Singapore


**Principles and general objectives of education**

In general terms, the aim of the education system in Singapore is to bring out the best in all children, provide them with knowledge and skills to earn a living, and develop them into good citizens.

The mission of the education system is to nurture every child and help all students discover their talents, realize their full potential, and develop a passion for lifelong learning.

Every citizen is valuable and has a unique contribution to make. Through education every individual can realize his/her full potential, use his/her talents and abilities to benefit his/her community and nation, and lead a full and satisfying life. Every child must be encouraged to progress through the education system as far as his/her ability allows. Advancement must always depend on performance and merit to ensure equal opportunity for all. Every child should be taught at a pace he/she can cope with. Each should be stimulated to excel according to his/her individual aptitudes. The system must be flexible, to cope with pupils who mature mentally, physically, emotionally and socially at different rates. All children must learn to take pride in their work, to do their best and excel in whatever they do, and to value and respect honest work.

Education should equip students with the skills and knowledge, as well as the right values and attitudes to assure the livelihood of the individual and the country's survival and success. Pupils must learn to be self-reliant, yet able to work closely with others; individually competitive, yet with a strong social conscience. They must be flexible in mind and outlook to adapt constantly to a rapidly changing world. Pupils must develop a sense of shared identity and destiny, the instinct to defend Singapore's national interests, and the resolve and confidence to stand together as one people, to overcome threats and challenges. Pupils ought to know their own cultural heritages and mother tongues. At the same time, they must learn to understand and respect the different racial, religious, cultural, and language backgrounds of their fellow citizens.

**Current educational priorities and concerns**

Singapore has achieved almost universal education at the primary and the secondary levels. In 2001, the net enrolment rate at the primary level was 94%, and at the secondary level it was 93%. Thus, children who are not enrolled in national schools form only a small percentage of the cohort.

The Government was however concerned that they are not being equipped with the necessary skills and knowledge to be productive citizens in a knowledge-based economy. Hence, the Committee on Compulsory Education was formed in December 1999 to review whether compulsory education should be introduced in
Singapore, and if so, the form and duration it should take. The Committee completed its work and presented its report to the Minister for Education for consideration. The Compulsory Education Act (Cap 51) was passed by Parliament on 9 October 2000 and assented to by the President on 16 October 2000. Compulsory education is being implemented from the new school term commencing on 1 January 2003. According to the Act, a child of compulsory school age is one who is above the age of 6 and who has not yet attained the age of 15.

The new pre-school curriculum framework was launched on 20 January 2003. The new framework is based on the desired outcomes of pre-school education and advocates a holistic approach to children's development and learning focusing on six key principles: a holistic approach to development and learning; integrative learning; children as active learners; adults as interested supporters in learning; interactive learning; and play as a medium for learning. These principles give kindergarten education providers a clear direction for developing an educational programme that meets the needs of their children physically, emotionally, socially and cognitively. They also provide a guide to good practices in pre-school education.

Pre-school practitioners are also provided with resources to help them put the principles into practice. These resources include books that give suggestions of appropriate materials and activities for use in the lessons. The resources also include videos to raise teachers' awareness of various approaches to and concepts of teaching and learning. The new curriculum framework was designed in close collaboration with lecturers from the National Institute of Education, and field tested at pre-school centres during the period January 2001 to November 2002.

According to the MOE, education needs to move away from an industrial model of production which worked well in the past when things were more organized, stable and bounded by convention. In the globalized world, there are fewer certainties and greater variability. The Ministry of Education has been making changes in this direction in the last five years. In particular, the MOE has: trimmed down curriculum content to give more emphasis to process skills and learning to apply knowledge; introduced IT to encourage independent learning and to expand the horizons of learning; encouraged multi-disciplinary learning, teamwork and new ideas through project work; introduced new assessment methods and continuous assessment for A-level practical; given greater recognition to achievements beyond the academic. In October 2002, the Government has accepted the recommendations proposed by the Committee on the Review of Junior College (JC) and Upper Secondary Education. The Committee has recommended a broader and more flexible JC curriculum and a more diverse JC/Upper Secondary landscape to better prepare students for the varied challenges of tomorrow. The Committee was set up in April 2002 to develop a revised JC curriculum framework and articulate a vision for JC/Upper Secondary education, including the appropriate structures, types of programmes to be offered, and the mix of schools to deliver these programmes. The Committee comprised political leaders, educators and representatives from the private and public sectors.

In drawing up its recommendations, the Committee examined past trends and future educational needs of Singapore. It took into consideration the feedback and views from various stakeholders through public consultations and dialogue sessions with professionals, employers, academics, parents, teachers and undergraduates, JC
and secondary school students. The Committee also drew insights from visits and study of school systems in several other countries. Key recommendations included:

- **A broader and more flexible curriculum.** The revised JC curriculum will aim principally at developing thinking skills, and will engage students in greater breadth of learning. The revised curriculum will provide flexibility for students to study subjects at two levels (Higher 1 and Higher 2) so that students can decide on the scope of content of a subject they wish to take. All students will be required to study at least one subject outside of their main area of specialization. In addition, students with exceptional strengths in a particular subject can pursue it at a higher level.

- **More diverse landscape.** The O-levels and the revised JC curriculum will remain the mainstay of the secondary/JC education system. However, the Committee recommended the introduction of a variety of programmes and routes. These include: the introduction of integrated programmes providing a seamless upper secondary and JC education; specialized schools to cater to exceptional talents in the arts, mathematics and science; allowing some schools to adopt alternative curricula and qualifications that are internationally recognized; and allowing a few privately-run and privately-funded schools to be set up.

The Ministry of Education has drawn up a set of initiatives to develop and enhance arts education in schools. These initiatives aim to create and sustain a vibrant arts culture through curricular and co-curricular programmes and activities. Resources are also being put in place to assist schools in planning and implementing arts programmes and recognition will be given to schools with best practices in arts education.

The enhanced arts education programme aims to further develop and harness the full range of our students' talents and contribute to their overall development. It will help to develop students to reach their full artistic potential. They will not only become individuals imbued with a sense of aesthetics, but will also be civic-minded, cultivated, gracious and able to express themselves through various art forms. They will also have a keen sense of the Singaporean identity and a spirit of experimentation and innovation.

