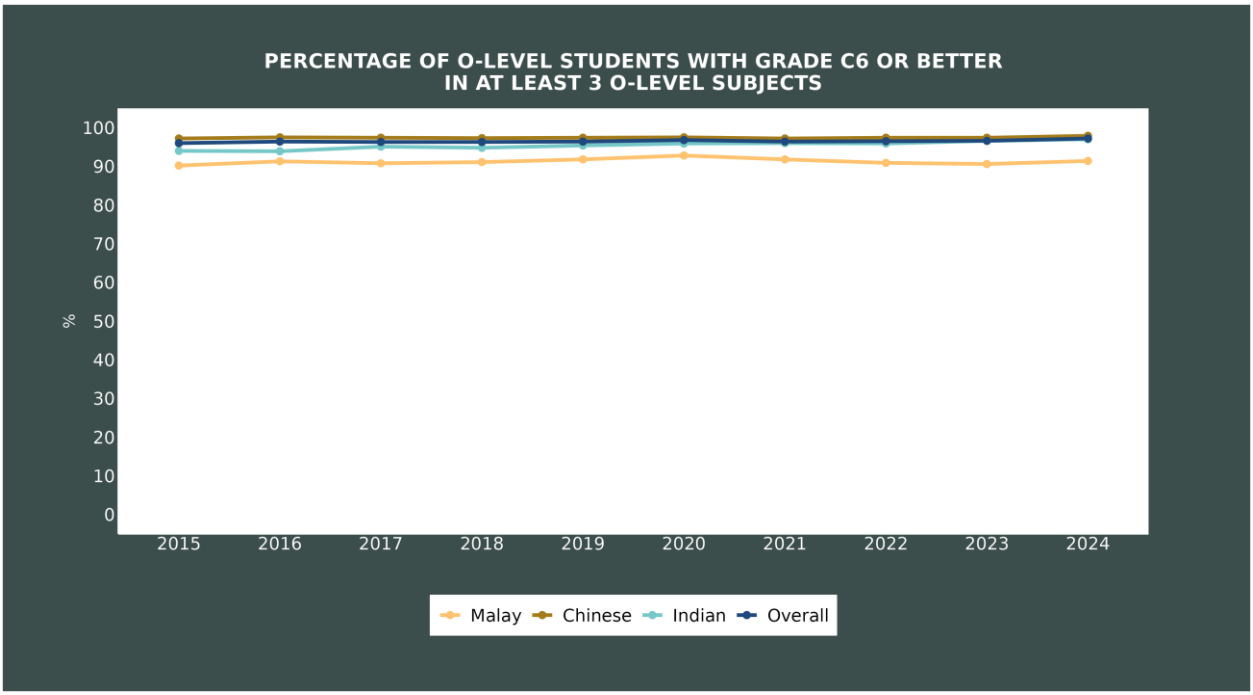


46 PERCENTAGE OF O-LEVEL STUDENTS WITH GRADE C6 OR BETTER IN AT LEAST 3 O-LEVEL SUBJECTS

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	90.2	91.3	90.8	91.1	91.8	92.8	91.8	90.9	90.6	91.4
Chinese	97.2	97.5	97.4	97.3	97.4	97.5	97.2	97.4	97.4	97.9
Indian	94.0	93.9	95.1	94.8	95.4	95.9	96.0	95.9	96.6	97.0
Others	95.6	94.4	96.5	95.5	95.0	96.5	94.2	95.7	95.9	97.1
Overall	**96.0**	**96.4**	**96.3**	**96.3**	**96.4**	**96.8**	**96.4**	**96.5**	**96.6**	**97.2**

1. Figures exclude Integrated Programme (IP) students.

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

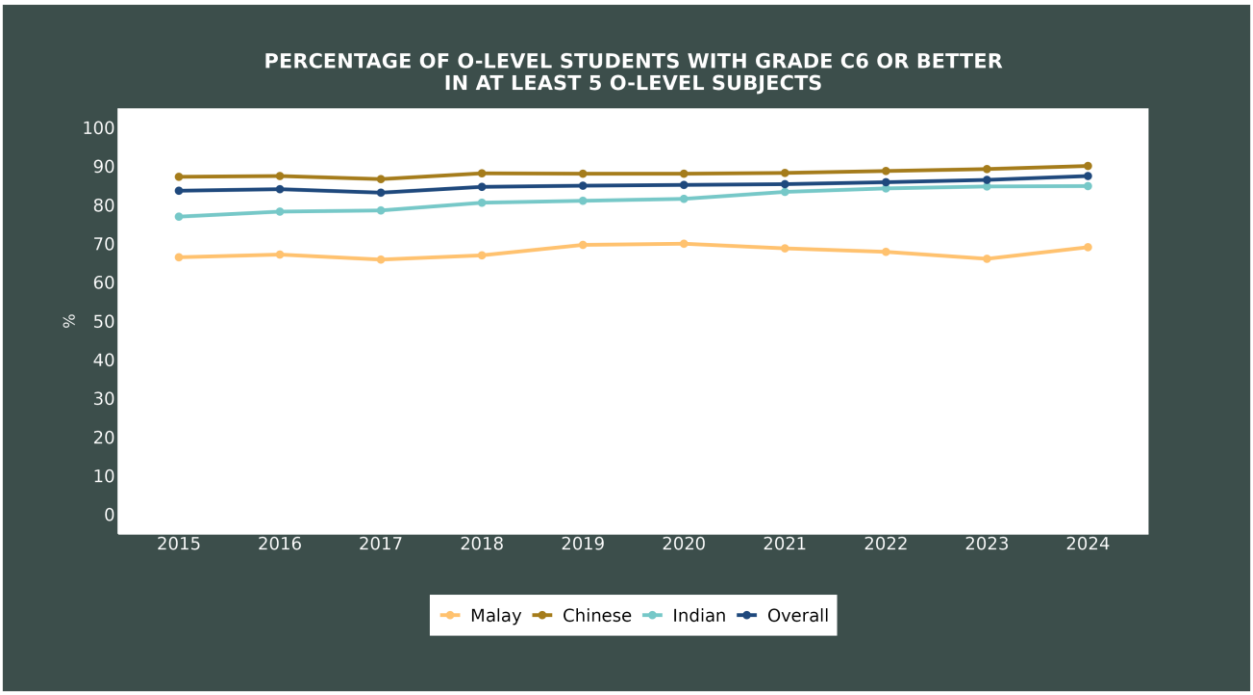


47 PERCENTAGE OF O-LEVEL STUDENTS WITH GRADE C6 OR BETTER IN AT LEAST 5 O-LEVEL SUBJECTS

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	66.5	67.2	65.9	67.0	69.7	70.0	68.8	67.9	66.1	69.1
Chinese	87.3	87.5	86.7	88.2	88.1	88.1	88.3	88.8	89.3	90.1
Indian	77.0	78.3	78.6	80.6	81.1	81.6	83.4	84.3	84.8	84.9
Others	80.1	78.8	81.1	78.8	82.3	82.4	80.4	82.4	84.6	86.0
Overall	**83.7**	**84.1**	**83.2**	**84.7**	**85.0**	**85.2**	**85.4**	**85.9**	**86.5**	**87.5**

