



REPUBLIC OF MAURITIUS  
MINISTRY OF EDUCATION AND HUMAN RESOURCES, TERTIARY EDUCATION AND SCIENTIFIC RESEARCH



## EXPLAINING THE NYCBE REFORM – The Secondary Sector





## Sustainable Development Goal 4

**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

# Message of the Minister

*One fact universally accepted today is that education is the prime means to leverage an individual's self-fulfilled existence. It also helps prepare the young generation to successfully face the future with all its likely challenges but also its opportunities and promises.*

*Since 2015, our Ministry has embarked on a major rethinking of the education system and is currently engaged in the implementation of a reform programme that is systemic, cutting across the education sub-sectors.*

*Such a reform agenda, of which the Nine Year Continuous Basic Education (NYCBE) is a major component, is directly aligned with the Education Goal 4 of the UN Sustainable Development Goals agreed upon by the global community in September 2015.*

*This Brochure concerns the changes that are on-coming in the secondary education sub-sector. It is our hope and expectation that, as an informative and explanatory document, it will help ease an understanding of the changes for a successful implementation of these.*

*Taking the reform forward necessitates your active participation and support. You are our incontrovertible partners, the front-line actors whom our students trustingly turn to for advice, for guidance, for inspiration, as they stand on the threshold of young adulthood.*

*Together, let us commit ourselves to ensure a better future for all our learners.*

*Hon. (Mrs) Leela Devi DOOKUN-LUCHOOMUN  
Minister of Education and Human Resources,  
Tertiary Education and Scientific Research*





## Outlook & Expectations

Let us work towards the emergence of a new learner:

- Today's learner becomes tomorrow's **accomplished** and **well-balanced person**,
- Possessor of **skills** for a **productive life**.

## Overall Goals of the NYCBE Reform



To ensure that **all** our children:

- ➔ Complete 9 years of **quality basic education** and achieve relevant learning outcomes; and
- ➔ **Successfully complete** the secondary education cycle.

## Specific Objectives of the NYCBE Reform

Promote the **holistic and integral** development of learners.

Provide **learning opportunities to all** students for high levels of achievement commensurate with their abilities and strengths.

Inculcate in learners a **set of values and sense of moral responsibility** and belonging to the country.

Give **greater recognition to TVET** in building human capital for transforming the economy into one which is knowledge-based and skills-driven.

Equip all students with **knowledge, foundational skills and attitudes** for future learning.

Achieve a **smooth transition** to and completion of secondary education.

## Transition to Grade 7

All students progress from Grade 6 in Primary Schools to Grade 7 in Regional Secondary Schools.

- Criteria for Admission to Regional Secondary Schools will be based on the following criteria: Parental choice, **Grade aggregate**<sup>1</sup> at the Primary School Achievement Certificate, and Proximity of residence to the secondary school.
- The MES is responsible for allocating all the seats in Grade 7 in Regional State Secondary Schools and 50% of the seats in Grade 7 in grant-aided Private Secondary Schools.

*12 existing State Secondary Schools have been designated as Academies and will not admit students in Grade 7 as from 2018. They will be admitting students in Grade 10 as from 2021.*

<sup>1</sup> The Grade Aggregate is the sum of the numerical grades obtained in four best core subjects (English, French, Mathematics, Science, History & Geography and the Asian Language/Arabic/Kreol Morisien).

# NYCBE: MAKING IT HAPPEN

## New Curriculum

Curricular change is fundamental to the Nine Year Continuous Basic Education Reform alongside other concurrent lines of action that are essential to bring about the desired changes.

A new National Curriculum Framework (NCF) has been elaborated and it covers the whole basic education cycle from Grade 1 to Grade 9. It represents the body of knowledge to be engaged with focus on the development of the 21st century skills and reinforcement of life-skills, civic responsibility and other values.

The single and seamless curriculum ensures continuity of education across the entire cycle and allows a smooth progression of learners from one Grade to the next and from Primary to Lower Secondary Level.

