

MAURICE ILE DURABLE

***CONSULTATIVE WORKSHOPS
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***Working Group 5
EDUCATION***

Final Report

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PREAMBLE

Education is an essential tool for achieving sustainability. People around the world recognise that current economic development trends are not sustainable and that public awareness, education, and training are key factors to moving society towards sustainability (McKeown, 2002). Education for Sustainable Development (ESD) is an approach to teaching and learning, based on the ideals and principles that underlie sustainability – human rights, poverty reduction, sustainable livelihoods, peace, environmental protection, democracy, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures (UNESCO, 2011). The role of education for sustainable development (ESD) is to help people develop the attitudes, skills, and knowledge to make informed decisions for the benefit of themselves and others, now and for the future, and to act upon those decisions.

The concept of Maurice Ile Durable (MID) was first launched in 2008 by the Prime Minister, Dr. The Honourable Navinchandra RAMGOOLAM, GCSK, FRCP, as a long term vision for the sustainable development of our country. The main objective of the Mauritius Ile Durable (MID) concept is to make Mauritius a world model of sustainable development, particularly in the context of Small Island Developing States (SIDS). Mauritius is adopting a carefully designed ‘*top down, bottom up*’ approach to policy making: while the process is initiated and led by highest levels of government, policy formulation will make ample provision for the incorporation of ground level agendas and realities. In the context of the Maurice Ile Durable project, the Government has adopted a MID vision which caters for the five Es’ of MID: Environment, Education, Employment, Equity and Energy.

A working group on Education was set up by the Ministry of Environment & Sustainable Development (MoESD) in collaboration with the PMO’s office, with representatives from governmental institutions, private institutions, Non Governmental Organisations, Trade Unions and the Civil Society, to undertake the national consultations on the theme Education. The objectives of the working group, referred to as Working Group 5 (WG5) were to formulate, during a series of working sessions, practically acceptable proposals and associated targeted action plans in order to transform the current education system into an

education for sustainable development in order to achieve the MID vision. A two day working session on the theme Education was carried out with representatives from the governmental and private institutions in Rodrigues. Education for sustainable development will be the key driver towards transforming Mauritius into an intelligent nation state in the vanguard of global progress and innovation through the development of a culture of achievement and excellence.

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LIST OF ACRONYMS

APL	Accreditation of Prior Learning
BEC	Bureau d'Education Catholique
BEFA	Basic Education for Adults
CBO	Community Based Organisation
CPE	Certificate of Primary Education
CSR	Corporate Social Responsibility
EC	Empowerment of Citizens
ECCEA	Early Childhood Care and Education Authority
EE	Environmental Education
EHRSP	Education and Human Resources Strategy Plan, 2008 – 2020
ESD	Education for Sustainable Development
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
HSC	Higher School Certificate
ICT	Information Communication Technology
IT	Information Technology
NCF	National Curriculum Framework
MACOSS	Mauritius Council for Development, Environmental Studies and Conservation
MCA	Mauritius College of the Air
MID	Maurice Ile Durable
MIE	Mauritius Institute of Education
MITD	Mauritius Institute of Training and Development
MoEHR	Ministry of Education & Human Resources
MoESD	Ministry of Environment & Sustainable Development
MoHQL	Ministry of Health & Quality of Life
MQA	Mauritius Qualification Authority
NEF	National Empowerment Foundation
NGO	Non Governmental Organisation
NTC	National Trade Certificate

NQF	National Qualifications Framework
OERs	Open Educational Resources
PHE	Public Health Education
PMO	Prime Minister's Office
PTA	Parents Teachers Association
PVT	Pre-Vocational Training
REDCO Ltd.	Rodrigues Educational Development Company Ltd
RRA	Rodrigues Regional Assembly
SC	School Certificate
SD	Sustainable Development
SIDPR	Sustainable Integrated Development Plan for Rodrigues
SIDS	Small Island Developing States
TEC	Tertiary Education Commission
TVET	Technical and Vocational Education and Training
UNESCO	United National Educational, Scientific, and Cultural Organization
UoM	University of Mauritius
UTM	University of Technology
VCILT	Virtual Centre for Innovative Learning Technologies, University of Mauritius
WG5	Working Group 5

EXECUTIVE SUMMARY

Education for Sustainable Development is an emerging but dynamic concept that encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future (UNESCO, 2002). Four consultative Workshops were held on the theme Education with representatives from the Governmental sector, the Private sector, the Non-Governmental Organisations, the Trade Union and the Civil Society, were undertaken in order to assess the current state of the education sector in Mauritius and to formulate practical and feasible recommendations on how this sector can be consolidated so as to promote an education for sustainable development.

Our current way of life is not sustainable. Educators are agents for change, and change is needed now. It is worth noting that education is not only delivered in schools and classrooms; both the informal and the formal educational sectors do contribute significantly to the holistic development of a person. The working sessions revealed that currently these two educational sectors do not complement each other enough. Education for sustainability can reach the Mauritian citizens through several media: at schools, at the workplace and in the community. There is a need for a paradigm shift in attitudes and way of life. The working group formulated proposals in order to promote an education for sustainability taking into account these particular needs. The main recommendation was the need to review the formal education sector in terms of retention, curriculum, and opportunities, so as to cater for a holistic development of the child. In order to achieve this, the proposals also addressed the need to consolidate and update the supporting sectors on which the success of the educational sector depends, namely; infrastructural framework, legislation, sensitisation, empowerment and capacity building.

THE NURSERY SECTOR

A child goes through five (5) major stages during his educational journey; the Nursery, the Pre-primary, the Primary, the Secondary and the Post Secondary stages. In each of these educational levels, the emphasis should be on a holistic development of the child. The Nursery level is the months to 3 years old stage. This sector is under the aegis of the Ministry of Women's Rights, Child Development and Family Welfare. The Nursery sector is a very important stage in the development of a child. Currently this sector is provided to a large extent by the private sector to those who can afford this service. The quality of the services in this sector is not standardised at national level.

Professor Heckman's value analysis on early childhood development programmes in the United States, revealed that investing in early childhood development for disadvantaged children provides a great return to society through increased personal achievement and social productivity. The main proposal is for the Government to professionalise and formalise this sector. There is a need to reduce the disparity in the services provided by institutions specialised in this service. There is also a need to train the personnel, both teaching and non-teaching staff, so that there are adequate number of professionals who can address the needs of children, SEN (2006). The Government, the Private sector and NGOs could work together to address poverty issues so that children from the vulnerable groups of the society could also benefit from the service in this sector. There is a need for national policies, so that the services at the Nursery level are free for all children. ***In addition, at this very level, parents should be sensitised and encouraged to adopt a healthy lifestyle for their child.***

Main Recommendations

- ✓ Provide Nursery services to all children
- ✓ Formalise the sector so as to reduce disparity in the services provided by various institutions.
- ✓ Professionalise the sector so as to provide for special education needs
- ✓ Parents should adopt a healthy lifestyle for the benefit of their children.
- ✓ Need to provide for nursery services in Rodrigues as presently such facilities do not exist.

THE PRE-PRIMARY SECTOR

The Pre-primary sector caters for the 3 to 5 years old. This particular sector has made significant progress since the creation of the Early Childhood Care and Education Authority (ECCEA) and with the promulgation of the national curriculum by the Ministry of Education & Human Resources (MoEHR). In the year 2007, the Education and Human Resources Strategy Plan (EHRSP, 2008-2020) reported that some 15.3% of 3-year-olds and 12.7% of 4-year-olds were not enrolled in pre-primary schools, and there was little doubt that these children came from the poorest and most disadvantaged families. Latest figures (2011) revealed that currently 95.6% of students are enrolled in pre-primary schools. ***There have been some 1000 children from pockets of poverty who have been enrolled under a special program under the National Empowerment Foundation (NEF) in pre-primary schools for year 2011.*** However, there is still some out of school children (4.4%), whose needs should be addressed. The private sector provides around 76% of the services in this sector and this is a paid service. Most of these out of school children come from poorer parents. The proposals were that there should be equal opportunities to all children; poverty issues should be

addressed by the Government in collaboration with the Private sector under the CSR programme to cater for the children from the vulnerable groups of the society. Both the teaching and non-teaching staff should be provided with appropriate training so that they are able to support the children, especially those with special needs and the Government should standardise the services provided in this sector to ensure that the quality of the services are comparable among the service providers.

Main Recommendations

- ✓ Formulate Policies should be promulgated to provide equal opportunities to all students
- ✓ Provide basic free schooling to children specially focussing on vulnerable groups
- ✓ Address poverty issues to encourage parents to send their children to school
- ✓ Train the workforce to ensure quality services
- ✓ Standardise this sector to reduce disparity among service providers both in Mauritius and in Rodrigues
- ✓ Need to carry out a needs analysis to identify the needs of the pre-primary sector in Rodrigues

THE PRIMARY & SECONDARY SECTORS

Access to education in the Primary and the Secondary sectors have since long been given due priority in the country. Free education and free transport to students have been a major encouragement to all students. However, the pass rate of 65% reflects that some students are having problems at these levels. Even after reaching up to Form III in the secondary level, a number of students still fail to achieve the basic reading and writing skills. The reason evoked was that the current education system places too much focus on formal education. In addition the assessment of education at these levels is considered as being too rigid. At the secondary level, it is noted that subjects such as Design & Technology are offered in boys' schools only, while Home Economics is offered in girls' schools only. Private tuition is a common phenomenon in both the primary and the secondary sectors, and it was noted in the EHRSP (2008-2020) that some 85% parents resort to private tuition. Private tuition results in children not having enough quality time to spend on extra-curriculum activities that are very important for their development. The current curriculum in both primary and secondary levels should be structured in order to enhance creativity and innovative skills to children. A student can be equally good in both science subjects and sports or drama or music, but does not receive enough encouragements to concentrate on both, as no such avenues exist at higher education level since currently local universities do not offer courses to cater for these types of skills.

This situation results in students giving more importance to formal education. Though the EHRSP (2008-2020) has formulated a number of policies to address the holistic development of a child, many of these policies have not yet been implemented. The proposals from the participants are mainly to consolidate those already identified by the EHRSP (2008-2020); firstly there is a need to review evaluation system at primary level to take on board multiple skills, artistic abilities, musical skills, there should be a wider choice of subjects to students in both the primary and the secondary sectors; after the CPE level there should be multipathways curricula (science/music, science/drama, science/culture) which should be maintained after secondary level; private tuition needs to be either abolished or at least regulated; automatic promotion should be reviewed to ensure acquisition of basic reading and writing skills; the non-formal education should be incorporated in the formal education through learning activities; use of information technology should be maximised in the education sector for this is a strong medium through which the creativity and innovative skills of the child can be promoted; and subjects linked to sustainable development should be included in all curricula starting as from the Primary level of education.

Main Recommendations

- ✓ Review the assessment at Primary level so as to take on board multiple skills, artistic abilities and musical skills.
- ✓ Review the CPE exams so as to make it less competitive
- ✓ Provide a wider choice of subjects at both primary and secondary levels
- ✓ Abolish/Regulate private tuition
- ✓ Address out of school children and absenteeism in Mauritius and more so in Rodrigues
- ✓ Review automatic promotion both in Mauritius and in Rodrigues
- ✓ Incorporate non-formal education within the Formal education sector to cater for the holistic development of the child
- ✓ Provide for multiple pathways (Science/Music, Science/Drama, Science/Culture) and include modules on Sustainable Development as from the Primary level
- ✓ Encourage national examination at Form III level, the first one will start this year, the aim being to guide students towards better choice of subjects in Form IV
- ✓ Maximise use of IT in school curricula and promote IT facilities in Rodrigues
- ✓ Promote the Rodriguan culture within the school curriculum in order to promote situated and indigenous learning
- ✓ Provide for special education needs both in Mauritius and Rodrigues
- ✓ Establish Eco-Schools

- ✓ Reproductive and sexual health education to be made mandatory at all levels.

THE POST SECONDARY SECTOR

The Post Secondary level constitutes both the Tertiary Institutions and the Technical Institutions. A number of initiatives have been undertaken to increase access to tertiary level with a view of creating an innovative society. The enrolment in tertiary level has increased from 25% up to 45% over the last five (5) years. In the technical sector the demands are high but the number of training centres is not sufficient. This particular sector is likely to play a very important role in the economic development of the country. Participants identified a number of measures in this sector; All degree courses should have at least a module linked to SD; Creation of local universities to offer new types of degrees such as Science/Sports, Science/Music; Science/Culture; Increase the number of technical training centres; Local Universities to provide for Foundation courses to cater for recent changes in the regulations for eligibility from SC to HSC; lifelong learning should be promoted at University level and undergraduate courses should promote sustainable development and have a compulsory component on volunteerism.

Main Recommendations

- ✓ Provide for new models of post secondary educational institutions
- ✓ Local universities to provide for foundation courses to cater for new regulations from SC to HSC
- ✓ Increase the number of technical training centres
- ✓ Promote lifelong learning as part of ESD both in Mauritius and in Rodrigues
- ✓ Local universities to provide for more programmes on sustainable development and at least one module of sustainable development in each programme of study.
- ✓ Undergraduate courses should include a component of volunteerism
- ✓ Government should provide more scholarship opportunities in a wider range of subjects to promote creativity and innovation.
- ✓ Promote tertiary courses in the field of Agriculture, Animal production and Fisheries to cater for the needs of Rodrigues and to promote entrepreneurship
- ✓ Promote research in Rodrigues through the setting up of a university and research centre

THE INSTITUTIONAL FRAMEWORK

The formal educational sector is supported by a number of peripherals which contribute significantly to the success of the sector. The right institutional framework is a necessity so as to bring about effective sensitisation and empowerment of citizens. Currently the Ministry of Environment and Sustainable Development in collaboration with the Ministry of Education and Human Resources, is actively involved in sensitising the students and the public towards environmental protection and sustainable development. The promotion of an education for sustainable development as a way of life requires that the institutional set up be further consolidated. It is therefore proposed to have a dedicated unit under the aegis of the Steering Committee on MID that will promote the MID project at school, at the workplace and within the community. There is a need to constitute a pool of specialists in the relevant areas to promote sustainable development who will be roving officers within the governmental departments to promote the concept of sustainable development. In order to sensitise the public towards adopting a healthy lifestyle, there is a need to create a unit within the Ministry of Health and Quality of Life (MoHQL) dedicated to the sensitisation on non communicable diseases. The existing Food Import Unit at the MoHQL should be consolidated to exert better control on the import of food stuffs and quality of food products available on the market. There is also a need for a Regulatory Body which will control misleading publicity which may confuse the population in their attempt to make healthy food choice and products good for their health. The concept of Ecological footprints should be promoted so as to create awareness of the impacts of producing food products and packaging of the food products on the market. This will be a tool to sensitise the citizens towards making more informed decision related to their consumption habits.

Main Recommendations

- ✓ Setting up of a specialised unit on Sustainable Development under the Steering Committee of MID to promote the MID project at school, at the workplace and within the community
- ✓ Constitution of a pool of specialists in relevant areas pertaining to Sustainable Development
- ✓ Creation of a Non-Communicable Disease Secretariat
- ✓ Creation of a Food Unit to control quality of food products
- ✓ Promote ecological footprints
- ✓ Creation of a Regulatory Body to regulate import and` marketing of food products

LEGISLATION

The Government has promulgated a number of legislation towards the protection of the environment. It was noted that the public in general are not well aware of these legislation, and the provisions in the legislation. The proposals were to reinforce the workforce in various departments and to empower them through capacity building in order to ensure enforcement of the legislation. The government should take measures to sensitise the general public about the relevant legislation and the provisions in the legislation in simple terms.

Main Recommendations

- ✓ The contents of existing legislation on protection of the environment to reach the general public
- ✓ Reinforce the inspectorate and enforcement officers for a more sustained enforcement of legislation
- ✓ Enact new legislation in order to implement the concept of sustainable development
- ✓ Legislation to be accompanied by intensive dissemination programmes at all levels to bring about behavioural changes to ensure compatibility with the MID vision

PUBLIC PRIVATE PARTNERSHIP

The CSR programme is a collaboration between the Government and the Private sector and this should be reinforced and channelled in the appropriate directions in order to address the welfare of the society and minimise the impacts of development on the environment. It is proposed that the government considers injecting 3% of the taxes from the sales of tobacco and alcohol products in a special fund to be used for health promotion/education programmes at different levels. The private sector could be encouraged to support the Government in the health sector by sponsoring a ward. The CSR programme could be used to address issues such as poverty alleviation, and research linked to promoting sustainable development.

Main Recommendations

- ✓ Taxes on tobacco to provide for financial support towards health promotion
- ✓ Sponsor a Ward
- ✓ Poverty Alleviation
- ✓ Encourage Research in SD

AWARENESS & SENSITISATION

The MoHQL in collaboration with the MoEHR has undertaken a number of initiatives to promote health issues, healthy lifestyle and nutrition. These awareness/sensitisation programmes are very costly and do not always meet their objectives. It was proposed to have a dedicated unit, a Directorate of Health Promotion to promote a behavioural change, to promote well being and to sensitise the general public on public health issues, to undertake sustained surveys on public health issues, to promote breast feeding and to produce documentaries in collaboration with the Mauritius College of the Air (MCA) and the Mauritius Institute of Education (MIE) on environmental and health that could be used within the school curriculum.

Main Recommendations

- ✓ Sustained Global Youth Tobacco Surveys
- ✓ MCA/MIE to produce more documentaries on sustainable development
- ✓ Creation of a Directorate of Health Promotion
- ✓ Define policies to bring about behaviour modification in the population
- ✓ Institutions to adopt flexible working hours to promote leisure
- ✓ Set up awareness campaigns on 'Well being/Alternative Therapies'
- ✓ Breast Feeding to be encouraged

EMPOWERMENT

In general it was noted that there is a lack of individual social responsibility. The main reason is lack of understanding and awareness of how irresponsible individual actions impact negatively on the society and the living environment. Policies should be promoted so as to inform and empower the citizens about the needs to adopt sustainable development as a way of life. It was proposed to set up clubs for parents to sensitise and empower them to take informed decisions for their family, to support mothers during the post natal period so that they may take good care of their child, to optimise use of ICT through the mobile technology to reach a wider audience with issues linked to sustainability, to promote social networking at community level 'Mieux se Connaître' to promote good neighbourhood, to encourage decision making at the government institutions for the welfare of the citizens and to empower the citizens about the importance and know-how of healthy living.

Main Recommendations

- ✓ Club for Parents – 'Ecole Des Parents'

- ✓ Provide a structured support service for young Mothers during post-natal period at home.
- ✓ Optimise use of ICT to empower citizens
- ✓ Promote social networking - Mieux Se Connaître
- ✓ Allow for decision making at Institution level
- ✓ Develop strategies to empower citizens about healthy living
- ✓ Empower parents on how to cater for children aged below 3 years
- ✓ Educate the consumer to reduce consumer debts and abuse of commercial products

CAPACITY BUILDING

Capacity building is a must in order to promote a sound education for sustainable development. Currently it was noted that training is taken care at all levels, except that the training programmes are not well structured. It is proposed to carry out needs analysis in each department and define a training strategy that will form the workforce to acquire skills such as working in teams, collaborative works, making informed decisions, adapting to crisis situations, and developing a conscious attitude at work and also within the community. The government should also formulate policies to address home-to-home counselling on home budgeting, child raising, and to set up a forum so that parents could network among themselves.

Main Recommendations

- ✓ Setting up of National Training Strategy Programme both for Mauritius and Rodrigues
- ✓ Home-to-Home Counselling
- ✓ Setting up of a forum for Parental Networking

WAY FORWARD TOWARDS AN ESD

In order to achieve the MID vision on Education the following steps should be taken at national level within the 10 year period of the MID project.

- ☑ During the first three years (2012-2015) the focus should be on **Consolidating Access to Education and Integrating the Non-Formal and Informal education** in the formal education sector.
- ☑ Policies that would need major financial and human resources are considered as medium term (2012-2017) policies; **Re-orient the education system and Set up a specialised**

institution to promote issues of sustainability in school, at the work place and in the community. **Capacity Building** is another issue which should be given due consideration in order to empower the citizens into citizens who are responsible for their actions, who can adapt to the changing world and citizens who can make informed decisions.

- ☑ **Awareness and Sensitisation (2012-2022)** are key to educating citizens at all levels -- school, at the work place and within the community -- and this should be a constant and sustained strategy, and will thus span over the entire 10 years of the MID.

1.0 Introduction

In 2008, the Prime Minister, Dr. The Honourable Navinchandra Ramgoolam announced his vision of making Mauritius a Sustainable Island – “Maurice Ile Durable” (MID). The main objective of the Maurice Ile Durable concept is to make Mauritius a model of sustainable development, particularly in the context of SIDS (Small Island Developing States).

The MID concept includes a participatory approach towards elaborating a national strategy for sustainable development aiming at taking on board the whole society in the implementation of this ambitious project. In April 2011, Government agreed to the development of a consolidated Maurice Ile Durable (MID) Policy, a 10-year Strategy Plan and an Action Plan for the MID Project.

A new MID Process is now being followed, taking into consideration the Green Paper submitted in April 2011 by Professor Odendaal, who was appointed by the United Nations Development Programme (UNDP) in November 2009 as General Facilitator to conduct National Consultations. The Green Paper is a milestone in the policy formulation process since it reflects the peoples’ views and visions on how they want to see their country in the future. It is the result of some 70 working groups conducted by Professor Odendaal with various stakeholders, such as the Government, Parastatal bodies, University of Mauritius, the Industrialists, the Private Sectors, the NGOs and the Civil Society.

Based on the Green Paper, a National MID Vision was formulated by the MoESD and adopted by Government. The MID Vision caters for the 5Es of MID, that is Energy, Environment, Employment, Education and Equity and it has as main objective to make Mauritius a model of sustainable development. The MID vision for the theme Education being:

- ✓ ‘Our educational system promotes the sustainable development of skills, knowledge and values through lifelong learning to ensure the holistic development of the citizen.

- ✓ Our formal and informal education systems foster responsible, green and civic values in all age groups to achieve a caring society.
- ✓ The potential of our human resource is fully tapped to foster social equity along with enhancing economic, political, environmental and cultural well-being.

2.0 The Approach

To further consolidate the policy process, a working group on Education (WG5) was set up by the MOESD to identify ways and means of achieving the National MID Vision and to come up with recommendations for the eventual formulation of the MID Policy, Strategy and Action Plan.