Arts education will focus on three strategic areas: developing arts appreciation and building up the future audience base among the general student population; providing opportunities for recognition and grooming of artistic talents to be future artists and patrons of the arts; and cultivating in students the sense of national and cultural identity.

To achieve the objectives of arts education, the arts syllabi have been reviewed in alignment with the changing needs. Music in the secondary schools is being extended to the Lower Secondary Normal (Technical) curriculum from 2002. Schools also have greater flexibility in the implementation of the revised Upper Secondary General Music Syllabus from 2003. Schools will have the autonomy to work out an effective arts programme customized to the needs and interests of their students. Such
a programme could comprise a combination of formal lessons, and enrichment courses and activities.

**Laws and other basic regulations concerning education**

The legal framework for education in Singapore is defined in the **Education Act** (1985 Ed) and the **School Regulations** (1990 Ed).

The **Compulsory Education Act** (Cap 51) was passed by Parliament in October 2000 and compulsory education is being implemented from January 2003. According to the Act, a child of compulsory school age is one who is above the age of 6 and who has not yet attained the age of 15. If a child fails to attend as a pupil at a national primary school or a designated school/home-schooled (where exemption is granted), a parent/guardian of the child may be guilty of an offence. The penalties provided for a person convicted for the offence are a fine not exceeding 5,000 Singapore dollars, or to imprisonment for a term not exceeding twelve months, or to both.

The Compulsory Education Act 2000 also provides for the establishment of a body known as the Compulsory Education Board. The duties of the Board include investigations whether the provisions of the Act or any regulations have been contravened and to make recommendations on their enforcement.

**Administration and management of the education system**

The **Ministry of Education** directs the formulation and implementation of education policies. It has control of the development and administration of the Government and Government-aided primary schools, secondary schools and junior colleges. It also supervises private schools.

The National University of Singapore, the Nanyang Technological University, the National Institute of Education, the Singapore Polytechnic, Ngee Ann Polytechnic, Temasek Polytechnic and Nanyang Polytechnic, the Institute of Technical Education and the Singapore Science Centre are all statutory bodies of the Ministry of Education. While they are responsible to their own governing boards, statutory bodies follow the overall policy direction of the Ministry.
Structure and organization of the education system

Singapore: structure of the education system

[Diagram showing the structure of the education system in Singapore, including levels such as Primary Education, Secondary Education, Post Secondary Education, and University Education, with details on typical age and years of schooling.]
Pre-school education

Kindergartens provide a structured three-year pre-school education programme for children aged 3-6. The three-year programme consists of nursery, kindergarten 1 and kindergarten 2. Kindergartens function daily, five days a week, with schooling hours ranging from 2 ½ to 4 hours each day. Most kindergartens function at least two sessions a day.

Child-care centres also offer kindergarten programmes to children aged 3-6. Kindergartens are registered with the Ministry of Education (MOE) while child-care centres are licensed by the Ministry of Community and Development.

Primary education

Primary education caters to children starting at age 6 and lasts six years. It consists of a four-year foundation stage (Grades I-IV) and a two-year orientation stage (Grades V and VI). According to the Compulsory Education Act 2000, from January 2003 primary education is compulsory.

Secondary education

Pupils are placed in secondary school courses based on their Primary School-leaving Examination (PSLE) performance. Pupils who are within the top 10% in the PSLE can choose to go to the Special course. Other pupils are placed in either the Express course or the Normal course. The Special and the Express courses are four-year programmes (Grades VII-X) leading to the Singapore-Cambridge General Certificate of Education Ordinary level (GCE O-level) examination. The Normal course offers a four-year programme leading to the GCE N-level examination.

Students who have completed secondary education (Secondary 4 or Secondary 5) and have the necessary GCE O-level qualifications may apply for pre-university education at the junior colleges (two-year programme) and centralized institutes (three-year programme); this course of studies leads to the GCE A-level examination. Students who prefer a more practice-oriented tertiary education and have the necessary GCE O-level grades can opt for three-year diploma programmes in the polytechnics, which offer a wide range of courses in the fields of engineering, business studies, accountancy, maritime studies, mass communications, nursing, etc. Students with GCE O- or N-level certificates can also opt for full-time courses offered by the Institute of Technical Education (ITE), leading to the Master National ITE Certificate (Master Nitec, one-year programme) and the Higher National ITE Certificate (Higher Nitec, two-year programme). Those who do well in these courses can proceed to the polytechnics for diploma programmes.

Admission to the universities depends on the academic performance at the Singapore-Cambridge GCE A-level public examination. Universities offer degrees and postgraduate studies in a wide range of disciplines. Undergraduate programmes usually last three to four years.

The school year is divided into two semesters, each one including two terms. It consists of forty weeks (thirty-six weeks of effective instruction).

Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)
The financing of education

In 1997, government recurrent expenditure on education per student was as follows: primary level, 3,230 Singapore dollars (S$); secondary level, S$4,845; junior colleges, S$7,715; Institute of Technical Education, S$8,942; polytechnics, S$8,856; universities (including the National University of Singapore, Nanyang Technological University and the National Institute of Education), S$19,926. (Singapore Department of Statistics, 1998).

In 2001, public expenditure for educational institutions amounted to 4.1% of the Gross Domestic Product.

The educational process

Pre-primary education

As mentioned, kindergartens provide a structured three-year pre-school education programme for children aged 3-6. The three-year programme consists of nursery, kindergarten 1 and kindergarten 2. Kindergartens function daily, five days a week, with schooling hours ranging from 2 ½ to 4 hours each day. Most kindergartens function at least two sessions a day.

