5.2 The Curriculum Framework for Basic Education

A comprehensive and well-balanced curriculum, spanning over 9 years of schooling will be so designed as to
- ensure continuity in learning;
- make space for the holistic development of learners through enhancing their creative and expressive capacities and shaping their personal and social identity; and
- cater for those learners needing special support.

This new curriculum will comprise a mix of cognitive and non-cognitive learning domains.

- The Arts will be taught by Resource Persons/Specialist teachers.
- A set of planned co-curricular activities will be an integral part of the curriculum.

To reflect the overall development of learners, pupils will be assessed in both core and non-core subjects/learning areas.

- The last three years of the basic education cycle (Grades 7–9), equivalent to the lower secondary education cycle, will expose students to a wide spectrum of learning experiences to prepare them for:
  - their holistic and integral development;
  - the start of their adolescence on a sound basis;
  - a smooth transition to upper secondary education; and
  - defining the appropriate orientation choices at upper secondary.

5.2.1 Core & Non-Core Learning Areas

Curriculum for Grades 1-9

- At Grades 1-6, the curriculum will henceforth comprise core and non-core learning areas

- Core learning areas: English, French, Math, Science, History & Geography and Asian languages/Arabic/Kreol Morisien

- Non-core learning areas: Physical Education, Civic and Values Education, IT Skills, Communication Skills and the Arts including Music, Dance, Painting, and Drama etc. Other areas will be introduced as per felt needs.
5.2.2 Curriculum in the Extended Four-Year Cycle

Greater flexibility in the curriculum at Lower Secondary will make space for accommodating students of different abilities, aptitudes and with different learning paces.

Students with learning difficulties will hence follow an extended four-year cycle and in smaller class sizes, thereby allowing them more time to develop the essential competencies of basic education.

The pre-vocational education stream will no longer exist as all learners will follow the same NYCBE curriculum.

5.2.3 Early Support Programme

One objective of the NYCBE reform is to ensure mastery of those competencies that will ease transition for all to upper secondary education. For this to happen, learning gaps have to be detected as early as possible and remedial measures taken as soon as learning difficulties are identified. Failure to intervene early leads to an accumulation of learning deficits that becomes very difficult and costly to compensate for in later years.

Accordingly,
- Pupils requiring remediation will receive special coaching during school hours.
- Support Teachers/paraprofessional educators will be recruited and trained to assist the class teacher in teaching pupils facing learning difficulties.
- A remedial education plan will be jointly developed by the Support Teacher and the class teacher for every pupil so as to guide appropriate action, thus ensuring reintegration of the pupil in the mainstream.

5.3 Continuous Professional Development for Increased Learning Effectiveness

All Educators will have a specified number of hours of professional development that will sustain their mastery of knowledge and enhance their pedagogical skills for the effective delivery of the curriculum.

The following measures will be implemented:
- Pre-service training will be mandatory for all Educators.
- On completion of their training, new teachers will be properly inducted and mentored by experienced teachers to properly mould their outlook towards teaching and their future professional identity.
- Teacher professional standards will be elaborated in line with international good practices in the domain to guide the development of teachers throughout their career.
- Teachers’ professional competence will be continually improved in pedagogy, instructional skills, classroom practices and adolescent development.
- Conditions will be created and facilitation measures set up so as to introduce and sustain a culture of sharing through the establishment of a community of good practice within and across schools.
- The teaching community will be made proficient in the mastery of digital tools so as to foster a learner-centered and participatory approach in teaching.
- Teachers’ competence will be so strengthened as to enable their learners to take responsibility for their own learning. Learners will set targets for their learning and work towards their attainment.
- A Teachers’ Council will be set up for improved professionalization.
Section 6

6.0 The Assessment Framework

Doing away with some of the pressure resulting from the current regime of high stake assessment and examination underscores the necessity to introduce alternate forms of assessment, one of which is the School-Based Assessment (SBA).

School-Based Assessment has the potential of not only reducing examination pressure but also helping towards the development of the whole-person. It thus allows for assessment in some desirable learning areas that are not amenable to traditional forms of assessments.

Continuous Assessment will be an important component of assessment throughout the system. It will act as a diagnostic and formative tool for teachers to enable them to cater for differentiated learning needs of pupils.

The Learner Development Profile (LDP), introduced for every child as from pre-primary, will be carried forward to Grade 1 onwards so as to keep track of her learning trajectory over the nine years of basic education. All parents will have access to this LDP to enable them to follow their child’s progress.

6.1 National Assessments of Learning at Key Stages

National Assessments for and of learning will take place at different key stages in the system. These will, among other things, provide feedback to the various stakeholders who are the individual learners themselves, teachers, schools, parents, the wider education system, employers, and to society at large.

