



REPUBLIC OF MAURITIUS

Empowering the Nation's Children



**TOWARDS A  
QUALITY  
CURRICULUM**

**STRATEGY FOR REFORM  
LAUNCHING CEREMONY  
08 NOVEMBER 2006**

MINISTRY OF EDUCATION & HUMAN RESOURCES  
Phoenix, Mauritius



REPUBLIC OF MAURITIUS

**Ministry of Education & Human Resources**

*Office of the Minister*

**F o r e w o r d**

“*Towards a Quality Curriculum*” is a roadmap for the Mauritian Educational system to respond to the numerous challenges and opportunities of a new economic and social order. It focuses on the Pre-Primary, Primary and Secondary stages of education and forms part of the overall reform agenda put in place by my Ministry towards achieving our vision of a World Class Quality Education for all.

The overall purpose of education is “*to enable individuals to become the architects of their own education and through that process to continually reinvent themselves for the benefit of society at large.*”

And curriculum reforms are at the heart of Government’s programme and they aim at offering to the Mauritian child the opportunity to benefit from a World Class Quality Education to which everyone has access.

In line with Government policy, my Ministry initiated a National Debate on Curriculum Reforms in November/December 2005. This document is the result of recommendations made during that debate.

Curriculum reforms are all encompassing. They relate to the knowledge and skills every child must acquire to find his/her rightful place in his/her country and the world. Reforms influence the very definition of the school, its objectives and its place in the community. To this end, teacher training, continuous professional development and assessment methods have to be aligned to the larger aims of the new curriculum.

The document blazes the trail of a new era in Education. We are ready to take up the daunting challenge of transforming our society. Every stakeholder in education has a responsibility to contribute to the materialization of this vision. Education in the 21<sup>st</sup> century and beyond has to reflect a shift from achievement at high levels of a few to achievements at high levels by all.

Through the proposed curricular reforms, we are redefining the school and society. In short we are laying the foundations of a modern Educational system which will respond to the challenges and opportunities of the new Millennium.

We have reached a defining moment in the history of education in Mauritius. We cannot afford to fail the expectations of our children and coming generations.

Let the future of our children our youth and our society unite us. And not divide us. It is in unity that we can meet the daunting challenges facing our society to-day. And leave a legacy of a prosperous future to the future generations.

**Dharam Gokhool**  
Minister of Education & Human Resources

## Table of content

<b>INTRODUCTION.....</b>	<b>2</b>
1.0 Empowering the Nation's Children.....	2
1.1 CURRICULUM REFORM: The Context.....	2
1.2 National Vision of Education.....	3
1.3 Goals of the National Curriculum.....	4
1.4 Profile of the learner.....	4
2.0 PROPOSALS FOR THE NEW CURRICULUM.....	6
2.1 PRE-PRIMARY LEVEL.....	7
2.2 PRIMARY LEVEL.....	7
2.2.1 Stage I: Standards I & II.....	8
2.2.2 The content.....	8
2.2.3 Stage II: Standards III- IV.....	8
2.2.4 The content.....	9
2.2.5 Stage III: Standard V & VI.....	9
2.3 De-loading the Curriculum.....	9
2.4 Use of the language of the environment as a facilitator and support language.....	9
2.5 SECONDARY.....	12
2.5.1 The Pre-Vocational Stream.....	12
2.5.2 The Mainstream.....	12
2.5.3 Proposals for the secondary curriculum:.....	12
2.5.4 Modern Languages.....	14
2.5.5 New Subjects.....	14
3.0 Agencies to implement Curriculum Change.....	16
3.1 Teacher Education and Training.....	16
3.2 Continuous Professional Development.....	17
3.3 Reinforcing the Language Proficiency of Teachers.....	18
3.4 Inspection and Supervision.....	18
3.5 School Management and Curriculum Implementation.....	19
4.0 EVALUATION AND ASSESSMENT.....	20
5.0 CONCLUSION.....	25

# **INTRODUCTION**

## **1.0 Empowering the Nation's Children**

The Government's Programme states that it will undertake a comprehensive review of the Curriculum at Pre-Primary, Primary and Secondary levels in the light of developments worldwide, and according to our national needs as reflected by the outcome of the National Debate on Curriculum.

Major socio-economic and technological changes, both at the national and international levels, have made it necessary for us to re-adjust our educational practices in order to empower the Mauritian child to face the emerging challenges.

