



**MINISTRY OF EDUCATION,
TERTIARY EDUCATION, SCIENCE
AND TECHNOLOGY**



**ANNUAL
REPORT**

2022-2023

OCTOBER 2023

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INTRODUCTION

In line with the requirements of the Finance and Audit Act, the Ministry of Education, Tertiary Education, Science and Technology has prepared its seventh Annual Report on Performance for the fiscal year 2022-2023.

The Report has been structured as per the guidelines issued by the Ministry of Finance, Economic Planning and Development and provides information on the Ministry, in line with the spirit of performance-based budgeting. The Ministry believes that transparency and accountability are the basis of good governance, which ultimately leads to efficient and effective performance.

This Report gives an overview of the Ministry’s main roles/ functions, achievements and evaluates its key actions, major projects, programmes and measures planned for the year. It also provides a statement on the revenue and expenditure for the Financial Year 2022-2023.

THE STRUCTURE OF THE ANNUAL REPORT



Part I: About the Ministry



Part II: Achievements and Challenges



Part III: Financial Performance



Part IV: Way Forward

STATEMENT FROM THE HONOURABLE VICE-PRIME MINISTER, MINISTER OF EDUCATION, TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY



It gives me great pleasure to present the Annual Report of the Ministry of Education, Tertiary Education, Science and Technology for the Financial Year 2022-2023. The report highlights our ongoing and determined journey to make our education system more resilient and forward-looking while consolidating an inclusive and enabling learning environment at all levels.

The year has marked a series of collaborative efforts at international and regional levels to enhance the quality of our education system, foster the exchange of knowledge and best practices as well as address the shared challenges post-COVID 19. Thus, my Ministry successfully hosted the 3rd edition of the Triennale of the Association for the Development of Education in Africa (ADEA) from 19th to 21st October 2022 and we engaged actively with education partners at the United Nations Transforming Education Summit, the G20 Summit in India, the SMART Education Conference in Beijing and the UNESCO Digital Learning week, among others.

Supporting the transformation in education in a rapidly changing world has become a priority globally and we have aligned our reforms with the needs of modern Mauritius. After the Polytechnics Mauritius and the Institute of Technical Education and Technology, a further boost has been provided to Technical and Technology Education. Technology Education is a new pathway at secondary level that has been elaborated and slated for introduction in January 2024. It will propose a new array of subjects that will be competency-based for both learning and assessment, provide a solid foundation for building up future higher-level skills and ultimately assist in producing a skilled workforce to sustain the economy.

The introduction of “Kreol Morisien” at Grade 11 as well as the new Technology Education Stream has triggered the need to set up a National Examinations Board for the organisation and conduct of the relevant examinations. Amendments have, therefore, been brought to the Education Act and the University of Mauritius has been conferred the power to award certificates for the secondary sub-sector. In addition, new post A-level scholarships have been awarded under the Sir Anerood Jugnauth (SAJ) National scholarship and the HSC Professional National Schemes.

On the other hand, the Higher Education sub-sector, that is instrumental in shaping the future and quality of life of individuals and the community, has been provided with the means to sustain and promote its development.

The “Futures of Higher Education” Conference was held in May 2023 to pave the way for our strategy for the sub-sector between now and 2040. New programmes in emerging areas are being offered at tertiary level and modern innovative infrastructure and laboratories have been established across the various public Higher Education Institutions.

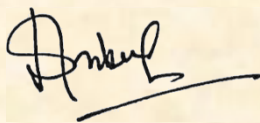
Innovative actions have been prolific during the period under review, namely, 459 scholarships, under the COL Scholarship programme, have been secured for Special Education Needs teachers and assistants, adding to some 3000 other scholars already benefiting from COL support.

As for Polytechnics Mauritius Ltd, it has been given the means to expand its much-sought-after educational and training offerings through the opening of a new campus at Rose Belle.

As part of the capacity building drive, the Continuous Professional Development of both teaching and non-teaching staff of our educational institutions has been ongoing, with Educators and Professional Learning Communities set up for both Educators and School Heads.

All the above achievements would not have been possible without the dedication and relentless efforts of the Senior Chief Executive and staff of my Ministry. I would like to seize this opportunity to extend my heartfelt appreciation to all of them for their valued contribution. It is through our collective efforts that we can all move forward and strive for ongoing improvements in our educational system.

I look forward to the sustained efforts and the unflinching support of all the stakeholders so that we can all work together to ensure the provision of equitable and quality education at all levels and create the next generation of forward-looking leaders contributing to the transformation of the Republic of Mauritius into a high income and prosperous nation.



The Honourable Mrs Leela Devi DOOKUN-LUCHOOMUN, G.C.S.K., F.R.S.B.

Vice-Prime Minister, Minister of Education, Tertiary Education, Science and Technology

STATEMENT FROM THE AG. SENIOR CHIEF EXECUTIVE

It is an honour for me to present the Annual Report of the Ministry of Education, Tertiary Education, Science and Technology for the Financial Year 2022-2023. This report gives an overview of the operations and performance of the Ministry, including the achievements, challenges and future plans from the pre-primary through to the tertiary education sub-sectors.

Throughout the year, the Ministry has continued its sustained efforts to advance educational excellence, foster innovation, and ensure equitable access to quality education for all.

We have undertaken various initiatives with the aim of better preparing our students for a rapidly evolving global landscape. These include the professional development of Educators and other staff of educational institutions, the elaboration of programs for a future-ready learning community and the integration of technology in teaching. Additionally, significant efforts have been made to improve the overall educational infrastructure and ensure that students have safe and conducive learning environments.

Nevertheless, the disruption of classes due to adverse climatic conditions did remain a serious challenge. The existing facilities to ensure the continuity of education during school closures are being strengthened with the extension of the Student Support Portal to Grades 10 and 11 and the production of additional educational videos. Moreover, this Ministry will work towards a Digital Pedagogy in Schools for Hybrid learning.

As we move forward, we will continue to build on the successes and lessons of the past while addressing the emerging issues. We will continue to prioritise the growth and development of the education system, strive to sustain the provision of quality learning opportunities to all, including children with disabilities, and diligently promote scientific research, technological innovation and research and development initiatives across all education sectors.

I seize the opportunity to extend my deepest gratitude to the Hon. Vice-Prime Minister and Minister of Education, Tertiary Education, Science and Technology for her guidance and support, and to the staff of the Ministry and other public bodies for their hard work, commitment and dedication to sustain the growth and success of our education system.

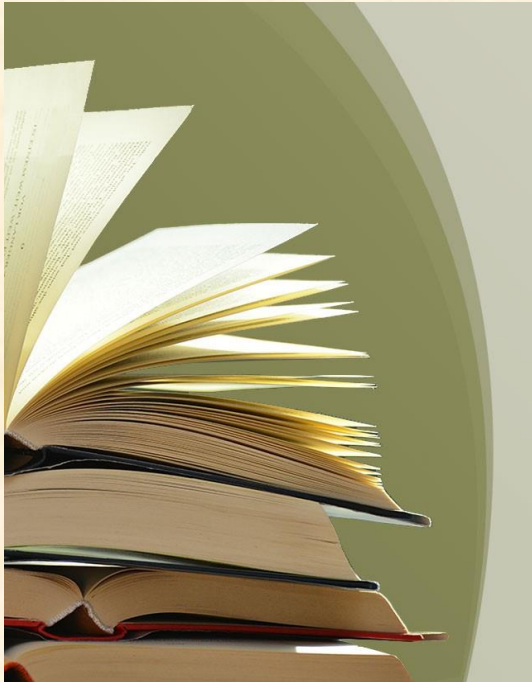
I have also a special thought for all our Institutional Leaders as well as Educators and other staff whose dedication shapes the minds of our future leaders. I equally applaud the parents for their unwavering support and I commend our students for their enthusiasm and determination to learn and grow.

Let us continue to work together to overcome obstacles, foster inclusivity and refine our strategies to provide a transformative education for all.

Mr Keerunduth Samlall
Ag. Senior Chief Executive

VISION AND MISSION

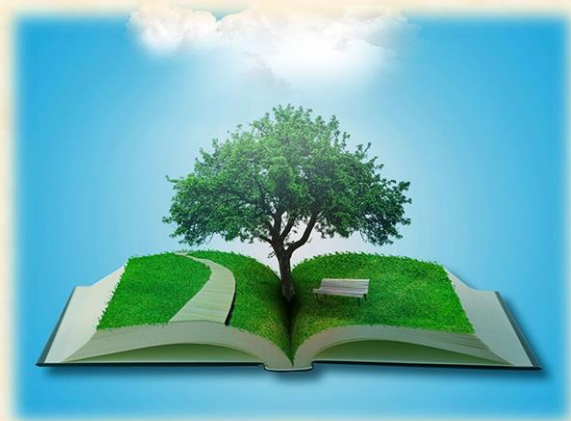
Vision



To create the next generation of forward-looking and innovative leaders contributing to the transformation of the Republic of Mauritius into a high ranking and prosperous nation.

Mission

- Ensure that the education system fosters a knowledge-oriented, cohesive, inclusive and productive society;
- Promote a holistic and inclusive education that makes learners upholders of values and grow into resilient and globally-minded citizens;
- Create an enabling environment for technical and higher education, science and technology development;
- Equip learners with innovative, cutting-edge knowledge and deep research skills for increased competence in a dynamic work environment; and
- Sustain existing and motivating conditions towards the recognition of Mauritius as a regional and continental Education Hub.



CORE VALUES OF THE MINISTRY



INTEGRITY

We stand guided by a high level of professional ethics in all educational processes.



EQUITY AND FAIRNESS

We endeavour to adhere to all principles of fairness and equity.



INCLUSIVENESS

We pledge to provide equal opportunities to all our learners.



QUALITY

We undertake to provide high quality delivery of educational services in a timely manner.



TEAMWORK

We engage ourselves in fostering team spirit and building a community of good practices.



CREATIVITY AND INNOVATION

We commit ourselves to adopting creative and innovative strategies in the pursuance of our mission.

ROLES AND FUNCTIONS OF THE MINISTRY

The Ministry of Education, Tertiary Education, Science and Technology is responsible for the development and delivery of sound education services in the Republic of Mauritius.

It formulates education policies and ensures that robust regulatory and monitoring mechanisms are in place for greater effectiveness and efficiency of the education system.

KEY FUNCTIONS OF THE MINISTRY

- Ensures the provision of inclusive, equitable and quality education at the pre-primary, primary, secondary, technical and higher education levels.
- Provides policy guidelines for the development and review of national curriculum frameworks and the implementation of the Nine Years Continuous Basic Education Policy.
- Provides necessary support:
 - ❖ through psychological and counselling services to learners and their families;
 - ❖ to students with learning difficulties and those with Special Education Needs as part of the inclusion process;
 - ❖ through scholarships to meritorious as well as needy students to pursue post-secondary education;
 - ❖ to all learners of pre-primary, primary and secondary schools including needy students through the provision of educational materials; and
 - ❖ to students to practice healthy and creative activities.
- Promotes continuous professional development of all its personnel as part of the lifelong learning process.
- Attests to the equivalence of qualifications across all levels.
- Monitors the performance of parastatal bodies operating under its purview.
- Formulates and implements health promotion policies and sanitary protocols in all education sub-sectors.
- Formulates policies for the enhancement of the higher education sector including research capabilities.
- Promotes collaboration with international partners for continued improvement in higher education regulatory framework and practices.
- Promotes Mauritius as an education hub.

KEY LEGISLATIONS

SN	Legislation/Act
1	Early Childhood Care and Education Authority Act 2007
2	Education Act 1957 (and subsequent amendments)
3	Higher Education Act 2017
4	Institute of Technical Education and Technology Act 2021
5	Licensing of Recruiting Agents for Overseas Educational and Training Institutions Act 2006
6	Mahatma Gandhi Institute Act 1982
7	Mauritius Examinations Syndicate Act 1984
8	Mauritius Institute of Education Act 1973
9	Mauritius Qualifications Authority Act 2001
10	Open University of Mauritius Act 2010
11	Private Secondary Education Authority Act 2016
12	Rabindranath Tagore Institute Act 2002
13	Rajiv Gandhi Science Centre Trust Fund Act 1994
14	Sir Seewoosagur Ramgoolam Foundation Act 1981
15	Special Education Needs Authority Act 2018
16	Université Des Mascareignes Act 2012
17	University of Mauritius Act and Statutes 2013
18	University of Technology Mauritius Act 2000
19	World Hindi Secretariat Act 2002

OVERVIEW OF THE SECTIONS/UNITS OF THE MINISTRY

The Ministry comprises several Directorates and Units at its Headquarters which are responsible for policy formulation and implementation as well as monitoring of educational projects and programmes. It also has four Zonal Directorates responsible for operations at zonal and school levels.

PRE-PRIMARY EDUCATION

- Oversees the development of pre-primary education and ensures that approved policies are implemented in line with established guidelines and regulatory framework.

PRIMARY EDUCATION

- Formulates policies for the development and monitoring of primary education.
- Ensures implementation of the approved policies in line with established guidelines and regulatory framework.

SECONDARY EDUCATION

- Formulates policies for the development and monitoring of secondary education along with appropriate regulatory frameworks.
- Oversees the development of secondary education and ensures implementation of approved policies, programmes and projects.

