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<p>| ACDA - Assessment and Certification Division |
| APDA - Association des Parents des Déficients Auditifs |
| APEIM - Association de Parents d’Enfants Inadaptés de l’Ile Maurice |
| BSE - Breathing and Stretching exercises |
| CCEM - Conference of Commonwealth Education Ministers |
| CDU - Child Development Unit |
| CIE - Cambridge International Examinations |
| CISD - Central Information Systems Division |
| COL - Commonwealth of Learning |
| CSR - Corporate Social Responsibility |
| CSIRO - Commonwealth Scientific and Industrial Research Organisation |
| DIENA - Délégation Interministérielle à l’Éducation Numérique en Afrique |
| DHM - Deputy Headmaster |
| EAP - Elimination of Absolute Poverty Programme |
| ECD - Early Childhood Development |
| ECCEA - Early Childhood Care and Education Authority |
| EFA - Education For All |
| EHRSP - The Education &amp; Human Resources Strategy Plan |
| E.O.A.C - Errors, Omissions and Anomalies Committee |
| EP - Enhancement Programme |
| EU - European Union |
| HRDC - Human Resource Development Council |
| HRKAD - Human Resource Knowledge and Arts Development |
| HIV - Human immunodeficiency virus |
| ICT - Information and Communication Technology |
| ITACs - Industry Training Advisory Committees |
| KM - Kreol Morisien |
| MCA – Mauritius College of the Air |
| MDGs - Millennium Development Goals |
| MEDCO - Mauritius Education Development Company |
| MID - Maurice Ile Durable |
| MIE - Mauritius Institute of Education |
| MITD - Mauritius Institute of Training and Development |
| MOE &amp; HR - Ministry of Education and Human Resources |
| MOU - Memorandum of Understanding |
| MQA - Mauritius Qualifications Authority |
| MUN - Model United Nations |
| NASA - National Aeronautical Space Agency |
| NCCRD - National Centre for Curriculum Research and Development |
| NCDs - Non-communicable diseases |</p>
<table>
<thead>
<tr>
<th>Acronym</th>
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<tr>
<td>NCF</td>
<td>National Curriculum Framework</td>
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<td>NECS</td>
<td>National Education Counselling Service</td>
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<td>NGOs</td>
<td>Non Governmental Organisations</td>
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<td>NHRDP</td>
<td>National Human Resource Development Plan</td>
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<td>NICE</td>
<td>National Institute for Civic Education</td>
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<tr>
<td>NOAA</td>
<td>National Oceanic and Atmospheric Administration</td>
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<tr>
<td>NQF</td>
<td>National Qualifications Framework</td>
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<tr>
<td>NTFCFC PVE</td>
<td>National Trade Certificate Foundation Course Prevocational Education</td>
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<tr>
<td>NTF</td>
<td>National Training Fund</td>
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<tr>
<td>PGCE</td>
<td>Postgraduate Certificate in Education</td>
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<td>PGDEL</td>
<td>Post Graduate Diploma in Educational Leadership</td>
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<td>PGDEM</td>
<td>Post graduate Diploma in Educational Management</td>
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<tr>
<td>PGDISE</td>
<td>Post Graduate Diploma in Inclusion and Special Education</td>
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<tr>
<td>PRB</td>
<td>Pay Research Bureau</td>
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<tr>
<td>PSSA</td>
<td>Private Secondary Schools Authority</td>
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<td>PVE</td>
<td>Pre Vocational Education</td>
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<td>RPL</td>
<td>Recognition of Prior Learning</td>
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<td>SADC</td>
<td>Southern African Development Community</td>
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<td>SCC</td>
<td>Student Care and Counselling</td>
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<td>SCP</td>
<td>Second Chance Programme</td>
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<td>SE</td>
<td>Sexuality Education</td>
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<td>SENDRC</td>
<td>Special Education Needs DRC</td>
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<tr>
<td>SSAT</td>
<td>Specialist Schools and Academies Trust</td>
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<td>TEC</td>
<td>Tertiary Education Commission</td>
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<tr>
<td>TMRSU</td>
<td>Traffic Management and Road Safety Unit</td>
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<tr>
<td>TNA</td>
<td>Training Needs Analysis</td>
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<td>TQF</td>
<td>Transnational Qualifications Framework</td>
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<tr>
<td>TSMTF</td>
<td>Technical School Management Trust Fund</td>
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<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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<tr>
<td>UNPD</td>
<td>United Nations Development Programme</td>
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<tr>
<td>UPSEE</td>
<td>Union of Private Secondary Education Employees</td>
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<tr>
<td>UTM</td>
<td>University of Technology</td>
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<tr>
<td>VUSSC</td>
<td>Virtual University for the Small States of the Commonwealth</td>
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<tr>
<td>YEP</td>
<td>Youth Employment Programme</td>
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<td>ZEP</td>
<td>Zones d’Education Prioritaires</td>
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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 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 received 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 early years is instrumental in determining his engagement in attaining his full potential.

As Minister of Education, since 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: we have to prepare our children for life.

We have to create the enabling conditions for a high-quality learning environment that will transform their existence. We have to ensure their wellbeing 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—rather, the absence of reaction would have been worrying!

But almost five 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 gone 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, Mission Accomplished!
PART 1: VISION AND MISSION

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 Access, Equity, Relevance, Quality and Achievement the central cornerstones of its educational policies over the period 2008 to date.
PART 2: MILESTONES AT A GLANCE (2008-2013)

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. Extension of the Per Capita Grant as from January 2012 to children of age 3+.


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.


3. Introduction of Kreol Morisien as an optional language in Standard I and at par with AL/Arabic in 2012

4. Integration of Bhojpuri as a component of Hindi Language in Standard I in 2012

5. Quality-enhancing programmes
   - Enhancement Programmes (Standards III & IV)
   - Summer/Winter School Project

6. Introduction of Sankoré project and Digitisation of the Curriculum

7. Vision Screening
2.3. SECONDARY

1. Elaboration of National Curriculum Framework (Secondary) in 2009
2. New Strategy for Prevocational Sector
3. Admission of CPE Repeaters to 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
8. Introduction of
   - Extra-curricular activities as a mandatory part of the curriculum of both Primary and Secondary sub-sectors
   - Education Outreach Programme: an integrated global observation with Lady AMBER Research Vessel
9. Rolling out the Tablet PC project in Form IV as from 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
6. Setting up of the National Training Fund and provision of training incentive schemes for employers


8. Development of Qualifications under the National Qualifications Framework


10. Active Participation of MQA in the Development of a Transnational Qualifications Framework (TQF)

11. Setting up of the Mauritius Institute of Training and Development (MITD), in lieu of the ex-IVTB and part of the ex-Technical School Management Trust Fund (TSMTF). The MITD equally entrusted with the function of becoming an awarding body for TVET.

12. Second Chance Programme (SCP) implemented in 2009 to provide basic numeracy & literacy skills to those neither in employment nor in education and training.
3. PART 3: 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 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.

