

The education system in Mauritius will survive or has expired? A reflection for the next decades

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Abstract—Mauritius, a developing island, aiming since decades to implement an effective model and guidelines in the educational sector through its reforms. However, the island meets several difficulties in relying on its own reform for decades. This article prepares an approach to education reform and a model for the Mauritian educational curriculum. This report encourages rigorous evaluation so that programmes, practices and results efficiently stemmed. On the side, reforms in different sectors have proven to promote an inclusive society, helping individuals to adapt more easily in their aptitudes and living standard. One of such reform is the educational reform that refers to bringing a change in the educational curriculum by implementing key ideas, projects, and programmes for the advancement and progress of the population. This study analyses the reasons behind of the cracking of our educational reforms that are leading to different challenges in the educational sector since decades. The paper comes with a strategic plan on how an educational reform shall be implemented and plans different proposals to different major challenges that Mauritius is facing in the educational sector. The paper also provides a summary of the Singaporean educational model as reference.

Index Terms—Educational Reforms, Challenges and a model for the Mauritian Society.

I. MAURITIUS.

In Mauritius, the government is bounded to the Constitution and laws. The 1968 Constitution of Mauritius and the 1957 Education Act of Mauritius in themselves do not mention education technology but the amended 2001 Information and Communication Technologies Act delivers the legal framework for regulating and promoting the use of ICT in Mauritius, which includes the establishment of the Universal Service Fund. However, the 2008-2020 Education and Human Resources Strategy Plan elaborates ICT in the context of enlightening the teaching, learning and

management of education in Mauritius. In addition the 2020 Covid-19 (Miscellaneous Provisions) Bill (No. I of 2020) which was voted for introducing amendments to existing laws and policies during the pandemic describes distance education as “*the delivery of educational programmes slightly to learners through the use of a variety of technological tools and platforms as a means of complement or an alternative to face-to-face learning*”.

It is to be noted that the integration of technology in the education sector is a cross-cutting strategy of the 2008-2020 Education and Human Resources Strategy Plan, including all grades in the Mauritian educational curriculum. For secondary education, the use of ICT for teaching and learning is increasing. The plan promotes objectives such as the training of educators in using technology in classrooms, the allocation of resources to equip all schools with required ICT facilitates and the development of relevant ICT plans. The plan also identifies the importance of science, technology, and innovation at all levels of education. The requirement of promoting digital skills, use of e-learning modalities in schools and improving Science, Technology, Engineer and Mathematics (STEM) education in the country have been emphasized in many policy documents such as the 2018 Digital Mauritius 2030 Strategic Plan, 2021 Institute of Technical Education And Technology Act and the 2020 Covid-19 (Miscellaneous Provisions) Bill (No. I of 2020) amended Section 36 of the Education Act by tallying a isolated clause for distance education during temporary school closures.

The 2020 Covid-19 (Miscellaneous Provisions) Bill (No. I of 2020) orders the government to command any educational institution to run distance education and online learning programmes, including broadcasting lessons during Covid-19-related school closures. Moreover, it entails the teaching staff and

other personnel of the educational institutions as well as the employees of the Ministry or other statutory bodies to monitor and supervise the conduct” of distance learning. It also focuses on that any failure to enable the facilities of distance education by a minister, or a member of an educational institution will be considered a breach of their employment contract and would be liable to disciplinary reports.

Education

School is a prime institution in society as it provides individuals with education, and with the proper basic human values. In the Sociology of education, education refers to the learning of how individuals influence education and its effect to the society. In 1938, John Dewey defined education as an instance philosophical investigation of institution can convey knowledge in human society and how we imagine about achieving primordial task and responsibility in society. In the late 1940s, Philip Jackson, University of Chicago, defined education as a modern to update and relocating citizens as well as educators a decent and a better people society. *“Institution and concepts constitute the elements of all our knowledge that education provides individuals with so that neither concept with an institution in some way corresponding to them or institutions can yield knowledge”*.

In 2012, Andrew Coulson, Leader of Mind Research Institution’s Education Division provided four main characteristics of education These are:

- 1) Scope: referring that education must need the latitude of requirements.
- 2) Results: where education needs optimistic results which need to be measured using a summative assessment.
- 3) Robustness: referring that the most motivated, the most experienced or the most skilled will be prioritised in education.
- 4) Scalability: referring that education must accommodate with the existing structure of people, time and education must be meaningful to provide the capacity of the market demands.

II. EDUCATION IN MAURITIUS

“The Plan Lakanal” was introduced in 1776 during the French colonization, setting up ‘l’ecole Centrale’ under the supervision of General Decaen which provided free primary education for all Mauritian

including the black and white. In 1829, Charles Telfair presented an equal opportunity for all learners to access to schools. The Mauritian Constitution of 1968 conducts three main stipulations for the State to promote education in Mauritius. It stated, *“The State having responsibility for the provision of education, any individual having the right to open a school, and admission to a school not to be denied to anyone on the basis of Race, Creed or Sex”*.

It should be noted that education in Mauritius at all levels is governed under the Education Act of 1996, amended in 2001 under the regulation of the Ministry of Education and Human Resources. Learners are compulsorily required to attain the primary education under the regulation 37, subsection (1), (2) of Education Act of 1993. Failing to do so, responsible party of the child may be imprisoned or fined. Education in Mauritius is EDUCATION FOR ALL (Universal Declaration of Human rights). However, to boost the country, the government aimed all Mauritians to be literate, meet and face new challenges of the economic and life. To promote education in the island, several Educational Acts have been amended in the year of 1957 followed by more than 60 Acts by 2010.

