ANNEX A

QUESTIONNAIRE ON NORMS AND STANDARDS FOR QUALITY OF EDUCATION
BY THE SPECIAL RAPPORTEUR ON THE RIGHT TO EDUCATION

1. Please list existing national laws, regulations and policies establishing norms and standards for quality of education in your country. Please also include any guidelines on the quality of education.

(a) LEGISLATION

Education Act
The Education and Training (Miscellaneous Provisions) Act 2005
Education (Amendment) Act 2011
Education Regulations 1957
Education (Amendment) Regulations 1986
The Private Secondary Schools Authority Act
The Mauritius Institute of Education Act
The Mauritius Examinations Syndicate Act 1984
The Mahatma Gandhi Institute Act
The Mauritius Qualifications Authority Act 2001
The Mauritius Qualifications Authority (Registration) Regulations 2009
The Mauritius Institute of Training and Development Act 2009
The Early Childhood Care and Education Authority Act
The Early Childhood Care and Education Authority (Registration of Pre-Primary Schools) Regulations 2011

(b) POLICIES & GUIDELINES

GOVERNMENT PROGRAMME 2005-2010, paragraphs 147-162
GOVERNMENT PROGRAMME 2010-2015, paragraphs 143-157
Empowering the Nation’s Children TOWARDS A QUALITY CURRICULUM Strategy for Reform, September 2006
Quality Initiatives for a World Class Education 2006
MQA Quality Assurance (QA) Standard for Training Institutions 2007 + Conditions governing registration of Trainer/Training institution/Manager/Programme Officer, accreditation of training institution, etc

Education & Human Resources Strategy Plan 2008-2020

REVIEW OF PAY AND GRADING STRUCTURES AND CONDITIONS OF SERVICE IN THE PUBLIC SECTOR AND THE PRIVATE SECONDARY SCHOOLS, Pay Research Bureau, May 2008 &
2. Please describe briefly applicable norms and standards and minimal requirements, especially with regard to the following:

(Please specify if there are different norms for different types of education institutions including: (i) primary schools, (ii) secondary schools)

a. School infrastructure (Attachment on State and private schools)

b. Class size and pupil-teacher ratio (Attachment)

c. Teacher qualification

State and Private Schools have the same requirements for eligibility to teach. (see Attachment)

d. Working conditions for teachers and their professional development

Working conditions are similar in all schools, whether public or private, as per PRB Report 2008 mentioned in section 1(b) above.

The Mauritius Institute of Education (MIE) ensures that there is upgrading of teacher qualification and provides basic professional training and qualification for all teachers (pre-primary, primary, secondary, including pre-vocational) irrespective of school (State and Private). Such training for in-service teachers is not fee paying.

However, encouragement is given to all staff, including teachers, to upgrade their qualifications through grant of additional increments for relevant qualifications obtained over and above the
minimum ones required at the time of recruitment/promotion and special 3 weeks leave with pay for revision and examination purposes as from the second year of self chosen/financed course. Facility of release to attend course may also be given subject to the exigencies of the service (See PRB Report 2008, Volume I, pp. 270-271.and Ministry of Civil Service Affairs and Administrative Reforms Circular Letter No. 22 of 2005)

e. School curricula content and pedagogical materials

The School Curricula are based on Government Policy. “Towards a Quality Curriculum–Strategy for Reform, September 2006” sets down the guidelines for curriculum development, following which the Curriculum Framework for Pre-Primary, Primary and Secondary Education, including Pre-Vocational education (4 years for 12 years plus who failed twice at the end of primary schooling or have reached the age of 13), have been developed. MIE has been entrusted with the responsibility for Curriculum Development for all sectors --pre-primary, primary and secondary--, and since October 2010, the National Centre for Curriculum Research and Development of the Ministry having been officially done away with and taken over by the MIE. The M.I.E. is also responsible for writing of textbooks and pedagogical materials for the primary and pre-vocational sectors (see relevant documents mentioned in section 1(b) above and Attachment on private secondary schools). The expertise of the Mahatma Gandhi Institute is used, whenever required, for training of teachers and writing of textbooks and pedagogical materials in Oriental Languages.

Curricula in TVET are based on unit standards developed by the Mauritius Qualifications Authority (MQA)

f. Teaching-learning processes

See the Interventions of the Minister of Education and Human Resources on the Budget Speeches 2011 and 2012 on Tuesday 23 November 2010 and 8 November 2011 respectively and the Annexes to these Interventions as well as relevant documents mentioned in section 1(b) above.

