

## PNQ ON EDUCATION

### ORAL ANSWER TO QUESTION

#### CPE – ABOLITION (16/11/13)

**The Leader of the Opposition (Mr P. Bérenger)** (*by Private Notice*) asked the Minister of Education and Human Resources whether, in regard to Government's decision to abolish the Certificate of Primary Education Examinations soon, as announced in the 2014 Budget Speech, he will state –

- (a) the time frame within which the CPE Examinations will be abolished;
- (b) if Form III Examinations will replace the CPE Examinations, and
- (c) the reasons why Government has taken so long to realise that the CPE Examinations stifle the intelligence, talents and abilities of children and impose on them the trauma of being branded as failures at the CPE level.

**Dr. Bunwaree:** Mr Speaker, Sir, in the context of the innovative reforms in the Education sector, it has been stressed that we should have a schooling system which facilitates the preparation of our children for life in a very conducive environment so that they can be transformed into global citizens endowed with the right skills and be adequately prepared to integrate the world of work.

In parallel, we want to promote a system of education which is stress-free and devoid of intense competition and, at the same time, do away with the phenomenon of additional tuition.

This system should promote holistic development of learners and render learning experiences of children more enriching and enjoyable.

With these objectives in mind, it has been agreed that we come forward with a Nine-Year Schooling System which will be beneficial to our children. The Nine-Year Schooling System was proposed at the *'assises de l'éducation'* in October 2013 and stakeholders had the opportunity to submit their views and to react thereon. The proposal announced in the Budget Speech by my colleague, the hon. Vice-Prime Minister, Minister of Finance and Economic Development is a valid measure and should be implemented in close collaboration with the stakeholders of the education sector.

As pointed out in my speech on the Budget a few days ago, in the Ramdoyal Report of May 1990 on Nine-Year Schooling, it had been advocated that this, I quote – “System has raised hopes on seeing the bogey of Mauritian Education, the CPE,abolished once for all (...) the trauma caused by the CPE and its partner in

evil, private tuition, is the consequence of the intense competition for a place in one of the few ‘star’ secondary colleges”.

I had also mentioned in my speech that, in the submission made to the high level panel of eminent persons (UN), the Commonwealth Ministerial Working Group, which I had the privilege to chair, had highlighted the need for countries to stress for a Nine-year schooling as part of the Development Agenda for the post 2015.

Mr Speaker, Sir, the Nine-Year Schooling is a system that rests on the philosophy of being fair and equitable to all learners through increased and more adapted provisions for learners. It seeks to do away with the high stake examinations at the early age of 11 years. It seeks to free teachers, parents and children from being overly concerned and singularly motivated by performance outcomes. It will refocus attention on more meaningful and long term aspects of learning which will contribute to the holistic development of the learner.

Mr Speaker Sir, we have over the past years planned for the future in terms of the new strategic orientation for the education sector. It goes without saying that as we embark on a major reform programme like the nine year schooling, a number of preconditions should be met, as highlighted earlier.

Recent policy measures implemented across pre-primary, primary and secondary subsectors constitutes a solid and strong foundation upon which such a reform programme can now be developed. As a matter of fact, this Government has come forward with new curriculum frameworks for the pre-primary, primary and secondary subsectors.

As regards the pre-primary education, access has substantially improved through grass root intervention – I mentioned from access to pre-primary, from 82.3% in 2004, when my colleague, hon. Obeegadoo, was Minister; I will not blame him, but I have to mention – from 82.3% in 2004 which meant that about 18% of children aged between 3 and 4 were not going to school and has now reached 98%, Mr Speaker, Sir. This had to be done. There were some things that had to be done to reach these results and all this were things that had to be done before we start implementing the Nine year schooling which is supposed to follow. So, the pedagogical gap also ...

*(Interruptions)*

They could not do it because with that access at pre-primary.

The pedagogical gap, Mr Speaker, Sir, between the pre-primary and the primary levels have now been bridged by new systems put in place and as for the primary

subsector, new innovative pedagogical programmes have been introduced and the curriculum have been extended and reinforced.