1. Figures exclude Integrated Programme (IP) students.

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

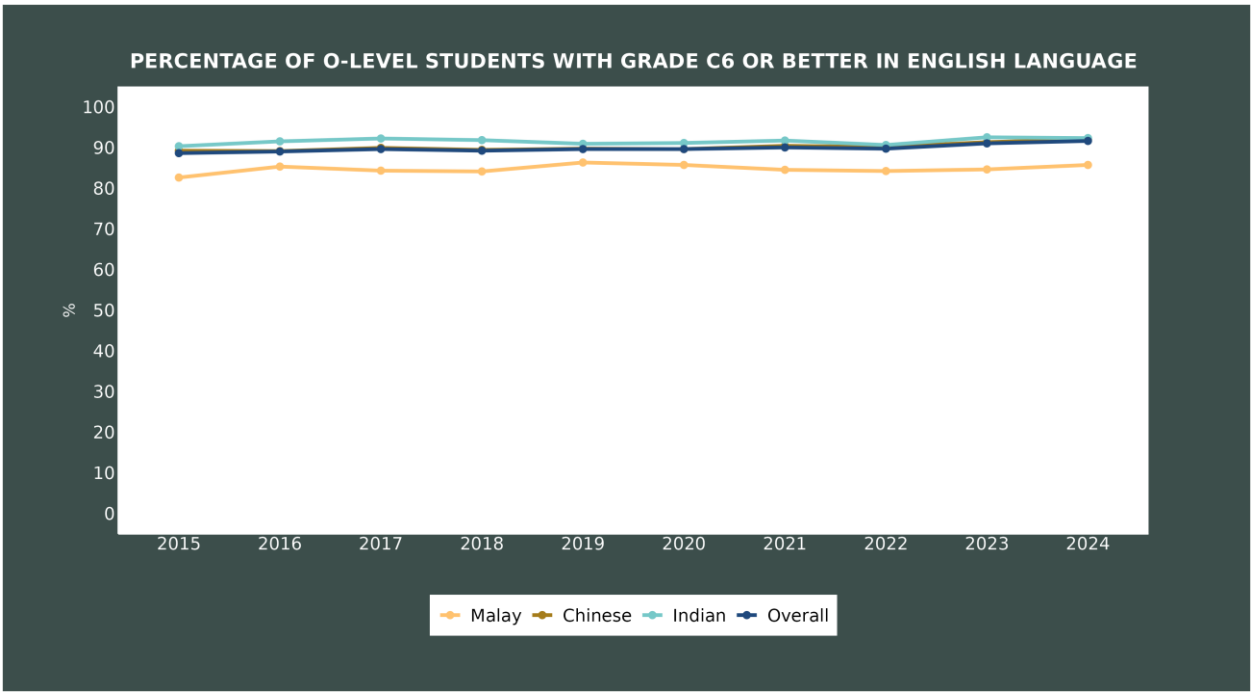


48 PERCENTAGE OF O-LEVEL STUDENTS WITH GRADE C6 OR BETTER IN ENGLISH LANGUAGE

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	82.6	85.3	84.3	84.1	86.3	85.7	84.5	84.2	84.6	85.7
Chinese	89.2	89.1	89.9	89.4	89.7	89.6	90.4	90.1	91.3	92.0
Indian	90.3	91.5	92.2	91.8	90.9	91.1	91.7	90.6	92.5	92.3
Others	91.3	92.9	93.5	92.8	92.8	93.1	92.1	93.7	93.6	94.6
Overall	**88.6**	**89.0**	**89.6**	**89.2**	**89.6**	**89.6**	**90.0**	**89.7**	**91.0**	**91.6**

1. Figures exclude Integrated Programme (IP) students.

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

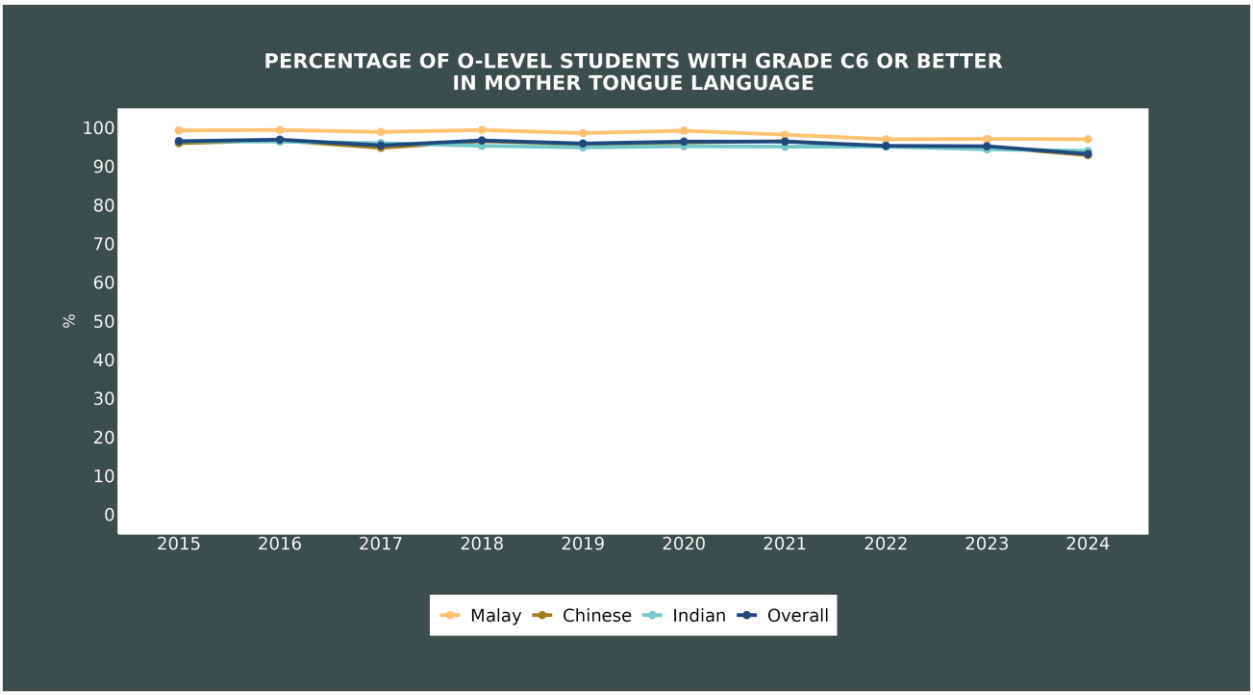


49 PERCENTAGE OF O-LEVEL STUDENTS WITH GRADE C6 OR BETTER IN MOTHER TONGUE LANGUAGE

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	99.3	99.4	98.9	99.4	98.6	99.2	98.2	97.0	97.1	97.0
Chinese	96.0	96.7	94.8	96.5	95.8	96.2	96.5	95.2	95.1	92.9
Indian	96.5	96.4	96.0	95.3	94.9	95.2	95.1	95.1	94.4	94.0
Others	91.2	87.2	86.0	89.5	86.2	91.0	89.4	88.4	91.6	83.7
Overall	**96.5**	**96.9**	**95.4**	**96.7**	**95.9**	**96.4**	**96.4**	**95.3**	**95.2**	**93.2**

