ACKNOWLEDGEMENT

In grateful acknowledgement for the support and inputs provided by Directorates of the Ministry of Education & Human Resources and the Parastatals operating under its aegis.

The Editorial Team
September 2014

Designed by the Graphic Section, MIE.
There is perhaps no bigger decision a Minister is called upon to take than deciding on the type of mother policy to adopt which will have a long term impact on those for whom it will be crafted. And perhaps, this becomes an even greater challenge where education is concerned. This is indeed one domain where no margin of error is permitted: we have to get it right the first time since a child’s future is most likely to be shaped by the type of schooling he/she receives right from the start.

Deep within myself, I have always had the profound conviction that the educational enterprise can succeed only if we lay very strong foundations on which that future can be built. What happens to a child in his or her early years is instrumental in determining his engagement in attaining his full potential.

As Minister of Education, since August 2008, I have constantly endeavoured to put in place a series of educational initiatives that go a long way towards making this vision a reality. The Education and Human Resources Strategy Plan 2008-2020 has served to provide the architecture and the necessary pointers—all of which lead to one basic and ineluctable reality, i.e., we have to prepare our children for life.

We are creating the enabling conditions for a high-quality learning environment that will transform their existence. We have to ensure their well-being and livelihood while also facilitating their transition to responsible adult citizenship.

Obviously, it takes a lot to change mindsets and move away from the comfort of the status quo. The road to establishing new foundations at the early levels of schooling has not always been smooth—nor did I expect it to be. After all, education is a concern of one and all. There is hardly any citizen in this country who does not have a personal stake in the school system. So, the diversity of opinions and views related to the educational reforms I have brought forward is understandable. In fact, I see it as a healthy sign.

And six years down the line, what is very comforting to know is that nobody questions the essence and fundamentals of the reforms. I am appreciative of the fact that the constructive dialogue I have constantly engaged in with all stakeholders has been bearing its fruits.

I am therefore greatly pleased to present this document entitled “Education Reforms in Action.” The achievements that are contained in it span across the sub-sectors of Education and Training. They indicate the long way we have come in ensuring that education continues to exercise a major influence on the lives of our children and youth and that not one of them is left behind.

If, through education and thanks to it, they grow to responsibly shape the society around them and simultaneously enrich their personal lives and contribute to national development, I would consider my mission, as Education Minister, to be Mission Accomplished!
PREAMBLE

The Education System in Mauritius is today well-embarked on the process of an in-depth transformation. It is driven by the central concern of equipping our students with all the means and the right attitude to succeed in life, taking advantage of new and emerging opportunities and overcoming the inevitable challenges that this new era continually posits.

It is today a national concern to ensure that students are invested with the capacity to become multi-talented, think creatively and have their leadership and entrepreneurial skills so developed as to match global standards. The 21st century asks of them to develop the capacity to accumulate transferable knowledge and to ascertain positive outcomes in education, work, and other areas of life.

As importantly, and because education helps in coping with adversity and contributes to the common good, our students need to be imbued with a sense of Values, Ethics and Nationhood, thus empowering them to adopt the right attitude at the right moment and at the right place.

In order to lay the groundwork for a lifetime of well-being for all learners as well as for those partners and stakeholders directly concerned with facilitating this enterprise, the Minister of Education and Human Resources, Dr the Hon. Vasant K. Bunwaree, has made it his mantra to foster regular consultations, a collective dialogue with all the partners in education. The 'Assises de l'éducation' held last year bears testimony to this primordial urge of the Honourable Minister to always remain connected and lend a careful ear to a diversity of views and opinions prior to the formulation of new policy orientations.

It must also be stressed that the close collaboration and the spirit of shared responsibility, as aptly demonstrated by all the partners in the Education sector, has made it possible today for the government to realise a dream and a vision for education that would otherwise have remained mere rhetoric.

At the same time, there is virtue in the realisation that the whole process of change has to be constantly monitored. Assessing the impact of policy change, its incidence and outcomes, is concomitant to this marked leap forward that the country has undertaken in its quest for a better future of the citizens.

Educating a multicultural Nation in all its diversity is never an easy and stress-free venture—but it is also a unique and a lifetime experience, especially if the net finality and outcome is to make the system stand out as a model in the world.
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<td>ACD</td>
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<td>Association des Parents des Déficients Auditifs</td>
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<td>APEIM</td>
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<td>Commonwealth of Learning</td>
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<td>GLOBE</td>
<td>Global Learning and Observation to Benefit the Environment</td>
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<td>HRDC</td>
<td>Human Resource Development Council</td>
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<td>HRKAD</td>
<td>Human Resource Knowledge and Arts Development</td>
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<td>HIV</td>
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<td>ICT</td>
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<td>MCA</td>
<td>Mauritius College of the Air</td>
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<td>Millennium Development Goals</td>
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<td>MEDCO</td>
<td>Mauritius Education Development Company</td>
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<td>MID</td>
<td>Maurice Ile Durable</td>
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<td>MIE</td>
<td>Mauritius Institute of Education</td>
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<td>MITD</td>
<td>Mauritius Institute of Training and Development</td>
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<td>MOE &amp; HR</td>
<td>Ministry of Education and Human Resources</td>
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<td>MOU</td>
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<td>MUN</td>
<td>Model United Nations</td>
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<td>NASA</td>
<td>National Aeronautical Space Agency</td>
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<tr>
<td>NCCRD</td>
<td>National Centre for Curriculum Research and Development</td>
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<tr>
<td>NCDs</td>
<td>Non-communicable diseases</td>
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NCF  National Curriculum Framework
NECS  National Education Counselling Service
NGOs  Non Governmental Organisations
NICE  National Institute for Civic Education
NOAA  National Oceanic and Atmospheric Administration
NQF  National Qualifications Framework
NTCFC PVE  National Trade Certificate Foundation Course Prevocational Education
PGCE  Postgraduate Certificate in Education
PGDEL  Post Graduate Diploma in Educational Leadership
PGDEM  Post graduate Diploma in Educational Management
PGDISE  Post Graduate Diploma in Inclusion and Special Education
PRB  Pay Research Bureau
PSSA  Private Secondary Schools Authority
PVE  Pre Vocational Education
RPL  Recognition of Prior Learning
SADC  Southern African Development Community
SCC  Student Care and Counselling
SCCD  Student Care and Counselling Desk
SCP  Second Chance Programme
SE  Sexuality Education
SEN  Special Education Needs
SENDRC  Special Education Needs DRC
SSAT  Specialist Schools and Academies Trust
TMRSU  Traffic Management and Road Safety Unit
TVET  Technical and Vocational Education and Training
UNESCO  United Nations Educational, Scientific and Cultural Organization
UNICEF  United Nations Children's Fund
UNPD  United Nations Development Programme
UPSEE  Union of Private Secondary Education Employees
VUSSC  Virtual University for the Small States of the Commonwealth
ZEP  Zones d’Education Prioritaires
1.1. VISION

“A Quality Education for all and a Human Resource Development base to transform Mauritius into an intelligent nation state in the vanguard of global progress and innovation.”

1.2. MISSION

- To develop a culture of achievement and excellence by promoting an efficient and effective education and training system that is inclusive and integrated, comprehensive and holistic.
- To foster innovation and to generate new knowledge for the socio-economic and sustainable development of the nation.
- To ensure learning opportunities accessible to all, provide learners with values and skills to further their personal growth, enhance their critical and exploratory thinking and encourage them to innovate and to adapt to changes in an increasingly globalised environment.

To fulfil this Mission, the Ministry of Education and HR has made of Access, Equity, Relevance, Quality and Achievement the solid cornerstones of its educational policies over the period 2008 to date.
2.1 PRE-PRIMARY

1. Proclamation of the Early Childhood Care and Education Authority Act in June 2008 to supersede the Pre-School Trust Fund Act.
2. Outreach Exercise for the registration of out-of-school SEN children initiated in 2010.
4. Extension of the Per Capita Grant to children of age 3+ as from January 2012

2.2 PRIMARY

1. Amendments to the Education Act in 2012 with regard to Additional Tuition and new Regulations promulgated in line with the amendments.
2. Introduction of Kreol Morisien as an optional language in Standard I at par with Asian Languages/Arabic in 2012
3. Integration of Bhojpuri as a corollary of Hindi Language in Standard I in 2012
4. Quality-enhancing programmes
   - Enhancement Programme (Standards III & IV)
   - Summer/Winter School Project
5. Introduction of Sankoré project
6. Digitisation of the Curriculum
7. ‘Silence! On Lit!’ Project
8. Vision Screening of school children
2.3. SECONDARY

1. Elaboration of National Curriculum Framework (Secondary) in 2009
2. New Strategy for Prevocational Sector
3. Admission of first time CPE failures to Pre-Vocational Education (PVE) in secondary schools
4. National Assessment at Form III
5. Review of the Government Scholarship Schemes
6. New Loan Scheme for Private Secondary Schools
7. Introduction of new subjects:
   - Travel and Tourism, Entrepreneurship Education, and Marine Science.
   - Physical Education as an examinable subject at ‘O’ and ‘AS’ levels
   - Sexuality Education
   - History of Mauritius
8. Introduction of
   - Activities Periods on the time table since January 2009
   - Extra-curricular activities as a mandatory part of the curriculum
   - Education Outreach Programme: an integrated global observation with Lady AMBER Research Vessel through the deployment of floats and drifters
   - The Global Learning and Observation to Benefit the Environment (GLOBE) Programme
9. Rolling out the Tablet PC project for Form IV students in 2013.
10. e-Register (SMS) System in State Secondary schools and some Private Secondary schools with a view to containing truancy, absences and lateness.
11. Introduction of a Student Tracking System as a reinforcement strategy for Compulsory Attendance up to Age 16

2.4. PARTNERSHIPS AND COLLABORATION

1. Holding of Forums
2. The Salary Alignment of Educators (Primary)
3. Setting up of SEN Resource and Development Centres (SENRDC)
4. Strengthening bilateral and multilateral ties with foreign partners
5. Hosting of 18th CCEM in August 2012: Mauritius chairing the Commonwealth Meeting for the Post- 2015 Development Agenda
FROM ‘EDUCATION FOR ALL’
TO ‘LEARNING FOR ALL’

3.1. OVERARCHING PRINCIPLE 1:  
PLANNING FOR AND IMPLEMENTING INCLUSION

Mauritius has had a good track record of creating access opportunities for all eligible students across the sub-sectors. Hence, enrolment rates have constantly been improving over the last six years.

The challenge over the last few years has been the inclusion of those children of school-going age who had been either left out (sometimes kept out) of the system or had failed to make it from one level to another or, again, could not access education because of the economic vulnerability the family had been exposed to or other practical impediments.

This challenge has been met headlong with innovative measures that are today proving their worth through a Five-Pronged Action Strategy:

1. Enhanced opportunities for early childhood development and child minding services
2. Inclusion of children with special education needs
3. Broadening of access to upper secondary
4. New strategy for Prevocational sector
5. Admission of CPE repeaters to Prevocational Education (PVE)
3.3.1. ENHANCED OPPORTUNITIES FOR EARLY CHILDHOOD DEVELOPMENT AND CHILD MINDING SERVICES

Quality Pre-Primary education lays the foundation for the holistic development of the young child. This period in the life of an individual is the most important phase of the child’s growth. The Ministry accordingly aims at ensuring that all children in the Republic of Mauritius above the age of 3 and up to the age of entry in a primary school have access to quality pre-school education, irrespective of the social or financial status of their families.

3.1.2. ENROLLING OUT-OF-SCHOOL CHILDREN

The Ministry and the ECCEA in collaboration with the Ministry of Social Integration and Economic Empowerment have identified, over the period 2009-2013, 4216 children of pre-school age who were not attending school and facilitated their admission and inclusion in Pre-Primary schools.

With a view to retaining these children in pre-school, a daily meal, school materials and psychological support services are offered freely.
3.1.3. EXTENSION OF PER CAPITA GRANT

As from January 2012, the monthly per-capita grant of Rs 200 that was previously granted only to children of age 4+ has been extended to those of age 3+ as well.

For 2013, some 22,360 children attending private Pre-Primary school benefitted from the per capita grant.

3.1.4. CONSTRUCTION OF PRE-PRIMARY SCHOOLS

3.1.5. INCLUSION OF CHILDREN WITH SPECIAL EDUCATION NEEDS

3.1.5.1. MAJOR THRUST AREAS:

The Ministry of Education and Human Resources has implemented a series of measures for the benefit of children with Special Education Needs (SEN), starting with the Pre-Primary sub-sector.
3.1.5.2. ENROLMENT

Some 102 children with various types of disabilities (Visual, Hearing, Speech, Health, Physical and intellectual impairments) have been admitted in some 81 Pre-Primary schools, both Public and Private in 2012.

3.1.5.3. CAPACITY BUILDING

Some 250 educators /supervisory cadres attended in-service training programmes on early intervention and coping with children having disabilities. Remedial action and referral were also topics covered during the training programmes.

ECCEA, in close collaboration with NGOS specialised in the field of SEN, organised in 2012-2013, 5 parental empowerment programmes on the following disabilities:

- Sign Language: 74 parents and 45 Educators trained by the Association des Parents des Déficients Auditifs (APDA).
- Cerebral palsy: 74 parents and 60 Educators trained by the Ranger Foundation.
- Autism and dyslexia: 148 parents and 66 Educators trained through support of Coccinelle Pre-Primary School.
The Education and Human Resources Strategy Plan 2008-2020 sets the framework to ensure that, by 2020, all children requiring Special Education Needs in Mauritius enjoy access to relevant and high quality SEN education. In line thereof, and, with a view to increasing and improving access, the Ministry has put up new integrated units in government primary schools and registered new SEN schools run by NGOs. These new units have been set up to cater for different disabilities and most of them are operational in active collaboration with specialist NGOs. Special Education Needs Resource and Development Centres (SENRDCs) are also being set up around the island with a view to allowing access to the specialised support, equipment and training that the SEN schools and Units cannot provide. Also, the SENRDCs would be so decentralised as to reach out to those who would otherwise have to travel long distances to accede them. The maps below show the achievements made from 2008 to 2013.

Map illustrating the registered Special Education Needs Schools, Day-Care Centres (DCC) & Integrated Units in 2008

Map illustrating the registered Special Education Needs Schools, Resource Centres, Day-Care Centres (DCC) & Integrated Units in 2013

KEY

- SEN Schools
- Integrated Units
- Day Care Centres

KEY

- SEN Schools
- Integrated Units
- Day Care Centres
- Resource Centre
3.1.5.4. OUTREACH PROGRAMME

An Outreach Exercise for the registration of out-of-school SEN children was initiated for the first time in 2010. Parents were sensitised as to the need to send their wards to school. A special desk, comprising officers of the SEN unit and the Educational Psychologists, has been set up to provide assistance to parents and to facilitate admission to those schools that will best respond to the specific needs of the children.

Since 2010 to date, the number of pupils enrolled is as follows:
3.1.5.5. PARTNERSHIPS

The Ministry has a long history of partnership with specialist NGOs engaged in the education of children with Special Needs. Over the years, this partnership is being strengthened:

<table>
<thead>
<tr>
<th>Association de Parents d’Enfants Inadaptés de L’Ile Maurice (APEIM)</th>
<th>Mont Ory GS</th>
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| Autisme Maurice                                                    | Henry Buswell GS  
|                                                                    | G. Chuttur GS  |
| Association des Parents de Déficients Auditifs (APDA)              | R. Gandhi GS  
|                                                                    | Nouvelle France GS  
|                                                                    | Ferney SENRDC  
|                                                                    | H. Chooromoney G.S.  |
| Society for the Welfare of the Deaf                                | D. Hurry GS  
|                                                                    | Black River GS  |
| Lizzie Dan La Main                                                 | Moka GS  
|                                                                    | R. Gandhi GS  
|                                                                    | Ferney SENRDC  |
| Lois Lagesse Trust Fund                                            | D. Hurry GS  |
| Centre d’Education et de Progres des Enfants Handicapes (CEPEH)    | Moka GS  |
| SSR Disability                                                     | Plaine des Papayes SENRDC  |

3.1.6. SUPPORTING THE INCLUSION PROCESS

3.1.6.1. SETTING UP OF SEN RESOURCE AND DEVELOPMENT CENTRES (SENRDC)

Objectives:

- Reach out to children who require Special Education Needs
- Operate as a One-Stop-Shop to provide specialised and relevant services (including psychological services), support as well as occupational therapy to SEN children.

Three (3) Resource and Development Centres have been set up at:

1. Ferney in collaboration with APDA and Lizié dan la main
2. Maingard, Beau Bassin (2014)
3. Plaine des Papayes in collaboration with SSR Disability Centre (2014)
Future projects:

- RDC at Allee Brilliant G.S, R.Gujadhur SEN RDC at Flacq and the Rivière des Anguilles SEN RDC.