At the secondary level, we have been able to come forward with a new curriculum/syllabus for the lower secondary and implemented a national assessment at Form III level. Moreover, we shall be introducing the *Carnet Scolaire* as from 2014 which will provide a profile and record of all performance and competencies as the child progresses to the whole of the nine-year schooling cycle and also beyond.

These constitute important elements for the foundation upon which the project for the Nine year schooling can be successfully implemented.

It is also important to highlight, Mr Speaker, Sir, that in the context of budget support under the 11th EDF, the EU has opted for the education sector where there are a number of important visible reforms and which had secured the intervention of international development partners like the AFD and ADV. This shows the confidence of our international partners in our education reforms agenda.

Mr Speaker, Sir, I have to add that during my recent mission to Finland and UNESCO, I had interactions and discussions with counterparts on education and it was noted with satisfaction that we are on the right track and there is keen interest to share Mauritian experiences in Education. All these give us a moral comfort and encouragement to progressively move ahead on our reform programme.

The new CPE reform has many implications in terms of pedagogy, curriculum, textbooks, infrastructural facilities, mode of assessment, allocation of seats, certification, training of teachers, etc. which are being addressed.

In order to implement this budgetary measure, a High Level Committee has been set up to look into the implementation of this new system of schooling.

Mr Speaker, Sir, a first meeting of the High Level Committee was chaired by the Senior Chief Executive of my Ministry a few days ago and comprised core representatives from my Ministry, the MIE and the MES. The High Level Committee will also soon co-opt other members made up of representatives of Trade Unions, NGOs and other organisations who can contribute. The Committee has found that a number of critical factors have to be taken on board for the successful implementation of this measure, namely -

- (i) There should be a conducive infrastructure and environment which favours good teaching and learning;
- (ii) There should be no compromise on the quality of education. Quality assurance would have to be reviewed.

(iii) Although the CPE examinations will be reviewed, there will be regular and continuous assessment which will cover both the academic part and the acquisition of life skills, which is not at all the case until today.

(iv) Issues such as the proximity of schools to the residence of the students and level of academic attainment after the 9-year schooling would also be taken into consideration.

(v) New pathways for higher education and a diversification of learning opportunities.

It is worthwhile noting, Mr Speaker, Sir, that we have embarked also in a project for identification of gifted students so that dedicated support could be given to them too. Special pathways will be opened for them; our country should support and nurture outstanding performances of our bright students.

Our existing system refers to pre-primary, primary and secondary sub-sectors.

The new system will have the following -

(i) Early Childhood Care (ECD) – (3 - 4 years)

(ii) Basic Schooling (5 – 14 years), that is, the 9-year schooling, and

(iii) Post 9-year schooling (14 – 18 years)

Mr Speaker, Sir, in the process, we will have to ensure that there is a smooth transition to the new system of schooling. The nine years of basic education will provide parents and students the assurance that they have a stable school environment for basic education and after 9 years of schooling, different pathways and opportunities would be open to them, much more than what exists today, both in the academic and professional streams.

Mr Speaker, Sir, it goes without saying that the school infrastructure will continue to be upgraded and there is no disparity between schools. Parents will also have to be sensitised on the new system of schooling and this will create much more opportunities for parents to play a more active role.

The High Level Committee is working on the *modus operandi* of the new system and as soon as all implications have been studied and all stakeholders have been consulted, I shall inform the House of the *modus operandi* agreed upon with the stakeholders and implementing guidelines, by way of a statement.

The Committee, Mr Speaker, Sir, is also exploring a number of options which will also be integrated in the 9-year schooling e.g. co-education, different pathways for TVET, specialized schools, setting up of Polytechnics, a greater degree of regionalisation with a new system of scholarship for regional schools and a certificate for lower secondary education.

**Dr. Bunwaree:** Mr Speaker, Sir, we are confident that the diversification of learning opportunities under the new schooling system, coupled with new modes of teaching and learning as well as an assessment which takes also on board life skills, will provide motivation for completion of the secondary schooling and ultimately higher education.