National Assessments for and of learning will take place at different key stages in the system. These will, among other things, provide feedback to the various stakeholders who are the individual learners themselves, teachers, schools, parents, the wider education system, employers, and to society at large.

6.1.1 Key Stage 1: Primary School Readiness at beginning of Grade 1

At this stage, it is crucial to determine how successfully children make the transition from their pre-school experience to the primary school set up.

Their readiness for primary schooling will be gauged through the LDP.

Primary School Readiness has a direct bearing on teaching and learning at Grade 1, the foundation year which is designed to level the playing field through in-time remediation and thus close potential learning gaps.

6.1.2 Key Stage 2: Diagnostic Assessment at beginning of Grade 3

A Diagnostic Assessment, as an evaluation tool, will be administered at the beginning of Grade 3 to identify learning deficits of pupils after two years of primary schooling.

Findings from the Diagnostic Assessment will enable child-centered focused remedial work to be undertaken and also allow progress to be recorded.

6.1.3 Key Stage 3: Assessment at end of Grade 6: Primary School Achievement Certificate

The current CPE examination will be replaced by a new mode of assessment, the Primary School Achievement Certificate (PSAC) that will assess learners holistically.

Assessment leading to the PSAC will thus also comprise a School-Based Assessment component.

The PSAC will equally take a modular approach to reduce undue stress resulting from all assessments taken solely at the end of Grade 6.

6.1.4 Key Stage 4: Assessment at end of Grade 9: National Certificate of Education

At the end of Grade 9, students take a national assessment, the National Certificate of Education (NCE). This will serve for progression of students to upper secondary and orientation to either general or technical or vocational education. National Assessments at Key Stages 3 & 4 will be set and marked by MES.

6.1.5 Key Stage 5: Assessment at end of Grade 11

The first two years of upper secondary (Grades 10 & 11) lead to a School Certificate (SC)/ O-Level qualification pitched at level 3 on the NQF.
Students will be awarded an SC/O-level or an SC Technical or, again, a National Vocational Qualification.

They will then have the option of either
(i) moving on to HSC or
(ii) entering into training centres/Polytechnics for technical diplomas, or again,
(iii) entering the labour market

6.1.6 Key Stage 6: Assessment at end of Grade 13

Students following the General Education Stream will take an assessment at the end of Grade 13 leading to A-level/Higher School Certificate or HSC Professional (Level 5 on the NQF). These will allow for entry into
(i) Tertiary Education Institutions, or
(ii) Polytechnics, or, again,
(iii) The labour market

7.0 Modalities for the Lead-up to the Award of the Primary School Achievement Certificate and the National Certificate of Education

7.1 The Primary School Achievement Certificate (PSAC)

Towards the end of primary education, learners take the assessment leading to the award of the Primary School Achievement Certificate (PSAC).

- Assessment leading to the PSAC will comprise a School-Based Assessment component (SBA).
- SBA will assess pupils in non-core learning areas and will be introduced in a phased manner.
- SBA will be competency-based and in congruence with the standards of learning prescribed in the curriculum.
- SBA will undergo a moderation process by the Mauritius Examinations Syndicate.
7.1.1 Introducing a Modular Approach to Assessment

The PSAC adopts a modular approach that helps to relieve some of the pressure on learners and allows them to concentrate on a limited number of subjects assessed at a given time.

Assessment leading to the PSAC will comprise:

(i) two modular assessments in two core subjects taken at the end of Grade 5 and at the end of Term 2 of Grade 6;

(ii) and end of Grade 6 assessments in the remaining core subjects as defined below:

---

**Modular Assessment**

The modular approach will be used to assess:

- Science
- History & Geography.

These will be taken at the end of Grade 5 and at the end of Term 2 of Grade 6. The assessments will be standardized and, in due time, ICT-based.

They will be carried out by the MES.

The results will be banked for the computation of final results.

---

**Assessment at the end of Grade 6**

The assessment at the end of Grade 6 will focus on the following subjects only:

- English
- French
- Math

and, where applicable, an optional language (an Asian language / Arabic / Kreol Morisien).

---

7.1.2 The Grading System

Each core subject will be marked along a grade range of 1 to 6, with grading 1 being the highest (see table below).

The level of competence in non-core learning areas will be described along a 3-point scale as follows:

- Proficient
- Intermediate
- Basic

The Certificate will include the results of both core and non-core learning areas.

The grade aggregate will be based initially on the 4 best core subjects.

In keeping with the stated focus of this reform on the whole person development, it is intended, in due time, to give greater recognition to non-core learning areas.