According to Central Statistical Office (2012), the National literacy rate was 89.8% with an enrolment of 282,961 learners. To monitor the performances of learners, the government has established a National Examination body, the Mauritius Examination Syndicate (MES) to supervise all authenticated examinations together with the Primary School Achievement Certificate (PSAC), National Certificate of Education (NCE), School Certificate (SC), Higher School Certificate (HSC), Technical and Vocational examinations and other professional and locally schedule examinations.

III. EDUCATIONAL REFORMS IN MAURITIUS.

Reform is an intricate theory. As a noun, the term is used to describe changes in policy, practice or an organization. As a verb, “reform” refers to a proposed challenge to solve an identified problem. Educational reforms continue to haunt the small island’s standard of living. Mauritius adopted wide range of reforms in its educational sector, aiming to develop a model that can meet the target of the population.

- The Ward Educational Reform in 1941.

The very first educational reform introduced in Mauritius was the Ward Educational reform in 1941. The reform brought drastic changes in the level and modalities of how schools need to be operated in the island. Such changes are:

- Introduction of oriental languages such as Hindi, Urdu, Tamil and Telugu together with Agriculture and Crafts subjects in the secondary curriculum.
- The reform brought English Scholarship Awards to promote the speaking, writing and learning of English language.
- The construction of seven government secondary schools for girls who desire a professional career in the field of Medicine or Secretariat.
- Ward focused that to promote a first-class secondary education, children allocated in primary schools should be graded according to their schools' infrastructure.

➤ Master Plan, August 1991 by the former Minister of Education, Arts and Culture, Armoogum Parsuraman. The Master Plan focused:

- A major achievement of the system has been that it has provided the greater part of the manpower required for the first stage of the Mauritian Industrialisation (1991:29).
- The education system will be called increasingly to provide managers, the professionals and the technicians who will be replaced for the second phase of industrial developments (1991:18).

The Master Plan 1991 constitutes 17 main projects in the pre-primary, primary and secondary education. Some of the key implementations in the secondary curriculum are:

- Upgrading the quality of education together with teaching skills of secondary school educators.
- Extension and renovation of 21 state secondary schools.
- Construction of five new State Secondary Schools for science and technical subjects.
- An investment of Rs 80 million to promote Computer Education in colleges together with the development of Distance Education.
- Promotion of Design and Communication Technology in secondary schools across the island.

- Establishment of a National Inspectorate to promote economic and social development for an effective inspection.

➤ Action Planning, March 1998 by Kadress Pillay, Minister of Education and Scientific Research introduced a path of educational reform with some innovative ideas. Some of the innovations are:

- The introduction of the Nine Years Compulsory and Fundamental education.
- Implementation of extra-curriculum activities such as subjects like Life Skills, Civic Education, Human Rights and Culture & Art.
- The formation of ICT as a tool for teaching and the introduction of core subjects such as Accounts, Economic, Sociology, Food studies, Art and Design into three different departments; Management, Humanities and Science.
- Implementation of a National Curriculum Research and Management Board (NCRMB) to evaluate schemes to educators.

➤ “Ending the Rat Race in Primary Education and breaking the admission Bottleneck at Secondary Level, May 2011”, by the Minister of Education, Steeven Obeegadoo. This reform has been chronologically marked the history and maquette of the Mauritian educational curriculum. Some of the implementations are:

- Compulsory education till the age of 16.

The reform amended the Educational Act where education has been made compulsory till the age of 16. The criminal code has been amended simultaneously where of someone is caught for a child labour, there is a risk for an imprisonment of five years with a fine exceeding of Rs 100,000.00.

- Abolition of the Ranking System.

The CPE ranking system has been abolished and therefore widened the access to secondary education as within the existed ranking system, learners were admitted to colleges according to their ranks.

- Regionalisation

To promote Education For All, this reform introduced the regionalization concept on order to get an admission in lower secondary schools. The notion of regionalization implies that after the result of CPE,

learners would be admitted in a college to their respective region.

➤ Educational Reform in action 2008-2014.

The Education and Human Resources Strategy Plan 2008-2020 is one among the key concept of the reform with prime innovation in “Broadening of Access to Lower Six learners”. The Novelty recognized since 2011 where the promotion towards lower six has altered to 3 credits and including a pass in English language in SC instead of 5 credits. In addition, the “National Curriculum Framework (Secondary) 2009” where co and extra curriculum subjects have been introduced in all State Schools. This subjects include Civil education, Road and Safety education, Entrepreneurship, Health and Wellness, Social Sciences, Marine Science, Inter alias, Travel and Tourism and Sex education.

➤ The Nine-Years Continuous Schooling.

The Nine Years Schooling is a new pedagogical reform implemented by the Ministry of Education and Human Resources with a vision to promote a holistic and a life-long learning. The Nine Years Schooling focuses on both primary and secondary education up to 15 years of age limits. The reform has been realised in relation to the United Nation Sustainable Development Goal 4 on Education ensuring an inclusive and equitable quality of education and promoting lifelong learning opportunities for all. According to Commonwealth.org (2017), the Nine Years Schooling is expected to allow learners to better develop and adapt their learning through research, reflection, creativity and promote the learners from learning in a more vocational environment rather than purely academic setting.

