

**TEACHERS FOR THE FUTURE:
MEETING TEACHER SHORTAGES
TO ACHIEVE EDUCATION FOR ALL**

The Case of Mauritius

November 2005

Preparation of the Report

This report “Teachers for the Future: Meeting Teacher Shortages to Achieve Education For All - The Case of Mauritius” has been prepared by the National Steering Group set up by the ILO in 2004 for the purpose.

Members of the National Steering Group:

Mr D. Kulpoo : Assistant Director, Planning and Policy Analysis, MoE & HR

Mr E. Armoogum : Principal Labour & Industrial Relations Officer, Ministry
of Labour & Industrial Relations & Employment

Mrs A. Oozeer : Training Manager, MEF

Mr V. Seegum : President, Government Teachers Union

Mr G. Ramsahye : President, Union of Private Secondary Education employees

Mr C. Kelly : President, Union of Primary Schools Teachers

Mr S. Sawmynaden : President, Government Secondary School Teachers’
Union

Members of the editorial panel:

Dr Praveen Mohadeb : Deputy Executive Director, Tertiary Education Commission

Mr D. Kulpoo : Assistant Director, Planning and Policy Analysis, MoE&HR

Mrs Maya Soonarane : Administrator, MoE&HR

Miss R. Suraya Jumoorthy : Trainee, MoE&HR

Acknowledgement

The National Steering Group and the Editorial Panel thank all individuals and institutions and especially the teachers, head teachers and parents who have contributed in the preparation of this report.

CHAPTERS	CONTENTS	Page
	Preparation of the Report	i
	Members of the National Steering Group	i
	Members of the Editorial Panel	i
	Acknowledgement	ii
	List of Acronyms	v
	List of Tables	vii
	List of Charts	vii
	EXECUTIVE SUMMARY	1
CHAPTER 1	Introduction and The Mauritian Education System	13
	1.1 Introduction	14
	1.2 The Country	15
	1.3 The Mauritian Education System	18
	1.4 Overall Structure	22
	1.5 Demographics	24
	1.6 Financing	26
	1.7 Governance/administration	28
	1.8 Teacher education and training requirements	28
CHAPTER 2	Composition of the Teaching Profession	30
	2.1 Numbers of teachers by level of education	30
	2.2 Gender distribution	31
	2.3 Age distribution	32
	2.4 Geographic distribution	32
	2.5 Non teaching staff	32
	2.6 Teacher qualifications	34
	2.7 Professional development	35
	2.8 Retention and distribution	35

CHAPTER 3	Teacher Candidates, Recruitment, Education and Professional Development	36
	3.1 Teacher candidates	36
	3.2 Initial teacher education	36
	3.3 Professional development	36
	3.4 Professional Assessment	37
CHAPTER 4	Employment, Careers, Teaching and Learning Conditions	39
	4.1 Recruitment/induction	39
	4.2 Careers	39
	4.3 Remuneration/material incentives	39
	4.4 Teaching and learning conditions	41
	4.5 Social Dialogue and Participatory Decision-making in Education	43
CHAPTER 5	Findings and Conclusions	44
	5.1 Methodology, Sampling, Questionnaires and survey	44
	5.2 Analysis of findings	47
	5.3 Conclusions	60
CHAPTER 6	Policy Recommendation	62
	6.1 Education policy and planning	62
	6.2 Teacher education and professional development	63
	6.3 Teacher remuneration and incentives	63
	6.4 Teaching and learning conditions	64
	6.5 Social dialogue on teacher shortage issues	64
REFERENCES		65
APPENDICES	1 Teacher questionnaire	66
	2 Head teacher questionnaire	90
	3 Parent questionnaire	110

List of acronyms

BEC	Bureau d'Education Catholique
B.Ed	Bachelor in Education
CPE	Certificate of Primary Education
cif	Cost Insurance and Freight
EFA	Education For All
fob	Free on Board
GATT	General Agreement on Tariff and Trade
GDP	Gross Domestic Product
HRDC	Human resources Development Council
ICT	Information and Communication Technology
IVTB	Industrial and Vocational TrainingBoard
HSC	Higher School Certificate
MoE & HR	Ministry of Education and Human Resources
MCA	Mauritius College of the Air
MIE	Mauritius Institute of Education
MGI	Mahatma Gandhi Institute
MIH	Mauritius Institute of Health
NTC	National Trade Certificate
OECD	Organisation for Economic Co-operation and Development
PGCE	Post Graduate Certificate in Education
PRB	Pay Research Bureau
PSSA	Private Secondary Schools Authority
PSTF	Pre School Trust Fund
PTR	Pupil Teacher Ratio
QB	Qualifying Bar
RC	Roman Catholic
RCEA	Roman Catholic education Authority
SC	School Certificate
TEC	Tertiary Education Commission

UoM	University of Mauritius
UTM	University of Technology, Mauritius
ZEP	Zone d'Education Prioritaire

List of Tables

Tables	Details	Page
Table 1.1	Main indicators for Mauritius	16
Table 1.2	Flow of Students in the Mauritius Education System	23
Table 1.3	Enrolment in Primary Schools - 2005	25
Table 1.4	Enrolment in Secondary Schools - 2005	25
Table 1.5	Enrolment in Secondary Schools (Prevocational) - 2004	26
Table 1.6	Government Recurrent Expenditure on Education 1992-2004	27
Table 2.1	Teachers by level of Education	30
Table 2.2	Primary School Teachers in Mauritius -2004	30
Table 2.3	Secondary School Teachers in Mauritius -2004	31
Table 2.4	Gender Distribution of Teachers	31
Table 2.5	Non Teaching staff in Primary Schools in 2004	33
Table 2.6	Non Teaching staff in Secondary Schools in 2004	33
Table 2.7	Highest Academic Qualifications: Secondary Schools	35
Table 4.1	Pupil Teacher Ratio-Primary -2004	42
Table 4.2	Pupil Teacher Ratio in Secondary Schools - 2004	42
Table 5.1	Sample size	45
Table 5.2	Work load per week	49
Table 5.3	Percentage increase in Salary	51
Table 5.4	Reasons for disliking the teaching profession in Order of Priority	53

List of Charts

Charts	Details	Page
Chart 1.1	Flow of Students in the Mauritius Education System	22
Chart 1.2	Structure of the Mauritian Education System	24

TEACHERS FOR THE FUTURE: MEETING TEACHER SHORTAGES TO ACHIEVE EDUCATION FOR ALL

The Case of Mauritius

EXECUTIVE SUMMARY

Teachers play a pivotal role in the teaching and learning process and can make a great difference on students' achievement, especially nowadays, when the importance of education for knowledge and information societies has been acknowledged world wide. However, it has been observed that despite substantial progress in recruiting new teachers because of demographic pressures, the need to improve access to education and the relative unattractiveness of the teaching profession, teacher shortages are growing in many countries. The achievement of the Education for All (EFA) goals by 2015 is threatened by current or prospective teacher shortages and hence the need to better understand and develop policies and concrete measures to address these shortages in the interests of improving access and provision of quality education.

Teacher shortages however will not have the same profile in every country and everywhere. They may result from overall lack of teachers, a low percentage of qualified teachers according to set standards, an uneven distribution by geographic area (sufficient or excess numbers in urban or richer areas, shortages in rural or disadvantaged areas) or lack of teachers at a particular level (primary or secondary) or subject area (sciences, maths, ICT, technical/vocational, etc.), or a combination of these factors.

This study provides an insight into the teaching profession in the primary and secondary school sectors in Mauritius. It analyses the demographic pressures, the status of teachers, the difficulties which might be encountered in replacing retiring teachers in the future, the attractiveness and retention of teachers in the teaching profession and the current and

prospective teacher shortages in the context of meeting the EFA goals. The study is expected to assist in developing policies, in addressing in any such shortages and in improving teacher effectiveness in the classrooms to provide world class quality education in the country.

The methodology used for the study includes desk research, administration of questionnaires to teachers of the primary and secondary sectors, heads of schools and parents and a structured interview.

The analyses cover, demographics, financing, governance/administration, teacher education and training requirements, composition of the teaching profession, teachers, recruitment, education and professional development, teaching and learning conditions and social dialogue and participatory decision

The recommendations made cover education policy and planning, teacher education and professional development, recruitment and retention (career), teacher remuneration and material incentives, teaching and learning conditions and social dialogue on teacher shortage issues.

With a population of about 1.2 million, Mauritius has a literacy rate of about 85 percent. The gross enrolment rate is 102 percent at the primary level and 67 percent at the secondary level. The number of teachers is 5,550 and 6,227 at the primary and secondary levels respectively. The pupil teacher ratio is 29 at the primary level and 16 at the secondary level. The salary of teachers in terms of per capita GDP is about 1.30 times at the primary level and 1.54 times at the secondary level after 15 years of service.

The main findings of the study are as follows:

1. The percentage of female teachers is 62 percent at the primary level and 53 percent at the secondary level. 23 percent of the respondents felt that there should be more feminisation of the teaching profession in Mauritius while 68 percent of teachers

felt that there should be no more feminisation. The main reasons justifying the choices of the latter group were to maintain a balance, meritocracy and the need for role models.

74 percent of Head Teachers were not in favour of more feminisation of the profession for reasons of equal opportunity, balance and role model. It is noted that although the trend in Mauritius follows that of developing and developed countries, the suggestion from teachers and head teachers is to reverse the situation and to decrease feminisation of the teaching profession.

2. It is observed that 25 percent of the primary teaching workforce will retire from the sector the next 10 years. This percentage increases to 42 percent for the next 15 years. In the secondary sector, 17 percent of the teaching workforce will retire in the next 10 years and 38 percent in the next 15 years.

3. The modal class size was between 30 and 40 with 58.3 percent of respondents teaching 30 and 40. It should be noted that it is the established norm in Mauritius not to exceed a class size of 40. The Minister's approval is required for every case of deviation (higher than 40) from the norm after a no objection from the teacher concerned is obtained.

The teachers were asked about their perception of what class size was most appropriate for achieving best results. Eighty six percent of the teachers felt that the class size should be reduced from 40 to 30; while only about 12 percent thought that the class size of 40 could be maintained. Less than one percent of the teachers thought that the class size could be increased to above 40.

55 percent of Head Teachers were of the opinion that the class size at primary level should be below 30. Whereas 24 percent felt that the appropriate class size should be between 30 and 40.

4. The workload per week varied from below 15 hours to above 30 hours per week 30.7 percent of teachers were working in the range 15-20 hours weekly while 11.3 percent were working below 15 hours.

When the teachers were asked about what they thought the appropriate number of teaching hours per week should be for achieving best results, 40 percent stated that it should be between 15 and 20 hours.

Only about twenty percent of teachers felt that the present arrangement in terms of working time and teaching time was suitable.

5. The teachers were asked to indicate the reasons for choosing teaching as a career.
- 84 percent of them stated that they opted for that profession because of the fact that they liked to work with children.
 - 66.6 percent joined the teaching profession because it fitted well with their family commitments; out of which 57.9 percent represented female respondents.
 - 65.2 percent did so because they had always wanted to be a teacher. While about 50 percent took up this career because they believed it as being a comfortable job,
 - 57.2 percent opted in for job security reason.
 - 65 percent did not consider the salary being attractive as a reason for taking up a teaching career
 - 54 percent had other option than to enter the teaching profession.

When asked why, according to them, most teachers joined the teaching profession, 22.6 percent stated that it was because of choice, 29.2 percent because of the benefits that teaching provided and 46.3 percent stated that because there was no other option. 59.4 percent of the Head Teachers surveyed perceived that most teachers joined the teaching profession because they had no other option.

6. 68 percent of respondents said that the present salary did not allow them to have a decent living. 84.8 percent of the respondents stated that the present salary of teachers in Mauritius, generally, does not allow teachers to have a decent living.

7. Teachers were asked about their opinion on what should be the respective salaries of pre-primary, primary and secondary for school teacher to be attractive.

About 80 percent of respondents felt that there must be an increase in all the three respective categories of teachers. The increase varies from less than or equal to 25 percent to greater than 50 percent.

56.3 percent of respondents felt that there must be an increase of less than 25 percent for the pre-primary school teachers.

49.4 percent stated that the salaries of primary school teachers must be raised by more than 50 percent while 58.5 percent suggested an up to 25 percent increase in the salaries of secondary school teachers.

The teachers were asked to state what percentage was their salary, as a teacher, in relation to their total income.

56 percent of Head Teachers felt their present salaries did not allow them to have a decent living. 76 percent of the head teachers were of the opinion that the present salary of school teachers in Mauritius generally did not allow them to have a decent living. About 90 percent of Head Teachers suggested that there should be an increase in the salaries of all teachers, be it in the pre-primary, primary or secondary sectors. The increase in salaries of teachers that Head Teachers proposed was in the bracket of 25 percent and above.

About 50 percent reported that it represented more than 75 percent of their total income, 15 percent stated that it was between 50 and 75 percent and for 24.3 percent it was less than 50 percent.

8. Expressing their views about the teaching profession :

- 70 percent were happy with the job satisfaction that teaching provided.
- 75 percent of the respondents felt that teaching did not offer a good salary
- 67 percent felt that teaching did not have good career prospects.

9. When asked what they liked about the teaching profession

- 92.1 percent stated 'sharing knowledge'.
- 81.3 percent responded that they liked to 'deal with pupils/students'
- 73.2 percent liked 'school vacation'.

