MINISTRY OF FINANCE AND ECONOMIC DEVELOPMENT

STATISTICS MAURITIUS

DIGEST OF EDUCATION
STATISTICS
2015
DIGEST OF EDUCATION STATISTICS – 2015

FOREWORD

This is the thirty second issue of a yearly publication on education statistics prepared by Statistics Mauritius.

Tables presented in this report relate to the Republic of Mauritius and cover latest available information on pre-primary, primary, secondary, technical and vocational, tertiary as well as education in specialised institutions.

The data have been compiled on the basis of information collected through surveys conducted in 2015 among educational institutions, as well as from the Mauritius Examinations Syndicate and the Tertiary Education Commission.

It is hoped that the data assembled in this report will be of valuable help to the public in general, particularly to education planners and policy makers. The preparation of this report has necessitated the collaboration of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research, educational institutions, and several other organisations. Their co-operation and assistance are herewith gratefully acknowledged.

D. Bahadoor (Mr.)
Ag. Director of Statistics

Statistics Mauritius
Ministry of Finance and Economic Development
Port Louis
MAURITIUS

February 2016
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Zone
1. Port Louis and North
2. Beau Bassin-Rose Hill, Centre and East
3. Curepipe and South
4. Quatre Bornes, Vacoas-Phoenix and West

Rodrigues

ISLAND OF MAURITIUS

ZONE 1
- Pre-Primary: 306
- Primary: 101
- Secondary
  - General Stream: 18
  - General & Pre-vocational: 39
- Tertiary
  - MIH, UTM

ZONE 2
- Pre-Primary: 234
- Primary: 79
- Secondary
  - General Stream: 12
  - General & Pre-vocational: 30
  - Pre-vocational: 1
- Tertiary
  - UOM, MIE, MGI, OUM, FDI, UDM

ZONE 3
- Pre-Primary: 210
- Primary: 67
- Secondary
  - General stream: 16
  - General & Pre-vocational: 23

ZONE 4
- Pre-Primary: 156
- Primary: 58
- Secondary
  - General Stream: 13
  - General & Prevocational: 19

RODRIGUES
- Pre-primary: 33
- Primary: 15
- Secondary
  - General & Pre-vocational: 7

UOM: University of Mauritius
MIE: Mauritius Institute of Education
MGI: Mahatma Gandhi Institute
UTM: University of Technology, Mauritius
MIH: Mauritius Institute of Health
UDM: Université des Mascareignes
FDI: Fashion and Design Institute
### Main Indicators, Republic of Mauritius, 2011 - 2015

#### Pre-primary

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<td>1,026</td>
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<td>Gross Enrolment Ratio (3 - 4 years)</td>
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<tr>
<td><strong>Male</strong></td>
<td>%</td>
<td>102</td>
<td>105</td>
<td>103</td>
<td>102</td>
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<tr>
<td><strong>Female</strong></td>
<td>%</td>
<td>101</td>
<td>104</td>
<td>101</td>
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<tr>
<td>Gross Enrolment Ratio (4-5 years)</td>
<td>%</td>
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<td>100</td>
<td>98</td>
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</tr>
<tr>
<td><strong>Male</strong></td>
<td>%</td>
<td>97</td>
<td>100</td>
<td>99</td>
<td>98</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>%</td>
<td>98</td>
<td>101</td>
<td>97</td>
<td>98</td>
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<td>Gender Parity Index</td>
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<td>Net Enrolment Ratio (3-4 years)</td>
<td>%</td>
<td>95</td>
<td>98</td>
<td>96</td>
<td>94</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>%</td>
<td>95</td>
<td>98</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>%</td>
<td>94</td>
<td>97</td>
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<td>%</td>
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<td><strong>Male</strong></td>
<td>%</td>
<td>95</td>
<td>90</td>
<td>95</td>
<td>94</td>
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<tr>
<td><strong>Female</strong></td>
<td>%</td>
<td>96</td>
<td>90</td>
<td>95</td>
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<td>Pupil/Teacher Ratio</td>
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#### Primary

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<td>312</td>
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<td>Proportion of female enrolment</td>
<td>%</td>
<td>49.2</td>
<td>49.2</td>
<td>49.5</td>
<td>49.5</td>
</tr>
<tr>
<td>Ratio of girls to boys</td>
<td>%</td>
<td>96.9</td>
<td>96.8</td>
<td>97.8</td>
<td>98.1</td>
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<td>101</td>
<td>102</td>
<td>100</td>
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<tr>
<td><strong>Male</strong></td>
<td>%</td>
<td>101</td>
<td>102</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>%</td>
<td>102</td>
<td>104</td>
<td>101</td>
<td>102</td>
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<tr>
<td>Gross Enrolment Ratio (6-11 years)</td>
<td>%</td>
<td>100</td>
<td>99</td>
<td>98</td>
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</tr>
<tr>
<td><strong>Male</strong></td>
<td>%</td>
<td>100</td>
<td>99</td>
<td>97</td>
<td>97</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>%</td>
<td>100</td>
<td>99</td>
<td>98</td>
<td>98</td>
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<tr>
<td>Gender Parity Index</td>
<td>%</td>
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<td>1.0</td>
</tr>
<tr>
<td>Net Enrolment Ratio (5-10 years)</td>
<td>%</td>
<td>98</td>
<td>95</td>
<td>97</td>
<td>98</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>%</td>
<td>97</td>
<td>94</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>%</td>
<td>99</td>
<td>96</td>
<td>97</td>
<td>99</td>
</tr>
<tr>
<td>Net Enrolment Ratio (6-11 years)</td>
<td>%</td>
<td>97</td>
<td>98</td>
<td>97</td>
<td>98</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>%</td>
<td>96</td>
<td>98</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>%</td>
<td>97</td>
<td>99</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>Pupil/Teacher Ratio</td>
<td>%</td>
<td>27</td>
<td>28</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>Apparent Intake Rate</td>
<td>%</td>
<td>101.1</td>
<td>100.3</td>
<td>101.9</td>
<td>101.9</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>%</td>
<td>99.4</td>
<td>100.2</td>
<td>102.2</td>
<td>101.9</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>%</td>
<td>102.9</td>
<td>100.5</td>
<td>101.7</td>
<td>101.9</td>
</tr>
</tbody>
</table>
Main Indicators, Republic of Mauritius, 2011 - 2015 (Cont'd)

### Primary (Cont'd)

<table>
<thead>
<tr>
<th>Transition Rate (Primary to Secondary and Pre-vocational)</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Proportion of pupils starting grade I who reach grade 5   | %    |      |      |      |      |
| Male                                                      | %    |      |      |      |      |
|                                                          | %    |      |      |      |      |
| Female                                                    | %    |      |      |      |      |
|                                                          | %    |      |      |      |      |

| Proportion of pupils starting grade I who reach grade 6   | %    |      |      |      |      |
| Male                                                      | %    |      |      |      |      |
|                                                          | %    |      |      |      |      |
| Female                                                    | %    |      |      |      |      |
|                                                          | %    |      |      |      |      |

| Primary Completion Rate *                                  | %    |      |      |      |      |
| Male                                                      | %    |      |      |      |      |
|                                                          | %    |      |      |      |      |
| Female                                                    | %    |      |      |      |      |
|                                                          | %    |      |      |      |      |

| Certificate of Primary Education Pass Rate by Cohort 4     | %    |      |      |      |      |
| Male                                                      | %    |      |      |      |      |
|                                                          | %    |      |      |      |      |
| Female                                                    | %    |      |      |      |      |
|                                                          | %    |      |      |      |      |

| Certificate of Primary Education Pass Rate 4               | %    |      |      |      |      |
| Male                                                      | %    |      |      |      |      |
|                                                          | %    |      |      |      |      |
| Female                                                    | %    |      |      |      |      |
|                                                          | %    |      |      |      |      |

### Secondary (General and Pre-Vocational)

| Number of schools                                         | Unit  |      |      |      |      |
|                                                          | Unit  |      |      |      |      |
| Enrolment                                                |       |      |      |      |      |
|                                                          |       |      |      |      |      |
| Proportion of female enrolment                          | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |
| Ratio of girls to boys                                   | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |

| Number of teachers                                       | Unit  |      |      |      |      |
|                                                          | Unit  |      |      |      |      |

| Gross Enrolment Ratio (11-17 years) 1*                    | %     |      |      |      |      |
| Male                                                      | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |
| Female                                                    | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |

| Gross Enrolment Ratio (12-19 years)*                      | %     |      |      |      |      |
| Male                                                      | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |
| Female                                                    | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |

| Gender Parity Index                                       | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |

| Net Enrolment Ratio (11-17 years) 1*                      | %     |      |      |      |      |
| Male                                                      | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |
| Female                                                    | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |

| Net Enrolment Ratio (12-19 years)*                        | %     |      |      |      |      |
| Male                                                      | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |
| Female                                                    | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |

| Pupil/Teacher Ratio                                       | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |

| Cambridge School Certificate Pass Rate 4                  | %     |      |      |      |      |
| Male                                                      | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |
| Female                                                    | %     |      |      |      |      |
|                                                          | %     |      |      |      |      |

| Cambridge Higher School Certificate Pass Rate 4            | %     | 75.3 | 74.8 | 73.9 | 70.0 |
|                                                          | %     | 75.3 | 74.8 | 73.9 | 70.0 |

|                                                          | %     | 75.3 | 74.8 | 73.9 | 70.0 |

|                                                          | %     | 75.3 | 74.8 | 73.9 | 70.0 | 72.0 |

|                                                          | %     | 75.3 | 74.8 | 73.9 | 70.0 | 72.0 | 77.8 |
Main Indicators, Republic of Mauritius, 2011 - 2015 (Cont'd)

### Tertiary

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of institutions</td>
<td>Unit</td>
<td>57</td>
<td>59</td>
<td>59</td>
<td>55</td>
</tr>
<tr>
<td>Enrolment</td>
<td>Unit</td>
<td>45,969</td>
<td>49,625</td>
<td>50,579</td>
<td>50,608</td>
</tr>
<tr>
<td>Gross Enrolment Ratio</td>
<td>%</td>
<td>49</td>
<td>51</td>
<td>50</td>
<td>49</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013 7</th>
<th>2014 2</th>
<th>2015 8 (Jan-June)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Government Expenditure (Rs million)</td>
<td>87,816.2</td>
<td>89,101.5</td>
<td>102,924.1</td>
<td>107,047.6</td>
<td>58,480.1</td>
</tr>
<tr>
<td>Total Government Expenditure on Education (Rs million)</td>
<td>11,017.4</td>
<td>11,986.1</td>
<td>12,012.4</td>
<td>12,720.1</td>
<td>7,317.0</td>
</tr>
<tr>
<td>Total Government Expenditure on Education as a % of GDP at market price</td>
<td>% 3.4</td>
<td>3.5</td>
<td>3.3</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>Total Government Expenditure on Education as a % of Total Government Expenditure</td>
<td>% 12.5</td>
<td>13.5</td>
<td>11.7</td>
<td>11.9</td>
<td>12.5</td>
</tr>
</tbody>
</table>

1 Based on the UNESCO definition of Gross Enrolment Ratio and Net Enrolment Ratio (see Definitions of Indicators on next page)

2 Revised

3 Including resit introduced in 2013, excluding resit, the transition rate (general and pre-vocational) is 92%

4 Source: Mauritius Examinations Syndicate

5 Source: Tertiary Education Commission

6 In operations

7 Actual Expenditure

8 Budget Estimates

n.a: Not available

* Based on population figures revised according to the 2011 population census result
Definitions of Indicators

(1) **Apparent Intake Rate (AIR)**
   Number of new entrants in Standard I in primary schools as a percentage of the population aged 5 years.

(2) **Gender Parity Index (GPI)**
   Ratio of the GER for female to the GER for male. It measures the relative education participation of boys and girls. A GPI of 1 reflects equal enrolment rate for boys and girls, whereas a GPI greater than 1 shows disparity in favour of girls.

(3) **Gross Enrolment Ratio (GER)**
   Number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the relevant age-group:

(4) **Net Enrolment Ratio (NER)**
   Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

GER and NER are compiled both according to age-groups in the national definition as well age-groups as per UNESCO definition as follows:

<table>
<thead>
<tr>
<th>Reference age-group for national definitions (GER &amp; NER)</th>
<th>Reference age-group for UNESCO definitions (GER &amp; NER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5 years for pre-primary</td>
<td>3-4 years for pre-primary</td>
</tr>
<tr>
<td>6-11 years for primary</td>
<td>5-10 years for primary</td>
</tr>
<tr>
<td>12-19 years for secondary</td>
<td>11-17 years for secondary</td>
</tr>
<tr>
<td>20-24 years for tertiary</td>
<td></td>
</tr>
</tbody>
</table>

(5) **Pupil/ Teacher Ratio**
   The average number of pupils per teacher at a given level of education in a given year.

(6) **Primary Completion Rate (PCR)**
   The ratio of the number of students successfully completing the last year of primary school (Standard VI) in a given year to the total number of children aged 11 years in the population.

(7) **Transition Rate (TR)**
   The proportion of pupils progressing from the primary cycle (i.e Std VI) to the secondary cycle (Form I and Year I Prevoc), expressed as a percentage of the number of pupils enrolled at Std VI in primary school.

(8) **Promotion Rate (PR)**
   The proportion of pupils who successfully completed a grade and proceeded to the next higher grade the following year, expressed as a percentage.

(9) **Repetition Rate (RR)**
   The proportion of pupils who repeat a grade once or twice.

(10) **Dropout Rate (DR)**
    The proportion of pupils who leave the system without completing a given grade in a given school year. This rate shows the extent at which pupils abandon schooling. A pupil at a given level of education in a given year will, in the following year, either get promoted to the next higher grade, or repeat the same grade or drop out of the school system.

Therefore, Promotion Rate + Repetition Rate + Dropout Rate = 100
EDUCATION STATISTICS – 2015

1. Introduction

The Digest of Education presents data on education, compiled on the basis of information collected through the annual census conducted in schools in March 2015, together with data from other sources. A methodology for the Annual Survey in Schools is found at Annex A.

This issue of the Digest of Education Statistics presents regionwise tables by educational zones only. Tables by district together with the web version of this publication are available on Statistics Mauritius website at http://statsmauritius.govmu.org

The data refer to the Republic of Mauritius and cover pre-primary, primary, secondary (general and pre-vocational), technical & vocational, tertiary as well as education in specialised institutions. It is to be noted that ‘grade’ at Primary level refers to ‘Standard’ and that at Secondary level refers to ‘Form’.

2. Expenditure

Total government expenditure for the first six months January to June 2015 and the financial year 2015/2016 are as follows:

(i) January to June 2015: Rs 58,480 million, of which, Rs 7,867 million (13.5%) has been allocated to education and training and
(ii) July 2015 to June 2016: Rs 120,645 million, of which, Rs 16,003 million (13.3%) has been allocated to education and training.

The total budget on education and training has been allocated as follows:

(i) January to June 2015: 52% to secondary education, 23% to primary education, 9% to tertiary education, 3% to technical and vocational education, 2% to pre-primary education and the remaining 11% to other expenses and
(ii) July 2015 to June 2016: 51% to secondary education, 25% to primary education, 8% to tertiary education, 3% to technical and vocational education, 2% to pre-primary education and the remaining 11% to other expenses (Table 1.2).

3. Pre-primary education

3.1 Schools

In March 2015, there were 939 schools providing pre-primary education: 906 in the Island of Mauritius and 33 in Rodrigues. Of these schools, 188 (20%) were run by the Early Childhood Care and Education Authority (ECCEA, formerly Pre-School Trust Fund) and the remaining 751 (80%) were privately run by either Roman Catholic Authority or Hindu Education Authority or Municipal/Village Council or Non Government Organisation or by private individuals (Table 2.2).
3.2 Enrolment

Total enrolment in pre-primary schools numbered 29,832, of whom 15,013 were boys (Table 2.4). The Gross Enrolment Ratio (pre-primary enrolment as a percentage of the population aged 4 and 5 years) works out to 101% in 2015 compared to 98% in 2014 (Table 2.6).

3.3 Personnel

In March 2015, total employment in pre-primary schools stood at 3,300, of whom 2,284 were teachers and 1016 non-teaching staff. The average number of pupils per teacher works out to 13, as in 2014 (Table 2.1).

4. Primary education

4.1 Schools

In March 2015, there were 320 schools providing primary education, same as in 2014: 305 in the Island of Mauritius and 15 in Rodrigues. The majority (223) of the schools was run by government, 53 were private aided schools. Among the private aided schools, 51 were run by the Roman Catholic Education Authority (RCEA) and 2 by the Hindu Education Authority. The remaining 44 were private non-aided schools (Table 3.2).

4.2 Enrolment

The primary school population in the Republic of Mauritius stood at 101,422 in 2015, a decrease of 3,878 from 2014 figure. Boys represented around 50% of the 2015 primary school population, same as girls. Around 68% of the primary school population was enrolled in government schools and the remaining was in private aided and non-aided schools (Table 3.5).

Distribution by grade shows that the highest number of pupils were in standard VI (19,141 pupils including 950 repeaters). The Gross Enrolment Ratio (primary enrolment as a percentage of the population aged 6 to 11 years) works out to 94%.

4.3 Personnel

At March 2015, 7,954 persons were employed in primary schools. Of this number, 5,400 were teaching staff: 4,074 General Purpose Teachers and 1,326 Oriental Language Teachers. The remaining 2,554 comprised 285 Head Teachers, 924 Deputy Head Teachers and 1,345 administrative and other workers (Table 3.21). The pupil/teacher (general purpose) ratio in primary schools works out to 25.

4.4 Certificate of Primary Education (CPE)

In 2014, the number of candidates who took part in the CPE examination was 23,155 (20,717 school candidates and 2,438 private candidates), with an overall pass rate of 68%. Excluding resit exams, the overall pass rate among school and private candidates works out to 64%.
It is to be noted that with the introduction of resit exams in 2013:

(i) the pass rate among school candidates, comprising 10,688 boys and 10,029 girls, was 72.9%. The girls were more successful than the boys, with respective pass rates of 79.7% and 66.6% (Table 3.27).

(ii) the overall pass rate among the 2,438 private candidates (1,399 boys and 1,039 girls) was 23.5%, with girls again achieving better results than boys, 26.7% against 21.2% (Table 3.27).

(iii) School candidates who took part in the CPE examination for the first time did much better than those taking the examination a second time, 80.3% against 30.1% (Table 3.27).

According to the analysis carried out by the Mauritius Examinations Syndicate on performance at CPE examinations, the pass rate among the 2013 cohort of school candidates works out to 84.3%. The pass rate relates to school candidates who either passed at their first sitting in 2013 or at their second sitting in 2014.

5. Secondary General and Pre-vocational education

5.1 General and Pre-vocational Education

At March 2015, 59 schools were offering secondary general education only, one pre-vocational education only and 118 both secondary general and pre-vocational education.

5.2 Secondary education (General)

5.2.1 Schools

Out of the 177 schools dispensing secondary general education, 170 were in the Island of Mauritius and 7 in Rodrigues. State administered schools numbered 68, while the other 109 were private aided and non-aided schools (Table 4.2).

5.2.2 Enrolment

Secondary education enrolment increased by 72 from 114,239 in 2014 to reach 114,311 in 2015. Table 4.6 shows that 59,617 (52%) were girls. Around 43% of the secondary school population was in state schools and 57% in private (aided and unaided) schools. Gross Enrolment Ratio (secondary education enrolment as a percentage of the population aged 12 to 19 years) for the general stream was 73% same as in 2014 (Table 4.13).

5.3 Pre-vocational education

5.3.1 Schools

At March 2015, 119 schools (of which 118 offered secondary general education as well) were offering pre-vocational education: 112 in the Island of Mauritius and 7 in
Rodrigues. Forty-four of these schools were state owned while the remaining 75 were private schools.

5.3.2 Enrolment

Enrolment in the schools offering pre-vocational education was 10,660 comprising 6,976 boys (Table 4.41). Some 2,762 (26%) students were enrolled in pre-vocational Year 1 and 1,975 (19%) of the students were enrolled in pre-vocational Year IV (Table 4.41). About 25% of the students in pre-vocational schools were in state schools.

5.4 Personnel

The number of teachers working in schools offering secondary and pre-vocational education was 8,437 at March 2015 (Tables 4.56).

The secondary education teaching staff in the general stream was 7,531 (2,418 males and 5,113 females). The pupil/teacher ratio works out to 15. On the other hand, the pre-vocational education teaching staff stood at 906, of whom 582 were females, giving an average of 12 pupils per teacher.

5.5 Cambridge School Certificate (SC)

In 2014, out of 15,632 candidates (7,061 males and 8,571 females) who took part in the Cambridge School Certificate examination, 11,475 were successful. Comparison with the 2013 results shows that the overall pass rate decreased from 75.0% to 73.4% (Table 4.28).

5.6 Cambridge Higher School Certificate (HSC)

The number of students taking part in the 2014 Cambridge Higher School Certificate examination stood at 10,429, of whom 59% were females. The overall pass rate is 75.4%, lower than the 2013 figure of 77.9% (Table 4.33).

5.7 Technical and Vocational Education

In 2014, there were 8,290 students enrolled in publicly funded technical and vocational courses, of whom 70% were males. Thirty three percent of the students were enrolled in full-time courses, 51% in part-time courses and the rest (16%) in apprenticeship courses (Table 4.58).

6. Special Education Needs (SEN)

6.1 Schools

At March 2015, there were 70 Special Education Needs schools in the Republic of Mauritius registered with the Ministry of Education and Human Resources. thirteen schools were run by Government, while the other 57 were run by NGOs (Table 5.1).
6.2 **Enrolment**

The number of students enrolled in these special schools stood at 2,301 (of whom 64% were boys) as at March 2015 (Table 5.2).

Table 5.4 shows that the three most frequent types of impairment were Intellectual Impairment (41%) and Physical Disability (9%).

6.3 **Personnel**

At March 2015, there were 694 persons employed in these special education needs institutions and day-care centres. Out of these, 387 were teaching staff, and 108 were medical and para-medical staff. The remaining 199 were administrative and ancillary workers (Table 5.5).

7. **Flow Rates (Promotion, Repetition and Drop-Out Rates)**

The three flow-rate indicators, promotion, repetition and drop-out rates are the measures of internal efficiency of an education system. High promotion rates signify efficiency in the education system.

Tables 6.4 and 6.5 show the efficiency ratios at secondary (general) level in the Republic of Mauritius for year 2013 and 2014. Among all grades, the promotion rate in year 2014 was lowest (52%) for pupils from Form V to Lower VI. This implies that they also have the highest repetition rate (25%) and drop-out rate (23%).

8. **ICT in Education**

In March 2015, out of the 939 pre-primary schools in the Republic of Mauritius 439, (47%) had computers. All primary and secondary schools (general & pre-vocational) were equipped with computers. Schools having internet access for students stood at 10% in pre-primary, 41% in primary and 99% in secondary schools (Table 7.1).

9. **Post Secondary Education**

9.1 **University of Mauritius**

**Enrolment**

The University of Mauritius is the major supplier of tertiary education in the country. As at September 2015, it had a student population of 10,261 (exclusive of joint programmes with Mauritius Institute of Education and Mahatma Gandhi Institute). Nearly 60% of the students enrolled were females.

The emphasis at the University of Mauritius is on Degree courses, which constituted 89% (Table 8.3) of the total enrolment in 2015/2016. About 9% of students were enrolled for Post Graduate courses and the remaining 2% were studying for the Diploma and Certificates courses.
9.2 Fashion and Design Institute

Enrolment

In September 2015, the student population of the Fashion and Design Institute numbered 386 of whom 221 (57%) were females.

Around 40% (Table 8.7) of the student population was studying for Degree courses, 50% was enrolled on the Higher National Diploma courses and the remaining 10% for Foundation Diploma courses.