To path the Nine Years Schooling, the government launched the Nine Years of Continuous Basic Education (NYCBE) booklet, acts as a support to reform and implement the new reform accordingly. The reform focuses on lifelong learning as a foundation and is built on six major pillars. These are. Accountability, Curriculum Change, Innovative Pedagogies, Meaningful Assessment, Continuous Professional Development, Conducive Learning Environment and System Governance. The NYCBE focuses on;

- 1) Enhancing access and relevance to Technical & Vocational Education & Training (TVET), including Polytechnic Education, and Higher

Education programmed affiliated to the economic needs of the country.

- 2) Enhancing the quality of basic education, low standards of which being the root cause of unskilled labour, unemployment and rising inequality.

The reforms replaced the Certificate of Primary Education (CPE) to the Primary School Achievement Certificate (PSAC), eliminating competition at all levels. The NYCBE ensures that all youth reach at least the basic skills levels as per the international benchmark by 2030. The central mission of the NYCBE is to promote.

- A socially and emotionally well-balanced, self-motivated individuals, an autonomous lifelong learner and engaging in a new way of creative and critical thinking and be a motivated individual in a society.
- An informed individual with the right attitudes and are concerned by the community and environment.
- A productive individual, ability to work with new technological with new tools, communicates effectively, works together in a conducive social environment to promote a global economy.

The objectives of the NYCBE are:

- Equip all learners with knowledge, foundational skills and attitudes promoting success to their future learning.
- Inculcate in all learners a set of values and a moral of responsibility.
- Promote the holistic and complete development of learners.
- Provide learning opportunities to all learners, including those with special educational needs.
- Upgrade a smooth transition to secondary education.
- Give greater recognition to value of TVET in building human capital that will head the transformation of the driven economy.

The NYCBE reforms project aims that every child complete Nine years of quality basic education and deals with relevant learning outcomes whether it is General and Technical. The NYCBE is based on Six basic pillars. These are; Curriculum Change, Innovative Pedagogies, Continuous Professional Development, Assessment, System Governance, Accountability and Developing Learning Environment. The TVET has a vital role in the reform

process to produce skilled workforce that will boost the economic growth. The reform involves different stages. These are.

- 1) Stage 1. Primary School Readiness at beginning of Grade 1. This stage determinates to what extent learners have been successful in the transition from their pre-school experience to the primary school set up.
- 2) Stage 2. Diagnostic Assessment at beginning of Grade 3. This stage involves an evaluation process to identify learning shortfalls of learners after two years of primary schooling.
- 3) Stage 3. Assessment at end of Grade 6. Primary School Achievement Certificate (PSAC). The CPE examination has been replaced by the new model of assessment; the PSAC aiming to assess learners holistically through School-Based Assessment Component.
- 4) Stage 4. Assessment at the end of Grade 9. National Certificate of Education (NCE). At the end of Grade 9, learners are expected to part in a national assessment, the NCE, serving for progression of learners to upper secondary and orientation to either general or technical or vocational education.
- 5) Stage 5. Assessment at the end of Grade 11. This stage is a process of two years of upper secondary (Grade 10 & 11) leading toward the School Certificate; O-Level qualification. This phase allows learners to be awarded a SC/O-level or an SC Technical or a National Vocational Qualifications with options either to move to Highter School Certificate (HSC) or moving into training centres, polytechnics for technical diplomas or entering the Labour market.
- 6) Stage 6. Assessment at the end of Grade 13. Learners following the General Education stream follow an assessment at their end of Grade 13 to A-Level/Higher School Certificate or HSC Professional. This allows the learners to enter to Tertiary Education Institutions, Polytechnics or Labour market.

However, since decades none of our educational reforms have been able to provide an effective model that the society requires. Mauritian has the perceptions that children are taken for granted and as ‘cobaye’ when it comes to educational reforms. The way that educational reforms have been introduced to the population give the impression that our educational

system is remoted by political agendas. Several workshops and even a National Conference in education were organised in April 2025 to seek opinions and views all different stakeholders in the educational sector on reforms and how our system can be improved to provide an effective education model in Mauritius.

In December 2025, the government of Mauritius shooed a debate on the “Blueprint” model in educational system with two main options among many amendments. The first option is the phasing out of the NCE examinations and PSAC examinations will be evaluated in a new grading system with 1 to 9 instead of A to U. Learners outperform in excellency will be allocated a National (Academy) college as from Grade 7 itself. The number of National Colleges is expected to be 21 across the island with 4 colleges from the SeDEC. The second option is keeping the system as it where learners will be allocated to a regional college as from Grade 7. The NCE examination in Grade 9 will be maintained as well as the admission to academy colleges as from Grade 10. This report gives an overview of the Singaporean educational model. The educational structure exists in Singapore has a similar edifice as Mauritius and that’s the reason why this report takes as reference the Singaporean educational model.