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)

![Enrolment rate for Pre-primary](chart.png)
3.1.1. 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. 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 some 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 freely offered.

*Children attending pre-primary schools under Elimination of Absolute Poverty Programme (EAP) 2009 to 2013*
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 are benefiting from the per capita grant.

3.1.4. CONSTRUCTION OF PRE-PRIMARY SCHOOLS

Rationale: Promoting access to children living in pockets of poverty and where there are no pre-school facilities

<table>
<thead>
<tr>
<th>2008-2013</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 pre-primary units constructed:</td>
<td>3 new pre-primary units under construction:</td>
</tr>
<tr>
<td>1. Albion G.S,</td>
<td>1. Dubreuil G.S,</td>
</tr>
<tr>
<td>2. Barkly G.S,</td>
<td>2. M. Foogooa G.S,</td>
</tr>
<tr>
<td>3. Belle Mare G.S,</td>
<td>3. Midlands GS</td>
</tr>
<tr>
<td>4. Duperré G.S,</td>
<td></td>
</tr>
<tr>
<td>5. Pamplemousses G.S,</td>
<td></td>
</tr>
<tr>
<td>6. Palma G.S,</td>
<td></td>
</tr>
<tr>
<td>7. Riv des Anguilles G.S,</td>
<td></td>
</tr>
<tr>
<td>8. Chamarel G.S,</td>
<td></td>
</tr>
<tr>
<td>9. Jean Lebrun G.S,</td>
<td></td>
</tr>
<tr>
<td>10. S.H. Vaghjee G.S</td>
<td></td>
</tr>
</tbody>
</table>

Objective: ensure all children benefit from modern and adequate educational facilities

As from 2014
8 additional PPUs to be constructed.

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 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 schools, both Public and Private Pre-Primary Schools 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 the majority 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 providing the specialised support, equipment and training that the SEN schools and Units cannot. Also, the SENRDCs would be so decentralised as to reach out to those who would otherwise have to travel long distances to accede these. The maps below shows 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
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 schools. 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>Sn</th>
<th>NGOs</th>
<th>Integrated Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>APEIM</td>
<td>Mont Ory GS</td>
</tr>
<tr>
<td>2</td>
<td>Autisme Maurice</td>
<td>Henry Buswell GS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G. Chuttur GS</td>
</tr>
<tr>
<td>3</td>
<td>APDA</td>
<td>R. Gandhi GS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nouvelle France GS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ferney SENRDC</td>
</tr>
<tr>
<td>4</td>
<td>Lizié Dan La Main</td>
<td>Moka GS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R. Gandhi GS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ferney SENRDC</td>
</tr>
<tr>
<td>5</td>
<td>Society for the Welfare of the Deaf</td>
<td>D. Hurry GS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Black River GS</td>
</tr>
<tr>
<td>6</td>
<td>Lois Lagesse Trust Fund</td>
<td>D. Hurry GS</td>
</tr>
</tbody>
</table>

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, and
- Operate as a One-Stop-Shop to provide specialised and relevant services and support to SEN children.
Consolidating Partnerships

- The SEN sector is to witness major changes in the near future with a host of actions in the pipeline, including:
  - The setting up of a Special Needs Division at the ECCEA
  - The impending review of the grant-in-aid formula
  - Curriculum review by the MIE
  - Review of Norms and Standards and Quality Assurance
  - Development of a formula for Recognition of Prior Learning for teachers working in the SEN Sector
  - Regulation and prescription of the salaries and conditions of service of all staff working in NGOs running SEN schools by the National Remuneration Board
Five (5) Resource and Development Centres are being set up at:

- Ferney (soft take off on 10 June 2013 with the active collaboration of APDA and Lizié dan la main.)
- Beau Bassin and Plaine des Papayes (to be operationalised shortly)
- Future projects: Flacq and Rivière des Anguilles.

### 3.1.7. BROADENING OF ACCESS TO LOWER SIX (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.

### 3.1.8. NEW STRATEGY FOR PREVOCATIONAL EDUCATION SECTOR (PVE) (2012)

A new strategic orientation has been charted out for the PVE sector, incorporating the proposals made by different stakeholders at the Consultative Forum held in August 2011.

**Aims:** To address the issue of quality, relevance, achievement and open up opportunities to further the development of learners.

---

**4 Pillars**

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

---

### 3.1.9. ADMISSION OF CPE REPEATERS TO PVE
The idea of admitting CPE repeaters in the PVE stream of a secondary school was first broached at the Consultative Forum held on the Review of the CPE and it secured wide consensus.

**Rationale:** Provide first time failures at CPE with the opportunity to clear their CPE while, simultaneously, being exposed to the Pre Vocational curriculum.

First time failures at the CPE have hence 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.
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 the Government vision. The Ministry has accordingly made of it a central pillar of its policies.

3.2.1. ZONES D’ÉDUCATION 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:

(i) Capacity building programmes for Headmasters and the retention of trained Headmasters long enough in the schools.

(ii) The collaborative elaboration of a School Improvement Plan for each individual school and regular monitoring by the School Improvement Unit.

(iii) 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.

(iv) The Supplementary Food Programme has been a typical feature of ZEP schools since the inception of the Project.

(v) 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:

- Overall pupils’ rate of absenteeism v/s years

- Overall CPE pass rate v/s years

CPE Pass rate school wise and overall
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 new 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 2013, with the number having now more than doubled from 30 to 68.

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) will be given the opportunity to proceed overseas for a one-year study at Masters 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.

The HRKAD Fund was wound up in November 2012 and a new scheme is being worked out keeping in view the social dimension.

Objective of the HRKAD Fund:

Providing access to Tertiary Education to qualified students from families with household income (including his/her own income) not exceeding Rs 10,000 per month and satisfying specific eligibility criteria.
Benefits:

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)

Number of Scholarships awarded from 2008 to date

<table>
<thead>
<tr>
<th>Period</th>
<th>No. of applications Received</th>
<th>No. of Scholarship Awarded (on a yearly basis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2008 to December 2008</td>
<td>234</td>
<td>41</td>
</tr>
<tr>
<td>January 2009 to December 2009</td>
<td>506</td>
<td>335</td>
</tr>
<tr>
<td>January 2010 to December 2010</td>
<td>905</td>
<td>668</td>
</tr>
<tr>
<td>January 2011 to December 2011</td>
<td>1174</td>
<td>784</td>
</tr>
<tr>
<td>January 2012 to December 2012</td>
<td>1285</td>
<td>931</td>
</tr>
<tr>
<td>January 2013 to date</td>
<td>-</td>
<td>105</td>
</tr>
<tr>
<td>Total</td>
<td>4104</td>
<td>2864</td>
</tr>
</tbody>
</table>

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.

The HRKAD Fund has been wound up in December 2012; however provision has been for all current beneficiaries of the HRKADF scholarships will nonetheless benefit from their scholarship till completion of their studies.

