The Nine Year Continuous Basic Education
Rationale of the Nine Year Basic Education Reform

• Need to transform Education for the 21st Century

• The learner emerging from the education system 15-20 y from now

Core Competencies

• Critical thinking skills - ability to solve complex problems
• Creativity, innovation
• Adaptability, self-discipline, initiative
• Oral and written communication skills, public speaking skills
• Leadership, teamwork, collaboration
• Fluency in ICT, entrepreneurship skills
• Global awareness, multicultural literacy
• Scientific literacy and reasoning
• Environmental and conservation literacy

• Comprehensive basic education cycle that provides the foundational skills for success in all further learning
Objectives of the Nine Year Basic Education

• Equip all students with knowledge, foundational skills and attitudes leading to an empowered 2030 citizenry

• Inculcate in all students a sense of moral responsibility, a set of values and a strong identity for the country

• Promote the holistic development of all students

• Provide equitable Learning for All opportunities to attain high levels of achievement

• Achieve a smooth transition to and completion of secondary education

• Give greater recognition to the value of TVET in building human capital and for sustainable development
Accompanying measures

1. **Revisiting Curricula**
   - Holistic development, cater for the diverse learning needs of all learners, emphasise 21st C skills

2. **Transforming Learning environments and Pedagogies**
   - Create an enabling environment to support innovative pedagogies for
     - Developing curiosity,
     - Independent learning,
     - ICT-mediated teaching and learning

3. **Remedial Education**
   - Fully embedded in the system

4. **Review Assessments**
   - Introduce new approaches to assessment – holistic and meaningful

5. **Transforming Teacher Education & Professional Development of Educators and School Leaders**
   - Invest in teacher / school leader development to produce a high skilled teaching force
   - Continuous Professional Development /Teacher Council

6. **Accountability for learning outcomes**
   - Schools become responsible for learning
   - Review of role of Primary School Inspectors / Quality Assurance
### The Proposed Education Structure

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level of Education</th>
<th>School Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grades 1-6  Basic Education (Primary)</td>
<td>Primary Schools</td>
</tr>
<tr>
<td>2</td>
<td>Grades 7-9  Basic Education (Lower Secondary)</td>
<td>Regional Secondary Schools</td>
</tr>
<tr>
<td>3</td>
<td>Grades 10-11 Upper Secondary</td>
<td>Regional Secondary Schools / Academies</td>
</tr>
<tr>
<td>4</td>
<td>Grades 12-13 Upper Secondary</td>
<td>Regional Secondary Schools / Academies / Polytechnics</td>
</tr>
</tbody>
</table>
### Proposed Education Structure

#### LABOUR MARKET

<table>
<thead>
<tr>
<th>Age</th>
<th>Existing</th>
<th>New</th>
</tr>
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<tbody>
<tr>
<td>17 Years</td>
<td>Form VI2</td>
<td>Grade 13</td>
</tr>
<tr>
<td>16 Years</td>
<td>Form VI1</td>
<td>Grade 12</td>
</tr>
<tr>
<td>15 Years</td>
<td>Form V</td>
<td>Grade 11</td>
</tr>
<tr>
<td>14 Years</td>
<td>Form IV</td>
<td>Grade 10</td>
</tr>
<tr>
<td>13 Years</td>
<td>Form III</td>
<td>Grade 9</td>
</tr>
<tr>
<td>12 Years</td>
<td>Form II</td>
<td>Grade 8</td>
</tr>
<tr>
<td>11 Years</td>
<td>Form I</td>
<td>Grade 7</td>
</tr>
<tr>
<td>10 Years</td>
<td>Std VI</td>
<td>Grade 6</td>
</tr>
<tr>
<td>9 Years</td>
<td>Std V</td>
<td>Grade 5</td>
</tr>
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</tr>
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<td>Grade 3</td>
</tr>
<tr>
<td>6 Years</td>
<td>Std II</td>
<td>Grade 2</td>
</tr>
<tr>
<td>5 Years</td>
<td>Std I</td>
<td>Grade 1</td>
</tr>
<tr>
<td>4 Years</td>
<td>PP2</td>
<td></td>
</tr>
<tr>
<td>3 Years</td>
<td>PP1</td>
<td></td>
</tr>
</tbody>
</table>

**BASIC EDUCATION (Primary Education)**

- **Primary School Readiness Evaluation**
- **Early Childhood Education**

**BASIC EDUCATION (Lower Secondary Education)**

- **Primary School Achievement Certificate - NQF Level 1**

**UPPER SECONDARY (General Education)**

- **Academies**
- **Secondary Schools**
- **Vocational Schools**

**POST SECONDARY / HIGHER EDUCATION**

- **Tertiary Education Institutions**
- **TVET - Diploma courses Polytechnics**
- **Vocational Qualifications - NQF Level 3**

**POST SECONDARY / HIGHER EDUCATION**

- **HSC/GCE A level - NQF Level 5**
- **NC 5 - NQF Level 5**

**Vocational Education**

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**LABOUR MARKET**
Progression of Students to Secondary
- Grade 7

CPE replaced by Primary School Achievement Certificate - (end of Grade 6)
The Primary School Achievement Certificate

- Pupils are assessed in core and non-core subjects
  
  - Core Subjects: Written examinations
  - Non-core Subjects: School-Based Assessment

**Core Subjects**
- English, French, Maths, Science, History & Geography and the Asian languages/ Arabic /Kreol Morisien

**Non-Core subjects/learning areas**
- Physical Education, Civic and Values Education, IT Skills, Communication Skills and the Arts (Music, Dance, Painting, and Drama etc.)