In TVET, the theory-practical training ratio varies from 30:70 (for vocational training courses) to 40:60 (for technical education)

g. School management, including student and parents participation

See Attachment and School Management Manuals mentioned in section 1(b) above)

h. Methods to evaluate student performance and assess learning outcomes

There are standard requirements for all schools, whether State or private. National Assessment at Form III has been instituted since 2010 on a pilot basis and will be implemented in all secondary schools in 2012. See Attachment.

3. Please identify the institutional mechanisms in your country used to collect and process information and to assess adherence to norms and standards established to ensure quality of education.

(Please specify if there are different mechanisms monitoring public or private institutions)

(see Attachment)
4. Please provide information on other relevant initiatives and developments aiming to promote quality in education.
Innovative pedagogical measures used in Enhancement Programme at Std III and IV to be extended to Std V (2012) and Std VI (2013) but integrated into the Teaching/Learning process during the normal working hours.

New Pre-Vocational programme over 4 years with a formal qualification at the end- to offer second chance for failures at Primary level and an alternative route to vocational education to be implemented as from 2012.

See the Interventions of the Minister of Education and Human Resources on the Budget Speeches 2011 and 2012 on Tuesday 23 November 2010 and 8 November 2011 respectively and the Annexes to these Interventions which summarise what have been achieved to date and future orientations.

ANNEX B

INFRASTRUCTURAL REQUIREMENTS FOR A PRE-PRIMARY UNIT

1. 2 Classrooms (minimum, depending on number of pupils) with sliding partition between the 2 classrooms.
2. Each classroom is of size 42 m$^2$
3. 1 Store (minimum 9 m$^3$)
4. 1 kitchen (minimum 9 m$^3$)
5. 1 lobby with 1 handbasin (2.7 m$^2$) for staff
6. 1 Toilet Block (1 bathroom + 2 toddler pans + 1 squatting pan + 1 unit slab steel urinal + 1 staff cubicle + 2 water troughs with 3 taps per trough)
7. Children’s Playground depending on availability of space (10 m$^2$ x 10 m$^2$)
INFRASTRUCTURAL REQUIREMENTS FOR A PRIMARY SCHOOL

- 7 Classrooms for a school population of 250 students (a school population vary between 200 to over 1000 for high demand schools)
- Each classroom is of size 42 m² to accommodate around 40 pupils in each class
- 3 Asian Language classrooms of size 20 m² each
- Library/Mediatheque
- Staff Room
- Computer Room
- Science Room
- Administrative Office (3 rooms)
- Play Area (9.8 m² per student)
- Toilet Cubicles (4 cubicles for 100 students + additional cubicle for every additional 30 students) + Staff Toilet (M/F)
INFRASTRUCTURAL REQUIREMENTS FOR A SECONDARY SCHOOL

• 30 classrooms for around 900 students (classroom size: 50m² each)
• Library
• Art Room
• Computer Room
• Science Lab comprising the following:
  (i) 2 Physics labs (Main + demonstration)
  (ii) 2 Chemistry labs (Main + demonstration)
  (iii) 2 Biology labs (Main + demonstration)
• Design and Communication/Design and Technology Workshop (Boys School only)
• Home Economics Room (Girls School only)
• Gymnasium/Multipurpose Hall
• Volleyball/Basketball pitches
• Football Ground (4000m²)
• Toilet Cubicles (Same norms and standards like for a primary school including staff toilet)

ANNEX C

2. Describe briefly applicable norms and standards and minimal requirements, especially with regard to the following:
   [Please specify if there are different norms for different types of education institutions including: (i) primary schools (ii) secondary schools]

a. School infrastructure

   In respect of Private Secondary Schools
   • Generally, no school is to be situated in or over any godown, shop, factory
   • Any floor over ground floor should have no less than two independent satisfactory means of egress
   • School premises to be adequately ventilated and lighted
   • No roof, loft, balcony or cellar is to be used as classroom
   • School premises to be maintained in clean and sanitary condition
   • School to provide adequate and suitable furniture and equipment plus adequate writing space
   • Well furnished and well equipped office
A well equipped and functional library
Well equipped specialist room, laboratories, workshops
Necessary agricultural space and facilities if agricultural and related subjects are offered
School premises to be properly fenced
Sufficient number of WC’s or properly sheltered urinals for boys
Lavatories with separate entrance for boys and girls
Adequate and wholesome supply of drinking water
First-Aid box
Adequate, safe and salubrious area for open air recreation and its own playing fields or provision for same.
Necessary equipment and facilities for sports and games.

