Education Statistics Digest 2015 SG 50

Ministry of Education
SINGAPORE

Moulding The Future of Our Nation

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PREFACE

We are pleased to present the 2015 edition of the Education Statistics Digest. The Digest provides basic statistical information on education in Singapore in 2014. This information includes data on schools, enrolment, teachers, educational outcomes and finances.

The Digest is divided into three sections.

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

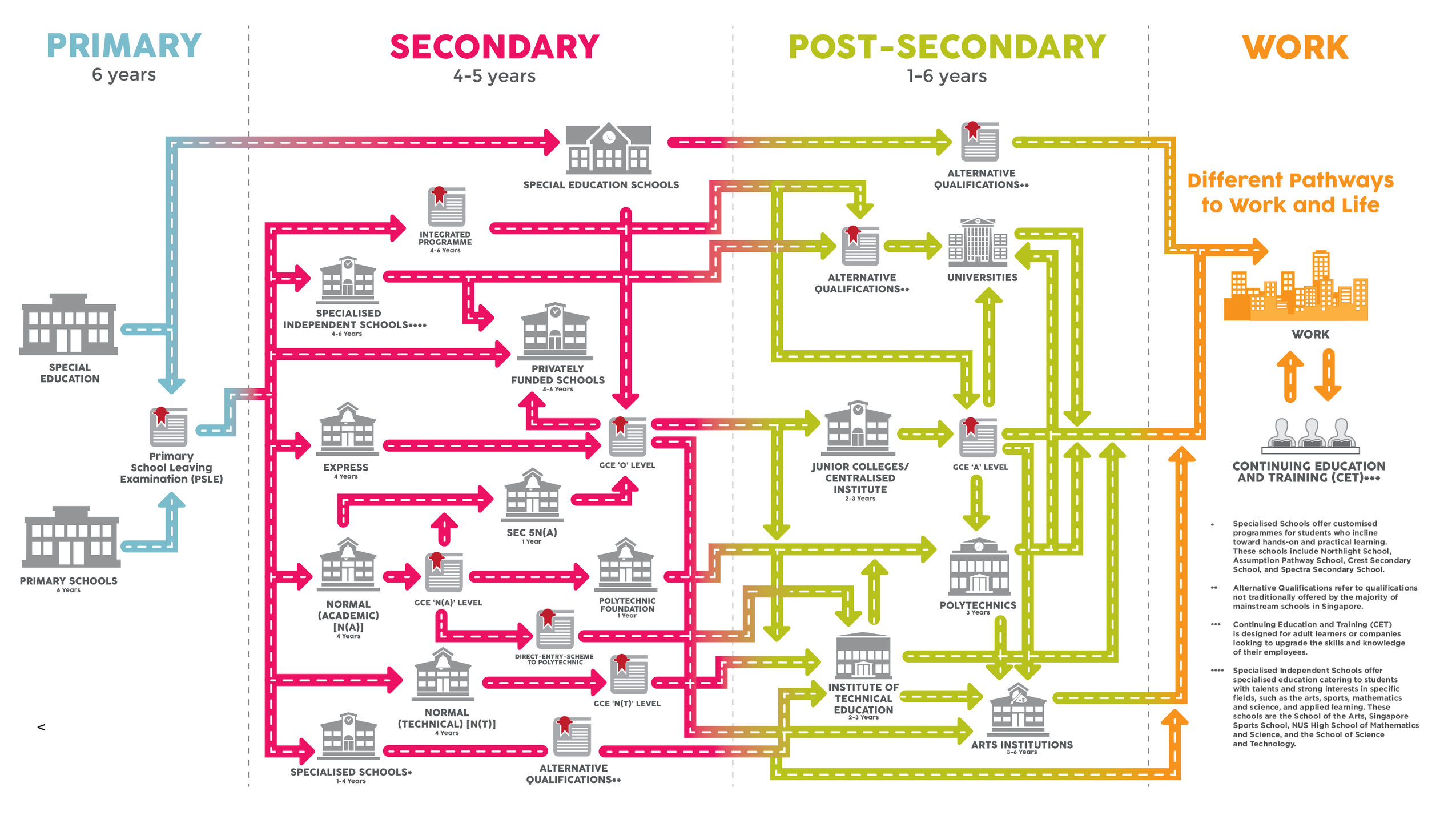
b. The second section covers post-secondary education institutions i.e. the Institute of Technical Education (ITE), the two publicly-funded arts institutes (LASALLE College of the Arts and the Nanyang Academy of Fine Arts (NAFA)), the polytechnics and the autonomous universities.

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

You can download these statistics and more in machine-readable format on www.data.gov.sg.

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

MANAGEMENT INFORMATION AND RESEARCH BRANCH
PLANNING DIVISION
MINISTRY OF EDUCATION, SINGAPORE
NOVEMBER 2015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CONTINUING EDUCATION AND TRAINING (CET)***
• Specialised Schools offer customised programmes for students who incline toward hands-on and practical learning. These schools include Northlight School, Assumption Pathway School, Crest Secondary School, and Spectra Secondary School.
•• Alternative Qualifications refer to qualifications not traditionally offered by the majority of mainstream schools in Singapore.
••• Continuing Education and Training (CET) is designed for adult learners or companies looking to upgrade the skills and knowledge of their employees.
•••• Specialised Independent Schools offer specialised education catering to students with talents and strong interests in specific fields, such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, NUS High School of Mathematics and Science, and the School of Science and Technology.

OVERVIEW OF SINGAPORE'S EDUCATION SYSTEM

Singapore's education system aims to bring out the best in every child by enabling students to discover their talents, realise their full potential, and develop a passion for life-long learning. We seek to nurture the whole child, and help them develop an enduring core of competencies, values and character, to ensure that they have the capabilities and dispositions to thrive in the 21st century. Our multiple educational pathways cater to students with different strengths, interests and learning styles, developing each child to his full potential.

Our schools provide a rich diversity of learning experiences for our students. On top of building a strong foundation in literacy and numeracy, we also cater to their educational needs in physical, aesthetic, moral and socio-emotional aspects and develop them holistically. Besides the academic curriculum, our students can develop their interest and talent in music, arts and sports through co-curricular programmes. These activities also provide them with opportunities to hone their leadership skills and socio-emotional competencies. There are opportunities to contribute to communities around the school through various Values-in-Action programmes, which are an integral part of school life. In addition, our schools offer enrichment activities to cater to students' learning interests, and education and career guidance that offer perspectives beyond the classroom.

All these learning experiences help cultivate in our students qualities such as creativity, confidence, compassion and resilience – life skills essential in a rapidly-changing world. They also gain values such as respect, responsibility, integrity, care and harmony, all of which are important for a cohesive multi-racial and multi-cultural society.

Bilingualism is a key feature of our education system. While most subjects are taught in English, all students also learn an official Mother Tongue Language. This equips them with the language competencies to access Asian cultures, and encourages them to appreciate their culture and heritage. It also enables them to connect with people from different backgrounds in a multi-cultural environment, to give them a competitive edge and thrive in a globalised world.

Teachers, allied educators and school leaders form the core of Singapore's education system. We are committed to nurturing and motivating our teachers to grow and reach their personal and professional best, in line with their aspirations and interests. Our teachers receive their comprehensive pre-service training at the National Institute of Education and have many opportunities for continual development to build up their capabilities as teaching professionals. This is complemented by the teacher academies, language institutes and learning communities, which help to foster a strong culture of dedication, collaborative learning and professional excellence.

Parents are our key partners in delivering a holistic education. Their involvement and support in school programmes is crucial. To this end, we encourage parents and the community to work together with schools to create a conducive learning environment in schools, at home and within the community.

PRIMARY EDUCATION

At the primary level, students go through a compulsory six-year course designed to give them a strong educational foundation. This includes developing language and numeracy skills, building character and nurturing sound values and good habits.

Core to the primary education curriculum are English Language, Mathematics and Mother Tongue Language, which help our students to develop literacy and problem-solving skills – skills that will be useful even beyond school.

Students also take up subjects like Art, Music, Character and Citizenship Education, Social Studies and Physical Education. Science is introduced from Primary 3 onwards. These subjects expose our students to different areas of study at an early stage to allow them to discover their interests and talents, equip them holistically with a range of knowledge and skills, and provide teachable moments to develop in them the core values that define a person's character and their sense of responsibility to society.

After the initial foundation stage (Primary 1 to Primary 4), students can take English Language, Mathematics, Mother Tongue Language and Science at either the foundation or standard level at Primary 5 and Primary 6. Students who do well in their Mother Tongue Language may also offer Higher Mother Tongue Language. Throughout primary school, teachers consider the ability of their students in designing lessons and assessment tasks. Students therefore learn at a pace that best suits them.

Schools have programmes to level up students, to ensure that help is at hand for students who need it. These programmes ensure that students are able to keep up with core subjects like English and Mathematics, regardless of their starting point. Students receive more attention through small-group teaching by specially trained teachers using structured teaching approaches that meet their learning needs. At the other end of the spectrum, we have the Gifted Education Programme (GEP) for high ability learners. Students with high ability in specific subjects who are not in the GEP can also benefit from the enriched learning derived from school-based and MOE-run activities during or after school hours.

We will continuously seek to make learning more enjoyable and meaningful for students while developing the desired skills and values that will put them in good stead for the future. Over the next few years, we will place greater emphasis on engaging teaching methods and holistic assessment, and providing opportunities for lower primary pupils to try out more sports, outdoor education and arts activities through the Programme for Active Learning (PAL). Upper primary pupils can take part in the revised Junior Sports Academy programme to explore and discover their strength and passion in a range of sports.

At the end of Primary 6, students take the Primary School Leaving Examination (PSLE), which assesses their suitability for secondary education and places them in the secondary school course that matches their learning pace, ability and inclinations. Students can also seek admission to a secondary school based on their achievements

and talents across a diverse range of areas (such as art and sports) through the Direct School Admission exercise.

SECONDARY EDUCATION

At the secondary level, we offer three core courses designed to match students' learning abilities and interests.

- **Express Course**. This is a four-year course leading to the Singapore-Cambridge General Certificate of Education (GCE) O-Level exam. Students learn English and Mother Tongue Languages,[1] as well as Mathematics, the Sciences and the Humanities.

- **Normal (Academic) (N(A)) Course.** This is a four-year course leading to the GCE N(A)-Level exam. Students learn subjects similar to those in the Express course. Those who do well at the N(A)-Level will qualify for an additional year to prepare for the O-Level exam, or progress to *Higher Nitec* courses at the Institute of Technical Education (ITE). Selected students may sit for the O-Level exam in some subjects at Secondary 4, or bypass the N(A)-Level exam and progress directly to Secondary 5 to take the O-Level exam. Since 2013, students who do well at the N(A)-Level have two "through-train" pathways to the polytechnics – (i) a one-year Polytechnic Foundation Programme (PFP) and (ii) a two-year Direct-Entry-Scheme to Polytechnic Programme (DPP).

- **Normal (Technical) (N(T)) Course**. This is a four-year course leading to the GCE N(T)-Level exam. Students learn English and Mother Tongue Languages, Mathematics and subjects with technical or practical emphases, and the curriculum is regularly reviewed to enhance experiential and practice-oriented learning. Schools also offer Elective Modules, which cover a wide range of subjects including nursing, hospitality, digital animation and precision engineering.

While students may initially be placed in a particular course, there are opportunities for lateral transfers mid-stream. Students in the N(A) and N(T) courses may also take more academically-challenging subjects at upper secondary levels if they perform well in these specific subjects. This flexibility was extended to lower secondary levels in 12 prototype schools in 2014.

The following schools form part of our diverse secondary school landscape, where there is a range of schools to suit the unique needs of every child:

- **Specialised Schools**. NorthLight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School offer customised programmes for students who are inclined towards hands-on and practical learning, leading to a combination of academic and vocational qualifications.

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

- **Specialised Independent Schools**. The NUS High School of Mathematics and Sciences, School of Science and Technology, School of the Arts and Singapore Sports School develop students in areas such as mathematics, the sciences, the arts and sports at a higher level.

- **Integrated Programme.** Some schools offer the Integrated Programme, a six-year programme for academically-strong students who prefer a more independent and less structured learning style. Students in this programme proceed to pre-university education without sitting for the O-Level exam. Given the strong academic aptitude of its students, the programme stretches the potential of its students in non-academic aspects by engaging them in broader learning experiences. Students sit for the pre-university exams at the end of six years.

Regardless of the type of school, every secondary school will have an Applied Learning programme and a Learning for Life programme by 2017 to complement their core academic and student development programmes. These programmes will offer students more opportunities to pursue learning in line with their interests, while helping them develop 21st century competencies through applying classroom learning to real-life issues, and acquire life-skills experiences in authentic contexts. This is part of MOE's efforts to ensure that all our students acquire a broad and deep foundation that prepares them for a lifelong journey of learning.

To promote the holistic development of our students, all secondary schools have access to quality art and music programmes. In addition, the Art and Music Elective Programmes, as well as the Enhanced Art and Music Programmes, enable students with keen disposition and capability in art and music to further develop their passion and talent. The revised Physical Education syllabus will also see students engaging in a wider range of physical activities and sports and develop character and values in the process.

To help students make better informed education and career choices in school and beyond, a more structured and comprehensive Education and Career Guidance (ECG) system is being put in place to provide relevant and timely support at different life stages. The ECG curriculum is being enhanced with the deployment of a professional core of ECG counsellors as well as an online ECG portal that offers customised profiling and assessment tools and resources, as well as information on the education, training and career options available to individuals at different life stages.

POST-SECONDARY EDUCATION

After Secondary 4 or Secondary 5, most students proceed to one of the following post-secondary education institutions.

- **Junior Colleges / Centralised Institute**. Students can apply for pre-university education at the junior colleges (two-year course) or centralised institute (three-year course) leading to the GCE A-Level exam. These institutions offer a wide range of subjects. To ensure a good breadth of skills and knowledge, students

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. As socio-emotional competencies and life skills remain important in pre-university, students are given ample opportunities to participate in Values-in-Action programmes that help them cultivate qualities such as initiative, leadership, social responsibility and strength of character.

- **Polytechnics**. Students who prefer a more applied education can apply for diploma courses at one of five polytechnics. The polytechnics offer a wide range of courses and prepare students for careers in the fields such as engineering, applied sciences and biotechnology, info-communications, health sciences, business studies, accountancy, social sciences, mass communications and digital media. Polytechnic graduates who wish to further their studies may be considered for admission to the universities based on their diploma qualifications.

- **Institute of Technical Education (ITE)**. Students with O- or N-Level certificates can opt for full-time courses at ITE. These courses lead to the National ITE Certificate (*Nitec*) or the Higher National ITE Certificate (*Higher Nitec*). Apart from full-time institutional training, students can also acquire skills certification through traineeship programmes conducted jointly by companies and ITE. In collaboration with overseas institutions, ITE offers Technical Engineer Diploma (TED) programmes in niche areas as another pathway for skills upgrading. ITE prepares its graduates to embark on careers in the fields for which they were trained. Those who are interested in furthering their education can also be considered for admission to the polytechnics based on their *Nitec* or *Higher Nitec* qualifications.

- **Arts Institutions**. Students interested in the creative arts can enrol in programmes offered by the LASALLE College of the Arts or the Nanyang Academy of Fine Arts (NAFA). These institutions offer a range of publicly-funded degree and diploma programmes in the visual and performing arts, such as music, theatre, dance, interior design and fashion design.

Universities

Our universities prepare students not only for today's economy but also for a future one where there will be jobs yet to be invented and challenges not yet foreseen. Today, there are six publicly-funded universities.

- **National University of Singapore (NUS)** is a research-intensive university with 16 faculties and schools, including a music conservatory. For undergraduates, the University Scholars Programme offers an inter-disciplinary academic experience, while the Yale-NUS College offers a four-year liberal arts programme. NUS also offer graduate programmes in the graduate schools for integrative sciences & engineering, public health, public policy and medicine. NUS works with its collaborative university partners to enrich their undergraduates' educational experience and student life, by offering dual degree or joint programmes, research opportunities and student exchange programmes.

- **Nanyang Technological University (NTU)** is a research-intensive university, with engineering as a key strength. It has four Colleges offering undergraduate and postgraduate programmes in various areas on top of engineering, and five autonomous entities – the Chinese Heritage Centre, Earth Observatory of Singapore, National Institute of Education, S. Rajaratnam School of International Studies and Singapore Centre on Environmental Life Sciences Engineering. In addition, NTU's Lee Kong Chian School of Medicine was established in collaboration with Imperial College London and admitted its first batch of medical students in 2013. NTU collaborates with many overseas institutions to offer dual degree or joint programmes, research opportunities and student exchange programmes.

- **Singapore Management University (SMU)** is styled after the Wharton School of the University of Pennsylvania and has undergraduate and postgraduate business and social science programmes at its core in six schools. SMU is known for its interactive pedagogy of seminar-style teaching in small class sizes. In addition to offering single degree programmes with a second major, SMU undergraduate can offer a double degree from any of the six schools. SMU hosts a wide range of research activities focusing on the social sciences, including research institutes such as the Behavioural Sciences Institute.

- **Singapore University of Technology & Design (SUTD)** was established in collaboration with the Massachusetts Institute of Technology and Zhejiang University. It is a small, top-tier research-intensive university focusing on design education in engineering and architecture and seeks to leverage its partner universities' strong tradition of engineering excellence and entrepreneurial spirit. SUTD also houses an International Design Centre (IDC) that conducts world-class research on technologically-intensive design. The SUTD-SMU Dual Degree Programme in Technology and Management allows students to pursue an engineering degree from SUTD and a business management degree from SMU concurrently.

- **Singapore Institute of Technology (SIT)** offers degree programmes in partnership with reputable overseas universities in sectors such as engineering & applied sciences, health sciences, design, interactive digital media, education and hospitality. SIT has a unique tripartite partnership model with overseas university partners and the five local polytechnics in offering our local polytechnic graduates degree upgrading opportunities. SIT also offers its own applied degrees in sustainable infrastructure engineering, information & communications technology, and accountancy.

- **SIM University (UniSIM)** provides a flexible university education for working professionals and adult learners that enables them to balance their career, family and studies. It began offering full-time applied degree programmes in 2014. In 2015, it will start to offer full-time programmes in accountancy, marketing, finance and human resource management. The university has also offered part-time degree programmes since 2006.

CONTINUAL AND LIFELONG LEARNING

Adult learners can undergo continual and lifelong learning in post-secondary education institutions. Continual and lifelong learning programmes aim to address manpower and skills gaps, to support industry development and job creation, facilitate education and career transition via various pathways, and enable the workforce to stay employable amidst rapid shifts in the economic landscape.

ITE offers adult learners part-time *Nitec*, *Higher Nitec, Master Nitec, Specialist Nitec* and ITE Skills Certificate courses. They are offered in six-month-long modules, giving participants the flexibility to sign up for training based on their needs. Adult learners can also undergo on-the-job (OJT) training at companies that are Certified OJT Centres, as well as attend in-house courses conducted by Approved Training Centres. ITE also conducts skills evaluation tests for experienced workers as well as instructional skills and related programmes for industry trainers. For adult learners who wish to upgrade academically at the secondary level, ITE offers MOE-subsidised lessons from Secondary One Normal to N- and O-Level under its General Education Programme.

The **polytechnics** offer working adults continual and lifelong learning programmes at diploma and post-diploma level, covering areas such as engineering, environmental technology, chemical processes, pharmaceuticals, electronics, construction, aerospace, marine & offshore, logistics, business, accounting & finance, security, infocomm technology & digital media, early childhood education, healthcare, sports, retail and tourism.

- **Part-time diploma** courses are designed to be modular and more compact than full-time courses, to provide more flexible and accessible upgrading opportunities for adults with working experience.

- **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 courses that cater to adults seeking to broaden and deepen their skills and knowledge in the field they are trained or practising in; Specialist Diploma courses that cater to adults seeking to deepen their skills and knowledge in a specialised area within their field of profession; and Diploma (Conversion) courses that cater to adults seeking training in a different discipline so as to facilitate career switches.

The **universities** offer continual and lifelong learning programmes through part-time degree courses at both undergraduate and post-graduate levels. Such engineering courses offered by NUS lead to a Bachelor of Technology, while the NTU courses lead to a Bachelor of Engineering. Both universities also offer part-time postgraduate courses for degree holders. **UniSIM** offers a range of more than 60 part-time undergraduate and postgraduate courses in arts and social sciences, business, human development & social services and science & technology.

With SkillsFuture, more options for continual and lifelong learning will be made available for all Singaporeans. Fresh polytechnic and ITE graduates will have access

to **SkillsFuture Earn and Learn Programmes** (ELPs), which are work-study programmes designed to give them a head-start in careers related to their discipline of study. These ELPs will provide polytechnic and ITE graduates with more opportunities to build on the skills and knowledge they acquired in school after graduation, and to better support their transition into the workforce. Adult learners can also access **Skills-Based Modular Courses** to build up specific skills as they progress in their careers. These courses provide a more flexible and bite-sized learning option for working adults to stay responsive to a changing workplace. Individuals will be able to customise a learning pathway that best suits their needs, instead of committing to a fixed programme of study at the outset.

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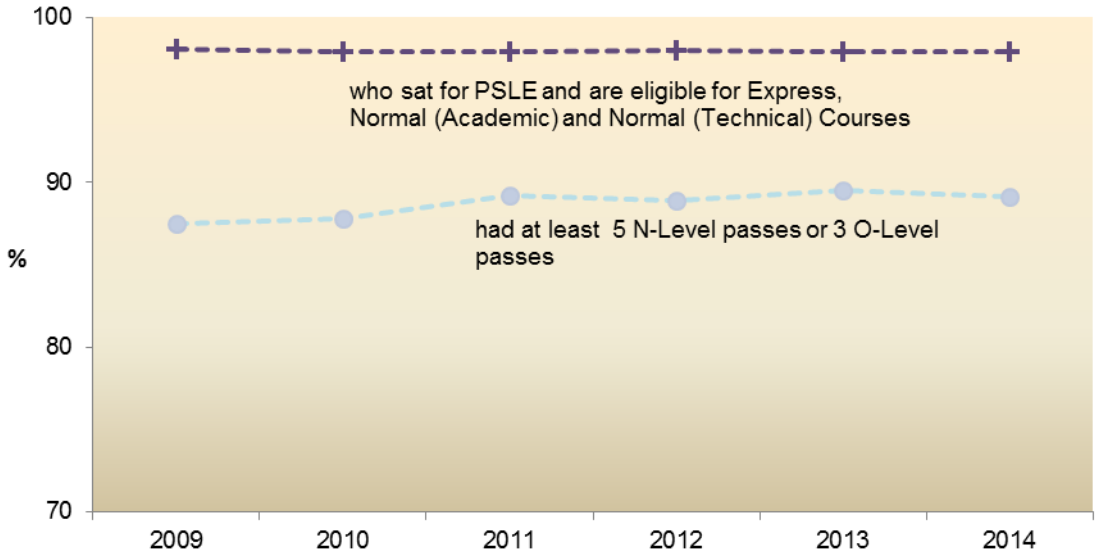
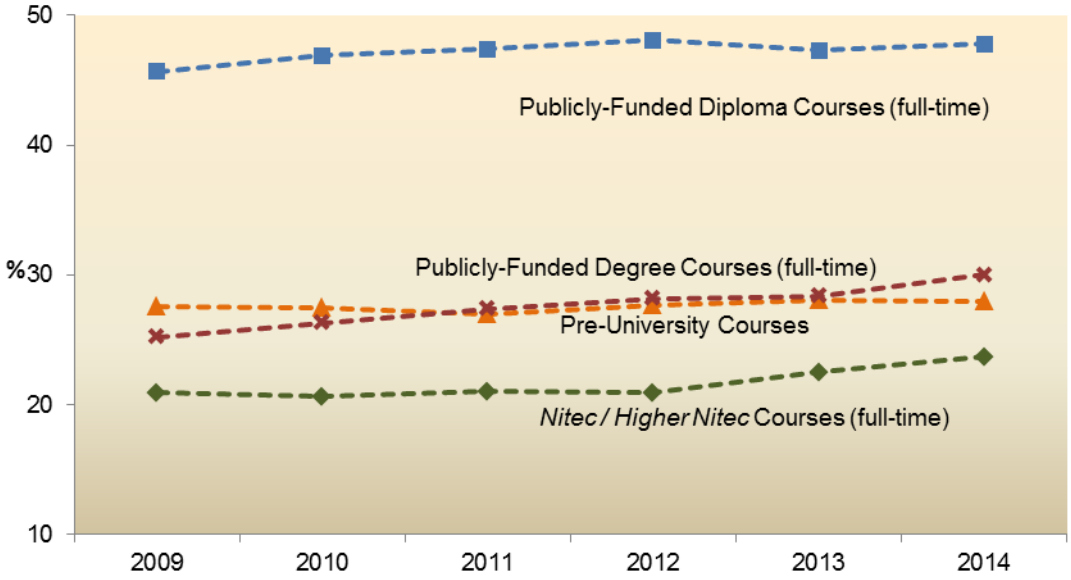
KEY EDUCATIONAL INDICATORS

A. i) Percentage of Primary 1 (P1) cohort who :



B. ii) Percentage of Primary 1 (P1) cohort admitted to:



Percentage of P1 Cohort [1]:	2009	2010	2011	2012	2013	2014
(a) who[2] sat for PSLE and are eligible for Express, Normal (Academic) and Normal (Technical) Courses	98.1	97.9	97.9	98.0	97.9	97.9
(b) who had at least 5 N-Level passes or 3 O-Level passes	87.5	87.8	89.2	88.9	89.5	89.1
Admitted to[3] :						
(c) Nitec / Higher Nitec Courses (full-time)	20.9	20.6	21.0	20.9	22.5	23.7
(d) Publicly-Funded Diploma Courses (full-time) [4]	45.7	46.9	47.4	48.1	47.3	47.8
(e) Pre-University Courses	27.6	27.5	27.0	27.7	28.1	28.0
(f) Publicly-Funded Degree Courses (full-time) [5]	25.2	26.3	27.4	28.2	28.4	30.0

Notes:

1. Figures for 2010 – 2014 are preliminary.

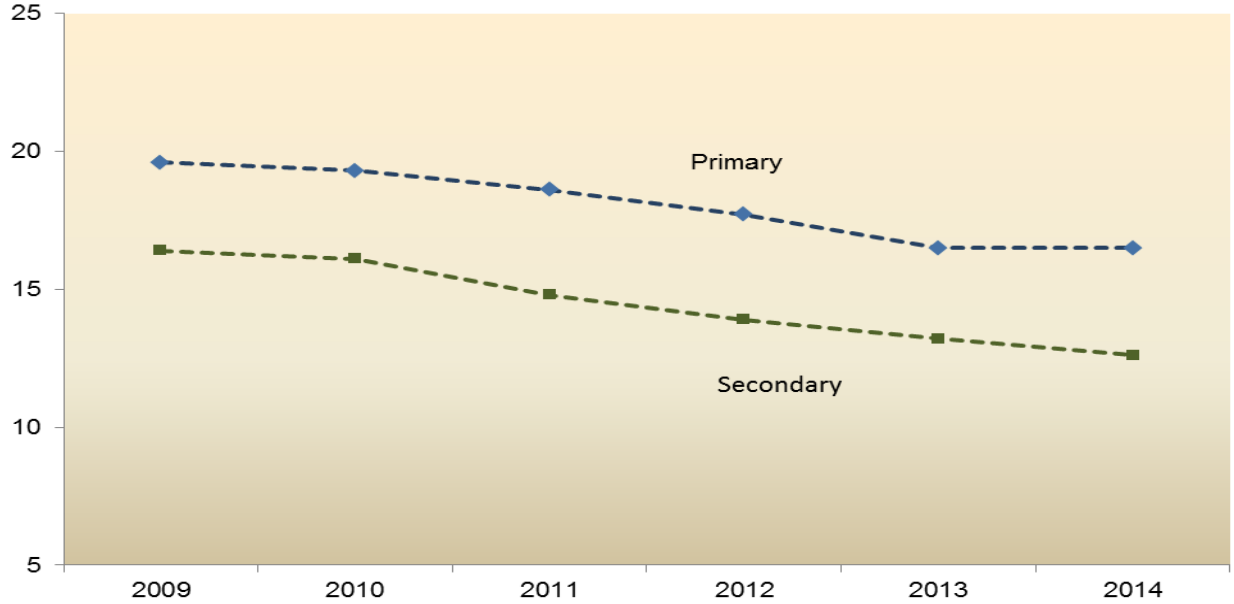
2. For a given year, the statistics are calculated based on the P1 cohort that would typically sit for these exams in that year. For example, for 2014, the percentage of the P1 cohort who sat for PSLE and are eligible for Express, Normal (Academic) and Normal (Technical) courses is calculated based on the cohort that entered P1 in 2009, and the percentage of the P1 cohort that had at least 5 N-Level or 3 O-Level passes is calculated based on the cohort that entered P1 in 2005. These figures may be different from those shown in Tables 29 to 41 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. 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) to (e) are based on P1 cohorts from 10 years prior while indicator (f) is based on P1 cohort from 12 years prior to the year of reporting.

4. Publicly-funded diploma courses are offered by the five Polytechnics, ITE, LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA).

5. Publicly-funded degree courses are offered by NUS, NTU, SMU, SUTD, SIT, UniSIM, LASALLE and NAFA.

C. Ratio of Students to Teaching Staff



	2009	2010	2011	2012	2013	2014
Primary	19.6	19.3	18.6	17.7	16.5	16.5
Secondary	16.4	16.1	14.8	13.9	13.2	12.5

Note:

1. Figures for secondary schools include students and teachers in Government, Government-Aided, Independent, Specialised Independent and Specialised schools.

SECTION 1

Primary, Secondary and Pre-University Education, 2014

1 NUMBER OF SCHOOLS BY LEVEL AND TYPE, 2014

Type of School	Primary	Secondary	Mixed Level[1]	Junior College / Centralised Institute	Total
Total	**185**	**154**	**16**	**14**	**369**
Government	144	119	4	10	**277**
Govt-Aided	41	28	3	4	**76**
Independent	0	2	6	0	**8**
Specialised Independent	0	1	3	0	**4**
Specialised	0	4	0	0	**4**

Note: 1) Mixed Level schools comprise Primary & Secondary Schools (P1-S4/5) and Secondary & Junior College Schools (S1-JC2). For type of schools, Mixed Level schools are reflected according to their secondary section, while their primary section may be of a different type. For example, if the secondary section is an independent school and its primary section is government-aided, the school will be accounted for in the table above as an independent Mixed Level school.

2 STUDENTS, EDUCATION OFFICERS AND EP[1] IN SCHOOLS BY LEVEL, 2014

	Primary		Secondary		Mixed Level[2]		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Enrolment	234,499	113,879	170,410	84,015	37,587	17,238	20,907	11,270	**463,403**	226,402
Teacher	14,343	11,656	13,544	8,797	2,946	1,827	2,065	1,231	**32,898**	23,511
Vice-Principal	295	201	290	155	50	26	28	7	**663**	389
Principal	187	140	158	80	16	7	16	11	**377**	238
Education Partners	3,054	2,300	3,428	2,139	955	598	328	224	**7,765**	5,261

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

2) Mixed Level schools comprise Primary & Secondary Schools (P1-S4/5) and Secondary & Junior College Schools (S1-JC2).