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 is being worked out to improve educational infrastructure of private secondary schools. 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 will be 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 stages 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.
Kreol Morisien has been introduced as an optional language in Standard I in 2012 at par with Asian Languages/Arabic. All pedagogical materials are produced by MIE which is also responsible for training of Teachers for Kreol Morisien.

**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.

A technical Committee, the “Akademi Kreol Morisien”, comprising relevant stakeholders was set up to

- Advise on the standardisation of the language;
- 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 2001)
- 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 2012 in primary schools with 3113 pupils opting for the subject. It is intended to roll the subject over to other classes year after year such that it becomes an examinable subject at CPE.

**Number of pupils having opted for Kreol Morisien in 2013:-**

- Std I: 3694 and
- Std II: 3628

A Kreol Unit set up at the MIE has worked on the Curriculum for Primary schools and textbooks for Stds. I and II. Textbooks for Std III are under preparation.
3.3.2.2. BHOJPURI

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

3.3.3. SECONDARY : INTRODUCTION OF NEW SUBJECTS

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 would cover Entrepreneurship, Productivity, Health and Wellness, Social Service, Civics, among others.

3.3.3.1. 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. This year 22 candidates will sit for PE at ‘AS’ level.
**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 will be introduced in schools 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 prevocational 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.

3.3.5.1. 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.

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.

It is also being planned to have a 15-hour compulsory module on Entrepreneurship for all Lower Six students.
**SHAPING THE FUTURE --TODAY:**

<table>
<thead>
<tr>
<th>History of Mauritius</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>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.</em></td>
</tr>
<tr>
<td>As from 2014, 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 working on the compilation of a Reader for the guidance of curriculum developers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sexuality Education (SE)</th>
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</thead>
<tbody>
<tr>
<td><em>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.</em></td>
</tr>
</tbody>
</table>
| Programmed for introduction in Form 1 in 2014 as a stand-alone subject, SE will encompass six main components as recommended by the “UNESCO International Technical Guidance on Sexuality Education”:

1. Relationships
2. Values, attitudes and skills
3. Culture, society and human rights
4. Human development
5. Sexual behaviour
6. Sexual and Reproductive Health |

<table>
<thead>
<tr>
<th>HSC Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>The HSC Professional will be introduced on a pilot basis in January 2015.</td>
</tr>
</tbody>
</table>
Government has envisioned the future of Mauritius as ‘Maurice Ile Durable’ and concrete actions related to mind set change have started to be implemented at grass roots level for a sustainable future.

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.

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:

- Baseline Profiling Std I
- Bridging the Gap Std I
- Diagnostic Assessment (Std III)
- Continuous Assessment Stds III - VI
- Remedial Education Project Std III
- CPE Repeaters Project
- Enhancement Programme – Std III and IV
3.4.1.1.1. 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)

‘Bridging the Gap’ programme is 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.

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.

Diagnostic Assessment as a tool will make its way in the system as from Std II onwards.

3.4.1.1.4. CONTINUOUS ASSESSMENT – STANDARDS III AND IV

The 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 at least the minimum passing marks in each examinable subject.

3.4.1.1.7. 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.

The Project demands of all children within a school to do silent reading at a given time common to everyone. Dictionaries are available for them to refer to as and when needed and they are also encouraged to list new words they come across during the reading time, words that they can later use in their creative (essay writing) activities. Teachers act as facilitators, ensuring sound rotation of books but also checking 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 1400 hrs to 1450 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.

The curriculum for the project comprises extracurricular activities, Core and Asian Language subjects. A free 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 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 now well established as an annual evaluation mechanism. It helps to measure achievement levels of students in such core subjects as Mathematics, English, French, Computer Studies/Literacy, Biology, Chemistry and Physics, after the first three years of secondary schooling.

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

This Assessment makes it possible to provide a detailed analysis of the performance of both the school as a whole as well as that of the individual student for each individual subject. The very fact that teachers get to know where students have difficulties even in specific questions enables timely remedial strategies to be put in place at school level.

It is expected that this will impact positively on performance at SC/O level.
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 collaboration, through the French Embassy, with the Centre International d’Etudes Pédagogiques (Sèvres, France) and its local centre based in Reunion has allowed the training of more than a hundred Educators (French) as markers/examiners for this examination. Eight Educators have also been trained as trainers.

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 educators 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 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

Extra-curricular activities are a mandatory part of the curriculum of both Primary and Secondary sub-sectors to promote healthy learning environment and for each child to realise her potential. In the secondary sub-sector, activity periods have been formalised in the school time table and 4 periods are allocated to activities weekly in all State Schools.

The table below illustratively suggests some of the activities carried out. A full list of core and optional activities is on the Ministry’s website [http://www.ministry-education.gov.mu](http://www.ministry-education.gov.mu)

<table>
<thead>
<tr>
<th>Sub-sector</th>
<th>Illustrative activities</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>&quot;Budding Writers&quot;, poem recitations and painting competitions.</td>
<td>Promotion of learners’ creative skills and a break from academic routine</td>
</tr>
<tr>
<td>Secondary</td>
<td>NICE</td>
<td>Promotion of civics, community service and value-based education.</td>
</tr>
<tr>
<td></td>
<td>Benevolent Clubs and the We-Care clubs</td>
<td>Promotion of benevolence and care for the elderly and the socially deprived</td>
</tr>
</tbody>
</table>

Some activities, like the Model United Nations (MUN) and activities for Independence week are initiated by the Ministry itself while others like SADC and Commonwealth Essay Competitions, Shankar Award and UNPD/UNICEF painting competitions are driven by international organisations.
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.

### 3.5.2. SENSITISATION AND AWARENESS PROGRAMMES

<table>
<thead>
<tr>
<th>HIV/AIDS, NCDs and other diseases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dangers of smoking and alcohol</td>
</tr>
<tr>
<td>Substance abuse</td>
</tr>
</tbody>
</table>

| Juvenile delinquency             |
| Teenage pregnancy               |
| Crime prevention                 |
| Sexuality and sexual abuse       |

<table>
<thead>
<tr>
<th>Healthy Diet and Healthy Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics and benevolence</td>
</tr>
<tr>
<td>Human Rights</td>
</tr>
<tr>
<td>Transparency and Good Governance</td>
</tr>
</tbody>
</table>

| Environment protection            |
| Challenges of climate change      |
| Disaster risks and Prevention     |

### 3.5.3. INTERNATIONAL 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).
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.

Actions on Intercultural Education 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, theatre, 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, Dance and Slam)

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

The project will culminate in an “Intercultural Day” projected for end of November 2013.

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.
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 from 11 to 20 December 2012 by the PMO in collaboration with the Ministry of Education and HR Ministry of Youth & Sports.

Students were familiarised with modules such as Civic Education, nation building, responsible behaviour, health and 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 will be implemented again this year in December 2013 with the participation of some 400 students at Form IV level.