Child-care centres also offer kindergarten programmes to children aged 3-6. Kindergartens are registered with the Ministry of Education (MOE) while child-care centres are licensed by the Ministry of Community Development, Youth and Sports (MCYS). Kindergartens are run by the private sector, including community foundations, religious bodies, social organisations and business organisations. There are also foreign system kindergartens that offer pre-school programmes for children of expatriate parents. Except for foreign system kindergartens, MOE-registered kindergartens carry out their programmes in English and a second language. A kindergarten can be considered for registration by the MOE if it fulfils the following requirements: (i) a programme that is assessed to be appropriate by the MOE; (ii) teachers possessing the minimum acceptable academic and pre-school teaching professional qualifications; (iii) suitable premises approved for use as kindergartens and meeting all safety requirements stipulated by the relevant authorities on buildings; and (iv) a properly constituted committee of management to administer and manage the kindergarten efficiently.

The daily programme of each level includes activities that develop language and literacy skills, basic number and simple science concepts, social skills, creative and problem-solving skills, appreciation of music and movement and outdoor play. Children learn in two languages, English as the first language and Chinese, Malay or Tamil as a second language. At the end of pre-school education, children should:

- know what is right and what is wrong;
- be willing to share and take turns with others;
- be able to relate to others;

Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)
• be curious and be able to explore;
• be able to listen and speak with understanding;
• be comfortable and happy with themselves;
• have developed physical co-ordination and healthy habits;
• love their family, friends, teachers and kindergarten.

In January 2001, the Pre-school Qualification Accreditation Committee was set up to oversee the standards and quality of pre-school teacher training for both the kindergarten and child-care sectors. This is jointly steered by the MOE and the MCYS, which introduced an integrated Pre-school Education framework for teacher training and accreditation. The training route for pre-school teachers is effective from January 2001.

Academic entry points are specified for the Certificate- and Diploma-level courses. The Specialist Diploma in Pre-school Education is available for polytechnic/degree holders from other disciplines. This programme incorporates both the teaching and the leadership components of both the Diploma in Pre-school Education–Teaching and the Diploma in Pre-school Education–Leadership. The target set is for all principals of kindergartens to be trained at diploma in leadership level. The time frame to achieve this is five years with effect from 2001.

**Primary education**

Primary education consists of a four-year foundation stage (Grades I-IV) and a two-year orientation stage (Grades V and VI). The overall aim of primary education is to give children a good grasp of English, the mother tongue and mathematics.

At the end of primary school, pupils should:

• be able to distinguish right from wrong;
• have learnt to share and put others first;
• be able to build friendships with others;
• have a lively curiosity about things;
• be able to think for and express themselves;
• take pride in their work;
• have cultivated healthy habits;
• love Singapore.
The foundation stage is the first stage of formal schooling. The first four years concentrate on English, the mother tongue (Chinese, Malay or Tamil) and mathematics. Other subjects include: civics and moral education, science, social studies, art and crafts, music, health education and physical education. At the two-year orientation stage, there were three main language streams available—the EM1, EM2 and EM3 streams. An ME3 stream was also available if there is demand for it. At the end of Grade IV, pupils are assessed on their performance in English, the mother tongue and mathematics. Based on this assessment, the school recommends the stream which pupils should attend in Grade V. The EM1 and EM2 streams have been merged in 2004.

In the first four years, pupils focus their attention on the two languages and mathematics. The learning of English in the early years includes the study of general topics such as health education and social studies. The study of the mother tongue includes civics and moral education. On the average, over the four years, 33% of the curriculum time is spent on English, 27% on the mother tongue, 20% on mathematics and the remaining 20% on the other subjects such as art and crafts, music and physical education. Science is taught from Grade III onwards and social studies from Grade IV onwards. The lesson timetable for the first four years of primary education is shown below:

**Primary education (foundation stage): weekly lesson timetable**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of weekly periods in each grade</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English language (including health education)</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Chinese/Malay/Tamil language (including civics and moral education)</td>
<td>15</td>
<td>13</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Science</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Social studies (*)</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>Arts and crafts</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical education</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Assembly</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total weekly periods</strong></td>
<td><strong>48</strong></td>
<td><strong>47</strong></td>
<td><strong>49</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

*Source: Committee on Compulsory Education, 2000. Each teaching period lasts 30 minutes. (*) Pupils in Grade I started studying social studies from January 2000. Pupils in Grades II and III were expected to study social studies in 2001 and 2002, respectively.*

Pupils doing very well in English, the mother tongue and mathematics are recommended for the EM1 stream offering English and the mother tongue as first languages at a higher level (i.e. Higher Chinese, Higher Malay or Higher Tamil, formerly known as CL1, ML1 and TL1). The majority of pupils are recommended for the EM2 stream which teaches English as first language and mother tongue as second language (Chinese, Malay or Tamil, formerly known as CL2, ML2 and TL2). The principals decide if pupils need additional lessons in English in the EM2 (E) sub-stream, or the mother tongue in the EM2 (MT) sub-stream.
If a pupil is less able to cope with languages and mathematics, he/she will be recommended for the EM3 stream, offering English as first language and the mother tongue at basic oral proficiency level. The teaching of the mother tongue emphasizes oral skills, reading and listening comprehension as well as conversation. Parents of children recommended for the EM3 stream may opt for the ME3 stream. Schools provide ME3 classes if there is sufficient demand for them. Pupils in the ME3 stream study the mother tongue as first language (Higher Chinese, Higher Malay or Higher Tamil) and English at basic level, emphasizing oral skills, reading and listening comprehension, as well as conversation. The language of instruction for all school subjects in the ME3 stream is the mother tongue. Transfers between streams are possible at the end of Grade V. These are decided by the principal on the basis of pupil’s progress. The lesson timetable for the orientation stage is shown below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of weekly periods in each grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EM1 stream</td>
</tr>
<tr>
<td>English language</td>
<td>12</td>
</tr>
<tr>
<td>Chinese/Malay/Tamil language</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Civic and moral education</td>
<td>3</td>
</tr>
<tr>
<td>Social studies</td>
<td>3</td>
</tr>
<tr>
<td>Arts and crafts</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Physical education</td>
<td>2</td>
</tr>
<tr>
<td>Health education</td>
<td>1</td>
</tr>
<tr>
<td>Assembly</td>
<td>1</td>
</tr>
</tbody>
</table>

Total weekly periods 49

Source: Ibid. Each teaching period lasts 30 minutes. EM1 offers English and the mother tongue as first languages at a higher level; EM2 offers English as first language and mother tongue as second language; EM3 offers English as first language and the mother tongue at basic oral proficiency level.

