



# Mauritius

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## Principles and general objectives of education

Education is based on universal provision in such a manner as to have a flexible, trainable and adaptable human resource that will contribute to harmonious development of both the individual and the country. The overall goals are the following:

- increasing access and equity in the system;
- ensuring quality of education;
- providing effective sector management;
- developing aptitudes and skills in line with the needs of the country.

## Current educational priorities and concerns

A former British colony, Mauritius became independent in 1968, and since 1992 is a Republic. With no indigenous population, it has become a meeting place for immigrants from Europe, India, China and Africa. Geared towards a market economy, it has witnessed a significant economic takeoff, with per capita Gross National Product (GNP) standing at about US\$3,250.

The democratic system places a premium on free and fair elections, and makes a virtue of consensus-building on major national issues. There is a heavy social demand for education and significant reforms are carried out after due consultations. More significantly, the system is today being re-gearred towards the elimination of wastage and the provision of universal basic education, so that the country gains optimal advantage from all its human resources. The endeavour of the education system is thus to make for a trainable and adaptable workforce capable of forging new developmental trends without neglecting personal well-being.

The main reforms in recent years have focused on: in the wake of the Jomtien Conference in 1990, the formulation of a Master Plan on Education for an overall transformation of the system, through a process of nationwide consultation/collaboration; expansion of the infrastructure to improve educational coverage and opportunity; training and upgrading of teaching staff; making primary education compulsory and maintaining free education at all levels; curriculum reforms at the primary and secondary levels, and review of courses at the tertiary level; creation of the Tertiary Education Commission; introduction of modern information technologies.

Further transformations took place at all levels, with the consolidation of the pre-primary level coupled with continuous assessment and remedial education, the



emphasis on technical and vocational education in addition to the academic streams, and the increase in enrolment at the secondary and tertiary levels. These will also imply training of teachers for adaptation to change.

Reforms at the preschool, primary and secondary levels addressed the following issues: the abolition of ranking at the Certificate of Primary Education (CPE) examination and fierce competition at an early age with the concomitant introduction of a new framework of Education of Excellence for all; the introduction of a nine-year compulsory and fundamental education cycle; the adoption of the principle of regionalization of secondary intake with provision of school of equal standards in each region; the elimination of streaming in schools; the bringing of science and technology at the forefront of the education system.

In recent years, attempts have been made by Government to upgrade the performance level of low achieving schools. This initiative was first known as “Project Schools”, then later changed to Special Support Schools, and today is strategically redefined as *Zones d’éducation prioritaires* (ZEP). In both the Project Schools and the Special Support Schools strategies, emphasis was placed upon improving the overall school infrastructure and to a limited extent on pedagogical innovations with a view to raise the level of achievements. This sectoral approach, although it had some strength, has, however, proved to be insufficient and limited in scope.

The ZEP concept is different from the Special Support Schools concept in that it defines the school within its environment and aims at mobilizing all the resources within the Zone to contribute in raising the standard of achievement of the school. This will mean empowering headteachers and their teams, crafting a shared vision and mission and implementing a school development plan with all the other key players in education, i.e. the parents, the community-based associations, NGOs, and business organizations. On the pedagogical front, the ZEP approach allows for flexibility and greater autonomy for completing the cycles of learning as the curriculum is not time-bound. A key feature of the ZEP project is its cluster-based organization structure that will bring about networking of ZEP personnel and benchmarking practices.

The philosophy of the ZEP is based on the premise that positive reinforcement is required to create favourable learning conditions for children living mostly in the less developed regions. This approach aims to reduce school inequalities and, in a broader perspective, to combat social inequalities by providing equal opportunities to all primary school children. As an inclusive strategy, the ZEP concept aims at improving the school standards within a medium-term period in order to obtain tangible results. Although there will be close monitoring of the project, an evaluation will be carried out every three years. A school is classified as a ZEP school when it has had a CPE pass rate of less than 40% over the last five years, or if it is a former Special Support School which has had on average a CPE pass rate between 40% and 45% over the last five years. For 2002, 28 primary schools, based on the above criteria, have been classified as ZEP schools.

A major Reform Programme has been undertaken as from 2001 with a view to transforming the very landscape of the education system. This is premised on the fundamental need to: guarantee a broadened access to quality and free education to all



children; offer equality of opportunities to all; propose a more relevant curriculum for both primary and secondary levels so as to optimize the diversification of disciplinary knowledge as a relevant response to societal needs (e.g., citizenship education; Information and Communication Technology–ICT); improve the quality of teaching; create the conditions that ensure lifelong learning. This Programme therefore rests on three fundamental pillars: (a) increasing access; ensuring relevance; and promoting achievement.

## Laws and other basic regulations concerning education

The **Constitution** of 1968 makes provision for: the State having responsibility for the provision of education; any individual having the right to open a school; and admission to a school not to be denied to any pupil on the basis of race, creed or sex.

Education at all levels is governed by the **Education Act** of 1996, amended in 2001. Regulations related to the pre-primary sector are effective as from May 1997.

Under regulation 37, Subsections (1) and (2) of the Education Act of 1993, all children must attend primary school, failing which the responsible party is liable to a fine and imprisonment. Admission to a government or aided primary school is granted to pupils at the age of 5 until they are less than 13 years old.

Education is free at the primary, secondary and tertiary levels. Free education in Mauritius means that the government pays school fees and administrative charges at the secondary level. As from January 2005, education is to be free and compulsory for all up to the age of 16, with the introduction of 11-year schooling. Accordingly, relevant changes in legislation are being introduced.

## Administration and management of the education system

The central administration formulates and executes educational policies. The **Ministry of Education and Human Resources** (formerly the Ministry of Education and Scientific Research) supervises and monitors all actions related to the support to be provided to education. Its main responsibilities are to provide free pre-primary and primary education, to provide admission to all children of the Republic to secondary education, and develop the tertiary sector so as to cater for the economic, cultural and social needs of the country.

The **Private Secondary School Authority** is legally empowered with overall responsibility for the grant-aided private secondary schools. Religious authorities (Catholic Bureau of Education, Hindu, Muslim, Anglican, Adventist authorities) are responsible for the management of schools falling within their purview. The **Pre-School Trust Fund** looks into all issues related to the pre-primary sub-sector. Parent-Teacher Associations help integrate the school in the community.

The **Management Trust Fund** runs two *lycées* (polytechnics) and nineteen basic secondary schools, as part of its responsibility for technical and vocational education.