Flagship Project

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 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 to 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.
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, hyper tension and stress as a result of a sedentary life style. Moreover, the prevalence of obesity among school children and adolescent is on 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. BSE are conducted respectively by the class teacher and trained Health & P.E Instructors, in the morning or in the afternoon or, again, during the morning assembly.

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.

Alongside, Educators have also been requested to ensure 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.

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.

<table>
<thead>
<tr>
<th>Vision Screening in 2013</th>
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<tbody>
<tr>
<td>Number of Schools Screened: 261</td>
</tr>
<tr>
<td>Number of pupils screened: 11,000 (approx)</td>
</tr>
<tr>
<td>Number of pupils referred: 1,400 (approx)</td>
</tr>
</tbody>
</table>

A quick evaluation indicates that an average of 6% of pupils per school in standard I were screened positive.
3.6.3. INTER-MINISTERIAL COLLABORATION FOR SPORTS ACTIVITIES

3.6.3.1. 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, experiencing adventure and fostering a sense of achievement. The Award helps to develop the following traits:

(i) self-confidence
(ii) positive and realistic self-image
(iii) sense of responsibility vis-à-vis others
(iv) willingness to try new things
(v) ability to make a plan and make that plan happen
(vi) team skills
(vii) life skills

3.6.3.2. FIFA-DRIVEN FOOTBALL PROJECTS

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

3.6.3.2.1. 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.

3.6.3.2.2. 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.

### 3.6.3.2.3. 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. MAJOR IT PROJECTS

**ICT Infrastructure**

Since 2008, Ministry has sustained efforts to improve the ICT infrastructure in primary schools. Some 2250 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 4300 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.

### Teaching of ICT /Recruitment of 166 ICT Support Officers

### Training of Std I – III Educators and ICTSOs in the use of ICT as a tool

### Hotspots, sponsored by Orange/Mauritius Telecom Foundation, were installed in the 27 ZEP schools in Mauritius at the beginning of 2013.

### 3.7.2. SANKORÉ PROJECT

One of the major ICT projects in the primary sub-sector is the Sankoré project. 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’Education 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 setting up of the ‘Mauritius Learning Factory’ at the MIE.
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:

- 1085 interactive projectors received from the French Government during the period 2011-2013.
- The Ministry is currently procuring 530 digital interactive projectors to further expand the process of digitisation of classrooms at Std IV-VI level. Installation of projectors is programmed for the end of 2013.
- 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 and Std V respectively and distributed to all schools in 2012 and 2013.
- The Ministry, in collaboration with the MGI, will be producing Sankoré DVDs for the Asian Languages and Arabic for distribution to schools in January 2014.

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 designed on the French model for the digitization of the curriculum with necessary expertise developed over the past few years.

Of the 5 other countries that embarked on the Sankoré Project, the Mauritian approach is probably the most successful venture in the region.

To date, the MIE team has fully digitised the Standard 4 curriculum, and is completing Standard 5 and Standard 6 materials for 2014. The team develops the digital materials, visits schools and engages in hands-on training in the classroom. It also targets Head Masters and Inspectors as key actors in this process of change.

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

Websites for each of the 62 State Secondary Schools are being created on the Government portal. Hands-on training for one Educator per state secondary school has been held in August 2013.

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, designed in 2007 by the Central Information Systems Division (CISD) of the MICT, 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 PCs

Braille PCs for visually impaired pupils being purchased 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.”

Training

The E-Government Unit of the Ministry has conducted training/workshops for newly recruited Senior Educators and Quality Assurance officers on Word, Excel, Power point, internet and e-Mail.
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, is to be initiated this year for Form IV students and will subsequently be annually provided to every new cohort of Form IV students.

In order to create a virtual community of online learners across the country, high speed secure internet links and wireless connectivity in schools will also be provided in 2014.

Tender has been launched for 26,100 tablet PCs to be provided to all Form IV students and Educators (including Prevoc) by the end of Year 2013. The tablet PCs will be provided with educational content developed by the MIE. The tender also provides for the training of Educators on a train-the-trainer approach to ensure effective use of the technology in supporting teaching and learning as from Form IV level.

Innovative IT Practice 2

Initiation to computer Programming in 5 pilot schools through the Scratch 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. The Ministry is working with ICTA to expand the project in more secondary schools in 2014.

3.7.4. CONSOLIDATING IT PENETRATION IN THE SYSTEM: THE e-EDUCATION STRATEGY

An e-Education Strategy is under formulation at the Ministry to describe the work processes in the Education sector and chart out the ICT solutions in terms of hardware, system and application software and communication facilities in line with the vision of the Ministry.

Such an e-Education Strategy has for objective to:

1. promote administrative and management excellence in the education sector;
2. enhance teaching and learning by using latest technologies; and
3. encourage teachers, students, parents and public in general to engage in community interaction through the use of ICT in Education
3.7.5. 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.

3.7.6. A GROWING HR BASE IN ICT IN EDUCATION: RECRUITMENT OF ICT SUPPORT OFFICERS

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

This recruitment of ICT Support Officers forms part of the strategy of the Ministry to shift beyond the use of ICT as a subject to a more general use of ICT across all subjects with the objective of using ICT as a cross-cutting learning tool throughout the curriculum.
NEW ORIENTATIONS IN SANKORE PROJECT

Sankoré and TVET

The Sankoré process is being 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.

Four interactive projectors will be installed in MITD centres and Educators will be 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 with DVD of contents in these subjects under preparation for a first introduction in Std IV in January 2014.

The introduction of ICT in teaching and learning in the Asian Languages/Arabic subjects will bring the wheel of ICT in pedagogy full circle across the whole of the Primary school sector.

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 and discipline of 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 of their wards’ absences at school on a daily basis.

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.

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.
3.8.3. STUDENT CARE AND COUNSELLING 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 and 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, the PSSA has implemented the PRB 2008 recommendation regarding the payment of an allowance to teaching staff members assigned the duties of Section Leader.

The efforts undertaken at school are consolidated by the support provided by the Ministry HQs, 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.

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>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>July 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases attended</td>
<td>1503</td>
<td>1872</td>
<td>2165</td>
<td>1953</td>
<td>1922</td>
<td>2368</td>
</tr>
<tr>
<td>Counselling sessions held</td>
<td>1659</td>
<td>2119</td>
<td>2243</td>
<td>2100</td>
<td>2278</td>
<td>2848</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.

Also now institutionalised are the contracted services of security officers, especially for at-risk schools.

3.8.8. SENSITISATION PROGRAMMES

The ’Brigade pour la Protection des Mineurs’ regularly conducts awareness programmes in primary and secondary schools.

A kit on ‘Prevention of Violence at School’ was launched on 24 September 2007 with the collaboration of the Ombudsperson for Children’s Office to sensitis Heads of Schools on developing positive discipline and to promote constructive and positive behaviour.

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.

In its second phase this year, a Performance Tracking system has been added and is in the process of implementation.

