Overview of the Mauritian Education system: Unlocking the Potential to go Beyond the Crossroads
Mauritius 2008 Basic Facts

- Small island state in the Indian Ocean
- Former British colony, gained independence in 1968
- Multi-ethnic, multi-cultural Population of 1.2 million
- Narrow resource base with few natural resources
- From a sugar based, mono-crop economy to a diversified, multi-pillar economic structure: Tourism, Textile, Financial Services, ICT, Sea Food Hub etc
- Per Capita Income at US $ 7000
To create a society where there are opportunities for all,
a more inclusive society,
a society where there is equality of treatment before the law and by all agencies whether public or private.
to bring about changes in the way our nation lives, works, educates its youth.....
a future that is prosperous for all, where economic success will be equally characterized by equity, ethics and social justice.
<table>
<thead>
<tr>
<th>Level</th>
<th>No of Schools</th>
<th>Enrollment</th>
<th>No of teachers</th>
<th>GER</th>
<th>Pupil-Teacher Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preprimary</td>
<td>1,070</td>
<td>36,242</td>
<td>2,541</td>
<td>94%</td>
<td>14</td>
</tr>
<tr>
<td>Primary</td>
<td>299</td>
<td>119,022</td>
<td>5,299</td>
<td>101%</td>
<td>29</td>
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<tr>
<td>Secondary</td>
<td>187</td>
<td>124,998</td>
<td>8,053</td>
<td>74%</td>
<td>16</td>
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<tr>
<td>Educational Level</td>
<td>Metric</td>
<td>Value</td>
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<tr>
<td><strong>Preprimary</strong></td>
<td>Gross Enrolment Rate</td>
<td>94%</td>
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<tr>
<td></td>
<td>Age Specific Enrolment at 3</td>
<td>85%</td>
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<td>years</td>
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<td>Age Specific Enrolment at 4</td>
<td>87%</td>
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<td>years</td>
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<td></td>
<td>Percentage enrolled in State</td>
<td>18%</td>
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<tr>
<td></td>
<td>Sector</td>
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<tr>
<td></td>
<td>Pupil-Teacher Ratio</td>
<td>14</td>
<td></td>
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<tr>
<td><strong>Primary</strong></td>
<td>Gross Enrolment Rate</td>
<td>101%</td>
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<td></td>
<td>Percentage enrolled in State</td>
<td>74%</td>
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<td>Sector</td>
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<tr>
<td></td>
<td>Repetition Rate</td>
<td>4%</td>
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<tr>
<td></td>
<td>Repetition Rate at Std VI</td>
<td>22%</td>
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<td>Pupil-Teacher Ratio</td>
<td>29</td>
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<td></td>
<td>Pass rate at CPE</td>
<td>66%</td>
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<td></td>
<td>Transition rate to Secondary</td>
<td>71%</td>
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<tr>
<td></td>
<td>Transition Rate to Prevocational</td>
<td>13%</td>
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<tr>
<td><strong>Secondary</strong></td>
<td>Gross Enrolment Rate</td>
<td>74%</td>
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<tr>
<td></td>
<td>Percentage enrolled in State</td>
<td>38%</td>
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<td></td>
<td>Sector</td>
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</tr>
<tr>
<td></td>
<td>Repetition Rate</td>
<td>13%</td>
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<td></td>
<td>Pass rate at School Certificate</td>
<td>77%</td>
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<td></td>
<td>Pass rate at Higher School Certificate</td>
<td>78%</td>
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<td></td>
<td>Pupil-Teacher Ratio</td>
<td>16</td>
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</table>
MAURITIAN VISION FOR EDUCATION SECTOR

- Strong Political commitment of successive Governments to Education and HRD
- Adequate Public Sector Funding
- 1960s/1970s...Primary, Secondary Schools, Polytechnics and Universities set up
- 1980s .....Consolidation
- 1990s and beyond...

- Beyond Access
- Quality
- Relevance
- Equity(INCLUSION)
- Achievement
- Management
Committed to carrying out fundamental reforms in Education providing World-Class Quality Education to enable young Mauritians to be employable in new sectors of the economy, to have more fulfilling jobs and also to be competitive at the international level.
SPECIFIC MEASURES

Government Subsidised Pre-Primary Schools

Free Primary, Secondary Education

Privately funded institutions are allowed to operate on a fee-paying basis at all levels.