In order to ensure that all thematic discussions are carried out within the perspective of sustainable development, WG5 constituted the same number of representatives from Ministries, Parastatal bodies, Private Sector, Trade Unions, Environmental Non Governmental Organisations and other organizations from the Civil Society, making up around 50 to 55 people (Annex 9). An animation team (Annex 9) was set up by the MoESD and this constituted of the Chairman, the Vice Chairman, two Rapporteurs, one representative from the lead Ministry, the Ministry of Education & Human Resources and one Environment Officer from the Ministry of Environment & Sustainable Development, in order to organise, manage and report on the working sessions.

Two (2) days working sessions were held in Rodrigues with various stakeholders to discuss the theme on education.

2.1 The Consultation Process

The working group (WG5) met on four (4) occasions (Annex 7) at La Cannelle, Domaine Les Pailles. In addition three (3) additional meetings were held at the University of Mauritius at the request of the participants from the Public Health Education group and the Animation Team met on eight (8) occasions at the University of Mauritius to discuss the conduction of the working sessions and relevant documents which were prepared by the Rapporteurs and sent to the participants prior to every meeting.

The animation team prepared a Base Paper (Annex 6) and this was sent to all the participants of WG5 prior to the first working session. The base paper gave the participants a thorough insight of the current status of the education sector in Mauritius and some pertinent statistics, in order to highlight the need for an education for sustainable development. The first working session was held on 14 June 2011, and at the beginning of that working session the Chairperson informed the participants that the theme Education had been divided into four (4) sub themes by the MoESD:

1. Empowerment of Citizens (EC),
2. Environmental Education (EE),
3. Education for Sustainable Development (ESD) and,
4. Public Health Education (PHE).

The Chairperson informed participants that they could choose to work in two main groups and these two main groups which would then debate on all the four themes. Alternatively four (4) focus groups could be created, and the participants could choose to work in one of them, and this focus group would debate on only one of the sub theme, EC, EE, ESD or PHE.

After consultations amongst each other, the participants chose to work in focus groups. These groups were constituted by ensuring that they had a fair representation of all stakeholders. For each sub theme members of the focus groups were to debate on the Current status, the Gaps, the Challenges and the Way Forward, and this was carried out during sessions 1 and 2. After the debates on each sub theme by each focus group, all the participants were reconvened at the plenary session where they presented the outcomes of their group on the particular sub theme. All the participants were invited to debate on the presentation of each focus group, thereby contributing to the outcomes of the particular sub theme during the questions and answers session. The Rapporteurs compiled the outcomes of the working session and within 48 hours circulated the report which had been vetted by the Chairperson and the Vice-Chairperson to all the participants. At this stage also, the participants had the opportunity to contribute to all the sub themes by sending their comments. The outcomes of the working sessions were presented at the plenary session of the next working session when the participants had a third opportunity of contributing to the all the sub themes. The outcomes of the working sessions were finalised at the plenary session of the following working session.

After the first and second working sessions, the animation team analysed the outcomes of these two working sessions and noted that the discussions were centered around a number of key topics in all the four focus groups. In order to guide the participants towards a common proposal under for the theme Education, the Animation team regrouped the proposals identified during the first two working sessions. During the third working session, the participants were given the rationale behind this regrouping of ideas, and were requested to review their proposals in more detail. The participants identified required action plans and required resources for their proposals. The outcomes of the working sessions 1 to 3 are enclosed in Annexes 2 to 5.

After the third working session, the animation team combined the proposals from all the four groups under the following topics;

- Curriculum (Nursery, Pre-primary, Primary, Secondary & Post-Secondary)
- Institutional Framework
- Legislation
- Public Private Partnership
- Awareness & Sensitisation
- Empowerment
- Capacity Building

This consolidated list also eliminated duplication of proposals from the four focus groups. During the fourth and last working session, the participants validated the combined list, making sure that all their proposals had been taken on board. A final discussion session was taken up at the last plenary session. The finalised list of proposals is illustrated in Table 1 (Annex 1) and this was eventually the proposals that the WG5 considered as being those to be included in the MID Policy and Strategy plan to ensure an Education for Sustainable Development. The issues on which there were two different schools of thought have been highlighted in red in Table 1 (Annex 1). The discussion section to follow further elaborates on each of the proposals from Table 1, providing the justification behind each of the proposal.

3.0 Gap Analysis & Recommendations

The Base Paper circulated prior to the first working session presented the participants with an overview of the status of the current education system, its strengths, its weaknesses and the challenges facing it. The base paper also introduced the topic Education for Sustainable Development; a simplified definition, its necessity for Mauritius and how it can transform the citizens of the island into an intelligent nation who can adapt to the changing global world in order to survive and flourish.

Each focus group debated on topics which directly influence the education sector of the island. This was carried out in order to consider all the sectors that are directly and indirectly affected by the prevailing education system. Empowerment of Education group debated on whether citizens are empowered enough to take informed decisions, what were the gaps that were preventing citizens from being responsible citizens, and how this situation could be remedied (Annex 2). The Environmental Education group debated on whether the subject of environmental education was adequately being addressed in the school curricula, within the community, and at the work place. The group addressed a number of measures that should be taken to make sure that the citizens at all levels had sound knowledge about environmental issues, biodiversity and natural resources and why they are important for human survival (Annex 3). The Environment for Sustainable Development group had a major task of addressing as to whether the current education sector was addressing a holistic development of a child, whether it was training the citizens to be creative and innovative, whether it was imparting an education that would prepare the citizens to adapt to the changing global world. This group proposed measures that should be addressed in different sectors at different levels to ensure an education for sustainable development (Annex 4). The Public Health Group debated mostly on why the citizens were not adopting a healthy lifestyle, what was preventing them from doing so, and how the citizens could be encouraged to adopt a healthier lifestyle (Annex 5).

The outcomes from the discussions of the four (4) focus groups were combined and classified under the following topics: The Education System (Nursery, Pre-Primary, Primary & Secondary, and Post Secondary), Institutional Framework, Legislation, Awareness, Non-Formal and Informal Education, Empowerment, Public Private Partnership and Capacity

Building, and this constituted the proposals for Education from working group 5 (Table 1 – Annex 1). These proposals are presented in the sections to follow.

3.1 The Nursery Sector (3 months-3 years)

Gaps

The nursery sector is under the aegis of the Ministry of Women's Rights, Child Development and Family Welfare who is mandated to cater for children with special attention to Early Childhood Development. This sector is provided to a large extent by the private sector, and this implies that poorer families may not be able to benefit from this service. A study carried out by Heckman (2011) revealed that early nurturing, learning experiences and physical health from ages zero to five greatly impact success or failure in society. Heckman (2011) noted that investing in early childhood development builds the human capital we need for economic success. Thus this level is a very important one in the development of a child. The working group noted that there is high disparity in the quality of the services provided by different institutions and there is thus a need to professionalise and formalise this sector.

Proposals

3.1.1 Formalise the sector by 2015

Currently the developmental needs of the child are not adequately addressed. It is proposed that at national level, new policies are defined to formalise and regulate this sector. This will ensure the need for proper monitoring in the six areas of learning, knowledge of health and nutrition, introduction of organised recreational activities by the relevant Authorities.

3.1.2 Professionalise the sector by 2015

The staff, both teaching and non-teaching, working in the nursery sector should be empowered through relevant training. This can be given due consideration at the level of the Ministry of Labour in the next PRB report. The emphasis of this proposal is to professionalise this sector so as to ensure quality education and sound support services to children.

3.1.3 Adopt a healthy lifestyle by 2015

At this very stage the awareness of the importance of a healthy lifestyle -- proper nutrition, physical exercise and recreational activities -- should be consolidated. It is proposed that the MoHQL :

1. sets up a system of home visits during 0-12 months
2. effectuate screening that would identify whether a child is prone to problems such as obesity or diabetes

This would help parents to adopt a healthy lifestyle for their child as from this stage.

3.2 The Pre-primary Sector (4-5 years)

Gaps

The Pre-primary sector is also a very important level in the education of a child. This sector is expanding, and needs to be reinforced. In the year 2007, the EHRSP (2008-2020) reported that some 15.3% of 3-year-olds and 12.7% of 4-year-olds were not enrolled in pre-primary schools, and there could be little doubt that these children came from the poorest and most disadvantaged families. After the creation of the ECCEA the services in this sector have improved significantly. As at March 2011, the enrolment rate in the pre-primary sector for both 3-4 and 3-5 years was 95.6 %. There have been some 1000 children from pockets of poverty who have been enrolled for a special program under the NEF in pre-primary schools for year 2011. The 4.4% out of school children also need to get on board the education system, if we are to transform the community into one which can adapt to changes.

Another major challenge of this sector is that the services are mostly provided by the private sector, with 76% of schools being privately owned (CSO, 2010). The Government does however subsidise the services in this sector as from the 4+, and is currently looking into the possibility of providing same facility as from the 3+ also. However, parents from the vulnerable group of the society are still not able to benefit from this service. The working

group noted that though the Government has provided for a national curriculum in the pre-primary sector, there is still much disparity in quality of the services offered by the institutions. The WG5 took note that the new strategy plan of the Ministry of Education & Human Resources, EHRSP (2008-2020) will be addressing a number of issues pertaining to the holistic development of the child in the pre-primary sector. Proposals have been identified in order to consolidate the effort of the government.

Proposals

3.2.1 Provide for 'Education for All' by 2015

A quality education cannot forget the basics. Hence, each and every child should have a right to a free education as from the pre-primary level. It is proposed that measures be taken by the Government to provide free quality Pre-primary education for 3+ because all major attitudes to life are determined at this age. This can be achieved if the local authorities work in collaboration with the Private sector, through the Corporate Social Responsibility (CSR) programme and through the collaboration of NGOs.

3.2.2 Address Poverty Reduction by 2017

A number of families face much financial difficulties. For these families there is a need first of all for facilities such as housing and food. Government and the Private sector could work in collaboration to address the issues of poverty through the CSR programme. Unless these basic needs are met, education at pre-primary level will not be given due consideration by the vulnerable groups of the society.

3.2.3 Standardise the education provided by 2017

At present the private sector is a major partner in the provision of education at pre primary level. The quality of the training is likely to vary from one institution to the other. Though much strength has been built in the quality of education, namely through the National Curriculum Framework for pre-primary level, the services provided in this sector vary from one institution to the other. The working group noted that there is need to standardise the

educational services at pre-primary level so as to reduce disparity, quality of care and to ensure that the training need of all personnel are being properly addressed. In addition it is proposed that the pre-primary institutions operate within community support involving people other than the parents. It is also proposed to consider the use of the mother tongue in the teaching and learning process.

3.2.4 Consolidate the Training of trainers by 2017

Currently there is inadequate emphasis on the training of both the teaching and the non-teaching staff at the pre-primary level. Training of teachers working in this particular sector is a priority, since this very level of formation for the child is highly crucial. It is proposed that the Government reinforces existing norms and standards and formulates new policies in order to ensure that both the teaching and non teaching staff working in this sector are well trained to provide quality education and adequate support to a child. The training programme should also address training for special needs in order to provide for better support to children with learning difficulties. A lack of adequate numbers of trainers and law enforcers, results in lower quality of education. So in addition to training it is proposed to increase the work force in this sector both at the level of the pre-primary institutions and at the level of the regulating body for the welfare of the child.

3.2.5 Adopt a Healthy Lifestyle by 2015

In this sector also there is a need for emphasis on a healthy lifestyle. It is proposed that:

1. Stronger partnership between parents and pre-primary units be established and
2. A national feeding programme be introduced for all pre-primary units in order to provide a common base to all children entering the pre-primary sector in terms of food and nutrition

3.3 The Primary & Secondary Sectors

Gaps

The primary school population in the Republic of Mauritius stood at 117,427 in 2010, and that in the secondary level at 114,879 in 2010 (CSO, 2010). In both cases, enrolment has declined as compared to the 2009 figures. The reason for this decline has yet to be analysed. In these two sectors, education is Free for All. The overall pass rate in the CPE examinations has increased to 68%. The main strength behind this particular policy is that it has helped to contributed to the high level of literacy rate (85%) in the country in the region. In addition, the Government has promulgated policies in the form of a National Curriculum for both the Primary and the Secondary Sector in order to regulate the level and quality of the education provided to students. The Government has provided, in the form of the pre-vocational sector, for students who do not succeed in the CPE examinations. Statistics in 2010 reported that the enrolment in the pre-vocational sector was 7,442 comprising of 4,764 boys and 2,678 girls. One of the drawbacks in the primary level, is that the number of repeaters at standard VI level has been increasing as discussed in a study SACMEQ Survey 3 (2007). The working group reported that the examinations at both levels are too focussed on the formal education, and this is the case since the assessment of the education sector is too rigid. The system of automatic promotion has resulted in some students still have reading and writing difficulties even when they have reached up to Form III level.

At pre-vocational level, the working group noted that the programme spans over 3 years only, and whereas the need is for a 4 year span. At the secondary level it was reported that in general subjects such as Home Economics were considered by girls and Design & Technology by boys. It was also noted that though the EHRSP (2008-2020) has provided for the inclusion of subjects such as Health, Physical Education, Visual Arts, Music, Drama, these have yet to be fully implemented within the curriculum. The Government has also implemented the enhancement programme to address the needs of informal education to the holistic development of the child. The working group also reported on the issue of private tuition at both the primary and secondary level, and noted that private tuition takes up much of the quality time and is a major drawback to the holistic development of a child (Kulpoo, 1998).

Proposals

3.3.1 Review the assessment within the Formal Education Sector by 2017

Assessment is presently very formal and this is one of the reasons why students tend to focus almost entirely on the formal education. Learning is assessment driven; unless activities related to non-formal education is assessed, students do not tend to give such activities due importance. So it was proposed to review the evaluation system at the Primary level so as to take onboard multiple skills; such as artistic abilities, sports, farming, hygiene and health, musical skills and drama, these being key to the development of the creativity and life skills needs. This particular proposal triggered some debates within the working group, whereby some considered that assessment should be only on the formal education section and whereas the non-formal section should be more as a complement towards the holistic developmental of a child.

3.3.2 Review the Certificate for Primary (CPE) examinations by 2017

With regards to the CPE exams, the MoEHR has taken a number of measures to ease the pressure on both students and parents. However, it is recognised that the CPE exams are actually a means for selection. It is being proposed that the structure of the CPE exams be revisited and be oriented towards Certification rather than selection.

3.3.3 Multiple pathways Curriculum by 2017

While it is recognised that the Pre-Vocational sector caters for the needs of students who are more technical than academic, it is also recognised that there should be a much wider choice. So in recognition of the multiple intelligence of children, there is a need to consider the introduction of broad based Curriculum to cater for multi-career pathways.

3.3.4 Review the Pre-Vocational sector from 3 to 4 years by 2015

Currently the pre-vocational sector is a 3 year programme for students who have not succeeded at CPE level on two occasions. In 2010, pre-vocational studies were provided by 119 secondary schools out of the 124 pre-vocational providers. Students are encouraged to mix with their peers, and complete their studies after 3 years. From there they can follow training courses at MITD centres, which provide for the National Trade Certificate (NTC) foundation course at this level. The proposal is to extend the 3 year to a 4 year span and to

update the existing curriculum so as to provide for more trade training opportunities to the students. In addition it is proposed to look into the provision of an equivalence certificate to the qualifications acquired at pre-vocational level.

3.3.5 Address Automatic promotion & Illiteracy by 2017

Though annual pass rate at CPE level has been increasing over the years, it has been noted that this pass rate is stagnating around 65%. The education sector at primary level is centred on academic achievements of the child . The annual pass rate at CPE of 65% reflects that the existing system needs to be reviewed. The new educational strategy EHRSP (2008-2020) has already highlighted this issue and has come forward with proposals for remedial measures as a support to students with learning difficulties and to address the automatic promotion problem. There is a need to place more emphasis on a structured remedial education programme at school in order to address learning deficits as soon as they are detected.

3.3.6 Maximise the use of Open Educational Resources (OERs) by 2017

A significant amount of educational materials (OERs) is available on the internet. Very few institutions are making use of these valuable resources. It is proposed to set up a unit that would help teachers, students and parents on how to maximise use of these OERs in the training of the students.

3.3.7 Provide for different types of secondary schools (Education/Sports/Music/Drama) by 2017

As discussed before, the current educational sector places too much emphasis on formal education. It was proposed to incorporate non formal education in the formal education curriculum to ensure the holistic development of a child. In order to encourage students to give non formal education its due importance, it is proposed to provide for different types of secondary schools (Education/Sports; Education/Music; Education/Drama). In this way the students will be able to develop their artistic abilities and skills in parallel with their academic education

3.3.8 Subjects offered for Girls & for Boys by 2017

At present the curriculum at secondary level is gender biased. The ongoing practice is to offer subjects such as Home Economics to Girls and Design and Technology to Boys. This is viewed as a prejudicial practice which needs to be reviewed. Colleges should have adequate facilities to offer both subjects to all. In the National Curriculum Framework (NCF) it has already been indicated that both girls and boys should have access to such subjects as Home-Economics, Food and Nutrition, Dress and Textile, Design and Technology.

3.3.9 Abolish/Regulate Private Tuition by 2017

Private tuition is a reality in Mauritius, both at the Primary and Secondary levels of education. Is private tuition a necessity or a bad practice? Because of Private Tuition, there is not enough time for the child to engage in extra curriculum activities which are crucial to maintain a healthy mind. Should Private Tuition be abolished or should the MoEHR regulate the legislation? Some children do need personal coaching; is this also not a form of private tuition? How can the Educational Institution cater for children with learning difficulties? So regulating or abolishing Private Tuition was an issue which raised much debates in the working group and to which no consensus was achieved.

3.3.10 Membership of the Parents Teachers Association (PTA) by 2017

The Parents Teachers Association (PTA) is viewed as a platform where the community can participate in the development of a child. Presently only those parents having children in school are members of PTA. It is being proposed to provide schools with more autonomy with the setting up of a school board comprising of representatives from: PTA, local community, retired professionals, the business sector, socio cultural groups, and the municipal council/ district council amongst others. This initiative has already started for some pilot schools but has not yet been implemented.

3.3.11 Entry requirements from Secondary to Tertiary Level by 2017

Recently there have been some changes in the regulations regarding eligibility criteria for HSC. This will result in a student having a Higher School Certificate (HSC) but still lacking some subjects at School Certificate (SC) level, thereby not meeting the full entry

requirements at university level. It is common practice in most universities worldwide to provide for a Foundation Course to cater for such cases. It is therefore proposed that local universities consider providing for Foundation Courses in most of their degree courses to open avenues for those students who do not meet the full entry requirements for a particular course.

3.3.12 Creation of a National Centre of Excellence on Sustainable Development by 2017

In order to promote the concept of sustainable development within the community, it is proposed to create a National Centre of Excellence on Sustainable Development to promote at all levels the need to adopt the concept of SD in the day to day life. This Centre would also be responsible for developing and implementing comprehensive strategies and educational programmes on sustainable development for all.

3.4 The Post Secondary Sector

Gaps

The enrolment in the Technical and Vocational Education and Training Sub-sector (TVET) classes has been rising steadily and it is predicted to continue to increase steadily in future years. Statistics as at 2007 indicated that less than 50% of demand is being met. The objective of the Ministry of Education and Human Resources is to promote an efficient and effective TVET system responsive to the present and future needs by providing skilled and flexible workforce for sustainable development. As at March 2010, 63 schools were offering secondary academic education only, 5 pre-vocational education only and 119 both secondary academic and pre-vocational education (CSO, 2010).

The Tertiary Education Sector has a crucial role to play as Mauritius is moving towards a knowledge based society. Access to tertiary education is one of the pillars of any Welfare State and Mauritius has since its independence invested considerably in tertiary education. Empirical evidence internationally points to a strong correlation between access to tertiary education and GDP per capita. Tertiary education is widely perceived as having the potential

to increase the social mobility of the population as well as the progression of Mauritius into the rank of developed nations. In order to prepare the citizens for a multiple pillar economic base, the tertiary education sector is being called upon to provide a highly skilled, well trained, and an innovative workforce. The Government of Mauritius is aiming at increasing participation in the tertiary education sector from 45% in 2010 to 72% by 2015, to address one of the objectives of the Government: one graduate per family by the year 2020. Currently there is a low ratio of scientists to population in Mauritius, and this is an issue that needs to be addressed if we are to promote a knowledge based economy to serve the region. Lifelong learning is being encouraged through the Mauritius Qualification Authority (MQA) 10-level National Qualifications Framework (NQF). A major thrust behind the implementation of ESD is the need for re-orienting the education system. Reorienting education to address sustainability is particularly important in the Tertiary Education Sector, a sector which caters for the highly skilled labour force which can adapt to the ever changing needs of the global world.

Proposals

3.4.1 Provide for New types of Post Secondary Educational Institutions by 2017

In order to promote an education for sustainable development, the student must be given more choice. The way to encourage students towards non-formal subjects is to give them the choice of specialising in such subjects (Music, Culture, Drama, Sports) at tertiary level. Existing universities can be requested to offer wider choice of professional courses, or new tertiary educational institutions need to be created to cater for such needs.

3.4.2 Increase the number of Technical Training Centres by 2017

There is a need to rationalise and consolidate the technical training sector and to ensure that there are adequate avenues, to both the students from the pre-vocational education sector and those from the normal secondary education sector. The proposal is to increase the number of training centres to cater for the increasing demands.

3.4.3 Promote Lifelong Learning as part of ESD by 2017

Adults also need to update their knowledge regularly. The University of Mauritius has a lifelong learning centre and this should be consolidated. The TEC should work in collaboration with lifelong learning centres to provide sound basis to recognise experience, recognition of prior learning or accreditation of prior learning (APL) for mature students to gain access to degree courses.

3.4.4 Universities to re-structure their courses to address SD by 2017

All courses offered by local universities should have a component in the form of a module which will include activities on sustainable development. All research studies undertaken at University levels should necessarily have a component that addresses the welfare of the citizens. Courses on offer should be linked to the needs of the community and the country. The Ministry of Tertiary Education should ensure that the courses on offer address these components. Local universities should interact more closely with government and private institutions to carry out research that will have a practical component which will be undertaken by the relevant institution. Undergraduate courses should necessarily have a compulsory component on social service and volunteerism.

3.4.5 Provide more scholarship opportunities in a wider range of subjects by 2015

One way of promoting the concept of sustainable development is to provide specialising opportunities in subjects related to sustainable development through scholarship. In this way the country will form more experts who will be able to contribute towards adopting sustainable development as a way of life.