1. Figures exclude Integrated Programme (IP) students.

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

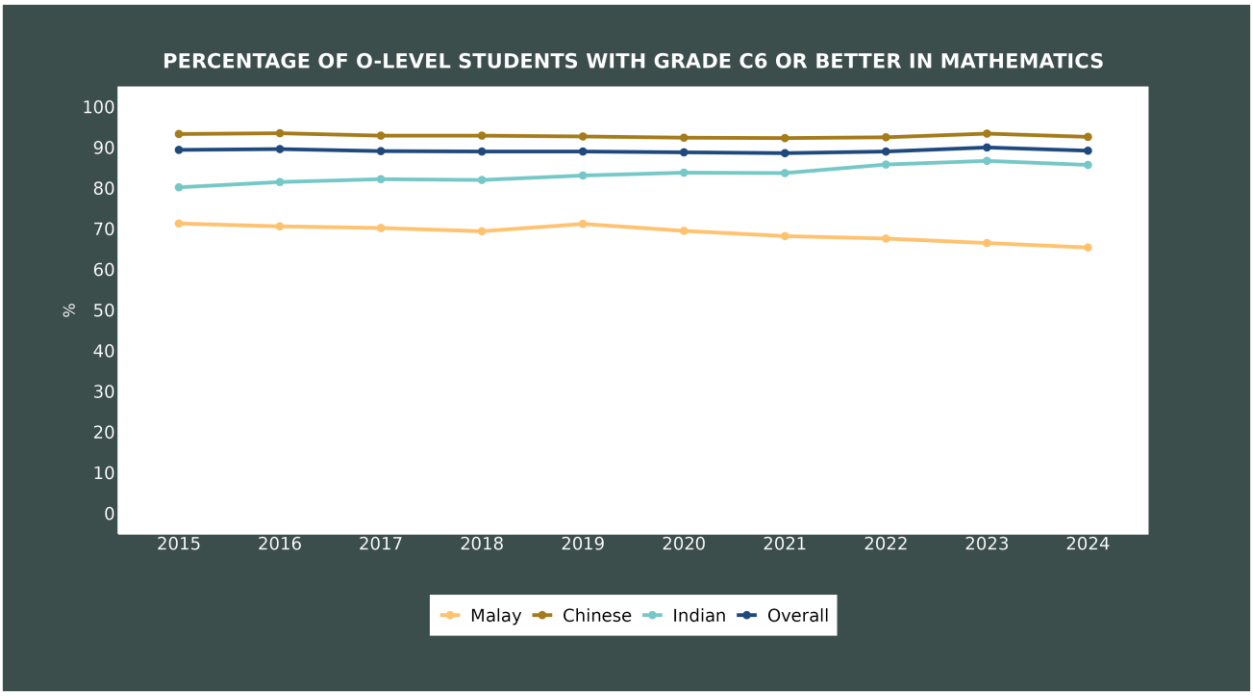


50 PERCENTAGE OF O-LEVEL STUDENTS WITH GRADE C6 OR BETTER IN MATHEMATICS

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	71.3	70.6	70.2	69.4	71.2	69.5	68.2	67.6	66.5	65.4
Chinese	93.3	93.5	92.9	92.9	92.7	92.4	92.3	92.5	93.4	92.6
Indian	80.2	81.5	82.2	82.0	83.1	83.8	83.7	85.8	86.7	85.7
Others	88.2	85.3	89.4	86.9	88.1	89.0	87.2	87.8	89.1	88.5
Overall	**89.4**	**89.6**	**89.1**	**89.0**	**89.0**	**88.8**	**88.6**	**89.0**	**90.0**	**89.2**

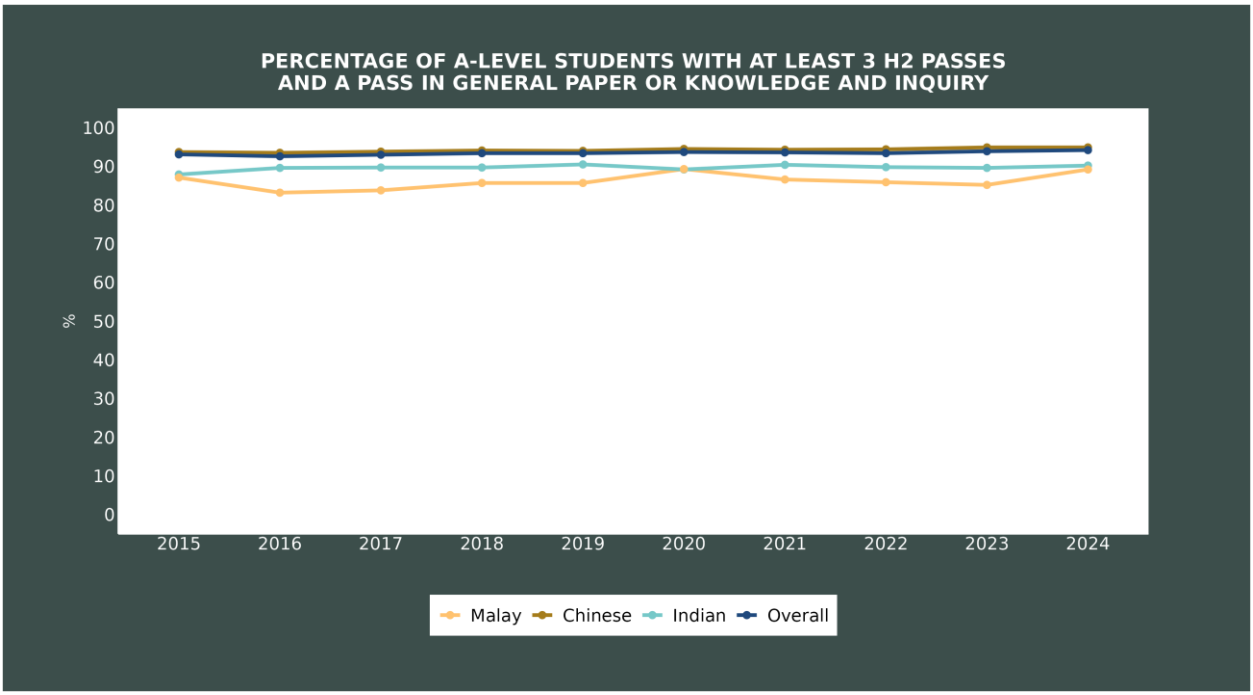
1. Figures exclude Integrated Programme (IP) students.