3.1.6.2 Integrated Units

The Ministry has also set up Integrated Units in mainstream government primary schools around the island. These Integrated Units are mostly located in areas where NGOs are not present and the number of children is small. By bringing the school closer to their place of residence, the necessity for children to travel long distances is overcome. There are at present 14 such Integrated Units catering for children with hearing, visual, physical, and intellectual impairments, as well as children on the Autism Spectrum Disorder (ASD).

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<tr>
<th>SN</th>
<th>GOVERNMENT INTEGRATED UNITS (IU)</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Black River GS</td>
<td>Black River</td>
</tr>
<tr>
<td></td>
<td>-in partnership with Society for the Welfare of the Deaf</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>D. Hurry GS</td>
<td>Goodlands</td>
</tr>
<tr>
<td>3.</td>
<td>D. Hurry GS</td>
<td>Goodlands</td>
</tr>
<tr>
<td></td>
<td>-in partnership with Society for the Welfare of the Deaf</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>D. Hurry GS</td>
<td>Goodlands</td>
</tr>
<tr>
<td></td>
<td>-in partnership with Centre Lois Lagesse (School for the Blind)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Gopeechand Chuttur GS</td>
<td>Shivala Road, Ecroignard, Flacq</td>
</tr>
<tr>
<td></td>
<td>-in partnership with Autisme Maurice</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Henry Buswell GS</td>
<td>Rose Hill</td>
</tr>
<tr>
<td></td>
<td>-in partnership with Autisme Maurice</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>J. T. Ramsoondur GS</td>
<td>Solferino Vacoas</td>
</tr>
<tr>
<td>8.</td>
<td>Moka GS</td>
<td>Moka G.S.</td>
</tr>
<tr>
<td></td>
<td>-in partnership with Lizié dan La main</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Nouvelle France GS</td>
<td>Seegoolam Road, Nouvelle France</td>
</tr>
<tr>
<td></td>
<td>-in partnership with APDA</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Rajiv Gandhi GS</td>
<td>Riche Mare, Flacq</td>
</tr>
<tr>
<td></td>
<td>-in partnership with Lizié dan La main</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Rajiv Gandhi GS</td>
<td>Riche Mare, Flacq</td>
</tr>
<tr>
<td></td>
<td>-in partnership with APDA</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Mont Ory GS</td>
<td>Mont Ory</td>
</tr>
<tr>
<td></td>
<td>-in partnership with APEIM</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Moka GS</td>
<td>Moka</td>
</tr>
<tr>
<td>14.</td>
<td>H. Chooromoney GS</td>
<td>Palma, Quatre Bornes</td>
</tr>
<tr>
<td></td>
<td>-in partnership with APDA</td>
<td></td>
</tr>
</tbody>
</table>
Consolidating Partnerships

The SEN sector is to witness major changes in the very near future with a host of actions in the pipeline (or already initiated), including:

- The setting up of a Special Needs Division at the ECCEA
- The revised new Grant-in-Aid formula (February 2014)
- Curriculum review by the MIE (currently in a pilot phase)
- Review of Norms and Standards (already shared with partners)
- Development of a formula for Recognition of Prior Learning for teachers working in the SEN Sector (on-going)
- Regulation and prescription of the salaries and conditions of service of all staff working in NGOs running SEN schools by the National Remuneration Board (in process)

3.1.7. BROADENING OF ACCESS TO LOWER VI (2011)

In line with the access-broadening initiative, greater flexibility has been introduced in the system: the traditional criteria for promotion to Lower Six have been revisited with 3 credits and at least a pass in English Language at School Certificate level becoming the new minimum requirements.

Private Secondary Schools have aligned their criteria for admission to Lower VI with those in the State Sector.

This measure has given the opportunity to a higher number of students to join Lower VI after completing their SC. It is noted that the number of candidates for HSC has subsequently increased in 2012 while the HSC pass rate has remained more or less stable.

<table>
<thead>
<tr>
<th>Year</th>
<th>MAURITIUS</th>
<th>RODRIGUES</th>
<th>REPUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examined</td>
<td>% Pass</td>
<td>Examined</td>
</tr>
<tr>
<td>2011</td>
<td>9854</td>
<td>79.24</td>
<td>227</td>
</tr>
<tr>
<td>2012</td>
<td>10178</td>
<td>79.09</td>
<td>236</td>
</tr>
<tr>
<td>2013</td>
<td>10011</td>
<td>77.91</td>
<td>276</td>
</tr>
</tbody>
</table>
3.1.8. NEW STRATEGY FOR PRE-VOCATIONAL EDUCATION (PVE) (2012)

A new strategic orientation has been charted out for the PVE sector with the aim of addressing the issue of quality, relevance and achievement and opening up opportunities to further the development of learner. This follows the proposals made by different stakeholders at the Consultative Forum held in August 2011.

The main components of the New Strategy are:

- Extension of the PVE programme from 3 to 4 years with a gradual integration of trade skills and entrepreneurial skills right from Year 1;
- A new delivery mode based on a mix of attendance of Year 3 and Year 4 students in secondary schools and MID Centres;
- A new curriculum based on 4 key domains of learning:
  - Communication Skills,
  - Numeracy and Problem-Solving Skills,
  - Life Skills
  - Livelihood and Trade Skills
- A new mode of assessment for a fully recognized certification enabling entry to further Vocational Education or the world of work.

3.1.8.1 The following actions have been undertaken:

- New workbooks aligned to the new curriculum made available free to the students.
- Teaching-learning is based on an interactive and activity-based pedagogy.
- A new recognized certification will be available at the end of 2014 to students who complete successfully the four-year cycle. This would allow them to go either into employment or to further vocational training.
- A new mode of assessment made up of a high dose of continuous assessment in a wide range of learning competencies has been initiated to reward students at different stages during the process of learning rather than measuring the product of their learning at the end of the cycle. Hence, Continuous Assessment has been introduced as from Year 1.

3.1.8.2 ADMISSION OF CPE REPEATERS TO PVE

Rationale: Provide first time failures at CPE with the opportunity to clear their CPE while, simultaneously, being exposed to the Pre Vocational curriculum.
First broached at the Consultative Forum held on the Review of the CPE where it secured wide consensus, the admission of CPE repeaters in the PVE stream of a secondary school became effective in 2013.

First time failures at the CPE have now the option of either repeating CPE in their Primary Schools or joining Prevocational Year I in a Secondary School. While following the PVE curriculum, they are also prepared to re-sit for CPE at the end of the year.

The percentages of those first time CPE failures who opted to join Year 1 Pre Vocational are 67 per cent for 2013 and 69 per cent for 2014 respectively.

This measure does away with the need for pupils to repeat Standard VI in their Primary School—and in case of a second failure, it prevents the loss of one academic year. The premise is that Prevocational Education is a suitable option for this category of slow learners as it allows them to obtain, after four years of study, a certification that is pitched at level 2 of the National Qualifications Framework as against the CPE which is pitched at level 1.

Educators are called upon to follow continuous training sessions to reinforce their capacity to carry out diagnosis and an assessment of their students and to implement remedial strategies to improve the latter’s literacy and numeracy levels.
3.2. OVERARCHING PRINCIPLE 2: ENCOURAGING EQUITABLE LEARNING OPPORTUNITIES FOR ALL

Equity in educational provision has become a "de jure" pre-requisite not only in the fulfilment of the provision of quality education for all, but also by virtue of the equality of opportunity tenet that is central to Government vision. The Ministry has accordingly made of it a central pillar of its policies.

3.2.1. ZONES D'EDUCATION PRIORITAIRES (ZEP) PROJECT

ZEP schools are overcoming fundamental educational challenges in vulnerable communities and results are slowly emerging. Efforts are being sustained on all fronts, the move being gradually towards greater dynamism, particularly with respect to community empowerment and curriculum delivery.

3.2.1.1. ZEP THRUST AREAS

Much of the strategy for improvement in ZEP schools is based on a number of important thrusts:

1. Capacity building programmes for Headmasters and the retention of trained Headmasters long enough in the schools.
2. The collaborative elaboration of a School Improvement Plan for each individual school and regular monitoring by the School Improvement Unit.
3. Team spirit and a sense of belonging to the ZEP Mission are encouraged and Parent Mediators work with parents in the Club des Parents to foster an effective home-school communication.
4. The Supplementary Food Programme has been a typical feature of ZEP schools since the inception of the Project.
5. Private Sector partners sponsor, through the Corporate Social Responsibility (CSR), such Projects as: remedial classes, breakfast to needy pupils, enlisting the support of an Assistant School Community Facilitator (ASCF), setting up of computer rooms, books and book rack donations, etc.
3.2.1.2. ZEP INDICATORS:

CPE pass rate for all ZEP schools

R stands for “With Resit”
3.2.2. MEDCO

Since 2003, MEDCO has been acting as the legal employer of redundant/excess teaching and non-teaching staff of grant-aided private secondary schools.

Subsequently, MEDCO has become the employer not only of the staff members posted in its four existing schools, but also of 406 teaching and 139 non-teaching staff resulting either from closing down of schools or staff redundancy. These staff members are posted in more than 70 State Secondary Schools and other Government educational organisations.

In Mauritius proper, three MEDCO Secondary schools, namely, MEDCO A. Bhujoharry Secondary School, MEDCO Cassis Secondary School, and MEDCO Trinity Secondary School are operational.

Total student population of the four schools: 1290

Staff: 129 teaching and 52 non-teaching.

In 2008, a Lower Secondary School was set up in Agalega by the Ministry and placed under the purview of MEDCO. The objective was to provide access to education in an environment that is compatible with the needs of the Agalean children.

The school today runs mainstream classes up to Form III and also Pre-vocational classes.

A Memorandum of Understanding (MOU) is on the cards between MEDCO and the Outer Islands Development Corporation (OIDC) pertaining to the sharing of responsibilities for managing the secondary school in Agalega more effectively and efficiently.

3.2.3. SCHOLARSHIPS

3.2.3.1. NEW SCHOLARSHIP SCHEMES:

SPECIAL SCHEMES FOR THE NEEDY

As announced on 19 November 2010 in the Budget Speech 2011, the Government Scholarship Schemes (also known as the Laureate Schemes) have been reviewed in
A most significant review is in the Additional Scholarship Scheme, enlarged from twelve (12) to fifty (50), to cater for some scholarships to be awarded on a combination of academic merit and social criteria.

- First, 26 students are awarded scholarships on the basis of merit under the Additional Scholarship Scheme. These are students ranked immediately after Laureates of the State of Mauritius Scholarship Scheme with the scholarships allocated on a gender and stream-wise basis.
- Second, and for the first time in Mauritius, the new scholarship scheme has also made provision for 24 scholarships to be awarded on the basis of both academic merit and social criteria.

Of these:

- 16 scholarships awarded to students ranked among the first 500 of the Cambridge International Examination Scholarship Rank Orders + total family income not exceeding, in the aggregate, Rs 12,000 per month.
- 8 scholarships awarded to students based on HSC results + total family income not exceeding, in the aggregate, Rs 6,200 per month.

**Important Innovation:** Scholars under these new schemes are given the opportunity to study locally or internationally at undergraduate level. Those who opt to study locally (except in the field of Medicine) are given the opportunity to proceed overseas for a one-year study at Master’s level after completion of two years of work under the Service to Mauritius Programme.

### 3.2.3.2. OTHER SCHOLARSHIPS

#### 3.2.3.2.1. POST-GRADUATE SCHOLARSHIPS

Nine (9) fully funded postgraduate scholarships of one year duration are awarded annually for overseas studies at Master’s level.

#### 3.2.3.2.2. OPEN SCHOLARSHIPS

On a yearly basis, more than 200 Open Scholarships (for Undergraduate and Postgraduate studies) received through bilateral linkages with foreign countries and
institutions are processed and awarded. These countries/organisations are, inter alia, India, China, Russia, France, Pakistan, Germany, Canada, New Zealand, and, multilaterally, through the Commonwealth.

In recent years, a small number of new offers are also received from other countries such as Japan, Egypt, Turkey, Morocco, Algeria, Tunisia and Mexico.

3.2.3.2.3. THE HUMAN RESOURCE, KNOWLEDGE AND ARTS DEVELOPMENT FUND (HRKAD FUND)

3.2.3.2.3.1. STUDENT SCHOLARSHIP SCHEME

The Human Resource Knowledge and Arts Development (HRKAD) Fund set up under the Finance and Audit (HRKAD Fund) Regulations 2008 provided for the setting up of a scholarship scheme for needy students having secured a seat in a local Tertiary Education Institution.

Two conditions determining the eligibility of such candidates were that the applicants had to be from families with household income not exceeding Rs 10,000 per month and who face severe hardships following death or serious incapacity of a wage earner and other similar hardships.

The beneficiaries, who were expected to apply for the scholarship every academic year, were awarded a fully funded scholarship of a maximum of Rs 150,000 per academic year, covering tuition fees, examination fees, books and a monthly stipend (Rs 3,000 for local students and Rs 8,000 for Rodriguans).

The HRKAD Fund was wound up in November 2012 in line with a 2012 Budget measure. However existing beneficiaries were awarded an extension of their scholarships till the completion of their studies.

From the period August 2008 till 2012, a total of 1551 students (based on a headcount) were awarded scholarships under the HRKAD Fund.

New Scholarship Scheme for Vulnerable Groups:

A new scholarship scheme for vulnerable students was worked out, keeping in view the social dimension. This new scheme is open to qualified students from families with
household income (including his/her own income) not exceeding Rs 10,000 per month. Among the specific eligibility criteria to be satisfied are that the families must be registered under the Social Register and the students must follow a full time programme of a minimum duration of one year at a local university or training institution and have a minimum of 21 points at HSC ‘A’ Level computed on the grades obtained.

3.2.3.2.3.2. GOVERNMENT GUARANTEE ON STUDENT LOANS

Under the HRKAD Fund, provision was also made for a Government guaranteed student loan scheme up to a principal amount of Rs 150,000 for students from Mauritius and Rs 210,000 for students from Rodrigues and the Outer Islands per year to allow commercial banks to make loans to all students with an offer from a Tertiary institution in Mauritius recognised by the Tertiary Education Commission (TEC).

<table>
<thead>
<tr>
<th>YEAR</th>
<th>No of Government Guarantees offered on Student Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>48</td>
</tr>
<tr>
<td>2010</td>
<td>66</td>
</tr>
<tr>
<td>2011</td>
<td>55</td>
</tr>
<tr>
<td>2012 – to date</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL</td>
<td>185</td>
</tr>
</tbody>
</table>

The total amount of loan guaranteed as at date stands at Rs 42M.

3.2.3.2.3.3. NEW STUDENT LOAN SCHEME

As announced in the Budget Speech 2013, a new Student Loan Scheme has been introduced under which all resident citizens who wish to pursue their studies at undergraduate level for full time as well as part time and distance learning courses, either locally or abroad, will be provided with low cost bank loan facilities of up to Rs 100,000 per annum for a maximum of 3 years. Government will guarantee 20 per cent of any bad debt arising. This scheme launched on 29 August 2013 is being implemented by the Ministry of Finance and Economic Development.
3.2.4 FINANCIAL SUPPORT TO PRIVATE SECONDARY SCHOOLS

3.2.4.1. NEW COMPREHENSIVE GRANT FORMULA (2009-2012/2013 -2015)

Government had approved the implementation of a New Comprehensive Grant Formula:

- In April 2011, for the financing of private-aided secondary schools for the period 2009-2012; and
- In February 2013, for the financing of private aided secondary schools for period 2013-2015.

The New Grant Formula focuses on the need to improve performance standards and to promote holistic learner development and is based on expected outcomes and service delivered.

The implementation of the new formula involved the disbursement by Government through the PSSA of an annual package of Rs 475 M during the period 2009-2012. For the period 2013-2015, the figure will be Rs 508 M for some 90 grant-aided secondary schools.

3.2.4.2. NEW POLICY FOR PAYMENT OF GRANTS TO FEE PAYING SCHOOLS

The Private Secondary Schools Authority (PSSA) has implemented Government policy for the recognition of non-grant-aided schools as grant-aided on satisfaction of criteria as laid down in the policy. In 2013, the PSSA recognised Doha Secondary School as grant-aided.

3.2.4.3 NEW LOAN SCHEME FOR PRIVATE SECONDARY SCHOOLS

A new loan scheme at preferential rates has been set up to improve the educational infrastructure of private secondary schools in 2012. The purpose of the loan is for upgrading and improvement of educational infrastructure of private aided secondary schools, including the construction of new educational units/extension of existing units and the acquisition of land for the construction/extension of the educational units in disadvantaged areas.