3.5 Institutional Framework

Gaps

In addition to addressing the concept of sustainable development in the education system, it is equally important to have the appropriate institutional framework.

Proposals

3.5.1 Setting up of a specialised unit on Sustainable Development at the PMO by 2017

Presently the MoEHR, MoESD and the Ministry of Health & Quality of Life are promoting the need to adopt sustainable development in our daily life. There is a need for an institution dedicated to promoting Sustainable Development in all sectors of the country. This particular institution can be an extension of the activities of the MID Committee, or be a new separate institution under the PMO office. This centre should act as a planning support to ensure that the research community networks and develops training programmes in the field of SD. This SD institution should work in collaboration with the national MID Committee to make sure that the MID Policy, Strategy and Action Plan are being implemented at all levels in the country.

3.5.2 Form Specialists in SD by 2017

The strategy to promote Sustainable Development will concern all sectors and will be implemented in an integrated way; in order to ensure its success, there will be need to train specialists in SD. These Specialists would be roving across Ministries, Local Government and the Parastatal sectors to support the environmental officers within each of the sectors. These Specialists will overlook several sectors and in this way ensure an integrated approach towards SD.

3.5.3 Creation of a Non-Communicable Disease Secretariat by 2017

The country's development and economy is dependent on its human resources. Current statistics indicate that there is high prevalence of non communicable diseases such as Diabetes and High Blood Pressure, and this owing to an unhealthy lifestyle. The Ministry of Health & Quality of Life has been taking several initiatives to promote a healthy lifestyle but the country needs a dedicated unit to fight against the non communicable disease. It is proposed to create a Non Communicable Disease (NCD) Secretariat under the PMO's office, similar to the National Aids Secretariat. This unit will be responsible to formulate policies and spearhead the implementation of intervention programmes, both curative and preventive,

thus ensuring political commitment and sustaining networking among all stakeholders in the interest of the community at large. This proposal triggered some debate as to why should this unit should be under the PMO's office and not under that of the Ministry of Health and Quality of Life. The argument for it to be under the PMO's office is that this is a top priority for the country and needs strong political commitments. The other school of thought opined that the existing NCD Unit at the MoHQL be revamped so as to avoid additional costs for the same objectives.

3.5.4 Creation of a Food Unit by 2017

Despite many initiatives from the MoHQL through sensitisation programmes on healthy eating, latest figures indicate that the prevalence of obesity in children in Mauritius is quite high. The reason identified was that there is currently very little control on the types of food that are imported. The proposal is to have a dedicated Food Unit which will be responsible to oversee importation of food items, laboratory testing of food products, implement food regulations, carry out research on food products and empower the society towards making informed decisions with regards to healthy eating.

3.5.5 Ecological footprints by 2017

Ecological footprint is a methodology by which the impact of activities on the environment is quantified. There is a need to establish carbon/ecological footprints of the food products available on the market so that awareness of the negative impacts, of both items imported or made locally, on the environment is stronger.

3.5.6 Creation of a Regulatory Body by 2017

Unhealthy lifestyle is to a large extent promoted by publicity spots, which often are gender biased or target the innocent minds of children. The group noted that there is no proper control on the quality of the food products sold on the local market. The proposal is for the creation of a Regulatory body to control food products so as not to mislead the market into promoting unhealthy eating.

3.6 Legislation

Gaps

The Government has promulgated a number of legislation which are pertinent for the protection of the environment (Legislation Mauritius, 2009). However the enforcement of these legislation is weak, and in general citizens are unaware about the provisions in the legislation. The weak enforcement of legislation is mostly due to inadequate workforce and lack of adequate training to the workforce. It has been noted that when awareness programmes are coupled with legislation, the programmes result in successful outcomes.

Proposals

3.6.1 The contents of legislation to reach the general public by 2015

The Government has promulgated a number of pertinent legislation, but many people are unaware of them. The causes identified for this situation is that in general legislation are complex and people are not fully aware of them. It is proposed to promote awareness of existing legislation through the media/internet/Mobile Technology/Citizen Advise Bureau Municipal Council/District Council Reference Section, in simple languages that are readily understood by the public.

3.6.2 Reinforce the workforce for a more sustained enforcement of legislation by 2017

There is an inadequate workforce which is dedicated to the enforcement of legislation. The workforce responsible for enforcing legislation needs to be reinforced in institutions where needed.

3.6.3 Promulgate new legislation by 2017

There is also an absence of some pertinent legislation which are needed to promote SD in Mauritius.

New legislation are now needed to promote incentives towards SD, such as renewable energy production, use of solar panels, promotion of rainwater harvesting, selective sorting and recycling, and the promotion of lower carbon emissions of vehicles. Legislation is needed to counter bunking and absenteeism at schools. Legislation should be implemented to promote incentives in the form of tax rebates, to make funds available for the maintenance of national heritage buildings.

3.6.4 Awareness programmes should be coupled with legislation with regards to public health issues by 2017 where applicable

It has been noted that where sensitisation programmes have been coupled with legislation the programmes have been highly successful (HTP, 2010), for example; anti smoking campaigns and road traffic accidents. The proposal is to couple legislation with sensitisation programmes to ensure individual and corporate responsibilities on issues pertaining to public health.

3.7 Public Private Partnership

Gaps

The Government sector and the Private sector both play an important role in the welfare of the society. With the setting up of the CSR (Corporate Social Responsibility) programme the private sector is contributing significantly to the Government's programme towards sustainable development. The proposals identify the areas where the Private Public Partnership needs to be consolidated for the welfare of the society.

Proposals

3.7.1 Taxes on tobacco to provide for financial support by 2017

In order to promote better awareness of the negative health impacts of cigarettes and alcohol, sensitisation through media is very costly. It is proposed that the Government injects 3% of

the actual taxes on sales of cigarettes and alcohol products, in a special fund to be used for health promotion/education programmes at different levels and on research in health.

3.7.2 Sponsor a Ward by 2017

The Government has invested heavily in terms of infrastructure, utilities and facilities in the health sector and the maintenance of these facilities is very costly, and often lack of adequate maintenance results in dissatisfaction of the public. The Private sector should be encouraged to participate in the Health sector through programmes such as ‘Sponsor a Ward’. This will help to provide for better comfort to patients and also the contribution of the Private sector will be more visible. In addition the Private sector could sponsor the activities of Public Bodies and NGOs’ to address both the communicable and non-communicable diseases.

3.7.3 Poverty Alleviation by 2017

Families from the vulnerable group of the society do face much financial difficulties. Unless a family has a good living environment and adequate food and clothing, education will not be one of their priorities. There is a need to address poverty issues, so that children from the vulnerable group of the society are able to give education due importance. Without a sustained education a person is not able to make informed decision about his own health and about the surrounding environment. One of the main objectives of the CSR programme would be to address poverty alleviation, an issue which should be given much priority in the MID Policy and Strategy.

3.7.4 Encourage Research in SD by 2015

The government may implement many policies and programmes to promote the concept of sustainable development. These policies and strategies have to be analysed in order to see whether they are successful or not successful so that lessons be learnt from them. These lessons will be of much use in defining future policies. The CSR should devote some funds to undertake research on activities linked to SD in the country.

3.8 Awareness/Sensitisation

Gaps

According to the NCD survey (2009), the prevalence of diabetes has increased by over 60% since 1987 in adult Mauritian Population aged 25-74 years and there are an estimated 477,000 people between 25 and 74 years of age who are obese in Mauritius. The MoHQL has been carrying out several sensitisation programmes to promote awareness on several health issues. Programmes like Chikungunya prevention and control programmes; Mosquito Control Programme Malaria control and Family Planning have been successful, while others such as healthy lifestyles and healthy eating, have had low success. The causes for this situation are that whenever the public feel directly concerned and at threat (the Chikungunya episode), the impact is high, and when awareness programmes are coupled with legislation the impacts are also high. When the public does not foresee the long term consequences of their present actions (alcohol abuses, obesity, cigarette smoking), then the impacts of the awareness campaigns are not so high. The sensitisation programmes in such cases need to be more sustained.

Proposals

3.8.1 Sustained Global Youth Tobacco Surveys by 2022

The Global Youth Tobacco Surveys are carried out regularly at the level of the MoHQL and it is proposed to maintain this very important activity.

3.8.2 MCA/MIE to produce more documentaries on sustainable development by 2017

The MCA in collaboration with the MIE is engaged in the production and broadcasting of a number of TV programmes on environmental and health related issues. It is proposed that these audiovisual materials be used to sensitise the public on a wider scale level. The MCA in collaboration with other institutions should also play an important role in the promotion of the MID Policy and Strategy.

3.8.3 Creation of a Directorate of Health Promotion by 2017

The NCD Survey (2009) also noted that the fact that potent environmental and behavioural risk factors for type 2 diabetes such as obesity and exercise are modifiable, points to the case for lifestyle intervention. Several sectors are involved in the promotion of health: MoHQL, MoAFS, NGOs, the Private Sectors and the Civil Societies. All these stakeholders contribute significantly to the promotion of health but they tend to work in isolation. There is a need for them to network and to work together for the welfare of the citizens. It is proposed to set up a Directorate of Health Promotion which will regroup all the key stakeholders, who will address the social determinants of health. The Directorate of Health Promotion should be an independent institution which will have the responsibility of advocating new policies favouring health and reviewing existing policies if need be, especially those not in line with the MID vision.

3.8.4 Define policies to bring about behaviour modification in the population by 2022

In general families tend to adopt particular habits, whether these concern eating, doing physical activities, giving due consideration to the protection of the environment, overconsumption and optimising use of natural resources. Changing such habits can prove to be highly challenging. It is proposed to have the Ministry of Arts & Culture to integrate health education in their activities. The sectors of Culture and Arts can prove to be effective ways of promoting a healthy lifestyle and bringing about the behaviour modification in the citizens.

3.8.5 Institutions to adopt flexible working hours to promote leisure by 2022

It is generally agreed that stress has harmful impacts on the productivity of an employee. Currently employees have a lunch break which helps them to relax during the day. With the changing global world, employees are often called upon to take much more responsibilities than they used to do some 20 years back. The proposal is for institutions to provide for flexible working hours in order to encourage employees to relax. Leisure and recreational facilities should be promoted within the work place, as such facilities are nowadays considered a must for the betterment of both the employee and the employer.

3.8.6 Set up awareness campaigns on 'Well being/Alternative Therapies' by 2017

Existing awareness campaigns tend to focus on one particular topic; diabetes, healthy eating, HIV/AIDS, but so far there has not been much focus on therapies on Well Being. It is proposed to develop sensitisation programmes which can inform citizens about the meaning of well being and simple therapies that can be used to achieve a sense of well being.

3.8.7 Breast Feeding to be encouraged by 2015

The business sector has through marketing strategies encouraged bottled milk for infants but mothers need to be made aware of the importance of breast feeding. This can be achieved through sound awareness campaigns. The society in general needs to be made aware of the importance of mothers breast feeding the child.

3.9 Empowerment

Gaps

Environmental protection, adopting healthy lifestyle, the ability of making informed decisions, are not only the problem of the state but the problem of each and every one. Unless the society is empowered, the concept of corporate social responsibility at individual level will not be realised. It is proposed to empower each and every member of the society.

Proposals

3.9.1 Club for Parents – 'Ecole Des Parents' by 2015

In order to increase the involvement of parents in the education of their child, it is proposed to create Clubs for Parents, 'Ecole Des Parents'. These Clubs will also have as responsibility the need to inform and sensitise the elderly about their civil rights, to promote recreational activities after school hours and to inform the society about burning issues.

3.9.2 Empower Mothers by 2015

The current institutional set up does not provide the appropriate support needed by mothers during the post natal period. The MoHQL should provide for the training of staff who will support mothers and babies through regular home visits in order to ensure safety and protection of both the mother and the child.

3.9.3 Optimise use of ICT to empower citizens by 2017

The ICT network in Mauritius is highly efficient and can play an important role in enhancing communication about health issues to the citizens. This medium is very effective as it reaches a much wider audience. It is therefore proposed to make use of the Mobile Technology to inform and hereby empower each and everyone about the importance of healthy lifestyles on health and this medium can also be one where sensitisation and awareness programmes be sustained.

3.9.4 Promote social networking - Mieux Se Connaître by 2015

One way of promoting corporate social responsibility at individual level is by empowering the community. Existing infrastructures such as school premises, municipal and village councils' premises should be used for the welfare of citizens within the community. It is proposed to host Family Days under the slogan '*Mieux Se Connaître*' at least twice yearly, within school premises, specially to bring inhabitants of the same community together. This activity will likely benefit the whole society and the individual family, as it will be a platform where awareness will be created about the resources available within the community (Electricians, Teachers, Plumbers, Doctors, Lawyers). At the same time small entrepreneurs will be able to use this platform to promote their businesses.

3.9.5 Allow for decision making at Institution level by 2015

In the past it has been noted that the request to use the facilities of gymnasiums located within school premises for the community of the region had not been acceded to owing to lack of regulations at the level of the institution. Such a request targeted the welfare of the citizens and such activities should be promoted. So it is proposed to empower head of

institutions so that they are able to take decisions about the use of the premises for activities which involve welfare of the community.

3.9.10 Develop strategies to empower citizens about healthy living by 2015

In general citizens are not fully aware about the importance of healthy lifestyles or how to adopt healthy lifestyles. Many NGOs are actively involved with the protection of the environment and giving support to the needy. In addition locally many people have published case studies on the topic of environment, health and welfare of citizens in Mauritius. It is proposed to create a centre which will host databases of such facilities, and this will help to form a more responsible citizen: Environmental Stewardship.

3.9.11 Empower parents on how to cater for children aged below 3 years by 2015

The early ages are very crucial to the development of the child. Currently, parents are not properly supported with regards to the upbringing of the child during this critical stage. It is proposed to train and support parents so that they can help the child to grow healthily.

3.10 Capacity Building

Gaps

Training and capacity building at the work place and within society is rather poorly structured. In order to sensitise people there is a need for capacity building at all levels. Teachers need to be trained so as to address the concept of sustainable development (human values, moral values, holistic development of Mauritius, greening of the environment). Experts from organisations involved in environmental protection, renewable energy, and home economics, should interact more actively at school and community levels, and for this they need to be trained.

Proposals

3.10.1 Setting up of National Training Strategy Programme by 2015

Capacity building is thus needed in all sectors of the community, and hence it is proposed that needs analysis be carried out at different levels so as to define a series of MQA approved courses to be considered within a National Training Strategy Programme for capacity building that will address all members of the society.

3.10.2 Home-to-Home Counselling by 2015

Many families live beyond their means and are either influenced by misleading marketing or are unable to make informed decisions. It is proposed to have home-to-home counselling on house skills, home economics, budgeting at home, to make people more aware of how to plan their budget, by existing facilitators such as the Home Economics Unit of the Ministry of Gender Equality, Child Development and Family Welfare, the NEF, NGOs and CBOs.

3.10.3 Setting up of a forum for Parental Networking by 2015

Most awareness campaigns target students, but they are not the decision makers at home. Often students are unable to influence their parents. Parental networking needs to be promoted so that they as decision makers encourage their family to adopt a healthy lifestyle. It is proposed to set up a forum to encourage parental networking so that they can assist the Government and the community towards adopting a concept of sustainable development.

4.0 Working session on Education in Rodrigues

4.1 Introduction

Education is the responsibility of the Central Government in Mauritius and the administration of the educational sector in Rodrigues is under the Rodrigues Regional Assembly. Rodrigues shares the same education system as the rest of the Republic of Mauritius which consists of the pre-primary, primary, secondary, technical/vocational and tertiary levels. Education at the primary and secondary is completely free. While being part of this education system, education in Rodrigues has its own specificities. The pre-primary schools are run by the Pre-School Trust Fund (PSTF), religious organisations and private individuals. Primary and secondary schools are administered by the government, religious bodies and private individuals, but all schools are ultimately monitored by the Ministry of Education and Human Resources. The education sector receives funding mainly from government sources. As per the 1994-2000 Development Plan, greater involvement of the private sector in the provision of educational facilities was encouraged and a number of private schools were set up in Rodrigues providing a variety of education programmes at the primary, secondary and tertiary levels.

The consultative meeting for Rodrigues was held on the 22nd and 23rd of June 2011 at Mont Plaisir, Rodrigues. During this meeting, the specificities of Rodrigues and its people were highlighted (Annex 8) and a lot of discussion was made around the final Sustainable Integrated Development Plan for Rodrigues (SIDPR, 2006). This document has been compiled by a consulting firm under the aegis of the Rodrigues Regional Assembly (RRA) in 2006. In this document, the specific focus in the area of the education and human resource development pertains to:

- Inappropriateness of curriculum
- Inadequacy of the vocational & technical training strategy
- Lack of opportunities

These issues have also been reflected upon in the MID consultative meetings in Rodrigues. The outcomes from the working session in Rodrigues also reflect that the Rodriguans are very sentient to their contextual requirements while preserving their culture.

4.2 The Nursery & Pre-primary sector

Status & Gaps

The pre-primary sector is of two years duration and targets the four to five years old; however they accommodate children from 3 to 5 years old. This service is provided by a total of 33 schools, and GER in 2010, revealed that this service is provided by both the Government (17%) and the private sector (83%). The Nursery sector has not been catered for in the 33 schools. In order to make pre-primary education accessible to every child, specific measures have been undertaken by the Government, namely:

- Since 1996, the Government of Mauritius is partly financing the private pre-primary schools. Each child of 4 to 5 years receives a per capita grant of 200 rupees per month, similar to the prevailing policy in Mauritius.
- Additional pre-primary classes have been added to existing primary schools where infrastructure was available.
- A special School Feeding Project comprising local fruits, milk, bread, butter, and cheese have been extended to all pupils of the pre-primary and primary.
- New pre-primary schools were constructed with priority given to deprived areas.
- In order to improve the quality of pre-primary teaching, pre-primary teachers are given teaching training courses at the Mauritius Institute of Education.

Proposals

4.2.1 Provision of Crèches by 2017

Currently there are very few provisions for nursery facilities and the proposal is to have crèches annexed to the pre-primary schools.

4.2.2 Standardise the education at Pre-primary level by 2015

The pre-primary educational sector should be standardised. This step will contribute to the quality of the services in this sector, in terms of a curriculum at national level, an improvement in the infrastructures and amenities, an improvement in the salaries and also monitoring of the services to be offered by the service providers. The association monitoring the quality of services provided in this sector should be empowered to ensure that the level of the service is maintained. The standardisation process would also help to review the salary scale of the staff working in this sector.

4.2.3 Needs analysis for more pre-primary schools by 2017

There are currently thirty three (33) schools which provide pre-primary educational services. The proposal is to carry out a needs analysis in order to assess whether there is need for more pre-primary schools in Rodrigues.

4.3 The Primary & Secondary Sector

Status & Gaps

Primary education was made compulsory in 1993. Children, seeking admission in primary schools, must have already reached the age of five. There is a system of automatic promotion up to the final grade (Standard VI). Students are allowed to stay in primary school until they reach the age of 12 and are given an opportunity to repeat Standard VI in case they fail or perform poorly at the CPE examination at the end of primary schooling. Almost all schools are co-educational. Sex disparity is virtually non-existent at the primary school level as the participation rates for males and females are almost the same. Net enrolment ratio at primary school in Rodrigues is close to but not yet at 100%, although primary schooling is free and compulsory. Currently (2010) in Rodrigues there are 14 primary schools with an enrolment of 5,123. About 58.6% of the pupils (3004) attend schools administered by government and the rest (2,119) are in Aided schools. The pass rates at the CPE level has been rising from 50.5% in 2005 to 61.7% in 2010. There is a close relationship between the pass rates at the CPE level and the dropout rate from the educational system. The dropout rate increases as the pass rate declines.

This issue is being addressed by the introduction of pre-vocational courses of 3 years duration (PVT courses) at the secondary level. In line with the national policy, prevocational departments are now attached to each secondary school. The PVT courses prepare the students to both re-sit for the CPE as well as enter the world of work. The Rodrigues College therefore introduced a special PVT programme which has a larger component of skill training. Three afternoons a week a programme of skills training in subjects like painting on glass, silk, jewellery made out of coconut shells and ‘papier maché’ are taught; while the rest of the time is on academic subjects. The rate of dropouts has been reduced from 44.4% for Rodrigues for the year 2000 to a mere 0.3% in 2010 which must be a direct outcome of the increase in the number of secondary schools in Rodrigues which improve educational accessibility and avenues.

In Rodrigues, there are five secondary schools, out of which four are managed by the Rodrigues Educational Development Company Ltd (REDCO Ltd), and one by the Bureau d’Education Catholique (BEC), which receives grants from the Private Secondary Schools Authority (PSSA). Since 2006, the management and control of REDCO colleges have been entrusted to the RRA. The number of students sitting for the Higher School Certificate Cambridge examinations has increased from 148 to 272 over the 2001 to 2010 period, and the pass rates have improved from 60% to 80%. There are five (5) Technical and Vocational Training centres (MITD), which provide a variety of technical courses. The minimum qualification required to be enrolled in these centres varies from Form III to School Certificate, depending on the course to be followed. In order to make training more relevant and responsive to the labour market needs and to help in the development of an efficient workforce, the MITD has identified the need for training in different fields and occupational skills such as: Agriculture, Information Technology, Management, Hotel and Tourism, Textile and Office skills. These courses are provided at the various centres based on direct demand.

Proposals

4.3.1 Essential to integrate the Rodriguan culture in the curriculum by 2015

Rodrigues has its own culture and heritage and the proposal is to devise specific programmes in order to integrate the Rodriguan culture in the school curriculum. There is a consequent

need to encourage novelists to write about the Rodriguan culture, traditions and history and these books will be of much use in promoting the Rodriguan culture at school. It is also important to promote the use of the Rodriguan creole at school.

4.3.2 Review the CPE examinations by 2017

The CPE examination is seen as a barrier to the education of many children, with 39% failing the CPE exams. The proposal is to undertake a study and review the CPE examinations to identify the major obstacles linked to this level of education.

4.3.3 Implement the SIDPR recommendations by 2017

The Sustainable Integrated Development Plan for Rodrigues (2006) has proposed measures to address sustainable development issues in Rodrigues. The proposal is to implement the major recommendations of this study, such as;

- When building schools, provision has to be made for enough space for gardening
- School garden in each primary school, making of compost and supporting sustainable initiatives

4.3.4 Promote situated learning by 2017

Education materials used at school does not take into consideration local culture. It is proposed to promote situated learning at school based on the local culture: the agricultural practices, fishing, farming, and local handicraft. As such, those having skills in those areas need will be provided with new opportunities.

