

L EDUCATION FOR A SUSTAINABLE FUTURE

L.1 Summary of Strategies for Rodrigues

The initial assumption held in Rodrigues is a deficit-driven one whereby it sees itself as lacking in Human Capital and other assets. This is not a necessarily correct assumption and needs to be revised in terms of an asset-oriented assumption. Once this revision is carried out, the educational strategies that are geared towards its development can be implemented by a Standing Committee on Educational Policy Development in an appropriate environment.

Rodrigues has remained outside the industrialisation phase that took place in Mauritius through the strong policy measures instituted by successive governments. It is now widely acknowledged that it cannot afford to miss the 'creative economy' phase or be outside the knowledge based sector that government is now focusing on as the means to avoid a slide into stagnancy. "Now, human creativity is the driving force of economic growth. Innovation and economic growth accrue to those places that can best mobilise human's innate creative capabilities from the broadest and most diverse segments of the population, harnessing indigenous talent and attracting it from outside." Rodrigues has to position itself to use its own brain power optimally supplemented by talent from Mauritius or elsewhere to stimulate technological and creative changes in the existing sectors such as agriculture and fisheries thus energising the economy and driving it forward.

Given the immediate challenges facing the education sector as illustrated above and taking into consideration the overarching goals that have been set, the following sub-goals are viewed as a necessity. The ways and means to get there are detailed in the short-term action plan (STAP) where objectives and performance indicators are set to ensure proper monitoring and evaluation.

1. Setting up of a Standing Education and Training Committee;
2. Ensure that education -related developments are demographically sensitive and cost-effective;
3. Ascertain the degree of fit between educational opportunities and employment;
4. Broaden the available training base so that no individual is left behind;
5. Revisit connectivity issues in Rodrigues and increase distance education provision;
6. Develop asset-based community development strategies;
7. Evolve a language strategy;
8. Ascertain the need to change or adapt the existing curriculum and carry out periodical adjustments;
9. Develop strategies for sustainable environmental education;
10. Engage in using existing intelligence:

- *Pre-primary and primary levels;*
 - *Secondary level;*
 - *Infrastructure requirements - pre-primary, primary and secondary;*
 - *Access to tertiary education;*
 - *Tertiary education through distance education);*
 - *Education Development Initiatives in other areas including Health;*
 - *Tertiary Education level;*
 - *Expansion of facilities for vocational, technical and adult education, as well as Environmental Education for Sustainability for people of all ages;*
 - *The Pre-Vocational Training programme;*
 - *Vocational Training.*
11. To promote gender equality and empowerment of women, youths, and the vulnerable groups; and
12. To empower and enable Rodriguans of all walks of life to fully develop the knowledge, skills, values, and perspectives, necessary to participate in the decision-making process to improve quality of life in general on terms which are most relevant to their daily lives.

The philosophy behind the latter goal is influenced by reflections contained in the United Nations Decade of Education for Sustainable Development, including the following:

There can be few more pressing and critical goals for the future of humankind than to ensure steady improvement in the quality of life for this and future generations, in a way that respects our common heritage - the planet we live on ... Education for sustainable development is a lifewide and lifelong endeavour which challenges individuals, institutions and societies to view tomorrow as a day that belongs to all of us, or it will not belong to anyone.