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
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 104 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 brought to the Education Act in November 2011, the main ones being:

- Extending the current ban on additional tuition at Standards I, II and III to Standard IV;
- Regulating the provision of additional tuition to students in Standards V and VI and for secondary classes and to provide for registration of Educators wishing to give additional tuition; and
- Providing for the conduct of the Enhancement Programme and any other programmes in schools to enhance innovative teaching and learning experiences and to promote the integral development of pupils.
3.9.2.1.1. REGULATIONS

The amendments to the Education Act were implemented in 2012 and new Regulations will be promulgated in line with the amendments. Basically, the Regulations provide for:

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

3.9.3. REVIEW OF THE ROLE AND FUNCTION OF THE PRIVATE SECONDARY SCHOOLS 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. The Private Secondary Schools Board is on the verge of proposing amendments to be brought to the Education Act and the Private Secondary Schools Authority Act.

3.9.4. THE SETTING UP OF A HEALTH AND WELLNESS DIRECTORATE

A pressing need has now been felt for the creation of a dedicated structure to coordinate health-related issues and implement health promotion programmes in the primary and secondary sub-sectors.

The PRB, in its 2013 Report, has agreed to the setting up of a Health and Welfare Division in the Ministry.

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

New grades of Director, Health and Welfare, and Assistant Director, Health and Welfare, have therefore been created for the Division in the Estimate 2013. These positions will be occupied by persons with a medical background.
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.

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 component 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 regarding first timers and repeaters (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 available as from 2013 to pupils who have passed in three subjects.
- 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 PREVOCATIONAL 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 (which 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) 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.

3.10.4. INDUSTRIAL RELATIONS

Unions in the education sector are a major stakeholder and partner and where cases of grievances appear genuine and legitimate, the Ministry has endeavoured to bring such industrial conflicts to a termination point.

Thus, over the past two years, efforts have been sustained 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.

3.10.5. SCHOOL ATTENDANTS (ECCEA)

Prior to 2011, there were 177 School Attendants who were governed by the NRB and who were on employment on a contract basis at the ECCEA. Following consultations with various stakeholders such as the Ministry of Labour, IR and Employment, Ministry of Finance and Economic Development and the Attorney General’s Office, these Attendants have been offered employment on permanent establishment and their situation has been regularised since 2011.

3.10.6. 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 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.

The Private Secondary Schools Authority has also implemented 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.
3.10.7. 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 cherished project of Government to start 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.

3.10.8. REGULARISATION OF THE SITUATION OF SUPPLY TEACHERS (ORIENTAL LANGUAGES)/TEACHING ASSISTANT

During the years 1995 and 1996, 29 Supply Teachers (Oriental 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 regularising 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.

3.10.9. 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 recommended by the various PRB Reports 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 Ministry supported to the Errors, Omissions and Anomalies Committee (E.O.A.C) 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 and the situation is being positively looked into by the ministry.
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 Coopération 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 Program 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 Reunion” 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>
<td></td>
</tr>
</tbody>
</table>

### 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 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. YOUTH 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, and also for an audit of the teaching of Modern Chinese/Mandarin at primary and lower secondary to be carried out.

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 brings together 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 Conference 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’.

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 is 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 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.

3.11.3. 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.
3.12. 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).

Themes covered in local Workshops for Heads of Schools

- 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
- Leading Effective Behaviour Management
- Leadership and Management
- Creating and Communicating a Vision

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

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 through projects aimed at ZEP schools

iii. **Secondary Sector**

- 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 in 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 is due to end in 2013 and will empower 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 is now being 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: GIVING A NEW PUSH TO TVET

Education for future employability has today become an important mantra and making it a reality necessitates the elimination of the disconnect between the number of graduates produced by the education and training sector and the changing needs of labour market. In addition, it is necessary to develop lifelong learning strategies to provide continuing education and skill upgrading to persons after they have left formal education in order to acquire the changing skills and competencies necessary to be competitive in the new global economy.

Over the last few years, training and skills development has relied on a number of factors, including

- Revisiting the Institutional and Regulatory frameworks;
- The certification of skills through a National Qualifications Framework; and
- Entrepreneurial training along with Youth Employment Programmes, Industry Placement and the like.

It goes without saying that the new thinking has led to a strengthening of the linkages with the private sector.

3.13.1. THE HUMAN RESOURCE DEVELOPMENT COUNCIL

As per the HRD Act 2003, the Human Resource Development Council (HRDC) has been mandated to fulfil the following three main objectives, namely:

- to promote human resource development at national level;
- to stimulate a culture of training and life-long learning; and
- to provide the necessary human resource thrust to transform the country’s economy into a Knowledge Economy.

In line with these Objectives, the following (selected) Projects had been undertaken during the period 2008 – 2013.
3.13.1.1. NATIONAL TRAINING FUND

Since 2008, the HRDC has facilitated direct training of some 280,000 people at a total cost of Rs 1.1 billion through its various training incentive schemes for employers, run under the National Training Fund. The objective of the training schemes is to promote more effective human resource development at enterprise and national levels.

3.13.1.2. WORK PLACEMENT FOR LOWER VI AND VOCATIONAL SCHOOL STUDENTS

Launched in 2007 with the aim to bridge the gap between the schooling system and the world of work, the Work Placement Programme for Lower VI and Vocational School Students emphasises the importance of out-of-classroom career-related experiences for students through short term placement of 2-3 weeks during the school holidays. To date, as many as 4,760 students have successfully completed their placement in some 250 companies.

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
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<td>507</td>
<td>424</td>
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<td><strong>Total</strong></td>
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<td><strong>4,760</strong></td>
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</table>

3.13.1.3. YOUTH EMPLOYMENT PROGRAMME (YEP) / TRAINING AND PLACEMENT PROGRAMME

This programme is aimed at extending job-specific training to graduates and other unemployed people aged between 16 and 30 years to enhance their skills and career prospects. During the financial year 2012, 52 employers were involved in the programme and 306 unemployed were placed in enterprises. HRDC is currently making a refund to employers participating under the YEP.
3.13.1.4. TRAINING NEEDS ANALYSIS

The HRDC has prepared two distance learning manuals on Training Needs Analysis (TNA) and Generic Design of Training Programme to help businesses identify training gaps in their workforce and devise training to fill the skills gap within the constraints of cost and time. The two manuals, comprising self-taught modules, are the first of their kind in Mauritius.

3.13.1.5. TARGETED TRAINING AT NATIONAL LEVEL

- Training of 22 surgical/operating room technicians by experts from Hôpitaux Universitaires de Genève (HUG), Switzerland. The trainees would be proceeding to Geneva shortly for employment on a contract basis at HUG.
- Training of 239 in-service Education Officers as part of the Educator’s Licence for teachers working in Private Secondary schools.
- Professional training of 40 butlers and supervisors to improve the services offered by hotels.
- Training in laser cutting design to boost technological transfer from Malaysia in the wood-based handicraft industry.
- Training in health and social care for Carers & capacity building in Home Care Service to cater for the elderly.
- Professionalising and improving employability in the farming industry in collaboration with AREU.