Retention is not generally practiced in Grades I-IV; but, in exceptional cases, such as those which lead a pupil to miss school for a good part of the year, he/she may be retained in a particular class. A pupil in Grade V may be allowed to repeat in the following year if the principal thinks that he/she will benefit from this retention. In particular, a pupil in Grade V in the EM3 stream may be retained in Grade V in the EM2 stream if the principal feels that it will help the pupil to join the EM2 stream. From 2004, the distinction between the EM1 and EM2 streams was removed, and schools were given the autonomy to band their pupils by ability, in ways that add the most educational value. Starting from 2008 primary schools will introduce subject-based banding to replace the current EM3 stream. With subject-based banding, pupils will be able to study a mix of standard or foundation subjects depending on their aptitudes and skills.

The Primary School-leaving Examination (PSLE) is a national examination which pupils sit at the end of Grade VI, no matter which stream they are in. Its purpose is to assess pupils’ suitability for secondary education and place them in the
right secondary school course, one that matches their learning pace, ability and inclinations.

If a pupil is in the EM1 or EM2 stream (now the merged stream), he/she will sit for four subjects at PSLE, namely English, the mother tongue (Chinese, Malay or Tamil), mathematics and science. If he/she is in the EM1 stream, he/she may also sit for an additional paper, the mother tongue (at Higher Chinese, Higher Malay or Higher Tamil level). If a pupil is in the EM3 stream, he/she will sit for three subjects at PSLE, namely English, the mother tongue at basic proficiency level and mathematics. Pupils in the ME3 stream will also sit for three subjects at PSLE, namely the mother tongue (at Higher Chinese, Higher Malay or Higher Tamil level), basic English and mathematics—which will be examined in the mother tongue.

All pupils who sit the PSLE and successfully complete primary education go on to secondary school. Depending on their PSLE results, they will go to the Special course, Express course or Normal course at the secondary level. The Special and Express courses lead to the GCE O-level examination in four years, whereas the Normal course leads to the GCE N-level examination in four years, with a fifth year leading to the GCE O-level examination. There are two course options within the Normal course, the Normal (Technical) and the Normal (Academic) course. The Normal (Technical) course will gear pupils towards technical-vocational education and training in technical or commercial institutes. There may also be appropriate courses at secondary level for pupils from the ME3 stream, if there is sufficient demand.

In order to provide students with customized and differentiated learning experiences, so as to realize their potential, while enhancing opportunities for interaction among students, starting from the 2008 Primary 5 cohort, primary schools will introduce subject-based banding to replace the current EM3 stream. Currently EM3 stream students offer the foundation level for all subjects. With subject-based banding, students will be able to offer a mix of standard or foundation subjects depending on their aptitude in each subject. For instance, if a student is weak in English and Mathematics, he/she can choose to take English and Mathematics at the foundation level while taking Mother Tongue Language and Science at the standard level.

**Secondary and post-secondary education**

Students are placed in secondary school courses according their performance at the PSLE. Students who are within the top 10% in the PSLE can choose to go to the Special course. Other pupils are placed in either the Express course or the Normal course based on their PSLE results. Generally, each school will offer two courses, Special and Express, or Express and Normal. The latter includes both the Normal (Academic) N(A), and the Normal (Technical) N(T) course.

At the end of secondary school, students should:

- have moral integrity;
- have care and concern for others;

Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)
be able to work in teams and value every contribution;
be enterprising and innovative;
possess a broad-based foundation for further education;
believe in their ability;
have an appreciation for aesthetics;
know and believe in Singapore.

The lesson timetables for lower and upper secondary education are as follows:

**Lower secondary education (Forms I and II): weekly lesson timetable by course**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of weekly periods in each form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Special Express</td>
</tr>
<tr>
<td>English language</td>
<td>0</td>
</tr>
<tr>
<td>Chinese/Malay/Tamil language or Basic</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Literature</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
</tr>
<tr>
<td>Arts and crafts</td>
<td>2</td>
</tr>
<tr>
<td>Design &amp; technology and home economics</td>
<td>3</td>
</tr>
<tr>
<td>Computer applications</td>
<td>-</td>
</tr>
<tr>
<td>Technical studies and home economics</td>
<td>-</td>
</tr>
<tr>
<td>Social studies</td>
<td>-</td>
</tr>
<tr>
<td>Civics and moral education</td>
<td>2</td>
</tr>
<tr>
<td>Physical education</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Assembly</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total weekly periods**

|               | 40 | 40 | 40 |

*Source: Ibid. Each teaching period lasts 35 to 40 minutes. N(A) – Normal (Academic) course, N(T) – Normal (Technical) course.*

Upper secondary education (Forms III and IV): weekly lesson timetable by course

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of weekly periods in each form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core examination subjects:</td>
<td></td>
</tr>
<tr>
<td>English language</td>
<td>Special: 8</td>
</tr>
<tr>
<td>Chinese/Malay/Tamil language or Basic</td>
<td>Express: 6</td>
</tr>
<tr>
<td>Chinese/Malay/Tamil</td>
<td>Special: 24-26</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Express: 6</td>
</tr>
<tr>
<td>A science subject</td>
<td>Special: -</td>
</tr>
<tr>
<td>A humanities subject</td>
<td>Express: -</td>
</tr>
<tr>
<td>Computer applications</td>
<td>Special: -</td>
</tr>
<tr>
<td>Elective subjects</td>
<td>Special: 2-4 subjects, 2-4 subjects, 1-3 subjects</td>
</tr>
<tr>
<td></td>
<td>Express: 8-10 periods, 3-8 periods, 3-9 periods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compulsory non-examination subjects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics and moral education</td>
</tr>
<tr>
<td>Physical education</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Assembly</td>
</tr>
</tbody>
</table>

Total weekly periods (max.) | 40 | 40 | 40

Source: Ibid. Each teaching period lasts 35 to 40 minutes. N(A) = Normal (Academic) course; N(T) = Normal (Technical) course.