b. **Class size and pupil-teacher ratio**

*In respect of Private Secondary Schools*
- Area of not less than 225 square feet (21 square metres)
- Classroom to have at least one black board, single or double seaters for pupils, a door for independent access, windows to provide for adequate ventilation or natural lighting and double panelling wooden or other appropriate partition
- Overall teacher to pupil ratio of one teacher to thirty students. But size of any one class not to exceed forty students.

c. **Teacher qualification**

*In respect of Private Secondary Schools*

**Minimum qualifications**

<table>
<thead>
<tr>
<th>Pre-Vocational Stream</th>
<th>SC + HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream</td>
<td>SC + HSC + Degree</td>
</tr>
<tr>
<td></td>
<td>SC + HSC + Diploma</td>
</tr>
<tr>
<td></td>
<td>SC + Degree + PGCE / Masters</td>
</tr>
</tbody>
</table>

For Scarcity areas *(like Music)*
- SC + Diploma

- As from 2013, the Teacher’s Licence will be a requirement to be a teaching staff in Private Secondary Schools.

d. **Working conditions for teachers and their professional development**

*In respect of Private Secondary Schools*
- Teaching staff normally teach for 1100 minutes weekly
- The Authority favourably considers applications for examinations leave
- Teaching staff be granted time off i.e. reduced workload, to follow PGCE Courses.
c. **School curricula content and pedagogical materials**

- Grant-aided private secondary schools normally prescribe textbooks from the standardised list of textbooks issued by the Ministry of Education & HR.
- Each school has its own curriculum, but education of 5 years leads to SC examinations and education of 7 years to HSC examinations.

f. **Teaching-Learning processes**

*In respect of Private Secondary Schools*

The PSSA sets standards for specialist rooms so as to enable effective teaching and learning.

g. **School management, including student and parents’ participation**

Every Private Secondary School is headed by a Manager, who is responsible for the school administration, and a Rector who looks into pedagogical matters.

**Students:** The PSSA encourages Private Secondary Schools to have a Students Council

**Parent participation:** The PSSA encourages Private Secondary Schools to have Parents-Teachers Association.

h. **Methods to evaluate student performance and assess learning outcomes**

*In respect of Private Secondary Schools*

- Each school normally sets internal examinations for Forms I, II, IV and Lower VI.
- An assessment at national level is usually held for all Form III students.
- As regards Form V and Form VI, students normally sit for SC and HSC examinations respectively.

3. **Please identify the institutional mechanisms used to collect and process information and to assess adherence to norms and standards established to ensure quality of education.**

*(Please specify if there are different mechanisms monitoring public or private institutions)*

*In respect of Private Secondary Schools*

The PSSA, set up in 1976, operates under the aegis of the Ministry of Education & HR. It acts as an enforcement agency overseeing the standard of infrastructure in Private Secondary Schools. It also manages the disbursement of grants based on an assessment of school facilities. In addition to compliance with the Education Act, the Authority may set criteria for disbursement of grants, thus inducing Private Secondary Schools to provide effective teaching and learning.

4. **Please provide information on other relevant initiatives and developments aiming to promote quality in education.**

*In respect of Private Secondary Schools*

An Educational Policy Committee, comprising representatives of the Managers of Private Secondary School, the Ministry and the PSSA, holds meetings regularly to thrash out major educational issues in the sector.
9 January 2012