### **1.1 CURRICULUM REFORM: The Context**

The current strategy for reform has to be rooted in a realistic evaluation of the economic context in which we are evolving. Changing trade patterns are driving countries to make their labour force as competitive and flexible as possible. This means that as a nation we have to look beyond mere academic achievement. The call is now for the professionalisation of manpower resources and cultivation of a spirit of entrepreneurship and risk taking. Our youth must be ready to work in conditions where jobs are no longer permanent, and where they will have to continuously retrain themselves throughout their career. They must, therefore, be empowered to use productively all the Information and technological tools to become permanent learners.

On the social and cultural fronts, our youth must be prepared to address a number of issues that affect most modern democratic societies. Our social and cultural fabric has undergone radical transformations and as such our youth need to be equipped, through education, with the necessary knowledge and skills for living harmoniously in a multicultural society.

Furthermore, we need to develop in our people and especially our children, a commitment to values related to the preservation of the environment and to the concept of sustainable development.

## **1.2 National Vision of Education**

Our vision of education is guided by the principles of equity, justice and social inclusion. Education should promote the democratization of the Mauritian Society where every child has a rightful place for personal growth and overall development. Education, thus becomes the vehicle, par excellence, for bringing about transformations at a personal, community and national levels. The **child with special needs**, the child who has certain inherent or acquired talents - all must find his/her place to evolve at his/her pace in a **lifelong learning** context.

We have now reached **national consensus** that **quality** should be the cornerstone of **all our educational endeavours** so that young Mauritians may be employable in new sectors of our economy, especially in view of the fact that our economy is exposed to the fluctuations at the global level.

Notwithstanding the need to think globally, we must provide an education which is responsive to the local socio-cultural reality and which will **strengthen national solidarity**.

Our education must fully empower the young people of Mauritius to become **rationally autonomous individuals**, capable of constantly adapting to changes in all spheres of life, while maintaining their **moral integrity** and sense of caring for all the other members of society.

### **1.3 Goals of the National Curriculum**

1. To promote an all-round development of the individual – physical, intellectual, social and emotional – leading to a balanced, active, healthy and productive lifestyle.
2. To foster understanding and appreciation of the biological, physical and technological world to enable the learner to arrive at informed decisions about the environment and the changing needs of our society and those of the individual.
3. To develop in the learner skills and knowledge to empower him/her to participate meaningfully in an information-driven economy.
4. To develop creative thinking skills and learning competencies required for the future.
5. To promote equity and social justice by providing opportunities for every learner according to his/her needs, interests and potential.
6. To foster national unity by promoting in the individual understanding of and respect for our multicultural heritage.
7. To promote in the learner an appreciation of his/her place in an interdependent global context.
8. To promote a culture of lifelong learning for greater access to an ever-changing job market.

### **1.4 Profile of the learner**

The above implies that, for the learner to be able to function effectively in a rapidly changing socio-economic context, it is expected that he/ she should:

- (1) be numerate and literate
- (2) have relevant knowledge, skills and attitudes to function in society

- (3) fully understand his/her role as a citizen of this country and the world
- (4) develop desirable social skills for living in a multicultural society
- (5) have sound communication skills
- (6) use Information and Communications Technology tools
- (7) have a rational and scientific mindset
- (8) develop artistic sensitivity and participate in creative activities
- (9) display a willingness to engage in change
- (10) show critical thinking and independence of thought
- (11) be trainable
- (12) develop a sense of belonging to the Mauritian nation

## 2.0 PROPOSALS FOR THE NEW CURRICULUM

Successful curriculum reform depends on the setting up of the proper mechanisms for designing, planning, developing, trialling, implementing and monitoring of the curriculum to achieve the desired goals.

This involves the establishment of agencies/committees/task forces which will have the responsibility of overseeing the entire process of curriculum change at the National level.

A **National Curriculum Advisory Committee (NCAC)** - comprising the Director of Curriculum, representatives from relevant Ministries, MIE, MCA, MES, representatives of Tertiary Institutions, IVTB, school managers, parents, the MEF - will constitute a permanent platform on National Curriculum. The NCAC will provide the main orientations for education in Mauritius. (see Annex I: A Conceptual Framework of Curriculum Design, Planning, Development and Implementation)

A **National Curriculum Steering Committee (NCSC)** will be set up at the Mauritius Institute of Education (MIE), under the chairmanship of the Director of MIE, comprising subject specialists, curriculum developers, evaluators, rectors, inspectors, head teachers, teachers, and representatives of unions, to develop a national curriculum framework. (see Annex I: A Conceptual Framework of Curriculum Design, Planning, Development and Implementation)

The NCSC will establish learning outcomes expected of all students at all levels in the education system. These learning outcomes aim at ensuring that all students have the knowledge, understanding, skills and values necessary to function as active citizens of Mauritius and the world. The NCSC will set out what all students should know, understand, value and be able to do as a result of the programme they follow in schools. It is neither a curriculum nor a syllabus, but a framework identifying common learning outcomes for all students.