The Special course is a four-year course leading to the Singapore-Cambridge GCE O-level examination. In this course, students study English and Higher Chinese, Higher Malay or Higher Tamil, in addition to the usual humanities, mathematics and science subjects. In Form I (Grade VII) and Form II (Grade VIII) students are taught a common curriculum. In Form III (Grade IX) and Form IV (Grade X), students are offered a core curriculum which includes the two languages and a choice of elective subjects. This course is suitable only for students who are strong in both English and the mother tongue and have a good score in their PSLE (within the top 10%).

The Express course is also a four-year course leading to the GCE O-level examination. In this course, students are taught English and Chinese, Malay or Tamil and follow a curriculum similar to that in the Special course. The Normal course offers a four-year programme leading to the GCE N-level examination. A fifth year is available to students who do well in this examination, in order to prepare them for the GCE O-level examination. Students in this course follow either the N(A) or N(T) curriculum. The N(A) curriculum includes English, the mother tongue, mathematics and a range of subjects similar to those in the Special and Express course. The N(T) course includes English, the mother tongue at the basic level (which emphasizes oral competence and reading comprehension), mathematics, computer applications and subjects with a technical and practical bias, such as technical studies.

Students can move from one course to another at the lower secondary levels. Schools keep records of students’ performance and progress to assure fair and accurate decisions are made regarding the movement of students across courses and levels. Transfer from a less demanding to a more demanding course and vice versa.
may take place at the end of Form I and Form II, based on the performance of students and the professional assessment of the principal and teachers. Transfer from the N(A) to the N(T) course and vice versa may, however, take place at the end of Form I, based on the performance of students and the professional assessment of the principal and teachers. To enhance experiential and practice-oriented learning, a revised Normal (Technical) curriculum will be implemented in all schools from 2007.

In the Special and Express course (Forms I-II) the common curriculum includes: English, the appropriate mother tongue, mathematics, general science, literature, history, geography, art and crafts, design and technology or home economics—which are examination subjects. In addition, the curriculum includes civics and moral education, music and physical education—as non-examination subjects. Students in the top 10% of the PSLE cohort who are good in languages and are also very good in their other subjects, may be offered a third language (German, French, Japanese or Malay Elective), subject to the availability of places. In Forms III and IV, core subjects are: English, the appropriate mother tongue, mathematics, a science subject, a humanities subject, and up to four elective subjects that best match students’ abilities and interests. Those who are talented in art and music may choose these subjects under the art and music elective programmes, if they meet the selection requirements. Civics and moral education, music and physical education continue to be taught as non-examination subjects.

In general, students take seven or eight subjects at the GCE O-level examination. Those of exceptional academic ability may take a ninth subject.

Students in Forms I and II in the N(A) course follow common curriculum including: English, the mother tongue, mathematics, general science, literature, history, geography, art and crafts, design and technology or home economics as examination subjects. In addition, they are taught civics and moral education, music and physical education, as non-examination subjects. In Forms III-V, the curriculum includes English, the mother tongue and mathematics as core subjects and two to four electives. These electives could be chosen from a range of subjects in the humanities and sciences, and other practical subjects such as food and nutrition, fashion and fabrics, design and technology, principles of accounts and commerce. Civics and moral education, music and physical education continue to be taught as non-examination subjects.

Students in Forms I and II in the N(T) course follow a common curriculum including: English, the mother tongue at the basic level, mathematics, computer applications, science, technical studies and home economics. Social studies, art and crafts, civics and moral education and physical education are non-examination subjects. In Forms III-IV, the curriculum includes: English, the mother tongue at the basic level, mathematics and computer applications as core subjects, and up to three electives. These electives are: technical studies (or design and technology), science, food and nutrition, fashion and fabrics, art and crafts and elements of office administration. Civics and moral education, music and physical education continue to be taught as non-examination subjects. In order to enhance practice-oriented learning, a revised N(T) curriculum has been implemented in all schools from 2007.
In general, students in both the N(A) and N(T) course take five to seven subjects in the GCE N-level examination. As already mentioned, students who do well in the GCE N-level examination will have the option of doing a fifth year in school and be prepared for the GCE O-level examination. Students who can do well in a less structured environment also have the choice of the Integrated Programme (IP), which covers secondary and junior college education without intermediate national examinations at the end of secondary school. Time previously used to prepare students for the GCE O-level examination is being used to engage them in broader learning experiences.

For a balanced education, students are required to participate in extracurricular activities. In general, students participate in one sports and games activity and another activity chosen from the list of uniformed organizations, or cultural activities such as music, dance, art and crafts and drama. Under-achievers can be retained or laterally transferred to a less demanding course. When deciding on student movements, school principals and teachers exercise their professional judgment in the best interests of their students.

From 2006, the MOE is taking greater responsibility for developing examination syllabi and formats, setting standards, and awarding grades. The MOE and the Singapore Examinations and Assessment Board (SEAB) will continue to work with the University of Cambridge Local Examinations Syndicate (UCLES) in designing syllabi and outsource to UCLES the setting of question papers and marking of examination scripts. Some secondary schools are allowed to offer new GCE O-level subjects in addition to or in place of an elective subject. They may choose from the range of subjects offered by the Cambridge International Examinations group of O-level syllabuses. Some possible subjects include economics, computer studies and drama.

Students who are academically inclined and have the necessary GCE O-level qualifications may apply for pre-university (post-secondary) education at the junior colleges, centralized institutes and pre-university centres. This course of studies leads to the GCE A-level examination. Admission to the universities depends on performance at this examination. Students with technical and commercial inclinations and the necessary GCE O-level grades can apply to the polytechnics. Polytechnic graduates with good grades in their studies will have the opportunity to pursue tertiary education at the universities. Students with GCE O- or N-level certificates can opt for technical-vocational courses offered by the Institute of Technical Education. Those who do well in these courses will be able to proceed to the polytechnics for diploma programmes.