IV. Class Size and Pupil/Teacher ratio, 2011 ANNEX D

<table>
<thead>
<tr>
<th>SN</th>
<th>Class Size</th>
<th>Pre-Primary</th>
<th>Primary (General Purpose)</th>
<th>SEN Units</th>
<th>Secondary (Academic)</th>
<th>Secondary (Pre-Vocational)</th>
<th>MITD</th>
<th>MQA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(a) Policy/Legal Requirements (maximum number of pupils per class)</td>
<td>25 (on average)</td>
<td>40*</td>
<td>7</td>
<td>40*</td>
<td>25</td>
<td>24</td>
<td>20 (desirable for theory classes)</td>
</tr>
<tr>
<td></td>
<td>(b) Actual Provision (average)</td>
<td>14</td>
<td>30</td>
<td>Not available</td>
<td>31</td>
<td>18</td>
<td>24</td>
<td>Not available</td>
</tr>
<tr>
<td></td>
<td>(c) Classroom area</td>
<td>42m²</td>
<td>42m²</td>
<td>Not available</td>
<td>50m²</td>
<td>Not available</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td></td>
<td>(d) Minimum space allowance/pupil</td>
<td>1m²*¹</td>
<td>0.75 m²*²</td>
<td>1 m²</td>
<td>0.75 m²*²</td>
<td>0.75m²</td>
<td>1.5 m²</td>
<td>1.5m x 1.5m or more depending on nature of course</td>
</tr>
<tr>
<td>2</td>
<td>Pupil/Teacher ratio</td>
<td>13:1</td>
<td>27:1</td>
<td>5:1</td>
<td>15:1</td>
<td>12:1</td>
<td>12:1</td>
<td>Not available</td>
</tr>
</tbody>
</table>

(a) Policy/Legal Requirements (maximum number of pupils per class) 25:1*¹ 40:1 7:1 30:1 17:1*³ Varies from 10:1 to 24:1 depending on field of study and exposure to risk prone equipment 20:1 (desirable for theory classes and 10:1 for practical classes)

¹ Early Childhood Care and Education Authority (Registration of Pre-Primary Schools) Regulations 2011
² Education (Amendment) Regulations 1986
³ New Strategy for Prevocational Education (page 3, section 3.3)

ANNEX E

TEACHER QUALIFICATIONS (minimum requirements)

1. For Educator in a pre-primary school (Regulation 7 of The Early Childhood Care and Education Authority (Registration of Pre-Primary Schools) Regulations 2011)
   - Cambridge School Certificate or equivalent qualification acceptable to the Early Childhood Care and Education Authority
- Certificate in pre-school education or equivalent to the Teacher’s Certificate issued by the Mauritius Institute of Education

2. **For Educator in a -primary school**
   - Teacher’s Diploma (Primary) issued by the Mauritius Institute of Education
   In scarcity areas (e.g. teaching of an Oriental Language) candidates holding a Cambridge School Certificate with credit in the required OL are selected for employment on a temporary basis as Supply Teachers.

3. **For Educator in a secondary school**
   (a) **Academic stream**
   (i) **Cambridge School Certificate** with credit in at least 5 subjects including English Language +
       **Cambridge Higher School Certificate** or Passes in at least 2 subjects at the General Certificate of Education “Advanced Level” +
       A degree in the subject to be taught or joint degree from a recognized institution
       Or
   (ii) **Cambridge School Certificate** with credit in at least 5 subjects including English Language +
       A degree in the subject to be taught or joint degree from a recognized institution +
       A postgraduate Certificate in Education from a recognized institution or a Master’s degree from a recognized institution
       Or
   (iii) Cambridge School Certificate with credit in at least 5 subjects including English Language +
       A degree in the subject to be taught or joint degree from a recognized institution.
   (iv) **Cambridge School Certificate** with credit in at least 5 subjects including English Language +
       **Cambridge Higher School Certificate** or Passes in at least 2 subjects at the General Certificate of Education “Advanced Level” +
       The Teacher’s Diploma of the Mauritius Institute of Education
       For the teaching of Music, a Diploma in Music from a recognized institution obtained after a course of at least two years’ full time study or the Licentiate of the Associated Board of the Royal Schools of Music or the Licentiate of the Guildhall School of Music

(b) **Pre-vocational stream**
   Teacher (Pre-vocational): Higher School Certificate,
   Educator Secondary (Pre-voc): Teacher’s Diploma (Pre-vocational) issued by the Mauritius Institute of Education.

4. **For Instructors and Training Officers of MITD**
   **Instructors:** Higher School Certificate and a diploma in the relevant field or School Certificate and a trade certificate with 5 years experience in the trade
   **Training Officers:** Higher School Certificate and a Degree in the relevant field

**Teacher qualification In respect of Private Secondary Schools**

**Minimum qualifications**

<table>
<thead>
<tr>
<th>Pre-Vocational Stream</th>
<th>SC + HSC</th>
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<tbody>
<tr>
<td>Mainstream</td>
<td>SC + HSC + Degree or SC + HSC + Diploma or</td>
</tr>
</tbody>
</table>
For Scarcity areas - SC + Diploma

(like Music)

- As from 2013, the Teacher’s Licence will be a requirement to be a teaching staff in Private Secondary Schools.