3.13.1.6. NATIONAL HUMAN RESOURCE DEVELOPMENT PLAN

The National Human Resource Development Plan (NHRDP) of April 2007 comprised vital information about manpower projections and requirements of the Mauritian labour market. The Plan also acted as a guide to the type of training and education which Mauritius needed in order to reduce the mismatch between demand and supply of labour. It has equally been used as a tool for career orientation.

The NHRDP was reviewed in 2008 to take into consideration the changing economic conditions in the different sectors of the Mauritian economy. Following the global financial crisis, the Plan was reviewed again to gauge the impact of crisis on the local scene. This special edition offers information on changes in employment in private companies in the light of the expected evolution and is aimed at helping stakeholders to develop proactive human resource development policies.

3.13.1.7. LABOUR SHORTAGE SURVEYS

The HRDC conducted 8 national surveys in 2011 on labour shortage and skills mismatch in key sectors of the Mauritian economy. The aim was to measure and understand the current state and pattern of skills as well as the future evolution of the manpower landscape that would help develop strategies and policies to reduce mismatch between demand and supply of labour. Following a series of validation workshops with industry operators and other stakeholders in 2012, the HRDC has identified a list of projects to address skills shortage in the different sectors, measures that are being implemented in collaboration with Industry.
3.13.1.8. NOMENCLATURE OF JOB PROFILES FOR THE ICT/BPO SECTOR

The HRDC and the ICT/BPO industry associations have prepared an ICT Skills Competency Matrix, comprising a nomenclature of job profiles for the ICT/BPO sector in Mauritius to be subsequently used by employers of the said sector as well as job seekers.

3.13.1.9. INTERNATIONAL HRD CONFERENCE

The HRDC has organised an International HRD Conference under the theme ‘Excellence in human resource development for sustainable growth’ on 17-18 October 2013 to encourage sharing of knowledge and best international practices that will contribute towards addressing HR issues at all levels. The conference has also been an opportunity for participants to network, connect and engage in new business and research contacts with global partners for future collaboration. To ensure top-notch discussions, a carefully balanced panel of world renowned speakers had been invited to share their knowledge, insights and visions with participants at the conference. On top of the main conference, a pre-conference Master Class was organised on 16 October 2013 to give participants the chance to interact directly with the Guest Speaker, Mr Pieter Haen.

3.13.1.10. HR EXCELLENCE AWARDS

The HRDC launched the HR Excellence Awards in 2011. The Awards ceremony for the second edition was held in the margin of the International HRD Conference. The “HR Excellence Awards” is the first recognition framework of its kind to be introduced in Mauritius and serves as a unique opportunity for HR professionals to benchmark their work against the best by showcasing outstanding examples of human resource practices in their organisations.

3.13.1.11. AN EVALUATION OF TRAINING IN THE REPUBLIC OF MAURITIUS

The HRDC is presently carrying out an evaluation of training in Mauritius to determine the relevance and effectiveness of such training at enterprise level. This project will help ensure a more efficient use of the National Training Fund (NTF) and will also help prepare a list of areas/fields where training will be required in the future. This is of vital importance to foresighted training institutions as well as employers for HR planning purposes.

3.13.1.12. CAREER ORIENTATION

The HRDC is proposing to assess the current situation in terms of career guidance, counselling and management and come up with recommendations for an integrated career counselling system adapted to Mauritian needs.
3.13.1.13. EMPOWERMENT OF AIRPORT TAXI DRIVERS

In an increasingly fierce competition to appeal to tourists, a right image of the country goes a long way towards attracting quality visitors from abroad as well as ‘repeat’ tourists. For many of these, taxi drivers are their first point of contact and, as such, it is important that taxi drivers are able to share knowledge and accurate information in a professional and friendly manner.

In this context, a training programme targeting 89 taxi drivers had been mounted by the HRDC such that they would be elevated from a point-to-point service to one in which they would be the “ambassadors” for Mauritius. With the opening of the new passenger terminal at the SSR International Airport, the training of airport taxi drivers will add to the revamping of the airport services. The 32-hour course, comprising 8 sessions per 4 batches, was run by the Sir Gaétan Duval Hotel School from 17 August 2013 to 13 September 2013 and certificates awarded to those having successfully completed the training.
3.13.2. THE ACHIEVEMENTS OF MQA

3.13.2.1. REGISTRATION OF TRAINING INSTITUTIONS, TRAINERS & APPROVAL OF NON-AWARD COURSES

As at 31 July 2013, 460 training institutions are registered with the Mauritius Qualifications Authority (MQA). These training institutions operate both in Mauritius and in Rodrigues. They have to meet strict requirements in accordance with all the criteria specified in the Authority’s Quality Assurance Standards. As such, 3 applications for registration as training institution have been refused as a result of non-compliance with the criteria for registration or for not meeting the Quality Assurance Standards. In addition, the registration of 46 other training institutions has been cancelled mainly for contravening the Mauritius Qualifications Authority (Registration) Regulations 2009 and for being in breach of Conditions Governing the Registration of Training Institutions.

With the implementation of the policy to renew registration of Trainers every 3 years, the MQA has, until the end of July 2013, registered 3142 trainers in different fields. The trainers are registered on the basis of their field of competence at different levels on the National Qualifications Framework (NQF).

MQA also deals with applications for the approval of short courses, commonly termed as “non-award courses”. These are generally awareness courses, without any formal assessment of the learning achieved, and usually culminate in the conferring of a Certificate of Attendance. Non-award courses can be dispensed by duly MQA-registered training institutions and companies or be run in-house, subject to prior approval by the
Authority. The number of non-award courses has constantly been on the rise in Mauritius, with 13977 such courses being approved from 2008 until 31 July 2013.

3.13.3. RECOGNITION AND EQUIVALENCE

MQA, being entrusted with the responsibility to cater for the Recognition and Equivalence of qualifications in the Technical and Vocational sector, has from 2008 until 31 July 2013 dealt with 363 cases of Recognition while the number of cases of Equivalence attended to is 236.

3.13.4. ADDING VALUE TO THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

3.13.4.1. DEVELOPMENT OF QUALIFICATIONS UNDER THE NATIONAL QUALIFICATIONS FRAMEWORK

The Industry Training Advisory Committees (ITACs), comprising representatives from both the private and public sectors, meet to generate Unit Standards and Qualifications in different sectors of the economy at various levels of the National Qualifications Framework (NQF).