4.3.4 Provide more avenues to address skills other than academic by 2017

Need to open the curriculum so as to be more inclusive towards those who have fewer aptitudes under the formal academic curriculum but have other skills: E.g. Sea School, Agricultural training.

4.3.5 Promote the subject of Agriculture at secondary level by 2015

Agriculture plays an important role in the Rodriguan economy. Hence in order to promote this sector it is proposed to teach related subjects such as agricultural Sciences as from Form 1 and at least up to Form III.

4.3.6 Provide the support mechanisms to special needs children by 2017

Some students have learning difficulties and there is a need for well trained professionals to provide adequate support to these children. The proposal is for schools to establish a structure to accompany those in need with the help of psychologists, sociologists and social worker, and those who have been properly trained to cope with students facing difficulties.

4.3.7 Address the issue of out of school children and dropouts by 2017

After the CPE examination, many students who have not succeeded leave school. The drop out rates can be quite high. There is a need to address the needs of these children both before and after the CPE examination. Parents should be empowered and encouraged to care for the education of their child and minimise absenteeism. A strong signal needs to be sent with regards to the responsibility of parents, and the follow up need to be done by social workers specialised in the education field. This needs to be done at primary, secondary and technical schools, with the collaboration of parents.

4.3.8 Review the training programme provided by MITD by 2017

The technical training is mainly provided by the MITD technical training centres. Participants noted that there is inadequate number of training centres and the demand for this type of training is high. There is also a need to review the programme offered at technical level, so that more options is provided in line with the needs of the Rodriguan economy and also in line with the level of expertise needed for the students to become entrepreneurs and start their own business. The Government needs to provide for more scholarships in the technical education sector to encourage students to join this stream.

4.4 The Support sectors: Legislation, Awareness, Capacity Building and Empowerment

4.4.1 Implement career guidance services at school by 2015

Students are not well aware of the market requirements. It is proposed to create a Career Guidance Unit which would operate in school premises to guide students in future career. This unit could be integrated under a umbrella institution which would cater for social support and a first-aid or primary health care unit that operates mostly within school premises.

4.4.2 Make provision to encourage research in Rodrigues by 2015

The demand for tertiary education is on the rise and the need to acquire training at higher level is being felt. The proposal is that in the short term, the University of Mauritius could set up an antenna in Rodrigues, and UoM should offer tailor made courses (Agriculture, Animal Production, Tourism, Fisheries) to cater for the economy of Rodrigues. In the long term, necessary actions have to be taken to provide for a full fledged university and a research institute in Rodrigues. This step will help towards creating better awareness of the need for an education for sustainable development, with regards to transforming the community into a skilled, versatile, responsible and employable workforce.

4.4.3 Reinforce the participation of NGOs by 2015

NGOs play an important role in the education sector. They should be empowered to participate in decision making and the collaboration with the government should be reinforced to make better use of NGOs services. The collaboration with NGOs should also be reinforced to address the social issues such as teenage pregnancy, alcoholism, and smoking amongst the youngsters.

4.4.6 Training of Trainers by 2015

The training of trainers is a must in the Rodriguan case also. There is currently a lack of adequate number of trainers conversant on environmental issues. Many Rodriguan professionals who have acquired advanced training abroad are unable to share their experience and make full use of their skills, as the opportunity does not arise in Rodrigues.

4.4.7 Promote ICT within the Rodriguan institutional set up by 2015

Currently there is poor internet access and connectivity in Rodrigues. There is a need to promote ICT in Rodrigues. This will help to address the needs of children with learning difficulties through an ICT based creative learning process.

4.4.8 Promote Lifelong Learning by 2015

There is a need to promote lifelong learning skills in Rodrigues, and projects such as BEFA (Basic Education for Adults).

5.0 WAY FORWARD TOWARDS AN ESD

Sustainable development is an intergenerational responsibility and emphasises on improving the quality of human life, while protecting the earth's capacity for regeneration. For a community or a nation, implementing ESD is a huge task. Fortunately, formal education does not carry this educational responsibility alone. The nonformal educational sector (e.g., nature centres, nongovernmental organizations, public health educators, and agricultural extension agents) and the informal educational sector (e.g., local television, newspaper, and radio) of the educational community must work cooperatively with the formal educational sector for the education of people in all generations and walks of life. The major thrusts on which the MID project should be structured in order to achieve an effective education for sustainable development are: Consolidating Access to Education, Integrating Non-formal, In-formal and formal learning, Re-orienting the Education System, Reinforcing Capacity Building at all levels and Strengthening Awareness and Sensitisation.

A. Short Term Measures (2012-2015)

Consolidating Access to Education, and integrating Non-formal and Informal learning into the formal curriculum should be considered as the top priorities of the MID project and these should be addressed within the first three years, by:

1. Providing equal opportunities to all in the Nursery and the Pre-primary sectors in order to address out of school children.
2. Providing more avenues for students after the CPE examinations so as to increase the number of technical training centres, reinforce the trade training opportunities in the curriculum at pre-vocational level and provide for multipathways curriculum as from primary level up to tertiary level.
3. CPE exams be revisited and be oriented towards Certification rather than selection.

4. Address poverty issues so that parents from the vulnerable groups of the society, are able to give priority to the education of their child.
5. Integrating non-formal, informal and formal education to cater for a holistic development of the child through, activity based learning for the welfare of the community, visits to marine parks, nature reserves, museums, libraries should form an integral part of the learning process at school.

B. Medium Term Measures (2012-2017)

The next important step would be to **Re-orient the Education system** while reinforcing **Capacity Building** at all levels. Since this particular step will require major financial resources, promulgation of policies and mobilisation of resources, it will require a long time frame, the first six (6) years, to address the following;

1. Review of the school curriculum to include a module on environmental protection and sustainable development as from the pre-primary level up to the tertiary level; local universities should have more undergraduate programmes (Science/Music, Science/Drama, Science/Culture, Science/Sports) linked to sustainable development and the Government should offer more scholarships in the field of sustainable development for undergraduate levels.
2. Train specialists in the field of sustainable development as applied to different sectors, and these specialists will be responsible to ensure sustainable development at school (as Guest Speakers), at the work place (Technical Advisors) and within the community (Counsellors).
3. Reinforce the capacity building at the work place and in the community, by training teachers to address the concept of Sustainable Development (Greening Mauritius, Human Values, Moral Values, Creativity, Holistic Development of a child) and promoting home-to-home counselling to households on home economics and home budgeting.

C. Long term Measures (2012-2022)

Our current lifestyle is not healthy and there is a need to bring behavioural changes at all levels. The country needs a paradigm shift towards its way of life, and this can only be achieved through very strong and sustained **Awareness and Sensitisation** campaigns, and this will last over the entire MID project, by:

1. Creating a special fund from part of the taxes on the sales of tobacco and alcohol products which will be used to finance awareness and sensitisation programmes on health issues.
2. Making contents of the legislation in simple terms easily understood by all so that the citizens are conversant with legal issues which have been promulgated to promote health benefits.
3. Promote through awareness campaigns the Concept of 'Well being/Alternative Therapies' to promote healthy and happy living.
4. Set up dedicated institutions such as the Directorate of Health Promotion, a unit specialised in Sustainable Development, a Tobacco Unit and a Food Unit, to promote Public Health issues such as healthy living, hazards of smoking, healthy nutrition, and proper hygiene.

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Annex 1 – Summary of Proposals

Table 1: Summary of all Proposals

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
Education System					
Nursery <i>Crèche sector: 3months-3 years</i>	Need for regular monitoring and evaluation of Nurseries to ensure adequate norms and standards in terms of trained care givers, healthy nutrition, physical infrastructure, recreational activities to address the developmental needs of early childhood.	C1	ST		“Road map” for implementation of new policies
	Need for proper monitoring in the six areas of learning as well as the training of personnel, knowledge of nutrition & health, introduction of organised recreational activities by the Authorities.	C2	ST		
	Concept of Health Education introduced as from this level, through the introduction of Physical Activity classes and Healthy Eating Habits.	C3	ST		
	Regulate the sector, professionalise staff. Ministry of Labour to come out in the next PRB report	C4	ST-LT	On-going	
<i>The Pre-primary Educational Sector</i> (Currently not free to all students)	Government to provide free quality Pre-primary education for 3+ because all major attitudes to life are determined at this age	C5	ST	partial funding ongoing for 4+	
	Transport facilities and social support (addressing Poverty issues)	C6	ST-LT	On-going	

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	Health & Nutrition –[Feeding (Primary schools) – same for pre-primary]	C7	MT	On-going	
	Formal, Informal and the Non-formal education should be integrated towards a holistic development of the child. Quality of care should be uniform across the board, including special needs training	C8	ST	EHRSP Already in place in National Curriculum Framework and functioning	
	Norms and standards For all pre-primary institutions in this sector to be reinforced	C9	ST	On-going	
	Work force in this sector to be increased and trained at all levels	C10	MT	On-going	
	Use of mother tongue as medium of instruction	C11			
	Take on-board NGOs as advisory bodies for curriculum development.	C12			
	The development and strengthening of integrated safety-nets needs to be introduced.	C13	ST-LT		
	Regular upgrading (training) of all staff in the sector	C14			
<i>Primary to Secondary Educational Sector</i> (Too much focus on formal Education)	No gender differentiation (example: running of some subjects such as home economic/design and technology to be accessible to all as well)	C15			
	The assessment is too Formal - (Learning activities to include to promote life skills, creativity, artistic talents, Physical Education/sports, music, Arts & Culture, Greening Mauritius (Promote agriculture, farming, food security, Health & Hygiene) Formal assessment to be supported by alternative modes of assessment to be looked into such as project works, presentations, etc.	C16	ST/MT	Partly EHRSP On-going	This idea triggered some debates as to whether some kind of assessment was necessary in the nonformal part of the Education system
	ESD for all	C17			

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	Family life education				
	Must revisit the CPE examination – should be more an assessment for Certification.	C18	ST-MT	EHRSP	
	In recognition of multiple intelligence of children, there is a need to consider the introduction of Multi-pathways Curriculum after at all levels of schooling to favour career orientation. Access to Prevocational system to be opened to one time failure (on a voluntary basis)	C19	ST		
	Transition from primary to secondary to be closely monitored in order to ensure that all pupils are taken on board.	C20			
	The issue of automatic promotion in primary should be reviewed to ensure that milestones have been reached and the skills and merits to the benefit of the child have been properly addressed. This should be supported by better assessment of milestone development – promotion should be based on the achievement of pedagogical milestones. This should be introduced in Std's 1 & 2 to cater for the psychological effects on children older than this.	C21	ST		
	Linkage between formal, informal and the non-formal education sectors to be reinforced, well structured and linked to the formal education sector.	C22	MT		
	Educators and non-teaching staff to be well trained to educate/coach/accompany students in values, child protection and safety, self disciplined, self-confidence, etc so as to train students to be self disciplined, more creative, more self-confident, and more inquisitive.	C23	ST		
	Training of teachers to promote the Concept of Green Living or Sustainable Living and related	C24			

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	teaching methods. Teachers should also be required to specialise to support this new focus.				
	Need to Maximise pedagogical assets (Open Educational Resources, ICT, workshops) ICT to be used extensively to cater for creativity, research, and critical thinking.	C25	MT		
	Green spaces as a pedagogical tool on school premises to be created and expanded to take care of home and neighbourhood environments. These would include (but not be limited to) recycling stations, sustainable endemic gardens, water-wise practices, (such as rain water harvesting), use of renewable energy& organic gardening.	C26	ST		
	Identification of a pool of experienced educators and Specialists (Environmental Awareness, Health, Nutrition, Physical Education, Sustainable Development, moral and civic education& career guidance) to come in as staff support and to provide training and capacity development for staff (Guest Speakers) to mainstream the Concept of Sustainable Development in all fields, with particular emphasis to values	C27	ST		
	Creation of School Advisory Board Constitution of PTA to include membership from the community – resources persons (retired head-teachers) representatives of village council, business sector, NGOs for empowerment of schools	C28	ST	This already exists more or less in ZEP schools with the School development units but it does not work well.	
	365 thoughts for the earth	C29			
	Regulate/Abolish private tuition – how to do that ? Private tuitions is a sort of free market. The Ministry of Education has already taken steps to regulate tuitions at primary level:	C30			2 schools of thoughts Some students would need

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	<p>how effective have these measures been.</p> <p>This will enhance equity as nowadays many students cannot take private tuition due to financial difficulties. By abolishing private tuition, all students will be treated equally. Hence equity will be restored and which is in line with MID vision.</p>				coaching, so should private tuition be abolished
	Support material/resource persons to improve pedagogical approaches during outings	C31			
	Use of mother tongue as medium of instruction	C32			
	Introduction of eco-schools / green schools concept that is nationally promoted for all schools (this could tie into blue flag and golden key programmes for beaches and hotels achieving environmental sustainability). Should be spear-headed by Ministries of Education & HR and Ministry of Environment & SD.	C33	ST		
	Policy development for schools, ensuring pursuit of environmental learning and campuses.	C34	ST-MT		
	Adolescents not completing their formal schooling should not be left without options and be given avenues such as (Ecole Des Arts et des Metiers) to address the concept of Sustainable Development – (Social workers to be trained to provide sustained support to these children).	C35	ST		
	Rationalisation and consolidation of the Pre – Vocational project and ensuring that there are avenues after the 3-year period to technical training centres (currently there is inadequate number of training centres).	C36	ST		
	Pre-Vocational facilities should be given to those within the immediate catchment area first, and then for others.	C37	ST		
	Introduction and recognition of Qualifications of	C38	ST		

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	the pre-vocational level should be considered by Ministry of Education and Human Resources				
	Need to revisit the end of secondary examinations (Cambridge biased), and to open new avenues for assessment (such as the International Baccalaureate I/E, City & Guilds, Royal School of Music) and this decision to be taken on board in all sectors (PSC, University entry requirements).	C39	ST		
	Provide for different types of post secondary institutions (Science/Music, Science/Sports, Science/Arts& Culture) (Science of Music, Sports Sciences, Science of Arts& Culture). Include IVTB and skills training.	C40			
<i>Post Secondary</i>	Provide a much larger choice of subjects at undergraduate level and more specialised subjects at post-graduate level as options to all students to integrate the concept of sustainable development (currently subjects on offer are too biased towards formal education) (Take into consideration Open University course design)	C41	ST		
	Provide for different types of post secondary institutions (Science/Music, Science/Sports, Science/Arts& Culture) (Science of Music, Sports Sciences, Science of Arts& Culture). Include IVTB and skills training.	C42	MT		
	Local universities should take into consideration new measures to increase access to tertiary education, (foundation programmes, recognition of prior learning RPL and mature students, etc.) for entry requirements at university level for degree programmes.	C43	ST		
	No one left behind Rationalisation and consolidation of the Pre –	C44	MT	Ongoing	

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	<p>Vocational project and ensuring that there are avenues after the 3 year period to technical training centres (currently there is inadequate number of training centres).</p> <p>Address 1 year gap between end of pre-voc and training centre entry (Take into consideration Open University course design)</p> <p>This is very important, the more so that it is a very difficult age for youngsters; if they are left idle they may become out of bounds and no longer be willing to learn or work afterwards</p>				
	Qualifications at Pre-voc level should be considered by MQA at par with the CPE level.	C45	ST		
	A National Centre of Excellence on Sustainable Development to harmonise the works of NGOs working towards the promotion of SD; to look into providing opportunities to out of school children, and to promote at all levels the need to adopt the concept of SD in their day to day life.	C46			
	<p>Government and private sector to provide Scholarships with a wider choice of subjects in line with MID vision.</p> <p>Review National CSR Committee guidelines if need be.</p>	C47	ST		
	All university curricula MUST include a module/learning activities on Environment for SD.	C48	ST		Important Point
	Promote green campuses	C49	ST		
	Research on ESD conducted should have mandatory practical outputs and community-feedback.	C50	ST		
	Undergraduate and postgraduate Courses should be adequately linked to the needs of community and industry in the country. A steering committee	C51	ST		

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	at the level of Ministry of Tertiary Education is needed to look at the relevance of courses developed at a university level.				
	Publication of research findings in ESD conducted in MU and relevant to the country should be submitted to the relevant Ministries for implementation.	C52	ST		
	All under-graduate courses should have a compulsory component of social service and volunteerism that is graded.	C53	ST-MT		
Institutional Framework (Institutions concerned with promoting Sustainable Development operate most the time in isolation)	Create an institution under the PMO's office/ MID Commission as a planning support to ensure that the research community networks and develop training programmes in the field of sustainable development is being addressed to meet the actual needs of MID.	I1	ST		2 schools of thoughts Should this be under PMO or should the existing unit be strengthened
	Need to train adequate number of trainers in the appropriate sectors who would work as specialists in Sustainable Development – roving from one Ministry to another in addition to establishing a smaller task force within each Ministry working with the roving team.	I2	MT		
	Need to create a Non- Communicable Disease Secretariat under or at the PMO similar to the National Aids Secretariat to formulate policies and to spearhead implementation of intervention programmes, both curative and preventive, thus ensuring political commitment and sustaining networking among all stakeholders in the interest of the community at large.	I3	ST		Should the Non communicable disease Secretariat be created under PMO or under Ministry of Health and Quality of Life
	Re-engineer existing structures so as to also address tobacco issues – (to reduce the prevalence of diseases associated with smoking).	I4	ST		✓

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	Very important, same for alcoholism and more generally substance abuse, and eventually other addictions like gambling.				
	Creation of a Food Unit which can oversee the following: Importation of food items, laboratory testing, Implementation of Food regulations, Carry out research on food products and Empower and train personnel – Transparency and Accountability. Reinforce existing structures	I5	MT		Should a new Food Unit be created or existing related institutions (Food Import Unit under the MoHQL) be reinforced.
	A need to institute ‘cradle to grave’ surveys and to clearly identify carbon/ecological footprints of imports and methods for recycling or disposal of all products, including packaging. Review the existing system in supermarkets where each product needs to be put in a separate plastic bag for pricing purposes at the counter.	I6			
	Creation of a Regulatory Body to control the types of food products sold on the local market, monitor advertisements on commercial health products, and keep a check on publicity spots projecting a gender bias or exploiting children.	I7	ST		
Legislation (Current appropriate legislation exist but are not well enforced.)	To communicate through the media/community based intervention/Internet/Citizen Advise Bureau Municipal Council /District Council Reference Section about the contents of the legislations in simple languages easily understood by the public using mobile technologies.	L1	ST		
	Need to increase and train the workforce to be able to enforce legislation.	L2	ST		
	Identify, catalogue and disseminate all national heritage buildings and other sites, and the history thereof (public and private) Have a special budgetary allocation for renovation, restoration and management for	L3	ST	Ongoing National Heritage Fund	

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	<p>sustaining these sites, with the knowledge that maintaining these sites increases community income. An official public listing of these should be compiled. This could be related to tax rebates or incentives to ensure private site upkeep. Important, and the sites could become a tourist attraction.</p>				
	<p>Need to couple Sensitisation programmes together with Legislation as far as possible where applicable to ensure individual and corporate responsibility on issues affecting public health.</p>	L4	ST		
	<p>Sustainable products (such as solar panels & rain water tanks) should be exempted from all forms of taxes and even be given incentives. The promotion of rainwater harvesting, concepts and practices should be made available which will help to support this. Very important – all new buildings should become rainwater harvesting units, and recycling of used water units too.</p> <p>Also, selective sorting and recycling systems need to be implemented nationally. This could be done through the establishment of a selective sorting unit, in conjunction with regional recycling stations, subsidised by the government, and run in partnership with communities. Very important. More importantly, at source, there should be less consumption and less waste, e.g. for packaging, (see above for supermarkets). Information from suppliers of cars on CO₂ emissions should be linked to the emissions taxes for vehicles.</p>	L5	MT		
	<p>Introduction of new legislation to counter bunking</p>	L6			

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	and absenteeism				
	Update all environment laws to reflect modern times.	L7			
	In view of ending petrol era renewable energy production be exempted from all taxes and given incentives	L8			
Informal and Non-formal Educational Sectors	NGOs should build up their capacity and make themselves more visible. Yes, and recognized by the Government.	NF1	ST		
	NGOs to work in collaboration with Government to promote the concept of SD Government to work with NGOs	NF2	ST		2 Schools of thoughts, Should the Government be working with NGOs or the NGOs fits in the programme of the Government Governments should work with NGOs but NGOs should have their own agenda; NGOs are not Government departments.
	CSR guidelines need to be reviewed NGOs.	NF3		Accountability already existing	
	NGOs to support out of school students through relevant internships and job placements so that they are able to make more informed decisions in life. Government to recognise the contribution of NGOs and to work with them in supporting youth	NF4	ST/MT		

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	<p>so that they are able to make more informed decisions and to build them into more responsible citizens. Yes.</p>				
	<p>Non formal learning institutions such as museums to support the formal learning process providing a structured holistic education strategy. Good idea, but who visits museum save for school children once in Standard VI, and maybe tourists?</p>	NF5	ST-MT	On-going	
	<p>Creation of a database of infrastructural resources either under utilised or not under use, which can benefit NGOs or civil society for sensitisation and outreach activities. Very important, and also maximize use of existing resources, for example school buildings after school hours and during week-ends</p>	NF6			
	<p>Government should reinforce the awareness of sustainable values within the community, incl. businesses (all govt. and financial sectors in MU), incl. agriculture, industrial, etc.</p>	NF7			
	<p>Set up a regional Centre of Expertise on Education for Sustainable Development (formal, informal and non-formal education) Make Mauritius a centre of excellence in the region.</p>	NF8	ST-MT		
<p>Public Private Partnership Lack of Financial Resources to promote the concepts of Sustainable Development</p>	<p>Government to inject 3% from taxes raised on each cigarette sold and on alcohol products in a special fund to be used for health promotion activities, surveys/research in the field of health as well as for capacity building/continuous education. (Ref. VIC Health Promotion-Australia)</p> <p>ALL taxes levied on tobacco and alcohol should go to health promotion, detoxification, and</p>	P1	ST		