3 SUMMARY STATISTICS ON EDUCATION OFFICERS, 2014

Level / Type of School	Qualification	Teacher		Vice-Principal		Principal		All	
		Total	Female	Total	Female	Total	Female	Total	Female
Total	**Graduate**	**28,025**	**19,593**	**648**	**378**	**372**	**234**	**29,045**	**20,205**
	Non-grad	**4,873**	**3,918**	**15**	**11**	**5**	**4**	**4,893**	**3,933**
Primary	**Graduate**	**10,620**	**8,610**	**287**	**196**	**182**	**136**	**11,089**	**8,942**
	Non-grad	**4,063**	**3,340**	**15**	**11**	**5**	**4**	**4,083**	**3,355**
Government	Graduate	7,508	6,023	213	144	142	107	7,863	6,274
	Non-grad	3,033	2,449	11	8	3	2	3,047	2,459
Govt-Aided	Graduate	3,112	2,587	74	52	40	29	3,226	2,668
	Non-grad	1,030	891	4	3	2	2	1,036	896
Secondary	**Graduate**	**14,407**	**9,247**	**319**	**168**	**166**	**85**	**14,892**	**9,500**
	Non-grad	**801**	**575**	**0**	**0**	**0**	**0**	**801**	**575**
Government	Graduate	9,999	6,389	230	118	124	63	10,353	6,570
	Non-grad	539	425	0	0	0	0	539	425
Govt-Aided	Graduate	2,851	1,893	61	33	33	17	2,945	1,943
	Non-grad	145	114	0	0	0	0	145	114
Independent	Graduate	1,060	696	22	14	4	4	1,086	714
	Non-grad	19	10	0	0	0	0	19	10
Specialised Independent	Graduate	339	189	3	1	3	1	345	191
	Non-grad	10	5	0	0	0	0	10	5
Specialised	Graduate	158	80	3	2	2	0	163	82
	Non-grad	88	21	0	0	0	0	88	21
Junior College / Centralised Institute	**Graduate**	**2,998**	**1,736**	**42**	**14**	**24**	**13**	**3,064**	**1,763**
	Non-grad	**9**	**3**	**0**	**0**	**0**	**0**	**9**	**3**
Government	Graduate	1,834	1,083	25	6	16	10	1,875	1,099
	Non-grad	6	2	0	0	0	0	6	2
Govt-Aided	Graduate	631	369	8	3	4	3	643	375
	Non-grad	2	1	0	0	0	0	2	1
Independent	Graduate	533	284	9	5	4	0	546	289
	Non-grad	1	0	0	0	0	0	1	0

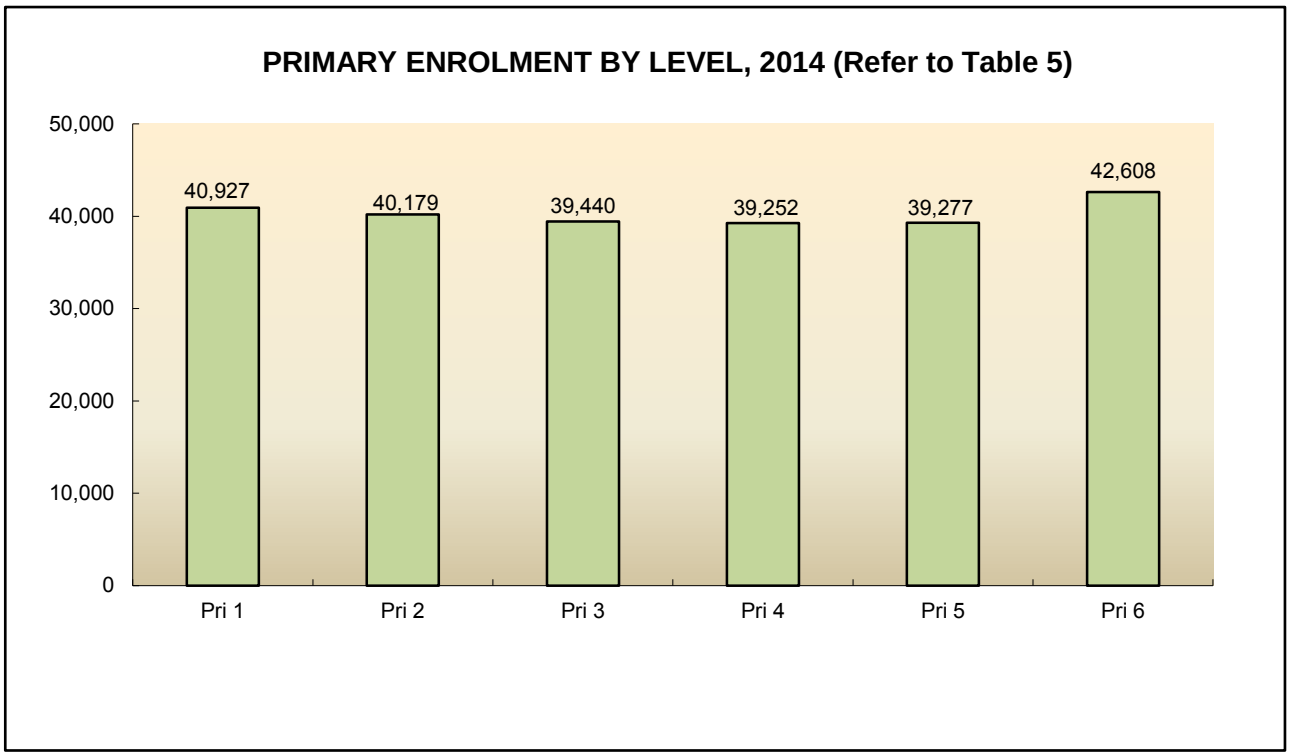
Note: 1) The above excludes 1,214 officers in HQ (of which 806 are female), 1,035 on various leave (of which 915 are female), 231 on secondment to other institutions (of which 142 are female) and 272 studying at NIE (of which 222 are female).

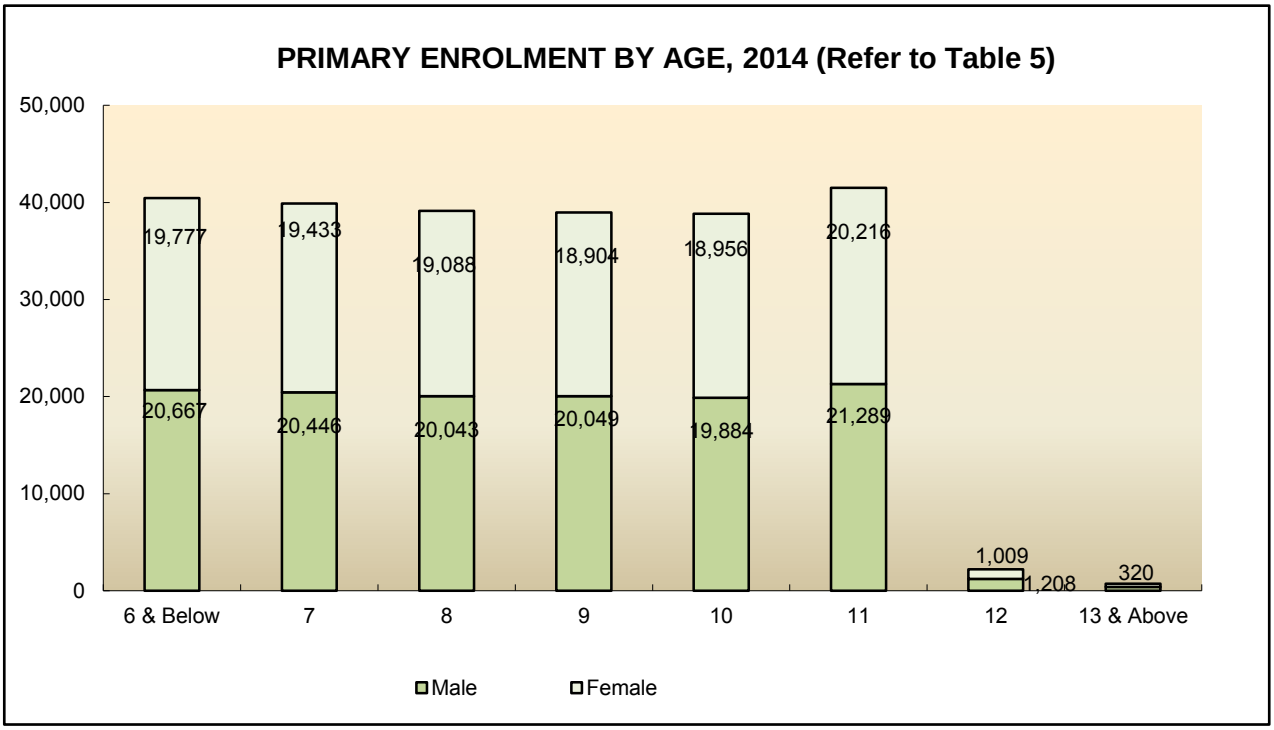
2) Education Officers in Mixed Level schools are classified according to the level they teach.

4 ENROLMENT, NUMBER OF CLASSES AND CLASS SIZE BY LEVEL, 2014

Level	Enrolment	No. of Classes	Average Class Size
Total	**463,403**	**14,069**	**32.9**
Primary	**241,683**	**7,196**	**33.6**
Pri 1	40,927	1,383	29.6
Pri 2	40,179	1,357	29.6
Pri 3	39,440	1,068	36.9
Pri 4	39,252	1,086	36.1
Pri 5	39,277	1,106	35.5
Pri 6	42,608	1,196	35.6
Secondary	**190,107**	**5,480**	**34.7**
Sec 1	42,969	1,211	35.5
Sec 2	48,328	1,324	36.5
Sec 3	46,712	1,342	34.8
Sec 4	45,183	1,331	33.9
Sec 5	6,915	272	25.4
Junior College / Centralised Institute	**31,613**	**1,393**	**22.7**
JC 1 / Pre-U 1	15,937	694	23.0
JC 2 / Pre-U 2	15,386	689	22.3
Pre-U 3	290	10	29.0

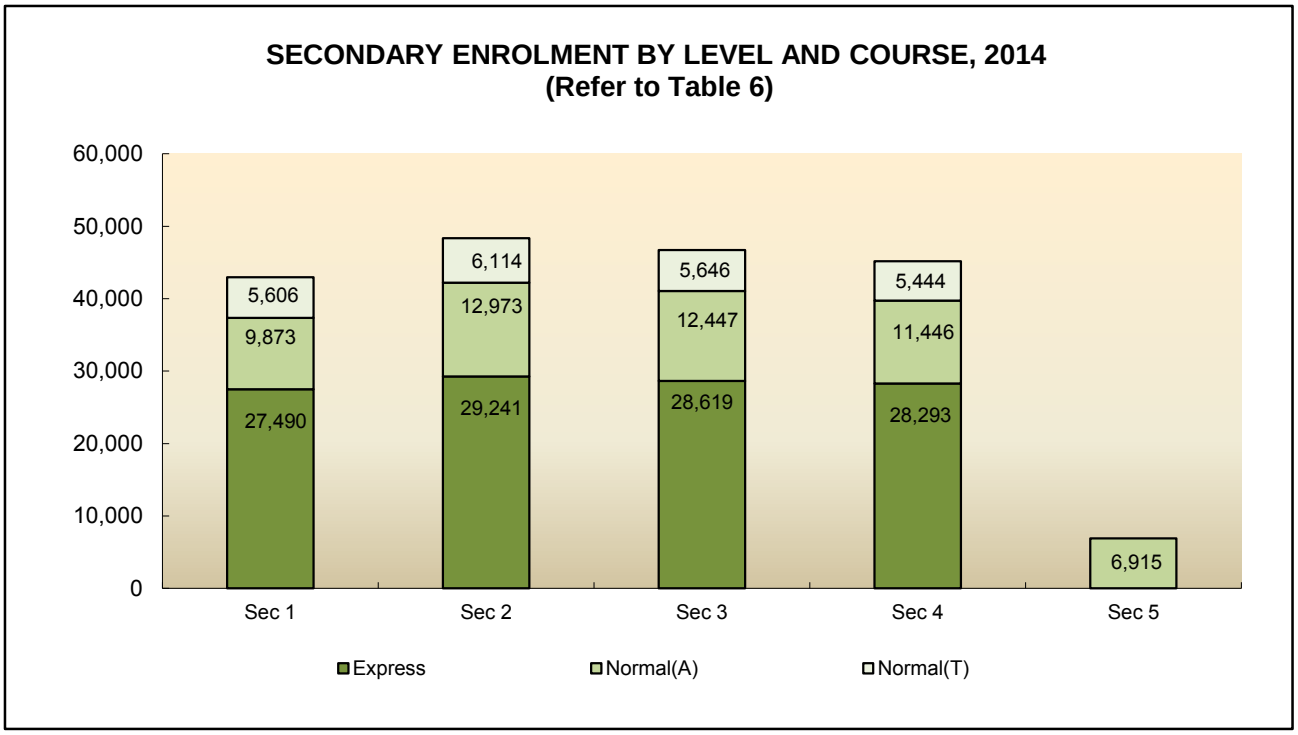
Note:
Class size is the average number of students per class, calculated by dividing the number of students enrolled by the number of classes in that level. The classes here refer to form classes only. Pupil-Teacher Ratio (PTR), on the other hand, is the number of primary/secondary pupils divided by the number of teachers in primary/secondary schools.

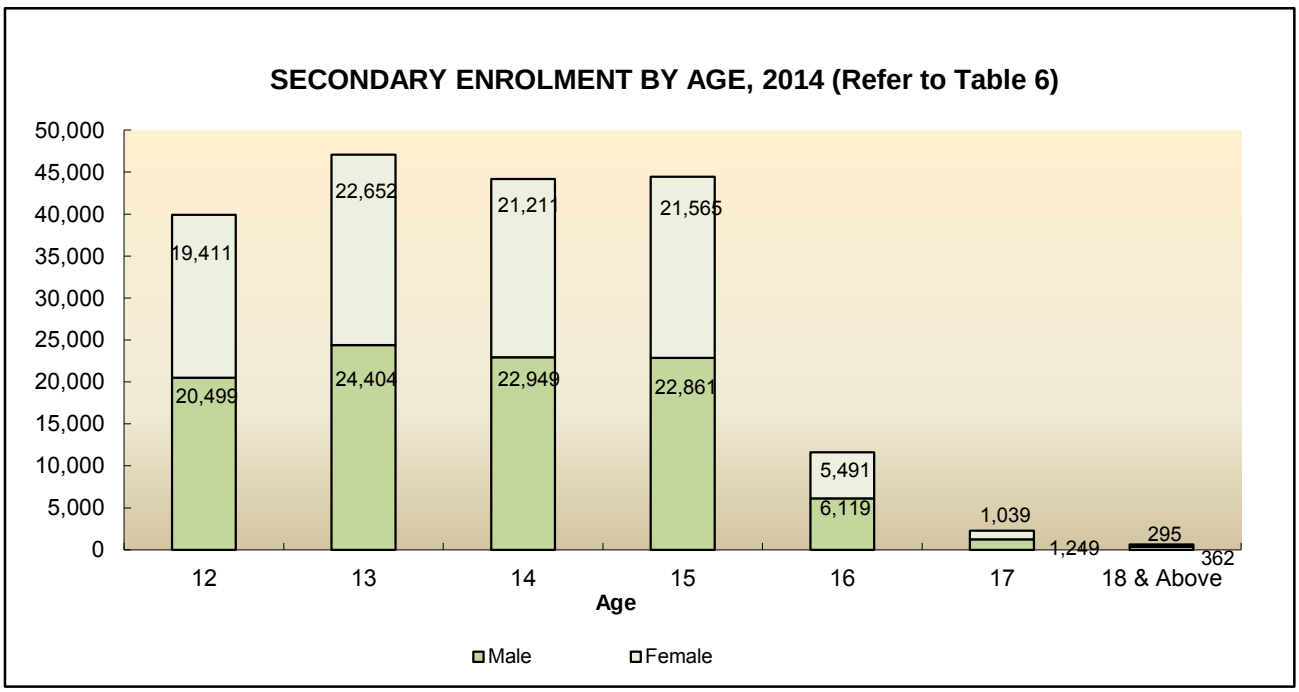

PRIMARY ENROLMENT BY LEVEL, 2014 (Refer to Table 5)
50,000
40,000
30,000
20,000
10,000
0
40,927
40,179
39,440
39,252
39,277
42,608
Pri 1
Pri 2
Pri 3
Pri 4
Pri 5
Pri 6


PRIMARY ENROLMENT BY AGE, 2014 (Refer to Table 5)
50,000
40,000
30,000
20,000
10,000
0
19,777
19,433
19,088
18,904
18,956
20,216
20,667
20,446
20,043
20,049
19,884
21,289
1,009
1,208
320
6 & Below
7
8
9
10
11
12
13 & Above
Male
Female

5 PRIMARY ENROLMENT BY AGE AND LEVEL, 2014

Level	Sex	Age (in years)										
		≤ 6	7	8	9	10	11	12	13	14	≥ 15	Total
Total	**MF**	**40,444**	**39,879**	**39,131**	**38,953**	**38,840**	**41,505**	**2,217**	**654**	**53**	**7**	**241,683**
	F	**19,777**	**19,433**	**19,088**	**18,904**	**18,956**	**20,216**	**1,009**	**296**	**22**	**2**	**117,703**
Pri 1	MF	40,443	426	51	7	0	0	0	0	0	0	**40,927**
	F	19,776	159	25	2	0	0	0	0	0	0	**19,962**
Pri 2	MF	1	39,452	620	101	5	0	0	0	0	0	**40,179**
	F	1	19,274	258	45	1	0	0	0	0	0	**19,579**
Pri 3	MF	0	1	38,458	784	180	15	2	0	0	0	**39,440**
	F	0	0	18,803	354	80	8	0	0	0	0	**19,245**
Pri 4	MF	0	0	2	38,060	869	295	24	2	0	0	**39,252**
	F	0	0	2	18,502	382	131	12	1	0	0	**19,030**
Pri 5	MF	0	0	0	1	37,785	1,060	399	27	5	0	**39,277**
	F	0	0	0	1	18,493	480	183	8	3	0	**19,168**
Pri 6	MF	0	0	0	0	1	40,135	1,792	625	48	7	**42,608**
	F	0	0	0	0	0	19,597	814	287	19	2	**20,719**


SECONDARY ENROLMENT BY LEVEL AND COURSE, 2014
(Refer to Table 6)
60,000
50,000
40,000
30,000
20,000
10,000
0
5,606
9,873
27,490
6,114
12,973
29,241
5,646
12,447
28,619
5,444
11,446
28,293
6,915
Sec 1
Sec 2
Sec 3
Sec 4
Sec 5
Express
Normal(A)
Normal(T)


SECONDARY ENROLMENT BY AGE, 2014 (Refer to Table 6)
50,000
45,000
40,000
35,000
30,000
25,000
20,000
15,000
10,000
5,000
0
19,411
20,499
22,652
24,404
21,211
22,949
21,565
22,861
5,491
6,119
1,039
1,249
295
362
12
13
14
15
16
17
18 & Above
Age
Male
Female

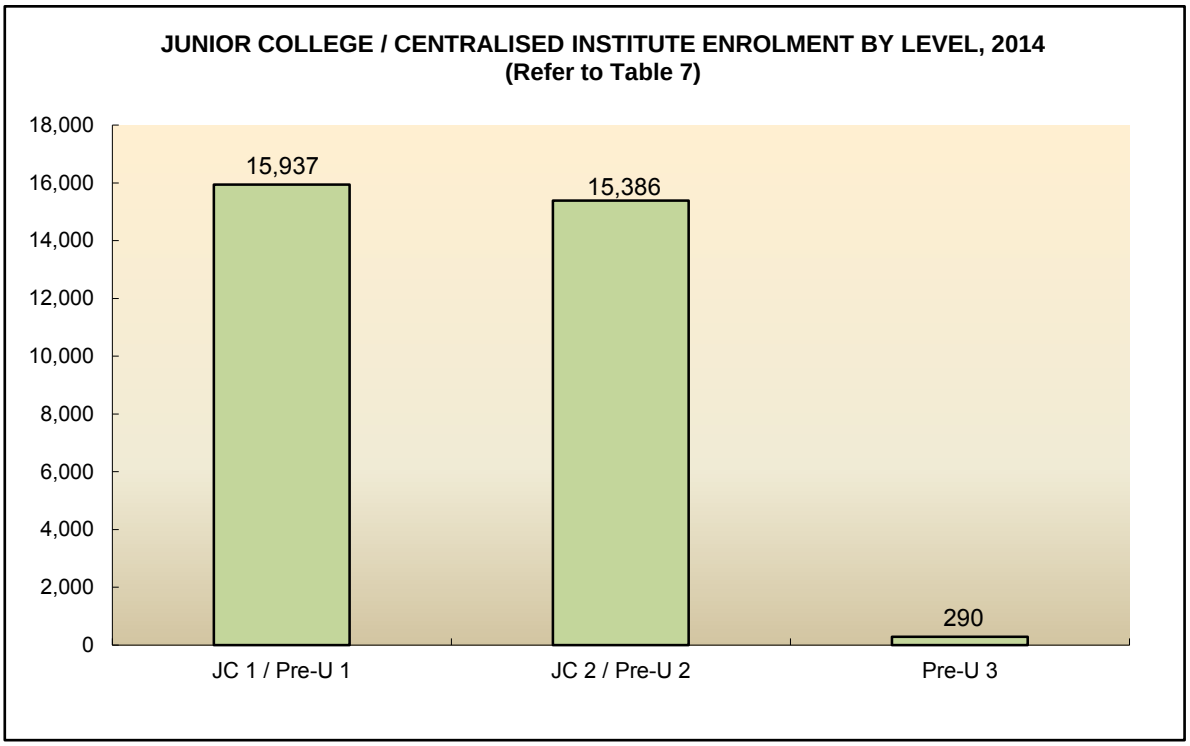
6 SECONDARY ENROLMENT BY AGE, LEVEL AND COURSE, 2014

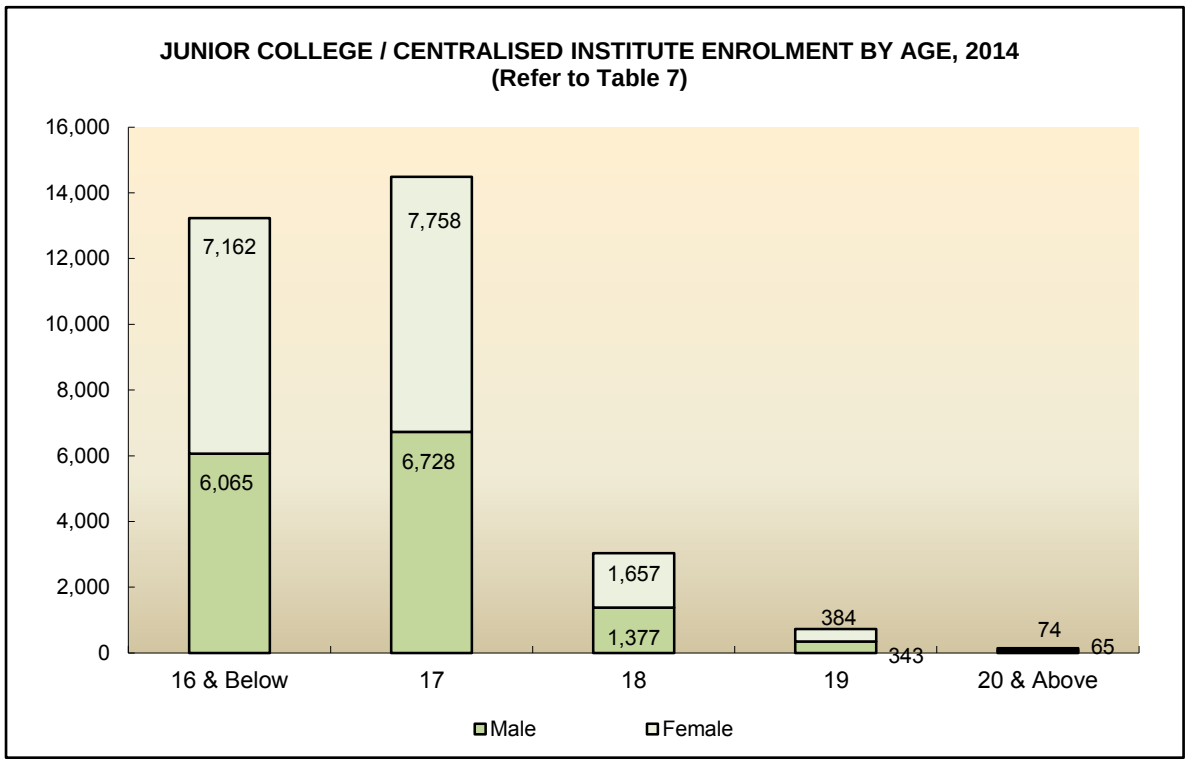
Level & Course	Sex	Age (in years)									
		≤ 12	13	14	15	16	17	18	19	≥ 20	Total
Total	**MF**	**39,910**	**47,056**	**44,160**	**44,426**	**11,610**	**2,288**	**544**	**109**	**4**	**190,107**
	F	**19,411**	**22,652**	**21,211**	**21,565**	**5,491**	**1,039**	**249**	**44**	**2**	**91,664**
Secondary 1	**MF**	**39,907**	**2,151**	**779**	**110**	**22**	**0**	**0**	**0**	**0**	**42,969**
	F	**19,408**	**947**	**348**	**41**	**12**	**0**	**0**	**0**	**0**	**20,756**
Express	MF	25,954	1,014	470	44	8	0	0	0	0	27,490
	F	13,242	487	217	13	4	0	0	0	0	13,963
Normal(A)	MF	9,198	471	177	26	1	0	0	0	0	9,873
	F	4,416	206	81	10	0	0	0	0	0	4,713
Normal(T)	MF	4,755	666	132	40	13	0	0	0	0	5,606
	F	1,750	254	50	18	8	0	0	0	0	2,080
Secondary 2	**MF**	**3**	**44,901**	**2,302**	**932**	**160**	**29**	**1**	**0**	**0**	**48,328**
	F	**3**	**21,701**	**1,028**	**428**	**59**	**8**	**1**	**0**	**0**	**23,228**
Express	MF	3	27,699	965	506	58	10	0	0	0	29,241
	F	3	14,276	497	265	26	4	0	0	0	15,071
Normal(A)	MF	0	11,979	688	242	54	10	0	0	0	12,973
	F	0	5,610	263	96	17	2	0	0	0	5,988
Normal(T)	MF	0	5,223	649	184	48	9	1	0	0	6,114
	F	0	1,815	268	67	16	2	1	0	0	2,169
Secondary 3	**MF**	**0**	**4**	**41,074**	**3,897**	**1,435**	**262**	**39**	**1**	**0**	**46,712**
	F	**0**	**4**	**19,833**	**1,694**	**656**	**126**	**20**	**1**	**0**	**22,334**
Express	MF	0	4	25,744	1,911	810	132	18	0	0	28,619
	F	0	4	13,161	935	418	80	9	0	0	14,607
Normal(A)	MF	0	0	10,682	1,227	435	91	11	1	0	12,447
	F	0	0	4,993	490	174	34	6	1	0	5,698
Normal(T)	MF	0	0	4,648	759	190	39	10	0	0	5,646
	F	0	0	1,679	269	64	12	5	0	0	2,029
Secondary 4	**MF**	**0**	**0**	**5**	**39,487**	**4,001**	**1,343**	**284**	**63**	**0**	**45,183**
	F	**0**	**0**	**2**	**19,402**	**1,768**	**642**	**136**	**26**	**0**	**21,976**
Express	MF	0	0	4	25,299	1,962	833	166	29	0	28,293
	F	0	0	1	13,252	998	433	86	11	0	14,781
Normal(A)	MF	0	0	1	9,798	1,194	350	84	19	0	11,446
	F	0	0	1	4,634	465	149	36	7	0	5,292
Normal(T)	MF	0	0	0	4,390	845	160	34	15	0	5,444
	F	0	0	0	1,516	305	60	14	8	0	1,903
Secondary 5	**MF**	**0**	**0**	**0**	**0**	**5,992**	**654**	**220**	**45**	**4**	**6,915**
	F	**0**	**0**	**0**	**0**	**2,996**	**263**	**92**	**17**	**2**	**3,370**

Note:

1) Normal(T) also include students on the ITE Skills Certificate course in Specialised Schools to equip them with employable skills for entry into the workforce or further training.

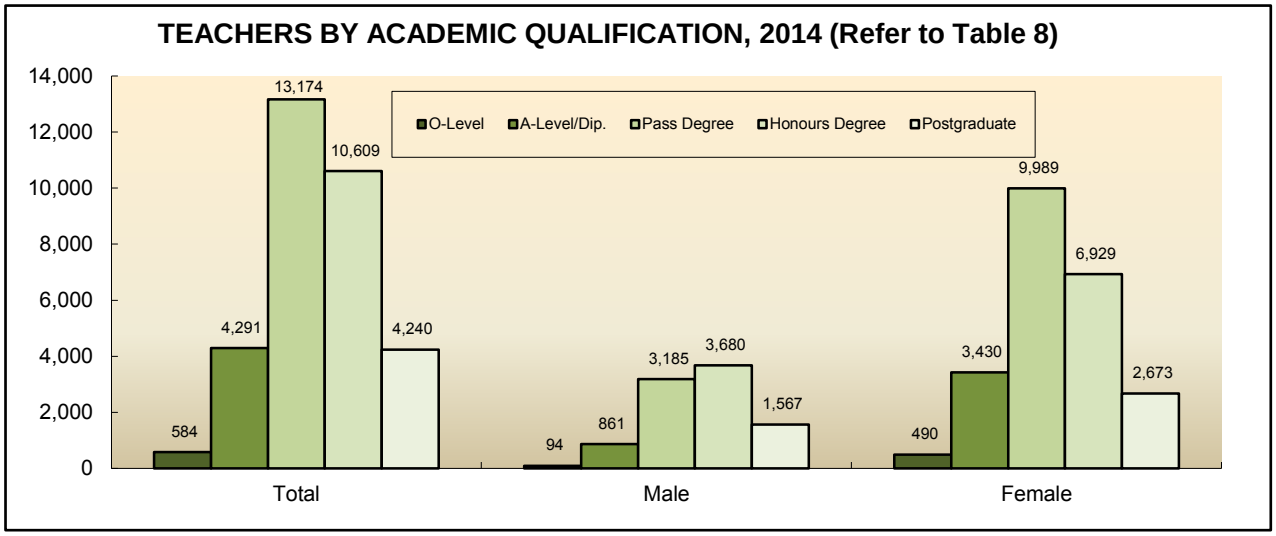
2) All Secondary 5 students are in the Normal (Academic) course.