TERTIARY EDUCATION AND SCIENTIFIC RESEARCH

- Formulates policies for the development, regulation and expansion of the higher education sector and the higher technical education sector and for the promotion of innovation and research for enhanced societal impact. The Directorate also looks into the development of science and technology across all education sectors.
- Regulate the activities of local recruiting agents engaged in enrolling local students in foreign educational institutions.

TECHNICAL AND TECHNOLOGY EDUCATION

- Formulates and implements policies for the development of technical and technology education.

E-EDUCATION

- Enhances teaching and learning through the use of technology.
- Ensures deployment and support of ICT equipment, network and facilities in schools.
- Implements software systems to support education.
- Assists in capacity building of educators to innovate in the use of ICT in education.

CURRICULUM DEVELOPMENT AND EVALUATION

- Provides policy guidelines for the development and review of curriculum at primary and secondary levels in line with the Nine Years Continuous Basic Education reform agenda.

STRATEGIC PLANNING

- Coordinates the formulation of strategic plans, programmes and projects in line with reform-driven policy goals.

INTERNATIONAL RELATIONS

- Establishes linkages and networks with international/regional agencies and consolidates partnerships through strengthened bilateral cooperation.

NATIONAL COMMISSION FOR UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION (UNESCO)

- Acts as an interface between UNESCO and local institutions for the advancement of education, culture, science, information and communication technology.
- Assists in the implementation of UNESCO's various activities at national level.

SCHOLARSHIPS

- Upgrades the skills and competencies of learners through the management of national scholarship schemes and those offered on a Government to Government basis.

HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT

- Plans and ensures the provision of qualified human resources and promotes continuous professional development.

PLANNING AND BUDGETING

- Formulates three-year Strategic Plans and three-year budget plans for the Ministry.
- Plans and monitors the provision of funds to all sub-sectors of education.

EXTRA AND CO-CURRICULAR ACTIVITIES

- Establishes linkages between stakeholders and educational institutions in the organisation of extra-curricular activities and facilitates the monitoring and implementation of the activities.

HEALTH AND WELLNESS

- Promotes and provides services to support physical, mental and social well-being of students.
- Monitors the adherence to all sanitary protocols.
- Provides pupils and students with opportunities so as to achieve their full potential in performing arts and physical education.

NATIONAL EDUCATION COUNSELLING SERVICE

- Provides support to promote the psychological and social well-being of pre-primary, primary and secondary school-going children and their families through a wide range of integrated services.

SPECIAL EDUCATION NEEDS

- Designs, develops and implements policies and strategies to promote an inclusive

education for learners with special education needs.

QUALITY ASSURANCE AND INSPECTION

- Ensures quality teaching and learning in secondary schools in line with the Quality Assurance Framework which sets the standards for the evaluation of the quality of education imparted in schools.

INFRASTRUCTURE MANAGEMENT

- Ensures infrastructural development so as to create a sound and fortified environment in schools that is conducive to effective teaching and learning.

SECRETARIAT OF NATIONAL EQUIVALENCE COMMITTEE

- Provides support to the determination of the comparability, equivalence and recognition of qualifications at primary and secondary levels.

CORPORATE SERVICES

- Carry out effective and efficient activities relating to administration, human resources, finance, audit and procurement and supply.

ZONAL DIRECTORATE

- Implements at Zone level, the policies and programmes for the smooth running of primary and secondary schools.
- Acts as an interface between the Headquarters and educational institutions.

STATUTORY BODIES and COMPANIES

The MOETEST has sixteen (16) Statutory Bodies and two (2) State-Owned Companies under its purview. Each Statutory Body is managed by a Board/ Council appointed by the Government. These Bodies operate as autonomous entities and have their own goals and objectives. Their key functions and responsibilities are described below:

• **STATUTORY BODIES**

EARLY CHILDHOOD CARE AND EDUCATION AUTHORITY

- Implements policies with regard to early childhood care and education.
- Regulates and promotes the development of quality pre-primary education.
- Carries out the registration and supervision of pre-primary educational institutions.

HIGHER EDUCATION COMMISSION

- Implements the national higher education strategy of Government.
- Regulates, monitors and oversees the higher education sector.
- Formulates guidelines on research grants and provides funding for the conduct of research.

INSTITUTE OF TECHNICAL EDUCATION AND TECHNOLOGY

- Delivers high quality technical and technology education.
- Operates technical education centres.
- Awards technical and technology qualifications.

MAURITIUS EXAMINATIONS SYNDICATE

- Organises and conducts assessments/ examinations in line with educational policies and awards certificates.

MAHATMA GANDHI INSTITUTE/ RABINDRANATH TAGORE INSTITUTE

- Promotes, consolidates and disseminates Indian culture and traditions and furthers the progress of education and culture in general.
- Undertakes curriculum development and textbook production in Asian Languages.

MAURITIUS INSTITUTE OF EDUCATION

- Promotes the advancement of learning and knowledge in the field of education.
- Conducts training and pedagogical research.
- Undertakes curriculum development and textbook production.

MAURITIUS QUALIFICATION AUTHORITY

- Develops, implements and maintains the National Qualifications Framework.
- Recognises and evaluates qualifications for the purpose of establishing their equivalence.
- Recognises and validates competencies acquired outside the formal education and training systems (Recognition of Prior Learning and Recognition of Prior Experience).

OPEN UNIVERSITY OF MAURITIUS

- Uses technology and flexible modes of teaching to serve society and transform lives.
- Ensures that high-quality education, lifelong learning, and training are accessible to everyone.

PRIVATE SECONDARY EDUCATION AUTHORITY

- Oversees and regulates the provision of private secondary education.
- Manages the disbursement of grants to non-fee paying private secondary schools.
- Monitors teaching and learning in private secondary schools.

QUALITY ASSURANCE AUTHORITY

- Promotes, maintains and enhances quality assurance of higher education in line with international standards.

RAJIV GANDHI SCIENCE CENTRE

- Promotes science and technology through non-formal science programmes in schools.
- Creates awareness on developments in science and technology among the public.

SPECIAL EDUCATION NEEDS AUTHORITY

- Provides the relevant regulatory framework for provision of education to learners with Special Education Needs (SEN).
- Registers SEN Institutions, their personnel and resource persons.
- Harmonises and promotes programmes and policies for the education and development of learners with SEN.

UNIVERSITY OF MAURITIUS

- Indulges as a research-engaged and entrepreneurial University.
- Plays an active role in building the human, intellectual, business and social capital needed by Mauritius to develop an innovation-based economy.

UNIVERSITE DES MASCAREIGNES

- Promotes innovation, excellence and transformative education through high-quality teaching and internationally recognised research to enable students to fulfil their educational and professional aspirations in a conducive and enabling environment.

UNIVERSITY OF TECHNOLOGY, MAURITIUS

- Offers a range of programmes and activities in full-time, part-time and mixed modes to meet the changing needs of Mauritius and develop a regional and international dimension to its activities, teaching, training, research and consultancy services.

WORLD HINDI SECRETARIAT (*Bilateral Organisation –India and Mauritius*)

- Acts as a global body for the promotion of Hindi as an international language and for the coordination of Hindi-related activities.

• STATE-OWNED COMPANIES

MAURITIUS EDUCATIONAL DEVELOPMENT COMPANY (MEDCO) LTD

- Improves the facilities of the MEDCO schools and the academic and extra-curricular outlook of all the students through continuous upgrading of infrastructure and continuous development of educators and school administrators and the provision of up-to-date pedagogical tools.
- Acts as the employer of redundant/excess staff of private secondary schools and absorbs all future redundant/excess teachers and non-teaching staff to redeploy them in the state schools and government departments.

POLYTECHNICS MAURITIUS LTD

- Offers programmes in higher technical education and at mid-professional level to serve the emerging needs of Mauritius for a qualified and skilled human resource.
- Equips learners with high-end technical skills through state-of-the-art infrastructure, highly qualified academics, affordable career focused courses through partnership with local and international institutions and industry partners.

GENDER POLICY STATEMENT

The Ministry commits to ensuring that the concerns, perspectives, needs and experiences of all individuals, irrespective of gender, are considered in the design, implementation, monitoring and evaluation of its policies and projects.



The Ministry has achieved the following:

- ❖ It scores highly on the education measurements on accessibility, availability and affordability for all.
- ❖ Education policies ensure equal opportunities and access to free education to boys and girls at all levels of the education system – from pre-primary through to tertiary.
- ❖ Gender parity in enrolment at pre-primary, primary and secondary levels has already been achieved.
- ❖ Gender parity in literacy for age group 12 to 24 years has been attained.
- ❖ Sexual and Reproductive Health Rights (SRHR) has already been implemented in primary and secondary schools in line with international technical guidance on Sexuality Education.

Gender-related issues in the education sector in Mauritius are: -

- ❖ the underrepresentation of girls and women in Science, Technology, Engineering and Mathematics (STEM)
- ❖ the development and implementation of a Gender Action Plan by all educational institutions; and
- ❖ the underperformance of boys as compared to girls at primary and secondary levels.

Gender responsive strategies/actions: -

- ❖ The development of gender responsive guidelines to increase the number of women in STEM subjects and to encourage more girls to study science and technology related subjects at upper secondary and tertiary levels.
- ❖ Advocacy for universities, institutions of higher learning and institutions providing technical education to develop and adopt gender policy statements, promote women and gender studies for men and women and further integrate gender mainstreaming in general regular courses.
- ❖ Review of curriculum materials to facilitate learners to be gender neutral and change their mindset on gender and gender relations.
- ❖ Promotion of all-inclusive learning for boys and girls with disabilities and sensitisation of parents and families on the importance of children with special needs to attend school and facilitate their access thereto.
- ❖ Development and implementation of programmes for transformative change at school level.
- ❖ Capacity building for all stakeholders of the educational sector on Gender-Based Violence.



ABOUT OUR PEOPLE

The Ministry employs some 10,949 persons across various categories and levels. The Senior Chief Executive is the Supervising, Responsible and Accounting Officer of the Ministry of Education, Tertiary Education, Science and Technology. He is also responsible for the overall administration and general supervision of all departments, including the Tertiary Education and Scientific Research Directorate and Bodies falling under the aegis of the Ministry. He is assisted in his functions and duties by a pool of officers of all levels and from different cadres, among others, three Permanent Secretaries, the Chief Technical Officer, Directors, Deputy Permanent Secretaries, Assistant Directors, Administrators, Assistant Permanent Secretaries and Officers of the General Services Cadre, Human Resource Cadre, Financial Operations Cadre, Procurement and Supply Cadre and Technical Cadre.

Directors of Zones are responsible for the smooth running of primary and secondary schools and report to the Chief Technical Officer. They are assisted by Assistant Directors, Administrators, School Inspectors and Heads of the Human Resource Management, Finance, Infrastructure Management and Procurement and Supply Units along with other support staff.

Each public primary school is headed by a Headmaster, assisted by Deputy Headmaster(s) while state secondary schools are each headed by a Rector, assisted by a Deputy Rector and a Senior Educator.

All schools comprise the teaching staff engaged in the conduct of classes and non-teaching staff as support.

FUNDED POSITIONS BY SECTOR

During the Financial Year 2022/23, the Ministry had a total of 12,158 funded positions, as follows:

A. MANAGEMENT AND GENERAL

Job Title/Category	Funded positions 2022/23	In Post	
		Male	Female
Senior Chief Executive	1	1	-
Permanent Secretary	3	1	2
Deputy Permanent Secretary	7	3	3
Assistant Permanent Secretary	13	5	8
Chief Technical Officer (Education)	1	1	-
Director	6		1
Assistant Director	6	4	2
Administrator (Education)	8	4	4
Director Quality Assurance	1		
Assistant Director Quality Assurance	1		1
Director (Health and Wellness)	1		1
Assistant Director (Health and Wellness)	1	1	
Quality Assurance Officer	16	7	9
Other Technical Staff	14	5	9
Other Support Staff	212	49	151
TOTAL	291	81	191

B. PRE-PRIMARY AND PRIMARY

Job Title/Category	Funded positions 2022/23	In Post	
		Male	Female
Director	1	-	-
Assistant Director	2	2	-
Assistant Director (Primary)	1	-	1
Inspectorate	55	12	20
Supervisory Group	30	5	7
Headmaster	208	84	74
Deputy Headmaster	814	223	365
Teaching Staff	4116	698	3243
Other Technical Staff	329	28	85
Support Staff	1121	318	723
TOTAL	6677	1370	4518

C. SECONDARY

Job Title/Category	Funded positions 2022/23	In Post	
		Male	Female
Director	2	-	-
Assistant Director	2	2	-
Administrator (Education)	8	5	3
Rector	63	25	33
Deputy Rector	63	25	38
Senior Educator	46	6	15
Educator/ Teacher	3265	1075	1941
Other Technical Staff	248	50	166
Support Staff	1397	550	768
TOTAL	5094	1738	2964

D. SPECIAL EDUCATION NEEDS (SEN)

Job Title/Category	Funded positions 2022/23	In Post	
		Male	Female
Head SEN Resource Centres	1	-	-
Inspectorate	3	-	1
Officer-in-Charge, Specialised Schools/ SENRDC	7	2	4
Educator SEN	35	6	25
Therapist	8	-	8
Other	16	15	1
TOTAL	70	23	39

E. TERTIARY

Job Title/Category	Funded positions 2022/23	In Post	
		Male	Female
Director	1	1	-
Assistant Director	1	1	-
Administrator	1	1	-
Other	23	4	18
TOTAL	26	7	18

PART II

ACHIEVEMENTS

AND

CHALLENGES

Part II describes the major achievements and the performance of the Ministry during the Financial Year 2022-2023. It also provides an Implementation Plan on actions taken and planned measures to address the issues highlighted by the Director of Audit for the year 2021-2022.