---

**Grading System of Core Subjects**

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75 and above</td>
</tr>
<tr>
<td>2</td>
<td>60 and above but below 60</td>
</tr>
<tr>
<td>3</td>
<td>50 and above but below 60</td>
</tr>
<tr>
<td>4</td>
<td>40 and above but below 50</td>
</tr>
<tr>
<td>5</td>
<td>30 and above but below 40</td>
</tr>
<tr>
<td>6</td>
<td>Less than 30</td>
</tr>
</tbody>
</table>
7.2 The National Certificate of Education (NCE)

At the end of the basic education cycle, students will sit for the National Certificate of Education (NCE) assessment. This national assessment at end of Grade 9 will serve for the purpose of promotion to and orientation in Grade 10.

Placed under the overarching principle of Education for Sustainable Development, eight learning areas have been defined in the National Curriculum Framework for Grades 7 to 9, to wit, Languages, Mathematics, Scientific and Environmental Education, The Arts, Health and Physical Education, Commercial Studies (Accounting, Management and Enterprise Education), Technology/ICT and Social/Modern Studies.

Components of Life Skills, Intercultural Education, Citizenship Education, Sexuality Education and Values Education will cut across these eight learning areas while ICT will be integrated across the curriculum as depicted in Figure 2.

7.2.1 Learning Areas / Subjects to be assessed

Students will be assessed on a determined number of (i) core and (ii) non-core subjects. The assessment of core subjects will be conducted in the written mode while assessment of the non-core subjects will be school-based.

The list of core and non-core subjects is shown in the table below:

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Non-Core Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>PERFORMING ARTS</td>
</tr>
<tr>
<td>FRENCH</td>
<td>PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>OPTIONAL: ASIAN LANGUAGE/ARABIC/KREOL MORISIEN</td>
<td>LIFE SKILLS AND VALUES</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>COMMERCIAL STUDIES</td>
<td></td>
</tr>
<tr>
<td>SOCIAL/MODERN STUDIES</td>
<td></td>
</tr>
<tr>
<td>VISUAL ARTS</td>
<td></td>
</tr>
</tbody>
</table>

7.2.2 The Grading System

The grading system for the National Certificate of Education will be as follows:

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85 and above</td>
</tr>
<tr>
<td>2</td>
<td>75 and above but below 85</td>
</tr>
<tr>
<td>3</td>
<td>65 and above but below 75</td>
</tr>
<tr>
<td>4</td>
<td>55 and above but below 65</td>
</tr>
<tr>
<td>5</td>
<td>45 and above but below 55</td>
</tr>
<tr>
<td>6</td>
<td>35 and above but below 45</td>
</tr>
<tr>
<td>7</td>
<td>Below 35</td>
</tr>
</tbody>
</table>

Figure 2: Learning Areas for the Lower Secondary Curriculum
8.0 Progression of Students across the System

8.1 Entry in Secondary Schools

The last three years of basic education - Grades 7 to 9 - will be taught in secondary schools. Transition to Grade 7 will be done on a regional basis in the 4 existing Education Zones.

8.2 Criteria for Admission to Regional Secondary Schools

Transition to Grade 7 will be based on the following criteria:

◆ Parental choice;
◆ Grade aggregate at the Primary School Achievement Certificate; and
◆ Proximity of residence to the secondary school.

8.3 Academies

One of the fundamental aspects of the NCBE reform is the regionalization of the admission process to secondary schools. Academies will therefore (i) enroll students as from Grade 10; and (ii) admit students on a national basis.

8.4 Extended Stream

◆ After Grade 6, students who would not have reached the required standard, will still move on to a Regional Secondary school.
◆ These students will enter into an extended four-year stream where they will follow the same curriculum as those in the regular three-year Lower Secondary cycle.
◆ Provision will be made for a special class in every Regional Secondary school for the extended cycle.
◆ Such a class will have a reduced class size for facilitation of learning.

8.5 Vocational Training Centres

The provision of nine years of basic education ensures that those opting to enrol on vocational training programmes have an advanced level of literacy and numeracy as against the case for the current enrollees in the pre-vocational stream. This guarantees the strong likelihood for them to later embark on more rewarding, further and higher level courses in technical and vocational education and training.

The TVET sector is called upon, therefore, to be revamped with transformations operating at three levels:

◆ Infrastructure with state-of-the-art technological equipment.
◆ Programmes reviewed for increased relevance to existing and new emerging sectors.
◆ Capacity building at all levels.
9.0 Institutional Arrangements for Post-Basic Education

Regional Secondary schools running Grades 7 to 9 classes will also offer secondary education up to Grade 13. Students would therefore be able to continue their studies from Grade 10 through to Grade 13 in the same school where they would have been enrolled in Grade 7.

9.1 Academies

Academies will be set up to act as centres of excellence for post-basic education. These will be called upon, in due time and after a proven record, to develop into specialist institutions offering particular fields of study relevant to the socio-economic developmental needs of the country.