IV. THE SINGAPOREAN EDUCATIONAL MODEL

Education in Singapore is known for its rigorous, strict and high rate of passing percentage. Singapore realised that an educated labour force would be central for its economic goals and developments. In 2009, Singapore participated for its first time in the Programme for International Student Assessment (PISA), and the outcomes were clear that education was and is one among the major investments of the government. Singapore’s flux education strategy, “Learn for Life” prioritises lifelong learning, preparing learners for life beyond exams with more options for career focused and self-directed learning. Education is compulsory till the age of 15 in Singapore and since decades the Singaporean’s educational model has proven to be one among the best.

The cycle of education in Singapore starts from pre-primary schooling to primary and secondary. Primary school is learners aged 6 to 11 years old and secondary

school is for learners aged to 12 to 15 years old. However, there are many institutions that are classified as “pre-university programs” for learners aged 16 to 19 years. The government sets different course syllabuses and national exams to manage the educators and evaluate the learners in relation to the promotional system. The Singaporean government has put a new goal target named as FORWARD SINGAPORE roadmaking core elements for “Building Our Share Future” which is a more variable learning opportunities for individuals, more accessibility for Lifelong Learning programs and fostering a sense of collective responsibility among government, businesses, communities, schools and families towards a constructive future for Singapore.

The Ministry of Education (MOE) introduces the Nurturing Early Learners Kindergarten Curriculum Framework (NEL) to promote a guideline for quality teaching and learning for children aged 4 to 6 years old. In addition, as from 2022, the framework promotes children’s holistic developments and focuses on the value, social, emotional competencies and learning disposition as building blocks of early childhood education. In 2015, Singapore launched SkillsFuture to foster lifelong learning system for all Singaporeans and for the young people and SkillsFuture policies and strengthened education as career guidance, internships, developed overseas market opportunities. The framework offers an online MYSKILLS FUTURE portal helping individuals in making their choice on their education and career options.

Skillsfuture englobes 38 sectors including Aerospace, Agrifood, Biopharmaceuticals, Precision Engineering and Tourism to provide credentials and sustainable course curriculum. It is to be noted that in Singapore, secondary schools end at 10th grade and students above 16 years old move to vocational programs also known as “postsecondary”. Programs are evaluated in six Broadfields, Applied Health Sciences, Design and Media, Business and Services, electronics and ICT, Engineering and Hospitality. However, apart from vocational schools, polytechnics are also another choice that are available for technical training, offering diploma programs in technical sectors.

Singapore has six public funded universities, and one government supported private university. The government proposes a tuition grant to citizens and residents which substantially lowers their tuition

amount and makes sure that programs are available and accessible to learners from lower family incomes. The government of Singapore invests massively to provide support for the wellbeing of school aged children. All Singaporeans learners obtain an Edusave account when they turn 7 years old to which the state contributes annually to invest in their future. Responsible parties can use the fund for any approved educational expenses such as fortification activities, laptops or other devices related to education. Disadvantaged learners receive extra funds. The MOE expands additional support to low-income learners under the grant “Opportunity Fund”. The government has the UPLIFT (taskforce) initiatives. For instance, the MOE works in close collaboration across different government agencies providing community-based services, school counsellors and case worker from the Ministry of Social and Family Development to support learners facing complex challenges such as chronic absenteeism, bullying and suicide attempts.

Another major element under the UPLIFT initiative is the Student Care Centres in all primary schools, programs in secondary schools that offer after school programs and mentorship programs to help learners exploring post-secondary and career options. The most vital factor that each year, the MOE reveals the reports of the UPLIFT initiative through conversation with educators, families, social workers and other relative partners to ensure that courses are relevant and effective. Indeed, apart from the learners, the government Singapore focuses to recruit and train High-Capacity Educators. There is only one institution in Singapore, the National Institute of Education (NIE) responsible to prepare the educators, recruited from the top third of each academic cohort.

The NIE is sheltered in Nanyang Technological University, one of the most prestigious institutions in Singapore’s higher education system. The programs trained are designed by the Teacher Education Model for the 21st Century with a framework that considers the values, skills and knowledge together with teacher need. The framework emphasises on learner-centered pedagogy, teacher identity, repairs the profession and a wide range of skills and knowledge that all educators must have.

However, all starting educators must undergo an induction program for two years and they are matched with professionals to orient and guide them to the schools and teaching practice. The induction period

permits the new educators to experience a reduced teaching loads and allowing them to understand and learning the teaching modalities in the real world. It should be noted that the educators in Singapore receive an annual raise as part of their salary increment and distinguish regular salary increase to ensure competitive salaries.

The government introduces a deposit form named CONNECT account for educators each year and they are paid out at services intervals, upon retirements or those who resign before 30 years of service. Such benefits encourage the educators to better at their best. The work schedules of the Singaporean's educators are very flexible, and they teach for about half of their working hours, and the rest of their time is spent in supporting learners in small group settings, preparing lessons and grading learners' works. This prompts the professional developments of learners, promoting extra-curricular activities, tackling special issues such as using information technology in teaching.