- United Nations Decade of Education for Sustainable Development 2005-2014

L.2 Timeframe for Recommendations

Logframe Matrices for the Education Sector of Rodrigues

Goal 1: Setting up of the Standing Education and Training Committee	Outputs	Time Frame (w.e.f final date of submission of SIDPR Blueprint)	
<ul style="list-style-type: none"> To support the development, implementation, monitoring and evaluation of education-related policies – an ONGOING ACTIVITY 	a. Regular meetings of the committee	2 months to determine legal status	
	b. Detailed action plan for Rodrigues – identifying areas that require modifications	3 months to develop action plan	
	c. Policies should be developed and published after consultaions	1 month for submission of report after consultation with all stakeholders regarding policy development	
	d. Organisation of national seminar for widespread consultation regarding proposed recommendations	6 months for development of policy and holding of national seminar for consultation	
		TOTAL	12 months
Goal 2: Ensure that education -related developments are demographically sensitive and cost-effective	Outputs	Time Frame (w.e.f final date of submission of SIDPR Blueprint)	
<ul style="list-style-type: none"> Research based activity involving educational consultants, especially those with expertise in financial sustainability to identify the need to carry out modification as well as to determine the cost-effectiveness of such change Seek support from Government of Mauritius, World Bank, UNESCO, UNDP, COL and so forth 	a. Publication of research report and holding of a workshop;	3 months to organise workshop/consultancy	
	b. Writing up of recommendations of workshop participants regarding feasibility of identified projects	6 months for consultancy	

<ul style="list-style-type: none"> Given existing educational level of population, provision could be broadened in incremental stages 	c. Detailed action plan regarding curriculum reform and related infrastructural modifications	1 week for workshop	
	d. Contribute to global knowledge by publishing research in reputed educational journals – thus creating opportunities for local experts	1 month for submission of report after consultation with all stakeholders	
		TOTAL	8 months

Goal 3: Ascertain the degree of fit between educational opportunities and employment	Outputs	Time Frame (w.e.f final date of submission of SIDPR Blueprint)	
<ul style="list-style-type: none"> Critically examining existing educational and employment opportunities and realigning one with the other taking into consideration current resources and country development needs 	a. Publication of a list of priority fields of study and matching these with existing scholarships b. Increasing number of individuals who access employment		6 months-18 months
Goal 4: Broaden the available training base so that no individual is left behind	Outputs	Time Frame (w.e.f final date of submission of SIDPR Blueprint)	
<ul style="list-style-type: none"> Developing a capacity –building program for a core group of identified individuals who will be able to sustain the implementation of the proposed recommendation and who will be able to continuously formulate innovative 	a. Increasing number of trained individuals b. Publication of a comprehensive report on all listed items		

<p>recommendations</p> <ul style="list-style-type: none"> • Ensuring that all target groups are identified, characteristics well delineated, needs analysis carried out • Ensuring that all aspects of education are touched including formal and non-formal provision for pre-primary, primary, secondary and tertiary levels; for adult and continuing educational programs; women and vulnerable groups' programs; lifelong learning educational opportunities; • Ensuring that all educational means including regular face to face or distance education possibilities are researched into and proposed as viable avenues to achieve educational qualifications or satisfy personal development and learning needs 	<p>C .Development of a strategic plan regarding each identified component d. .Increasing number of enrolees at all levels</p>		<p>12 months</p>
<p>Goal 5: Revisit connectivity issues in Rodrigues and increase distance education provision</p>	<p>Outputs</p>	<p>Time Frame (w.e.f final date of submission of SIDPR Blueprint)</p>	

<ul style="list-style-type: none"> • Costing of providing ICT should be carried out • Most viable routes should be proposed • Means should be devised to ensure that a majority of Rodriguans can afford Internet connection either in their homes or in Internet kiosks • Possibility of providing online distance education from Mauritian institutions or others should be explored as a means to increase participation at all educational levels especially at post-secondary ones 	<ul style="list-style-type: none"> a. Increase in number of individuals having an Internet Connection b. Increase in number of individuals owning a Personal Computer c. Increase in individuals trained to use a computer and to train others to use a computer d. Increase in number of individuals registered on online distance education programs and classical distance education programs e. Determining feasibility of making ICTS more accessible in terms of cost, connectivity and speed <p>Developing ICT kiosks around the island (based on the model of Indian villages)</p>		18-24 months
Goal 6: Develop asset-based community development strategies	Outputs	Time Frame (w.e.f final date of submission of SIDPR Blueprint)	
<ul style="list-style-type: none"> • Seek funding from donor agencies for this project • Developing alternative models of educational provision should be developed - the Asset-Based Community Development should be given prime importance • Helping individuals involved in using their skills to manufacture something, in fishing, in singing or any such type of activity to understand the processes involved in their individual supply chain management. 	<ul style="list-style-type: none"> a. With the support of a consultancy team, e.g. the Penn State team, USA develop an appropriate program that will then be implemented and evaluated by the Standing Committee b. Increase in individuals engaged in an economic activity based on their inherent skill and competency 		18-24 months