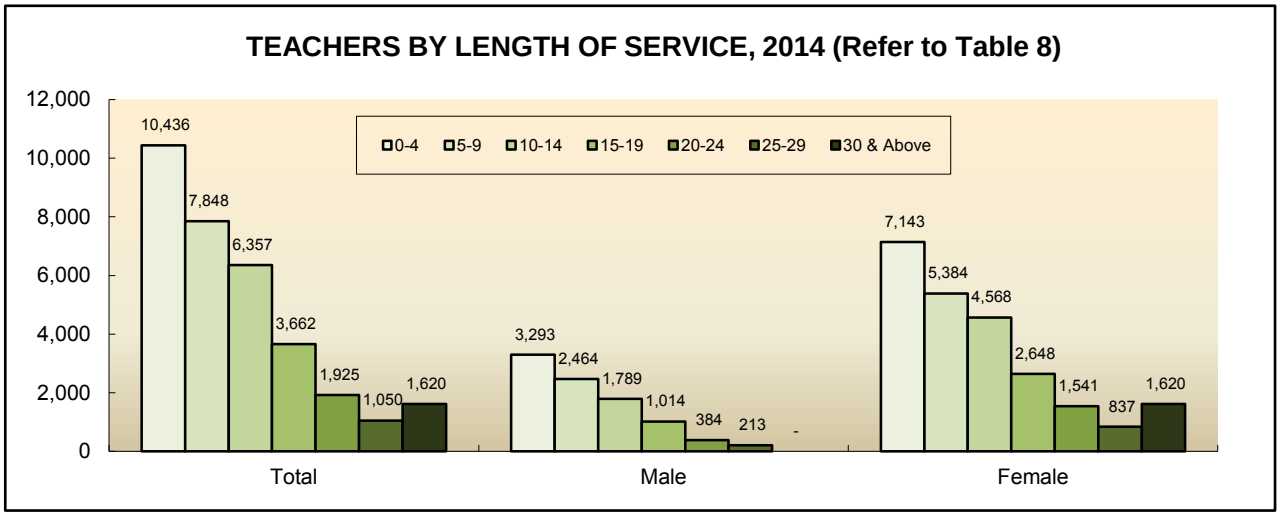

JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY LEVEL, 2014
(Refer to Table 7)
18,000
16,000
14,000
12,000
10,000
8,000
6,000
4,000
2,000
0
15,937
15,386
290
JC 1 / Pre-U 1
JC 2 / Pre-U 2
Pre-U 3

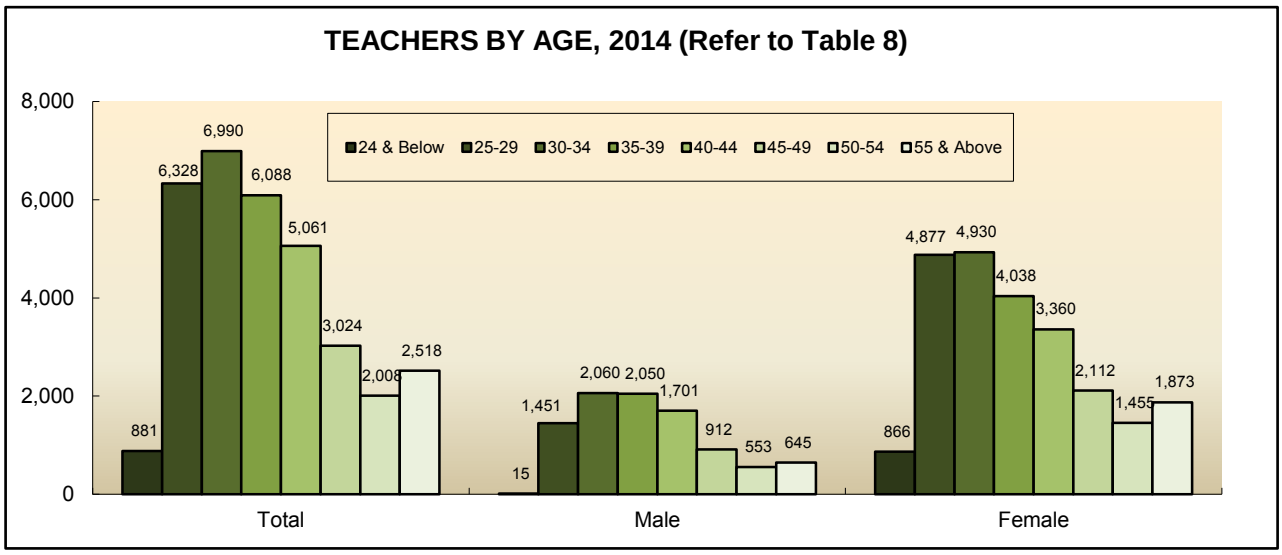

JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY AGE, 2014
(Refer to Table 7)
16,000
14,000
12,000
10,000
8,000
6,000
4,000
2,000
0
7,162
6,065
7,758
6,728
1,657
1,377
384
343
74
65
16 & Below
17
18
19
20 & Above
Male
Female

7 JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY AGE AND LEVEL, 2014

Level	Sex	Age (in years)						
		≤ 16	17	18	19	20	≥ 21	Total
Total	**MF**	**13,227**	**14,486**	**3,034**	**727**	**118**	**21**	**31,613**
	F	**7,162**	**7,758**	**1,657**	**384**	**58**	**16**	**17,035**
JC 1 / Pre-U 1	MF	13,218	2,170	468	68	13	0	**15,937**
	F	7,160	1,160	224	39	9	0	**8,592**
JC 2 / Pre-U 2	MF	9	12,316	2,407	569	71	14	**15,386**
	F	2	6,598	1,332	288	28	10	**8,258**
Pre-U 3	MF	0	0	159	90	34	7	**290**
	F	0	0	101	57	21	6	**185**


TEACHERS BY ACADEMIC QUALIFICATION, 2014 (Refer to Table 8)
14,000
12,000
10,000
8,000
6,000
4,000
2,000
0
O-Level
A-Level/Dip.
Pass Degree
Honours Degree
Postgraduate
584
4,291
13,174
10,609
4,240
94
861
3,185
3,680
1,567
490
3,430
9,989
6,929
2,673
Total
Male
Female


TEACHERS BY LENGTH OF SERVICE, 2014 (Refer to Table 8)
12,000
10,000
8,000
6,000
4,000
2,000
0
0-4
5-9
10-14
15-19
20-24
25-29
30 & Above
10,436
7,848
6,357
3,662
1,925
1,050
1,620
3,293
2,464
1,789
1,014
384
213
7,143
5,384
4,568
2,648
1,541
837
1,620
Total
Male
Female


TEACHERS BY AGE, 2014 (Refer to Table 8)
8,000
6,000
4,000
2,000
0
24 & Below
25-29
30-34
35-39
40-44
45-49
50-54
55 & Above
881
6,328
6,990
6,088
5,061
3,024
2,008
2,518
15
1,451
2,060
2,050
1,701
912
553
645
866
4,877
4,930
4,038
3,360
2,112
1,455
1,873
Total
Male
Female

8 TEACHERS' ACADEMIC QUALIFICATION, LENGTH OF SERVICE AND AGE BY LEVEL, 2014

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	**14,683**	**11,950**	**15,208**	**9,822**	**3,007**	**1,739**	**32,898**	**23,511**
Academic Qualification								
GCE O-Level	454	402	129	88	1	0	**584**	490
GCE A-Level/Diploma	3,609	2,938	674	489	8	3	**4,291**	3,430
Pass Degree	6,007	5,041	6,631	4,606	536	342	**13,174**	9,989
Honours Degree	3,309	2,560	5,541	3,334	1,759	1,035	**10,609**	6,929
Masters Degree	1,298	1,005	2,177	1,273	655	337	**4,130**	2,615
PhD	6	4	56	32	48	22	**110**	58
Length of Service								
0 - 4	4,007	3,131	5,398	3,421	1,031	591	**10,436**	7,143
5 - 9	3,421	2,678	3,665	2,269	762	437	**7,848**	5,384
10 - 14	3,316	2,690	2,566	1,619	475	259	**6,357**	4,568
15 - 19	1,778	1,507	1,591	985	293	156	**3,662**	2,648
20 - 24	1,040	917	735	537	150	87	**1,925**	1,541
25 - 29	412	369	505	392	133	76	**1,050**	837
30 & Above	709	658	748	599	163	133	**1,620**	1,390
Age								
24 & Below	357	349	469	463	55	54	**881**	866
25 - 29	2,393	2,018	3,311	2,437	624	422	**6,328**	4,877
30 - 34	3,077	2,444	3,184	2,051	729	435	**6,990**	4,930
35 - 39	2,886	2,282	2,655	1,498	547	258	**6,088**	4,038
40 - 44	2,494	1,967	2,188	1,206	379	187	**5,061**	3,360
45 - 49	1,518	1,245	1,277	762	229	105	**3,024**	2,112
50 - 54	867	716	949	619	192	120	**2,008**	1,455
55 & Above	1,091	929	1,175	786	252	158	**2,518**	1,873

9 VICE-PRINCIPALS' ACADEMIC QUALIFICATION, LENGTH OF SERVICE AND AGE BY LEVEL, 2014

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	**302**	**207**	**319**	**168**	**42**	**14**	**663**	**389**
Academic Qualification								
GCE O- / A-Level / Diploma	15	11	0	0	0	0	**15**	11
Pass Degree	109	82	89	53	6	3	**204**	138
Honours Degree	50	32	100	39	14	4	**164**	75
Masters Degree	126	81	126	75	22	7	**274**	163
PhD	2	1	4	1	0	0	**6**	2
Length of Service								
0 - 9	16	6	19	7	7	1	**42**	14
10 - 14	42	22	79	28	18	4	**139**	54
15 - 19	119	79	87	43	7	1	**213**	123
20 - 24	55	44	46	28	3	3	**104**	75
25 - 29	30	25	41	27	6	4	**77**	56
30 & Above	40	31	47	35	1	1	**88**	67
Age								
29 & below	0	0	0	0	0	0	**0**	0
30 - 34	4	2	8	5	5	3	**17**	10
35 - 39	60	44	62	31	17	2	**139**	77
40 - 44	96	56	99	43	9	3	**204**	102
45 - 49	70	49	50	23	3	1	**123**	73
50 - 54	48	38	57	41	8	5	**113**	84
55 & Above	24	18	43	25	0	0	**67**	43

10 PRINCIPALS' ACADEMIC QUALIFICATION, LENGTH OF SERVICE AND AGE BY LEVEL, 2014

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	**187**	**140**	**166**	**85**	**24**	**13**	**377**	**238**
Academic Qualification								
GCE O- / A-Level / Diploma	5	4	0	0	0	0	**5**	4
Pass Degree	62	47	31	21	1	0	**94**	68
Honours Degree	24	17	41	21	5	2	**70**	40
Masters Degree	96	72	93	43	16	11	**205**	126
PhD	0	0	1	0	2	0	**3**	0
Length of Service								
0 - 9	3	2	5	1	1	1	**9**	4
10 - 14	6	2	18	4	0	0	**24**	6
15 - 19	38	24	45	15	2	1	**85**	40
20 - 24	44	36	30	20	1	1	**75**	57
25 - 29	40	28	24	16	9	4	**73**	48
30 & Above	56	48	44	29	11	6	**111**	83
Age								
29 & Below	0	0	0	0	0	0	**0**	0
30 - 34	1	1	0	0	0	0	**1**	1
35 - 39	5	5	13	4	1	1	**19**	10
40 - 44	42	28	48	18	0	0	**90**	46
45 - 49	48	36	35	20	2	1	**85**	57
50 - 54	46	35	30	19	7	3	**83**	57
55 & Above	45	35	40	24	14	8	**99**	67

11 STATISTICS[1] ON PRIVATE EDUCATION INSTITUTIONS, 2014

Type of Institution	Number of Institutions	Enrolment					
		Full-Time		Part-Time		Total	
		Total	Female	Total	Female	Total	Female
Total	**29**	**11,384**	**5,051**	**-**	**-**	**11,384**	**5,051**
Full-time Islamic Religious School (Madrasah)	6	3,460	2,220	-	-	**3,460**	2,220
Privately Funded School[2]	3	2,481	1,172	-	-	**2,481**	1,172
Special Education School[3]	20	5,443	1,659	-	-	**5,443**	1,659

Type of Institution	Number of Institutions	Teaching Staff					
		Full-Time		Part-Time		Total	
		Total	Female	Total	Female	Total	Female
Total	**29**	**1,598**	**1,246**	**14**	**13**	**1,612**	**1,259**
Full-time Islamic Religious School (Madrasah)	6	248	176	-	-	**248**	176
Privately Funded School	3	246	148	14	13	**260**	161
Special Education School	20	1,104	922	-	-	**1,104**	922

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

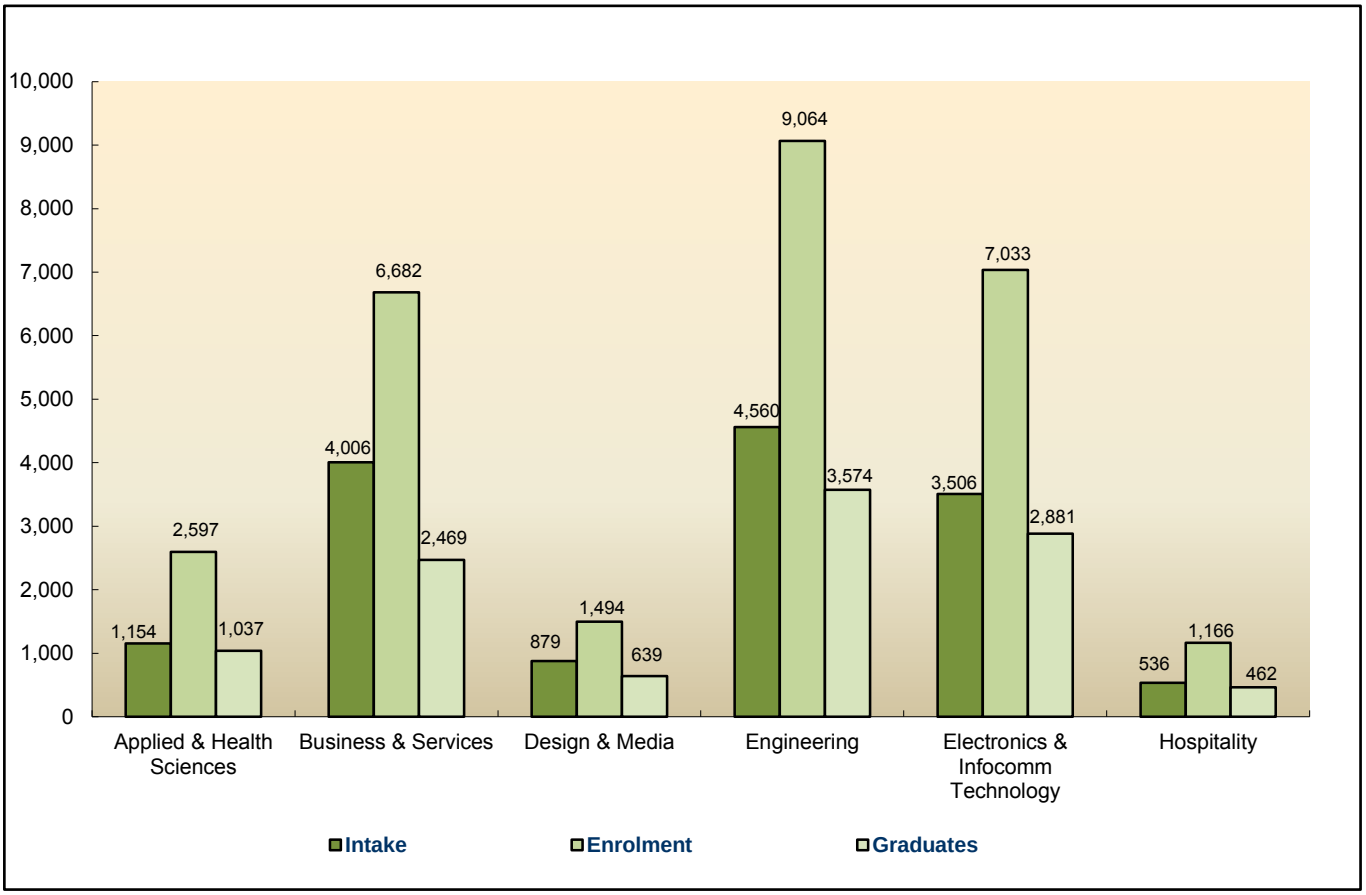
SECTION 2

Post-Secondary Education Institutions

12 INTAKE, ENROLMENT AND GRADUATES OF ITE BY COURSE (FULL-TIME), 2014

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**14,641**	**5,574**	**28,036**	**10,249**	**11,062**	**3,883**
Applied & Health Sciences	1,154	701	2,597	1,631	**1,037**	645
Business & Services	4,006	2,547	6,682	4,173	**2,469**	1,545
Design & Media	879	462	1,494	751	**639**	318
Engineering	4,560	633	9,064	1,218	**3,574**	400
Electronics & Infocomm Technology	3,506	948	7,033	1,860	**2,881**	734
Hospitality	536	283	1,166	616	**462**	241

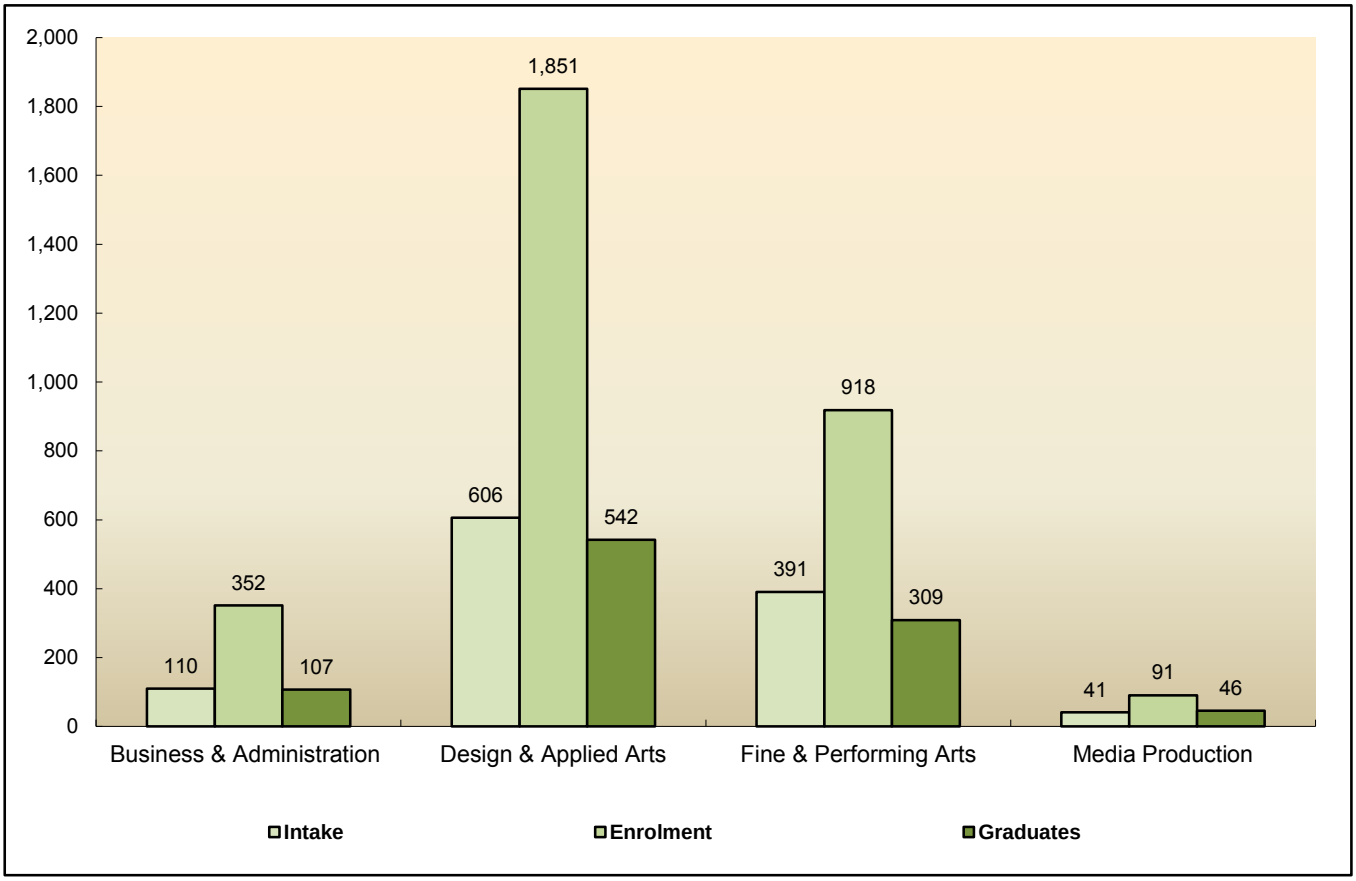
1) Refer to the Appendix for the classification of courses.



13 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE (FULL-TIME), 2014

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**1,148**	**817**	**3,212**	**2,213**	**1,004**	**661**
Business & Administration	110	84	352	269	**107**	82
Design & Applied Arts	606	439	1,851	1,288	**542**	371
Fine & Performing Arts	391	267	918	600	**309**	198
Media Production	41	27	91	56	**46**	10

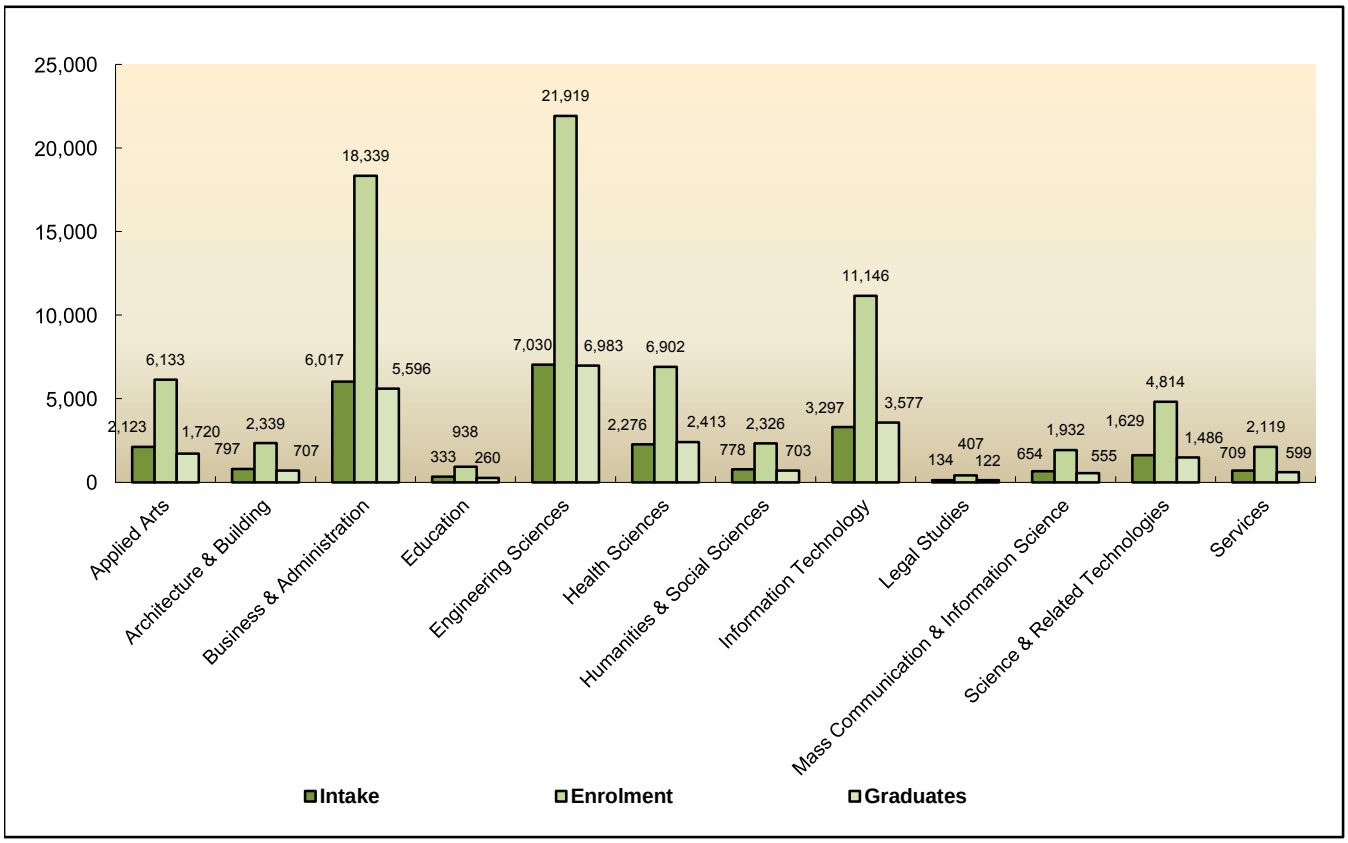
Note: 1) Figures for LASALLE College of the Arts and the Nanyang Academy of Fine Arts (NAFA) are for full-time diploma courses only.
2) Intake includes direct entry to second and subsequent years.
3) Refer to the Appendix for the classification of courses.



14 INTAKE, ENROLMENT AND GRADUATES OF POLYTECHNICS BY COURSE (FULL-TIME), 2014

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**25,777**	**12,537**	**79,314**	**37,936**	**24,721**	**12,012**
Applied Arts	2,123	1,183	6,133	3,448	**1,720**	995
Architecture & Building	797	471	2,339	1,329	**707**	435
Business & Administration	6,017	3,799	18,339	11,355	**5,596**	3,394
Education	333	317	938	872	**260**	239
Engineering Sciences	7,030	1,558	21,919	4,734	**6,983**	1,612
Health Sciences	2,276	1,659	6,902	5,154	**2,413**	1,838
Humanities & Social Sciences	778	430	2,326	1,299	**703**	388
Information Technology	3,297	1,230	11,146	4,204	**3,577**	1,483
Legal Studies	134	79	407	224	**122**	66
Mass Communication & Information Science	654	491	1,932	1,413	**555**	393
Science & Related Technologies	1,629	1,022	4,814	3,010	**1,486**	931
Services	709	298	2,119	894	**599**	238

Note: 1) Intake, enrolment and graduate figures refer to diploma courses only. Intake excludes students on Polytechnic Foundation Programme.
2) Intake includes direct entry to second year.
3) Refer to the Appendix for the classification of courses.



15 INTAKE, ENROLMENT AND GRADUATES OF UNIVERSITIES[1] BY COURSE (FULL-TIME), 2014

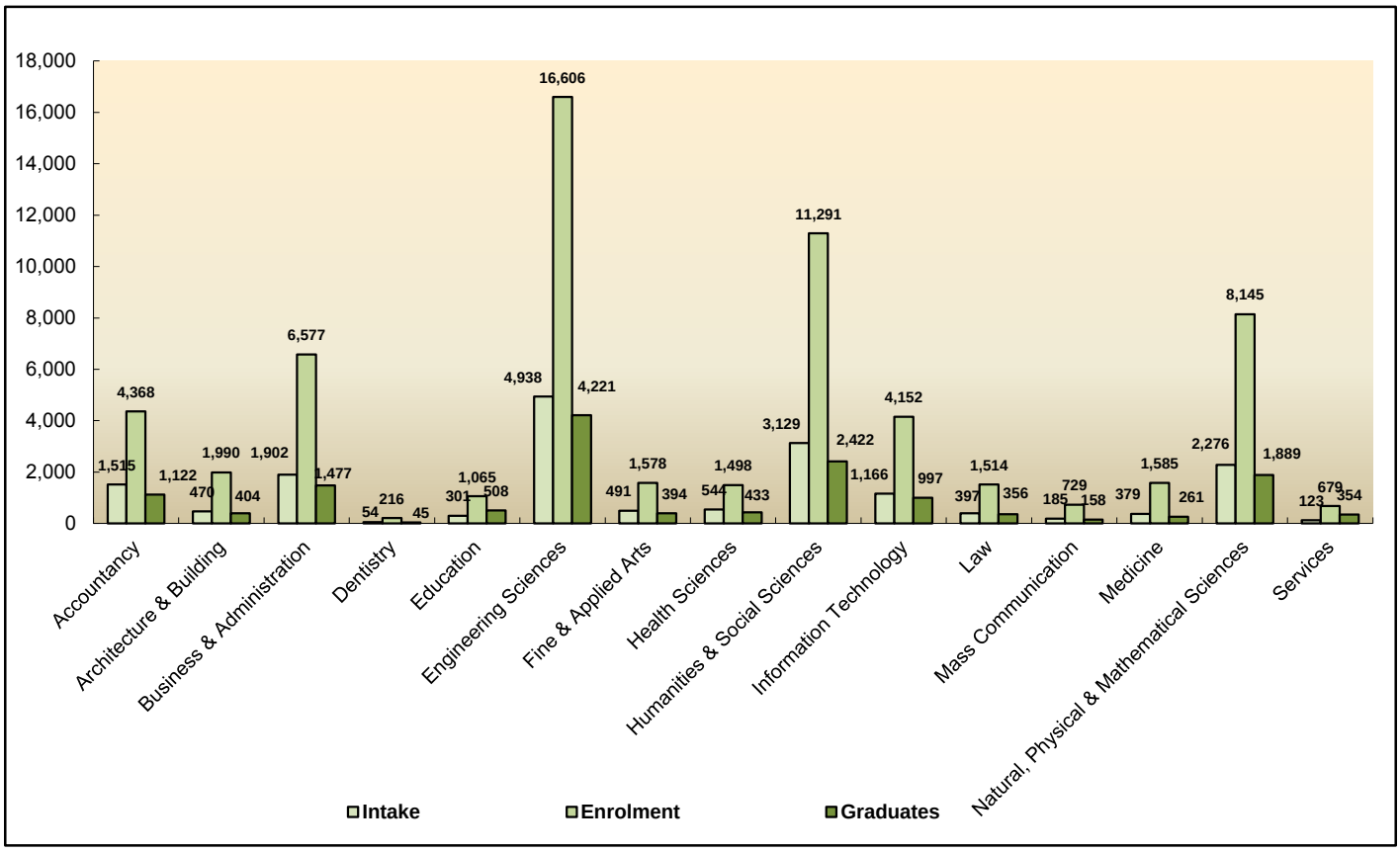
Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	**17,870**	**9,001**	**61,993**	**31,538**	**15,041**	**7,530**
Accountancy	1,515	860	4,368	2,456	**1,122**	649
Architecture & Building	470	314	1,990	1,213	**404**	258
Business & Administration	1,902	1,065	6,577	3,597	**1,477**	846
Dentistry	54	38	216	132	**45**	30
Education	301	233	1,065	813	**508**	388
Engineering Sciences	4,938	1,441	16,606	5,050	**4,221**	1,174
Fine & Applied Arts	491	304	1,578	937	**394**	229
Health Sciences	544	379	1,498	1,076	**433**	309
Humanities & Social Sciences	3,129	2,107	11,291	7,535	**2,422**	1,619
Information Technology	1,166	343	4,152	1,343	**997**	289
Law	397	170	1,514	715	**356**	176
Mass Communication	185	139	729	555	**158**	114
Medicine	379	182	1,585	801	**261**	127
Natural, Physical & Mathematical Sciences	2,276	1,357	8,145	4,922	**1,889**	1,103
Services	123	69	679	393	**354**	219

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

2) Intake, enrolment and graduates figures refer to full-time 1st degree only.

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

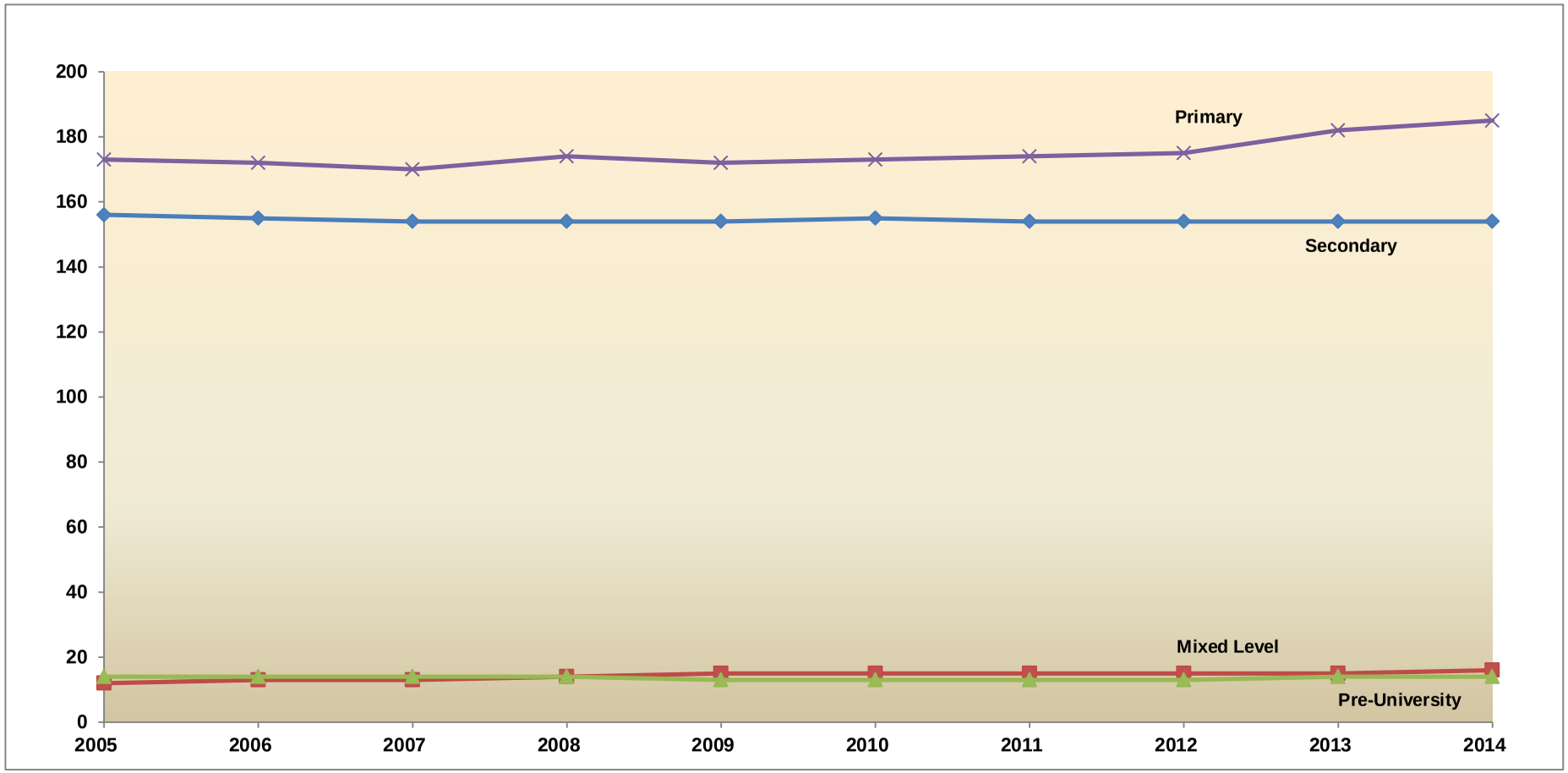
4) Refer to the Appendix for the classification of courses.