The new loan scheme was implemented through the PSSA and the Development Bank of Mauritius.
3.3. OVERARCHING PRINCIPLE 3: ENSURING CURRICULAR RELEVANCE

The U.N. Secretary-General’s Education First Initiative sets a goal of ensuring all children are fully literate and numerate after four years in school.

Elsewhere, it is recommended that children are to be supported in seven crucial domains of learning, namely,

- Literacy
- Numeracy
- Physical well-being,
- Social Development
- Emotional development,
- Culture
- The arts.

Hence the pertinence of having a curriculum that, both, establishes a continuum between the three sub-sectors of the education sector as well as guarantees that the learning domains that arise therefrom are highly relevant to the present and future needs of learners.

In order to empower the Mauritian child to respond to major socio-economic changes and rapid technological advances, it became necessary to undertake key reforms in curriculum. From 2007 to 2010, three guiding documents have been produced, namely, National Curriculum Frameworks for Pre-Primary, Primary and Secondary sub-sectors which provide a child-centred curriculum to make schooling a rich and joyful experience.

With the winding up of the National Centre for Curriculum Research and Development (NCCRD), curriculum development has, since 2010, been entrusted to the Mauritius Institute of Education.
3.3.1. PRE-PRIMARY: HARMONISATION AND STANDARDISATION OF PEDAGOGICAL PROGRAMMES

The National Curriculum Framework (Pre-Primary) (2010) sets out the main guidelines for a harmonised and standardised Pre-Primary education programme in order to ensure the cognitive, social, emotional, physical, aesthetic, moral and spiritual development of each and every child. It is therefore an important tool to reduce disparities in education programmes provided in Pre-Primary schools.

In line with the National Curriculum Framework (Pre-Primary), a Manual of Activities has been worked out and disseminated for use in all Pre-Primary schools in Mauritius in April 2013. A second Manual is being produced and will be available in schools by mid-2014.

3.3.2. PRIMARY

The National Curriculum Framework for Primary (2007) makes a strong advocacy for a curriculum that caters for the holistic development of the child and prepares him or her for harmonious living in a multicultural society. Hence, components of values, citizenship education, gender issues, and climate change have been integrated in core subjects.

The National Curriculum Framework saw the integration of various subjects like Human Values, Citizenship Education, The Arts, Sexuality Education, among others, in all core subjects at Standards I, II and III. Learning outcomes and competencies for all main topics of the core subjects had consequently to be reworked and this necessitated training and seminars organised for panel members of the former NCCRD so as to empower them with a new approach in writing curricular materials.

To meet the deadlines for the production of textbooks and teachers' guides, panels at NCCRD worked at an accelerated rate to finalise textbooks at all levels. Textbooks for two levels per year were prepared by the NCCRD and the process was completed during the period 2010 to 2012.

Review of NCF

The review process of the NCF Primary has started as from May 2013 by the Mauritius Institute of Education (for General Purpose subjects) and the Mahatma Gandhi Institute (for Asian Languages). A first draft is now available.
3.3.2.1. INTRODUCTION OF KREOL MORISIEN (KM) AS AN OPTIONAL SUBJECT IN PRIMARY SCHOOLS

In line with the announcement made in the Government Programme 2010-2015 to encourage the use of mother tongue to facilitate the teaching and learning process in schools, the Ministry organised a National Forum in August 2010 to reflect on and come up with proposals for the introduction of Kreol Morisien in schools.

The introduction of Kreol Morisien in our education system is a landmark measure cherished and wished-for by the entire population.

A technical Committee, the “Akademi Kreol Morisien,” comprising relevant stakeholders was set up to
- Advise on the standardisation of the language (grammar, syntax, etc);
- Validate the writing system of the language;
- Provide necessary technical guidelines for the development of curriculum materials and training to teachers; and
- Advise on the promotion and development of the language.

Government approved the following documents prepared by the Akademi
- Lortograf Kreol Morisien (launched on 21 February 2011)
- Gramer Kreol Morisien (launched on 25 May 2011)

Further, the Diksioner Morisien was launched by the Prime Minister in 2011.

Kreol Morisien was introduced as an optional subject in Std. 1 in primary schools in 2012 with 3113 pupils opting for the subject. It was intended to roll the subject over to other classes year after year such that it becomes an examinable subject at CPE in 2017.

Number of pupils having opted for Kreol Morisien in 2014:-
- Std I: 3329
- Std II: 3694
- Std III: 3628

A Kreol Unit set up at the MIE works on the Curriculum and textbooks for primary classes.
3.3.2.2. BHOJPURI

Bhojpuri was introduced in Standard I as a corollary of Hindi Language in 2012. Accordingly, all Standards I, II and III pupils who are learning Hindi are also exposed to Bhojpuri. The production of pedagogical materials in Bhojpuri and the training of Educators are tasks entrusted to the Mahatma Gandhi Institute.

3.3.3 SECONDARY

The National Curriculum Framework (Secondary) (2009) has provided a secondary school curriculum which is relevant to the emerging economic and social needs of the country and which will better prepare our youth to meet new challenges.

In order to ensure a genuine broad-based learning at the Upper Secondary level, it is important for students to be exposed to a set of learning experiences that go beyond the specialist streams they opt for.

To make that a reality, the process is underway for these students to be mandatorily exposed to some modules spread over the three terms. These cover Entrepreneurship Education, Health and Wellness, Social Service, Civics, among others.

3.3.3.1. INTRODUCTION OF NEW SUBJECTS

New subjects have been introduced, including, inter alia, Travel and Tourism, Entrepreneurship Education, and Marine Science to:

- Broaden the curriculum base; and
- Increase relevance of curricula to the emerging economic and social needs of the country.

Physical Education (PE) is now an examinable subject at ‘O’ and ‘AS’ levels. In the first cohort, 186 candidates sat for ‘O’ level in 2011 and, in 2013, around 2000 candidates have opted for PE.

In 2014, 800 candidates will sit for P.E. examinations at S.C. and 67 candidates at AS Level in 78 Secondary schools. Workshops for Educators have been carried out in the four Zones during April School Holidays for PE Examinable. Staff from PE Cadre are collaborating with the Mauritius Examinations Syndicate and act as Resource Persons for coursework.
Physical Education at ‘SC’ & ‘AS’ level.

Introduced on a pilot basis in 2010 as an examinable subject at ‘O’ Level in 14 secondary schools, this new project has a positive impact on improving health and quality of life and also offers a new study option to students.

This facility has been rolled out and extended to some 2000 students in 70 secondary schools, both state and private. Training of Educators is being regularly carried out so as to empower them with the latest trend in teaching and learning in Physical Education. Specific training on video recording has also been carried out to provide Educators (P.E) with the necessary tools for the mounting of short video clips on four selected physical activities.

The list of these activities comprises such novel ones as golf, horse riding, sailing hockey, cricket, as well as combat activities like Judo and Karate, etc.

Sports infrastructure in the relevant schools have been upgraded and these are now fully equipped with the required sports equipment such as laptops and camcorders.

The subject has been introduced in one school in Rodrigues at F IV level as from 2014.

3.3.4 PRE VOCATIONAL EDUCATION

In line with the New Strategy for the Pre Vocational sector, a reviewed curriculum has been implemented since 2011. In collaboration with the MITD and the MIE, a greater component of trade skills development is being incorporated at an early stage in the Pre-Vocational education programme through a dual mode where by students can on certain days of the week follow practical sessions at the MITD centres. A higher level of practical training has now been made possible due to the availability of better equipment in the MITD training centres.

3.3.5 SCIENCE FOR ALL

In line with the Ministry’s document “Towards a Quality Curriculum, Strategy for Reform,” 21st Century Science was introduced as an optional subject at SC/O level on a pilot basis in January 2009 in 15 secondary schools. This subject was introduced to offer the
possibility for non-science students to acquire scientific knowledge and skills to be able to cope with an increasingly technology-savvy society.

The first cohort sat for this subject in the School Certificate November 2010 examinations and subsequently the subject had been renamed Science for All after some adaptation to suit the Mauritian context.

3.3.6 ENTREPRENEURSHIP EDUCATION

Entrepreneurship education is a lifelong learning process. The fundamental premise for its initiation in schools is that it would help students develop the right kinds of attitudes, be willing to take initiatives, be dynamic and have the capacity to face and overcome challenges. Entrepreneurial skills are useful not simply for those intending to study Economics and Business Studies but also for all other students who will learn to stand on their own feet since the subject will lay the foundations for future self-employment and further education in academic or vocational streams.

Entrepreneurship Education was introduced in 2013 in 17 schools at Form 1 level on a pilot basis, including one school in Rodrigues. Textbooks and Teacher’s Guides developed by the Mauritius Institute of Education were provided free to all pupils and teachers in the pilot schools.

In 2014, the 17 schools are currently piloting the Form II Curriculum while the subject has been rolled out in all Secondary schools in Form I.

At Lower VI level, Entrepreneurship Education is being piloted in the 17 schools with a 15 hour program in collaboration with Microsoft Ltd and Build Your Business Programme. Training workshops have been conducted for Educators of Entrepreneurship Education in Forms I, II and Lower VI.

It is envisaged to extend the project to all schools in Mauritius and Rodrigues, after the pilot stage.

In the near future, Enterprise Education will be available as an optional subject at SC/O level and the matter has already been taken up with the C.I.E.
<table>
<thead>
<tr>
<th>SHAPING THE FUTURE - TODAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History of Mauritius</strong></td>
</tr>
<tr>
<td>In a multicultural society such as ours, there is no greater cohesive force than a strong feeling of patriotism. To help create the feeling of belonging and to nurture a sense of unity for nation building, History of Mauritius must be given its rightful place as a subject in the school curriculum.</td>
</tr>
<tr>
<td>As from 2015, History of Mauritius will be taught in Lower Secondary as a stand-alone subject. A deeper understanding of personalities and historical events that have contributed to the making of the Mauritian nation will lead to a greater bonding among all components of the Mauritian society, eventually reinforcing nation building efforts.</td>
</tr>
<tr>
<td>A “Comité des Sages” is currently finalising the compilation of a Reader for the guidance of curriculum developers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sexuality Education (SE)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The introduction of Sexuality Education is based on the conviction that children have a right to adequate preparation for their sexual lives that will enable them to make healthy life choices.</td>
</tr>
<tr>
<td>Programmed for introduction in Form 1 in 2015 as a stand-alone subject, SE will encompass six main components as recommended by the “UNESCO International Technical Guidance on Sexuality Education”:</td>
</tr>
<tr>
<td>1. Relationships</td>
</tr>
<tr>
<td>2. Values, attitudes and skills</td>
</tr>
<tr>
<td>3. Culture, society and human rights</td>
</tr>
<tr>
<td>4. Human development</td>
</tr>
<tr>
<td>5. Sexual behaviour</td>
</tr>
<tr>
<td>6. Sexual and Reproductive Health</td>
</tr>
</tbody>
</table>
**HSC Professional**

The HSC Professional is intended to be a new and ground-breaking qualification in the Mauritian educational system. It aims at catering to the economic needs of the country by better preparing students for the world of work and minimising the mismatch between academic knowledge and the skills required by the world of work. Examples of main sectors targeted for greater employability are Tourism and Hospitality, Agro industry and Sustainable development, Information and Communication Technology, Business Studies and Administration and Design.

Formal work placements will be an integral part of the two-year course. In-built in the HSC Pro is a mechanism for students to acquire work experience in real workplace situations and where they would be required to apply the knowledge and skills developed at school in the workplace and vice-versa.

The HSC Professional will be introduced on a pilot basis in January 2015 in 12 schools both state and private, including one in Rodrigues. Training for Educators has been conducted during Easter holidays. Subsequent training sessions will be held during July and December vacations. Negotiations have been held with employers i.c.w. work placement.

### 3.3.7 MAURICE ILE DURABLE (MID) INITIATIVES

Government has envisioned the future of Mauritius as ‘Maurice Ile Durable’ and concrete actions related to mindset change have started to be implemented at grass roots level for a sustainable future.

The following are the main pillars that are intrinsic to education for sustainability and have already been introduced in schools.
Actions in the pipeline:

With the setting-up of MID Clubs in secondary schools, all existing clubs will harmonise and work towards implementing projects that will empower our students to adopt an eco-friendly lifestyle.

This would boost the development of community projects and activities to foster sustainable lifestyle and entrepreneurial skills.

Illustratively, Photovoltaic cells are being installed in 12 Government schools. Subsequently, the Project will be extended to other schools as well.

A scholarship scheme will also be worked out by the MID Commission to reward the best future GREEN adults.
3.4 OVERARCHING PRINCIPLE 4: EMBEDDING INNOVATIVE INITIATIVES TO CONSOLIDATE QUALITY LEARNING

3.4.1. THE PRIMARY SUB-SECTOR

The main emphasis of primary education is to establish a strong learning foundation through literacy, numeracy as well as basic computational skill acquisition. It is common knowledge that, should a pupil not be exposed to quality and value-laden education right from the outset and across the grades, there is a strong likelihood of her future scholastic path and holistic development being jeopardised.

It is the recognition of this reality that has resulted in fundamental initiatives and educational innovations being undertaken such that a sound start is provided to all children—and, especially, to ensure no child is left behind.

3.4.1.1. THE 7-LAYERED APPROACH

The 7-layered Approach to place all children on the path of constructive learning:
3.4.1.1. BASELINE PROFILING

Baseline profiling is used to assess the state of readiness of Standard I entrants by providing an indication of their level of acquisition of skills and competencies at the entry point to the primary cycle.

The aim is to address any learning deficits through a clearly-defined remedial plan at the beginning of the first term so that all children embark on primary education on the same footing.

3.4.1.1.2. BRIDGING THE GAP (STANDARD I) / THE FOUNDATION YEAR

Prior to 2014, the ‘Bridging the Gap’ programme used to be conducted during the first term to
• Ensure a smooth transition from Pre-Primary to lower Primary
• Build up pupils’ confidence and self-esteem
• Lay the foundation of learning that will support them throughout their lifetime.

As from 2014, ‘Bridging the Gap’ has merged into a Foundation Year Programme. This new programme spans over one year, unlike the ‘Bridging the Gap’ that covered the first term of Standard 1.

As its name implies, it seeks to ensure the foundations are laid for the readiness of children to start formal learning and make sense of the world around them.

With the objective of paying attention to the holistic development of children, four learning domains have been identified as part of the new curriculum, namely,
• Literacy and Language Development
• Creative and Logical Thinking
• Health and Physical Education
• Personal and Social Development

Although these domains are presented as discrete areas, the material has been developed in such a manner as to encourage integrated learning.

Equally, in keeping with the multicultural practices in Mauritius, instructions to the young learners are given in both English and French, while it is also recommended for teachers to start a number of activities in the mother tongue of the learners as a scaffolding for the learning of the second languages.
3.4.1.1.3. Diagnostic Assessment (DA) – Standard III

Introduced in 2008, Diagnostic Assessment is an evaluation tool administered at the beginning of Std III to identify learning deficits of pupils in English and Mathematics.

Findings from the Diagnostic Assessment enable child-centred focused remedial work to be undertaken and allow progress to be recorded.

3.4.1.1.4. Continuous Assessment – Standards III and IV

Continuous Assessment (currently in place in Std III since 2010 and in Std IV since 2011) is formative in nature, that is, assessment for learning becomes the cornerstone. The Assessment tools aim at identifying learning difficulties of pupils mostly for in-time remediation to prevent an accumulation of learning deficits in English, French and Mathematics.

It is now envisaged to make Continuous Assessment a reality in all classes as from Standard III.

3.4.1.1.5. Remedial Education Project – Standard III

Started in 2009 in 16 schools, the main objective of this project is to give special attention to slow learners in Mathematics, English and French before their reintegration in the mainstream.

21 schools are currently involved in the project comprising one remedial teacher for an average of 15 pupils per school. A range of pedagogical approaches is used to make teaching and learning more participatory, child-centred and activity based.

3.4.1.1.6. CPE Repeaters Project

Introduced in 2011, the CPE Repeaters program targets pupils who have failed CPE and who are repeating Std VI. It aims at eventually reducing the failure rate at CPE through:

- Improving reading (and therefore language) skills through a daily reading session in English and French.
- Focusing mainly on essential Learning Competencies from Standards III to VI to enable pupils to achieve passing marks in each examinable subject.
3.4.1.7. ENHANCEMENT PROGRAMME – STANDARDS III AND IV

The Enhancement Programme (EP) was introduced at Std IV in primary schools in 2010 and extended to Std III in 2011. The EP sessions are conducted after school hours for a duration of 75 minutes, thrice weekly.