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



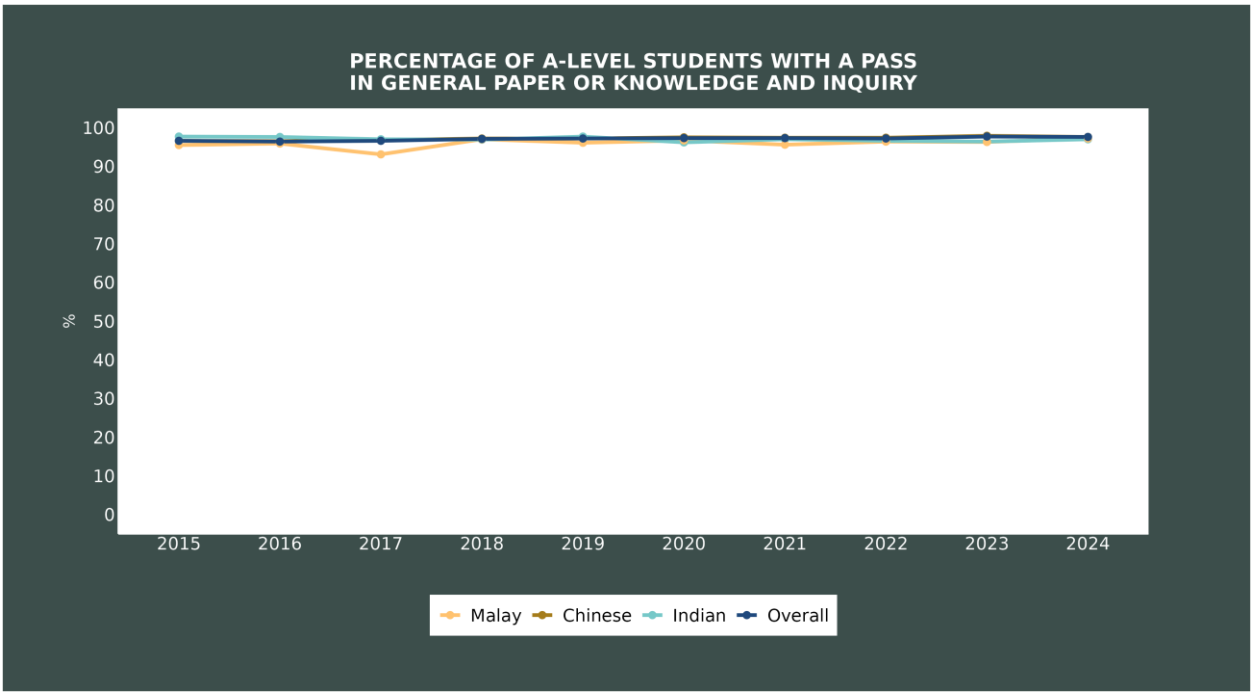
51 PERCENTAGE OF A-LEVEL STUDENTS WITH AT LEAST 3 H2 PASSES AND A PASS IN GENERAL PAPER OR KNOWLEDGE AND INQUIRY

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	87.1	83.2	83.8	85.7	85.7	89.3	86.6	85.9	85.2	89.2
Chinese	93.7	93.5	93.8	94.1	94.0	94.5	94.3	94.4	94.9	94.9
Indian	87.9	89.6	89.7	89.7	90.5	89.2	90.4	89.8	89.6	90.2
Others	92.3	88.7	90.1	90.5	93.3	90.3	93.0	90.2	92.3	95.6
Overall	**93.1**	**92.6**	**93.0**	**93.4**	**93.4**	**93.7**	**93.6**	**93.4**	**93.9**	**94.2**



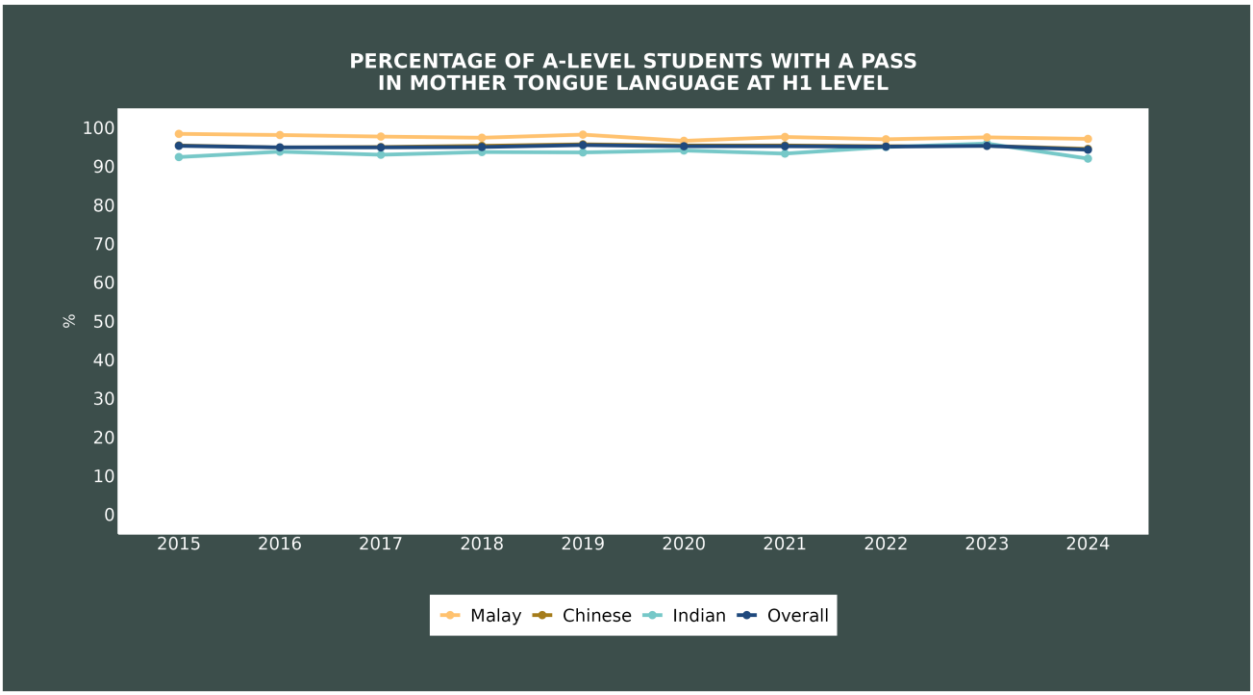
52 PERCENTAGE OF A-LEVEL STUDENTS WITH A PASS IN GENERAL PAPER OR KNOWLEDGE AND INQUIRY

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	95.5	95.9	93.1	97.0	96.1	96.7	95.6	96.4	96.3	97.2
Chinese	96.6	96.5	96.8	97.2	97.2	97.5	97.4	97.4	97.9	97.6
Indian	97.7	97.6	97.0	96.9	97.7	96.2	97.0	96.6	96.4	97.0
Others	95.7	94.2	95.7	96.1	97.0	96.2	98.3	95.9	97.6	98.6
Overall	**96.6**	**96.4**	**96.6**	**97.1**	**97.2**	**97.3**	**97.3**	**97.2**	**97.7**	**97.6**



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

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Malay	98.4	98.1	97.7	97.4	98.2	96.6	97.6	97.0	97.5	97.1
Chinese	95.4	94.9	95.0	95.3	95.7	95.4	95.4	95.2	95.3	94.5
Indian	92.4	93.8	93.0	93.7	93.6	94.1	93.3	95.0	95.9	92.0
Others	87.2	86.7	91.7	84.3	87.6	91.4	89.7	91.4	91.2	89.3
Overall	**95.3**	**94.9**	**94.9**	**95.0**	**95.5**	**95.2**	**95.2**	**95.1**	**95.3**	**94.3**



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 MTL 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.