SECTION 3

Statistical Series

NUMBER OF SCHOOLS BY LEVEL (Refer to Table 16)

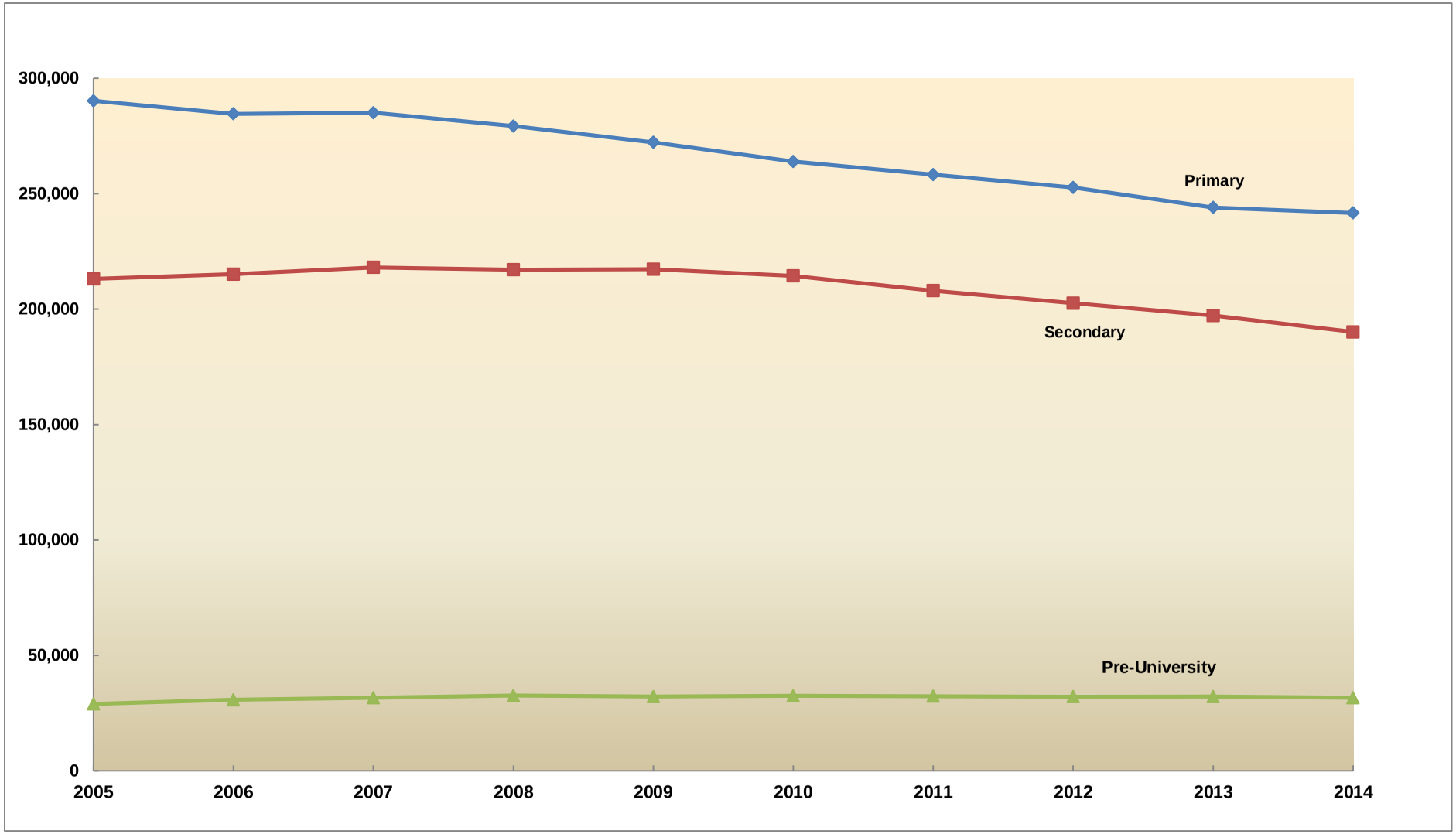


16 NUMBER OF SCHOOLS BY LEVEL AND TYPE

Year	Primary			Secondary						Mixed Level[1]					Pre-University					Grand Total
															Junior College[2]			Centralised Institute[3]	Total[4]	
	Govt	Aided	Total	Govt	Aided	Indep	Spec Indep	Spec'd	Total	Govt	Aided	Indep	Spec Indep	Total	Govt	Aided	Indep			
1960	165	248	413	27	21	-	-	-	48	1	31	-	-	32	-	-	-	-	-	493
1970	198	190	388	68	17	-	-	-	85	-	30	-	-	30	1	-	-	-	1	504
1980	199	114	313	84	23	-	-	-	107	-	23	-	-	23	2	5	-	-	7 (19)	450
1990	157	43	200	102	27	4	-	-	133	-	7	2	-	9	9	5	-	4	18 (25)	360
2000	155	40	195	123	28	6	-	-	157	-	4	2	-	6	10	5	-	2	17	375
2005	132	41	173	123	28	4	1	-	156	4	3	4	1	12	8	4	1	1	14	355
2006	131	41	172	122	28	4	1	-	155	5	3	4	1	13	8	4	1	1	14	354
2007	129	41	170	120	28	4	1	1	154	5	3	4	1	13	8	4	1	1	14	351
2008	133	41	174	120	28	4	1	1	154	5	3	4	2	14	8	4	1	1	14	356
2009	131	41	172	120	28	3	1	2	154	5	3	5	2	15	8	4	-	1	13	354
2010	132	41	173	120	28	3	2	2	155	5	3	5	2	15	8	4	-	1	13	356
2011	133	41	174	119	28	3	2	2	154	5	3	5	2	15	8	4	-	1	13	356
2012	134	41	175	119	28	3	2	2	154	5	3	5	2	15	8	4	-	1	13	357
2013	141	41	182	119	28	2	2	3	154	4	3	6	2	15	9	4	-	1	14	365
2014	144	41	185	119	28	2	1	4	154	4	3	6	3	16	9	4	-	1	14	369

Note:
1) Mixed Level encompasses Primary & Secondary Schools (P1-S4/5), Secondary & Junior College Schools (S1-JC2); and Upper Secondary and Junior College (S3-JC2). Figures prior to 2004 refer only to Primary and Secondary Schools and are classified by type according to their secondary sections.
2) The first junior college (National Junior College) was opened in 1969.
3) Centralised Institute, which provides a 3-year pre-university course leading to A-level certification, was introduced in 1987.
4) Figures exclude the number of Pre-U centres, which are indicated in parenthesis. Introduced in 1979, Pre-U centres are secondary schools that also offer a 3-year pre-university course leading to A-level certification.
5) "Spec Indep" refers to "Specialised Independent" and "Spec'd" refers to "Specialised".

ENROLMENT BY LEVEL (Refer to Table 17)



17 ENROLMENT BY LEVEL AND SCHOOL TYPE

Year	Sex	Primary			Secondary						Pre-University					Grand Total
		Govt	Aided	Total	Govt	Aided	Auto	Indep		Total	Govt	Aided	Auto	Indep	Total	
1960	**MF**	**139,932**	**143,104**	**283,036**	**26,300**	**24,623**	**-**	**-**	**-**	**50,923**	**1,298**	**3,830**	**-**	**-**	**5,128**	**339,087**
	F	61,636	63,430	125,066	8,484	11,607	-	-	-	20,091	330	1,442	-	-	1,772	146,929
1970	**MF**	**233,692**	**129,150**	**362,842**	**97,997**	**35,408**	**-**	**-**	**-**	**133,405**	**5,877**	**3,991**	**-**	**-**	**9,868**	**506,115**
	F	108,947	60,472	169,419	46,472	18,830	-	-	-	65,302	2,664	1,627	-	-	4,291	239,012
1980	**MF**	**214,187**	**77,323**	**291,510**	**115,185**	**40,348**	**-**	**-**	**-**	**155,533**	**9,826**	**6,446**	**-**	**-**	**16,272**	**463,315**
	F	101,232	37,971	139,203	57,734	21,034	-	-	-	78,768	5,799	3,819	-	-	9,618	227,589
1990	**MF**	**195,994**	**61,763**	**257,757**	**116,693**	**35,589**	**-**	**8,260**	**-**	**160,542**	**21,107**	**8,107**	**-**	**-**	**29,214**	**447,513**
	F	91,747	30,437	122,184	56,741	20,036	-	1,654	-	78,431	12,110	4,268	-	-	16,378	216,993
2000	**MF**	**223,272**	**82,433**	**305,705**	**110,154**	**27,902**	**25,262**	**12,087**	**-**	**175,405**	**16,452**	**8,352**	**-**	**-**	**24,804**	**505,914**
	F	106,443	40,964	147,407	50,805	13,659	14,075	5,315	-	83,854	9,141	4,365	-	-	13,506	244,767
2005	**MF**	**210,836**	**79,425**	**290,261**	**136,118**	**26,875**	**36,677**	**13,393**	**-**	**213,063**	**18,160**	**6,883**	**-**	**3,858**	**28,901**	**532,225**
	F	100,211	39,716	139,927	63,470	11,587	21,938	5,820	-	102,815	9,872	3,706	-	1,964	15,542	258,284
2006	**MF**	**206,123**	**78,477**	**284,600**	**136,047**	**27,240**	**38,053**	**13,757**	**-**	**215,097**	**18,933**	**7,067**	**-**	**4,726**	**30,726**	**530,423**
	F	97,689	39,273	136,962	63,348	11,762	22,915	5,941	-	103,966	10,428	3,794	-	2,312	16,534	257,462
2007	**MF**	**206,678**	**78,370**	**285,048**	**137,626**	**27,471**	**38,270**	**14,695**	**-**	**218,062**	**19,095**	**6,949**	**128**	**5,455**	**31,627**	**534,737**
	F	97,710	39,299	137,009	64,094	11,765	23,005	6,270	-	105,134	10,608	3,888	93	2,557	17,146	259,289
		Govt	**Aided**	**Total**	**Govt**	**Aided**	**Indep**	**Spec Indep**	**Spec'd**	**Total**	**Govt**	**Aided**	**Indep**	**Spec Indep**	**Total**	
2008	**MF**	**202,547**	**76,725**	**279,272**	**158,328**	**43,490**	**13,225**	**1,367**	**671**	**217,081**	**19,845**	**6,947**	**5,611**	**176**	**32,579**	**528,932**
	F	95,763	38,643	134,406	76,170	21,856	5,796	631	212	104,665	11,162	3,864	2,639	84	17,749	256,820
2009	**MF**	**196,830**	**75,424**	**272,254**	**157,904**	**43,367**	**13,309**	**1,567**	**1,083**	**217,230**	**19,478**	**6,712**	**5,657**	**263**	**32,110**	**521,594**
	F	93,145	38,181	131,326	75,849	21,814	5,850	752	361	104,626	11,152	3,653	2,668	96	17,569	253,521
2010	**MF**	**189,999**	**73,907**	**263,906**	**155,033**	**42,934**	**13,260**	**1,953**	**1,208**	**214,388**	**19,440**	**6,877**	**5,717**	**386**	**32,420**	**510,714**
	F	90,030	37,507	127,537	74,437	21,661	5,824	945	412	103,279	11,100	3,816	2,717	136	17,769	248,585
2011	**MF**	**185,451**	**72,842**	**258,293**	**148,912**	**42,412**	**13,118**	**2,212**	**1,320**	**207,974**	**19,138**	**6,821**	**5,824**	**513**	**32,296**	**498,563**
	F	87,858	36,953	124,811	71,537	21,546	5,789	1,024	450	100,346	10,802	3,742	2,782	239	17,565	242,722
2012	**MF**	**180,829**	**71,906**	**252,735**	**143,943**	**41,620**	**13,024**	**2,465**	**1,468**	**202,520**	**19,035**	**6,618**	**5,811**	**623**	**32,087**	**487,342**
	F	85,837	36,617	122,454	69,240	21,119	5,723	1,119	522	97,723	10,834	3,536	2,809	332	17,511	237,688
2013	**MF**	**173,721**	**70,324**	**244,045**	**139,542**	**40,456**	**12,759**	**2,693**	**1,715**	**197,165**	**19,109**	**6,545**	**5,881**	**630**	**32,165**	**473,375**
	F	82,692	35,930	118,622	67,269	20,512	5,619	1,200	617	95,217	10,797	3,456	2,874	328	17,455	231,294
2014	**MF**	**171,975**	**69,708**	**241,683**	**133,103**	**39,555**	**12,585**	**2,699**	**2,165**	**190,107**	**18,755**	**6,278**	**5,908**	**672**	**31,613**	**463,403**
	F	81,912	35,791	117,703	64,049	20,036	5,585	1,211	783	91,664	10,474	3,330	2,870	361	17,035	226,402

Note: 1) Since 2008, the classification for Autonomous schools (Auto) has been grouped under Government and Government-aided schools.

2) Pre-University includes Junior Colleges, Centralised Institute and Pre-U centres.

18 PRIMARY ENROLMENT BY LEVEL AND STREAM

Year	Sex	Pri 1	Pri 2	Pri 3	Primary 4			Primary 5			Primary 6			Total
					Norm	Extd	Mono	Norm	Extd	Mono	Norm	Extd	Mono	
1960	**MF**	**60,049**	**59,052**	**51,087**	**43,395**	**-**	**-**	**38,241**	**-**	**-**	**31,212**	**-**	**-**	**283,036**
	F	28,100	26,679	22,424	18,594	-	-	16,484	-	-	12,785	-	-	125,066
1970	**MF**	**55,557**	**55,070**	**57,585**	**59,440**	**-**	**-**	**60,272**	**-**	**-**	**74,918**	**-**	**-**	**362,842**
	F	26,856	26,533	27,307	27,970	-	-	28,408	-	-	32,345	-	-	169,419
1980	**MF**	**46,377**	**49,655**	**47,495**	**45,994**	**4,670**	**2,189**	**45,374**	**-**	**-**	**49,756**	**-**	**-**	**291,510**
	F	22,460	23,800	22,595	22,015	1,657	650	22,011	-	-	24,015	-	-	139,203
1990	**MF**	**39,317**	**41,582**	**41,254**	**36,086**	**2,620**	**1,695**	**33,444**	**5,155**	**1,643**	**32,508**	**3,981**	**2,066**	**257,757** [2]
	F	18,803	19,789	19,787	17,773	1,001	563	16,384	2,178	584	16,324	1,689	726	122,184
								EM1	**EM2**	**EM3**	**EM1**	**EM2**	**EM3**	
2000	**MF**	**50,204**	**49,844**	**50,019**	**52,116**	**-**	**-**	**10,238**	**34,369**	**4,142**	**9,239**	**36,959**	**8,575**	**305,705**
	F	24,215	24,144	24,254	25,156	-	-	5,639	16,238	1,558	5,170	17,757	3,276	147,407
								Merged stream		**EM3**	**Merged stream**		**EM3**	
2005	**MF**	**43,492**	**47,348**	**49,070**	**49,217**	**-**	**-**	**46,525**		**3,485**	**45,667**		**5,457**	**290,261**
	F	21,009	22,848	23,604	23,646	-	-	22,950		1,250	22,711		1,909	139,927
2006	**MF**	**43,914**	**43,652**	**47,697**	**49,368**	**-**	**-**	**46,198**		**3,116**	**45,100**		**5,555**	**284,600**
	F	21,016	21,080	23,017	23,751	-	-	22,579		1,112	22,433		1,974	136,962
2007	**MF**	**47,964**	**44,370**	**44,502**	**48,345**	-	-	**46,618**		**3,166**	**44,834**		**5,249**	**285,048**
	F	23,018	21,250	21,492	23,326	-	-	22,866		1,072	22,140		1,845	137,009
2008	**MF**	**42,880**	**47,994**	**45,019**	**44,926**	-	-	**48,307**		**-**	**44,756**		**5,390**	**279,272**
	F	20,678	23,022	21,597	21,716	-	-	23,307		-	22,193		1,893	134,406
2009	**MF**	**42,489**	**42,765**	**48,218**	**45,200**	-	-	**44,789**		**-**	**48,793**		**-**	**272,254**
	F	20,659	20,662	23,111	21,692	-	-	21,685		-	23,517		-	131,326
2010	**MF**	**39,595**	**42,405**	**43,022**	**48,418**	-	-	**45,141**		**-**	**45,325**		**-**	**263,906**
	F	19,274	20,635	20,798	23,224	-	-	21,680		-	21,926		-	127,537
2011	**MF**	**39,295**	**39,492**	**42,542**	**43,165**	-	-	**48,281**		-	**45,518**		**-**	**258,293**
	F	18,991	19,252	20,712	20,833	-	-	23,165		-	21,858		-	124,811
2012	**MF**	**39,582**	**39,258**	**39,610**	**42,652**	-	-	**43,042**		-	**48,591**		**-**	**252,735**
	F	19,300	18,994	19,310	20,780	-	-	20,787		-	23,283		-	122,454
2013	**MF**	**40,168**	**39,407**	**39,273**	**39,510**	**-**	**-**	**42,384**		**-**	**43,303**		**-**	**244,045**
	F	19,566	19,232	19,013	19,279	-	-	20,652		-	20,880		-	118,622
2014	**MF**	**40,927**	**40,179**	**39,440**	**39,252**	-	-	**39,277**		**-**	**42,608**		**-**	**241,683**
	F	19,962	19,579	19,245	19,030	-	-	19,168		-	20,719		-	117,703

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

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

3) Since 2004, the distinction between the EM1 and EM2 streams was removed and schools were given the autonomy to decide on how best to band their pupils 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 subjects depending on their aptitude in each subject.

19.1 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Secondary 1					Secondary 2					Secondary 3				
		Special	Express[1]	Normal (Acad)	Normal (Tech)	Total	Special	Express[1]	Normal (Acad)	Normal (Tech)	Total	Special	Express	Normal (Acad)	Normal (Tech)	Total
1960	**MF**	**-**	**20,842**	**-**	**-**	**20,842**	**-**	**13,048**	**-**	**-**	**13,048**	**-**	**9,333**	**-**	**-**	**9,333**
	F	-	8,040	-	-	8,040	-	5,597	-	-	5,597	-	3,710	-	-	3,710
1970	**MF**	**-**	**38,200**	**-**	**-**	**38,200**	**-**	**36,970**	**-**	**-**	**36,970**	**-**	**30,485**	**-**	**-**	**30,485**
	F	-	18,886	-	-	18,886	-	17,701	-	-	17,701	-	15,071	-	-	15,071
1980	**MF**	**1,511**	**45,489**	**-**	**-**	**47,000**	**1,737**	**39,068**	**-**	**-**	**40,805**	**-**	**34,803**	**-**	**-**	**34,803**
	F	800	22,509	-	-	23,309	978	19,765	-	-	20,743	-	17,860	-	-	17,860
1990	**MF**	**2,354**	**20,113**	**13,292**	**-**	**35,759**	**2,278**	**22,336**	**13,167**	**-**	**37,781**	**2,228**	**21,503**	**12,623**	**-**	**36,354**
	F	1,133	10,027	6,279	-	17,439	1,134	11,114	6,093	-	18,341	1,092	10,790	5,897	-	17,779
2000	**MF**	**4,182**	**22,585**	**9,855**	**7,795**	**44,417**	**3,766**	**19,939**	**9,472**	**5,808**	**38,985**	**4,329**	**22,573**	**10,609**	**5,975**	**43,486**
	F	2,239	11,301	4,687	3,160	21,387	1,997	10,126	4,270	2,359	18,752	2,262	11,353	4,738	2,386	20,739
2005	**MF**	**4,379**	**26,514**	**12,468**	**6,869**	**50,230**	**4,745**	**26,768**	**12,357**	**6,986**	**50,856**	**4,995**	**28,493**	**14,329**	**6,093**	**53,910**
	F	2,479	13,500	5,836	2,494	24,309	2,749	13,754	5,554	2,637	24,694	2,733	14,779	6,359	2,097	25,968
2006	**MF**	**4,262**	**26,973**	**12,419**	**7,118**	**50,772**	**4,316**	**26,747**	**13,191**	**6,553**	**50,807**	**5,155**	**27,541**	**13,557**	**6,774**	**53,027**
	F	2,324	13,850	5,746	2,619	24,539	2,475	13,707	6,043	2,365	24,590	2,934	14,121	5,956	2,519	25,530
2007	**MF**	**4,238**	**27,396**	**11,981**	**7,072**	**50,687**	**4,277**	**27,473**	**13,282**	**6,994**	**52,026**	**4,818**	**27,856**	**14,386**	**6,600**	**53,660**
	F	2,380	13,892	5,640	2,593	24,505	2,346	14,201	6,059	2,530	25,136	2,698	14,281	6,386	2,364	25,729
2008	**MF**	**-**	**30,873**	**12,811**	**6,530**	**50,214**	**4,156**	**27,781**	**12,879**	**7,014**	**51,830**	**4,751**	**28,456**	**14,481**	**6,869**	**54,557**
	F	-	15,958	5,956	2,210	24,124	2,349	14,251	5,976	2,518	25,094	2,574	14,743	6,373	2,478	26,168
2009	**MF**	**-**	**30,808**	**12,489**	**6,786**	**50,083**	**-**	**31,159**	**13,445**	**6,439**	**51,043**	**4,626**	**28,959**	**13,932**	**6,923**	**54,440**
	F	-	15,882	5,811	2,384	24,077	-	16,222	6,143	2,172	24,537	2,572	14,919	6,214	2,461	26,166
2010	**MF**	**-**	**29,785**	**12,394**	**6,491**	**48,670**	**-**	**31,296**	**12,978**	**6,661**	**50,935**	**-**	**32,933**	**14,048**	**6,197**	**53,178**
	F	-	15,417	5,832	2,260	23,509	-	16,230	6,023	2,285	24,538	-	17,140	6,287	2,047	25,474
2011	**MF**	**-**	**27,732**	**11,436**	**6,045**	**45,213**	**-**	**30,226**	**12,882**	**6,248**	**49,356**	**-**	**32,869**	**13,579**	**6,513**	**52,961**
	F	-	14,240	5,475	2,172	21,887	-	15,746	5,984	2,146	23,876	-	17,069	6,151	2,215	25,435
2012	**MF**	**-**	**27,293**	**11,848**	**6,057**	**45,198**	**-**	**28,038**	**11,825**	**5,842**	**45,705**	**-**	**31,387**	**13,324**	**6,084**	**50,795**
	F	-	13,803	5,636	2,289	21,728	-	14,507	5,551	2,071	22,129	-	16,378	6,083	2,069	24,530
2013	**MF**	**-**	**28,870**	**12,747**	**6,477**	**48,094**	**-**	**27,671**	**12,132**	**5,745**	**45,548**	**-**	**28,897**	**12,144**	**5,674**	**46,715**
	F	-	14,802	5,955	2,346	23,103	-	14,077	5,695	2,095	21,867	-	15,016	5,554	1,992	22,562
2014	**MF**	**-**	**27,490**	**9,873**	**5,606**	**42,969**	**-**	**29,241**	**12,973**	**6,114**	**48,328**	**-**	**28,619**	**12,447**	**5,646**	**46,712**
	F	-	13,963	4,713	2,080	20,756	-	15,071	5,988	2,169	23,228	-	14,607	5,698	2,029	22,334

Continued next page

Note: 1) Special and Express streams have been merged since the 2008 Secondary 1 cohort.
2) Normal(Tech) include students on the ITE Skill Certificate (ISC) course.
3) As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.

19.2 SECONDARY ENROLMENT BY LEVEL AND COURSE

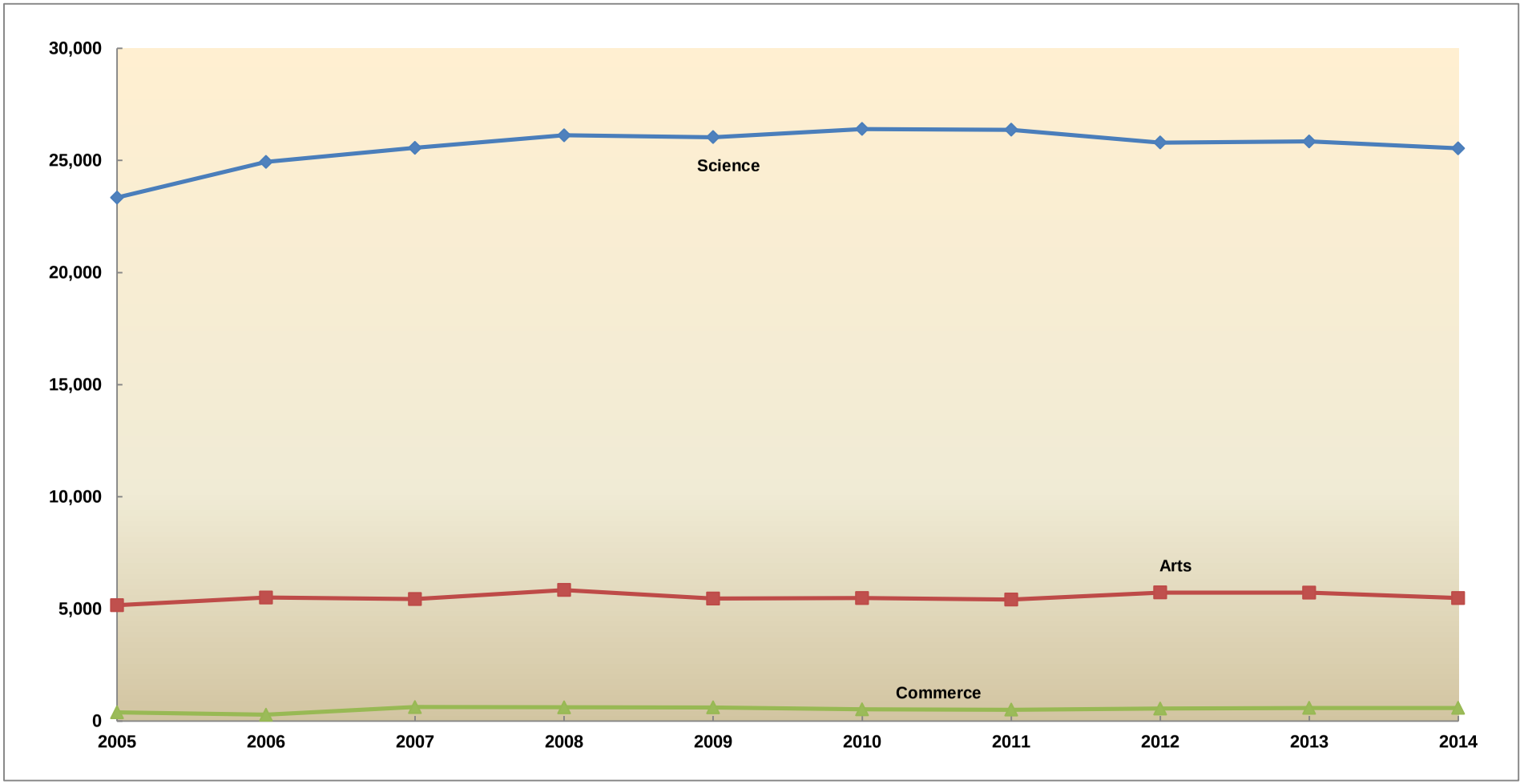
Year	Sex	Secondary 4					Sec 5	Total				Grand Total
		Special	Express	Normal (Acad)	Normal (Tech)	Total	Normal (Acad)	Special	Express	Normal (Acad)	Normal (Tech)	
1960	**MF**	**-**	**7,700**	**-**	**-**	**7,700**	**-**	**-**	**50,923**	**-**	**-**	**50,923**
	F	-	2,744	-	-	2,744	-	-	20,091	-	-	20,091
1970	**MF**	**-**	**27,750**	**-**	**-**	**27,750**	**-**	**-**	**133,405**	**-**	**-**	**133,405**
	F	-	13,644	-	-	13,644	-	-	65,302	-	-	65,302
1980	**MF**	**-**	**32,925**	**-**	**-**	**32,925**	**-**	**3,248**	**152,285**	**-**	**-**	**155,533**
	F	-	16,856	-	-	16,856	-	1,778	76,990	-	-	78,768
1990	**MF**	**2,167**	**23,733**	**13,197**	**-**	**39,097**	**11,551**	**9,027**	**87,685**	**63,830**	**-**	**160,542**
	F	1,071	11,890	6,249	-	19,210	5,662	4,430	43,821	30,180	-	78,431
2000	**MF**	**4,100**	**21,299**	**10,058**	**5,654**	**41,111**	**7,406**	**16,377**	**86,396**	**47,400**	**25,232**	**175,405**
	F	2,239	10,797	4,457	2,110	19,603	3,373	8,737	43,577	21,525	10,015	83,854
2005	**MF**	**4,370**	**25,542**	**12,014**	**6,536**	**48,462**	**9,605**	**18,489**	**107,317**	**60,773**	**26,484**	**213,063**
	F	2,433	13,031	5,412	2,433	23,309	4,535	10,394	55,064	27,696	9,661	102,815
2006	**MF**	**4,764**	**27,503**	**13,377**	**5,819**	**51,463**	**9,028**	**18,497**	**108,764**	**61,572**	**26,264**	**215,097**
	F	2,670	14,358	5,992	1,998	25,018	4,289	10,403	56,036	28,026	9,501	103,966
2007	**MF**	**4,894**	**26,771**	**13,072**	**6,788**	**51,525**	**10,164**	**18,227**	**109,496**	**62,885**	**27,454**	**218,062**
	F	2,821	13,840	5,819	2,503	24,983	4,781	10,245	56,214	28,685	9,990	105,134
2008	**MF**	**4,629**	**26,648**	**13,333**	**6,309**	**50,919**	**9,561**	**13,536**	**113,758**	**63,065**	**26,722**	**217,081**
	F	2,647	13,795	5,994	2,239	24,675	4,604	7,570	58,747	28,903	9,445	104,665
2009	**MF**	**4,535**	**27,488**	**13,479**	**6,684**	**52,186**	**9,478**	**9,161**	**118,414**	**62,823**	**26,832**	**217,230**
	F	2,468	14,378	6,052	2,410	25,308	4,538	5,040	61,401	28,758	9,427	104,626
2010	**MF**	**4,053**	**28,356**	**13,003**	**6,661**	**52,073**	**9,532**	**4,053**	**122,370**	**61,955**	**26,010**	**214,388**
	F	2,498	14,509	5,931	2,353	25,291	4,467	2,498	63,296	28,540	8,945	103,279
2011	**MF**	-	**31,984**	**13,307**	**5,972**	**51,263**	**9,181**	-	**122,811**	**60,385**	**24,778**	**207,974**
	F	-	16,760	6,016	1,960	24,736	4,412	-	63,815	28,038	8,493	100,346
2012	**MF**	-	**32,011**	**13,084**	**6,230**	**51,325**	**9,497**	-	**118,729**	**59,578**	**24,213**	**202,520**
	F	-	16,717	5,991	2,099	24,807	4,529	-	61,405	27,790	8,528	97,723
2013	**MF**	-	**30,585**	**12,776**	**5,829**	**49,190**	**7,618**	-	**116,023**	**57,417**	**23,725**	**197,165**
	F	-	16,045	5,862	1,975	23,882	3,803	-	59,940	26,869	8,408	95,217
2014	**MF**	-	**28,293**	**11,446**	**5,444**	**45,183**	**6,915**	-	**113,643**	**53,654**	**22,810**	**190,107**
	F	-	**14,781**	**5,292**	**1,903**	21,976	3,370	-	58,422	25,061	8,181	91,664

20 PRE-UNIVERSITY ENROLMENT BY LEVEL

Year	Sex	Junior College			Centralised Institute				Pre-U Centre				Grand Total
		JC1	JC2	Total	PU1	PU2	PU3	Total	PU1	PU2	PU3	Total	
1960	**MF**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**2,809**	**2,319**	**-**	**5,128**	**5,128**
	F	-	-	-	-	-	-	-	934	838	-	1,772	1,772
1970	**MF**	**454**	**564**	**1,018**	**-**	**-**	**-**	**-**	**4,735**	**4,115**	**-**	**8,850**	**9,868**
	F	221	276	497	-	-	-	-	2,091	1,703	-	3,794	4,291
1980	**MF**	**5,669**	**5,239**	**10,908**	**-**	**-**	**-**	**-**	**2,911**	**2,453**	**-**	**5,364**	**16,272**
	F	3,253	3,069	6,322	-	-	-	-	1,797	1,499	-	3,296	9,618
1990	**MF**	**11,047**	**11,048**	**22,095**	**1,509**	**1,067**	**626**	**3,202**	**1,023**	**1,260**	**1,634**	**3,917**	**29,214**
	F	5,823	5,802	11,625	1,052	752	427	2,231	668	805	1,049	2,522	16,378
2000	**MF**	**11,797**	**11,903**	**23,700**	**394**	**421**	**289**	**1,104**	**-**	**-**	**-**	**-**	**24,804**
	F	6,286	6,520	12,806	257	251	192	700	-	-	-	-	13,506
2005	**MF**	**15,616**	**12,124**	**27,740**	**557**	**375**	**229**	**1,161**	**-**	**-**	**-**	**-**	**28,901**
	F	8,350	6,434	14,784	371	252	135	758	-	-	-	-	15,542
2006	**MF**	**14,633**	**14,821**	**29,454**	**511**	**437**	**324**	**1,272**	**-**	**-**	**-**	**-**	**30,726**
	F	7,760	7,945	15,705	323	290	216	829	-	-	-	-	16,534
2007	**MF**	**16,435**	**13,664**	**30,099**	**721**	**416**	**391**	**1,528**	**-**	**-**	**-**	**-**	**31,627**
	F	8,863	7,304	16,167	450	264	265	979	-	-	-	-	17,146
2008	**MF**	**16,148**	**14,864**	**31,012**	**688**	**559**	**320**	**1,567**	-	-	-	-	**32,579**
	F	8,712	8,023	16,735	451	356	207	1,014	-	-	-	-	17,749
2009	**MF**	**16,121**	**14,547**	**30,668**	**618**	**467**	**357**	**1,442**	-	-	-	-	**32,110**
	F	8,810	7,837	16,647	391	303	228	922	-	-	-	-	17,569
2010	**MF**	**16,327**	**14,724**	**31,051**	**571**	**441**	**357**	**1,369**	-	-	-	-	**32,420**
	F	8,836	8,030	16,866	385	283	235	903	-	-	-	-	17,769
2011	**MF**	**16,195**	**14,771**	**30,966**	**551**	**432**	**347**	**1,330**	-	-	-	-	**32,296**
	F	8,742	7,952	16,694	361	276	234	871	-	-	-	-	17,565
2012	**MF**	**16,155**	**14,659**	**30,814**	**572**	**364**	**337**	**1,273**	-	-	-	-	**32,087**
	F	8,801	7,894	16,695	357	240	219	816	-	-	-	-	17,511
2013	**MF**	**16,261**	**14,601**	**30,862**	**629**	**372**	**302**	**1,303**	-	-	-	-	**32,165**
	F	8,742	7,906	16,648	372	234	201	807	-	-	-	-	17,455
2014	**MF**	**15,337**	**14,901**	**30,238**	**600**	**485**	**290**	**1,375**	-	-	-	-	**31,613**
	F	8,256	7,973	16,229	336	285	185	806	-	-	-	-	17,035

Note: Pre-U Centres were phased out in 1995 due to falling demand.

