

The Nine Year Continuous Basic Education

Rationale of the Nine Year Basic Education Reform

- Need to transform Education for the 21st Century
- The learner emerging from the education system 15-20 y from now
Core Competencies
 - Critical thinking skills - ability to solve complex problems
 - Creativity, innovation
 - Adaptability, self-discipline, initiative
 - Oral and written communication skills , public speaking skills
 - Leadership, teamwork, collaboration
 - Fluency in ICT, entrepreneurship skills
 - Global awareness, multicultural literacy
 - Scientific literacy and reasoning
 - Environmental and conservation literacy
- Comprehensive basic education cycle that provides the foundational skills for success in all further learning

Objectives of the Nine Year Basic Education

- Equip all students with knowledge, foundational skills and attitudes leading to an empowered 2030 citizenry
- Inculcate in all students a sense of moral responsibility, a set of values and a strong identity for the country
- Promote the holistic development of all students
- Provide equitable Learning for All opportunities to attain high levels of achievement
- Achieve a smooth transition to and completion of secondary education
- Give greater recognition to the value of TVET in building human capital and for sustainable development

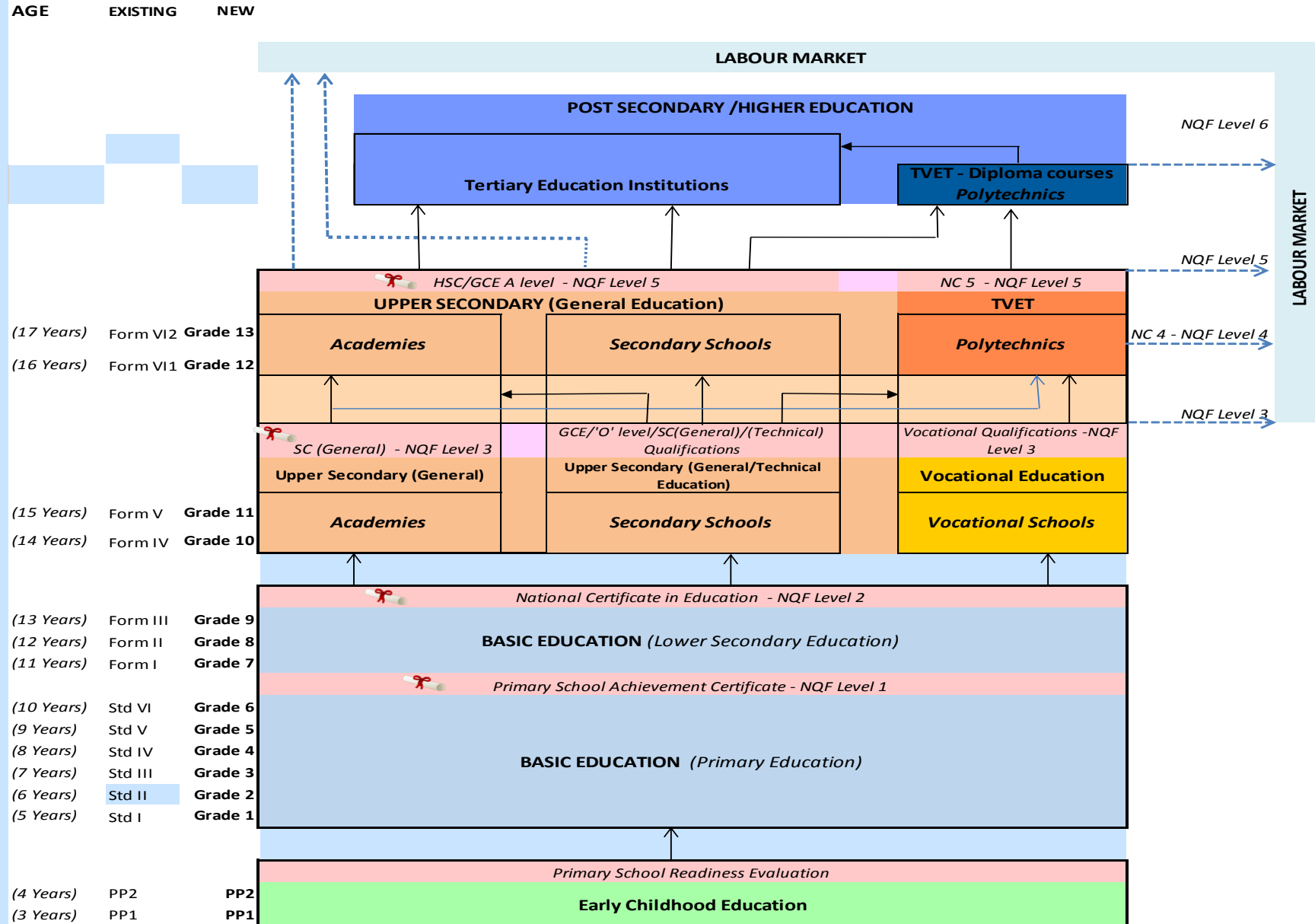
Accompanying measures

1. **Revisiting Curricula**
 - Holistic development, cater for the diverse learning needs of all learners, emphasise 21st C skills
2. **Transforming Learning environments and Pedagogies**
 - Create an enabling environment to support innovative pedagogies for
 - Developing curiosity,
 - independent learning,
 - ICT-mediated teaching and learning
3. **Remedial Education**
 - Fully embedded in the system
4. **Review Assessments**
 - Introduce new approaches to assessment – holistic and meaningful
5. **Transforming Teacher Education & Professional Development of Educators and School Leaders**
 - Invest in teacher / school leader development to produce a high skilled teaching force
 - Continuous Professional Development /Teacher Council
6. **Accountability for learning outcomes**