9.3 University of Technology - Mauritius (UTM)

Enrolment

In September 2015, the student population of the University of Technology numbered 3,417 of whom 1,646 (48%) were females. Around 32% of the student population was enrolled in the School of Innovative Technologies and Engineering, 27% in the School of Business, Management and Law, 24% in the School of Sustainable Development and Tourism and 17% in the School of Accounting, Finance and Economics.

Around 80% (Table 8.8) of the student population was studying for Degree courses, 19% was enrolled on the Master Degree & Post Graduate courses and the remaining 1% for Diploma courses.

9.4 Mauritius Institute of Education (MIE)

Enrolment

In September 2015, there were 3,242 teachers and prospective teachers being trained at the MIE. This represents a decrease of 25% compared to 4,311 enrolled in September 2014. The female participation represented 75% of the overall enrolment. Around 30% of the student population was on a full time basis while 70% were on a part time basis (Table 8.10).

Some 40 (1%) students were registered on the M Phil/PHD in Education course in collaboration with the University of Brighton and University of KwaZulu-Natal. 54 (2%) students were registered on Master Degree in Education course in collaboration with the University of Brighton; 688 (21%) and 58 (2%) were following the Post Graduate Certificate and Post Graduate Diploma in Education course respectively; 190 (6%) were enrolled for the Bachelor of Education course run jointly with the University of Mauritius and University of Technology; 1,708 (53%) were on Diploma courses and 504 (15%) on Certificate and Foundation Courses.

9.5 Mahatma Gandhi Institute (MGI)

Enrolment

During the academic year 2015/2016, the MGI had a student population of 2,029 (Table 8.11) of whom 1,253 (62%) were females. Some 348 (17%) students were registered for the Degree and Master courses, 120 (6%) for the Diploma/Degree, 149 (7%) for the Diploma and 1,412 (70%) for the Advanced Certificate and Certificate courses.
9.6 Open University of Mauritius

**Enrolment**

The Open University of Mauritius is mainly involved in the production of educational programme for formal education at pre-primary, primary, secondary and tertiary level. Nearly all the programmes were being delivered through the distance mode, in collaboration with overseas institutions (now running full time courses also). The institutions included the Institute of Logistic and Transport, the Chartered Institute of Marketing (UK), and Indira Gandhi National Open University of India (IGNOU).

In 2015, the Open University of Mauritius recorded 4,139 students of whom 2,657 (64%) were females. Some 3,408 (82%) students were registered for the Degree and Post Graduate courses, 25 (1%) for Diploma courses and 706 (17%) for the Certificate courses and Foundation courses (Table 8.12).

9.7 Universite des Mascareignes (UDM)

**Enrolment**

Enrolment at the Universite des Mascareignes (ex Swami Dayanand Institute of Management and ex Institut Superieur de Technologie) was on a full-time and part-time basis with a student population of 948 in 2015 (Table 8.13).

9.8 Mauritius Institute of Health (MIH)

**Enrolment**

The courses offered at the MIH target the medical sector. During the academic year 2015/2016, the MIH had a student population of 1,185 (all following full-time courses) of whom 604 (51%) were females. 8 (1%) students were enrolled in post graduate courses, 564 (48%) in diploma courses and 613 (51%) in certificate courses (Table 8.14).

9.9 Private Providers/Distance Education

At December 2014, the number of students enrolled on tertiary-level programmes in private local institutions, including those delivered through the distance or mixed mode, was 17,664 compared to 17,994 at the end of 2013 (Table 8.17).

The most common field of study was Accountancy with 9,131 (52%) followed by Administration/Management with 1,630 (9%). Some 1,211 (7%) studied Information Technology and the remaining 5,692 (32%) studied subjects such as Medicine, Banking/Finance, Law, Travel/Hotel/Tourism, Business/Commerce/Marketing, Languages, Engineering, Communication and others.

9.10 Mauritian students studying abroad

The number of students, pursuing their studies overseas, increased by 13% from 8,958 in 2013 to 10,151 in 2014. From Table 8.16, it can be noted that although Mauritian students studied in different countries, most of them opted for UK (25%), Australia (19%),
France/Reunion (17%), India (13%), and the rest (26%) for countries such as China, Malaysia, USA, Canada, South Africa, Pakistan and Russia.

The Gross Enrolment Ratio (tertiary education enrolment as a percentage of the population aged 20 to 24 years), was 49.2% in 2014 compared to 50.1% in 2013.

Statistics Mauritius
Ministry of Finance and Economic Development
Port Louis
Mauritius
February 2016

Contact Persons
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Ministry of Education and Human Resources,
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gchandydyal@govmu.org;
hramma@govmu.org;
EXPENDITURE
ON
EDUCATION
Table 1.1- Total Government Expenditure, Republic of Mauritius, 2013-2015/2016 (Rs million)

<table>
<thead>
<tr>
<th></th>
<th>2013 ¹</th>
<th>2014 ²</th>
<th>2015 ³</th>
<th>2015/2016 ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Government Expenditure</td>
<td>102,924.1</td>
<td>107,047.6</td>
<td>58,480.1</td>
<td>120,645.0</td>
</tr>
<tr>
<td>of which expenditure by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ministry of Education &amp; HR, TE &amp; SR</td>
<td>12,012.4</td>
<td>12,720.1</td>
<td>7,317.0</td>
<td>14,724.8</td>
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</table>

Table 1.2 - Government Expenditure on Education by sector, 2013-2015/2016 (Rs million)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
</tr>
<tr>
<td>Pre-primary</td>
<td>222.9</td>
<td>1.6</td>
<td>240.9</td>
<td>1.6</td>
<td>177.8</td>
</tr>
<tr>
<td>Primary</td>
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<td>25.1</td>
<td>3,619.8</td>
<td>23.8</td>
<td>1,810.2</td>
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<td>51.2</td>
<td>7,636.9</td>
<td>50.3</td>
<td>4,081.7</td>
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<tr>
<td>Technical &amp; Vocational</td>
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<td>486.0</td>
<td>3.2</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>676.1</td>
</tr>
<tr>
<td>Other ⁴</td>
<td>603.1</td>
<td>4.3</td>
<td>631.1</td>
<td>4.2</td>
<td>327.0</td>
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<td>6.8</td>
<td>1,164.1</td>
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<td>-</td>
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<td>Tertiary Education</td>
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<td>6.8</td>
<td>1,164.1</td>
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<td>-</td>
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<td>Island of Rodrigues ⁵</td>
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<td>1.6</td>
<td>244.9</td>
<td>1.6</td>
<td>69.1</td>
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<td>0.1</td>
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<td>Primary</td>
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<tr>
<td>Technical &amp; Vocational</td>
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<td>1.0</td>
<td>0.0</td>
<td>1.1</td>
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<td>5.9</td>
<td>1,053.0</td>
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<tr>
<td>Total</td>
<td>14,025.1</td>
<td>100.0</td>
<td>15,182.1</td>
<td>100.0</td>
<td>7,867.0</td>
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</table>

¹ Actual Expenditure  ² Revised  ³ Budget Estimates
⁴ Includes policy and management costs for education and human resources and includes grant to parastatal bodies falling under the aegis of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research (Ministry of Education & HR, TE & SR)
⁵ Expenditure on Education under Ministry of Rodrigues Vote
⁶ Includes expenditure incurred by other Ministries to support education activities and training dispensed by all Ministries/Departments in line with the concept of lifelong learning.
Fig. 1 - Total Government Expenditure, 2015 (Jan-June) & 2015/2016 (July 2015-June 2016) - Republic of Mauritius

Fig. 2 - Government Expenditure on Education by sector, 2015 (Jan-June) & 2015/2016 (July 2015-June 2016) - Republic of Mauritius

Source: Accountant General Annual Report, Ministry of Finance and Economic Development
PRE - PRIMARY

EDUCATION
Table 2.1 - Pre-primary Education\(^1\) - Number of schools, pupils, personnel and pupil/teacher ratio, 2011 - 2015

<table>
<thead>
<tr>
<th>Period</th>
<th>Total number of schools</th>
<th>Pupils</th>
<th>Personnel</th>
<th>Pupil/Teacher Ratio(^4)</th>
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<tr>
<td></td>
<td></td>
<td>ECCEA(^2)</td>
<td>Other(^3)</td>
<td>Total</td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar-11</td>
<td>1,018</td>
<td>6,469</td>
<td>27,432</td>
<td>33,901</td>
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<tr>
<td>Mar-12</td>
<td>1,026</td>
<td>6,397</td>
<td>27,121</td>
<td>33,518</td>
</tr>
<tr>
<td>Mar-13</td>
<td>978</td>
<td>6,235</td>
<td>25,184</td>
<td>31,419</td>
</tr>
<tr>
<td>Mar-14</td>
<td>957</td>
<td>6,057</td>
<td>24,085</td>
<td>30,142</td>
</tr>
<tr>
<td>Mar-15</td>
<td>939</td>
<td>6,129</td>
<td>23,703</td>
<td>29,832</td>
</tr>
<tr>
<td>B - Island of Mauritius</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar-11</td>
<td>985</td>
<td>6,256</td>
<td>26,076</td>
<td>32,332</td>
</tr>
<tr>
<td>Mar-12</td>
<td>993</td>
<td>6,158</td>
<td>25,753</td>
<td>31,911</td>
</tr>
<tr>
<td>Mar-13</td>
<td>945</td>
<td>6,041</td>
<td>23,905</td>
<td>29,946</td>
</tr>
<tr>
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<td>22,903</td>
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<td>Mar-15</td>
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<td>5,915</td>
<td>22,476</td>
<td>28,391</td>
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<tr>
<td>C - Island of Rodrigues</td>
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</tr>
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<td>Mar-11</td>
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<td>1,356</td>
<td>1,569</td>
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<tr>
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<td>Mar-13</td>
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<td>214</td>
<td>1,227</td>
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</tr>
</tbody>
</table>

1 Excluding Agalega.
2 ECCEA (Early Childhood Care and Education Authority, formerly Pre School Trust Fund), excludes RC (Roman Catholic) schools.
3 Other includes pupils from MVC (Municipal/Village Council), NGO (Non Government Organisation) and RC (Roman Catholic)/Hindu Education Authority schools.
4 Total number of pupils divided by total number of teachers.
Table 2.2 - Distribution of pre-primary schools by zone and type of administration, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>Total</th>
<th>ECCEA(^1)</th>
<th>Municipal/Village Council</th>
<th>RC/HA(^2)</th>
<th>NGO(^3)</th>
<th>Private Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Port Louis / North</td>
<td>306</td>
<td>64</td>
<td>19</td>
<td>2</td>
<td>12</td>
<td>209</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>234</td>
<td>54</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>158</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>210</td>
<td>40</td>
<td>8</td>
<td>1</td>
<td>5</td>
<td>156</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>156</td>
<td>27</td>
<td>19</td>
<td>1</td>
<td>7</td>
<td>102</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>906</td>
<td>185</td>
<td>55</td>
<td>10</td>
<td>31</td>
<td>625</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
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<td>3</td>
<td>-</td>
<td>-</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>939</td>
<td>188</td>
<td>55</td>
<td>10</td>
<td>56</td>
<td>630</td>
</tr>
</tbody>
</table>

\(^1\) ECCEA: Early Childhood Care and Education Authority (Ex Pre-School Trust Fund-PSTF)
\(^2\) RC/HA: Roman Catholic and Hindu Aided Schools
\(^3\) NGO: Non-Government Organisation

Table 2.3 - Distribution of pre-primary schools by zone and enrolment range, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>Total</th>
<th>Under 30</th>
<th>30 and under 49</th>
<th>50 and under 69</th>
<th>70 and under 99</th>
<th>100 and over</th>
</tr>
</thead>
<tbody>
<tr>
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<td>78</td>
<td>19</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>234</td>
<td>145</td>
<td>61</td>
<td>19</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>210</td>
<td>130</td>
<td>53</td>
<td>18</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>156</td>
<td>85</td>
<td>42</td>
<td>15</td>
<td>10</td>
<td>4</td>
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<td>546</td>
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<td>13</td>
<td>7</td>
<td>5</td>
<td>8</td>
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<td>559</td>
<td>241</td>
<td>76</td>
<td>42</td>
<td>21</td>
</tr>
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</table>
Table 2.4 - Enrolment in pre-primary schools by zone, age, sex and type of administration, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>All Schools</th>
<th>ECCEA 1</th>
<th>Private 2</th>
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<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Age in Years</td>
<td></td>
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<tr>
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<td>3 4 5 Total</td>
<td>3 4 5</td>
<td>3 4 5 Total</td>
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<td>647</td>
</tr>
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<td>207</td>
</tr>
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<tr>
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<tr>
<td></td>
<td>6,129</td>
<td>3,057</td>
<td>3,072</td>
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<tr>
<td>Private 2</td>
<td>3,774</td>
<td>1,917</td>
<td>1,857</td>
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<td>3,557</td>
<td>1,766</td>
<td>1,791</td>
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<td>769</td>
<td>390</td>
<td>379</td>
</tr>
<tr>
<td></td>
<td>8,100</td>
<td>4,073</td>
<td>4,027</td>
</tr>
<tr>
<td>2 - B. Bassin-R. Hill / East</td>
<td>2,421</td>
<td>1,240</td>
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<td></td>
<td>2,612</td>
<td>1,290</td>
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<tr>
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<td>460</td>
<td>236</td>
<td>224</td>
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<tr>
<td></td>
<td>5,493</td>
<td>2,766</td>
<td>2,727</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>2,274</td>
<td>1,178</td>
<td>1,096</td>
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<tr>
<td></td>
<td>2,120</td>
<td>1,074</td>
<td>1,046</td>
</tr>
<tr>
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<td>349</td>
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<tr>
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<td>1,836</td>
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<tr>
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<td>4,140</td>
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<td>2,074</td>
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<td>5,023</td>
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<td>5,059</td>
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<tr>
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<td>2,113</td>
<td>1,066</td>
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<td></td>
<td>22,476</td>
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<td>11,129</td>
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<td>590</td>
<td>287</td>
<td>303</td>
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<td></td>
<td>583</td>
<td>296</td>
<td>287</td>
</tr>
<tr>
<td></td>
<td>54</td>
<td>26</td>
<td>28</td>
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<td></td>
<td>1,227</td>
<td>609</td>
<td>618</td>
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<td>5,326</td>
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<tr>
<td></td>
<td>10,708</td>
<td>5,362</td>
<td>5,346</td>
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<tr>
<td></td>
<td>2,167</td>
<td>1,092</td>
<td>1,075</td>
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<tr>
<td></td>
<td>23,703</td>
<td>11,956</td>
<td>11,747</td>
</tr>
</tbody>
</table>

1 ECCEA: Early Childhood Care and Education Authority (Ex Pre-School Trust Fund-PSTF)
2 Private: Includes pupils from schools of Municipal/Village Council, NGO and Roman Catholic/Hindu Education Authority
### Table 2.5 - Pre-primary enrolment and Gross Enrolment Ratio\(^1\) (3-4 years) by sex, 2006 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Republic of Mauritius</th>
<th>Island of Mauritius</th>
<th>Island of Rodrigues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolment</td>
<td>Gross Enrolment Ratio</td>
<td>Enrolment</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>2006</td>
<td>37,129</td>
<td>18,730</td>
<td>18,399</td>
</tr>
<tr>
<td>2007</td>
<td>36,467</td>
<td>18,362</td>
<td>18,105</td>
</tr>
<tr>
<td>2008</td>
<td>36,242</td>
<td>18,263</td>
<td>17,979</td>
</tr>
<tr>
<td>2009</td>
<td>35,974</td>
<td>18,097</td>
<td>17,877</td>
</tr>
<tr>
<td>2010</td>
<td>35,139</td>
<td>17,991</td>
<td>17,148</td>
</tr>
<tr>
<td>2011</td>
<td>33,901</td>
<td>17,282</td>
<td>16,619</td>
</tr>
<tr>
<td>2012</td>
<td>33,518</td>
<td>16,960</td>
<td>16,558</td>
</tr>
<tr>
<td>2013</td>
<td>31,419</td>
<td>15,902</td>
<td>15,517</td>
</tr>
<tr>
<td>2014</td>
<td>30,142</td>
<td>15,155</td>
<td>14,987</td>
</tr>
<tr>
<td>2015</td>
<td>29,832</td>
<td>15,013</td>
<td>14,819</td>
</tr>
</tbody>
</table>

\(^1\) Based on the UNESCO definition of Gross Enrolment Ratio, i.e, total enrolment in a specific level of education, regardless of age expressed as a percentage of the population aged 3 and 4.

T: Total  M: Male  F: Female
Based on the UNESCO definition of Gross Enrolment Ratio, i.e., total enrolment in a specific level of education, regardless of age expressed as a percentage of the population aged 3 and 4.
Table 2.6 - Pre-primary enrolment and Gross Enrolment Ratio\(^1\) (4-5 years) by sex, 2006 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Republic of Mauritius</th>
<th>Island of Mauritius</th>
<th>Island of Rodrigues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>2006</td>
<td>37,129</td>
<td>18,730</td>
<td>18,399</td>
</tr>
<tr>
<td>2007</td>
<td>36,467</td>
<td>18,362</td>
<td>18,105</td>
</tr>
<tr>
<td>2008</td>
<td>36,242</td>
<td>18,263</td>
<td>17,979</td>
</tr>
<tr>
<td>2009</td>
<td>35,974</td>
<td>18,097</td>
<td>17,877</td>
</tr>
<tr>
<td>2010</td>
<td>35,139</td>
<td>17,991</td>
<td>17,148</td>
</tr>
<tr>
<td>2011</td>
<td>33,901</td>
<td>17,282</td>
<td>16,619</td>
</tr>
<tr>
<td>2012</td>
<td>33,518</td>
<td>16,960</td>
<td>16,558</td>
</tr>
<tr>
<td>2013</td>
<td>31,419</td>
<td>15,902</td>
<td>15,517</td>
</tr>
<tr>
<td>2014</td>
<td>30,142</td>
<td>15,155</td>
<td>14,987</td>
</tr>
<tr>
<td>2015</td>
<td>29,832</td>
<td>15,013</td>
<td>14,819</td>
</tr>
</tbody>
</table>

\(^1\) Based on the national definition of Gross Enrolment Ratio i.e number of students enrolled per 100 population aged 4 and 5

T: Total      M: Male      F: Female
Based on the national definition of Gross Enrolment Ratio i.e number of students enrolled per 100 population aged 4 and 5
## Table 2.7 - Net Enrolment Ratio (NER) in pre-primary schools, 2010-2015

### Republic of Mauritius

<table>
<thead>
<tr>
<th>Year</th>
<th>Age</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>3 &amp; 4 $^1$</th>
<th>4 &amp; 5 $^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3 &amp; 4</td>
<td>90.5</td>
<td>90.5</td>
<td>98.0</td>
<td>90.5</td>
<td>94.3</td>
</tr>
<tr>
<td>2011</td>
<td>3 &amp; 4</td>
<td>97.5</td>
<td>91.7</td>
<td>99.0</td>
<td>94.5</td>
<td>95.4</td>
</tr>
<tr>
<td>2012</td>
<td>3 &amp; 4</td>
<td>98.5</td>
<td>97.1</td>
<td>82.9</td>
<td>97.8</td>
<td>89.9</td>
</tr>
<tr>
<td>2013</td>
<td>3 &amp; 4</td>
<td>95.3</td>
<td>96.8</td>
<td>93.7</td>
<td>96.1</td>
<td>95.2</td>
</tr>
<tr>
<td>2014</td>
<td>3 &amp; 4</td>
<td>96.1</td>
<td>92.3</td>
<td>95.0</td>
<td>94.1</td>
<td>93.7</td>
</tr>
<tr>
<td>2015</td>
<td>3 &amp; 4</td>
<td>93.6</td>
<td>94.8</td>
<td>94.6</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>

### Island of Mauritius

<table>
<thead>
<tr>
<th>Year</th>
<th>Age</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>3 &amp; 4 $^1$</th>
<th>4 &amp; 5 $^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3 &amp; 4</td>
<td>91.0</td>
<td>90.1</td>
<td>97.4</td>
<td>90.5</td>
<td>93.8</td>
</tr>
<tr>
<td>2011</td>
<td>3 &amp; 4</td>
<td>98.0</td>
<td>91.7</td>
<td>98.9</td>
<td>94.8</td>
<td>95.4</td>
</tr>
<tr>
<td>2012</td>
<td>3 &amp; 4</td>
<td>98.6</td>
<td>96.8</td>
<td>83.6</td>
<td>97.7</td>
<td>90.1</td>
</tr>
<tr>
<td>2013</td>
<td>3 &amp; 4</td>
<td>95.6</td>
<td>96.4</td>
<td>94.4</td>
<td>96.0</td>
<td>95.4</td>
</tr>
<tr>
<td>2014</td>
<td>3 &amp; 4</td>
<td>96.0</td>
<td>92.3</td>
<td>95.7</td>
<td>94.1</td>
<td>94.0</td>
</tr>
<tr>
<td>2015</td>
<td>3 &amp; 4</td>
<td>93.5</td>
<td>94.0</td>
<td>95.5</td>
<td>93.8</td>
<td>94.8</td>
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</table>

### Island of Rodrigues

<table>
<thead>
<tr>
<th>Year</th>
<th>Age</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>3 &amp; 4 $^1$</th>
<th>4 &amp; 5 $^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3 &amp; 4</td>
<td>80.4</td>
<td>98.8</td>
<td>111.5</td>
<td>89.7</td>
<td>105.2</td>
</tr>
<tr>
<td>2011</td>
<td>3 &amp; 4</td>
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<td>91.3</td>
<td>101.9</td>
<td>88.9</td>
<td>96.5</td>
</tr>
<tr>
<td>2012</td>
<td>3 &amp; 4</td>
<td>96.7</td>
<td>102.8</td>
<td>69.5</td>
<td>99.9</td>
<td>85.9</td>
</tr>
<tr>
<td>2013</td>
<td>3 &amp; 4</td>
<td>89.0</td>
<td>104.6</td>
<td>80.3</td>
<td>96.7</td>
<td>91.8</td>
</tr>
<tr>
<td>2014</td>
<td>3 &amp; 4</td>
<td>98.6</td>
<td>91.2</td>
<td>81.2</td>
<td>94.6</td>
<td>86.3</td>
</tr>
<tr>
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<td>3 &amp; 4</td>
<td>95.1</td>
<td>110.6</td>
<td>77.3</td>
<td>102.2</td>
<td>92.4</td>
</tr>
</tbody>
</table>

$^1$ Based on the UNESCO definition of Net Enrolment Ratio i.e number of pupils enrolled aged 3 and 4 expressed as a percentage of the corresponding population

$^2$ Based on the national definition of Net Enrolment Ratio i.e number of pupils enrolled aged 4 and 5 expressed as a percentage of the corresponding population
Table 2.8- Distribution of pre-primary schools by zone and ownership of building, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>Ownership of building</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Government</td>
<td>MVC(^1)</td>
<td>Privately owned</td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>306</td>
<td>64</td>
<td>18</td>
<td>224</td>
<td></td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>234</td>
<td>54</td>
<td>10</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>210</td>
<td>40</td>
<td>10</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>156</td>
<td>27</td>
<td>13</td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>906</td>
<td>185</td>
<td>51</td>
<td>670</td>
<td></td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>33</td>
<td>3</td>
<td>-</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>939</td>
<td>188</td>
<td>51</td>
<td>700</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\)MVC : Municipal/Village Council