ANNEX F

IV.2.g. School management, including student and parents participation

MANAGEMENT OF SECONDARY SCHOOLS

1. **Senior Management Team**
   - All schools have a Senior Management Team to assist the rector in the management of schools. It consists of the Rector, the Deputy Rector and senior members of the teaching staff.

2. **Student Council**
   - All Secondary Schools have a Student Council which consists of representatives of different sections of the student community, democratically elected by the students.
   - It elects a Managing Committee which chooses a President and a Secretary.
   - It ensures a smooth flow of information between Management and students.
   - It informs the Rector of shortcomings at school and collaborates with Management to find solutions to problems.
   - It assists in school management

3. **Prefect Body**
   - All schools also have a Prefect Body, which helps the Rector or teachers in maintaining discipline and works in close collaboration with Management and the student body for the welfare of the school.

4. **Parent Teacher Association**
   - All schools have a PTA comprising all parents and teachers.
   - The Managing Committee comprises a number of elected parents.

5. **Pedagogical Committee**
• Schools also have a Pedagogical Committee which consists of a Deputy Rector and all Heads of Department

• Their main duty is to help in the improvement of teaching and learning.

6. **Pastoral Care Committee**

• All schools have a Pastoral Care Committee which is chaired by the Deputy Rector and comprises parents and Educators.

• Its main function is to provide support to students with behavioural problems.

• The main function of the PTA is to promote the welfare of students and provide support to the school.

7. **Heads of Department**

All secondary schools also have Heads of department which plan activities and other issues critical to pedagogy.

• Heads of Departments are paid a monthly allowance.

8. **Morning assemblies:**

All schools generally have a morning assembly everyday. This is an important tool of communication and important decisions are announced there.

9. **School Discipline**

Heads of school are responsible for the overall discipline in their schools.

• Both Teachers and students have to comply with a code of behavior.

• A copy of school rules and regulations is handed over to all parents at the time of registration of their wards.

• The school is empowered to take decisions in case of breach of Rules and regulations. However, in case of serious offences the Ministry has to be informed.

**MANAGEMENT OF MITD TRAINING CENTRES**

• School Management Committees comprising primarily of representatives of industry

• Parent Teachers Association

**ANNEX G**

2.h. Methods to evaluate student performance and assess learning outcomes
(i) Examinations at Primary Level

At the end of every school year, internal exams are carried out. At the end of six years of primary schooling a national examination, the Certificate of Primary Education examination is held by the Mauritius Examinations Syndicate (MES), which is committed to organise and conduct examinations consistent with national policies and goals and in line with emerging international trends and to ensure that its examinations are valid and reliable and that standards are maintained in view of international recognition.

(ii) (a) Examination at the Secondary Level (Academic Stream)

A National Assessment at Form III has been introduced on a pilot basis in 2010 with a view to its institutionalisation in 2012. This assessment will help gauge the level of competencies reached by students after three years of secondary education such that proper action may be taken and that transition to upper secondary be done more smoothly. Five core subjects are assessed namely English, French, Maths, Sciences and ICT.

International Examinations, the University of Cambridge School Certificate and Higher School Certificate examinations are held after five and seven years of schooling by the MES.

(b) Examination at the Secondary Level (Pre-vocational Stream)

Form III students are assessed in a formal summative assessment accounting for 60% of the total marks. 40% of the total marks are taken from marks accrued through continuous assessments at school level. The question papers have been prepared by the Ministry with the help of all schools, state and private, through their contribution in the setting up of the question bank for each subject.


(iii) Vocational Education and Training (MITD)

Methods of evaluations in TVET comprise:
INTERNATIONAL ASSESSMENTS

PRIMARY EDUCATION - SOUTHERN AFRICA CONSORTIUM FOR MONITORING EDUCATIONAL QUALITY (SACMEQ)

Through the SACMEQ network, Mauritius is now an active member among fifteen African Countries. Through the SACMEQ I, II and III projects, a study of learning achievements for Grade Six pupils has been possible. Their findings contribute towards informed decision making.

SECONDARY EDUCATION - PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA)

Mauritius has successfully participated in the PISA designed, developed and administered by the OECD and a benchmarking of the country’s performance against that of other participating countries.