- Academies will run classes from Grades 10 to 13.
- Admission to Grade 10 will be on a national basis, depending upon student performance and aptitude at the National Certificate of Education as well as student preference.
- Students from Regional Secondary schools will also have the possibility, after SC/ GCE O level, to seek admission to an Academy for Grades 12 and 13.
- Academies will be co-educational institutions.
- Academies will enjoy increased autonomy and operate along new management models.

The possibility will also exist for some Private grant-aided secondary schools to become Academies based on their track record and specified conditions.

9.2 Polytechnics

Polytechnic education aims at providing work-ready and high quality diploma holders to accelerate the development of Mauritius into a knowledge-based, skills-driven economy. Polytechnics as post-secondary institutions will thus provide the skills required at technical and middle management level. They will have programmatic flexibility to cater for the changing needs of a growing economy.

Polytechnics will target secondary school leavers for programmes jointly worked out with industry and leading to the award of a diploma in a career-oriented field.

Polytechnic education courses will be delivered at diploma and advanced diploma levels, i.e., Levels 6 and 7 respectively of the NQF.

Successful completion of the diploma level programme will open up access to higher education, but Polytechnics will generally not be an alternative route to University but rather an alternative to university studies.

9.2.1 Pathways to Polytechnics

Students wishing to join the Technical Education and Training pathway will access the Polytechnics

- after successful completion of Grade 11 (in Regional Secondary schools/ Academies)
- after successful completion of Grade 13 (in Regional Secondary schools/ Academies)
- after completion of vocational programmes in Vocational Training Centres and after following a Foundation Programme
10.0 System Governance and Accountability

Implementing the NYCBIE reform will require a robust governance and management framework for an efficient and effective delivery of the Education and Training mandate.

The current organisational system does not fully lend itself to this objective. Consequently, there is an urgent need for a reorganisation of the education system and making sure that it subscribes to the principles of good governance for increased accountability at all levels.

The existing institutional framework is made up of

- the Ministry that establishes clear, ambitious policy goals;
- the Educational Zones responsible for the implementation and monitoring of the policies and
- Schools that are the front-line policy implementers and learning centres.

‘Learning for All’ necessitates an institutional reform and pedagogic change with a greater degree of devolution to the zones and the schools. There has to be a move away from a traditional top-down approach to a bottom-up focus which delegates responsibility to Schools and Zone and expects accountability from both for improved teaching and learning.

The Ministry then can focus on and live up to its responsibility as a policy maker.

Accordingly,

- The role of Educational Zones vis-a-vis the Ministry will be redefined and their leadership capacity strengthened.
- Greater autonomy will be granted to schools to deliver on positive and improved learning/academic outcomes with more management discretion for curriculum delivery.
- To ensure ground reality of stated objectives, the role of the Primary Inspectorate body will be reviewed and a strong Quality Assurance will have two clear and distinct functions:
  (i) Support schools for school improvement and
  (ii) Undertake external evaluation of schools.
- An external evaluation of Teacher Education programmes run by the MFE will be conducted to ensure these are more firmly grounded in the classroom reality.
- A Centre for Curriculum Development and Research will be set up to inform policy decisions on curriculum and pedagogy.

On the other hand, teachers must also engage their accountability to improve the quality of learning in the classroom. While routine support and guidance will continue to be provided to teachers to improve their pedagogical effectiveness, other motivational components will also be resorted to.

- Some of the best qualified graduates will be attracted to the teaching profession and provided with proper pre-service training and systematic opportunities for continuing professional development;
- Schools will be encouraged to identify training needs at their level and facilitate school based in-service training (SBIT); and
- The move will be towards having an all-graduate teaching force;
- A review of the existing career structure will be undertaken and new pathways created for promotion as a form of incentivisation for teachers to stay longer in the profession;
- The new career pathways will be based on meritocracy, excellence and tangible deliverables; and
- A Teachers’ Council will be set up to advise, inter alia, on policies regarding staff development.

The bottom line in Education is to ensure that learning is taking place. The different Units in the system have to be held accountable for learning, the more so since Mauritius is called upon to deliver on the 15-year horizon and the 2030 Global Education Goal.

To strengthen the process, a Monitoring and Evaluation Unit will be set up at the Ministry for reporting progress at all levels in the education system. Among other things, it will translate stated objectives into performance indicators and set targets, undertake regular quality audits, compare results with targets and report on progress.
The new assessment replacing the CPE will be introduced as from 2017 onwards.