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	prevention of substance abuse.				
	Need to strengthen Public Private Partnership The Private sectors to be encouraged to ‘Sponsor a Ward’ in Hospitals and to sponsor activities of Public Bodies and NGOs’ to address diseases such as Diabetes/HIV/AIDS. Private sector already sponsors NGOs in the health sector.	P2	ST/MT		
	Part of CSR should focus on improvement of conditions within its areas. Some companies already do so.	P3	ST		
	The Private sector should support the Government to address the issue of poverty alleviation. Already in the CSR guidelines.	P4	ST		
	Funds from CSR to be used to Implement MID projects	P5	ST		
	Funds from CSR to be used to promote research in the field of Education for Sustainable Development	P6			
Awareness (The structure of sensitisation programmes should be reviewed.)	Sustained Intervention should be carried out based on data available in the Global Youth Tobacco Surveys - latest 2008. (regular surveys and appropriate interventions and dissemination on health issues to be conducted)	A1	ST/LT		
	MCA/MIE to ensure continued production and better broadcast of pedagogical materials to sensitize students on matters of biodiversity, resource protection, and health. Production of audiovisual materials to be encouraged for widescale sensitization at all levels on matters of biodiversity, resource protection, and health, etc.	A2	ST		
	Setting up of a Directorate of Health Promotion as	A3	ST		

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	<p>an independent institution to review existing policies and advocating for new policies favouring health.</p> <p>This structure will comprise of relevant stakeholders (Ministries/NGOs/Civil Societies/Private Sectors in order to address the social determinants of health.</p>				
	<p>Need to integrate health education in the activities of the Ministry of Arts & Culture, to promote healthy lifestyle through folk media in view to bring about behaviour modification in the population.</p>	A4	ST	On-going	
	<p>Need for a strategy to promote the concept of SD/MID through much more frequent and strong sensitization programmes.</p>	A5	ST		
	<p>All institutions to allow employees to encourage into flexible leisure/recreational activities at work sites during working hours, to encourage team spirit and favors stress management.</p> <p>Interesting, but unfortunately not yet the tendency in Mauritius. Also put clear separations between personal and work life so that employees have enough quality time for themselves and their families.</p>	A6	ST		
	<p>Awareness of the Concept of 'Well being/Alternative Therapies' to promote health and happy living.</p>	A7	ST		
	<p>Breast feeding should be encouraged and the society to be made aware of its importance for both the child and the mother.</p>	A8	ST		
<p>Empowerment (Citizens – mothers, children, elders</p>	<p>There is a need for the creation of appropriate Clubs (Ecole des Parents)so as to increase</p>	EM1	ST		

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
are not empowered enough.)	parents' involvement in the education of their children; to inform and sensitise elderly of their civil rights; to promote recreational activities after schools; to inform the society about burning issues. Very important Parents have less and less time for their family.				
	Empowerment of mothers during the Post natal period through follow up, reinforced by regular home visits in order to ensure safety and protection of both the mother and child.	EM2			
	Health concerns and Environmental Concerns should not be the problem of the state, but of each and every one. This can be achieved through sensitization and empowerment, and ICT should be used to its maximum capacity; use of Mobile Technology to create better and sustained awareness	EM3	ST		
	Mieux Se connaitre - Family Day within school premises – twice yearly; This activity can help in better interaction amongst citizens, and better awareness to resource availability within the society and participation to the welfare of the society.	EM4	ST	On-going	
	Increase the power of decision making at institution level, such that welfare of citizens becomes the priority	EM5			
	Need to develop strategies for a more responsible nation, and empower each and everyone to be responsible for their actions. Environmental Stewardship/Citizenship.	EM6			
	Create a database of local publications – to be made free available to the community	EM7			
	Life skills training and support for parents of	EM8			

ISSUE	PROPOSAL	CODE	ST/ MT/ LT	ONGOING	REMARKS
	young children, beginning in the 3 months-3yrs age group				
Capacity Building (Training Programmes are not well structured.)	Training of Teachers to address the concept of Sustainable Development (Greening Mauritius, Human Values, Moral Values, Creativity, Holistic Development of a child).	CB1	ST	Ongoing	
	Carry out a Training Needs Analysis in ALL institutions, and prepare a National Training Programme Strategy.	CB2	ST/MT		
	Experts/Relevant Organisations should come in as Guest Speakers at both School and Community levels for Students and Parents. Set up a national parental awareness organization Parental Networks could assist in this endeavour.	CB3	ST	Ongoing	
	Need for home-to-home counselling to households on home economics, budgeting at Home, to make people more aware of how to plan their budget, and this can be achieved by the Economics Unit MoGE, NEF NGOs and CBOs. Companies could train / sensitize employees. interesting idea	CB4			
	Need to improve the structure of training programmes by having more MQA approved training courses.	CB5			
	Need for home-to-home counselling on life skills.	CB6			

Annex 2 - Empowerment of Citizens (Working session 1-3)

The concept of Sustainable Development can be transformed into actions only if each and every member of a society feels personally concerned with the need to preserve the environment so that future generations benefit as well. This can be achieved only if the present generations are well versed with the need to optimise the use of natural resources and the need to undertake developments which do not adversely harm the environment in which we live. This objective can be achieved by empowering the citizens so that they are able to understand how their decisions can adversely affect the physical environment. Empowerment of Citizens aim at making each and every citizen responsible for his actions, and only then will each one of us contribute to a sound living environment.

The focus group on Empowerment of Citizens comprised of participants from all sectors; Ministries, Parastatal, Non Government Organisations, Local Government and students. The discussions of the focus group centered around how to empower the various stakeholders of our society, in order to promote self discipline and individual accountability within the society. It was noted that in general the public was not aware of the concept and the importance of sustainable development. This resulted in the way our education system is currently structured. The emphasis is mostly on the formal education sector. The informal and non-formal education sector is not given due importance. The team also noted that because of the lack of workforce there is low enforcement of legislation, though adequate and pertinent legislation have been promulgated. The role and contribution of Non Governmental Organisations are not well defined and acknowledged.

Stock-taking

In Mauritius both the Governmental and the Private sectors are involved with empowerment of Citizens through a number of activities.

- A. The Ministry of Gender Equality, Child Development & Welfare (MoGECDW, 2011) is actively involved in the sensitisation and protection of the rights of the public in particular the women and the children. A number of strategies have been implemented to promote family welfare. The following sections are a summary of those activities:

Policies & Strategies:

- Participatory Advisory Committees – Women Centres & Empowerment Centres
- Citizen's Charter
- National Platform for Women in Politics
- Planning & Research Unit
- Social Welfare Division
- National Women Council
- National Children Council
- National Women Entrepreneur Council

Legislation:

- Legislation for children
- Legislation for women
- The ombudsperson for children Act 2003
- The ombudsperson for children(amendment) Act 2005

Sensitisation Programme

- International Women's Day 8 March
- International Family Day 15 May
- Universal Children's day 20 November
- International Children's Day of Broadcasting 9 December

B. The Ministry of Social Integration and Economic Empowerment, under the National Empowerment Foundation: has implemented a number of strategies to address Child Welfare, Social Development, Poverty Alleviation and Social Integration of Vulnerable Groups.

Policies & Strategies:

- (a) Empowerment Programme
- (b) Decentralised Cooperation Programme
- (c) Child Welfare Programme
- (d) The Integrated Social Development Programme
- (e) Programme d'Eradication de la Pauvreté Absolue (EAP)
- (f) Liste des poches de pauvreté a Maurice (August 2010)
- (g) Placement & Formation
- (h) Trust fund for the Social Integration of Vulnerable Groups
- (i) Register NGOs' working in related fields

Sensitisation Programme

- (a) Corporate Responsibility Programmes
- (b) Ongoing programmes under CSR

C. The Centre for Applied Social Research undertakes studies on the topic of social integration and the Ministry of Education & Human Resources have implemented an education loan policy for students

Gaps

The focus group noted that on the social side there is a general lack of responsibility at individual level. The follow are possible reasons for this particular situation:

1. Outreach activities at grass root level are not effective enough.

2. Citizens do not seem to be aware that the Environmental Protection Act (2010) provides for the citizens to be able to give their views on a major development project.
3. Some families face major economic hassles, hence their priorities differ.
4. Illiteracy prevents people from being knowledgeable about their rights.
5. The Formal and the Non-formal education are not integrated to cater for a holistic development of a child.
6. Our education system is of the elitism type and it encourages too much competition.
7. There is little time for extra-curriculum activities.
8. The implementation of existing policies and strategies is very slow.
9. There is inadequate awareness on sexual education for the youths.
10. There is inadequate communication within the society.

Challenges/Emerging issues

The focus group identified a number of challenges that hinder the effective implementation of existing strategies and the implementation of existing legislation, these being:

1. There is a need for an Education for Sustainable Development starting from the home and going beyond the living environment.
2. Citizens will need to understand and appreciate that sustainable development is achieved mostly through a way of life, whereby there is a need to self discipline ourselves
3. There is a need to formalise the interdependency between the Formal and Non-Formal Education sectors.
4. There is a need for a significant Paradigm Shift which is of concern to all (Parents/Teachers/Students)
5. There is a need to promote Citizenship and this can be achieved through the support of the Media
6. Instead of educating only children, there is a need for peering the parents
7. There is a need to raise awareness of the population to not only the importance but rather the need for sustainable development in our society.
8. There should be a MID focal point within each ministry.
9. There is a need for capacity building to the local authorities personnel to outreach citizens.
10. The extension services of the MOA to reach farmers so as to inform them about the proper use of fertilizers.
11. The citizen should be an agent of transformation (beyond being an agent of change)
12. There is a need to promote judicious use of paper : waste, sharing of books by different cohorts
13. Need to maximise use of ICT in schools; Laptop to be used extensively in the classroom aiming at paperless environment
14. The school should be empowered to generate its own electricity, biogas and compost.
15. Citizens should be educated to value local resources E.g bread fruit.
16. The Government and the Private sector to work in collaboration and address the issue of social housing for the homeless
17. The employment sector needs to address the problem of mismatch -Jobs are available but refusal to work is noted in particular areas.
18. Poverty generates poverty, thence there is a need for an integrated development approach.
19. The private sector should uphold their social responsibility e.g training for unemployed to be enrolled, provide recreational activities in the environment.
20. There is a need to harmonise the system of education because it is too pyramidal.
21. The media should appear less of a gutter press and to give value to positive actions geared towards sustainable lifestyles.

22. The media is the tool to educate masses – it is important to address the problem of school absenteeism: teachers parents and schools: staggered assessment, recognition of involvement in extra curriculum activities on the certificate.
23. There is a need to promote extra-curricular activities based on sustainable development
24. There is a need for the rehabilitation of delinquents.
25. Legislation should also address the problem of school bunking.
26. 'Ecole des parents' needs to be reinforced.
27. Education should also focus on biodiversity awareness.
28. The socio-cultural and religious groups could play an important role in shaping the society towards adopting the concept of sustainable development.
29. Citizens should be provided with additional subsidies for affordability (water tank, solar water heater, etc)
30. There is a need to implement additional taxes on plastic (eradicate plastic).
31. There should be strong incentives to protect and preserve the heritage.

Recommendations

The recommendations are detailed in Table 2 and the sections 5.1.4.1 and 5.1.4.2 summarised the proposals under the short term and medium term time frame.

Short Term

1. Agree on a SIMPLE definition of SD and MID.
2. Adopt a methodology to adapt the message to different target groups.
3. Communicate the concept
4. Sensitise the public on their rights.
5. Modify law on Zero depot and credit selling
6. Enforce law on illegal money-lending
7. Evening or day community-based courses given to adults.
8. Corporate to cater for literacy training for employees
9. Insert extracurricular activity in schools
10. Sensitise general public, through exhibitions (as already done on World Environ Day)
11. Integrate room on Mts biodiversity in a Museum, for visits.
12. Create MQA-approved courses for Training of Trainers.
13. Train trainers/ to act as counsellors with different groups.
14. MoA: reorient the officers and change their scheme of extension services.
15. MoA should give more follow-up on use of pesticides by farmers.
16. Media Trust should revive journalists trainings and encourage specialisation of journalists.
17. Encourage NGOs to have theme-based coalitions
18. Cancel certificate of Morality requirement
19. Aftercare / reinsertion support to beneficiaries.
20. Incentives for Gov and Private Sector to recruit them.
21. Encourage self-employment / small business creation

22. Sustainable products (i.e. solar panels) should be exempted from all forms of taxes + even be given incentives.

Medium Term

1. Home-to-home counseling to households on home economics, budgeting.
2. Sensitise in the workplace: offices, Ministries
3. Sensitise in schools, use school books over maximal cohorts.
4. Sensitise bookshops on rebuy, exchange
5. Tackle pockets of poverty in priority
6. Showcase professionals and success-stories
7. Train interested people in these sectors
8. Identify and catalogue all national heritage buildings (public and private)
9. Have a special fund for sustaining these
10. Training institutions and businesses to devise training courses for employees.

Table 2: Empowerment of Citizens

EMPOWERMENT OF CITIZENS					
PRIORITY THEME/ISSUE(S)	PROPOSALS	ACTION PLANS	RESOURCES	ST/MT/LT	Ongoing
AWARENESS					
1. Awareness of MID	Need for more Aggressive Campaigns to promote the concept of MID/SD.	Agree on a SIMPLE definition of SD and MID.	MID Committee	ST (immediate)	- yes
	The MID concept and message should be simplified so that it can be understood by all.	Adopt a methodology to adapt the message to different target groups.	MID Committee	ST	

		Communicate the concept	Media, MCA, Schools, Religious leaders, community organisations, NGOs	ST	
2. Citizens need to become more aware of their rights with regards to proposed development projects (whether there is an EIA or not), where they have the opportunity to voice out their opinion on developments	Need for more sensitisation campaigns about the importance of public participation in approving or contesting development projects.	Sensitise the public on their rights	Ministry of Environment (in partnership with LAs).	ST	Yes
3. Some people have serious debts problems	Break vicious circle of indebtedness.	Modify law on Zero depot and credit selling	Ministry of Consumer Protection	ST	Ongoing For all action
	Provide for counselling at community level to educate the public about sustainable livelihood rather than overconsumption.	Home-to-home counselling to households on home economics, budgeting	Home Economics Unit MoGE, NEF NGOs and CBOs. Companies could train / sensitize employees	MT	
		Enforce law on illegal money-lending	State Law Office	ST	
4. With regards to illiteracy, there is a need to address this problem.	Adult Literacy for men and women: basic literacy and numeracy + basic life skills (premarital and couple counselling included if needed).	Evening or day community-based courses given to adults. Corporate to cater for literacy training for employees	<ul style="list-style-type: none"> ▪ Should be initiated by a Ministry (educ?) and implemented at micro-level by NGOs, CBOs. ▪ CSR Committee should allow for use of funds for this. 	ST	ongoing
5. Judicious use of paper : waste	Sensitise on the 3Rs: reduce, reuse, recycle	Sensitise in the workplace: offices, Ministries	<ul style="list-style-type: none"> ▪ Min of Envir, NGOs 	MT	Ongoing

		<p>Sensitise in schools, use school books over maximal cohorts.</p> <p>Sensitise bookshops on rebuy, exchange.</p>	<ul style="list-style-type: none"> More vigilance from Min of Educ and PSSA 		
6. Promote biodiversity awareness	More massive sensitisation (through media, schools, etc)	<p>Insert extracurricular activity in schools</p> <p>sensitise general public, through exhibitions (as already done on World Environ Day)</p> <p>integrate room on Mts biodiversity in a Museum, for visits</p>	<p>Min of Education & Human Resources</p> <p>MoESD, Min of Agro Industry & Food Security, NGOs</p> <p>Min of Culture + Educ</p>	ST	Ongoing
<u>Non-formal sector</u>					
7. There is a lack of qualified trainers/ accompagnateurs	Identify religious and community leaders, social workers, and Ecoles des Parents to act as trainers / accompagnateurs.	<p>Create MQA-approved courses for ToT</p> <p>train trainers/ to act as counsellors with different groups.</p>	<ul style="list-style-type: none"> UTM, CTI, MQA to create a course and make ToT 	ST	ongoing
8. The outreach activities at grass root level is not so effective	<p>Devise better outreach activities on SD, at grass root levels.</p> <p>Have a customised (need-based) content and format to reach target types (ex. Talk to fishermen or farmers)</p>				

9. Extension services of the MOA to reach farmers so as to inform them about the proper use of fertilizers)	Reorient and improve the MoA services on more general proper sustainable farming practices.	MoA: reorient the officers and change their scheme of extension services. MoA should give more follow-up on use of pesticides by farmers.	Min of Agric	ST	Ongoing
<u>Informal sector</u>					
10. On the Social side – we note that there is a lack of Responsibility at the individual level	<ul style="list-style-type: none"> Devise more programmes to sensitise people about self discipline, responsibility, citizenship values and sexual education. 	Tackle pockets of poverty in priority	CBOs, Media, Use speakers in supermarkets Community Radio	MT	Ongoing
11. Address the problem of mismatch -Jobs are available but refusal to work is noted in particular areas.	<ul style="list-style-type: none"> “valoriser” jobs that are considered unattractive and jobs that are phasing out. 	Showcase professionals and success-stories Train interested people in these sectors	SMEDA MQA	MT	Ongoing
12. The media to appear less of a gutter press and to give value to positive actions geared towards sustainable lifestyles	<ul style="list-style-type: none"> Journalists need to be more trained ; to report on positive things ; be more specialists in certain fields 	Media Trust should revive journalists trainings and encourage specialisation of journalists.	Media Trust	ST	Ongoing
<u>Capacity Building</u>					
13. There is a need for Networking of NGOs.	<ul style="list-style-type: none"> Tackle duplication of their work, though better collaboration. Ensure more freedom of advocacy for NGOs and civil society at large. 	Encourage NGOs to have theme-based coalitions	MACOSS NGOs themselves	ST	Ongoing
14. Rehabilitation of delinquents, former	<ul style="list-style-type: none"> Tackle stigmatisation 	Cancel certificate of Morality requirement	State Law office		

detainees		<p>Aftercare / reinsertion support to beneficiaries.</p> <p>Incentives for Gov and Private Sector to recruit them.</p> <p>Encourage self-employment / small business creation</p>	<p>NGOs</p> <p>Ministry of Labour</p> <p>NEF, SMEDA</p>		
<u>Legislation</u>					
15. TVA/subsidy on the sale of sustainable products		Sustainable products (i.e. solar panels) should be exempted from all forms of taxes + even be given incentives.	Ministry of Finance and MRA	ST	Ongoing
16. Incentives to protect and preserve the heritage	All houses, and other constructions.	Identify and catalogue all national heritage buildings (public and private) Have a special fund for sustaining these	National Heritage Fund Min. Of Arts and Culture	MT	ongoing
<u>Private-Public Partnership</u>					
17. Businesses to uphold their social responsibility, e.g training for unemployed to be enrolled .	On the job and off the job trainings should be made available by companies, with incentives.	Training institutions and businesses to devise training courses for employees.	National CSR Committee should accept employees training as CSR activity.		
<u>Institutional framework</u>					

Annex 3 - Environmental Education (Working session 1-3)

Stock Taking

Environmental Education is education about environmental issues. Presently several activities have been implemented to promote environmental education in Mauritius. The subject environment is included in school curriculum from the pre-primary up to the secondary level of education. Post secondary institutions offer more advanced modules in the field of environmental education, and also full degree and masters programmes related to environmental education. In addition non-governmental organisations are very active promoting awareness and know-how on environmental education. The curriculum was proposed by Reef Conservation Mauritius with consultations from Shoals Rodrigues for curriculum developers, with a view to insert marine science concepts in primary schools in Mauritius. This was carried out in the context of the Pilot Project for Marine Environmental Education and Resource Centres for Beaches in Mauritius carried out by the Mauritian Scuba Diving Association in collaboration with Reef Conservation (the Marine Conservation Management Consortium). While it considers the academic levels of different standards, its key purpose is to provide the foundations to the study of marine sciences at primary level.

Gaps

1. The Environment needs to become a pedagogical tool & should not be treated as an isolated entity .
2. The whole education system from Pre-Primary to Tertiary should be reviewed in particular the CPE to integrate sustainable development.
3. Implementation and enforcement of existing laws should be carried out
4. Comparative study with other countries
5. Use of all existing networks to implement projects link with EE
6. To invest in sustainable development (No financial constraints)
7. Net improvement of public transport. To shift from private to mass transport.
8. Needing for the Right person at the right place

Challenges/Emerging Issues

1. To set up an environmental supervisory unit at the Ministry of Education and Human resources level.
2. There is a need to create employment specialist in EE.
3. There is a need for a new pedagogical approach for the training of teachers.
4. There is a need to review the training of teachers and also training of trainers.
5. The population should be sensitised.
6. Parents should be trained on the topic Environmental Education.
7. There is need for the use of the mother tongue in formal teaching of learners at school level.
8. Development of books to discover environmental issues.

9. Training of personnel at all level in public & private sector
10. New Environmental policies should be implemented at school level and featuring all
11. stakeholders. (BEC)
12. Creation of kitchen gardens at home. Environmental corners with Indigenous/ Endemic
13. gardens to be set up in public places.
14. Move towards eco-friendly agricultural systems that are more sustainable.
15. Informal Education through media.
16. L'exemple enseigne.
17. To distribute brochures to tourists coming to Mauritius about the MID vision.
18. It was proposed to create a unit at the level of the MoESD which would carry out the follow-up with ESD initiatives implemented since it was mentioned that if no directives are given from the ministry, then these initiatives are not given any value.
19. Participants raised the point that over and above having the Right person at the right place, it was important to bring in new blood and having new ideas so that the new generation is taken into consideration.
20. Mention was made of the current education system being too Exam-oriented and that in certain cases, five-star schools have refused that their students participate in extra-curricular projects.
21. There is a need for specialists in EE and University students who are unemployed can be re-oriented towards EE.
22. It was proposed to tap into the Mauritius Environment Outlook Report as an important resource during the consultative meetings

Recommendations

The recommendations are summarised in Table 3 under the short term and medium term time frame.

Short Term

1. To establish a synergy between the Non-formal actors. (Coordination). Access to schools should be facilitated & coordinated to non formal actors.

Medium Term

1. A national strategic committee should be established in partnership with the public, private sector and NGOs to define a national sensitization programme. Ex: To establish sorting out of waste at national level.
2. The Environment needs to become a pedagogical tool & not treated as an isolated entity.