MAJOR ACHIEVEMENTS

AMENDMENTS TO LEGISLATIONS

☞ The Education (Amendment) Act 2023

Amendments were brought to the Education Act and to the University of Mauritius Act to provide for:

- the setting up of the National Examinations Board for the organisation and conduct of examinations in designated subjects at secondary education level; and
- the conferment upon the University of Mauritius of the power to award certificates for the secondary education sub-sector in subjects listed in the second schedule of the Education Act.

☞ The Education (Amendment) Regulations 2023

Amendments have been brought to authorise a registered school candidate of Grade 6, who has not been able to sit for PSAC assessment 2021-2022, subject to the conditions specified in the Annual Programme for the PSAC assessment 2021-2022 or its addendum, to sit for the PSAC re-assessment papers. Such candidate shall not qualify for a further re-assessment.

☞ The Education (Amendment No. 3) Regulations 2023

Amendments have been brought to provide for the Sir Anerood Jugnauth (SAJ) scholarship scheme.

☞ The Education (Amendment No.4) Regulations 2023

Amendment has been brought to allow those who have enrolled for a PGCE Course or an acceptable alternative qualification in an education programme to join the teaching profession on a temporary capacity and be confirmed upon obtention of their certification. This provision will apply exceptionally for years 2023 to 2026.

☞ The Education (Amendment No.5) Regulations 2023

The Education Regulations have been amended to include a degree in Tourism, Hospitality and Events Management as well as a degree in Tourism, Leisure and Recreation Management as prescribed qualifications for the post of Educator (Secondary) to teach Travel and Tourism.

☞ The Education (Amendment No.2) Regulations 2022

Amendments were brought to Regulation 24 to cater for the administrative arrangements for the scholarships and specific cut off dates to be reviewed in line with rescheduling of April/ June series examinations of SC and HSC to October/ November.

☞ The Education (Amendment No.3) Regulations 2022

Amendments have been brought to the Education Regulations 1957 to review the prescribed qualifications for recruitment for the post of Educator (Secondary). Educators are now required to have a degree in the subject to be taught and a Post Graduate Certificate in Education (PGCE) or a B.Ed from the Mauritius Institute of Education in the subject to be taught.

PRE-PRIMARY EDUCATION

- ☞ A Committee was set up to work out the Grant-in-Aid Scheme and modalities for the implementation of the free Pre-primary Education Scheme as from January 2024 as announced by the Honourable Prime Minister on the 55th anniversary of Independence.

PRIMARY EDUCATION

- ☞ The Support Programme has been extended to pupils of upper primary as from 2023. In this context, 90 additional Support Teachers were recruited to strengthen the Early Support Programme and provide remedial support to pupils encountering learning difficulties. The guidelines for Support Programme have also been reviewed accordingly and circulated to all primary schools.
- ☞ A general pass rate of 49.9% was obtained in the ZEP schools whereby 17 ZEP schools performed beyond the qualifying criteria with results above 50% including excellent results at Stanley GS (83.9%), Résidence Vallijee GS (73.9%), Jean Eon RCA (73.8%), Candos GS (73.7%) and André Baserque GS (72.2%).
- ☞ The hot meal project has been implemented at Pointe aux Piments GS and Aimé Cesaire GS since January 2023.
- ☞ 83.1% of PSAC candidates attained the required level for the PSAC assessment representing an increase of 5.0% from the previous year.

- ☛ New report books providing for all areas of learning including non-core subjects have been issued to pupils of primary schools in Grades 1 to 6.
- ☛ 56 primary educators, involving 38 primary schools and targeting 1459 students, were trained for “Zippy’s Friends” which is an evidence based Social Emotional Learning Programme for 5-7 years old.

SECONDARY EDUCATION

- ☛ Further to the introduction of Kreol Morisien at upper secondary level, the subject has been successfully introduced in Grade 11. The first cohort of students studying the subject in Grade 11 in 2023 will sit for the examinations in November 2023. Certificates will be awarded by the University of Mauritius.
- ☛ Out of 15,474 school candidates who took part in the School Certificate (SC) examinations, 12,145 were successful, which represents a pass rate of 78.5%. 13 secondary schools (having at least 10 candidates) have secured a 100% pass rate.
- ☛ Out of 5,640 school candidates who sat for the Cambridge Higher School Certificate (HSC) examinations, 5,203 were successful, representing a pass rate of 92.3 %. 11 schools with a cohort greater than 50 students have obtained a pass rate over 95%. Performance has exceeded 90% in 26 out of 37 subjects at ‘A’ level.
- ☛ An Essay Writing Competition was organised for secondary schools’ students, in collaboration with the International Humanitarian Law Committee of Mauritius, to



raise awareness among students on numerous problems the world is facing, and to come up with solutions in upkeeping the principles of International Humanitarian Law.

External evaluation under the Quality Assurance Framework has been completed for 63 state secondary schools.

31 secondary schools and a total of 3630 students have benefitted from the Outdoor Education programme.



In view of formulating an EdTech Strategy for the Ministry, eight participants from the Ministry and the MIE attended a training session organised by the World Bank EdTech Policy Academy in May 2023.

A Library Management System has been implemented in 12 state secondary schools as at June 2023.

The websites of all 63 state secondary schools have been revamped on WordPress and two webmasters from each school were provided the relevant training.

SPECIAL EDUCATION NEEDS

A whole team of teaching staff, including 40 additional Educators (SEN), 50 Support Teachers (SEN), eight Holistic Educators (non-core) dedicated to SEN learners have been put at the disposal of learners with disabilities and special education needs.

250 tablets were distributed by SENA in collaboration with Accenture on 27 September 2022 to learners with disabilities across the island.

A three-day workshop on the theme ‘Child Abuse Prevention: Identification and Reporting in Special Education Needs (SEN) schools’ was carried out at the Rajiv Gandhi Science Centre from 18 to 20 July 2022. The workshop had 138 participants and aimed at enhancing the familiarity of the SEN sector with the phenomenon of child abuse and sustaining actions towards addressing suspected cases of child abuse at school.

- ☛ A two-day workshop on ‘Child Abuse Prevention and Inclusive Education’ was held in Rodrigues with 57 participants.
- ☛ A three- day symposium on ‘Harmonising and Promoting Programmes and Policies in Inclusive and Special Education Needs’ was held at Côte D’Or National Sports Complex. 925 Participants attended the symposium and 78 presentations were made.
- ☛ 67 SEN schools received the one-off grant amounting to a total of around Rs4.7M for the renovation of their infrastructures and for the purchase of equipment and pedagogical materials.

AKADEMI KREOL REPIBLIK MORIS (AKRM)

- ☛ The AKRM in collaboration with the University of Mauritius, Mauritius Institute of Education and Creole Speaking Union organised courses in Kreol Morisien entitled ‘Lire ek Ekrir Kreol Morisien’ with 50 participants in 2022 and 45 in 2023. The participants were from the general public, administration and the media/press.
- ☛ The AKRM celebrated the ‘Zourne Internasional Lang Kreol’ in Oct 2022 and a workshop was organised at MIE whereupon participants discussed the importance of the Kreol language from geostrategic positions. Haiti and Rodrigues participated online in the event.

HEALTH AND WELLNESS

- ☛ A half-day workshop for ‘Healthy Living and Wellness Programme (AYUSH)’ was carried out for 530 HEP Educators/Health & Physical Education Instructors (Govt & SeDEC) for the period October to November 2022.
- ☛ A three-day workshop was held on 24, 26 and 30 January 2023 to train a new group of 344 Educators (SSS and PSEA) in ‘Get Connected Programme’ targeting Grade 8 students.
- ☛ A half-day online session was conducted on 14 March 2023 to complete the Get Connected 3rd batch training by the Harm Reduction Unit with newly trained educators to help them get an exposure of the different drugs, its impact, and consequences.



Some 55,900 people (Mauritius and Rodrigues) participated for the Tafisa World Walking Day from 26 September to 30 September 2022.

The Rebound, a media-based life skill and risk education programme for students aged 14 to 25 years, was launched in April 2023 at Côte D'or National Sports Complex, following which a three-day workshop was conducted for the training of trainers. The Rebound would act as a booster to the Grade 8 Get Connected drug use prevention programme.



ROAD SAFETY EDUCATION

A 5-day Road Safety Continuum Training was conducted as from 18 April 2022 till August 2022 for 498 HEP Educators and HPEIs in collaboration with the Traffic Management Road Safety Unit (TMRSU), Civil Service College Mauritius (CSCM), the MIE and the Mauritius Police Force (MPF).



A 4-day practical session of one hour was conducted for Grades 5 and 6 pupils during the period of April 2023 to June 2023 in 25 primary schools (Govt and SeDEC).

NATIONAL EDUCATION COUNSELLING SERVICE

- ☞ Workshops were organised on 9, 10 and 11 August 2022 on ‘Child Wellbeing, Resilience and Referral Pathways’ in collaboration with Crime Prevention Unit and Brigade pour la Protection de la Famille, whereby 136 educators of the Student Care and Counselling Desk of state secondary schools participated.
- ☞ 8069 pupils of Grades 4 to 6 participated in an awareness programme on ‘Body Safety and Well Being’ whereby 201 primary schools were sensitised.

- ☞ A two-day workshop was held on 01 and 02 December 2022 for Rectors, Administrators, Headmasters, School Inspectors, and Officers-In-Charge of SENRDCs on the ‘Role and Responsibilities of Key Stakeholders towards Children at Risk’ in



collaboration with the Prime Minister’s Office, the Ministry of Gender and Family Welfare (Child Development Unit) and the Office of Director of Public Prosecution.

- ☞ Four schools namely, Lady Sushil Ramgoolam SSS, Marcel Cabon SSS, Dr Maurice Curé State College and Sookdeo Bissoondoyal State College, were selected on a pilot basis to carry out the ateliers ‘Gestion Des Émotions’, in collaboration with the Ministry of Youth Empowerment, Sports and Recreation (MYESR). The objective was to engage young people through a series of hands-on psycho-educational activities specifically designed to develop emotional awareness and stress coping skills.





✎ Educators from 12 secondary schools have been trained, in collaboration with the Ministry of Youth Empowerment, Sports and Recreation (MYESR) and Ministry of Arts and Cultural Heritage, in interactive drama/ edutainment/ forum theatre and script

development to raise awareness about the critical social issues of suicide, teenage pregnancy, mental health, and drug use prevention among secondary school students through interactive drama play.

✎ Three Educational Psychologists and four Educational Social Workers of NECS have participated in the 'First Emotional Well-Being International Conference' held from 19 to 21 July 2023 in Mauritius. The Emotional Well-Being Institute (EWB) based in Geneva worked in collaboration with the Open University of Mauritius and Middlesex University Mauritius.



✎ A one-day workshop on 'Mental Health and Well-Being' was organised on 24 July 2023 where approximately 109 Educators from the School Care and Counselling Desk (SCCD) attended with an aim to implementing practical strategies for the management of mental health concerns.

INFRASTRUCTURE MANAGEMENT

- ☞ The following infrastructure projects were implemented representing an investment of more than Rs112M:
 - Construction of new blocks at Baichoo Madhoo Government School;
 - Construction of new toilet blocks for pre-primary units at Nicolay Government School;
 - New food and textile laboratories at Palma SSS; and
 - Conversion of existing classrooms into Design and Communication & Design and Technology (DCDT) specialist rooms at Dr Maurice Cure State College.

- ☞ Some 30 projects such as waterproofing works, renovation of toilets, external painting, drains, construction of canopy, replacement of window and door openings, repairs to spalled concrete and other infrastructural works have been implemented by Contractors under the Framework Agreement of MNICD.

TECHNICAL AND TECHNOLOGY EDUCATION

- ☞ To improve decentralised access to high quality technical education, Polytechnics Mauritius Limited expanded its activities through the opening of a new campus at Rose-Belle.

E-EDUCATION

- ☞ The Early Digital Learning Programme (EDLP) has been extended to Grade 5 benefitting some 12,000 pupils.
- ☞ All Grade 5 classrooms have been equipped with tablets, rack chargers, projectors and laptops and the Ministry is in the process of equipping Grade 6 classrooms with the same facilities in a bid to complete the primary school cycle by the end of September 2023.
- ☞ Office 365 credentials and access to Microsoft Teams have been provided to around 8,500 teachers and rectors and over 60,000 students in Grades 9-13.
- ☞ In April and July 2023, around 20 Inspectors and 300 Grade 5 Educators were



empowered in understanding and using the functionalities of the Classroom Management System (CMS).

- 1879 videos have been uploaded and around 3,564,654 people visited the Student Support Programme (SSP) which has been set up for Grades 7 to 9. Additional videos are being produced and the SSP is being extended to Grades 10-11.