Mr Speaker, Sir, with regard to part (a) of the PNQ in relation to the time frame for phasing out the CPE in the present form, we have to situate the policy context and I wish to stress that there are certain preconditions for the implementation of this 9-year schooling system and this has, of course, to be taken on board. The implementation will cover the third cycle of the primary level, that is, Std V initially and then Std VI. You know now. I have already explained that in Parliament on a few occasions. The primary schooling stage is divided into three sub cycles: Std I and II cycle 1; Std III and IV cycle 2 and Std V and IV. So, I am saying that the implementation will cover the third cycle at the primary level in Std. V initially and then, of course, the year after, Std. VI.

With regard to part (b) of the question, Mr Speaker, Sir, the answer is no. But I would like to state that with regard to Form III, there is already a National Assessment which has been introduced since 2010 and now covers the following subjects: Mathematics, English, French, Computer Studies and Science. When I say Science, I mean the three subjects: Biology, Chemistry and Physics. Every stage of schooling should have an in-built system of assessment, both continuous and summative. So, to be clear, the Form III exams exist already and will still be further strengthened. But, the CPE as such will be an examination for the Std VI students, as we have an examination for Std IV. *Il y a un autre pour Std V, pour Std VI aussi il y aura un examen comme tous les autres examens.* But the selection process is not going to be based on that examination.

Mr Speaker, Sir, as for part (c) of the question, I have already stressed that our Education Human Resource Strategy Plan which covers a period 2008-2020 has highlighted the need to implement a series of reform measures that would eventually help to phase out the CPE.

Such measures cannot be drastically implemented overnight, I repeat, and this Government is the first to realise the problems associated with the CPE and took bold ...

*(Interruptions)*

The hon. Member will stop laughing soon!

*(Interruptions)*

Mr Speaker, Sir, we are talking about education here.

*(Interruptions)*

**Mr Speaker:** Silence!

**Dr. Bunwaree:** As much I would have thanked the hon. Leader of the Opposition to have come forward with such an important issue, I expect that we are going to debate it as gentlemen and all educated...

*(Interruptions)*

**Mr Speaker:** Silence! Proceed hon. Minister!

**Dr. Bunwaree:** Such measures cannot be practically implemented, as I said. And we have taken bold decisions earlier to address a few of them strategically and, over which there has been consensus. I always kept discussing with the stakeholders and partners of education.

Wherever there has been consensus, no voice against, we have moved forward, we have implemented and some bold decisions, as the one which is going to come on 20 December, that is the re-sit for CPE students when they fail in one subject.

Mr Speaker, Sir, we have also amended the Education Act held...

*(Interruptions)*

**Dr. Bunwaree:** The hon. Leader of the Opposition asked three points, I reply the three points.

*(Interruptions)*

Let me reply, please!

*(Interruptions)*

**Mr Speaker:** Hon. Dr. Bunwaree, you may proceed with your answer. But I will invite you...

**Dr. Bunwaree:** Yes, I am finishing...

*(Interruptions)*

**Mr Speaker:** Let us try to be to the point!

**Dr. Bunwaree:** I am finishing. We are proposing to implement this 9-year schooling as from 2015. Let it be clear! As enunciated in the Strategic Plan, there is a need to review the CPE exams as I said, in the current format, so that the pupils who are in their primary schooling possess the required foundation for further studies at the next level.

The review of the CPE will provide a systemic reform to improve efficiency in the primary school system so that there is a higher transition rate from primary to what is going to follow afterwards, that is, 7th, 8th and 9th year.

The underlying objective, Mr Speaker, Sir, is to ensure that learners attain high levels of achievement in literacy, numeracy, ICT and essential life skills while maintaining the standard of quality education.

M. le président, il est bon de souligner...

*(Interruptions)*

...il est bon de souligner que les actions et le bilan du gouvernement...

*(Interruptions)*

...il faut souligner. Je vous ai dit qu'il y a une publication qui va sortir bientôt.

Vous allez voir ce gouvernement ne se gargarise pas d'effet d'annonces...

*(Interruptions)*

...de belles rhétoriques...

