SECONDARY

REFORMS

NINE YEAR CONTNIUOUS BASIC EDUCATION PROGRAMME – ACADEMIC YEAR 2018

(23/10/2018)

(No. B/923) Mr V. Baloomoody (Third Member for GRNW & Port Louis West) asked the Minister of Education and Human Resources, Tertiary Education and Scientific Research whether, in regard to the extended stream of Grade 7 within the Nine Year Continuous Basic Education Programme, she will state the number of students concerned therewith in academic year 2018, indicating if –

- (a) the teachers who are called to deal with these students have been appropriately trained therefor, and
- (b) after completion of the academic year these students have satisfied the minimum requirement to join Grade 7.

(Withdrawn)

SECONDARY

REFORMS

NINE YEAR BASIC SCHOOLING PROGRAMME – IMPLEMENTATION (17/07/2018)

(No. B/653) Mrs A. Perraud (First Member for Port Louis North & Montagne Longue) asked the Minister of Education and Human Resources, Tertiary Education and Scientific Research whether, in regard to the Nine Year Basic Schooling Programme, she will state where matters stand as to the setting up of the required infrastructure for the smooth implementation thereof, as at to date.

Reply: In the context of the implementation of the Nine Year Continuous Basic Education, my Ministry had as from 2015 set up a number of working groups to work on the planning and implementation aspects of the new reforms and these focus on new curriculum framework, new mode of assessment, continuous professional development, innovative pedagogies, enhancing learning environment and infrastructure, upgrading and improvements including the ICT infrastructure, system governance and accountability, legal and institutional framework and the TVET.

The working group on infrastructure worked on an implementation programme whilst ensuring that institutions are infrastructurally optimised for children leading to developmentally-appropriate teaching-leaning opportunities. The Committee on Infrastructural improvements had to focus on the –

- (i) General improvement of physical infrastructure in schools
- (ii) Upgrading of existing infrastructure requirements for the transformation of schools into academies for 2021, and
- (iii) Improvement of ICT infrastructure and equipment.

The infrastructural requisites that were looked into also included the embedding of additional elements such as –

- (i) A fortified learning environment in schools, such as in the new classroom set up in primary schools at Grade 1 and 2 levels, and
- (ii) Strengthened electrification in primary schools, in the light of the implementation of the Early Digital Learning Programme, which provides a new learning opportunities in Primary Schools in Grade 1 and 2.

PRIMARY

As far as the primary schools are concerned, over the past years, a number of infrastructural and upgrading works have been carried in a phased manner including –

- (a) fortified learning environment in a number of schools, on a phased basis;
- (b) setting up of community schools in some 10 ZEP schools, which comprises a component of enhancement of school environment;

- (c) internal works such as painting, fresco on walls, fixing of curtains and provision of burglar proofing and hand wash basins;
- (d) external works such as embellishment of the schools, upgrading of boundary walls, upgrading of toilet and play area, and waterproofing works, and
- (e) electrical and burglar proofing works under the EDLP project.

In addition, the ICT Infrastructure and learning environment was enhanced, through -

- (a) the provision of 26, 000 digital tablets to Grade 1 and 2 learners, and
- (b) the provision of ICT equipment to prepare for teaching and assessment of ICT skills as a non-core subject. Some 3,000 PCs were procured for this project.

SWIMMING AND LEARNING POOL: HOLISTIC EDUCATION

In the context of holistic education programme, action has been initiated for the construction of learning swimming pools in four (4) primary schools, one in each zone.

SECONDARY LEVEL

With the introduction of the National Certificate of Education in 2020 and as per the new curriculum changes, provision has to be made for specialist rooms in respect of practical-based subjects namely, Textiles and Food studies and Design and Technology as well as other enhanced learning facilities. Necessary works are being undertaken to provide such specialist rooms in 2019, especially in 47 schools. The necessary provisions have been made in the Budget 2018/2019 and works are expected to start in October 2018. Similar arrangements are being made by the Private Secondary Education Authority

In the context of promoting admission to regional schools, my Ministry has embarked on a school transformation project on enhancing the physical environment in a phased manner. Furthermore, in order to provide an enhanced and conducive learning environment, additional blocks of 12 classrooms are under construction in seven regional schools. Furthermore, additional facilities are being provided such as construction of Multi-purpose Hall and playfields.

ACADEMIES

With regard to the coming into operation of the 12 designated Academies as from 2021, the Ministry is working on the required infrastructural dimension and works will start in the next financial year.

SPECIAL EDUCATION NEEDS – BARRIER-FREE

The reforms agenda of my Ministry takes on board all learners, whether they have disability or not. In this context, a project for making all the secondary schools barrier-free have started and last year the infrastructure in 16 schools have been adapted to make them more accessible for physically challenged students as well as personnel and visitors. The works included the installation of ramps and handrails; provision of adapted toilets, construction of covered links between building blocks among others.

The provision of these new infrastructural works and facilities is necessitating an investment of Rs1.13 billion during period 2015 to date. The hon. Member can rest assured that my Ministry is taking all the necessary actions to upgrade and adapt the infrastructure of all schools such that the teaching/learning process takes place in the best possible conditions.