

ICQN / TVSD Kigali conference on
"Promoting investment in skills and
competencies acquisition by trainers and
entrepreneurs in African countries"

COUNTRY REPORT
REPUBLIC OF MAURITIUS

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Introduction

The Republic of Mauritius is an island situated in the South West of the Indian Ocean and covers a surface area of 2,040 Km² and has the right over an Exclusive Economic Zone of 2.3 million Km². The country has a population size of around 1.3 million.

In Mauritius, education is free from pre-primary up to tertiary level and compulsory up to the age of 16 years. The country has a literacy rate of 89.9% among the population aged 12 years and above.

Technical and Vocational Education and Training (TVET) is an important sub-sector of the Mauritian Education system. It is also an important policy instrument to address the need for skilled manpower in both existing and emerging economic sectors to be able to compete globally. TVET is called upon to play an active role in the fight against poverty.

In line with free education, TVET courses are also offered free of charge by the MITD up to the National Certificate Level 3 and at a subsidised rate for higher level courses. TVET trainees also benefit from free transport programmes of the Government.

1.0 Brief Description of TVET System

1.1 Structure of TVET system

The institutional Framework of the TVET sector comprises of three distinct institutions entrusted to play specific roles namely, the Mauritius Institute of Training and Development (Training Provider and Awarding Body), The Mauritius Qualifications Authority (Regulating Body) and the Human Resource Development Council (Facilitator of Training).

TVET in Mauritius starts from pre-vocational education and spans up to Higher National Diploma.

The Pre Vocational Education provides a second chance specially to pupils who have not succeeded at the Certificate of Primary Education, after two attempts and who are above 12 years. The aim is to provide four years of additional schooling to these children to consolidate their level of general education and to enable an initiation to vocational trades. PVE is implemented jointly by the public and private secondary schools and the Mauritius Institute of Training and Development (MITD), the latter being responsible for trade and entrepreneurship training.

The technical and vocational training landscape of Mauritius comprises mainly of the Mauritius Institute of Training and Development (MITD), which is the lead training organisation, and a number of small private training providers.

The MITD is the main public provider of Technical and Vocational Education and Training (TVET) in Mauritius. The Institute provides training in a wide range of fields and at different levels from the National Certificate level 2 up to Diploma/Higher National Diploma levels.

The MITD offers its courses through different modes namely full time mode, Apprenticeship Scheme, and part-time mode to meet the specific needs of the different target population. The full-time courses are generally meant for provision of pre-employment training to school leavers. The apprenticeship courses are also meant for provision of pre-employment training through a dual mode comprising of both Centre Based Training and On-the-Job training. The short part-time courses are demand driven and therefore they are designed specifically for upgrading the knowledge and skills of in-service workers and technicians to enable them to adapt more effectively with technological changes.

1.2 Key statistics

In 2014, a total of 11,618 persons were trained by the MITD. The enrolment statistics for private training providers is not available.

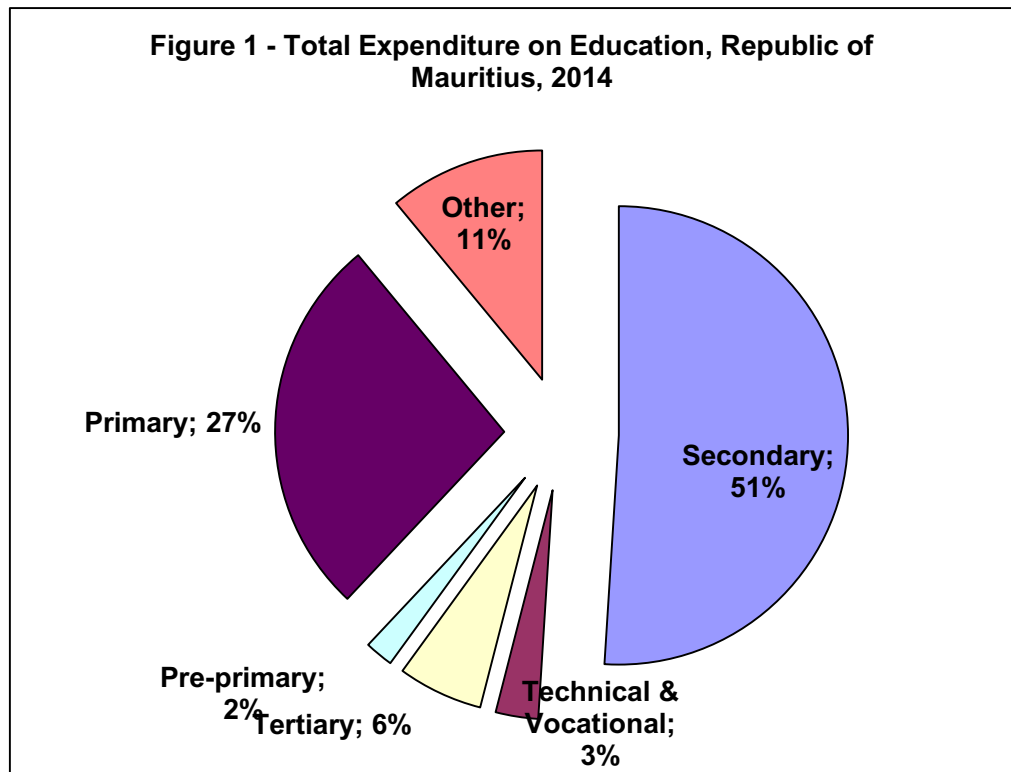
ENROLMENT 2014: TVET VS SECONDARY EDUCATION