*(Interruptions)*

C'est un gouvernement qui traduit ses promesses en réalité.

*(Interruptions)*

**Mr Speaker:** Hon. Minister I am sorry to interrupt you!

*(Interruptions)*

The questions are quite specific and I expect specific answers! There is no room for debate on the whole education system.

**Dr. Bunwaree:** Mr Speaker, Sir, the part (c) of the question asked for the reasons why Government has taken so long. This is more than specific!

*(Interruptions)*

So, I am saying ...

*(Interruptions)*

Well, Mr Speaker, Sir, they are interrupting, so let me show them the graph of what hon. Obeegadoo did with the CPE! *Regardez...*

*(Interruptions)*

...we are speaking about CPE!

*(Interruptions)*

The question is on CPE!

*(Interruptions)*

*Je vais circuler cela.*

*(Interruptions)*

*To pu trouver la, mo pu circuler la...*

*(Interruptions)*

**Mr Speaker:** Order! I say order! I have...

*(Interruptions)*

I say order! I have already indicated...

**Mr Speaker:** Hon. Minister! I have already indicated the line that the hon. Minister should follow and I expect him to follow the line I have intimated earlier!

*(Interruptions)*



**Dr. Bunwaree:** I am helping the hon. Leader of the Opposition...

*(Interruptions)*

**Mr Speaker:** And I do not want any...

*(Interruptions)*

**Dr. Bunwaree:** He may not know...

*(Interruptions)*

He may not know that...

*(Interruptions)*

*Hon. Obeegadoo himself has implicitly accepted le progrès réalisé au niveau de l'éducation et de l'économie en générale aujourd'hui. Il a reconnu que le concept du 9-year schooling était valable dans les années 90, dit-il, parce qu'à l'époque le pays n'avait pas les moyens d'offrir une éducation secondaire à tous les enfants sortant du primaire. Mais les choses ont beaucoup changé. On parle d'un sujet d'importance nationale. Je dis et je le répète, les pédagogues sont d'accord avec le 9-year schooling et les parents sont d'accord. Qui sont ces honorable personnes pour venir nous dire le contraire aujourd'hui ?*

*(Interruptions)*

**Mr Bérenger:** Shame! *Aucun applaudissement li pa pu gagner, shame on him!*

*(Interruptions)*

**Mr Bérenger:** Mr Speaker, Sir, we have been given no time frame at all within which the CPE exams will be abolished!

*(Interruptions)*

**Mr Bérenger:** Mr Speaker, Sir, can I ...

*(Interruptions)*

**Mr Speaker:** I think there is a question!

*(Interruptions)*

**Mr Berenger:** *Eta assize do bourik!*

*(Interruptions)*

**Mr Speaker:** There is a question!

*(Interruptions)*

**Mr Bérenger:** Mr Speaker, Sir, in the Budget...

*(Interruptions)*

... the hon. Deputy Prime Minister ...

*(Interruptions)*

... *ale occupe MITD ek banne abus sexuel do imbécile!*

*(Interruptions)*

**Mr Speaker:** Hon. Leader of the Opposition, address the Chair!

*(Interruptions)*

**Mr Bérenger:** *Ale occupe MITD...*

*(Interruptions)*

*Voyou sexuel !*

*(Interruptions)*

**Mr Speaker:** Well, I do not want any provocation from ...

*(Interruptions)*

**Mr Bérenger:** But he starts it again!

*(Interruptions)*

**Mr Speaker:** Yes, put your question!

**Mr Bérenger:** In his Budget Speech last Friday, Mr Speaker, Sir,...

*(Interruptions)*

**Mr Speaker:** You keep quiet!

**Mr Bérenger:** The Deputy Prime Minister said that after wide consultations, he stated CPE exams will soon be a thing of the past. English is English, Mr Speaker, Sir. And I noted that in his speech last Wednesday, the hon. Vice-Prime Minister and Minister of Finance said something very different. I quote ...