The first junior college was established in 1969. In the 1970s, another six colleges were established and in the 1980s the remaining seven were established. Today there are fourteen junior colleges spread across the island. In 1997 (end of June), there were 21,273 students enrolled and the total teaching staff was 1,510.

At the end of junior college, students should:

- be resilient and resolute;

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• have a sound sense of social responsibility;
• understand what it takes to inspire and motivate others;
• have an entrepreneurial and creative spirit;
• be able to think independently and creatively;
• strive for excellence;
• have a zest for life;
• understand what it takes to lead Singapore.

The junior college offers an advanced curriculum that stresses academic and mental discipline and so prepares a student for university entry. The Singapore-Cambridge GCE A-level examination, for which all junior college students sit at the end of two years of study, acts as a university entrance examination. This is an examination recognized both by local universities and universities abroad. With a good A-level certificate, the student enters the university immediately, or after National Service in the case of young men. Work experience is not required.

The lecture-tutorial system that characterizes the organization of the junior college allows students to interact across groups, while offering them a variety of venues for lectures, tutorials and laboratory sessions.

In addition to the basic examination papers (General Paper) set for each A-level subject, an optional Special Paper is offered for selected subjects. This Special Paper requires the study of questions that are normally within the syllabus for the basic A-level, but the study approach is more analytical in nature than is usually required for these papers. It tests a student’s intellectual grasp of a subject and his/her capacity to think about a subject. Students who show a particular aptitude for a subject, and whose overall academic work is of a sufficiently good quality, are encouraged to take on the challenge of an “S” Paper in one or two subjects. They are given extra tutorial assistance and guidance to help them respond to the demanding nature of this paper. Universities and scholarship bodies attach importance to “S” Papers.

The Institute of Technical Education (ITE) provides full-time and part-time technical education and training for secondary school-leavers. School-leavers with GCE O- or N-level qualifications can take up full-time training at eleven ITE technical institutes, selecting from a wide range of courses in electrical, electronics, mechanical, precision engineering, business studies and drafting. Full-time engineering courses lead to the award of nationally-recognized certificates at the levels of Industrial Technician Certificate (ITC) and National Technical Certificate. Courses leading to the award of the Certificate in Business Studies (CBS) and Certificate in Office Skills (COS) are offered for business studies courses. In 1996, the enrolment for the six two-year courses was about 2,000 students. Total enrolment
for CBS and COS courses was about 1,400 and 900 students, respectively. The remaining sixteen NTC-2 courses had an enrolment of some 3,200 students.

Most apprenticeship programmes under the New Apprenticeship System (NAS), which cater to the needs of the manufacturing, commerce and technical support industry, lead to certification at the NTC-2 level. Apprenticeship programmes are also available for the service, commerce and health care sectors. Secondary school leavers have a range of more than seventy programmes to choose from. In 1996, there were 1,700 apprentices registered with ITE. A total of 707 companies had received approval to participate in the NAS.

**Assessing learning achievement nationwide**

Information is not available.

**Higher education**

As mentioned, non-university (post-secondary) education is offered by fourteen junior colleges/centralized institutes, the Institute of Technical Education (ITE), and four polytechnics (a fifth polytechnic, the Republic Polytechnic, was established in 2002).

The Nanyang Polytechnic (NYP), established in April 1992, offers twenty diploma programmes as well as a wide variety of advanced diploma and specialist courses designed for professionals. The Ngee Ann Polytechnic, the Singapore Polytechnic and the Temasek Polytechnic offer a wide range of full-time and part-time courses at the certificate, diploma and advanced diploma levels. In 2005, the total enrolment in the five polytechnics was 58,880 students.

University education is provided by three universities. The Nanyang Technological University (NTU), through its four colleges and two autonomous institutions, offers undergraduate courses in accountancy, business, communication studies, engineering and applied science. It also offers post-graduate programmes leading to the degrees of Master, Doctor of Philosophy and post-graduate diplomas. Three new schools have been established in 2005. The National Institute of Education (NIE) is part of NTU and provides professional training for teachers, as well as the study of science, physical education, the humanities and fine arts in its four schools. The NIE offers courses leading to either a Bachelor of Arts or a Bachelor of Science degree with a Diploma in Education/Physical Education. It also offers a post-graduate diploma in education programme for university graduates, and a two-year diploma in education/physical education programme for holders of GCE A-level qualifications. The other autonomous institution under the NTU is the S. Rajaratnam School of International Studies (RSIS).

The National University of Singapore (NUS) has 14 faculties and schools of which nine offer courses leading to first as well as higher degrees. In addition to undergraduate courses, NUS faculties and post-graduate schools offer courses and research work at the post-graduate level. The University also hosts several national research institutes and centres in the fields of engineering, medicine, science and information technology.

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The Singapore Management University (SMU) focuses on management and business courses at both undergraduate and postgraduate levels. The SMU has six schools: accountancy, business, economics, social sciences, information systems and the law. In April 2005, the Government accepted the recommendations of the University Autonomy, Governance and Funding (UAGF) Steering Committee to devolve greater autonomy to NUS, NTU and SMU and to transform them into autonomous universities. The UAGF Steering Committee recommended giving greater autonomy to the universities so as to allow them to react more nimbly to the opportunities and challenges they face, as well as to differentiate themselves and chart their own strategies towards achieving peaks of excellence. (MOE, 2006). On 1 April 2006, NUS, NTU and SMU were transformed into autonomous universities.

The SEAMEO Regional Language Centre (RELC) is an educational project of the Southeast Asian Ministers of Education Organization (SEAMEO). Its members are Brunei Darussalam, Cambodia, Indonesia, Lao People’s Democratic Republic, Malaysia, the Philippines, Singapore, Thailand and Vietnam. Australia, Canada, France, Germany, the Netherlands and New Zealand are associate members. The centre conducts advanced courses in language teaching, undertakes and promotes research, disseminates information, and provides library and information services. The regular post-graduate courses lead to the Diploma in Applied Linguistics or the Master of Arts in Applied Linguistics. Shorter courses lead to the Certificate in Applied Linguistics, the Teaching of English for Business and Technology and specialized areas.

In 2005, the total enrolment in full-time first degree programmes at the universities was 43,663 students. (MOE, 2006).