The programme is meant to provide more equity in learning opportunities for all. The objective is to enhance teaching/learning in schools through the provision of a ‘play activity’-based learning. Hence, drama, slam, dance and music are included since these help to develop key competencies and skills that the child fails to fully develop during normal school hours.

Pupils are encouraged to develop their own Portfolios of learning achievements on a regular basis, indicating personal targets set and met. The Portfolio is also meant to be taken home so that parents can follow up on the progress of their ward.

Annual competitions culminating in a National Award ceremony are held to showcase the benefits of the programme.

3.4.1.2. BROADENING OPPORTUNITIES FOR REINFORCEMENT OF LEARNING

3.4.1.2.1. ‘SILENCE! ON LIT!’ PROJECT

The ‘Silence! on Lit!’ Project was introduced in Mauritius and Rodrigues in all primary schools in May 2012 to develop Literacy Skills and to inculcate a reading culture in the children right from an early age.

All children within a school indulge in reading at a given time common to everyone. Dictionaries are available to refer to as and when needed and they are also encouraged to list new words they come across during the reading time and use these in their creative (essay writing) activities. As facilitators, teachers ensure sound rotation of books, check on reading with understanding and the acquisition of new vocabulary through pupil-questioning for a more effective consolidation of language-learning.

‘Silence! on Lit!’ sessions are held once a week - either on Wednesdays or Fridays - from 14 00 hrs to 14 50 hrs in all classes of all primary schools.

An increased annual budget is allocated for the purchase of books.
3.4.1.2.2. SUMMER/WINTER SCHOOL PROJECT

The Summer/ Winter School Project is conducted during the 2nd and/or 3rd term holidays. This initiative has as core philosophy to provide “targeted supplementary education in reading, writing and arithmetic for students who have not achieved the required proficiency” (Budget Speech 2011). It was first initiated in December 2011 with 20 schools selected on the basis of CPE pass rates of less than 50% participating in the programme.

27 schools are concerned for the 2014 Winter School edition.

The curriculum for the project comprises extracurricular activities, Core and Asian Language subjects. A hot meal is offered to those pupils of Stds III and IV participating in the 2-week programme.

3.4.2 THE SECONDARY SUB-SECTOR

“If young people are to continue learning after the age of 16, they must be provided with learning experiences and opportunities that meet their aspirations and match their abilities.” EHRSP 2008-2020

Secondary schooling is rightly viewed as a bridge between the primary sub-sector and the post-secondary sector, facilitating the transition from the world of adolescence to that of young adulthood. A broad-based education has thus to be provided, one that enables the fulfilment of the four core purposes of learning maxims of the Delors Report (‘ Learning to know’, ‘Learning to do’, ‘Learning to be’ and ‘Learning to live together’) as well as the development of a democratic entity within the learners.

In response to these goals, the Ministry has spearheaded a number of major headways in this sub-sector, some of which will also be taken up in other sections.

3.4.2.1. NATIONAL ASSESSMENT AT FORM III

Introduced on a pilot mode in a few secondary schools in 2010, the National Assessment at Form III is an annual evaluation mechanism rolled out in all State and Private Colleges in 2013. It helps to measure achievement levels of students in Mathematics, English, French, Computer Studies/Literacy, Biology, Chemistry and
Physics, after the first three years of secondary schooling.

Question Papers and marking schemes are prepared by the Mauritius Examinations Syndicate.

A National Report, based on item analysis, focuses on the strengths and gaps and this enables schools to readjust their remedial strategies – teaching methodology, learning strategies and assessment schedules – in line with their School Development Plan and target set at SC.

In 2013, 17,169 fourteen to fifteen year olds were assessed. The table below shows the National Pass Rate and the average mark scored in each of the seven subjects assessed:

<table>
<thead>
<tr>
<th>Subject</th>
<th>National Pass Rate</th>
<th>Average mark scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>80.3</td>
<td>56.4</td>
</tr>
<tr>
<td>French</td>
<td>75.4</td>
<td>52.3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>48.2</td>
<td>41.5</td>
</tr>
<tr>
<td>Computer Studies</td>
<td>68.34</td>
<td>49.1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>31.4</td>
<td>16/50</td>
</tr>
<tr>
<td>Physics</td>
<td>47.8</td>
<td>16.8/50</td>
</tr>
<tr>
<td>Biology</td>
<td>48.8</td>
<td>20.5/50</td>
</tr>
</tbody>
</table>

Additionally, while each of the Science papers was marked on a total of 50, the results indicate that student performance in Mathematics and Sciences, particularly in Chemistry, is a cause for concern.

On the other hand, an analysis of the three subjects compulsory up to Form V, namely, English, French and Mathematics, sustains the trend that girls performed better than boys in all three:

<table>
<thead>
<tr>
<th></th>
<th>Success Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>National Level</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>English</td>
<td>73.7</td>
</tr>
<tr>
<td>French</td>
<td>68.5</td>
</tr>
<tr>
<td>Maths</td>
<td>42.2</td>
</tr>
</tbody>
</table>
3.4.2.2. DELF SCOLAIRE

Following an agreement with the French authorities in 2010, the DELF scolaire examination is now organised every year in Mauritius by the Mauritius Examination Syndicate. Mauritius thus joined some 160 other countries which were already offering this certification within their educational system.

This internationally recognised certification validates the competencies acquired by the students in French as a language for communication. It is particularly useful for students contemplating the pursuit of higher studies in France or other francophone countries since this certification is mandatory for admission to such universities.

The first examination session was organized in July 2010 and saw the participation of 237 students with a pass rate of 81.9%. The number of candidates has subsequently increased over the years to reach 845 in July 2013 with a pass rate of 86.6%.

The collaboration, through the French Embassy, with the Centre International d’Etudes Pédagogiques (Sèvres, France) and its local centre based in Réunion has allowed, as at September 2013, the training of 69 Educators French (French) as markers/examiners for this examination. Ten other Educators are now certified trainers of examiners/markers after receiving training from the CIEP.

Such training has equally brought a positive change in the pedagogical approach adopted by these Educators in the teaching of French in the classroom.

3.4.2.3. MANAGEMENT MANUAL FOR RECTORS

Effective school leadership is central to the overall development of a climate conducive to sound learning in an institution. While a number of administrative routines are constantly engaged in, there are events and occurrences that may leave School Heads uncertain about the course of action to be undertaken to cope with them.

A School Management Manual has been prepared in collaboration with experienced Rectors. It provides a framework to guide Heads of State Secondary Schools in all aspects of school administration and decision-making.
3.4.2.4. LEARNING SUPPORT BY SENIOR EDUCATORS (SECONDARY)

The post of Senior Educator is a new one created in the Estimate 2011 and the incumbents are expected to assume such responsibilities as the introduction of pedagogical programmes for quality enhancement in student and teacher performance as well as to provide careers guidance to students. In addition, Senior Educators are to help in the reinforcement of discipline in schools.

62 posts have been filled since October 2012. The Private Secondary Schools Authority will, for its part, be implementing the PRB 2013 recommendation for the creation of the grade of Senior Educator in Private Secondary Schools as well.
3.5 OVERARCHING PRINCIPLE 5: CATERING FOR THE HOLISTIC DEVELOPMENT OF LEARNERS - THE ACTIVITIES DIMENSION

The Education and Human Resources Strategic Plan 2008-2020 stresses the need for a broad curriculum, diversified with an array of co-curricular, cross-curricular and extra-curricular activities. The inherent purpose is to enable students to be both resilient in this socio-economically fast-changing world and holistically developed to be able to live a well-balanced adult life.

The Ministry has thus set for itself the mission to help learners focus not only on the academic aspect of education but also to develop, through participatory activities, soft skills like creativity and collaborative skills, information and media literacy skills, self-direction and commitment, personal and social responsibility, leadership and decision-making, personal productivity and accountability.

3.5.1 CO- AND EXTRA-CURRICULAR ACTIVITIES

Co- and Extra-curricular activities are a mandatory part of the curriculum of both Primary and Secondary sub-sectors to promote a healthy learning environment and for each child to realise his/her potential. In the secondary sub-sector, Activity periods have been formalised in the school time table since 2009 and 4 periods are allocated on a weekly basis for activities in all State Schools. This has transformed schools in that the integration of activities in the curriculum creates a balance with academic studies, unleashes the potential of students and provides them with opportunities to develop their hidden talents and their multiple intelligences.

A full list of core and optional activities is on the Ministry’s website
http://www.ministry-education.gov.mu

3.5.1.1. Activities at Primary Level to Promote Creative Skills

- “Budding Writers,” poem recitations and painting competitions are promoted as literary and artistic activities that foster children’s creative skills.
- Intercultural Education project (ICE) led by MIE aims at promoting intercultural understanding, respect and tolerance.
- Many other extra-curricular activities in different fields are implemented through the Enhancement Programme—all of which have a positive impact on academic
performance. The best performances are also showcased through a national competition.

- Among others, Slam has turned out to be a major activity unleashing the creative potential of many learners.

### 3.5.1.2 Activities at Secondary Level

1. The Model United Nations Conference (MUN): organized at Zonal Level as from 2014, it involved 1670 students of Lower and Upper VI. This is to be followed by a National edition of the MUN Conference.
2. Many clubs also exist in schools—the MID Club, Benevolent Club, We-Care club, Environment Club, Health Club, Science Club, UNESCO Club, Integrity Club, Sports Club, IT Club, Cinematography Club, Arts and Craft Club, Drama Club, Music Club, etc., all of which promote extra-curricular, co-curricular and cross-curricular activities.
3. National Talent Search – an activity seeking to promote the hidden potentials and valorize artistic skills and qualities of youth in such diverse fields as music and dance, songs, poetry, magic, juggling, one-man shows, drawing and painting.
4. The National Talent Search led to a National Talent Show that rewarded a jury-selection of best performances in July 2014.
5. The National institute for Civic Education (NICE) Project for the promotion of civics, community service and value-based education.

### 3.5.1.3 Activities undertaken in Collaborative Partnerships

1. The International Book Fair (Confluences 2014) that involved Pre-Primary, primary and secondary schools

   Activities organized at the Salon comprised the making of Big Books, learning through play and games, SLAM recitation, songs, exhibition of books made by secondary students (Book Club Activities), books made by pupils of primary (as part of the ‘Budding Writers’ project).

2. ‘Make a wish’ Project sponsored by MCB.
3. Projects by NGOs like Marine Conservation, and others organized by different organisations and Ministries like the Rotary Club, Central Water Authority, Ministry of Environment and Sustainable Development, Ministry of Arts and Culture, National Children’s Council, Ministry of Youth and Sports, Ministry of Business...
4. ‘Concours de dix mots’ is an international creative writing competition organized by CONFEMEN. Seven member states of CONFEMEN participated in the competition that also saw the participation for the first time of more than 15 schools, including 4 primary ones from Mauritius.

About 35 entries were received and 11 of these were forwarded to CONFEMEN.

A ten year old participant from Mauritius was awarded the first prize in his category.

5. Learners also participated in the SADC and the Commonwealth Essay Competitions, Shankar Award and UNPD/NICEF painting competitions.

Equally, the celebration of the Birth Anniversary of Sir Seewoosagur Ramgoolam on 18 September has been embedded into the system. The celebration is now an annual feature with all schools organising major activities during the afternoon of the day as a tribute to the Father of the Nation.

Credit goes to Minister Bunwaree for this personal and historic initiative to thus immortalise the greatness of Sir Seewoosagur in our school curriculum.

### 3.5.2 SENSATION AND AWARENESS PROGRAMMES

- HIV/AIDS, NCDs and other diseases
- Dangers of smoking and alcohol
- Substance abuse
- Juvenile delinquency
- Teenage pregnancy
- Crime prevention
- Sexuality and sexual abuse
- Healthy Diet and Healthy Lifestyle
- Civics and benevolence
- Human Rights
- Transparency and Good Governance
- Environment protection
- Challenges of climate change
- Disaster risks and Prevention
3.5.3 INTERNATIONAL TWINNING ACTIVITIES

It has already become a tradition for some secondary schools - both State and Private - to partner and/ or twin with foreign learning institutions and create the conditions for an exchange of good practices and experiences between and among students.

This is also being encouraged through activities such as

- Cultural Exchange Programmes through Global Gateway
- International MUN
- Commonwealth Youth Forum
- Global Enterprise Challenge
- Connecting Classrooms and Project Brazil (British Council)
- Convention on Students Quality Control Circles
- International Public Speaking (ESU)
- ‘Concours d’orthographe’ and cultural week in Paris (Alliance Française).
- Fund raising for vaccines for children of SAHEL Region (UNICEF Project)
- Commonwealth Poster Competition organized in the context of the Commonwealth Games, with the best students given the opportunity to attend the Award Ceremony in Glasgow and participate in an International Forum.
- First meeting of Young Water Ambassadors in Turkey – 2 students attended this International Conference in May 2014 to discuss water-related issues throughout the world.
- Young Journalists of the Year organized in collaboration of the Ministry, British Council and ‘Le Matinal’ (project that has been on-going since a few years).

For the first time, one finalist and one runner- up attended an international conference in Glasgow in the context of the Commonwealth Games.
3.5.4 INNOVATIVE PROGRAMMES

3.5.4.1. INTERCULTURAL EDUCATION

The philosophy behind the Intercultural Education is to enable learners to inculcate a deeper understanding of one another, acceptance of the differences based on ethnicity, religion, race and culture, but also realise that the differences are a catalyst towards sustaining the country in its unflagging pursuit of peace and harmonious co-habitation.

The introduction of Intercultural Education in schools fits in with Jacques Delors’ “Learning to Live Together” --which is one of the pillars on which education for the 21st Century has to be based.

Actions in the Intercultural Education domain are in line with the New Curriculum Framework that states that the curriculum should develop interpersonal knowledge and skills with a view to strengthening positive attitudes, understanding and sharing of common values and also developing respect for persons and human rights.

Intercultural Education was initiated in 2010 under the aegis of the M.I.E. The project took the shape of an exhibition and was addressed to all Mauritian and Rodriguan pupils of primary schools.

2011 “Tous parents tous différents – ena enn sel ras, ras dimounn” was launched as a national competition for Standards IV and V pupils of Mauritian and Rodriguan Primary schools.

The children expressed themselves on this issue through different means, such as paintings and drawing, poetry and short stories, theatrical performances, slam and songs.

2013: Nou Kiltir Nou Rises

This project aims, inter alia, at creating awareness about the rich cultural diversity in our society, and encourages pupils to artistically demonstrate their understanding of inter-culturalism and associated concepts like respect, love, peace, etc. They can express themselves through the medium of
- Art (painting and drawing)
- Theatre
• Music (Songs and Dance)
• Slam

As at date, 37 schools and 210 pupils have participated in the above project.

The project culminates in an “Intercultural Day” projected for the end of the third term annually.

3.5.4.2. ROAD SAFETY EDUCATION

Road Safety Education is now a component of the school curriculum with a specific time allocated to it on the school time table. An Activity Book on Road Safety for pupils of Standards III and IV was developed with the collaboration of the Prime Minister’s office (PMO), the Traffic Management and Road Safety Unit (TMRSU), the MOE & HR and the MIE. This book, along with a poster and an interactive CD, was distributed to all primary schools in 2013.

With the collaboration of experts from France and under the aegis of the Special Road Safety Unit of the PMO, Educators of Pre-Primary and primary schools as well as school inspectors were trained in November 2012.

3.5.4.3. NATIONAL INSTITUTE FOR CIVIC EDUCATION (NICE)

The main objective behind the setting up of a National Institute for Civic Education is to instil character and nurture good citizens, as stated in the Government Programme 2012-2015.

A pilot project involving around 200 students of Form IV both in Mauritius and Rodrigues was conducted for the first time from 11 to 20 December 2012 by the Prime Minister’s Office in collaboration with the Ministry of Education and Human Resources and the Ministry of Youth & Sports.

Students were familiarised with modules such as Civic Education, nation building, responsible behaviour, healthy living, and healthy lifestyle. The programme also comprises track modules which provide exposure to the world of work. A residential seminar was held at Pointe Jerome Youth Training Centre.

The project has been implemented again in December 2013 at Swami Vivekananda
International Conference Centre, Domaine les Pailles, with the participation of some 400 students at Form IV level.

The project has now been rolled out in the four zones with 100 participants per zone. All participants meet in the closing ceremony where Prime Minister addresses the audience on the need to cultivate patriotism and civism among our youth and to promote nation building.