Secondary education Enrolment	TVET Enrolment (MITD)					% Ratio of TVET to secondary enrolment
	PVE	Centre-Based Training (full-time and part-time award courses)	Apprenticeship	Short Part-time courses	TOTAL	
114,239	3,328	2,826	1,278	4,186	11,618	10.2 %

1.3 Education Expenditure Year 2014 and 2015/2016

Total government expenditure for the year 2014 has been estimated at Rs 113,712 billion, of which, Rs 15,371 billion (13.5%) has been allocated to education and training.

Out of the total budget on education and training for 2014, 51% is allocated to secondary education, 27% to primary education, 6% to tertiary education, 3% to technical and vocational education, 2% to pre-primary education and the remaining 11% to other expenses (Figure 1).



1.4 Employment Rate of TVET graduates

Tracer studies are carried out systematically by the MITD, six months after successful completion of training programmes to determine the employment rate of TVET graduates. The tracer studies conducted in 2014 revealed that 65.8% of MITD pass outs were already employed and 20.2% were pursuing vocational education and training.

2.0 Current Policies and Practices in Training of Trainers

The MITD employs 197 Training Officers/Trainers and 183 Instructors. The instructors teach at pre-vocational education level, National Certificates Level 2 and Level 3 .The Training Officers/Trainers teach in higher level courses at National Certificate Level 4 and 5 and Diploma level. The recruitment criteria for each grade of teaching staff are clearly specified by Schemes of Service approved by the relevant authorities. There is an established recruitment process through public advertisement at the MITD.

Qualifications requirements for MITD Instructors

- Academic Qualification: General Certificate of Education “A” level
- Technical Qualification: At least a National Certificate Level 4 or Diploma in the relevant field
- Working Experience 3 years(desirable)

Qualifications requirements for MITD Training Officers

- Academic Qualification: Higher School Certificate
- Technical Qualification: Degree in the relevant field
- Working Experience 3 years(desirable)

Training of Trainers is an integral part of the yearly action plan of the MITD essential for maintaining quality training. At the MITD, the need to develop capacity building and to provide facilities to train the trainers in pedagogical and technical skills was identified in the early years of operation of the MITD (ex-IVTB). This need is addressed by providing technical and pedagogical training to trainers.

Training of Trainers also consists of technical upgrading of trainers through scholarship and fellowships from friendly countries and relevant international organizations such as International Labour Organisation, Commonwealth of Learning and Agence Française de Développement. For example, under the “Programme de renforcement institutionnel en matiere technologique en afrique francophone “(Primtaf) , the MITD benefitted through a grant from the Canadian Government for the upgrading of technical and pedagogical skills of MITD trainers in the field of Electronics, Automation, Information and Communication Technology, Industrial Machine Maintenance, Automotive Mechanics, Air Conditioning and Refrigeration, Automotive Painting,

Teaching Strategies, Class Management, Management of Industrial Attachments and coping with students with learning difficulties.

In addition, the MITD contracted the services of consultants/trainers, specialized in specific field of training in view of developing local expertise in scarcity areas, for setting up of training facilities and for assisting local trainers in the implementation of new training programmes (see annex 1).