As a transitional measure, pupils of Std V in 2016, will take

- the modular assessment in Science and History & Geography in August 2017, followed by
- assessments in English, French, Math and optionally an Asian Language/Arabic/ Kreyol Morisien in October/November 2017
- One non-core subject / learning area (Communications Skills) in 2017

Pupils of Grade V in 2017 will take

- the modular assessment in Science and History & Geography (Module 1) in October/November 2017, followed by
- the modular assessment in Science and History & Geography (Module 2) in July 2018, followed by
- assessments in English, French, Math and optionally an Asian Language/Arabic/ Kreyol Morisien in October/November 2018
- Two non-core subjects/learning areas (Communications Skills and IT) in 2017 and 2018

As from January 2018, there will be no intake of Grade 7 students in the 12 schools that will be converted into Academies.

### 11.1 Synoptic presentation of transitional arrangements

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Assessment taken in Grade 5</th>
<th>Assessment taken in Grade 6</th>
<th>Admission to Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5/Standard V in 2016</td>
<td>Continue with current practice of Std V examinations in 2016</td>
<td>1. Take a modular assessment in Science and History &amp; Geography in end of August 2017</td>
<td>Pupils are admitted to Grade 7 in 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Sit for final assessment in Oct/Nov 2017 in the remaining core subjects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Take a non-core subject/learning area (Communications Skills) in 2017</td>
<td></td>
</tr>
<tr>
<td>Grade 5/Standard V in 2017</td>
<td>Take a modular assessment (Module 1) in Science and History &amp; Geography in October/November 2017</td>
<td>1. Take a modular assessment (Module 2) in Science and History &amp; Geography in July 2018</td>
<td>Pupils are admitted to Grade 7 in 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Sit for final assessment in Oct/Nov 2018 in the remaining core subjects/learning areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Take 2 non-core subjects/learning areas (Communications Skills and IT Skills) in 2018</td>
<td></td>
</tr>
</tbody>
</table>
11.2 Implementing the Transition

11.2.1 Administrative Arrangements

- The National Curriculum Framework for the Nine Year Continuous Basic Education and the National Curriculum Framework for Grades 1-6 have been approved by Government in November 2015 and the NCF documents officially launched in December 2015.

- The Education (Amendment) Regulations and Private Secondary Schools (Amendment) Regulations were promulgated on 21 November 2015 to provide for the organisation and conduct of the PSAC assessment in 2017, the mode of admission to Grade 7 in 2018 and related transitional arrangements and will come into operation on 1 January 2017 [Government Notices No. 227 and 228 of 2015].

- The Annual Programme for PSAC Assessment 2017 was elaborated in consultation with MES and gazetted in December 2015. The Annual Programme provides for rules and regulations for the organization and conduct of the PSAC Assessment and details out the Assessment Syllabuses for the various subjects to be offered at PSAC Assessment in 2017.

- The above documents constitute the 2 years' notice before the introduction of the new PSAC Assessment in replacement of CPE in 2017.

- Amendments have been brought to the Education Act to provide for the implementation of NYS and related transitional arrangements.

12.0 Strategic Framework for implementing NYCEBE Reform

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Performance Indicator and target by 2030</th>
<th>Strategic Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>All learners leaving the pre-primary sector are ready for a sound primary school experience</td>
<td>All children meet primary school readiness requirements at start of Grade I.</td>
<td>• Review policies and legislation that guarantee the provision of at least one year of compulsory quality pre-primary education</td>
</tr>
<tr>
<td>All children meet primary school readiness requirements at start of Grade I.</td>
<td>• Strengthen coordination among ministries responsible for nutrition, health, social protection and education and stakeholders for integrated multi-sector ECD policies and programmes</td>
<td></td>
</tr>
<tr>
<td>• Professionalise the ECCE sub-sector by enhancing and monitoring continuous professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Strengthen programmes for the early identification of children with/at risk of disabilities and implement timely interventions to minimize developmental delays and to improve inclusion and learning outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improve school environment for schools to be ready for children and capable of providing developmentally-appropriate teaching-learning opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review the National Curriculum Framework that will ensure quality holistic early childhood development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop and implement an Early Years Assessment Framework to measure learner’s readiness for primary school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 12
<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Performance Indicator and target by 2030</th>
<th>Strategic Actions</th>
</tr>
</thead>
</table>
| All children complete nine years of basic education and achieve relevant learning outcomes | 1. All children complete basic education and are ready for upper secondary/vocational education | • Elaborate a National Curriculum Framework (NCF) for Basic Education (Grades 1-9) that caters for the holistic development of learners, ensuring quality and relevance including knowledge, skills, competencies, life skills, national and cultural values.  
• Facilitate the translation of the NCF into a fit-for-purpose set of programmes commensurate with the needs of learners.  
• Develop an adapted curriculum to cater for all abilities including learners with learning difficulties and Special Needs and provide appropriate training for those in the sector (particularly for NGOs).  
• Introduce an Early Support Programme for in-time remediation.  
• Strengthen the teaching of Science, Math and English (SME).  
• Establish national standards of learning at critical stages (end of Grade 6 and Grade 9).  
• Embed ICT-mediated learning across the system and upgrade learning environment to support effective pedagogy including technologically-enabled pedagogy.  
• Develop comprehensive alternative assessment modes, including formative assessment and school-based assessment, to assess pupils on a range of skills beyond the cognitive domain to ensure full-scale implementation of the curriculum.  
• Develop the e-assessment mode for modular assessment.  
• Elaborate a Learner Development Profile to keep track of a student's learning trajectory over the 9-year period. |