The **NCCRD** will be responsible for the printing, publication and distribution of books to all schools.

## **2.1 PRE-PRIMARY LEVEL**

There is a need to rationalize the pre-primary sector. It is proposed that an **Early Childhood Authority** comprising various stakeholders be set up to provide the guidelines for a Pre-Primary Education Programme. These guidelines will make provision for the following:

- i) The basic principles of the UN Convention on the Rights of the Child.
- ii) The cognitive, social, emotional, physical, aesthetic moral and spiritual development of the child.
- iii) The cultural diversity of the Mauritian Society
- iv) The need to equip the child with the skills to facilitate learning to read, write and count.

## **2.2 PRIMARY LEVEL**

It is proposed that the primary level be divided into three stages of two-year span each.

- Stage I - Standards I and II
- Stage II - Standards III and IV
- Stage III - Standards V and VI

This will enable the teachers to focus more easily on, and ensure that basic skills needed in each stage are indeed successfully acquired; if not, corrective actions can be taken immediately so that mistakes are not cumulated until it is too late. This will help to reduce failure at CPE level.

1. Each stage has specific goals and it relates better to the pace of individual learners especially the late developers.
2. Teachers become more accountable for the learning of pupils.
3. Teachers will integrate fundamental life skills across the curriculum.

### **2.2.1 Stage I: Standards I & II**

During this phase, in Standards I and II, the emphasis will be on preparing the young child to successfully to adjust with the school environment. In Standard I, the 'Bridging the Gap' project will strive to create a smooth transition from the Pre-Primary to Primary schools. The first term of Std I curriculum will contain components of the Pre-Primary curriculum to ensure that every child starts on an equal footing.

### **2.2.2 The content**

In this stage, emphasis will be placed on **Literacy, Numeracy and Health and Physical Education**. Other areas of learning, emanating from subjects such as Basic Science, the Environment, The Arts, History and Geography, will be integrated in the core subjects. This will **de-load the curriculum** to a large extent. Children will learn through activities such as music, singing, drawing and other forms of creative activities and ICT.

### **2.2.3 Stage II: Standards III- IV**

During this stage there will be a consolidation of elementary skills and key learning competencies in languages and mathematics. The focus will also be on the development and understanding of basic scientific concepts, environmental issues and values that would lay the foundation for a healthy living.

#### **2.2.4 The content**

In addition to Languages, Mathematics, Health and Physical Education in stage II, students will be introduced to **Basic Science, History & Geography and The Arts**. Other elements like Values, Citizenship Education, ICT and Body Awareness will continue to be **integrated** in the core subjects. This approach will also be guided by the necessity to de-load the content part of the curriculum.

#### **2.2.5 Stage III: Standard V & VI**

The same core areas will be reinforced during phase III with a view to preparing the pupils for the end of primary cycle evaluation. A component of sex education will be introduced in Phase III with a view to creating an early awareness of life skills.

### **2.3 De-loading the Curriculum**

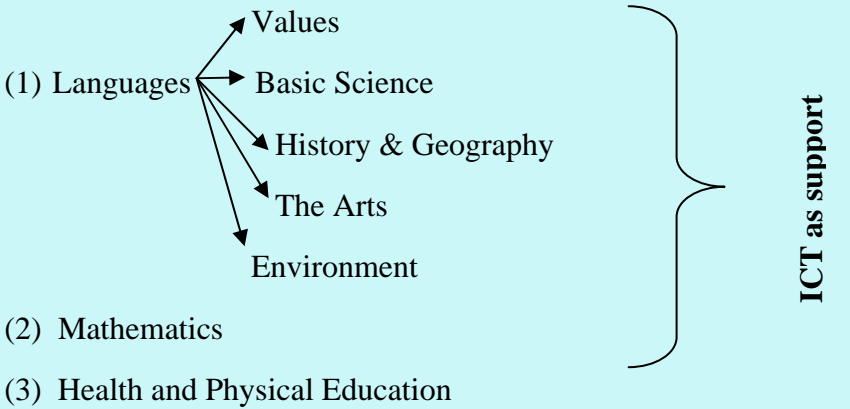
While the subjects remain the same at the primary level, the **academic content will be reduced to suit the developmental needs of the children in each phase. This will provide the teachers with more time to use interactive, hands-on, innovative teaching strategies, and more importantly, to attend to the individual learning needs of each student.**