The **Industrial and Vocational Training Board (IVTB)** is a parastatal organization which operated under the aegis of the Ministry of Training, Skills Development and Productivity (now the **Human Resources Unit** of the Ministry of Education). The IVTB, set up under the Industrial and Vocational Training Act (1988), became operational in 1989 and was entrusted with the following responsibilities: to plan, monitor and evaluate training programmes; to design and develop training curricula; to implement training schemes and training programmes; to finance the training of school leavers and employees through a levy/grant system.

The **Mauritius Examinations Syndicate** has overall responsibility for the conduct of all national and other examinations. It also carries out examination-based research. The **National Equivalence Council** validates certificates in keeping with certain international standards.

The **Tertiary Education Commission** plans, rationalizes and co-ordinates the activities of the four tertiary institutions in the country. The **Mauritius Institute of Education (MIE)** provides pre- and in-service training to teachers from pre-primary through the secondary levels. The **National Centre for Curriculum Research Development**, in collaboration with the MIE, is responsible for curriculum development at both the primary and secondary levels. The **Mauritius Qualifications Authority (MQA)** has been established with the objectives of developing, implementing and maintaining a National Qualifications Framework for an effective certification system, ensuring compliance with provisions for registration and accreditation as per the MQA Act 2001 and ascertaining that standards and registered qualifications are internationally comparable.

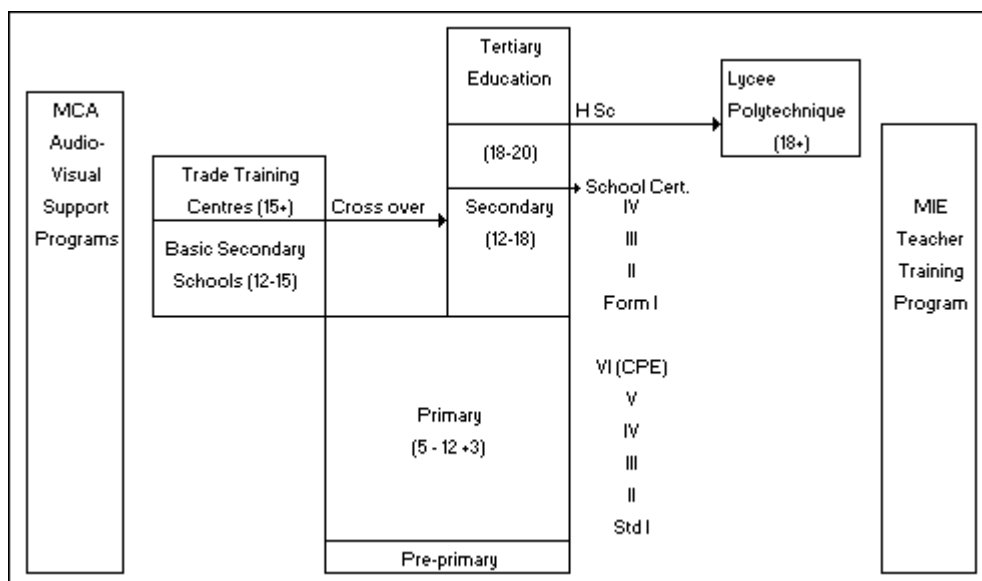
The **Mauritius Research Council** identifies issues at the national level for research purposes.

The **Mauritius Educational Development Company** is a body responsible for the management of six private secondary schools. Representatives of Ministries of Health, Environment, Women's Rights and Child Welfare, Social Security are members of various committees related to the welfare of students.

Non-governmental organizations (NGOs) are particularly active in the field of adult education and literacy. Sponsorship for various educational activities and scholarships are provided by private firms; their help has also been enlisted in the setting up of pre-primary centres.

## Structure and organization of the education system

### Mauritius: structure of the education system



### Pre-school education

Early development and education (age group 0-5 years) is organized in two separate systems covering two distinct phases, with the infant/toddler period (age 0-3) known as Early Childhood Development (ECD) placed under the responsibility of the Ministry of Women's Rights, Child Development and Family Welfare, and the 3-5 year-olds attending pre-primary schools under the responsibility of the Ministry of Education.

### Primary education

Primary education lasts six years divided into two cycles: lower primary (Standards I-III) and upper primary (Standards IV-VI). All children must attend primary school from the age of 5. At the end of Standard VI, pupils sit the Certificate of Primary Education (CPE) examination. This examination serves the dual purposes of certification and eligibility for admission to secondary school. For those students who have failed the CPE twice or who have reached the age of 12 but failed in the examination, a pre-vocational stream exists in secondary schools for a period of three years but with a specific, skills-based curriculum.

### Secondary education

Secondary education is divided into two cycles. The first cycle, of five years' duration, is divided into two stages: students in Forms I-III follow a more or less common general course; Forms IV and V prepare students for the Cambridge School Certificate or the General Certificate of Education, Ordinary level (O-level) and cover both core subjects and a wide range of options. The second two-year cycle prepares students for the Higher School Certificate or the General Certificate of Education, A-



level. The new structure today makes provision for students to follow HSC Courses in Sixth-form Colleges for the state sector.

Post-secondary and university education are offered by two polytechnics and a number of tertiary education institutions, including the University of Mauritius and the University of Technology Mauritius, the only two degree awarding institutions in the country. Polytechnics offer a two-year diploma course in information systems or business administration, and a three-year course leading to the *brevet de technicien* (*Lycée Polytechnique*, Flacq). The existing faculties at the universities offer certificate, diploma, undergraduate, and post-graduate courses according to the different fields of studies. Bachelor's degree programmes usually last three years on a full-time basis. Master's degree programmes usually require an additional two years of study, while programmes leading to a doctoral degree usually last three years on a full-time basis.

The school year normally consists of thirty-nine weeks, divided into three terms of thirteen weeks each. The duration of teaching periods ranges from thirty to forty minutes.

## The financing of education

The education financing system is subject to the recurrent and capital budgets as approved by the National Assembly. The recurrent budget is divided into the following three sections:

- *General*. It comprises all expenditures to be incurred in connection with the administrative cadre of the Ministry (i.e. the salaries of the minister, junior minister, the accounting officer, the administrative officers, the technical cadre, the library cadre and the physical education cadre). Other expenses such as contributions to the Parastatal Bodies (which include the Mauritius Institute of Education, the Mahatma Gandhi Institute, the University of Mauritius through the Tertiary Education Commission, the Mauritius Examinations Syndicate and the Private Secondary Schools Authority) are also incurred from this item.
- *State secondary schools*. The salaries of rector, executing and other staffs are included under this item together with other expenses such as equipment and furniture, cost of utilities and maintenance of buildings.
- *Primary schools*. The salaries of head-teachers, the teaching and other staffs are included under this item. Moreover, expenses such as cost of utilities, maintenance of buildings, and rent of buildings are incurred under this item.