 - Schools become responsible for learning
 - Review of role of Primary School Inspectors / Quality Assurance

The Proposed Education Structure

	Grade	Level of Education	School Setting
1	Grades 1- 6	Basic Education (Primary)	Primary Schools
2	Grades 7 - 9	Basic Education (Lower Secondary)	Regional Secondary Schools
3	Grades 10 -11	Upper Secondary	Regional Secondary Schools / Academies
4	Grades 12 - 13	Upper Secondary	Regional Secondary Schools / Academies / Polytechnics

Proposed Education Structure



*Progression of Students to Secondary
- Grade 7*

CPE replaced by Primary School Achievement Certificate - (end of Grade 6)

The Primary School Achievement Certificate

- Pupils are assessed in core and non-core subjects
 - ❖ **Core Subjects** : Written examinations
 - ❖ **Non-core Subjects**: School-Based Assessment

Core Subjects

English, French, Maths, Science, History & Geography and the Asian languages/ Arabic /Kreol Morisien

Non-Core subjects/learning areas

Physical Education, Civic and Values Education, IT Skills, Communication Skills and the Arts (Music, Dance, Painting, and Drama etc.)

- School-based Assessment will
- be introduced in a phased manner
- undergo a moderation process by an external examining body, the MES.
- count for the award of the Certificate when well-embedded in the system

The Primary School Achievement Certificate (contd)

Introducing a Modular Approach

Pupils will take

- (i) A written assessment at the end of Grade 6
- (ii) Modular assessments during Grades 5 and 6

Written Assessment at the end of Grade 6

- English, French, Maths, and an Asian language/Arabic/KM

Modular Assessment during Grades 5 and 6

- Science
- History & Geography.
- written / ICT-based
- taken at the end of Grade 5 and during Grade 6 (end of Term 2/ beginning of Term 3)
- Cumulated results are carried forward

Criteria for admitting students to Grade 7

- Parental choice
- Overall grading at the Primary School Achievement Certificate
- Proximity of residence to the secondary school

- Admission to Grade 7 will be done on a **regional basis**
- The **four Education Zones** will be maintained
- Academies admit students as from **Grade 10**