PRE-UNIVERSITY ENROLMENT BY COURSE (Refer to Table 21)

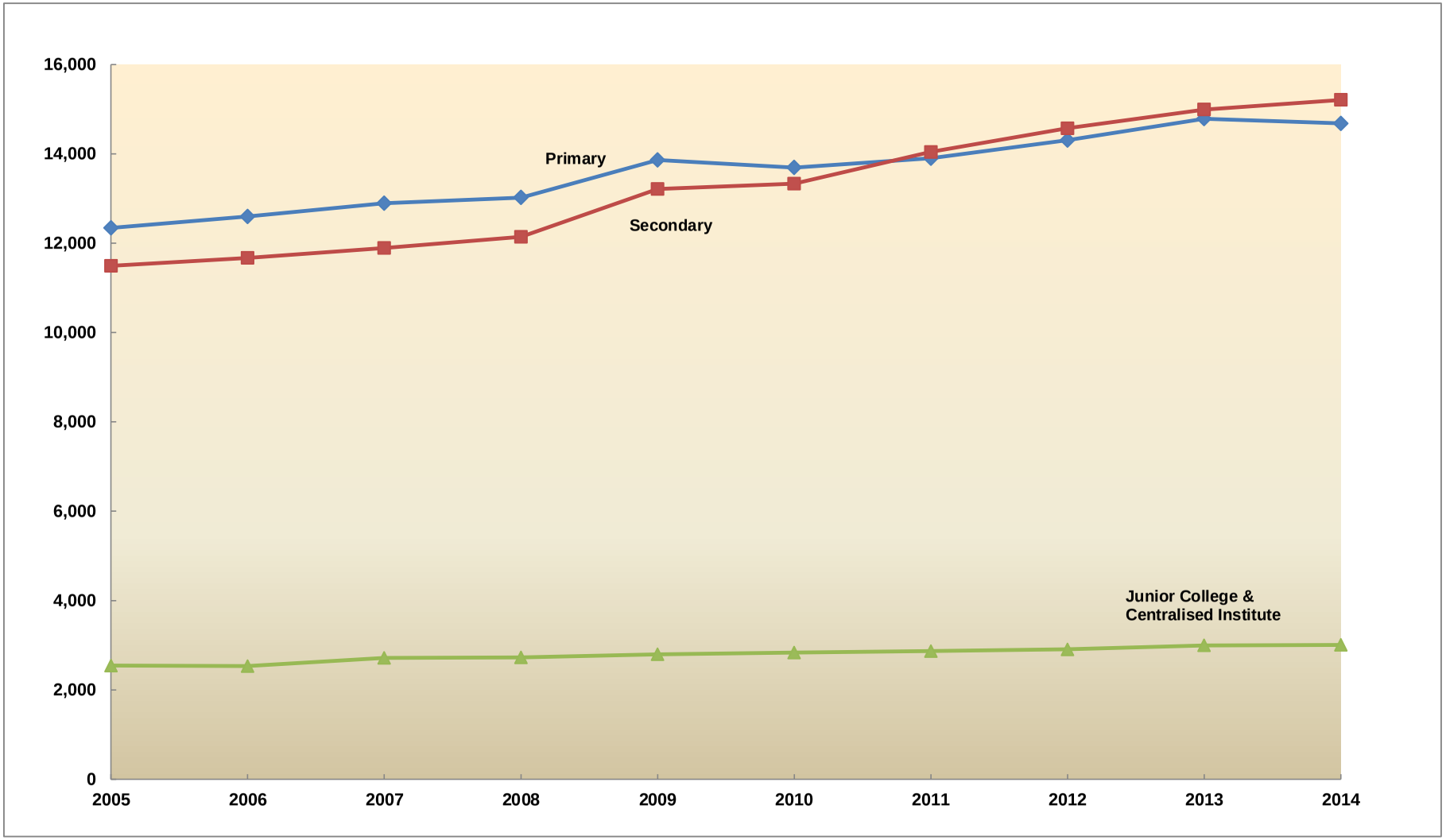


21 PRE-UNIVERSITY ENROLMENT BY COURSE AND LEVEL

Year	Sex	Arts					Science					Commerce					Total
		JC1	JC2	PU1	PU2	PU3	JC1	JC2	PU1	PU2	PU3	JC1	JC2	PU1	PU2	PU3	
1960	**MF**	**-**	**-**	**NA**	**NA**	**-**	**-**	**-**	**NA**	**NA**	**-**	**-**	**-**	**-**	**-**	**-**	**5,128**
	F	-	-	NA	NA	-	-	-	NA	NA	-	-	-	-	-	-	1,772
1970	**MF**	**x**	**x**	**2,596**	**2,417**	**-**	**x**	**x**	**2,433**	**2,155**	**-**	**x**	**x**	**160**	**107**	**-**	**9,868**
	F	x	x	1,471	1,285	-	x	x	720	632	-	x	x	121	62	-	4,291
1980	**MF**	**1,158**	**1,167**	**754**	**1,038**	**-**	**3,301**	**3,220**	**773**	**732**	**-**	**1,210**	**852**	**1,384**	**683**	**-**	**16,272**
	F	903	889	521	695	-	1,355	1,456	270	308	-	995	724	1,006	496	-	9,618
1990	**MF**	**1,992**	**2,056**	**351**	**416**	**575**	**6,370**	**6,593**	**280**	**204**	**118**	**2,685**	**2,399**	**1,901**	**1,707**	**1,567**	**29,214**
	F	1,408	1,489	253	269	367	2,464	2,504	85	80	48	1,951	1,809	1,382	1,208	1,061	16,378
2000	**MF**	**2,442**	**1,904**	**138**	**103**	**81**	**9,355**	**8,262**	**91**	**97**	**47**	**-**	**1,737**	**165**	**221**	**161**	**24,804**
	F	1,757	1,392	87	69	55	4,529	3,928	50	38	19	-	1,200	120	144	118	13,506
2005	**MF**	**2,776**	**2,058**	**142**	**96**	**92**	**12,840**	**10,066**	**216**	**148**	**77**	**-**	**-**	**199**	**131**	**60**	**28,901**
	F	1,966	1,404	102	66	53	6,384	5,030	128	92	41	-	-	141	94	41	15,542
2006	**MF**	**2,452**	**2,559**	**183**	**188**	**126**	**12,181**	**12,262**	**187**	**176**	**130**	**-**	**-**	**141**	**73**	**68**	**30,726**
	F	1,653	1,837	132	129	87	6,107	6,108	99	104	79	-	-	92	57	50	16,534
2007	**MF**	**2,876**	**2,195**	**196**	**87**	**89**	**13,559**	**11,469**	**247**	**140**	**145**	**-**	**-**	**278**	**189**	**157**	**31,627**
	F	1,940	1,500	132	71	66	6,923	5,804	143	71	88	-	-	175	122	111	17,146
2008	**MF**	**2,840**	**2,560**	**193**	**163**	**86**	**13,308**	**12,304**	**205**	**197**	**109**	-	-	**290**	**199**	**125**	**32,579**
	F	1,893	1,750	142	119	68	6,819	6,273	127	110	60	-	-	182	127	79	17,749
2009	**MF**	**2,682**	**2,428**	**147**	**89**	**114**	**13,439**	**12,119**	**236**	**130**	**114**	-	-	**235**	**248**	**129**	**32,110**
	F	1,816	1,631	108	66	83	6,994	6,206	129	83	61	-	-	154	154	84	17,569
2010	**MF**	**2,733**	**2,400**	**164**	**127**	**63**	**13,594**	**12,324**	**223**	**168**	**97**	**-**	**-**	**184**	**146**	**197**	**32,420**
	F	1,835	1,641	123	92	49	7,001	6,389	131	93	58	-	-	131	98	128	17,769
2011	**MF**	**2,769**	**2,331**	**126**	**106**	**89**	**13,426**	**12,440**	**196**	**182**	**123**	-	-	**229**	**144**	**135**	**32,296**
	F	1,879	1,582	96	69	70	6,863	6,370	107	105	66	-	-	158	102	98	17,565
2012	**MF**	**3,025**	**2,451**	**101**	**68**	**87**	**13,130**	**12,208**	**183**	**146**	**132**	-	-	**288**	**150**	**118**	**32,087**
	F	2,069	1,681	76	56	58	6,732	6,213	100	80	74	-	-	181	104	87	17,511
2013	**MF**	**2,854**	**2,614**	**135**	**68**	**58**	**13,407**	**11,987**	**211**	**137**	**105**	**-**	**-**	**283**	**167**	**139**	**32,165**
	F	1,957	1,833	96	51	49	6,785	6,073	100	77	54	-	-	176	106	98	17,455
2014	**MF**	**2,697**	**2,467**	**168**	**94**	**59**	**12,640**	**12,434**	**199**	**167**	**100**	-	-	**233**	**224**	**131**	**31,613**
	F	1,873	1,726	124	67	45	6,383	6,247	78	82	55	-	-	134	136	85	17,035

Note: NA - Courses for 1960 are not available.
"x" - Figures for JC are included under PU1 & PU2.
Since 2006, as part of a new broad-based JC education, students are required to do at least a subject outside their area of specialisation. For example, a Science course student is required to take at least one Humanities subject and an Arts course student is required to take at least one Science subject.

NUMBER OF TEACHERS BY LEVEL (Refer to Table 22)

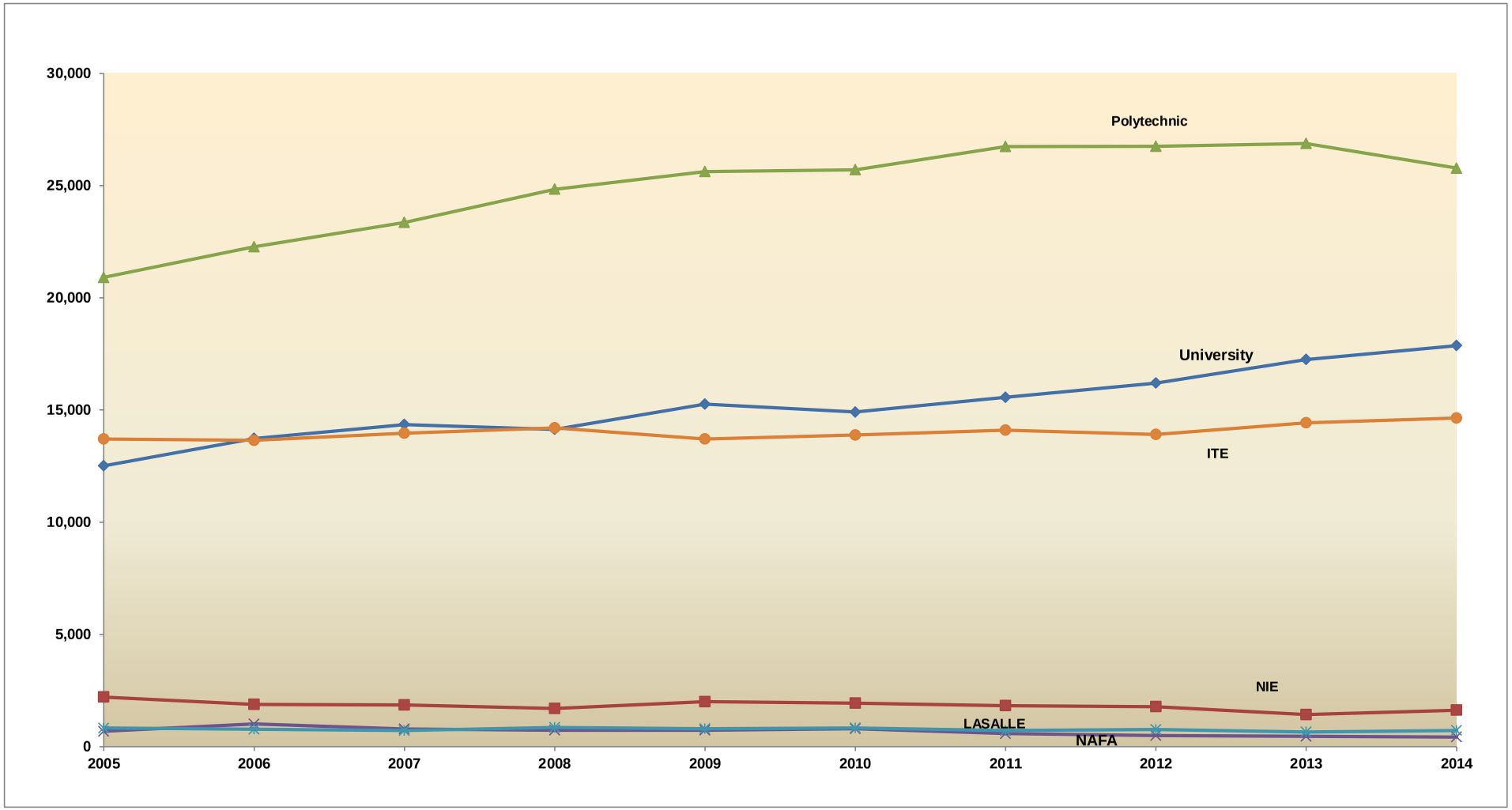


22 NUMBER OF TEACHERS BY LEVEL AND SCHOOL TYPE

Year	Sex	Primary			Secondary						Pre-University					Grand Total
		Govt	Aided	Total	Govt	Aided	Auto	Indep		Total	Govt	Aided	Auto	Indep	Total	
1960	**MF**	**4,283**	**4,316**	**8,599**	**979**	**1,025**	**-**	**-**	**-**	**2,004**	**-**	**-**	**-**	**-**	**-**	**10,603**
	F	1,944	2,377	4,321	248	426	-	-	-	674	-	-	-	-	-	4,995
1970	**MF**	**8,044**	**4,172**	**12,216**	**4,847**	**1,598**	**-**	**-**	**-**	**6,445**	**x**	**x**	**-**	**-**	**-**	**18,661**
	F	5,485	2,569	8,054	2,155	776	-	-	-	2,931	x	x	-	-	-	10,985
1980	**MF**	**7,244**	**2,837**	**10,081**	**5,605**	**2,234**	**-**	**-**	**-**	**7,839**	**x**	**x**	**-**	**-**	**-**	**17,920**
	F	4,834	1,908	6,742	3,013	1,304	-	-	-	4,317	x	x	-	-	-	11,059
1990	**MF**	**7,848**	**2,158**	**10,006**	**5,660**	**1,533**	**-**	**393**	-	**7,586**	**1,038**	**502**	**-**	**-**	**1,540**	**19,132**
	F	5,560	1,673	7,233	3,395	1,047	-	269	-	4,711	661	323	-	-	984	12,928
2000	**MF**	**8,659**	**3,264**	**11,923**	**5,791**	**1,559**	**1,026**	**756**	-	**9,132**	**1,245**	**640**	**-**	**-**	**1,885**	**22,940**
	F	6,822	2,767	9,589	3,650	1,068	722	545	-	5,985	730	376	-	-	1,106	16,680
2005	**MF**	**8,959**	**3,384**	**12,343**	**7,238**	**1,376**	**1,905**	**976**	**-**	**11,495**	**1,644**	**581**	**-**	**319**	**2,544**	**26,382**
	F	7,349	2,894	10,243	4,744	892	1,366	665	-	7,667	947	344	-	178	1,469	19,379
2006	**MF**	**9,080**	**3,517**	**12,597**	**7,220**	**1,425**	**2,042**	**985**	**-**	**11,672**	**1,597**	**586**	**-**	**352**	**2,535**	**26,804**
	F	7,446	2,997	10,443	4,750	923	1,461	653	-	7,787	926	349	-	202	1,477	19,707
2007	**MF**	**9,284**	**3,613**	**12,897**	**7,239**	**1,473**	**2,154**	**1,026**	**-**	**11,892**	**1,665**	**576**	**x**	**475**	**2,716**	**27,505**
	F	7,589	3,061	10,650	4,744	955	1,504	672	-	7,875	963	349	x	248	1,560	20,085
		Govt	**Aided**	**Total**	**Govt**	**Aided**	**Indep**	**Spec Indep**	**Spec'd**	**Total**	**Govt**	**Aided**		**Indep**	**Total**	
2008	**MF**	**9,434**	**3,589**	**13,023**	**8,586**	**2,404**	**1,009**	**105**	**39**	**12,143**	**1,658**	**564**		**506**	**2,728**	**27,894**
	F	7,694	3,011	10,705	5,628	1,641	673	58	15	8,015	962	330		272	1,564	20,284
2009	**MF**	**10,066**	**3,798**	**13,864**	**9,378**	**2,561**	**1,080**	**140**	**55**	**13,214**	**1,707**	**570**		**520**	**2,797**	**29,875**
	F	8,200	3,205	11,405	6,200	1,735	712	80	22	8,749	1,002	331		286	1,619	21,773
2010	**MF**	**9,892**	**3,801**	**13,693**	**9,496**	**2,515**	**1,078**	**185**	**58**	**13,332**	**1,714**	**600**		**523**	**2,837**	**29,862**
	F	8,012	3,219	11,231	6,219	1,722	699	109	23	8,772	995	348		284	1,627	21,630
2011	**MF**	**9,936**	**3,967**	**13,903**	**9,859**	**2,716**	**1,064**	**259**	**145**	**14,043**	**1,730**	**616**		**523**	**2,869**	**30,815**
	F	8,011	3,341	11,352	6,429	1,836	701	153	54	9,173	1,005	355		288	1,648	22,173
2012	**MF**	**10,219**	**4,090**	**14,309**	**10,181**	**2,821**	**1,100**	**309**	**163**	**14,574**	**1,756**	**618**		**534**	**2,908**	**31,791**
	F	8,243	3,446	11,689	6,631	1,896	727	180	62	9,496	1,033	359		300	1,692	22,877
2013	**MF**	**10,553**	**4,235**	**14,788**	**10,416**	**2,924**	**1,086**	**358**	**209**	**14,993**	**1,813**	**638**		**547**	**2,998**	**32,779**
	F	8,496	3,550	12,046	6,778	1,953	716	201	83	9,731	1,074	368		290	1,732	23,509
2014	**MF**	**10,541**	**4,142**	**14,683**	**10,538**	**2,996**	**1,079**	**349**	**246**	**15,208**	**1,840**	**633**		**534**	**3,007**	**32,898**
	F	8,472	3,478	11,950	6,814	2,007	706	194	101	9,822	1,085	370		284	1,739	23,511

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

INTAKE: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 23)



23 INTAKE: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities[1]								NIE[2]	Polytechnics[3]						LASALLE[3]	NAFA[3]	ITE[4]
		NUS	Nanyang University	NTU	SMU	SIT	SUTD	UniSIM	Total		S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total			
1960	**MF**	**532**	**651**	**-**	**-**	**-**	**-**	**-**	**1,183**	**890**	**874**	**-**	**-**	**-**	**-**	**874**	**-**	**-**	**-**
	F	189	137	-	-	-	-	-	326	433	51	-	-	-	-	51	-	-	-
1970	**MF**	**1,390**	**685**	**-**	**-**	**-**	**-**	**-**	**2,075**	**1,293**	**1,617**	**302**	**-**	**-**	**-**	**1,919**	**-**	**-**	**3,348**
	F	530	366	-	-	-	-	-	896	986	109	74	-	-	-	183	-	-	246
1980	**MF**	**3,002**	**-**	**-**	**-**	**-**	**-**	**-**	**3,002**	**875**	**3,479**	**1,112**	**-**	**-**	**-**	**4,591**	**-**	**-**	**3,145**
	F	1,524	-	-	-	-	-	-	1,524	748	736	379	-	-	-	1,115	-	-	230
1990	**MF**	**5,053**	**-**	**1,875**	**-**	**-**	**-**	**-**	**6,928**	**1,185**	**4,336**	**4,453**	**735**	**-**	**-**	**9,524**	**-**	**-**	**9,221**
	F	2,430	-	1,046	-	-	-	-	3,476	895	1,553	1,902	552	-	-	4,007	-	-	3,352
2000	**MF**	**6,421**	**-**	**4,506**	**305**	**-**	**-**	**-**	**11,232**	**2,186**	**4,446**	**4,673**	**4,519**	**3,881**	**-**	**17,519**	**-**	**-**	**9,772**
	F	3,437	-	2,113	212	-	-	-	5,762	1,564	1,843	2,236	2,244	1,985	-	8,308	-	-	3,248
2005	**MF**	**6,095**	**-**	**5,206**	**1,207**	**-**	**-**	**-**	**12,508**	**2,208**	**4,545**	**4,801**	**4,775**	**4,993**	**1,792**	**20,906**	**678**	**826**	**13,705**
	F	3,122	-	2,663	586	-	-	-	6,371	1,492	1,725	2,363	2,510	2,590	948	10,136	400	534	5,139
2006	**MF**	**6,631**	**-**	**5,746**	**1,356**	**-**	**-**	**-**	**13,733**	**1,884**	**4,746**	**4,949**	**5,009**	**4,952**	**2,620**	**22,276**	**1008**	**773**	**13,645**
	F	3,618	-	2,735	610	-	-	-	6,963	1,292	1,719	2,336	2,448	2,511	1,380	10,394	603	509	5,035
2007	**MF**	**6,554**	**-**	**6,196**	**1,603**	**-**	**-**	**-**	**14,353**	**1,852**	**5,006**	**4,817**	**4,833**	**4,965**	**3,741**	**23,362**	**790**	**713**	**13,967**
	F	3,710	-	3,201	896	-	-	-	7,807	1,292	1,804	2,355	2,399	2,683	1,947	11,188	540	495	5,064
2008	**MF**	**6,432**	**-**	**6,033**	**1,670**	**-**	**-**	**-**	**14,135**	**1,702**	**5,193**	**5,278**	**5,023**	**5,279**	**4,065**	**24,838**	**728**	**852**	**14,205**
	F	3,389	-	3,039	952	-	-	-	7,380	1,158	2,069	2,578	2,489	2,700	2,117	11,953	460	578	5,318
2009	**MF**	**6,775**	**-**	**6,719**	**1,770**	**-**	**-**	**-**	**15,264**	**2,003**	**5,289**	**5,300**	**5,080**	**5,338**	**4,617**	**25,624**	**727**	**797**	**13,705**
	F	3,426	-	3,379	889	-	-	-	7,694	1,390	2,152	2,572	2,545	2,782	2,447	12,498	455	538	5,314
2010	**MF**	**6,568**	**-**	**6,132**	**1,686**	**523**	**-**	**-**	**14,909**	**1,939**	**5,429**	**5,387**	**5,067**	**5,482**	**4,342**	**25,707**	**795**	**835**	**13,886**
	F	3,405	-	2,951	823	N.A.	-	-	N.A.	1,327	2,260	2,573	2,604	2,933	2,292	12,662	530	559	5,248
2011	**MF**	**6,724**	**-**	**6,177**	**1,729**	**936**	**-**	**-**	**15,566**	**1,827**	**5,348**	**5,466**	**5,377**	**5,538**	**5,008**	**26,737**	**580**	**716**	**14,098**
	F	3,566	-	3,026	869	N.A.	-	-	N.A.	1,258	2,115	2,643	2,666	2,797	2,580	12,801	341	508	5,484
2012	**MF**	**6,733**	**-**	**5,905**	**1,930**	**1,304**	**327**	**-**	**16,199**	**1,782**	**5,407**	**5,561**	**5,370**	**5,116**	**5,300**	**26,754**	**495**	**757**	**13,906**
	F	3,545	-	3,028	1,121	N.A.	149	-	N.A.	1,198	2,094	2,682	2,652	2,615	2,834	12,877	312	530	5,144
2013	**MF**	**6,892**	**-**	**6,660**	**1,924**	**1,510**	**265**	**-**	**17,251**	**1,424**	**5,364**	**5,487**	**5,370**	**5,604**	**5,054**	**26,879**	**456**	**646**	**14,432**
	F	3,685	-	3,537	983	N.A.	103	-	N.A.	946	2,071	2,620	2,630	2,915	2,706	12,942	289	454	5,459
2014	**MF**	**7,108**	**-**	**6,480**	**1,912**	**1,836**	**317**	**217**	**17,870**	**1,623**	**5,312**	**5,145**	**5,270**	**5,349**	**4,701**	**25,777**	**427**	**721**	**14,641**
	F	3,857	-	3,153	908	813	125	145	9,001	1,097	2,092	2,512	2,654	2,756	2,523	12,537	285	532	5,574

Note: 1) University figures are for 1st degree only.

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

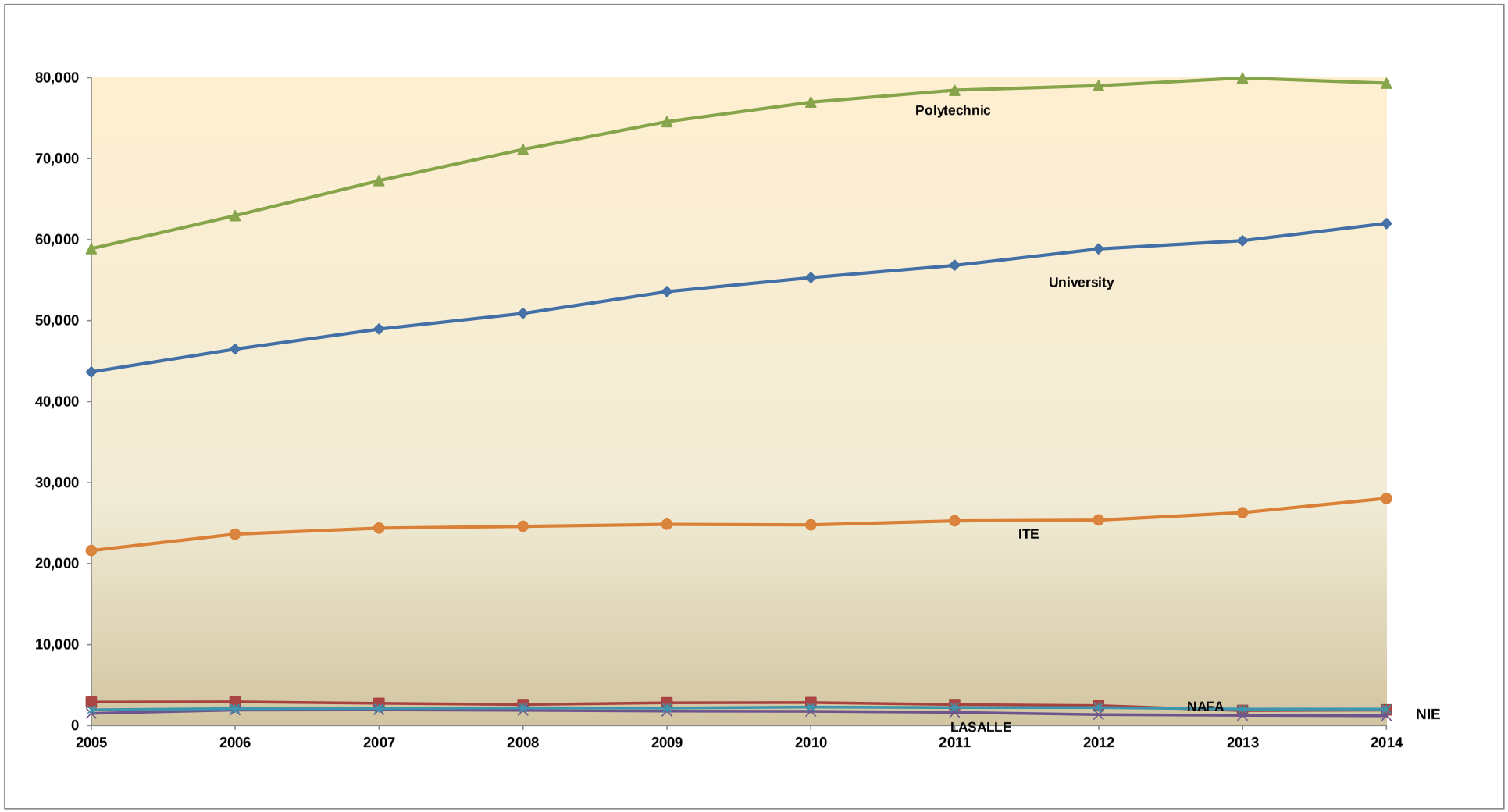
3) Polytechnic, LASALLE College of Arts and Nanyang Academy of Fine Arts figures are for full-time diploma courses only.

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

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

6) N.A. refers to Not Available.

ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 24)

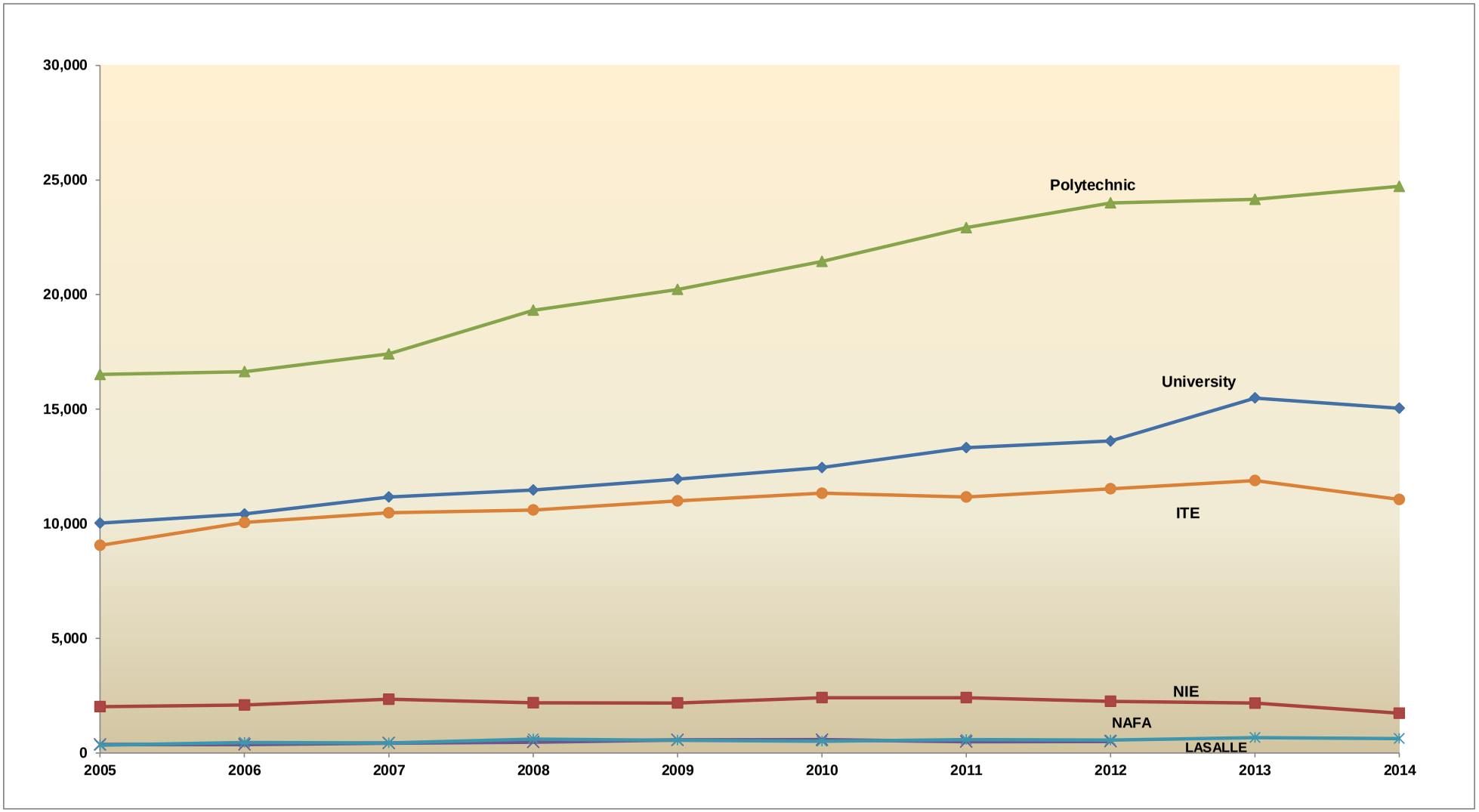


24 ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities[1]								NIE[2]	Polytechnics[3]						LASALLE[3]	NAFA[3]	ITE[4]
		NUS	Nanyang University	NTU	SMU	SIT	SUTD	UniSIM	Total		S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total			
1960	**MF**	**1,641**	**1,861**	**-**	**-**	**-**	**-**	**-**	**3,502**	**2,327**	**2,332**	**-**	**-**	**-**	**-**	**2,332**	**-**	**-**	**-**
	F	426	378	-	-	-	-	-	804	1,202	55	-	-	-	-	55	-	-	-
1970	**MF**	**4,751**	**2,310**	**-**	**-**	**-**	**-**	**-**	**7,061**	**2,001**	**2,185**	**609**	**-**	**-**	**-**	**2,794**	**-**	**-**	**4,727**
	F	1,531	918	-	-	-	-	-	2,449	1,390	155	163	-	-	-	318	-	-	326
1980	**MF**	**8,634**	**-**	**-**	**-**	**-**	**-**	**-**	**8,634**	**2,328**	**5,004**	**2,831**	**-**	**-**	**-**	**7,835**	**-**	**-**	**12,543**
	F	3,926	-	-	-	-	-	-	3,926	1,977	1,036	782	-	-	-	1,818	-	-	2,414
1990	**MF**	**15,193**	**-**	**6,812**	**-**	**-**	**-**	**-**	**22,005**	**1,577**	**11,348**	**11,995**	**735**	**-**	**-**	**24,078**	**-**	**-**	**15,919**
	F	8,107	-	2,689	-	-	-	-	10,796	1,212	3,878	4,817	552	-	-	9,247	-	-	5,304
2000	**MF**	**21,233**	**-**	**14,583**	**305**	-	-	-	**36,121**	**3,072**	**13,459**	**14,378**	**12,733**	**11,463**	**-**	**52,033**	**-**	**-**	**15,974**
	F	11,341	-	6,223	**212**	-	-	-	17,776	2,247	5,408	6,419	6,446	5,989	-	24,262	-	-	4,343
2005	**MF**	**22,105**	**-**	**17,777**	**3,781**	-	-	-	**43,663**	**2,881**	**13,353**	**13,715**	**13,582**	**14,643**	**3,587**	**58,880**	**1,505**	**1,933**	**21,603**
	F	11,326	-	8,094	2,239	-	-	-	21,659	1,940	5,019	6,500	6,776	8,010	1,759	28,064	906	1,236	7,315
2006	**MF**	**22,836**	**-**	**19,114**	**4,529**	-	-	-	**46,479**	**2,938**	**13,656**	**14,258**	**14,568**	**15,001**	**5,479**	**62,962**	**1,904**	**2,083**	**23,636**
	F	11,766	-	8,797	2,429	-	-	-	22,992	1,998	5,084	6,719	7,236	7,913	2,790	29,742	1,139	1,352	8,052
2007	**MF**	**23,578**	**-**	**20,206**	**5,178**	-	-	-	**48,962**	**2,725**	**14,399**	**14,687**	**15,243**	**14,874**	**8,087**	**67,290**	**1,948**	**2,114**	**24,370**
	F	12,396	-	9,769	2,758	-	-	-	24,923	1,878	5,249	7,007	7,541	7,732	4,205	31,734	1,228	1,396	8,235
2008	**MF**	**24,086**	-	**21,097**	**5,721**	-	-	-	**50,904**	**2,581**	**14,986**	**15,123**	**15,615**	**15,225**	**10,188**	**71,137**	**1,887**	**2,190**	**24,593**
	F	12,663	-	10,409	2,993	-	-	-	26,065	1,758	5,605	7,214	7,587	7,866	5,257	33,529	1,202	1,475	8,479
2009	**MF**	**24,798**	**-**	**22,450**	**6,331**	-	-	-	**53,579**	**2,804**	**15,523**	**15,417**	**15,791**	**15,656**	**12,179**	**74,566**	**1,771**	**2,144**	**24,846**
	F	12,944	-	11,105	3,295	-	-	-	27,344	1,896	6,034	7,436	7,676	8,150	6,304	35,600	1,143	1,460	8,844
2010	**MF**	**25,189**	**-**	**22,862**	**6,721**	**523**	-	-	**55,295**	**2,816**	**15,928**	**15,942**	**15,933**	**16,183**	**13,003**	**76,989**	**1,754**	**2,269**	**24,789**
	F	13,067	-	11,389	3,525	N.A.	-	-	N.A.	1,886	6,453	7,655	7,804	8,387	6,729	37,028	1,137	1,532	8,856
2011	**MF**	**25,513**	**-**	**23,040**	**6,853**	**1,416**	-	-	**56,822**	**2,579**	**15,949**	**16,139**	**16,020**	**16,408**	**13,927**	**78,443**	**1,623**	**2,217**	**25,279**
	F	13,066	-	11,354	3,523	N.A.	-	-	N.A.	1,759	6,432	7,703	7,894	8,440	7,209	37,678	1,011	1,510	9,158
2012	**MF**	**25,979**	**-**	**22,862**	**7,108**	**2,587**	**327**	-	**58,863**	**2,445**	**15,972**	**16,430**	**16,005**	**16,076**	**14,520**	**79,003**	**1,353**	**2,225**	**25,370**
	F	13,295	-	11,386	3,684	N.A.	149	-	N.A.	1,624	6,327	7,788	7,855	8,197	7,583	37,750	854	1,531	9,085
2013	**MF**	**26,156**	**-**	**22,777**	**7,297**	**3,051**	**583**	-	**59,864**	**1,838**	**15,878**	**16,581**	**16,250**	**16,266**	**14,995**	**79,970**	**1,253**	**2,037**	**26,288**
	F	13,532	-	11,517	3,789	N.A.	249	-	N.A.	1,216	6,167	7,866	7,934	8,242	7,910	38,119	769	1,419	9,428
2014	**MF**	**26,797**	**-**	**23,021**	**7,515**	**3,557**	**886**	**217**	**61,993**	**1,913**	**15,905**	**16,227**	**16,138**	**16,092**	**14,952**	**79,314**	**1,190**	**2,022**	**28,036**
	F	14,042	-	11,623	3,883	1,482	363	145	31,538	1,313	6,175	7,758	7,900	8,189	7,914	37,936	773	1,440	10,249

Note: 1) University figures are for 1st degree only.
2) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.
3) Polytechnic, LASALLE College of Arts and Nanyang Academy of Fine Arts figures are for full-time diploma courses only.
4) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.
5) N.A. refers to Not Available.

GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 25)



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

Year	Sex	Universities[1]								NIE[2]	Polytechnics[3]						LASALLE[3]	NAFA[3]	ITE[4]
		NUS	Nanyang University	NTU	SMU	SIT	SUTD	UniSIM	Total		S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total			
1960	**MF**	**593**	**437**	**-**	**-**	**-**	**-**	**-**	**1,030**	**734**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
	F	196	95	-	-	-	-	-	291	358	-	-	-	-	-	-	-	-	-
1970	**MF**	**1,220**	**556**	**-**	**-**	**-**	**-**	**-**	**1,776**	**1,202**	**436**	-	**-**	**-**	-	**436**	**-**	**-**	**1,426**
	F	378	168	-	-	-	-	-	546	820	7	-	-	-	-	7	-	-	134
1980	**MF**	**2,187**	**687**	**-**	**-**	**-**	**-**	**-**	**2,874**	**616**	**1,969**	**584**	**-**	**-**	-	**2,553**	**-**	**-**	**7,862**
	F	1,070	250	-	-	-	-	-	1,320	504	378	136	-	-	-	514	-	-	1,145
1990	**MF**	**4,001**	**-**	**1,333**	**-**	**-**	**-**	**-**	**5,334**	**929**	**3,112**	**3,087**	**-**	**-**	-	**6,199**	**-**	**-**	**7,469**
	F	2,307	-	510	-	-	-	-	2,817	694	1,011	1,233	-	-	-	2,244	-	-	2,889
2000	**MF**	**5,631**	**-**	**3,613**	**-**	**-**	**-**	**-**	**9,244**	**2,445**	**3,974**	**4,187**	**3,336**	**2,562**	**-**	**14,059**	**-**	**-**	**7,650**
	F	3,270	**-**	1,583	-	-	-	-	4,853	1,681	1,619	1,844	1,776	1,471	**-**	6,710	-	-	2,429
2005	**MF**	**5,575**	**-**	**4,048**	**408**	-	-	-	**10,031**	**2,020**	**4,537**	**4,143**	**3,633**	**4,202**	**-**	**16,515**	**369**	**345**	**9,059**
	F	3,051	**-**	1,964	315	-	-	-	5,330	1,341	1,821	2,068	1,921	2,303	**-**	8,113	213	200	3,492
2006	**MF**	**5,621**	**-**	**4,241**	**565**	-	-	-	**10,427**	**2,096**	**4,103**	**4,084**	**3,718**	**4,114**	**619**	**16,638**	**370**	**464**	**10,056**
	F	3,055	**-**	1,974	399	-	-	-	5,428	1,416	1,574	1,990	1,860	2,385	**291**	8,100	227	295	3,724
2007	**MF**	**5,500**	**-**	**4,845**	**826**	-	-	-	**11,171**	**2,348**	**3,953**	**4,013**	**3,928**	**4,591**	**928**	**17,413**	**438**	**441**	**10,479**
	F	2,943	**-**	2,127	500	-	-	-	5,570	1,590	1,532	1,911	2,003	2,645	435	8,526	268	293	4,019
2008	**MF**	**5,601**	**-**	**4,808**	**1,063**	-	-	-	**11,472**	**2,188**	**4,250**	**4,504**	**4,565**	**4,447**	**1,551**	**19,317**	**481**	**610**	**10,600**
	F	2,982	**-**	2,286	686	-	-	-	5,954	1,486	1,644	2,247	2,399	2,391	815	9,496	296	409	4,059
2009	**MF**	**5,779**	**-**	**5,058**	**1,110**	-	-	-	**11,947**	**2,179**	**4,334**	**4,581**	**4,815**	**4,388**	**2,106**	**20,224**	**566**	**559**	**10,999**
	F	3,012	**-**	2,570	562	-	-	-	6,144	1,492	1,610	2,186	2,396	2,279	1,119	9,590	351	389	4,311
2010	**MF**	**5,833**	**-**	**5,412**	**1,206**	-	-	-	**12,451**	**2,416**	**4,627**	**4,534**	**4,848**	**4,483**	**2,953**	**21,445**	**578**	**518**	**11,334**
	F	3,124	-	2,544	546	-	-	-	6,214	1,622	1,700	2,237	2,429	2,502	1,594	10,462	371	365	4,488
2011	**MF**	**6,088**	**-**	**5,733**	**1,504**	-	-	-	**13,325**	**2,415**	**4,921**	**4,857**	**5,020**	**4,829**	**3,291**	**22,918**	**499**	**583**	**11,165**
	F	3,403	-	2,951	831	-	-	-	7,185	1,626	1,982	2,437	2,429	2,536	1,722	11,106	333	409	4,326
2012	**MF**	**5,969**	-	**5,807**	**1,603**	**233**	-	-	**13,612**	**2,255**	**5,016**	**4,955**	**5,133**	**4,965**	**3,930**	**23,999**	**511**	**564**	**11,530**
	F	3,149	-	2,909	919	N.A.	-	-	N.A.	1,538	2,060	2,432	2,545	2,644	2,083	11,764	316	390	4,425
2013	**MF**	**6,395**	-	**6,476**	**1,659**	**958**	-	-	**15,488**	**2,178**	**5,082**	**4,983**	**4,886**	**5,146**	**4,060**	**24,157**	**406**	**674**	**11,888**
	F	3,281	-	3,310	834	N.A.	-	-	N.A.	1,447	2,141	2,420	2,447	2,729	2,123	11,860	282	458	4,580
2014	**MF**	**6,210**	**-**	**5,993**	**1,602**	**1,236**	**-**	**-**	**15,041**	**1,732**	**5,026**	**5,166**	**5,116**	**4,983**	**4,430**	**24,721**	**371**	**633**	**11,062**
	F	3,224	-	2,951	772	583	-	-	7,530	1,125	1,995	2,513	2,559	2,603	2,342	12,012	222	439	3,883

Note: 1) University figures are for 1st degree only.

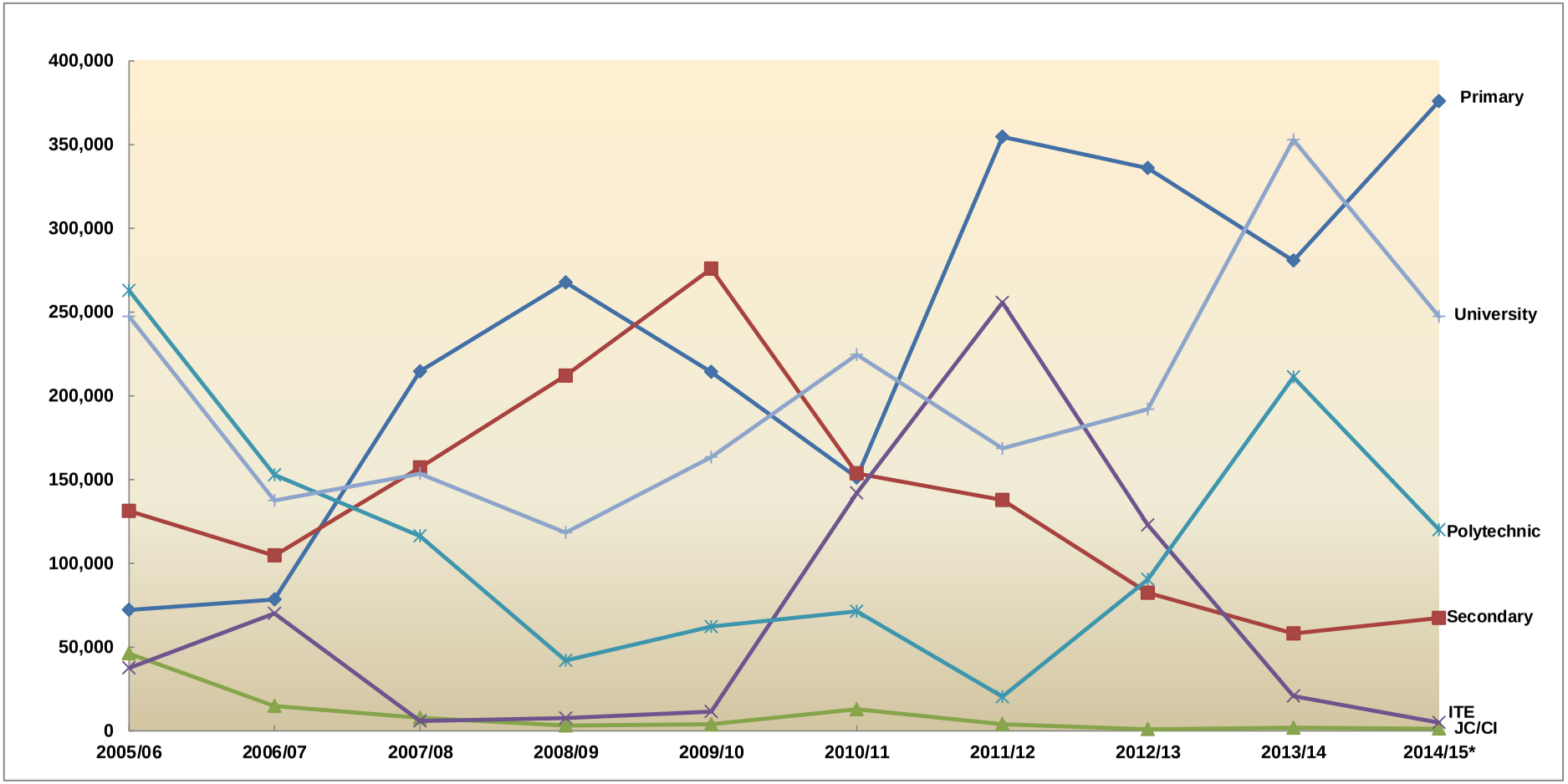
2) National Institute of Education figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

3) Polytechnic, LASALLE College of Arts and Nanyang Academy of Fine Arts figures are for full-time diploma courses only.

4) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices. Figures for 2001 and earlier include ITE students who completed their programmes without receiving certificates.

5) N.A. refers to Not Available.

GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 26)

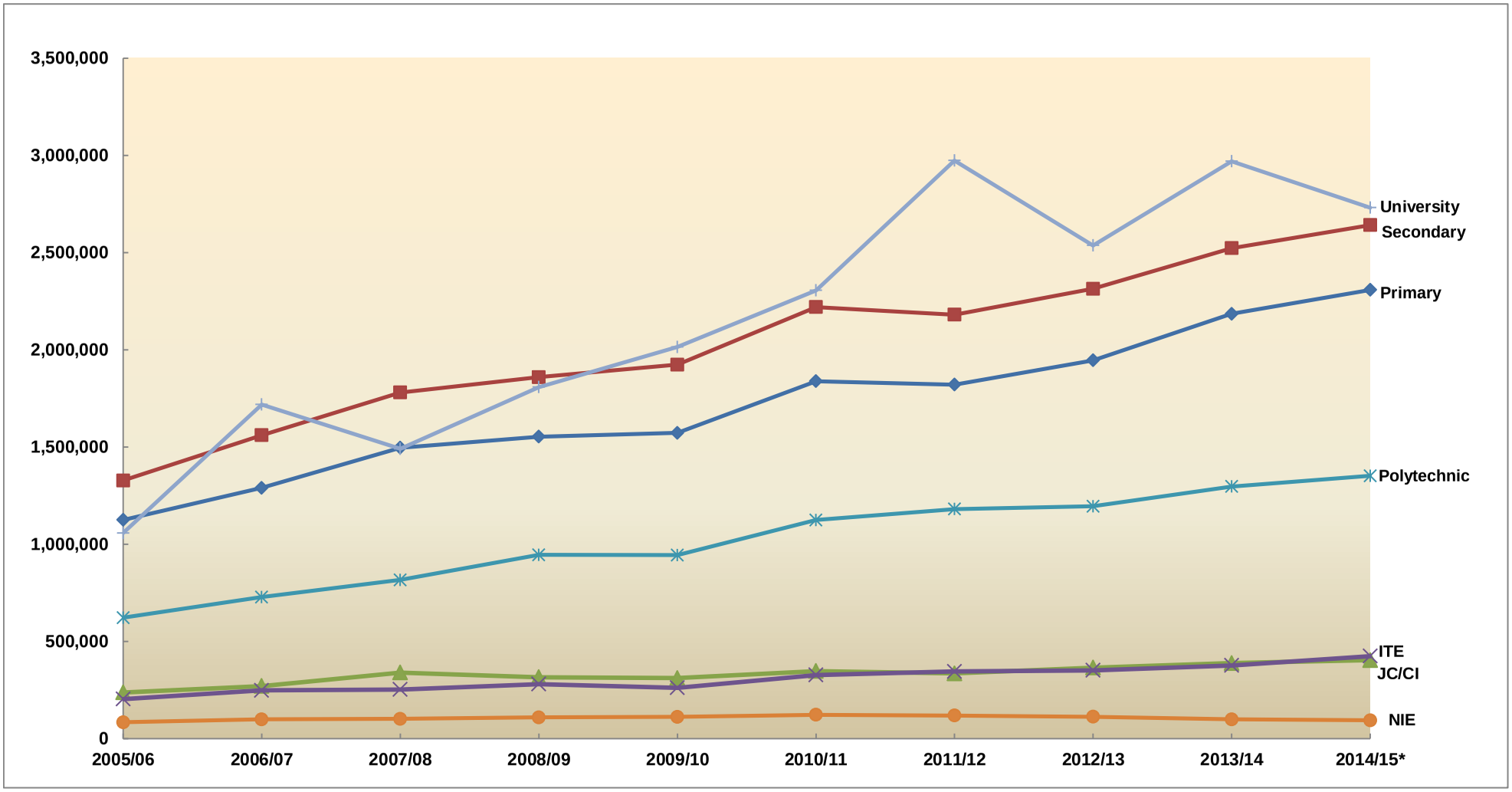


26 GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others	Total
2000/01	279,507	383,822	249,509	73,891	52,334	169,183	11,318	329,625	3,657	37,765	1,590,611
2001/02	173,612	444,755	232,211	66,530	60,049	129,383	11,286	331,992	2,158	21,015	1,472,991
2002/03	182,329	368,489	272,914	89,749	120,861	308,888	7,699	384,117	2,414	36,100	1,773,560
2003/04	43,497	195,005	284,099	41,513	130,530	146,433	200	302,293	6,270	67,803	1,217,643
2004/05	42,304	125,777	233,314	64,569	103,168	183,424	2,890	453,944	6,367	23,640	1,239,397
2005/06	44,835	72,258	131,273	46,232	37,596	262,858	0	247,374	1,240	23,312	866,978
2006/07	42,425	78,447	104,640	14,811	70,167	152,823	0	137,496	2,035	4,725	607,569
2007/08	58,358	214,637	157,152	7,793	5,960	116,371	0	153,564	20,495	7,713	742,043
2008/09	69,595	267,672	212,062	3,161	7,666	42,076	958	118,307	29,204	2,472	753,173
2009/10	74,776	214,235	275,916	4,020	11,510	62,297	9,417	163,371	27,721	3,884	847,147
2010/11	104,467	151,204	153,719	12,910	142,006	71,379	1,298	224,661	14,048	1,044	876,736
2011/12	82,970	354,602	137,802	4,081	255,687	20,417	0	168,610	17,899	389	1,042,457
2012/13	31,521	335,973	82,431	1,003	122,940	90,434	0	191,961	3,336	0	859,599
2013/14	45,810	280,695	58,199	1,883	20,780	211,214	0	352,817	1,609	438	973,445
2014/15*	45,977	375,857	67,382	1,345	4,996	120,056	0	247,321	65	1,563	864,562

* Preliminary figures

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 27)

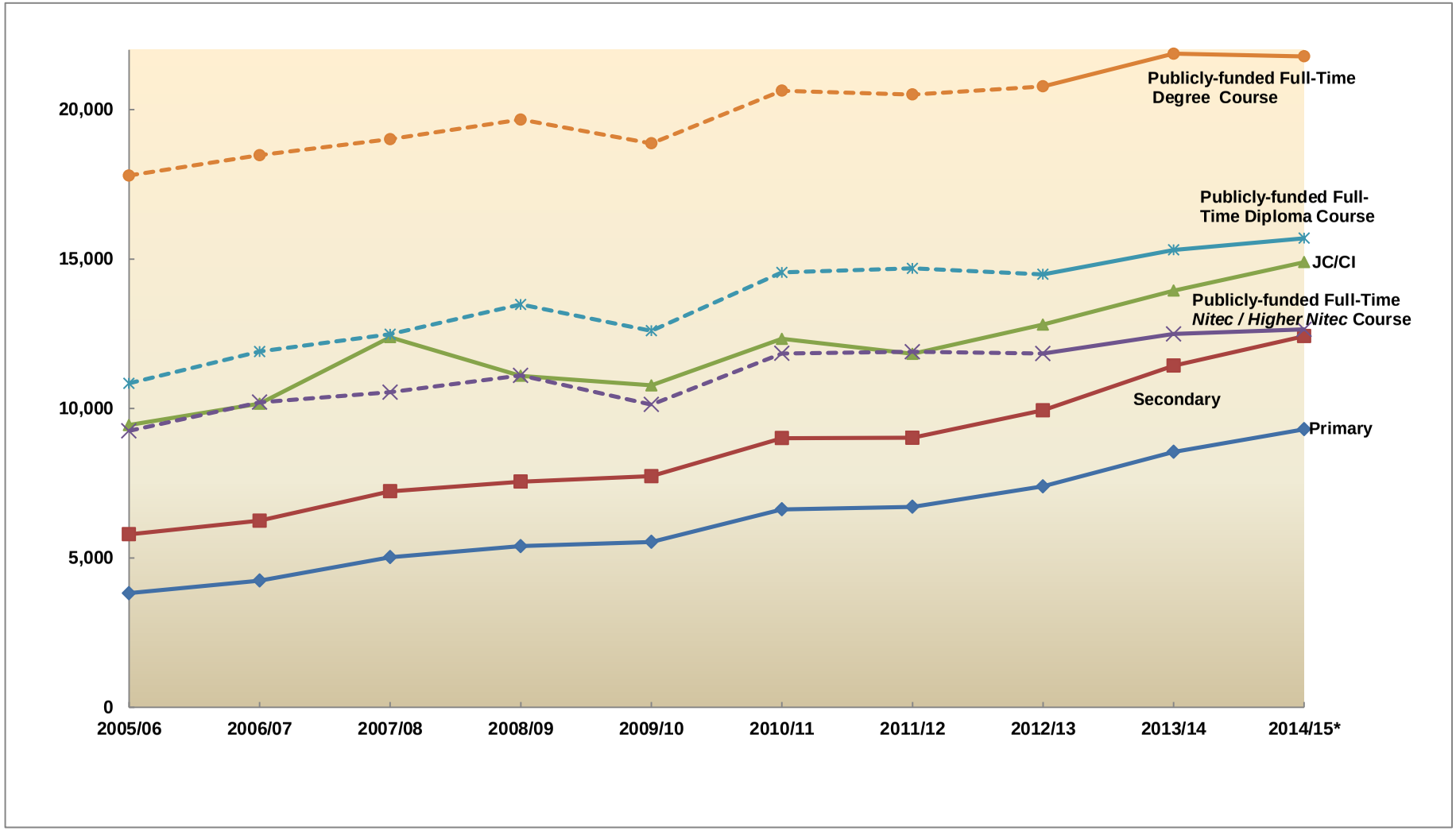


27 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others	Total
2000/01	403,148	995,279	976,553	190,274	148,416	524,055	83,753	898,505	26,825	30,088	4,276,896
2001/02	435,146	1,044,461	1,059,846	202,456	162,648	592,733	87,000	1,114,554	28,025	39,715	4,766,584
2002/03	441,017	1,095,536	1,171,377	226,187	169,499	578,551	94,791	973,779	36,358	37,300	4,824,395
2003/04	428,997	1,066,364	1,205,693	223,490	171,067	714,264	80,766	1,034,804	33,450	37,896	4,996,791
2004/05	405,524	1,071,327	1,276,481	226,569	191,135	594,446	73,256	1,029,869	38,884	67,233	4,974,724
2005/06	433,675	1,125,876	1,328,287	238,115	203,973	622,933	84,722	1,058,239	50,124	69,355	5,215,299
2006/07	298,582	1,290,409	1,561,500	271,046	249,154	728,741	100,147	1,719,156	53,196	79,786	6,351,717
2007/08	347,946	1,496,718	1,780,889	340,681	253,506	816,913	102,243	1,491,382	68,874	86,473	6,785,625
2008/09	439,480	1,553,535	1,859,599	316,184	281,262	946,113	110,378	1,808,987	73,594	87,389	7,476,521
2009/10	503,277	1,573,321	1,924,142	311,770	262,509	944,810	112,474	2,014,807	95,937	94,862	7,837,909
2010/11	517,043	1,839,190	2,220,430	348,039	328,067	1,124,873	123,625	2,305,921	84,943	106,578	8,998,709
2011/12	532,136	1,820,988	2,181,167	336,063	346,106	1,180,981	119,266	2,973,812	96,127	111,147	9,697,793
2012/13	591,814	1,946,159	2,314,237	365,825	351,658	1,196,035	113,312	2,536,971	106,219	115,082	9,637,312
2013/14	587,903	2,185,580	2,523,528	389,037	376,896	1,297,647	99,668	2,969,921	125,117	109,571	10,664,868
2014/15*	642,512	2,308,386	2,641,582	404,457	425,028	1,352,421	94,875	2,731,600	138,411	115,728	10,855,000

* Preliminary figures

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATON PER STUDENT (SGD) (Refer to Table 28)



28 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD)

Financial Year	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	University
2000/01	3,137	5,104	7,304	8,076	9,546	15,384
2001/02	3,363	5,304	7,879	7,829	9,668	15,262
2002/03	3,535	5,614	8,497	8,056	9,793	14,287
2003/04	3,508	5,437	8,791	8,367	10,197	17,477
2004/05	3,575	5,746	8,850	9,399	10,695	17,609
2005/06	3,820	5,793	9,445	9,249	10,843	17,793
2006/07	4,243	6,246	10,161	10,209	11,903	18,472
2007/08	5,026	7,230	12,386	10,543	12,482	19,011
2008/09	5,397	7,551	11,094	11,106	13,479	19,664
2009/10	5,537	7,736	10,772	10,129	12,598	18,868
2010/11	6,624	9,008	12,331	11,839	14,552	20,630
2011/12	6,712	9,022	11,830	11,898	14,687	20,505
	Primary	**Secondary[1]**	**Junior College / Centralised Institute**	**Publicly-funded full-time *Nitec / Higher Nitec* courses[2]**	**Publicly-funded full-time diploma courses[3]**	**Publicly-funded full-time degree courses[4]**
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*	9,304	12,421	14,894	12,646	15,695	21,779

Note: 1) Figures exclude Independent Schools.

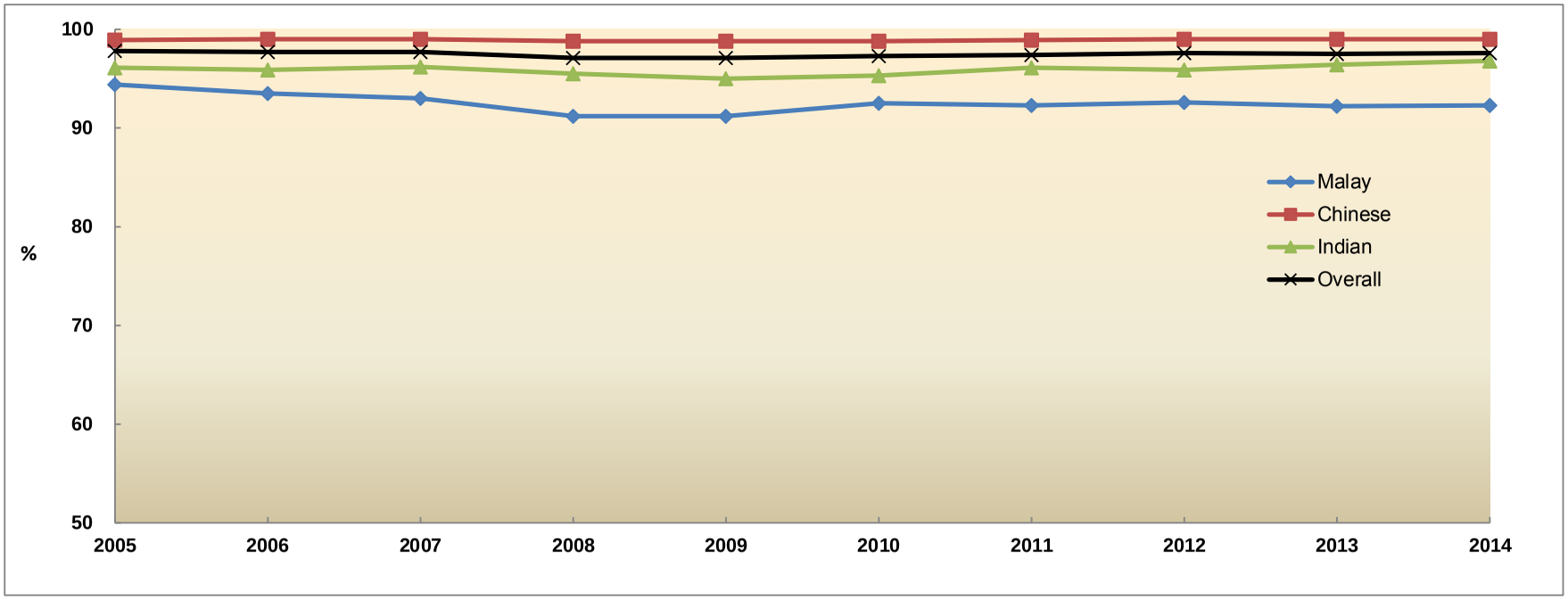
2) Refers to publicly-funded full-time *Nitec / Higher Nitec* courses offered by Institute of Technical Education (ITE). Publicly-funded full-time diploma courses offered by ITE are included under “Polytechnics" from FY2012 onwards.

3) Refers to publicly-funded full-time diploma courses offered by Singapore Polytechnic, Ngee Ann Polytechnic, Temasek Polytechnic, Nanyang Polytechnic and Republic Polytechnic. From 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).

4) Refers to publicly-funded full-time degree courses offered by National University of Singapore, Nanyang Technological University, Singapore Management University and Singapore Institute of Technology (wef FY2010). It includes publicly-funded full-time degree courses offered by Singapore University of Technology & Design, LASALLE and NAFA from FY2012 and SIM University from FY2014.

* Preliminary figures

29 PERCENTAGE OF PSLE STUDENTS ELIGIBLE FOR EXPRESS, NORMAL (ACADEMIC) AND NORMAL (TECHNICAL) COURSES

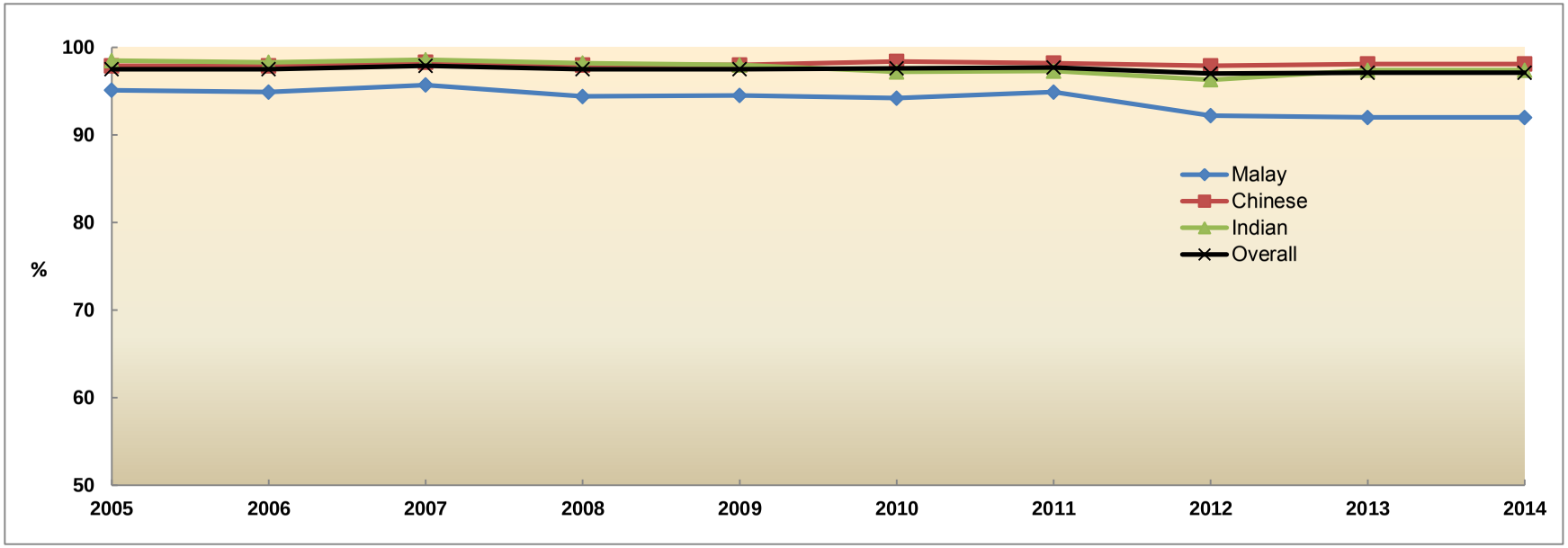


Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	%	94.4	93.5	93.0	91.2	91.2	92.5	92.3	92.6	92.2	92.3
Chinese	%	98.9	99.0	99.0	98.8	98.8	98.8	98.9	99.0	99.0	99.0
Indian	%	96.1	95.9	96.2	95.5	95.0	95.3	96.1	95.9	96.4	96.8
Others	%	97.7	98.4	98.1	98.2	97.9	98.6	98.2	98.6	98.9	98.6
Overall	**%**	**97.8**	**97.7**	**97.7**	**97.1**	**97.1**	**97.3**	**97.4**	**97.6**	**97.5**	**97.6**

Note: 1) The first batch of students under Subject-based Banding, where students can choose to take subjects at either Standard or Foundation level to cater to their uneven strengths, sat for the PSLE in 2009.