2010 **Pri 1 Mid-Year Examination (MYE) and End-of-Year Examination (EYE) and Pri 2 MYE were removed.** This enabled primary schools to focus on building students' confidence and motivation to learn, facilitate a smooth transition from pre-school, and place more emphasis on learning rather than grades.

2019 **All weighted assessments for Pri 1 and Pri 2, including Pri 2 EYE were removed.**

2021 **MYE for Pri 3 and Pri 5 were removed and progressively removed for all primary levels by 2023** in line with earlier policy moves to provide time and space for students to adjust to the curriculum expectations in the key transition stages, as well as to further free up curriculum time to promote student-initiated learning and enhance the development of 21st Century Competencies (21CC).

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.

2024 **Refreshing support for Higher-Ability Learners (HAL)**. Starting from the 2024 Primary 1 cohort, the Gifted Education Programme (GEP) in its current form will be discontinued. MOE's support for HAL will be refreshed to broaden access and opportunities to develop students with a range of higher abilities across all primary schools. Students will remain in their own schools and will no longer be transferred at Primary 4 into one of the nine primary schools that run the GEP. Instead, students will continue learning with friends they have made in lower primary, while still being sufficiently nurtured in their schools. School-based programmes will be extended to more students (from 7% of the cohort to 10%). Students identified to benefit from further stretch can choose to attend after-school modules at designated nearby schools. These modules are designed to be different from the academic curriculum in schools, and seek to cultivate curiosity and a love for learning.

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.

2009 **Assumption Vocational Institute was re-modelled into the Assumption Pathway School**, Singapore's second SS.

2010 **The School of Science and Technology, an SIS, welcomed its inaugural batch of students**. It aimed to cater to students with a strong interest in applied Science, Technology, Engineering, Arts and Mathematics (STEAM).

2013 **Crest Secondary School welcomed its inaugural batch of students**. The school provided a customised curriculum to cater to N(T) students with an interest in practice-oriented hands-on learning.

2014 **Spectra Secondary School welcomed its inaugural batch of students.** It was the second school providing a customised curriculum to cater to N(T) students who had an interest in practice-oriented hands-on learning.

2014 **Subject-Based Banding (Secondary) [(SBB (Sec)] was piloted in 12 Prototype Schools.** SBB (Sec) provided lower secondary students in the N(A) and N(T) courses the flexibility to take some subjects at a more demanding level – English Language, Mathematics, Science or MTL (i.e. the PSLE subjects) – from the start of Sec 1. This was an extension of out-of-stream provisions at the upper secondary level.

2015 **Two-year work-study pathway (NorthLight Academy and Assumption Pathway Academy) introduced in the two SS,** to equip SS graduates with work-relevant skills and certification, and to help them transit into the workplace.

2018 **SBB (Sec) was expanded** to all secondary schools offering the N(A) and/or N(T) course from Sec 1.

2019 **MYE for Sec 1 was removed, followed by removal of MYE for Sec 3 in 2021 and all secondary levels in 2023**. This policy move was intended to reduce the school-based assessment load and perceived examination stakes, as well as free

up time and space for more student-centred teaching and learning approaches, as well as for students to adjust to the curricular demands as they transited between key stages.

2020 **Full SBB was piloted in 28 secondary schools** and progressively implemented in secondary schools between 2020 and 2024. Under the Full SBB pilot, students from the N(A) and N(T) course could take Humanities subjects at a more demanding level from Sec 2. Students in these schools also offered a common curriculum for six subjects in mixed form classes at lower secondary.

2021 **ITE Skills Subject Certificate (ISSC) was introduced**, starting with the 2021 Sec 3 cohort in Crest and Spectra Secondary, to provide these students with a broad-based curriculum that widens exposure to different industry growth areas.

2024 **Full SBB** was fully implemented in Secondary Schools, starting from the 2024 Secondary 1 cohort. The Express, N(A) and N(T) streams have been removed. Students 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. Students also have the flexibility to adjust their subject levels at appropriate junctures throughout their secondary school education according to their strengths, interests and learning needs.

2025 **Revised Junior College Admission Criteria** was announced. With effect from the 2028 Joint Admissions Exercise, the number of subjects required for junior college admission will be reduced from six to five, correspondingly shifting the current L1R5 (six subjects) gross aggregate score to L1R4 (five subjects). This allows students to free up time from offering one fewer subject to strengthen their development of 21CC and pursue other interests. There is no change to MI's L1R4 qualifying threshold, while MI's subject requirements will be aligned to the JCs from 2028 onwards.

Post-Secondary Education

Pre-University

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

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 JCs, 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 JCs, 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 JCs was phased out** because the polytechnics already offered a commerce course and could take in more students than before.

2004 **Millennia Institute (MI) 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 JCs based on their aptitudes and talents (e.g. in sports or performing arts), beyond what was demonstrated through the O-Level examination.

2006 **A-Level curriculum was revised** to provide greater flexibility, breadth, and depth in learning, and to allow students to develop a wider range of skills. The new curriculum included the introduction of Knowledge & Inquiry, enhancement of General Paper and Project Work, and a compulsory contrasting subject.

2006 **The International Baccalaureate Diploma Programme was introduced** as an alternative to the A-Level examinations. Its introduction added to the diversity of post-education pathways within our education system.

2024 **A-Level curriculum was reviewed** to enhance holistic education and strengthen the development of 21CC in students. MYE is being progressively removed; MYE was removed for JC1/Pre-U1 in 2024, for JC2/Pre-U2 in 2025, and will be removed for Pre-U3 in 2026. Project Work was repositioned as a pass/fail subject and General Paper was made a compulsory subject for all JC/MI students.

Polytechnic

1954 **Singapore Polytechnic** was established to meet the manpower needs of industrialisation.

1963 **Ngee Ann College** was inaugurated as an independent college. It later became Ngee Ann Technical College in 1968 and then Ngee Ann Polytechnic in 1981.

1990 **Temasek Polytechnic**, Singapore's third polytechnic, was established to cater to the growing number of people opting for polytechnic education, and helped widen

the range of courses to meet industry needs. It was the first major tertiary institution in the east.

1992 **Nanyang Polytechnic**, Singapore's fourth polytechnic, was established and enrolled its pioneer batch of students in its School of Health Sciences and School of Business Management. The courses offered were new options at the diploma level at that time.