*An extended four-year cycle for pupils who do not make
the grade*

Learners needing special support

- A **special class** reserved in every secondary school
 - Reduced class size
- **Extended over a four-year cycle.**
 - To allow more time to develop and acquire essential competencies at end of Grade 9
- Students follow the same but adapted core curriculum as those in the normal three-year cycle
- Possibility for student mobility between the Extended and Regular stream
- *The Prevocational stream will no longer exist*

The National Certificate of Education

- A combination of written and School-Based Assessments
- Assessment domains
 - 3 compulsory subjects (English, Maths and French) + 4 electives from the following strands
 - ❖ Humanities (Arabic/ Hindi/ Marathi/ Modern Chinese/ Tamil/ Telegu/ Urdu/ etc...)
 - ❖ Science (Chemistry, Physics, Biology)
 - ❖ Technical Studies (Home Economics, CDT, Visual Arts, **Computer Studies**)
 - ❖ Social Sciences (Social Studies, Accounts, Economics, Entrepreneurship Education)

Promotion to Grade 10

Assessment at the end of Grade 9 - the **National Certificate of Education** will serve for

- **promotion** of students to Grade 10
- **orientation** in either General or Technical or Vocational education
- admission to **Academies**

Different educational tracks as from Grade 10

- After completing Grade 9, students have **three choices**
 - retain the **secondary school** where they are already enrolled
 - pursue their studies in General Education in **Academies**
 - follow vocational programmes in specialized **Vocational Schools**
- Vocational education will be run in dedicated schools with state-of-the-art technological facilities

Enhancing the image of TVET

- Both **General Education** and **Technical Education** will be run side by side in secondary schools
- Students can opt for the General Education or the Technical Education stream
- Students can sit for either SC (General) or SC (Technical).

Institutional Innovations

Academies

- Academies will act as Centres of Excellence with a *specialism in 2 to 3 areas*
 - Science, ICT, Business, Languages, the Arts, Physical Education etc.
- Academies will run classes from **Grades 10 to 13**.
- Admission to Academies will be on a **national basis**
- Criteria for Admission to Academies
 - student **performance and aptitude** at the National Certificate of Education
 - student **preference for subject combinations**
- Academies will be **co-educational** institutions
- Academies will have more **autonomy** with a new management model
- Grant-Aided **Private** Secondary Schools of repute with a track record will be invited to join the reform and run as Academies

Polytechnics

- Polytechnics will be set up in every Education Zone.
- Courses will be delivered up to Diploma level
- Successful completion of the Diploma Level will open up access to higher education.

Access to Polytechnics

- **Requisites**
 - successful completion of Grade 11 (in secondary schools/ Academies)
 - successful completion of Grade 13 (in secondary schools/ Academies)
 - after completion of vocational programmes and after following a Foundation Programme

Additional Scholarships

Scholarships for General Education on a Regional Basis

16 new scholarships - 4 for each Education Zone

- Science
- Humanities
- Technical
- Business.

Scholarships for Technical Education on a National Basis

4 new scholarships

- diploma holders in Polytechnics to pursue higher education studies in tertiary institutions.

Begin Implementation of Nine Year Schooling

Implementing the new Assessments

- The Primary School Achievement Certificate will be introduced as from **2017 onwards**

First Cohort

- Pupils of Std V in 2016 → Grade 7 in 2018

Second Cohort

- Pupils of Std V in 2017 → Grade 7 in 2019

- No intake of Grade 7 in the Academies as from **January 2018**

- The National Certificate of Education will be introduced from **2020 onwards**

Managing the Transition

Cohort of Pupils of Std V in 2017 will take

- Modular assessment 1 in October 2017
- Modular assessment 2 in July 2018
- Written assessment in October 2018
- 2 non-core subjects (Communication Skills and IT Skills)

Cohort of Pupils of Std V in 2016 will take

- Modular assessment in 2017
- Written assessment in October 2017
- 1 non-core subject (Communication Skills)

Thank you for your attention