Table 2.9 - Distribution of pre-primary schools by zone and availability of equipment, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>No. of schools</th>
<th>Equipment available (number)</th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
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<td></td>
<td>Radio</td>
<td>T.V Set</td>
<td>VCR/DVD</td>
<td>Computer</td>
<td></td>
</tr>
<tr>
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<td>306</td>
<td>363</td>
<td>193</td>
<td>254</td>
<td>340</td>
<td></td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>234</td>
<td>268</td>
<td>165</td>
<td>230</td>
<td>223</td>
<td></td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>210</td>
<td>225</td>
<td>151</td>
<td>209</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>156</td>
<td>186</td>
<td>145</td>
<td>172</td>
<td>220</td>
<td></td>
</tr>
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<td>865</td>
<td>947</td>
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<td>30</td>
<td>23</td>
<td>18</td>
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<td>684</td>
<td>888</td>
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</table>
Table 2.10 - Distribution of pre-primary schools by zone and use of building, 2015

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<th>Use of building</th>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
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<td>Total</td>
<td>Pre-Primary only</td>
<td>Partly Residential</td>
<td>School and Other Purposes</td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>306</td>
<td>187</td>
<td>29</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>234</td>
<td>96</td>
<td>33</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>210</td>
<td>111</td>
<td>18</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
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<td>55</td>
<td>18</td>
<td>83</td>
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</tr>
<tr>
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<td>7</td>
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Table 2.11 - Distribution of pre-primary schools by zone and type of services offered, 2015

<table>
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<th>Zone</th>
<th>Type of services offered</th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>School/Creche</td>
<td>Other</td>
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</tr>
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<td>256</td>
<td>46</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>234</td>
<td>184</td>
<td>47</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>210</td>
<td>174</td>
<td>33</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>156</td>
<td>110</td>
<td>41</td>
<td>5</td>
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</tr>
<tr>
<td>Island of Mauritius</td>
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<td>167</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>33</td>
<td>33</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
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<td>939</td>
<td>757</td>
<td>167</td>
<td>15</td>
<td></td>
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</table>
Table 2.12 - Distribution of pre-primary schools by zone and availability of facilities, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>No. of schools</th>
<th>No. of classrooms</th>
<th>Facilities available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Library/Reading Corner</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>306</td>
<td>806</td>
<td>306</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>234</td>
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<tr>
<td>3 - Curepipe / South</td>
<td>210</td>
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<td>210</td>
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<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
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Table 2.13 - Personnel in pre-primary schools by zone and occupational status, 2015

<table>
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<tr>
<th>Zone</th>
<th>Personnel</th>
<th>Non - teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrative</td>
</tr>
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<td>2 - B.Bassin-R.Hill / East</td>
<td>794</td>
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<tr>
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<td>638</td>
<td>471</td>
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<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
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### Table 2.14 - Non-teaching staff in pre-primary schools by zone and occupational status, 2015

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<th>Zone</th>
<th>Total</th>
<th>Manager/Director</th>
<th>Clerk/Secretary</th>
<th>Helper</th>
<th>Maid/Cleaner</th>
<th>Gardener/Labourer</th>
<th>Cook</th>
<th>Messenger/Driver</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Port Louis / North</td>
<td>382</td>
<td>41</td>
<td>32</td>
<td>89</td>
<td>84</td>
<td>5</td>
<td>17</td>
<td>104</td>
<td>10</td>
</tr>
<tr>
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<td>221</td>
<td>29</td>
<td>11</td>
<td>48</td>
<td>92</td>
<td>3</td>
<td>1</td>
<td>37</td>
<td>-</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
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<td>16</td>
<td>9</td>
<td>49</td>
<td>50</td>
<td>-</td>
<td>3</td>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>239</td>
<td>34</td>
<td>28</td>
<td>28</td>
<td>93</td>
<td>6</td>
<td>12</td>
<td>33</td>
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<tr>
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<td>120</td>
<td>80</td>
<td>214</td>
<td>319</td>
<td>14</td>
<td>33</td>
<td>211</td>
<td>18</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>7</td>
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<td>-</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>1,016</td>
<td>120</td>
<td>80</td>
<td>216</td>
<td>321</td>
<td>14</td>
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<td>213</td>
<td>18</td>
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</table>

<table>
<thead>
<tr>
<th>Zone</th>
<th>Total</th>
<th>Manager/Director</th>
<th>Clerk/Secretary</th>
<th>Helper</th>
<th>Maid/Cleaner</th>
<th>Gardener/Labourer</th>
<th>Cook</th>
<th>Messenger/Driver</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>1 - Port Louis / North</td>
<td>382</td>
<td>41</td>
<td>32</td>
<td>89</td>
<td>84</td>
<td>5</td>
<td>17</td>
<td>104</td>
<td>10</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
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<td>29</td>
<td>11</td>
<td>48</td>
<td>92</td>
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<td>1</td>
<td>37</td>
<td>-</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>167</td>
<td>16</td>
<td>9</td>
<td>49</td>
<td>50</td>
<td>-</td>
<td>3</td>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>239</td>
<td>34</td>
<td>28</td>
<td>28</td>
<td>93</td>
<td>6</td>
<td>12</td>
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<tr>
<td>Island of Mauritius</td>
<td>1,009</td>
<td>120</td>
<td>80</td>
<td>214</td>
<td>319</td>
<td>14</td>
<td>33</td>
<td>211</td>
<td>18</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>7</td>
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<td>-</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>1,016</td>
<td>120</td>
<td>80</td>
<td>216</td>
<td>321</td>
<td>14</td>
<td>34</td>
<td>213</td>
<td>18</td>
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### Table 2.15 - Teaching staff in pre-primary schools by administration and age group - Republic of Mauritius, 2015

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<tr>
<th>Administration</th>
<th>Age (Years)</th>
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<tr>
<td></td>
<td>under 25</td>
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<tr>
<td>Total</td>
<td>Total</td>
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<tr>
<td>ECCEA</td>
<td>405</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>24</td>
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<tr>
<td>Municipal/District council</td>
<td>138</td>
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<tr>
<td>NGO</td>
<td>175</td>
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<tr>
<td>Private Individual</td>
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Table 2.16- Teaching staff in pre-primary schools by type of administration and level of qualification -
Republic of Mauritius, 2015

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Type of administration</th>
<th>Total</th>
<th>ECCEA</th>
<th>RC/ HA</th>
<th>Municipal/ V. Council</th>
<th>Private&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below SC</td>
<td></td>
<td>541</td>
<td>47</td>
<td>10</td>
<td>11</td>
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<tr>
<td>Passed SC</td>
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<td>13</td>
<td>106</td>
<td>1,048</td>
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<tr>
<td>Followed but not passed HSC</td>
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<td>Passed HSC or Higher</td>
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<td>193</td>
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<tr>
<td><strong>Total</strong></td>
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<td>2,284</td>
<td>405</td>
<td>24</td>
<td>138</td>
<td>1,717</td>
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<tr>
<td><strong>Professional</strong></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<td>327</td>
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<td>3</td>
<td>32</td>
<td>90</td>
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<td>194</td>
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<tr>
<td>Certificate of Proficiency in Early Childhood Education</td>
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<td>1</td>
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<td>1</td>
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<td>142</td>
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<tr>
<td>Playgroup</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>212</td>
<td>10</td>
<td>1</td>
<td>4</td>
<td>197</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>2,284</td>
<td>405</td>
<td>24</td>
<td>138</td>
<td>1,717</td>
</tr>
</tbody>
</table>

<sup>1</sup> Private : Includes Non Government Organisation (NGO)
<sup>2</sup> ECCD : Early Childhood Care and Development
<sup>3</sup> OMEP: Organisation Mondiale pour Education Pré-scolaire
PRIMARY

EDUCATION
Table 3.1 - Primary Education\(^1\) - Number of schools, pupils, personnel and pupil/teacher ratio, 2011 - 2015

<table>
<thead>
<tr>
<th>Period</th>
<th>Total number of schools</th>
<th>Government</th>
<th>Aided</th>
<th>Non - Aided</th>
<th>Total</th>
<th>Pupil/Teacher Ratio(^2)</th>
<th>Personnel</th>
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<td>Total Teachers</td>
<td>General Purpose</td>
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<td></td>
<td></td>
<td></td>
<td>Head Teacher/Deputy HT</td>
<td></td>
</tr>
<tr>
<td>A - Republic of Mauritius</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar-11</td>
<td>305</td>
<td>83,502</td>
<td>23,524</td>
<td>9,042</td>
<td>116,068</td>
<td>1,239</td>
<td>4,357</td>
</tr>
<tr>
<td>Mar-12</td>
<td>312</td>
<td>80,855</td>
<td>22,905</td>
<td>9,874</td>
<td>113,634</td>
<td>1,261</td>
<td>4,083</td>
</tr>
<tr>
<td>Mar-13</td>
<td>320</td>
<td>76,475</td>
<td>22,081</td>
<td>10,297</td>
<td>108,853</td>
<td>1,266</td>
<td>4,146</td>
</tr>
<tr>
<td>Mar-14</td>
<td>320</td>
<td>73,012</td>
<td>21,334</td>
<td>10,954</td>
<td>105,300</td>
<td>1,209</td>
<td>4,250</td>
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<tr>
<td>Mar-15</td>
<td>320</td>
<td>69,438</td>
<td>20,859</td>
<td>11,125</td>
<td>101,422</td>
<td>1,209</td>
<td>4,074</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>21,406</td>
<td>9,042</td>
<td>110,907</td>
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<td>4,142</td>
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<td>9,874</td>
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<td>73,359</td>
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<td>305</td>
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<td>96,365</td>
<td>1,163</td>
<td>3,854</td>
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<tr>
<td>C - Island of Rodrigues</td>
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<td></td>
<td></td>
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<td></td>
</tr>
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<td>Mar-11</td>
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<td>3,043</td>
<td>2,118</td>
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<td>5,161</td>
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<td>-</td>
<td>5,115</td>
<td>45</td>
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<td>5,057</td>
<td>46</td>
<td>220</td>
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</table>

\(^1\) Excludes Agalega.

\(^2\) Total number of pupils over total number of General Purpose Teachers
Table 3.2. - Distribution of primary schools by zone and type of administration, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>Total</th>
<th>Government</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>101</td>
<td>71</td>
<td>11</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>79</td>
<td>73</td>
<td>17</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>67</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>58</td>
<td>60</td>
<td>8</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>305</td>
<td>70</td>
<td>48</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>15</td>
<td>67</td>
<td>5</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>320</td>
<td>70</td>
<td>53</td>
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</table>

Table 3.3 - Distribution of primary schools by zone and ownership of building, 2015

<table>
<thead>
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<th>Zone</th>
<th>Total</th>
<th>Government</th>
<th>Religious organisation</th>
<th>Other Private</th>
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<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>101</td>
<td>72</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>79</td>
<td>58</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>67</td>
<td>48</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>58</td>
<td>35</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>305</td>
<td>213</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>320</td>
<td>223</td>
<td>53</td>
<td>53</td>
</tr>
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</table>
### Table 3.4 - Distribution of primary schools by zone and enrolment range, 2015

<table>
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<tr>
<th>Zone</th>
<th>Total</th>
<th>Under 200</th>
<th>200 and under 400</th>
<th>400 and under 600</th>
<th>600 and under 800</th>
<th>800 and under</th>
<th>1000 and under 1200</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Port Louis / North</td>
<td>101</td>
<td>35</td>
<td>39</td>
<td>12</td>
<td>11</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>79</td>
<td>37</td>
<td>23</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>67</td>
<td>26</td>
<td>23</td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>58</td>
<td>23</td>
<td>18</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
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### Table 3.5 - Enrolment in primary schools by zone, type of administration and sex, 2015

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<th>Private schools</th>
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Table 3.6 - Enrolment in primary schools by type of administration, sex, zone and grade, 2015

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Table 3.6 - Enrolment in primary schools by type of administration, sex, zone and grade, 2015 (cont’d)

**Government schools**

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Table 3.6 - Enrolment in primary schools by type of administration, sex, zone and grade, 2015(cont'd)

**Private schools**

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<th>Grade</th>
<th>Total</th>
<th>Grade</th>
<th>Total</th>
<th>Grade</th>
<th>Total</th>
<th>Grade</th>
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<td>I</td>
<td>II</td>
<td>III</td>
<td>IV</td>
<td>V</td>
<td>VI</td>
<td>(repeaters only)</td>
<td>All Grades</td>
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Table 3.7 - Enrolment in primary schools by grade and sex, 2013-2015

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Table 3.8 - Enrolment in primary schools by type of administration, grade and sex, 2013-2015
Republic of Mauritius

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Table 3.9 - Enrolment in primary schools by sex, age and grade, 2015

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**Age (in years)**

- 5: Age 5 years
- 6: Age 6 years
- 7: Age 7 years
- 8: Age 8 years
- 9: Age 9 years
- 10: Age 10 years
- 11: Age 11 years
- 12: Age 12 years
Table 3.10 - Enrolment in primary schools by sex, age and grade, 2015

**Island of Mauritius**

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<th>Age (in years)</th>
<th>Grade</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI (repeaters only)</th>
<th>Total</th>
</tr>
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Table 3.11 - Enrolment in primary schools by sex, age and grade, 2015

**Island of Rodrigues**

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<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI (repeaters only)</th>
<th>Total</th>
</tr>
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**Male**

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<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI (repeaters only)</th>
<th>Total</th>
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<td>397</td>
<td>416</td>
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**Female**

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<th>Grade</th>
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<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI (repeaters only)</th>
<th>Total</th>
</tr>
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<td>102</td>
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<td>390</td>
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<td>443</td>
<td>395</td>
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<td>454</td>
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<td>2,478</td>
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</table>
### Republic of Mauritius

#### Table 3.12 - Number and percentage of pupils studying Oriental language in primary schools by type of administration, language studied and grade, 2015

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<tr>
<th>Grade</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI (including repeaters)</th>
<th>Total</th>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total number of pupils</strong></td>
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<td>15,891</td>
<td>16,813</td>
<td>16,779</td>
<td>17,890</td>
<td>19,141</td>
<td>101,422</td>
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<tr>
<td><strong>Oriental language</strong></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
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<td>38.0</td>
<td>6,078</td>
<td>38.2</td>
<td>6,461</td>
<td>38.4</td>
<td>6,351</td>
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<td>1,239</td>
<td>7.8</td>
<td>1,367</td>
<td>8.1</td>
<td>1,425</td>
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<tr>
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<td>745</td>
<td>5.0</td>
<td>827</td>
<td>5.2</td>
<td>853</td>
<td>5.1</td>
<td>822</td>
</tr>
<tr>
<td>Telugu</td>
<td>220</td>
<td>1.5</td>
<td>212</td>
<td>1.3</td>
<td>246</td>
<td>1.5</td>
<td>272</td>
</tr>
<tr>
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<td>1.2</td>
<td>206</td>
<td>1.3</td>
<td>175</td>
<td>1.0</td>
<td>183</td>
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<tr>
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<td>1,079</td>
<td>7.2</td>
<td>1,094</td>
<td>6.9</td>
<td>1,212</td>
<td>7.2</td>
<td>1,140</td>
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<tr>
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<td>562</td>
<td>3.8</td>
<td>537</td>
<td>3.4</td>
<td>511</td>
<td>3.0</td>
<td>365</td>
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<tr>
<td>Kreol Morisien</td>
<td>3,020</td>
<td>20.3</td>
<td>3,276</td>
<td>20.6</td>
<td>3,319</td>
<td>19.7</td>
<td>3,033</td>
</tr>
<tr>
<td><strong>All Oriental languages</strong></td>
<td>12,631</td>
<td>84.7</td>
<td>13,469</td>
<td>84.8</td>
<td>14,144</td>
<td>84.1</td>
<td>13,591</td>
</tr>
</tbody>
</table>

| Government | | | | | | | |
| **Total number of pupils** | 9,898 | 10,573 | 11,367 | 11,492 | 12,473 | 13,635 | 69,438 |
| **Oriental language** | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Hindi | 4,483 | 45.3 | 4,868 | 46.0 | 5,331 | 46.9 | 5,264 | 45.8 | 5,727 | 45.9 | 5,923 | 43.4 | 31,596 | 45.5 |
| Urdu | 952 | 9.6 | 1,012 | 9.6 | 1,133 | 10.0 | 1,227 | 10.7 | 1,317 | 10.6 | 1,470 | 10.8 | 7,111 | 10.2 |
| Tamil | 559 | 5.6 | 614 | 5.8 | 639 | 5.6 | 654 | 5.7 | 709 | 5.7 | 775 | 5.7 | 3,950 | 5.7 |
| Telugu | 204 | 2.1 | 201 | 1.9 | 229 | 2.0 | 256 | 2.2 | 263 | 2.1 | 271 | 2.0 | 1,424 | 2.1 |
| Marathi | 138 | 1.4 | 158 | 1.5 | 147 | 1.3 | 146 | 1.3 | 173 | 1.4 | 166 | 1.2 | 928 | 1.3 |
| Arabic | 760 | 7.7 | 728 | 6.9 | 802 | 7.1 | 773 | 6.7 | 785 | 6.3 | 770 | 5.6 | 4,618 | 6.7 |
| Modern Chinese | 119 | 1.2 | 134 | 1.3 | 122 | 1.1 | 95 | 0.8 | 96 | 0.8 | 64 | 0.5 | 630 | 0.9 |
| Kreol Morisien | 1,834 | 18.5 | 1,932 | 18.3 | 2,097 | 18.3 | 1,910 | 16.6 | 27 | 0.2 | 20 | 0.1 | 7,802 | 11.2 |
| **All Oriental languages** | 9,049 | 91.4 | 9,647 | 91.2 | 10,482 | 92.2 | 10,325 | 89.8 | 9,097 | 72.9 | 9,459 | 69.4 | 58,059 | 83.6 |

| Private | | | | | | | |
| **Total number of pupils** | 5,010 | 5,318 | 5,446 | 5,287 | 5,417 | 5,506 | 31,984 |
| **Oriental language** | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Hindi | 1,188 | 23.7 | 1,210 | 22.8 | 1,130 | 20.7 | 1,087 | 20.6 | 999 | 18.4 | 869 | 15.8 | 6,483 | 20.3 |
| Urdu | 209 | 4.2 | 227 | 4.3 | 234 | 4.3 | 198 | 3.7 | 228 | 4.2 | 203 | 3.7 | 1,299 | 4.1 |
| Tamil | 186 | 3.7 | 213 | 4.0 | 214 | 3.9 | 168 | 3.2 | 173 | 3.2 | 180 | 3.3 | 1,134 | 3.5 |
| Telugu | 16 | 0.3 | 11 | 0.2 | 17 | 0.3 | 16 | 0.3 | 14 | 0.3 | 15 | 0.3 | 89 | 0.3 |
| Marathi | 35 | 0.7 | 48 | 0.9 | 28 | 0.5 | 37 | 0.7 | 31 | 0.6 | 34 | 0.6 | 213 | 0.7 |
| Arabic | 319 | 6.4 | 366 | 6.9 | 410 | 7.5 | 367 | 6.9 | 360 | 6.6 | 316 | 5.7 | 2,138 | 6.7 |
| Modern Chinese | 443 | 8.8 | 403 | 7.6 | 389 | 7.1 | 270 | 5.1 | 191 | 3.5 | 97 | 1.8 | 1,793 | 5.6 |
| Kreol Morisien | 1,186 | 23.7 | 1,344 | 25.3 | 1,240 | 22.8 | 1,123 | 21.2 | 19 | 0.4 | 19 | 0.3 | 4,931 | 15.4 |
| **All Oriental languages** | 3,582 | 71.5 | 3,822 | 71.9 | 3,662 | 67.2 | 3,266 | 61.8 | 2,015 | 37.2 | 1,733 | 31.5 | 18,080 | 56.5 |
Table 3.13 - Number of pupils by Oriental language studied, grade and zone, 2015

<table>
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<th>Urdu</th>
<th>Tamil</th>
<th>Telugu</th>
<th>Marathi</th>
<th>Arabic</th>
<th>Modern Chinese</th>
<th>Kreol Morisien</th>
</tr>
</thead>
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<td>I</td>
<td>II</td>
<td>III</td>
<td>IV</td>
<td>V</td>
<td>VI</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
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<td>2,004</td>
<td>2,143</td>
<td>2,042</td>
<td>2,150</td>
<td>2,222</td>
<td>12,345</td>
<td>459</td>
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<tr>
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<td>1,718</td>
<td>1,773</td>
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<td>1,962</td>
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<td>6,351</td>
<td>6,726</td>
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<td>Total</td>
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<td>260</td>
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<td>313</td>
<td>1,570</td>
<td>62</td>
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<tr>
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<td>255</td>
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<td>255</td>
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<td>177</td>
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<td>186</td>
<td>188</td>
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<td>174</td>
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<td>955</td>
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<td>346</td>
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<td>97</td>
<td>80</td>
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<td>81</td>
<td>96</td>
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<td>157</td>
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<tr>
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<td>173</td>
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<td>175</td>
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<td>1,079</td>
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<td>Total</td>
</tr>
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<td>4</td>
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<td>1,094</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>157</td>
<td>150</td>
<td>165</td>
<td>100</td>
<td>95</td>
<td>65</td>
<td>732</td>
<td>1,165</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>208</td>
<td>205</td>
<td>177</td>
<td>159</td>
<td>103</td>
<td>40</td>
<td>892</td>
<td>647</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>95</td>
<td>75</td>
<td>73</td>
<td>48</td>
<td>36</td>
<td>35</td>
<td>353</td>
<td>530</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas Phoenix / West</td>
<td>102</td>
<td>107</td>
<td>96</td>
<td>58</td>
<td>53</td>
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<td>134</td>
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<tr>
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<td>562</td>
<td>537</td>
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<td>365</td>
<td>287</td>
<td>161</td>
<td>2,423</td>
<td>2,886</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>134</td>
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<tr>
<td>Republic of Mauritius</td>
<td>562</td>
<td>537</td>
<td>511</td>
<td>365</td>
<td>287</td>
<td>161</td>
<td>2,423</td>
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1 Includes repeaters
<table>
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<th>Island of Rodrigues</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Enrolment</td>
<td>Gross Enrolment Ratio</td>
<td>Enrolment</td>
</tr>
<tr>
<td></td>
<td>Total Male Female</td>
<td>Total Male Female</td>
<td>Total Male Female</td>
</tr>
<tr>
<td>2005</td>
<td>123,562</td>
<td>62,729 60,833</td>
<td>103 103 103</td>
</tr>
<tr>
<td>2006</td>
<td>121,387</td>
<td>61,687 59,700</td>
<td>102 102 102</td>
</tr>
<tr>
<td>2007</td>
<td>119,310</td>
<td>60,641 58,669</td>
<td>101 101 101</td>
</tr>
<tr>
<td>2008</td>
<td>119,022</td>
<td>60,693 58,329</td>
<td>101 101 101</td>
</tr>
<tr>
<td>2009</td>
<td>117,922</td>
<td>59,948 57,974</td>
<td>101 101 101</td>
</tr>
<tr>
<td>2010</td>
<td>117,432</td>
<td>59,672 57,760</td>
<td>101 101 101</td>
</tr>
<tr>
<td>2011</td>
<td>116,068</td>
<td>58,935 57,133</td>
<td>101 101 102</td>
</tr>
<tr>
<td>2012</td>
<td>113,634</td>
<td>57,748 55,886</td>
<td>102 102 102</td>
</tr>
<tr>
<td>2013</td>
<td>108,853</td>
<td>55,022 53,831</td>
<td>100 100 101</td>
</tr>
<tr>
<td>2014</td>
<td>105,300</td>
<td>53,160 52,140</td>
<td>101 100 102</td>
</tr>
<tr>
<td>2015</td>
<td>101,422</td>
<td>51,287 50,135</td>
<td>97 97 98</td>
</tr>
</tbody>
</table>

1 Based on the UNESCO definition of Gross Enrolment Ratio, i.e., total enrolment in a specific level of education, regardless of age expressed as a percentage of the population aged 5 to 10 & revised according to the 2011 population census results.
Fig. 5 - Primary School Population, 2006 - 2015