2.1 Training of trainers programme

The MITD offers a four day training programme called the “Train the Trainer”. The programme was developed as a starter pack to encourage trainers to improve their teaching / training skills. It has been designed essentially for beginners and trainee teachers / trainers. The programme consists of the following four modules:

- Introducing the world of training
- Planning the training programmes and sessions
- Writing and delivering training sessions
- Training presentations

2.2 Trainers Certificate in Vocational Training

In August 1995 the ex-IVTB launched an award course called the Trainers Certificate in Vocational Training (TCVT) of duration one year, which laid emphasis on inter alia, teaching/learning strategies, development of learning materials, work-based learning and roles and responsibilities of the trainer. Supervised Work Experience (S.W.E) was an integral part of the programme which ensured that learning were put into practice by trainers in a real training set up.

Presently a diploma course in vocational education and training is being developed.

The MITD operates a Learning Development Strategy (LDS) where provision is made in the annual budget for the capacity development of staff with emphasis laid on training of trainers. Under this scheme sponsorship is provided to staff enrolled on courses to upgrade their qualifications. The scheme also provides funding for technical training of trainers through short

courses. Since 2014, a total of 192 MITD staff including 80 trainers have obtained sponsorship under the LDS scheme.

2.3 Training of Supervisors in Industry

Training of supervisors (industry) are organised by the MITD to improve the quality of training delivered to apprentices in enterprises. The training programme is designed mainly to familiarize supervisors with the contents of the curricula and to equip them with appropriate pedagogical techniques to facilitate on-the-job training.

2.4 Trainers from industry

The services of resource persons from industry are solicited for course delivery of specific skills which increase the exposure of trainees to the requirements of industry and render them more employable. Professionals from industry are invited to share good work practices with students as guest speakers. In addition, resource persons from industry constitute the jury, as part of the assessment process. In some cases, under the apprenticeship scheme, the assessment in practical is conducted at the workplace.

2.5 New reforms in the recruitment and training of trainers

- Apart from academic and professional qualifications requirements, it is proposed that trainers should have at least 3 to 5 years relevant work experience in the field
- Trainers should be encouraged to undergo regular industrial attachments so as to keep abreast with the latest developments in their field
- It is also proposed to develop a Training of Trainers programme at Diploma level to upgrade the qualifications of trainers in the TVET sector

3.0 Policies and Practices in the Area of Training of Entrepreneurs

3.1 Employers' participation in TVET

Strong networking between MITD training centres and industry enables active participation of Industry in the management of training centres through the school management committees, industrial attachment of trainees, enlistment of part-time professional trainers, and industry based assessment.

The collaboration of the private sector is ensured at different levels as follows.

- a) governance, through membership on the Boards/Councils of the various organizations (MITD, MQA and HRDC)
- b) financing through the training levy
- c) advisory, through the different committees like Training Advisory Committees, Industry Training Advisory Committees, Sectoral Committees, etc...
- d) management of training institutions through the School Management Boards/Committees
- e) delivery of training through involvement in the National Apprenticeship Scheme, part-time trainers from industry servicing different courses
- f) assessment of training programmes (e.g. as members of assessment panels on projects/practicals)
- g) sponsorship of employees on continuing training programmes as evidenced by the growing number of in-service training.

3.2 Participation of employers in delivery of training

Employers are also involved in the delivery process of training to ensure greater relevance.

Industrial attachment are organized for trainees enrolled on full-time courses for better integration in the world of work and the requirements of the different occupations

Training is also provided through the apprenticeship mode where employers are directly involved in the delivery of training through the work-based component. This MITD is further promoting the Apprenticeship training as this mode provides the apprentices with the opportunity to acquire employable skills along with work experience that enhances employability.

3.3 Apprenticeship Training

Training under the Apprenticeship Scheme was introduced by the ex-IVTB in 1996 and is governed by Regulation under the ex-IVT Act (1988) and now the MITD Act (2009). This mode of training is based on the German Dual system.

Generally, the period of apprenticeship lasts for one to two years and leads to the National Trade Certificate/National Certificate. Since the introduction of training under the AS mode, the MITD has trained over 13,000 persons in technical and the hospitality trades.