10. Concerning what the teachers disliked about the teaching profession,

- 75.9 percent pointed to the stress factor,
- 55.7 percent disliked the organization of the system,
- 54.1 percent disliked transfers,
- 37.9 percent disliked administrative duties,
- 27.5 percent disliked preparatory work.
- 62.8 percent of respondents did not dislike meeting parents
- 70.9 percent did not dislike dealing with pupils.

When head teachers were asked to identify out of a selected number of factors what teachers disliked about the teaching profession the responses in order of priority were:

- 85 percent felt that teachers disliked stress associated with the teaching profession;

- 71.7 percent were of the opinion that teachers disliked “frequent transfers/changes in posting”;
- 53 percent thought that teachers disliked the preparatory work ???
- 49 percent thought the organization of the system was an element teachers disliked;
- 3 percent of them disliked the job itself.

11. Of the eight reasons given why they disliked the job, they were asked to rank the three that they considered to be the most important ones in order of priority .

17 percent felt that the stress relating to the profession was the most important reason why they disliked the job, followed by 16.5 percent who disliked the organization of the system and 12.7 percent disliking the preparatory work.

12. Teachers were asked to respond on a scale of ‘not important’ of some importance and ‘very important’ on a selected number of factors that were perceived to improve teachers’ satisfaction. “Seeing my pupils learn” followed by “quality of school management and administration” and “level of teacher salary’ were the most highly ranked factors associated with the teachers’ satisfaction with respectively 95.8 percent, 91.8 percent and 91.6 percent of teachers responding to these factors are being very important.

However when asked to rank in order of priority the same factors provided for this question related to teachers’ satisfaction, about 23 percent ranked “seeing my pupils learn” as first priority, 18 percent ranked “quality of management and administration as second priority and 18 percent ranked “opportunities for professional development through further study and/or training” as the third priority, for improving teachers’ satisfaction.

Head Teachers prioritized the three most important items that teachers disliked as being overall stress, frequent transfers/changes in posting and preparatory work.

Asked to express their views about a selected list of factors about the teaching profession:

88 percent agreed that teaching provides job satisfaction and job security

over 80 percent of Head Teachers felt that teachers are motivated to work

80 percent disagreed with the statements that teaching offered a good salary and that teaching has good career prospects.

13. There was general consensus on various factors that improved teachers' satisfaction. They were quality of school management and administration "seeing any pupils learn", "level of teachers' salary" "opportunities for professional development through further study and/or training", availability of classroom suppliers', "Amicable working relations with other staff members", "Quality of school building", availability of classroom furniture, "Expanded opportunities for promotion; "travel distance to school" "location of school" and "good relations with local community".

When head teachers were asked to rank the three most important sources of teacher satisfaction the responses were as follows – "Quality of school management and administration" followed by "level of teachers' salary" and "seeing my pupils learn".

14. Before the year 2000, it was mandatory for only primary school teacher to follow a two year pre-service course. The duration of this course has from year 2004 been extended to 3 years. And secondary school teachers did not require any pre-service training or professional qualification as entry requirement. Therefore it was not surprising to note that about 12 percent of teachers reporting that they had not received any teacher training and that only about 36 percent of teachers reported having had a total equivalent of two years of teachers training.

15. In the secondary school sector, 17 percent of the teachers had qualifications at the level of HSC or below, 35 percent below degree level and 9 percent postgraduate qualifications.

16. About 58 percent of teachers reported having followed an in service teacher development course sponsored by his employer during the preceding five years. And about 20 percent of the teachers reported that more than 10 years had elapsed after their last in service development course.

Over 90 percent of teachers surveyed felt that all teachers should have both pre-service training and professional qualification.

96 percent of Head Teachers responded positively to the need for all teachers to have both pre-service and professional qualifications.

Only 20 percent of teachers thought that their in-service courses were very effective in terms of improving their teaching and 48 percent thought it was 'reasonably effective'.

The reasons stated by 42 percent of Head Teachers for the need for both pre-service and professional qualification was to enhance the performance of teachers and to improve their effectiveness and competence. Among other reasons stated are to better equip the teachers, boost confidence of teachers, ensure preparedness and to professionalize the profession.

17. About 75 percent of surveyed teachers did not express their views on ways of improving the quality of education. Those who responded identified:

- enhancing entry requirements
- quality and regular in-service training
- opportunities for professional growth
- improvement of the physical environment

as main areas of intervention by the Ministry of Education.

18. The general opinion expressed by teachers on what should be done to improve the quality of new entrants in the teaching profession was to upgrade the entry requirements and also to provide a better salary structure as form of motivation.

19. Nearly 94 percent of teachers did not make any suggestion as to how a more diversified structure could be provided to the teaching profession. The remaining 6 percent of respondents felt that more grades could be created by establishing posts of Mentors (in primary) and Deans of studies (in secondary).

20. Asked about what should be done to improve the quality of Education in Mauritius:

- 10 percent of Head Teachers suggested training of teachers,
- 9 percent suggested a review of the curriculum and assessment,
- 7 percent suggested reduction of class size and improved school management and administration,
- 2 percent suggested more parental involvement
- 3 percent suggested the upgrading of entry requirements leading to an all graduate teaching force.

21. 78 percent of respondents answered negatively when asked on whether they would leave the teaching profession for another job if the salary was the same, while 56.7 percent said that they would do so if the salary was higher.

Given the choice,

- 28 percent would continue in the current job
- 14 percent would take on manager/director post
- 7 percent would opt to do the same job in another school

- 16 percent would take another job in the education sector.
- 9.7 percent said that they would change career,
- 10.5 percent would be an inspector,
- 2.4 percent would retire and
- 2.4 percent were undecided.

Given a chance 36 percent of teachers would change their jobs and stated that salary level, stress, promotional prospects were among others the main reasons motivating their choice.

22. On a question on how to improve the quality of new entrants in the profession

- 19 percent of the head teachers suggested training in the form of induction courses, pre-service and in-service courses,
- 5.3 percent suggested upgrading entry requirements and screening at entry point and
- 7.5 percent suggested support in terms of mentoring and monitoring.

23. As far as motivating entrants the suggestions made by Head Teachers were to provide a higher salary, to improving work conditions and to provide more financial incentives.

24. Nearly 65 percent of teachers reported not using ICT in their teaching for a range of reasons inter-alia from illiteracy, lack of training, lack of equipment, lack of facilities.

67 percent of head teachers reported that their teachers were not using ICT in their teaching because of lack of facilities and because the teachers were illiterate in ICT. The head teachers stated that their school requirements for use of ICT were mainly training, equipment and appropriate software.

There is anecdotal evidence, however, that almost all teachers (except some ICT teachers) do not make use of ICT to teach. Many schools are not properly equipped. Those who have reported using ICT are in fact using the facilities available for other duties such as timetabling.

25. Sixty seven percent of teachers thought that there was not sufficient provision for dialogue between their union and their employer and suggested more regular meetings.

Sixty percent of teachers thought that there was insufficient information sharing between their union and their employer.

26. 69 percent of teachers felt there was need for a teachers' Council. 65 percent agreed to the need for establishing a code of ethics for teachers and suggested that this should include discipline, behaviour, punctuality and regularity.

27. 85 percent of the teachers and 87 percent of the Head Teachers expressed the need for a Teachers' Service Commission.

28. Teachers were asked to respond on a selected list of activities that an inspector actually do when visiting them. While there was consensus on the advisory role of inspectors' opinions were divided on issues like "explaining curriculum" "providing information for self development" and "encouraging professional contact with teachers in their schools.

29. Respondents agreed to shifting the focus from teaching to learning to facilitate learning and for the new roles and responsibilities of teachers to be that of a moderator, a guide, a friend and to have a pastoral role.

Head Teachers expressed their views on the new roles of teachers as being a facilitator, a mediator, a guide a friend a motivator and as the one responsible for inculcating values and the one to ensure the overall development of the pupils.

The new responsibilities of the teacher as perceived by the head teacher were to provide moral education, contribute to character formation of students, facilitate the provision of a conducive learning environment and teach his students to become independent learners with a view to making them become good citizens.

The main recommendations include:

1. Reduction of the overall class sizes and adhering to set policies on class size
2. Establish National Inspectorate and revisit the role of inspectors
3. The possibility of having an all graduate teaching force should be explored
4. Encourage teachers to improve their educational qualifications
5. In service training or sabbatical leave should be provided to teachers every 5 years.
6. The MIE should be provided with more resources and be granted a degree awarding status
7. Improve /Increase salary and other benefits and conditions of service for teachers
8. Increase promotional prospects for teachers
9. Improving status of teachers
10. Improvement of infrastructural facilities in schools, especially ICT facilities
11. Formalise parental and community involvement in the education system through a national policy.
12. Provide more opportunities for teachers to be involved in decision-making.
13. Increase teachers' participation in curriculum planning and review.
14. Possibility to establish a Teachers Council and a Teachers Service Commission should be explored

CHAPTER 1: Introduction and the Mauritian Education System

1.1 Introduction

Teachers play a pivotal role in the teaching and learning process and can make a great difference on students' achievement, especially nowadays, when the importance of education for knowledge and information societies has been acknowledged world wide. However, it has been observed that despite substantial progress in recruiting new teachers because of demographic pressures, the need to improve access to education and the relative unattractiveness of the teaching profession, teacher shortages are growing in many countries. The achievement of the Education for All (EFA) goals by 2015 is threatened by current or prospective teacher shortages and hence the need to better understand and develop policies and concrete measures to address these shortages in the interests of improving access and provision of quality education.

Teacher shortages however will not have the same profile in every country and everywhere. They may result from overall lack of teachers, a low percentage of qualified teachers according to set standards, an uneven distribution by geographic area (sufficient or excess numbers in urban or richer areas, shortages in rural or disadvantaged areas) or lack of teachers at a particular level (primary or secondary) or subject area (sciences, maths, ICT, technical/vocational, etc.), or a combination of these factors.

This study provides an insight into the teaching profession in the primary and secondary school sectors in Mauritius. It analyses the demographic pressures, the status of teachers, the difficulties which might be encountered in replacing retiring teachers in the future, the attractiveness and retention of teachers in the teaching profession and the current and prospective teacher shortages in the context of meeting the EFA goals. The study is expected to assist in developing policies, in addressing in any such shortages and in improving teacher effectiveness in the classrooms to provide world class quality education in the country.

1.2 The country

Mauritius is a very small island nation. It is one of the three islands, collectively called the Mascarene Islands, situated in the southwest part of the Indian Ocean (the other two being Reunion and Rodrigues islands). It lies on longitude 57° east of the Greenwich Meridian and its latitude ranges from $19^{\circ}58''$ to $20^{\circ}32''$ in the southern hemisphere, just north of the Tropic of Capricorn. It is a volcanic island of 2040 sq km situated at a distance of 2000 km from the east coast of Africa and 900 km from Madagascar. Although the total land area is small, yet its exclusive zone is quite vast, covering some 1,900,000 sq km. of seas.

The French occupied the Island from 1715 to 1810. The British conquered the Island in 1810 and it remained a British colony until its independence in 1968. It became a Republic in March 1992. The Republic of Mauritius comprises three main islands, Mauritius, Rodrigues and Agalega and several smaller islands around those three main islands.

As at end December 2003, the population of the Republic of Mauritius stood at 1.2 million growing at a little less than 1 percent per annum. The population of the country aged 5 to 24 years was about 0.4 million.

Main indicators (Republic of Mauritius)

Table 1.1 shows some of the main indicators of Mauritian economy:

Table 1.1 Main indicators for Mauritius	2004
Estimated population as at June (m)	1.23
Density per Km ²	605
Crude birth rate per 1,000	15.6
Crude death rate per 1,000	6.9
Infant mortality rate	14.4
GDP at market prices Rs m (2003)	157,499
Per Capita GDP (2003)	128,771
Consumer price Index – yearly average (Base: July 01 - 02 = 100)	113.1
Inflation Rate percent	4.1
Total Exports (f.o.b.) Rs. M (2003)	53,022
Total Imports (c.i.f.) Rs. M (2003)	65,942
Tourists: Arrivals (2003)	702,000
Tourists: Earnings Rs m (2003)	19,415
Gross Enrolment rate (primary education) %	102
Gross Enrolment rate (secondary education) %	66
Literacy rate %	85.1

The Challenges facing Mauritius

Mauritius has experienced a major structural transformation from an agricultural monocrop economy with high levels of unemployment and a low per capita income to a middle-income country with almost full employment since its independence.

In spite of this, Mauritius remains vulnerable to external influences, given the openness of its economy. On the external front, Mauritius is being confronted to new challenges arising from post GATT, the creation of new economic blocks and competition from former socialist and other newly developing and reformed economies.

With globalisation the domestic and international environment confronting Mauritius in the coming years will be much more competitive and demanding, requiring emphasis on knowledge, quality, value added, flexibility and innovativeness.

Major constraints have also cropped up internally. Growing shortage of skilled labour, coupled with increased pressures for higher wages and salaries and increase in the price of fuel, thus eroding the competitiveness of the country's exports on the international market, and the resurgence of unemployment threaten to slacken the growth momentum of the economy.

The government policy is therefore to encourage the manufacturing sector to further modernise its operations and diversify its activities to ensure that Mauritian products become more competitive quality-wise and price-wise in order to maintain, and if possible, increase its share in the international markets and further develop the services sector. It is also the declared policy of the Government to develop the ICT sector and to transform the economy into a knowledge economy making it a knowledge hub in the Indian Ocean Region. This strategy requires a more rational and optimal use of available resources, that is a steady and continuing growth in total factor productivity, including

labour productivity, a new industrial culture, improved work ethics and rapid response capacity. The education system needs to be re-oriented to respond more effectively to these challenges and to modernise the economy.