Island of Rodrigues

Island of Mauritius

# Refer to Island of Rodrigues only
Based on the UNESCO definition of Gross Enrolment Ratio, i.e., total enrolment in a specific level of education, regardless of age expressed as a percentage of the population aged 5 to 10.
Table 3.15 - Primary enrolment and Gross Enrolment Ratio\(^1\) (6-11 years) by sex, 2005 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Republic of Mauritius</th>
<th></th>
<th>Island of Mauritius</th>
<th></th>
<th>Island of Rodrigues</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolment</td>
<td></td>
<td>Gross Enrolment Ratio</td>
<td>Enrolment</td>
<td></td>
<td>Gross Enrolment Ratio</td>
</tr>
<tr>
<td></td>
<td>T  M  F</td>
<td></td>
<td>T  M  F</td>
<td>T  M  F</td>
<td></td>
<td>T  M  F</td>
</tr>
<tr>
<td>2005</td>
<td>123,562 62,729 60,833</td>
<td>100</td>
<td>101 100</td>
<td>118,737 60,335 58,402</td>
<td>100</td>
<td>100 100</td>
</tr>
<tr>
<td>2006</td>
<td>121,387 61,687 59,700</td>
<td>99</td>
<td>100 99</td>
<td>116,513 59,229 57,284</td>
<td>99</td>
<td>99 99</td>
</tr>
<tr>
<td>2007</td>
<td>119,310 60,641 58,669</td>
<td>99</td>
<td>99 99</td>
<td>114,404 58,137 56,267</td>
<td>99</td>
<td>99 99</td>
</tr>
<tr>
<td>2008</td>
<td>119,022 60,693 58,329</td>
<td>100</td>
<td>101 99</td>
<td>114,007 58,128 55,879</td>
<td>100</td>
<td>100 99</td>
</tr>
<tr>
<td>2009</td>
<td>117,922 59,948 57,974</td>
<td>100</td>
<td>100 100</td>
<td>112,884 57,369 55,515</td>
<td>100</td>
<td>100 100</td>
</tr>
<tr>
<td>2010</td>
<td>117,432 59,672 57,760</td>
<td>101</td>
<td>101 101</td>
<td>112,309 57,068 55,241</td>
<td>100</td>
<td>101 100</td>
</tr>
<tr>
<td>2011</td>
<td>116,068 58,935 57,133</td>
<td>100</td>
<td>100 100</td>
<td>110,907 56,263 54,644</td>
<td>100</td>
<td>100 100</td>
</tr>
<tr>
<td>2014</td>
<td>105,300 53,160 52,140</td>
<td>97</td>
<td>97 98</td>
<td>100,221 50,601 49,620</td>
<td>97</td>
<td>96 98</td>
</tr>
<tr>
<td>2015</td>
<td>101,422 51,287 50,135</td>
<td>94</td>
<td>93 94</td>
<td>96,365 48,708 47,657</td>
<td>93</td>
<td>93 94</td>
</tr>
</tbody>
</table>

\(^1\) Based on the national definition of Gross Enrolment Ratio i.e number of students enrolled per 100 population aged 6 to 11 & revised according to the 2011 population census result

T : Total  M : Male  F : Female
Based on the national definition of Gross Enrolment Ratio i.e. number of students enrolled per 100 population aged 6 to 11.
Table 3.16 - Net Enrolment Ratio by sex in primary schools, 2009 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment (5-10 years)</th>
<th>Net Enrolment Ratio (5-10 years)</th>
<th>Enrolment (6-11 years)</th>
<th>Net Enrolment Ratio (6-11 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>2009</td>
<td>113,633</td>
<td>57,420</td>
<td>56,213</td>
<td>97</td>
</tr>
<tr>
<td>2010</td>
<td>113,115</td>
<td>57,030</td>
<td>56,085</td>
<td>98</td>
</tr>
<tr>
<td>2011</td>
<td>111,830</td>
<td>56,352</td>
<td>55,478</td>
<td>98</td>
</tr>
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<td>2012</td>
<td>105,594</td>
<td>53,327</td>
<td>52,267</td>
<td>95</td>
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<tr>
<td>2013</td>
<td>104,700</td>
<td>52,770</td>
<td>51,930</td>
<td>97</td>
</tr>
<tr>
<td>2014</td>
<td>102,417</td>
<td>51,624</td>
<td>50,793</td>
<td>98</td>
</tr>
<tr>
<td>2015</td>
<td>98,911</td>
<td>49,886</td>
<td>49,025</td>
<td>98</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment (5-10 years)</th>
<th>Net Enrolment Ratio (5-10 years)</th>
<th>Enrolment (6-11 years)</th>
<th>Net Enrolment Ratio (6-11 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>2010</td>
<td>108,160</td>
<td>54,542</td>
<td>53,618</td>
<td>97</td>
</tr>
<tr>
<td>2012</td>
<td>100,912</td>
<td>50,972</td>
<td>49,940</td>
<td>95</td>
</tr>
<tr>
<td>2013</td>
<td>100,023</td>
<td>50,425</td>
<td>49,598</td>
<td>97</td>
</tr>
<tr>
<td>2015</td>
<td>94,211</td>
<td>47,503</td>
<td>46,708</td>
<td>98</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment (5-10 years)</th>
<th>Net Enrolment Ratio (5-10 years)</th>
<th>Enrolment (6-11 years)</th>
<th>Net Enrolment Ratio (6-11 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>2009</td>
<td>4,804</td>
<td>2,425</td>
<td>2,379</td>
<td>98</td>
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<tr>
<td>2010</td>
<td>4,955</td>
<td>2,488</td>
<td>2,467</td>
<td>100</td>
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<tr>
<td>2011</td>
<td>4,900</td>
<td>2,512</td>
<td>2,388</td>
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<td>2012</td>
<td>4,682</td>
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<td>2,327</td>
<td>93</td>
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<td>2013</td>
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<td>2,345</td>
<td>2,332</td>
<td>93</td>
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<tr>
<td>2014</td>
<td>4,698</td>
<td>2,348</td>
<td>2,350</td>
<td>95</td>
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<tr>
<td>2015</td>
<td>4,700</td>
<td>2,383</td>
<td>2,317</td>
<td>98</td>
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1 Based on the UNESCO definition of Net Enrolment Ratio i.e number of pupils enrolled aged 5 to 10 expressed as a percentage of the corresponding population
2 Based on the national definition of Net Enrolment Ratio i.e number of pupils enrolled aged 6 and 11 expressed as a percentage of the corresponding population
Table 3.17 - Distribution of primary schools by zone, type of administration and availability of library and canteen, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>All schools</th>
<th>Government schools</th>
<th>Private schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total no. of schools</td>
<td>Library/Reading room</td>
<td>Canteen</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>101</td>
<td>77</td>
<td>143</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>79</td>
<td>61</td>
<td>101</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>67</td>
<td>48</td>
<td>102</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix /West</td>
<td>58</td>
<td>51</td>
<td>80</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>305</td>
<td>237</td>
<td>426</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>15</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>320</td>
<td>244</td>
<td>442</td>
</tr>
</tbody>
</table>

Table 3.18 - Distribution of rooms in primary schools by zone, type of administration and use, 2015

| Zone                                | All schools | Government schools | Private schools |
|                                     | Use of rooms | Use of rooms | Use of rooms |
|                                     | Total no. of rooms | Classroom | Office/Staff room | Computer room / IT center | Other purpose | Unutilised | Classroom | Office/Staff room | Computer room / IT center | Other purpose | Unutilised | Classroom | Office/Staff room | Computer room / IT center | Other purpose | Unutilised |
| 1 - Port Louis / North              | 2,310        | 1,510             | 243       | 137         | 337             | 83        | 1,612    | 1,085     | 154       | 80               | 236         | 57        | 698       | 425            | 89               | 57        | 101       | 26           |
| 2 - B.Bassin-R.Hill / East         | 1,736        | 1,126             | 198       | 92          | 284             | 36        | 1,232    | 809       | 123       | 65               | 202         | 33        | 504       | 317            | 75               | 27        | 82        | 3            |
| 3 - Curepipe / South               | 1,556        | 1,029             | 161       | 81          | 245             | 40        | 1,050    | 701       | 94        | 56               | 164         | 35        | 506       | 328            | 67               | 25        | 81        | 5            |
| 4 - Q.Bornes / Vacoas-Phoenix /West| 1,395        | 915               | 150       | 65          | 233             | 32        | 826      | 571       | 74        | 36               | 127         | 18        | 569       | 344            | 76               | 29        | 106       | 14           |
| Island of Mauritius                | 6,997        | 4,580             | 752       | 375         | 1,099           | 191       | 4,720    | 3,166     | 445       | 237              | 729         | 143       | 2,277     | 1,414           | 307              | 138       | 370       | 48           |
| Island of Rodrigues                | 316          | 222               | 28        | 15          | 43              | 8         | 192      | 132       | 20        | 11               | 23          | 6         | 124       | 90             | 8                | 4         | 20        | 2            |
| Republic of Mauritius              | 7,313        | 4,802             | 780       | 390         | 1,142           | 199       | 4,912    | 3,298     | 465       | 248              | 752         | 149       | 2,401     | 1,504           | 315              | 142       | 390       | 50           |

1 Library, audio-visual room, science room, store and other
### Table 3.19 - Number of sections in primary schools by type of administration, zone and grade, 2015

#### All Schools

<table>
<thead>
<tr>
<th>Zone</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI (repeaters only)</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>All Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>174</td>
<td>189</td>
<td>187</td>
<td>193</td>
<td>189</td>
<td>202</td>
<td>1,147</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>116</td>
<td>117</td>
<td>121</td>
<td>121</td>
<td>124</td>
<td>129</td>
<td>730</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>115</td>
<td>114</td>
<td>119</td>
<td>119</td>
<td>128</td>
<td>124</td>
<td>724</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>101</td>
<td>106</td>
<td>105</td>
<td>104</td>
<td>108</td>
<td>105</td>
<td>634</td>
</tr>
<tr>
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<td>506</td>
<td>526</td>
<td>532</td>
<td>537</td>
<td>549</td>
<td>560</td>
<td>3,235</td>
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<tr>
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<td>36</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>218</td>
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<td>Republic of Mauritius</td>
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<td>560</td>
<td>568</td>
<td>572</td>
<td>585</td>
<td>597</td>
<td>3,453</td>
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#### Government

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<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>117</td>
<td>125</td>
<td>123</td>
<td>129</td>
<td>128</td>
<td>143</td>
<td>773</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>78</td>
<td>78</td>
<td>82</td>
<td>83</td>
<td>85</td>
<td>89</td>
<td>497</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>74</td>
<td>74</td>
<td>79</td>
<td>80</td>
<td>86</td>
<td>83</td>
<td>478</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>59</td>
<td>65</td>
<td>68</td>
<td>67</td>
<td>72</td>
<td>72</td>
<td>407</td>
</tr>
<tr>
<td>Island of Mauritius</td>
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<td>352</td>
<td>359</td>
<td>371</td>
<td>387</td>
<td>2,155</td>
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<tr>
<td>Island of Rodrigues</td>
<td>21</td>
<td>20</td>
<td>21</td>
<td>20</td>
<td>22</td>
<td>22</td>
<td>132</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>349</td>
<td>362</td>
<td>373</td>
<td>379</td>
<td>393</td>
<td>409</td>
<td>2,287</td>
</tr>
</tbody>
</table>

#### Private

<table>
<thead>
<tr>
<th>Zone</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>57</td>
<td>64</td>
<td>64</td>
<td>64</td>
<td>61</td>
<td>59</td>
<td>374</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>38</td>
<td>39</td>
<td>39</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td>233</td>
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*Includes physical education instructors and Information & Communication Technology (ICT) teachers
Table 3.21 - Personnel in primary schools by type of administration, sex, zone and occupational status, 2015 (cont'd)

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**Male**

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**Female**

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<th>Deputy Head Teacher</th>
<th>Teacher - General Purpose*</th>
<th>Teacher - Oriental language</th>
<th>Total</th>
<th>Total</th>
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*Includes physical education instructors and Information & Communication Technology (ICT) teachers
## Table 3.21 - Personnel in primary schools by type of administration, sex, zone and occupational status, 2015 (cont'd)

### Private schools

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<tr>
<th>Zone</th>
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<th>Teacher - Oriental language</th>
<th>School clerk</th>
<th>Caretaker</th>
<th>Labourer</th>
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<td>43</td>
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**Male**

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<th>Teacher - Oriental language</th>
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**Female**

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*Includes physical education instructors and Information & Communication Technology (ICT) teachers
Table 3.22 - Teaching staff in primary schools by type of administration, sex, zone and age, 2015

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<th>Female</th>
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<td>Age (years)</td>
</tr>
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<td>30 - 34</td>
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<td>363</td>
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<td>171</td>
<td>197</td>
</tr>
<tr>
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**Male**

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<th>3 - Curepipe / South</th>
<th>4 - Q.Bornes / Vacoas-Phoenix / West</th>
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**Female**

<table>
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<th>3 - Curepipe / South</th>
<th>4 - Q.Bornes / Vacoas-Phoenix / West</th>
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Table 3.22 - Teaching staff in primary schools by type of administration, sex, zone and age, 2015 (cont’d)

Government schools

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<th>30 - 34</th>
<th>35 - 39</th>
<th>40 - 44</th>
<th>45 - 49</th>
<th>50 - 54</th>
<th>55 and over</th>
<th>Total</th>
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<td>67</td>
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<td>32</td>
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<td>28</td>
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<td>126</td>
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<td>40</td>
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<td>87</td>
<td>37</td>
<td>25</td>
<td>56</td>
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Table 3.22 - Teaching staff in primary schools by type of administration, sex, zone and age, 2015 (cont'd)

### Private schools

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<th>Zone</th>
<th>Under 25</th>
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<th>40 - 44</th>
<th>45 - 49</th>
<th>50 - 54</th>
<th>55 and over</th>
<th>Total</th>
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<td>84</td>
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#### Male

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<th>55 and over</th>
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<td>8</td>
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<td>9</td>
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</tr>
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Table 3.23 - General purpose Teachers* by type of school administration, sex, zone and highest educational level, 2015

### All schools

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*Includes physical education instructors and Information & Communication Technology (ICT) teachers"
Table 3.23 - General purpose Teachers* by type of administration, sex, zone and highest educational level, 2015 (cont'd)

**Government schools**

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*Includes physical education instructors and Information & Communication Technology (ICT) teachers*
### Table 3.23 - General purpose Teachers* by type of school administration, sex, zone and highest educational level, 2015 (cont'd)

#### Private schools

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<th>Diploma</th>
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*Includes physical education instructors and Information & Communication Technology (ICT) teachers
Table 3.24 - Teaching staff in primary schools by length of teaching experience, type of school administration and sex, 2015

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Source: Mauritius Examinations Syndicate

* introduced in 2013
Table 3.27 - Performance at Certificate of Primary Education (CPE) examination by sex and sitting (including Resit* Candidates), 2014

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<th>Island of Rodrigues</th>
<th>Republic of Mauritius</th>
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<td>Number Examined</td>
<td>Number Passed</td>
<td>% Passed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>including Resit*</td>
<td>Candidates</td>
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<td>School Candidates</td>
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<td>7,198</td>
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<td>869</td>
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<td>444</td>
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<td>14,451</td>
<td>73.1</td>
</tr>
<tr>
<td>Male</td>
<td>10,197</td>
<td>6,809</td>
<td>66.8</td>
</tr>
<tr>
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<td>7,642</td>
<td>79.8</td>
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Source: Mauritius Examinations Syndicate
* introduced in 2013
Table 3.28 - Certificate of Primary Education (CPE) examination results - Republic of Mauritius, 2005 - 2014

School candidates only

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<tr>
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<th>Number passed</th>
<th>% passed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Total Male Female</td>
<td>Total Male Female</td>
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<td>2005</td>
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<td>17,596 8,244 9,352</td>
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<td>16,987 8,028 8,959</td>
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<td>15,915 7,428 8,487</td>
<td>66.2 60.1 72.7</td>
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<td>23,664 12,299 11,365</td>
<td>15,957 7,633 8,324</td>
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<td>15,890 7,561 8,329</td>
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</tr>
<tr>
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<td>22,697 11,716 10,981</td>
<td>15,613 7,319 8,294</td>
<td>68.8 62.5 75.5</td>
</tr>
<tr>
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<td>16,762 8,016 8,746</td>
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<td>72.9 66.6 79.7</td>
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</tbody>
</table>

Source: Mauritius Examinations Syndicate

1 including resit introduced in 2013
Table 3.29 - Certificate of Primary Education (CPE) examination results - Island of Mauritius, 2005 - 2014
School candidates only

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<th>% passed</th>
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</thead>
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<td>Female</td>
</tr>
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<td>11,877</td>
<td>11,201</td>
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<td>22,662</td>
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<td>10,495</td>
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<td>2013</td>
<td>21,368</td>
<td>11,073</td>
<td>10,295</td>
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<td>2014</td>
<td>19,775</td>
<td>10,197</td>
<td>9,578</td>
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Source: Mauritius Examinations Syndicate

1 including resit introduced in 2013
### Table 3.30 - Certificate of Primary Education (CPE) examination results - Island of Rodrigues, 2005 - 2014

School candidates only

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Source: Mauritius Examinations Syndicate

1 including resit introduced in 2013
Fig. 8 - Certificate of Primary Education examination results, 2005-2014

(School candidates only)

Source: Mauritius Examinations Syndicate

* introduced in 2013

Including Resit *

Including Resit *

- 79 -
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<th>Number and % of candidates achieving grades</th>
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Source: Mauritius Examinations Syndicate
Table 3.32 - Certificate of Primary Education (CPE) examination results by subject (After Resit Examinations) - Republic of Mauritius, 2009 - 2014

School Candidates

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<td>77.9</td>
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<td>76.3</td>
<td>22,689</td>
<td>78.6</td>
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<td>20,703</td>
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<td>76.3</td>
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<td>930</td>
<td>73.8</td>
<td>894</td>
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<td>81.0</td>
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<td>334</td>
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<td>305</td>
<td>85.6</td>
</tr>
<tr>
<td>Marathi</td>
<td>251</td>
<td>70.1</td>
<td>302</td>
<td>75.2</td>
<td>271</td>
<td>71.2</td>
<td>263</td>
<td>71.1</td>
<td>248</td>
<td>70.6</td>
<td>214</td>
<td>67.8</td>
</tr>
<tr>
<td>M.Chinese</td>
<td>118</td>
<td>68.6</td>
<td>132</td>
<td>73.5</td>
<td>125</td>
<td>74.4</td>
<td>132</td>
<td>75.8</td>
<td>110</td>
<td>74.5</td>
<td>129</td>
<td>80.6</td>
</tr>
<tr>
<td>Arabic</td>
<td>1,157</td>
<td>72.3</td>
<td>1,178</td>
<td>71.1</td>
<td>1,200</td>
<td>71.1</td>
<td>1,198</td>
<td>69.7</td>
<td>1,055</td>
<td>71.8</td>
<td>1,050</td>
<td>69.5</td>
</tr>
</tbody>
</table>

Source: Mauritius Examinations Syndicate
SECONDARY
EDUCATION
Table 4.1 - Secondary Education\textsuperscript{1} (General Stream) - Number of schools, pupils, personnel and pupil/teacher ratio, 2011 - 2015

<table>
<thead>
<tr>
<th>Period</th>
<th>Total number of schools</th>
<th>Pupils</th>
<th>Personnel</th>
<th>Pupil/Teacher ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Government</td>
<td>Aided</td>
<td>Non-Aided</td>
</tr>
<tr>
<td>A - Republic of Mauritius</td>
<td>Mar-11</td>
<td>180</td>
<td>49,705</td>
<td>59,147</td>
</tr>
<tr>
<td></td>
<td>Mar-12</td>
<td>178</td>
<td>49,867</td>
<td>59,311</td>
</tr>
<tr>
<td></td>
<td>Mar-13</td>
<td>176</td>
<td>49,618</td>
<td>57,618</td>
</tr>
<tr>
<td></td>
<td>Mar-14</td>
<td>176</td>
<td>49,296</td>
<td>58,850</td>
</tr>
<tr>
<td></td>
<td>Mar-15</td>
<td>177</td>
<td>49,607</td>
<td>57,166</td>
</tr>
<tr>
<td>B - Island of Mauritius</td>
<td>Mar-11</td>
<td>175</td>
<td>49,705</td>
<td>55,611</td>
</tr>
<tr>
<td></td>
<td>Mar-12</td>
<td>172</td>
<td>49,867</td>
<td>55,387</td>
</tr>
<tr>
<td></td>
<td>Mar-13</td>
<td>170</td>
<td>49,618</td>
<td>53,614</td>
</tr>
<tr>
<td></td>
<td>Mar-14</td>
<td>170</td>
<td>49,296</td>
<td>54,775</td>
</tr>
<tr>
<td></td>
<td>Mar-15</td>
<td>170</td>
<td>49,607</td>
<td>52,848</td>
</tr>
<tr>
<td>C - Island of Rodrigues</td>
<td>Mar-11</td>
<td>5</td>
<td>-</td>
<td>3,536</td>
</tr>
<tr>
<td></td>
<td>Mar-12</td>
<td>6</td>
<td>-</td>
<td>3,924</td>
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<tr>
<td></td>
<td>Mar-13</td>
<td>6</td>
<td>-</td>
<td>4,004</td>
</tr>
<tr>
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<td>Mar-14</td>
<td>6</td>
<td>-</td>
<td>4,075</td>
</tr>
<tr>
<td></td>
<td>Mar-15</td>
<td>7</td>
<td>-</td>
<td>4,318</td>
</tr>
</tbody>
</table>

\textsuperscript{1} Excludes Agalega.
Table 4.2 - Distribution of secondary schools (general stream) by zone and type of administration, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>All Schools</th>
<th>State</th>
<th>Private</th>
<th>State</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>57</td>
<td>23</td>
<td>40</td>
<td>27</td>
<td>47</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>42</td>
<td>17</td>
<td>40</td>
<td>19</td>
<td>45</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>39</td>
<td>13</td>
<td>33</td>
<td>19</td>
<td>49</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>32</td>
<td>15</td>
<td>47</td>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>170</td>
<td>68</td>
<td>40</td>
<td>79</td>
<td>46</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>177</td>
<td>68</td>
<td>38</td>
<td>86</td>
<td>49</td>
</tr>
</tbody>
</table>

1 59 of these schools offer general education only and 118 both general and pre-vocational education
2 Includes Mahatma Gandhi Institute, Rabindranath Tagore Secondary School and 4 Mahatma Gandhi State Schools
3 Includes Mauritius Educational Development Company (MEDCO) / Rodrigues Educational Development Company (REDCO)

Table 4.3 - Distribution of secondary schools (general stream) by zone and enrolment range, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>Enrolment range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>under 200</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>7</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>4</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>4</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>3</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>18</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>-</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>18</td>
</tr>
</tbody>
</table>
Table 4.4 - Enrolment in secondary schools (general stream) by type of administration, sex, zone and grade, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>Grade</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>4,953</td>
<td>5,791</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>4,055</td>
<td>4,500</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>3,632</td>
<td>4,167</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>2,659</td>
<td>2,923</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>15,299</td>
<td>17,381</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>679</td>
<td>850</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>15,978</td>
<td>18,231</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>2,408</td>
<td>2,792</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>1,926</td>
<td>2,150</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>1,826</td>
<td>2,097</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>1,172</td>
<td>1,418</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>7,332</td>
<td>8,457</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>323</td>
<td>423</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>7,655</td>
<td>8,880</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>2,545</td>
<td>2,999</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>2,129</td>
<td>2,350</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>1,806</td>
<td>2,070</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>1,487</td>
<td>1,505</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>7,967</td>
<td>8,924</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>356</td>
<td>427</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>8,323</td>
<td>9,351</td>
</tr>
</tbody>
</table>
Table 4.4 - Enrolment in secondary schools (general stream) by type of administration, sex, zone and grade, 2015 (cont'd)