*(Interruptions)*

*Si li ti rest finance ti pu ena moins abus sexuel...*

*(Interruptions)*

I quote, Mr Speaker, Sir -

“This will come *pas demain mais cela ne va pas trop tarder.*”

Mr Speaker, Sir, we all understand what that means. I would wish the Minister to explain to us why this blatant contradiction between what was said by the Deputy Prime Minister concerning the abolition of CPE exams soon and what he has said last Wednesday and that he has repeated today that absolutely no time frame at all can be given.

**Dr. Bunwaree:** Je regrette, on n'est pas en train de comprendre soit l'anglais ou le français...

*(Interruptions)*

J'ai dit que cela va entrer en 2015...

*(Interruptions)*

**Mr Speaker:** I say no interruptions! Allow the Minister to answer!

**Dr. Bunwaree:** 2015 c'est sûr. Mais mon collègue le Vice-Premier ministre et ministre de Finances est venu annoncer le 9-year schooling. Et quand un 9-year schooling démarre, automatiquement le CPE, telle qu'il est, va devenir chose du passé. C'est ça qu'il a dit.

L'honorable *Leader* de l'Opposition a été ministre des Finances, a été Premier ministre, ne sait-il pas que dans un budget comment ça marche ? On a fait une proposition, il faut qu'on travaille là dessus maintenant ...

*(Interruptions)*

..mais je vous ai dit et je le dis haut et fort que cela va devenir une réalité à partir de 2015 !

Qu'est-ce qui est plus simple que ça !

*(Interruptions)*

**Mr Speaker:** Yes, next supplementary question !

**Mr Bérenger:** The hon. Minister of Finance was absolutely clear: CPE Exams will soon be a thing of the past, Mr Speaker, Sir. Now, we know that there are people in the Labour Party and others close to the Labour Party, who in the past have fought against the abolition of the CPE Exams and we are even today, on the radio, in the press, and elsewhere, and I am sure in that so-called High-Level Committee, itself, who are dead against the abolition of CPE Exams.

Can we ask how the hon. Minister is going to see to it that those people in the Labour Party and around the Labour Party will not, once more, sabotage the abolition of CPE Exams?

**Dr. Bunwaree:** Therefore, I understand that the hon. Leader of the Opposition wants this to happen. I thank him for that and, of course, we will...

*(Interruptions)*

**Mr Bérenger:** On a point of order, Mr Speaker, Sir, I don't think he can misrepresent, in your presence, what I have just said, telling me that I wish that the abolition should not take place! I think this is out of order and should be withdrawn.

**Dr. Bunwaree:** *Il y a un problème là.* I said: 'should take place'. He is agreeable to that and I thank him for that. This is what I said. So, you are agreeable that it should take place and you are...

*(Interruptions)*

Vous êtes en train de vous poser la question, que se passerait-il si au sein du Labour Party il y aurait des difficultés ? Ça c'est notre affaire, nos oignons, nous allons nous en occuper !

*(Interruptions)*

**Mr Bérenger:** Mr Speaker, Sir...

*(Interruptions)*

**Mr Speaker:** Yes. Just one minute. But, your answer was not fair. Proceed with the next supplementary question.

**Mr Bérenger:** Can I say, Mr Speaker, Sir, he is never fair.

**Mr Speaker:** Proceed, with your next supplementary question.

**Mr Bérenger:** I heard the hon. Minister say definitely, there will be no national Form III exams. Can we...

**Dr. Bunwaree:** I never said that.

**Mr Bérenger:** Yes, you said that! You said: definitely, no! My question was: whether, the CPE exams will be replaced by a Form III National Exams and his reply was no. If he wants to check his note, if we have to check, his reply was no!

**Mr Speaker:** You will have time to reply.

**Dr. Bunwaree:** I said no, it will not replace the CPE. I did not say no, it will not exist.

Your question was ....

*(Interruptions)*

*'Bé pose to question bien!'* Your question was, whether...

*(Interruptions)*

Il y a un problème avec le *Leader* de l'Opposition. Je comprends...

*(Interruptions)*

La question est...

*(Interruptions)*

**Mr Speaker:** I say order, now!

*(Interruptions)*

I am on my feet! Order! I say order!