No Tuition Fees for FT Undergraduate Students at University of Mauritius

Textbooks to all Primary School Children

To further democratize access, education made compulsory up to the age of 16

Provision of free bus transport to all students

Subsidised Examination Fees for Secondary Schools

Identification of 229 pockets of absolute poverty across the island.

Sub-committee is identifying children aged 3+ and 4+ from these pockets of poverty and providing them with the necessary support for admission to pre-primary schools

*Provision of School Materials like School Bags, Shoes, Uniforms to all children of vulnerable families*
Need for reforms
Flow of a Hypothetical Cohort Entering Standard I in 1994 and Reaching UVI in 2006

1st sitting-670 Pass CPE
1st sitting-670 Pass CPE
1st sitting-310 Pass SC
1st sitting-135 Pass SC

Form UV-HSC 2
Form LVI-HSC 1
Form V- SC
Form IV
Form III
Form II
Form I
Std VI-CPE
Std V
Std IV
Std III
Std II
Std I
Pathways of the Education and Training System in Mauritius

**Pre-Primary Education**
- Std I
- Std II
- Std III
- Std IV
- Std V

**Primary Education**
- Form I
- Form II
- Form III
- Form IV
- Form V

**Lower Secondary Education**
- Upper Form VI
- Lower Form VI

**Upper Secondary**
- Cambridge Higher School Certificate (HSC)

**Vocational Training**
- NTC Level II
- NTC Level III
- Others – LCCI, City & Guilds, Private Education/Training Institutions, etc.

**Higher Education**
- Cambridge School Certificate (SC)

**Labour Market**
## THE NEW EDUCATION STRUCTURE

**Figure 1: New Structure of the Mauritian Education System**

<table>
<thead>
<tr>
<th>Age</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Form VI, Upper</td>
</tr>
<tr>
<td>17</td>
<td>Form VI, Lower</td>
</tr>
<tr>
<td>16</td>
<td>Form V</td>
</tr>
<tr>
<td>15</td>
<td>Form IV</td>
</tr>
<tr>
<td>14</td>
<td>Form III</td>
</tr>
<tr>
<td>13</td>
<td>Form II</td>
</tr>
<tr>
<td>12</td>
<td>Form I</td>
</tr>
<tr>
<td>11</td>
<td>Std VI</td>
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<tr>
<td>10</td>
<td>Std V</td>
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<td>9</td>
<td>Std IV</td>
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<td>8</td>
<td>Std III</td>
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<tr>
<td>7</td>
<td>Std II</td>
</tr>
<tr>
<td>6</td>
<td>Std I</td>
</tr>
<tr>
<td>5+6</td>
<td>Pre-Primary, 5+6</td>
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<td>5</td>
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<td>4</td>
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<td>3</td>
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</tr>
</tbody>
</table>

- **Pre-Primary Education**
- **Primary Education**
- **Secondary Education**
  - Certificate of Primary Education (CPE)
  - National Assessment
  - School Certificate (SC)
- **Vocational Training**
- **Higher Education**
- **International Baccalaureate**
- **Labour Market**
- **IFETS, NTC, IIT, Others – LCCI, City & Guilds, Private Education/Training Institutions**
Policy orientation Guidelines for future developments

- Alignment of educational programs to country goals (ICT/ S&T/ R&D...)
- Empowerment of Personnel
- Expansion of post secondary, TVET
- Expansion of Tertiary Education--- LLL

Overriding Concerns:
- Enhance further learnability
- Skills development
- Employability
- Decent, comfortable and healthy school life
CONDITIONALITIES

- High social demand for education
- Continuity in change
- Bottom-up approach to ascertain implementability and sustainability (e.g., Curricular reforms)
- Stakeholder Partnership / Consultations
- Elimination of mismatch between products of the system and demands of workplace
- Untying the Purse strings
- Recognition of the Inter-sectoral nature of change in education (ICT, Health)
- Managing the transition
Lessons Drawn .....(and Learnt?)

- Mindset change
- Effective Monitoring (indicators—PBB/ EMIS)
- Hard decisions: “If you must, you must!”
- Ownership – Quest for the ‘home-grown’
- Evaluation mechanism to ascertain appropriateness of policies
- Change in political leadership slows down reforms—often? Seldom? Always?
- The stranglehold of lobbies
THANK YOU

QUESTIONS PLEASE