

Guiding Questions for Defining the Normative Content of the Issues Examined at the Tenth Working Session of the Open-ended Working Group:

Education, Training, Life-long Learning and Capacity-building

Definition

- 1. What are the definitions of the rights of older persons to education, training, life-long learning and capacity-building in the national legislation in your country? Or how should such a right be defined, considering existing national, regional and international legal framework?**

In Mauritius, the Education system is governed by the Education Act. The Open University of Mauritius is a public university which offers adult and continuing education using distance education methodology; and cater for the needs of those willing to gain access to education after having left the conventional system.

Scope of the right

- 2. What are the key normative elements of the rights of older persons to education, training, life-long learning and capacity-building, including such elements as availability, accessibility, acceptability and adaptability? Please provide references to existing standards where applicable.**

Accessibility - free transport for all older persons as from 60 years old

Adaptability - opportunities for older persons to interact with the younger generation

Availability- a number of day-care centres offer recreational and educational programmes for older persons throughout the country

State obligations

- 3. What are the measures that should be undertaken by the State to respect, protect and fulfill the rights of older persons to education, training, life-long learning and capacity-building, regarding the normative elements as provided above?**

The Open University of Mauritius is a body corporate. It was enacted by the parliament of Mauritius. The Act is cited as the Open University of Mauritius Act No. 2 of 2010 as amended in 2012.

The mission of Open University is to provide quality education to people of all backgrounds from Mauritius with the ultimate aim of developing their intellectual, moral, civic and creative capacities to the

fullest, so that they can lead a life full of dignity while contributing meaningfully to the socio-economic development of their nation.

Special considerations

4. What special measures and specific considerations should be considered in developing the normative content of the rights of older persons to education, training, life-long learning and capacity-building?

The implementation of an educational reform should be considered. New Mechanisms and devices should be put in place, as well as improving, enhancing and expanding those already existing so as to encourage learners into becoming providers, financing agents, enablers and supporters to every, Mauritian citizen-irrespective of gender, learning deficiency, socio-economic status, age, physical disability in alignment with social justice and universal human rights.

Build up on resources and human capital for a better service to older people.

5. How should the responsibilities of non-State parties such as private sector be defined in the context of the rights of older persons to education, training, life-long learning and capacity-building?

There is a number of private tertiary education institutions open to older persons. The Tertiary Education Commission provides with information related to both public and private education institutions. There should be partnership between the public and private sector and responsibilities should be shared accordingly. The University of Third Age has been set up and is open for students aged 55 years and more who may opt among 25 courses divided into four areas: well-being, adaptation to technology, music and arts, and social sciences.

Implementation

6. What are the best practices and main challenges faced by your country in the adoption and implementation of the normative framework on education, training, life-long learning and capacity-building for older persons?