Flagship Project 1

Education Outreach Programme: an integrated global observation with Lady AMBER Research Vessel

The Lady Amber Research Vessel currently deploys floats around the Indian Ocean for the Commonwealth Scientific and Industrial Research Organisation (CSIRO), Australia, and for the Mauritius Oceanographic Institute. It also does deployments of Argo floats and drifters for the National Aeronautical Space Agency (NASA) and the National Oceanic and Atmospheric Administration (NOAA) in the South Atlantic Ocean and Pacific Ocean.

The purpose is multi-faceted: the floats and drifters enable, inter alia, the study of climate change and climate prediction as well as securing information on tsunami and earthquake study via a satellite.

80 secondary schools, State and Private, including 2 from Rodrigues, have registered for this very innovative Programme with floats named after them and deployed in the Atlantic Ocean. 40 floats and 10 drifters have thus been allocated to Mauritian schools which receive real-time data like readings of water temperature, movement of current, velocity, salinity of water and density. These will help enrich the present curriculum in science subjects, mainly, Marine Biology, Mathematics, Chemistry and Physics and other related subjects like Geography and Agriculture and Oceanography.

Students will also get to know more about the oceans when they have the opportunity to be on placement on the research vessel for a few weeks.

It goes without saying that the ultimate impact on the development and growth of the Blue Economy is likely to be tremendous in the future.
Flagship Project 2

The Global Learning and Observation to Benefit the Environment (GLOBE) Programme

GLOBE is an international hands-on, school and community-based science and education program that unites students, teachers, and scientists in study and research about the dynamics of the Earth's environment.

The goals of the GLOBE Programme are to:
- Improve science education;
- Increase scientific understanding of the Earth as a system; and
- Enhance the environmental awareness of individuals worldwide.

Over a million GLOBE students in more than 27,000 schools located in 111 countries have already secured important environmental measurements and the data are used both by students in their own research activities as well as by scientists around the world. More than 50,000 teachers have attended GLOBE professional development activities.

GLOBE is Internationally implemented through bilateral agreements between the U.S. government and governments of partner nations. Mauritius has, as from June this year, demonstrated a keenness to have students participate in this programme.

Two GLOBE LEARNING EXPEDITIONS are planned for 2014 and 2015:

1. The India Expedition (03-08 August 2014)

15 participants are allowed to take part in the 2014 Globe Learning Expedition from each country having signed the bilateral agreement with the US. During this international meet in India, students were to present their scientific research to an international audience of students, Educators and scientists. Their research works were to be discussed and reviewed. They would also participate in field studies and cultural activities.

Projects are to be presented by a group of 3 students.

The Ministry of Education and Human Resources encouraged a participation of 12 students and 3 Educators. The four first groups that would come up with the best
projects on topics like Earth, Water, etc would be selected.

One group consisting of 3 students and 1 Educator has participated in the expedition this year in New Delhi, India.

2. The Kilimanjaro Expedition

This will be held as an annual feature during the first week of September.

For this Expedition as well, 15 participants (12 students and 3 Educators) will be encouraged to participate. A competition on a particular research topic will be held and 4 best groups selected for participation.

One of the pre-conditions for participation will be the level of health and fitness of the participants.
3.6. OVERARCHING PRINCIPLE 6: CATERING FOR THE HOLISTIC DEVELOPMENT OF LEARNERS- THE HEALTH AND WELLNESS DIMENSION

An awareness of the need for sound health and well-being are crucial for all children—and this, from an early age since Mauritius has one of the highest rates of non-communicable diseases (NCDs) due to risk factors such as obesity, diabetes, hypertension, high cholesterol and stress as a result of a sedentary life style. Moreover, the prevalence of obesity among school children and adolescents is on the rise.

One of the strategic objectives of the Ministry is to inculcate in school children the need to adopt a behaviour that will foster good health and promote lifelong wellness through physical activities and sound eating habits, among others.

3.6.1. BREATHING AND STRETCHING EXERCISES

Since 2010, learners at primary level have been initiated into simple Breathing and Stretching exercises (BSE) for a minimum of 10 minutes once daily in the classroom before start of classes in the early morning or during the morning assembly. BSE are conducted respectively by the class teacher and trained Health & P.E Instructors.

A CD as a support pedagogical material prepared by the ex-MCA and the Ministry has been distributed to all the primary schools in Mauritius & Rodrigues.

A live training session was personally conducted by Dr the Hon Vasant K. Bunwaree, Minister of Education and Human Resources, himself.

Alongside, Educators have also been requested to ensure that every child gets to understand and adopt the correct sitting posture. Constant monitoring is on-going, especially since the wrong postures can affect the spinal cord and the connecting nerves resulting in a negative impact on the body of the young child and with serious repercussions in adulthood.
3.6.2. VISION SCREENING

The Ministry of Health and Quality of Life conducts regular visits in many primary and secondary schools. Vision screening exercises have been performed in all primary schools this year. Active collaboration has been secured from partners like the Standard Chartered Bank (Mauritius) Ltd and The Optical Association of Mauritius. In many cases, the screening and identification of pupils with visual impairments, which is in line with the UNESCO protocol, has led to the provision of glasses free of charge to needy students.

Vision Screening in 2013

Number of Schools Screened: 261
Number of pupils screened: 11,000 (approx)
Number of pupils referred: 1,400 (approx)

A quick evaluation indicates that an average of 6% of pupils per school in standard I were screened positive.

3.6.3. THE SETTING UP OF A HEALTH AND WELLNESS DIRECTORATE

It is now a recognized fact that certain types of diseases may be responsible for learning difficulties and affect learning outcomes, thus reducing the potential performance of the child. A pressing need has, therefore, been felt for the creation of a dedicated structure to coordinate health-related issues and implement health and wellness promotion programmes in the primary and secondary sub-sectors.

The PRB, in its 2013 Report, had agreed to the setting up of a Health and Wellness Division at the Ministry.

The Division, that will be headed by a Director fully registered as a medical practitioner with at least 10 years’ prior experience, will be responsible for the institutionalization of health and wellness programmes and projects in schools. It will also facilitate the showcasing of good practices, encourage sound health and wellness choices and disseminate early prevention and promotion programmes on appropriate behaviours for healthy lifestyles among learners.
As well, the Division will advise and empower, in collaboration with members of the Regional Health and Educational Councils, the whole school community on health and wellness promotion activities.

The Division will have under its responsibility the National Education Counselling Service, the Physical Education Section, the Health and Anti-Drug Unit and the Special Wellness Programme.

The Schemes of Service for the new positions of Director and Assistant Director have been finalized and the positions are being advertised.

3.6.4. A GYMNASIUM AT THE MINISTRY

The Ministry of Education & Human Resources has been the first to have provided facilities for all Ministry staff to work out and keep themselves healthy. This is based on the principle that a sound health is at the heart of personal well-being and improved work performance.

The gym situated in the Ministry is open for the staff outside office hours, including Saturdays, and has a high rate of utilization. Coaching is also provided by PE Educators on demand.

3.6.5. INTER-MINISTERIAL COLLABORATION FOR SPORTS ACTIVITIES

3.6.5.1. DUKE OF EDINBURGH INTERNATIONAL AWARD

First introduced in Mauritius in 1966, the main objective of the Duke of Edinburgh International Award is to offer a challenging youth programme of activities that enables learning of new skills, helping others, developing the love for adventure and fostering a sense of achievement. The Award helps to develop the following traits:

1. self-confidence
2. positive and realistic self-image
3. sense of responsibility vis-à-vis others
4. willingness to try new things
5. ability to make a plan and make that plan happen
6. team skills
7. life skills
3.6.5.2. FIFA-DRIVEN FOOTBALL PROJECTS

The “Fédération Internationale de Football Association” (FIFA) has launched two major Football projects in schools.

3.6.5.2.1. FIFA GRASSROOT FOOTBALL

This competition is organised with the collaboration of Ministry of Youth & Sports and it involves pupils aged 6-12 years, both boys and girls. The competition was introduced in 2009 with some 3000 participants and in 2013 around 7844 participants were involved. The objective of the Grassroot project is to promote the game of football in general while providing healthy leisure activities.

3.6.5.2.2. FIFA FOOTBALL FOR HEALTH

Launched in 2010 in 11 secondary schools in Mauritius and later rolled out to all secondary schools, this project targets Form I students and has as objective to educate boys & girls aged 11-12 years on the prevention of communicable and non-communicable diseases using 11 messages through playing football as follows:

- Football is a healthy form of exercise
- Respect for girls and women
- Fair play
- Avoid drugs and alcohol
- Protect yourself from HIV
- Prevent diabetes
- Eat a balanced diet
- Drink clean water
- Take prescribed medications
- Wash your hands
- Vaccinate yourself and your family

Mauritius is one of the first African countries where the project has been successfully implemented and the 11-message Programme has become an integral part of the Form 1 syllabus.

3.6.5.2.3. FOOTBALL PITCHES IN GIRLS’ SCHOOLS

There is an increasing interest of girls in football and 15 State Secondary schools already have their football pitches, six in Zone 1 and three in each of Zones 2, 3 and 4.
3.7. OVERARCHING PRINCIPLE 7: TRANSFORMING SCHOOLS THROUGH ICT-INNOVATION-USHERING IN THE 21ST CENTURY CLASSROOM

**Vision:** To harness Information and Communication Technologies (ICTs) with a view to enhancing the operations and service delivery of the Education sector with emphasis on improving quality of the pedagogical processes as well as increasing the efficiency and effectiveness of school management.

The Ministry has embarked on several ICT Projects and continues to improve the ICT infrastructure in schools. In order to promote IT Literacy in the early years, 128 public pre-schools have been equipped with computer facilities within the context of e-inclusion projects. All Educators (Pre-Primary) in public schools have been offered training in basic IT so as to be able to include IT Literacy in the school programme.

### 3.7.1 CONSOLIDATING IT PENETRATION IN THE SYSTEM

**ICT Infrastructure**

Since 2008, Ministry has sustained efforts to improve the ICT infrastructure in primary schools. Some 2600 Computers have been procured for them. All primary schools have an ICT room with at least 10 PCs, 2 printers and 1 scanner. There are approximately 4650 PCs in all the 260 primary schools.

ADSL Internet facilities have been provided in ICT Laboratories and office of the Head Masters. In 2010, a laptop and a projector have also been provided to each primary school to improve lesson delivery.

Under the CSR project of Mauritius Telecom, 27 ZEP schools have been equipped with WIFI facilities in 2011.

Since 2011, under the SANKORE Project, 1615 interactive projectors and laptops have been provided to STD IV – Std VI classrooms.

Training of Std I – III Educators and ICT Support Officers in the use of ICT as a tool in teaching/learning.

Since 15 March April 2013, 166 ICT Support Officers have been recruited for Primary schools to provide support to Educators in the use of ICT as a tool to enhance teaching and learning and also to support the administration.
3.7.2 SANKORÉ PROJECT

The Sankoré project has as objective to help Africa achieve the Education for All goals through digital empowerment and the use of innovative technology. Under this project, interactive projectors and laptops are provided to schools, along with a digitisation of the curriculum being effected for Primary schools.

Government approval for the implementation of the Sankoré project was obtained on 26 November 2010 and an agreement was signed between the Ministry of Education & HR and the “Delegation Interministérielle à l’Éducation Numérique en Afrique” (DIENA) on 22 December 2010. An Agreement was also signed between MIE and Paraschool (a strategic partner of DIENA) on 14 February 2011 for the development of interactive e-learning materials and the setting up of the ‘Mauritius Learning Factory’ at the MIE.

The project, in its conceptualization, makes for the provision of a new innovative learning environment in primary schools, thereby transforming teaching and learning to make classes more lively and interactive. The positive influence of the project is already observed as pupils are developing a growing familiarity with ICT-mediated learning and Educators are making regular use of the technology to assist and support their classroom teaching using videos and animations.

Innovative IT Practice 1

Digitization of the Curriculum

MIE had embarked on the digitization of the Primary Curriculum since 2011. It has today a Learning Factory which has been gathering expertise in the production of digital educational content over the past few years.

Mauritius has witnessed an unprecedented digital revolution in the education system as a result of the implementation of the Sankoré project which is also being extended to the Prevocational stream in Secondary schools.

Equipment/ Materials:

- 1500 interactive projectors received from the French Government during the period 2011-2013.
The Ministry has procured 530 digital interactive projectors to further expand the process of digitisation of classrooms at Std IV-VI level. Installation of projectors has been completed in March 2014.

Schools have access to contextualised e-learning materials developed locally.

Content CDs and Sankoré DVDs have been prepared for Std I-III and Std IV to Std VI respectively and distributed to all schools in 2012 and 2013.

The Ministry, in collaboration with the MGI, has started producing Sankoré DVDs for the Asian Languages and Arabic and CDs for Hindi have started to be distributed to schools since April 2014. Teachers have also been trained.

An updated training session for Std IV-VI Educators has been carried out by the MIE from April to June 2014.

A Regional Training Forum for Mauritius to share its good practices with other countries participating in the Sankoré programme was held 16-18 December 2013 in Mauritius. The participating countries were from the Indian Ocean-Madagascar, Comoros and Reunion. Organised by the Ministry, the Forum saw the active participation of a French Team of Resource Persons who would provide relevant technical support and training on the use of new Sankoré software that has been updated and enriched.

**Innovative IT Practice 2 : The iTeaMs project**

The Ministry is in the process of implementing a pilot project called Innovative Teaching in Mauritian Schools (iTeaMs) in ICT in low-performing primary schools with the provision of iPads to staff and students to enhance learning. A training of a team of Headmasters was carried out in Manchester, UK in January 2014 and the project will be implemented with the support of the ESSA Academy in the UK.
3.7.3. CURRENT STATE OF PLAY IN SECONDARY SUB-SECTOR

**ICT Infrastructure**

Since 2008, the ICT landscape in secondary schools has seen a lot of improvements. At present there are 111 computer labs in the 62 State Secondary Schools, with 49 of them having two labs. Each laboratory is equipped with at least 20 PCs and 2 printers. 7 more schools will be provided with a second lab. There are approximately 2600 PCs in secondary schools, including PCs in the cybercafés in school libraries.

ADSL Internet access (512 Kb), originally provided in 2006 has been upgraded to 2 Mb since 2012. A LAN (Local Area Network) has been set up in each SSS with WIFI facilities. Schools will also be provided with very high speed internet connection by 2015.

**Websites in Secondary Schools**

Websites for each of the 62 State Secondary Schools have been created on the Government portal. Hands-on training for one Educator per State Secondary School has been held in August 2013. An updated training session for schools has been held in July 2014.

**Installation of Smart Interactive Whiteboard** (19 SSSs in 2011) and **Cybercafés** in the school library where students can have access to the internet to search for information. All State Secondary Schools provided with 2 PCs and an 8 port network switch.

**School Library Management System**

This application, which aims at facilitating the process of book lending and recording, was designed in 2007 by the Central Information Systems Division (CISD) of the MICT and was initially installed in 4 school Libraries and 1 Public Library on a pilot basis. Since 2012, this application has been deployed in all State Secondary Schools and all Public Libraries.

**Braille displays**

21 units of Braille displays for visually impaired pupils have been distributed to enable them to follow teaching contents from normal mainstream classes wherever possible. Other types of equipment to be used for learning are also being purchased.

**SMS E-Register System**

Currently 85 secondary schools have adhered to the SMS e-Register system. 40 private schools have recently joined in the system and a training of users has been held in July 2014.
3.7.3.1 TABLET PC PROJECT

Government wishes to transform the manner in which Educators teach students and how students learn from their peers through the introduction of ICT multimedia tools in the classroom. The Tablet PC project, the first of its kind, has been initiated in 2014 for Form V students and will subsequently be provided to Form IV students of the cohort 2014 and then annually to every new cohort of Form IV students.

In order to create a virtual community of online learners across the country, very high speed internet connection such as fibre optics and wireless connectivity will be provided to all the 155 secondary schools in 2014 through the Ministry of ICT.

3.7.3.1.1 PROCUREMENT OF TABLET

Tender had been awarded to Mauritius Telecom (MT) for 26,100 tablet PCs to be provided to all Form V students and Educators. The tablet PCs have been provided with educational content and with a 2 year warranty.

3.7.3.1.2 PEDAGOGICAL CONTENT

The MIE is equally in the process of developing additional content for use in the Tablet PC, which will be uploaded on a portal.

3.7.3.1.3 TRAINING

Around 1000 Educators teaching Form V have already been trained on the use of the tablet to ensure effective use of the technology in supporting teaching and learning as from Form IV level. One Educator per school has been trained in July/August 2014 on a train-the-trainer approach so as to ensure continuous empowerment of Educators at school level. Sensitisation has been carried for Rectors and further sensitization on internet security and optimum usage of the tablet has been carried out in July 2014.