### **2.4 Use of the language of the environment as a facilitator and support language**

It is a fact that teachers use the language of the environment in the classroom together with English and French throughout the primary cursus and even at secondary level. It should, however, be borne in mind that for the great majority of Mauritian children, the school is the only place where the latter have an opportunity to use and to be exposed to English. This is even more so in the case of children coming from deprived areas where the home environment compounds their linguistic difficulties. Teachers should

therefore be made aware of the principles underpinning language acquisition, so that they are enabled to make **a judicious use of the language of the environment as a facilitator and support language for improving the children's learning and overall understanding.**

**Proposed subjects to be taught at different phases of the Pre-Primary and Primary Level**

Phases	Subjects/Content		I N B U I L T  R E M E D I A T I O N
<b>PRE-PRIMARY</b>	The Early Childhood Authority will lay down the foundation programme for Pre-Primary Education		
<b>PRIMARY</b>	<b>Bridging the Gap from Pre-Primary to Primary</b>		
<b>Stage I</b> (Stds I & II)			
<b>Stage II</b> (Stds III & IV)	<b>Core</b>	<b>Integrated Component</b>	
	Languages Mathematics Basic Science History & Geography Health & Physical Education The Arts	Other Life Skills Citizenship Education Values Body Awareness  } <b>ICT as support</b>	
<b>Stage III</b> (Stds V & VI)	<b>Core</b>	<b>Integrated Component</b>	
	Languages Basic Science Mathematics History & Geography Health & Physical Education The Arts	Other Life Skills Values Citizenship Education Sex Education  } <b>ICT as support</b>	

## **2.5 SECONDARY**

The Secondary Sector of Education will consist of the Pre-Vocational and the Mainstream.

### **2.5.1 The Pre-Vocational Stream**

The focus will be on:

- i) Developing functional literacy and numeracy,
- ii) Using ICT as a support for learning,
- iii) Developing basic scientific skills, and environmental awareness
- iv) Learning to manage emotions and developing, positive self-esteem.
- v) Promoting creativity, artistic dispositions, physical health and fitness,
- vi) Mastering relevant technical skills.

Other important domains of learning such as Anti-Corruption, Values, Human Rights, Sex Education, Anti-Drug Education, will be integrated across the curriculum. On-the-job training will be an important component of the curriculum.

### **2.5.2 The Mainstream**

The secondary curriculum will reinforce learning acquired at Primary level but also to pave the way for further development. Scientific thinking, oral and writing competencies in different languages, knowledge of technology, aesthetic development, mathematical skills and a number of other skills should constitute the basis for a more comprehensive secondary education. Above all, the learner at Secondary level should gradually be schooled to become a self-directed independent learner.

### **2.5.3 Proposals for the secondary curriculum:**

1. Presently, Maths, English, French and Integrated Science are core subjects till Form III. It is proposed that, ICT be also included as a core subject. Apart from

the above mentioned subjects, schools will continue to offer a number of subjects as per resources available.

2. In order to help students develop a broad educational outlook, it is proposed that apart from Maths, English, French, **General Science become compulsory for those students who are not opting for any pure science. Conversely, those who are opting for pure science (Chemistry, Physics, Biology) will have to take either one literature or one social science.**
3. To enhance the creative and critical thinking of students and their employability, the MES will explore the possibility for introducing **new subjects** such as Travel and Tourism, Environmental Management, Physical Education, Philosophy and Psychology at both principal and subsidiary levels. General Paper will remain compulsory at HSC level.
4. The Secondary Curriculum should reinforce gender equity.
5. Language teaching must lay emphasis on communication (oral & writing) skills.
6. Students should be offered guidance in their choice of subjects both at SC and HSC level.
7. Extra-curricular activities should be an integral part of the school curriculum to encourage voluntary social work, environmental awareness, tolerance, self-integrity and other Value-based behaviours and attitudes. Sex Education should be a compulsory component of the new curriculum.
8. In addition to the present Cambridge Examination, it is highly desirable to explore alternative possibilities such as a joint MES/Cambridge School Certificate or an International Baccalaureate.

#### **2.5.4 Modern Languages**

The need to include Modern Languages as an elective as from Form IV of the secondary cycle has been considered.

Modern Languages are interpreted to mean all languages which are being currently used in the world.

English and French are already offered as core subjects. Asian languages and Arabic are already included as electives as from Form I. With the emergence of China and India on the world economy, the study of Mandarin and the Indian Languages should be reinforced and further encouraged.