The Apprenticeship training combines on-the-job training with centre-based learning to develop the necessary skills and knowledge required for a trade. The main objectives of Apprenticeship Training are:

- To produce skilled and qualified workforce
- To increase access to TVET
- To strengthen links with industries
- To improve efficiency and effectiveness of training system

(i). Apprenticeship Trades

The MITD is presently delivering training programmes in 26 different trades under the Apprenticeship mode.

- Landscape Maintenance
- Aluminium and UPVC Joinery
- Automotive Body Repairs
- Automotive Mechanics
- Bakery
- Beauty Therapy
- Building Maintenance
- Butchery
- Electrical Installation Works
- Engineering Machining and Tool Making
- Food Production
- Front Office
- Wood Trades
- Hairdressing
- Housekeeping
- Maintenance and Repairs of Equipment for Parc et Jardin
- Pastry Production
- Plumbing
- Print Finishing
- Refrigeration and Air Conditioning
- Restaurant /Bar Service
- Sheet Metal Fabrication
- Tractor and Heavy Vehicle Mechanics
- Villa Services
- Welding
- Automotive Electricity and Electronics

(ii).Modes of Apprenticeship

There are three different modes of Apprenticeship Training operated by the MITD.

Dual Mode

The Apprentices spend 4 to 5 days a week in an enterprise to acquire skills and work experience and one day in a training centre for the theoretical and technological knowledge.

Tailor-Made Mode

This mode of training is meant for responding to the specific training needs of enterprises based on a specifically designed curriculum.

In-House Training

The employer undertakes to provide both theoretical and practical training and the assessment and certification are conducted by the MITD. Training under this mode has been conducted primarily in the hotel and tourism sector.

3.4 Roles and Responsibilities of Employers

- Supports and trains the apprentice according to prescribed curriculum
- Ensure appropriate supervision of the apprentice at the workplace
- Pay monthly stipend to the apprentice

3.5 Support to Employers

Financial incentives

The apprentice is paid a monthly allowance by the employer, which is 40% and 60% of the minimum wage, as spelt out by the appropriate Remuneration Order for the 1st and 2nd years respectively. Since 2000, the employer is eligible for a financial incentive in the form of reimbursement by the ex-IVTB (since 2004 by the HRDC) of 50% of the qualifying expenses (apprentice wage and overheads) incurred on an apprentice by the employer.

4.0 Entrepreneurship Training

A module on entrepreneurship skills has been integrated into the vocational training curricula of courses offered by the MITD to promote development of entrepreneurship skills amongst trainees undergoing training. The programme is based on the Know Your Business model of the ILO and has with objective to encourage TVET graduates to emerge as potential entrepreneurs. Over 30 years, the MITD has trained skilled workers and many of them have gained experience and entrepreneurship skills and they are equipped to emerge potential entrepreneurs.

Moreover, the National Women Entrepreneur Council, is responsible inter alia, for establishing training programmes aimed at improving the skills and management aptitudes of women entrepreneurs; developing working links and affiliation with other bodies having similar objectives, whether in Mauritius or abroad; and studying specific areas where the development of women entrepreneurship needs to be strengthened.

The Small and Medium Enterprise Development Authority (SMEDA) organizes training programs, seminars, workshops and conferences of short duration for raising awareness and capacity building of SMEs. The programs are aimed at improving knowledge, skills and competencies in the technical, marketing, financial, compliance, policy, regulatory, legal, and commercial and other important functions.

4.1 Reform Proposals for entrepreneurship training

For the TVET sector, it is proposed that the training programmes be reviewed to include a project based approach. It is also proposed that an Award course be developed and implemented for ex-trainees of MITD who are interested in setting up their own enterprises.

5.0 Good Practice in the area of Training of Trainers

The Trainers Certificate in Vocational Training

In the early years the ex-IVTB, now MITD, was faced with major challenges caused by lack of professionally qualified trainers. The Institute decided to tackle this problem by mounting pedagogical training programmes specifically for TVET trainers with a view

to equip them with the necessary pedagogical knowledge and skills required for delivery of quality training.

In August 1995 the ex-IVTB launched an award course called the Trainers Certificate in Vocational Training (TCVT) of duration one year with the collaboration of the University of Bath, UK. The programme is implemented on a part-time mode to enable trainers in employment to follow the course in parallel while working. The programme was initially meant for MITD trainers and later on it was opened to trainers from the private sector and Government bodies.