Based on the new NCF, detailed syllabi have been developed for the various subjects and textbooks prepared for Grade 7. These will be available for sale in bookshops before resumption of studies.

## Online Student Support Programme for students of Grade 7

The Student Support Programme (SSP) will provide an online platform of free digital learning resources and lessons that will be accessible to all students of Grade 7 as from 2018.

# Learning Areas / Subjects in Grades 7-9

The learning areas/subjects to be taught in Grades 7 to 9 are as follows:

## ↳ Core subjects

- **English** – including oral skills and literature
- **Mathematics**
- **French** – including oral skills and literature
- **Science** – Chemistry, Physics and Biology
- **Information and Communications Technology (ICT)**
- **Technology Studies (TS)** – Design & Technology and Food & Textile Studies
- **Business and Entrepreneurship Education (BEE)** – Entrepreneurship, Economics and Accounts
- **Social and Modern Studies (SMS)** – History, Geography and Sociology
- **Art & Design**
- **Optional language** – An Asian Language or Arabic or Kreol Morisien

## ↳ Non-core subjects

- **Performing Arts**
- **Physical Education**
- **Life Skills and Values**



The implementation of the new curriculum would require:

- The **transformation of the learning environment** to act as a motivator for both students and teachers.
- The use of **new teaching techniques** for increased pedagogical flexibility that encourages collaborative learning among students.
- **New technologies** enabling students to connect globally through interactive learning platforms, pushing the learning environment beyond the classroom walls.

# SUCCESS ENABLERS

- A **new approach to assessment** for its effective use across the grades, with continuous and formative assessment complementing class tests, end-of-year assessment and other forms of summative assessment.
- **Sustaining teacher training programmes** to prepare Educators to deliver the curriculum effectively as well as plan and manage diverse assessment tools and methods.
- Provision for **capacity building and continuous professional development** of school staff for greater empowerment and higher professional standards.

# The Extended Four-Year Programme

In a bid to give sound learning opportunities to learners needing more time to attain the required level of competencies, an Extended Programme has been designed for them as from Grade 7.

Every Regional Secondary School will have a special class for such learners who would not have met the minimum standards at the **PSAC<sup>2</sup>**.

This class will have around 20 students for facilitation of learning. These students will complete the Basic Education Cycle in four years instead of three and sit for the National Certificate of Education Assessment at the end of the cycle.

- 2 **National Qualifications Framework (NQF) Level 1 requirements as detailed in the Annual Programme for the PSAC Assessment**

## Aim of the four-year Programme

The programme provides an adapted and flexible curriculum to respond to the special learning needs of the students. It seeks to provide them with the required support to enable them to achieve the learning objectives of the curriculum and acquire a solid foundation for further learning.

## Textbooks

Learning resources have been modelled to respond to the needs of learners and to ensure a steady progression during the four years of study and advancement towards Grade 9.

**These resources are provided free to all students.**

## Organisation of the Extended Programme

4 <sup>th</sup> Year - Grade 9 extended	Adapted Curriculum	} Special support + in-built remediation
3 <sup>rd</sup> Year - Grade 9	Adapted Curriculum	
2 <sup>nd</sup> Year - Grade 8	Adapted Curriculum	
1 <sup>st</sup> Year - Grade 7	Adapted Curriculum (including a Foundation Programme)	

## Year 1 programme in Grade 7 also comprises

- A **School Readiness** assessment at the beginning of the year.
- A **Foundation Programme** to improve the literacy and numeracy levels and ensure readiness for the Grade 7 curriculum.
- **Self-development Programmes** focussing on life skills and values.
- The promotion of **social and emotional well being**.
- **Accompanying activities** that endow learners with an interest in school life and learning and restore their self-confidence and self-esteem.

## Whole school support

The programme requires a whole school approach with the **entire school community** providing a supportive school environment facilitating the smooth adaptation, inclusion and the well being of the students at school.

This takes the form of:

- Support of **Educators** acting as mentors to accompany, care for, guide and support each individual student (or group of students).
- Active collaboration of the **PTA**.
- Full collaboration of **parents** with the school, taking an active part in their children's learning and well being.