With the development of the Tourism Industry and the setting up of the Language Institute, the teaching of some modern languages should be encouraged at the upper secondary level.

#### **2.5.5 New Subjects**

The final two years of secondary schooling will lead to the Higher School Certificate. Students will offer the options along the following domains: Science; Business, Technical, Humanities. However, there will be a broadening of the opportunities through the possibility of offering additional subject areas such as Travel and Tourism, Environmental Management, Philosophy and Psychology.



### Proposed list of subjects at Secondary level

	Main Stream	Pre-Vocational stream			
<b>FORM I- III</b>	<b>SUBJECTS</b>	Level I-III	<b>SUBJECTS</b>	Essential General Knowledge and Skills to be integrated into relevant subjects	<b>ASSESSMENT</b>
	<b>CORE:</b> English French Science Mathematics ICT		<b>CORE:</b> Functional Literacy & Numeracy Environment Arts & Crafts - Science & Technology	Environmental Education  Anti-Corruption Values  Humanitarian Law  Law and Intercultural Understanding  Human Rights  Anti Drug Education  Sex Education  And other important emerging issues	<b>Main Stream:</b>  Continuous Assessment Project Work Portfolio Group work Summative Assessment  <b>Pre-Vocational:</b>  Activity-Based Assessment Project work Group work Field visits
	<b>ELECTIVES:</b> All other subjects as presently offered by schools		<b>ELECTIVES:</b> All other skills-based and trade-oriented subjects as offered by the schools/training centres  <b>On-The-Job Training</b>		
<b>FORM III</b>	National Examinations Open for both main stream and Pre-Vocational stream students	<b>Level III</b>	National Examination leading to Certificate of Achievement		
<i>Students who experience learning difficulties from main stream can join the vocational stream at this level &amp; students of pre-vocational stream who are successful at the national examination can join the main stream.</i>					
<b>FORM IV - V</b>	<b>SUBJECTS</b>	Level IV	<b>PRE-VOCATIONAL</b>		<b>ASSESSMENT</b>
	<b>CORE:</b> English French Mathematics General Science / Literature / Social Science  <b>ELECTIVES:</b> Science subjects Commercial Subjects Technical Subjects Computer Studies History/ Geography / Sociology Physical Education Food Science / Asian Languages, Health Education, The Arts, Modern Languages, Travel & Tourism Or any other subjects already offered by schools	In line with schooling up to age of 16	Technical subjects equivalent to level NTC 3 of IVTB		<b>Main Stream:</b>  Diagnostic & Continuous Assessment  Either Cambridge Examination or an acceptable examination like the International Baccalaureate for certification  <b>Pre-Vocational:</b> NTC3 Examination
<b>FORM VI</b>	<b>CORE:</b> General Paper  <b>OPTIONS:</b> Science, Arts, Technical & Commercial Subjects <b>NEW CORE SUBJECTS OFFERED BY CAMBRIDGE:</b> Psychology, Philosophy, Travel & Tourism, Environmental Management Modern Languages				

L I F E S K I L L S & I N B U I L T R E M E D I A T I O N

### 3.0 Agencies to implement Curriculum Change

(MOEHR, MIE, NCCRD, MES, MCA, MGI, IVTB and others)

The translation of our curricular vision into the classroom reality requires the concerted efforts of all the main stakeholders in the education system: Teachers, Educational and School Managers, Inspectors, Mentors and Assessors. This Chapter makes proposals for the successful implementation of the new curriculum.

#### 3.1 Teacher Education and Training

Teachers are the most important actors in any curriculum change. No reform will ever be effective unless they are trained and supported continuously at school level, **prior to the introduction of the change**, and also throughout the duration of the reform process.

- We need teachers who are imaginative, creative, resourceful, who can go beyond the text-books or the syllabus, so that they can draw out the best in every child and develop in them the joy of learning.

The **MIE**, as the professional arm of the Ministry of Education and Human Resources, will integrate in **its regular training programmes** all elements of the new curriculum in order to empower teachers with the required knowledge, values skills and attitudes for effective teaching. Its programmes will give emphasis to the practice of key skills grounded in educational theory, as well as the modelling of good pedagogical strategies.

- **All teachers will be required to undergo professional training before they join the profession**, as is the case in the Primary Sector. They will also be provided with opportunities for in-service training and upgrading of their

qualifications throughout their career, through access to different levels of courses.

MIE will thus gradually work towards the general professionalisation of the whole teaching force.