2002 **Republic Polytechnic**, Singapore's fifth polytechnic, was established to cater to the need for increased capacity for pre-employment training. It admitted its first batch of students in 2003.

2006 **Polytechnic admission criteria were broadened** to recognise a wider range of aptitudes and talents other than academic achievements, with the introduction of the Joint Polytechnic Special Admissions Exercise (JPSAE) in 2006 and Direct Polytechnic Admission Exercise (DPA) in 2007.

2013 **The one-year Polytechnic Foundation Programme (PFP)** was rolled out to provide an alternative education pathway to prepare students who had performed very well in their N(A)-Level examinations for entry into relevant polytechnic diploma courses.

2015 **SkillsFuture Earn and Learn Programme (ELP), now known as SkillsFuture Work-Study Diplomas/Post-Diplomas/Certificates, was launched** as a 12- to 18-month programme to give polytechnic and ITE graduates a head-start in careers related to their discipline of study.

2016 **Aptitude-based admissions to polytechnics were enhanced** with the newly-introduced Polytechnic Early Admissions Exercise (EAE), which expanded the allowance for students to gain admission to the polytechnics based on their aptitude and interest related to their intended fields of study.

Institute of Technical Education

1958 **The Adult Education Board (AEB) was established** to promote education for adults after the end of Second World War.

1961 **Vocational schools were introduced** to provide two-year vocational courses for over-age primary school leavers who did not qualify for admission to secondary schools. By 1969, these were eventually merged with academic schools, converted to vocational institutes (VIs), or phased out due to falling demand.

1964 **The Singapore Vocational Institute was established** as the first VI to prepare premature school leavers and O-Level holders for post-secondary technical education or employment. By 1979, the rapidly growing pace of industrialisation saw the establishment of 12 more VIs.

1969 **The Singapore Technical Institute (STI) was established** to meet the industry's requirement for industrial technicians. STI's courses helped bridge the gap between the trade courses offered in the VIs, and the three-year technician diploma courses at Singapore Polytechnic and the Ngee Ann Technical College.

1973 **The Industrial Training Board (ITB) was established** to centralise, co-ordinate and promote all forms of skills training both in education and in the industry itself.

1979 **The Vocational & Industrial Training Board (VITB) was established** as a statutory board as a result of a merger of AEB & ITB, and took charge of the VIs.

1992 **The VITB was restructured into the Institute of Technical Education (ITE)**. The primary role of ITE was to ensure that its graduates had technical knowledge and skills that were relevant to industry. ITE also became the national authority for the setting of skills standards and the certification of skills in Singapore.

2005 **ITE implemented the 'One ITE System, Three Colleges' model,** which saw the restructuring of the 10 ITE institutes into three regional colleges.

2008 **The Direct-Entry-Scheme to *Higher Nitec* Programme (DES) was launched** as an alternative pathway for Sec 4 N(A) students. Under the DES, students who completed their N(A)-Level examinations could progress to *Higher Nitec* courses directly instead of taking the O-Level examinations at Sec 5.

2013 **The Direct-Entry-Scheme to Polytechnic Programme (DPP) replaced the DES.** It allowed selected students who had completed their N(A)-Level examinations to progress directly to a *Higher Nitec* programme in ITE, and subsequently to a related polytechnic diploma course.

2018 **Aptitude-based admissions to ITE was enhanced** with the newly-introduced ITE Early Admissions Exercise, which allowed secondary school and *Nitec* students to gain admission to *Nitec* and *Higher Nitec* courses based on their aptitude and interest related to their intended fields of study. The new ITE Work-Learn Technical Diploma (WLTD), now known as ITE SkillsFuture Work-Study Diploma, aimed to provide a pathway for skills deepening and career progression in partnership with industry to both fresh and in-employment ITE graduates.

2022 **ITE introduced a new enhanced three-year curricular structure** leading directly to a *Higher Nitec* certification, by streamlining overlapping competencies between related *Nitec* and *Higher Nitec* courses. The enhanced curricular

structure was progressively implemented from AY2022, and will be fully implemented in all courses by 2026.

University Education

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

1962 **The University of Singapore was set up** after its split from the University of Malaya.

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

1981 **Nanyang Technological Institute (NTI) was established** to produce practice-oriented programmes for engineers who wished to concentrate on application. NTI admitted its first batch of students in 1982.

1991 **NTI, along with the National Institute of Education was re-constituted to Nanyang Technological University (NTU)** to increase the number of university places.

2000 **Singapore Management University (SMU) was established** as Singapore's first Autonomous University. SMU was established as a city campus to facilitate a closer nexus with businesses for its degree and executive programmes.

2001 The **Cohort Participation Rate (CPR) target was increased to 25% by 2010**, for fresh school leavers**.**

2005 **Duke-NUS Graduate Medical School was established** as a collaboration between NUS and Duke University. As a graduate medical school, it diversified the medical education landscape and provided an avenue to train clinician-scientists.

2005 **SIM University (UniSIM) was established** as a private university dedicated to adult learners. It began offering publicly-subsidised part-time undergraduate degree programmes in 2008, and publicly-subsidised full-time degree programmes in 2014.

2006 **NUS and NTU were corporatised and attained the status of Autonomous Universities.** This granted the universities greater autonomy and strengthened

their long-term financial sustainability to support their pursuit of excellence in education and research.

2007 The **CPR target was increased to 30% by 2015,** for fresh school leavers**.**

2009 **The Singapore Institute of Technology (SIT) was established** to provide an improved upgrading pathway for polytechnic graduates to obtain industry-relevant degrees offered in partnership with overseas universities. It admitted its first batch of students in 2010.

2009 **The Singapore University of Technology and Design (SUTD) was established** in collaboration with the Massachusetts Institute of Technology and Zhejiang University, as a research-intensive university focusing on technology and design. It offered programmes in the disciplines of engineering, information systems and architecture and admitted its first batch of students in 2012.

2010 **The Lee Kong Chian School of Medicine was established** as Singapore's third medical school, as a collaboration between NTU and Imperial College London. It admitted its first batch of students in 2013.

2011 **Yale-NUS College was established** as a collaboration between NUS and Yale University. It admitted its first batch of students in 2013.

2012 Committee on University Expansion Pathways beyond 2015 recommended **an increase in the Lifetime CPR target to 50% by 2020,** providing publicly-funded places for fresh school leavers and working adults to pursue a university degree.

2014 **SIT attained the status of Autonomous University** and diversified the university landscape in Singapore by pioneering a new applied degree pathway. SIT launched its own degree programmes in Accountancy, Infocomm Technology and Sustainable Infrastructure Engineering (Land).

2015 **Duke-NUS Graduate Medical School was renamed Duke-NUS Medical School** to solidify the school's identity and strengthen its position with other successful international medical schools.

2017 **UniSIM was renamed 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.

2022 **Yale-NUS College was merged with the University Scholars Programme (USP) to form the new NUS College.** The last batch of Yale-NUS students graduated in 2025.