Twenty ITACs, namely, in Hospitality & Tourism Management, Information & Communication Technology, Printing, Agro-Industry, Automotive, Beauty Care and Hairdressing, Building Construction & Civil Engineering, Electrical & Electronic Engineering, Health & Social Care, Jewellery, Mechanical Engineering, Seafood & Marine Industry, Textile & Apparel, Automotive & Robotics, Furniture Making, Handicraft, Language, Management, Transport & Logistics, Social Work and two committees in Adult Literacy and Early Childhood Care & Education have been set up and have, as at 31 July 2013, generated 3710 Unit Standards and 143 Qualifications in respect of National Certificates and National Diplomas with a view to rationalising qualifications.
3.13.4.2. NATIONAL CERTIFICATES AND NATIONAL DIPLOMAS – A FIRST IN MAURITIUS

The 2009 reform in the TVET sector has been instrumental in the start of delivery of National Certificates and National Diplomas developed by the MQA and the rendering of the Mauritius NQF more active. A number of the National Certificates under the National Qualifications Framework are being offered by both public and private training providers and the certificates are being awarded by awarding bodies, including the Mauritius Institute of Training and Development (MITD), the Mauritius Institute of Health and the Open University of Mauritius.

As from 2010, these National Certificates and National Diplomas developed are also pitched on the National Qualifications Framework.

MQA has, therefore, given a new impetus to TVET through the NQF where students can easily situate themselves in the Mauritian education and training system and hence make more informed decisions about their career and training pathways.

3.13.4.3 ACCREDITATION OF AWARD PROGRAMMES

By end of July 2013, the number of accredited training programmes stood at 290 and these are being delivered by some 50 training institutions.

Accreditation of an award programme is a multi-step activity, all of which steps are defined in the Quality Assurance Standards of the Authority. The outcome of the programme is the award of a certificate to successful candidates after a formal assessment exercise. This certificate is approved and recognised as formal learning. Award programmes are pitched on specific levels of the National Qualifications Framework (NQF), enabling students to know their learning pathway, should they want to study further.

3.13.5. RECOGNITION OF PRIOR LEARNING - THE MAURITIAN MODEL

The implementation of Recognition of Prior Learning (RPL) has been a major landmark in the achievements of the MQA. It has proved to be an invaluable asset in the reintegration of skilled workers into the education and training system and encouraging the concept of Lifelong Learning. Pilot projects were conducted in the Tourism and Construction sectors in 2007 and 2008 respectively and, as a result of their success, RPL was subsequently launched at the national level in 2009.

RPL has now been extended to all sectors of the Mauritian economy. In order to support the implementation process, 202 Facilitators and 107 Assessors have been trained till now.

To date, 51 persons have acquired their full qualifications through RPL and 21 others have been attributed a partial qualification.

The concept of RPL is being promoted countrywide with training in RPL being provided to various institutions, namely Veranda Group, Prisons Office and Pay Research Bureau, amongst others.
3.13.5.1. INITIATING RPL IN RODRIGUES

Recognition of Prior Learning in five sectors, namely, Tourism, Construction, Printing, Plumbing and Adult Literacy, has been initiated in Rodrigues as well. The MQA has been working in close collaboration with the Commission for Education and Training in Rodrigues and campaigns have been carried out to sensitisie both members of the public and companies about the concept of RPL. This will allow people in Rodrigues having experience and know-how in the above-mentioned sectors to obtain a qualification after a thorough assessment of their portfolios. To date, 22 Facilitators and 23 Assessors have been trained in Rodrigues.

3.13.6. INTRODUCTION OF A TRACKING MECHANISM IN THE TVET SECTOR

A tracking mechanism has been put in place since 2012 whereby statistics are obtained on students since their enrolment into accredited training programmes. This is carried out through continuous monitoring of accredited training institutions and with the help of a software application.

3.13.7. SHARING AND COLLABORATION AT REGIONAL AND INTERNATIONAL LEVELS

3.13.7.1. THE MAURITIAN NQF & RPL SYSTEMS SERVING AS MODEL

The Mauritian NQF and RPL systems are increasingly serving as a model for their implementation in different countries. Workshops have been conducted in various African countries, namely, Kenya, Namibia, Tanzania, Zambia, Ivory Coast and Botswana to share the Mauritian experience.

3.13.7.2. TRAINING AND CAPACITY BUILDING OF STAFF OF OTHER QUALIFICATIONS AUTHORITIES

A number of delegations from Botswana, Namibia, Maldives, Gambia, Zimbabwe, Mozambique, Mali, Barbados, Swaziland and Tanzania were on a study tour at the MQA to understand, among others, the development and implementation of NQF and RPL in Mauritius. Subsequently, staff from the institutions responsible for Qualifications Framework from some of these countries have been sent to the MQA on attachment to enable them to better understand our system.
3.13.7.3. COLLABORATION WITH FOREIGN INSTITUTIONS THROUGH PARTNERSHIP AGREEMENTS AND MEMORANDA OF UNDERSTANDING

The MQA had also been strengthening its international as well as regional linkages with overseas Qualifications Authorities. This not only gave MQA access to possibilities of collaboration in various fields but it also led to sharing of expertise and knowledge and to ensure comparability of education and training standards in line with the SADC Protocol to bring about harmonization of qualifications across the SADC region.

The MQA had accordingly signed several Memoranda of Technical Cooperation and Partnership (MTCP) and Memoranda of Understanding (MoUs) with foreign Authorities. Those signed during the period from 2008 to 2013 are with L’Académie de la Réunion, Commonwealth of Learning (COL), Ministry of Education of Ghana, National Training Authority of Gambia, TEVETA-Zambia, Barbados Accreditation Council and Vocational Education & Training Authority of Tanzania.

3.13.7.4. ACTIVE PARTICIPATION OF MQA IN THE DEVELOPMENT OF A TRANSNATIONAL QUALIFICATIONS FRAMEWORK (TQF)

The Virtual University for the Small States of the Commonwealth (VUSSC) is a collaborative network building on the support of Ministers of Education across small states of the British Commonwealth, specifically in three regions – Africa and the Mediterranean; Asia and the Pacific; and, the Caribbean. Member states of the VUSSC decided to develop a Transnational Qualifications Framework (TQF) and same was officially launched in May 2010 in Namibia.

The Transnational Qualifications Framework is a comparison and transfer mechanism that has been created by 32 small states of the Commonwealth. It comprises a ten-level system that will act as an enabling mechanism between national and regional qualification systems. The TQF is managed by a Management Committee and the Director of MQA was elected as its Chairperson.

3.13.7.5. THE SADC REGIONAL QUALIFICATIONS FRAMEWORK (SADC RQF)

The MQA is actively participating in the setting up of the SADC Regional Qualifications Framework (RQF). A SADC Qualifications Portal has been developed as an integral part of the proposed SADC RQF in 2011. The establishment of the SADC RQF as a reference framework with ten levels has been approved by Ministers of Education and Training of SADC in 2011.
3.13.8. TVET

3.13.8.1. STRUCTURAL CHANGES

With a view to strengthening and ensuring a more effective coordination of the delivery of TVET and giving it a new boost, Government in 2009 set up the Mauritius Institute of Training and Development (MITD), which took over the activities of the ex-IVTB and part of the ex-Technical School Management Trust Fund (TSMTF). The MITD became also an awarding body for TVET.