Yes! Next supplementary question! Time is running! Next supplementary question!

*(Interruptions)*

I have said next supplementary question!

**Mr Bérenger:** Mr Speaker, Sir, I quoted the words used by the hon. Minister of Finance that the CPE exams - not, bla, bla, bla, I quoted him - stifled the intelligence, talents and abilities of children and imposes on them, the trauma of being branded a failure at the CPE exams. Does he agree with these words, Mr Speaker, Sir, and, if yes, can he tell us why the 2003 reform going in that direction education reform was sabotaged by the Labour Party and by the then Minister of Education with a counter reform of 2005?

**Dr. Bunwaree:** Ça c'est une question intelligente, M. le président...

*(Interruptions)*

Là, il ne .....

*(Interruptions)*

**Mr Bérenger:** On a point of order, when he says, 'this is a ...', he means that other questions are not. I have had enough of this, Mr Speaker, Sir. I think insinuations are enough!

*(Interruptions)*

**Mr Speaker:** The principle is...

*(Interruptions)*

Will you listen now!

*(Interruptions)*

I am on my feet! I want some order! I said order!

*(Interruptions)*

Now, I am going to give warning to hon. Members! When a question is asked, the answer should be forthcoming without any comments on the nature of the question.

**Dr. Bunwaree:** Comprenne qui pourra! M. le président, la question qui m'a été posée est une question pertinente à laquelle je dois répondre et comme ça se doit. On me demande pourquoi on n'a pas laissé continuer - si j'ai bien compris - la réforme de 2003; c'est-à-dire la réforme Obeegadoo. Mais, c'est par ce qu'il y avait beaucoup de problèmes. Premièrement, le système n'était plus accepté. Même le BEC, le Bureau de l'Éducation Catholique, a décidé à un moment de quitter le système, alors, qu'il avait déjà démarré. Il y avait peut-être quelques petites choses qu'il fallait maintenir. Mais quand le jugement du *Privy Council* est tombé, est-ce que le Bureau de l'Éducation Catholique avait fait des *HSC Schools*? Il ne l'avait pas fait. Il avait décidé de ne pas le faire.

Deuxième chose, M. le président, les écoles qui ont été mises sur pied par le *then Minister* Obeegadoo, des écoles qui ont été qualifiées - pas nous, même dans le pays - d'écoles fantômes. Je peux vous donner...

*(Interruptions)*

Je m'explique.

*(Interruptions)*

**Mr Speaker:** Order! I said order! Proceed, hon. Minister!

**Dr. Bunwaree:** There were schools which had no building, but yet, pupils were admitted and then, had to be diverted to other schools. *Vous voulez avoir les exemples:* Belle Rose SSS.

*(Interruptions)*

**Mr Speaker:** Don't interrupt the hon. Minister!

**Dr. Bunwaree:** Redirected to Sodnac parce que 'Belle Rose fantôme' n'existe pas. Les enfants ne vont voir que des fantômes!

*(Interruptions)*

Ebène SSS!

*(Interruptions)*

Quel *Shame!*

*(Interruptions)*

**Mr Speaker:** Address the Chair!

**Dr. Bunwaree:** Ebène SSS. Encore, les enfants vont à Ebène SSS, ils cherchent Ebène SSS, fantôme ! Ils vont à Sodnac.

*(Interruptions)*

Monneron SSS!

*(Interruptions)*

**Mr Speaker:** I say order, now!

*(Interruptions)*

Hon. Minister, give way! This is the second time I am giving warning. There will be no third warning. You proceed, hon. Minister!

**Dr. Bunwaree:** I can continue, but I do not want to waste the time of the House.

*(Interruptions)*

**Mr Speaker:** Yes! Proceed, no comment!

**Dr. Bunwaree:** I stop this. But, there were what we have called 'écoles fantômes'. They rushed in a project which could not be implemented correctly. Il y a d'autres raisons que je peux donner encore. Mais pire encore - et là, je vais circuler cela parce que quand ils sont venus avec un nouveau système, ils ont administrativement réformé le système de CPE, mais pédagogiquement, zéro, et résultat, voilà, je vous montre, et je vais circuler ça. Je pense que vous voyez, M. le président...