With the changes that are occurring in the economic environment, the education sector will play a key role in securing Mauritius' economic development in future. It will improve its competitive edge, economic growth, employment opportunities, productivity and social cohesion. As the country moves into the 21st Century, the education sector will have to continually adapt to meet on-going changes in student needs.

If Mauritius wants to position itself as a knowledge-based society, it will have to increase the participation rate in higher education. In view of its rising labour costs and competitive pressures from emerging economies like India, China, Malaysia and Indonesia, Mauritius will need to improve its skill-mix, not only to increase output per unit of labour, but also to produce high value added goods and services. To this end, Mauritius will need more skilled technicians and professionals and hence more and better quality education is necessary for the country's continued development.

1.3 The Mauritian Education System

The government has played a major role in promoting education as part of its socio-economic development strategy. The provision of education in Mauritius is under the responsibility of the Ministry of Education and Scientific Research. The government provides the bulk of primary and secondary education, and a major proportion of higher education and at present education is free from the pre-primary to the higher education levels. The Education Act of 1957 allows private operators to provide education services from pre-primary to vocational and higher levels.

The present education system comprises pre-primary schooling up to the age of five years old, followed by six years of primary schooling, five years of secondary schooling leading to the School Certificate ('O' level) and two further years for the Higher School

Certificate ('A' level). The six years of primary education culminates in the Certificate of Primary Education (CPE) examination, which is used for selecting students for entrance to secondary schools.

Pre-primary education: Pre-primary education is provided mainly by private fee paying schools. The government is gradually increasing its presence in this sector by providing pre-primary education in primary schools. In March 2004, there were about 1070 pre-primary schools in the Republic of Mauritius, catering for some 80 to 90 percent of children aged 3 to 5 years old. Of these schools, 77 percent were privately-run institutions; 17 percent were found on primary school premises and were administered by Pre-School Trust Fund (PSTF) and the remaining 6 percent were administered by the Roman Catholic Education Authority, Municipal and Village Councils and Non Government Organisations. Government provides a subsidy of Rs 200 per month per student to pre-primary schools that are registered with the Ministry of Education. Government financial inputs towards free Pre-Primary Education for the financial year 2003/2004 were Rs 76.8 million representing 1.5 percent of the total expenditure on education in that year.

Primary Education: The primary cycle lasts six years, from Standard I to Standard VI. There were 289 primary schools in March 2004, comprising 220 government schools, out of which 15 were administered by the Roman Catholic Education Authority (RCEA), 2 by the Hindu Education Authority and the other 16 were private non-aided schools. Government schools enrolled 75 of the pupils, while the aided and non-aided schools absorbed the remaining 25percent. Compulsory primary education was introduced in 1992.

Enrolment at the primary level has been universal since the 1960s for both boys and girls, and amounted to 126,226 in 2004 – a gross enrolment rate of 102 percent (of the relevant age group 6 to 11 years). Government recurrent expenditure on primary education was

about 30.3 percent of the total budget for education for the financial year 2003/2004. The average unit cost per student at the primary school level was Rs 12,335.

Secondary Education: The secondary education cycle lasts for seven years. The School Certificate examination takes place at the end of Form V (after 5 years) and the Higher School Certificate examination is at the end of the cycle (2 years after the School Certificate). Secondary education is provided mainly in grammar-type schools, in State schools, in schools run by confessional bodies, and other fee paying and non-fee paying private secondary schools. The latter type of schools are fully subsidised by the government. In March 2004, there were 176 schools disbursing secondary education, out of which 67 were State administered schools, while the other 109 were confessional, private aided and non-aided schools. Secondary school enrolment in 2004 was 105,988. State Schools enrolled 32 percent of the secondary school population, while the confessional and private (aided and non-aided) schools enrolled the remaining 68 percent. The Gross Enrolment Ratio (secondary education enrolment as a percentage of the population aged 12 -19 years) was 68 percent in 2004.

Government recurrent expenditure on secondary education was about 41.9 percent of the total budget for education for the financial year 2003/2004. The average unit cost per student at the secondary level was Rs 20,240 but varies between Rs 10,000 and Rs 24,000 depending on the school. Government schools tend to have higher costs mainly because of better infrastructure, better qualified teachers and of the larger range of subjects offered.

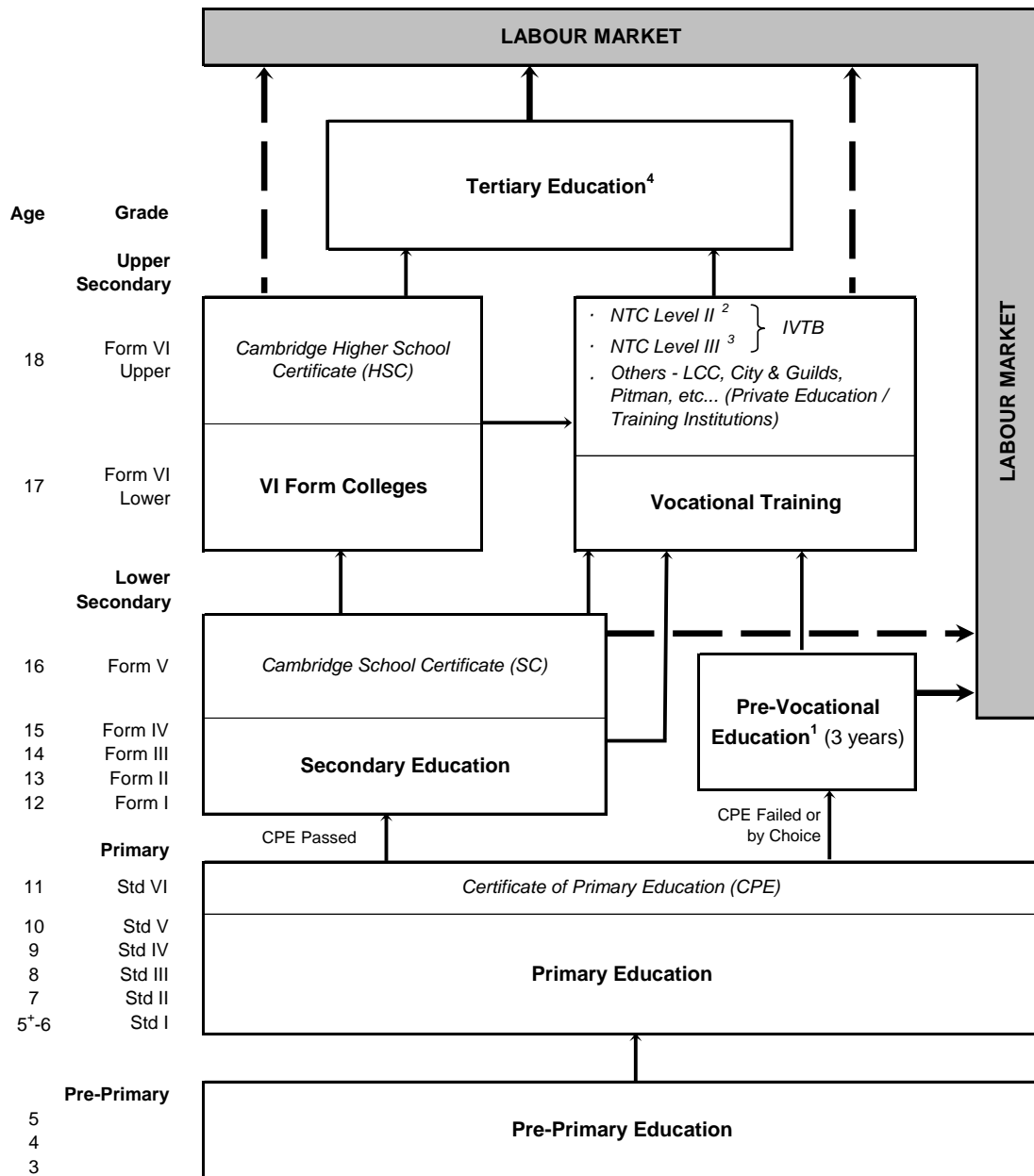
Technical Education: Technical and vocational education and training is provided in Mauritius by the Industrial and Vocational Training Board (IVTB) and the Polytechnics. Technical and vocational education accounted for 1.7 percent of government recurrent expenditure on education for the financial year 2003.2004. However this figure does not reflect the total expenditure on technical and vocational education. The HRDC (previously the IVTB itself) collects 2 percent of the wage bill of the private sector as a

levy, which is used to finance its budget. In addition to the 2 percent levy the private sector also spend on training of their staff locally and overseas.

Higher Education: Higher education in Mauritius is provided by a range of institutions both from the public and the private sector. Within the public sector, higher education is provided essentially by the University of Mauritius (UOM). Other publicly funded higher educational institutions are the Mauritius Institute of Education (MIE), the Mauritius College of the Air (MCA), the Mahatma Gandhi Institute (MGI), the University of Technology, Mauritius (UTM), the Mauritius Institute of Health (MIH) and the three Polytechnics. The creation of an Open University of Mauritius through the reconfiguration of the MCA has been announced. The new government which came into power in July 2005 has also announced the creation of 10 ‘Instituts de Formation de l’Education Tertiaire’. The Tertiary Education Commission (TEC), established in 1988, is a key institution responsible for planning and coordinating higher education in Mauritius. The IVTB also runs some post secondary courses.

Overall Structure

The overall structure of the Mauritian Education System is shown in Chart 1.1 below



1. Pre-Vocational Education was launched in 2000/01 school year and comprises predominantly students who failed CPE examinations; it is followed by the NTC Foundation Course
2. Requirements for NTC Level II vary between SC and HSC or NTC III
3. Requirements for NTC Level III vary between Form III and SC or NTC III Foundation Course (Min. Age: 15)
4. Refers to Post A -Level / HSC

The Flow of Students in the Mauritian Education System

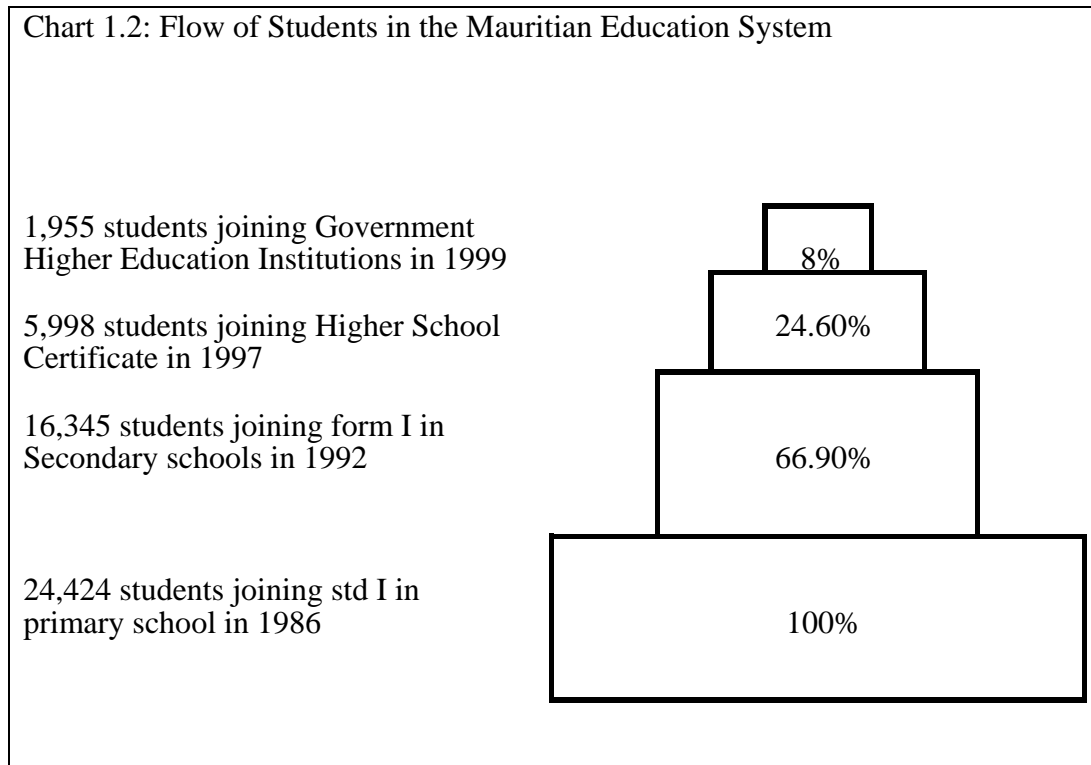
The education system in Mauritius can be divided into three main distinct parts, namely, primary, secondary and higher. On the basis of the educational statistics available at the MoE, it is observed that out of the 24,424 students enrolled in the first year of the primary cycle in 1986, only 1955 (8.0percent) went on to higher education in 1999.

Table 1.2 shows the flow of the 1986 primary cohort in the Mauritian system:

Table 1.2 : Flow of Students in the Mauritian Education System			
YEAR	LEVEL	ENROLMENT	%AGE
1986	Joined Standard I primary School ⁽¹⁾	24424	100%
1992	Joined Form I Secondary School ⁽¹⁾	16345	66.9%
1997	Joined Form VI, Higher School Certificate ⁽¹⁾	5998	24.6%
1999	Enrolled in Government Higher Educational Institutions ⁽²⁾	1955	8.0%

Educational Statistics, MoESR. Participation in Tertiary Education, Tertiary Education Commission, 1999 – adjusted to include only new admission from secondary schools

The above is shown in Chart 1.2 below:



1.5 Demographics

There were 118,737 students in the different primary schools in Mauritius in 2005 as shown in the table 1.2 below.