2) Percentages are based on all students, regardless of whether they took their subjects at the Standard or Foundation levels.

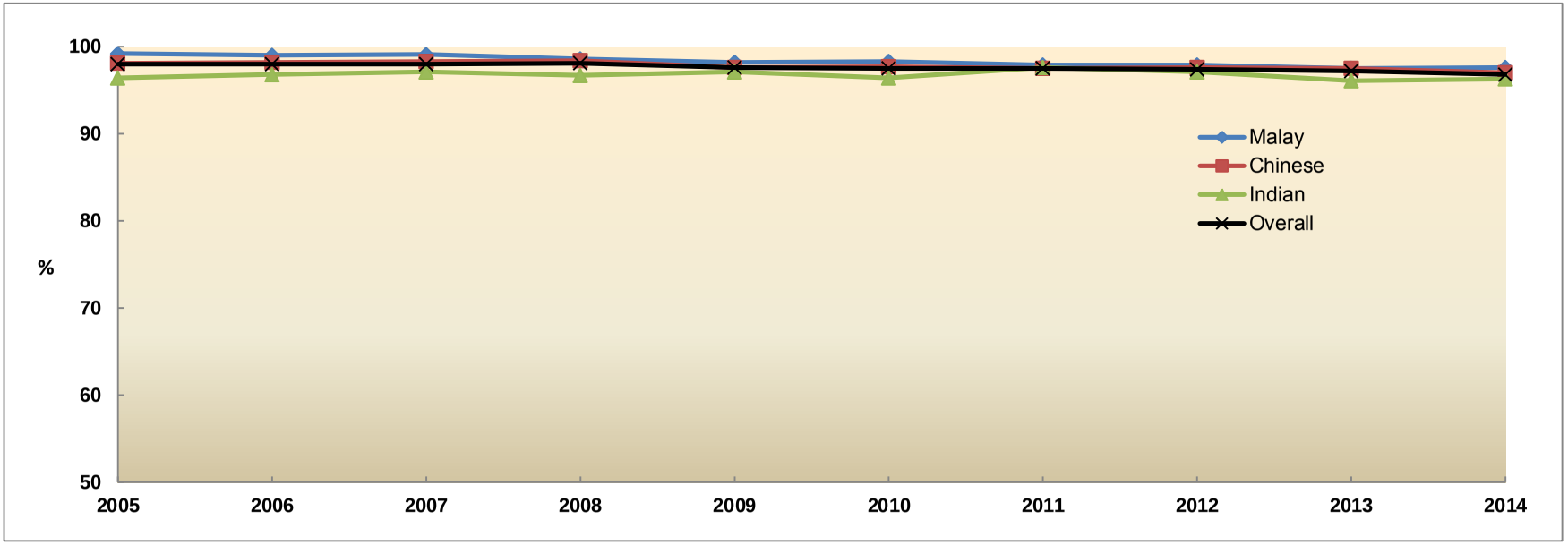
30 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD ENGLISH LANGUGAE



Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	%	95.1	94.9	95.7	94.4	94.5	94.2	94.9	92.2	92.0	92.0
Chinese	%	97.9	97.9	98.3	98.0	98.0	98.4	98.2	97.9	98.1	98.1
Indian	%	98.5	98.3	98.6	98.2	98.0	97.2	97.3	96.3	97.4	97.4
Others	%	98.5	98.5	98.4	99.2	99.1	98.9	99.3	98.6	98.6	98.6
Overall	**%**	**97.5**	**97.5**	**97.9**	**97.5**	**97.5**	**97.6**	**97.7**	**97.0**	**97.1**	**97.1**

Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.
2) Percentages exclude EM3 students (before 2009) and students taking Foundation English Language (2009 onwards)

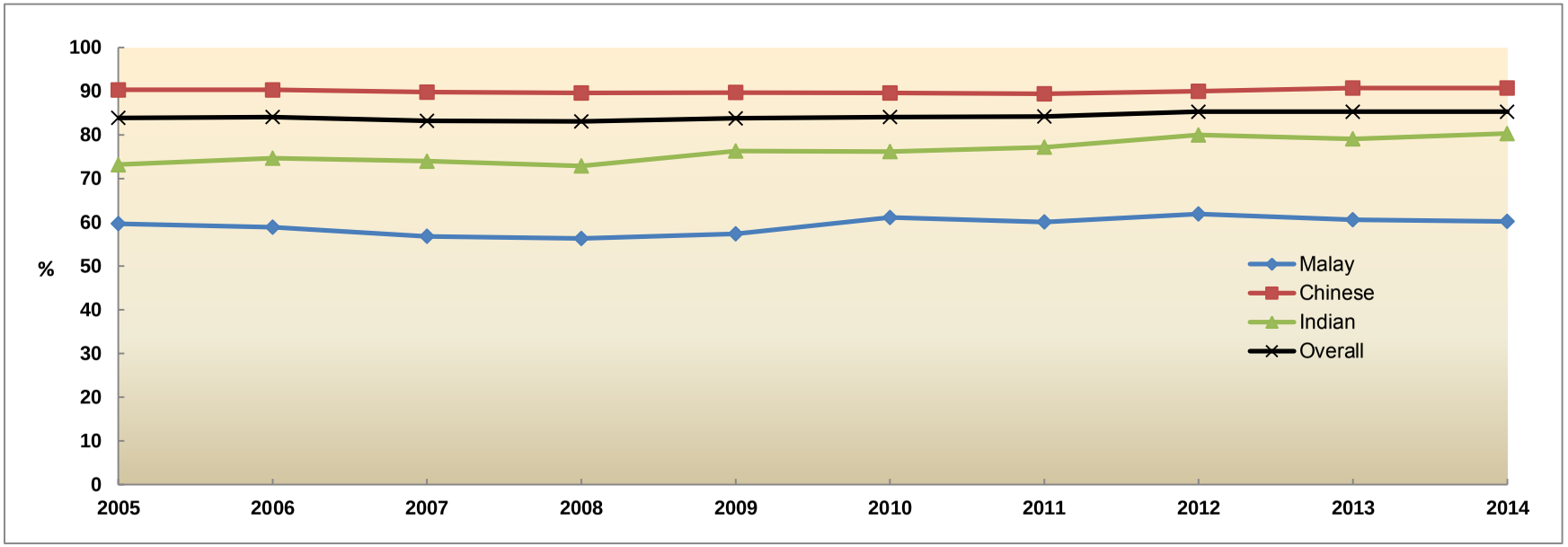
31 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD MOTHER TONGUE LANGUAGE



Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	%	99.2	99.0	99.1	98.6	98.2	98.3	97.9	97.9	97.5	97.6
Chinese	%	98.1	98.2	98.3	98.4	97.6	97.7	97.5	97.6	97.5	97.0
Indian	%	96.4	96.8	97.1	96.7	97.1	96.4	97.6	97.1	96.1	96.3
Others	%	84.7	81.7	81.0	83.6	89.5	87.7	91.4	88.3	89.1	88.4
Overall	**%**	**98.0**	**98.0**	**98.0**	**98.1**	**97.6**	**97.5**	**97.5**	**97.4**	**97.2**	**96.8**

Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.
2) Percentages exclude EM3 students (before 2009) and students taking Foundation Mother Tongue Language (2009 onwards)

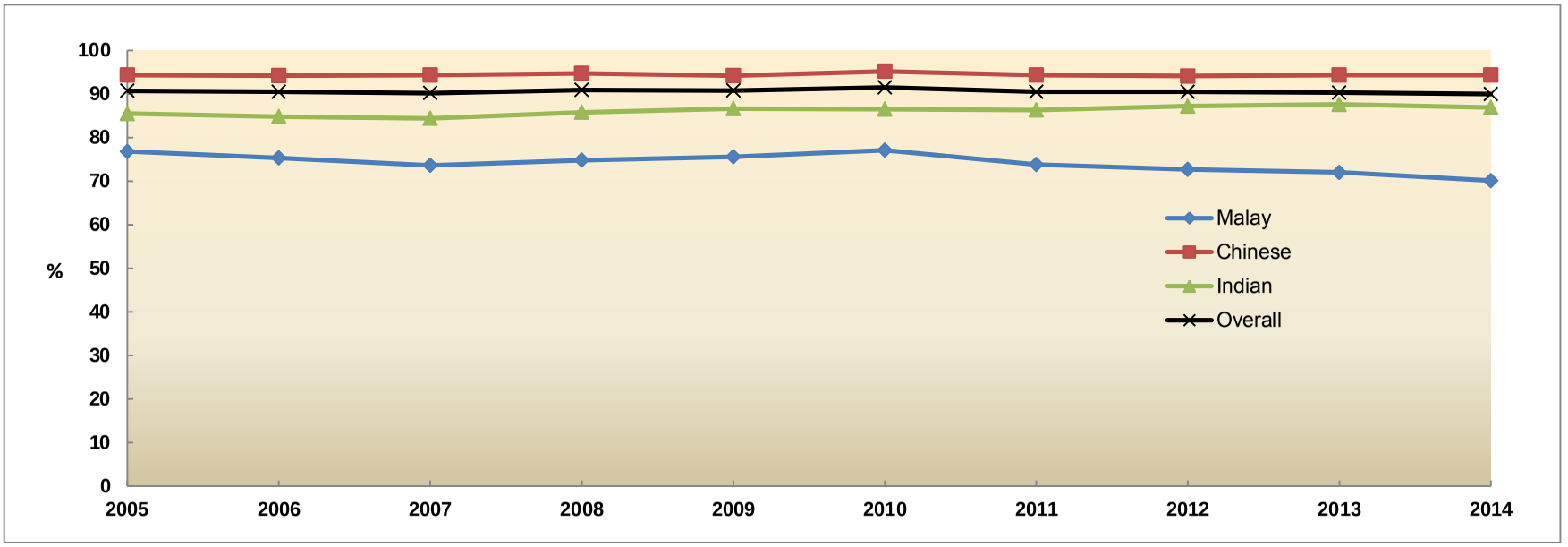
32 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD MATHEMATICS



Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	%	59.7	58.9	56.8	56.3	57.4	61.1	60.1	61.9	60.6	60.2
Chinese	%	90.3	90.3	89.8	89.6	89.7	89.6	89.4	90.0	90.7	90.7
Indian	%	73.2	74.7	74.0	72.9	76.3	76.2	77.2	80.0	79.1	80.3
Others	%	84.9	86.7	81.2	85.9	85.8	86.5	83.7	84.5	85.6	85.4
Overall	**%**	**83.9**	**84.1**	**83.2**	**83.1**	**83.8**	**84.1**	**84.2**	**85.3**	**85.3**	**85.3**

Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.
2) Percentages exclude EM3 students (before 2009) and students taking Foundation Mathematics (2009 onwards)

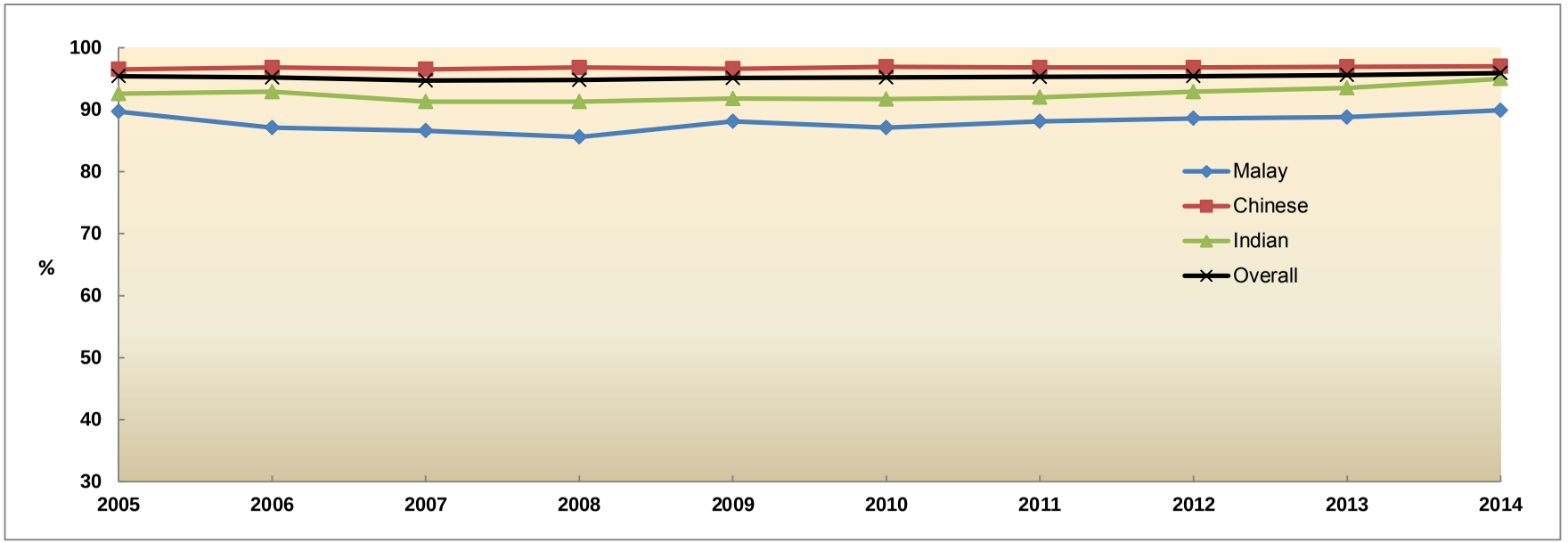
33 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD SCIENCE



Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	%	76.8	75.3	73.6	74.8	75.6	77.1	73.8	72.7	72.0	70.1
Chinese	%	94.3	94.2	94.3	94.7	94.2	95.2	94.3	94.1	94.3	94.3
Indian	%	85.5	84.8	84.4	85.8	86.6	86.5	86.3	87.2	87.6	86.9
Others	%	93.5	93.1	92.2	93.7	94.9	94.4	93.3	93.7	92.5	92.8
Overall	**%**	**90.7**	**90.5**	**90.2**	**90.9**	**90.8**	**91.5**	**90.5**	**90.5**	**90.3**	**90.0**

Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.
2) Percentages exclude EM3 students (before 2009) and students taking Foundation Science (2010 onwards)

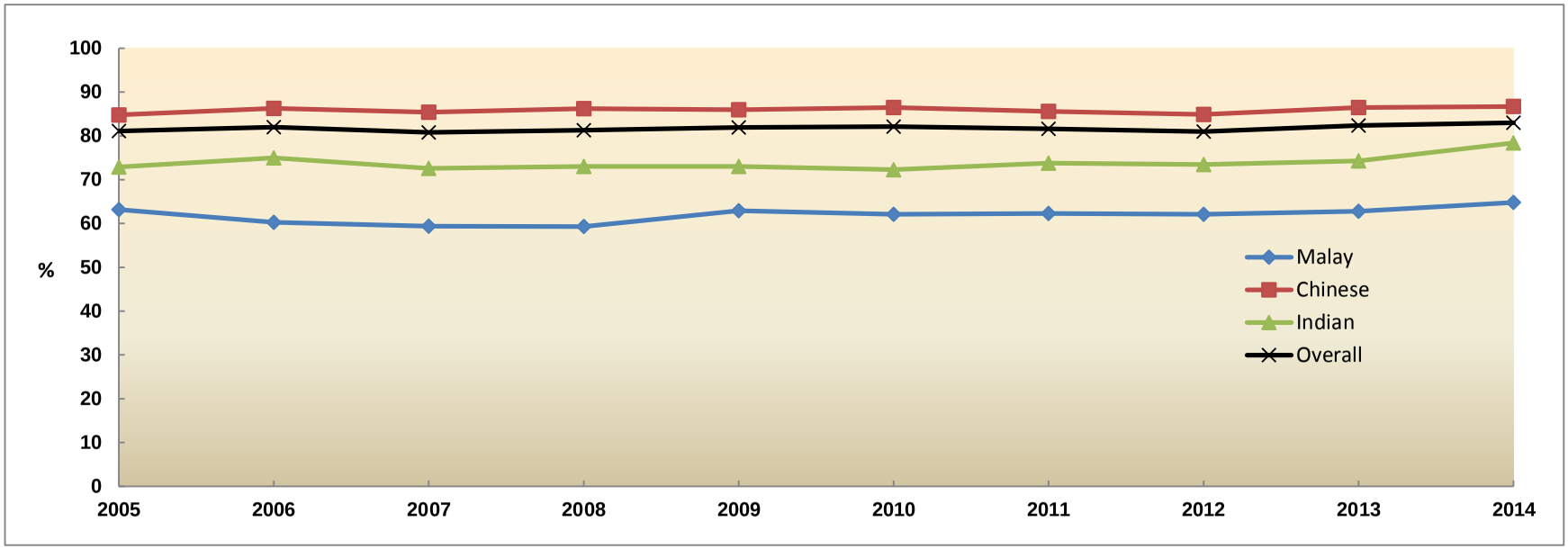
34 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 3 O-LEVEL PASSES



Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	% Passed	89.7	87.1	86.6	85.6	88.1	87.1	88.1	88.6	88.8	89.9
Chinese	% Passed	96.5	96.8	96.5	96.8	96.6	96.9	96.8	96.8	96.9	97.0
Indian	% Passed	92.6	92.9	91.3	91.3	91.8	91.7	92.0	92.9	93.5	95.0
Others	% Passed	95.3	94.6	95.4	95.6	95.9	95.6	95.5	94.0	94.3	94.6
Overall	**% Passed**	**95.4**	**95.2**	**94.7**	**94.8**	**95.1**	**95.2**	**95.3**	**95.4**	**95.6**	**95.9**

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

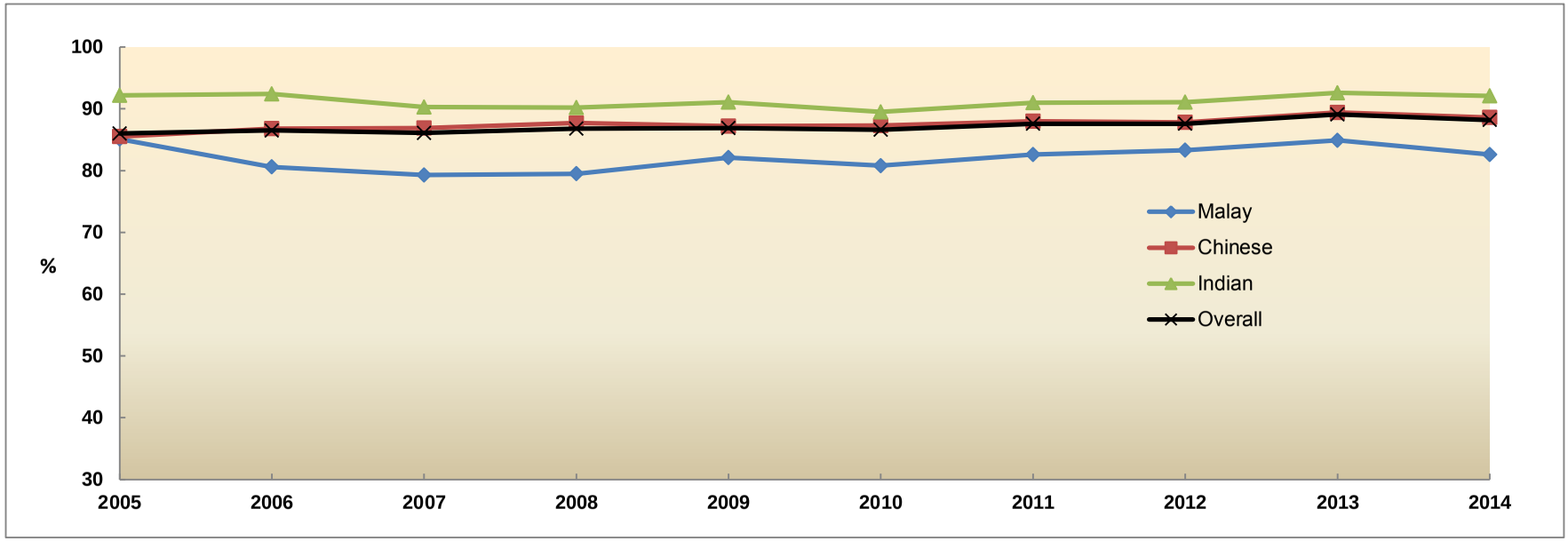
35 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 5 O-LEVEL PASSES



Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	% Passed	63.2	60.3	59.4	59.3	62.9	62.1	62.3	62.1	62.8	64.8
Chinese	% Passed	84.8	86.3	85.4	86.2	86.0	86.5	85.6	84.9	86.5	86.7
Indian	% Passed	72.9	75.0	72.6	73.0	73.0	72.3	73.8	73.5	74.3	78.4
Others	% Passed	78.6	76.5	81.3	79.7	81.2	81.2	80.8	76.6	76.8	79.9
Overall	**% Passed**	**81.1**	**82.0**	**80.8**	**81.3**	**81.9**	**82.1**	**81.6**	**81.0**	**82.4**	**83.0**

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

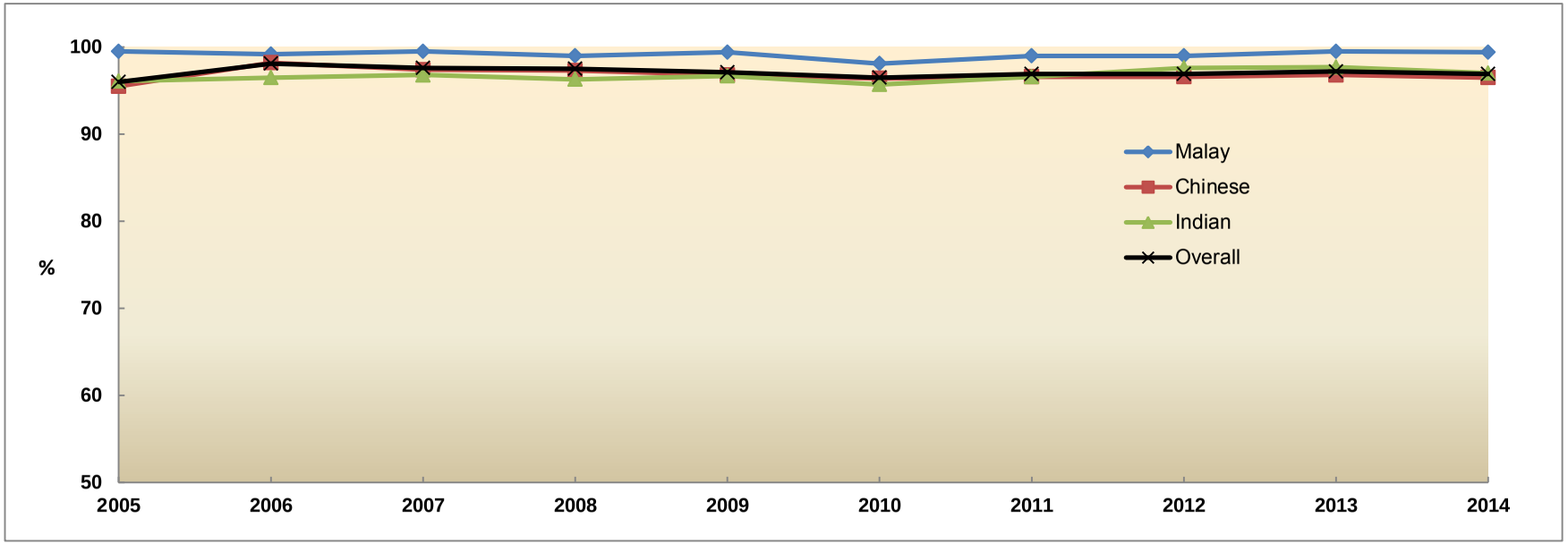
36 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	% Passed	85.1	80.6	79.3	79.5	82.1	80.8	82.6	83.3	84.9	82.6
Chinese	% Passed	85.5	86.8	86.9	87.7	87.2	87.3	88.0	87.8	89.4	88.6
Indian	% Passed	92.2	92.4	90.3	90.2	91.1	89.5	91.0	91.1	92.6	92.1
Others	% Passed	92.8	92.1	90.7	90.6	91.3	88.4	90.1	90.0	90.9	90.3
Overall	**% Passed**	**86.0**	**86.5**	**86.1**	**86.8**	**86.9**	**86.6**	**87.6**	**87.6**	**89.1**	**88.2**

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

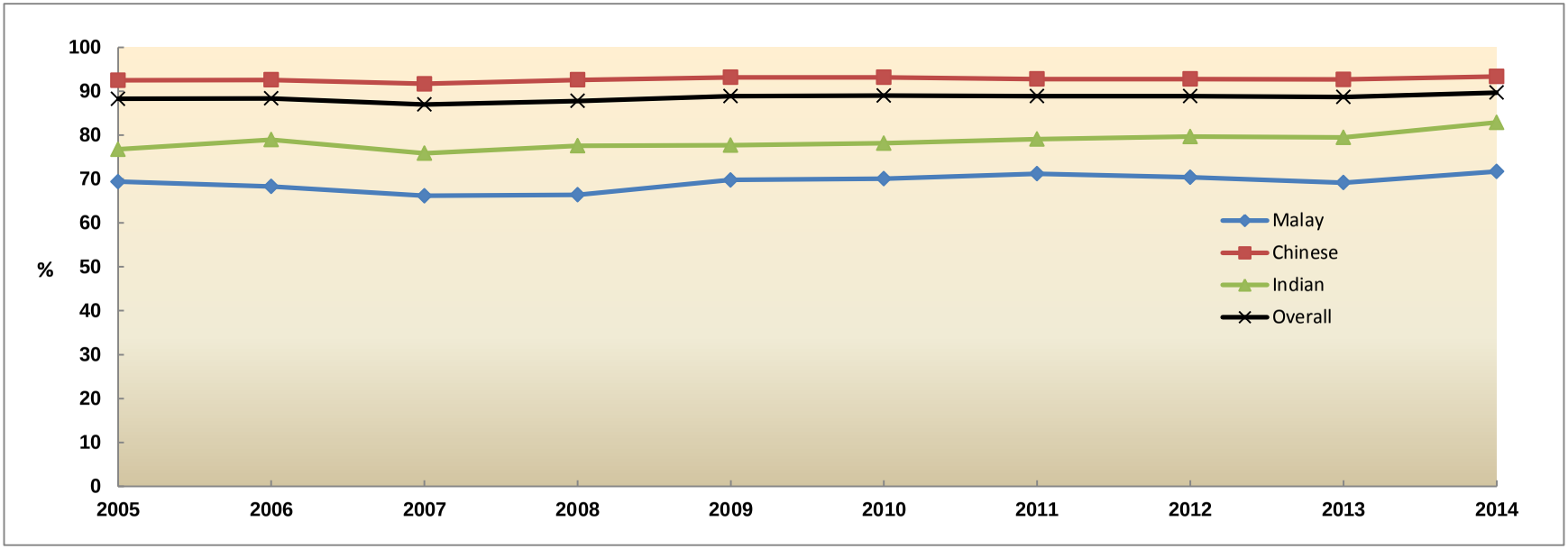
37 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	% Passed	99.5	99.2	99.5	99.0	99.4	98.1	99.0	99.0	99.5	99.4
Chinese	% Passed	95.5	98.2	97.4	97.3	96.8	96.4	96.6	96.6	96.8	96.5
Indian	% Passed	96.1	96.5	96.8	96.3	96.7	95.7	96.6	97.6	97.7	97.0
Others	% Passed	82.5	86.6	88.1	90.4	87.6	83.6	89.4	90.6	90.6	90.4
Overall	**% Passed**	**96.0**	**98.1**	**97.6**	**97.5**	**97.1**	**96.5**	**96.9**	**96.9**	**97.2**	**96.9**

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

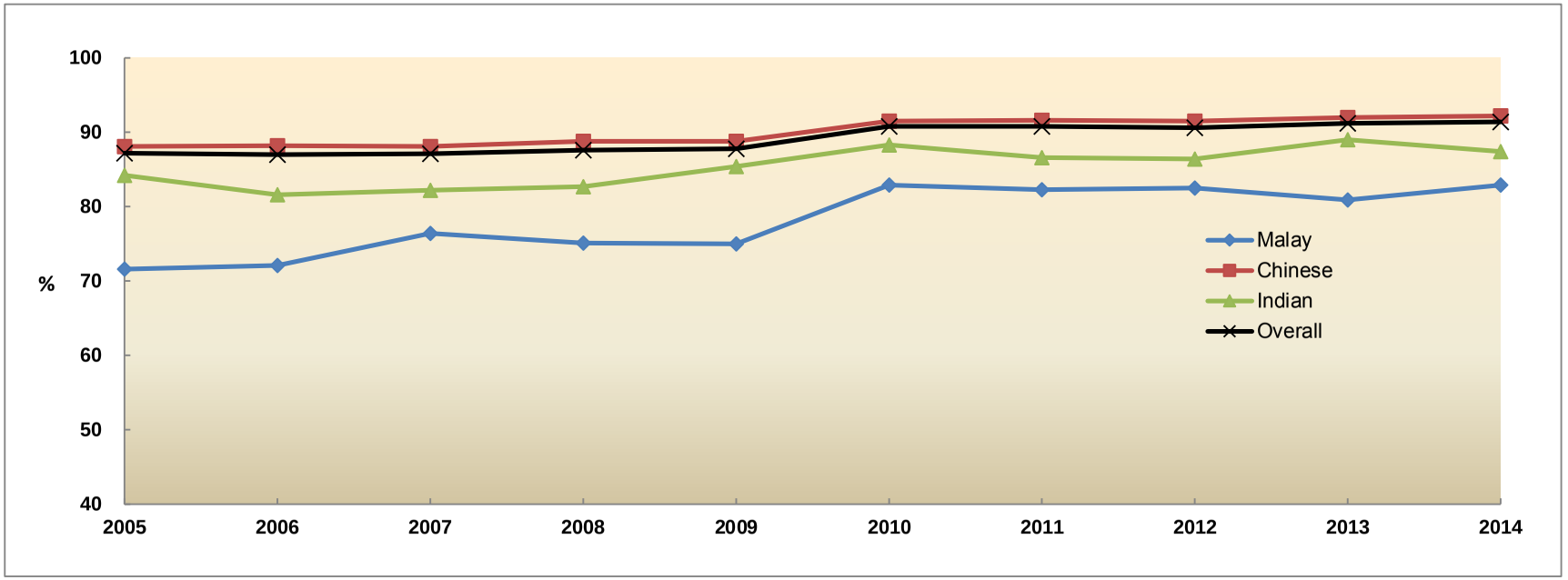
38 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MATHEMATICS



Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	% Passed	69.4	68.3	66.2	66.4	69.8	70.1	71.2	70.4	69.2	71.7
Chinese	% Passed	92.5	92.6	91.7	92.6	93.2	93.2	92.8	92.8	92.7	93.4
Indian	% Passed	76.8	79.0	75.9	77.6	77.7	78.2	79.1	79.7	79.5	82.9
Others	% Passed	87.1	85.3	88.6	89.1	89.6	90.2	90.1	88.8	86.0	88.7
Overall	**% Passed**	**88.3**	**88.4**	**87.0**	**87.8**	**88.9**	**89.0**	**88.9**	**88.9**	**88.7**	**89.7**

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

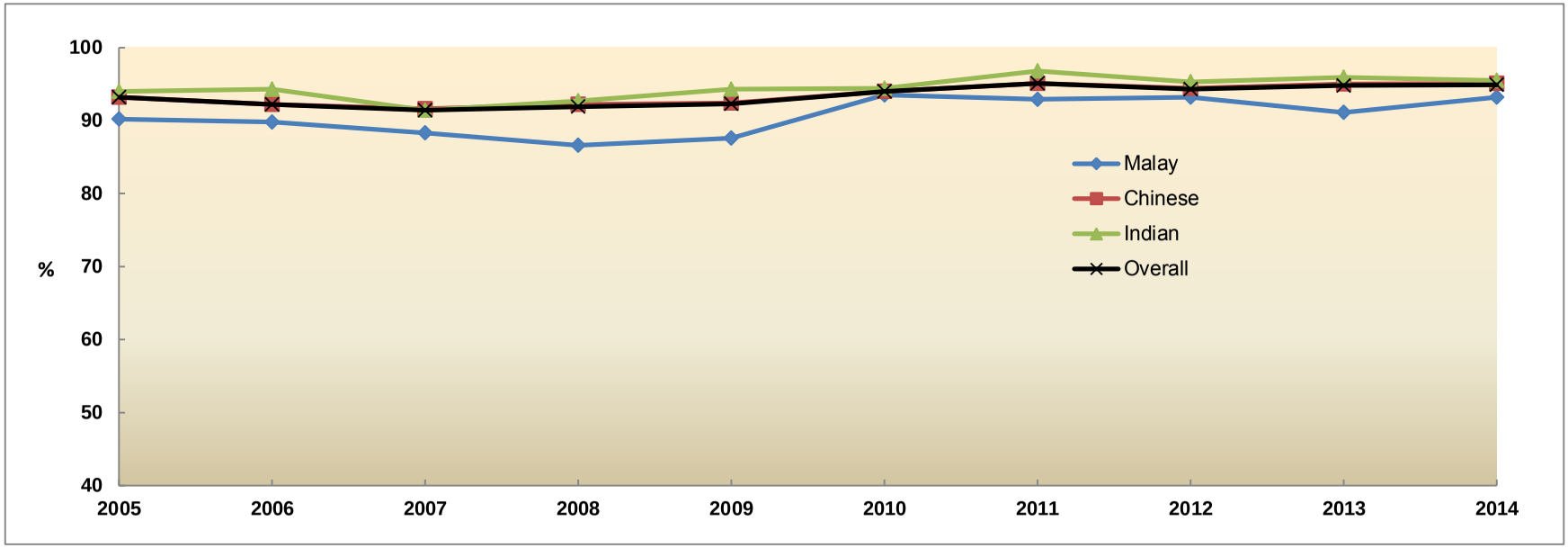
39 PERCENTAGE OF A-LEVEL STUDENTS WITH AT LEAST 3 A-LEVEL / 'H2' PASSES & PASS IN GP / K&I



Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	% Passed	71.6	72.1	76.4	75.1	75.0	82.9	82.3	82.5	80.9	82.9
Chinese	% Passed	88.1	88.2	88.1	88.8	88.8	91.5	91.6	91.5	92.0	92.2
Indian	% Passed	84.2	81.6	82.2	82.7	85.4	88.3	86.6	86.4	89.0	87.4
Others	% Passed	94.0	86.9	86.1	83.7	86.8	89.8	88.0	87.7	88.1	89.0
Overall	**% Passed**	**87.2**	**87.0**	**87.1**	**87.6**	**87.8**	**90.8**	**90.8**	**90.6**	**91.2**	**91.4**

Note: 1) % Passed refers to school candidates with at least 3 A-Level / 'H2' passes & pass in General Paper (GP) or Knowledge & Inquiry (K&I).
2) Figures for 2007 and 2008 include both students taking new syllabus and those taking the old syllabus.