ANNEX H

3. Please identify the institutional mechanisms in your country used to collect and process information and to assess adherence to norms and standards established to ensure quality of education.

(Please specify if there are different mechanisms monitoring public or private institutions)

(b) The institution responsible for collection, processing, analysis and dissemination of information is Statistics Mauritius in conjunction with a Statistics Unit based in every line Ministry. Data is collected on an annual basis through a school census (see http://statsmauritius.gov.mu or the Ministry’s site http://www.gov.mu.mu/portal/site/education)

(c) At present, there is a Primary School Inspectorate Cadre (General Purpose) which is responsible for, inter alia, monitoring the Curriculum Development Programme; advising and training the teaching staff; appraising and evaluating the functioning of primary schools. They are required to inspect schools, carry system evaluation, submit
assessment reports and suggest remedial steps/innovative programmes/policies to be implemented and get feedback from Heads of Schools on the degree of success, etc.

There is another Inspectorate Cadre for Oriental Languages, an Inspector (Pre-Vocational) and Inspector Specialised Schools/Day Care Centres to ensure conformity with norms and standards in these special sectors.

The **Quality Assurance & Inspection Division**, set up in October 2009, is responsible for ensuring, among others, quality audit of the human resources, curriculum, infrastructure and equipment in the academic stream of State Secondary Schools.

The staff is required to carry out system evaluation and submit reports; assist in curriculum panels and evaluate curricular materials; ensure maximum utilization of resources in schools; report on status of teaching and learning on different disciplines in schools; consolidate school reports, assess educational developments and provide remedial steps; provide advice on matters of education principles and practice and national policies in education; tender pedagogical advice to teachers; organize and conduct courses for the benefit of school staff, etc.

The **Private Secondary Schools Authority** is empowered to act as an enforcement agency overseeing the standard of infrastructure, qualifications of personnel, etc. in **Private Secondary Schools** while the **Early Childhood Care and Education Authority (ECCEA)** is responsible for ensuring compliance with the norms and standards prescribed for **pre-primary schools**.

(d) The **Mauritius Qualifications Authority** is responsible for ensuring compliance with the norms and standards prescribed for quality in the **TVET sector** (see Attachment on MQA and documents mentioned in section 1(b) of QUESTIONNAIRE)

(e) The **Mauritius Examinations Syndicate**, which is committed to organising and conducting examinations consistent with national policies and goals and in line with emerging international trends, has a Research & Syllabus Development Section which conducts research, surveys and studies with a view to improving the validity and reliability of examinations and the overall efficiency of the examinations and assessment systems.

The RSD Section is responsible for the entire process of paper setting and marking, the development of mark schemes and the training of all resource persons involved in the marking exercise for the CPE examination. It also conducts the marking exercise, carries out analysis of the results, writes up examination reports and disseminates information through briefing sessions.

(f) The **Mauritius Institute of Education**, besides providing professional training to transform pedagogical practices in the classroom, carries out research to inform policy and promote advancement of knowledge and innovation in education.

**ANNEX I**
4. Please provide information on other relevant initiatives and developments aiming to promote quality in education.

**At the Pre-Primary Education level**

The services of a Project Manager are being sought to help the setting up of a Quality Assurance Division for the Early Childhood Care and Education Authority. The Division will operate within a National Quality Framework and ensure, among others, that the Pre Schools, both private and public, dispense education that respects established norms and standards and promotes the smooth growth of the child.

The Project Manager will, among others,

- revisit the existing standards and performance indicators in regard to pedagogical materials and infrastructure to align these to international best practice
- evolve a National Quality Assurance Framework
- provide criteria for evaluation of skills, competencies and attitudes acquired by the child at the end of the pre-primary cycle and include these assessment strategies in the training course for trainers

**At the Primary Education level**

As soon as the pupils enter Standard I, teachers carry out a Baseline Profiling exercise which help them to adopt intervention measures where learning gaps are detected. This is followed by the Bridging the Gap programme which ensures a good start at the beginning of Primary Schooling so that children are successfully integrated in a new environment.

After two years of primary schooling, a Diagnostic Assessment identifies possible reasons for weaknesses at Standard III level and remedial action to address learning deficiencies is taken by the teachers immediately.

A system of individualized support to children with learning difficulties has been put in place. Remedial support teachers assist these children at Standards II, III and IV levels.