Table 1.3: Enrolment in Primary Schools-2005
All Schools-Government, Private and Fee paying

Zones	Male	Female	Total
1	20508	19752	40260
2	15465	14772	30237
3	13248	12895	26143
4	11114	10983	22097
ALL ZONES	60335	58402	118737

Enrolment in the secondary schools stood at 106,805 as shown in the table 1.3 below

Table 1.4: Enrolment in Secondary schools-2005

All Schools: Government and Private

Zone	Male	Female	Total
1	15610	17397	33007
2	13998	14800	28798
3	13430	13601	27031
4	8325	9644	17969
All Zones	51363	55442	106805

The prevocational sector of the secondary enrolled 2,868 students as shown in the table 1.5 below.

Table 1.5: Enrolment in Secondary schools (Prevocational)-2004

	Year of study											
	Total				Male				Female			
	I	II	III	Total	I	II	III	Total	I	II	III	Total
State	1530	1138	735	3403	1060	728	520	2308	470	410	215	1095
Private	1937	1587	1121	4645	1143	1015	714	2872	794	572	407	1773
All Schools	3647	2725	1856	8228	2203	1743	1234	5180	1264	982	622	2868

The projected student population for the year 2015 is 121370 for the primary sector and 117280 and 10100 for the secondary and pre-vocational sectors respectively.

1.6 Financing

Expenditure on Education in Mauritius

The total recurrent expenditure on education increased from Rs 1,440 million in 1992/1993 to Rs 5,119 million in 2003/2004 i.e. an increase of 255 percent for the period 1992/1993 – 2003/2004.

The share of the recurrent education budget compared to the total Government expenditure increased from 13.4 percent in 1992/1993 to about 14.7 percent in 2003/2004. As a percent age of the Gross Domestic Product however, Government expenditure remained almost at 3.4 percent.

Details of the Recurrent Expenditure of the Government on Education for the years 1992 -1993 and 2003/2004 are shown in the Table 1.6 below.

Table 1.6: Government Recurrent Expenditure on Education		
	1992/1993	2003/2004
	Rs(m)	Rs(m)
Total Govt. Expenditure (Rec)	10,710	34,779
Expenditure on Education (Rec)	1,440	5,119
of Exp. on Education on total	13.45	14.7
Expenditure by Sectors	Rs(m)	Rs(m)
Pre primary	9	76.8
Primary	545	1551.1
Secondary	602	2144.9
Higher	137	711.5
Technical & Vocational	21	87.0
Others	126	547.7
Total	1440	5119
% of Rec. Exp. by Sectors.	%	%
Pre primary	0.6	1.5
Primary	37.8	30.3
Secondary	41.8	41.9
Higher	9.5	13.9
Technical & Vocational	1.5	1.7
Others	8.8	10.7
Total	100.0	100.0
Enrolment		
Primary	123971	126,226
Secondary	81706	105,988

In the 1992/1993 national budget of Mauritius the Ministry of Education had an allocation of Rs 1,440 million for recurrent expenditure. This represented about

13.4 percent of the total recurrent expenditure of the government. In 2003/2004 the recurrent expenditure on education rose to Rs 5,119 million representing about 14.7 percent of the total government recurrent expenditure.

It has to be pointed out that the figures do not account for all Government expenditure for education. Some other Ministries, besides the Ministry of Education, also allocate funds for education purposes (e.g. Ministry of Health, Ministry of Environment and Ministry of Training and Skills Development).. In addition to this some expenditure is also incurred on education by the private sector, Non Governmental Organisation and Parents (mainly for maintenance cost and private tuition fees).

1.7 Governance/administration

The overall responsibility for the provision of education in Mauritius rests with the Ministry of Education and Human Resource. The day to day administration of state owned primary and secondary schools are made by the Ministry whilst that of the private schools (confessionals and non confessionals) is made by the owners.

1.8 Teacher education and training requirements

Generally the quality of education depends to a large extent on the qualifications and ability of the teachers. Pre-service subject matter knowledge (academic training) and professional training (pedagogical instruction) are both essential prerequisites for an effective teaching force. Continuous professional development in terms of continuing and further education and training and upgrading of teachers are also important to maintain and improve the quality of education.

At the primary school level new teachers are required to possess a minimum academic qualification equivalent to the HSC. The new recruits are required to undertake a 2 year training course at the MIE before being appointed as primary school teachers.

At the level of the secondary school pre service training is not mandatory. At present, a university degree is the minimum requirement, although previously those with lower qualification were recruited.

CHAPTER 2: Composition of the Teaching Profession

2.1 Numbers of teachers by level of education

Tables 2.1-2.3 show the number of teachers by level of education.

Table 2.1: Teachers by level of education

Level of education	No of teachers	Student enrolment
Pre primary	2474	37483
primary	5550	126226
Secondary	6227	105988
Pre Voc	551	8488
Total	12328	278185

Age group	Male	Female	Total
Under 25	158	577	735
25-29	197	652	849
30-34	183	475	658
35-39	206	346	552
40-44	163	253	416
45-49	418	523	941
50-54	561	457	1018
55 & over	232	145	377
Not stated	1	3	4
Total	2119	3431	5550
%	38%	62%	100%

Table 2.3: Secondary School Teachers in Mauritius-2004

Age group	Mainstream			Prevocational		
	Male	Female	Total	Male	Female	Total
Under 25	173	395	568	57	140	197
25-29	510	861	1371	33	81	114
30-34	373	496	869	24	33	57
35-39	260	275	535	26	14	40
40-44	236	282	518	17	16	33
45-49	708	565	1273	30	27	57
50-54	453	286	739	15	12	27
55-59	186	136	322	14	5	19
60 & over	14	10	24	-	-	-
Not stated	-	8	8	2	5	7
Total	2913	3314	6227	218	333	551
Percentage	47	53	100	40	60	100

2.2 Gender distribution

The percentage of female teacher in Mauritius is 57 percent as against 43 percent male as shown in the following table 2.4.

Table 2.4: Gender distribution of teachers

Level of education	Male	Female	Total
Primary	2119	3431	5550
Secondary	2913	3314	6227
Pre Voc	218	333	551
Total	5250	7078	12328
Percentage	43	57	100

At the primary level the percentage of female teacher is 62 percent (55.1 percent in 2000) against 38 percent male. The percentage of female teacher at secondary level is 53 percent (48.3 percent in 2000) as against 47percent male teachers. It is noted that the percentage of male teacher is higher as one move up the system.

2.3 Age distribution

The age distribution of teachers reflects the supply of teachers and the rate of renewal of the teaching force. It also provides an indication of the experience of the teaching force. The age distribution of teachers for primary and secondary schools are shown in tables 2.2 and 2.3. A critical analysis of the age distribution reveals that:

At the primary level, 25 percent of the teaching work force will retire from the sector in the course of the next 10 years. 42 percent of the teaching work force will retire in the course of the next 15 years.

At the secondary level, 17 percent of the teaching work force will retire from the sector in the course of the next 10 years. 38percent of the teaching work force will retire in the course of the next 15 years.

2.4 Geographic distribution

Mauritius is a very small country with 2040 Sq km and divided into 4 zones and the island of Rodrigues. Each zone covers towns and villages as well. As such, an analysis into geographical areas might not be very relevant

2.5 Non teaching staff

Tables 2.5-2.6 show the non teaching staff in primary and secondary schools.

Table 2.5: Non-teaching staff in Primary schools - 2004

Zone	Head Teacher	Deputy Head Teacher	School Clerk	Caretaker	Labourer	Other	Total
1	90	254	82	195	221	25	867
2	80	216	62	119	166	27	670
3	66	157	57	132	140	24	576
4	42	170	42	86	85	14	439
ALL	278	797	243	532	612	90	2552

Table 2.6: Non-teaching staff in Secondary Schools by category, type of administration and sex – 2004

Category	Senior Management	Other Administrative Staff	Caretaker	Labourer	Laboratory Assistant	Other	Total
State Schools	87	302	158	140	319	44	1050
Private Schools	178	578	455	168	368	112	1859
All Schools	265	880	613	308	687	156	2909

It is noted that the ratio of teaching to non teaching staff in primary schools is 1:0.47 and is 1:0.46 in secondary schools.

2.6 Teacher qualifications

The minimum qualification requirement for primary school teachers, which was the SC previously, is now the HSC. At the secondary level previously the minimum qualification requirement was the HSC. At present however, in order to join the teaching profession at the secondary level one must have at least a degree. An analysis of the qualifications of existing teachers at the secondary level reveals that:

17 percent of the teachers have a qualification of HSC or below

35 percent have qualifications below the degree level;

56 percent are graduates; and

9 percent have post graduate qualifications

Table 2.7 shows the highest academic qualifications of secondary school teachers in Mauritius

Table 2.7: Highest Academic qualifications: Secondary Schools			
	Male	Female	Total
School Certificate or equivalent	149	109	258
Higher School Certificate or equivalent	328	453	781
Certificate or Diploma	529	617	1146
First Degree	1642	1862	3504
Post Graduate	264	269	533
Not Stated	1	4	5
Total	2913	3314	6227

2.7 Professional development

All primary school teachers have to follow a mandatory 3 year pre service course at the MIE before they can start to teach in primary schools. In service courses are also provided by the MIE leading to certificates, diplomas and advanced certificates and diplomas and advanced diplomas. For secondary schools the MIE runs PGCE and B.Ed programmes, both of which are in service. Some teachers from both primary and secondary sectors do study privately to upgrade their qualifications. As per the present Government policy additional increments are granted for additional qualifications obtained.

2.8 Retention and distribution

The number of teachers leaving the service other than for retirement is less than 5percent. However, it has been noted that there is some 12percent drop out among primary school trainee teachers who join the MIE.

CHAPTER 3: Teacher Candidates, Recruitment, Education and Professional Development

3.1 Teacher candidates

There seems to be no difficulties to attract individuals to the teaching profession at present, be it for the primary or for the secondary sector. The number of applicants coming from Secondary Schools (HSC) and university graduates for the teaching profession has always exceeded the number of posts available except in some specific cases such as ICT and some Oriental Languages (e.g. Mandarin). It is believed that most individuals who join the teaching profession are motivated by salary, family commitments, for lack of other options, school vacation and the hours of work in schools.

3.2 Initial teacher education

Initial teacher education in Mauritius is limited to a 3 year pre-service training for primary school teachers holding the HSC (except for Oriental Languages where the entry requirements may be lower). The course is provided by the MIE which also provides in-service upgrading programmes to both primary and secondary school teachers. There is no initial teacher education for secondary school teachers.

3.3 Professional development

Teachers need to understand subject content thoroughly in order to be able to organise it so that students have an orderly concept of the terrain they are covering. Teachers need knowledge about learning. Learning is not a single or homogeneous process. It varies in nature, process and structure across content domains, people, settings and developmental periods. Teachers must understand that intelligence is multi-dimensional. Teachers need to understand that different learners learn different things in different ways.

Teachers need a command of a range of teaching strategies and to constantly expand the repertoire of strategies which they possess to enhance learning and development. Teachers need to know about curriculum resources and technologies.

In today's world, teachers increasingly need to understand the value of the computer and communications technology to learning. These are no longer playful artefacts reserved for the entertainment and enjoyment of the few, but are "learning and working tools" of the next Millennium and the ambient of modern life.

The MIE is the only institution in Mauritius responsible for the provision of teacher education both pre-service and in-service. It is not a degree awarding institution. The B.Ed programme run by the MIE is awarded by the UoM. Its training facilities are limited because of its limited financial and human resources.

One of the challenges facing teacher education in Mauritius is to energise a serious dialogue on the knowledge base of teaching and to insure, in that process, that the voices of teachers are seriously heard, understood and reflected upon.

Another issue is the complete absence of quality standards for professional teaching, and the equal absence of processes and mechanisms for their monitoring, assessment, remediation and sustained development. Professional standards for teaching provide a major lever through which to improve teaching and learning, both in the schools and in teacher education. Setting appropriate standards for the profession of teaching is not a simple task and requires a good deal of reflection and analysis. Like all professions teaching is complex grounded in theory, research and the codes and contexts of practice.

3.4 Professional Assessment

Professional assessment of teachers is being carried out by School Inspectors for the primary level and by Senior/Principal Education Officers in the State Secondary Schools. For the Private Sector PSSA inspectors do the teachers assessment. There are plans to set

up a National Inspectorate. In fact the inspectors of the PSSA have already been posted at the MoE and the PRB Report of 2003 has already established the Salaries and Conditions of Service for Inspectors.

CHAPTER 4: Employment, Careers, Teaching and Learning Conditions

4.1 Recruitment/induction

All recruitment for teachers at the primary level for state owned schools are made by the Public Service Commission. For private confessional primary schools the teachers are recruited by the BEC. All primary school teachers are first enlisted on a trainee basis and after following the course at the MIE are appointed as Teacher/Senior Teacher. For secondary schools, Education Officers for the State Schools are also appointed by the Public Service Commission. Those in the private sector are appointed by their respective employers but on the basis of clear recruitment criteria almost similar to those in the Public Sector.

4.2 Careers

At present the promotional prospects for primary school teachers is as follows: Trainee teacher- Teacher/Senior Teacher- (Mentors) - Deputy Head Teacher- Head Teacher- Primary School Inspector – Area Inspector- Principal Inspector- Assistant Director.