Singapore finances immensely in the development of the educators with its three-trach career ladders (Teaching, Leadership, The Specialist) allowing educators to remain in the system as well as to stay connect to the classrooms and lessons. Singapore utilizes the Enhanced Performance Management System (EPMS) to conduct an evaluation on a yearly basis for all educators and assesses their performances, competencies and profession mastery of their subject(s) in domain. This summary of the Singaporean's education system proves why the country has a high passing rate, why the rate of graduate unemployment is very low and why Singapore is rated among the best in the pan of Asia in relation to the education model

V. MAJOR CHALLENGES FACED BY MAURITIAN'S EDUCATION SYSTEM IN 2025

- Unsuccessful educational reforms (Model)
Since independence, Mauritius fails to construct a model for its educational system. Nearly every five years or after a new government is elected, the island has been experiencing educational reforms as part of a trial-and-error system. In many cases, learners are sacrificed and are scapegoated by the system. Measures and amendments are being implemented in piece meals and our educational reforms failed to produce an effective model that the 21st century

learning is requiring. For a reform to flourish, there are two aspects that need to be taken into consideration:

- 1) Professionals for designing the workouts of the educational template.

Mauritius shall look for professionals that have experiences in educational sectors and specialists in educational reform to work out the maquette of the reform. According to Trujillo (2014), educational sphere fails to produce an effective implementation of reforms as people change and new people often lack the necessary, knowledge, skills, and training. Therefore, educational reforms in Mauritius need to comprise with level of professionals together with the stakeholders before implementation of any projects in the educational curriculum.

- 2) A proper research and investigation before the implementation of a reform

Slavin (2010) stated that an evidence-based education is vital for executing a reform. The limitation of educational reforms in Mauritius is that the government weakened to conduct research and provide an analysis of its own educational system. This study proposes that the Ministry of Education shall investigate on the state of the actual educational system and therefore publish a report of the backbones of the system as well as the poisons of the system. Reforms shall be implemented in accordance with the report to be able to address the limitations of the system directly instead of proposing hypothesis that can eventually fail in the future.

- Poor Quality of education

According to Government Information System (2024), the percentage of passing among the Primary School Achievement Certificate (PSAC), National Certificate of Education (NCE), Cambridge School Certificate (SC) and Cambridge Higher School Certificate (HSC) are as follows. In 2024, the passing rate for PSAC was 76.60%, NCE 69.05%, SC 72.65% and HSC 78.88%. The statistic does not cover students who dropped out schooling or left Mauritius for diverse reasons. The results speak for themselves with clear evidence that the Mauritian education system produces a high rate of failure among its learners where an average of 60% of learners are left behind the race arriving to Grade 13. The lower ability learners shall be encouraged to choose professional technical courses instead of investing themselves in academic courses. New avenues of courses such as Aeronautic, Blue Economy,

Solar Energy, Bio-Farming, Techno Hub need to be a reality in Mauritius.

- The phantom of 3 credits

After the general election in December 2024, the promotion to Grade 12 with a minimum of 3 credits has been a reality. Accessing to Lower Six with a minimum of Credits was a measure announced during the election and besides, it was one among of priority of the new government. However, the government fails to consider the impacts of the implementation of the new measure in the future. First and foremost, learners with 3 credits must choose subjects in which they have a credit for their principal subjects in Grade 12. Nonetheless, options available for principal subjects in state colleges has always been a problem. With the new amended requirements, learners are forced to look for different colleges offering those subjects. In addition, another obstacle is the prerequisite of 5 credits at one sitting in Cambridge School Certificate by the PSC (Public Service Commission) to be able to secure an interview for any job in the government sector in Mauritius. Therefore, it implies that learners below 5 credits at one sitting are already put aside. The government should have worked together with the Ministry of Public Services for bringing different amendments before introducing the limit for 3 credits to be able to promote in Grade 12. This system will evidently produce a rise in unemployed graduates soon unless the government decides to bring modifications to the PSC.

- Invisible ranking system

One core element in the educational reform 2000/2001 “Ending the rat race” is the abolition of the ranking system that existed after the examination of CPE (Certificate of Primary Education). The ranking system allowed the Ministry of Education to decide the colleges to be allocated to the learners according to their performances and their ranked marks. However, the government decided to abolish the ranking system and turned to a concept of regionalisation where learners were given a college to their nearby residence corresponding their respective results. It was revealed by the government that the ranking system invested to much psychological pressure to children and created a fierce competition among themselves. However, the new blueprint is proposing a first option that learners will be graded in PSAC and they will be allocated National colleges and Regional colleges according to their results as from Grade 7. This system is bringing

back again an invisible ranking system in Mauritius. Therefore, this report is proposing an alternative model compared to the blueprints that exist in Singapore and has proven to be effective since decades.

- Counselling desk in our schools and colleges

Seabrook (2025) states that a counselling desk refers to a confidential space in schools and colleges where learners can meet trained counsellors (professionals) to discuss different problems affecting them. In Mauritius, a counselling desk is supposed to function in all institutions. It is a fact that since recent years, cases of bullying and suicides are increasing. In 2024, the National Statistic for Mauritius together with the Ombudsperson for Children revealed that there were more than hundreds of cases of bullying in the mid of 2024 and pointed out that nearly 1 in 5 (20%) learners suffered from bullying, school violence, abuse and cyber-bullying. In countries where their system of education is ranked top in the world, such cases are being treated by and referred to professionals instead of subject teachers. For instance, in Australia, such cases are handled by Mental Health Practitioners (MHPs) and after are referred to medical social workers and psychologists for further follow ups. In Mauritius, none of such structures are available. Educational psychologists are accessible when suspect cases are raised out and they handle more than 5 colleges at a time. It is a high time that Mauritius recruits at least one psychologist (professional) per school or college to provide a proper service to those victims. Educators can only support victims as they are not trained professionals that can handle out those cases as they should be.