The government is the main source of financing. The Parent-Teacher Associations (PTAs) finance certain school projects, such as the purchase of computers and minor repairs. The government assists PTAs financially, by way of grants to realize their projects.



The Ministry of Education provides grants to private primary and secondary schools through the *Bureau de l'éducation catholique* and the Private Secondary School Authority (PSSA), respectively. Private secondary schools should be duly registered with the PSSA to be qualified for grants from government.

## The educational process

Decisions about curriculum issues are taken following new trends and weaknesses identified in pupils' achievement. While the policy is established by the Ministry of Education, the formulation is done by the Mauritius Institute of Education (MIE) through the preparation of curriculum guidelines within a framework. The National Centre for Curriculum Research Development produces the learning material as well as teacher's guides. The evaluation is carried out through reactions and suggestions from all parties concerned. The basic assumptions and general principles of the existing curriculum are related to the fact that children attending school must develop skills and aptitudes to be able to be full integrated members of society. Hence, the primary curriculum ensures basic education, namely communication, numeracy and literacy while at the secondary level it provides the general basis for training in specific skills as well as leads towards appropriate studies.

The different types of knowledge are selected along these lines and organized in an order of priority, taking into consideration the core knowledge (languages, mathematics, health) and the peripheric which allows flexibility for artistic and aesthetic activities. Teachers are trained to integrate subjects to make teaching wholesome. Various methods and approaches are used to strengthen the inter-relatedness between teaching and learning. Students are encouraged to do team work and to prepare projects; very often the physical layout of the class is changed to adapt to interaction among students. Real-life situations are most of the time the starting point of lessons. Teachers are familiar with the concept of participative role of students, being trained during their pre-service and in-service courses.

### Pre-primary education

The main objectives of pre-primary education are: to provide a smooth and successful induction to primary school; and to develop cognitive and behavioural skills.

Elements of the curriculum are as follows: Physical education/creative movement; Language development (including reading and writing); Mathematics; *Eveil scientifique*; Creative activities/plastic arts (drawing, modelling, music, dance, etc.).

On average, fifteen weekly hours are dedicated to the above-mentioned subjects, mainly to language development and creative activities. Some additional ten hours include welcome, breaks, lunch and rest.

In order to make preprimary education accessible to every child, specific measures have been taken. Children in the age group 4-5 receive a per capita grant. Additional pre-primary classes have been added to existing and new primary schools while the private sector is encouraged to set up its efforts to provide quality pre-



primary education. Standards and guidelines have been developed to ensure that the physical environment of the school is pleasant to allow the child to develop fully, both physically, emotionally and mentally. In 2001, 177 out of 278 primary schools had a pre-school centre while 1,000 private pre-schools were registered with the Ministry. In 2004, there were 1,075 pre-schools (839 private, 174 state-owned, and 62 maintained by local authorities), and the gross enrolment ratio for the age group 3-5 years was estimated at 99%. In 2003, some 31,700 children aged 3+ and 4+ were enrolled in pre-school establishments.

Emphasis is placed on the training of pre-school educators in programmes that, along with the necessary pedagogical skills, give them better insight into the psychology of children. The Teacher's Certificate course run by the MIE has been made accessible to all suitably qualified pre-school teacher candidates and a two-year proficiency course is being run through the distance education mode. The curriculum, centred around real-life experiences and exercises for children, has been designed/improved to help develop personal and social skills and contribute to their readiness for subsequent school-based learning.

### Primary education

The basic goal at this level is to ensure that all pupils attending primary schools will be able to acquire basic competencies while recognizing, allowing and accommodating for diversity in their abilities, aptitudes and interests. To this end, the curriculum takes into account the balance between the knowledge and skills that can be imparted and the aptitudes of pupils at particular grades.

The former primary school curriculum included the following subjects:

#### Primary education: average of weekly minutes per subject

Mathematics	250 min.	compulsory
English	275 min.	compulsory
French	275 min.	compulsory
Environmental studies	225 min.	compulsory
Asian language/Arabic	225 min.	
Physical education	80 min.	compulsory
Creative education	100 min.	compulsory
Religious instruction	70 min.	

On average, 22.5 weekly hours are dedicated to instruction in Standard I; 24 weekly hours in Standard II; and 25.5 weekly hours in Standards III-VI.

The new curriculum is expected to meet the development needs of the country, in terms of an educated and a skilled workforce. It will allow the children to face the new challenges of the economy and the trends of the twenty-first century society. The



new curriculum will also enable the children of today to be versatile and flexible, trainable and employable through the mastery of skills relevant to tomorrow's world. In the new curriculum, there are eight (Standards I-III) or nine (Standards IV-VI) compulsory subjects and two optional. The proposed weekly lesson timetable is presented below:

**Primary education: weekly lesson timetable (as proposed in the new primary school curriculum)**

Subject	Weekly time allocated to each subject (in minutes)					
	Lower primary			Upper primary		
	I	II	III	IV	V	VI
Languages (English and French)	500	500	500	550	550	550
Mathematics	225	225	225	250	250	250
Information technology	100	100	100	100	100	100
Science, history, geography	125	125	125	–	–	–
Science	–	–	–	125	125	125
History and geography	–	–	–	125	125	125
Civic education	100	100	100	100	100	100
The Arts	100	100	100	100	100	100
Physical education/Health and physical education	100	100	100	100	100	100
<b>Total weekly time</b>	<b>1,250</b>	<b>1,250</b>	<b>1,250</b>	<b>1,450</b>	<b>1,450</b>	<b>1,450</b>
Optional subjects:						
Oriental languages	200	200	200	225	225	225
Religious education	50	50	50	50	50	50

Source: MESR, March 2001.

Environmental studies (EVS) encompassed a whole range of areas. The components of civic education and health and nutrition in EVS will be off-loaded and made an integral part of citizenship education and health and physical education, respectively, as from Standard I. The remaining components of EVS will be split at the upper primary level into science and history and geography. Although the study of an Asian Language/Arabic will remain optional, efforts will be geared towards motivating all pupils to study an Asian Language/Arabic or, at least, to have an exposure to one of them. Religious education classes, currently offered in schools, will still be available. Those children not attending a religious education class will be provided with a reading class.

During the basic years of primary schooling (Standards I-III), the approach will be integrated and child-centred. Furthermore, the class teacher and the various subject teachers will work as a team so that the child may feel secure and benefit fully from everybody's input. This will imply that the team of teachers be aware of and discuss the overall teaching scheme of the various members of the team for a given period and develop a collaborative spirit. In that way, the learning of various competencies will be reinforced in a focused, related but diversified way by several members of the teaching team. The integrated approach will give place to a cross-curricular approach during the last three years of primary schooling. This will allow scope for some relatively specialized treatment of disciplines taught while ensuring

meaningfulness for the child. Curriculum materials, namely textbooks and audio-visual materials, will be so formulated as to be sensitive to that approach.