Special education

The education of children with disabilities is provided in special education (SPED) schools. As at January 2002, there were nineteen SPED schools run by Voluntary Welfare Organizations (VWOs) receiving funding from the Ministry of Education and the National Council of Social Service. The SPED schools run different programmes catering to distinct disability groups of children who are unable to benefit from mainstream schooling. Special education is also available at the Genesis School for Special Education which is a commercially-run centre, and the Dover Court Preparatory School which is a foreign system school with a special education department.

The programmes offered by SPED schools are aimed at developing the potential of pupils and helping them to be independent, self-supporting and contributing members of society. Individualized Educational Plans are drawn up for all pupils. Besides receiving classroom instruction conducted by their teachers, pupils also receive help and training from paramedical professionals such as psychologists, speech therapists, physiotherapists and social workers. The general mission of SPED schools is to provide the best possible education and training to children with special needs so as to enable them to function optimally and integrate well into society.
Pupils who are able, sit the PSLE. If successful, they leave SPED schools to continue their education in mainstream secondary schools. These pupils attend regular classes and special resource teachers are deployed to designated mainstream secondary schools to assist these pupils. Hearing impaired pupils who communicate using sign language, can opt to attend one of two designated secondary schools. Visually handicapped pupils from the Singapore School for the Visually Handicapped who pass the PSLE can choose to attend one of the four designated schools.

Pupils who are unable to continue their education in secondary schools will proceed to one of the training centres or workshops run by VWOs. Such training equips them with the necessary skills for employment. Those who are able are placed in open employment whilst those who require more supervision attend production sheltered workshops or work activity centres.

Private education

The State is the principal provider of education at the primary, secondary and tertiary levels. In the case of non-formal education, the private sector plays the complementary role of running continuing/supplementary education classes in commercial/business studies, computers, languages, fine arts, tuition, etc. Current regulations require private schools conducting educational courses such as those stated above to be registered with the Ministry of Education.

Private schools issue certificates for attendance and/or completion of courses. In some instances, schools also issue certificates to students who have been successful at internal examinations/performance assessments conducted by the individual school concerned. The results obtained at internal examinations such as those taken upon completion of a course are normally viewed as students' preliminary performance prior to sit external examinations.

Singapore does not have a central authority that accords recognition to qualifications and courses of study. The Ministry of Education is not an accreditation authority on qualifications. Recognition and/or acceptance of certification is entirely at the discretion of the individual prospective employer. When considering suitability for appointment to a post/job vacancy, employers take into consideration a whole host of factors, including the character and conduct of the applicant; his/her academic track records; reputation and academic standing of the educational institutions where the applicant studied, relevance of the applicant's qualifications, experience, etc.

Individual private schools have their own regulations on age limit for enrolment into courses of study. The Ministry of Education registers privately-run schools offering academic courses leading to GCE examinations, and courses in commercial/business studies, computer education, languages, fine arts, etc. It also registers tuition schools, enrichment centres and foreign system/international schools. Registration of the above schools and related matters are handled by the Private Schools Section.

In 2005, the number of private educational institutions registered with the MOE was 1,375, with a full-time enrolment of 163,474 and a part-time enrolment of

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179,067. Teaching staff amounted to 14,491 (of whom 8,415 on a full-time basis). Most of the private institutions were commercial schools (commercial, computer studies, correspondence, fine arts, language, tutorial schools and others; a total of 805 establishments) and kindergartens (a total of 500 kindergartens with 92,781 children enrolled; the total number of kindergarten teachers was 3,532, of whom 3,358 on a full-time basis).

Means of instruction, equipment and infrastructure

The Master Plan for Information Technology (IT) in Education is a blueprint for the integration of IT in education as a strategy to meet the challenges of the twenty-first century. The Master Plan envisaged that by 2002, pupils will spend up to 30% of curriculum time using IT. To achieve this, a pupil-computer ratio of 2.1:1 was targeted for every school by 2002.

To commence, all primary schools will initially establish a pupil-computer ratio of 6.6:1, so as to achieve IT-based learning for 10% of curriculum time. Secondary schools and junior colleges will be given the capacity for an initial pupil-computer ratio of 5:1, enabling IT to be used for 14% of curriculum time.

In addition to computer laboratories, pupils will be provided with access to IT in all learning areas of the school. Computers will be provided in classrooms and other learning areas, such as libraries and special rooms. This will allow more convenient and effective integration of IT throughout the curriculum, and allow for its use both during and after curriculum hours. The use of notebook computers in classrooms, with their advantages of size and portability, is an option that schools can employ. Notebooks would overcome constraints of space, give flexibility in the arrangement of pupils for group learning, and enable higher utilization of computers through their deployment to different classes at different times.

The Master Plan provides for a teacher-notebook ratio of 2:1 in every school. Schools will deploy their notebooks flexibly, so as to ensure maximum utilization by teachers and appropriate use during and after school hours. The Ministry of Education will also provide grants for teachers to purchase their own computers, in order to promote the use of the computer as a personal tool for every teacher.

The Master Plan also provides for school-wide networking in every school. It would allow courseware, the Internet and digitized media resources to be accessed in every classroom and in all learning areas. Networking will also allow for sharing of teaching resources within and between schools. All schools will be linked through a Wide Area Network (WAN), which will eventually be connected to the high-speed backbone of Singapore ONE. All teachers and pupils from Grade IV and above will be provided with e-mail accounts. Additional physical infrastructure, with respect to power, space and furniture required for an IT-enriched school environment, will be incorporated into future school building specifications.

Every teacher will be trained to handle IT-based instruction and support new learning strategies among their pupils. The National Institute of Education (NIE) will align its teacher training programmes to ensure that all graduating students have core

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skills in teaching with IT resources. This will require the effective infusion of IT into the NIE’s own curricula; the training of all academic staff, so that they become role models in the use of IT for teaching; and providing ready access to IT tools and related resources for all trainee teachers. The first priority will be to equip graduates with the basic skills required to integrate IT into the teaching of school curricula subjects. NIE will also introduce a scheme to encourage trainee teachers to purchase their own computers.