Table 3: Environmental Education

ENVIRONMENTAL EDUCATION					
PRIORITY THEME/ISSUE(S)	PROPOSALS	ACTION PLANS	RESOURCES	ST/MT/LT	Ongoing
<p><u>Awareness</u></p> <p>Authorities and Educationalist have to sensitise everyone to the protection of our general environment (Marine& terrestrial)</p> <p>It is of vital importance to foster a new mindset.</p> <p>There needs to be a widespread dissemination of environmental legislation.</p> <p>Use of media</p>	<p>Sensitisation programmes to arouse environmental awareness should be widespread, targeted and conceptualized differently.</p> <p>Need for sensitisation programmes to foster a new mindset</p> <p>Evaluation of the effectiveness of the present sensitisation efforts.</p> <p>Define a media campaign</p>	<p>A national strategic committee should be established in partnership with the public, private sector and NGOs to define a national sensitization programme.</p> <p>Ex: To establish sorting out of waste at national level</p>	<p>Political will</p> <p>Logistic (Ex: Sorting of waste: not enough of recycling companies, Transport, stocking capacity...)</p> <p>Human (Trainers from qualified stakeholders)</p> <p>Financial resources(Funds from International agencies (EU, UN, AFD, ...local: CSR, Local government)</p>	<p>MT to LT</p>	<p>Sensitization campaigns in schools being done by Ministries and NGOs (Terrestrial and marine biodiversity, sorting out of waste)</p> <p>EcoTV</p>

<p><u>Non-formal sector</u></p> <p>Pedagogical approach to specific activities: Exhibitions & Open days Murals Educational tours Artistic activities</p>	<p>Institutions involved with environmental protection to be encouraged to host open days</p> <p>Artists to use their talents in the form of murals to create awareness of protection of the environment</p> <p>Evaluation of the effectiveness of ongoing or past awareness campaign</p>	<p>To establish a synergy between the Non-formal actors. (Coordination) Access to schools should be facilitated & coordinated to non formal actors.</p>	<p>Resources exist already. Coordination needed.</p>	<p>ST to MT</p>	<p>NGOs implementing several environmental projects.</p>
<p><u>Informal sector</u></p>					
<p><u>Empowerment</u></p> <p>Means to be given to the general public to become active citizens.</p>	<p>There should be an effective body to lead the process.</p>			<p>LT</p>	
<p><u>Curriculum</u></p> <p>Review of curriculum Educational system too exams oriented</p>	<p>NGOs and the Governmental Authorities need a think tank to devise a new educational approach for a holistic development.</p>	<ul style="list-style-type: none"> The Environment needs to become a pedagogical tool & not treated as an isolated entity. 	<ul style="list-style-type: none"> Curriculum panel members need to be properly trained on the the specific topics 	<p>MT</p>	<p>Bits & pieces of basic marine sciences present in science illustrated text books Selective waste disposal bins present in all primary schools. Agricultural science proposed in secondary schools. Environmental Green corners in</p>

	<p>The whole education system from Pre-Primary to Tertiary should be reviewed in particular the CPE to integrate sustainable development.</p> <p>To integrate SD in the SANKORE project.</p> <p>To make proper use of other pedagogical tools in the teaching process (DVDs, computer aided programmes Role play, ...)</p> <p>Adequately trained teachers</p> <p>NGOs to be integrated in the Curriculum review process.</p>				<p>specific schools</p> <p>NGO's intervention on specific environmental themes</p>
<p><u>Capacity Building</u></p> <p>Need for capacity building at several levels of different authorities.</p>	<p>CB within the teaching staff. Trained personnel needed.</p> <p>Refresher course.</p>		<p>Public and private sector investment</p>	<p>ST</p>	<p>Environmental management policies being implemented by some private companies by integrating their employees through training.</p>
<p><u>Legislation</u></p> <p>Laws exist but not enforced.</p> <p>Lack of dissemination of environmental legislations at different levels.</p>	<p>There needs to be a widespread dissemination of environmental legislation by properly trained resource persons.</p> <p>Implementation and enforcement of</p>		<ul style="list-style-type: none"> ▪ Enforcing agencies to be reinforced.(police de l'environnement, Coast guard....) 	<ul style="list-style-type: none"> ▪ ST 	

	existing laws should be carried out Comparative study with other countries				
<u>Private-Public Partnership</u> Use of all existing networks to implement projects link with EE					
<u>Institutional Framework</u>					
Sorting of waste in few enterprises & also at Ministry level. Management of resources. Sustainable building practices being implemented slowly. (SCP) Training of personnel. To invest in sustainable development NOW(No financial constraints) Needing for the Right person at the right place Important to bring in new blood and having new ideas so that the					

<p>new generation is taken into consideration.</p> <p>Water resource management to be reviewed.</p> <p>Water harvesting system to be set up at all level (public, private, individual).</p>					
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Annex 4 - Education For Sustainable Development (Working session 1-3)

Stock Taking

A. The Ministry of Education & Human Resources has implemented a number of strategies to promote a holistic development of the child.

Polices & Strategies

1. Curriculum – Preprimary structured along 6 mains axes; (Personal, Social & Emotional Development (PSED), Expressive, Creative and Aesthetic Development (ECAD), Health and Physical Development (HPD), Body and Environmental Awareness (BEA) amongst others.
 2. School Enhancement Programme at Primary Level
 3. Subjects such as Music at Primary level
 4. Curriculum – Secondary level: (Health and Physical Education & The Arts are amongst the subjects offered.)
 5. Address Special Education Needs Groups -
 6. The National Policy & Strategy Paper on Special Education Needs : The Policy and Strategy document
 7. List of Specialised Schools
 8. United Nations Model
 9. Pre-Vocational Policy to address the needs of students who have not been successful academically at primary level
 10. Young Journalist of the year competition
- B. The Ministry of Environment & Sustainable Development has come up with a number of programmes to sensitise the population about the need for an Education for Sustainable Development in Mauritius.
1. National Programme and Action Plan on Sustainable Consumption and Production (SCP)- Project promoted by the MoE&SD and UNEP.
 2. The Information & Education Division of the Ministry of Environment and NDU is actively engaged in the informal education and sensitization of the general public.
 3. Students' Environmental Charter; Media; Talks; Resources Materials; Mass Sensitisation;
 4. Activities for Targeted training groups: Training of Youth leaders on Sustainable Consumption and Production (Youth X Change Programme); Training of trainers for women leaders; Production of Audio-Visual (Short films on biodiversity)
 5. New upcoming Projects: School Endemic Garden Programme & Waste Segregation in Schools
- C. The Mauritius Research Council (MRC) undertakes research activities in the following fields:
1. Biomedical and Pharmaceutical
 2. Biotechnology
 3. Energy Efficiency and Renewable Energy

4. Information Communication Technology (ICT)
5. Land & Land Use
6. Manufacturing Technology
7. Ocean Technology and Marine Resources
8. Science & Technology Education
9. Social/Economic
10. Water Resources
11. Waste Management and Water Recycling

MRC has recently created National Working Committees on different subjects, to group researchers and policy makers to find solutions to problems using local resources. The Ministry of Gender Equality, Child Development & Welfare has promoted a Home Economics Unit which guide citizens towards a making more informed decisions. This Ministry also celebrates the following national days, promoting thus a holistic development of the citizen:

- | | |
|--|-------------|
| 1. World Poetry Day | 21 March |
| 2. International Day for the elimination of violence against women | 25 November |
| 3. World Environment Day | 5 June |
| 4. Celebration of the Day of the African Child | 16 June |
| 5. World Food Day | 16 October |

Gaps

1. Vicious circle of Exclusion and Juvenile delinquents who were left to their own devices and looked down upon, creating frustration and anti-social behaviour.
2. The need for actual educators not only educationalists in the poverty-zones.
3. Pre-vocational / Colleges created in these areas are not catering for local children.
4. Lack of trainers who are from the same environment/ Eg like Caravane des Metiers by IVTB who had trained musicians and electricians.
5. PVE has not well functioned- The Second chance programme for those who have not been able to integrate Pre-Vocational Training and yet these students still fail/ cannot even write their names..Need to find out why. Need to support with relevant statistics.
6. Should we accept that our system creates so many drop outs?
7. 90% prisoner are illiterate (Is there a link between criminality to Education- references/ data/ statistics?)
8. Is it that the child is not fit for the schools or the schools not fit for the child?
9. What is the role of the parents since there is a direct link of the salary scales to failure rates (Need statistics and other Determinants of failures)
10. Books at secondary change often and this is a big problem for underprivileged school children who cannot access reading material and prefer not going to school rather that getting shouted at/despised for not having appropriate text books.
11. At tertiary level Final year Students who need to submit a thesis should be allowed to submit soft copies instead of hard copies.
12. Teachers who are following courses on Educational technologies have problems to integrate learning activities in their class environment since heads of schools/ IT teachers responsible for the labs are reticent at allowing non-IT teachers into the labs.

Challenges/Emerging Issues

1. Manual skills and training be given more value and made more attractive, especially in the light of increasing technological advances where manual workers need to be IT literate and be able to cope with technology integration. MIE/ UoM/ UTM Programmes in counselling/psychology/Social work be further promoted and access given to more social workers and Government should help to train NGOs to be able to cater for particular needs.
2. Promote projects such as the UNESCO support to MIE in reviewing curriculum framework and enhance teaching practices towards ESD.
3. Enhance and develop more programmes such as the SPELL project which has had very good results where 60 year old illiterate prisoners could learn to read after two months
4. Look into the spectrum and links between all types of education formal –informal and nonformal –for instance the policy of Automatic promotion which creates drop outs and thus the need for more informal and non-formal education. It should be noted here that in its EHRSP 2008-2020 the ministry of Education has already decided to review its policy on automatic promotion and has proposed that automatic promotion at the primary level will be reviewed from the current one repeat at CPE to allowing a repeat at Grade 3, following the diagnostic assessment and the end-of-year evaluation of the pupil’s performance.
5. Propose that there be Sandwich training courses “Formation par alternance” that give students a better opportunity of situated learning and being fit for purpose.
6. The realities of a dynamic economy where we cannot eliminate drop outs, but we can and should be able to channel them appropriately, through carefully planned structures that can be carried out by the planning division at HRDC which needs to be reinforced.
7. Look at education in a systemic and organic manner rather than purely pedagogical approach and review not only the contents but the approach and relevance for the student.
8. At tertiary level, we should promote the role of research on ESD.
9. It is important to disseminate and communicate about decisions taken at important conferences such as the HEQMISA (Higher education Quality Management Initiative for Southern Africa which have relevant objectives such that through quality management, higher education institutions contribute to sustainable economic growth, poverty reduction, human development, social justice and political stability in the SADC region.
10. It is important that NGOs should be able to go and attend these types of conferences.
11. There are many examples of Green campuses – recycling and reusing paper and we can adapt these models to the Mauritian context.
12. Teaching and learning- Starting point for sustainable development – Module to develop in SD which is both relevant and current can be initiated by teachers.
13. There exists many Youth Networks such as Small Island Voice (<http://www.unesco.org/csi/smis/siv/sivindex.htm>)which network and dialogue about issues on sustainable development.
14. The importance of preserving national cultural heritages and respect for our history was also mentioned.
15. The need to create a workforce that was not only employable but also worthy of respect was also highlighted.
16. The availability of courses that exist online help to save fossil fuels and are also time-saving for working people.

Recommendations

The recommendations are detailed in Table 4.

Table 4: Education for Sustainable Development

EDUCATION FOR SUSTAINABLE DEVELOPMENT

PRIORITY THEME/ISSUE(S)	PROPOSALS	ACTION PLANS	RESOURCES	ST/MT/LT	Ongoing
<p><u>Awareness</u> (There are many examples of Green campuses – recycling and reusing paper and we can adapt these models to the Mauritian context. Teaching and learning- Starting point for sustainable development – Module to develop in SD which is both relevant and current can be initiated by teachers.)</p>	<p>Actions need to target all 5 levels of education There is a need for a concerted strategy to be developed in consultation with ALL stakeholders (NGO’s, Ministry, etc.) Awareness-raising on all levels of education on MID Awareness about sustainable development issues (targeted awareness on issues) (Insert age groupings)</p>				
<p><u>Non-formal sector</u> (Insert roles of NGO’s)</p>	<p>NGO’s need to undergo capacity-building – Govt. needs to take responsibility for capacity building because they provide services to cover for govt. core functions Need to develop NGO / civil society & govt. partnerships. Resources need to be shared – inter-sector collaboration. Govt. needs to take on greater responsibility for social work. A platform for collaboration needs to be developed. Nothing to look after children / people (who have not attained formalized educational grades) – perhaps there is a need for an institution that would take on board those pupils e.g. Technical collage or skills collage – Embrace the concept of “no child left behind”; *Encourage NGOs to promote their work and make themselves more visible in the society. *Centre of excellence on ESD to be established in Mu (roving or established – to be discussed)</p>				

	Private-public partnerships need to be strengthened– strengthen and consolidate projects catering to children from deprived backgrounds				
<p><u>Empowerment</u> Empowerment for all Gender!!! Climate change, HIV-Aids; Gender; etc. Role of the media Empower NGO’s and civil organisations and groups Empower govt. Empower parents Enable and empower youth The need to create a workforce that was not only employable but also worthy of respect was also highlighted.</p>	<p>Promote similar programmes in other vulnerable groups. Focus on Rights and Responsibilities Parental empowerment strategies need to be implemented by employers as well – as part of their work environment (ST - ongoing) Empowerment for ESD – what is it, what does it mean to us, to educate NGO’s and Govt. for consensus Legislation needs to be developed to enable empowerment Need for life-skills training (ST) * Need to develop strategies for a more responsible nation (Ongoing)</p>				
<p><u>Curriculum</u> Capacity building of teachers and monitoring & evaluation of teachers – lack of suitable implementation Need to improve curriculum transfer and efficacy Teacher-Training, teaching and learning processes need further support Guidance for practitioners in the early years that will ensure sustainability (avoidance and not cure)</p>	<p>Promote use of Open Education Resources (OERs). Promote IT skills and Distance Education mode of learning. Need to introduce IT as part of the learning process (need to further support use, also into early childhood development processes) Review the Automatic promotion in Primary and Secondary level – to ensure reading and writing skills. To have automatic promotion supported by effective remedial education to support those learners who are not coping No automatic promotion in early childhood years (yr 1 & 2)</p>				

	<p>Look into the question of CP examinations – they should be an orientation examination (not an end-of-line examination) – need to refer to the current document</p> <p>At the CP level, a need to broaden the curriculum to include a continuous assessment process</p> <p>Need for a broader variety of secondary schools – not limited to academic centers (e.g. music, dance, technical, etc.)</p> <p>Review the concept of national schools(support for new schools better aligned with needs)</p> <p>Lack of responsibility of the teacher to the child – a need for accountability on the part of the teacher to ensure performance. Need to implement an effective monitoring and evaluation process for teachers</p> <p>Need to empower parents to support teachers</p> <p>Govt. needs to adopt concrete measures for the phasing out of CP examinations and to improve regional schools (MT)</p> <p>Ensure that girls and boys have access to traditionally gendered skills (cooking, technical skills, home economics, etc.)</p> <p>Need to develop a national science education policy – need to develop a life-long learning path</p>				
<p><u>Capacity Building</u></p> <p>Needs to be multi-pronged and at all levels (need to support integrated learning)</p> <p>Need for compulsory service periods for teachers that have undergone training and capacity</p>	<p>Promote situated learning and regular sandwich courses to enhance the skills of the workforce.</p> <p>Provide for Alternatives/Opportunities to students who cannot make it academically.</p> <p>Strength research on ESD at Tertiary level or in Research Organisations.</p>				

<p>development in order to sustain capacity within schools; (also need to look at ideal periods of service in schools) – especially where training is offered as part of projects</p> <p>Propose that there be Sandwich training courses “Formation par alternance” that give students a better opportunity of situated learning and being fit for purpose.</p> <p>The realities of a dynamic economy where we cannot eliminate drop outs, but we can and should be able to channel them appropriately, through carefully planned structures that can be carried out by the planning division at HRDC which needs to be reinforced.</p>	<p>Short-term: Develop a data-base of teaching and learning resources that teachers can easily access to teach ESD;</p> <p>Long-Term – Teaching teachers to access resources on their own, and to develop themselves as professionals that go beyond what is provided nationally for their teaching and learning programmes;</p> <p>Encourage networking of Youths worldwide in the field of Sustainable Development</p> <p>Development of a professional development learning path for teachers (teaching materials and skills development, accessing online resources, etc.)</p> <p>Need for Capacity development for school goodgovernance</p> <p>Teacher assessment – need for an inspectorate (MT)</p> <p>Need to consult teachers on the skills development that they see as priorities – need to include and consider teachers’ own priority needs.</p> <p>Need for a portal for people who go on conferences to share what they have learned and to provide feedback reports (accountability and sharing)</p> <p>Need to develop a community of practice for ESD for Mauritius</p> <p>At tertiary level, we should promote the role of research on ESD.</p>				
<p><u>Legislation& Policy</u></p> <p>Need to regulate teacher leave – limited to school vacation. No leave during school time (but most especially during examination periods). Teachers need to start the day earlier than students and be available to learners after school.</p>	<p>Need to develop a national science education policy – need to develop a life-long learning path</p> <p>Awareness of laws and existing legislation, and the responsibility of different actors</p> <p>Legislation concerning all forms of harassment (sexual) to include all manifestations</p> <p>Health and safety education strategy needs to be adopted</p> <p>Existing legislation needs to be enforced more effectively.</p> <p>Legalize compulsory education for children until 16 yrs – need enforcement on teachers</p> <p>Development of new “green laws” supporting sustainable development practices – throughout all sectors (sustainability reporting, green policies in companies)</p>				

	Absenteeism – need for 80% attendance legislation – minimum attendance.				
<u>Private-Public Partnership</u>	Private-public partnerships need to be strengthened–strengthen and consolidate projects catering to children from deprived backgrounds				
<u>Institutional Framework</u> * New types of schools at all levels (and restructuring existing school structures) Sport- Etudes, Music- Etudes; Arts et Metiers Promote projects such as the UNESCO support to MIE in reviewing curriculum framework and enhance teaching practices towards ESD. Look at education in a systemic and organic manner rather than purely pedagogical approach and review not only the contents but the approach and relevance for the student. It is important to disseminate and communicate about decisions taken at important conferences such as the HEQMISA (Higher education Quality Management Initiative for Southern Africa which have relevant objectives such that through quality management, higher education institutions contribute to sustainable economic growth, poverty reduction, human development, social justice and political stability in the SADC region. Pre-vocational / Colleges created in these areas are not catering for local children.	<ul style="list-style-type: none"> • Encourage International Collaboration with local educational institutions. • The Ministry of Education & Human Resources to consider a holistic Development of the child. • Disseminate information about Education Trends both in the region and internationally. • Pre-Vocational Centres to cater for students in the locality first and then others – to be considered legally. <p>* Need to establish a new type of university (non-academic) * An institute for capacity building of NGO's and civil society * Develop competitions between schools (sports)</p>				
<u>Civil education</u> *Citizenship education Civil education needs to be introduced, implemented and strengthened	* Responsible citizenship education should be introduced * Respect and awareness of the laws of the country need to be integrated into all levels of learning (e.g. building laws, etc. bus behavior, etc.) * Democracy, governance and human rights education needs to be introduced * Health and safety education should be strengthened				

Annex 5- Public Health Education (Working session 1-3)

Stock Taking

- A. The Ministry of Health & Quality of Life and the Ministry of Education & Human Resources have undertaken a number of initiatives to promote public health within the school curriculum. Mauritius is experiencing high prevalence of non communicable diseases owing to mostly an unhealthy lifestyle. This situation is impacting heavily on financial resources needed in the public health sector which is free. These financial resources could have been channelled in other sectors for the welfare of the citizens. This situation can be improved if appropriate measures are taken. By integrating formal and non formal education in the learning process, behavioral changes can be brought about towards a better and healthy lifestyle. The MoHQL has promulgated a number of strategies and legislation to promote a healthy lifestyle, these are as follows;

Sensitisation Programmes for:

- (a) H1N1 virus
- (b) Diabetes
- (c) HIV/AIDS
- (d) Chikungunya & Dengue
- (e) Smoke Free

Legislation

- (a) Food Act 1998
- (b) Food Regulations 1999
- (c) Public Health Act 2009
- (d) Public Health (Restrictions on
- (e) Tobacco Products) Regulations 2008
- (f) Protocols for Complaints: Noise, Odour
- (g) Health Guidelines for Classified Trades (2006)

Policies & Strategies:

- (a) National Plan of Action For Nutrition (2009-2010)
- (b) National Action Plan on Physical Activity (2011-2014)
- (c) Compiling a list of NGO's working in the health sector (as at May 2011)
- (d) National Cancer Control Programme (2010-2014)
- (e) White Paper on Health Reform & Action (2002)

- (f) Global school based student health survey, 2007
- (g) The national sexual & reproductive health strategy and plan of action, 2009-2015
- (h) NCD survey reports (2009- latest)
- (i) E Health Plan 2015

B. Similarly the Ministry of Ministry of Education & Human Resources has undertaken some activities towards sensitising students towards a healthy lifestyle, namely:

Polices & Strategies

- (a) Health Training Programme
 - (b) Series of Workshops (School Health Clubs, Physical Exercise & Eating Habits; Healthy Lifestyles – Preprimary & Primary; HIV/AIDS; Hygiene and Communicable Diseases)
 - (c) Curriculum – Preprimary to Secondary
- C. The Ministry of Gender Equality, Child Development & Welfare has created a Home Economics Unit which help to sensitise people towards healthy eating. In addition, a number of non-governmental organisations are working towards educating people and creating awareness to better living.

Gaps

1. Lack of resources to implement different public health education programmes at different levels
2. Health education is already part of the formal curriculum however its implementation needs to be reinforced through adapted pedagogical approaches.
3. Abuse of stimulants by youngsters (body building, memory boosters for exams, enhancing sexual performance)
4. Misuse of chemicals in households for cleaning purposes, in agriculture, etc.
5. Although sex education is part of primary and secondary school curriculum – problems linked to sexual behaviours(HIV-AIDS, STDs, teenage pregnancy, child abuse) need to be addressed in a more comprehensive manner by all stakeholders. Greater involvement of socio-cultural groups, youth centres, social welfare centres, etc
6. Political interference sometimes impede implementation of programmes
7. Lack of awareness of existing legislations
8. Lack of synergy between the Ministry of Health, Ministry of Education and NGOs and piecemeal approach to health education

Challenges/Emerging Issues

1. The Public Health subgroup made a proposal for a health education framework with focused programme and action plan targeting each of the following specific sub groups: children 0-4 y, 5-14 y, youth 15-29, adults, women and the elderly.
2. The present system of PTA to be improved to allow for more frequent and focused interactive sessions between teachers/parents/pupils class wise or in small groups
3. A non gender differentiated curriculum is required at the secondary level. Boys and Girls to be offered same subjects such as Home Economics and Design & Technology at lower secondary level.