*(Interruptions)*



**Mr Speaker:** Hon. Jhugroo! I am warning you! I wanted to tell you to withdraw, but be careful! Yes, proceed!

*(Interruptions)*

**Dr. Bunwaree:** Je pense que vous voyez, M. le président, ce que j'ai mis en rouge. C'est là quand l'honorable Obeegadoo devient ministre un an après, donc, il a eu le temps d'agir.

Regardez comment le résultat de CPE baisse et regardez là où mon ami Gokhool vient.

Regardez comme ça monte ! Et ça continue à monter et, M. le président, donc il y avait un problème dans ce système qu'il avait mis en place. Ça ne marchait pas, et il y avait pire encore, il était venu avec un système de *grading*. *Grade A*, c'était des enfants qui avaient plus de 75 points. Alors, on m'a expliqué - le MES et les experts de l'éducation – qu'avec le système qu'il avait mis sur pied, il y avait beaucoup d'enfants qui ne faisaient pas la composition, par exemple, parce qu'ils disaient: « sans la composition, je peux avoir mes 70 ou 75 points et j'aurais eu le *grade A*. » Donc, tout le système était chamboulé. Je ne le blâme pas parce que s'ils ne discutent pas suffisamment comme moi je le fais avec les *stakeholders* ...

*(Interruptions)*

Toutes mes réformes de l'éducation ont réussi ! Toutes les réformes qui ont déjà eu lieu ont réussi et là, on va venir avec la réforme...

*(Interruptions)*

On me pose la question, il faut que je réponde !

Là, je vais venir avec la réforme du Resit et cela aussi va réussir.

**Mr Speaker:** Next question! Yes, hon. Obeegadoo!

**Mr Obeegadoo:** Mr Speaker, Sir, the key...

*(Interruptions)*

**Mr Speaker:** I want some order!

**Mr Obeegadoo:** I refer to the last part of the question. Being given that the key issue is the phasing out of the CPE as an instrument of selection, being given that the hon. Minister has confirmed that this has been mentioned since 1990 Rapport Ramdoyal Master Plan, will he confirm that in 1998 Labour Party Minister Pillay had proposed exactly the same thing when, if I am not mistaken, this Minister was Minister of Finance. Will he confirm that, just after he became Minister of Education, in October 2010, four long years ago, he produced a document, which said that – “Addressing the problem of high failure rate at the end of Primary and making public spending on education become more cost effective entails that the very purpose of CPE exams has to be reviewed as the present instrument of selection to a record of achievement.”

Four long years ago! Will the hon. Minister then explain if this is not an admission of failure on his part that, at the end of the mandate...

*(Interruptions)*

... he is telling us that these reforms, that we have always defended, will now be postponed to 2015, when this Government will no longer be in power?

*(Interruptions)*

**Dr. Bunwaree:** Not at all! Not at all! *Le problème avec ...*

*(Interruptions)*

**Mr Speaker:** Allow the hon. Minister to answer!

**Dr. Bunwaree:** Le problème avec l’honorable membre c’est qu’il croit avoir bien fait ! Il a cru qu’il a très bien fait ! Mais, quand on a vu les résultats – je viens de vous circuler les résultats – catastrophiques pour le CPE même ! Parce qu’il n’a vu qu’un petit bout de la montagne. Il a vu l’arbre, il n’a pas vu la forêt.