	c. Providing recommendations for the creation of employment in identified sectors with appropriate incentives to encourage participation	TOTAL	1 year from date of final Report
Goal 7: Evolve a language strategy	Outputs	Time Frame (w.e.f final date of submission of SIDPR Blueprint)	
<ul style="list-style-type: none"> ▪ Gauging the level of language acquired for different target groups. ▪ Developmentally appropriate approach to language teaching based on an integration of developmental domains as well as the convergence of many acquired literacy skills. 	a. Increasing literacy levels in Rodrigues b. Increasing success rates for Languages		18-24 months
Goal 8: Ascertain the need to change or adapt the existing curriculum and carry out periodical adjustments	Outputs	Time Frame (w.e.f final date of submission of SIDPR Blueprint)	

<ul style="list-style-type: none"> ▪ Identifying the new skills that are required by the new work systems and labour market conditions ▪ Developing strategies regarding developing such skills 	<ul style="list-style-type: none"> a. Development of a parallel curriculum or completely modified one which carries comprehensive analysis of utilitarian, cognitive and cultural goals b. Seeing education primarily as the appropriation by a new generation of the store of cultural knowledge that constitutes the human heritage and the essence of the cultural as well as the natural world in which we live 		18-24 months
		TOTAL	6 months
Goal 9: Develop strategies for sustainable environmental education	Outputs	Time Frame (w.e.f final date of submission of SIDPR Blueprint)	
<ul style="list-style-type: none"> ▪ To make interventions in education sustainable, it is important to develop strategies for sustainable environmental education. For one thing this will be the country initiative towards reversing environmental 	<ul style="list-style-type: none"> a. Number of initiatives adopted by individuals, educational institutions as well as the country at large b. Number of environment education partnerships that the country engages in 		

<p>degradation that goes beyond simply looking at one's physical environment.</p> <ul style="list-style-type: none"> ▪ Developing partnerships with international organisations – more specifically the Association for the Development of Education in Africa which has several Working Groups devoted to education development initiatives (Mauritius leads the Working Group on Distance Education and Open Learning) – it would be worthwhile developing partnerships with the ADEA/FAWE [Forum for African Women Educationalists] to develop contextualised programs regarding issues like teenage pregnancies; out-of-school girls; HIV/AIDS and so forth. The RRA could even ask for a FAWE chapter to be based in Rodrigues; ▪ Existing educational and other partnerships could be reinforced and/or developed; ▪ Fund raising/lobbying activities could be organised based on an implementation plan for educational development with donors 	<ul style="list-style-type: none"> c. Systematically working towards a more coherent development of Education in Rodrigues d. Optimum and efficient use of resources for educational and development purposes- measurable indices to be worked out 	<p>TOTAL</p>	<p>1 year from date of final Report</p>
<p>Goal 10: Using existing intelligence</p>		<p>Time Frame (w.e.f final date of submission of SIDPR Blueprint)</p>	
<ul style="list-style-type: none"> ▪ While it is important to generate new data and frameworks, existing information should not be neglected and should be acted upon already so that potential current beneficiaries are not neglected. Such activities will relate to all sectors 	<ul style="list-style-type: none"> a. More numbers registered in learning centers .b. More numbers accessing ICT kiosks .c. More numbers engaged in learning activities 		