Introduced in 2010 in Standards III and IV, Continuous assessment, formative in nature, enables teachers to detect any gap in the pupils' learning and their own teaching such that the necessary in time support can be provided and parents kept informed of the progress of the child.

In 2011, a project focusing the CPE repeaters, the CPE Repeaters Project, whereby teachers concentrate on the essential learning competencies of the pupils was initiated.
It consists of a specially adapted programme mounted to ensure that a minimum level of achievement in core competencies is attained to improve their chances of success at the end of primary cycle examinations.

Free text books are provided to all primary school pupils. Since 2007 New Textbooks with more colourful illustrations have been provided to primary school children. All pupils of Standard V are provided with a dictionary and an atlas. Children with visual impairments are provided with Textbooks in enlarged format.

Vision and Auditory testing are carried out in primary schools with the help of Ministry of Health & Quality of Life and NGOs.

See the Interventions of the Minister of Education and Human Resources on the Budget Speeches 2011 and 2012 on Tuesday 23 November 2010 and 8 November 2011 respectively and the Annexes to these Interventions on various measures/projects implemented/initiated/envisioned in the field of education and training to improve their quality, relevance, etc. (http://www.gov.mu.mu/portal/site/education).

At the Secondary Education level (Academic stream)

The National Curriculum Framework for the secondary sub-sector, which is a major step forward in the reform of our secondary school curriculum, was finalized in November 2009. In line with the NCF, a new syllabus for the lower secondary was produced in 2010.

National Examinations at Form III

The Education and Human Resources Strategy Plan (2008-2020) advocates a National Assessment at Form III in 2010 with a view to its institutionalisation in 2012. The National Assessment has been piloted in some secondary schools for two years now. This assessment will help gauge the level of competencies reached by students after three years of secondary education such that proper action may be taken and that transition to upper secondary be done more smoothly.

Five core subjects are assessed namely English, French, Maths, Sciences and ICT.

New Subjects/Broadening the curricular base

A broader curriculum up to Form V with the teaching of new subjects namely Environmental Management, Travel and Tourism, Physical Education, Marine Science ,Psychology and Italian has been provided in secondary schools. These new subjects will help students develop a broad educational outlook by being exposed to as broad skills as are required in today’s multidisciplinary environment of the world of work. Science for all, a 2-year programme has also been introduced on a pilot basis as from January 2009 for students who do not offer any pure Science.

Co and Extra-Curricular Activities

With a view to promoting a holistic development of the child, Co and Extra Curricular activities have become an integral part of the school life. This equally provides an
opportunity for students to both express their talents and develop their self-esteem and self-confidence.

Programmes covering wide range of activities suitable for students of different age groups have been recommended to schools. Provision has been made on the school timetable to carry out these activities and the collaboration of stakeholders and resource persons outside the school is enlisted.

To encourage students to think and act globally, the Model United Nations Conference is being organised every year involving all secondary schools. As a motivation to raise the standard of the debates, the Ministry has sponsored some best delegates to participate in an International MUN.

Please see also the Interventions of the Minister of Education and Human Resources on the Budget Speeches 2011 and 2012 on Tuesday 23 November 2010 and 8 November 2011 respectively and the Annexes to these Interventions on various measures/projects implemented/initiated/envisaged in the field of education and training to improve their quality, relevance, etc. (http://www.gov.mu.mu/portal/site/education).

**In the TVET Sector**

The initiatives taken by the Mauritius Institute of Training and Development to promote quality in TVET are:

- Continuous professional development of trainers and instructors
- Industrial attachment for TVET trainees
- Upgrading of training equipment

Regarding initiatives taken by the Mauritius Qualifications Authority, please see pages 32 and 33 of the Intervention of the Minister of Education and Human Resources on the Budget Speech 2012 on Tuesday 8 November 2011 (http://www.gov.mu.mu/portal/site/education) and Attachment on MQA.

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**ANNEX J**

**Mauritius Qualifications Authority**

**Background:** The Mauritius Qualifications Authority has been established in year 2002 under the Mauritius Qualifications Authority Act 2001. Three years afterwards, the MQA Act 2001 was amended following the promulgation of the Education and Training (Miscellaneous Provisions) Act 2005 and is now specially oriented towards the technical and Vocational Education & Training (TVET) Sector.
Thus, for the purpose of this exercise, responses to the questionnaire will purport to norms and Standards for quality in the TVET Sector only.