2025 **The Lifetime CPR allowance was increased to 60% for publicly-funded university degrees**, for fresh school leavers and adult learners. This provided more subsidised places for Singaporeans to study in university at different life stages, including 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 programme**s offered at the Arts Institutions, i.e. LASALLE and NAFA.

2010 **MOE announced funding for selected degree programmes at the Arts Institutions**, offered in partnership with overseas universities.

2011 **NAFA launched its first publicly-funded degree programme**, the Bachelor of Music (Hons), in partnership with the Royal College of Music, London.

2012 **LASALLE began offering publicly-funded bachelor's degree programmes** in partnership with Goldsmiths College, University of London.

2018 **NAFA launched the NAFA Foundation Programme** as a pathway for N(A)-Level students who demonstrated interest and aptitude in the arts, to

articulate into one of NAFA's diploma programmes. The 35-week programme aimed to strengthen students' foundation in various creative arts disciplines to better prepare them for entry into the diploma programmes, similar to that of the Polytechnic Foundation Programme.

2021 **NAFA launched three new publicly-funded bachelor's degree programmes** in partnership with University of the Arts London.

2021 **MOE announced that Singapore's first private arts university would be established in an alliance between LASALLE and NAFA.** This would be a private university of the arts, supported by the Government. Within the alliance, LASALLE and NAFA would remain separate legal entities and distinct colleges offering their own programmes.

2024 **University of the Arts Singapore (UAS) commenced intake for its inaugural degree cohort.** UAS offered an expanded range of programme offerings in fine arts, design, media arts, performing arts and arts management, as well as the applied arts.

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CLASSIFICATION OF ITE COURSES (2024)

CLASSIFICATION OF NATIONAL ITE CERTIFICATE (*NITEC*) PROGRAMMES (2024)

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

6.	**HOSPITALITY**	*Nitec* in Asian Culinary Arts *Nitec* in Hospitality Operations *Nitec* in Pastry & Baking *Nitec* in Western Culinary Arts

CLASSIFICATION OF DIPLOMA AND HIGHER NATIONAL ITE CERTIFICATE (*HIGHER NITEC*) PROGRAMMES (2024)

1.	**APPLIED & HEALTH SCIENCES**	*Higher Nitec* in Community Care & Social Services *Higher Nitec* in Nursing *Higher Nitec* in Opticianry *Higher Nitec* in Paramedic & Emergency Care
2.	**BUSINESS & SERVICES**	*Higher Nitec* in Accounting *Higher Nitec* in Beauty & Wellness Management *Higher Nitec* in Business Administration *Higher Nitec* in Early Childhood Education *Higher Nitec* in Event Management *Higher Nitec* in Financial Services *Higher Nitec* in Hairdressing & Salon Management *Higher Nitec* in Human Resources & Administration *Higher Nitec* in International Logistics *Higher Nitec* in Leisure & Travel Operations *Higher Nitec* in Logistics & Supply Chain Management *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 *Higher Nitec* in Tourism
3.	**DESIGN & MEDIA**	*Higher Nitec* in Architectural Technology *Higher Nitec* in Filmmaking (Cinematography) *Higher Nitec* in Interactive Design *Higher Nitec* in Motion Graphics *Higher Nitec* in Performance Production *Higher Nitec* in Visual Effects *Higher Nitec* in Visual Merchandising
4.	**ELECTRONICS & INFOCOMM TECHNOLOGY**	*Higher Nitec* in AI Applications *Higher Nitec* in Broadcast & Media Technology *Higher Nitec* in Business Information Systems *Higher Nitec* in Cyber & Network Security *Higher* Nitec in Data Engineering *Higher Nitec* in Electronics Engineering *Higher Nitec* in Games Art & Design *Higher Nitec* in Games Programming & Development *Higher Nitec* in Immersive Applications & Game *Higher Nitec* in IT Applications Development *Higher Nitec* in IT Systems & Networks *Higher Nitec* in Security System Integration
5.	**ENGINEERING**	Technical Engineer Diploma in Automotive Engineering Technical Engineer Diploma in Civil & Structural Engineering Technical Engineer Diploma in Machine Technology

		Higher Nitec in Applied Food Science *Higher Nitec* in Automotive Engineering *Higher Nitec* in Bio-Chemical Technology *Higher Nitec* in Biotechnology *Higher Nitec* in Chemical Process Technology *Higher Nitec* in Chemical Technology *Higher Nitec* in Civil & Structural Engineering Design *Higher Nitec* in Electrical Engineering *Higher Nitec* in Engineering with Business *Higher Nitec* in Facility Management *Higher Nitec* in Integrated Mechanical & Electrical Design *Higher Nitec* in Landscape Management & Design *Higher Nitec* in Marine & Offshore Technology *Higher Nitec* in Marine Engineering *Higher Nitec* in Mechanical Engineering *Higher Nitec* in Mechatronics Engineering *Higher Nitec* in Offshore & Marine Engineering Design *Higher Nitec* in Precision Engineering *Higher Nitec* in Rapid Transit Engineering *Higher Nitec* in Robotic & Smart Systems
6.	**HOSPITALITY**	Technical Diploma in Culinary Arts with Restaurant Management Technical Diploma in Hospitality & Hotel Management *Higher Nitec* in Culinary Arts *Higher Nitec* in Hospitality Operations *Higher Nitec* in Pastry & Baking

CLASSIFICATION OF LASALLE & NAFA DIPLOMA COURSES (2024)

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

CLASSIFICATION OF LASALLE & NAFA DEGREE COURSES (2024)

1.	**DESIGN & APPLIED ARTS**	Animation Art Biophilic Design Design Communication Design Practice Fashion Design and Textiles Fashion Media and Industries Interior Design Product Design
2.	**FINE & APPLIED ARTS**	Art Histories and Curatorial Practices: Asia and the World Arts Management
3.	**FINE & PERFORMING ARTS**	Acting Contemporary Chinese Theatre Fine Art(s) Instrumental & Vocal Teaching Music Musical Theatre Performance Making
4.	**MEDIA PRODUCTION**	Film

CLASSIFICATION OF POLYTECHNIC COURSES[4] (2024)

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

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

		Diploma in Landscape Architecture Diploma in Landscape Design & Horticulture Diploma in Real Estate Business Diploma in Sustainable Built Environment Diploma in Sustainable Urban Design & Engineering
3.	**BUSINESS & ADMINISTRATION**	Common Business Programme Diploma in Accountancy Diploma in Accountancy & Finance Diploma in Accounting & Finance Diploma in Arts & Theatre Management Diploma in Arts Business Management Diploma in Banking & Finance Diploma in Business Diploma in Business Administration Diploma in Business Management Diploma in Business Studies Diploma in Consumer Behaviour & Research Diploma in Customer Experience Management with Business Diploma in Hospitality & Tourism Management Diploma in Hotel & Hospitality Management Diploma in Human Resource Management with Psychology Diploma in Integrated Events & Project Management Diploma in Integrated Events Management Diploma in International Trade & Business Diploma in International Trade & Logistics Diploma in Logistics & Operations Management Diploma in Maritime Business Diploma in Marketing Diploma in Supply Chain Management Diploma in Tourism Management with Technology Diploma in Wellness, Lifestyle & Spa Management
4.	**EDUCATION**	Diploma in Early Childhood Development & Education Diploma in Outdoor & Adventure Learning Diploma in Tamil Studies with Early Education
5.	**ENGINEERING SCIENCES**	Common Engineering Programme Diploma in Advanced & Digital Manufacturing Diploma in Aeronautical & Aerospace Technology Diploma in Aeronautical Engineering Diploma in Aerospace Electronics Diploma in Aerospace Engineering Diploma in Aerospace Systems & Management Diploma in Automation & Mechatronic Systems Diploma in Biomedical Engineering Diploma in Business Process & Systems Engineering Diploma in Chemical & Biomolecular Engineering Diploma in Chemical Engineering Diploma in Civil Engineering Diploma in Civil Engineering with Business