Dedicated website and e-mail address

- A dedicated website tabletpc.orange.mu has been set up for ease of uploading all materials related to the tablet PC project.
- An e-mail address tabletpc.@mail.gov.mu has also been created for feedback and queries on the project.
Innovative IT Practice 3

An Initiation to computer Programming has been carried out in 2013 in 5 pilot schools through the Scratch Programming project.

In 2013, with the collaboration of the Information and Communication Technologies Authority (ICTA), 4 Secondary Schools, namely, Sir Abdool Razack Mohamed SSS, Rajcoomar Gujadhur SSS, Dunputh Lallah SSS and Seewa Bapoo SSS have been selected to participate in a project whereby Form III students have been given an initiation to computer programming using the Scratch software.

This pilot project was successful and was completed in July 2013.

Innovative IT Practice 4: EDUWEB

The Ministry of Education & Human Resources is the first Ministry which initiated, in September 2009, a series of video studio-based programmes via webcasting.

The live webcasts, which were broadcast to both primary and secondary schools, including private schools, constituted a shift from a passive to a participating continuum with the ability to simultaneously link up and communicate with a large number of stakeholders in the education sector. The platform also provided a forum for promoting the professional development of Educators.

Minister Bunwaree animated the first live ‘Breathing and Stretching Exercise’ and correct Sitting Posture ‘master class’ in view of their introduction in the school system.

Webcasts covered topics as diverse as “Revision tips and tackling exam papers for CPE,” “Transforming the Learning Experience through building schools for the future” and “Co and Extra Curricular activities.”

Innovative IT Practice 5: Online publication of results

Results for SC and HSC examinations will be published online as from the October/November 2014 session.
3.7.4 CAPACITY BUILDING

The Ministry, with the support of the MIE, has embarked, since 2011, on a major training and capacity-building programme for Educators in the use of ICT in Education.

All Std IV-VI Educators have been trained in the use of Sankoré tools.

All Educators of Std I-III have been exposed to the use of ICT across the curriculum.

All Headmasters and DHMs have been sensitised about the use of ICT in management and teaching.

All Senior Educators at the secondary level have been provided with training in the use of ICT to support management at school.

All Rectors, ICT Educators and around 1000 Educators teaching various subjects in Form VI in both State and Private schools have already been trained on the use of the tablet PC, and a training programme is under development for all Educators of Forms IV and V.

Educators in secondary schools have also been trained in the setting up of websites.

3.7.5 A GROWING HR BASE IN ICT IN EDUCATION: CONFIRMATION OF ICT SUPPORT OFFICERS

To date, the Ministry has confirmed, on a permanent basis, 152 ICT Support Officers who were previously employed as ICT Teachers on contract basis.

This forms part of the strategy of the Ministry to provide support to schools to encourage the shift beyond the consideration of ICT as a subject to a more general one making use of ICT across all subjects with the objective of using ICT as a learning tool crisscrossing the curriculum.
### DEVELOPMENTS IN SANKORE PROJECT

#### Sankoré and TVET

The Sankoré process has been expanded with the initiation of a digitisation programme in the TVET sector.

Two officers of the MITD followed a training session in Versailles, France, in August 2013 along with the MIE and the Ministry representatives in the new Sankoré software version 2.1.

Interactive projectors are being installed in MITD centres and Educators prepared for content digitisation and production so as to introduce and encourage the use of technology in the TVET sector.

#### Sankoré and Asian Languages

The use of the Sankoré interactive projectors is being extended to the Asian Languages and Arabic. Thus the CDs in Hindi for standards IV, V and VI have already been prepared by the MGI and the relevant training workshop carried out for all Hindi Educators. Work is ongoing or the other Asian Languages and Arabic.

#### Training teachers as digital content creators under the new Sankoré 2.1 software

Officials from the Ministry and the MIE have followed training sessions in the use of the new Sankoré 2.1 software. The training in this new platform will enable the MIE to implement a new wave of training of Educators in 2014 with the objective of encouraging them to make a growing use of available digital resources for new content creation.
3.8 OVERARCHING PRINCIPLE 8: FOSTERING POSITIVE & DISCIPLINED BEHAVIOUR

Discipline is a necessity for the proper functioning of a school and is essential for effective learning and an enhanced quality of school life. The Head of School is responsible for maintaining discipline and he is empowered by the Education Act to make such rules for the administration of and discipline in the school as he deems fit. In most cases, to ensure that students comply with a code of behaviour and conduct, the school will have its set of Rules and Regulations which are meant to enhance its smooth functioning.

The Ministry has now a long-standing partnership with different institutions and bodies as well as Organisations to ensure their active collaboration and sustain the efforts already being undertaken.

A number of mechanisms have been institutionalised at the school level to cope with behaviour-related issues.

3.8.1 E-REGISTER (SMS) SYSTEM

With a view to containing truancy, absences and lateness in Secondary Schools, all State Secondary schools and 14 Private Secondary Schools have been provided with an SMS-based system, to be used to inform parents on a daily basis of their wards' absence at school or time of arrival in case of lateness.

Parental consent is secured prior to implementation. The system is currently being expanded to include additional messaging applications in 2014.

3.8.2 BEHAVIOUR MANAGEMENT

The issue of indiscipline was traditionally dealt with at school level through a Disciplinary Committee and support given to students by the Pastoral Care Committee.

With a view to providing additional support to school administration and reinforcing the existing measures, the Ministry has established an effective networking comprising various stakeholders, namely, the “Brigade pour la Protection des Mineurs”, the Child Development Unit (CDU) and the Probation and After Care Service. This close
collaboration, based on exchange of information and new approaches for a synergistic modus operandi, has led to a number of intervention actions by the “Brigade pour la Protection des Mineurs” in collaboration with the CDU. Increased sensitisation has also been carried out in schools to reinforce prevention and protection. Statistics reveal no marked increase in the number of severe behavioural problems.

School leaders are equally being encouraged to share their experiences and work together towards developing common protocols for addressing different indiscipline issues such as bullying, violence, etc.

Mobile squads from the Ministry Headquarters also regularly turn up at those schools where students demonstrate greater behavioural problems.

The 'Assises de l'Education' were held in October 2013, subsequent to which, a Working Group, comprising representatives of various stakeholders, had been set up to discuss further on the issue of absenteeism.

The Committee has agreed on a number of measures and made its recommendations for their implementation in the short, medium and longer terms. These measures will be contained in a National Framework based on which schools will be required to develop their own specific attendance policies, the overall aim being to encourage regular attendance and sensitize on the consequences of absenteeism.

As importantly, the control systems will need to be reinforced at school level and reporting mechanisms set in place. At the same time, school processes will be reviewed so as to respond to students' needs and expectations.

### 3.8.3 STUDENT CARE AND COUNCILLING DESK (SCCD)

With a view to promoting the emotional and psychological well-being of students, every school has set up a SCCD to give support to students going through a period of distress. The desk targets students ‘at risk’ or showing signs of psychological suffering.

The SCCD, comprising trained volunteer members of the teaching and non-teaching staff, forms an integral part of State Secondary Schools. These SCC officers, who work in close collaboration with the Educational Psychologists in each Zone and the National Education Counselling Service (NECS) at Head Office, are called upon to provide safe and accessible counselling to students facing emotional, family, stress-related and other psychological problems.
3.8.4 SECTION LEADERS IN PRIVATE SECONDARY SCHOOLS

With a view to better address indiscipline in grant-aided Private Secondary schools, an allowance is paid to teaching staff members assigned the duties of Section Leader.

The efforts undertaken at school are consolidated by the support provided by the Ministry Headquarters, the PSSA and the Zone Directorates.

3.8.5 NATIONAL EDUCATION COUNSELLING SERVICE

The National Education Counselling Service (NECS) acts as a support service to promote the psychological and social well-being of Pre-Primary, primary and secondary school children and their families through a wide range of integrated services.

To undertake this task in a positive manner, the number of Educational Psychologists has increased from the previous 12 to 18 (including 4 Senior Psychologists). 12 Educational Social Workers are also fully involved.

3.8.6 COUNSELLING SESSIONS

The Educational Psychologists and the Educational Social Workers provide help, support, guidance and counselling to pupils and students who are experiencing behavioural, learning, social and emotional difficulties. The Educational Social Workers also conduct Home Visits to assist needy parents and provide proper guidance and care.

<table>
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<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>1872</td>
<td>2165</td>
<td>1953</td>
<td>1922</td>
<td>3636</td>
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<tr>
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<td>2119</td>
<td>2243</td>
<td>2100</td>
<td>2278</td>
<td>4372</td>
</tr>
</tbody>
</table>
3.8.7 SECURITY MEASURES

For some six years now, the Educational Zones have been procuring CCTV cameras to be installed in state secondary schools. Initially installed to secure Computer Laboratories, CCTV cameras have come to oversee school premises with a view to boosting overall security. A Performance Tracking System has also been introduced since 2013.

3.8.8 SENSITISATION PROGRAMMES

As stated earlier, the Ministry has established a collaborative networking with several partners such as the Brigade pour la Protection des Mineurs, the Child Development Unit, the Probation Office etc that are all involved in carrying out preventive and sensitization programmes in schools.

The Police Districts also have regular meetings with Rectors and support is provided to schools on request.

Sensitisation is equally carried out on different themes related to crime prevention and self-protection. These information programmes aim at creating awareness among students on risks associated with certain behaviors and their possible consequences, including legal ones.

Reinforcement Strategy for Compulsory Attendance up to Age 16: Student Tracking System

Mauritius has since long committed itself to going beyond the international goal of achieving Universal Primary Education by extending the duration of compulsory education from the age range of 5-12 years to 5-16 years.

However, the legislation does not in itself guarantee that all children are enrolled.

The Student Tracking System was accordingly introduced in 2011 to ensure that all children of age to be compulsorily at school are not only enrolled at school but also remain in the education system till the end of the compulsory school age period.

Monitoring access to the education system requires a robust statistical base with a
unique identifier for every student. Consultations are on with the Civil Status Office for the creation of a unique identification number for each individual.

Major benefits that can be derived from this mechanism pertain to the tracking of

- student drop out (more pronounced in the prevocational sector)
- prolonged absence of students (itself a precursor to school dropout)
- tardy admission (a risk factor for success at school)
- double payment made to Pre-Primary school children due to double registration

In its second phase, a Performance Tracking system has been introduced in State Secondary Schools in 2013, with Heads of Departments being encouraged to examine and monitor student performance data so that proper and timely support may be provided.
3.9 OVERARCHING PRINCIPLE 9: REVIEWING THE LEGAL AND INSTITUTIONAL SETUP

3.9.1 THE PRE-PRIMARY SUB-SECTOR

3.9.1.1. LEGAL AND INSTITUTIONAL SET UP

The Early Childhood Care and Education Authority Act was proclaimed in June 2008 and superseded the Pre School Trust Fund Act. The ECCEA Board was constituted in August 2008.

3.9.1.2. NEW REGULATIONS FOR REGISTRATION OF PRE-PRIMARY SCHOOLS INCLUDING CHILD MINDING SERVICES

As from January 2012, all Pre-Primary schools in Mauritius are being registered with the ECCEA under the Early Childhood Care and Education (Registration of Pre-Primary Schools) Regulations 2011, after having shown compliance with the norms set up by the Health Authorities, the Fire Services and the Local Authorities.

The new Regulations make provision for regulating after-school hours Child Minding Services (CMS). As at date, some 106 private Pre-Primary schools have been issued a permit to run this service.

3.9.2 AMENDMENT TO THE EDUCATION ACT

In keeping with the enunciation in the new Government Programme 2012-2015, work has already started on a review of the Education Act to bring it in line with modern day realities in the education sector.

3.9.2.1. ADDITIONAL TUITION

To reduce over-reliance on additional tuition, which is a real scourge in the educational system, and to render the teaching and learning experiences within schools more enriching, the Ministry has evolved a new policy to regulate and control additional tuition, also known as Private Tuition. Amendments were accordingly brought to the Education Act in November 2011 to extend the current ban on additional tuition at Standards I, II and III to Standard IV. It has come into operation on 15 March 2012.
3.9.2.1.1. REGULATIONS

Regulations are being prepared to provide for:

- Registration of teachers wishing to provide additional tuition (standards V, VI and secondary classes);
- The maximum number of students per group (Pupil/Teacher ratio);
- The requirements for physical, health and safety conditions on the premises where private tuition is dispensed;
- The frequency and duration of tuition as well as the time at which private tuition can be delivered; and
- Any other parameters as may be determined.

3.9.3 REVIEW OF THE ROLE AND FUNCTION OF THE PRIVATE SECONDARY SCHOOL AUTHORITY (PSSA)

One major decision in the Government Programme pertains to the review of the legal and institutional framework for the management and operation of Private Secondary schools. The role and function of the Private Secondary Schools Authority (PSSA) is being revisited so as to enhance support to private secondary schools.

An Ad hoc sub-Committee, comprising stakeholders from various sectors, was set up at the PSSA in August 2012 to carry out an in-house brainstorming and come up with proposals for the review. A Strategic Report entitled “Rethinking and Strategizing PSSA's Corporate and Internal Policies and Actions” has been produced. New guiding principles as well as a new Vision and Mission Statements have been enunciated and a new Organogram and new structures have been elaborated.

In parallel, the Office of Public Sector Governance (OPSG) has supported this initiative through the conduct of a study on the PSSA, with a view to making general recommendations for improving the functioning, responsiveness and performance of the Authority. An Action Plan is presently being worked out for implementation within the short, medium and long term.
3.10 OVERARCHING PRINCIPLE 10: CONSOLIDATING A CULTURE OF COLLABORATION AND PARTNERSHIP

It has become conventional wisdom to state that stakeholder participation in the shaping and validation of educational policy is a reflection of a critical democratic ethic as well as a major indicator of good governance. Over the last few years, where major policy orientations had to be designed and subsequently implemented, the search for a consensus during consultations and forums has served to provide a high degree of legitimacy to these innovative measures.

On the other hand, where demands are legitimate, the Ministry has made it a point to stand by the stakeholders and fulfil its duties as a responsible body.

3.10.1 HOLDING OF FORUMS

Dialogue and consultations are central to the Ministry’s formulation of educational strategies, especially since the stakeholders are seen as major partners. This partnership has resulted in obtaining consensus on such crucial issues as:

- The **Review of the CPE** during two National Forums held in December 2011 and December 2012 respectively. Another Forum will be held in the coming months to finalise those recommendations which would be implemented in the medium—to-long term.
- The introduction of **Kreol Morisien** (KM) (2011) as an optional subject in primary schools.
- Introduction of **Bhojpuri** as a corollary of Hindi Language after stakeholder discussions in 2011
- **New Strategy for Prevocational Education Sector.** The meeting held on 16 December 2011, had as objective to give Prevocational Education a new orientation such that it addresses the current challenges and becomes responsive to the needs of an economy which is becoming more and more skills- and technology- driven.
- **Special Education Needs (2013)** which brought together all NGOs operating in the field and registered with the Ministry. It reinforced linkages between the NGOs and the Ministry through a sharing of concern and collaborative approach for the greater good of students with minor and severe disabilities.

These consultations extend as well to the Ministry’s foreign partners like the European
Union (EU), the Cambridge International Examinations (CIE), the World Bank, among others. The formulation of the Education and Human Resource Strategy Plan 2008-2020 was thus enriched by the valuable inputs of foreign partners who were consulted online.

3.10.1.1 STRATEGIC REVIEW OF CPE

In line with the announcement made in the Government Programme, the Ministry had organised two Forums on the Review of the CPE in 2011 and 2012 involving the participation of a wide cross-section of stakeholders of the education sector where the following five (5) major themes were debated:

1. Review and De-loading of Curriculum;
2. Review of Paper Design and Format;
3. Review of Assessment and Automatic Promotion;
4. Reinforcement of Pedagogy and Remedial Education; and
5. Certification and Selection.

The outcomes of the Forum have been devised into Immediate and short term measures, medium term measures (2014–2015) and long term measures (2015 onwards).

Immediate and short term measures:

- Disaggregation of CPE results for separate percentages for those who sat for the first time (first timers) and those who repeated CPE (Implemented as from December 2012).
- French no longer to be a compulsory passing subject for children of expatriates who have newly arrived in the country.
- Review of the minimum requirements for the award of a Certificate of Primary Education such that pupils having scored 4 E’s with a minimum of 30% pass mark be considered to have passed the CPE.
- The option for a re-sit in one subject to be made available as from 2013 to pupils who have passed in three subjects.
- Since 2012, the same contents are used to assess pupils in all Asian Languages and Arabic.
- Scrapping of automatic promotion with one repeat in Standard III: the modalities are being worked out after consultations with all Unions concerned.
Medium and Long Term Recommendations:

Another Forum will be held in the coming months to finalise those recommendations which would be implemented in the medium-to-long term. Some of them relate to:

- De-loading of Curriculum: review of existing textbooks
- Review of examination syllabus and development of specimen papers
- Scrapping of Automatic Promotion with one Repeat at Standard IV
- Review of National Curriculum (subject wise)
- Review of Paper Design and Format
- Review of Exam Format

3.10.2 FORUM ON PRE-VOCATIONAL EDUCATION SECTOR

On 16 December 2011, Government approved a new strategy for the Prevocational Education sector.