4. Health Education can be enhanced through artistic and cultural activities to impart the right skills & attitudes and to bring about behavioural changes for people to adopt healthy lifestyles
5. Use of media as often as possible in the language of the environment to reach all layers of population
6. Encourage parental responsibility: a networking of parents for tackling common problems linked to for example teenagers and sensitisation of parents on problems and issues considered to be taboo.
7. The present gap in health care provision to mothers with new born babies who find themselves isolated at home should be bridged through sustained home visits by social workers/qualified personnel in post natal care of both baby & mother. This will ensure a monitoring of prevailing conditions and will impact positively on safety & security of the child at home during the early years ie 0-3 y
8. A new culture of community sharing for development and empowerment to be initiated ie setting up of mother's clubs etc
9. Make use of the existing structures & facilities in schools eg student councils, school clubs etc
10. Empower elderly people through sensitisation on their civil rights to safeguard against exploitation by own children.
11. Maximise utilisation of secondary school infrastructure after normal school hours and develop a culture of public lectures/ exhibitions/ film projections in schools for communities on burning issues.
12. A regulatory body needs to be set up to monitor advertisements on commercial health products and also keep a check on publicity spots projecting a gender bias or exploiting children.

Recommendations

The recommendations are summarised in Table 5 under the short term and medium term time frame.

Short Term

1. Strengthen Public/Private partnership through the CSR programme
2. To promote awareness of existing legislation to the public.
3. Need to form trained personnel in the Health Sector through provision of well defined training programmes
4. Need to encourage continuous training programmes with respect to new developments in the Health Sector.
5. Need to couple Sensitisation programmes together with Legislation
6. MCA/MIE to ensure production of pedagogical material
7. Consider introducing a certain assessment for leaving certificate at primary level
8. Creation of health clubs in primary schools
9. Creation of a roving communities comprising of specialists to talk on emerging problems.
10. Create an umbrella structure to address the social determinants of health.
There is a need to create a structure to address this issue
11. Creation of a database of resources either under utilised or not under use, which can benefit NGOs or civil societies.
12. Define strategies to promote Behavioural Changes – (for example parent sensitization on sex education...)
13. Extensive use of the Media
14. Increase the power of decision making at institution level, such that welfare of citizens becomes the priority.
15. Communication with parents to be improved to allow for more frequent and focused interactive sessions between teachers/ parents/pupils class wise or in small groups.

16. Encourage parental responsibility: a networking of parents for tackling common problems linked to for example teenagers and sensitisation of parents on problems and issues considered to be taboo.
17. People should be made responsible for their own health.
18. A new culture of community sharing for development and empowerment to be initiated; eg - setting up of mother's clubs etc. Make use of the existing structures & facilities in schools eg student councils, school clubs, health clubs, etc
19. Empower elderly people through sensitisation on their civil rights to safeguard against exploitation by own children.
20. Maximise utilisation of secondary school infrastructure after normal school hours and develop a culture of public lectures/ exhibitions/ film projections in schools for communities on burning issues.
21. A non gender differentiated curriculum is required at the secondary level. Boys and Girls to be offered same subjects such as Home Economics and Design & Technology at lower secondary level.
22. The need for sexual education given the number of sexual abuses on children should be taken imperatively into consideration in a more formal and structured way.

Medium Term

1. Create a fund from taxes on sales of Tobacco and Alcohol products which can be used to sponsor health programmes.
2. Consider the setting up of an independent Regulatory Body at National level.
3. Strengthen collaboration between the Ministry of Education & Human Resources and Ministry of Health and Quality of Life for proper implementation of the Food Act.
4. Increase the power of decision making at institution level, such that welfare of citizens becomes the priority.
5. Define strategies to promote behavioural Changes – (for example parent sensitization on sex education...)
6. Extensive use of the Media to promote behavioral changes.
7. To undertake regular studies/surveys on the trends. This is ongoing but needs to be consolidated.

Table 5: Public Health Education

PUBLIC HEALTH EDUCATION					
PRIORITY THEME/ISSUE(S)	PROPOSAL	ACTION PLAN	RESOURCES	ST/MT/LT	On Going
AWARENESS					

Sensitisation about smoking	Sustained Intervention should be carried out based on data available in the GYTS 2008.	Ongoing for smoking/ Consumer Education/Healthy snacks in school canteen Need to be consolidated Training of Trainers – (Non teaching staff/Other sectors involved)	Available ✓ - GYTS surveys conducted in Mtius in 2003/2008 (every 5 years) – REPORT AVAILABLE ON THE INTERNET	MT	
How to achieve behaviour modifications through sensitisation programmes and legislations?	Need to enhance Sensitisation programmes supported by Legislations wherever applicable, e.g smoking, alcohol, food items etc	Need to produce educational materials with respect to modern teaching techniques Training of trainers in the compilation and production of such materials to facilitate intervention.	Shortage of Manpower – Need reinforcement	ST	
• Need of appropriate pedagogical tools to sensitise children with regards to health.	MCA/MIE to ensure production of pedagogical materials	A core unit should be established for the planning, coordination, implementation, monitoring and evaluation of project	MIE/MCA to collaborate on training programmes to ensure production of pedagogical tools	ST	
Health education is already part of the formal curriculum however its implementation needs to be reinforced through adapted pedagogical approaches	Consider introducing a certain assessment for leaving certificate at primary level Creation of health clubs in primary schools	Parental sensitization on this issue to support the program Parents should be sensitized/empowered about the benefits of sex education in protecting their children from exploitation by adults	Use of the forum of the PTA Optimise and reinforce the services of MCA Training of guest speakers on basic communication skills	ST	

<p>The Functional environment at school was highlighted. Guest speakers have more impact on students than teachers on particular/burning issues.</p>	<p>Creation of a roving communities comprising of specialists to talk on emerging problems.</p>	<p>To equip guest speakers with multimedia educational materials in order to encourage better interaction between speakers and students.</p>	<p>Promote use of free open educational resources</p>	<p>ST</p>	
<p>High prevalences of NCDs in male and female adults such as Diabetes (23.6%), Hypertension (37.9%), Cardiovascular Diseases, Respiratory Disease and Stroke. (NCD Survey 2009)</p>	<p>Create an umbrella structure to address the social determinants of health.</p>	<p>There is an urgent to set up a NCD Secretariat under the Prime Minister's Office, similar to the National Aids Secretariat to spearhead implementation of intervention programmes, both curative and preventive, thus ensuring political commitment and sustaining networking among all stakeholders in the interest of the community at large. Prevalence of HIV/AIDS: 0.97% (2009)</p>	<p>Need for new infrastructure and manpower-professional, technical and supporting staff</p>	<p>ST</p>	
<p>High prevalence of Smokers within the age range of 13-15 years.</p> <p>-----</p> <p>Health is not the concern of the Ministry of Health and Quality of Life only. Health is defined as 'A state of complete physical, mental and social well- being and not merely the absence of disease or infirmity (WHO). Therefore health depends on many factors</p>	<p>There is a need to create a structure to address this issue.</p> <p>-----</p> <p>Need to create a structure comprising relevant stakeholders (Ministries/NGOs/Civil Society/Private Sectors) in order to address the social determinants of health</p>	<p>Creation of a Tobacco Control Unit such as Police De L'Environment.</p> <p>-----</p> <p>Setting up of a Directorate of Health Promotion as an independent institution to review existing policies and advocating for new policies favouring health.</p>	<p>Need for a new Administrative unit under the Ministry of Health and Quality of Life</p> <p>-----</p> <p>Pool in human resources from all sectors concerned.</p>	<p>ST</p>	
NON-FORMAL SECTOR					

<p><u>Non-formal sector</u></p> <p>Lots of resources such as existing public infrastructure (like youth clubs, community centres...), but they are not being used optimally.</p>	<ul style="list-style-type: none"> • Creation of a database of resources either under utilised or not under use, which can benefit NGOs or civil societies. 	<p>Ministry of Housing to create a database on location and capacity of governmental buildings underutilised</p>	<p>Provide these facilities to registered NGOs</p>	<p>ST</p>	
<p>Health Education can be enhanced through artistic and cultural activities – folk media, to impart the right skills & attitudes and to bring about behavioural changes for people to adopt healthy lifestyles.</p>	<p>Define strategies to promote Behavioural Changes – (for example parent sensitization on sex education...)</p> <p>Extensive use of the Media</p>	<p>Integrate health education in the activities of the Ministry of Arts & Culture, to promote healthy lifestyle in view to bring about behavior modification in the population</p> <p>Use of the existing ‘Tourism and culture’ channel on national TV</p>	<p>Ministry of Health & Quality of life to provide technical input and MCA, to collaborate to produce DVDs on these activities for distribution to relevant stakeholders</p>	<p>ST/MT</p>	
<p>EMPOWERMENT</p>					

Complicated procedures /heavy bureaucracy at Governmental level are hindering progress in a number of sound and genuine actions (e.g. payment of overtime to attendants for use of Gymnasium by the public)	Increase the power of decision making at institution level, such that welfare of citizens becomes the priority.	Ministry of Education to issue circular letters to Heads of schools authorizing them to take appropriate decisions.	The Head of the Institution and PTA free to define appropriate regulations with respect to particular demands. PTAs to provide funds for the payment of overtime to school attendants	MT	In some colleges, this is already a current practice. This should be extended to all schools and should be marketed
Lack of proper communication with parents	Communication with parents to be improved to allow for more frequent and focused interactive sessions between teachers/ parents/pupils class wise or in small groups.	Encourage regular meetings (trimesteriel meetings) to consider issues such as violence at school. Sensitising parents on problems and issues such as sex education, physical exercise/sports and healthy food items. Use of other channels of communication	Non-teaching staff to facilitate task	ST	
Parental Responsibility	Encourage parental responsibility: a networking of parents for tackling common problems linked to for example teenagers and sensitisation of parents on problems and issues considered to be taboo.	Mieux Se connaitre - Family Day within school premises – twice yearly;	CSR/PTA/Local Sponsors to fund activities in this Society	ST	

<p>Promotion of a healthy lifestyle presently seems to be the concern or problem of the Government ONLY. Health is currently too much STATE/DOCTOR/DISPENSARY oriented.</p>	<p>People should be made responsible for their own health.</p>	<p>This can be achieved through sensitization and empowerment.</p> <p>ICT should be used to its maximum capacity; use of Mobile Technology to create better and sustained awareness</p>	<p>Media and ICT to be used to promote health benefits</p>		
<p>Lack of adequate infrastructures for empowering the community; Elderly, mothers, children and students.</p>	<p>A new culture of community sharing for development and empowerment to be initiated; eg - setting up of mother's clubs etc.</p> <p>Make use of the existing structures & facilities in schools eg student councils, school clubs, health clubs, etc</p> <p>Empower elderly people through sensitisation on their civil rights to safeguard against exploitation by own children/politicians/other people.</p> <p>Maximise utilisation of secondary school infrastructure after normal school hours and develop a culture of public lectures/exhibitions/ film projections in schools for communities on burning issues.</p>	<p>Creation of appropriate Clubs so as to:</p> <ul style="list-style-type: none"> - increase parents' involvement in the education of their children - inform elderly of their civil rights - promote recreational activities after school hours - inform the society about burning issues 	<p>Use of Schools Premises after school hours and during weekends and holidays, and encourage PPP.</p>	<p>ST</p>	
<p>CURRICULUM</p>					

Presently there is a discrimination to subjects offered to Boys and Girls in most schools.	A non gender differentiated curriculum is required at the secondary level. Boys and Girls to be offered same subjects such as Home Economics and Design & Technology at lower secondary level.	Boys and Girls to be given same opportunities and enough information about the content and scope of different subjects.	Career guidance to be promoted seriously as from Level 3 in Secondary School when opting for choice of subjects.	ST	
Sexual education is hardly addressed at home, in the community and in schools.	The need for sexual education given the number of sexual abuses on children should be taken imperatively into consideration in a more formal and structured way.	Experts/Relevant Organisations should come in as Guest Speakers at both School and Community level for Students and Parents. Parental Education could assist in this endeavour.	MFPWA & Action Familiale and Ministry of Health & QL to collaborate.	ST	
<u>CAPACITY BUILDING</u>					
Lack of qualified man power.	Need to form trained personnel in the Health Sector through provision of well defined training programmes Need to encourage continuous training programmes with respect to new developments in the Health Sector.	Carry out a Training Needs Analysis in the Health Sector. Prepare a National Training Programme Strategy.	Mauritius Institute of Health/UoM/UTM to undertake the needs analysis study.	ST	
<u>LEGISLATION</u>					

Absence of a Regulatory Body to control the types of food products sold on the local market, monitor advertisements on commercial health products, and keep a check on publicity spots projecting a gender bias or exploiting children.	Consider the setting up of an independent Regulatory Body at National level.	Regulatory body comprising of relevant stakeholders (MoHQL, Min Consumer Protection/ MoAgroIndustry/MinCommerce/M Gender equality) to ensure sale of healthy food products on the market.	Manpower – needed in the form of a new department, which will include Medical specialists, technical staff and supporting staff.	MT	
Lack of implementation and enforcement of Food Act.	Strengthen collaboration between the Ministry of Education & Human Resources and Ministry of Health and Quality of Life for proper implementation of the Food Act.	Creation on a Food Unit which can overlook the following: Importation of food items, laboratory testing, Implementation of Food regulations, Carry out research on food products and Empower and train personnel.	New infrastructure and man power – Professionals, technical and supporting staff.	MT	
Lack of awareness of existing legislations/conventions signed by Government	To promote awareness of existing legislation to the public.	To communicate through the media/community based intervention/Internet/Citizen Advise Bureau about the contents of the legislations in simple languages easily understood by the public.	Citizen Advise Bureau, Media, Internet	ST	
PRIVATE PUBLIC PARTNERSHIP					
Inadequate collaboration of PPP in projects of National Interest	Strengthen Public/Private partnership through the CSR programme	Encourage ‘Sponsor a Ward’ by private sectors in Hospitals Sponsoring Activities of Public Bodies and NGOs’ to address diseases such as Diabetes/HIV/AIDS...etc	Need for a Liaison Officer from Min. Health and Quality of Life to promote and manage this activity.	ST	

Lack of resources to implement different public health education programmes at different levels	Create a fund from taxes on tobacco and alcohol products which can be used to sponsor health programmes.	To inject 3% taxes levied on each cigarette sold in the said fund for health promotion interventions (VicHealth Promotion in Australia). Similar measure on alcohol products.	Ministry of Finance to create a special fund/account for that purpose.	MT	
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Annex 6 - Base Paper

The implementation of Education for Sustainable Development (ESD) is a major challenge facing most countries. This educational responsibility can only be addressed jointly by the formal sector, the non-formal educational sector (family, community, non-governmental organisations, public health educators, and agricultural extension agents), and the informal sectors (media, museums). Because ESD is a lifelong process, the formal, non-formal, and informal educational sectors need to work together to accomplish local sustainability goals; building a nation of global citizens who are able to adapt to the exigencies of the ever changing global world. Education in Mauritius has always been regarded as the key element of economic and social advancement, and over the year a number of actions have been taken to address the changing needs of the society. Nowadays with globalisation, the Mauritian economy has no choice but to open up and compete with the economies of other countries, while efforts have to be sustained to make of Mauritius an “île durable”.

Pre-primary, Primary & Secondary Educational Sectors

Primary, Secondary, Technical and Vocational Education and Training (TVET) and Tertiary subsectors, is well documented in the Strategy Plan (2008-2020) of the Ministry of Education, Culture and Human Resources. The mission of this Ministry, amongst others, recognised the need to foster innovation and generate new knowledge for the socio-economic and sustainable development of the nation. In the Pre-primary sector the Early Childhood Care and Education Authority has the responsibility to regulate this sector and ensure quality education to children aged 3 to 5. This sector is governed mostly by the private sector. But even though there are few Governmental pre-primary institutions the important issue is that this situation ensures access to free education to all children in this age group, addressing to some extent the millennium development goal, Education For All. The Strategy Plan (2008-2020) noted that as at 2007, 15.3% of 3-year-olds and 12.7% of 4-year-olds are not enrolled in pre-primary schools, and there can be little doubt that these children come from the poorest and most disadvantaged families. These out-of-school children were about 5,000 in number and would be from the very poor families. This situation emphasised the need for collaboration with the community and the non-governmental organisations to provide the required support to children with special needs from disadvantaged socio-economic backgrounds and learning difficulties.

With respect to the Primary Education Sector, the Gross Enrolment Rate (GER) has stabilised over the last decade to reach 102% in 2007 and Net Enrolment Rate (NER) has gradually improved to reach 97 % with a gender parity index of 1.0. The survival rate to the last grade of primary schooling is about 98. Access to basic education has thus been achieved in the primary sector, and this is an important issue, as regards the implementation of ESD. The key weakness of the system pertains to the output of primary schooling, both in quantitative and qualitative terms. The internal efficiency of the primary cycle is about 80 %. Grade repetition accounts for inefficiency in the system. The CPE pass rate has stagnated at around 65 % over the last decade. Drop-out rate from primary schools fell from 9.6% in 2000 to only 1.7% in 2004 and has continued to fall subsequently. Thus the objective, improvement of basic literacy skills is not being achieved despite a successful enrolment situation. As at 2007, 44% of Mauritian Grade 6 pupils have not acquired the minimum skills in reading required for them to cope with learning at the next grade level. Levels of drop outs and deficiencies in the literacy skills are serious drawbacks in the success of ESD, and these will need to be addressed thoroughly. It is worth noting that the subjects, Health, Physical Education, Music, Drama and Visual Arts, are been addressed in the curriculum, with a view of attending to the socio- emotional needs of adolescents and affording them ample moments for enjoyment, socialisation and co-operation.

Free secondary education has resulted in a significant increase in the enrolment rate at Secondary Level. But the Government and the private sector are actively involved in the provision of education at secondary level. This sector is however characterised by a high repetition rate at Form IV and Form V which stood at 18 % and 28 %

respectively, and a large percentage (24 percent) leaves school at the end of Form V. Currently Home Economics is available as a subject for girls only and Design and Technology/communication for boys only: a typical example of gender bias in the curriculum which is surely not in favour of the MID concept. The EHRSP (2008-2020) noted that of a hypothetical cohort of 100 pupils entering Grade 1, only 32 survived to the last grade of secondary, i.e. to Form VI. This results in a large gap between secondary to tertiary enrolment which is evidenced by a low Gross Tertiary Education Enrolment Rate (GTER) of 37.3 %. Another one of the key components of ESD, is training that caters for creativity and innovation. Education at Secondary Level aims amongst others, at meeting this need, and the prevailing situation reflects a major drawback in our education towards sustainability.

Post Secondary Educational Sectors

The enrolment in the Technical and Vocational Education and Training Sub-sector (TVET) classes has been rising steadily, with total enrolment in all classes at all levels and it is predicted to continue to increase steadily in future years. Statistics as at 2007 indicated that less than 50% of demand is being met. The objective of the Ministry of Education and Human Resources is to promote an efficient and effective TVET system responsive to the present and future needs by providing skilled and flexible workforce for sustainable development. As at March 2010, 63 schools were offering secondary academic education only, 5 pre-vocational education only and 119 both secondary academic and pre-vocational education.

The Tertiary Education Sector has a crucial role to play as Mauritius is moving towards a knowledge based society. Access to tertiary education is one of the pillars of any welfare state and Mauritius has since its independence invested considerably in tertiary education. Empirical evidence internationally points to a strong correlation between access to tertiary education and GDP per capita. Tertiary education is widely perceived as having the potential to increase the social mobility of the population as well the progression of Mauritius into the rank of developed nations. In order to prepare the citizens for a multiple pillar economic base, the tertiary education sector is being called upon to provide a highly skilled, well trained, and an innovative workforce. The Government of Mauritius is aiming at increasing participation in the tertiary education sector from 45% in 2010 to 72% by 2015, to address one of the objectives of the Government, one graduate per family by the year 2020. Currently there is a low ratio of scientists to population in Mauritius, and this is an issue that needs to be addressed if we are to promote a knowledge based economy to serve the region. Lifelong learning is being encouraged and the MQA 10-level National Qualifications Framework (NQF). A major thrust behind the implementation of ESD is the need for re-orienting the education system. Reorienting education to address sustainability is particularly important in the Tertiary Education Sector, a sector which caters for the highly skilled labour force which can adapt to the ever changing needs of the global world.

Nonformal & Informal Education

The informal and nonformal educational sectors have a key role in shaping up the education for sustainable development. These sectors are concerned with the family, the society, the media, the facilities (libraries, museums, recreational services) and the cultural set up prevailing locally. The Ministry of Environment is actively promoting the concept of sustainable development at community level through talks, videos, educational resource materials, fact sheets, and environmental charters. However, private tuition which is a wide scale practice at primary and secondary levels, tends to swallow up a big chunk of quality time which could be used for the holistic development of the child. The following indicators reflect the prevailing situation in our society; prevalence of HIV/AIDs was 0.97% in 2009; the prevalence of diabetes has increased from 14.6% (both sexes) in 1987 to 23.6% (both sexes) in 2009; (b) the prevalence of obesity was 16.0 % and 34.9% children were overweight. These figures do indicate that our education system is currently not catering for healthy citizens to ensure sustainability. While a lot is being done in the formal education sector, it could well be that the informal and non formal sector are not being properly addressed. The formal, informal and non formal educational sectors, all have their own merits, but if we are to cater for a holistic development of our citizens, an integrated approach towards ESD would probably be the next step forward. The figure below summarises some of the strengths and weaknesses of the current education system which would impact on the MID strategy.

Existing Legislation

A number of policies and strategies have been implemented in the Education Sector, and legislation have been promulgated to ensure the smooth implementation of those policies. However, the statistics which is also a reflection of our society indicate that there are quite a number of problem areas that will need to be considered, and this can be achieved by having an Education for Sustainable Development, and these points are elaborated in the sections to follow.