3.13.8.2. NEW TRAINING CENTRES

Since 2008, the MITD has set up 3 new vocational training centres and 4 new dedicated Training Centres for the NTC Foundation Course PVE, with the objective of increasing access to vocational training and to cater for NTC Foundation/PVE trainees respectively. MITD now operates a total of 24 training centres (14 vocational training centres and 10 dedicated NTC Foundation/Pre-Vocational Education centres).

These new training centres, coupled with the diversification of training programmes through the introduction of new and higher level courses in both existing and in new fields (including the opening up of training for female trainees in IT, Beauty Therapy, Hairdressing, Massage) as well as an emphasis on training through the Apprenticeship mode, have resulted in an overall increase in enrolment as compared to 2007.

3.13.8.3. TOTAL ENROLMENT 2007-2012

<table>
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<td><strong>Total</strong></td>
<td><strong>8521</strong></td>
<td><strong>10743</strong></td>
<td><strong>9264</strong></td>
<td><strong>9337</strong></td>
<td><strong>9234</strong></td>
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The MITD has also been engaged in training of technicians in the field of PV technology with a view to building capacity in production of renewable energy. The Knowledge Based Training Centre of the MITD has been equipped with a grid-tie type PV energy generation system and the system is presently generating 55 KWh of electricity daily and it is being used for training under the full-time mode as well as for the training of practising technicians in industry through part-time mode.
3.13.8.4. TRAINING ALIGNED WITH THE NQF

With the view to aligning training with the NQF, since 2009, the training programmes of the MITD are being redesigned based on the unit standards of the MQA in a phased manner. As at date, a total of 46 training programmes out of 73 have already been aligned with the NQF.

3.13.8.5. SECOND CHANCE PROGRAMME

As announced in the Budget 2008/2009, the MITD has conducted the Second Chance Programme (SCP) to provide basic numeracy & literacy skills to those who are neither in employment nor in education and training with a view to channelling these young people to a vocational training programme. Since its implementation in 2009, a total of 847 youngsters have successfully completed the programme, of which 330 are in Rodrigues.

3.13.8.6. ASSESSMENT AND CERTIFICATION

As per the MITD Act, 2009, one of the functions of the MITD is to award certificates and diplomas or any other technical and vocational qualifications. In this context, an Assessment and Certification Division (ACD) has been set up and has been operational since January 2011. The MITD has awarded a total of 746 certificates to trainees who followed courses aligned with the NQF.
3.13.8.7. MEMORANDA OF UNDERSTANDING

A number of MOUs and Collaborative ventures have been entered into by the MITD with international partners and Training Institutions. They provide for a variety of exchanges of expertise and good practices, consolidation of existing ties as well as capacity building and resource development.

The most salient are with the following Institutions/Organisations:

1. Microsoft IT Academy - 2008 (for the provision of Microsoft certified courses)
2. Seychelles Tourism Academy (STA) - 2010 (the development of the tourism and hospitality sector in both countries)
3. Agreement with Saskatchewan Institute of Applied Science and Technology (SIAST), MITD, and Canadian International Training and Education Corporation (CITREC)-2010 (for conduct of SIAST Business Administration Diploma)
4. Chisholm Institute of Technology and Further Education, Australia 2010 (for Teacher Skills Upgrade Programme)
5. Agreement with the Principauté de Monaco 2012 (exchange programme in the hotel sector)

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 humankind 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.

3.14.1. 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 97% 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.

3.14.2. 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 will 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 “ASSISSES” with the overriding theme of “Preparing our Children for Life” have been held from 14th to 17th October 2013.
3.14.3. 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.

3.14.4. MEETING THE CHALLENGE OF IMBALANCES BETWEEN SKILLS DEMAND & SUPPLY

Globalisation has today contributed to the accelerated development of a knowledge-based economy. Many sectors, including that of TVET, are facing serious challenges which call for reforms aimed at improving governance, access, financing, quality and relevance if the existing skills mismatch is not to proliferate.

Probably because it takes long to develop trained local manpower to provide service in new emerging sectors, it will be necessary to survey the current patterns of demand for skills and assess how these have been changing over recent years. Required skills for future youth employment will also have to be identified in line with the Maurice Ile Durable (MID) policy and the Economic and Social Transformation Plan being currently worked out.
3.14.5. 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.

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.

Educational Institutions in the Republic will now be expected to operate along learning standards that will be elaborated. Hence, the Quality Assurance and Inspection Framework will

- 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.

3.14.6. 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 learning pace and style;
- setting up of School Boards that would, *inter alia*,
  - manage part of the school budget;
  - support the process of improvement of the physical learning environment; and
  - strengthen community links.
3.14.7. MAKING MAURITIUS A REGIONAL HUB FOR TVET

3.14.7.1. REGIONAL TRAINING OF TRAINERS CENTRE

The MITD is called upon to become a Regional Training of Trainers Centre for Technical and Vocational Education and Training, in the Southern and Eastern Africa Region. A Business Plan has been developed for the organisation to emerge as a Regional Training of Trainers Centre more specifically in the Southern and Eastern African countries and COMESA countries. Along with its new organisation structure, a five-year (2013-2017) Strategic Plan is being developed in consultation with stakeholders which will provide a roadmap for the future actions of the organisation.

3.14.7.2. ALIGNMENT OF TVET TO GREEN ECONOMY CONCEPTS

An assessment of the training needs in green skills will also be commissioned with a view to introducing sustainable development in all the TVET programmes. Further, in order to upgrade the training provided by MITD and building of capacity, emphasis will be placed on such up-market fields as jewellery design and jewellery making.

3.14.7.3. BREVET DE TECHNICIEN TRAINING PROGRAMME

The current Brevet de Technicien Programme offered by the Lycée Polytechnique Sir Guy Forget will be reviewed and reinforced with a view to enhancing the relevance of training and respond more effectively to the present and future needs of enterprises for technicians.

It is noteworthy that, in the forthcoming ‘Assises de la Formation’, a draft Strategic Plan for Training will be the subject of intense debate.

3.14.7.4. AERONAUTICAL MAINTENANCE CENTER

A major Project that will lead to a new orientation for the MITD is the setting up of an Aeronautical Maintenance Center that will have a significant national and regional impact.

With more and more people travelling and Mauritius seeking to maintain its pole position as a tourist destination, the need for a qualified personnel for airplane safety becomes a pre-requisite. This is all the more true since Africa has an actual training capacity in aircraft maintenance for only 600 persons when the real training needs are six times that number. Indeed, by 2030, it is estimated that Africa will need some 58 600 such personnel who would have to be properly trained.

Discussions are already under way for strategic partnerships with foreign institutions like ‘L’Institut de Maintenance Aeronautique (l’IMA) of Bordeaux, France.

The academic and professional training in aeronautical maintenance is expected to start in September 2014 in collaboration with the University of Mauritius, the MITD, HRDC and Air Mauritius.
CONCLUSIVE 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 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.

Five years later, 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 pivotal to any recommendations because of its centrality 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.