**State schools**

<table>
<thead>
<tr>
<th>Zone</th>
<th>Grade</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>2,561</td>
<td>2,605</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>1,872</td>
<td>1,888</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>1,273</td>
<td>1,308</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>1,432</td>
<td>1,456</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>7,138</td>
<td>7,257</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>7,138</td>
<td>7,257</td>
</tr>
</tbody>
</table>

**Male**

<table>
<thead>
<tr>
<th>Zone</th>
<th>Grade</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>1,343</td>
<td>1,361</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>773</td>
<td>740</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>685</td>
<td>745</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>562</td>
<td>583</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>3,363</td>
<td>3,429</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>3,363</td>
<td>3,429</td>
</tr>
</tbody>
</table>

**Female**

<table>
<thead>
<tr>
<th>Zone</th>
<th>Grade</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>1,218</td>
<td>1,244</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>1,099</td>
<td>1,148</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>588</td>
<td>563</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>870</td>
<td>873</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>3,775</td>
<td>3,828</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>3,775</td>
<td>3,828</td>
</tr>
</tbody>
</table>

1 Includes pupils attending Mahatma Gandhi Institute / R.Tagore and Mahatma Gandhi Secondary Schools
<table>
<thead>
<tr>
<th>Zone</th>
<th>Grade</th>
<th>Lower</th>
<th>Upper</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>IV</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>2,392</td>
<td>3,186</td>
<td>2,622</td>
<td>3,141</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>2,183</td>
<td>2,612</td>
<td>2,692</td>
<td>2,950</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>2,359</td>
<td>2,859</td>
<td>2,712</td>
<td>3,119</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>1,227</td>
<td>1,467</td>
<td>1,475</td>
<td>1,447</td>
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<td>10,124</td>
<td>9,501</td>
<td>10,657</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>679</td>
<td>850</td>
<td>781</td>
<td>760</td>
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<tr>
<td>Republic of Mauritius</td>
<td>8,840</td>
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<td>10,282</td>
<td>11,417</td>
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</table>

**Male**

<table>
<thead>
<tr>
<th>Zone</th>
<th>Grade</th>
<th>Lower</th>
<th>Upper</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>IV</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>1,065</td>
<td>1,431</td>
<td>1,105</td>
<td>1,478</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>1,153</td>
<td>1,410</td>
<td>1,476</td>
<td>1,659</td>
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<tr>
<td>3 - Curepipe / South</td>
<td>1,141</td>
<td>1,352</td>
<td>1,261</td>
<td>1,461</td>
</tr>
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<td>610</td>
<td>835</td>
<td>811</td>
<td>743</td>
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<td>3,969</td>
<td>5,028</td>
<td>4,653</td>
<td>5,341</td>
</tr>
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<td>423</td>
<td>386</td>
<td>349</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>4,292</td>
<td>5,451</td>
<td>5,039</td>
<td>5,690</td>
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</tbody>
</table>

**Female**

<table>
<thead>
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<th>Zone</th>
<th>Grade</th>
<th>Lower</th>
<th>Upper</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>IV</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>1,327</td>
<td>1,755</td>
<td>1,517</td>
<td>1,663</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>1,030</td>
<td>1,202</td>
<td>1,216</td>
<td>1,291</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>1,218</td>
<td>1,507</td>
<td>1,451</td>
<td>1,658</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>617</td>
<td>632</td>
<td>664</td>
<td>704</td>
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<td>5,096</td>
<td>4,848</td>
<td>5,316</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
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<td>427</td>
<td>395</td>
<td>411</td>
</tr>
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<td>4,548</td>
<td>5,523</td>
<td>5,243</td>
<td>5,727</td>
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</tbody>
</table>

1 Includes pupils attending MEDCO / REDCO and Fee paying schools
<table>
<thead>
<tr>
<th>Grade</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>16,687</td>
<td>8,017</td>
<td>8,670</td>
</tr>
<tr>
<td>II</td>
<td>17,273</td>
<td>8,336</td>
<td>8,937</td>
</tr>
<tr>
<td>III</td>
<td>17,178</td>
<td>8,486</td>
<td>8,692</td>
</tr>
<tr>
<td>IV</td>
<td>18,562</td>
<td>9,107</td>
<td>9,455</td>
</tr>
<tr>
<td>V</td>
<td>19,740</td>
<td>9,628</td>
<td>10,112</td>
</tr>
<tr>
<td>Lower VI</td>
<td>12,151</td>
<td>5,401</td>
<td>6,750</td>
</tr>
<tr>
<td>Upper VI</td>
<td>12,281</td>
<td>5,416</td>
<td>6,865</td>
</tr>
<tr>
<td>Total</td>
<td>113,872</td>
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<td>59,481</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>16,027</td>
<td>7,709</td>
<td>8,318</td>
</tr>
<tr>
<td>II</td>
<td>16,555</td>
<td>8,000</td>
<td>8,555</td>
</tr>
<tr>
<td>III</td>
<td>16,468</td>
<td>8,125</td>
<td>8,343</td>
</tr>
<tr>
<td>IV</td>
<td>17,921</td>
<td>8,805</td>
<td>9,116</td>
</tr>
<tr>
<td>V</td>
<td>19,067</td>
<td>9,350</td>
<td>9,717</td>
</tr>
<tr>
<td>Lower VI</td>
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Table 4.7 - Enrolment in secondary schools (general stream) by sex, age and grade, 2015

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Table 4.8 - Enrolment in secondary schools (general stream) by sex, age and grade, 2015

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Table 4.9 - Enrolment in secondary schools (general stream) by sex, age and grade, 2015

**Island of Rodrigues**

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Table 4.10 - Number of repeaters in secondary schools (general stream) by type of administration, sex, zone and grade, 2015

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### Table 4.10 - Number of repeaters in secondary schools (general stream) by type of administration, sex, zone and grade, 2015 (cont'd)

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Table 4.10 - Number of repeaters in secondary schools (general stream) by type of administration, sex, zone and grade, 2015 (cont'd)

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<tr>
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<td>372</td>
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<tr>
<td>Telugu</td>
<td>146</td>
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<td>137</td>
<td>1.9</td>
<td>136</td>
<td>1.9</td>
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<tr>
<td>Arabic</td>
<td>476</td>
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<td>480</td>
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<td>473</td>
<td>6.5</td>
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<td>1.5</td>
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<tr>
<td>Marathi</td>
<td>115</td>
<td>1.7</td>
<td>113</td>
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<td>136</td>
<td>1.9</td>
<td>42</td>
<td>0.6</td>
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<tr>
<td>Modern Chinese</td>
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<td>106</td>
<td>1.5</td>
<td>79</td>
<td>1.1</td>
<td>18</td>
<td>0.2</td>
</tr>
<tr>
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<td>5,351</td>
<td>73.7</td>
<td>5,051</td>
<td>69.1</td>
<td>1,794</td>
<td>23.4</td>
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</table>

#### Private

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<tr>
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<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>Lower VI</th>
<th>Upper VI</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Principal</td>
<td>Subsidiary</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
<tr>
<td>Hindi</td>
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<td>21.7</td>
<td>1,757</td>
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<td>1,741</td>
<td>18.3</td>
<td>642</td>
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<tr>
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<td>229</td>
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<td>109</td>
<td>1.0</td>
</tr>
<tr>
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<td>0.7</td>
<td>63</td>
<td>0.6</td>
<td>45</td>
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<td>20</td>
<td>0.2</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>68</td>
<td>0.6</td>
<td>42</td>
</tr>
<tr>
<td>Telugu</td>
<td>6</td>
<td>0.1</td>
<td>9</td>
<td>0.1</td>
<td>12</td>
<td>0.1</td>
<td>5</td>
<td>0.0</td>
</tr>
<tr>
<td>Arabic</td>
<td>768</td>
<td>9.3</td>
<td>632</td>
<td>6.1</td>
<td>608</td>
<td>6.4</td>
<td>241</td>
<td>2.3</td>
</tr>
<tr>
<td>Marathi</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>104</td>
<td>1.3</td>
<td>57</td>
</tr>
<tr>
<td>Modern Chinese</td>
<td>104</td>
<td>1.3</td>
<td>57</td>
<td>0.6</td>
<td>59</td>
<td>0.6</td>
<td>20</td>
<td>0.2</td>
</tr>
<tr>
<td>All Oriental languages</td>
<td>2,964</td>
<td>36.3</td>
<td>2,747</td>
<td>27.1</td>
<td>2,758</td>
<td>26.8</td>
<td>1,105</td>
<td>10.4</td>
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</table>
### Table 4.12 - Secondary enrolment (general stream) and Gross Enrolment Ratio\(^1\) (11-17 years) by sex, 2005 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Republic of Mauritius</th>
<th>Island of Mauritius</th>
<th>Island of Rodrigues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolment</td>
<td>Gross Enrolment Ratio</td>
<td>Enrolment</td>
</tr>
<tr>
<td></td>
<td>T M F</td>
<td>T M F</td>
<td>T M F</td>
</tr>
<tr>
<td>2005</td>
<td>110,287</td>
<td>52,988</td>
<td>57,299</td>
</tr>
<tr>
<td>2006</td>
<td>114,657</td>
<td>55,136</td>
<td>59,521</td>
</tr>
<tr>
<td>2007</td>
<td>116,706</td>
<td>56,097</td>
<td>60,609</td>
</tr>
<tr>
<td>2008</td>
<td>116,503</td>
<td>55,873</td>
<td>60,630</td>
</tr>
<tr>
<td>2009</td>
<td>116,226</td>
<td>55,389</td>
<td>60,837</td>
</tr>
<tr>
<td>2010</td>
<td>115,003</td>
<td>54,855</td>
<td>60,148</td>
</tr>
<tr>
<td>2011</td>
<td>115,289</td>
<td>55,188</td>
<td>60,101</td>
</tr>
<tr>
<td>2012</td>
<td>115,677</td>
<td>55,374</td>
<td>60,303</td>
</tr>
<tr>
<td>2013</td>
<td>113,872</td>
<td>54,391</td>
<td>59,481</td>
</tr>
<tr>
<td>2014</td>
<td>114,239</td>
<td>54,590</td>
<td>59,649</td>
</tr>
<tr>
<td>2015</td>
<td>114,311</td>
<td>54,694</td>
<td>59,617</td>
</tr>
</tbody>
</table>

\(^1\) Based on the UNESCO definition of Gross Enrolment Ratio, i.e., total enrolment in a specific level of education, regardless of age expressed as a percentage of the population aged 11 to 17.

T: Total  M: Male  F: Female
# Refer to Island of Rodrigues only

Fig. 9 - Secondary School Population (General stream), 2006 - 2015

Island of Mauritius

Island of Rodrigues

# Refer to Island of Rodrigues only
Based on the UNESCO definition of Gross Enrolment Ratio, i.e., total enrolment in a specific level of education, regardless of age expressed as a percentage of the population aged 11 to 17.
Table 4.13 - Secondary enrolment (general stream) and Gross Enrolment Ratio\(^1\) (12-19 years) by sex, 2005 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Republic of Mauritius</th>
<th></th>
<th></th>
<th>Island of Mauritius</th>
<th></th>
<th></th>
<th>Island of Rodrigues</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolment</td>
<td></td>
<td></td>
<td>Gross Enrolment Ratio</td>
<td></td>
<td></td>
<td>Enrolment</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>110,287</td>
<td>52,988</td>
<td>57,299</td>
<td>69</td>
<td>65</td>
<td>72</td>
<td>106,805</td>
<td>51,363</td>
</tr>
<tr>
<td>2006</td>
<td>114,657</td>
<td>55,136</td>
<td>59,521</td>
<td>70</td>
<td>67</td>
<td>74</td>
<td>111,027</td>
<td>53,451</td>
</tr>
<tr>
<td>2007</td>
<td>116,706</td>
<td>56,097</td>
<td>60,609</td>
<td>71</td>
<td>67</td>
<td>74</td>
<td>112,981</td>
<td>54,384</td>
</tr>
<tr>
<td>2008</td>
<td>116,503</td>
<td>55,873</td>
<td>60,630</td>
<td>70</td>
<td>67</td>
<td>74</td>
<td>112,995</td>
<td>54,265</td>
</tr>
<tr>
<td>2009</td>
<td>116,226</td>
<td>55,389</td>
<td>60,837</td>
<td>71</td>
<td>67</td>
<td>75</td>
<td>112,572</td>
<td>53,696</td>
</tr>
<tr>
<td>2010</td>
<td>115,003</td>
<td>54,855</td>
<td>60,148</td>
<td>71</td>
<td>67</td>
<td>75</td>
<td>111,418</td>
<td>53,198</td>
</tr>
<tr>
<td>2011</td>
<td>115,289</td>
<td>55,188</td>
<td>60,101</td>
<td>72</td>
<td>68</td>
<td>76</td>
<td>111,753</td>
<td>53,548</td>
</tr>
<tr>
<td>2012</td>
<td>115,677</td>
<td>55,374</td>
<td>60,303</td>
<td>73</td>
<td>69</td>
<td>77</td>
<td>111,753</td>
<td>53,568</td>
</tr>
<tr>
<td>2013</td>
<td>113,872</td>
<td>54,391</td>
<td>59,481</td>
<td>72</td>
<td>68</td>
<td>76</td>
<td>109,868</td>
<td>52,554</td>
</tr>
<tr>
<td>2014</td>
<td>114,239</td>
<td>54,590</td>
<td>59,649</td>
<td>73</td>
<td>69</td>
<td>78</td>
<td>110,164</td>
<td>52,710</td>
</tr>
<tr>
<td>2015</td>
<td>114,311</td>
<td>54,694</td>
<td>59,617</td>
<td>73</td>
<td>69</td>
<td>78</td>
<td>109,993</td>
<td>52,680</td>
</tr>
</tbody>
</table>

\(^1\) Based on the national definition of Gross Enrolment Ratio i.e number of students enrolled per 100 population aged 12 to 19

T: Total  M: Male  F: Female
Based on the national definition of Gross Enrolment Ratio i.e number of students enrolled per 100 population aged 12 to 19.
Table 4.14 - Net Enrolment Ratio by sex in Secondary Schools (General Stream), 2010 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Republic of Mauritius</th>
<th>Island of Mauritius</th>
<th>Island of Rodrigues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolment (11-17 years)</td>
<td>Net Enrolment Ratio (11-17 years)¹</td>
<td>Enrolment (12-19 years)</td>
</tr>
<tr>
<td></td>
<td>Total Male Female</td>
<td>Total Male Female</td>
<td>Total Male Female</td>
</tr>
<tr>
<td>2010</td>
<td>111,573 53,490 58,083</td>
<td>79 75 83</td>
<td>104,298 49,930 54,368</td>
</tr>
<tr>
<td>2011</td>
<td>110,464 53,192 57,272</td>
<td>80 76 84</td>
<td>103,181 49,477 53,704</td>
</tr>
<tr>
<td>2012</td>
<td>114,202 54,953 59,249</td>
<td>83 79 87</td>
<td>104,472 50,076 54,396</td>
</tr>
<tr>
<td>2013</td>
<td>108,697 51,994 56,703</td>
<td>79 75 84</td>
<td>102,158 48,932 53,226</td>
</tr>
<tr>
<td>2014</td>
<td>108,378 52,023 56,355</td>
<td>79 75 83</td>
<td>101,687 48,605 53,082</td>
</tr>
<tr>
<td>2015</td>
<td>107,719 51,680 56,039</td>
<td>79 75 84</td>
<td>103,236 49,605 53,631</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Island of Mauritius</th>
<th>Island of Rodrigues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolment (11-17 years)</td>
<td>Net Enrolment Ratio (11-17 years)¹</td>
</tr>
<tr>
<td></td>
<td>Total Male Female</td>
<td>Total Male Female</td>
</tr>
<tr>
<td>2010</td>
<td>108,035 51,831 56,204</td>
<td>79 75 83</td>
</tr>
<tr>
<td>2011</td>
<td>106,904 51,504 55,400</td>
<td>81 77 84</td>
</tr>
<tr>
<td>2012</td>
<td>110,130 53,055 57,075</td>
<td>83 79 87</td>
</tr>
<tr>
<td>2013</td>
<td>104,463 50,023 54,440</td>
<td>79 75 84</td>
</tr>
<tr>
<td>2014</td>
<td>104,243 50,046 54,197</td>
<td>79 75 84</td>
</tr>
<tr>
<td>2015</td>
<td>103,425 49,638 53,787</td>
<td>80 75 84</td>
</tr>
</tbody>
</table>

¹ Based on the UNESCO definition of Net Enrolment Ratio i.e number of pupils enrolled aged 11 to 17 expressed as a percentage of the corresponding population

² Based on the national definition of Net Enrolment Ratio i.e number of pupils enrolled aged 12 and 19 expressed as a percentage of the corresponding population
Table 4.15 - Enrolment in secondary schools (general stream) by zone, type of administration and sex, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>All schools</th>
<th>State schools¹</th>
<th>Private schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>34,562</td>
<td>16,289</td>
<td>18,273</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>29,527</td>
<td>14,198</td>
<td>15,329</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>27,465</td>
<td>13,950</td>
<td>13,515</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix/West</td>
<td>18,439</td>
<td>8,243</td>
<td>10,196</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>109,993</td>
<td>52,680</td>
<td>57,313</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
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<td>2,014</td>
<td>2,304</td>
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<td>Republic of Mauritius</td>
<td>114,311</td>
<td>54,694</td>
<td>59,617</td>
</tr>
</tbody>
</table>

¹ Includes Mahatma Gandhi Institute, Rabindranath Tagore Secondary School and Mahatma Gandhi State Schools
² Includes Mauritius Educational Development Company (MEDCO) / Rodrigues Educational Development Company (REDCO)

Table 4.16 - Distribution of secondary schools by zone, type of administration and availability of IT facilities and equipment, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>All schools</th>
<th>State schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total no. of schools</td>
<td>Computer laboratory</td>
<td>No. of Computers*</td>
</tr>
<tr>
<td></td>
<td>Total no. of schools</td>
<td>Computer laboratory</td>
<td>No. of Computers*</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>57</td>
<td>105</td>
<td>2,264</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>43</td>
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<td>2,130</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>39</td>
<td>78</td>
<td>2,126</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix/West</td>
<td>32</td>
<td>50</td>
<td>1,310</td>
</tr>
<tr>
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<td>311</td>
<td>7,830</td>
</tr>
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<td>9</td>
<td>248</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>178</td>
<td>320</td>
<td>8,078</td>
</tr>
</tbody>
</table>

IT - Information Technology
* Includes those used for Pedagogical, Administrative and both purposes
Table 4.17 - Distribution of rooms in secondary schools by type of administration, zone and use, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>Total no. of rooms</th>
<th>Use of rooms</th>
<th>Multi and other purpose room</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Classroom</td>
<td>Office/Staff room</td>
<td>Library</td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>2,499</td>
<td>1,555</td>
<td>282</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>2,092</td>
<td>1,268</td>
<td>263</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>1,919</td>
<td>1,154</td>
<td>228</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>1,374</td>
<td>813</td>
<td>174</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>7,884</td>
<td>4,790</td>
<td>947</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>265</td>
<td>180</td>
<td>21</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>8,149</td>
<td>4,970</td>
<td>968</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>1,200</td>
<td>720</td>
<td>127</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>963</td>
<td>567</td>
<td>102</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>659</td>
<td>365</td>
<td>81</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
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<td>418</td>
<td>79</td>
</tr>
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<td>Island of Mauritius</td>
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<td>389</td>
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<td>-</td>
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</tr>
<tr>
<td>Republic of Mauritius</td>
<td>3,527</td>
<td>2,070</td>
<td>389</td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>1,299</td>
<td>835</td>
<td>155</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>1,129</td>
<td>701</td>
<td>161</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>1,260</td>
<td>789</td>
<td>147</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>669</td>
<td>395</td>
<td>95</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>4,357</td>
<td>2,720</td>
<td>558</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>265</td>
<td>180</td>
<td>21</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>4,622</td>
<td>2,900</td>
<td>579</td>
</tr>
</tbody>
</table>

1 Includes Home Economics, Art, Music/Dance rooms, Design and Communication, Design and Technology, Demonstration
2 Includes Wood, Metal, Mechanics, Electrical/Electronics
3 Includes Audio-Visual, Multi-purpose, Theatre
### Table 4.18 - Distribution of secondary schools by zone, type of administration and availability of recreational facilities, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>All schools</th>
<th>State schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Volleyball</td>
<td>Basketball</td>
<td>Football</td>
</tr>
<tr>
<td></td>
<td>pitch</td>
<td>pitch</td>
<td>ground</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>114</td>
<td>53</td>
<td>28</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>100</td>
<td>47</td>
<td>32</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>125</td>
<td>36</td>
<td>26</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>68</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>407</td>
<td>162</td>
<td>116</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>13</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>420</td>
<td>167</td>
<td>118</td>
</tr>
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</table>

### Table 4.19 - Distribution of secondary schools (general stream) and number of sections by zone and type of administration, 2015

<table>
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<th>Zone</th>
<th>Total</th>
<th>State</th>
<th>Private</th>
</tr>
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<tbody>
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<td></td>
<td>Schools</td>
<td>Sections</td>
<td>Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>57</td>
<td>1,158</td>
<td>23</td>
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<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>42</td>
<td>977</td>
<td>17</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>39</td>
<td>912</td>
<td>13</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>32</td>
<td>636</td>
<td>15</td>
</tr>
<tr>
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<td>3,683</td>
<td>68</td>
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<td>177</td>
<td>3,836</td>
<td>68</td>
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</table>
Table 4.20 - Number of sections in secondary schools (general stream) by type of administration, zone and grade, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>Grade</th>
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<th></th>
<th></th>
<th></th>
<th></th>
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<td></td>
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<td>II</td>
<td>III</td>
<td>IV</td>
<td>V</td>
<td>Lower VI</td>
<td>Upper VI</td>
</tr>
<tr>
<td>All Schools</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>168</td>
<td>184</td>
<td>171</td>
<td>192</td>
<td>200</td>
<td>121</td>
<td>122</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>133</td>
<td>145</td>
<td>143</td>
<td>166</td>
<td>167</td>
<td>113</td>
<td>110</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>118</td>
<td>131</td>
<td>128</td>
<td>148</td>
<td>170</td>
<td>107</td>
<td>110</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>85</td>
<td>92</td>
<td>93</td>
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<td>79</td>
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<td>26</td>
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<td>13</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>74</td>
<td>76</td>
<td>82</td>
<td>89</td>
<td>70</td>
<td>71</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>56</td>
<td>56</td>
<td>55</td>
<td>66</td>
<td>71</td>
<td>57</td>
<td>59</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>37</td>
<td>38</td>
<td>37</td>
<td>45</td>
<td>50</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>41</td>
<td>43</td>
<td>42</td>
<td>51</td>
<td>53</td>
<td>43</td>
<td>48</td>
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<tr>
<td>Island of Mauritius</td>
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<td>211</td>
<td>210</td>
<td>244</td>
<td>263</td>
<td>211</td>
<td>221</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>209</td>
<td>211</td>
<td>210</td>
<td>244</td>
<td>263</td>
<td>211</td>
<td>221</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
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<td>110</td>
<td>95</td>
<td>110</td>
<td>111</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>77</td>
<td>89</td>
<td>88</td>
<td>100</td>
<td>96</td>
<td>56</td>
<td>51</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>81</td>
<td>93</td>
<td>91</td>
<td>103</td>
<td>120</td>
<td>66</td>
<td>67</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>44</td>
<td>49</td>
<td>51</td>
<td>49</td>
<td>53</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>Island of Mauritius</td>
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<td>341</td>
<td>325</td>
<td>362</td>
<td>380</td>
<td>209</td>
<td>202</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>24</td>
<td>26</td>
<td>25</td>
<td>26</td>
<td>25</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>319</td>
<td>367</td>
<td>350</td>
<td>388</td>
<td>405</td>
<td>222</td>
<td>216</td>
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</tbody>
</table>
Table 4.21 - Teaching staff in secondary schools (general stream) by zone, type of administration and sex, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>All Schools</th>
<th></th>
<th></th>
<th>State Schools</th>
<th></th>
<th></th>
<th>Private Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
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<td>1 - Port Louis / North</td>
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<td>909</td>
<td>1,354</td>
<td>1,093</td>
<td>414</td>
<td>679</td>
<td>1,170</td>
<td>495</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>1,834</td>
<td>726</td>
<td>1,108</td>
<td>888</td>
<td>310</td>
<td>578</td>
<td>946</td>
<td>416</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>1,854</td>
<td>342</td>
<td>1,512</td>
<td>697</td>
<td>179</td>
<td>518</td>
<td>1,157</td>
<td>163</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>1,336</td>
<td>338</td>
<td>998</td>
<td>730</td>
<td>247</td>
<td>483</td>
<td>606</td>
<td>91</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>7,287</td>
<td>2,315</td>
<td>4,972</td>
<td>3,408</td>
<td>1,150</td>
<td>2,258</td>
<td>3,879</td>
<td>1,165</td>
</tr>
<tr>
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<td>244</td>
<td>103</td>
<td>141</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>244</td>
<td>103</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>7,531</td>
<td>2,418</td>
<td>5,113</td>
<td>3,408</td>
<td>1,150</td>
<td>2,258</td>
<td>4,123</td>
<td>1,268</td>
</tr>
</tbody>
</table>