Objective: To give Prevocational Education a new strategic orientation to address the current challenges and become responsive to the needs of an economy fast becoming skills- and technology-driven.

The new Strategy was formulated in collaboration with the MITD and the MIE and has as main thrusts, inter alia, the extension of the programme from 3 years to 4 years, a review of the curriculum and a new delivery mode. The Strategy was discussed with the main stakeholders as well as with Development Partners, namely, the EU and the World Bank. There was general agreement on it.

3.10.3 SPECIAL EDUCATION NEEDS

The Forum on SEN, held on 11 July 2013, brought together all NGOs operating in the field and that are registered with the Ministry. It served the purpose of reinforcing linkages between the NGOs and the Ministry through a sharing of concern and collaborative approach for the greater good of those children with special education needs.
Outcomes:

(i) Grant-in-Aid (GIA)

The budget provision for 2013 increased from Rs 26.4M to Rs 30.4M. In 2014, the budget provision has further been increased by more than 100% from Rs 52.7M to Rs 118.1M. Overall, the amount allocated for the GIA has been increased from Rs 30.4 M to Rs 67.1 M.

(ii) Recognition of Prior Learning (RPL)

Recognition of the experience of SEN staff was highlighted as paramount to professionalising the Sector. The Ministry has therefore worked out a scheme in collaboration with the Mauritius Qualifications Authority (MQA) and the Mauritius Institute of Education (MIE). In this respect, the MQA has been called upon to develop recognition of prior learning for all staff presently working in NGOs. The scheme has almost been finalised and is at the stage of application for certification. Such a measure will allow these staff to remain in service and obtain a decent salary in the near future.

(iii) National Curriculum Framework for SEN

The new National Curriculum Framework (NCF) for the sector has been prepared by the MIE in collaboration with all NGOs of the sector. The new NCF, which caters for children with Hearing, Visual, and Intellectual impairments, as well as those on the Autism Spectrum Disorder (ASD), is being piloted in SEN schools as from 2014.

(iv) Capacity Building

Various courses pertaining to the SEN sector have been mounted by the MIE, including:

- Post graduate Diploma in Special Education;
- Certificate in Special Education;
- Diploma in Inclusive and Special Education for Primary school teachers;
- Educators’ License in Special Education for Teachers already working in SEN schools;
- Foundation Course for all personnel working in SEN schools run by NGOs.
(v) Linkage with the Amar Jyoti Charitable Trust

As a follow up of the mission of Minister Bunwaree to India in February 2014, a video-conference was held with trustees of the Amar Jyoti Charitable Trust, India, on 30 June 2014. Discussions are ongoing for a delegation from the Trust to field a visit to Mauritius by August/ September 2014 so as to work out proposals for collaboration.

3.10.4 INDUSTRIAL RELATIONS

Tackling industrial disputes and conflicts that tend to strain relations demands a perceptive mediation acumen especially since unions in the education sector are a major stakeholder and partner. Hence, where cases of grievances appear genuine and legitimate, the Minister of Education and Human Resources has personally endeavoured to bring such industrial conflicts to an end.

Indeed, the extensive experience of Dr the Hon. Vasant K. Bunwaree, who had previously been entrusted with the Labour and Industrial Relations portfolio, went a long way, over the past two years, towards sustaining efforts to resolve some long outstanding cases pertaining to conditions of service and employment of both teaching and non-teaching staff in the Pre-Primary, primary and secondary sectors. These cases had been pending for long – in some cases, as far back as 27 years.

These cases include:
- The case of ECCEA School Attendants
- The 1983 ex-Redundant Teachers
- ICT Teachers on a contractual basis
- Supply Teachers (Asian Languages)/ Teaching Assistants
- The salary alignment of Educators (Primary)

3.10.4.1 REGULARISATION OF THE SITUATION OF SCHOOL ATTENDANTS (ECCEA)

Since August 2000 and, again, January 2008, there were 177 School Attendants who were on employment on a contract basis at the ECCEA and governed by the NRB. Following consultations with various stakeholders such as the Ministry of Labour, IR and Employment, Ministry of Labour, IR and Employment, Ministry of Finance and Economic Development and the Attorney General’s Office, these Attendants were offered employment on the permanent establishment and their situation regularised since October 2011.
3.10.4.2 RESOLVING THE CASE OF 1983 EX-REDUNDANT TEACHERS

After long and protracted discussions with UPSEE on the case of Ex-Redundant Educators of 1983 regarding adjustment of their increments, a decision was taken in 2011 for the salaries to be adjusted hypothetically with a cut-off date of January 2008 and payment of arrears for the period January 2008 to date. This decision concerned some 60 Ex-Redundant Educators of 1983 who are in post and those who were in service in January 2008 at MEDCO.

This measure, implemented by the Ministry through the PSSA, has cost Government about Rs 11.4 million. This problem has been resolved after 27 years and led to the President of the UPSEE going public in congratulating Minister Bunwaree for the latter’s unrelenting efforts in making that a reality.

The Private Secondary Schools Authority has also implemented since 2013 the Government decision for the realignment of the salary of some 124 teachers of Private Secondary Schools who had obtained their Teacher’s Diploma in or after 1993.

3.10.4.3 REGULARISATION OF THE SITUATION OF ICT TEACHERS ON CONTRACT BASIS

The Ministry recruited 155 ICT Teachers on a contract basis during the years 2002-2004 with a view to implementing the project of the teaching of ICT at the level of primary schools. However, with time, the need was felt to employ them on a permanent basis as the project gained momentum.

Following the recommendations of the Ministry, a new grade of ICT Support Officer was created in the 2008 PRB Report to provide support services to Teachers in the utilisation of ICT as a tool for teaching purposes.

152 ICT Teachers previously employed on contract basis have now been recruited as ICT Support Officers on a permanent basis.
3.10.4.4 REGULARISATION OF THE SITUATION OF SUPPLY TEACHERS (ASIAN LANGUAGES) / TEACHING ASSISTANT

During the years 1995 and 1996, 29 Supply Teachers (Asian Languages) (Primary) were employed to make up for the shortage of Teachers in the various Oriental languages.

In April 2010, Government decided in favour of the Ministry's proposal to regularise the situation of these 29 Supply Teachers (22 Hindi, 6 Tamil and 1 Arabic) in a spirit of fairness and in view of their commitment.

The 29 Supply Teachers concerned were consequently appointed to the new grade of Teaching Assistant on 14 October 2011. They were eventually confirmed in their appointment in October/November/December 2012.

3.10.4.5 THE SALARY ALIGNMENT OF EDUCATORS (PRIMARY)

For years, there have been strong representations made by the various Federations as regards the alignment of the salary of Educator (Primary) with that of their counterparts of the secondary sub-sector. In fact, there was a significant disparity in the two salary scales despite Primary Educators possessing the Teacher’s Diploma (Primary) which is of the same level as the Teacher’s Diploma (Secondary).

In a spirit of equity and fairness, the Minister, together with the Unions, made a strong case to the PRB and, subsequently, to the Errors, Omissions and Anomalies Committee (E.O.A.C) supporting the plea of the Unions for the alignment of the salary scale of Educator (Primary) with that of their counterparts of secondary sector. The E.O.A.C has now recommended that the Educators (Primary) and Educators (Secondary) (Diploma Holders) be placed on the same salary scale.

However, an anomalous situation seems to have arisen for a category of Educators of the Primary sub-sector due to an interpretation problem. Following the concerted efforts deployed by the Ministry and other stakeholders, a positive outcome is expected shortly.
3.11. OVERARCHING PRINCIPLE 11: INTERNATIONAL NETWORKING

As the world gets more intricately networked and knowledge-connected, the Ministry has since long recognised the value-added dimension that bilateral and multilateral relations can bring in terms of global thinking and new policy thrusts in the education field. While the Mauritian education sector can pride itself on having acted as an enabler of development in the country, it also accepts that partnerships and engagement with our traditional (and not-so-traditional) friendly countries and organisations can give the relevant fillip to it as well as provide standards against which the system can benchmark itself.

3.11.1 BILATERAL RELATIONS

3.11.1.1. COOPERATION WITH FRENCH AUTHORITIES: AVENANT 2012 -2013

In the context of bilateral cooperation between Mauritius and France in the field of education, a “Convention - Cadre de Cooperation Educative” has been regularly signed between the Ministry of Education & Human Resources and the French Authorities since 2002.

This Agreement defines the fields of cooperation in the education sector and the modalities thereof between the Ministry of Education & Human Resources, the French Embassy and the “Académie de la Réunion”.

The ‘programme de coopération’ between the three parties is further defined in a biennial “Avenant” which spells out the technical modalities and financial procedures for the implementation of the different programmes pertaining to education and training, as well as the technical and vocational sector.

Exchange Programme Domains:

- Pre-Primary Education
- Technical and Vocational Education and Training
- Special Education Needs
- Careers Guidance Service
- Recognition of Prior Learning
### 3.11.1.2. PROFESSIONALISATION OF THE SEN SECTOR THROUGH INTERNATIONAL SUPPORT

<table>
<thead>
<tr>
<th>Country/ Organisation</th>
<th>Nature of Support</th>
<th>Forthcoming Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reunion Island</td>
<td>MOU signed with “Académie de la Réunion” for collaboration in specialised education in December 2012  Study Visit to Reunion Island in June 2013</td>
<td>As part of the capacity building drive in the field of SEN, training will be organised for all Teachers/Educators in the Sector with support from the Académie</td>
</tr>
<tr>
<td>Norway in June 2011</td>
<td>Objective: To gain exposure to the state of play of SEN in that country and for deeper insight into the operations of Resource and Development Centres for Special Needs.</td>
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</tbody>
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3.11.1.3. COOPERATION WITH UK

The British Council has developed a set of School Leadership training modules for Heads of Schools, drawing on UK expertise and experience. These modules have been piloted around the world, with Mauritius taking the lead in Sub-Saharan Africa through a training and development programme initiated in 2012.

**Aim:** To enhance the leadership skills of Rectors and Deputy Rectors of secondary schools in Mauritius.

A first set of 5 modules was rolled out to 110 Rectors in 2012 over a 5-month period. Themes covered include: Leadership and Management, Vision and Culture, Staff Motivation and Coaching, Communication and Managing Change.

The training has been extended to approximately 100 Deputy Rectors and some Rectors as well in July 2013.

3.11.1.4. COOPERATION WITH CHINA

3.11.1.4.1. CONSTRUCTION OF TWO PRIMARY SCHOOLS

In the context of China’s Millennium Development Goals Project and, to strengthen the friendship between the peoples of China and Mauritius as well as to promote the bilateral cooperation in the field of Education, the Government of the People’s Republic of China built two primary schools for the Government of Mauritius, namely, at Belle Mare in 2009 and Albion in 2010.

3.11.1.4.2. YOUNG CHINESE VOLUNTEERS FOR THE TEACHING OF MANDARIN

The Chinese Authorities have provided the services of Young Chinese Volunteers to teach Mandarin in Primary Schools for a period of one year. A request has been made for additional teachers to be provided.

An audit of the teaching of Modern Chinese/Mandarin at primary and lower secondary has been carried out through the services of a Chinese expert.

Currently, and in the light of the recommendations made by the Expert, discussions are
ongoing with the same authorities for the Confucius Institute to provide the services of a Mandarin Curriculum Expert.

3.11.1.4.3 SUPPORT TO THE MITD GREEN TRAINING CENTRE

The MITD proposes to set up a training centre in the vicinity of Mahebourg, with the objective to increase access to training and improving relevance of TVET programmes dispensed by the MITD, particularly in the southern region.

The major innovation about this institution is that it will be a Green Training Centre, the first of its kind in the region.

The Centre, planned to become operational in March 2016, will be implemented with the collaboration of the Chinese Government.

3.11.1.4.4 MANDARIN COURSES

The collaboration of the Chinese authorities has also been sought for the services of teachers to teach Mandarin at the Ecole Hôtelière Sir Gaetan Duval.

3.11.2 INTERNATIONAL CONFERENCES HELD JOINTLY WITH MINISTRY (2008-2013)

3.11.2.1. G100 CONFERENCE FOR SCHOOL LEADERS

G100 is a Specialist Schools and Academies Trust (SSAT) iNet initiative that brought together in Beijing, China, a group of 100 outstanding school leaders from around the world to discuss, inter-alia, issues relating to transformations in their respective education systems and the development of an agenda for future schooling.

The second G100 Conference was held in Mauritius in July 2009.

3.11.2.2. 18TH CONFERENCE OF COMMONWEALTH EDUCATION MINISTERS (18CCEM)

The 18th Conference of Commonwealth Education Ministers (18 CCEM) was held from 28 to 31 August 2012 at the Swami Vivekananda International Convention Centre, Pailles.
Hosted by the Government of Mauritius and jointly organised by the Ministry of Education and Human Resources and the Commonwealth Secretariat, this Triennial Conference had as theme ‘Education in the Commonwealth: bridging the gap as we accelerate towards achieving internationally agreed goals.'

### MDGs and EFA Goals

The world of Education is globally concentrated on attaining the major Goals internationally agreed upon in 2000. **Education For All** (EFA), a global movement led by UNESCO, aims at meeting the learning needs of all children, youth and adults by 2015. The EFA goals also contribute to the global pursuit of the eight Millennium Development Goals (MDGs), two of which are specifically related to education, namely:

- Goal 2: Achieve Universal Primary Education, and
- Goal 3: Promote gender equality and empower women

The **Education For All (EFA)** Goals are

- Goal 1: Expand early childhood care and education
- Goal 2: Provide free and compulsory primary education for all
- Goal 3: Promote learning and life skills for young people and adults
- Goal 4: Increase adult literacy by 50 percent
- Goal 5: Achieve gender parity by 2005, gender equality by 2015
- Goal 6: Improve the quality of education

### The Process

- **Participation:** 39 Member States, with 34 delegations led by Ministers of Education.
- **Four Parallel Forums** bringing together some 700 participants. These Forums targeted Youth, Teachers, Higher Education and TVET representatives and Stakeholders.
- **In parallel with the Conference,** an international Exhibition showcased the latest developments in the field of education, including educational technology.
Major Outcome

The setting up of a Ministerial Working Group mandated to articulate Commonwealth’s voice and recommendations into the UN High processes responsible for developing the Post-2015 Millennium Development Goals (MDGs) and Education For All (EFA) goals.

The 13-member Ministerial Working Group was chaired by Dr. the Hon. Vasant K. Bunwaree, Minister of Education & Human Resources.

The Commonwealth Connect platform, which was launched during the 18 CCEM, was used for online discussions among the members of the Working Group.

The recommendations of the Working Group for the post-Millennium Development Goals, finalized in a meeting held at the Commonwealth Headquarters, London in December 2012, were subsequently presented to Mr David Hallam, Special Adviser to the Prime Minister of the United Kingdom, on 13 December 2012.

Commonwealth Ministerial Working Group on Post 2015 Development Framework

The new framework proposed by the Working Group is designed around two levels of goals - Principal and Subordinate. Implicit in the Principal goals, and explicit in the Subordinate goals, are the core Commonwealth concerns of Access, Equity and Quality.

The Working Group came up with a Ministerial Statement reaffirming, inter alia, the centrality of education to all aspects of development and in catalysing progress in other sectors. It made a strong advocacy for education to remain at the top of the future development agenda with a prominent position in the Post - 2015 Development Framework and in any goals to be adopted by the global community.

3.11.2.3. UNESCO EXPERTS’ MEETING ON CLIMATE CHANGE EDUCATION FOR SUSTAINABLE DEVELOPMENT IN AFRICA (MARCH 2013)

Held from 20 to 22 March 2013 at Intercontinental Mauritius Resort, the Experts’ Meeting focused on the challenges that climate change poses to education systems in Africa, more particularly in Sub-Saharan Africa.
Outcomes of the Experts’ Meeting

- Formulation of recommendations relating to networking of countries for an exchange of experiences and good practices as well as the integration of climate change into formal and non-formal education programmes in African countries.
- Development of a Plan of Action identifying the key next steps and regional recommendations for the development of climate change education strategies.