In 1998 the MITD enlisted the services of a consultant from Chisholm Institute of Technical and Further Education (TAFE), Australia to review the Programme and increase access for a larger number of trainers. A pool of resource persons from the MITD has been constituted to sustain the momentum of the TCVT programme. The programme is delivered by resources persons from the MITD and the Mauritius Institute of Education and it is awarded jointly by the MITD and the Mauritius Examinations Syndicate.

To date, ten runs of the TCVT programme has already been implemented and over three hundred trainers and professionals have benefitted from it.

1. PROGRAMME GOAL

This programme aims to provide participants with the competencies necessary to:

- (a) Implement and evaluate training to meet the modern needs of industry;
- (b) Analyse, design and develop training programmes;
- (c) Conduct training programmes to meet specifications and needs of the industry.

2. OBJECTIVES OF THE PROGRAMME

By the end of the programme, participants should be able to:-

- Develop an understanding of learning theories;
- Describe mode of training and design training programmes;
- Develop instructional training materials;
- Select, implement and evaluate instructional techniques to match specific training needs;
- Develop strategies to teach slow learners;
- Select, produce and use print and non-print teaching-learning materials;
- Manage classroom;
- Use multimedia technology for training purposes;

- Teach Life Skills Management;
- Produce a Learning Guide to support training;
- Prepare and implement schemes to assess student performance;
- Communicate planned instructions effectively;
- Demonstrate on understanding of their role as a professional.

3. PROGRAMME STRUCTURE

The programme has two parts: (1) Taught Units and (2) Supervised Work Experience (S.W.E). The goal of the taught units is to provide each participant with knowledge, skills and attitudes necessary to improve training practice. The purpose of S.W.E is to provide each person with the opportunity to apply the content of the taught units.

- 1 Technical and Vocational Education and Training (TVET)
- 2 Healthy and Safe Learning/Working Environment
- 3 Information and Communications Technology
- 4 Learning Process
- 5 Curriculum Design and Development of Learning Materials
- 6 Managing Learning
- 7 Microteaching Skills
- 8 Training Techniques and Media
- 9 Training Group and its Dynamics
- 10 The Trainer – Roles and Functions
- 11 Assessment and Evaluation
- 12 Work Based Learning
- 13 Supervised Work Experience (S.W.E)

5.2 Impact of the TCVT

The TCVT has played a major role in improving the quality of training delivered in MITD training centres and it has also helped MITD to build capacity in the field of Training of

Trainers. The programme has also helped in improving quality of training delivered by private training institutions by qualified trainers. Youngsters possessing technical and professional qualification and aspiring to become trainers in the TVET sector have the opportunity to develop the essential pedagogical competencies.

The MITD has trained instructors/trainers from different countries (Madagascar, Comoros, Seychelles, Vanuatu, Djibouti, Ethiopia and other African countries) in different fields , including hospitality, industrial machine maintenance, curriculum development, Management of training institutions ,and Evaluation of training.

Further to the pedagogical and technical capabilities developed by the MITD, the Institute is looking forward to launch a diploma in vocational training and to emerge as a regional Training of Trainers Centre in for the Southern and Eastern African region. A Business Plan has been developed for the MITD to emerge as a Regional Training of Trainers Centre more specifically in the Southern and Eastern African, COMESA and SADC countries.

**Technical Assistance from Expatriate Consultants/
Trainers posted at the MITD**

SN	Country of Collaboration	Technical Assistance
1	United Kingdom	(i) Transport service at PDTC (ii) Instructor Driving of heavy vehicle (iii) Trainer in Design (iv) Training of Trainers
2	France/Reunion	(i) Jewellery Sector (ii) Trainer in Food Production (iii) Trainer in Chef des Travaux (iv) Head of Department at EHS GD (v) Consultant in Tourism and Transport
3	Australia	(i) Spray Painting (ii) Panel Beating (iii) Training of Trainers (iv) Review of TCVT (v) Recognition of Prior Learning
4	USA	(i) Consultant in Quality Management System ISO 9001
5	Germany	(i) Automation/Electronics (ii) Automotive Mechanics (iii) CNC Machining (iv) Welding (v) Consultant in Apprenticeship Scheme
6	India	(i) Consultant in Curriculum Development (ii) Industrial Machine Maintenance
7	Italy	(i) Footwear (ii) Leather craft
8	Switzerland	Painting