At the secondary level the promotion prospect is as follows: Education Officers – Heads of Departments (Deans) – Deputy Recors – Rectors – Administrators – Assistant Directors- Directors – Chief Technical Officer.

4.3 Remuneration/material incentives

The duties and schemes of service of teachers of primary and secondary school teachers are governed by the schemes of service approved by the Ministry for Civil Service Affairs. The salaries and conditions of service are covered by the PRB Report which governs salaries and conditions of service for the whole of the public sector in Mauritius. The salaries of teachers are almost equivalent to the salaries of other professions

requiring similar qualifications and experience. The salaries for primary school teachers (Teacher/Senior Teacher) grade is as follows:

Rs 9,000 x 250 – 10,000 x 300- 10,600 x 400 – 15,000 x 500 – 16,000

The salaries for Secondary School Teachers (Education Officers)

Rs10,600 x 400 – 15,000 x 500 – 17,000 x 600 – 10,800 QB 19,400 x 600 – 20,000 x 800 – 27,200. The QB is crossed upon obtention of a degree.

The ratio of teachers' salaries to the GDP reflects the countries' level of development. The salary of teachers in terms of per capita GDP is about 1.30 times at the primary level and 1.54 times at the secondary level after 15 years of service. At the primary level the OECD average for mid career salaries relative to the GDP was 1.32 times in 1999. It was 1.36 times for secondary school teachers.

Other benefits available to Teachers include:

- 13 month's salary as end of year bonus
- Refund of travel costs from residence to school and back
- Subsidised interest on car loan and travel grant
- Non-contributory pension scheme.
- Casual leave = 11 days p.a.
- Sick leave = 21 days p.a. (16 days of which may be cashed if not taken)
- Vacation leave – 35 days p.a. which can be accumulated to a maximum of 180 days, only half of which may be granted during term time.
- Maternity leave
- Examination leave
- Passage benefits: 5 percent of annual salary.
- Incremental credit for additional qualifications.

- Duty free car at the time of retirement

Some teachers are also paid allowances for working under special projects, for example in ZEP Schools and in certain subject scarcity areas.

4.4 Teaching and learning conditions

As at March 2004, there were 289 primary schools in Mauritius. 75percent of these schools were administered and owned by the government; against 25percent which are private aided and private non-aided institutions. The aggregate pupil enrolment is 126,226 and the teacher population is 4340, on the General purpose side and 1,401 are Asian (Oriental) Language teachers. The overall teacher pupil ratio is 1:29.

There were 176 secondary schools in Mauritius. 67 of these schools were administered and owned by the government; against 109 which are confessional, private aided and private non-aided institutions. The aggregate pupil enrolment is 105,988 and the teacher population is 6396. The overall teacher pupil ratio is 1:17.

Class size is a measure of the average number of students in a teacher's classroom during a school period and represents an important indicator of the working conditions of teachers, as well as the learning conditions of students. Smaller classes are valued because they may allow students to receive more individual attention from their teachers. Significant reductions in class size have sometimes been shown to be related to gains in achievements.

The average class size in Primary Schools is 24 but the range of class sizes is 8-51. At the secondary level the class sizes do not exceed 40 at the lower secondary level and 30 for HSC.

The workload of teachers the secondary schools per week is 28 periods (18.7 hrs) and that of students is 40 periods (26.7 hrs). It may be noted that on average there are some 185 school days per year. The absenteeism rate amongst teachers is about 7 percent in primary schools and about 10 percent in secondary schools.

Tables 4.1-4.2 show the pupil teacher ratio in primary and secondary schools.

Table 4.1: Pupil Teacher Ratio - Primary (2004)

	General Purpose	Oriental Languages						
		Hindi	Urdu	Tamil	Telugu	Marathi	Arabic	Modern Chinese
Pupil Teacher Ratio	29	79	46	38	29	32	91	114

Table 4.2: Pupil/Teacher Ratio in Secondary schools by Region – 2004

Zone	Total PTR	State PTR	Private	
			Aided PTR	Non-Aided PTR
1	17	15	20	11
2	16	13	19	11
3	17	13	19	16
4	16	14	18	3
All	17	14	19	12

4.5 Social Dialogue and Participatory Decision-making in Education

The means of information sharing and consultation on educational policies and planning between education authorities and private school employers/management and teachers' organisation are free and democratic. There are several ways for information sharing and consultation including regular meetings, news letter, press conference and identification of specific officers at the level of the MoE to deal with specific matters.

Almost all teachers are unionised in the primary and the secondary schools in Mauritius. More than a dozen trade unions exist in the primary and secondary school sectors in Mauritius. There are different unions representing different grades of teachers, rectors, senior staff in the public sector and also different unions in the private sector.

For negotiations/collective bargaining there are tripartite meetings held every year to discuss increases in cost of living allowances and the PRB invites views of unions prior to salary reviews. Furthermore teachers' unions are contacted on any reform or changes in the sector.

CHAPTER 5: FINDINGS AND CONCLUSIONS

5.1 Methodology, Sampling, Questionnaires and survey

5.1.1 Methodology and Sampling

The methodology used for this study includes desk research, administration of questionnaires to teachers of the primary and secondary sectors, heads of schools and parents and a structured interview with staff of the MIE. .

The Ministry of Education is the largest provider of education at the primary education level while there is an important public-private partnership for the provision of education at secondary level, with 40 percent of secondary schools being state-owned and state-managed. Provision of education at pre-primary level is mainly undertaken by the private sector. The desired target population for the survey was all teachers teaching at primary and secondary levels. Teachers working in fee-paying primary and secondary schools were excluded from the population as fee-paying schools represented a small percentage of total student enrolment. Teachers at the pre-primary level were also excluded from the survey. Teachers were mostly employed by government or they were in private schools but paid from government funds. The defined target population was all teachers teaching at primary and secondary levels in government or government-aided schools.

The strata were the education zones. There has been in Mauritius, as in several other countries, a movement towards decentralization. The education zones in Mauritius have been delimited so as to cover urban and rural areas. Each zone comprised schools with a range of enrolment, from small rural schools to larger urban schools. The sampling frame contained all government and government-aided primary and secondary schools by zone. A stratified random sampling was used to select the teachers who participated in the survey. Schools were chosen ensuring representativity across the zones. Within each selected school a simple random sample of 10 teachers was selected from the teaching

staff. The defined population of schools and the planned sample is presented in table 5.1 below. The sample size was 1330 teachers.

Table 5.1: Sample size

Primary

Zone	No. of schools in target population			No. of schools in sample			No. of Teachers to be surveyed
	GS	Aided	Total	G S	Aided	Total	
1	72	11	83	22	3	25	250
2	58	17	75	17	5	22	220
3	49	12	61	15	4	19	190
4	33	8	41	10	2	12	120
							40
Total	212	48	260	64	14	78	820
Secondary							
Zone	No. of schools in target population			No. of schools in sample			No. of Teachers to be surveyed
	State	Aided	Total	State	Aided	Total	
1	23	28	51	7	8	15	150
2	18	24	42	5	7	13	130
3	13	28	41	4	8	12	120
4	16	14	30	5	4	9	90
5				2			20
Total	70	94	164	21	28	49	510

SAMPLE SIZE = 820 + 510= 1330

5.1.2 Data Collection Instruments

Three instruments were developed – a teacher questionnaire, a school head questionnaire and a parent questionnaire. The teacher questionnaire comprised four parts.

Part I collected background information on the teacher about their age, sex, marital status, level of education, professional education etc.

Part II contained questions on variables related to job satisfaction, the teaching-learning process, student achievement, professional self-growth, teacher motivation, etc.

Part III pertained to the school level factors and included questions on class size, workload, participation in decision-making, school discipline, school management etc.

Part IV dealt with the wider context variables like salary, promotion prospects, conditions of service, status of the teaching profession etc.

The school head questionnaires and parent questionnaires aimed at obtaining the perception of heads of schools and parents on a cross section of variables on which data was collected in the teachers questionnaires.

5.1.3 Data Collection

The designed questionnaires were piloted in 10 schools with 100 teachers requested to fill in the questionnaires. The piloting of the instrument is an important stage during the study as this is intended to check the reliability of the instrument. The questionnaires were fine-tuned in the light of feedback received from the responses of the pilot study. Items which did not behave were reframed or dropped.

Data collectors were trained to carry out the data collection for the main study. An invitation to participate was made to the selected schools. 1077 teachers responded to the

survey questionnaire, giving a response rate of about 81 percent for teachers. The school head of every school participating in the study also filled in a school head questionnaire.

5.1.4 Data Verification, Data Coding and Data Entry

All filled-in questionnaires were verified for missing data. The responses were then coded according to a codebook developed for that purpose. Open-ended responses were coded into categories as laid down in the codebook. The data was entered using the EXCEL software. Great care was taken during questionnaire construction, data collection and data coding to minimise errors in the data set. The process of data cleaning checked for internal consistency.

5.2 Analysis of findings

5.2.1 Main characteristics of the respondents

Out of a total sample of 1330 teachers, 1077 responded. The gender distribution of the respondents was 52.2 percent female and 47.8 percent male. 40.9 percent of the respondents were below 35 years of age, 35.2 percent in the age bracket greater than 35 years but less than 50 years and 23.3 percent were above 50 years of age. 57.8 percent of respondents were teaching at the primary level and 41 percent at secondary level. Amongst the heads of schools 60.4 percent of respondents were female. 62 percent of respondents were above 50.

5.2.2 Gender distribution

23 percent of the respondents felt that there should be more feminisation of the teaching profession in Mauritius while 68 percent of teachers felt that there should be no more feminisation. The main reasons justifying the choices of the latter group were to maintain a balance, meritocracy and the need for role models.

The percentage of female teachers in Mauritian schools is 62 percent at the primary level and 53 percent at secondary level.

74 percent of Head Teachers were not in favour of more feminisation of the profession for stated reasons of equal opportunity, balance and role model. It is noted that although the trend in Mauritius follows that of developing and developed countries, the suggestion from teachers is to reverse the situation and to decrease feminisation of the teaching profession.

5.2.3 Age distribution

It is observed that 25 percent of the primary teaching workforce will retire from the sector in the next 10 years. This percentage increases to 42 percent for the next 15 years. In the secondary sector, 17 percent of the teaching workforce will retire in the next 10 years and 38 percent in the next 15 years.

5.2.4 Class size

The modal class size was between 30 and 40 with 58.3 percent of respondents teaching 30 and 40. It should be noted that it is the established norm in Mauritius not to exceed a class size of 40. The Minister's approval is required for every case of deviation (higher than 40) from the norm after a no objection from the teacher concerned is obtained.

The teachers were asked about their perception of what class size was most appropriate for achieving best results. Eighty six percent of the teachers felt that the class size should be reduced from 40 to 30; while only about 12 percent thought that the class size of 40 could be maintained. Less than one percent of the teachers thought that the class size could be increased to above 40.

55 percent of Head Teachers were of the opinion that the class size at primary level should be below 30. Whereas 24 percent felt that the appropriate class size should be between 30 and 40.

5.2.5 Work load of teachers

The workload per week varied from below 15 hours to above 30 hours per week as shown in table 5.2. 30.7 percent of teachers were working in the range 15-20 hours weekly while 11.3 percent were working below 15 hours.

Hours	Present		Appropriate	
	Frequency	%	Frequency	%
Below 15	122	11.3	169	15.7
15 – 20	331	30.7	431	40.0
21 – 25	134	12.4	218	20.2
26 – 30	296	27.5	173	16.2
Above 30	160	14.9	23	2.1
No response	34	3.2	63	5.8

When the teachers were asked about what they thought the appropriate number of teaching hours per week should be for achieving best results, 40 percent stated that it should be between 15 and 20 hours. In the above table, the present workload of the teachers and their perception of the appropriate workload are provided.

Only about twenty percent of teachers felt that the present arrangement in terms of working time and teaching time was suitable.

5.2.6 Choosing teaching as a career

The teachers were asked to indicate the reasons for choosing teaching as a career.

- 84 percent of them stated that they opted for that profession because of the fact that they liked to work with children.
- 66.6 percent joined the teaching profession because it fitted well with their family commitments; out of which 57.9 percent represented female respondents.
- 65.2 percent did so because they had always wanted to be a teacher. While about 50 percent took up this career because they believed it as being a comfortable job,
- 57.2 percent opted in for job security reason.
- 65 percent did not consider the salary being attractive as a reason for taking up a teaching career
- 54 percent had other option than to enter the teaching profession.

When asked why, according to them, most teachers joined the teaching profession, 22.6 percent stated that it was because of choice, 29.2 percent because of the benefits that teaching provided and 46.3 percent stated that because there was no other option. 59.4 percent of the Head Teachers surveyed perceived that most teachers joined the teaching profession because they had no other option.

5.2.7 Salaries of teachers

68 percent of respondents said that the present salary did not allow them to have a decent living. 84.8 percent of the respondents stated that the present salary of teachers in Mauritius, generally, does not allow teachers to have a decent living.

Teachers were asked about their opinion on what should be the respective salaries of pre-primary, primary and secondary for school teacher to be attractive.

About 80 percent of respondents felt that there must be an increase in all the three respective categories of teachers.

	≤ 25		> 25 and ≤ 50		> 50	
	Frequency	%	Frequency	%	Frequency	%
Pre-primary	483	56.3	175	20.4	199	18.5
Primary	70	7.4	410	43.2	470	49.4
Secondary	503	58.5	95	11.0	262	30.5

The increase per category according to the respondents is shown in table 5.3. The increase varies from less than or equal to 25 percent to greater than 50 percent.