<p>on which this report has gleaned information. These will be:</p> <ul style="list-style-type: none"> ▪ <i>Pre-primary and primary levels</i> ▪ <i>Secondary level</i> ▪ <i>Infrastructure requirements - pre-primary, primary and secondary</i> ▪ <i>Access to tertiary education</i> ▪ <i>Tertiary education through distance education)</i> ▪ <i>Education Development Initiatives in other areas including Health</i> ▪ <i>Tertiary Education level</i> ▪ <i>Expansion of facilities for vocational, technical and adult education, as well as Environmental Education for Sustainability for people of all ages</i> ▪ <i>The Pre-Vocational Training programme</i> ▪ <i>Vocational Training</i> 	<ul style="list-style-type: none"> d. Links reactivated with the MCA and the MIE, especially for teacher training and higher education as well as community-based interventions using radio and television e. Links with the University of Mauritius be cemented, especially through Open and Distance Learning programs at diploma and bachelors level f. Setting up of a Resource/Study centre for all adult learners, especially those registered on ODL programs to promote access to educational resources and to provide a space for learning. Appropriate infrastructure being made available g. Setting up of an ODL desk with appropriate study and resource centre 	<p>TOTAL</p>	<p>2 years</p>
<p>Goal 11. To promote gender equality and empowerment of women, youths, and the vulnerable groups</p>	<p style="text-align: center;">Outputs</p>	<p style="text-align: center;">Time Frame (w.e.f final date of submission of Diagnosis Report)</p>	

<ul style="list-style-type: none"> ▪ A FAWE chapter could be set up to address grassroots women’s educational issues. ▪ Within the wider framework of democratising education and to meet MDG goals 2 and 3, this project aims at optimising the resources available to women – it could be an activity centre with a library and face to face courses ▪ It could also host the services of a trained Psychologist to take care of domestic violence or violence at schools and traumas like rapes or teenage pregnancies ▪ Could carry the possibility of financial support based on merit to registered women to encourage their participation in educational programs ▪ It should be done in collaboration with the Regional women’s Committee ▪ Pregnant teens and single mothers should be counseled regarding any problem they may have especially in terms of baby care, educational and employment opportunities ▪ Also setting up of an attached day-care facility for women who are accompanied by children ▪ A major initiative to bring women to the center of Rodrigues’ development ▪ Out of school youngsters could also be addressed from this desk 	<ul style="list-style-type: none"> a. Setting up of a FAWE chapter and number of initiatives undertaken b. This is expected to eventually improve registration of girls and women on formal, non-formal and community based programs (especially those run by the MCA) c. To encourage accompanying children to become young learners and to get acculturated to this mode of life – this could be demonstrated by an increase in the number coming to the centre 		
		TOTAL	2 years
<p>Goal 12: To empower and enable Rodriguans of all walks of life to fully develop the knowledge, skills, values, and</p>	<p>Outputs</p>	<p><i>Time Frame (w.e.f final</i></p>	



perspectives, necessary to participate in the decision-making process to improve quality of life in general on terms which are most relevant to their daily lives.		<i>date of submission of SIDPR Blueprint)</i>
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<ul style="list-style-type: none"> • Opening of direct communication channels with Mauritian counterparts to allow for a more dynamic flow of expertise and concrete outputs – contact persons should be identified and trusted with the responsibility of generating viable outputs. 	<ol style="list-style-type: none"> a. More trained civil servants to encourage responsibility and autonomy in decision taking- especially in terms of tie-ups with program available in Mauritius There are educational programs available to that effect from the Universities of Mauritius and of Technology respectively b. More training of trainers by ODL for civil servants endorsed by the RRA c. Increasing number of Mauritius/Rodrigues Initiatives d. To obtain commitment from Ministers to designate focal points for this collaboration e. Initiate action for the formulation of national Rodrigues Action Plans with Mauritian partners as part of the EFA efforts f. Systematically working towards a more coherent development of Education in Rodrigues g. Optimum and efficient use of resources h. Facilitate networking and collaborative arrangements to enhance synergies among all initiatives 		
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L.3 Points to be addressed under curriculum reform