Table 4.22 - Teaching staff in secondary schools (general stream) by age and sex, 2015

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Republic of Mauritius</th>
<th>Island of Mauritius</th>
<th>Island of Rodrigues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Under 25</td>
<td>164</td>
<td>31</td>
<td>133</td>
</tr>
<tr>
<td>25 - 29</td>
<td>1,215</td>
<td>304</td>
<td>911</td>
</tr>
<tr>
<td>30 - 34</td>
<td>1,466</td>
<td>360</td>
<td>1,106</td>
</tr>
<tr>
<td>35 - 39</td>
<td>1,540</td>
<td>496</td>
<td>1,044</td>
</tr>
<tr>
<td>40 - 44</td>
<td>925</td>
<td>335</td>
<td>590</td>
</tr>
<tr>
<td>45 - 49</td>
<td>511</td>
<td>195</td>
<td>316</td>
</tr>
<tr>
<td>50 - 54</td>
<td>362</td>
<td>123</td>
<td>239</td>
</tr>
<tr>
<td>55 - 59</td>
<td>816</td>
<td>337</td>
<td>479</td>
</tr>
<tr>
<td>60 and over</td>
<td>532</td>
<td>237</td>
<td>295</td>
</tr>
<tr>
<td>Total</td>
<td>7,531</td>
<td>2,418</td>
<td>5,113</td>
</tr>
</tbody>
</table>
Table 4.23 - Teaching staff in secondary schools (general stream) by sex, zone and highest academic qualification, 2015

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<th>Zone</th>
<th>Highest Academic Qualification</th>
<th>Total</th>
</tr>
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<td>School Certificate or equivalent</td>
<td>Higher School Certificate or equivalent</td>
</tr>
<tr>
<td></td>
<td>1 - Port Louis / North</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>2 - B. Bassin-R.Hill / East</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>3 - Curepipe / South</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>4 - Q. Bornes / Vacoas-Phoenix / West</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Island of Mauritius</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>Island of Rodrigues</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Republic of Mauritius</td>
<td>121</td>
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</tbody>
</table>

<table>
<thead>
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<th>Zone</th>
<th>Highest Academic Qualification</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - Port Louis / North</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>2 - B. Bassin-R.Hill / East</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>3 - Curepipe / South</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>4 - Q. Bornes / Vacoas-Phoenix / West</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Island of Mauritius</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Island of Rodrigues</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Republic of Mauritius</td>
<td>56</td>
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</table>

<table>
<thead>
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<th>Zone</th>
<th>Highest Academic Qualification</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Female</td>
<td></td>
</tr>
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<td>1 - Port Louis / North</td>
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</tr>
<tr>
<td></td>
<td>2 - B. Bassin-R.Hill / East</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>3 - Curepipe / South</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>4 - Q. Bornes / Vacoas-Phoenix / West</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Island of Mauritius</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Island of Rodrigues</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Republic of Mauritius</td>
<td>65</td>
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</table>
Table 4.24 - Teaching staff in secondary schools (general stream) by length of teaching experience, type of administration and sex, 2015

<table>
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<th>Length of teaching experience (in years)</th>
<th>All Schools</th>
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<th>Private Schools</th>
<th>All Schools</th>
<th>State Schools</th>
<th>Private Schools</th>
<th>All Schools¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
<td>T</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td></td>
<td></td>
<td></td>
<td>Island of Mauritius</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>1,365</td>
<td>848</td>
<td>235</td>
<td>613</td>
<td>999</td>
</tr>
<tr>
<td>3 and under</td>
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<td>706</td>
<td>409</td>
<td>125</td>
<td>284</td>
<td>591</td>
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<tr>
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<td>312</td>
<td>701</td>
<td>478</td>
<td>163</td>
<td>315</td>
<td>535</td>
</tr>
<tr>
<td>9</td>
<td>983</td>
<td>306</td>
<td>677</td>
<td>545</td>
<td>173</td>
<td>372</td>
<td>438</td>
</tr>
<tr>
<td>12</td>
<td>580</td>
<td>205</td>
<td>375</td>
<td>360</td>
<td>129</td>
<td>231</td>
<td>220</td>
</tr>
<tr>
<td>15</td>
<td>413</td>
<td>152</td>
<td>261</td>
<td>252</td>
<td>103</td>
<td>149</td>
<td>161</td>
</tr>
<tr>
<td>18</td>
<td>311</td>
<td>103</td>
<td>208</td>
<td>120</td>
<td>40</td>
<td>80</td>
<td>191</td>
</tr>
<tr>
<td>21</td>
<td>268</td>
<td>104</td>
<td>164</td>
<td>87</td>
<td>34</td>
<td>53</td>
<td>181</td>
</tr>
<tr>
<td>24</td>
<td>192</td>
<td>75</td>
<td>117</td>
<td>72</td>
<td>38</td>
<td>34</td>
<td>120</td>
</tr>
<tr>
<td>27</td>
<td>148</td>
<td>58</td>
<td>90</td>
<td>44</td>
<td>22</td>
<td>22</td>
<td>104</td>
</tr>
<tr>
<td>30 and over</td>
<td>776</td>
<td>327</td>
<td>449</td>
<td>193</td>
<td>88</td>
<td>105</td>
<td>583</td>
</tr>
<tr>
<td>Total</td>
<td>7,531</td>
<td>2,418</td>
<td>5,113</td>
<td>3,408</td>
<td>1,150</td>
<td>2,258</td>
<td>4,123</td>
</tr>
</tbody>
</table>

¹ Refer to REDCO and Private schools

T: Total  M: Male  F: Female
### Table 4.25 - Enrolment, Teaching Staff and Pupil/Teacher ratio in secondary schools (general stream) by zone and type of administration, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>Total</th>
<th>State</th>
<th>Aided</th>
<th>Non-Aided</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolment</td>
<td>Teaching Staff</td>
<td>Pupil/Teacher Ratio</td>
<td>Enrolment</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>34,562</td>
<td>2,263</td>
<td>15</td>
<td>17,384</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill/East</td>
<td>29,527</td>
<td>1,834</td>
<td>16</td>
<td>13,075</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>27,465</td>
<td>1,854</td>
<td>15</td>
<td>9,222</td>
</tr>
<tr>
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### Table 4.26 - Non-teaching staff in secondary schools (both general and pre-vocational streams) by category, type of administration and sex, 2015

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1 Refer to REDCO and Private schools
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<td>No. of pupils</td>
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<td>Pupil / Teacher Ratio</td>
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Table 4.28 - Cambridge School Certificate (SC) examination results by type of school administration and sex, 2012 - 2014

School candidates only

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Source: Mauritius Examinations Syndicate
Table 4.29 - Cambridge School Certificate (SC) examination results - Republic of Mauritius, 2004 - 2014

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<td>9,112</td>
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<tr>
<td>2012</td>
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<td>7,799</td>
<td>9,086</td>
</tr>
<tr>
<td>2013</td>
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<td>8,613</td>
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<tr>
<td>2014</td>
<td>15,632</td>
<td>7,061</td>
<td>8,571</td>
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Source: Mauritius Examinations Syndicate
Table 4.30 - Cambridge School Certificate (SC) examination results - Island of Mauritius, 2004 - 2014

**School candidates only**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Examined</th>
<th>Number Passed</th>
<th>% Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
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<td>7,656</td>
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<tr>
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<td>7,882</td>
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<td>2009</td>
<td>16,952</td>
<td>7,898</td>
<td>9,054</td>
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<td>16,613</td>
<td>7,818</td>
<td>8,795</td>
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<tr>
<td>2012</td>
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<td>7,552</td>
<td>8,744</td>
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<td>15,265</td>
<td>7,012</td>
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<td>8,248</td>
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Source: Mauritius Examinations Syndicate
Table 4.31 - Cambridge School Certificate (SC) examination results - Island of Rodrigues, 2004 - 2014

School candidates only

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<th>Number Examined</th>
<th>Number Passed</th>
<th>% Passed</th>
</tr>
</thead>
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<td>Total</td>
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<td>Female</td>
</tr>
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<td></td>
<td>Male</td>
<td>Female</td>
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<td>303</td>
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<td>60.9</td>
<td>58.7</td>
<td>62.7</td>
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<tr>
<td>2006</td>
<td>577</td>
<td>259</td>
<td>318</td>
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<td>70.4</td>
<td>73.4</td>
<td>67.9</td>
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<td>2007</td>
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<td>265</td>
<td>317</td>
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<td>69.8</td>
<td>77.9</td>
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<td>238</td>
<td>329</td>
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<td>71.6</td>
<td>71.4</td>
<td>71.7</td>
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<td>2009</td>
<td>546</td>
<td>226</td>
<td>320</td>
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<td>73.8</td>
<td>70.4</td>
<td>76.3</td>
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<td>262</td>
<td>317</td>
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<td>589</td>
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<td>342</td>
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<td>72.9</td>
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<td>265</td>
<td>360</td>
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<td>72.5</td>
<td>70.6</td>
<td>73.9</td>
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<td>2014</td>
<td>575</td>
<td>252</td>
<td>323</td>
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<td>73.0</td>
<td>76.6</td>
<td>70.3</td>
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Source: Mauritius Examinations Syndicate
Fig. 12 - School Certificate examination results, 2005 - 2014
(School candidates only)

Source: Mauritius Examinations Syndicate
Table 4.32 - Cambridge School Certificate (SC) examination results by subject and grade, 2014

**School candidates only**

**Republic of Mauritius**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total Examined</th>
<th>Total Passed</th>
<th>% Passed</th>
<th>Very Good (1-2)</th>
<th>Credit (3-6)</th>
<th>Pass (7-8)</th>
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<tbody>
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<td>4,900</td>
<td>70.4</td>
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<td>2,915</td>
<td>1,323</td>
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<td>Agriculture</td>
<td>355</td>
<td>263</td>
<td>74.1</td>
<td>7</td>
<td>110</td>
<td>146</td>
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<tr>
<td>Arabic</td>
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<td>198</td>
<td>80.8</td>
<td>31</td>
<td>73</td>
<td>94</td>
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<td>Art &amp; Design</td>
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<td>4,232</td>
<td>99.6</td>
<td>106</td>
<td>2,090</td>
<td>2,036</td>
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<td>2,746</td>
<td>83.1</td>
<td>581</td>
<td>1,287</td>
<td>878</td>
</tr>
<tr>
<td>Business Studies</td>
<td>6,247</td>
<td>4,238</td>
<td>83.1</td>
<td>581</td>
<td>1,287</td>
<td>878</td>
</tr>
<tr>
<td>CDT: Design &amp; Comm</td>
<td>1,558</td>
<td>1,306</td>
<td>83.8</td>
<td>155</td>
<td>770</td>
<td>381</td>
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<td>Chemistry</td>
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<td>3,473</td>
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<td>891</td>
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<td>973</td>
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<td>38.5</td>
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<td>-</td>
<td>5</td>
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<tr>
<td>Commerce</td>
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<td>47.8</td>
<td>7</td>
<td>132</td>
<td>383</td>
</tr>
<tr>
<td>Commercial Studies</td>
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<td>170</td>
<td>82.9</td>
<td>5</td>
<td>52</td>
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<td>506</td>
<td>1,752</td>
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<td>668</td>
<td>96.7</td>
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<td>186</td>
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<td>799</td>
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<td>1,940</td>
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<td>7,958</td>
<td>6,226</td>
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<td>1,006</td>
<td>65.2</td>
<td>-</td>
<td>161</td>
<td>845</td>
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<td>55</td>
<td>46.6</td>
<td>-</td>
<td>14</td>
<td>41</td>
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<td>Fashion &amp; Fabrics</td>
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<td>231</td>
<td>75.7</td>
<td>8</td>
<td>95</td>
<td>128</td>
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<tr>
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<td>66</td>
<td>63</td>
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<td>1</td>
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Source: Mauritius Examinations Syndicate
Table 4.32 - Cambridge School Certificate (SC) examination results by subject and grade, 2014 (cont'd)

**School candidates only**

**Republic of Mauritius**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total Examined</th>
<th>Total Passed</th>
<th>% Passed</th>
<th>Very Good (1-2)</th>
<th>Credit (3-6)</th>
<th>Pass (7-8)</th>
</tr>
</thead>
<tbody>
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<td>History (Mauritius)</td>
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<td>16</td>
<td>30.8</td>
<td>3</td>
<td>7</td>
<td>6</td>
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<td>2</td>
<td>-</td>
</tr>
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<td>588</td>
<td>80.1</td>
<td>16</td>
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<td>288</td>
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<td>912</td>
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<td>97.1</td>
<td>39</td>
<td>22</td>
<td>7</td>
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<td>1</td>
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<td>Physical Education</td>
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<td>87.6</td>
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<td>33.7</td>
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Source: Mauritius Examinations Syndicate
### Table 4.33 - Cambridge Higher School Certificate (HSC) examination results by type of school administration and sex, 2012 - 2014

#### School candidates only

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<thead>
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<th>Type of school administration and sex</th>
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<th>2013</th>
<th>2014</th>
</tr>
</thead>
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<td>No. Examined</td>
<td>No. Passed</td>
<td>% Passed</td>
</tr>
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<td>Republic of Mauritius</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>4,326</td>
<td>3,235</td>
<td>74.8</td>
</tr>
<tr>
<td>Female</td>
<td>6,088</td>
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</tr>
<tr>
<td>Male</td>
<td>2,450</td>
<td>1,955</td>
<td>79.8</td>
</tr>
<tr>
<td>Female</td>
<td>3,566</td>
<td>3,040</td>
<td>85.2</td>
</tr>
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<td>Total</td>
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<tr>
<td>Private Schools</td>
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</tr>
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<tr>
<td>Female</td>
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<td>1,967</td>
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<td></td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>4,225</td>
<td>3,153</td>
<td>74.6</td>
</tr>
<tr>
<td>Female</td>
<td>5,953</td>
<td>4,897</td>
<td>82.3</td>
</tr>
<tr>
<td>Total</td>
<td>10,178</td>
<td>8,050</td>
<td>79.1</td>
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<td>1,955</td>
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<tr>
<td>Total</td>
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<td>73.8</td>
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<tr>
<td>Private Schools</td>
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<td></td>
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<tr>
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<td>1,198</td>
<td>67.5</td>
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<td>1,657</td>
<td>77.6</td>
</tr>
<tr>
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<td>3,124</td>
<td>74.8</td>
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<tr>
<td>Island of Rodrigues</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>101</td>
<td>82</td>
<td>81.2</td>
</tr>
<tr>
<td>Female</td>
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<td>110</td>
<td>81.5</td>
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</table>

Source: Mauritius Examinations Syndicate
Table 4.34 - Cambridge Higher School Certificate (HSC) examination results - Republic of Mauritius, 2004 - 2014

School candidates only

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Examined</th>
<th>Number Passed</th>
<th>% Passed</th>
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Source: Mauritius Examinations Syndicate
Table 4.36 - Cambridge Higher School Certificate (HSC) examination results - Island of Rodrigues, 2004 - 2014

School candidates only

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Source: Mauritius Examinations Syndicate
Fig. 13 - Higher School Certificate examination results, 2005 - 2014
(School candidates only)

Island of Mauritius

Island of Rodrigues

Source: Mauritius Examinations Syndicate
Table 4.37 - Cambridge Higher School Certificate (HSC) examination results by subject and grade, 2014

**Republic of Mauritius**

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<th>Grade (C - E)</th>
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Source: Mauritius Examinations Syndicate
Table 4.37 - Cambridge Higher School Certificate (HSC) examination results by subject and grade, 2014 (cont'd)

School candidates only - Subsidiary level

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Source: Mauritius Examinations Syndicate
PRE-VOCATIONAL
&
TECHNICAL
EDUCATION
Table 4.38 - Pre-vocational Education - Number of schools, pupils, staff and pupil/teacher ratio, 2011 - 2015

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</table>

1 Includes State and Private pre-vocational schools providing both general and pre-vocational education
Table 4.39 - Distribution of schools offering pre-vocational education by zone and type of administration, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>All Schools 1</th>
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<th></th>
<th></th>
</tr>
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<tbody>
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<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>39</td>
<td>14</td>
<td>25</td>
<td>64</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>31</td>
<td>12</td>
<td>19</td>
<td>61</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>23</td>
<td>8</td>
<td>15</td>
<td>65</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
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<tr>
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<td>-</td>
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</table>

1 Includes 118 secondary schools providing both general and pre-vocational education and 1 schools providing only pre-vocational

2 Includes Mauritius Educational Development Company (MEDCO) / Rodrigues Educational Development Company (REDCO)

Table 4.40 - Distribution of schools offering pre-vocational education and number of sections by zone and type of administration, 2015

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<td>Schools</td>
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<td>14</td>
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<tr>
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<td>12</td>
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<td>3 - Curepipe / South</td>
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<td>8</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
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<tr>
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<td>112</td>
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Table 4.41 - Enrolment in schools offering pre-vocational education by type of administration, zone, sex and year of study, 2015

**All schools**

<table>
<thead>
<tr>
<th>Zone</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Year of study Male</th>
<th>Year of study Female</th>
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<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>IV</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
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<td>936</td>
<td>1,142</td>
<td>690</td>
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<td>610</td>
<td>603</td>
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<td>422</td>
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<td>499</td>
<td>716</td>
<td>423</td>
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<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
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<td>397</td>
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<td>139</td>
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**State**

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<th>Year of study Female</th>
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<td>III</td>
<td>IV</td>
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<td>195</td>
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<td>175</td>
<td>123</td>
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<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
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<td>183</td>
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<td>478</td>
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<td>897</td>
<td>575</td>
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**Private**

<table>
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<td>II</td>
<td>III</td>
<td>IV</td>
</tr>
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Table 4.42 - Enrolment in schools offering pre-vocational education by type of administration, age, sex and year of study, 2015

**Republic of Mauritius**

**All schools**

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**State**

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**Private**

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<tr>
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<td><strong>Total</strong></td>
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<td>2,087</td>
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Table 4.43 - Enrolment in schools offering pre-vocational education by type of administration, age, sex and year of study, 2015

**Island of Mauritius**

### All schools

<table>
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<th>Total</th>
<th>Year of study</th>
</tr>
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<tbody>
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<td>1,649</td>
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</tr>
<tr>
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<tr>
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<tr>
<td>16</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>17 &amp; Over</td>
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<th>Year of study</th>
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<tbody>
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<tr>
<td>16</td>
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<td>-</td>
</tr>
<tr>
<td>17 &amp; Over</td>
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<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

<table>
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Table 4.44 - Enrolment in schools offering pre-vocational education by type of administration, age, sex and year of study, 2015

**Island of Rodrigues**

**All schools / Private**

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<th>III</th>
<th>IV</th>
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<th>II</th>
<th>III</th>
<th>IV</th>
<th>Total</th>
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<th>II</th>
<th>III</th>
<th>IV</th>
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1 Includes Rodrigues Educational Development Company (REDCO)
Table 4.45 - Enrolment in schools offering pre-vocational education by year of study and sex, 2013 - 2015

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<td>1,429</td>
<td>768</td>
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</tr>
<tr>
<td>I</td>
<td>153</td>
<td>102</td>
<td>51</td>
</tr>
<tr>
<td>II</td>
<td>148</td>
<td>94</td>
<td>54</td>
</tr>
<tr>
<td>III</td>
<td>119</td>
<td>86</td>
<td>33</td>
</tr>
<tr>
<td>IV</td>
<td>129</td>
<td>85</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>549</td>
<td>367</td>
<td>182</td>
</tr>
</tbody>
</table>

**Note**
Year 1.1 refers to students enrolled in Prevocational Year 1 and who were unsuccessful at CPE examinations at their first attempt.
Year 1.2 refers to students enrolled in Prevocational Year 1 and who were unsuccessful at CPE examinations at their second attempt.
Year 1 is total Year 1.1 and total Year 1.2.
Table 4.46- Enrolment in schools offering pre-vocational education by type of administration, year of study and sex, 2013 - 2015

Republic of Mauritius

<table>
<thead>
<tr>
<th>Year of study</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
</tbody>
</table>

**All schools**

| 1.1 | 2,197 | 1,429 | 768 | - | - | - | - | - | - |
| 1.2 | 2,648 | 1,644 | 1,004 | - | - | - | - | - | - |
| I   | 4,845 | 3,073 | 1,772 | 2,888 | 1,836 | 1,052 | 2,762 | 1,774 | 988 |
| II  | 2,229 | 1,455 | 774 | 3,662 | 2,388 | 1,274 | 2,565 | 1,678 | 887 |
| III | 1,950 | 1,227 | 723 | 2,097 | 1,374 | 723 | 3,358 | 2,224 | 1,134 |
| IV  | 1,524 | 1,034 | 490 | 1,744 | 1,138 | 606 | 1,975 | 1,300 | 675 |
| Total| 10,548 | 6,789 | 3,759 | 10,391 | 6,736 | 3,655 | 10,660 | 6,976 | 3,684 |

**State**

| 1.1 | 688 | 379 | 309 | - | - | - | - | - | - |
| 1.2 | 661 | 336 | 325 | - | - | - | - | - | - |
| I   | 1,349 | 715 | 634 | 544 | 293 | 251 | 672 | 399 | 273 |
| II  | 634 | 361 | 273 | 963 | 536 | 427 | 478 | 291 | 187 |
| III | 546 | 322 | 224 | 624 | 327 | 297 | 897 | 496 | 401 |
| IV  | 475 | 306 | 169 | 530 | 305 | 225 | 575 | 317 | 258 |
| Total| 3,004 | 1,704 | 1,300 | 2,661 | 1,461 | 1,200 | 2,622 | 1,503 | 1,119 |

**Private**

| 1.1 | 1,509 | 1,050 | 459 | - | - | - | - | - | - |
| 1.2 | 1,987 | 1,308 | 679 | - | - | - | - | - | - |
| I   | 3,496 | 2,358 | 1,138 | 2,344 | 1,543 | 801 | 2,090 | 1,375 | 715 |
| II  | 1,595 | 1,094 | 501 | 2,699 | 1,852 | 847 | 2,087 | 1,387 | 700 |
| III | 1,404 | 905 | 499 | 1,473 | 1,047 | 426 | 2,461 | 1,728 | 733 |
| IV  | 1,049 | 728 | 321 | 1,214 | 833 | 381 | 1,400 | 983 | 417 |
| Total| 7,544 | 5,085 | 2,459 | 7,730 | 5,275 | 2,455 | 8,038 | 5,473 | 2,565 |

**Note**

Year 1.1 refers to students enrolled in Prevocational Year 1 and who were unsuccessful at CPE examinations at their first attempt.