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Performance Indicator and target by 2030</th>
<th>Strategic Actions</th>
</tr>
</thead>
</table>
| Universal secondary schooling is achieved (including general education/vocational education) | All students complete secondary education leading to relevant and effective learning outcomes. | • Develop a broad-based curriculum for upper secondary education with increased relevance to the 21st century needs and with a focus on Math and Science.  
• Establish and institutionalise assessment of learning outcomes at various stages to monitor learning achievement.  
• Provide incentives to schools to ensure there is an effective learning environment conducive to retaining learners in school and completing learning cycles.  
• Establish positive linkages between schools and businesses/industry.  
• Set up a Regional Scholarship Scheme. |

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Performance Indicator and target by 2030</th>
<th>Strategic Actions</th>
</tr>
</thead>
</table>
| Vibrant TVET sector responsive to national economic needs | All graduates emerging from the TVET stream are highly skilled and ready for employment. | • Rethink the role and the image of TVET.  
• Review the curriculum and learning environment of TVET institutions to ensure that TVET curricula and training programmes are of high quality and relevant to changing labour market demands along with highly-qualified TVET trainers.  
• Set up a transparent and efficient quality assurance system and strengthen national qualifications systems.  
• Provide an adequate supply of skills at the mid-technician level for emerging economic growth poles.  
• Ensure the provision of further training and lifelong learning opportunities for students not entering tertiary sector.  
• Encourage an increased private sector participation in the provision of fit-for-purpose training. |
<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Performance Indicator and target by 2030</th>
<th>Strategic Actions</th>
</tr>
</thead>
</table>
| Learners are taught by qualified and trained teachers at all levels in the education system | All teachers are qualified and trained | • Move towards teacher excellence  
• Develop strategies to attract the best qualified and most motivated candidates to teaching and create opportunities for professional growth  
• Conduct periodic external and independent evaluation of teacher education programmes  
• Provide all teachers with adequate technological skills to manage ICT and social networks, to adopt ICT-mediated learning  
• Build capacity of teachers in formative assessment and its utilization for remediation and improvement of learning outcomes  
• Develop and implement sound capacity building programmes based on training needs and an effective feedback system to support good teaching and teachers’ professional development  
• Strengthen school leadership capacity to improve teaching and learning |

| Effective education leadership at Ministry, Zone Directorate and school levels |  | • Develop a programme for institutional reform for greater accountability  
• Set standards for quality in teaching, school leadership and school effectiveness  
• Set up a Centre for Curriculum Development and Research to inform policy and pedagogical practice  
• Set up a Teachers’ Council to advise, inter alia, on policies regarding staff development  
• Institutionalise mechanisms for Monitoring and Evaluation, reporting on progress of education reforms  
• Undertake quality audits of the Ministry  
• Devolve greater degree of autonomy to schools (including for management models) and Educational Zones  
• Implement systematic monitoring of schools, self-evaluation of schools and regular external evaluation of schools  
• Engage in international benchmarking of the education system |