The following table depicts the most immediately addressable points regarding curriculum reform:

Points to be addressed under Curriculum Reform

Level of Provision	Action Required
<i>Pre-primary level</i>	<ul style="list-style-type: none"> • Parental involvement; • Early childhood literacy projects; and • Parental literacy activities to sustain child literacy efforts.
<i>Primary and Secondary level</i>	<ul style="list-style-type: none"> • Contextually appropriate syllabus – to be defined by the target population based on their real needs; • Early childhood literacy projects; and • Environmental Science projects.
<i>Teacher Education</i>	<ul style="list-style-type: none"> • Training in ICT; • Training through Open and Distance Learning using an integrated media approach including audio-visual and teleconferencing devices; • Widening spectrum of available courses; • Continuing professional development opportunities including workshops and attachments; and • Training of trainers.
<i>Adult Education</i>	<ul style="list-style-type: none"> • An asset-based community development approach whereby adults are trained to identify the assets in their environment, understand all the supply chain involved and make these become income generating features. This could be done through radio-based distance education activities as well as face to face participative activities as those being carried out by the Adult Education Department of the Penn State University. It is possible that Mauritius will also be engaging in a

	<p>similar initiative that Rodrigues could partner with;</p> <ul style="list-style-type: none"> • Adult literacy activities like competency based courses should be devised; • Non-formal courses available at the MCA could be re-vamped.
<p><i>Women empowerment programs to be included</i></p>	<ul style="list-style-type: none"> • Women-specific literacy activities; • Home economic programs for couples; and • Self-help group courses and opportunities (distance learning courses can be made available). • A Women’s Desk should be hosted at the Resource/Study Centre to enable women learners to study, in liaison with the Regional Women’s Committee. Women could register on formal or non-formal, even community-based courses <ul style="list-style-type: none"> • They should benefit from a daycare facility while they are using the Resource/Study Centre – this will also encourage the young accompanying children to become young learners and to get acculturated to this mode of life; the Regional Women’s Committee could take responsibility for the setting up of this day care facility; and • They could benefit from some sort of financial support to encourage their participation in educational programs. • To keep abreast of global initiatives, partnerships need to be developed with international organisations – more specifically the Association for the Development of Education in Africa which has several Working Groups devoted to education development initiatives (Mauritius leads the Working Group on Distance Education and Open Learning). Another avenue is the ADEA/FAWE (Forum for African Women Educationalists) to develop contextualised programs regarding issues like teenage pregnancies, out-of-school girls, HIV/AIDS and so forth. The RRA could even ask for a FAWE chapter to be based in Rodrigues.
<p><i>Distance learning initiatives should be seen as a natural</i></p>	<ul style="list-style-type: none"> • Educational programs for all ages especially for higher education. The Mauritius College of the Air has been very active in that area and could be called upon to adapt existing programs for the Rodriguan people. (In 2005, there were 70 individuals registered in ODL programs in

<p><i>alternative to face to face education</i></p>	<p>Rodrigues);</p> <ul style="list-style-type: none"> • Need to explore the possibility of introducing Open and Distance Learning based on non-formal courses for adults; and • Examining ICT opportunities and the introduction of full-scale internet-based training programs.
<p><i>Bringing Information and Communication Technologies to everybody through curriculum reform</i></p>	<ul style="list-style-type: none"> • IT should be taught at school and in community centres; • IT should also be used to reduce gender inequality in society at large; • Notwithstanding that women tend to be ‘late adopters’ to technology generally, IT is an area which has the potential for reducing this ‘divide’ and empowering women through the use of ICT together with distance learning and the internet; • The Commission of Education should also be entrusted with an ICT literacy portfolio thus providing for some coordination of all ICT activities. ICT kiosks could be set up through out the island and the possibility of reducing the cost of ICT provision should also be looked into.