SCHOLARSHIPS

- In honour of the incredible achievements of Late Sir Anerood Jugnauth for the country, two additional fully-funded scholarships, known as the Sir Anerood Jugnauth National Scholarship, were announced in the Budget Speech FY2022-23. Two laureates, were proclaimed under the scheme (one boy and one girl), who ranked first on Economics Side. The scholarship covers tuition fees, related charges and living allowances at approved rates for a course of study for a maximum of five years with the option to study either abroad or locally in a recognised Higher Education Institution.
- The HSC Professional National Scheme (HSC Pro) has been awarded to the best candidates having sat for the HSC Pro examinations (1 boy and 1 girl) to study for an undergraduate degree locally for a maximum duration of four years.
- Other scholarships awarded for undergraduate degree included:
 - ✓ Six scholarships to children from Vulnerable Families Scheme
 - ✓ Three scholarships to Learners with Disabilities Scheme
- 25 scholarships were awarded for postgraduate studies as follows:
 - ✓ Laureate Postgraduate Scholarship Schemes: 14
 - ✓ State of Mauritius Postgraduate Scholarship Scheme: 9
 - ✓ Postgraduate Scholarship Scheme in Digital Technologies: 2



CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMME

- The following workshops were organised for ZEP staff in collaboration with the MIE:
 - ‘School Leadership’ for Headmasters held on 19 July 2022 whereby 30 people participated;
 - ‘Enhancing Literacy and Numeracy and Socio-Emotional Skills’ for 32 Educators

(Grade 5) held on 29 July 2022 and 42 Educators (Grade 6) held on 31 May 2023;

- ‘Literacy and Numeracy Enhancement Programme’ held on 17 July 2023 for 41 Grade 6 Educators and Support Educators where the focus was on contextual factors that are impeding on socio-pedagogy, tackling behavioural problems of pupils and class management difficulties as well as developing strategies to tackle past exam papers to enhance pupils’ confidence, motivation and interest.
- ‘Leadership role of Heads of schools and effective and collaborative planning’ held on 17 July 2023 whereby 24 Headmasters participated.

INTERNATIONAL RELATIONS

☞ The Ministry of Education, Tertiary Education, Science and Technology hosted the 3rd edition of the Association for the Development of Education in Africa (ADEA) Triennale from 19 to 21 October 2022 at Le Meridien Hotel in collaboration with the ADEA Secretariat. More than 800 in-person and virtual participants including 12 Ministers (in-person) in charge of education sub-sectors, national heads of delegations, regional and continental organisations, and partner CEOs and high-level representatives participated in the event.

☞ An agreement was signed with the Organisation for Economic Cooperation and Development (OECD) for the participation of Mauritius in the OECD Programme for International Student Assessment (PISA) 2025. The PISA measures 15-year old’s ability to use their reading, mathematics, science knowledge and skills to meet real life challenges. Currently, the National Centre for PISA for Mauritius is being set up and a National Project Manager has been appointed.



☞ Some 48 Officers represented the Ministry at international events including 31 missions in person and five virtual meetings.

TERTIARY EDUCATION

- ☞ The Ministry, in collaboration with the Commonwealth of Learning (COL) is currently implementing the National OER Policy which was approved by Government in December 2022.
- ☞ A ‘Training the Trainers’ Workshop targeting educational practitioners was held, in collaboration with COL from 5 to 7 June 2023, and a ‘Workshop for IT Professionals on development of an OER Repository’ was organised from 13 to 15 June 2023.
- ☞ As at date, some Rs2.2 billion have been paid to Public Educational Institutions for some 35,000 undergraduate students who have benefitted from Free Tertiary Education Scheme. The measure has democratised access to Tertiary Education and has set up a solid base to prepare manpower for the labour market in Mauritius.
- ☞ Following a pre-conference organised on 29 and 30 March 2023, the conference on the ‘Futures of Higher Education in Mauritius’ was held on 17 and 18 May 2023 with a view to encouraging reflection amongst higher education stakeholders on the future of higher education in Mauritius by 2040. The outcome of the workshop was to define the National Higher Education Strategy and elements of the roadmap to 2040.
- ☞ A 5-day workshop was organised by the HEC to train 31 academics to develop online/blended courses using Moodle.
- ☞ A 3-week online facilitation workshop was held in June 2023 to train 40 academic staff in the delivery of online/blended courses.
- ☞ 30 academics participated in a visioning workshop at the Mahatma Gandhi Institute in April 2023 to validate the institutional Technology Enabled Learning (TEL) policy. It is expected that 12000 learners will be taking TEL supported courses and 360 HEIs staff will complete TEL related training over a period of 5 years.
- ☞ 459 scholarships have been secured in collaboration with COL for Mauritius to meet the needs of SEN Teachers and Teachers assistants. Learners will be able to unlock their potential to face changes in their workplace, build employability skills and personal development.

- ☞ The HEC organised workshops and training sessions from 12 -16 June 2023 with key stakeholders regarding National Credit Value and Transfer System (NCVTS) to recognise qualifications and units by the awarding body. Several other activities will be organised over the year leading to the implementation of Mauritian NCVTS by the end of 2023.
- ☞ The UoM was ranked in the band 1001-1200 out of 2,325 universities and 41st in sub-Saharan Africa in the Times Higher Education World University Rankings 2023.
- ☞ On 29 March 2023, UoM inaugurated its ‘Theatre, Film and Performing Arts Lab’ with a view to enhancing the film industry in Mauritius. The lab is dedicated to the practice and teaching of Dramatic & Performing Arts, as well as Film Studies.
- ☞ UoM has set up three innovative labs namely Robotics Lab, AI & Data Analytics Lab and Animation & VFX Lab to develop students’ competencies in highly specialised areas such as Data Analytics, IoT, Animation and AI.
- ☞ UoM has continued to mount and offer new programmes of study in emerging areas (Computing and ICT/AI/Financial Technology/Sustainable Development/etc.) to build the human capital needed by Industry.
- ☞ Through the HRDC-funded GTES programme, UoM is continuing to offer tailor-made industry-related programmes namely MSc Fintech, MSc Artificial Intelligence among others to enhance graduate employability.
- ☞ The UDM has set up the Center of Digital Humanities which is the first in the Indian Ocean and among the first in Africa. Additionally, the institution has set up a multidisciplinary research laboratory and also a refrigeration lab which is unique in Mauritius as it uses carbon dioxide and ammonia for refrigeration.
- ☞ A fully equipped computer laboratory was inaugurated at the Open University of Mauritius to host the learning centre for the e-VBAB project.

SUMMARY OF OTHER EVENTS/ACTIVITIES IN FY 2022/2023

SN	Activities	Period	Remarks
1	Concours D'Eloquence Francophonie	Jul-22	In collaboration with the French Embassy
2	Junior Achievement Mini Company Competition	Aug-22	In collaboration with the Junior Achievement Mascareignes
3	Young Reporters for the Environment	Aug-22	In collaboration with the Reef Conservation
4	Pakistan Week (Essay writing competition)	Sep-22	In collaboration with the High Commission of Pakistan
5	Cité Zen (<i>Concours reporter en herbe</i>)	Sep-22	In collaboration with the VIVO Energy Mauritius
6	National Anti-Corruption Fresco Competition 2022	Oct-22	In collaboration with the ICAC
7	In house Sensitisation session (125 staffs' headquarters)	Oct-22	Ministry of Education, Tertiary Education, Science & Technology
8	Slam Competition	Nov-22	In collaboration with the Ministry of Foreign Affairs, Regional Integration and International Trade (Human Rights Division)
9	AfriCAN Code Challenge	Nov-22	In collaboration with the Rajiv Gandhi Science Centre
10	Concours D'expression Orale	Nov-22	In collaboration with the Alliance Francaise de Maurice
11	Energy Saving Project	Jan-23	In collaboration with the EEMO
12	Sensitization campaign - Environment	Jan-23	In collaboration with Eco Sud
13	Career Guidance Education Programme	Jan-23	In collaboration with the Ministry of Labour, Industrial Relations and Training
14	Painting Competition Grade 12 & 13 Students	Feb-23	In collaboration with the Mauritius Museum Council
15	RGSC Science Fair	Mar-23	In collaboration with the Rajiv Gandhi Science Centre
16	Exhibition - Zenes montrer to talent	Mar-23	In collaboration with the Equal Opportunities Commission
17	Queen's Commonwealth Essay Comp 2023	Apr-23	In collaboration with the Ministry of Foreign Affairs, Regional Integration and International Trade
18	Hanuman Chalisa Chanting competition 2023	May-23	In collaboration with the Hindi Speaking Union

STATUS ON THE IMPLEMENTATION OF BUDGET MEASURES 2022/23

Budget Para	BUDGET MEASURES	STATUS as at June 2023
239	Provision of a one-off grant of Rs 50,000 to further support 125 private pre-primary schools in disadvantaged regions.	<p>Completed</p> <p>A total amount of Rs6,094,108.97 was disbursed for procurement of books, tablets and pedagogical items in 125 private pre-primary schools.</p>
240	<p>Government will continue to support students with special education needs and learning difficulties: -</p> <p>(a) 53 schools run by NGOs including those run by the Service Diocésain de l'Education Catholique will be eligible to a grant of:</p> <p>i. Rs 100,000 for repairs and renovation of buildings; and</p>	<p>Completed</p> <p>An amount of Rs 3,128,694.00 was disbursed to 34 SEN Institutions for repairs and renovation works.</p>
	ii. Rs 50,000 for purchase of equipment and pedagogical tools and materials.	<p>Completed</p> <p>An amount of Rs 1,582,230.00 was disbursed to 29 SEN Institutions for the purchase of equipment and pedagogical tools and materials.</p>
240	(b) The allowance paid to specialists providing support paramedical services to children in SEN schools is being increased by 10 percent.	<p>Completed</p> <p>An amount of Rs 14,956,494 has been disbursed to 74 specialists for paramedical services.</p>
240	(c) Hot meal and transport facilities in SEN schools will be provided to all students irrespective of age.	<p>(a) Hot meal Completed</p> <ul style="list-style-type: none"> • Operational as from July 2022. • No. of schools benefitted: 66 • No. of students benefitted: 2460 • Amount disbursed: Rs 47,389,332.97 <p>(b)Transport facilities – In progress</p> <p>(i) Refund of taxi fares: A request has been made to the Ministry of Social Integration, Social Security and National Solidarity and the National Land Transport Authority for children with different disabilities to benefit from free transport.</p> <p>(ii) Student identity card/ bus pass: In progress</p> <p>The Road Traffic (Bus Fares)</p>

Budget Para	BUDGET MEASURES	STATUS as at June 2023
		(Amendment) Regulations 2023 is being made by the Ministry of Land Transport and Light Rail.
240	(d) The grant to NGOs/SeDEC run SEN schools is being increased to Rs 155 million.	Completed An amount of Rs130,673,026.74 has been disbursed since implementation of measure in August 2022.
242	Provision for 15-year-old students to participate in the 2024 Edition of the Organisation for Economic Cooperation and Development (OECD) Program for International Student Assessment (PISA)	Completed A request was made to OECD on 09 August 2022 and approval has been subsequently obtained from the PISA Governing Board on 30 November 2022. The Agreement has been signed by the Ministry and forwarded to the OECD for their signature on 23 May 2023. The Ministry has been invited to attend virtually the Governing Board meeting from 24 to 26 October 2023.
241	Construction of (a) A Pre-primary school at Le Morne	In Progress-Design Stage The demolition of the existing pre-primary unit is being effected by the Contractor under the Framework Agreement. The MNICD has been requested to prepare bidding documents for the geotechnical investigation.
	(b) A new Science Block at John Kennedy College	In Progress-Procurement Stage The bidding document has been submitted to the CPB with proposed amendments and is being finalised.
	(c) New classrooms at Royal College Port Louis	In Progress-Design Stage The location has been finalised and the requirements are being worked out in line with the actual school population.
	(d) A new administrative block and upgrading of laboratories at Queen Elizabeth College	In Progress-Design Stage A request was sent to MNICD to consider merging the two projects into a single one and to submit a proposal and cost estimate.
	(e) A gymnasium at Royal College Curepipe	In Progress-Design Stage The preliminary drawings and cost estimate are awaited from MNICD.
	(f) Science laboratories at (i) France Boyer de la Giroday; and (ii) Sookdeo Bissoondoyal State College	In Progress-Design Stage (i) Implementation plan is being worked out by the MNICD. In Progress-Design Stage (ii) Awaiting bidding documents and

Budget Para	BUDGET MEASURES	STATUS as at June 2023
		tender drawings from MNICD.
243	Increasing the allowance paid to teachers of evening schools running oriental classes by Rs 1,000 monthly.	<p>Completed</p> <p>An amount of Rs29,269,131.49 has been disbursed since implementation of measure in August 2022.</p>
244	A new Student Accommodation Facility will be constructed on a PPP basis at Côte D'Or, for both the public and private higher Education Sector.	<p>In Progress-Design Stage</p> <p>The project was registered with BOT on 08 December 2022.</p> <p>The plot of land for Student Accommodation Facility has been identified and the procedures for land acquisition have been initiated.</p> <p>The procurement exercise for recruitment of the Transaction Adviser was launched on 01 June 2023 with closing date 28 July 2023, subsequently extended up to 11 Aug 2023.</p> <p>The recruitment of the Project Manager is in progress.</p>
245 & 246	Government will introduce a SAJ National Scholarship Scheme. The scholarship will be awarded to two laureates, one boy and one girl ranked first on the Economic side.	<p>Completed</p> <p>The Education Regulation was gazetted on 08 February 2023. (GN 134 of 2023). The Laureates were proclaimed on 10 February 2023 and awarded on 07 March 2023.</p> <p>No of beneficiaries: 2 (1 boy and 1 girl).</p>

STATUS ON THE IMPLEMENTATION OF KEY ACTIONS 2022/23

The table below shows the status on the Key Actions and the Key Performance Indicators (KPIs) included in the Budget 2022/23.