13.0 Implementation Plan

<table>
<thead>
<tr>
<th>Main Activities</th>
<th>2024 - 2030</th>
<th>2021 - 2025</th>
<th>2016 - 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor curriculum implementation to gauge delivery and effectiveness</td>
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<tr>
<td>Conduct external evaluation of the Basic Education NCF in the light of evaluation undertaken</td>
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</tbody>
</table>
| Review the NCF for Secondary Education  
• Evaluate the NCF for Upper Education  
• Evaluate the NCF in the light of evaluation | – | – | – |
| Design and elaborate an NCF for 21st Century secondary school | – | – | – |
| Design and elaborate an NCF for upper secondary (Grades 10 – 13)  
• Broadsen the secondary school curriculum to 21st Century needs, including the development of higher-order skills  
• Conceptualise the new pedagogy for 21st Century deep learning and produce a manual for teachers on the integration of 21st Century skills in classroom practice | – | – | – |
<p>| Elaborate curriculum for Grades 1-7 | – | – | – |</p>
<table>
<thead>
<tr>
<th>Strategic Actions</th>
<th>Pillars</th>
<th>Curriculum Development for Basic Education and for Upper Secondary Education</th>
<th>2016 - 2020</th>
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</thead>
<tbody>
<tr>
<td><strong>Set up mechanism at school level to implement the national curriculum.</strong></td>
<td><strong>Curriculum</strong></td>
<td><strong>Facilitate the translation of the NCF into a set of programmes commensurate with the needs of learners.</strong></td>
<td><strong>2016 - 2020</strong></td>
<td><strong>2021 - 2025</strong></td>
<td><strong>2026 - 2030</strong></td>
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<tr>
<td><strong>Build capacity of all schools to adopt school curriculum.</strong></td>
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<td>Provide training for teachers and school leaders on effective teaching strategies.</td>
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<td>Create a digitally enabled learning environment in all schools.</td>
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<tr>
<td><strong>Early childhood and digital learning across the system.</strong></td>
<td><strong>Curriculum</strong></td>
<td><strong>Evaluate the ELDSS.</strong></td>
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<td><strong>2016 - 2020</strong></td>
<td><strong>2021 - 2025</strong></td>
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<tr>
<td><strong>Cater for the holistic development of learners.</strong></td>
<td><strong>Curriculum</strong></td>
<td><strong>Promote the holistic education component in the National Curriculum Framework (NCF).</strong></td>
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<td><strong>2016 - 2020</strong></td>
<td><strong>2021 - 2025</strong></td>
<td><strong>2026 - 2030</strong></td>
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<tr>
<td><strong>Implement strategies for effective and efficient learning.</strong></td>
<td><strong>Curriculum</strong></td>
<td><strong>Introduce Early Support Programme (ESP).</strong></td>
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<td><strong>2016 - 2020</strong></td>
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<td><strong>2026 - 2030</strong></td>
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<tr>
<td><strong>Anchor Educational Technology in the basic education system.</strong></td>
<td><strong>Curriculum</strong></td>
<td><strong>Recruit and train Holistic Education teachers.</strong></td>
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<td><strong>2016 - 2020</strong></td>
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<tr>
<td><strong>Implement strategies for gifted and talented learners.</strong></td>
<td><strong>Curriculum</strong></td>
<td><strong>Evaluate the Early Support Programme (ESP).</strong></td>
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<td><strong>2016 - 2020</strong></td>
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<tr>
<td><strong>Sustain and improve upon SME activities.</strong></td>
<td><strong>Curriculum</strong></td>
<td><strong>Train teachers in pre-vocational and life skills education.</strong></td>
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<td><strong>2016 - 2020</strong></td>
<td><strong>2021 - 2025</strong></td>
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**Notes:**
- NCF: National Curriculum Framework
- ELDSS: Early Learning Development Support System
- ESP: Early Support Programme
- SME: Subject Matter Experts
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<tr>
<td>Professional</td>
<td>Improve teacher quality through professional development</td>
<td>2016 - 2020: Create a diversity of CPD platforms (BEdT, mentoring, networking, mixed-mode – face-to-face/on-line,...) to enhance pedagogical capabilities of teachers, based on training needs analysis - in formative assessment and its utilization for remediation and improvement of learning outcomes - to address challenges of students with behavioural problems 2021 - 2025: Develop strategies to attract the best qualified and most motivated candidates to teaching 2026 - 2030: Attract top 30% of graduates to the teaching profession</td>
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<td>Development</td>
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<tr>
<td>Assessment</td>
<td>Develop comprehensive alternative modes of assessment to assess pupils on a range of skills beyond the cognitive domain, hence ensuring full-scale implementation of the curriculum</td>
<td>2016 - 2020: Develop an Assessment Framework to gauge learning achievement at the key stages of schooling 2021 - 2025: Introduce new assessments – PSAC and NCE, at the end of Grades 6 and 9 respectively 2026 - 2030: Introduce school-based assessment to capture overall levels of competencies as part of holistic education</td>
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<td>Establish national standards of learning at critical stages</td>
<td>2021 - 2025: Define national standards of learning for English, Math and Science at the end of Grade 6 and Grade 9 2026 - 2030: Set targets for improving learning achievement</td>
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<td>Develop the e-assessment mode for modular assessment</td>
<td>2021 - 2025: Institutionalise e-assessment mode 2026 - 2030: Extend e-assessment mode to cover other learning areas</td>
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<tr>
<td>Pillars</td>
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<td>2016 - 2020</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Elaborate a Learner Development Profile (LDP) to follow progress of each learner</td>
<td>Produce a duly-validated repertoire of competencies for each subject (core and non-core) and for each grade</td>
</tr>
<tr>
<td><strong>Technical and Vocational Educational and Training</strong></td>
<td>Rethink the role and the image of TVET</td>
<td>Establish close linkages between training centres and businesses/industries for greater employability of TVET graduates</td>
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<td>Review the curriculum with ongoing involvement of industry for (i) greater programmatic relevance to changing labour market demands and (ii) integration of employability skills in core curriculum content</td>
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<td>Enhance the learning environment and equip training centres with state-of-the-art technology</td>
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<td>Set up model training centres</td>
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<td></td>
<td>Upskill leaders and trainers of training centres through continuous professional development</td>
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<td>Establish pathways to promote the attractiveness of the TVET sector to students in the Secondary General Stream</td>
</tr>
<tr>
<td><strong>Technical and Vocational Educational and Training</strong></td>
<td>Provide an adequate supply of skills at the mid/technician level for emerging economic growth poles</td>
<td>Embed and institutionalize Polytechnic Education into the training landscape as an alternative to tertiary education</td>
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<td>Create enabling conditions for an increased private sector participation in the provision of fit-for-purpose training</td>
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<td>Review periodically the National Skills Strategy to prevent skills slow down</td>
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<td>Set up a transparent and efficient quality assurance system and strengthen national qualifications systems</td>
<td>Elaborate and implement a Quality Assurance Framework</td>
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<td>Implement new policy for qualification development</td>
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<tr>
<td>Pillars</td>
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</tbody>
</table>
| **System Governance and Accountability** | Develop a programme for institutional reform for greater accountability          | **2016 - 2020**<br>- Set up a National Advisory Body on education policy formulation and on the impact of policy actions  
- Create a platform for Education Zones to contribute to policy formulation including that pertaining to school improvement  
- Set up a Centre for Pedagogical Research  
- Conduct periodic external and independent evaluation of teacher education programmes | **2021 - 2025**<br>- Undertake quality audits of the Ministry and its several institutions  
- Set up a Centre for Curriculum Development and Research to inform policy and pedagogical practice | **2026 - 2030**<br>- Improve public/community perception of schools |
| **Institutionalise mechanisms for Monitoring and Evaluation** | **2016 - 2020**<br>- Set up a Monitoring & Evaluation Unit for reporting on progress of education reforms  
- Strengthen capacity of QAID for: (i) supporting school improvement strategies; and (ii) whole school inspection.  
- Implement systematic monitoring of schools and facilitate their self-evaluation processes | **2021 - 2025**<br>- Undertake regular impact evaluation of intervention programmes  
- Conduct regular external evaluation of schools | **2026 - 2030**<br>- Make a School Management Information System fully operational |