Concerning information technology, initially the emphasis will be on computer literacy, but gradually IT would be used in the curriculum to support and enhance the learning process. In the same way, teachers of other subject areas will start making use of IT (e.g. through the Internet) to reinforce the teaching-learning process.

Citizenship education is a new area of study and encompasses elements that were part of the existing curriculum, mainly in EVS, but also includes new areas such as multicultural education and an awareness of everybody's rights and duties in order to play an effective role as responsible citizens at the local, national and global levels. The Arts is not really a new area of study, as it forms part of the primary curriculum (known as creative education) but it has been totally neglected, particularly after Standard III because of the CPE examination. The development of the child cannot be complete without exposing her/him to art and music especially, which are the basic forms of aesthetic appreciation. Music will be gradually introduced under the Arts curriculum.

Automatic promotion prevails throughout the primary cycle. Pupils are assessed by internal examinations at school level in Standards I-III and by external examinations in Standards IV-VI. Asian languages (Hindi, Urdu, Tamil, Telegu, Marathi, Mandarin, Arabic) are subjects assessed for certification at the CPE level.

The Ministry is responsible for setting examination papers in Standards IV and V basically to facilitate the streaming of pupils. At the end of Standard VI, pupils must sit a national examination and, if successful, they receive the Primary Certificate of Education (CPE). The CPE examination is conducted by the Mauritius Examination Syndicate (MES). Examination in the core subjects and Oriental languages (optional) are locally prepared and assessed under the aegis of the MES. This examination serves the dual purposes of certification and eligibility for admission to secondary school.

### Promotion, repetition and drop-out rates from Std. VI to F1 (Percentages)

Year	Promotion Rate			Promotion Rate			Repetition Rate			Drop-out Rate		
	Primary to F1 Mainstream (%)			Primary to Year 1 Prevoc (%)			Std VI			Std VI		
	M	F	T	M	F	T	M	F	T	M	F	T
1997	59.0	66.3	62.5	5.5	2.1	3.9	21.9	18.8	20.4	13.6	12.8	13.2
1998	60.4	64.2	62.3	15.2	7.4	11.4	23.3	19.8	21.6	1.1	8.6	4.8
1999	55.6	63.4	59.4	10.6	4.9	7.8	24.7	20.3	22.6	9.1	11.4	10.2
2000	56.7	64.3	60.4	10.2	4.5	7.4	24.7	20.3	22.5	8.4	10.9	9.6
2001	58.8	68.0	63.2	12.8	7.1	10.1	24.2	19.0	21.7	4.2	5.9	5.0
2002	57.3	68.3	62.6	12.9	7.5	10.3	25.0	19.9	22.6	4.7	4.2	4.5
2003	61.3	71.5	66.2	14.9	9.2	12.1	23.3	18.1	20.8	0.6	1.2	0.9

Source: MESR, 2004.



While the gross enrolment ratio has declined from 108% in 1993 to 102% in 2003, the retention rate till the end of the primary cycle is 98% with, however, a pass rate of 67%. The repetition rate at Standard VI (CPE) has been reduced from 22.5% in 2000 to 20.8% in 2003. There are 278 schools (of which only 17 are private and fee-paying) in mainland Mauritius scattered all over the island within a distance of not more than 1 km for the majority of pupils, 13 in Rodrigues and 2 in Agalega. The enrolment ranges from 200 to 1,200 pupils per school. The pupil/teacher ratio at primary level is 23. It is generally agreed that the major dysfunction of the system had been the bottleneck situation created by the element of ranking at the CPE examination. The new strategy that has been adopted since 2002 has been the adoption of the grade system, whereby a new alphabetical grade system has replaced the ranking system such that all children obtaining the minimum pass grades now join the secondary mainstream while those who do not achieve these after two attempts at CPE join the secondary pre-vocational stream. (MESR, 2004).

## Secondary education

The main objectives of secondary education are to:

- further the process of basic education started at primary level and to raise achievement levels;
- provide the general basis for training in specific skills;
- prepare pupils for obtaining the qualifications needed for entry into higher education both locally and abroad;
- help identify the aptitudes of individual students and guide them towards appropriate studies;
- help inculcate in students the values and attitudes conducive to a better understanding of Mauritius plural society, and the need for healthy living.

As mentioned, the first five-year cycle of secondary schooling leads to the Cambridge School Certificate (SC) or the General Certificate of Education, Ordinary level (O-level) and the second two-year cycle prepares students for the Higher School Certificate (HSC) or the General Certificate of Education, A-level. The new structure today makes provision for students to follow HSC Courses in Sixth-form Colleges for the state sector. Up to Form III, students follow a broad-based curriculum. Options are available as from Form IV. All schools do not offer the same options. Streams offered are general, vocational, scientific, commercial and technical.

Students have a wide choice of options including both academic and practical subjects. Asian languages have been introduced in the curriculum since 1986. Core subjects include: English, French, mathematics, science, and commercial studies. Other subjects are: English literature, French literature, art, geography, Asian languages, music, computer studies, design and communication, design and technology, home economics, food studies, fashion and fabrics, physical education, sociology and business management.

**First stage of secondary education (lower secondary): weekly lesson timetable**

Subject	Weekly time allocated to each subject (min.)		
	I	II	III
English language	200	200	200
French language	200	200	200
Mathematics	200	200	200
Integrated science	240	240	240
Social studies	200	200	200
Visual arts	80	80	80
Computer literacy	80	80	80
Home economics	80	80	80
Design and communication	80	80	80
Physical education	80	80	80
Library	40	40	40
<b>Total weekly time (minutes)</b>	<b>1,480</b>	<b>1,480</b>	<b>1,480</b>
Asian language/Arabic	120	–	–

Note: Teaching periods usually last 40 minutes.

At school level, internal examinations are carried out at the end of every academic year from Forms I to IV for purposes of promotion from one level to another. Examinations taken after Form V are administered by the University of Cambridge Local Examinations Syndicate (UCLES) in collaboration with the Mauritius Examinations Syndicate.