Outcome Indicator		Target	Achievement
Percentage of students who have successfully completed the 9 years basic education (Republic of Mauritius)		71.7%	65.4% (Dec 2022)
Higher Education Enrolment Ratio		50.6%	48.4%
Key Action	Key Performance Indicator	Target	Achievement
Improve quality standards for the Early Childhood Care and Education sector	Percentage of preschools adhering to new ECCEA norms and standards	75.0%	75.5%
Improve overall performance in the Primary School Education assessment	PSAC pass rate (Mauritius)	78.5%	83.11%
Improve student performance in Secondary Education exams	SC pass rate (Mauritius)	86.0%	78.5%
	HSC pass rate (Mauritius)	90.5%	92.3%
Boost up STEM in Secondary Education	Percentage of students taking at least 2 STEM subjects for HSC	38.0%	22.4%
Improve Quality of Teaching	Participation of Primary and Secondary teaching staff in sponsored CPD (Cumulative)	66.0%	85.5%
Enhance and expand technical and technology education	Number of courses offered at PML and ITET (Cumulative)	54.0%	57.0%
Barrier free access to Secondary Education for students with Special Needs	Percentage of State Secondary schools provided with barrier-free facilities (Cumulative)	94.0%	84.0%
Provide quality higher education adapted to the economy	Number of research articles/internationally-refereed/peer reviewed publications	425	351

RISK MANAGEMENT

INTERNAL AUDIT

The Ministry has an independent Internal Control Unit which assists Management in accomplishing its objectives by bringing a systematic and disciplined approach to evaluate and improve the effectiveness of the organisation's risk management, control and governance processes.

Using a risk assessment model for audit selection, the Unit prepared an Annual Audit Plan for the period July 2022 to June 2023, giving priority to areas which posed the greatest risk to the Ministry. Emphasis was also laid on specific areas as identified by Management.

The Internal Control Unit has completed a total of 9 audits as per the approved Annual Plan and two specific assignments during the Financial Year. A total of 105 recommendations was made following these audits and assignments.

Follow up was carried out on the 173 recommendations issued for the Financial Year 2021/2022 and 2022/2023 and at least 87% of the recommendations has been implemented with 9% still in progress.

ANTI-CORRUPTION COMMITTEE

An Anti-Corruption Committee has been set up to identify, assess corruption risks and recommend on measures to mitigate or eliminate such risks.

Meetings were held by the Anti-Corruption Committee under the guidance of the representative of Independent Commission against Corruption (ICAC) to look into aspects of potential corruption and malpractice and formulate an anti-corruption policy.

Two sub-committees were set up to carry out Corruption Risk Assessments in two key areas, namely, Procurement and Infrastructure Management.

It is worth pointing out that the Ministry has met the set Key Performance Indicators regarding the implementation of at least 75% of the recommendations made in respect of two Corruption Risks Assessments conducted, namely for Procurement and Infrastructure Management areas respectively.

This Ministry sustains its commitment and efforts to reinforce organisational integrity in all aspects and promote anti-corruption initiatives at all levels.

AUDIT COMMITTEE

The Audit Committee (AC), which is an integral element of public accountability and governance, was set up with a view to ensuring that the Ministry complies with its legal and fiduciary responsibilities, and contributes to maintaining sound control systems and promoting good governance.

It was constituted on 27 October 2022 and due to change in posting of officers, it was reconstituted on 24 March 2023 for a period of two years. There was delay in the works of the AC due to major changes brought by the Office of Public Sector Governance (OPSG) to the Audit Committee Charter, Performance Agreement and related Audit Committee documents.

COMPOSITION OF THE AUDIT COMMITTEE AS AT JUNE 2023:

- Composition of the Audit Committee for FY 2022/23 and 2023/24 (*re-constituted*)

Membership	Name	Designation
Chairperson	Mr F. Juhoor	Permanent Secretary
Members	1 Mr G. Ramrekha	Deputy Permanent Secretary
	2 Mrs T. Mudalli	Assistant Director (Quality Assurance)
	3 Mrs A. Fowdur-Parboteeah	Manager (ICT)
	4 Mr R.K. Aukhojee	Ag Director (Planning and Budgeting)
	5 Mrs L.D. Rupear	Ag Deputy Permanent Secretary
Secretary	Mr R. Emrith	Assistant Permanent Secretary

The AC met two times during the Financial Year 2022/23 and analysed the following reports:

- ✓ Director of Audit Report for the Financial Year 2019/20, 2020/21 and 2021/2022;
- ✓ Third report of the Public Accounts Committee; and
- ✓ Internal Control Report 2019/20, 2020/21 and 2021/2022.

IMPLEMENTATION PLAN – DIRECTOR OF AUDIT COMMENTS

The Director of Audit issued his report on the accounts of the Republic of Mauritius for the Financial Year ending 30 June 2022 in February 2023 and made therein various recommendations for this Ministry. A status of actions/measures undertaken thereto to implement the recommendations are as follows:

SN	Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status of actions /implementation of recommendations as at 30 June 2023
1.	6.1 Lapses in school management <ul style="list-style-type: none"> <i>Lack of maintenance of building infrastructure schools due to inadequate monitoring at Zone Directorates level</i> 	<ul style="list-style-type: none"> The Ministry should put in place a monitoring mechanism to ensure that proper follow up is done and prompt actions are taken. 	<ul style="list-style-type: none"> Works at zonal levels are now included in a consolidated database in the Infrastructure Management Unit. The database is being uploaded on a shared folder which will be accessible to Zones to enable a more effective communication and follow-up on works/ projects.
2.	6.1 Lapses in school management <ul style="list-style-type: none"> <i>Non-issue of chemicals and use of expired non-hazardous chemicals for practical classes.</i> 	<ul style="list-style-type: none"> Chemicals should be procured in a timely manner for the smooth and effective running of practical classes. All schools should be informed of the procedures for the disposal of expired chemicals for necessary and prompt actions. 	<ul style="list-style-type: none"> The system for procurement of chemicals is being reviewed so that schools receive the chemicals on a timely manner. A system is already in place for disposal of hazardous chemicals. A circular is being issued to enforce compliance with the established procedures.
3.	6.2 Inadequate Monitoring of the Supplementary School Feeding Programme in Zone d'Education Prioritaires (ZEP) schools	<ul style="list-style-type: none"> Service providers' performance should be monitored and evaluated before considering contract renewal. 	<ul style="list-style-type: none"> A ZEP meal monitoring committee is being set up at Zone levels to monitor the quality of meals and performance of contractors. A standardised monitoring sheet has been devised by ZEP Unit for Heads of Schools and ZEP Cluster Coordinator. Reports on a fortnightly basis are being submitted by the ZEP Cluster Coordinators to the committee. Non-compliance of contractors are promptly attended and any eventual decision for renewal of contract will be performance-based.

SN	Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status of actions /implementation of recommendations as at 30 June 2023
4.	6.3 Non-compliance with fire prevention and fire safety requirements – schools operating without fire certificates	<ul style="list-style-type: none"> The Ministry should prepare a plan whereby the milestones are clearly defined. Proper co-ordination amongst relevant stakeholders should be ensured to facilitate the process for schools to become fire compliant. Schools requiring minor improvements should be attended to on a priority basis. 	<ul style="list-style-type: none"> The Ministry is preparing a work plan along with the Energy Services Division as almost all the improvements that have to be brought to the schools are major ones requiring the installation of a fire alarm system.
5.	6.4 Lapses in the execution and management of capital projects: <ul style="list-style-type: none"> <i>New Ramsoondar Prayag SSS - Delay in completion of project due to breach of contract by the Contractor.</i> 	<ul style="list-style-type: none"> The forfeiture of the performance security and the advance payment guarantee should be considered. The performance of the Contractor should be reported to PPO for necessary action. Legal action should be initiated to claim damages for prejudice caused to the Ministry. 	<ul style="list-style-type: none"> The Contractor has applied for an interlocutory injunction restraining the bank from paying the advance payment and the performance security to this Ministry. The case is ongoing. The Contractor has been reported to the PPO on 02 February 2023 for debarment. Appropriate follow up will be made including an application anew. Advice of the Attorney General's Office is being sought for exclusion of the Contractor from upcoming procurement proceedings.
6.	6.4 Lapses in the execution and management of capital projects: <ul style="list-style-type: none"> <i>Suspension of works at Réunion Road Government School (GS)</i> 	<ul style="list-style-type: none"> The Ministry should seek legal advice from the Attorney-General's Office for appropriate actions to be taken against the Contractor. 	<ul style="list-style-type: none"> Advice of the Attorney General's Office has been sought on 23 August 2023 regarding the way forward for compensation of contract.
7.	6.5 Provision of specialist rooms in academies and regional state secondary schools: <ul style="list-style-type: none"> <i>Delay in completion of the project</i> 	<ul style="list-style-type: none"> The timeframe for the completion of the project should be properly defined and its implementation should be closely monitored. 	<ul style="list-style-type: none"> 1 academy and 1 regional State secondary school have been completed. Timeframe has been reviewed for completion of projects as follows: <ul style="list-style-type: none"> Financial Year 2023-24, 7 academies and 7 regional state secondary schools.

SN	Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status of actions /implementation of recommendations as at 30 June 2023
	<ul style="list-style-type: none"> Several contracts were awarded to a contractor previously reported to PPO for poor performance 		<ul style="list-style-type: none"> Financial Year 2024-2025, 3 academies and 6 regional state secondary schools. The works are closely monitored by the Ministry and the MNICD in line with provisions of the contract and the pre-determined timeframes. Contractor previously reported to PPO: Keep Clean Ltd. Meetings by MoETEST have been held with contractor on 21 August 2023 and 29 September 2023 to catch up delays and complete projects. Follow up/ monitoring are being regularly carried out.
8.	<p>6.6 Governance Issues – non-compliance with legislation</p> <ul style="list-style-type: none"> Non-submission of Report on Performance as required under the Finance and Audit Act. Non-submission of Financial Statements for audit as required under the Statutory Bodies (Accounts and Audit) Act. 15 financial statements have not yet submitted. Annual Reports not laid before the National Assembly as required under the Statutory Bodies (Accounts and Audit) Act. 10 Annual Reports not laid before the National 	<ul style="list-style-type: none"> Ministry should exercise control over the Statutory Bodies and other entities operating under its aegis to ensure that they fulfil their statutory responsibilities regarding the preparation of financial statements, their submission for audit and tabling before the National Assembly. 	<ul style="list-style-type: none"> A circular for compliance with the Statutory Bodies (Accounts and Audit) Act has been issued to Parastatals falling under the purview of this Ministry on 10 November 2022. Close follow up is being effected on a quarterly basis. The Annual Report of this Ministry for Financial Year 2021-2022 has already been published. Updates from other parastatals are as follows: <ul style="list-style-type: none"> (a) Financial statements: Rajiv Gandhi Science Centre - the financial statements for years 2020-21 and 2021-22 are still under preparation. Technical parts have been completed and awaiting certified reports of the DOA for the previous years for

SN	Issues raised by NAO and paragraph reference in Report	Recommendations of DOA	Status of actions /implementation of recommendations as at 30 June 2023
	<i>Assembly</i>		<p>finalisation.</p> <ul style="list-style-type: none"> - UDM – The financial statement for 2019-20 has been submitted to NAO, the financial statement for 2020-21 is completed & the financial statement for 2021-22 is in progress. - UTM: The financial statements for years 2019-20 and 2020-21 have been submitted to NAO and the remaining one for Financial Year 2021-22 is in progress. - ECCEA: The 2 financial statements for years 2020-21 and 2021-22 are in progress. - SSRF: The financial statements for years 2017-2018 to 2021 – 2022 are still pending. The exercise is being outsourced. <p>(b) Annual Report:</p> <ul style="list-style-type: none"> - MES: The annual report for Financial Year 2020-21 was laid in the National Assembly on 26 October 2021. - PSEA: The annual report for Financial Year 2019-20 was laid on 11 May 2021. And for Financial Year 2020-21 was laid on 28 March 2023.