**Adult and non-formal education**

In addition to providing training to school leavers, the Institute of Technical Education (ITE) offers training courses to help working adults upgrade their skills. ITE’s training for working adults covers two broad areas—skills training and worker education.

For skills training courses, ITE offers three broad-based technical training programmes. These are the: Modular Skills Training (MOST), Training Initiative for Mature Employees (TIME) and Adult Co-operative Training Scheme (ACTS). MOST is a national programme for working adults who wish to acquire new skills or upgrade their skills. As a part-time programme, MOST offers a range of 138 NTC-2 (National Technical Certificate, Grade II level), NTC-3 and certificate competency modules grouped under thirty-six skills areas. The training places for MOST in 1996 totalled 13,700. TIME enables workers aged 40 years and above to take up NTC-3 courses, conducted in six-month modules. A total of 400 training places were taken up in 1996. ACTS is aimed at working adults 20-40 years old with few or no skills. The scheme is conducted in the apprenticeship mode, comprising on-the-job and off-the-job training. A total of 300 training places were taken up in 1996.

Under work education, ITE provides courses to help working adults improve their academic foundation, in order to help them improve on their jobs or take up skill training courses. The Basic Education for Skills Training (BEST) course enables working adults to acquire basic proficiency in English and Mathematics up to the Grade Six of primary education. In 1996, a total of 20,800 training places were taken up. The Worker Improvement through Secondary Education (WISE) enables working adults who have completed their PSLE or the BEST programme to take the GCE N-level examination in English and/or Mathematics. A total of 16,200 training places were taken up in 1996. In addition, ITE offers part-time continuing education programmes from the first grade of secondary education (Normal Course) to GCE N-, O- and A-level. The intake for academic classes in 1996 was 12,400.

The ITE works hand in hand with employers to enhance the quality of Singapore’s workforce. Companies with the necessary infrastructure in terms of training curricula, facilities and staff, are given the Approved Training Centre (ATC) status by ITE. ATCs train their employees and apprentices and test them for ITE certification. There were seventy-three ACTs at the end of 1996, with an intake capacity of about 6,500. Companies also provide on-the-job training to their employees through the Certified On-the-Job Training Centre (COJTC) System. Under this scheme, companies plan, schedule and conduct training programmes that are tailor-made to the specific needs of their workers, with ITE providing assistance and

auditing the quality of the programmes. By the end of 1996, a total of 320 companies were certified as COJTCs.

The Ngee Ann Polytechnic, a Government-funded institution, also serves as a continuing education centre for working people who wish to improve or update themselves in their work-related areas and fields of interest. In 1996, the polytechnic’s Continuing Education Centre conducted a total of 74 short courses, with an enrolment of 3,414 students.

In 1996, the literacy rate (residents aged 15 years and over) was estimated at 92.2%.

**Teaching staff**

The Education Service is committed to building up teachers as a quality professional force, exemplary in conduct and commitment, up-to-date in skills and knowledge. Good leadership and sound people-oriented management will help to develop a cohesive, committed and competent teaching service. Teachers must keep up with professional developments in their fields, and judiciously apply new educational theories and practices to the classroom. They need drive and conviction to translate education policies into practical and effective programmes to meet the learning needs of their pupils. Teachers are mentors and role models to their pupils. They influence young minds and inculcate sound social and moral values through word and deed, within and outside the classroom. They must impart to pupils learning skills, thinking skills and life skills to cope with the future; an attitude of continuous learning and improvement; and a sense of commitment and belonging to Singapore.

The National Institute of Education (NIE) is the sole teacher training institute in Singapore and a part of the Nanyang Technological University. The mission of the NIE is to be a world-class university institute renowned for its excellence in teacher education and educational research.

The NIE is organized on the basis of a programme-driven matrix system with twelve academic groups, three IT clusters and selected research centres. The NIE offers the following programmes:

- The BA/BSc (Education) degree is a four-year (primary school emphasis) programme requiring A-level entry.

- The Diploma in Education is a two-year programme covering two academic subjects and pedagogy. Students can enter either the primary or the secondary programmes. Students can enter this programme with A-levels or Polytechnic Diplomas.

- The Diploma in Physical Education (PE) is also a two-year programme. Students study PE plus one academic subject and can teach in either the primary on secondary school on graduation.

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• The Diploma in Home Economics is a two-year programme. Students study home economics and pedagogy subjects. Entry requirements include a Polytechnic Diploma. Students teach in the secondary schools on graduation.

• The Diploma in Art and Music requires students to cover subjects in Art/Music and pedagogy. It is a two-year programme and accepts students from LaSalle School for the Arts and the Nanyang Academy of Fine Arts. Students teach in the secondary schools on graduation.

• The BA (Education) in Malay language and Malay literature with pedagogy is a four-year programme. It qualifies students to teach in the secondary school. A-levels and Polytechnic holders are eligible for entry.

The NIE also offers the MA, MA (PE), MSc, MSc (PE) as well as the PhD degree by research. Similarly, the NIE offers course work and dissertation Master’s degrees on a part-time basis.

A wide range of in-service courses are offered. Teachers can attend these courses to broaden their knowledge base and learn/share ways of making teaching and learning more effective. There are also milestone courses to equip officers for leadership roles. Officers earmarked to be Heads of Department enrol for the Diploma in Departmental Management (DDM) programme at NIE to prepare them for their managerial roles. Officers who have the potential to be school leaders attend the Leaders in Education programme at NIE.

Non-graduate teachers who wish to pursue a degree programme can apply for no-pay study leave to pursue full-time degree programme. In addition, candidates can apply for interest-free study loans and MOE course sponsorships. Post-graduate studies, relevant to the Education Service, are available to officers with a first degree, once they have gained some teaching experience and have consistent good performance. These studies are pursued by coursework or research at the Master’s degree level. These may be undertaken on a full-time or part-time basis, either on scholarship or study-leave. The aim is to provide good teachers with post-graduate training in specialized areas relevant to the Service.

Educational research and information

Information is not available.

Sources


Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)


**Web resources**