56.3 percent of respondents felt that there must be an increase of less than 25 percent for the pre-primary school teachers.

49.4 percent stated that the salaries of primary school teachers must be raised by more than 50 percent while 58.5 percent suggested an up to 25 percent increase in the salaries of secondary school teachers.

56 percent of Head Teachers felt their present salaries did not allow them to have a decent living. 76 percent of the head teachers were of the opinion that the present salary of school teachers in Mauritius generally did not allow teachers to have a decent living. About 90 percent of Head Teachers suggested that there should be an increase in the salaries of all teachers, be it in the pre-primary, primary or secondary sectors. The increase in salaries of teachers that Head Teachers proposed was in the bracket of 25 percent and above.

The teachers were asked to state what percentage was their salary, as a teacher, in relation to their total income.

About 50 percent responded that it represented more than 75 percent of their total income, 15 percent stated that it was between 50 and 75 percent and for 24.3 percent it was less than 50 percent.

5.2.8 Job satisfaction

- Expressing their views about the teaching profession :
- 70 percent were happy with the job satisfaction that teaching provided.
- 75 percent of the respondents felt that teaching did not offer a good salary
- 67 percent felt that teaching did not have good career prospects.

When asked what they liked about the teaching profession

- 92.1 percent stated 'sharing knowledge'.
- 81.3 percent responded that they liked to deal with pupils/students
- 73.2 percent liked school vacation.

Concerning what the teachers disliked about the teaching profession,

- 75.9 percent pointed to the stress factor,
- 55.7 percent disliked the organization of the system,
- 54.1 percent disliked transfers,
- 37.9 percent disliked administrative duties,
- 27.5 percent disliked preparatory work.
- 62.8 percent of respondents did not dislike meeting parents
- 70.9 percent did not dislike dealing with pupils.
- 3.0 percent of them disliked the job itself.

When head teachers were asked to identify out of a selected number of factors what teachers disliked about the teaching profession, their responses were:

- 85 percent felt that teachers disliked stress associated with the teaching profession;
- 71.7 percent were of the opinion that teachers disliked “frequent transfers/changes in posting”;
- 53 percent thought that teachers disliked the preparatory work
- 49 percent thought the organization of the system was an element teachers disliked;

Of the eight reasons given why they disliked the job, teachers were asked to rank the three that they considered to be the most important ones in order of priority .Their three choices were considered and the result is provided in table 6.4 below.

	Table 5.4: Reasons for disliking the teaching profession in order of priority	Frequency	%
1	Stress	549	17.0
2	The organization of system	533	16.5
3	Preparatory work	411	12.7
4	Frequent transfers/changes in posting	379	11.7
5	Administrative duties associated with teaching	297	9.2
6	Dealing with pupils/students	288	8.9
7	Meeting with parents	233	7.2
8	The job itself	222	6.9

17 percent felt that the stress relating to the profession was the most important reason they disliked the job, followed by 16.5 percent who disliked the organization of the system and 12.7 percent disliking the preparatory work.

Teachers were asked to respond on a scale of ‘not important’ of some importance and ‘very important’ on a selected number of factors that were perceived to improve teachers’ satisfaction. “Seeing my pupils learn” followed by “quality of school management and administration” and “level of teacher salary’ were the most highly ranked factors associated with the teachers’ satisfaction with respectively 95.8 percent, 91.8 percent and 91.6 percent of teachers responding to these factors are being very important.

However when asked to rank in order of priority the same factors reasons provided for this question related to teachers’ satisfaction, about 23 percent ranked “seeing my pupils learn” as first priority, 18 percent ranked “quality of management and administration as second priority and 18 percent ranked “opportunities for professional development through further study and/or training” as the third priority, for improving teachers’ satisfaction in order of priority..

72.6 percent of Head Teachers were of the opinion that teachers did not dislike the job itself. Head Teachers prioritized the three most important items that teachers disliked as being overall stress, frequent transfers/changes in posting and preparatory work.

Asked to express their views about a selected list of factors about the teaching profession:

- over 80 percent of Head Teachers felt that teachers are motivated to work
- 88 percent agreed that teaching provides job satisfaction and job security
- 80 percent disagreed with the statements that teaching offered a good salary and that teaching has good career prospects.

There was general consensus on various factors that improved teachers’ satisfaction. They were quality of school management and administration “seeing any pupils learn”, “level of teachers’ salary” “opportunities for professional development through further study and/or training”, availability of classroom suppliers’, “Amicable working relations with other staff members”, “Quality of school building”, availability of classroom

furniture, “Expanded opportunities for promotion; “travel distance to school” “location of school” and “good relations with local community”.

When head teachers were asked to rank the three most important sources of teacher satisfaction the responses were as follows – “Quality of school management and administration” followed by “level of teachers’ salary” and “seeing my pupils learn”.

5.2.9 Professional development

Before the year 2000, it was mandatory for only primary school teacher to follow a two year pre-service course. The duration of this course has from year 2004 been extended to 3 years. And secondary school teachers did not require any pre-service training or professional qualification as entry requirement. Therefore it was not surprising to note that about 12 percent of teachers reporting that they had not received any teacher training and that only about 36 percent of teachers reported having had a total equivalent of two years of teachers training.

In the secondary school sector, 17 percent of the teachers had qualifications at the level of HSC or below, 35 percent below degree level and 9 percent postgraduate qualifications.

About 58 percent of teachers reported having followed an in service teacher development course sponsored by his employer during the preceding five years. And about 20 percent of the teachers reported that more than 10 years had elapsed after their last in service development course.

Over 90 percent of teachers surveyed felt that all teachers should have both pre-service training and professional qualification.

96 percent of Head Teachers responded positively to the need for all teachers to have both pre-service and professional qualifications.

Only 20 percent of teachers thought that their in-service courses were very effective in terms of improving their teaching and 48 percent thought it was 'reasonably effective'.

The reasons stated by 42 percent of Head Teachers for the need for both pre-service and professional qualification was to enhance the performance of teachers and to improve their effectiveness and competence. Among other reasons stated are to better equip the teachers, boost confidence of teachers, ensure preparedness and to professionalize the profession.

5.2.10 Improving quality of education

About 75 percent of surveyed teachers did not express their views on ways of improving the quality of education. Those who responded identified:

- enhancing entry requirements
- quality and regular in-service training
- opportunities for professional growth
- improvement of the physical environment

as main areas of intervention by the Ministry of Education.

The general opinion expressed by teachers on what should be done to improve the quality of new entrants in the teaching profession was to upgrade the entry requirements and also to provide a better salary structure as form of motivation.

Nearly 94 percent of teachers did not make any suggestion as to how a more diversified structure could be provided to the teaching profession. The remaining 6 percent of respondents felt that more grades could be created by establishing posts of Mentors (in primary) and Deans of studies (in secondary).

Asked about what should be done to improve the quality of Education in Mauritius:

- 10 percent of Head Teachers suggested training of teachers,
- 9 percent suggested a review of the curriculum and assessment,
- 7 percent suggested reduction of class size and improved school management and administration,
- percent suggested more parental involvement
- percent suggested the upgrading of entry requirements leading to an all graduate teaching force.

5.2.11 Attractiveness and retention

78 percent of respondents answered negatively when asked on whether they would leave the teaching profession for another job if the salary was the same, while 56.7 percent said that they would do so if the salary was higher.

Given the choice,

- 28 percent would continue in the current job
- 14 percent would take on manager/director post
- 7 percent would opt to do the same job in another school
- 16 percent would take another job in the education sector.
- 9.7 percent said that they would change career,
- 10.5 percent would be an inspector,
- 2.4 percent would retire and
- 2.4 percent were undecided.

Given a chance 36 percent of teachers would change their jobs and stated that salary level, stress, promotional prospects were among others the main reasons motivating their choice.

On a question on how to improve the quality of new entrants in the profession

- 19 percent of the head teachers suggested training in the form of induction courses, pre-service and in-service courses,
- 5.3 percent suggested upgrading entry requirements and screening at entry point and
- 7.5 percent suggested support in terms of mentoring and monitoring.

As far as motivating entrants the suggestions made by Head Teachers were to provide a higher salary, to improving work conditions and to provide more financial incentives.

5.2.12 Use of technology

Nearly 65 percent of teachers reported not using ICT in their teaching for a range of reasons inter-alia from illiteracy, lack of training, lack of equipment, lack of facilities.

67 percent of head teachers reported that their teachers were not using ICT in their teaching because of lack of facilities and because the teachers were illiterate in ICT. The head teachers stated that their school requirements for use of ICT were mainly training, equipment and appropriate software.

There is anecdotal evidence, however, that almost all teachers (except some ICT teachers) do not make use of ICT to teach. Many schools are not properly equipped. Those who have reported using ICT are in fact using the facilities available for other duties such as timetabling.

5.2.13 Social dialogue

Sixty seven percent of teachers thought that there was not sufficient provision for dialogue between their union and their employer and suggested more regular meetings.

Sixty percent of teachers thought that there was insufficient information sharing between their union and their employer.

69 percent of teachers felt there was need for a teachers' Council. 65 percent agreed to the need for establishing a code of ethics for teachers and suggested that this should include discipline, behaviour, punctuality and regularity.

85 percent of the teachers and 87 percent of the Head Teachers expressed the need for a Teachers' Service Commission.

5.2.14 Role of inspectors

Teachers were asked to respond on a selected list of activities that an inspector actually do when visiting them. While there was consensus on the advisory role of inspectors' opinions were divided on issues like "explaining curriculum" "providing information for self development" and "encouraging professional contact with teachers in their schools.

5.2.15 New role of the teacher

Respondents agreed to shifting the focus from teaching to learning to facilitate learning and for the new roles and responsibilities of teachers to be that of a moderator, a guide, a friend and to have a pastoral role.

Head Teachers expressed their views on the new roles of teachers as being a facilitator, a mediator, a guide a friend a motivator and as the one responsible for inculcating values and the one to ensure the overall development of the pupils.

The new responsibilities of the teacher as perceived by the head teacher were to provide moral education, contribute to character formation of students, facilitate the provision of a conducive learning environment and teach his students to become independent learners with a view to making them become good citizens.

5.3 Conclusions

On the basis of the above findings and especially after considering the responses on job satisfaction, motivation, retention and attractiveness to the teaching profession and the fact that there are generally more applicants than the number of posts of teachers available and that the salaries of teachers are almost similar to those of other professions requiring similar qualifications and experience it is concluded that no teacher shortages is foreseen for Mauritius in the next 15-20 years, except possibly for certain specific subject areas. The study has however revealed a number of important issues which if not promptly and properly addressed may result in the teaching profession becoming unattractive to new entrants and lead to problems of retention of existing teachers in the profession and hence ultimately creating teacher shortages.

Although the conditions of work may vary slightly, teachers are engaged in a professional activity. They may not always vociferously express their views regarding education and the type of improvements, which they think are warranted and can be implemented. Teachers are proponents for types of education, which they feel, are important and realizable. But understanding their views on change and improvement are critical to the success of schools and any attempt for reform.

Teaching, is one of the most "publicly exposed" occupations in society. And with such public exposure comes a myriad of public expectations. The role of the teacher is akin to a "social juggler" who must somehow balance the forces of various goals, expectations, values and personalities. It is inherently complex; pressure ridden, exceedingly demanding and highly variable process and experience.

Teachers are being expected to cope with greater pressures and comply with multiple standards and innovations under conditions which are less stable and in some cases deteriorating. Education reform means expecting a different breed of students, and

therefore a different breed of teachers. Teachers are no longer mere transmitters of information. They are aware of the trend towards learner-centered pedagogy and know they have to take into account the students' learning and identity development processes. **There is a need to revisit the existing teacher training programmes and delivery in the new global context of knowledge-sharing societies**

CHAPTER 6: POLICY RECOMMENDATION

The classroom is the crucible of education. Regardless of what new policies, levels of financing, new technologies, organizational arrangements, assessment strategies or methodologies are developed and urged on schools, change will not occur unless the practices of teaching and learning in the classroom also change. What happens at the institutional and sub-institutional level is of key importance. Education reforms may be conceived by policy makers/experts/administrators. But to have effect and impact they must be implemented by teachers and school heads.

6.1 Education policy and planning

6.1.1 The size of classrooms should be reviewed so as to make them functionally versatile. At present the class size range is 8-51. Any policy decision on class size should be strictly adhered to. This will not only motivate teachers and make teaching more effective but will also make schools more effective also.

6.1.2 For quite some time inspection of school teachers have been carried out in a very bureaucratic manner and was more of a fault finding exercise. Teacher's assessment of the role of Inspectors suggests that more is expected from them. Teachers expect greater 'encadrement'. The National Inspectorate project should be implemented without any further delay and the role of inspectors reviewed to include advisory roles as well

6.1.3 There is a need for the criteria of recruitment of teachers and especially primary school teachers to be upturned. This will, along with other conditions of professional development, strengthen the primary teaching personnel and favour greater expertise in the system. A tertiary level qualification is now required for teaching in all OECD countries. New primary school teachers must earn a tertiary qualification in almost all developed countries and in many countries in transition. It is high time for Mauritius to

start thinking seriously of having a full graduate teaching force (including primary schools)

6.2 Teacher education and professional development

6.2.1 Teachers should be encouraged to improve their educational qualifications and be entitled to respective salary adjustments. If a teacher is given the opportunity to grow and develop by ensuring in-service training and appropriate promotion prospects his work is bound to improve.

