Digital Education in Mauritius
A Ministry perspective

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Traditional teaching models

- Full time classes
- Learning based on print based and white/black board delivery
- Little use of ICT in delivery and access to information
A need for a new delivery perspective

- Students are self-learners
- Students have a growing exposure to digital learning contents
- Learning not only restricted to white/black board delivery
- Growing use of ICT in delivery and access to information
- Encouraging use of technology in Management (e-timetabling, SMS e-register, email, EMIS)
Ministry policies in Digital Education

- An increasing platform of digital tools and contents in Primary schools from Std I to Std VI
- A public investment programme with all Primary schools equipped with Computer rooms and Secondary schools with Computer labs
- Expanding the culture of e-Education with training at all levels (including management) and coverage of ICT in Sciences (Data logging project…)
- Support of Ministry para-statal bodies in expanding the sector: MIE/MGI/MES
- Improving performance with extended capacity-building programmes and recruitment of support staff:
  - ICT Support officers in all Primary schools
  - ICT technicians in Zones
Emergence of a new learning culture

- Initiatives in Distance/Digital education building up in Primary and Secondary Education sectors as technology costs become more affordable

- Primary: Sankoré project – a digitisation of classrooms concept

- Secondary: Data logging project, and forthcoming tablet PC project – a one to one technology concept
Potential benefits of digital education in Primary and Secondary sectors

- Provide schools with 21st century technologies
- Diversify education heavily centered on academic learning
- Provide teachers with a wider portfolio of contents and multimedia tools
- Contribute to enhance efficiency in learning and improving pass rates at CPE/ SC/HSC
Challenges in digital Education at Ministry

- Need to train… and re-train again
- Need to continuously update digital content
- Heavy capital investment – need to convince Finance Ministries…
- Maintenance recurrent costs high
- Obsolescence of equipment
- Need for a legislation in OERs

…but we realize the cost of not doing this is higher, especially if we want to reach the status of a knowledge and services-oriented society
Expanding Teacher Education through technology

- New training opportunities for educators from public and private sector through ICT - many educators self-enrolling in online courses
- Teachers have more opportunities to self-instruct
- Access to online libraries and information resources
- Educators more exposed to ICT-based learning environments
- Educators more exposed to OERs and re-use these as teaching materials
Building Knowledge Societies

- Commitment in Government programme and budget speeches to provide exposure to e-Education right from Pre – Primary level onwards

- Prepare students to be familiar with ICT tools to face their growing usage in further education/world of work
Thank you!