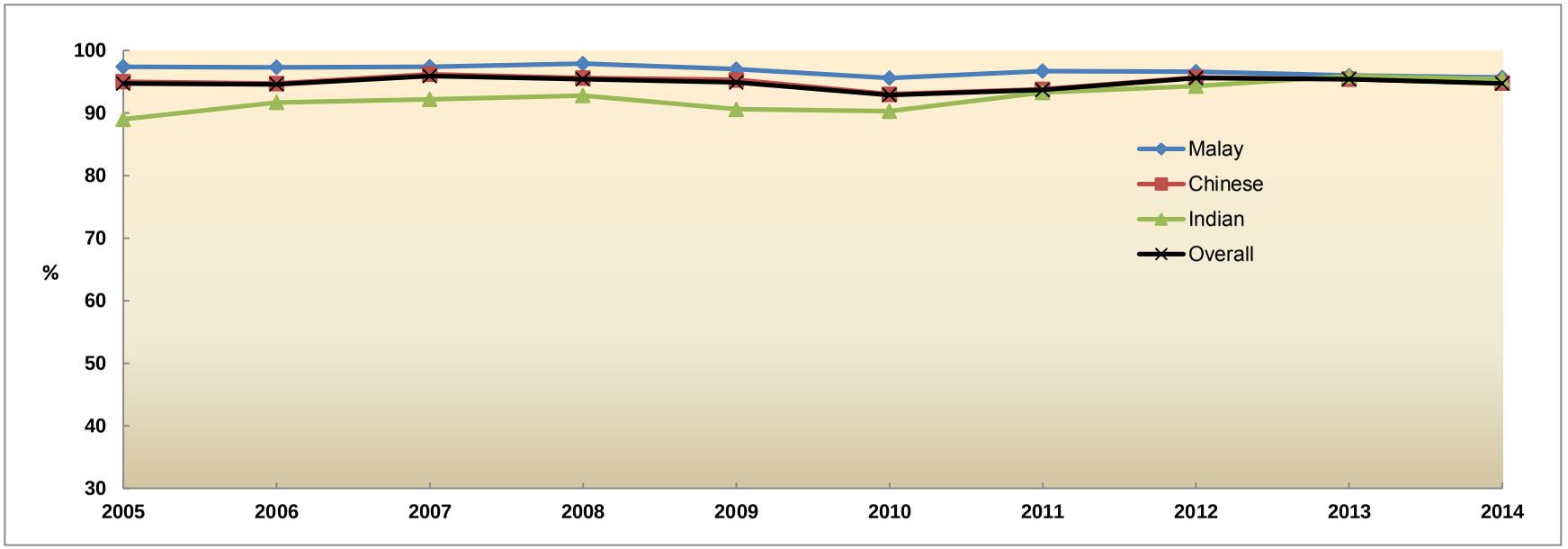
40 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED GENERAL PAPER OR KNOWLEDGE AND INQUIRY



Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	% Passed	90.2	89.8	88.3	86.6	87.6	93.5	92.9	93.2	91.1	93.2
Chinese	% Passed	93.2	92.2	91.6	92.2	92.4	94.0	95.1	94.4	95.0	95.1
Indian	% Passed	94.0	94.3	91.4	92.7	94.3	94.4	96.8	95.3	95.9	95.5
Others	% Passed	96.7	94.9	92.8	93.4	94.7	94.2	93.1	90.9	91.8	91.8
Overall	**% Passed**	**93.2**	**92.2**	**91.4**	**91.9**	**92.3**	**94.0**	**95.1**	**94.3**	**94.8**	**94.9**

Note: 1) Figures for 2007 and 2008 include both students taking the new syllabus and those taking the old syllabus

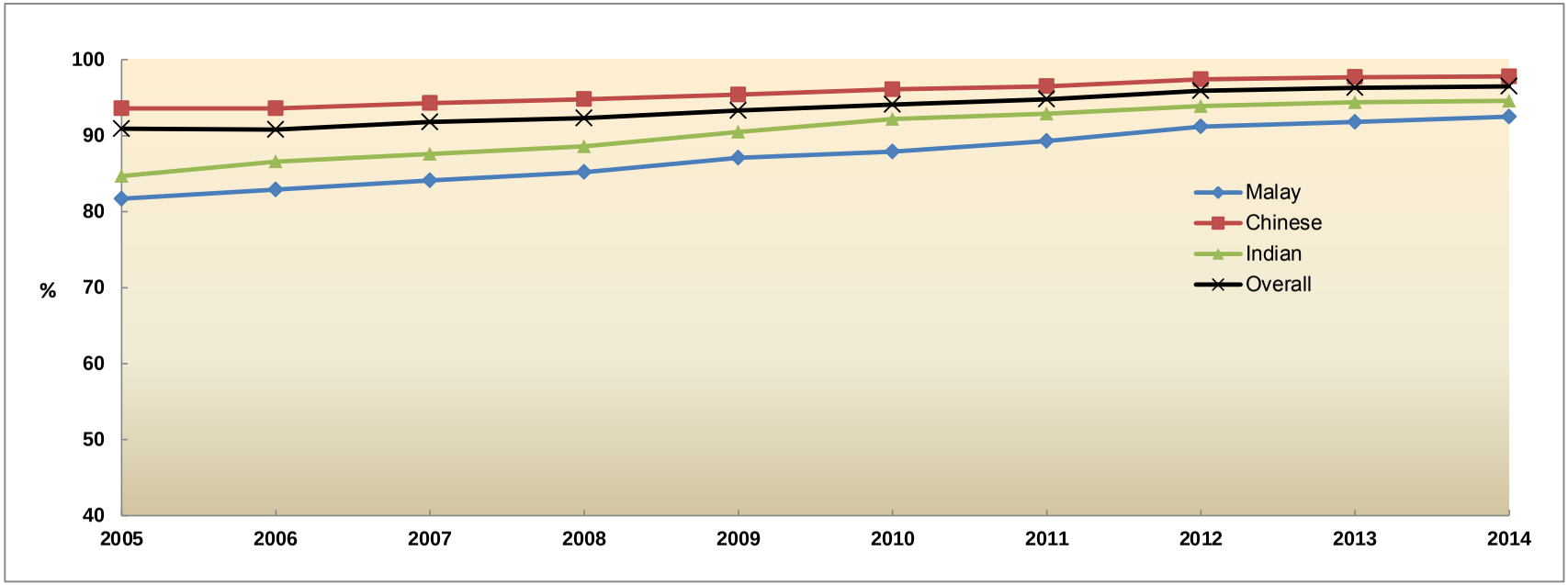
41 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE AT 'AO'/'H1' LEVEL



Race		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	% Passed	97.4	97.3	97.4	97.9	97.0	95.6	96.7	96.6	96.0	95.7
Chinese	% Passed	95.0	94.7	96.2	95.6	95.3	93.0	93.8	95.7	95.4	94.8
Indian	% Passed	89.0	91.7	92.2	92.8	90.6	90.3	93.3	94.3	95.9	95.4
Others	% Passed	78.3	86.3	76.2	71.4	77.2	81.8	78.4	86.2	87.0	80.3
Overall	**% Passed**	**94.7**	**94.6**	**95.9**	**95.4**	**94.9**	**92.9**	**93.7**	**95.6**	**95.4**	**94.7**

Note: 1) Figures for 2007 and 2008 include both students taking the new syllabus and those taking the old syllabus

42 PERCENTAGE OF P1 COHORT ADMITTED TO POST-SECONDARY EDUCATION



Race	P1 cohort	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
	Year[1]	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malay	% Admitted	81.7	82.9	84.1	85.2	87.1	87.9	89.3	91.2	91.8	92.5
Chinese	% Admitted	93.6	93.6	94.3	94.8	95.4	96.1	96.5	97.4	97.7	97.8
Indian	% Admitted	84.7	86.6	87.6	88.6	90.5	92.2	92.9	93.9	94.4	94.6
Others	% Admitted	83.7	84.6	87.6	88.7	87.9	88.0	91.4	92.8	94.7	94.7
Overall	**% Admitted**	**90.9**	**90.8**	**91.8**	**92.3**	**93.3**	**94.1**	**94.8**	**95.9**	**96.3**	**96.5**

Note: 1) Refers to the year in which the typical student in that particular cohort would be admitted to a post-secondary education institution (10 years after P1).
2) Figures for 2010-2014 are preliminary.
3) Figures include participation in Junior Colleges, Millenia Institute, Polytechnics, ITE, LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and also take into account students who left the country.

The percentage of a Primary 1 cohort admitted to post-secondary education including private education institutions, has remained high, at above 90%.

APPENDICES

Milestones in the Education System

Pre-Primary Education

1993 **Preparatory Year programme in schools was discontinued** to allow schools to concentrate on primary education, leaving kindergarten education to the private sector.

2014 **MOE kindergartens were set up in HDB heartlands** in a mix of primary schools and community sites, to provide quality pre-school education that is affordable to Singaporeans, as well as to pilot teaching and learning resources and establish good practices for sharing with the pre-school sector.

Primary Education

1979 **Primary streaming was introduced** starting with the 1979 Primary 3 (P3) cohort – The Goh Report recommended that students be channelled to the Normal, Extended and Monolingual streams. The Normal course led to the PSLE at the end of P6. The Extended course offered a slower pace of teaching and learning and students sit 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 **P3 streaming was removed, and P4 streaming (EM1, EM2 and EM3) was introduced.** At P4, schools assessed students' performance in English, Mother Tongue and Mathematics, and place each student in one of three language learning streams, while ensuring comparable standards across schools. The students advance to P5 in the same school.

1993 **Last batch of P8 Extended and P8 Monolingual students**.

2004 **Streaming was refined further by merging the EM1 and EM2 streams, while keeping the EM3 stream**. The distinction between the EM1 and EM2 streams was removed to give schools greater flexibility in organising and banding their students to achieve the best educational outcomes. Schools were also given the flexibility to develop their own end-of-year P4 exams to identify students who were capable of studying Higher Mother Tongue (HMTL), or would be best served by the foundational programme offered in EM3.

2008 **Subject-based Banding was introduced to replace the EM3 stream, starting with the 2008 P5 cohort**. Under Subject-based Banding, students are able to offer a mix of Standard or Foundation subjects depending on their aptitude in each subject. With this change, there is no longer any streaming at the primary level.

Secondary Education

1980 **Secondary streaming was introduced**. Based on their PSLE results, students promoted to Sec 1 are streamed to one of three courses at the secondary level – the Normal course, Express course or Special course. The Normal course is a 5-year course leading to the GCE O-Level exam. The Express course is for more academically-inclined students who can complete the O-Level exam in 4 years. The Special course is offered to the best of PSLE candidates, who offer EL and their MT at the first language level and complete their secondary education in 4 years as in the case with Express course students.

1988 **Independent schools were established** – Anglo-Chinese School, St Joseph's Institution and The Chinese High. 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.

1994 **Sec 1 Normal (Technical) (N(T)) course was introduced** to cater to the needs of students who are more technically inclined. It provides these students with an opportunity to complete 10 years of basic education and prepares them for post-secondary education in ITE, including a possible transfer to the Normal (Academic) (N(A)) course.

1994 **Autonomous schools were established**. A number of non-independent schools were given greater autonomy as well as additional funding to develop a wider and better range of programmes for their students. This provides parents with more options when choosing a school suited for their children.

2004 **The progression structure for the Normal (Technical) course was revised to provide additional pathways for transfers to the Normal (Academic) course on a "lateral" basis**, e.g. Sec 2N(T) to Sec 2N(A), to provide greater flexibility and choice to cater to the different abilities of N(T) students. The new system of lateral transfers replaced the provision for promotion from Sec 4N(T) to Sec 5.

2004 **The Singapore Sports School admitted its first batch of students**. It is the first Specialised Independent School offering an integrated academic and sports programme.

2005 **NUS High School of Mathematics and Science, a Specialised Independent School admitted its first batch of students**. NUS High aims to nurture well-rounded and world-ready scientific minds.

2007 **NorthLight School, Singapore's first Specialised School, was established** to better cater to students who can benefit from a more customised and vocational curriculum.

2008 **The Special and Express Courses were merged into the Express Course** to recognise the diminishing differences between the two courses.

2008 **The School of The Arts (SOTA)** admitted its first batch of students. It is a Specialised Independent School offering a dedicated development path for those who have interest and show early talent in the arts.

2008 **Assumption Vocational Institute was remodeled into the Assumption Pathway School**, Singapore's second Specialised School. Like NorthLight School, it provides student who can benefit more from a hands-on and practical approach to learning.

2010 **The School of Science and Technology (SST), a Specialised Independent Schoo**l admitted its first batch of students in 2010. It offers students a range of options in applied areas related to technology, media and design.

2013 **Crest Secondary, the first Specialised School for Normal (Technical) (SSNT) students, admitted its first batch of students**. The school provides a customised curriculum to suit the learning needs of its students. It also works closely with the Institute of Technical Education (ITE) and industry partners to develop programmes and attachment opportunities for its students.

2014 **Spectra Secondary, the second specialised school for students eligible for Normal (Technical), admitted its first batch of students**.

Post-Secondary Education

Pre-University

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

1979 **A three-year Pre-University course was introduced** 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**. Unlike Pre-U Centres, Centralised Institutes have their own facilities. They offer the same A-Level courses as Junior Colleges, but with a greater emphasis on commerce subjects.

1995 **Pre-U Centres were phased out due to falling demand**.

2000 **The A-Level commerce course in Junior Colleges was phased out** because the polytechnics already offer a commerce course and can take in more students than before.

2004 **The Integrated Programme (IP) was introduced** to provide academically strong students with an enriched curriculum beyond academic content. IP students can proceed to JC without taking the O-Levels.

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 in 2006 and Direct Polytechnic Admission Exercise 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-Level exam for entry into the relevant polytechnic diploma courses.

Institute of Technical Education

1958 **The Adult Education Board (AEB) was established** to promote education for adult 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 Vocational Institute (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 12 more Vocational Institutes (VIs) being established.

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 the technical knowledge and skills that were relevant to industry. ITE was also the national authority for the setting of skills standards and the certification of skills in Singapore.

2013 **The Direct-Entry Scheme (DES) to Polytechnic Programme (DPP) was** launched, which allowed Secondary 4 Normal (Academic) students to progress into selected polytechnic diploma courses via a *Higher Nitec* programme in ITE.

University Education

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

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

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

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

1991 **The NTI was re-constituted to Nanyang Technological University (NTU)** to increase the number of university places.

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

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

2009 **The Singapore University of Technology and Design (SUTD) was incorporated** in collaboration with Massachusetts Institute of Technology and Zhejiang University. It admitted its first batch of students in 2012.

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CLASSIFICATION OF COURSES (ITE)

CLASSIFICATION OF NATIONAL ITE CERTIFICATE (NITEC) PROGRAMMES (2014)

1.	**ENGINEERING**	*Nitec* in Aerospace Avionics *Nitec* in Aerospace Machining Technology *Nitec* in Aerospace Technology *Nitec* in Automotive Technology (Heavy Vehicles) *Nitec* in Automotive Technology (Light Vehicles) *Nitec* in Electrical Technology *Nitec* in Electrical Technology (Lighting & Sound) *Nitec* in Electrical Technology (Power & Control) *Nitec* in Facility Technology *Nitec* in Facility Technology (Air-Conditioning & Refrigeration) *Nitec* in Facility Technology (Landscaping Services) *Nitec* in Facility Technology (Mechanical & Electrical Services) *Nitec* in Facility Technology (Vertical Transportation) *Nitec* in Laser & Tooling Technology *Nitec* in Machine Technology *Nitec* in Mechanical Technology *Nitec* in Mechatronics *N*itec in Mechatronics (Medical Technology) *Nitec* in Medical Building Technology *Nitec* in Rapid Transit Technology
2.	**ELECTRONICS & INFO-COMMUNICATIONS TECHNOLOGY**	*Nitec* in Digital Audio & Video Production *Nitec* in Electronics *Nitec* in Electronics (Broadband Technology & Services) *Nitec* in Electronics (Computer & Networking) *Nitec* in Electronics (Display Technology) *Nitec* in Electronics (Instrumentation) *Nitec* in Electronics (Microelectronics) *Nitec* in Electronics (Mobile Devices) *Nitec* in Info-Communications Technology *Nitec* in Info-Communications Technology (Cloud Computing) *Nitec* in Info-Communications Technology (Networking & Systems Administration) *Nitec* in Mobile Systems & Services *Nitec* in Security Technology *Nitec* in Semiconductor Technology *Nitec* in Social Media & Web Development

3.	**DESIGN & MEDIA**	*Nitec* in Digital Animation *Nitec* in Fashion Apparel Production & Design *Nitec* in Interactive Media Design *Nitec* in Product Design *Nitec* in Space Design (Architecture) *Nitec* in Space Design (Interior & Exhibition) *Nitec* in Visual Communication *Nitec* in Visual Effects
4.	**BUSINESS & SERVICES**	*Nitec* in Attractions Operations *Nitec* in Beauty & Wellness *Nitec* in Business Services *Nitec* in Finance Services *Nitec* in Fitness Training *Nitec* in Floristry *Nitec* in Hair Services *Nitec* in Hair Services (Hair & Scalp Therapy) *Nitec* in Hair Services (Hair Fashion & Design) *Nitec* in Retail Services *Nitec* in Service Skills (Office) *Nitec* in Service Skills (Retail) *Nitec* in Service Skills (Tourism) *Nitec* in Travel & Tourism Services
5.	**APPLIED & HEALTH SCIENCE**	*Nitec* in Applied Food Science *Nitec* in Chemical Process Technology *Nitec* in Chemical Process Technology (Biologics) *Nitec* in Chemical Process Technology (Petrochemicals) *Nitec* in Chemical Process Technology (Pharmaceuticals) *Nitec* in Chemical Process Technology (Process Instrumentation) *Nitec* in Community Care & Social Services *Nitec* in Nursing *Nitec* in Opticianry
6.	**HOSPITALITY**	*Nitec* in Asian Culinary Arts *Nitec* in Food & Beverage Operations *Nitec* in Pastry & Baking *Nitec* in Western Culinary Arts

CLASSIFICATION OF DIPLOMA AND HIGHER NATIONAL ITE CERTIFICATE (HIGHER NITEC) PROGRAMMES (2014)

1.	**ENGINEERING**	*Technical Engineer Diploma* in Automotive Engineering *Technical Engineer Diploma* in Machine Technology *Higher Nitec* in Advanced Manufacturing *Higher Nitec* in Aerospace Engineering *Higher Nitec* in Civil & Structural Engineering Design *Higher Nitec* in Electrical Engineering *Higher Nitec* in Facility Management *Higher Nitec* in Facility Systems Design *Higher* Nitec in Marine Engineering *Higher Nitec* in Marine Offshore Engineering *Higher Nitec* in Marine & Offshore Technology *Higher Nitec* in Mechanical Engineering *Higher Nitec* in Mechatronics Engineering *Higher Nitec* in Offshore & Marine Engineering Design *Higher Nitec* in Process Plant Design
2.	**ELECTRONICS & INFO-COMMUNICATIONS TECHNOLOGY**	*Higher Nitec* in Business Information Systems *Higher Nitec* in e-Business Programming *Higher Nitec* in Electronics Engineering *Higher Nitec* in Games Design & Development *Higher Nitec* in Information Systems Quality *Higher Nitec* in Information Technology *Higher Nitec* in Mobile Unified Communications *Higher Nitec* in Network Security Technology *Higher Nitec* in Security System Integration *Higher Nitec* in Wireless Technology
3.	**BUSINESS & SERVICES**	*Higher Nitec* in Accounting *Higher Nitec* in Banking Services *Higher Nitec* in Beauty & Spa Management *Higher Nitec* in Business Studies (Administration) *Higher Nitec* in Business Studies (Event Management) *Higher Nitec* in Business Studies (Service Management) *Higher Nitec* in Business Studies (Sport Management) *Higher Nitec* in Community Sport & Recreation Management *Higher Nitec* in Early Childhood Education *Higher Nitec* in Event Management *Higher Nitec* in Human Resources & Administration *Higher Nitec* in Integrated Logistics Management *Higher Nitec* in Leisure & Travel Operations *Higher Nitec* in Logistics for International Trade *Higher Nitec* in Passenger Services *Higher Nitec* in Retail Merchandising *Higher Nitec* in Service Management *Higher Nitec* in Shipping Operations & Services *Higher Nitec* in Sport Management

4.	**APPLIED & HEALTH SCIENCES**	*Higher Nitec* in Biotechnology *Higher Nitec* in Chemical Technology *Higher Nitec* in Paramedic & Emergency Care *Higher Nitec* in Paramedic & Emergency Care and *Nitec* in Nursing (Dual Certification)
5.	**DESIGN & MEDIA**	*Higher Nitec* in Filmmaking (Cinematography) *Higher Nitec* in Performance Production *Higher Nitec* in Space Design Technology *Higher Nitec* in Visual Merchandising
6.	**HOSPITALITY**	*Technical Diploma* in Culinary Arts *Higher Nitec* in Hospitality Operations

CLASSIFICATION OF COURSES 2014 (POLYTECHNIC)

1.	**APPLIED ARTS**	Animation Animation & 3D Arts Apparel Design & Merchandising Audio-visual Technology Communication Design Design for Interactivity Digital Animation Digital Film & Television Digital Game Art & Design Digital Media Design (Animation) Digital Media Design (Games) Digital Media Design (Interaction Design) Digital Visual Effects Experience & Product Design Film, Sound & Video Game Design Games Design & Development Game Development & Technology Industrial Design Interaction Design Interactive Media Design Interior Architecture & Design Interior Design Media Production & Design Motion Graphics & Broadcast Design Moving Images Music & Audio Technology New Media Product and Industrial Design Product Design & Innovation Retail & Hospitality Design Sonic Arts Space & Interior Design Visual Communication Visual Communication & Media Design Visual Effects & Motion Graphics
2.	**ARCHITECTURE & BUILDING**	Architecture Environment Design Hotel & Leisure Facilities Management Integrated Facility Management Landscape Architecture Landscape Design & Horticulture Leisure & Business Facilities Management Real Estate Business Sustainable Urban Design & Engineering
3.	**BUSINESS & ADMINISTRATION**	Accountancy Accountancy & Finance Accounting & Finance

		Arts Business Management Arts & Theatre Management Banking & Finance Banking & Financial Services Business Business Administration Business Innovation & Design Business Management Business and Social Enterprise Business Studies Business/Logistics & Operations Management/Marketing Customer Relationship & Service Management Consumer Behaviour & Research Fund Management & Administration Healthcare Administration Hospitality & Tourism Management Hotel & Hospitality Management Human Resource Management with Psychology International Business International Logistics & Supply Chain Management International Supply Chain Management Integrated Events & Project Management Integrated Events Management Leisure & Resort Management Logistics Management Logistics & Operations Management Mass Media Management Marketing Retail Management Social Enterprise Management Sport & Wellness Management Sports & Leisure Management Supply Chain Management Technology & Arts Management Tourism & Resort Management Wellness, Lifestyle and Spa Management
4.	**EDUCATION**	Child Psychology & Early Education Early Childhood Education Early Childhood Studies
5.	**ENGINEERING SCIENCES**	Aeronautical Engineering Aeronautical & Aerospace Technology Aerospace Avionics Aerospace Electronics Aerospace Engineering Aerospace Systems & Management Aerospace Technology Automation & Mechatronic Systems Bioengineering Biomedical Electronics Biomedical Engineering Biomedical Informatics & Engineering Business Process & Systems Engineering

		Chemical Engineering Chemical & Biomolecular Engineering Chemical Process Technology Civil Engineering with Business Civil & Environmental Engineering Clean Energy Clean Energy Management Common Engineering Programme Computer Engineering Digital and Precision Engineering Digital Entertainment Electronics Electrical Engineering Electrical Engineering with Eco-Design Electrical & Electronic Engineering Electrical & Electronic Engineering Programme Electronics Electronic & Computer Engineering Electronics, Computer & Communications Engineering Energy Systems & Mgmt Engineering with Business Engineering with Business Management Programme Engineering Science Engineering Systems Environmental & Water Technology Environmental Management & Water Technology Green Building & Sustainability Industrial & Operations Management Info-Communications Info-communication Engineering & Design Information Communication Technology Manufacturing Engineering Marine Engineering Marine & Offshore Technology Mechanical Engineering Mechatronics Mechatronics Engineering Mechatronics/Aerospace Engineering Mechatronics & Robotics Micro & Nanotechnology Microelectronics Renewable Energy Engineering
6.	**HEALTH SCIENCES**	Biologics and Process Technology Biomedical Laboratory Technology Biomedical Science Dental Hygiene & Therapy Diagnostic Radiography Health Sciences (Nursing) Nursing Occupational Therapy Optometry Pharmaceutical Sciences Pharmacy Science Physiotherapy Radiation Therapy

		Veterinary Bioscience Veterinary Technology
7.	**HUMANITIES AND SOCIAL SCIENCES**	Applied Drama & Psychology Chinese Studies Gerontological Management Studies Health Management & Promotion Outdoor & Adventure Learning Psychology Studies Social Sciences (Social Work) Sports Coaching Sports & Exercise Sciences
8.	**INFORMATION TECHNOLOGY**	Business Applications Business Computing Business Enterprise IT Business Informatics Business Information Systems Business Information Technology Business Intelligence & Analytics Cyber & Digital Security Digital Entertainment Technology (Games) Digital Forensics Digital Media Engineering Informatics Financial Business Informatics Financial Informatics Game & Entertainment Technology Infocomm & Network Engineering Infocomm Security Management Information Security Information Technology IT Service Management Interactive & Digital Media Interactive Media Interactive Media Informatics Interactive Media Technology or 3D Interactive Media Technology Media & Communication Technology Mobile Business Solutions Mobile & Network Services Mobile & Wireless Computing Mobile Software Development Multimedia & Animation Multimedia & InfoComm Technology Network Systems & Security Telematics & Media Technology
9.	**LEGAL STUDIES**	Law & Management

10.	**MASS COMMUNICATION & INFORMATION SCIENCE**	Advertising & Public Relations Chinese Media & Communication Communication & Information Design Communications & Media Management Creative Writing for TV & New Media Mass Communication Media & Communication
11.	**SCIENCE & RELATED TECHNOLOGIES**	Applied Chemistry with Materials Science Applied Chemistry with Pharmaceutical Science Applied Food Science & Nutrition Baking & Culinary Science Biotechnology Chemical & Green Technology Chemical & Pharmaceutical Technology Consumer Science & Technology Environmental Science Food Science & Nutrition Food Science & Technology Horticulture and Landscape Management Marine Science & Aquaculture Materials Science Medicinal Chemistry Molecular Biotechnology Nanotechnology & Materials Science Nutrition, Health & Wellness Perfumery & Cosmetic Science
12.	**SERVICES**	Aviation Management Aviation Management & Services Civil Aviation Culinary & Catering Management Food & Beverage Business Maritime Business Maritime Transportation Management Nautical Studies Restaurant and Culinary Operations

CLASSIFICATION OF COURSES 2014 (LASALLE & NAFA)

1.	**BUSINESS & ADMINISTRATION**	Arts Management Fashion Merchandising & Marketing Technical & Production Management
2.	**DESIGN & APPLIED ARTS**	Advertising 3D Design Design Communication Design (Furniture and Spatial) Design (Interior and Exhibition) Design (Landscape and Architecture) Design (Object and Jewellery) Design & Media Fashion Fashion Design Graphic Communication Illustration Design with Animation Interior Design Multimedia Product Design Screen Media Visual Communication Visual Studies
3.	**FINE & PERFORMING ARTS**	Art Teaching Audio Production Dance Fine Arts Music Music (Classical Performance) Music (Popular Music Performance) Music Teaching Performance Theatre Theatre (English Drama) Theatre (Mandarin Drama)
4.	**MEDIA PRODUCTION**	Animation Broadcast Media

CLASSIFICATION OF COURSES 2014 (UNIVERSITY)

1.	**ACCOUNTANCY**	Accountancy Accountancy & Business Business Administration (Accountancy)
2.	**ARCHITECTURE & BUILDING**	Architecture Architecture & Sustainable Design Project & Facilities Management Real Estate
3.	**BUSINESS & ADMINISTRATION**	Business Business Administration Business Management Finance Marketing
4.	**DENTISTRY**	Dentistry
5.	**EDUCATION**	Arts (Education) Science (Education) Early Childhood Education
6.	**ENGINEERING SCIENCES**	Aeronautical Engineering Aerospace Engineering Aerospace Systems Bach of Eng/Bach of Science (SUTD) Bioengineering Business & Computer Engineering Chemical & Biomolecular Engineering Chemical Engineering Civil Engineering Common Engineering Computer Engineering Electrical & Electronic Engineering Electrical Engineering Electrical Engineering & Information Technology Electrical Power Engineering Engineering Engineering & Economics Engineering Science Programme Environmental Engineering Industrial & Systems Engineering Information Engineering & Media Marine Engineering Materials Engineering Materials Science & Engineering Mechanical Design Engineering Mechanical Design & Manufacturing Engineering Mechanical Engineering

		Mechatronics Naval Architecture Offshore Engineering Renaissance Engineering Sustainable Infrastructure Engineering Technology and Management (SUTD-SMU DDP)
7.	**FINE & APPLIED ARTS**	Art, Design and Media Communication Design Digital Art and Animation (BFA) Game Design Industrial Design Interior Design Music
8.	**HEALTH SCIENCES**	Biomedical Sciences Diagnostic Radiography Nursing Occupational Therapy Pharmacy Physiotherapy Radiation Therapy
9.	**HUMANITIES & SOCIAL SCIENCES**	Arts & Social Science Chinese Criminology and Security Economics English History Liberal Arts (Yale-NUS College) Linguistics & Multilingual Studies Philosophy Psychology Public Policy & Global Affairs Social Science Sociology Sport Science & Management
10.	**INFORMATION TECHNOLOGY**	Business & Computing Business Analytics Computer Science Computer Science and Game Design Computer Science in Real-Time Interactive Simulation Computing Computing Science Information and Communication Technology Information Systems Management
11.	**LAW**	Graduate LL.B. Programme Law

12.	**MASS COMMUNICATION**	Communication Studies
13.	**MEDICINE**	Medicine
14.	**NATURAL, PHYSICAL & MATHEMATICAL SCIENCES**	Biological Sciences Chemistry & Biological Chemistry Environmental Earth Systems Science Environmental Studies Food & Human Nutrition Mathematics & Economics Mathematical Sciences Physics & Applied Physics Science Science (Applied)
15.	**SERVICES**	Culinary Arts Management Hotel Administration Maritime Studies

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