6.2.2 The pace of change in knowledge and skills needed by students and the rapid change in development of the technology of education suggests that continuing professional education and development must be a priority for educational policy. Teachers should have the opportunity to upgrade themselves every 5 years. If they have not been provided with any in-service training at the MIE for continuous period of 5 years they should be granted sabbatical leave to do so.

6.2.3 The MIE should be empowered and provided with more financial and human resources and facilities and be granted a degree awarding status.

6.3 Teacher remuneration and incentives

6.3.1 Inadequate salary appears to be a common source of discontent among teachers. Furthermore, teacher's salary is no longer the main and the only source of income for the household. This has an impact on the role of teachers and their effectiveness in the classrooms. It is important therefore that salaries and other conditions of service be improved.

6.3.2 A large number of teachers who will retire over the next 10-15 years and replacing them might prove to be difficult. It is essential therefore that the salaries and conditions of service of teachers and their status be reconsidered in order to attract and retain people in the profession.

6.3.3 There is adequate substance to make the salary structure of teachers more attractive to bring in more competent and qualified teachers. There is a clear link between the status of teachers and their salaries and conditions of service. These should be such that they will enable teachers to concentrate on their professional tasks and promote effective learning by students. They should among other things enable the teachers to have a reasonable standard of living and invest in their future. They should also reflect the importance of the teaching function and compare positively with other professions requiring similar qualifications and experience.

6.4 Teaching and learning conditions

6.4.1 To effectively and successfully attract teachers to the primary and secondary school sectors, the supportive environment should be enhanced in terms of infrastructure, equipment (e.g. well-equipped science laboratories, computer laboratories, language laboratories, playgrounds, etc.), and human resources. A large number of teachers are not using ICT in their teaching for a range of reasons inter alia from illiteracy, lack of training, lack of equipment, lack of facilities.

6.5 Social dialogue on teacher shortage issues

6.5.1 Teachers should be given greater opportunities to participate in decision-making that affects their conditions of service, their work environment, and their well-being. They should be given the opportunity to voice their feelings on important organisational matters.

6.5.2 There is a need to work in close collaboration with parents so that they can help students in their work and influence improvement in the school conditions. Parental and community involvement in the education of pupils need to be formalised. Consideration should be given to involving parents and community leaders in school matters.

6.5.3 There is greater need for more teacher participation in curriculum planning development and review.

6.5.4 The possibility to establish a Teachers Council and a Teachers Service Commission should be explored

REFERENCES

1. MoE& HR Educational Statistics
2. Morisson T R (1997): Children of Modernisation: Adolescence and the Development of Mauritius, Bahadoor Printing, Port Louis
3. Reoprt of the Pay Research Bureau (2003), Government of Mauritius, Port Louis
4. Siniscalco M T (2002): A Statistical Profile of the Teaching Profession, UNESCO and ILO
5. Tengur Y C et al (2003): Mapping Job Satisfaction of Teachers in the Primary Sector of Education in Mauritius, MIE, Reduit.

Teachers for the Future: Meeting Teacher Shortages to Achieve Education for All

In many countries achieving the Education for All (EFA) goals by 2015 is threatened by current or prospective teacher shortages. It is in this context that this study, commissioned by the International Labour Organisation is being implemented by a National Steering Committee with the concurrence of the Ministry of Education & Scientific Research. The objective of the study is to better understand and develop policies and propose concrete measures to address these shortages in the interests of universal access and provision of quality basic education.

Teacher shortages may not have the same profile in Mauritius as in other countries. They may result from overall lack of teachers, relative unattractiveness of the teaching profession, a low percentage of qualified teachers, lack of teachers at a particular level (primary or secondary) or subject areas (Sciences, Maths, ICT, technical/vocational, etc.), or a combination these factors.

The study attempts to make an analysis of the teaching profession in Mauritius with a view to make recommendations to ILO on:

- 1. Education policy and planning.*
- 2. Teacher education and professional development.*
- 3. Recruitment and Retention (career).*
- 4. Teacher remuneration and material incentives.*
- 5. Teaching and learning conditions.*
- 6. Social dialogue on teacher shortage issues.*

It would be highly appreciated if you could fill in this questionnaire and forward it in the self addressed envelope to Dr Praveen Mohadeb, Tertiary Education Commission, Redit by 15 May 2005.

Thank you

Fill in the blanks or tick the appropriate box

Section A : Background Information

1 Name of School :

2 Education Zone :

3 Your gender:

Male

Female

4 Your age:

Below 35 years

Between 35 – 50 years

Above 50 years

5 You teach at what level?

(a) Pre-primary

(b) Primary

(c) Secondary (I-V)

(d) Secondary (VI)

(e) Secondary (I-VI)

6 What is the class size (number of pupils/students) for the class you are teaching presently (use average for secondary level)

7 What in your opinion should be the most appropriate class size for the level at which you teach for achieving best results?

8 What is the number of hours you are teaching per week at present?

9 What in your opinion should be the most appropriate number of teaching hours per week for the level at which you teach for achieving best results?

Section B : (About the Teaching Profession)

10. Which of the following indicate the reasons for taking up a teaching career?

	Yes	No
(a) I have always wanted to be a teacher	<input type="checkbox"/>	<input type="checkbox"/>
(b) I like to work with children	<input type="checkbox"/>	<input type="checkbox"/>
(c) Teaching is a comfortable job to do	<input type="checkbox"/>	<input type="checkbox"/>
(d) Teaching fits well with my family commitments	<input type="checkbox"/>	<input type="checkbox"/>
(e) The salary was attractive	<input type="checkbox"/>	<input type="checkbox"/>
(f) Teaching provides job security	<input type="checkbox"/>	<input type="checkbox"/>
(g) I had no other option than to enter the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>

11. **Tick only one box**

Do you think most teachers joined the teaching profession by

- (a) Choice
- (b) Because of benefits that teaching provides
- (c) Because they had no other option

12. If you get another job will you leave the teaching profession if:

- | | Yes | No |
|----------------------------|--|--|
| (a) the salary is the same | <input data-bbox="1141 1050 1201 1127" type="checkbox"/> | <input data-bbox="1279 1050 1339 1127" type="checkbox"/> |
| (b) The salary is higher | <input data-bbox="1141 1176 1201 1253" type="checkbox"/> | <input data-bbox="1279 1176 1339 1253" type="checkbox"/> |

13. **Tick only one box**

Given the choice, would you

- (a) Continue in the current job

- (b) Take on managerial or director post
- © Do the same job in another school
- (d) Do another job in the education sector
- (e) Change career
- (f) Be an inspector
- (g) Retire

14. What do you like about the teaching profession?

Yes No

- a) Sharing your knowledge
- b) School vacation.
- c) Dealing with pupils/students

d)Others, please specify

.....

.....

15 What do you dislike about the teaching profession?

	Yes	No
a) the job itself	<input type="checkbox"/>	<input type="checkbox"/>
b) Administrative duties associated with teaching	<input type="checkbox"/>	<input type="checkbox"/>
c) Frequent transfers/changes in posting	<input type="checkbox"/>	<input type="checkbox"/>
d) the organisation of system	<input type="checkbox"/>	<input type="checkbox"/>
e) Dealing with pupils/students	<input type="checkbox"/>	<input type="checkbox"/>
f) Stress	<input type="checkbox"/>	<input type="checkbox"/>
g) Preparatory work	<input type="checkbox"/>	<input type="checkbox"/>

h) Meeting with parents

16. Of the eight reasons listed in the above question rank the three that you consider to be the most important ones in order of priority.

1.	15()
2.	15()
3.	15()

Yes No

17. Does your present salary allow you for a decent living?

Yes No

18. Do you think that the present salary of school teachers in Mauritius generally allow them for a decent living?

19. The present average salary after 10 years of service as pre-primary, primary, and secondary school teacher are Rs 8,000, Rs 10,000 and Rs 16,000 respectively. What in your opinion should be the respective salaries for the teaching profession to be attractive?

Pre-primary

Primary

Secondary

20. **Tick only one box**

What percentage is your salary, as a teacher, in relation to your total annual income?

(a) More than 75 percent

(b) Between 50 and 75 percent

(c) Less than 50 percent

21. What are your views about teaching profession?

Yes

No

- (a) I feel motivated to work as a teacher
- (b) Teaching provides job satisfaction
- (c) Teaching provides a pleasant work environment
- (d) Teaching offers a good salary
- (e) Teaching provides job security
- (f) Secondary school teachers enjoy a high status
- (g) Teaching has good career prospects

22. There are many things that improve teachers' satisfaction with their work. How important do you think each of the following is?

(Please tick appropriate box for each statement)

- | | Not
important | Of
importance | some
important | Very
important |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Your travel distance to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Location of school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| c) Quality of the school building | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Availability of classroom furniture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Level of teacher salary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Seeing my pupils learn | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Availability of classroom supplies
(books, paper, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Quality of school management and
administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Amicable working relationships with
other staff members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Good relationships with local community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Expanded opportunities for promotion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l) Opportunities for professional
development through further study and/or
training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

23. Of the twelve reasons listed in the above question, rank the three you consider to be the most important in order of priority.

1.	22()
2.	22()
3.	22()

Section C : Quality Issues

24. When was the last time you followed an in-service teacher development course sponsored by your employer?

Less than 5 years

Between 5-10 years

More than 10 years

25. How many years of teacher training you have received altogether

- a) I did not receive any teacher training
- b) I have had (a) short course(s) of less than one-year duration in total
- c) I have had a total equivalent of one year of teacher training
- d) I have had a total equivalent of two years of teacher training
- e) I have had a total equivalent of three years of teacher training
- f) I have had a total equivalent of more than three years of teacher training

26. Do you think that all teachers should have
- | | Yes | No |
|----------------------------------|--------------------------|--------------------------|
| (i) Preservice training | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) Professional qualifications | <input type="checkbox"/> | <input type="checkbox"/> |

State a reason for your choice.

.....

.....

Yes No

27. Do you believe that there is need for a Teachers' Service Commission?

28. What, in your opinion, should be done to improve the quality of education in Mauritius?

.....

.....

29. What, in your opinion, should be done to

(i) improve the quality of new entrants in the teaching profession

.....

.....

(ii) motivate new entrants in the teaching profession

.....

.....

30. In your opinion what should be done to provide a more diversified structure for the teaching profession?

.....
.....

31. The gender distribution of teachers are as follows (a) pre-primary (100 percent female teachers), (b) primary (62 percent female teachers) and (c) secondary (54 percent female teachers).

Yes No

Are you for more feminisation of the profession?

Give a reason for your choice.....

.....

32. What in your opinion are the new roles and responsibilities of the teachers?

Roles.....

.....

.....

Responsibilities.....

.....

.....

Yes No

33. Do you make use of ICT in your teaching?

If not, why?

.....

34. What are the requirements for you to use ICT in your teaching?

.....

.....

35. What benefits would you like to have as a teacher in addition to existing ones?

.....

.....
.....

36. In your opinion do you think there is sufficient provision for dialogue between your union and MOESR/your employer?

Yes No

Any suggestion for improvement

.....
.....

37. Do you think there is sufficient provision for information sharing between your union and MOESR/your employer?

Yes No

Any suggestion for improvement

.....
.....

38 When was the last time you were assessed as a teacher by an inspector?

a) Never

b) Less than one year

c) Between 1-5 years

d) Between 5-10

e) More than 10 years

39. What does the Inspector actually do when visiting?

*(Please tick the appropriate box for **each** statement.)*

The Inspector actually does the following :

	Yes	No
a. advises me	<input type="checkbox"/>	<input type="checkbox"/>
b. criticises me	<input type="checkbox"/>	<input type="checkbox"/>
c. suggests new ideas	<input type="checkbox"/>	<input type="checkbox"/>
d. clarifies educational objectives	<input type="checkbox"/>	<input type="checkbox"/>
e. explains curriculum content	<input type="checkbox"/>	<input type="checkbox"/>
f. recommends new teaching materials	<input type="checkbox"/>	<input type="checkbox"/>
g. provides information for self-development	<input type="checkbox"/>	<input type="checkbox"/>
h. contributes very little to my classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>
i. makes suggestions on improving teaching methods	<input type="checkbox"/>	<input type="checkbox"/>
j. encourages professional contacts with teachers in other schools	<input type="checkbox"/>	<input type="checkbox"/>

k. provides in-service training to teachers

l. finds faults and reports them to my employer

40. In some subject areas where there are difficulties to recruit teachers what targeted incentives can be introduced?

.....

.....

.....

41. Please list below some suggestions on working time and teaching time at your school.

(i) Working time

.....

.....

(ii) Teaching time

.....
.....

Yes No

42. Do you think that there is need for a Teachers' Council?

If yes, please list some functions of the Council

.....
.....

Yes No

43. (a) Do you think that there should be a Code of ethics for teachers?

(b) If yes, list three elements in order of priority to be included in a Code of

(b) The school has a poor working environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) There is too much work as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) The staff is not motivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) There are inadequate teaching materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Students have a low ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Students are not disciplined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) Parents do not show interest in their children's studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) There is no amicable working relationship with other staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

46. Do you think in-service courses were effective in terms of improving your teaching? (Tick the appropriate box)

(a) I did not attend any in-service course

(b) Not Effective

(c) Reasonably Effective

(d) Very Effective

Thank you for completing the Questionnaire

Teachers for the Future: Meeting Teacher Shortages to Achieve Education for All

In many countries achieving the Education for All (EFA) goals by 2015 is threatened by current or prospective teacher shortages. It is in this context that this study, commissioned by the International Labour Organisation is being implemented by a National Steering Committee with the concurrence of the Ministry of Education & Scientific Research. The objective of the study is to better understand and develop policies and propose concrete measures to address these shortages in the interests of universal access and provision of quality basic education.