**School Certificate pass rates (%)**

	M	F	MF
1994	64	68	66
1995	69	71	70
1996	73	77	75

**HSC pass rate (%)**

	M	F	MF
1994	62	64	63
1995	65	68	66
1996	69	69	69

### Efficiency rates in 1995 (%)

	M	F	MF
Repeaters (F. I-VI)	16	13	15
Repeaters (F. V)	31	29	30
Repeaters (F. VI)	33	21	27
Drop-outs (F.I-VI)	35	37	36
Drop-outs (F.V)	35	37	36

The abolition of ranking at the end-of-primary cycle examination (CPE) has necessitated the implementation of two important accompanying measures in addition to the regionalization of admission to lower secondary. First, the construction of new state secondary schools. The number of these has increased from 34 in 2000 to 67 in 2004, i.e. nearly doubled in Mauritius, while, for Rodrigues, the state institutions operating under the Rodrigues Education Company (REDCO) have increased from 3 to 5. While the 67 state schools are directly under the supervision of the Ministry of Education, “private colleges”, which are publicly funded institutions run by individuals or private organizations are monitored by the Private Secondary Schools Authority (PSSA) which operates under the aegis of the Ministry of Education. In 2004, a total of 109 private secondary schools in Mauritius and Rodrigues were registered with the Authority.

Second, it has been necessary to transform high demand secondary schools into Sixth-form Colleges. To make of Education for All up to the age of 16 a reality, the secondary school cycle has been divided into: Form I-V Secondary Schools where schooling will be compulsory up to the age of 15, and as against Sixth-form Colleges where schooling will be optional. Admission to Form I-V secondary schools is regional whilst that to Sixth-form Colleges is national. All state secondary schools not transformed into Sixth-form colleges offer only Form I-V classes and, as from 2003, Sixth-form colleges no more have a Form I intake. (MESR, 2004).

### Assessing learning achievement nationwide

During school visits, while inspectors observe the teaching/learning process, they also assess the methodology, preparation of work, equipment and materials used, in order to ensure that these suit the learning needs of pupils. The implementation of the Scheme of Work is carefully monitored, so that pupils are exposed to the programme and amount of work planned for them in the curriculum. Copybooks are verified on a random basis, not only to ensure that work is properly corrected, but also to see that units of knowledge taught in class are consolidated.

The Inspectorate takes cognizance of the general trends from schools and takes necessary action to advise and guide teachers, within limits, as to possible means for improvement. When the need arises, several activities are carried out in order to ensure staff development (workshops, seminars, etc.)



Subsequent to such national assessments, areas of concern are identified and root causes analyzed. These inform educational policies in which a focused approach is sought to eliminate the problems involved. In this context, there is currently the implementation of a Continuous Comprehensive Evaluation Scheme (CCE), followed by a programme of remediation.

The Literacy and Numeracy Strategy was devised subsequent to surveys and analyses carried out revealing that more than 30% of primary school cohorts leaving school face reading and writing difficulties in English and French. These also showed that standards of numeracy have to be improved. The Strategy was accordingly introduced in June 2003 across the whole spectrum of primary schools.

A National Qualification Framework (NQF) has been established in recent years to bring about a reform of the training system. The Framework encompasses all qualifications from CPE to PhD, widening access and giving greater opportunity to learners thus providing parity of esteem between academic and vocational qualifications with a view to harmonize all qualifications. The underlying rationale of the NQF is that it would open up learning and career pathways for all Mauritians, whatever their previous formal education, training or work experience. The NQF consists of 10 levels, starting with Certificate of Primary Education (CPE) at level 1 and ending with the PhD at level 10 and is made up of unit standards and qualifications. Level descriptors provide broad descriptions of learning outcomes at a given level of knowledge, skill and competence. The NQF ensures greater articulation between education, training and the world of work. It would see to it that training responds to standards set up by industry and as the same time encourages lifelong learning through Recognition of Prior Learning (RPL) and flexible delivery of training. (MESR, 2004).

## Higher education

Within the public sector, tertiary education revolves around nine institutions: the University of Mauritius (UOM), the University of Technology Mauritius (UTM), the Mauritius Institute of Education (MIE), the Mahatma Gandhi Institute (MGI) and the Mauritius College of the Air (MCA), the Swami Dayanand Institute of Management (SDIM) and the *Institut supérieur de technologie*, as well as the Industrial and vocational Training Board (IVTB) and the Mauritius Institute of Health (MIH) which also dispense tertiary-level programmes in selected areas. Overseeing the tertiary education institutions is the Tertiary Education Commission, which has been set up to plan, rationalize and co-ordinate the tertiary education sub-sector in the country.

The UOM and the UTM are the two only degree awarding institutions in the country. The MIE, which is involved in teacher training and the MGI, in Indian languages and performing arts, also run degree programmes but jointly with the UOM. A Bachelor's degree usually takes three years to complete, while programmes leading to a doctoral degree, which is exclusively through research, may require between three to five years on a full-time basis.

*University of Mauritius (UOM):*



The objects of the UOM as spelled out in its charter are to provide a university education responsive to the social, administrative, scientific, agricultural and technological needs of Mauritius. As a developmental university, the UOM has introduced courses of study and promotes research in: agriculture, sugar technology, industrial technology, politics and administration.

The constitution of the university provides for a division of authority between the Council and the Senate. The Council is the executive body of the University responsible for: general policy decisions, finance, offers of appointment and other administrative matters. The Senate is responsible for academic matters including curricula, selection of courses, entrance requirements for courses, examinations and disciplines. The Boards of Schools are statutory committees of the Senate.

The Court and Council are drawn from Government, the professions, agriculture, industry and commerce. The membership of the Senate is wholly academic. Boards of Faculties have also been established (comprised of the academic staff in the faculties) to deal with matters relating to teaching and research in the subjects of each Faculty, curricula and examinations. A Students Union was established in 1975 with representatives from Council, Senate, Boards of Faculties, Library, and discipline and Appeal.

The University of Mauritius is now a flourishing academic institution, with a student enrolment around 2,800 in the academic year 1996/97. The University employs some 600 full-time staff. There are about 300 faculty members, half of whom are employed on a part-time basis.

#### *Mauritius Institute of Education:*

Existing options are offered the following departments: Science Education; Agricultural Education; Mathematics and Computer Education; Commerce and Business Studies; Education Studies; Curriculum Studies; English; Movement and Physical Education; Home Economics; Visual Arts; Design and Technology; French; Educational Administration and Management; Media and Teaching Aids; Social Studies.

The MIE is predominantly involved in teacher education. Its principal function is to improve the quality, competence and qualifications of the teaching force spanning the entire continuum of the education system from the pre-primary and primary up to the secondary level. The Council of the MIE is responsible for overall management and administration and has general control over the conduct of the affairs of the Institute. The Academic Board of the Institute is the academic authority and is responsible for the academic work of the MIE in teaching and research.

The MIE offers a variety of courses ranging from the pre-primary to the secondary level. These include teacher certificate and advanced certificate in education, teacher diploma, post-graduate certificate in education, advanced certificate in educational management and diploma in educational supervision and administration programmes. The MIE also runs a joint Bachelor of Education course with the University.