- Private Tutions

Mauritius is one among the rare countries in the world where in many cases, private tuitions are becoming an alternative to schools. Since the recent years, the extent that private tuitions in Mauritius have been extended by educators and individuals give the impression that the lessons teach in private tuitions are better than learners receive in their respective schools and colleges. Methods, Charisma, Reputations are three core values of private tutors. The publicities, make ups and promotion of private tuitions are farfetched better than tv soaps. In every corner of the island, in every public place, in mostly all the digital platforms, private tuitions are portrayed as a key for

success for all learners. There are cases where learners drop out schooling and choose private tuitions as a substitution of their schools. Private tuitions in Mauritius have convert a business strategy. There is no control over how private tuitions operate in Mauritius. Private tuitions are important for learners having difficulties in certain low performing subjects and such coaching help them to cope with an additional support to understand certain topics or lessons differently.

Besides, giving a freewill to private tuitions have encouraged this “interest” to operate anytime to any days, from Monday to Sunday, from normal working days to public holidays and from school days to school holidays, private tuitions activate as a good running enterprise in Mauritius. Even when the government closes the schools and colleges due to natural calamities, there are certain educators give tuitions. There are situations where tuitions are being given as from early morning 4.30 am and till 23.00 hrs late night in Mauritius. It is to be noted that there are circumstances where tuitions start completely before having the results of the end of third term. Even though, private tuition is a choice by the parents and learners, this research points out that the island lack of a law enforcement to monitor the operations of private tuitions. Therefore, to avoid such problems and to bring an equilibrium of how private tuitions shall be operated in Mauritius, this study proposes the government to implement a Private Tuition Amendment Bill.

The bill must be enforced with the laws allowing certain restrictions of private tuitions in Mauritius. The report plans the restrictions of private tuitions on Sundays, Public holidays, Natural Calamities and during the third term holidays. This concept will allow learners to balance their study and private life as it should be, and they will resume schools in a positive energy of learning by sharing. The research also advices the government that late private tuitions or even early morning private tuitions shall be restricted, with special considerations can be accepted only during mock and third term exams periods. For the primary education, learners are too young and their axons are not prepared to embark in this fierce journey, and this study encourages the government that for such categories private tuitions shall be granted during weekdays, first and second terms holidays only.

- Nonattendance of our learners in examinations
Absentees in examinations have always been a serious problem to handle, especially when a country lacks meritocracy and portrays a poor career for the future generations. According to the statistics provided by the Mauritius Examination Syndicate, in 2025, around 400 learners were absent from the NCE examinations, with 200 to 250 learners responded negative to Art and Design subject compared to 180 to 195 learners for other subjects. Even though it seems tolerable for the MES, yet the situation is even worse than in papers. This study proposes two measures that can help in reducing absentees during examinations as well as allying parents as a partner in monitoring their children during exam’s periods.

First and foremost, this report proposes the government that timetables for all national examinations including PSAC, NCE, SC A-Level and HSC O-Level examinations shall be given to learners in the presence of their responsible parties. Parents need to form part of their child or children’s examinations. University of Cambridge is one among the top 10 universities in the world and Mauritius has the privilege that the learners of SC and HSC have a certificate from the prestige university free of costs. The state bears all the fees for first time learners and provide many amenities for learners under the social register of Mauritius. It is a fact that it costs the state a huge investment to prepare an examination whether it is PSAC, NCE, SC and HSC. However, it is a high time that parents and learners realise the effort the government is making to prepare and organise such facilities at their ends.

This study proposes that the Ministry of Education should work out a formula with the Attorney general to present a consent form drafted by the law to parents. The consent form must be signed by the responsible party while taking the timetables. Parents should refund the examinations fees in case their child or children absent in examinations. However, special considerations shall be granted to genuine cases accepted by the local authorities with a proper certification. Such strategy will reduce the gap of absentees in our schools, colleges and examinations.

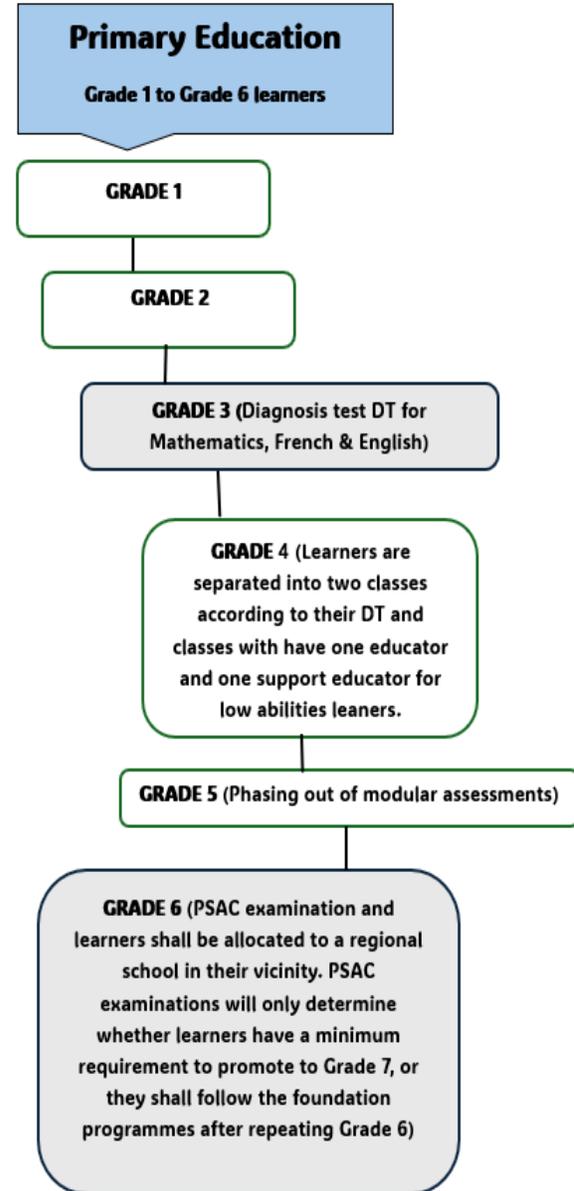
- A dream to promote a holistic approach in our state schools and colleges