6.7 Follow Up of Matters Raised in Previous Audit Reports – Audit 2019 -20/2020-21

SN	Issues raised by NAO and paragraph reference in Report	Status of actions taken as at 30 June 2023
Matters Reported in Audit Report 2019-20		
9.	<p>11.1 Early Digital Learning Programme – Compliance and implementation issue</p> <ul style="list-style-type: none"> • <i>Security issues – Theft perpetrated at schools causing an increase in number of stolen Tablets and PCs</i> 	<ul style="list-style-type: none"> - The value of the stolen devices has been deducted from the monthly amount payable to the Security Service Providers. - No theft reported as at 29 August 2023.
10.	<p>11.3 Procurement of watch and security services for schools and institutions - Delay in awarding the contract</p>	<p>Day Time Security Services</p> <ul style="list-style-type: none"> - Letter of acceptance issued on 17 July 2023. <p>Night Time Watch and Security Services</p> <ul style="list-style-type: none"> - Bids have been launched on 14 April 2023 and were at evaluation stage at the Central Procurement Board (CPB) as at end of the financial year.
11.	<p>11.4 Capital Projects – Lapses in procurement procedures and contract management/Delays in execution of projects:</p> <p>(a) Delays in execution of projects due to poor performance of contractors.</p> <ul style="list-style-type: none"> • <i>Sir Leckraz Teeluck SSS Flacq</i> • <i>Royal College Curepipe</i> 	<p>Sir Leckraz Teeluck SSS Flacq</p> <ul style="list-style-type: none"> - Bids documents and drawings for outstanding works in the science block and phase II were under preparation at the level of the MNICD as at end of financial year. <p>Royal College Curepipe</p> <ul style="list-style-type: none"> - The project has been completed on 21 June 2019.
12.	<p>11.4 Capital Projects – Lapses in procurement procedures and contract management/Delays in execution of projects:</p> <p>(b) Significant delays in award of contract and inadequate monitoring of project.</p>	<ul style="list-style-type: none"> - The MNICD has been requested to submit performance reports on all defaulting contractors as per PPO format.
Matters Reported in Audit Report 2020-21		
13.	<p>7.1 Asset Management –Government Asset Register (GAR) not updated</p> <ul style="list-style-type: none"> • Delay in recording in the GAR. 	<p>The recording of:</p> <ul style="list-style-type: none"> • The valuation of buildings has been completed. • Recording of Non-Financial Assets (NFA) in GAR system has started as from July 2022 and already updated on GAR system. For period August 2022 to June 2023, gathering of inputs is in progress. • Recording of NFA on ADI template for period ending June 2022 is completed.

SN	Issues raised by NAO and paragraph reference in Report	Status of actions taken as at 30 June 2023
14.	7.2 Lease of office space for Central Store Division – Lapses in procurement <ul style="list-style-type: none"> • Office space was not utilised for intended purpose. 	The contract for unutilised office space at Phoenix Les Halles was terminated on April 2024.
15.	7.4 Lapses in capital project management and procurement procedure <p>(a) Poor performance of Contractors resulting in delays for completion of the projects and termination of contracts.</p> <ul style="list-style-type: none"> • Swimming Pool at Melrose GS • Swimming Pool at Permal Soobrayen 	<p>Melrose GS: The contract was terminated as the Contractor did not mobilise on site.</p> <ul style="list-style-type: none"> - Bid documents and drawings are under preparation at the level of the MNICD. <p>Permal Soobrayen: The contract was terminated due to submission of fake performance security.</p> <p>Letter of acceptance was issued on 15 May 2023.</p> <p>Contract agreement was being signed prior to handing over of site for start of works as at end of the financial year.</p>
16.	7.4 (b) Non-compliance with procurement rules and procedures: <ul style="list-style-type: none"> • Reconstruction of Robinson GS 	Survey was ongoing by MNICD for the outstanding works. Clearing of land and carting of debris were under process.
17.	7.4 (c) Lapses in project management <ul style="list-style-type: none"> • Mt Ory GS • Sir Leckraz Teelock SSS 	<p>Mt Ory GS –Works have been completed on 31 January 2021.</p> <p>Sir Leckraz Teelock SSS -Bids documents and bid drawings for outstanding works in Science Block and Phase II were under preparation at the level of the MNICD.</p>
18.	7.4 (d) Contractor debarred due to fraudulent practice and delay in the start of projects due to insolvency.	<p>Abdool Rahman Abdool GS: Tender cancelled due to missing technical information in bid documents.</p> <p>Bid documents were to be amended by MNICD.</p>

PART III

FINANCIAL

PERFORMANCE

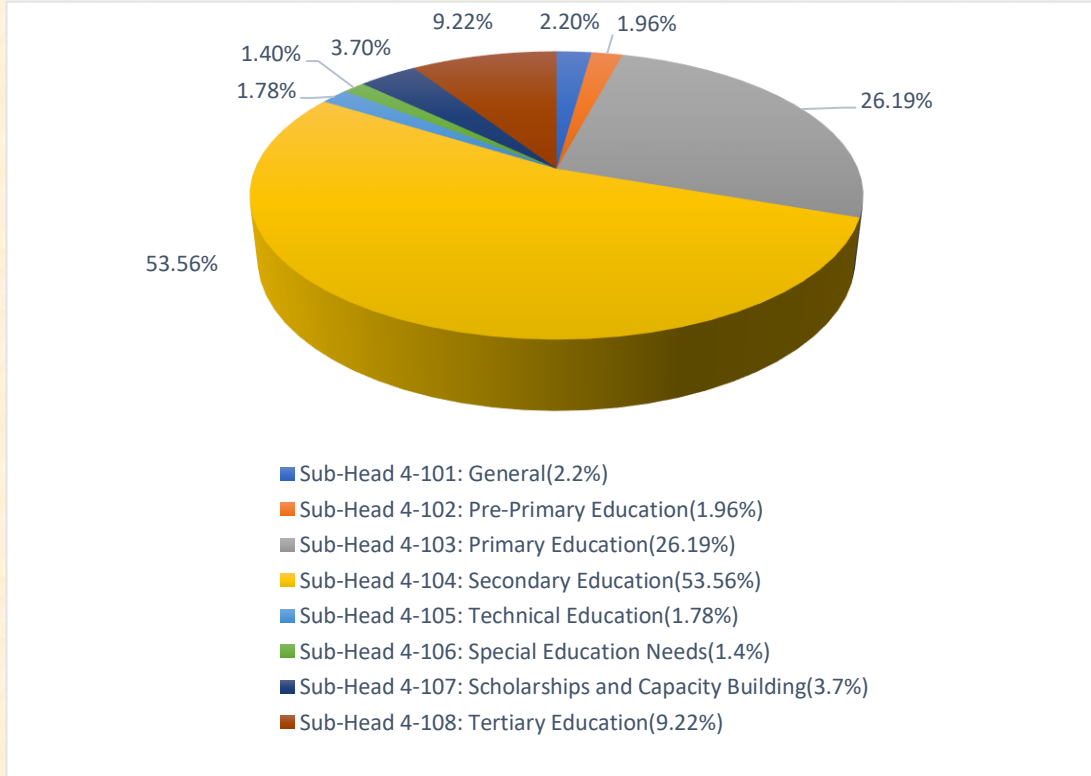
Part III provides the financial highlights for the year, and statement of revenue and expenditure.

FINANCIAL HIGHLIGHTS

The Ministry was provided with a total budget of Rs18.3Bn for Financial Year 2022/23, which was appropriated as follows:

- Recurrent Budget: Rs17,172,000,000; and
- Capital Budget : Rs 1,128,000,000.

More than half of the budget was allocated to secondary education sub-sector while 26.19% was provided to primary education sub-sector and the remaining budget was apportioned among the other sub-sectors of education as illustrated below:



Estimates 2022-2023

Vote/Sub-Head	Recurrent	Capital	Total
	Rs (000)	Rs (000)	Rs (000)
4-101: General	317,800	84,500	402,300
4-102: Pre-Primary Education	338,000	20,000	358,000
4-103: Primary Education	4,254,500	538,000	4,792,500
4-104: Secondary Education	9,577,300	224,000	9,801,300
4-105: Technical Education	250,000	75,000	325,000
4-106: Special Education Needs	218,300	38,000	256,300
4-107: Scholarships and Capacity Building	663,500	14,000	677,500
4-108: Tertiary Education	1,552,600	134,500	1,687,100
Total	17,172,000	1,128,000	18,300,000

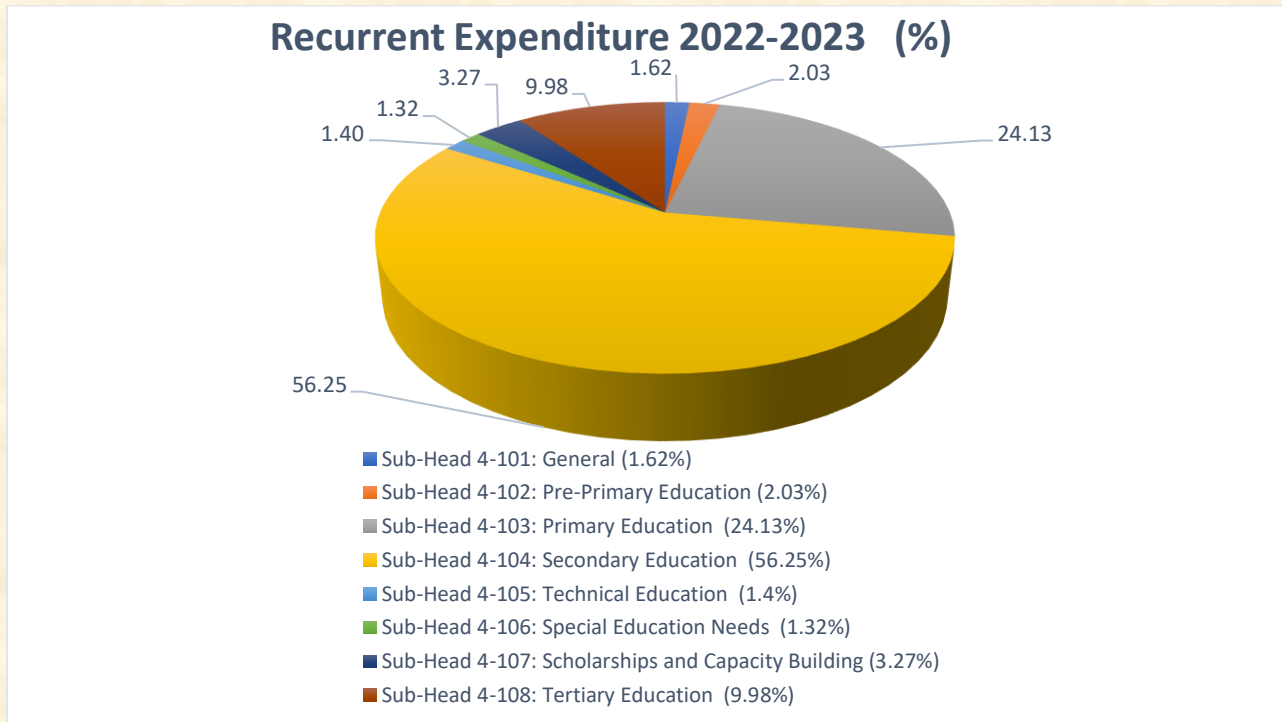
It is to be noted that funds provided to Parastatal Bodies falling under the purview of the Ministry in form of Grants represented around 52.31% of the total Estimates for Financial Year 2022-2023.

EXPENDITURE

The Ministry incurred a total amount of Rs18,602,138,000 as expenditure for FY 2022-2023. This included an amount of Rs302,138,000 over and above the estimated budget which was made available by the Ministry of Finance, Economic Planning and Development through Virement.

RECURRENT EXPENDITURE

Recurrent expenditure for FY 2022-2023 amounted to Rs17,712,307,000 as illustrated below:

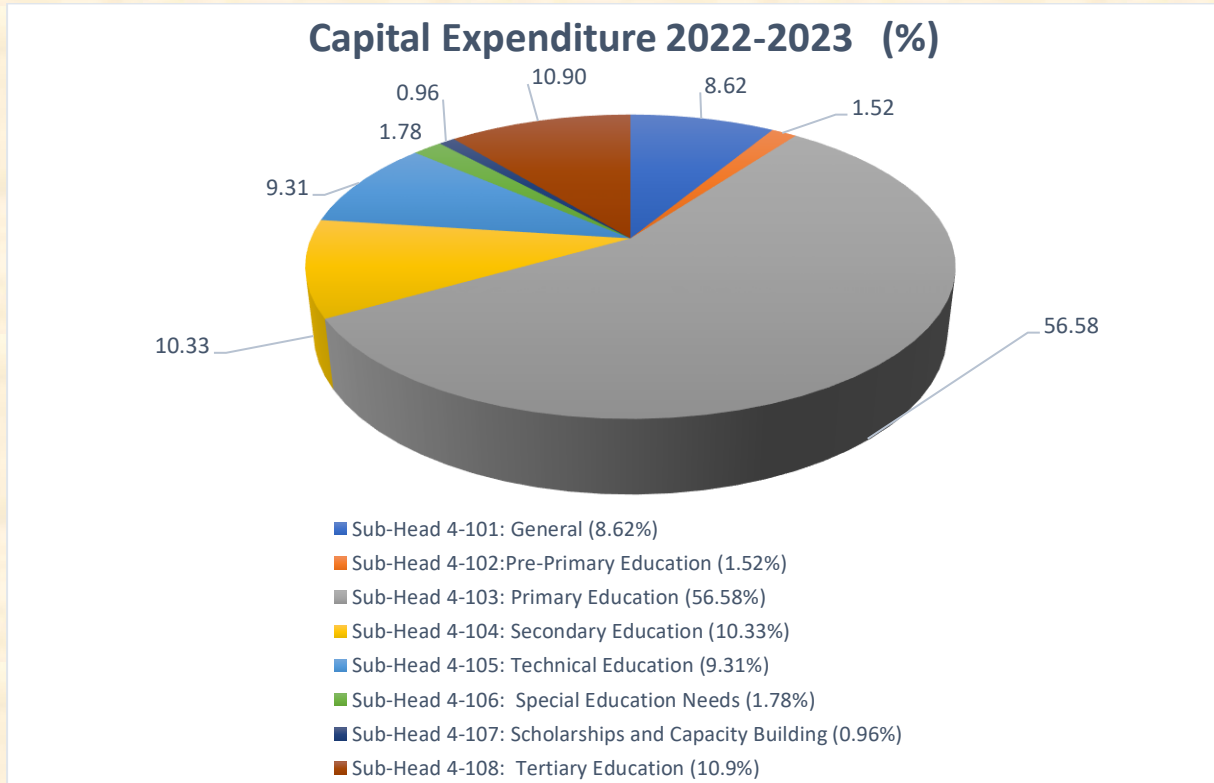


RECURRENT EXPENDITURE BY VOTE AND SUB-HEAD

Sub-Head/ Vote Item	Expenditure 2022-2023 (Rs) (000)	Expenditure 2022-2023 (%)
4-101: General (1.62%)	287,543	1.62
4-102: Pre-Primary Education (2.03 %)	359,146	2.03
4-103: Primary Education (24.13%)	4,273,944	24.13
4-104: Secondary Education (56.25%)	9,963,612	56.25
4-105: Technical Education (1.4%)	248,100	1.40
4-106: Special Education Needs (1.32 %)	233,696	1.32
4-107: Scholarships and Capacity Building (3.27 %)	578,421	3.27
4-108: Tertiary Education (9.98)	1,767,845	9.98
Total	17,712,307	100.00