### **3.2 Continuous Professional Development**

In addition to the above, however, **all practising teachers will also need to follow an intensive continuous training programme, through a series of workshops, seminars, school-based training sessions to support the reform process:**

1. **Integration** of various areas of learning into the main subjects, for example, how to teach values during a language or PE lesson
2. New modes of evaluation and assessment such as record keeping and observation techniques
3. Remedial Education and Pastoral Care
4. The use of **ICT** in teaching all subjects of the curriculum
5. Literacy and Numeracy
6. Mastery of specific subject content or new subjects or new chapters being introduced in specific subjects e.g. Travel and Tourism, Music, Environmental Management, and Life Skills
7. Facilitating the transition from one level to another, for example, Bridging the Gap from Pre-Primary to Primary, Primary to Secondary
8. Teaching children of mixed abilities.

### **3.3 Reinforcing the Language Proficiency of Teachers**

Improving practices at the classroom level has important implications for teacher education. Ways and Means must be found to reinforce and support the language proficiency and competence of both trainee and practising teachers. This aspect is being considered by the MIE at the level of Initial Recruitment, Enhancement of Language and Communication Skills across the curriculum of teacher education, Duration of Teacher Training Programmes, and Monitoring in Partnership with the Inspectorate and Ministry of Education and Human Resources.

### **3.4 Inspection and Supervision**

To ensure that the curriculum is effectively monitored at the school level, the Heads of Schools and Inspectors must play their role fully.

The Heads of Schools should:

- i) demonstrate good practices of leadership and management skills by holding regular staff meetings, and in-house discussions to ensure a correct flow of information at the level of the school.
- ii) be fully involved in assessment processes devised at the level of the school.
- iii) ensure that feedback is provided to parents and used by teachers as the starting point of their remedial action.
- iv) follow the teaching practice of teachers.
- v) identify further training needs at the level of the school.

In addition to the inspectorate at the primary level, it is proposed that an inspectorate at the secondary level be set up. Both inspectorates will:

- i) become the supervisory arm of the Ministry by providing information about the teaching and learning problems at school.
- ii) act as a bridge between the school and other important stakeholders in education.
- iii) act as pedagogical mentors, wherever necessary.

### **3.5 School Management and Curriculum Implementation**

The Head of School is an important mobilizing agent to effect changes at the school level. It is upon him or her that rests the responsibility of using all the accessories available to make learning interesting and purposeful.

As instructional leader, the Head of School needs to develop a strong academic interest in the transactions operating at class level. The Head of School, while imbued with the national vision of education, creates, at school the environment which is conducive to the advancement of learning.

The Head of School will:

- Ensure follow up of trainees at school level.
- Demonstrate good practice of leadership and management skills.
  
- Monitor procedures and practices used for tasks related to assessment priorities.
- Hold regular staff meetings, peer interactions and in-house discussions to ensure the correct flow of communication related to all teaching and learning activities.

## 4.0 EVALUATION AND ASSESSMENT

Assessment forms an integral part of the curriculum. It provides a framework within which standards may be set and student's achievement and progress charted.

The planning and purpose of assessment need to be based on the following guiding principles:

- (1) Assessment should provide information about student's achievement.
- (2) It should provide a basis for feedback to teachers and students themselves so that remedial actions can be taken.
- (3) Assessment should be based on agreed criteria which would be the basis for mapping the child's progress..

The assessment of student's performance has so far been characterised, on the one hand, by external examinations administered at three points in the educational system, namely at 11+, the Certificate of Primary Education (CPE) examination, at 16+, the SC/GCE 'O' Level examination; at 18+, the HSC/ GCE 'A' level examination, and on the other hand , by formal end-of-term test and end-of-year examinations, which are school based.

However, the absence of a mechanism to monitor in a systematic way children's progress in the primary cycle is a serious weakness.

Methods of assessment that can provide useful feedback for formative purposes should be used. These can take the form of chart progress, record cards, portfolios, profiles for documenting evidence and process-oriented tasks.

At the primary and secondary level, more emphasis should be placed on continuous assessment so that it provides adequate feedback for diagnosing the weaknesses of children for remedial action.