The United Nations International School of Hanoi (2024) defines holistic education as a comprehensive line to teaching where educators pursue to address the emotional, ethical, social and academic needs of learning in an integrated learning format. The holistic approach in teaching has two major characteristics: Adopting the holistic development of learners addressing cognitive, emotional, social and physical aspects & Focusing on real-life experiments rather than on basic skill assets.

The holist approach in education has four pillars; learning to learn, learning to do, learning to be, learning to live together and it focuses on relationships between the mind, body, self, community, earth and inner connections. It is to be noted that holistic approach in education can be a reality only if a government develop a strategy program. This report proposes the government to reduce the number of government schools and state colleges in Mauritius and invest in the provision all amenities that an educational institution needs. For instance, football playgrounds, volley-ball pitches, modern laboratories, sport equipment's, advanced technological laboratories, e-libraries and many others. These modifications will not reduce the capacities of recruiting educators but in fact will require more educators to work in a compact environment. This concept will reduce the expenses of the state drastically especially when it concerns the maintenance of our schools and colleges including their utilities.

At last, not the least, educators play a vital role in promoting holistic approach. In many countries, educators have a strict training before joining services and in some cases, educators are sent to specific universities for their inductions as educators. Unfortunately, in Mauritius, such trainings do not exist and a diploma, degree and a post graduate certificate in education are enough to apply for educators. This study proposes that a TEACHING LISCENCE shall be given to all new recruited educators after completing one year of training successfully. The teaching licence will help the educators to confirm in service as well as to learn the world of teaching more effectively.

VI. RECOMMENDATIONS: AN EFFECTIVE ALTERNATIVE TO THE PROPOSED BLUEPRINT OF THE MINISTRY OF EDUCATION (CONCEPTUAL FRAMEWORK)

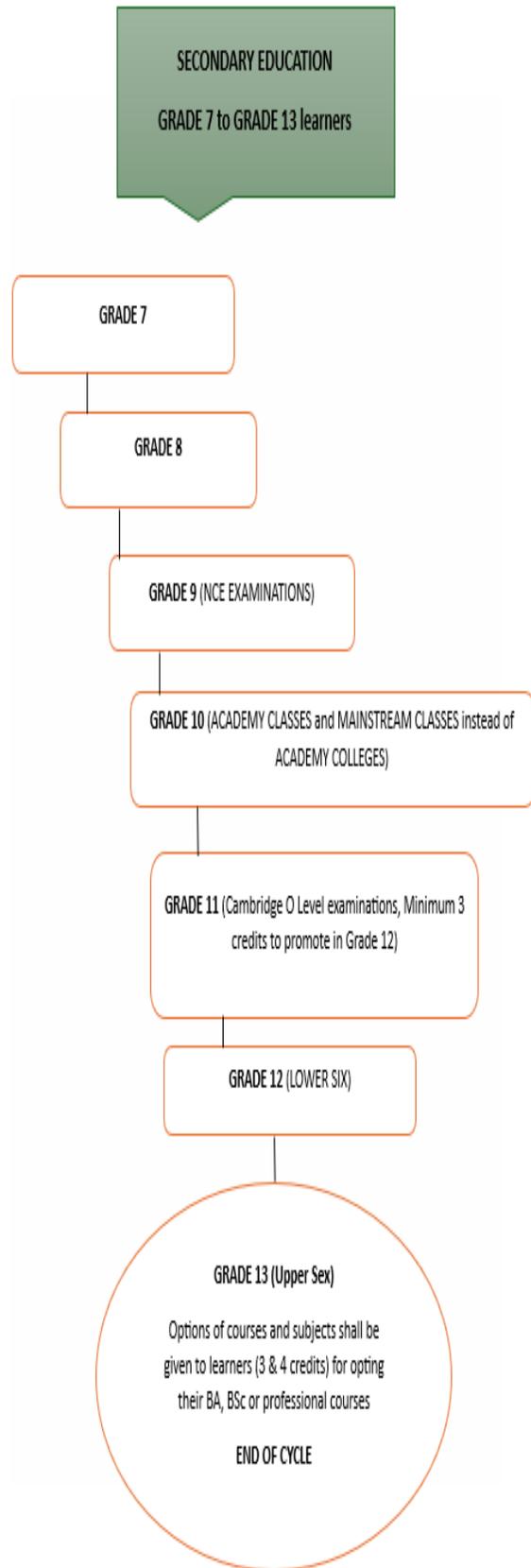


This conceptual framework aims in producing an alternative to the blueprints of the Ministry of Education and proposes a more suitable designed model that apt to what the educational system of Mauritius needs and is looking for since decades. The Primary education is a normal cycle of Six years (Grade 1 to Grade 6). This model proposes a Diagnosis test before the PSAC examinations in Grade 6. The diagnosis test was a reality in the past but has been