### *Mahatma Gandhi Institute:*

The MGI was established in June 1970 as a joint venture between the Governments of Mauritius and India. It promotes Indian culture and traditions, and education and culture in general. Today, it has responsibilities for running courses in such areas as: Indian studies, performing arts, fine arts, Chinese and Mauritian studies. The governing body of the MGI is the Council.

The MGI has set up three main schools, namely the School of Music and Fine Arts, the School of Indian Studies and the School of Mauritian and Asian Studies. In order to carry out the relevant programmes, the following departmental structures have been adopted at the schools: Indian Music and Dance; Fine Arts; Languages; Sanskrit, Inddan Philosophy and Theology; Publications and Creative Writings; Performing arts; Mauritian Studies; Bhojpuri, Folklore and Oral Traditions; Extramural Studies and Distance Education.

### *Mauritius College of the Air:*

The MCA has recently started the provision of A-level courses in seven subjects: English, French, chemistry, physics, mathematics, business management and accounting. In addition, in collaboration with Napier University, a correspondence course leading to a Higher Certificate in Librarianship and Information Science has been launched, while another venture with Tele University of Canada focuses on the *Théorie de la communication et rédaction fondamentale*.

The MCA is administered by a Board. An Advisory Council, chaired by the Director and consisting of some thirteen members advises the Board on any matter falling within the purview of the College. A restricted committee consisting of the Chairman, the representative of the Ministry of Education and the Director is also operational for important management matters, before their submission to the Board.

Unlike the other tertiary institutions, the organizational structure of the MCA is determined primarily by its technical nature. The MCA has six departments as follows: Administration and Finance; Documentation; Educational Service; Distance Education; Technical; Graphics/Printing/Photography.

In accordance with the Act of 1988, the duties of the Tertiary Education Commission (TEC) are to: foster the development of post-secondary education and training facilities; provide guidelines to the tertiary education institutions for preparing annual and long-term plans for the operation and development of post-secondary education and training; make recommendations to the Minister of Education on the development of higher education in Mauritius; advise the Minister on policy matters relating to the award of scholarships; and promote co-ordination among tertiary education institutions.

The TEC is administered and managed by a Board consisting of a Chairman and six members appointed by the Prime Minister. The Executive Director is the Chief Executive and is responsible to the Board for the execution of the policy and the control and management of the day-to-day business of the Board. The powers of the Board of TEC include:



- receiving funds from Government and providing funds from other sources for the provision and development of tertiary education;
- allocating funds to tertiary education in the light of their annual and long-term programmes;
- requiring tertiary education institutions to: (i) provide information and data on any matter falling within the Commission's functions; (ii) submit annual and long-term plans; (iii) submit financial estimates and accounts, and prepare periodic reports, in such forms as the TEC Board shall determine; and (iv) appoint sub-committees and co-opt such persons to such sub-committees as it may deem necessary.

In 1996, the number of students enrolled at university and other post-secondary educational institutions reached a total of 6,183 students (3,143 males and 3,000 females).

In addition to the above-mentioned publicly-funded institutions (PFIs), an estimated 30 private institutions and 50 overseas institutions/bodies deliver tertiary-level programmes, mostly in niche areas like Information Technology, Law, Management, Accountancy and Finance. A majority of these private institutions operate on a part-time basis, in the evenings, weekends and on some weekdays with relatively small student cohorts. Most, if not all, of the programmes they offer are those of overseas institutions. These are being delivered through franchise agreements whereby the overseas institutions provide programme materials and/or tutorial support. Apart from playing an administrative role, the local partners also provide tutorial support and in certain cases using exclusively their own resources.

The tertiary student population was estimated at some 25,800 in 2003 as opposed to 17,100 in 2000. Enrolment in the PFIs has evolved favourably, with enrolment on postgraduate and degree programmes which made up for only 1.6% and 15.1% of total PFIs enrolment in 1994, increasing to 3.9% and 38.9% respectively in 1997. The corresponding figures for 2000 were 5.2% and 50% respectively. On the whole, the gender composition of enrolment is well balanced, with female constituting 49% of enrolment in the PFIs in 2000.

The local tertiary education scene also comprises two tertiary education institutions with a regional vocation, namely the University of the Indian Ocean (UIO) and the *Institut de la francophonie pour l'entreprenariat* (IFE), and two private colleges, namely the Sir Seewoosagur Ramgoolam Medical College (SSRMC) and a Dental College. The activities of these institutions are geared towards programmes in specific disciplines.

The PFIs accounted for nearly 60% of total tertiary enrolment in 2000; the remaining 40% was distributed between private institutions/distance education providers (27%) and universities overseas (13%). The corresponding figures for 2003 were 51%, 28% and 21% respectively.

In the wake of the rapid development taking place in the private provision of tertiary education, two institutions have been created by the government, namely the



Mauritius Qualification Authority (MQA) and the National Accreditation and Equivalence Council (NAEC), set up to look after aspects of quality and accreditation. The MQA has been established with the objectives of developing, implementing and maintaining a National Qualifications Framework for an effective certification system, ensuring compliance with provisions for registration and accreditation as per the MQA Act 2001 and ascertaining that standards and registered qualifications are internationally comparable. The MQA is responsible for the formulation of policies for the registration and accreditation of bodies responsible for establishing, monitoring and auditing national standards and qualifications. It is also called upon to register qualifications obtained from primary to tertiary levels, register and accredit training institutions, recognize and validate competencies for purposes of certification obtained outside the formal education and training systems, generate national standards for any occupation, keep a database of learning accounts and publish an annual list of registered unit standards, qualifications and training institutions. (MESR, 2004).

## Special education

The Ministry provides technical support staff to the special schools catering to children with disabilities and learning difficulties. NGOs operating in this field are equally serviced by the Ministry. The following services are provided: supervision of all special schools by the inspectorate; curriculum development; school feeding project; school psychological service; teacher training; integration in mainstream schools; holding of examinations; counselling to children and parents.

A grant-in-aid is provided to special schools by the Ministry of Social Security and National Solidarity. Free medical service is provided by the Ministry of Health. Parents are free to seek admission for their children at the school of their choice. Referrals are channelled to schools as per their specific identified needs. Special arrangements are made to transliterate prescribed textbooks into Braille for blind students at the secondary level. Special curricula, as per needs and ability, are prepared by the National Centre for Curriculum Reform and Development (NCCRD).