- School-based Assessment will
- be introduced in a phased manner
- undergo a moderation process by an external examining body, the MES.
- count for the award of the Certificate when well-embedded in the system
The Primary School Achievement Certificate (contd) Introducing a Modular Approach

Pupils will take

(i) A written assessment at the end of Grade 6
(ii) Modular assessments during Grades 5 and 6

Written Assessment at the end of Grade 6
- English, French, Maths, and an Asian language/Arabic/KM

Modular Assessment during Grades 5 and 6
- Science
- History & Geography.

- written / ICT-based
- taken at the end of Grade 5 and during Grade 6 (end of Term 2/ beginning of Term 3)
- Cumulated results are carried forward
Criteria for admitting students to Grade 7

- Parental choice
- Overall grading at the Primary School Achievement Certificate
- Proximity of residence to the secondary school

- Admission to Grade 7 will be done on a regional basis
- The four Education Zones will be maintained
- Academies admit students as from Grade 10
An extended four-year cycle for pupils who do not make the grade
Learners needing special support

• A **special class** reserved in every secondary school
  • Reduced class size

• **Extended over a four-year cycle.**
  • To allow more time to develop and acquire essential competencies at end of Grade 9

• Students follow the same but **adapted core** curriculum as those in the normal three-year cycle

• Possibility for student mobility between the Extended and Regular stream

• **The Prevocational stream will no longer exist**
The National Certificate of Education

• A combination of written and School-Based Assessments

• Assessment domains
  • 3 compulsory subjects (English, Maths and French) + 4 electives from the following strands

  ❖ Humanities (Arabic/ Hindi/ Marathi/ Modern Chinese/ Tamil/ Telegu/ Urdu/ etc...)

  ❖ Science (Chemistry, Physics, Biology)

  ❖ Technical Studies (Home Economics, CDT, Visual Arts, Computer Studies)

  ❖ Social Sciences (Social Studies, Accounts, Economics, Entrepreneurship Education)
Promotion to Grade 10

Assessment at the end of Grade 9 - the National Certificate of Education will serve for

- promotion of students to Grade 10
- orientation in either General or Technical or Vocational education
- admission to Academies
Different educational tracks as from Grade 10

• After completing Grade 9, students have three choices

  ➢ retain the secondary school where they are already enrolled

  ➢ pursue their studies in General Education in Academies

  ➢ follow vocational programmes in specialized Vocational Schools

• Vocational education will be run in dedicated schools with state-of-the-art technological facilities
Enhancing the image of TVET

• Both **General Education** and **Technical Education** will be run side by side in secondary schools

• Students can opt for the General Education or the Technical Education stream

• Students can sit for either SC (General) or SC (Technical).
Institutional Innovations
Academies

- Academies will act as Centres of Excellence with a **specialism in 2 to 3 areas**
  - Science, ICT, Business, Languages, the Arts, Physical Education etc.

- Academies will run classes from **Grades 10 to 13**.

- Admission to Academies will be on a **national basis**

- Criteria for Admission to Academies
  - student **performance and aptitude** at the National Certificate of Education
  - student **preference for subject combinations**

- Academies will be **co-educational** institutions

- Academies will have more **autonomy** with a new management model

- Grant-Aided **Private** Secondary Schools of repute with a track record will be invited to join the reform and run as Academies
Polytechnics

• Polytechnics will be set up in every Education Zone.
• Courses will be delivered up to Diploma level
• Successful completion of the Diploma Level will open up access to higher education.

Access to Polytechnics

• **Requisites**
  • successful completion of Grade 11 (in secondary schools/ Academies)
  • successful completion of Grade 13 (in secondary schools/ Academies)
  • after completion of vocational programmes and after following a Foundation Programme
Additional Scholarships

Scholarships for General Education on a Regional Basis

16 new scholarships - 4 for each Education Zone

• Science
• Humanities
• Technical
• Business.

Scholarships for Technical Education on a National Basis

4 new scholarships

• diploma holders in Polytechnics to pursue higher education studies in tertiary institutions.
Begin Implementation of Nine Year Schooling
Implementing the new Assessments

• The Primary School Achievement Certificate will be introduced as from 2017 onwards

**First Cohort**
• Pupils of Std V in 2016 → Grade 7 in 2018

**Second Cohort**
• Pupils of Std V in 2017 → Grade 7 in 2019

• No intake of Grade 7 in the Academies as from January 2018

• The National Certificate of Education will be introduced from 2020 onwards
Managing the Transition

*Cohort of Pupils of Std V in 2017* will take

• Modular assessment 1 in October 2017
• Modular assessment 2 in July 2018
• Written assessment in October 2018
• 2 non-core subjects (Communication Skills and IT Skills)

*Cohort of Pupils of Std V in 2016* will take

• Modular assessment in 2017
• Written assessment in October 2017
• 1 non-core subject (Communication Skills)
Thank you for your attention