CAPITAL EXPENDITURE

The Capital Expenditure incurred for the Financial Year 2022-23 amounted to Rs889,831,000 as illustrated below:



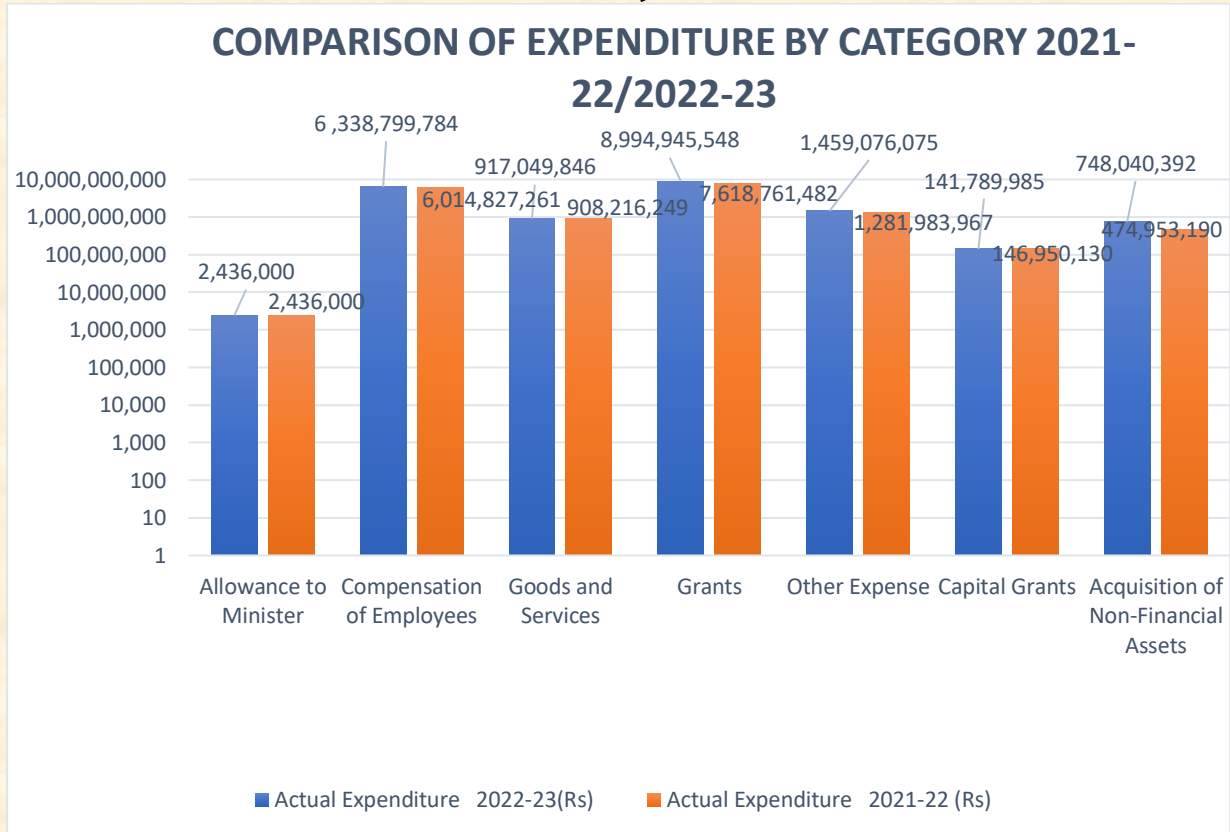
CAPITAL EXPENDITURE 2022-2023 BY VOTE AND SUB-HEAD

Sub-Head/ Vote Item	Expenditure 2022-2023 (Rs)(000)	Expenditure 2022-2023 (%)
4-101: General	76,475	8.59
4-102: Pre-Primary Education	13,502	1.52
4-103: Primary Education	503,596	56.59
4-104: Secondary Education	91,940	10.33
4-105: Technical Education	82,867	9.31
4-106: Special Education Needs	15,842	1.78
4-107: Scholarships and Capacity Building	8,543	0.96
4-108: Tertiary Education	97,066	10.91
Total	889,831	100

REVENUE

The Ministry has collected a total amount of Rs 17,522,249 as Revenue generated from refund of bonds, library membership fees, sales of books, refund for loss of books, sale of bid documents, licensing fee and use of premises and canteen rent

ANALYSIS OF MAJOR CHANGES



COMPARISON OF EXPENDITURE BY ECONOMIC CATEGORY

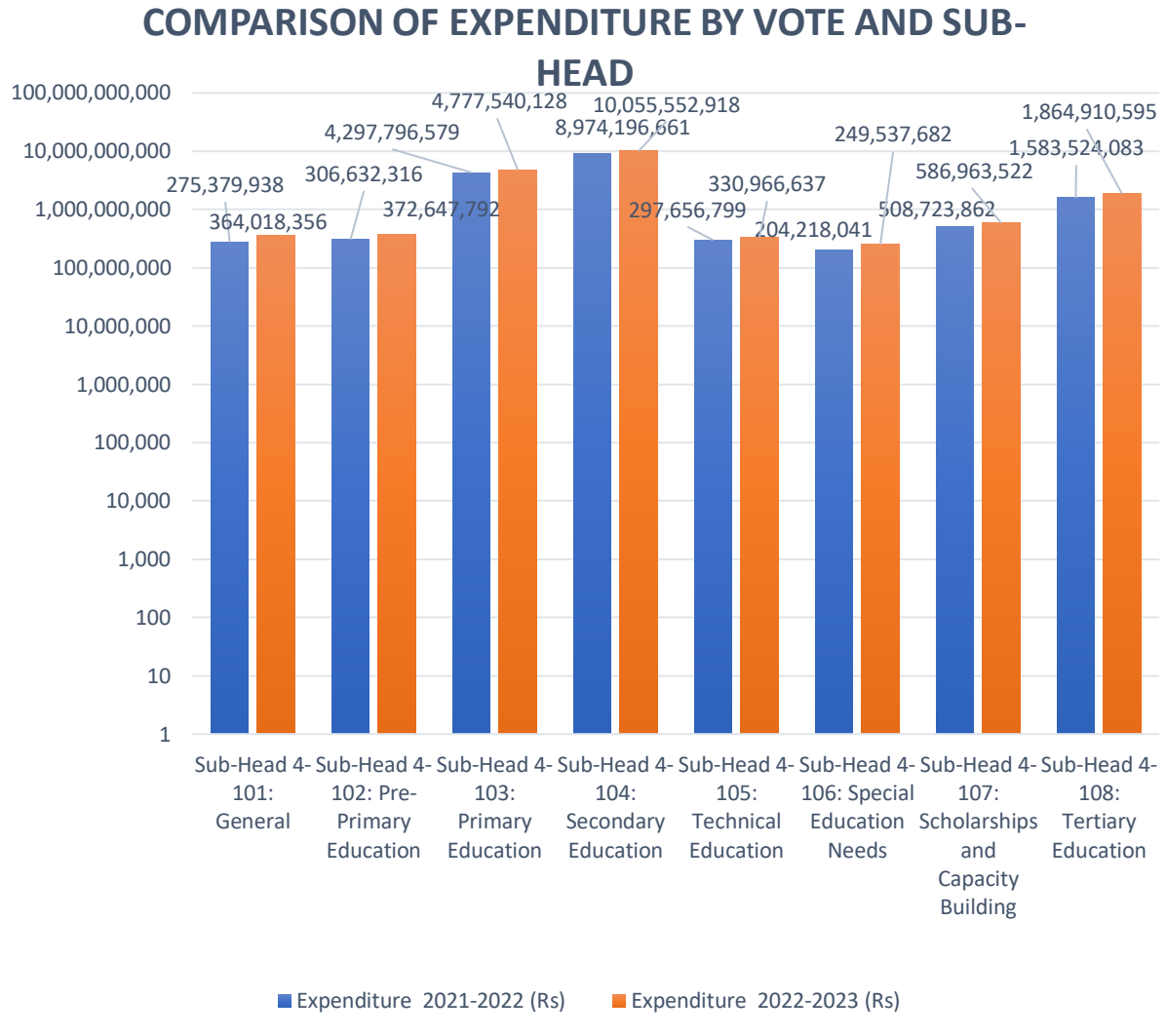
Economic Categories	Actual Expenditure 2021-2022 (Rs)	Actual Expenditure 2022-2023 (Rs)
Allowance to Minister	2,436,000	2,436,000
Compensation of Employees	6,014,827,261	6,338,799,784
Goods and Services	908,216,249	917,049,846
Recurrent Grants	7,618,761,482	8,994,945,548
Other Expense	1,281,983,967	1,459,076,075
Capital Grants	146,950,130	141,789,985
Acquisition of Non-Financial Assets	474,953,190	748,040,392
Total	16,448,128,279	18,602,137,630

Significant changes in recurrent expenditure were noted under the Economic Categories: “Compensation of Employees”, “Recurrent Grants” and “Other Expenses” and were mainly due to the following-

- (i) implementation of Pay Research Bureau Report 2021; and
- (ii) payment of Contribution Social Generalisée which was previously met under the Budget of the Ministry of Finance, Economic Planning and Development.

Moreover, under Capital Expenditures, there has been increase in Vote Item “Acquisition of Non-Financial Assets” due to:

- (i) Acquisition of Tablets for Early Digital Learning Programme; and
- (ii) Upgrading of schools and colleges.



COMPARISON OF EXPENDITURE BY VOTE AND SUB-HEAD		
	Expenditure 2021-2022 (Rs)	Expenditure 2022-2023 (Rs)
4-101: General	275,379,938	364,018,356
4-102: Pre-Primary Education	306,632,316	372,647,792
4-103: Primary Education	4,297,796,579	4,777,540,128
4-104: Secondary Education	8,974,196,661	10,055,552,918
4-105: Technical Education	297,656,799	330,966,637
4-106: Special Education Needs	204,218,041	249,537,682
4-107: Scholarships and Capacity Building	508,723,862	586,963,522
4-108: Tertiary Education	1,583,524,083	1,864,910,595
TOTAL	16,448,128,279	18,602,137,630

Significant changes in expenditure were noted under the Votes/Sub-Heads 4-101, 4-103, 4-104 and 4-108 and were mainly due to the following reasons:

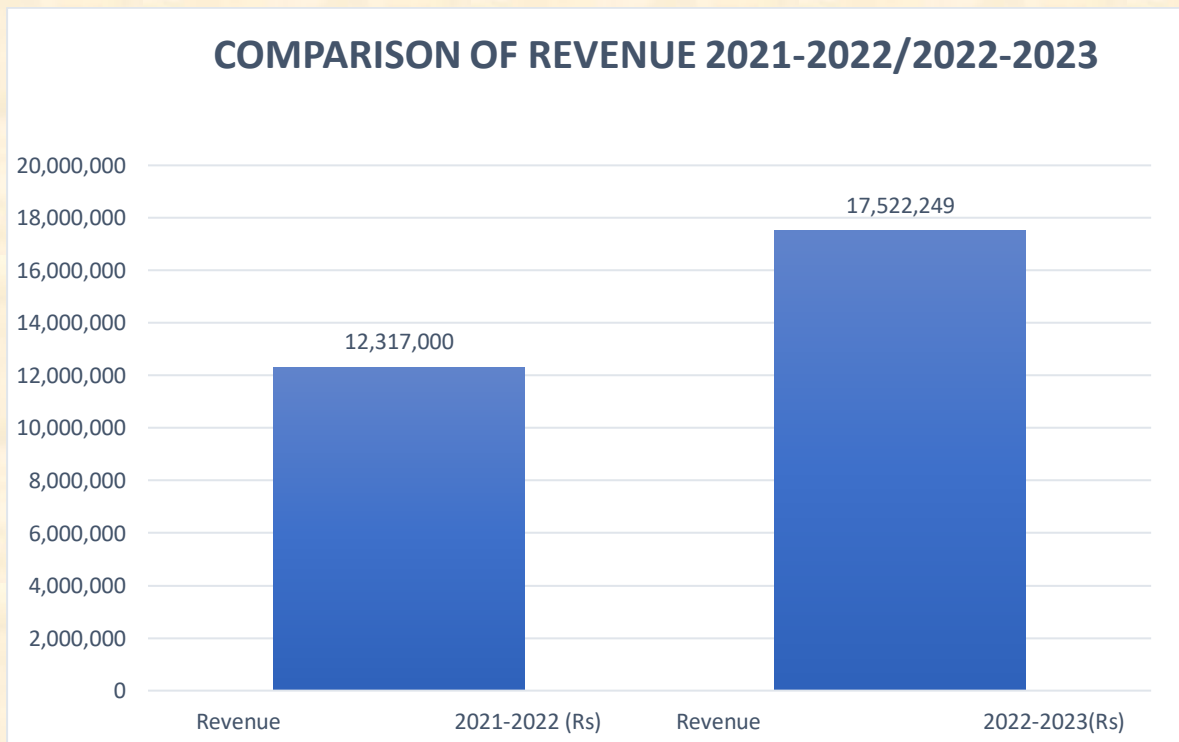
- (i) implementation of Pay Research Bureau Report 2021; and
- (ii) payment of Contribution Social Generalisée which was previously met under the Budget of the Ministry of Finance, Economic Planning and Development

Moreover, there was additional Capital Expenditure under vote 4-103 for acquisition of Tablets for Early Digital Learning Programme and upgrading of schools and 4-104 for upgrading of colleges.