The School for the Blind was founded in 1946. It is managed by a board of trustees. There are twelve pupils enrolled. The School for the Deaf is run by the Society for the Welfare of the Deaf. There are about 60 pupils. The *Association de parents d'enfants inadaptés de l'île Maurice* (APEIM) operates sub-centres in Port Louis, Flacq, Mahebourg and equally assures a home service; it caters to children with mental disabilities. There are 180 children enrolled. The H.E.A.R. caters to children who are deaf and/or with hearing impairment. There are about 40 children. The S.E.N.S. caters for dyslexic children; it runs centres in Rose Hill, Goodlands and Chemin Grenier. The E.S.N. caters to children with mental disabilities. There are about 124 pupils enrolled.

In addition to the above-mentioned institutions, there are numerous privately-owned special education units. The Ministry of Education and Human Resource Development has its own integrated units at Goodlands, Moka and in Rodrigues. Primary schools also facilitate integration of pupils with mild impairments.



## Private education

The Education Act guarantees any company or individual the permission to set up a private school, whether at the primary or secondary levels. Equally, they are allowed to dispense post-secondary education, provided, in the latter case, they are duly recognized by the Industrial and Vocational Training Board. The National Accreditation and Equivalence Council (NAEC) will prepare and oversee a framework to interpret the range of qualifications and certificates available locally. The Council will also undertake academic audits to assure that appropriate standards are maintained. Equally, it will implement a Code of Practice for Overseas Institutions operating in Mauritius, to ensure that there is no exploitation and that their educational qualifications are equivalent.

For the secondary sub-sector, the Private Secondary Schools Authority (PSSA) has overall responsibility for the provision of grants to privately-owned institutions.

The curriculum is generally the same for the private and public sectors. *Le Bocage* High School and the *Lycée Labourdonnais*, both fee paying, operate along different lines: *Le Bocage* is evaluated externally by UCLES for IGCSE, and the *Lycée Labourdonnais* follows the French system culminating in the *baccalauréat*. In 1997, the number of secondary schools authorized to function was 104, of which 96 grant-aided.

## Means of instruction, equipment and infrastructure

There is sufficient instruction material for all the sub-sectors, with standard textbooks being given free of charge at the primary level. Teachers handbooks are also provided at that level. At the secondary school level, there are prescribed textbooks for the lower secondary, while subject committees, comprising teachers and inspectors among others, determine the types of textbooks relevant to the curriculum for the upper secondary. Books are readily available on the market, many of them in low-priced editions.

Schools offering science subjects generally have well-equipped laboratories, and loans are given to private secondary schools for renovation and extension of existing labs and other infrastructure. As for computer education, five computers have been given to primary low-achieving schools to help the learning process. In the secondary sub-sector, all State schools have a minimum of ten computers each, while private ones use grants given to them to improve their technological environment in pursuance of the policy of creating computer awareness and literacy at all levels.

Most of the secondary schools are underutilized after formal classes are over, except for the primary sub-sector, where classrooms can now be used by teachers for private tuition purposes after school hours (applicable to Standards IV-VI).

### Primary textbooks distributed (1996). General purpose

Subject	Std I	Std II	Std III	Std IV	Std V	Std VI
English	22,500	22,500	22,500	22,000	13,000	8,000
French	22,500	22,500	22,500	22,000	13,000	5,000
Mathematics	22,500	22,500	22,500	22,000	13,000	5,000
E.V. S.	22,500	22,500	22,500	22,000	21,000	7,000
Creative Education, Pupil Activity Book	22,500	22,500	22,500	-	-	-

(estimated budget: Rs 22,731,600).

### Asian Languages: textbooks distributed (1996)

Subject	Std II	Std III	Std IV	Std V	Std VI
Hindi	7,500	8,500	11,000	8,000	4,500
Urdu	5,000	5,000	4,000	4,000	2,500
Tamil	3,000	3,000	2,500	2,500	2,500
Telegu	1,200	1,200	1,200	1,200	1,200
Marathi	1,000	1,000	1,000	1,000	1,000
Mandarin	500	500	500	500	500
Arabic	1,200	1,200	1,200	1,200	1,200

A School IT Project (SITP) has been prepared by the Ministry of Telecommunications and Information Technology in collaboration with the Ministry of Education and Scientific Research in 2000-2001. The SITP covers the pre-primary, primary, secondary and vocational sectors but the first priority of the project is the primary school sector. In line with the reform proposals contained in the primary school curriculum renewal of March 2001, ICT will be first introduced as a subject in primary schools (as from January 2003) before being integrated across the curriculum in 2006.

According to the SITP, all the 277 primary schools of the Republic will have, at least, a computer laboratory with twenty-one PCs, two printers, a scanner, a digital camera and a server with a LAN. They will all be connected to a network (SchoolNet) controlled by a powerful central server, based at the Ministry of Education, through which Internet connection will be possible and on which server on-line educational resources will be available. 330 ICT teachers have been recruited in 2002 for a nine-month intensive training course at the Mauritius Institute of Education. Out of these 330 ICT teachers, some 270 will be teaching on a full-time basis in schools, while the remaining 60 will replace teachers on leave or will give assistance in schools where there will be more than a laboratory. Some 317 computer laboratories will be needed for the 277 schools.



In the state secondary sector, all the thirty-nine schools are equipped with a computer laboratory with an average of fifteen PCs and the plan is to gradually increase capacity so as to reach almost a student-computer ratio of 1:1. All state secondary schools' libraries have access to the Internet. To date, all state secondary schools (about 28% of the total number of secondary schools) do offer computer studies in Forms I-III as a compulsory subject; 75% offer it at the O-Level/School Certificate (SC), and 25% at A-Level/Higher School Certificate (HSC). On the other hand, about 77% of the private colleges offer computer studies in Form I-III, but only 60% of them do offer it at O-Level/SC and 20% at A-Level/HSC. ICT is not yet used as a pedagogical tool in the learning process in secondary schools. It is however the intention of the Ministry of Education and Scientific Research, in the review of the secondary curriculum expected to start in 2003, to lay emphasis on the compulsory teaching of computer studies at the lower secondary level, as well as on the use of ICT as a pedagogical tool across the curriculum.

The vocational and continuing education sector reckoned up to 16,212 enrolments in IT courses of various levels in 1999. Of the 151 institutions registered with the Industrial Vocational and Training Board, sixty-five do offer IT courses at varying levels, ranging from short non-award courses to structured ones. The vocational sector will be the second priority of Government (along with the secondary sector) in the School IT Project in which it is recommended that a computer laboratory be set up in each of the vocational centres with a student-computer ratio near to 1:1.

## **Adult and non-formal education**

According to the 1990 census, there were 141,139 adults aged 20+ and 13,996 adolescents between the ages of 12 and 19 years who were illiterate—133,063 and 5,164, respectively, in the island of Mauritius, and 8,076 and 1,997, respectively, in the island of Rodrigues.