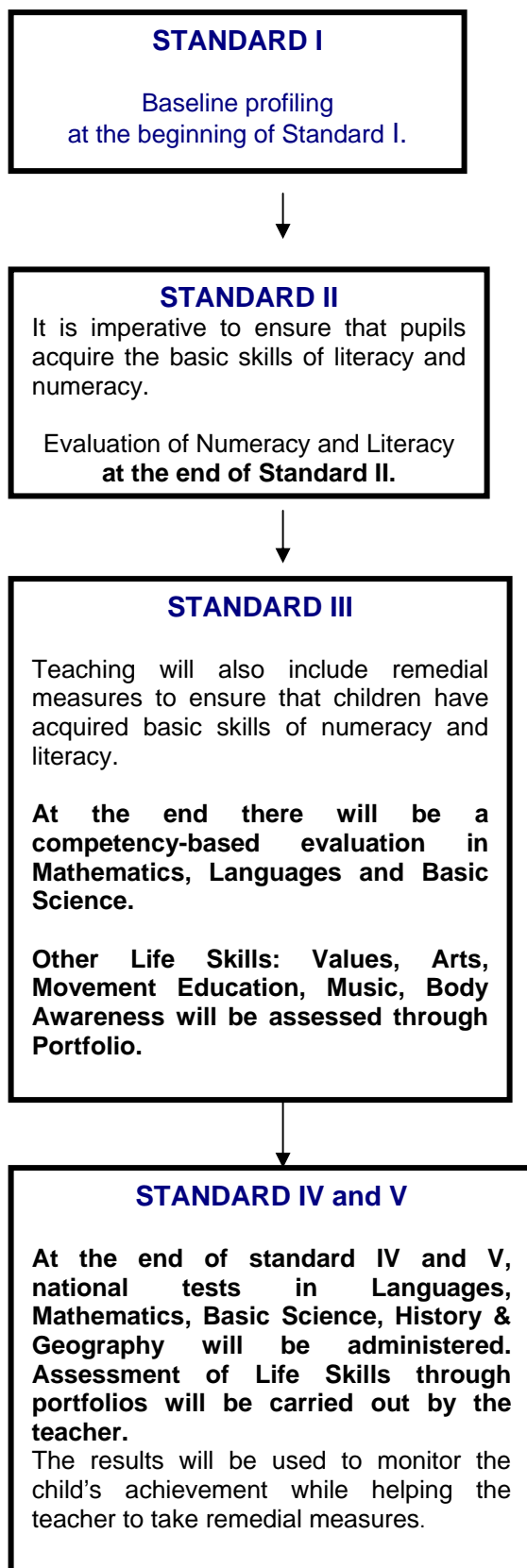
We are proposing that a National Assessment be held at Form III level to evaluate the core competencies acquired by students in Numeracy, Literacy, Basic Science and ICT. This assessment will measure not only the competencies developed in the course of secondary education but will also include the wide array of competencies developed by the student throughout his schooling.

The outcome of this National Assessment will be the Award of an Achievement Certificate stating the level attained by each student on the core competencies. Each and every child at the end of Form III will be awarded a certificate that recognizes the achievement of the student independently of the level achieved. It will also provide opportunities to students of pre-vocational and mainstream to switch pathways if they so wish.

In addition to the above and, in line with the principle used for including continuous assessment at the CPE level in the medium term, we are also proposing that, progressively, an element of continuous assessment regarding life skills be integrated in the National Achievement Certificate

The School Certificate and Higher School Certificate format of Qualifications would need to be reviewed for more flexibility, with a broader curriculum and less rigid subject combination, coursework as a compulsory component, the introduction of modular syllabuses and the accumulation of credits.

## 4.1 ASSESSMENT FRAMEWORK



Profiling means recording, through conversation and observation, what are the skills and competencies the child has or does not have. For example, it includes recording whether the child can hold a pencil properly and whether the child is able to discriminate between colours. A record card is used. The MES and other stakeholders will design a checklist of competencies to be used for that purpose.

The evaluation will be done through checklists, simple written and oral tests prepared by MES in collaboration with other stakeholders. The evaluation will be administered and recorded by the teacher. It will help to measure the progress of the child and identify his/her strengths and weaknesses. Results would be used to update record card.

The competency-based evaluation will be carried out by schools. The tests may be designed by MES and MIE but the marking and recording will be done by the teachers at the school level. The purpose of this test is to keep parents/teachers informed of the progress of the child in reading, writing, and counting after 3 years of schooling:

- What are the gaps in his/her learning?
- What aspects of his or her needs to be strengthened and remedied?

*Portfolio* is a collection of drawings, tasks, and reports of the child's performance in diverse activities.

Presently, the tests are developed by the primary school inspectors. It is proposed that the tests will be designed centrally by MES but the marking and recording will be done by the teachers at the school level. The record cards will be updated. The evaluation will be administered and recorded by teachers.