These recommendations will serve as a contribution to the upcoming 18th Conference of the Parties to the United Nations Framework Convention on Climate Change in Qatar as well as to the UNESCO World Conference Education for Sustainable Development scheduled in 2014 in Japan.

3.11.2.4. SEMINAIRE NATIONAL DE DIAGNOSTIC DE LA REGULATION DU SYSTEME EDUCATIF

As part of its quadrennial programme (2010-2013), OIF adopted one major project during the ‘Xe Sommet de la Francophonie’ of 2004 relating to defining the role of the State as regulator for the provision of educational services.

To implement this programme, eight countries, including Mauritius, have been chosen by the OIF in line with the 7 ‘aires géographiques’ for the implementation of this project.

A “Séminaire national de diagnostic de la régulation du système éducatif” was jointly organised by the OIF and the Ministry in May 2013 to determine the efficiency of the regulatory mechanisms governing quality and equity in the education and training system and developing a common understanding of these mechanisms among stakeholders in the education and training sector.

3.11.2.5 FIRST REGIONAL CONFERENCE ON EDUCATION IN THE INDIAN OCEAN

A high-level delegation led by the Hon Minister of Education participated in the first Regional Ministerial Conference on Education of the Conseil de Coopération Educative de l’Ocean Indien - CCE-OI from 14-17 April 2014 in Reunion Island. The objective was to develop a strategic framework on education for member States of the Indian Ocean with a view to developing a consensual strategy for educational cooperation in the region.
3.11.3 VISIT OF EMINENT PERSONALITIES

3.11.3.1. H.E. MR. KAMALESH SHARMA, COMMONWEALTH SECRETARY GENERAL

His Excellency Mr. Kamalesh Sharma, Commonwealth Secretary General, was present in Mauritius during the 18th Conference of Commonwealth Education Ministers.

3.11.3.2. HON. DR. KENNY DAVIS ANTHONY, PRIME MINISTER OF SAINT LUCIA

As per the practice of the Commonwealth Secretariat to have a Key Note Address delivered by an eminent personality coming from the Commonwealth at the opening of every CCEM, Hon. Dr. Kenny Davis Anthony, Prime Minister of Saint Lucia, was invited to deliver the Key Note Address during the 18th Conference of Commonwealth Education Ministers in August 2012.

3.11.4 HIGH LEVEL TOURS

3.11.4.1 FINLAND

The Minister of Education & Human Resources, accompanied by the Senior Chief Executive of the Ministry of Education and Human Resources undertook a high level tour in Finland in September/October 2013, with a view to gaining a deeper understanding of the Finish Education system and factors contributing to its global success.

The following potential areas of collaboration were identified:

Teacher training, Curriculum development, Special Education Needs, School leadership and school autonomy and the setting up of language laboratories.
3.11.4.2 INDIA

Minister Bunwaree conducted a high level study tour in India in February 2014 and visited the following Institutions:

- The City Montessory School in Lucknow, known for being the world’s biggest school and for having earned global recognition in delivering quality education.
- Special Education Needs Institutions.
- International Schools.
- National Council of Educational Research and Training.
- Industrial and Training Institutions
3.12. OVERARCHING PRINCIPLE 12: CONTINUOUS PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING

“The superior man thinks always of virtue; the common man thinks of comfort.”
Confucius

Any educational system can function effectively when capacity building becomes an ingrained and indispensable part of it. It has become axiomatic to stress that this form of developmental support acts as an enabling factor to cope with constant change and to face the contemporary challenges both in managing schools and managing the teaching learning transactions.

It is hence universally acknowledged that the quality of education received—whether in the formal setting or not - is a direct product of the quality of teaching demonstrated. Hence, if teachers are not equipped to deliver quality education, if school heads are not well-armed to act as transactional leaders, the reasons may be numerous—institutional, infrastructural, personal—but the primary one is undoubtedly inadequate training.

At a time when there is a popular and universal cry for innovation in the school and the classroom, School Heads and teachers cannot be allowed to remain in their comfort zone, falling back upon traditional headship and pedagogical practices. Capacity building has thus become a standard feature of the Mauritian educational landscape.

3.12.1 BUILDING LEADERSHIP QUALITIES IN SCHOOL HEADS

Workshops have been carried out for the different cadres such that they can better adapt themselves to the posts occupied as well as refine their capacity for effective deliverables.

Building up the capacity of Heads of Schools is, however, a process that is both continual and internal —albeit, time and again, support from external sources (British Council, for instance) is equally sought.

Equally, a large number of Rectors and Deputy Rectors have had the opportunity for international exposure to modern education trends, planning and administration through scholarships awarded by donor countries, namely India, China, and Singapore.
3.12.2 CAPACITY BUILDING AREAS

Induction programmes, with the help of Resource Persons, are a common feature for new recruits—whether these are teachers, DHM, HMs, Deputy Rectors, Rectors or, again, Inspectors and Quality Assurance Officers (QAO).

3.12.3 THEMES COVERED

FOR HEADS OF SCHOOL

- Project Management
- Leading Effective Teaching and Learning
- Appraisal and Evaluation of Educators
- Team Building
- Time tabling and Time Management
- Planning resumption of studies
- Planning, Monitoring, Evaluating, Reviewing and Self-evaluation
- Staff Development and Distributed Leadership – Goal setting for Success
- Building a Culture of Community Engagement
- Leadership and Management
- Creating and Communicating a Vision

FOR SENIOR EDUCATORS

- Counselling techniques
- Monitoring Lesson Planning
- Team Building
- Quality Performance Analysis
- Careers Guidance and Education for Employability
- Leadership skills

For Educators, emphasis is on their empowerment for meaningful pedagogical thrusts like:

- Their responsibilities towards students, parents, school management and the community
- Lesson planning
• Orientation and Assessment of the teaching-learning processes
• Classroom management, Management of the teaching and learning process
• Conflict Resolution strategies
• Promoting desirable behaviours and minimising disruption
• Importance of Co and Extracurricular activities

The O level syllabuses and the most popular AS/A level syllabuses have been regularly updated in collaboration with the CIE in line with international trends to meet the needs of learners.

Hence, to ensure that Educators are conversant with the constantly changing syllabuses, workshops have been organized, in collaboration with the MES and the CIE prior to the coming into force of the changes.

3.12.3 TEACHER TRAINING AND CAPACITY BUILDING

The Mauritius Institute of Education (MIE), as the sole Teacher-training Institute, has been providing continuous professional development to teachers from the Pre-Primary, Primary and Secondary sub-sectors.

(i) Pre-Primary

All levels of cadres are here concerned, including Educators as well as Inspectors and School Managers, with such new courses being offered as:

• Certificate of Proficiency in the Supervision and Management of ECD Services (MCA)
• Teacher’s Diploma (MIE).
• Teacher’s Diploma in ECD (275 Educators from public and private Pre-Primary schools having successfully completed the course in December 2011, and a new cohort of 60 educators enrolled in January 2012.
• BSc in Early Childhood Education Management Administration (UTM as from January 2012).
(ii) Primary

Sustenance of Pre-service training as well as continuous professional development of in-service Educators through

- Diploma in Educational Management
- Diploma in Educational Supervision and Management
- Workshops on projects aimed at ZEP schools

(iii) Secondary

- PGCE programmes for both in-service and pre service trainees.
- Fulltime Pre-Service Teacher’s Diploma, followed by a B.Ed. Full Time offered to HSC holders.
- Post Graduate Diploma in Educational Leadership (PGDEL) for those aspiring to the positions of Deputy Rector and Rector in secondary schools.
- Post Graduate Diploma in Educational Management (PGDEM) for practicing Rectors and Deputy Rectors (since 2012).

(iv) Special Education Needs

This is a sector with some people having a professional inclination to serve but lacking formal training and qualification. The provision of training in this sector has started as from 2010.

- In house capacity building started since 2011 with the help of German and Indian expertise. A Post Graduate Diploma in Inclusion and Special Education (PGDISE) was offered to MIE personnel and Educational Psychologists and Social Workers of the Ministry. This programme ended in 2013 and helped empower the MIE to cater for the training needs for the sector.
- A Certificate programme in Special Education Needs and a Diploma programme in Special Education Needs have been mounted with the help of foreign expertise to cater for training needs of people working in the sector for a number of years but without any professional training.
- Workshops are held for parents of children with special needs. This was initiated for Rodrigues in 2012 and was extended to Mauritius in 2013.
- Advanced Certificate in SEN is offered for primary school teachers seconded for duty in Special Education Needs schools.
• A special training for people engaged in the sector with no secondary school qualification has been mounted.

3.12.4 HIGHER LEVEL PROGRAMMES

The MIE provides opportunity for enrolment on a number of high-level courses leading to Master’s and Doctoral programmes, the latter as from 2011. A highly subsidised doctoral programme based on a cohort model is provided as a means to bring an accelerated growth of high-level professionals in education. The programmes are run by two universities jointly with MIE, namely, the Kwa-Zulu Natal University, South Africa, and the University of Brighton, UK.
3.13. OVERARCHING PRINCIPLE 13: LOOKING TO THE FUTURE-
SUSTAINING THE REFORM PROCESS THROUGH SYSTEMIC
TRANSFORMATION AND RE-BRANDING OF THE MINISTRY

Education is a dynamic process and is evolutionary in nature. The shift is clearly
visible today in that the very nature and contents of schools and classrooms are
undergoing profound change—the 21st Century outlook changes the processes of
classroom transactions while schools come to be invested with newer responsibilities.

On the other hand, the global community is already gearing itself up to formulate the
new Post 2015 Development Agenda and the High Level Panel of Eminent Persons has
already given a clear indication as to the 5 new ‘transformative shifts’ that will drive this
Agenda:

• Leaving no one behind which relates to ending extreme poverty, in all its forms
  and ensuring no person is denied universal human rights and basic economic
  opportunities.
• Putting sustainable development at the core, which relates as well to the need to
  bring about more social inclusion.
• Transforming economies for jobs and inclusive growth at a time when Youth
  Unemployment has become such a daunting issue.
• Building peace and effective, open and accountable institutions for all.
• Forging a new global partnership that can become a reality through human kind
  sharing a strong sense of solidarity.

The Ministry accordingly has to both consolidate the current state of play in the
numerous reforms and transformations initiated while also looking to the future to make
the system more responsive to emerging needs and challenges.

3.13.1. THE INTER-COUNTRY QUALITY NODE FOR ECD

Mauritius is today viewed as having made tremendous headway in Early Childhood
Development. In fact, this is coming to be seen as a domain where the country can
contribute enormously by sharing its know-how and engage in collaborative action with
African countries.

The Association for the Development of Education in Africa (ADEA) has established
Inter-Country Quality Nodes (ICQNs) which are technical organs to achieve strategic
goals towards improvement of education in Africa. The goal is to ensure that ICQNs are
coordinated by African Ministries of Education such that they can help forge strategic partnerships for the achievement of the identified goals in the specific areas.

The inter-country quality nodes have also been set up to serve as catalysts for the process of gathering information on innovative educational experiences in Africa and for the implementation of the lessons that each country or group of countries draws from those experiences to improve their own programmes.

Mauritius stands out as one of the sub-Saharan African countries that have done very well in strategising, planning and in delivering early childhood care and education services. Particularly impressive are the results and statistics concerning access with 98 per cent enrolment in Pre-Primary education.

Hence, Mauritius has been officially requested by the ADEA to serve as the inter-country quality node for ECD with the objective of setting up a regional platform for capacity building programmes and knowledge sharing for early childhood education.

The choice of Mauritius as the ICQN for ECD posits a new responsibility that the Ministry has already readied itself to assume fully.

3.13.2. THE 'ASSISES DE L'EDUCATION'

This goes beyond the extension of the tradition of holding forums on specific issues that the Ministry has been systematically organising. The aim is to collectively reflect in a dispassionate and non-partisan manner on specific themes that would lead to both consolidating the education and training provision and also positioning these areas as a priority to help resolve ecological, economic and social issues, among others.

The “Assises” with the overriding theme of “Preparing our Children for Life” have been held from 14th to 17th October 2013.

Discussions focused mainly on the following issues:

- CPE Reforms
- New curricular initiatives and Review of Curriculum Framework
- Review of the ZEP Strategy
- New approaches to consolidate the Special Education Needs sector
- Holistic Development of Learners
- New and Evolving role of Educators
- New initiatives such as HSC Professional and Entrepreneurship Education
- Parental Education
- Topical issues such as absenteeism, indiscipline and violence, role of parents in education of the child amongst others

The ‘Assises de l’Education’ was well-acclaimed as a successful initiative and led to the setting up of Working Groups on specific issues and implementation of recommendations which had met with consensus.

3.13.3. THE OCEAN STATE CONCEPT

With the extension of the Continental shelf, now spanning 396,000 km², the development of the Blue Economy, which is one of the priorities of Government, is most likely to take Mauritius to its next phase of economic expansion and prosperity.

Apart from the fact that a change in the mind set of students has to be carried out for them to start seeing the Mauritian Territory in a new light, they must also be fully awakened to the immense potential of our ocean as a new economic thrust and the power house for generating future growth and development.

This imposes the additional responsibility upon education to consolidate further Education for Sustainable Development and prevent any further degradation of the oceans.

3.13.4. QUALITY ASSURANCE IN THE SYSTEM

Schools across the different sub-sectors operate today as per the norms and standards laid down in the different legislations defining the operations of the several institutions. These cover, inter alia, the registration of schools, the infrastructural set up and the like.

To this date, however, there has been a noticeable absence of national norms and standards governing the teaching and learning process within the classroom.

A first step has recently been taken with the setting up of a Quality Assurance and Inspectorate Division duly staffed to ensure, amongst others, quality audit of the human resources, curriculum, infrastructure and equipment.

A Quality Assurance and Inspection Framework (QAIF) is being prepared with input from all stakeholders within the Secondary Education Sector. The QAIF will, inter alia,
• Provide a national understanding of what School Leaders and Educators should do to support and improve quality teaching and student attainment as from their point of entry;
• Describe levels of teaching quality to which teachers might aspire and assure development opportunities; and
• Provide a basis for national recognition of quality of teaching and alignment of standards.

As for the Pre-Primary sub-sector, a Quality Assurance unit will shortly be set up at the ECCEA with a view to ensuring that all Pre-Primary schools operate according to established norms and standards of quality.

3.13.5. SCHOOL EMPOWERMENT THROUGH AUTONOMY

No education system in the world is either completely centralised or decentralised. The Zone Directorates are themselves the reflection of a degree of de-concentration—and the way forward is to move towards greater decentralisation by giving schools (within set parameters) more authority in

• Management
• Pedagogy
• Management of Curriculum

Greater autonomy would also result in

• schools catering for the needs of each and every learner, no matter what his or her learning pace and style;
• setting up of School Boards that would involve the local authorities, the community and the NSA as well as the “forces vives” so as to, inter alia,
• manage part of the school budget;
• support the process of improvement of the physical learning environment; and
• strengthen community links.

3.13.6 INSTITUTIONAL MEMORY

Education is a dynamic process and, on an daily basis, events happen, some of which have a far-reaching significance and inevitably impact on policy conceptualisation and
formulation. These happenings necessitate being retained and safeguarded as a means of building up institutional memory of the Ministry.

An Archives Unit has been set up at the Ministry so as to have readily available and at hand a whole set of education-related documents, a record of events and of high level meetings of the Minister with eminent visiting personalities, and so forth. A web-application system ensures the uploading of photographs, videos and other documents as well as speeches delivered by the Minister and high profile personalities. Past Ministerial responses to Parliamentary Questions are as well available at the click of a mouse.

CONCLUDING NOTE

In 2008, the Ministry of Education and Human Resources envisaged setting new goals and targets for the Education and Training sector through the elaboration of the Education and Human Resources Strategy Plan (EHRSP) 2008-2020. Implementation was put on the rails after stakeholders were given the opportunity to contribute their views to consolidate the policy document.

Among other things, this laid the foundation for the development of a common understanding of the intended educational deliverables.

Six years later and midway to reaching 2020, it is noteworthy that numerous objectives have been met. Others that were initially not in the EHRSP were subsequently added and acted upon in view of the evolutionary and dynamic nature of education. This document has given ample evidence of this.

However, any discourse on achievements in this sector must take into account emerging realities. As the world gears up to the new goals that have to be formulated for the Post-2015 Development Agenda, more than ever today, there is an increasing consciousness that education will be central to any global set of recommendations because of its pivotal role in driving development and fostering life skills.

This will posit new challenges to our education and training system-and it will impose a further delving into new reforms and initiatives that will have to be made actionable.

There is only one way to go now and that is bound to be the way forward.
Republic of Mauritius

Extended Continental Shelf

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