Deuxième chose, M. le président, c’est que pour que ce projet de *nine-year schooling et phasing out of CPE* – qui vont ensemble – réussisse, il a fallu prendre beaucoup de mesures. Je ne vais pas redire ce que j’ai dit dans la réponse. Mais, il fallait faire beaucoup de choses, parce qu’on ne comprend pas - on n’a pas su comprendre peut-être - que lorsque les enfants évoluent, il y a des évolutions dans leur propre système. Et quand les enfants arrivent supposément en *Form I, Form II, Form III* maintenant, ils sont obligés – ça c’est une bonne chose – à faire plusieurs matières. Au contraire, nous avons élargi la base à ce niveau. Il y a l’*Entrepreneurship Education* qui a été ajouté ici. Il y a le *Sports* qui est devenu un sujet examinable, où les enfants de *Form I, Form II, Form III* sont obligés de faire

toutes les matières. Ce n'est qu'à partir de la *Form IV* qu'ils vont commencer à faire le choix de ce qu'ils voudraient être leur carrière plus tard, et le job qu'ils voudront avoir dans leur vie. Donc, il y a des tas de petites choses à faire. Ce n'est pas en deux jours que cela se fait. J'ai dit tout à l'heure que maintenant cela va réussir, parce qu'on a pris plusieurs mesures correctives, et qui donnent leur preuves ! Le *Form III assessment* existe !

Il n'existait pas en leur temps ! Le *re-sit en CPE* ! Pourquoi n'avaient-ils pas mis cela ? Cela existe maintenant ! Tous ces systèmes étaient obligatoires. Eux, ils avaient mis la charrue devant les boeufs.

*(Interruptions)*

Moi, je mets les boeufs devant la charrue !

**Mr Speaker:** Last question to the hon. Leader of the Opposition!

**Mr Bérenger:** Mr Speaker, Sir, whereas the hon. Minister of Finance states categorically that CPE exams will soon be a thing of the past, *c'est dramatique* that the hon. Minister should have replied, when I asked whether Form III exams will replace CPE exams, meaning that CPE exams will be abolished and Form III exams. He said 'No'. He can only mean that both CPE exams and supposedly some form of assessment will be kept. Therefore, he is contradicting the hon. Minister of Finance, saying that CPE exams are not going to be done away with. Can I, therefore, after what the hon. Minister of Finance has said on behalf of Government, request Government for a firm timetable and a clear roadmap as soon as possible, leading us to the abolition of CPE exams?

**Dr. Bunwaree:** *Oui, ça c'est le style, mais je veux quand même mettre les points sur les 'i'.*

*(Interruptions)*

**Mr Bérenger:** On a point of order, Mr Speaker, Sir. You have just given a ruling that questions are to be answered without comments coming first, and he goes blatantly against your ruling.

*(Interruptions)*

**Mr Speaker:** Yes, I have ruled. No comment, but you answer the question!

**Dr. Bunwaree:** D'accord. Mais la question qui est posée, c'est quoi? Mon collègue, le ministre des Finances n'est pas le ministre de l'Education !

*(Interruptions)*

C'est le ministre de l'Education qui va venir *implement* ce que le ministre des Finances a mis dans son budget. Ça c'est clair. Premièrement, j'ai expliqué tout à l'heure que le CPE va *phase out* automatiquement avec le *nine-year schooling*. Est ce que je n'ai pas dit ça? C'est obligatoire ! Mais seulement j'ai aussi dit que les enfants qui passent aujourd'hui le CPE sont des enfants de la sixième. Mais, est-ce qu'il y aurait une classe de la sixième sans examens? C'est ça qu'on veut me faire comprendre ? Il y a un examen en Standard I, un examen en Standard II, un examen en Standard III, un examen en Standard IV, un examen en Standard V. Il y aura un examen en Standard VI !

*(Interruptions)*

**Mr Speaker:** Silence!

**Dr. Bunwaree:** Cela ne va pas être un examen comme ça existe maintenant ; le CPE !

*(Interruptions)*

Deuxièmement, l'examen de la Forme III, comme je l'ai dit, existe déjà. J'ai aussi dit qu'on va le consolider, parce que c'est sur la base de cet examen de *Form III* qui va exister. Ce n'est pas un examen qui vient remplacer le CPE, parce qu'il y a un autre examen en sixième qui va venir, obligatoire.

*(Interruptions)*

Mais les enfants qui ont fait leur *Form III* vont avoir le droit de pouvoir choisir pour aller plus loin, et il y aura un examen. C'est sur la base de cet examen qu'ils vont faire la suite de leur avenir à l'école.

**Mr Speaker:** Time is over!