phased out with no evaluated reasons. The diagnosis test is a preparation for Grade 3 learners where they are asked to sit in an examination by the MES for three main subjects only (Mathematics, English and French). The diagnosis test will help to determine if the learner is having any difficulties in the core subjects. The framework model proposes that learners shall be separated into two different classes according to their results of their diagnosis test as from Grade 4. The low ability learners may have two educators in a class (one main educator and one support educator) that will help those learners in understanding their lessons more effectively. The grill for scoring shall be maintained for the new Grading system as proposed in the Blueprints.

Reasons why this model is maintaining the new marking and grading system is that the system experiences low determination to do better in education is when there is no competition. Even though competition at an early age is damming for the mental health of our learners, still the model that this report proposes will help the learners to cope with the system better and will bridge the gap between high and low ability learners.

Such classes may use different learning styles, techniques and strategies to boost up the slow learners whereas those learners who excel in their diagnosis test may have different learning styles and techniques. Such strategies will encourage learners to stay in government schools and will reduce the gap between low and high ability learners. Learners in Grade 6 will have the PSAC examinations that will help to analyse whether a learner has the minimum requirements for promoting in Grade 7. Regional colleges which be allocated to learners upon satisfactory of their results and options of parents. Learners fail in subjects during the PSAC will get the opportunity to sit for a special examination in end of December allowing the learners to have a chance to have a pass in the subject(s) he or she has failed. In case the learner fails again, he or she has the obligation to repeat Grade 6 and has a passing grade in the PSAC examinations to be able to secure a sit in Grade 7. However, in case a learner fails twice, even has not been able to succeed in the special examination, the learners will be diverted to the Foundation Programs to continue schooling.



The Secondary Education englobes a cycle of 7 years starting from Grade 7 to Grade 13. The framework proposes to maintain the NCE examinations in Grade 9 but aiming to replace Academy (National) colleges to Academy classes. This model plans a smooth transition from Grade 6 to Grade 7 under the process of regionalisation. Regionalisation will help learners to have a seat for their secondary education in nearly available colleges depending on their PSAC results. This model proposes to reduce the number of the State colleges and focusing more on better infrastructures, laboratories and necessities that learners require. This concept will prevent colleges to be classified as superiors to others as well as avoiding learners to posture themselves as high or slow ability learners. This system will avoid having redundant educators and the management of each college can provide a roster so as no class is left without educators.

However, this model designs a structure that will help learners to have a better teaching environments and techniques depending on their NCE results. The framework advances to the abolition of Academy Colleges (National colleges) to a much more innovative adaption which is the Academy Classes. Instead of separating the learners to Academy colleges or Regional colleges, the model feels that Academy classes will be more advantageous to learners and for the system as well. Learners will continue their upper grades in the same colleges, avoiding long distance travel as well as eliminating the pressure to have elite colleges. Evidently, this model will have the perception that the system will promote classification of educators and segregation of schools' environment. Mostly all educators might prefer to teach academic classes instead of the mainstream classes and lower grades. The Ministry of Educator shall work out a formula so as all educators in colleges are involved in teaching all Grades including Academic and Non-Academic classes.

The Academy classes will be allocated to high ability learners only whereas the slow ability learners will be allocated to "Special classes" like mainstream classes. The "special classes" will have two educators at the same time helping slow learners to adapt to different learning methods and techniques. Two educators per class will allow the learners to have a more ended approach and allowing the educators to monitor the learners more closely and effectively. It is evident that the mainstream classes will have more learners than

the academy classes and therefore the system of two educators per class for the special classes will bring an equilibrium among the learners and the educators as well.

The model maintains a minimum of 3 credits in Grade 11, Cambridge O Level examination to be able to secure a seat in Grade 12. However, learners below 5 credits will be given an option form to sign by their parents that after the completion of the Cambridge A Level, they will have to choose courses offer to them by the concerned ministry only. This will prevent learners with 3 or 4 credits to choose subjects for the undergraduate that will require a minimum of 5 credits at one sitting in the future. This strategic will help learners to choose new fields apart from mainstream subjects and will reduce the rate of unemployment among graduates in Mauritius.

VII. CONCLUSION

To sum up, this report analyses different possibilities of proposing an effective educational model that will fit the Mauritian educational curriculum for decades. This study, THE STATE OF THE EDUCATION SYSTEM IN MAURITIUS, does not confront the propositions and strategies of the Ministry of Education and Human Resource but simply prepare an outlook that can help the technical officers of the concerned ministry to come headlong with a reform that will really bring a change forward for a better educational system. At last, the report proposes a conceptual framework with a model that exist in countries having the best educational system in the world. The model has been designed taking into consideration the local facet of the island and approaches with an alternative of National Colleges, a solution for high rate of absentees, dropouts, failures, relevant support to cases of bullying and suicides among our learners and finally emanates with a resolution for private tuitions in Mauritius.

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