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|  | | | **MAURITIUS** | | | | | | **East Africa**  SADC, COMESA | Area  **2, 040** km2 |
| **Port Louis** | | | | | | Population  **1,262,862** inhabitants | Annual Education Budget  **455, 064, 751 US$** |
| **General Information** | | | | | | | | |
| **Population %** | | | | | |  | **Budget** | |
| **Age** | **General Distribution** | | | **Enrolled by cycle** | | **School Cycle** | **%** |
| **M** | **F** | | **M** | **F** |
| 0 - 3 | 51 | 49 | | 51 | 49 | Pre-primary | 1.6 |
| 3 - 6 | 50 | 50 | | 50 | 50 | Primary | 27.6 |
| 6 - 12 | 51 | 49 | | 51 | 49 | Secondary | 53.9 |
| 12 -18 | 51 | 49 | | 50 | 50 | Higher | 7.2 |
| 18 - 25 | 50 | 50 | | 52 | 48 | TVET | 3.2 |
| 25 - 35 | 50 | 50 | | n.a | n.a | STI | n.a |

*n.a: not available*

*Source:*

*Population figures (2015) - Statistics Unit, Ministry of Education and Human Resources, Tertiary Education and Scientific Research*

*Budget figures (2015) - Finance Section, Ministry of Education and Human Resources, Tertiary Education and Scientific Research*

The Ministry of Education, Human Resources, Tertiary Education and Scientific Research has overall responsibility for policies governing the development and administration of education in the Republic of Mauritius. While it assumes responsibility for the dispensing of education in the publicly-funded state schools, it has an advisory and supervisory role in respect of private schools (both fee-paying and grant-aided) across the sub-sectors. Education is compulsory up to age 16 and is free in public and grant-aided schools. It is subsidized at full-time undergraduate level in publicly funded tertiary education institutions. The Ministry is embarking on the Nine Year Continuous Basic Education (NYCBE) Reform process. This is a comprehensive reform agenda that encompasses all sub-sectors of Education, right up to the Post-Secondary (TVET & Tertiary Education) and includes teacher education.

**Pre-Primary –**This sub-sector builds the foundations upon which all future learning depends. It has accordingly experienced major transformations in terms of increased access (enrolment rate of 98%), establishment of norms and standards, a National Curriculum Framework and capacity building for teachers. Equity dictates the provision by Government of pre-school services in disadvantaged regions, with pre-school units being set up where there is no private provision. An effective partnership exists between the public and private sectors, the latter catering for 80% of the pre-school population. Government also subsidizes the private sector through a monthly per capita grant of $6. Our track record has led to Mauritius hosting ADEA’s Inter-Country Quality Node for Early Childhood Development (ICQN ECD).

**Primary –** The Primary Sector has for objective to sustain equitable access to quality education, ensuring that all learners attain high levels of achievement.The introduction of the Nine Year Continuous Basic Education (NYCBE) reform as from 2017 will establish a sound foundation for learning and self-development, with a strong emphasis on formative assessment and a review of the curriculum and the pedagogy. ICT will be used for transacting the pedagogy as well as for the digitization of learning materials. The Certificate of Primary Education (CPE) that traditionally has marked the end of primary schooling after six years of study will be replaced by the Primary School Achievement Certificate (PSAC) as from the end of 2017. Remedial education will be provided at an early stage at the primary in order to deal with the issue of accumulated learning deficits that results in drop-out at the secondary school level. Teacher training is mandatory for the Primary Education Sector.

**Secondary–** This sector consolidates learning and provides a strong base in view of preparing students for higher education and training for the world of work. The NYCBE current reforms are ensuring both a smooth transition to the secondary sub-sector and the completion of secondary schooling. Appropriate pathways provide opportunities for further studies and lifelong learning. Emphasis is being placed on Continuous Professional Development for both teachers and school leaders through the Mauritius Institute of Education. The Quality Assurance and Inspectorate Division of the Ministry has been reinforced to provide guidance and direction for effective teaching and learning. Students currently benefit from full subsidies on School Certificate and Higher School Certificate examination fees. New qualifications at secondary level that are more adapted to the world of work, such as the HSC Professional, have also been introduced.

**Higher Education and TVET–** Higher Education is a strong pillar for robust economic growth in the light of the new development trajectory of the country based on knowledge and an economy oriented towards high end services sector. A Higher Education Bill is in the final stages of drafting to act as an enabler for the consolidation of the regulation of the sector and the emergence of Mauritius as a Regional Knowledge Hub. There are also strong support mechanisms to enable both bright and needy students to engage in higher education through scholarship schemes with a new scheme for disabled students to study at tertiary level being put in place. The higher education sector is regulated by a Tertiary Education Commission (TEC). The TVET sub-sector is being reformed to provide a more attractive avenue for students after secondary education with greater emphasis on improving the quality and relevance of training while improving access. Concurrently, it is being diversified with the setting up of Polytechnics and the establishment of alternative pathways for further education. The Mauritius Qualifications Authority has been entrusted with the responsibility of managing the National Qualifications Framework. It also registers and accredits TVET providers in Mauritius, and has the mandate to recognize and validate competencies which have been obtained outside the formal education and training system for certification and equivalence purposes, including mechanisms for Recognition of Prior Learning.

**Science, Technology and Innovation and Youth –** The main aim in this area remains to extend the frontiers of knowledge for professional and national advancement**.** Several measures to boost applied research are being implemented through the Mauritius Research Council (MRC) to trigger innovation and to improve the long-term growth prospects for Mauritius through applications in Science, Technology, Engineering and Mathematics (STEM). Fellowships for full time and part-time studies at MPhil/PhD levels are offered each year by the MRC and the TEC and the Rajiv Gandhi Science Centre promotes education and interest in Science, Technology and Innovation, particularly among the youth. Furthermore, to promote capacity-building across Africa, the Ministry awards scholarships every year to deserving students who are resident citizens of member states of the African Union to pursue their undergraduate studies in Mauritius (Mauritius-Africa Scholarship Scheme).