Teacher shortages may not have the same profile in Mauritius as in other countries. They may result from overall lack of teachers, relative unattractiveness of the teaching profession, a low percentage of qualified teachers, lack of teachers at a particular level (primary or secondary) or subject areas (Sciences, Maths, ICT, technical/vocational, etc.), or a combination these factors.

The study attempts to make an analysis of the teaching profession in Mauritius with a view to make recommendations to ILO on:

- 7. Education policy and planning.*
- 8. Teacher education and professional development.*
- 9. Recruitment and Retention (career).*
- 10. Teacher remuneration and material incentives.*
- 11. Teaching and learning conditions.*
- 12. Social dialogue on teacher shortage issues.*

It would be highly appreciated if you could fill in this questionnaire and forward it in the self addressed envelope to Dr Praveen Mohadeb, Tertiary Education Commission, Redit by 15 May 2005.

Thank you

Fill in the blanks or tick the appropriate box

Section A : Background Information

1 Name of School :

2 Education Zone :

3 Your gender:

Male

Female

4 Your age:

Below 35 years

Between 35 – 50 years

Above 50 years

5 What is the highest level of academic education you have attained?

(Please tick only one box)

(a) Primary education or equivalentPre-primary

(b) Junior secondary education or equivalent

© Senior secondary education or equivalent

(d) A-level or some further study, but not a first degree

(e) Tertiary education (at least a first degree)

6 What is the number of hours you are teaching per week at present?

7 What in your opinion should be the most appropriate class size

for the level at which you teach for achieving best results?

- 8 What in your opinion should be the most appropriate number of teaching hours per week for the level at which you teach for achieving best results?

Section B : (About the Teaching Profession)

9. Which of the following indicate the reasons for taking up a teaching career?

	Yes	No
(a) I have always wanted to be a teacher	<input type="checkbox"/>	<input type="checkbox"/>
(b) I like to work with children	<input type="checkbox"/>	<input type="checkbox"/>
(c) Teaching is a comfortable job to do	<input type="checkbox"/>	<input type="checkbox"/>
(d) Teaching fits well with my family commitments	<input type="checkbox"/>	<input type="checkbox"/>
(e) The salary was attractive	<input type="checkbox"/>	<input type="checkbox"/>
(f) Teaching provides job security	<input type="checkbox"/>	<input type="checkbox"/>
(g) I had no other option than to enter the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>

10. **Tick only one box**

Do you think most teachers joined the teaching profession by

(a) Choice

(b) Because of benefits that teaching provides

(c) Because they had no other option

11. **Tick only one box**

Given the choice, would you

(a) Continue in the current job

(b) Take on managerial or director post

© Do the same job in another school

- (d) Do another job in the education sector
- (e) Change career
- (f) Be an inspector
- (g) Retire
- (h) Do not know

12. What did you like about the teaching profession?

Yes No

- a) Sharing your knowledge
- c) School vacation.
- c) Dealing with pupils/students

d) Others, please specify

.....

.....

13 What in your opinion do teachers dislike about the teaching profession?

	Yes	No
i) the job itself	<input type="checkbox"/>	<input type="checkbox"/>
j) Administrative duties associated with teaching	<input type="checkbox"/>	<input type="checkbox"/>
k) Frequent transfers/changes in posting	<input type="checkbox"/>	<input type="checkbox"/>
l) the organisation of system	<input type="checkbox"/>	<input type="checkbox"/>
m) Dealing with pupils/students	<input type="checkbox"/>	<input type="checkbox"/>
n) Stress	<input type="checkbox"/>	<input type="checkbox"/>
o) Preparatory work	<input type="checkbox"/>	<input type="checkbox"/>
p) Meeting with parents	<input type="checkbox"/>	<input type="checkbox"/>

14. Of the eight reasons listed in the above question rank the three that you consider to be the most important ones in order of priority.

1.	13()
2.	13()
3.	13()

Yes No

15. Does your present salary allow you for a decent living?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Yes No

16. Do you think that the present salary of school teachers in Mauritius generally allow them for a decent living?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

17. The present average salary after 10 years of service as pre-primary, primary, and secondary school teacher are Rs 8,000, Rs 10,000 and Rs 16,000 respectively. What in your opinion should be the respective salaries for the teaching profession to be attractive?

Pre-primary

--

Primary

Secondary

18. What are your views about teaching profession?
- | | Yes | No |
|---|--------------------------|--------------------------|
| (h) I feel motivated to work as a teacher | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) Teaching provides job satisfaction | <input type="checkbox"/> | <input type="checkbox"/> |
| (j) Teaching provides a pleasant work environment | <input type="checkbox"/> | <input type="checkbox"/> |
| (k) Teaching offers a good salary | <input type="checkbox"/> | <input type="checkbox"/> |
| (l) Teaching provides job security | <input type="checkbox"/> | <input type="checkbox"/> |
| (m) Secondary school teachers enjoy a high status | <input type="checkbox"/> | <input type="checkbox"/> |
| (n) Teaching has good career prospects | <input type="checkbox"/> | <input type="checkbox"/> |

19. There are many things that improve teachers' satisfaction with their work. How important do you think each of the following is?

(Please tick appropriate box for each statement)

	Not important	Of some importance	Very important
m) Travel distance to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Location of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Quality of the school building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Availability of classroom furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Level of teacher salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Seeing my pupils learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) Availability of classroom supplies (books, paper, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) Quality of school management and administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u) Amicable working relationships with other staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Good relationships with local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w) Expanded opportunities for promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

x) Opportunities for professional development through further study and/or training

20. Of the twelve reasons listed in the above question, rank the three you consider to be the most important in order of priority.

1.	19()
2.	19()
3.	19()

Section C : Quality Issues

21. Do you think that all teachers should have

Yes

No

(i) Preservice training

(ii) Professional qualifications

State a reason for your choice.

.....

.....

.....

Yes No

22. Do you believe that there is need for a Teachers' Service Commission?

23. What, in your opinion, should be done to improve the quality of education in Mauritius?

.....

.....

24. What, in your opinion, should be done to

(iii) improve the quality of new entrants in the teaching profession

.....

.....

(iv) motivate new entrants in the teaching profession

.....

.....

25. In your opinion what should be done to provide a more diversified structure for the teaching profession?

.....
.....

26. The gender distribution of teachers are as follows (a) pre-primary (100 percent female teachers), (b) primary (62 percent female teachers) and (c) secondary (54 percent female teachers).

Yes No

Are you for more feminisation of the profession?

Give a reason for your choice.....

.....

27. What in your opinion are the new roles and responsibilities of the teachers?

Roles.....

.....

.....

Responsibilities.....

.....
.....

28. Do the teachers in your school make use of ICT in their teaching? Yes No

If not, why?

29. What are the requirements of your school for use of ICT in teaching?
.....
.....

30. What does the Inspector actually do when visiting?

(Please tick the appropriate box for each statement.)

The Inspector actually does the following :

- (i) advises Yes No

- (ii) criticises
- (iii) suggests new ideas
- (iv) clarifies educational objectives
- (v) explains curriculum content
- (vi) recommends new teaching materials
- (vii) provides information for self-development
- (viii) contributes very little to classroom teaching
- (xi) makes suggestions on improving teaching methods
- (x) encourages professional contacts with teachers in other schools

(xi) provides in-service training to teachers

(xii) finds faults and reports them to my employer

31. In some subject areas where there are difficulties to recruit teachers what targeted incentives can be introduced?

.....
.....
.....

32. Please list below some suggestions on working time and teaching time at your school.

(iii) Working time

.....
.....

(iv) Teaching time

.....
.....

Yes No

33. Do you think that there is need for a Teachers' Council?

If yes, please list some functions of the Council

.....
.....

Yes No

34. (a) Do you think that there should be a Code of ethics for teachers?

(b) If yes, list three elements in order of priority to be included in a Code of ethics

(i)

(ii)

(iii)

35. To what extent do the following statements represent problems faced by teachers in your school?

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
(j) The school is adequately equipped with all facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) The school has a poor working environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) There is too much work as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(m) The staff is not motivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(n) There are inadequate teaching materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(o) Students have a low ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(p) Students are not disciplined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(q) Parents do not show interest in their children's studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(r) There is no amicable working relationship with other staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. About how often does the school have to deal with the following behaviours of teachers?

(please tick the appropriate box for each statement. Indicate whether this is seen as a serious problem in your school, ticking the appropriate box in the final column.)

	Never	Sometimes	Often
(i) Teachers arriving late at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Teacher absenteeism (i.e., unjustified absence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Teachers skipping classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Intimidation or bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) Use of abusive language by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vi) Alcohol abuse or possession by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(vii) Teacher health problems

Thank you for completing the Questionnaire

Teachers for the Future: Meeting Teacher Shortages to Achieve Education for All

In many countries achieving the Education for All (EFA) goals by 2015 is threatened by current or prospective teacher shortages. It is in this context that the above study is being carried out by the MoESR jointly with the International Labour Organisation with a view to better understand and develop policies and propose concrete measures to address these shortages in the interests of universal access and provision of quality basic education.

Teacher shortages may not have the same profile in Mauritius as in other countries. They may result from overall lack of teachers, relative unattractiveness of the teaching profession, a low percentage of qualified teachers, lack of teachers at a particular level (primary or secondary) or subject areas (Sciences, Maths, ICT, technical/vocational, etc.), or a combination these factors.

The study attempts to make an analysis of the teaching profession in Mauritius with a view to make recommendation on:

- 13. Education policy and planning.*
- 14. Teacher education and professional development.*
- 15. Recruitment and Retention (career).*
- 16. Teacher remuneration and material incentives.*
- 17. Teaching and learning conditions.*
- 18. Social dialogue on teacher shortage issues.*

It would be highly appreciated if you could fill in this questionnaire and forward it in the self addressed envelope to Dr Praveen Mohadeb, Tertiary Education Commission Rduit by 15 May 2005.

Thank you

1. Name of School (optional)
2. Your ward/s is/are in
 - (a) Pre-primary
 - (b) Primary
 - (c) Secondary (I-V)
 - (d) Secondary (VI)
3. What in your opinion should be the most appropriate class size for the following levels for achieving best results?
 - (a) Pre-primary
 - (b) Primary
 - (c) Secondary (I-V)
 - (d) Secondary (VI)
4. What in your opinion should be the most appropriate number of teaching hours for following levels for achieving best results?
 - (a) Pre-primary
 - (b) Primary
 - (c) Secondary (I-V)
 - (d) Secondary (VI)
5. Do you think that most teachers join the teaching profession by:

(c) Choice

(d) Compulsion

6. How often do you meet the teachers of your ward?

(a) Every month

(b) very often

(c) Seldom

(d) Never

7. Do you think that the present salary of teachers in Mauritius allow them for a decent living?

(a) Yes

(b) No

8. Do you believe that there is need for a Teachers' Service Commission?

(a) Yes

(b) No

9. How would you improve the quality of education in Mauritius?

.....

.....

10. What in your opinion should be done to improve the quality and motivate new entrants into the teaching profession?

.....

11. Do you think that all teachers should have pre-service training and professional qualifications?

(a) Yes

(b) No

Why?.....

12. What in your opinion should be done to provide a more diversified structure for the teaching profession?

.....

13. The gender distribution of teachers are as follows (a) pre-primary (100 percent female teachers), (b) primary (62 percent female teachers) and (c) secondary (54 percent female teachers).

Yes No

	Are you for more feminisation of the profession?				
--	--	--	--	--	--

--	--	--	--

Give a reason for your choice

.....

14. What in your opinion are the new roles and responsibilities of the teachers?

Roles.....

.....

.....

Responsibilities.....

.....

.....

15. Teachers at present enjoy from some benefits e.g. casual leave, sick leave, vacation leave, travelling allowance, passage benefits, etc.

Other benefits for teachers (e.g. leaves, incentives, medical scheme) that teachers should enjoy that would enhance their commitment and satisfaction.

.....
.....
.....

16. In some areas where there are difficulties to recruit teachers what targeted incentive can be introduced?

.....
.....
.....

17. Please list below some suggestions on working time and teaching time at the school where your ward is admitted.

(i) Working time

.....
.....

(ii) Teaching time

.....
.....

Yes No

18.	Do you think that there is need for a Teachers' Council?						

If yes, please list some functions of the Council

.....

19.	To what extent do the following statements represent problems faced by teachers in the school where your ward is admitted?					
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	(s) The school is adequately equipped with all facilities					
	(t) The school has a poor working environment					
	(u) There is too much work as a teacher					

	(v) The staff is not motivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(w) There are inadequate teaching materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(x) Students have a low ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(y) Students are not disciplined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(z) Parents do not show interest in their children's studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(aa) There is no amicable working relationship with other staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. About how often does the school where your ward is admitted, have to deal with the following behaviours of teachers?

(please tick the appropriate box for each statement. Indicate whether this is seen as a serious problem in your school, ticking the appropriate box in the final column.)

		Never	Sometimes	Often
(i)	Teachers arriving late at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(ii)	Teacher absenteeism (i.e., unjustified absence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii)	Teachers skipping classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv)	Intimidation or bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v)	Use of abusive language by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vi)	Alcohol abuse or possession by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vii)	Teacher health problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing the Questionnaire