## Leading the Programme

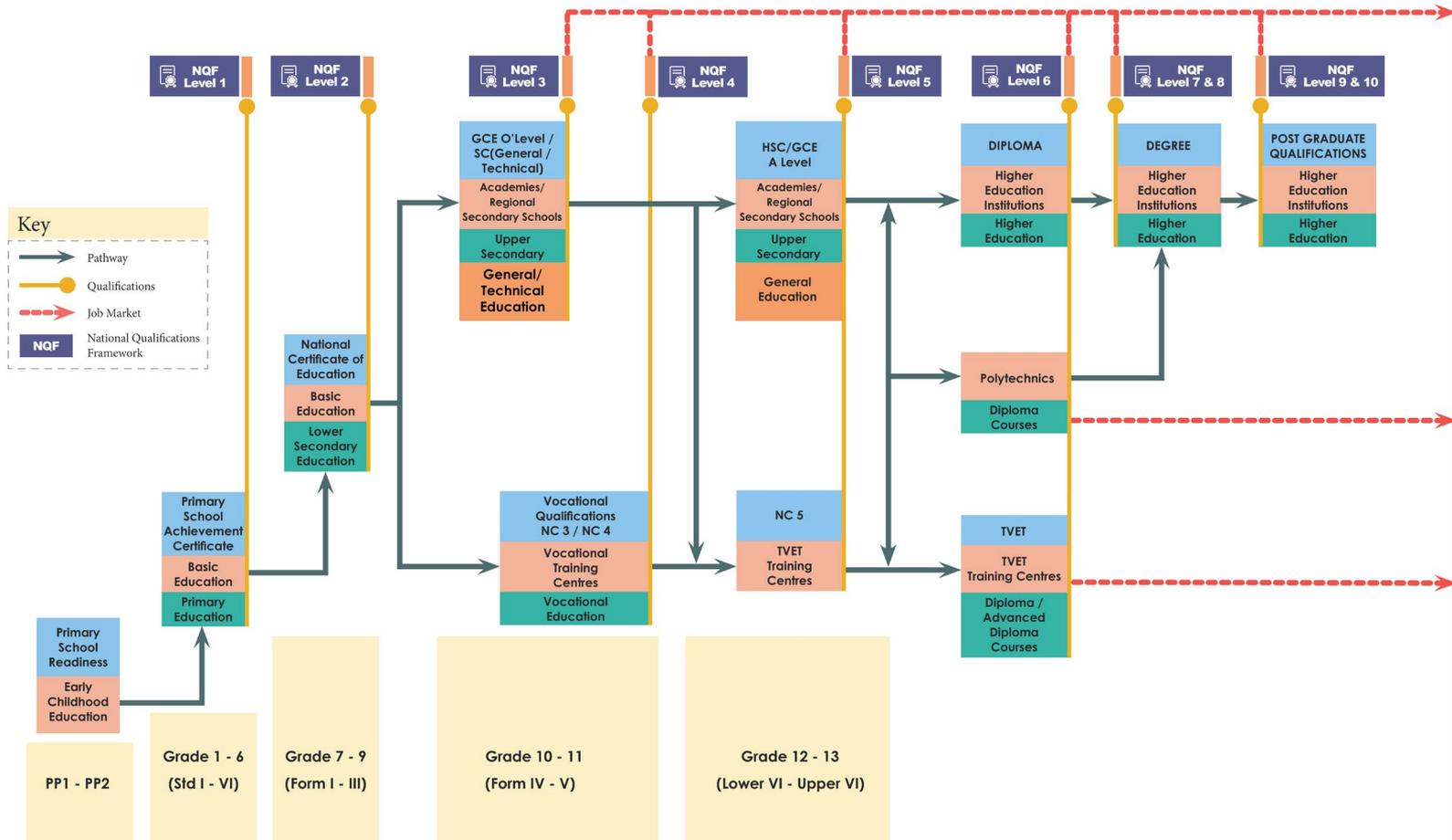
While the Rector has the overall responsibility of the whole school, she/he may entrust the **Deputy Rector** the specific responsibility to lead the extended programme at school. The latter is expected to work in close collaboration with the Senior Educator and all Educators/Educators (Prevocational) taking the class. The Deputy Rector will coordinate and monitor all activities and projects associated with the programme.