COMPARISON OF REVENUE

The revenue has increased by some 42% which is mainly due to additional books procured by fee paying schools over and above their requirements.

COMPARISON OF REVENUE 2021/22-2022/23	
Revenue 2021-2022 (Rs)	Revenue 2022-2023(Rs)
12,317,000	17,522,249



STATEMENT OF EXPENDITURE AND REVENUE

STATEMENT OF EXPENDITURE

STATEMENT OF EXPENDITURE BY VOTE AND SUBHEAD	Expenditure 2022-2023 (Rs)
4-101: General	364,018,356
4-102: Pre-Primary Education	372,647,792
4-103: Primary Education	4,777,540,128
4-104: Secondary Education	10,055,552,918
4-105: Technical Education	330,966,638
4-106: Special Education Needs	249,537,682
4-107: Scholarships and Capacity Building	586,963,522
4-108: Tertiary Education	1,864,910,595
TOTAL	18,602,137,630

EXPENDITURE BY CATEGORY (RECURRENT AND CAPITAL) 2021/2022-2022/2023									
Economic Categories	Vote 1	Vote2	Vote3	Vote4	Vote5	Vote6	Vote7	Vote8	Actual Expenditure 2022-2023
Allowance to	2,436,000	0	0						2,436,000
Compensation of	171,264,714	0	2,914,220,509	3,194,601,302	0	44,290,324		14,422,935	6,338,799,784
Goods and	92,870,748	0	364,121,604	212,047,136	245,000,000	2,167,018		843,340	917,049,846
Grants	20,930,933	359,146,000	126,332,201	6,348,526,226	3,100,000	12,000,000	372,331,636	1,752,578,552	8,994,945,548
Other Expense	40,870	0	869,270,147	208,437,829	0	175,238,187	206,089,042		1,459,076,075
Capital Grants	0	8,873,002	0	18,891,124	500,000	8,085,305	8,542,844	96,897,710	141,789,985
Acquisition of	76,475,091	4,628,790	503,595,667	73,049,301	82,366,637	7,756,848		168,058	748,040,392
	364,018,356	372,647,792	4,777,540,128	10,055,552,918	330,966,637	249,537,682	586,963,522	1,864,910,595	18,602,137,630

STATEMENT OF EXPENDITURE – GRANTS TO PARASTATAL BODIES

S/ N	Parastatal Body	Actual Expenditure (Rs 000) FY 2021-2022	Estimates (Rs 000) FY 2022-2023	Additional funds from MoFEPD- (Rs000)	Actual Expenditure (Rs 000) FY 2022-2023
1	Private Secondary Education Authority	4,697,699	5,194,300	171,638	5,450,012
2	Higher Education Commission	1,438,503	1,519,475	130,778	1,708,632
3	Mahatma Gandhi Institute/Rabindranath Tagore Institute	606,621	651,040		700,437
4	Early Childhood Care and Education Authority	306,632	347,250		368,019
5	Mauritius Institute of Education	270,661	384,000		380,874
6	Mauritius Examinations Syndicate	290,000	302,000		341,968
7	Mauritius Qualifications Authority	33,808	38,000		29,718
8	Polytechnics Mauritius Ltd	46,000	44,750		44,746
9	Rajiv Gandhi Science Centre	25,632	34,800		30,337
10	Special Education Needs Authority	3,350	26,950		20,085
11	World Hindi Secretariat	6,000	4,745		4,745
12	Quality Assurance Authority	20,032	25,000		32,158
13	Roman Catholic Education Authority	678,811	745,795		785,794
14	Technical Education Centres	225,000	235,000		245,000
15	Institute of Technical Education and Technology	0	20,000		3,600
	Total	8,648,749	9,573,105	302,416	10,146,125

STATEMENT OF REVENUE

Item/Revenue	2021/22 Actual (Rs 000)	2022/23 Estimates (Rs 000)	2022/23 Actual (Rs 000)
Miscellaneous Revenues: Refund of bonds, library membership fees, sales of books, refund for loss of books, sale of bid documents, use of premises and canteen rent.	12,317	12,000	17,522
Total Revenue	12,317	12,000	17,522

PART IV

WAY

FORWARD

Part IV highlights the trends and challenges and the strategic directions of the Ministry.

TRENDS AND CHALLENGES

KEY CHALLENGES

- Promoting skills acquisition and rendering skills education more appealing to students.
- Attracting high performing students to higher level technical and technology education to meet the needs of emerging sectors of the economy.
- Encouraging students towards Science, Technology, Engineering & Mathematics stream.
- Raising student performance attainment level in the different sub-sectors and ensuring that all learners achieve the standards required in education.
- Reducing the work readiness gap through the alignment of curriculum at upper secondary level with the needs of the economy.
- Putting up and operating an Open Educational Resources (OER) platform and producing the relevant resources to ensure self-directed learning at all levels.
- Preventing resource dispersal and optimising resource utilisation by local public Higher Education Institutions (HEIs) by rationalising the programmes of study and avoiding duplication.
- Ensuring that research is geared towards providing support to development in education, including basic education.
- Promoting the development of innovative and impactful research work aligned to societal and industry needs as well as contemporary global issues.

TRENDS

- Strengthen foundational skills which are the building blocks for lifelong learning.
- The embedding of a blended mode of learning across the education system.
- Transforming the education system for greater resilience and responsiveness to an ever-changing social, economic and cultural environment.
- Improving facilities in terms of infrastructure and materials for learners with special education needs and those from disadvantaged/ vulnerable groups for greater equity.
- Bridging the divide between academic and technical education and promote the uptake of technical education as from secondary education level. This will also call for the establishment of easily accessible learning pathways from vocational/

technical to higher education and the reverse.

- The institutionalisation of the continuous professional development for Educators and School Leaders at all levels for increased empowerment.
- Closing the skills gap through strengthening the ties and building stronger partnerships between education and training institutions and the world of works.
- The implementation of an Open Educational Resources (OER) policy to promote creation and use of freely available material in classrooms as a teaching tool for educators and lecturers.
- A higher focus on learners' emotional well-being and mental health.
- The Greening of Education - increasing environment and climate awareness among learners for a secure and safe tomorrow.

STRATEGIC DIRECTION

Strategic Direction	Enabler
Consolidate foundational learning	<ul style="list-style-type: none"> • Implementation of a Grant-in-Aid Scheme for the pre-primary education. • Creation of an enabling preschool environment that supports children’s learning and development.
Build the resilience of the education system in the delivery of all-inclusive, equitable and quality education to learners	<ul style="list-style-type: none"> • Development of a Capacity Building Plan for educators on innovative pedagogical approaches. • Enhancing secondary schools’ network and connectivity. • Development of an EdTech Strategy to enhance teacher-led learning and improve students’ education outcomes. • Development of high-quality e-content with the view to facilitating learners to source appropriate Open Educational Resources. • Extension of the Early Digital Learning Programme to Grade 6.
Enhance technical and technology education as a viable pathway to meet the present and future skills needs of the economy.	<ul style="list-style-type: none"> • Setting up of an enabling environment for technical, science and technology development. • Introduction of a new stream for technology education at upper secondary level. • Provision of a pathway at post School Certificate level for learners to pursue studies in Technical and Technology education. • Developing Technical Education programmes, and curriculum in partnership with the industry.
Transform the local Higher Education sector to create an enabling environment for a system that provides learners with knowledge and skills required for the Future of Work.	<ul style="list-style-type: none"> • Formulate a National Higher Education Strategy to align its programmes with the needs of the ‘glocal’ economy. • Establishment of closer linkages between HEIs and the industry to better meet the requirements of the labour market, and enhance research and innovation.
Healthy and supportive environment that promotes physical, mental, and emotional well-being for all learners within the school community.	<ul style="list-style-type: none"> • Capacity building of staff to ensure physical, mental and emotional wellbeing of learners. • Enhancing the counselling mechanism for learners. • Networking with relevant stakeholders to find a holistic approach to strengthen the Home/ School /Community Linkage.

MINISTRY/DEPARTMENTS	CONTACT DETAILS
Ministry of Education, Tertiary Education, Science and Technology	Address: MITD House, Pont Fer, Phoenix Phone: (230) 601 5200 Fax: (230) 698 4081 Email: moeeps@govmu.org Website: http://ministry-education.govmu.org
Quality Assurance and Inspection Division	Address: 10 th Floor, NPF Building, Rose Hill Phone: (230) 454 1411 Fax: (230) 467 6579
Directorate Zone 1	Address: Mutual Aid Building, Phase 2, 5 Guy Rozemont Square, Port Louis Phone: (230) 405 9600 Fax: (230) 212 6734 Email: moezone1-cs@govmu.org
Directorate Zone 2	Address: F.Herchenroder Street, Beau Bassin Phone: (230) 454 1716 Fax: (230)467 7159 Email: moe-zone2@govmu.org
Directorate Zone 3	Address: Main Road, Rose Belle, opposite Grand Port District Council Phone: (230) 627 0030 Fax: (230) 627 5553 Email: moe-zone3@govmu.org
Directorate Zone 4	Address: Level 2, Ebène Heights, Ebène Phone: (230) 468 1510 Fax: (230) 468 1695 Email: moezone4-cs@govmu.org

List of acronyms

AC	Audit Committee
ADI	Automatic Data Interface
AI	Artificial Intelligence
AKRM	Akademi Kreol Repiblik Moris
CMS	Classroom Management System
COL	Commonwealth of Learning
CPB	Central Procurement Board
CPD	Continuous Professional Development
DOA	Director of Audit
ECCEA	Early Childhood Care and Authority
EDLP	Early Digital Learning Programme
EdTech	Education Technology
GAR	Government Asset Register
GS	Government School
HEC	Higher Education Commission
HEI	Higher Education Institute
HEP	Holistic Education Programme
HEPI	Health and Physical Education Instructors
HR	Human Resource
HRDC	Human Resource Development Programme
HSC	Higher School Certificate
ICAC	Independent Commission against Corruption
ICT	Information and Communications Technology
IMU	Infrastructure Management Unit
ITET	Institute of Technical Education and Technology
KPIs	Key Performance Indicators
MES	Mauritius Examination Syndicate
MIE	Mauritius Institute of Education
MITD	Mauritius Institute of Training and Development
MNICD	Ministry of National Infrastructure and Community Development
MOETEST	Ministry of Education, Tertiary Education, Science and Technology
MOFEPD	Ministry of Finance, Economic Planning and Development
NAO	National Audit Office
NECs	National Education Counselling Service
NGO	Non-Governmental Organisation
OER	Open Educational Resource
OPSG	Office of the Public Sector Governance
PML	Polytechnics Mauritius Ltd
PPO	Public Procurement Office
PROMIS	Project Management Information System
PSAC	Primary School Achievement Certificate
PSEA	Private Secondary Education Authority
RCA	Roman Catholic Authority
SeDEC	Service Diocésain de l'Éducation Catholique
SEN	Special Education Needs
SENA	Special Education Needs Authority
SENRDC	Special Education Resource Development Centres
SSS	State Secondary School
STEAM	Science, Technology, Engineering, Arts and Mathematics
STEM	Science, Technology, Engineering, and Math
STM	Service to Mauritius
TAFISA	The Association For International Sport for All

TEL	Technology Enabled Learning
UDM	Université des Mascareignes
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UOM	University of Mauritius
UTM	University of Technology