		Diploma in Clean Energy Diploma in Computer Engineering Diploma in Digital & Precision Engineering Diploma in Electrical & Electronic Engineering Diploma in Electrical Engineering Diploma in Electronic & Computer Engineering Diploma in Electronics Diploma in Engineering Design with Business Diploma in Engineering Science Diploma in Engineering Systems & Management Diploma in Engineering with Business Diploma in Environmental & Water Technology Diploma in Green Building & Sustainability Diploma in Industrial & Operations Management Diploma in Marine & Offshore Technology Diploma in Marine Engineering Diploma in Mechanical Engineering Diploma in Mechatronics Diploma in Mechatronics & Robotics Diploma in Nanotechnology & Materials Science Diploma in Robotics & Mechatronics
6.	**HEALTH SCIENCES**	Diploma in Biomedical Science Diploma in Health Management & Promotion Diploma in Health Sciences (Nursing) Diploma in Health Services Management Diploma in Nursing Diploma in Optometry Diploma in Oral Health Therapy Diploma in Pharmaceutical Science
7.	**HUMANITIES & SOCIAL SCIENCES**	Diploma in Chinese Studies Diploma in Community Development Diploma in Psychology Studies Diploma in Social Sciences in Gerontology Diploma in Social Work
8.	**INFORMATION TECHNOLOGY**	Common ICT Programme Diploma in AI & Data Engineering Diploma in Applied AI & Analytics Diploma in Applied Artificial Intelligence Diploma in Big Data & Analytics Diploma in Business & Financial Technology Diploma in Business Information Systems Diploma in Business Information Technology Diploma in Business Intelligence & Analytics Diploma in Cybersecurity & Digital Forensics Diploma in Data Science Diploma in Digital Design and Development Diploma in Financial Business Informatics Diploma in Financial Informatics

		Diploma in Financial Technology Diploma in Game Design & Development Diploma in Game Development & Technology Diploma in Immersive Media Diploma in Immersive Media & Game Development Diploma in Infocomm & Media Engineering Diploma in Infocomm & Security Diploma in Infocomm Security Management Diploma in Information Technology Diploma in Multimedia & Infocomm Technology
9.	**LAW**	Diploma in Law & Management
10.	**MASS COMMUNICATION**	Diploma in Chinese Media & Communication Diploma in Communications & Media Management Diploma in Mass Communication Diploma in Mass Media Management
11.	**NATURAL & MATHEMATICAL SCIENCES**	Common Science Programme Diploma in Applied Chemistry Diploma in Biologics & Process Technology Diploma in Biotechnology Diploma in Chemical & Pharmaceutical Technology Diploma in Environmental & Marine Science Diploma in Environmental Science Diploma in Food Science & Nutrition Diploma in Food Science & Technology Diploma in Food, Nutrition & Culinary Science Diploma in Materials Science Diploma in Medical Biotechnology Diploma in Medicinal Chemistry Diploma in Perfumery & Cosmetic Science Diploma in Veterinary Technology
12.	**SERVICES**	Common Sports and Health Programme Diploma in Aviation Management Diploma in Culinary & Catering Management Diploma in Food & Beverage Business Diploma in Nautical Studies Diploma in Restaurant & Culinary Operations Diploma in Sport & Exercise Science Diploma in Sport & Wellness Management Diploma in Sport Coaching Diploma in Sports & Leisure Management Diploma in Tourism & Resort Management

CLASSIFICATION OF UNIVERSITY COURSES[5] (2024)

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

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

6.	**ENGINEERING SCIENCES**	Aerospace Engineering Aerospace Engineering & Economics Aircraft Systems Engineering Bioengineering Bioengineering & Economics Chemical & Biomolecular Engineering Chemical & Biomolecular Engineering & Economics Chemical Engineering Civil Engineering Civil Engineering & Economics Computer Engineering Computer Engineering & Economics Computer Science and Design Electrical & Electronic Engineering Electrical & Electronic Engineering & Economics Electrical Engineering Electrical Power Engineering Electronics Data & Engineering Engineering Engineering Product Development Engineering Science Programme Engineering Systems and Design Environmental Engineering Environmental Engineering & Economics Environmental Science & Engineering Industrial & Systems Engineering Marine Engineering Materials Engineering Materials Engineering & Economics Materials Science & Engineering Mechanical Design & Manufacturing Engineering Mechanical Engineering Mechanical Engineering & Economics Mechatronics Systems Naval Architecture Naval Architecture & Marine Engineering Offshore Engineering Pharmaceutical Engineering Renaissance Engineering Robotics Systems Sustainable Built Environment
7.	**FINE & APPLIED ARTS**	Art, Design and Media Digital Art and Animation Digital Communications and Integrated Media Industrial Design Music User Experience and Game Design
8.	**HEALTH SCIENCES**	Biomedical Sciences Biomedical Sciences and Bio-Business Chinese Medicine

		Diagnostic Radiography Dietetics and Nutrition Nursing Occupational Therapy Pharmacy Physiotherapy Radiation Therapy Speech and Language Therapy
9.	**HUMANITIES & SOCIAL SCIENCES**	Arts & Social Science Chinese Chinese And English Chinese And Linguistics & Multilingual Studies Criminology & Security Humanities and Science Economics Economics & Data Science Economics & Media Analytics Economics & Psychology Economics & Public Policy & Global Affairs English English & History English & Philosophy English Literature & Art History History History And Linguistics & Multilingual Studies Linguistics & Multilingual Studies Linguistics & Multilingual Studies & English Linguistics & Multilingual Studies And Philosophy Philosophy Philosophy & History Philosophy And Chinese Philosophy, Politics and Economics Psychology Psychology & Linguistics & Multilingual Studies Psychology & Media Analytics Public Policy & Global Affairs Social Sciences Social Work Sociology YNC Arts/Science
10.	**INFORMATION TECHNOLOGY**	Applied Artificial Intelligence Applied Computing in Finance Business Analytics Computer Science Computer Science & Economics Computer Science in Real-Time Interactive Simulation Applied Computing Computing & Law Computing Science Data Science and Artificial Intelligence

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