Year 1.2 refers to students enrolled in Prevocational Year 1 and who were unsuccessful at CPE examinations at their second attempt.

Year I is total Year 1.1 and total Year 1.2.
Table 4.47 - Teaching staff in schools offering pre-vocational education by zone, type of administration and sex, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>All schools</th>
<th>State schools</th>
<th>Private schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>339</td>
<td>149</td>
<td>190</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>190</td>
<td>75</td>
<td>115</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>201</td>
<td>41</td>
<td>160</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>135</td>
<td>41</td>
<td>94</td>
</tr>
</tbody>
</table>

|                                           | Total       | Male          | Female         | Total       | Male          | Female         | Total       | Male          | Female         |
| Island of Mauritius                       | 865         | 306           | 559            | 316         | 116           | 200            | 549         | 190           | 359            |
| Island of Rodrigues                       | 41          | 18            | 23             | -           | -             | -              | 41          | 18           | 23             |
| Republic of Mauritius                     | 906         | 324           | 582            | 316         | 116           | 200            | 590         | 208           | 382            |

Table 4.48 - Teaching staff in schools offering pre-vocational education by age and sex, 2015

<table>
<thead>
<tr>
<th>Age (in years)</th>
<th>Republic of Mauritius</th>
<th>Island of Mauritius</th>
<th>Island of Rodrigues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Under 25</td>
<td>19</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>25 - 29</td>
<td>175</td>
<td>55</td>
<td>120</td>
</tr>
<tr>
<td>30 - 34</td>
<td>263</td>
<td>81</td>
<td>182</td>
</tr>
<tr>
<td>35 - 39</td>
<td>156</td>
<td>53</td>
<td>103</td>
</tr>
<tr>
<td>40 - 44</td>
<td>78</td>
<td>30</td>
<td>48</td>
</tr>
<tr>
<td>45 - 49</td>
<td>46</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>50 - 54</td>
<td>42</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>55 - 59</td>
<td>81</td>
<td>32</td>
<td>49</td>
</tr>
<tr>
<td>60 &amp; over</td>
<td>46</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>906</td>
<td>324</td>
<td>582</td>
</tr>
</tbody>
</table>
Table 4.49 - Teaching staff in schools offering pre-vocational education by sex, zone and highest academic qualification, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>School Certificate or equivalent</th>
<th>Higher School Certificate or equivalent</th>
<th>Certificate or Diploma</th>
<th>First Degree</th>
<th>Post Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>17</td>
<td>82</td>
<td>57</td>
<td>155</td>
<td>28</td>
<td>339</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>5</td>
<td>52</td>
<td>31</td>
<td>92</td>
<td>10</td>
<td>190</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>11</td>
<td>87</td>
<td>18</td>
<td>79</td>
<td>6</td>
<td>201</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>7</td>
<td>55</td>
<td>26</td>
<td>42</td>
<td>5</td>
<td>135</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>40</td>
<td>276</td>
<td>132</td>
<td>368</td>
<td>49</td>
<td>865</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>1</td>
<td>26</td>
<td>4</td>
<td>10</td>
<td>-</td>
<td>41</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>41</td>
<td>302</td>
<td>136</td>
<td>378</td>
<td>49</td>
<td>906</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>10</td>
<td>25</td>
<td>33</td>
<td>70</td>
<td>11</td>
<td>149</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>2</td>
<td>17</td>
<td>12</td>
<td>42</td>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>2</td>
<td>20</td>
<td>3</td>
<td>14</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>4</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>18</td>
<td>73</td>
<td>59</td>
<td>139</td>
<td>17</td>
<td>306</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>4</td>
<td>-</td>
<td>18</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>19</td>
<td>83</td>
<td>62</td>
<td>143</td>
<td>17</td>
<td>324</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>7</td>
<td>57</td>
<td>24</td>
<td>85</td>
<td>17</td>
<td>190</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>3</td>
<td>35</td>
<td>19</td>
<td>50</td>
<td>8</td>
<td>115</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>9</td>
<td>67</td>
<td>15</td>
<td>65</td>
<td>4</td>
<td>160</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>3</td>
<td>44</td>
<td>15</td>
<td>29</td>
<td>3</td>
<td>94</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>22</td>
<td>203</td>
<td>73</td>
<td>229</td>
<td>32</td>
<td>559</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>-</td>
<td>16</td>
<td>1</td>
<td>6</td>
<td>-</td>
<td>23</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>22</td>
<td>219</td>
<td>74</td>
<td>235</td>
<td>32</td>
<td>582</td>
</tr>
</tbody>
</table>
Table 4.50 - Distribution of secondary schools (general & pre-vocational) by zone and type of administration, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>All Schools 1</th>
<th>Type of Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>State 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>57</td>
<td>23</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>43</td>
<td>18</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>39</td>
<td>13</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>32</td>
<td>15</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>171</td>
<td>69</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>178</td>
<td>69</td>
</tr>
</tbody>
</table>

1 59 of these schools offer general education only, 118 both general and pre-vocational education and 1 pre-vocational only
2 Includes Mahatma Gandhi Institute, Rabindranath Tagore Secondary School and 4 Mahatma Gandhi State Schools
3 Includes Mauritius Educational Development Company (MEDCO) / Rodrigues Educational Development Company (REDCO)

Table 4.51 - Distribution of secondary schools offering general, pre-vocational and both general & pre-vocational education by zone, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>All Schools</th>
<th>Institutions providing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>General</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>57</td>
<td>18</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>43</td>
<td>12</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>39</td>
<td>16</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>32</td>
<td>13</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>171</td>
<td>59</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>178</td>
<td>59</td>
</tr>
</tbody>
</table>
Table 4.52 - Secondary enrolment (general and pre-vocational streams) and Gross Enrolment Ratio\(^1\) (11-17 years) by sex, 2005-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Republic of Mauritius</th>
<th></th>
<th>Island of Mauritius</th>
<th></th>
<th>Island of Rodrigues</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T M F</td>
<td></td>
<td>T M F</td>
<td></td>
<td>T M F</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T M F</td>
<td></td>
<td>T M F</td>
<td></td>
<td>T M F</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>120,132 59,109 61,023</td>
<td>83 81 85</td>
<td>116,171 57,183 58,988</td>
<td>83 81 85</td>
<td>3,961 1,926 2,035</td>
<td>71 69 73</td>
</tr>
<tr>
<td>2006</td>
<td>125,081 61,535 63,546</td>
<td>86 83 88</td>
<td>120,930 59,546 61,384</td>
<td>86 84 88</td>
<td>4,151 1,989 2,162</td>
<td>75 72 78</td>
</tr>
<tr>
<td>2007</td>
<td>126,279 62,054 64,225</td>
<td>86 84 88</td>
<td>122,052 60,039 62,013</td>
<td>87 84 89</td>
<td>4,227 2,015 2,212</td>
<td>77 73 81</td>
</tr>
<tr>
<td>2008</td>
<td>124,998 61,209 63,789</td>
<td>86 83 88</td>
<td>121,006 59,318 61,688</td>
<td>86 84 89</td>
<td>3,992 1,891 2,101</td>
<td>74 70 77</td>
</tr>
<tr>
<td>2009</td>
<td>124,259 60,503 63,756</td>
<td>86 83 90</td>
<td>120,146 58,530 61,616</td>
<td>87 84 90</td>
<td>4,113 1,973 2,140</td>
<td>77 74 80</td>
</tr>
<tr>
<td>2010</td>
<td>122,445 59,619 62,826</td>
<td>86 83 90</td>
<td>118,446 57,709 60,737</td>
<td>87 83 90</td>
<td>3,999 1,910 2,089</td>
<td>75 72 78</td>
</tr>
<tr>
<td>2011</td>
<td>122,559 59,823 62,736</td>
<td>89 86 92</td>
<td>118,660 57,946 60,714</td>
<td>89 86 93</td>
<td>3,899 1,877 2,022</td>
<td>74 72 76</td>
</tr>
<tr>
<td>2012</td>
<td>122,898 60,015 62,883</td>
<td>89 86 93</td>
<td>118,539 57,917 60,622</td>
<td>90 86 93</td>
<td>4,359 2,098 2,261</td>
<td>81 79 84</td>
</tr>
<tr>
<td>2013</td>
<td>124,420 61,180 63,240</td>
<td>91 88 94</td>
<td>119,867 58,976 60,891</td>
<td>91 88 94</td>
<td>4,553 2,204 2,349</td>
<td>84 82 87</td>
</tr>
<tr>
<td>2014</td>
<td>124,630 61,326 63,304</td>
<td>91 88 94</td>
<td>120,019 59,086 60,933</td>
<td>92 89 94</td>
<td>4,611 2,240 2,371</td>
<td>85 82 88</td>
</tr>
<tr>
<td>2015</td>
<td>124,971 61,670 63,301</td>
<td>92 89 95</td>
<td>120,137 59,330 60,807</td>
<td>92 90 95</td>
<td>4,834 2,340 2,494</td>
<td>87 84 89</td>
</tr>
</tbody>
</table>

\(^1\) Based on the UNESCO definition of Gross Enrolment Ratio, i.e., total enrolment in a specific level of education, regardless of age expressed as a percentage of the population aged 11 to 17.

T: Total \hspace{1cm} M: Male \hspace{1cm} F: Female
Based on the UNESCO definition of Gross Enrolment Ratio, i.e. total enrolment in a specific level of education, regardless of age expressed as a percentage of the population aged 11 to 17.
Table 4.53 - Secondary enrolment (general and pre-vocational streams) and Gross Enrolment Ratio\(^1\) (12-19 years) by sex, 2005 - 2015

| Year | Republic of Mauritius | | Island of Mauritius | | Island of Rodrigues | |
|------|-----------------------|------------------|---------------------|---------------------|------------------|
|      | Enrollment | Gross Enrolment Ratio | Enrollment | Gross Enrolment Ratio | Enrollment | Gross Enrolment Ratio |
|      | T | M | F | T | M | F | T | M | F | T | M | F |
| 2005 | 120,132 | 59,109 | 61,023 | 75 | 73 | 77 | 116,171 | 57,183 | 58,988 | 75 | 74 | 77 |
|      | 3,961 | 1,926 | 2,035 | 62 | 60 | 63 |
| 2006 | 125,081 | 61,535 | 63,546 | 77 | 75 | 79 | 120,930 | 59,546 | 61,384 | 77 | 75 | 79 |
|      | 4,151 | 1,989 | 2,162 | 66 | 63 | 68 |
| 2007 | 126,279 | 62,054 | 64,225 | 77 | 75 | 79 | 122,052 | 60,039 | 62,013 | 77 | 75 | 79 |
|      | 4,227 | 2,015 | 2,212 | 68 | 65 | 70 |
| 2008 | 124,998 | 61,209 | 63,789 | 76 | 73 | 78 | 121,006 | 59,318 | 61,688 | 76 | 74 | 78 |
|      | 3,992 | 1,891 | 2,101 | 65 | 62 | 68 |
| 2009 | 124,259 | 60,503 | 63,756 | 76 | 73 | 78 | 120,146 | 58,530 | 61,616 | 76 | 73 | 79 |
|      | 4,113 | 1,973 | 2,140 | 68 | 66 | 70 |
| 2010 | 122,445 | 59,619 | 62,826 | 75 | 72 | 78 | 118,446 | 57,709 | 60,737 | 75 | 73 | 78 |
|      | 3,999 | 1,910 | 2,089 | 67 | 65 | 70 |
| 2011 | 122,559 | 59,823 | 62,736 | 77 | 74 | 79 | 118,660 | 57,946 | 60,714 | 77 | 75 | 80 |
|      | 3,899 | 1,877 | 2,022 | 68 | 66 | 69 |
| 2012 | 122,898 | 60,015 | 62,883 | 77 | 75 | 80 | 118,539 | 57,917 | 60,622 | 78 | 75 | 80 |
|      | 4,359 | 2,098 | 2,261 | 74 | 72 | 75 |
| 2013 | 124,420 | 61,180 | 63,240 | 79 | 77 | 81 | 119,867 | 58,976 | 60,891 | 79 | 77 | 81 |
|      | 4,553 | 2,204 | 2,349 | 75 | 73 | 77 |
| 2014 | 124,630 | 61,326 | 63,304 | 80 | 78 | 82 | 120,019 | 59,086 | 60,933 | 80 | 78 | 83 |
|      | 4,611 | 2,240 | 2,371 | 76 | 74 | 77 |
| 2015 | 124,971 | 61,670 | 63,301 | 80 | 78 | 83 | 120,137 | 59,330 | 60,807 | 80 | 78 | 82 |
|      | 4,834 | 2,340 | 2,494 | 79 | 77 | 81 |

\(^1\) Based on the national definition of Gross Enrolment Ratio i.e number of students enrolled per 100 population aged 12 to 19

T: Total   M: Male   F: Female
Based on the national definition of Gross Enrolment Ratio i.e number of students enrolled per 100 population aged 12 to 19
Table 4.54 - Net Enrolment ratio by sex in secondary schools (general and prevocational stream), 2010 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment (11-17 years)</th>
<th>Net Enrolment Ratio (11-17 years)¹</th>
<th>Enrolment (12-19 years)</th>
<th>Net Enrolment Ratio (12-19 years)²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>2010</td>
<td>119,015</td>
<td>58,254</td>
<td>60,761</td>
<td>84</td>
</tr>
<tr>
<td>2011</td>
<td>117,734</td>
<td>57,827</td>
<td>59,907</td>
<td>85</td>
</tr>
<tr>
<td>2012</td>
<td>121,423</td>
<td>59,594</td>
<td>61,829</td>
<td>88</td>
</tr>
<tr>
<td>2013</td>
<td>119,245</td>
<td>58,783</td>
<td>60,462</td>
<td>87</td>
</tr>
<tr>
<td>2014</td>
<td>118,762</td>
<td>58,757</td>
<td>60,005</td>
<td>87</td>
</tr>
<tr>
<td>2015</td>
<td>118,358</td>
<td>58,648</td>
<td>59,710</td>
<td>87</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment (11-17 years)</th>
<th>Net Enrolment Ratio (11-17 years)¹</th>
<th>Enrolment (12-19 years)</th>
<th>Net Enrolment Ratio (12-19 years)²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>2010</td>
<td>115,063</td>
<td>56,342</td>
<td>58,721</td>
<td>84</td>
</tr>
<tr>
<td>2011</td>
<td>113,811</td>
<td>55,902</td>
<td>57,909</td>
<td>86</td>
</tr>
<tr>
<td>2012</td>
<td>116,916</td>
<td>57,404</td>
<td>59,512</td>
<td>88</td>
</tr>
<tr>
<td>2013</td>
<td>114,462</td>
<td>56,445</td>
<td>58,017</td>
<td>87</td>
</tr>
<tr>
<td>2014</td>
<td>114,091</td>
<td>56,420</td>
<td>57,671</td>
<td>87</td>
</tr>
<tr>
<td>2015</td>
<td>113,566</td>
<td>56,288</td>
<td>57,278</td>
<td>87</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment (11-17 years)</th>
<th>Net Enrolment Ratio (11-17 years)¹</th>
<th>Enrolment (12-19 years)</th>
<th>Net Enrolment Ratio (12-19 years)²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>2010</td>
<td>3,952</td>
<td>1,912</td>
<td>2,040</td>
<td>74</td>
</tr>
<tr>
<td>2011</td>
<td>3,923</td>
<td>1,925</td>
<td>1,998</td>
<td>74</td>
</tr>
<tr>
<td>2012</td>
<td>4,507</td>
<td>2,190</td>
<td>2,317</td>
<td>84</td>
</tr>
<tr>
<td>2013</td>
<td>4,783</td>
<td>2,338</td>
<td>2,445</td>
<td>89</td>
</tr>
<tr>
<td>2014</td>
<td>4,671</td>
<td>2,337</td>
<td>2,334</td>
<td>85</td>
</tr>
<tr>
<td>2015</td>
<td>4,792</td>
<td>2,360</td>
<td>2,432</td>
<td>86</td>
</tr>
</tbody>
</table>

¹ Based on the UNESCO definition of Net Enrolment Ratio i.e number of pupils enrolled aged 11 to 17 expressed as a percentage of the corresponding population
² Based on previous definition of Net Enrolment Ratio i.e number of pupils enrolled aged 12 and 19 expressed as a percentage of the corresponding population
Table 4.55 - Enrolment in secondary schools offering general and pre-vocational education by zone and sex, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
<td>Pre-vocational</td>
<td>General &amp; Pre-vocational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>34,562</td>
<td>16,289</td>
<td>18,273</td>
<td>3,713</td>
<td>2,398</td>
<td>1,315</td>
<td>38,275</td>
<td>18,687</td>
<td>19,588</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>29,527</td>
<td>14,198</td>
<td>15,329</td>
<td>2,481</td>
<td>1,598</td>
<td>883</td>
<td>32,008</td>
<td>15,796</td>
<td>16,212</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>27,465</td>
<td>13,950</td>
<td>13,515</td>
<td>2,198</td>
<td>1,486</td>
<td>712</td>
<td>29,663</td>
<td>15,436</td>
<td>14,227</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>18,439</td>
<td>8,243</td>
<td>10,196</td>
<td>1,752</td>
<td>1,168</td>
<td>584</td>
<td>20,191</td>
<td>9,411</td>
<td>10,780</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>109,993</td>
<td>52,680</td>
<td>57,313</td>
<td>10,144</td>
<td>6,650</td>
<td>3,494</td>
<td>120,137</td>
<td>59,330</td>
<td>60,807</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>4,318</td>
<td>2,014</td>
<td>2,304</td>
<td>516</td>
<td>326</td>
<td>190</td>
<td>4,834</td>
<td>2,340</td>
<td>2,494</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>114,311</td>
<td>54,694</td>
<td>59,617</td>
<td>10,660</td>
<td>6,976</td>
<td>3,684</td>
<td>124,971</td>
<td>61,670</td>
<td>63,301</td>
</tr>
</tbody>
</table>

Table 4.56 - Teaching staff in secondary schools offering general & pre-vocational education by zone and sex, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>General</th>
<th>Pre-vocational</th>
<th>General &amp; Pre-vocational</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>2,263</td>
<td>909</td>
<td>1,354</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>1,834</td>
<td>726</td>
<td>1,108</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>1,854</td>
<td>342</td>
<td>1,512</td>
</tr>
<tr>
<td>4 - Q.Bornes / Vacoas-Phoenix / West</td>
<td>1,336</td>
<td>338</td>
<td>998</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>7,287</td>
<td>2,315</td>
<td>4,972</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>244</td>
<td>103</td>
<td>141</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>7,531</td>
<td>2,418</td>
<td>5,113</td>
</tr>
</tbody>
</table>
### Table 4.57 - Number enrolled in Mauritius Institute of Training and Development (MITD) Centres, Republic of Mauritius, 2014

<table>
<thead>
<tr>
<th>Sex</th>
<th>Mode of Study</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Apprenticeship</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2,769</td>
<td>4,243</td>
<td>1,278</td>
<td>8,290</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>2,106</td>
<td>2,706</td>
<td>1,000</td>
<td>5,812</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>663</td>
<td>1,537</td>
<td>278</td>
<td>2,478</td>
</tr>
</tbody>
</table>

### Table 4.58 - Number enrolled in MITD Centres by course level, year of study and sex (Full Time), Republic of Mauritius, 2014

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
<td>M</td>
<td>F</td>
<td>T</td>
</tr>
<tr>
<td>Basic Certificate</td>
<td>189</td>
<td>136</td>
<td>53</td>
<td>-</td>
</tr>
<tr>
<td>National Certificate Level 2</td>
<td>103</td>
<td>92</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>National Certificate Level 3</td>
<td>1,028</td>
<td>777</td>
<td>251</td>
<td>-</td>
</tr>
<tr>
<td>National Certificate Level 4</td>
<td>320</td>
<td>238</td>
<td>82</td>
<td>-</td>
</tr>
<tr>
<td>National Certificate Level 5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>63</td>
</tr>
<tr>
<td>National Trade Certificate Level 2</td>
<td>37</td>
<td>37</td>
<td>-</td>
<td>37</td>
</tr>
<tr>
<td>National Trade Certificate Level 3</td>
<td>67</td>
<td>58</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td>Brevet De Technicien</td>
<td>140</td>
<td>136</td>
<td>4</td>
<td>103</td>
</tr>
<tr>
<td>Diploma</td>
<td>202</td>
<td>128</td>
<td>74</td>
<td>183</td>
</tr>
<tr>
<td>Higher National Diploma</td>
<td>91</td>
<td>50</td>
<td>41</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>2,177</td>
<td>1,652</td>
<td>525</td>
<td>451</td>
</tr>
</tbody>
</table>

Source: Mauritius Institute of Training and Development (MITD)
Table 4.59 - Number of graduates by course level (Full Time) in MITD Centres, Republic of Mauritius, 2010 - 2014

<table>
<thead>
<tr>
<th>Course Level</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Certificate</td>
<td>162</td>
<td>84</td>
<td>204</td>
<td>141</td>
<td>66</td>
</tr>
<tr>
<td>National Certificate Level 2</td>
<td>-</td>
<td>-</td>
<td>14</td>
<td>38</td>
<td>87</td>
</tr>
<tr>
<td>National Trade Certificate Level 3/NC 3</td>
<td>921</td>
<td>742</td>
<td>737</td>
<td>688</td>
<td>650</td>
</tr>
<tr>
<td>National Trade Certificate Level 2</td>
<td>175</td>
<td>79</td>
<td>66</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>National Certificate Level 4</td>
<td>-</td>
<td>109</td>
<td>131</td>
<td>148</td>
<td>150</td>
</tr>
<tr>
<td>National Certificate Level 5</td>
<td>-</td>
<td>-</td>
<td>13</td>
<td>50</td>
<td>38</td>
</tr>
<tr>
<td>Certificate</td>
<td>42</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Brevet de Technicien</td>
<td>-</td>
<td>82</td>
<td>64</td>
<td>59</td>
<td>73</td>
</tr>
<tr>
<td>Diploma</td>
<td>125</td>
<td>97</td>
<td>128</td>
<td>98</td>
<td>103</td>
</tr>
<tr>
<td>Higher National Diploma</td>
<td>58</td>
<td>67</td>
<td>38</td>
<td>48</td>
<td>62</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,483</td>
<td>1,260</td>
<td>1,395</td>
<td>1,300</td>
<td>1,238</td>
</tr>
</tbody>
</table>

Source: Mauritius Institute of Training and Development (MITD)

Table 4.60 - Number of graduates by course level (Apprenticeship) in MITD Centres, Republic of Mauritius, 2010 - 2014

<table>
<thead>
<tr>
<th>Course Level</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Certificate 2</td>
<td>13</td>
<td>-</td>
<td>5</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>National Trade Certificate Level 3/NC 3</td>
<td>587</td>
<td>528</td>
<td>565</td>
<td>461</td>
<td>488</td>
</tr>
<tr>
<td>National Certificate NC2</td>
<td>-</td>
<td>-</td>
<td>12</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>National Trade Certificate Level 2</td>
<td>106</td>
<td>11</td>
<td>-</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Basic Certificate</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>National Certificate Level 5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>706</td>
<td>539</td>
<td>582</td>
<td>486</td>
<td>496</td>
</tr>
</tbody>
</table>