Existing Policies & Strategies

- Education & Human Resources Strategy Plan (2008-2020)
- The National Curriculum Framework (Pre Primary)
- The National Curriculum Framework (Secondary)
- Towards a Quality Curriculum – Strategy for Reform (September 2006)
- La Reforme du systeme Educative
- National Policy Framework for the setting up of Tertiary Educational Institutions in Mauritius
- Special Education Needs and Inclusive Education in Mauritius
- Quality Initiatives for a World Class Quality Education – 2006
- The Task Force on E-Education and E-Training
- Pre-vocational Education
- Developing Mauritius into A Knowledge Hub and A Centre of Higher Learning
- La Réforme (Septembre 2000 – Septembre 2003)
- National Literacy & Numeracy Strategy (February 2003)
- “Zones D’éducation Prioritaires” (ZEP) (2001-2002)
- Curriculum Renewal in the Primary Sector (March 2001)
- Ending the Rat Race in Primary Education and breaking the admission bottleneck at Secondary Level (May 2001)
- Special Coaching classes in Oriental Languages
- Expanded Programme on Immunisation
- National Service Framework for Diabetes (NSFD) 2007- A Ten Year Programme
- National Plan of Action For Nutrition 2009-2010
- National Multisectoral HIV and AIDS Strategic Framework (NSF) 2007-2011
- National Action Plan on Physical Activity 2011-2014
- National Sexual and Reproductive Strategy & Action Plan 2009-2010
- National Food Safety Action Plan
- Malaria Control Programme
- Action Plan for Dengue & Chikungunya-2009

Existing legislative and institutional set-up

- Early Childhood Care and Education Authority Act 2007
- Human Resource Development Council Act 2003
- The Education (Amendment) Act 2002
- The Mauritius Qualifications Authority Act 2001
- The National Children’s Council Act 2003
- The National Equivalence Council Act 1986
- The Ombudsperson for Children Act (updated) 2003
- The Ombudsperson for Children Act 2003
- The Private Secondary Schools Authority (Amendment) Act 2000
- Tertiary Education Commission (Registration of Post –Secondary Educational Institutions) Regulations 2005
- HIV Act (2006)
- Public Health (Prohibition on Advertisement, Sponsorship and Restriction on Sale and Consumption in Public Places, of Alcoholic Drinks) Regulations 2008
- Public Health (Restrictions on Tobacco Products) Regulations 2008
- Food Act 2009

Recent and relevant statistics (2010)

- Total government expenditure estimates for the period 2010 is Rs 85,348 million, out of which, Rs 10,467 million (12%) has been allocated to education.
- In 2010 – 1,034 pre-primary schools 1,001 in Mauritius and 33 in Rodrigues. 818 of them (79.2%) were privately run institutions; 182 (17.69%), operating on government primary school premises
- Total enrolment in pre-primary schools numbered 34,289, of whom 17,416 were boys and 16,873 girls
- In 2010, there were 305 schools providing primary education: 291 in Mauritius and 14 in Rodrigues. The majority (222) of the schools were run by government.
- Enrolment in the primary school population in Mauritius stood at 117,427 in 2010 a decrease of 495 from 2009 figure. Boys represented 51% of the 2010 primary school population and girls 49%.
- Distribution by grade shows that the highest number of pupils was in standard VI (23,235 pupils including 4,090 repeaters).
- In 2009, the number of candidates who took part in the CPE examination was 25,146 (22,620 school candidates and 2,526 private candidates), with an overall pass rate of 64%.
- The overall pass rate among the 2,526 private candidates (1,518 boys and 1,008 girls) was 28%, with girls again achieving better results than boys, 33% against 24%.
- At March 2010, 63 schools were offering secondary academic education only 5 pre-vocational education only and 119 both secondary academic and pre-vocational education.
- Out of the 182 schools dispensing secondary academic education, 177 were in the Island of Mauritius and 5 in Rodrigues. State administered schools numbered 69, while the other 113 were private aided and non-aided schools.
- Enrolment at secondary level decreased by some 1,350 from 116,226 in 2009 to reach 114,879 in 2010.
- Enrolment in the schools offering pre-vocational education was 7,442 comprising 4,764 boys and 2,678 girls.
- In 2009, out of 17,496 candidates (8,136 males and 9,360 females) who took part in the Cambridge School Certificate examination, 13,585 were successful. Comparison with the 2008 results shows that the overall pass rate has improved from 76.5% to 77.6%

- The number of students taking part in the 2009 Cambridge Higher School Certificate examination stood at 9,490 (4,034 males and 5,456 females). The overall pass rate was 78.8%, slightly higher than the 2008 figure of 78.7 %.
- As at December 2009, the total number of students (part-time and full-time) enrolled on tertiary-level programmes (including Distance Education) reached 41,484 compared to 38,623 in December 2008, representing an increase of 7.4%.
- The majority of students (74%) were enrolled in tertiary education locally in both public-funded institutions (48%) and private institutions (26%). Another 26% of the students were enrolled in tertiary education overseas.
- Non Communicable Disease Survey 2009:
 - (a) Prevalence of Hypertension: 37.9% (35.4% for women and 40.5% for men)
 - (b) Prevalence of Obesity: 16.0 % (11.3% in men and 20.5% in women)
 - (c) Prevalence of Overweight: 34.9% (34.7% in men and 35.1% in women)
 - (d) Prevalence of Smoking: 21.7% (3.7% in women and 40.3% in men)
 - (e) Practice of Physical Activity/Day: 16.5% (both sexes)
- NCD survey (age group 25-74) – the prevalence of Diabetes from 14.6% (both sexes) in 1987 to 23.6% (both sexes) in 2009.
- The prevalence of HIV/AIDs was 0.97% in 2009.
- A Respondents Survey conducted among Intravenous Drug Users (IDUs) in November 2009 revealed that the prevalence of HIV among IDUs was 47%.

Annex 7 – Schedule of Meetings

Table 6: Meetings of WG5

Date	Time Slot	Details	Venue
23 May 2011	2.00 – 4.00pm	Meeting of the Animation Team with Mr. G. Gomart	Prime Minister’s Office – Office of Mr. G. Gomart
30 May 2011	11.00-1.30pm	Meeting of the Animation Team	University of Mauritius
1 June 2011	1.30-4.00pm	Meeting of the Animation Team	University of Mauritius
13 June 2011	1.30-4.00pm	Meeting of the Animation Team	University of Mauritius
14 June 2011	9.00-5.00 pm	<i>Working Session 1</i>	La Cannelle, Domaine Les Pailles
22 June 2011	1.30 - 4.00 pm	Additional working session for Focus Group, Public Health Education	University of Mauritius
27 June 2011	1.30 - 4.00 pm	Meeting of the Animation Team	University of Mauritius
29 June 2011	9.00-5.00 pm	<i>Working Session 2</i>	La Cannelle, Domaine Les Pailles
1 July 2011	16.30-18.00	Meeting of all Animation Teams with Mr. G. Gomart	La Cannelle, Domaine Les Pailles

Date	Time Slot	Details	Venue
4 July 2011	1.30 - 4.00 pm	Meeting of the Animation Team	University of Mauritius
7 July 2011	3.00 - 4.00 pm	Meeting of the Animation Team	University of Mauritius
8 July 2011	9.00-5.00 pm	<i>Working Session 3</i>	La Cannelle, Domaine Les Pailles
12 July 2011	10.00 – 4.00 pm	Additional working session for Focus Group, Public Health Education	University of Mauritius
19 July 2011	9.30 – 1.30pm	Meeting of the Animation Team	University of Mauritius
22 July 2011	9.00-4.00pm	<i>Working Session 4</i>	La Cannelle, Domaine Les Pailles
29 July 2011	6.30-7.30pm	Meeting of all Animation Teams with Mr. G. Gomart	Domaine Les Pailles

Annex 8 – Working Session in Rodrigues (22 & 23 June 2011)

1. Minutes of Meeting

Presentation by Mr Botsar (PPT)

Vision: Skilled, versatile, responsible and employable citizens.

Same model as Mauritius

CPE results 61% and going up

30 primary schools

90% + going to pre-primary schools. State is paying fees

Feeding project

ZEP

Free transport

Free textbooks

28 scholarships for Rodriguans

SSR scholarships

Therefore, lack of means cannot be an obstacle.

Ensuring that children have a good level of education

Schools can help to sensitise the parents

Curriculum-Environment component in school.

MID-tilted towards the environment

Teenage pregnancy, alcoholism, smoking, therefore moral values needed at school.

Secondary: building of schools (e.g Terre Rouge) however, buildings need to take into account environmental and energy elements

Constraint: Budget for number of classes, therefore difficult to integrate the Sustainable element. Need more funds to do so. Decision need to be taken.

Discussions on education

Progress in primary education 61% pass rate.

Positive factors therefore. However 39% failures: What happen to them?

Many facilities, but how to sensitize families to send their children to school?

MITD: Module on Environment. However, lack of training of trainers on environment

Commission of Education: Funding for a few only in hotel sector

Formation technique: deviennent des apprentis, et pas des entrepreneurs qui peuvent contribuer a la creation d'emploi.
Suggestion; Meilleur elements doivent aussi avoir des bourses pour qu'ils puissent passer au niveau superieur.
Is the education system in R close to our system/culture ?
An educational system need to be based on issues relevant to their needs
However, learning, but when coming back to Rodrigues, no such thing exist over here.
Parents are aware of the need for education
Social workers are concerned about the subjects taught: need to review the curriculum so that it is adapted to the rodriguan context
Little opportunity in private sector
Public sector saturated
Therefore, agriculture, entrepreneurship can be the solution
Choice of subject: need to do with resources available. Therefore, a barrier for tertiary education
Mauritius: Science important
Rodrigues: Tourism Cooks needed however, no Food and nutrition at HSC level.
Students from Rodrigues perform very well in the institutions
Internet access: Major problem.
Suggestion: Rodrigues Ile Durable
Education- The present system does not answer to the needs and aspirations of the Rodriguans
SIDPR already based on the sustainable issue. Many proposals already discussed
EDUCATION to become a responsible citizen.
Environment is presented as separate. Need for a change in our approach
Absenteeism due to poverty.
Introduction of the Creole language: Creole in Rodrigues need to be taken into account as well.
Education system is not presently helping the students to become conscious about sustainability.
Proposal: Review the name of MID to take into account the uniqueness of Rodrigues
Infrastructure : destroying the environment themselves! And responsible for giving the permits
Integration lacking: Rodrigues-separate entity.
Therefore, whether for economy, employment etc, training /education is very important.
MID is encouraging migration towards Mauritius. We need to train people so that they are able to live where they are.
Education through MID need to take into account the training of people so that they can work and also create employment for others.
Pre-primary education: 2 types of Pre-Primary educators
One paid by Commission for Education and the other by the parents
Need for equity, as both has same level of education.
Discrimination in that sector.
Need for a pre-school trust fund.
Need to review early-childhood education
Curriculum: need to be careful. Cannot make piece-meal changes.
Constraints in the economy. Restricted and cannot develop further.
Those not having been to school at all, or those who are unable to read and write. How to integrate them?
Need a training in Lifeskills (e.g: BEFA Basic Education for Adults) .

Groundwork done through BEFA.

Informal education: need NGOs. They must be a driving force. Each component has a role to play. Govt must not decide on everything.

90-43% 20-31%| 2010: must be even better

How to make parents, students and all think about the vision. Need a participatory approach.

Close link between education and economy needed

RRG: Agriculture, Fishing, Tourism, Handicraft

Need language courses. Training for fishermen. Need to add component that fit in the Rodriguan situation.

Education outside school wall. At home, through NGOs, religious bodies.

As from primary, inculcate the norms and values. Focussing too much on academia.

Adult numeracy and literacy project. Formed 750 persons. Target was 1200. Now: autonomous- they are able to do their banking transactions , travel on their own etc

However, lack of financing .

Rodriguan community used to produce and transmit their culture. This is not reflected in the formal curriculum. This will add to create new technologies adapted to the Rodriguan context.

Pedagogies inclusive ok, but also need to connect to the global. Global localism.

Ecole de formation pour les métiers de la mer

Summary:

Need to take into account the specificities of Rodrigues culture/ way of life through subjects taught

Need to train people to tackle the situation in Rodrigues and to improve the situation. This can be achieve through technical formation.

Environment need to become a pedagogical tool and not treated as an isolated entity.

2. Report of the Working Group on Equity, Education and Employment

1.0 EDUCATION

Vision: Skilled, versatile, responsible and employable citizens

1. Authorities responsible for education in Rodrigues are conscious of their responsibilities, and a number of projects are already in place: ZEP programme, Free transport, Free textbook, feeding project, scholarship schemes.
2. Positive signs noted: E.g. CPE Pass rate: 61%
3. Still, a number of areas for intervention were identified:
 - Lack of Parents Involvement. Some parents still not fully conscious of the importance of education.
 - Environment not emphasized in the present school Curriculum.

- Teenage pregnancy, alcoholism, smoking amongst students.
- School buildings not taking the environmental and energy factor in account as it will cost more.
- 39% Failures at CPE level. What happen to them?
- Trainers lack proper training on Environmental issues.
- The present vocational training coach students to reach a certain level only. They become mostly helpers and are unable to become entrepreneurs creating jobs for others.
- Present curriculum not adapted to the needs and the culture of Rodrigues.
- Those studying in Mauritius and in other countries are unable to apply what they have learned as these things do not exist in Rodrigues.
- Choice of subject: need to do with resources available. Therefore, a barrier for tertiary education.
- Major problem of internet access.
- Absenteeism at school due to poverty.
- Pre-primary education: disparities in the salaries of Pre-Primary educators.
- Those not having been to school at all, or those who are unable to read and write. How to integrate them?

1.1 WAY FORWARD

- Curriculum-Environment component in school.
- Scholarships in vocational training.
- Need to review the educational system so that it is based on issues relevant to the needs of Rodrigues and integrates components of the Rodriguan way of life.
- EDUCATION to become a responsible citizen. holistic approach.
- Environment is presented as separate. Need for a change in approach.

- Introduction of the Creole language: Creole spoken in Rodrigues needs to be taken into account as well.
- Whether for economy, employment etc, training /education is very important.
- Education through MID need to take into account the training of people so that they can work and also create employment for others.
- Need for a pre-school trust fund.
- Need to review early-childhood education
- Need training in Life skills (e.g: BEFA Basic Education for Adults).
- Informal education: need NGOs. They must be a driving force. Each component has a role to play. Government must not decide on everything.
- How to make parents, students and all think about the vision. Need a participatory approach.
- Closer link between education and economy needed: Language courses, training for fishermen.

1.2 PRE-PRIMARY

- Free and universal Pre-Primary Education
- Important to develop a universal standard at pre-primary level in terms of Recruitment, Curriculum and Salaries, infrastructures, funding and monitoring.
- Crèches need to be set up and annexed to pre-primary school.
- Empowerment of association monitoring the pre-primary level.
- Assessment required so as to evaluate the need for more pre-primary schools.

1.3 PRIMARY

- Essential to integrate the Rodriguan culture in the curriculum, devise a specific programme, and work on a book on Rodriguan Culture, tradition, history.
- Important to review the CPE exams as it is a barrier for too many children.

- SIDPR: Major recommendations.
- School garden in each primary school, making of compost and supporting sustainable initiatives.
- When building schools, provision has to be made for enough space for gardening.

1.4 SECONDARY

- Education need to be linked with one's culture. RRG: Agriculture, Fishing, Farming, handicraft. As such, those having skills in those areas need to be provided with new opportunities.
- Need to open the curriculum so as to be more inclusive towards those who have fewer aptitudes under the formal academic curriculum but have other skills: E.g. Sea School, Agricultural training.
- Important to teach Agricultural Sciences as a subject from Form 1 and at least up to Form III.
- Need for schools to establish a structure to accompany those in need with the help of psychologists, sociologists and social worker, and those who have been properly trained to cope with students facing difficulties.
- Those who are not regular in attendance, and drop outs: A strong signal needs to be sent with regards to the responsibility of parents, and the follow up need to be done by social workers specialized in the education field. This needs to be done at primary, secondary and technical schools, and has to establish links with parents.

1.5 VOCATIONAL

- MITD: Not enough seats for all those who are eligible.
- Need to decentralize the centres.
- Develop new programmes that are linked with the market requirements in terms of jobs prospects.
- Be pro-active and work according to the development of the Rodriguan economy

1.6 TERTIARY

- Career guidance can be done at school, in collaboration with the statistical office, so as to be aware of the market requirements. A career guidance Unit composed of trained officers has to be set up in schools. Can be linked with the Social Support Unit and a First-Aid/Primary health care Unit.
- The University of Mauritius Antenna has to be strengthened in the short run and include more courses that are relevant to the needs of the Rodriguan economy (agriculture, fishing, farming, tourism). In the long-run, a full-fledge university with a research unit needs to be established.

ANNEX 9 - List of participants from Mauritius (WG5)

Organisation	Name	Designation
Animation Team		
Chairperson	Mr Serge Ng Tat Chung	Rector, St Joseph College
Vice-Chairperson	Mr Gungapersad Mahend	Rector, Rabindranath Tagore Secondary School
Main Rapporteur	Dr Nowbuth Manta	Associate Professor, Faculty of Engineering, University of Mauritius
Vice Rapporteur	Mrs Guinness Sandhya	Lecturer, VCILT, University of Mauritius
Lead Ministry (Ministry of Education and Human Resources)	Mrs Sauba Devrani	Administrator
Ministry of Environment and Sustainable Development	Mrs Seenarain Neermala,	Environment Officer, Sustainable Development Division
	Mrs Jowahir Deena Sandhya	Environment Enforcement Officer, Sustainable Development Division
Other Participants		
Ministry of Environment and Sustainable Development	Mrs Boodhun Doolaree	Divisional Environment Officer Information and Education Division
Ministry of Gender Equality, Child Development and Family Welfare	Mrs Rughoo Uma	Family Counselling Officer, Family Welfare and Protection Unit
	Mrs Azmatally Rubina	Coordinator, Planning and Research Unit
Ministry of Health and Quality of Life	Mr Panchoo Shakeel	Principal Health Information Education and Communication Officer
Ministry of Social Integration and Economic Empowerment (National Empowerment Foundation)	Mrs Coombes Ida	Chairperson, Child and Family Development Program
Ministry of Education and Human Resource	Mr Munien Medavy Pillay	Project Manager
Ministry of Arts and Culture	Mrs Tulsi Pouspawtee	Culture Officer
Outer Island Development Corporation	Mrs. Naeck Nalini	Public Relation Officer
	Mr Mukhoo Asmet	Office Attendant
Municipal Council of Beau-Bassin/ Rose-Hill	Mr Soonarane Mahendra Guinness	Councillor
Municipal Council of Vacoas Phoenix	Mrs Jankee Devi	Assistant Chief Executive

Organisation	Name	Designation
Municipal Council of Port Louis	Mr Thondee Navalingum	Superintendent of Parks and Gardens
Municipal Council Of Port Louis	Mrs Mohungoo Bibi Sabina,	Principal Health Inspector
Grand Port Savanne District Council	Mr. Dhananjaye Lallchand	Chairman District Council
Mauritius Chamber of Agriculture	Mr Jocelyn Kwok	General Secretary
Insurers Association of Mauritius	Mr Pellegrin Axel	Secretary General
Foundation Espoir et Developpement	Mr Bell Eric	Administrator
Mauritius Employers Federation	Mr Rugoobur Vishal	Senior Economist
Mauritius Chamber of Commerce and Industry	Mrs Goburdhun Priya	Environmental Educator
Medine Ltd	Mrs Desvaux de Marigny Sophie	Head of Corporate Sustainability and Communication
Mauritius Labour Congress	Mr Beejaye Somai	Trade Unionist
Mauritius Trade Union Congress	Mr Odit Mohun Prasadsing	Trade Unionist
Congress of Independent Trade Union – Telecommunication Employees and Staff Association (CITU/TESA)	Mr Seetah Jitendranath	Treasurer
Confederation Free Trade Union (CFTU)	Mr Seethanna Anundraj	Treasurer
Federation of Public Sector and Other Unions (FPSOU)	Mrs Ghoorbin Jaya	Deputy General Secretary
Democratic & Progressive Unions Federation	Mr Appadoo Ravimanyu Aproo	Deputy Headmaster
Union of Private Secondary Education Employees (UPSEE)	Mr Bhookun Mohabeer	Assistant Treasurer
Fraternité Nord Sud	Mr Julien Lourdes	Social Worker
Reef Conservation	Mr Kaudeer Sameer	Project Coordinator
Council for Development, Environmental Studies and Conservation (MAUDESCO)	Mr Awotar Rajendranath	Executive Director
Mission Verte	Mrs Doger de Spéville Caroline	Company Director
Environment Care Association	Mr Poinen Marday	Treasurer
Mauritian Wildlife Foundation	Mr Sevathian Jean-Claude	Plant Conservation Officer
University of Mauritius	Mrs Beesoondial Roshnee Prayag	Lecturer
Centre de Documentation, de Recherches, et de Formation Indianocéaniques (CEDREFI)	Mrs Bruno Carta	Consultant en Sciences de l'environnement
Association Pour L'Education Des Enfants Defavorises	Mrs Seetaram Kameenee	Treasurer
Mauritius Council of Social Service (MACOSS)	Mr Naraidoo Vijay	Project Coordinator

Organisation	Name	Designation
Women Association	Mrs Mungra Bidiavatee	Supervisor – In charge of Moka/Flacq District Council
Mauritius Consumer Association	Mrs Vas Madeline	Manager
Student Association (University of Mauritius)	Ms Nivault Shantala	Public Relations Officer
Youth Association	M r Munbodhowa Ryanish	Student
Early Childhood Care and Education Authority	Mrs Kistamah Soonita	Director
Mauritius Institute of Training and Development	Mr Seesarun Oomesh	Assistant Manager
Tertiary Education Commission	Dr Moorgawa Ashokabose	Research Officer
Mauritius College of the Air	Mr Permal Ballah	Coordinator
Mauritius Institute of Education	Dr Bholah Ravee	Senior Lecturer
Mauritius Broadcasting Corporation	Mr Ramnauth Elvin	News Reporter, Presenter
University of Technology	Mr Durbarry Ramesh	Head of School-School of SD & Tourism
Prisons Department	Mr Heeramun Avekanand	Principal Prisons Welfare Officer
Mauritius Police Force - Brigade Des Mineurs	Mr Budree Maneeraj	Police Inspector
Preservation Patrimoine Maritime	Mr Noe Lindsay	Directeur
UNDP	Mr Morabito Christian	UNESCO Consultant
Association of former UN staff, MAURITIUS (AFICS-M)	Dr Atchia Michael	Secretary General of AFICS-M (Previous programme Director, UNEP)