One among the teachers taking the class will act as a facilitator. She/he will assume full leadership of the class in terms of guidance, monitoring, follow-up and support to be provided to the students.

## Additional Programmes

- **Health and wellness programmes** in collaboration with the Ministry of Health and Quality of Life: vision and auditory screening, dental care, medical examination.
- **Social and emotional wellbeing** with the support of the National Educational Counselling Services.
- **Referral to specialised services** such as Physiotherapists and Occupational Therapists, if required.

# New Educational Pathway



Labour Market

# The National Certificate of Education (NCE)

At the end of Grade 9, ALL students take a national assessment that leads to the award of the National Certificate of Education (NCE). This assessment will be conducted by the MES and the award pitched at Level 2 of the National Qualifications Framework

## Assessment Objectives

The objectives of the NCE Assessment are to

- Assess the learning that has taken place at the end of the nine-year basic education cycle and inform all stakeholders about the levels attained
- Certify the level of attainment of learners in the different learning areas.

## Assessment Content

The NCE Assessment is based on the learning outcomes specified in the National Curriculum Framework defined in the Teaching and Learning Syllabi prescribed.

## Assessment Modes

While the assessment is in the form of written assessments, a school-based assessment component will be introduced for non-core subjects. This will be moderated by the MES.

# The Grading Structure

The grading structure for the National Certificate of Education will be as follows:

<b>Numerical Grades</b>	<b>Marks</b>
<b>1</b>	<b>85 and above</b>
<b>2</b>	<b>75 and above but below 85</b>
<b>3</b>	<b>65 and above but below 75</b>
<b>4</b>	<b>55 and above but below 65</b>
<b>5</b>	<b>45 and above but below 55</b>
<b>6</b>	<b>35 and above but below 45</b>
<b>7</b>	<b>Less than 35</b>

*The certificate issued to each candidate will state the grade scored in each subject.*

# Academies

An Academy is a Secondary School, other than a Regional School, which provides education from Grade 10 to Grade 13.

- Academies will operate as **co-educational institutions**, admitting students on a National basis for Grade 10 as from **2021**.
- Modalities for application and criteria for admission to Academies will be communicated in due course.

## List of Designated Academies

1. Dr. Maurice Curé State College
2. Droopnath Ramphul State College
3. Forest Side State Secondary School
4. G.M.D Atchia State College
5. John Kennedy College
6. Mahatma Gandhi Institute
7. Queen Elizabeth College
8. Royal College Curepipe
9. Royal College Port Louis
10. Sookdeo Bissoondoyal State College
11. Sir Leckraz Teelock State Secondary School
12. Sir Abdool Raman Osman State College

# Post-Basic Education Pathways

Following the NCE assessment, students may opt to:

- Continue their studies in their Regional School where they will pursue upper secondary education and sit for the SC/GCE 'O' level and HSC/HSC Pro/GCE 'A' level examinations; or
- Apply for admission in an Academy; or
- Seek admission in a Vocational Training Centre to obtain a TVET or Vocational /Technical qualification at the level of NC3 and NC4.

## REGIONAL SCHOLARSHIP SCHEME

- *Over and above the National Scholarships, 16 new regional scholarships will be available exclusively to meritorious students who have pursued and completed their whole secondary education in Regional Secondary Schools.*
- *These students will thus be eligible to compete for both the national and the regional scholarships.*



**Grade 7-9**

Students follow a skilled-based education and a professional training that will later give them access to Training Centres and Polytechnics.



Students continue their studies in their Regional Secondary School.



**Grade 10-13**

Students pursue their studies in an Academy if eligible



**Grade 10-13**



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