Source: Mauritius Institute of Training and Development (MITD)
SPECIAL EDUCATION NEEDS
Table 5.1 - Distribution of Special Education Needs (SEN) schools by zone and type of administration, 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>Type of Administration</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td></td>
<td>18</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td></td>
<td>23</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td></td>
<td>69</td>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td></td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td></td>
<td>70</td>
<td>13</td>
<td>57</td>
</tr>
</tbody>
</table>

1 Government Integrated Unit is a class in a primary Government school catering for Special Education Needs

2 NGO: Non-Government Organisation

Table 5.2 - Enrolment in Special Education Needs (SEN) schools by sex and zone, 2013 - 2015

<table>
<thead>
<tr>
<th>Zone</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Total Male</th>
<th>Total Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Port Louis / North</td>
<td>611</td>
<td>394</td>
<td>217</td>
<td>721</td>
<td>457</td>
<td>264</td>
</tr>
<tr>
<td>2 - B.Bassin-R.Hill / East</td>
<td>687</td>
<td>428</td>
<td>259</td>
<td>766</td>
<td>484</td>
<td>282</td>
</tr>
<tr>
<td>3 - Curepipe / South</td>
<td>386</td>
<td>222</td>
<td>164</td>
<td>370</td>
<td>215</td>
<td>155</td>
</tr>
<tr>
<td>4 - Q.Bornes/Vacoas-Phoenix/West</td>
<td>280</td>
<td>195</td>
<td>85</td>
<td>395</td>
<td>261</td>
<td>134</td>
</tr>
<tr>
<td>Island of Mauritius</td>
<td>1,964</td>
<td>1,239</td>
<td>725</td>
<td>2,252</td>
<td>1,417</td>
<td>835</td>
</tr>
<tr>
<td>Island of Rodrigues</td>
<td>44</td>
<td>35</td>
<td>9</td>
<td>39</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>Republic of Mauritius</td>
<td>2,008</td>
<td>1,274</td>
<td>734</td>
<td>2,291</td>
<td>1,445</td>
<td>846</td>
</tr>
</tbody>
</table>

1 Government Integrated Unit is a class in a primary Government school catering for Special Education Needs

2 NGO: Non-Government Organisation
Table 5.3 - Enrolment in Special Education Needs (SEN) schools by age and sex, Republic of Mauritius, 2013 - 2015

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>2013</th>
<th></th>
<th>2014</th>
<th></th>
<th>2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>11</td>
<td>2</td>
<td>11</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>8</td>
<td>8</td>
<td>31</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>38</td>
<td>25</td>
<td>13</td>
<td>39</td>
<td>25</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>94</td>
<td>64</td>
<td>30</td>
<td>79</td>
<td>47</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>113</td>
<td>73</td>
<td>40</td>
<td>111</td>
<td>78</td>
<td>33</td>
</tr>
<tr>
<td>8</td>
<td>135</td>
<td>91</td>
<td>44</td>
<td>139</td>
<td>95</td>
<td>44</td>
</tr>
<tr>
<td>9</td>
<td>153</td>
<td>103</td>
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Table 5.4 - Number of pupils in Special Education Needs (SEN) schools by type of impairment and sex, Republic of Mauritius, 2015

<table>
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<tr>
<th>Impairment type</th>
<th>Total</th>
<th>Boys</th>
<th>Girls</th>
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<tbody>
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<td>99</td>
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<tr>
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<td>77</td>
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<td>Dyslexia</td>
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<td>Emotional Disturbance</td>
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<td>Severe and Multiple Disabilities</td>
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<td>64</td>
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<tr>
<td>Visual Impairment</td>
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<td>43</td>
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<tr>
<td>Other</td>
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<td>56</td>
<td>36</td>
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Table 5.5 - Personnel in Special Education Needs (SEN) schools by sex, Republic of Mauritius, 2013 - 2015

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<th>Personnel</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tr>
<td></td>
<td>Total</td>
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<tr>
<td>Administrative and Ancillary staff</td>
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<td>73</td>
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<tr>
<td>Medical and Para-Medical</td>
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<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>562</strong></td>
<td><strong>106</strong></td>
<td><strong>456</strong></td>
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FLOW RATES
### Table 6.1 - Percentage of Dropout in Primary Schools, 2010 - 2014

<table>
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<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
<td>0.9</td>
<td>0.4</td>
<td>0.7</td>
<td>0.8</td>
<td>0.7</td>
<td>0.8</td>
<td>0.5</td>
<td>0.6</td>
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<tr>
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<td>0.6</td>
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### Table 6.2 - Percentage of Dropout in Secondary Schools (general), 2010 - 2014

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<th>Female</th>
<th>Total</th>
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<th>Female</th>
<th>Total</th>
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<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<td>5.2</td>
<td>3.7</td>
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<td>3.5</td>
<td>4.6</td>
<td>4.1</td>
<td>2.3</td>
<td>3.2</td>
</tr>
<tr>
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<td>8.4</td>
<td>2.2</td>
<td>0.0</td>
<td>0.8</td>
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<td>6.4</td>
<td>7.0</td>
<td>11.6</td>
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<td>4.8</td>
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<td>4.3</td>
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<td>2.3</td>
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Note: The computation for dropout for general secondary education does not take into account students who take up vocational programmes after leaving school.

### Table 6.3 - Percentage of Dropout in Secondary Schools (Pre-vocational), 2010 - 2014

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<tr>
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<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>11.1</td>
<td>10.8</td>
<td>9.0</td>
<td>9.6</td>
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<td>17.7</td>
<td>17.5</td>
<td>22</td>
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<td>18.6</td>
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Table 6.4 - Flow rates in secondary schools (general stream), Republic of Mauritius, 2013

<table>
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<th>Grade</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>Lower VI</th>
<th>Upper VI</th>
</tr>
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<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion rate (%)</td>
<td>98</td>
<td>95</td>
<td>91</td>
<td>79</td>
<td>52</td>
<td>88</td>
<td>n.a</td>
</tr>
<tr>
<td>Repetition rate (%)</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>16</td>
<td>24</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
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<td>-</td>
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<td>2</td>
<td>5</td>
<td>24</td>
<td>4</td>
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<td></td>
<td></td>
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<td>95</td>
<td>89</td>
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<td>47</td>
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<td>4</td>
<td>8</td>
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<td>25</td>
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<td></td>
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<tr>
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<td>96</td>
<td>93</td>
<td>82</td>
<td>57</td>
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</tr>
<tr>
<td>Repetition rate (%)</td>
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<td>3</td>
<td>6</td>
<td>13</td>
<td>23</td>
<td>7</td>
<td>13</td>
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<tr>
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<td>1</td>
<td>5</td>
<td>20</td>
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Table 6.5 - Flow rates in secondary schools (general stream), Republic of Mauritius, 2014

<table>
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<th>IV</th>
<th>V</th>
<th>Lower VI</th>
<th>Upper VI</th>
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<tbody>
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<td>91</td>
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<td>23</td>
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<td>-</td>
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<td>97</td>
<td>94</td>
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<td>57</td>
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<td>5</td>
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<td>23</td>
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<td>17</td>
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n.a: Not applicable
Table 6.6 - Flow rates in secondary schools (general stream), Island of Mauritius, 2013

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<th>IV</th>
<th>V</th>
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<td>92</td>
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<td>8</td>
<td>14</td>
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<td>90</td>
<td>78</td>
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<td>13</td>
<td>22</td>
<td>7</td>
<td>13</td>
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<td>1</td>
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n.a: Not applicable

Table 6.7 - Flow rates in secondary schools (general stream), Island of Mauritius, 2014

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<th>IV</th>
<th>V</th>
<th>Lower VI</th>
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<td>Promotion rate (%)</td>
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<td>96</td>
<td>93</td>
<td>82</td>
<td>52</td>
<td>89</td>
<td>n.a</td>
</tr>
<tr>
<td>Repetition rate (%)</td>
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<td>6</td>
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<td>92</td>
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<tr>
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<td>97</td>
<td>94</td>
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Table 6.8 - Flow rates in secondary schools (general stream), Island of Rodrigues, 2013

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<td></td>
<td></td>
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n.a: Not applicable

Table 6.9 - Flow rates in secondary schools (general stream), Island of Rodrigues, 2014

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<td>85</td>
<td>69</td>
<td>56</td>
<td>43</td>
<td>58</td>
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<tr>
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n.a: Not applicable
ICT IN EDUCATION
Table 7.1 - ICT \(^1\) in pre-primary, primary and secondary schools - Republic of Mauritius, 2015

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<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
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<td>of which: for both purposes</td>
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<td>177</td>
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<td>297</td>
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\(^1\) ICT include computers, laptops, internet, radio, television, video players, etc

\(^2\) Include both secondary general and pre-vocational

\(^3\) Refers to teaching methods that include ICT in supporting and enhancing course content delivery
POST-SECONDARY EDUCATION
Table 8.1 - Enrolment in Post-Secondary Institutions, 2015/2016

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<td>T</td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
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<td>M</td>
<td>F</td>
<td>T</td>
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M: Male          F: Female       T: Total
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<th>Faculty of Engineering</th>
<th>Faculty of Law &amp; Management</th>
<th>Faculty of Science</th>
<th>Faculty of S/Studies &amp; Humanities</th>
<th>Innovative Lifelong Learning (CILL)</th>
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<table>
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Table 8.3 - University of Mauritius - Enrolment (including new admissions) by course level, faculty and sex, 2015/2016

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<tr>
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<th>Faculty of Agriculture</th>
<th>Faculty of Engineering</th>
<th>Faculty of Law and Management</th>
<th>Faculty of Science</th>
<th>Faculty of Social Studies and Humanities</th>
<th>Innovative Lifelong Learning (CILL)</th>
<th>All Faculties</th>
</tr>
</thead>
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<td>T</td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
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<td>15</td>
<td>102</td>
<td>70</td>
<td>172</td>
<td>166</td>
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<td>2</td>
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<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
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<tr>
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<td>374</td>
<td>1,723</td>
<td>821</td>
<td>2,544</td>
<td>1,247</td>
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</table>

T: Total  M: Male  F: Female

Table 8.4 - University of Mauritius - Enrolment (including new admissions) by mode of study, faculty and sex, 2015/2016

<table>
<thead>
<tr>
<th>Mode of Study</th>
<th>Faculty of Agriculture</th>
<th>Faculty of Engineering</th>
<th>Faculty of Law and Management</th>
<th>Faculty of Science</th>
<th>Faculty of Social Studies and Humanities</th>
<th>Innovative Lifelong Learning (CILL)</th>
<th>All Faculties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
</tr>
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<td>226</td>
<td>321</td>
<td>1,505</td>
<td>726</td>
<td>2,231</td>
<td>828</td>
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<tr>
<td>Part - Time</td>
<td>22</td>
<td>31</td>
<td>53</td>
<td>218</td>
<td>95</td>
<td>313</td>
<td>419</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>257</td>
<td>374</td>
<td>1,723</td>
<td>821</td>
<td>2,544</td>
<td>1,247</td>
</tr>
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</table>

T: Total  M: Male  F: Female
Table 8.5 - University of Mauritius - Enrolment by course level, faculty, sex and year of study, 2015/2016

| Faculty & Course Level | Yr I |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           |           | Total |
|------------------------|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------|
|                        | M    | F         | T         | M          | F         | T         | M          | F         | T         | M          | F         | T         | M          | F         | T         |         |
| Agriculture            |      |           |           |            |           |           |            |           |           |            |           |           |            |           |           |          |
| Master Degree          | 1    | -         | 1         | 7          | 7         | 14        | -          | -         | -         | -          | -         | -         | 8          | 7         | 15        |          |
| Degree                 | 43   | 75        | 118       | 28         | 86        | 114       | 21         | 59        | 80        | 9          | 22        | 31        | 101        | 242       | 343       |          |
| Total                  | 44   | 75        | 119       | 35         | 93        | 128       | 21         | 59        | 80        | 9          | 22        | 31        | 109        | 249       | 358       |          |
| Engineering            |      |           |           |            |           |           |            |           |           |            |           |           |            |           |           |          |
| Master Degree          | 46   | 34        | 80        | 56         | 36        | 92        | -          | -         | -         | -          | -         | -         | 102        | 70        | 172       |          |
| Degree                 | 435  | 198       | 633       | 430        | 198       | 628       | 338        | 182       | 520       | 365        | 151       | 516       | 1,568      | 729       | 2,297     |          |
| Diploma                | -    | -         | -         | 16         | 11        | 27        | 1          | 17        | 18        | -          | -         | -         | 19         | 2         | 21        |          |
| Total                  | 481  | 232       | 713       | 505        | 236       | 741       | 338        | 182       | 520       | 365        | 151       | 516       | 1,689      | 801       | 2,490     |          |
| Law & Management       |      |           |           |            |           |           |            |           |           |            |           |           |            |           |           |          |
| Master Degree          | 94   | 105       | 199       | 65         | 122       | 187       | 6          | 7         | 13        | 1          | -         | 1         | 166        | 234       | 400       |          |
| Degree                 | 292  | 656       | 948       | 379        | 810       | 1,189     | 286        | 612       | 898       | 97         | 196       | 293       | 1,054      | 2,274     | 3,328     |          |
| Diploma                | -    | -         | -         | 16         | 11        | 27        | 1          | 17        | 18        | -          | -         | -         | 17         | 2         | 45        |          |
| Total                  | 386  | 761       | 1,147     | 460        | 943       | 1,403     | 293        | 636       | 929       | 98         | 196       | 294       | 1,237      | 2,536     | 3,773     |          |
| Science                |      |           |           |            |           |           |            |           |           |            |           |           |            |           |           |          |
| Master Degree          | 12   | 11        | 23        | -          | -         | -         | -          | -         | -         | -          | -         | -         | 12         | 11        | 23        |          |
| Degree                 | 139  | 191       | 330       | 83         | 156       | 239       | 68         | 163       | 231       | 32         | 88        | 120       | 322        | 598       | 920       |          |
| Diploma                | 8    | 19        | 27        | 9          | 15        | 24        | -          | -         | -         | -          | -         | -         | 17         | 34        | 51        |          |
| Total                  | 159  | 221       | 380       | 92         | 171       | 263       | 68         | 163       | 231       | 32         | 88        | 120       | 351        | 643       | 994       |          |
| Social Studies & Humanities | 13 | 32       | 45        | 25         | 40        | 65        | 2          | 2         | 4         | -          | -         | -         | 40         | 74        | 114       |          |
| Degree                 | 108  | 419       | 527       | 117        | 425       | 542       | 123        | 484       | 607       | 21         | 65        | 86        | 369        | 1,393     | 1,762     |          |
| Certificate            | -    | -         | -         | 11         | 2         | 13        | -          | -         | -         | -          | -         | -         | 11         | 2         | 13        |          |
| Total                  | 121  | 451       | 572       | 153        | 467       | 620       | 125        | 486       | 611       | 21         | 65        | 86        | 420        | 1,469     | 1,889     |          |
| Innovative Lifelong Learning (CILL) | 8  | 18       | 26        | 5          | 15        | 20        | -          | -         | -         | -          | -         | -         | 13         | 33        | 46        |          |
| Degree                 | 60   | 97        | 157       | 64         | 91        | 155       | 51         | 61        | 112       | 8          | 16        | 24        | 183        | 265       | 448       |          |
| Diploma                | -    | 3         | 3         | 12         | 31        | 43        | 8          | 22        | 30        | 3          | -         | 3         | 23         | 56        | 79        |          |
| Certificate            | 14   | -         | 14        | -          | -         | -         | -          | -         | -         | -          | -         | -         | 14         | -         | 14        |          |
| Total                  | 82   | 118       | 200       | 81         | 137       | 218       | 59         | 83        | 142       | 11         | 16        | 27        | 233        | 354       | 587       |          |

| All Faculties          |      |           |           |            |           |           |            |           |           |            |           |           |            |           |           |           |           |          |
| Master Degree          | 174  | 200       | 374       | 158        | 220       | 378       | 8          | 9         | 17        | 1          | -         | 1         | 341        | 429       | 770       |          |
| Degree                 | 1,077| 1,636     | 2,713     | 1,101      | 1,766     | 2,867     | 887        | 1,561     | 2,448     | 532        | 538       | 1,070     | 3,597      | 5,501     | 9,098     |          |
| Diploma                | 8    | 22        | 30        | 56         | 59        | 115       | 9          | 39        | 48        | 3          | -         | 3         | 76         | 120       | 196       |          |
| Certificate            | 14   | -         | 14        | 11         | 2         | 13        | -          | -         | -         | -          | -         | -         | 25         | 2         | 27        |          |
| Total                  | 1,273| 1,858     | 3,131     | 1,326      | 2,047     | 3,373     | 904        | 1,609     | 2,513     | 536        | 538       | 1,074     | 4,039      | 6,052     | 10,091    |          |

Note: Enrolment for M Phil/Phd was 16 for Agriculture, 54 for Engineering, 20 for Law & Management, 54 for Science, 25 for Social Studies & Humanities and 1 for Centre For Innovative and Lifelong Learning (CILL).

T: Total          M: Male          F: Female
### Table 8.6 - University of Mauritius - New admissions by course level, faculty and sex, 2015/2016

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Faculty of Agriculture</th>
<th>Faculty of Engineering</th>
<th>Faculty of Law and Management</th>
<th>Faculty of Science</th>
<th>Faculty of Social Studies and Humanities</th>
<th>Centre for Innovative Lifelong Learning (CILL)</th>
<th>All Faculties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M F T</td>
<td>M F T</td>
<td>M F T</td>
<td>M F T</td>
<td>M F T</td>
<td>M F T</td>
<td>M F T</td>
</tr>
<tr>
<td>M Phil / PHD</td>
<td>- - -</td>
<td>- 1 1</td>
<td>- - -</td>
<td>- - -</td>
<td>- - -</td>
<td>- - -</td>
<td>- 1 1</td>
</tr>
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<td>13 32 45</td>
<td>8 19 27</td>
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</tr>
<tr>
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<td>369 182 551</td>
<td>287 648 935</td>
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<td>103 396 499</td>
<td>54 91 145</td>
<td>967 1,560 2,527</td>
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<td>- - -</td>
<td>8 18 26</td>
<td>- - -</td>
<td>- - -</td>
<td>- - -</td>
<td>8 18 26</td>
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### Table 8.7 - Fashion and Design Institute - Enrolment by faculty, course level, field of study and sex, 2015/2016

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<th>Interactive Media</th>
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</tr>
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<td>M F T</td>
<td>M F T</td>
<td>M F T</td>
<td>M F T</td>
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<td>1 26 27</td>
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<td>44 37 81</td>
<td>- - -</td>
<td>61 92 153</td>
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<td>15 7 22</td>
<td>85 107 192</td>
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<td>- - -</td>
<td>19 22 41</td>
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<tr>
<td><strong>Total</strong></td>
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<td>11 75 86</td>
<td>58 43 101</td>
<td>44 37 81</td>
<td>15 7 22</td>
<td>165 221 386</td>
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</table>

T: Total    M: Male    F: Female
Table 8.8 - University of Technology - Mauritius: Enrolment by school, course level, year of study and sex, 2015/2016

<table>
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<tr>
<th>Course</th>
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<th>Yr II</th>
<th>Yr III</th>
<th>Yr IV and Above</th>
<th>Total</th>
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<td>M</td>
<td>F</td>
</tr>
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<td>9</td>
<td>-</td>
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<tr>
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<td>2</td>
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</tr>
<tr>
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<td>630</td>
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<td></td>
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<td>9</td>
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Table 8.9 - University of Technology - Mauritius: Enrolment by mode of study, school, and sex, 2015/2016

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<th>Schools</th>
<th>Full - Time</th>
<th>Part - Time</th>
<th>Total</th>
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</thead>
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<td>M</td>
<td>F</td>
<td>T</td>
</tr>
<tr>
<td>School of Accounting, Finance &amp; Economics</td>
<td>147</td>
<td>204</td>
<td>351</td>
</tr>
<tr>
<td>School of Business, Management and Law</td>
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<td>542</td>
<td>734</td>
</tr>
<tr>
<td>School of Innovative Technologies and Engineering</td>
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<td>847</td>
<td>1,493</td>
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<tr>
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<td>3,509</td>
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</table>

M: Male  F: Female  T: Total
<table>
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<th>Course Level</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Total</th>
</tr>
</thead>
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<td>Yr II</td>
<td>Yr III</td>
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<td>M  F  T</td>
<td>M  F  T</td>
<td>M  F  T</td>
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<tr>
<td>M Phil / PHD in Education</td>
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<td>(run jointly with UOB)</td>
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<td>Phd (run jointly with UKZN)</td>
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¹ Includes students on courses run jointly with University of Mauritius & University of Technology of Mauritius

M : Male  F : Female
### Table 8.11 - Mahatma Gandhi Institute - Enrolment by course level, mode of study and sex, 2015/2016

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M: Male  F: Female  T: Total
### Table 8.12 - Open University of Mauritius - Enrolment for Distance/Full Time Education by course level and sex, 2015

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M : Male      F: Female      T: Total
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Table 8.14 - Mauritius Institute of Health - Enrolment by course level and sex, 2015/2016

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No Intake for Part Time Courses

M : Male
F : Female
T : Total
Table 8.15: Enrolment at Tertiary Education Level, both Locally & Overseas, by Source and Field of Study, as at December 2014

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Note: 1 - Excludes enrolment on joint MIE, MGI & UTM Programmes

2 - Private includes enrolment in Private Post Secondary Educational Institutions and private students pursuing studies without going through an intermediary/ Private Post Secondary Educational Institutions locally

NB: Considering Statistics from ACCA Mauritius, Chinese Embassy on enrolment of self finance students & excluding foundation programmes

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<td>-</td>
<td>449</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>498</td>
<td>679</td>
<td>31</td>
<td>-</td>
<td>1,216</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,047</td>
<td>61</td>
<td>4</td>
<td>5,469</td>
<td>10,067</td>
<td>548</td>
<td>468</td>
<td>17,664</td>
</tr>
</tbody>
</table>

¹ DBA - Doctor in Business Administration
² Professional - graduates from professional bodies e.g. The Association of Chartered Certified Accountants, The Chartered Institute of Secretaries & Administrators.

Annex A

Annual Survey in Schools - Methodology

Introduction

Objective
The main objective of the census is to collect reliable and updated data on the functioning of schools, teaching and learning conditions for effective policy and decision-making in the education sector. The questionnaires have been designed to collect information at school level on:

- available infrastructure and facilities;
- enrolment;
- examination results;
- ICT facilities, and
- teaching and non-teaching personnel.

Coverage
The survey covers all public and private pre-primary, primary, secondary and specialised institutions as well as all public-funded vocational training institutions in the Republic of Mauritius. They numbered 1,524 in 2015.

Data collection
Data are collected from schools through mail questionnaires. For the 2015 round of the census, relevant questionnaires with a covering letter and instructions were mailed to all schools during the last week of February 2015. The reference date for the survey was the first working day of March 2015. The schools had to submit the completed questionnaires by mail within a given deadline.

Response rate
A close monitoring of response from the schools are done by staff of the Statistics Unit at the Ministry of Education and Human Resources, Tertiary Education and Scientific Research. Reminders are sent to all schools which do not respond by a given deadline. Those which still do not respond after phone calls and reminders are
visited. In 2015, of the 1,524 schools, returns could not be obtained from 4 schools only, all of them in the pre-primary sector.

**Editing and Coding**
The editing and coding exercise are done by a team of Statistical Officers. The questionnaires are scrutinized to identify missing and inconsistent data. The data are also checked against previous year's questionnaires. Schools which report major changes or missing and inconsistent data are contacted by phone and any necessary corrections made. The questionnaires are then coded for data entry.

**Data Processing**
The Integrated Microcomputer Processing System (IMPS) software and the Census and Survey Processing System (CSPro) were used for the 2015 Annual Survey in Schools. Data validation and cleaning were then done by Statistical Officers using the same softwares. Once all the data files were cleaned, Excel was used for tabulation.