## STANDARD VI

**Phase 1:** The alarming rate of failure at CPE (around 35%) needs to be boldly addressed, all the more so as the subjects examined by the current CPE do not assess the whole potential of the child. In the **short term**, the CPE will continue to exist in its present form as it takes 3-4 years to design a new CPE paper and pilot-test it.

The examinable subjects will be : Languages, Mathematics, Basic Science and History & Geography.

**Phase 2:** A **medium term** formula is being proposed which is broadbased and has the advantage of not only unburdening the examinations but of also taking into consideration those subjects (The Arts, Health & Physical Education etc..) which have until now been ignored. These aptitudes are as important in life and on the job market as any of the other subjects. This will constitute a breakthrough effectively empowering the nation's children. The CPE examinations will no longer be based exclusively on a one-off end-of-year written exams, but also on the basis of formative assessment.

**Phase 3:** Once the medium term mode of assessment for certification has been successfully implemented and validated, it will be possible to implement the **long term** proposal providing for the inclusion of formative assessment marks for both certification and selection purposes at the CPE.

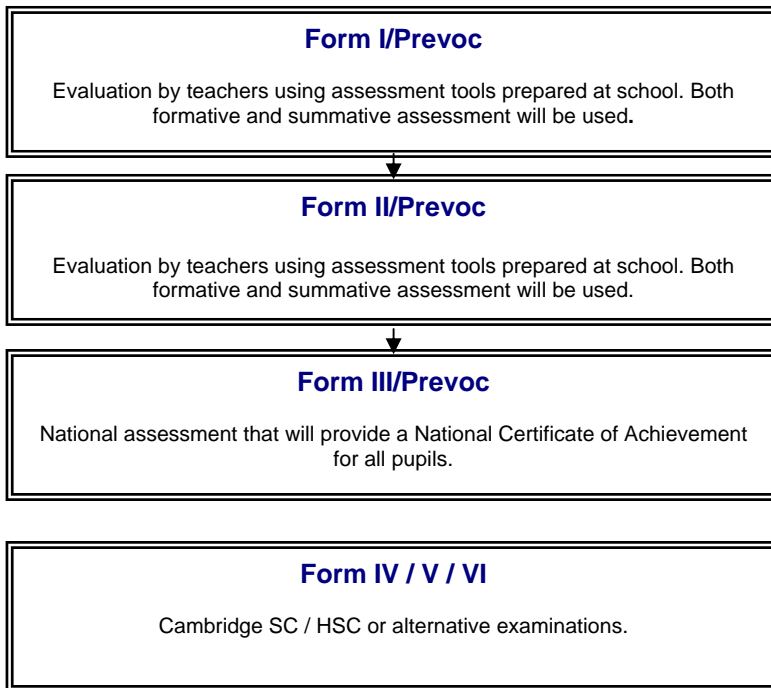
**Phase 4:** It is only after phase 3 has been successfully implemented that it will be possible to abolish the CPE altogether as a certification and selection examination, enabling the nation's children to move on to Form III, when their potential will be measured for diagnostic and orientation purposes. This will further empower the young generation while also enhancing the quality of their educational activities.

In the short-term, the CPE will continue to exist in its present form.

*There is a number of subjects that do not find their importance in the school curriculum because they are not examinable. However, it must be recognised that the Arts, Citizenship, Values Education, Health and Physical Education have their importance. We must also recognise the legitimate value of life skills dimensions of traditional subjects like science and languages. These two dimensions should form a major part of the formative assessment counting for 30% of total marks. This proposal will be implemented only after the tools of formative assessment have been tested and finalised and teachers are trained)*

*Formative assessment refers to assessment of pupils carried out by the teacher during the normal teaching to provide feedback. It also includes assessment of skills through a portfolio.*

Summative assessment can take the form of end-of-term and/or end-of-year examinations. Formative assessment can take the form of observations, tests, practicals during teaching.



The National Certificate of Achievement will state what the pupils can do rather than just attribute grades. It can also be used by prospective employers. It is proposed to start with Mathematics, Languages, ICT and practical science.

The present system will be maintained but new subjects such as Travel and Tourism, Environmental Management and Modern Languages will be introduced.

## 5.0 CONCLUSION

The road map outlined for curriculum development in this document is undoubtedly a very daunting one but our drive for World Class Quality Education requires no less. Our approach has been a systemic one. I am certain that with the concerted effort of each and every one of us, the road can be travelled and we will reach our destination.

*'There are those who see things as they are, and ask themselves: why?  
and there are those who **imagine** things as they **could** be,  
and ask themselves,  
**why not?'***

## A Conceptual Framework of Curriculum Design, Planning, Development and Implementation