According to a survey carried out in April-May 1997, there are five government organizations as well as fifty-one groups/NGOs that are directly involved in literacy programmes. Some of these organizations are also involved in vocational training (sewing, woodwork, metalwork, cookery, gardening, etc.)

There are 1,568 learners in different age groups enrolled in these institutions, which have 251 part-time and 88 full-time personnel.

In addition, there are also centres run by the Ministry of Youth and the Ministry for Women's Affairs and Child Development.



## Teaching staff

The qualifications required to teach at different levels of education are as follows:

- Pre-primary education: a Cambridge School Certificate and a training course.
- Primary education: a Cambridge School Certificate and successful completion of a two-year course of pre-service training, both theoretical and practical, in all aspects of the work of a teacher.
- Secondary education (state schools): (i) Education Officer Grade 'A'—a degree from a recognized university (post-HSC or GCE A-level); (ii) Education Officer Grade 'B'—HSC and a three-year part-time training leading to a teacher diploma.
- Secondary education (private schools, under the supervision of PSSA): (i) Education Officer, post-A-level or post-HSC degree; (ii) Grade I teacher, SC-level and a three-year in-service course leading to a teacher diploma; (iii) Grade II teacher, HSC or A-level.

The post-graduate certificate in education (PGCE) programme, which is conducted over four semesters on a part-time basis, carries thirty-six credits allotted to the four following components:

- Subject content and methodology: 12 credits
- Education studies: 12 credits
- Teaching practice: 8 credits
- Project work/dissertation: 4 credits

The Bachelor of Education (B.Ed.), single honours, is a three-year, part-time, post-A-level and post-teacher diploma course. The subject area that a candidate intends to study at the B.Ed. (honours) level will depend upon the subject area that he/she has studied at teacher-diploma level.

The course, jointly run by the Mauritius Institute of Education and the University of Mauritius, offers the following programme of studies:

- Educational studies: 2 Modules
- Subject area: 7 Modules
- Teaching practice: 1 Module (equivalent)
- Project: 2 Modules (equivalent)



In the course, which is of three years' duration on a part-time basis, teaching practice is assessed continually throughout the programme, while the choice of project is decided on and finalized in the fourth semester. The areas of studies are as follows: Educational studies (common to all degree programmes); Accounting; Biology; English; French; Food studies; Geography; History; Mathematics; Physics; Textile studies.

The teacher diploma is a three-year (six-semester), part-time, post-A-level course. The programme of studies is as follows:

- Education study: 3 modules
- Subject area: 6 modules
- Teaching practice: 1 module (equivalent)

Supervised teaching practice takes place during the third and fourth semesters. Subject areas offered are: visual arts; home economics; agriculture; mathematics; design and technology; business studies; social studies; physical education; computer education.

The teacher certificate (primary school) is a pre-service programme lasting four semesters on a full-time basis. For the award of this certificate, trainee teachers have to earn a minimum of 48 credits out of 50, and obtain a grade point average of at least 2.0. The credits are allotted to the components as follows:

<b>Subject</b>	<b>No. of credits</b>
Education studies	6
English	6
French	6
Mathematics	6
Environmental studies (EVS 1 )	6
Environmental studies (EVS 2)	6
Creative education	2
Physical education	1
Audio-visual education	1
Music	1
Human values/Preventive drug education	1
School-based experiences (EBS)	8

The objective of the teacher certificate (pre-primary education) programme is to provide trainee teachers with the necessary orientation, knowledge, skills and aptitudes to practice as qualified teachers in this sub-sector.



Started in 1996, this is a two-year, part-time course lasting four semesters (one semester consists of fifteen weeks), with an attendance of nine hours per week. Worked out on a modular basis, trainee teachers are exposed to 540 contact hours, with an additional minimum of 180 hours of school-based experience (SBE), and some 100 hours of seminars/workshops. The programme consists of the following areas of study and carries a total of 40 credit as follows:

Subject	No. of credits
Education studies	4
Curriculum studies	2
Psychology	6
Language studies	6
Mathematics studies	4
Environmental studies	5
Creative, Aesthetic and Movement studies	6
Child health	3
SBE	4

Most of the training for heads of schools is of an in-service nature. The MIE offers a course leading to a Certificate in Educational Administration for heads of primary schools, while the Human Resources Development Unit of the Ministry has been offering training workshops for the last three years as part of the capacity building programme. To date, nearly all heads of the primary and secondary sub-sectors have followed three cycles on the principles of educational management, and a training program for deputy heads is in the pipeline, due to commence in 1997.

As for inspectors, a two-year, part-time (six semesters) course leading to a Diploma in Educational Supervision and Inspection started in 1997 at the MIE. Otherwise, some attend workshops and seminars held overseas to improve their inspection skills.

The cadres of the Ministry of Education are offered scholarships and other opportunities to attend courses and seminars held abroad, in a bid to stimulate and develop their professional growth. Most of these opportunities are offered by international organizations and friendly countries.

## **Educational research and information**

Educational research is carried out by several institutions. The following institutions have units researching education: the Mauritius Institute of Education; the University of Mauritius; the Mahatma Gandhi Institute; the Mauritius Research Council; the Ministry for Economic Planning and Development; the Tertiary Education Commission; the Mauritius Employers Federation; the Ministry of Finance; and the Ministry of Education, Human Resource Development.



There are about twenty-five professionals and the different organizations make provisions for research out of the budget allocated to them. In general, however, the amount earmarked is not substantial.

Research is currently carried out in the following fields: teacher education; multiculturalism; special education needs; and areas of curriculum. Results are used to improve the teacher education programme and the quality of teaching, to develop school-based curricula, and to improve curriculum materials. The most important user is the Ministry of Education to formulate new, and refine existing, policies. Side by side, other ministries and institutions use the data for the sake of planning programmes on a short- and medium-term basis.

Internet access has only recently become current in usage. Periodicals available on research activities are rather few in number. Limited funds entail the lack of emphasis on research.

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## Web resources

Ministry of Education and Human Resources:  
<http://www.gov.mu/portal/site/education> [In English. Last checked: October 2007.]

Industrial and Vocational Training Board:  
<http://www.gov.mu/portal/sites/ncb/ivtb/index.htm> [In English. Last checked: October 2007.]

Mauritius Examinations Syndicate:  
<http://www.gov.mu/portal/sites/mesweb/index.htm> [In English. Last checked: October 2007.]



Tertiary Education Commission of Mauritius: <http://tec.intnet.mu/> [In English. Last checked: October 2007.]

*For updated links, consult the Web page of the International Bureau of Education of UNESCO: <http://www.ibe.unesco.org/links.htm>*