<table>
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<tr>
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</table>
| **System Governance and Accountability** | Devolve greater degree of autonomy to schools and Educational Zones          | **2016 - 2020**<br>- Education Zones assume more responsibility for teaching and learning  
- Formulate guidelines Document for greater effectiveness in Zone Management  
- Develop and implement School Appraisal model and create a reward mechanism for innovative school leaders and teachers  
- Develop a scheme for grants to schools for innovative measures adopted and demonstrating successful outcomes  
- Formulate a Governance Model for management of Academies | **2021 - 2025**<br>- Instill a results-oriented mindset and accountability for learning among schools  
- Institutionalise the Governance Model of Academies | **2026 - 2030**<br>- Institutionalise a performance bonus mechanism for teachers and Heads of Schools  
- Transform Academies into specialist institutions |
| **Strengthen School Leadership Capacity** | **2016 - 2020**<br>- Set standards for Leadership for greater school effectiveness  
- Design and develop new training module to strengthen school leaders management skills | **2021 - 2025**<br>- Provide incentives to schools to create effective learning environments to retain learners in schools for successful completion of learning cycles | **2026 - 2030**<br>- |
<table>
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<tr>
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</thead>
</table>
| System Governance and Accountability | Move towards teacher excellence                                                    | 2016 - 2020: Design and put in place new career paths for teachers (including Support and Holistic Education Teachers) for greater opportunities for professional growth  
2021 - 2025: Set up a “Teachers” Council to advise, inter alia, on policies regarding teacher professionalization  
2026 - 2030: Set up Teacher Resource Centres, one in each Education Zone, as a place for the professional learning community to meet and for professional development activities  
2026 - 2030: Set standards for quality in teaching  |
| Engage in international benchmarking of the education system | 2016 - 2020: Pave the way for participation of schools in international student assessments  
2021 - 2025: Use findings for learning improvements  
2026 - 2030: Make Mauritius compare favourably with best performing countries |
| Communications | Develop and implement a Communications Strategy for effective implementation of NYCBE reform | 2016 - 2020: Devise appropriate and in-time communication tools for an effective buy-in for a diversity of audiences  
2021 - 2025: Reinforce and sustain the commitment of stakeholders to the reform agenda  |