**Abbreviations**

MQA - Mauritius Qualifications Authority  
QAS – Quality Assurance Standards for Training Institution 2007  
TVET – Technical and Vocational Education & Training

**Documents to be consulted on MQA website** ([http://www.mqa.mu](http://www.mqa.mu))

1. MQA Act  
2. Regulation  
3. QAS 2007  
4. Conditions governing registration of Training Institution  
5. Self Evaluation Guidelines  
6. Duties of Manager and Programme Officer  
7. Survey forms  
8. Checklist

1. Please list existing national laws, regulations and policies establishing norms and standards for quality of education in your country. Please also include any guidelines on the quality of education.  
   **Act:**  
   - Regulations: The Mauritius Qualifications Authority (Registration) Regulations 2009  

   **Note:** Norms and Standards listed below are applicable to Training Institution providing courses in the TVET sector.

2. Please describe briefly applicable norms and standards and minimal requirements, especially with regard to the following:  
   **a) School infra-structure**  
   Section 4 (a) of the MQA (Registrations) Regulation 2009 states clearly the conditions to be considered in connection to the infrastructure for the registration of any Training Institution. The following items are therefore considered for assessment of Training Institution:  
   - Accessibility of premises  
   - Environment of premises  
   - Workspace per trainee  
   - Lighting and ventilation  
   - Proper fire exit  
   - Toilets for male and female  
   - Electricity, water points and telephone  
   - Common area for learners  
   - Minimum level of hygiene and sanitation  
   - Physical condition of building  
   - Safety  
   - Resource centre/library  
   - Laboratory  
   - Workshop  
   - Kitchenette
b) Class size and pupil-teacher ratio
   - Not specified. However, a tentative pupil ratio 1:20 is desired.

c) Teacher qualification
   - Section 9(1) of the MQA Regulation 2009 specify that “No person shall be employed as a trainer in a training institution unless he is registered”
   - Section 4 of the QAS for training institutions 2007 specifies the criteria for registration as trainer.
   - Among others, applicant should possess a Cambridge school certificate with 5 credits including English, French and Mathematics or an alternative/equivalent qualification and Cambridge Higher School Certificate or an alternative/equivalent.
   - Applicant is also required to hold academic/Technical/ Vocational/Professional Qualification issued by a recognized institution in the field.
   - More so, applicants should preferably have relevant working experience and should have followed an approved Train the Trainer programme or any alternative programme acceptable to the Authority.

d) Working conditions for teachers and their professional development

f) School curricula content and pedagogical materials
   - The MQA Regulations 2009 provides for accreditation and approval of Award and Non Award courses.
   - The QAS describes the course details requirements and details of the course.
   - Section 5 (2) of the MQA Act provides for the appointment of a Programme Officer who should be responsible for Academic, Technical and Vocational matters.

g) Teaching-learning processes
   - Section 5.1.2 of the QAS describes the course delivery requirements as well as the requirements to enhance the learning experience of learners.
   - Section 1.2 of the Self Evaluation workbook for accreditation of course also sets the requirements and conditions for enhancing the teaching –learning process.

h) School management, including student and parents participation
   - Section 5(1) of the MQA Act provides for every Training Institution to have one registered manager to be responsible for that Training Institution. The duties of the manager are clearly defined and incumbent shall ensure quality and relevance of training at his /her Training Institution through a regular management system.
   - Self evaluation workbook provides for guidelines for expected level of good governance.

i) Methods to evaluate student performance and assess learning outcomes.
   - Condition 5 of the ‘Condition Governing’ the Registration of Training Institution stipulates that the managers should maintain evaluation assessment reports of the courses delivered.
   - Section 6.1.3 of the QAS stipulates the Evaluation System that the Training Institution should put in place.
   - Training Institution’s have to fill in an annual survey form as well as an evaluation form for Award courses.
   - Section 8 of the QAS described the monitoring system for ensuring quality of training provision.
3. Please identify the institutional mechanisms in your country used to collect and process information and to assess adherence to norms and standards established to ensure quality of education.

- Site visits are conducted by Accreditation Officers prior to registration/renewal of registration of any training institution. A checklist is filled at the time of visit.
- A registration and accreditation committee assesses applications and makes their respective recommendation/s to the MQA.
- Both scheduled and unscheduled visits are organized to monitor Training Institutions.
- MQA is the institution regulating TVET in Mauritius.